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AN EVALUATION OF THE SUPERVISION OF STUDENT & TEACHERS
AND BEGINNING TEACHERS

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**AN EVALUATION OF THE SUPERVISION OF STUDENT TEACHERS
AND BEGINNING TEACHERS**

**An Abstract of a Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College**

**In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Education**

**by
Margaret English Gragg
August 1950**

This study was proposed (1) to determine the extent and evaluation of supervision given to student teachers and beginning teachers in an attempt to help them solve their teaching difficulties and (2) to derive conclusions from such data upon which could be based recommendations for the improvement of pre-service and in-service education programs with special reference to Appalachian State Teachers College.

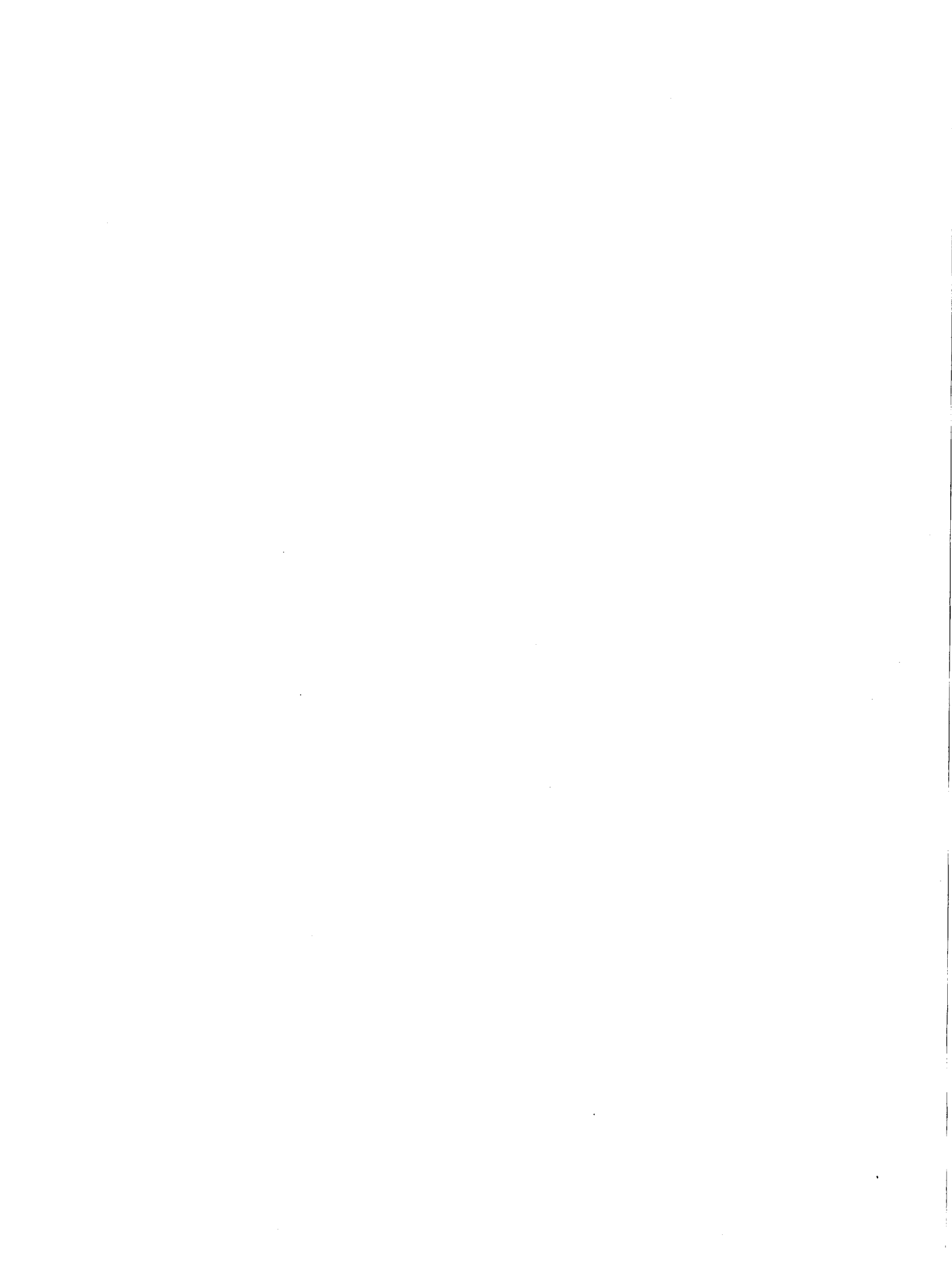
The data used for this study were collected as a part of a research investigation sponsored by Appalachian State Teachers College. Student teachers who were doing their student teaching and beginning teachers who were teaching their first year in the public schools during the school year 1948-1949 submitted reports that provided the data. In these reports the teachers indicated whether or not supervision had been given to help them solve the teaching difficulties they reported, and they evaluated the helpfulness of the supervision which was given.

The study showed that student teachers receive supervision in some form with two-thirds of their teaching difficulties, and the supervision which is given is rated considerably valuable. Student teachers receive the greatest amount of supervision with such difficulties as handling problems of pupil control and discipline, developing study habits, and maintaining pupil achievement; whereas they receive the least amount of supervision with such difficulties

as relationships with adult associates and professional growth and improvement.

The study showed that beginning teachers receive very little supervisory assistance during their first year; supervision in some form is given with only one-third of their difficulties, and the supervision given is rated to be of considerable value. Beginning teachers receive the greatest amount of supervision with such difficulties as pupil control and discipline and keeping records and making reports. Beginning teachers receive the least amount of supervision with such difficulties as personal deficiencies, professional growth, general teaching personality, and the teaching assignment.

The investigator recommended (1) that supervising teachers, principals, and supervisors study and make use of the findings of this investigation in order to have a basis for more adequate and helpful supervision, (2) that supervising teachers, principals, and supervisors develop more frank and congenial relationships with student teachers and beginning teachers so that problems can be discussed more freely, (3) that supervising teachers have not more than two student teachers during any one quarter, and (4) that principals give beginning teachers a lighter teaching load and more assistance and encouragement during their first year of teaching.



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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

With an ever-increasing number of teachers entering the public schools each year, there is a greater need than ever before for evaluation and improvement of pre-service and in-service teacher education.

Much has been written on programs of professional education of teachers, methods of inducting teachers into service, and supervision of teachers in service. Yet, Barr¹ states that supervisors and administrators seem to have been more interested in the development of programs of activities than in the evaluation of such programs. They have reported all kinds of improvement programs on the basis of personal opinion rather than on scientific validation. Educational leaders use many traditional methods and devices that might well be eliminated or supplemented if more effective means of evaluation were developed.

In order to have a basis for the improvement of one phase of teacher education, that of supervision, it will be necessary to analyze and evaluate the supervisory activities now being used with student teachers and beginning teachers.

¹
A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (New York: D. Appleton Century Company, Inc., 1947), p. 754.

Since teacher attitude plays an important part in any program planned for teacher improvement, one basis for the evaluation and improvement of pre-service and in-service education of teachers is to determine their reactions to the supervision given them in connection with their actual teaching problems.

I. THE PROBLEM

Statement of the problem. The purpose of this investigation is (1) to determine the reactions of student teachers and beginning teachers to supervisory assistance given them and (2) to derive conclusions from such data to form a basis for the improvement of pre-service and in-service teacher education programs with special reference to Appalachian State Teachers College, Boone, North Carolina.

Major aspects of the problem are:

1. To what extent do student teachers evaluate the supervision given them by their supervising teachers to be of value in overcoming or solving their difficulties?
2. To what extent do beginning teachers evaluate the supervision given them by their principals or supervisors to be of value in overcoming or solving their difficulties?
3. What suggestions can be derived from these data to lead to the improvement of teacher education

with special reference to Appalachian State Teachers College?

4. What suggestions can be derived from these data to lead to the improvement of the program of supervision of beginning teachers?

Importance of the study. Proper induction into the teaching profession has often been stressed as one of the most important phases of teacher education. For this reason, many teachers colleges are now concerned with the development of more adequate provisions for student teaching so that the prospective teacher will have experience in all activities he will encounter in his regular teaching duties. Some colleges have been conducting follow-up services to determine the success of their graduates in the public schools.

It is evident that many student teachers have not been given proper supervision because of overcrowded conditions in campus laboratory schools, and because many of the critic teachers having the responsibility of supervising their activities have not had previous training in supervision. As a result of the crowded conditions in the campus laboratory schools, many student teachers are now receiving supervised student teaching experience in the public schools, where even more of the teachers have had little or no training in supervision.

There is also evidence to indicate that the beginning teachers are often left to their own devices for in-service growth, on the assumption of some principals that teacher education ends with graduation from a teachers college. Many educators are now advocating a probationary period in teaching which would be placed on the same level with internship in medicine or apprenticeship in law--a state of preparation under careful supervision. Such a state of preparation in the schools where beginning teachers are employed would include careful supervision from principals or supervisors and possibly a follow-up study conducted by the college for its graduates.

An evaluation of the supervision given to student teachers and to graduates of Appalachian State Teachers College would serve as a basis for the improvement of pre-service and in-service education in that college and in other teachers colleges.

II. DEFINITIONS OF TERMS USED

The term student teaching is used to refer to the phase of teacher education in which college students teach under the direction of a supervising teacher.

The term student teacher is used to refer to the student who is engaged in student teaching.

The term supervising teacher is used to refer to the teacher in the college laboratory school or the public school who is responsible for supervising or directing the activities of the student teachers assigned to him.

The term beginning teacher is used to refer to the teacher who is teaching his first year in the public schools.

The term supervisor is used to refer to the person who is responsible for supervising the teaching of the beginning teacher. In most cases this is the principal of the school in which the beginning teacher is employed.

The term teaching difficulty is used to refer to any difficulty directly or indirectly related to teaching that the student teacher or the beginning teacher has not solved to his own satisfaction or to the satisfaction of his supervisor.

III. SCOPE OF THE STUDY

The scope of this study is restricted to an evaluation of the supervision given to student teachers and beginning teachers who were teaching in grades seven through twelve. The student teachers who participated in the study were enrolled in student teaching during the first, second, or third quarter of their senior year at Appalachian State Teachers College in 1948-1949. The beginning teachers who participated in the study were those who graduated from

Appalachian State Teachers College in the spring and summer of 1948 and were employed in their first teaching positions in secondary schools during the school year 1948-1949.

IV. SOURCES OF DATA

The data for this study were collected as a part of a research investigation sponsored by Appalachian State Teachers College and conducted by the Director of Student Teaching.²

The four sources of data for this study were (1) student teachers, (2) supervising teachers, (3) beginning teachers, and (4) supervisors. A detailed description of the procedures used in collecting the data may be found in Wey's study of the difficulties encountered by student teachers and beginning teachers. The present study will be concerned only with the amount of supervision given and the evaluative judgment placed on supervisory assistance given these student teachers and beginning teachers to help them solve their teaching difficulties. Only a summary of the original procedures will be necessary here.

² Herbert W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education with Special Reference to Appalachian State Teachers College" (unpublished Doctor's dissertation, Indiana University, 1950), pp. 66-96.

Student teachers as a source of data. During the school year 1948-1949 there were 132 student teachers enrolled in student teaching at Appalachian State Teachers College. A relatively simple report form was devised for use by these student teachers in reporting at regular intervals a description of their difficulties, whether or not each difficulty was solved or adjusted to at the time the report was made, whether or not supervisory assistance had been given to help solve each difficulty, and the student teacher's evaluation of the supervision which was given. The evaluation was indicated by checking a column headed no help, some help, or very helpful. Special care was taken not to suggest specific types of teaching difficulties either in the report form or in the instruction sheet which was developed to accompany the report forms.³

All student teachers participating in the study were told the purposes of the study and were asked to cooperate in submitting data at regular intervals. During conferences with the student teachers the Director of Student Teaching guaranteed them that the reports submitted would in no way affect their student teaching grades, that the report forms would not be revealed to their supervising teachers, and that participation in the study was entirely voluntary.

³
See Appendix A.

The student teachers were asked to submit reports at three regular intervals during their student teaching experience. The student teaching program of Appalachian State Teachers College involved two eleven-weeks' terms during which the student teachers taught one hour a day. For this reason the student teachers were asked to submit reports at the end of (1) eight weeks of student teaching, (2) fifteen weeks of student teaching, and (3) twenty-two weeks of student teaching.

Materials for reporting teaching difficulties and evaluations of supervision were distributed from the Office of Student Teaching. A few days before each reporting period the student teachers were given (1) one student-teacher report form, (2) one instruction sheet, and (3) one envelope in which the report form could be sealed. The report forms were sealed and returned directly to the Office of the Director of Student Teaching.

Throughout the study the Director of Student Teaching held individual conferences to help student teachers who requested aid in filling out their report forms and to determine, if possible, whether any new difficulties were being encountered that were not being reported. No new difficulties other than those being reported were revealed in these conferences.

Supervising teachers as a source of data. The second source of data concerning student teachers was a report of the difficulties encountered by student teachers from the viewpoint of their supervising teachers. A report form and an instruction sheet similar to those used with student teachers were developed for use by the thirty-eight supervising teachers who directed the work of the student teachers. No suggestions were made to the supervising teachers as to the types of difficulties student teachers might be encountering. Since the supervising teachers' responsibility is to give supervision, they were not asked whether or not they gave supervision to the student teachers relative to the difficulties they reported for their student teachers. Further details of the supervising teachers' reports will not be necessary for this particular study. The writer merely mentions this source of data to show that supervising teachers were reporting difficulties being encountered by their student teachers and to show that supervision of some kind was being given to the student teachers.

Beginning teachers as a source of data. There were ninety-five beginning teachers eligible to participate in this study. These teachers, who were employed in their first teaching positions in secondary schools, had graduated from Appalachian State Teachers College in 1948 and had had no

previous teaching experience other than student teaching in the school year 1947-1948.

A similar type of report form and instruction sheet was used with beginning teachers as with student teachers for use in reporting their teaching difficulties, whether or not supervision had been given relative to the teaching difficulties, and the evaluative judgment placed on the supervision given, indicated as being of no help, some help, or very helpful.⁴

The beginning teachers were first contacted by a letter in which they were asked to participate in the study. They were guaranteed that the information submitted would be held strictly confidential and would not be revealed to their principals or supervisors. Beginning teachers were asked to report their difficulties at the end of the first three months of teaching, at the end of six months, and at the end of the first year.

Supervisors as a source of data. The difficulties encountered by beginning teachers as recognized by their principals or supervisors were the second source of data for the beginning teachers. The ninety-five beginning teachers were employed in seventy-eight different secondary schools, making a total of only seventy-eight supervisors eligible to report for the ninety-five beginning teachers.

⁴ See Appendix B.

A report form similar to that used by beginning teachers was used by supervisors to report the description of the difficulties of beginning teachers. The report form for supervisors included one column for the description of the difficulty and one for an indication of whether the difficulty had been solved or adjusted to by the time of the report. On the third and final report, the supervisors were asked to indicate whether or not they had given supervision to the beginning teachers; this, of course, was a report of a very general nature rather than an indication of specific supervisory assistance.

In order to increase the value of the study, the Director of Student Teaching made two visits each to seventy-nine of the ninety-five beginning teachers and their supervisors during the school year 1948-1949. The first visit was made during the third and fourth months of the school year, and the second visit was made during the last month of the year, or just before the time for the last report to be made. On both occasions the Director first held a conference with the supervisor and then with the beginning teacher. To prevent influencing the reports of beginning teachers or of supervisors, special care was taken not to suggest specific types of difficulties that might be encountered.

V. TREATMENT OF DATA

A system was developed by the Director of Student Teaching so that the data might be handled quantitatively. The statements of teacher difficulties were transferred from the report forms to index cards. Different colors of cards were used to indicate the four sources of data.

In recording data received from the student teacher and the beginning teacher, the original investigator indicated the number of the report, the sex and teaching field of the teacher, the description of the difficulty encountered, and the name of the teacher for whom the report was made. All of this data was used in the previous report by Wey concerning his analysis of teaching difficulties.⁵

For the present study the writer used data indicated in simple code in the lower left hand corner of the index cards. Capital letters indicated whether or not the difficulty was solved at the time of the report, whether or not supervisory assistance had been given to help solve the difficulty, and whether the supervision was judged to be of no help, some help, or very helpful.

The following illustration shows the kind of summary made of the data revealed in the report forms:

⁵ Wey, op. cit., pp. 79-84.

1
M/Reading
Inability to make detailed and useful lesson plans.
Y/Y/VH
Name of student teacher

The data on this card indicated that (1) it was the report of a student teacher on a white card, (2) it was the first report, (3) it was the report of a man teaching reading, (4) the difficulty concerned the making of lesson plans, (5) "Y" indicated the difficulty was solved at the time of the report, (6) "Y" indicated that supervisory assistance was given, and (7) "VH" indicated that the supervisory assistance was judged to be very helpful.

The data submitted by supervising teachers and by supervisors were recorded in a similar manner, indicating the number of the report, the sex and teaching field of the teacher, the description of the teaching difficulty, and the name of the teacher for whom the report was submitted. Capital letters were used as a code to indicate whether or not the difficulty had been solved. No data were recorded on these cards as to the supervisory assistance which the supervising teachers and supervisors had given the student

teachers or beginning teachers.

After summarizing the data and recording it on the cards, the Director of Student Teaching placed the difficulties into three general areas, further classified them into seventeen major categories, and then sub-divided these into fifty-five specific categories.⁶

Data used in the present study were not analyzed or reported in the study by Wey. The writer of the present study used data relative to the supervision given and to the evaluation of the supervision, judged by student teachers and beginning teachers to be of no help, some help, or very helpful. Data were gathered from the cards and tabulated to show the reactions of student teachers and beginning teachers to supervisory assistance given them relative to the seventeen major types and fifty-five specific types of difficulties as already classified by Wey.

VI. VALIDITY AND RELIABILITY OF DATA

Since the data used in this study were collected by the Director of Student Teaching of Appalachian State Teachers College in a research investigation concerned with the difficulties encountered by student teachers and beginning teachers, the validity and reliability of the data were determined by the investigator in the original investigation.

⁶Ibid., pp. 83-84.

Several precautions were taken to make the methods of collecting and classifying the data as objective as possible. Two possible limitations to the study were that student teachers and beginning teachers may at times rationalize their difficulties and that some difficulties are not likely to be recognized by student teachers and beginning teachers. These limitations were recognized, and attempts were made to reduce their influence through the use of systematic procedures in the collection and treatment of data.

In an effort to increase the validity of the data, the investigator in the original study placed participation of all student teachers and beginning teachers on a voluntary basis with the assurance that all data submitted would be held confidential by the Director of Student Teaching. At no time were the names of persons submitting data or the types of difficulties being reported given to supervising teachers or supervisors.

The data were made more objective through the use of individual conferences held with nearly all the participants throughout the duration of the study. Care was taken in these conferences not to suggest difficulties that might be encountered, and attempts were made to maintain interest in the study and to see that participants understood how to make the reports. The simple report form devised for use in the study was planned so that only those difficulties

which caused enough trouble to be recognized by student teachers and beginning teachers would be reported. It is believed that the difficulties reported and the evaluations assigned to the supervision given in connection with these difficulties are valid in so far as student teachers and beginning teachers are able to recognize their difficulties and to evaluate the supervision given them.

After the data had been collected, precautions were taken to make the method of classifying the data as objective as possible. A definite method and criteria were set up for organizing the difficulties reported into categories, and a committee of five people was used to check on the investigator's ability to classify the data according to the criteria used. It was found that the comparison of classification, or the index of validity, was 0.94, a sufficiently high degree for a study of this type.⁷

A check was also made on the investigator's ability to re-classify the difficulties to categories after a three months' waiting period. The index of reliability was found to be 0.98, which was judged to be sufficiently high for a study of this nature.⁸

The extent of participation in the study is measured by the number of student teachers and beginning teachers who

⁷Ibid., p. 87.

⁸Ibid., p. 98.

submitted reports at each of the three reporting periods. Of the 132 student teachers engaged in student teaching at Appalachian State Teachers College, 128, or 97.0 per cent, returned three reports. Of the ninety-five beginning teachers who were eligible to participate in the study, eighty-five, or 89.5 per cent, returned three reports. Thus, the reports analyzed in this study represent 93.3 per cent of all persons eligible to participate in the study.

Summary

The method of investigation used in this study involved the collection of data from a part of the study conducted by the Director of Student Teaching of Appalachian State Teachers College. The difficulties of student teachers and beginning teachers were analyzed and reported in the original study. The evaluations of supervisory assistance given to student teachers and beginning teachers to help solve their difficulties provided the data for this investigation.

The data were collected in the form of written reports in which student teachers and beginning teachers indicated the evaluation they placed on supervision given them to help solve the difficulties they reported. The reports were supplemented by individual conferences with approximately 90 per cent of those who participated in the study.⁹

⁹ Ibid., p. 95.

The data were summarized and classified into seventeen major categories and then sub-divided into fifty-five specific types for the original investigation. The data for this particular study were gathered from the summary cards used in the original study and were tabulated to indicate (1) the amount and value of the supervisory assistance given to student teachers and (2) the amount and value of the supervisory assistance given to beginning teachers. Data used in this study are judged to be reasonably reliable and valid in view of (1) the high percentage of voluntary participation, (2) the frankness with which participants made the reports, (3) the systematic procedures used in the collection of data, (4) the extensive sampling of reports submitted by student teachers and beginning teachers in the different teaching fields, (5) the individual conferences that were held with participants of the study to check on the validity of the data submitted in written reports, (6) the relatively high index of validity (0.94) found for the method and criteria for classifying the data, and (7) the relatively high index of reliability (0.98) found for the investigator's ability to classify the data.¹⁰

¹⁰
Ibid., pp. 95-96.

CHAPTER II

REVIEW OF RELATED STUDIES

A careful review of the literature reporting research studies in the field of supervision reveals that few studies made have been concerned with the problem of supervision of student teachers or beginning teachers. For this reason, the studies reviewed here will be presented, first, under the topic of general appraisal of supervision; then, the supervision of student teachers; and last, the evaluation of in-service education of teachers.

Studies dealing with general appraisal of supervision.

The literature on the general evaluation of supervision up to 1930 is well summarized in the Fourth Yearbook of the Department of Supervisors and Directors of Instruction, entitled "The Evaluation of Supervision." Investigations of the evaluation of supervision have used the questionnaire, the jury, the interview, the case study, experimental groups, equivalent groups, rating or score cards, and comprehensive investigations.¹

Many of the earlier studies dealt with the general reactions or "expressed opinions" of experienced teachers

¹ National Education Association, The Evaluation of Supervision, Fourth Yearbook of the Department of Supervisors and Directors of Instruction (New York: Teachers College, Columbia University, 1931), p. 41.

to supervision, and the data were treated with frequency distributions and tabulations. Some later studies dealt with teachers' reactions to designated persons, such as principals, superintendents, departmental supervisors, or general supervisors.

One of the earlier studies was conducted by Valentine² through the use of a detailed questionnaire to obtain teacher evaluation of various phases of supervisory activities. From listings of ten mature and experienced supervisors, he compiled a list of thirty-six desirable supervisory activities. Ninety-eight teachers familiar with supervision then indicated the activities they approved and the activities they considered important. From the replies received he tabulated the frequency of teachers' reactions to each of the listed activities. The most important activities in his findings were (1) individual conferences, (2) classroom demonstrations, (3) group meetings with new teachers, (4) plans made with new teachers, and (5) aid in collecting instructional materials.

In another study to determine teacher evaluation of supervisory activities, Melby³ collected from educational

²Ibid., pp. 44-45.

³Ernest O. Melby, "Teacher Evaluation of Supervisory Procedure," Second Yearbook of the National Conference of Supervisors and Directors of Instruction (New York: Teachers College, Columbia University, 1929), p. 251.

literature a list of supervisory activities and devices, classified them under five headings, and then included all the items in two questionnaires to be used in ten school systems in Minnesota. The first questionnaire asked teachers to indicate how frequently the supervisors in their systems used each activity and device. The second questionnaire called for teachers' judgment of the value of the activity on a four-point scale: of great value; some value; little or no value; and undesirable, should not be used. From replies received from 377 elementary school teachers and 334 high school teachers, he concluded that teachers were generally favorable toward supervision. Only five of the sixty-five activities were checked undesirable by 10 per cent of the teachers, while large numbers were rated of great value. Of the sixty-five items, thirty-five were rated to be of great value to 40 per cent or more of the teachers.

Using principals as an accredited jury, Kyte⁴ made and reported a study of supervisory methods used by superintendents in fifty cities of 10,000 to 15,000 population. The items were ranked according to their importance by the principals in thirty-two of the cities and the composite rank of the activities computed. Kyte's findings indicate that principals consider most important (1) personal conferences

⁴ National Education Association, op. cit., pp. 48-49.

held by supervisor, superintendent, and principal; (2) group meetings held by supervisor; (3) demonstrations by superior teachers; (4) directed visitation; (5) demonstrations by supervisors; (6) recognition of teacher's creative work; and (7) supervised experimentation.

General conclusions which seem to be warranted by these numerous early studies of the problem of evaluating supervision and supervisory activities are that supervision affects the growth of pupils, that supervision which affects the growth of pupils is effective in changing teachers and teaching procedures, and that supervisory activities differ in their relative effectiveness. In connection with these findings, the following generalizations are pointed out: (1) that supervisory activities most effective with teachers are demonstration teaching, group meetings, personal conferences, and building courses of study; (2) that the aids most welcomed by teachers are constructive suggestions and criticisms and definite outlines of work dealing with methods, management, subjects, and materials; and (3) that teachers prefer characteristics of sympathy, willingness to give encouragement, executive ability, open-mindedness, cooperation, and tactfulness in supervisors.⁵

⁵
Ibid., pp. 141-142.

In the decade from 1930 to 1940 a few important studies were reported. Nutt⁶ distributed a questionnaire to teachers in three school systems asking them to indicate (1) helpful things done by their supervisors, (2) things done that were not helpful, (3) help needed but not given, and (4) ways in which the supervisor may have been a detriment. From the 231 replies received he found 624 helpful activities resulting from the work of general supervisors, including such activities as (1) encouragement, sympathy, and favorable comment; (2) helpful suggestions; (3) friendly, constructive criticism; (4) cooperation; (5) demonstration teaching; and (6) helping with course of study. Fourteen activities that were not helpful were reported for the general supervisor.

The report on activities of special supervisors was not so favorable; 372 helpful items and 275 non-helpful activities were listed. Helpful activities of the special supervisor included such items as (1) helpful suggestions, (2) detailed outlines of work, (3) suggested methods and devices, (4) demonstration teaching, and (5) help in planning work. The non-helpful items given included such things as (1) too much work expected, (2) too many supervisors, (3) regular programs interrupted, (4) work too indefinite, and (5) the suppression of the teacher's individuality.

⁶Walter S. Monroe, editor, Encyclopedia of Educational Research (New York: The Macmillan Company, 1941), p. 1193.

In a similar study by Barr and Reppen⁷ a questionnaire was distributed to selected teachers in seventy-one cities of 20,000 to 150,000 population in seven mid-western states. The 367 teachers who replied cited two and one-half times as many helpful instances of supervision as they did of objectionable supervision. The most helpful activities found in their study were (1) classroom visitation and conference, (2) demonstration teaching, (3) visiting other teachers, (4) teachers' meetings, (5) professional reading and discussions, (6) experimental study of teaching problems, (7) participation in curriculum construction, and (8) supervisory bulletins.

Teachers who answered the questionnaire criticized supervisors for (1) inadequate planning, (2) distracting classwork by interruptions, (3) failing to share responsibilities, (4) dealing with theoretical rather than practical problems, and (5) promoting fads and set techniques. A little less than half of the teachers stated some instances in which supervision had actually been harmful. General and special supervisors were credited with the most harmful and also the most helpful supervision; while superintendents gave less harmful supervision, and principals were "neither particularly helpful or harmful."⁸ This conclusion might indicate that

⁷Loc. cit.

⁸Loc. cit.

both the general and special supervisors actually gave more supervision than superintendents and principals gave to the teachers.

A study to discover the extent to which principles and procedures of supervision were understood and approved by teachers was conducted by Lindquist⁹ in Oakland, California. The suggestions received from teachers who participated in his study were (1) that supervisors should teach more, mentioned 92 times; (2) faculty meetings were poorly planned, 40 times; (3) more small group conferences were needed, 38 times; (4) more pointed discussion of problems was desirable, 35 times; (5) more demonstration lessons desired, 34 times; (6) longer and more frequent visits needed, 24 times; and (7) less inspection, 23 times.

Antell¹⁰ conducted a recent study in eight elementary schools in New York through the use of a questionnaire in which he listed twenty-five of the most common practices of supervision. The teachers in these schools, whose policies ranged from extreme conservatism to extreme progressivism, were asked to signify whether the supervisory practices used were judged by them to be very helpful; of little help; of no help whatever; actually detrimental; or if non-existent,

⁹ Ibid., p. 1194.

¹⁰ Henry Antell, "Teachers Appraise Supervision," Journal of Educational Research, 38: 606-611, April, 1945.

no contact.

The two hundred replies received from teachers indicated that they favored supervisory practices which gave them opportunities to participate in curriculum improvement, which made available some sources of information, and which gave "genuine assistance." They resented imposition, they wanted help with everyday tasks, and they disliked inspectorial supervision. He found that twelve of the twenty-five items were rated very helpful by at least 50 per cent of the teachers; and nine items were rated actually detrimental, ranging from 2 to 65 per cent of the teachers.

The investigator concluded that supervisors and teachers are not agreed on the real purposes and techniques of supervision and that supervisors need to "readjust their thinking in regard to various supervisory activities."¹¹

For the most part, the studies just reviewed have indicated the kind of supervision which supervisors think they should give to teachers and the kind of supervision teachers think they should be given. In almost all the investigations reviewed, the method of study involved the use of questionnaires which contained lists of supervisory activities which teachers or supervisors were asked to check. This method in itself would serve to make the reports less valid since a check-list or a questionnaire may suggest to

¹¹
Ibid., p. 611.

the person being questioned the kind of answers that it is possible to give.

Studies dealing with supervision of student teachers.

Studies dealing with the evaluation of the supervision of student teachers have been limited in number. One of these conducted by Stiles¹² was concerned with the status of supervision of prospective high school teachers in eighty universities in several states throughout the United States. His purpose was to determine (1) who does the supervising of student teachers; (2) the qualifications, source of pay, and teaching load of supervising teachers; and (3) the faculty to which the supervising teacher belongs. He found that less than 10 per cent of the supervising teachers had reduced teaching loads to allow time for supervisory activities, and less than 20 per cent of the student teachers were supervised by teachers who had had special training in supervision. In view of these facts, he recommended, for one thing, that the universities which prepare teachers should provide in-service training for critic or supervising teachers.

Jacque¹³ conducted a similar study, but with the supervision of student teaching in arts colleges throughout

¹² Lindley J. Stiles, "Supervision of Student Teachers in Universities," Education, 67: 8-11, September, 1946.

¹³ Florence Carleton Jacque, "The Supervision of Practice-Teaching on the High School Level by Arts Colleges," Educational Administration and Supervision, 31: 367-373, September, 1945.

the United States. Miss Jacque reviewed the literature on supervised student teaching and conducted her study through the use of a questionnaire and interviews. Her purpose was to determine the present status of supervised student teaching in arts colleges and to evaluate those conditions according to acceptable supervisory standards.

Based on the findings of her study, she recommended (1) that the college supervisor should devote more time to supervision of student teachers; (2) that colleges should have a better plan of student teacher placement; and (3) that the college supervisor should issue bulletins for critic teachers, provide for demonstration lessons and movies for improvement of teaching, and provide more objective measures for the evaluation of student teachers.

In order to determine what supervisory practices student teachers consider most helpful, Fieldstra¹⁴ conducted a study in the more than a dozen schools that are used for student teaching activities by the School of Education of Stanford University. The most frequently mentioned helpful practices used by the regular teachers in these schools with their student teachers were (1) close relationship with the student teachers, (2) demonstrations of methods and devices, (3) frank criticisms, (4) responsibility for the entire class,

¹⁴Clarence Fieldstra, "Supervisory Practices Which Student Teachers Consider Most Helpful," Educational Administration and Supervision, 28: 536-543, October, 1942.

(5) frequent conferences, (6) freedom in teaching, (7) finding additional materials, and (8) consideration for the student teacher's load.

Mooney¹⁵ conducted an investigation involving an analysis of the supervision of student teachers in campus and cooperating schools preparing elementary teachers in New York State. His study was concerned with the reactions of 208 supervisors and 392 student teachers to supervisory activities. The investigator first searched through literature on supervision to determine the concepts upon which the supervisory activities are based. He then compiled a list of all possible supervisory activities that are or should be carried on with student teachers. This list was sent to the supervisors of student teachers to be checked on four items: (1) the activities performed by the supervisors, (2) the relative importance of the activities in the preparation of teachers, (3) the relative difficulty in accomplishing the purpose of each activity, and (4) the type of school (campus or cooperating) in which each supervisory activity could be carried out with the best results in the improvement of teachers.¹⁶

¹⁵ Edward S. Mooney, An Analysis of the Supervision of Student Teaching (Teachers College Contributions to Education, No. 711; New York: Teachers College, Columbia University, 1937), 159 pp.

¹⁶ Ibid., p. 13.

In order to find out what concepts the supervisors used to guide their student teachers, the investigator asked the supervisors to check a list of six concepts in three respects: (1) those which they approved; (2) those which they disapproved; and (3) those which they followed as basic to their supervisory activities with student teachers.

Mooney found that supervisors consider their most important supervisory activities are (1) helping student teachers to establish desirable relationships with pupils, (2) guiding student teachers in planning for student participation in classroom activities, (3) showing student teachers how to economize their own and pupils' time and energy in classroom management, (4) stressing importance of proper care of the classroom, and (5) guiding student teachers in the collection of materials of instruction.¹⁷

He also found that supervisors consider the very difficult activities are (1) instructing student teachers in applying corrective measures, (2) instructing student teachers in assigning work to meet individual needs and abilities, and (3) helping student teachers to set up aims and purposes cooperatively with pupil groups.¹⁸

The same list of supervisory activities was sent to student teachers to be checked in respect to three items:

¹⁷
Ibid., pp. 133-135.

¹⁸
Ibid., pp. 135-137.

(1) the degree of helpfulness of each activity as carried on with the student teachers by each of their supervisors; (2) the degree of difficulty in attaining the purpose of the activity; and (3) the supervisory helps which the student teachers believed were very important or necessary in helping them to overcome their difficulties but which they had not received.¹⁹

Tabulations of data in the form of tables throughout the study included only the responses of supervising teachers in both the campus and the cooperating schools. Student teachers' responses were not given the same type of treatment but were mentioned in the discussion of the data.

This study does not report enough conclusive evidence to evaluate the supervision given to student teachers but is merely an analysis of what the supervisors consider important, what they consider difficult to perform, and in what type of school the different supervisory activities can best be performed.

In the discussions following the tabulations of data, Mooney pointed out that the supervisory assistance given was often considered inadequate by the student teachers. In his evaluation of the student teachers' replies, he found that approximately one-fifth of the student teachers desired more

¹⁹ Ibid., p. 13.

help in carrying out the many activities analyzed in the study. He concluded that the one-fifth who need additional help should cause supervising teachers to reorganize their supervisory activities to better equip that 20 per cent.²⁰

Batchelder's²¹ study most nearly resembles this one to the extent that he collected data relative to the degree to which supervisory suggestions and forms of assistance were judged helpful by student teachers in solving or adjusting to major and specific types of difficulties. He collected data from 229 student teachers in six educational institutions, five in Michigan and one in Indiana, by having student teachers hand in reports of difficulties every four weeks during their student teaching experience. The reports of supervising teachers' viewpoints of student teacher difficulties were collected from 822 written reports of student teacher appraisals, reports from 23 supervising teachers in the University of Michigan High School, and from interviews with supervising teachers.

In his study Batchelder asked student teachers to evaluate the supervisory suggestions and forms of assistance on a three-point scale: no help, some help, or very helpful.

²⁰ Ibid., p. 129.

²¹ Howard T. Batchelder, "An Analysis of Student Teachers' Difficulties in Directed Teaching" (unpublished Doctor's dissertation, University of Michigan, 1943), 382 pp.

From the reports of student teachers and supervising teachers he obtained a total of 4,380 difficulties which he analyzed and placed in forty-nine classifications. These forty-nine classifications were grouped under two major areas, difficulties originating in personal characteristics of student teachers, and difficulties originating in classroom activities of student teachers. Nearly four-fifths of the difficulties were related to only twelve of the forty-nine classifications. Three out of five of the difficulties most frequently reported by supervisors were related to personal characteristics, while all four of the difficulties most frequently reported by student teachers involved instructional techniques or activities.²² This reveals a wide difference between what the student teacher and the supervising teacher consider the cause of their difficulties in teaching. The implication here is one previously stated by other investigators, that student teachers consider the difficulty most nearly at hand, while supervising teachers look for the underlying causes of the difficulties.

While Batchelder found differences in the extent to which supervision was judged to be of no help, some help, or very helpful in solving both major and specific types of difficulties, he found relatively few supervisory suggestions

²² Ibid., pp. 94-97.

and forms of assistance to be of no help in solving the most frequently encountered difficulties. He found that nine out of ten suggestions given to help solve both major and specific types of difficulties were judged to be either very helpful or some help.²³

In Wey's²⁴ analysis of student-teacher and beginning-teacher difficulties, he concluded that student teachers and their supervising teachers are not in agreement with respect to the nature, scope, frequency, and persistency of difficulties encountered in student teaching. Student teachers reported more difficulties as they gained in experience than their supervising teachers reported for them, perhaps indicating that student teachers were more able to recognize their difficulties after they had had more experience.

He also concluded that, in general, beginning teachers and their supervisors are not in agreement with respect to the nature, scope, frequency, and persistency of difficulties encountered during the first year of teaching, since the beginning teachers reported one and one-half times as many difficulties as their supervisors reported for them.²⁵

Wey recommended that supervising teachers and supervisors place more emphasis on leading the student teacher and

²³ Ibid., p. 146.

²⁴ Wey, op. cit., p. 317.

²⁵ Ibid., p. 319.

the beginning teacher to recognize the real nature and the underlying causes of their difficulties.

Studies dealing with the evaluation of in-service education of teachers. Since no studies have been found relative to the evaluation of supervision of beginning teachers, those studies next reviewed will be concerned with the evaluation of in-service education of teachers, which may or may not include first-year or beginning teachers.

Weber and Garfield,²⁶ who held the opinion that the criticisms given to supervision are applicable to existing conditions of in-service education, conducted a study through the use of a questionnaire to 141 teachers in forty-seven Illinois high schools having a personnel of less than fifteen teachers. Three areas of supervision were stressed, with five specific questions concerning each area; the three areas were democratic participation, provisions for improving the health of teachers, and effectiveness of teachers in solving school problems. Techniques suggested by teachers, not elicited by means of a check-list, were that (1) over one-third favored open discussion of mutual problems in staff meetings; (2) over one-third favored provisions for sick leave to promote

²⁶ C. A. Weber and S. L. Garfield, "Teacher's Reactions to Certain Aspects of In-Service Education," Educational Administration and Supervision, 28: 463-468, September, 1942.

better health; and (3) from one-fourth to one-third favored a professional library, committee reports on professional readings, and surveys of pupil needs and problems as possible methods of solving school problems effectively.²⁷

As chairman of the sub-committee of the North Central Association of Colleges and Secondary Schools, Weber²⁸ participated in another study to determine promising supervisory techniques used in 325 secondary schools in the association. The literature on teacher education had previously placed much emphasis upon pre-service preparation of teachers and upon educating teachers in summer schools, summer workshops, and other organized institutional agencies outside the secondary school. The sub-committee felt a need for an investigation of teacher-education techniques within the secondary school.

Other investigations had found that in-service programs had failed because of insufficient planning; the use of outworn, disliked, principal-centered techniques; and the absence of cooperative attacks on school problems. From replies received from 247 of these schools, Weber and his committee found the most promising techniques were those which gave teachers a part in (1) shaping school policy; (2) planning

²⁷ Ibid., p. 466.

²⁸ C. A. Weber, "Promising Techniques for Educating Teachers in Service," Educational Administration and Supervision, 28: 691-695, December, 1942.

and conducting faculty meetings; (3) attacking school problems cooperatively; and (4) working with board members, teachers, parents, and pupils on common problems. The least promising techniques were supervisory, inspectorial, authoritarian, and principal-centered devices.

The committee's investigation also revealed that the success of in-service education depends upon the degree of democratic participation of all members of the school community rather than on the size of the school, years of service, subjects taught in the schools, extra-curricular assignments of teachers, teaching in home towns, or amount of graduate work done by teachers. Weber concludes that "educating teachers in service is rapidly becoming one of the major problems of secondary school administrators."²⁹

Lingren³⁰ reported another study of in-service education made in twenty-three secondary schools which had been outstanding in programs of curriculum development. School staffs were asked to evaluate twenty-two activities characteristic of in-service programs. From the results of his study he set up five criteria for evaluating in-service

²⁹ C. A. Weber, "A Summary of the Findings of the Subcommittee of the North Central Association of Colleges and Secondary Schools," Journal of Educational Research, 36: 694, May, 1943.

³⁰ Vernon C. Lingren, "Criteria for the Evaluation of In-Service Activities of Teacher Education," Journal of Educational Research, 42: 62-68, September, 1948.

programs. The five criteria indicate that supervision should provide for (1) a survey of problems faced by parents, students, and faculty; (2) cooperative planning; (3) individual help to the in-service teacher, applicable to her own situation; (4) equal distribution of responsibility among the staff; and (5) specific and long-time objectives for which to work.

Summary

In an effort to form a background for the present study in relation to what has already been done in regard to the evaluation of supervision, investigations in the field of evaluating supervision have been reviewed. In summarizing the studies reviewed here it has been found that conclusions drawn by previous investigators are of a general nature concerning the value of supervision. Little has been said of the evaluation of specific supervisory assistance given to help student teachers and beginning teachers to solve their individual problems.

This study has been undertaken to follow up the investigation conducted by the Director of Student Teaching at Appalachian State Teachers College in his analysis of student-teacher and beginning-teacher difficulties and to evaluate the supervision given them by their supervising teachers and supervisors to help solve the difficulties they encountered.

CHAPTER III

THE EXTENT AND EVALUATION OF SUPERVISION

The purpose of this chapter is to present findings concerning the extent and value of supervisory assistance given to student teachers engaged in student teaching and to beginning teachers employed in their first year of teaching. As a basis for an understanding of the difficulties reported and the evaluation of the supervision given in connection with these difficulties, the types of difficulties identified from the original data submitted by student teachers and beginning teachers will be reviewed. The extent to which supervision was given in connection with these difficulties will be shown, and the evaluative judgment placed on the supervisory assistance and suggestions will be presented.

In all, 5,559 difficulties were reported by student teachers, beginning teachers, supervising teachers, and supervisors. It will be recalled that there were three steps involved in classifying the data. First, the original data were grouped into three general areas; then, the difficulties were classified into seventeen major categories; and, last, the seventeen major categories were further sub-divided into fifty-five specific types of difficulties.

Student teachers reported a total of 1,436 difficulties, and beginning teachers reported a total of 1,469

difficulties. These reports of student teachers and beginning teachers, in which are shown their reactions to the supervision given to them in connection with the total of 2,905 difficulties, are the bases of this study.

The nature and scope of all the difficulties reported by student teachers and beginning teachers are presented in the outline below. For more complete descriptions of the difficulties reported, one may see the previous study conducted and reported by the Director of Student Teaching.¹

The Nature And Scope Of Difficulties Encountered By Student Teachers and Beginning Teachers

I. Difficulties Related to the Personal Characteristics of Student Teachers and Beginning Teachers

A. Deficiencies in Professional Attitudes and Traits

1. Lack of critical-mindedness
2. Lack of ability or willingness to work with others
3. Lack of dependability or reliability
4. Lack of ability or willingness to assume responsibility, to be original, or to exercise initiative
5. Lack of professional zeal and interest

¹ Herbert W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education with Special Reference to Appalachian State Teachers College" (unpublished Doctor's dissertation, Indiana University, 1950), pp. 98-107.

B. Personal Deficiencies and Handicaps

1. Physical deficiencies
2. Deficiencies in spoken English (Refinement and grammatical correctness)
3. Lack of command over subject matter and instructional materials
4. Failure to meet professional standards in writing or spelling
5. Lack of effective teaching voice

C. Deficiencies in General Teaching Personality

1. Lack of adaptability
2. Lack of pleasing, attractive appearance
3. Lack of dynamic qualities in personality
4. Lack of a convincing interest in pupils
5. Presence of personal idiosyncrasies and ineffectual expressions
6. Lack of poise, self-confidence, assurance, and emotional stability
7. Lack of reserve and dignity

II. Difficulties Related to the Instructional Activities of Student Teachers and Beginning Teachers**A. Difficulties Involved in Planning and Organizing Learning Activities, Materials, and Procedures**

1. Handling broader aspects of teaching techniques
2. Presenting the lesson and guiding pupil discussion
3. Questioning
4. Making assignments
5. Using teaching materials and equipment

6. Motivating pupil interest and response
 7. Adapting to the needs, interests, and abilities of pupils
- C. Directing Special Activities
1. Teaching current events
 2. Handling demonstrations and experiments
 3. Conducting directed study
 4. Directing reviews and drills
- D. Developing Desirable Educational Habits and Skills in Pupils
1. Improving pupils' oral expression and use of spoken English
 2. Developing good study habits in pupils and maintaining pupil achievement
 3. Improving quality of pupils' written work and spelling
 4. Developing pupils' skills in taking notes
 5. Developing desirable personal traits and attitudes in pupils
- E. Difficulties Involved in Evaluating Pupil Growth and Achievement
- F. Difficulties in Classroom Management
1. Handling routine phases of classroom management
 2. Budgeting time and controlling tempo
 3. Assuming a correct teaching position in the classroom
 4. Adjusting to deficiencies in school equipment, physical conditions, and materials
 5. Keeping records and making reports

- G. Difficulties Related to Pupil Control and Guidance
 - 1. Handling problems of pupil control and discipline
 - 2. Developing rapport with pupils
 - 3. Encouraging individual pupil adjustment
 - 4. Handling problems involving absences and tardies
 - H. Difficulties Involved in Directing Extra-Curricular Activities
 - I. Difficulties Related to Professional Growth and Improvement
 - 1. Making effective observation of the teaching of others
 - 2. Making optimum professional growth
 - 3. Lack of time, or failure to devote enough time, to realize possibilities in one's teaching
 - J. Difficulties Growing Out of Relationships with Adult Associates
 - 1. Being able to establish and maintain proper relationships with the parents of pupils
 - 2. Being able to establish and maintain proper relationships with fellow teachers
 - 3. Being able to establish and maintain proper relationships with supervisors and administrators
 - K. Difficulties Related to the Teaching Assignment
- III. Difficulties Related to the Community Environment and Relationships
- A. Difficulties Involving Living Conditions
 - B. Difficulties Involving the Social, Religious, and Recreational Activities of the Teachers
 - C. Difficulties Involving the Interest or Lack of Interest of the Community in Its School

The preceding outline presents a summary of the major and specific types of difficulties revealed in the original data submitted by student teachers and beginning teachers. These data are more revealing in the analysis of the extent to which supervision was given to student teachers and beginning teachers and in the analysis of the evaluative judgment placed on the supervision which was given to them in an attempt to help them solve or become adjusted to their teaching difficulties.

Table I shows the extent to which the major types of difficulties were reported by student teachers, the extent to which supervision was given with each difficulty, and the evaluative judgment placed by student teachers on the supervision given. The findings in this table are based on the composite reports of 128 student teachers engaged in student teaching.

TABLE I. REACTIONS OF STUDENT TEACHERS TO SUPERVISORY ASSISTANCE IN COPING WITH MAJOR TYPES OF DIFFICULTIES

Major types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions					
		Number	Per cent	No help		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Difficulties related to general instructional techniques*	369	97	25.0	9	3.1	148	50.7	136	46.2
Difficulties in classroom management	241	182	50.6	5	4.2	57	47.9	57	47.9
Difficulties related to pupil growth and guidance	235	56	23.9	2	1.1	82	45.8	95	53.1
Personal deficiencies and handicaps	135	34	25.2	1	1.0	42	41.6	58	57.4
Developing desirable educational habits and skills in pupils	105	24	22.9	8	9.9	41	50.6	32	39.5
Difficulties related to professional growth and improvement	78	43	55.1	4	11.4	16	45.7	15	42.9
Deficiencies in general teaching personality	58	17	29.3	2	4.9	16	39.0	23	56.1
Difficulties growing out of relationships with adult associates	45	32	71.1	2	15.4	8	61.5	3	23.1
Difficulties in planning and organizing learning activities, materials, and procedures	41	12	29.3	3	10.3	11	38.0	15	51.7
Difficulties involved in living conditions	35	32	91.4	1	33.3	1	33.3	1	33.3
Difficulties involved in evaluating pupil growth and achievement	24	5	20.8	3	15.8	7	36.8	9	47.4
Difficulties related to the teaching assignment	21	7	33.3	1	7.1	6	42.9	7	50.0
Directing special activities	11	4	36.4	..	..	5	71.4	2	28.6
Deficiencies in professional attitudes and traits	10	6	60.0	..	..	4	100.0	..	..
Difficulties involved in extra-curricular activities	8	5	62.5	..	..	..	..	3	100.0
TOTALS	1,436	496	34.5	41	4.4	444	47.2	455	48.4

*This table is read as follows: For solving or adjusting to 369 difficulties related to general instructional techniques, there was no supervisory assistance received for 97, or 25.0 per cent, of the cases. Of the remaining number of times this difficulty was encountered, 9, or 3.1 per cent, of the supervisory suggestions for solving this major type of difficulty were judged to be of no help; 148, or 50.7 per cent, were judged to be of some help; and 135, or 46.2 per cent, were judged to be very helpful.

Findings. 1. Of the total of 1,436 difficulties, student teachers reported that no supervision was given with 496 or slightly over one-third (34.5 per cent) of their difficulties.

2. Of the ten most frequently reported major types of difficulties, there are four types for which no supervision was given 50 per cent or more of the time. These four types of difficulties are (1) difficulties involved in living conditions, with no supervision for 32 of the 35 times reported, or 91.4 per cent; (2) difficulties growing out of relationships with adult associates, 32 of the 45 times reported, or 71.1 per cent; (3) difficulties related to professional growth and improvement, 43 of the 78 times reported, or 55.1 per cent; and (4) difficulties in classroom management, 122 of the 241 times reported, or 50.6 per cent.

3. In reverse to Finding 2, it will be noted that, of the ten most frequently reported difficulties, supervision was given with four major types of difficulties approximately 75 per cent of the time. These four types of difficulties and the number of times and percentages for which no assistance was given only one-fourth of the time are (1) personal deficiencies and handicaps, 34 of 135 times reported, or 25.2 per cent; (2) difficulties related to general instructional techniques, 97 of 389 times reported, or 25.0 per cent; (3) difficulties related to pupil control and guidance,

56 of 235 times reported, or 23.9 per cent; and (4) developing desirable habits and skills in pupils, 24 of 105 times reported, or 22.9 per cent.

4. It is interesting to note that the supervisory assistance which was given with the major types of difficulties reported by student teachers was judged to be either very helpful or some help 95.6 per cent of the time when the percentages of evaluation are combined. Of the 940 difficulties with which supervision was given, the assistance was judged very helpful 455 times, or 48.4 per cent; and the assistance was judged to be of some help 444 times, or 47.2 per cent.

5. Although the student teachers evaluated the supervision given them to be very helpful or some help 95.6 per cent of the time, as we have just seen, there are noticeable differences in the number of times and percentages for which the supervision was judged to be very helpful. For example, the supervision given with the difficulty personal deficiencies and handicaps was rated very helpful 58 of the 101 times supervision was reported, or 57.4 per cent. Supervision given with difficulties growing out of relationships with adult associates was rated very helpful only 3 of the 13 times reported, or 23.1 per cent. These percentages show a range from 57.4 per cent to 23.1 per cent within the evaluations of supervision labeled as very helpful with the ten most frequently reported major types of difficulties.

6. The supervision given to student teachers varies also within the evaluations labeled some help and no help. Supervision given with difficulties growing out of relationships with adult associates was rated some help 8 of the 13 times reported, or 61.5 per cent, while supervision given with difficulties involved in living conditions was rated some help 1 of the 3 times reported, or 33.3 per cent. Supervision judged to be of no help ranges from 33.3 per cent with difficulties involved in living conditions to 1.0 per cent with personal deficiencies and handicaps.

By sub-dividing the more general data in the preceding table into more specific headings, it is possible to show the extent to which supervision was given with the more specific types of difficulties. Table II, which follows, has been prepared with this purpose in mind. This table shows the extent to which student teachers reported that supervision was given to them and the evaluations which they placed on this supervision given them in connection with their difficulties classified according to specific types.

TABLE II. REACTIONS OF STUDENT TEACHERS TO SUPERVISORY ASSISTANCE IN COPING WITH SPECIFIC TYPES OF DIFFICULTIES

Specific types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance					
		Number	Per cent	No help and suggestions		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Handling problems of pupil control and discipline*	174	35	20.1	2	1.4	60	43.2	77	55.4
Motivating pupil interest and response	165	41	24.9	2	1.6	75	60.5	47	37.9
Adjusting to deficiencies of school equipment, physical conditions, and materials	143	76	53.1	4	6.0	38	56.7	25	37.3
Adapting to the needs, interests, and abilities of pupils	76	17	22.4	4	6.8	30	50.9	25	42.4
Developing good study habits in pupils and maintaining pupil achievement	69	14	20.3	3	5.5	31	56.4	21	38.2
Presenting the lesson and guiding pupil discussion	68	18	26.5	1	2.0	21	42.0	28	56.0
Handling routine phases of classroom management	65	30	46.2	1	2.9	12	34.3	22	62.9
Lack of command over subject matter and instructional materials	61	16	26.2	1	2.2	20	44.4	24	53.3
Lack of time, or failure to devote enough time, to realize possibilities in one's teaching	48	26	54.2	2	9.1	11	50.0	9	40.9
Handling broader aspects of teaching techniques	46	10	21.7	1	2.8	11	30.6	24	66.7
Being able to establish and maintain proper relationships with supervisors and administrators	44	32	72.7	1	8.3	8	66.7	3	25.0
Difficulties involved in planning and organizing learning activities, materials, and procedures	41	12	29.3	3	10.3	11	38.0	15	51.7
Difficulties involved in living conditions	35	32	91.4	1	33.3	1	33.3	1	33.3
Lack of effective teaching voice	34	8	23.5	..	..	5	19.2	21	80.8
Developing desirable personal traits and attitudes in pupils	32	7	21.9	4	16.0	10	40.0	11	44.0

*This table is read as follows: For solving or adjusting to 174 problems of pupil control and discipline, there was no supervisory assistance received for 35, or 20.1 per cent, of the cases. Of the remaining number of times this type of difficulty was encountered, 2, or 1.4 per cent, of the supervisory suggestions for solving this difficulty were judged to be of no help; 60, or 43.2 per cent, were judged to be of some help; and 77, or 55.4 per cent, were judged very helpful.

TABLE II. (Continued)

Specific types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions					
		Number	Per cent	No help		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Developing rapport with pupils	32	14	43.8	..	..	9	50.0	9	50.0
Budgeting time and controlling tempo	31	16	51.6	..	..	5	33.3	10	66.7
Making optimum professional growth	30	17	56.7	2	15.4	5	38.5	6	46.2
Lack of poise, self-confidence, assurance, and emotional stability	27	12	44.4	1	6.7	4	26.7	10	66.7
Deficiencies in spoken English	26	7	26.9	..	..	10	52.6	9	47.4
Difficulties involved in evaluating pupil growth and achievement	24	5	20.8	3	15.9	7	36.8	9	47.4
Handling problems involving absences and tardies	24	5	20.9	..	..	13	68.4	6	31.6
Difficulties related to the teaching assignment	21	7	33.3	1	7.1	6	42.9	7	50.0
Using teaching materials and equipment	17	8	47.1	1	11.1	5	55.6	3	33.3
Failure to meet professional standards in writing or spelling	13	3	23.1	..	..	7	70.0	3	30.0
Lack of adaptability	10	2	20.0	..	..	4	50.0	4	50.0
Making assignments	9	..	..	..	..	4	44.4	5	55.6
Conducting directed study	9	..	22.2	..	..	5	71.4	2	28.6
Lack of dynamic qualities in personality	8	1	12.5	..	..	4	57.1	3	42.9
Lack of reserve and dignity	8	2	25.0	1	16.7	1	16.7	4	66.6
Questioning	8	3	37.5	..	..	2	40.0	3	60.0
Difficulties involved in directing extra-curricular activities	8	5	62.5	..	..	..	..	3	100.0
Lack of a convincing interest in pupils	5	..	..	..	..	3	60.0	2	40.0
Encouraging individual pupil adjustment	5	2	40.0	..	..	..	..	3	100.0
Lack of professional zeal and interest	4	3	75.0	..	..	1	100.0	..	..
Lack of critical-mindedness	3	1	33.3	..	..	2	100.0	..	..
Lack of ability or willingness to assume responsibility, to be original, or to exercise initiative	3	2	66.6	..	..	1	100.0	..	..
Improving quality of pupils' written work and spelling	2	1	50.0	1	100.0	..	..	..	..
Physical deficiencies	1	..	..	..	..	..	..	1	100.0
Handling demonstrations and experiments	1	1	100.0	..	..	..	..	..	..

TABLE II. (Continued)

Specific types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions					
		Number	Per cent	No help		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Directing reviews and drills	1	1	100.0	..	..	..	..	..	..
Improving pupils' oral expression and use of English	1	1	100.0	..	..	..	..	..	..
Developing pupils' skills in taking notes	1	1	100.0	..	..	..	..	..	..
Assuming a correct teaching position in the classroom	1	..	..	..	..	1	100.0	..	..
Keeping records and making reports	1	..	..	..	..	1	100.0	..	..
Being able to establish and maintain proper relationships with fellow teachers	1	..	..	1	100.0	..	..	..	..
TOTALS	1,456	496	34.5	41	4.4	444	47.2	455	48.4

Findings. 1. Relative to the ten most frequently reported specific types of difficulties, student teachers reported that no supervision was given with three types of difficulties approximately one-half the time. These difficulties with which the least amount of supervision was given are (1) lack of time, or failure to devote enough time, to realize possibilities in one's teaching, 26 of the 48 times reported, or 54.2 per cent of the time; (2) adjusting to deficiencies of school equipment, physical conditions, and materials, 76 of 143 times reported, or 53.1 per cent of the time; and (3) handling routine phases of classroom management, 30 of the 65 times reported, or 46.2 per cent of the time.

2. In reverse to Finding 1, it will be noted that, of the ten most frequently reported difficulties, supervision in some form was given with three specific types of difficulties approximately 80 per cent of the time. These three types of difficulties and the number and percentages of times for which no assistance was given only one-fifth of the time are (1) handling problems of pupil control and discipline, 35 of the 174 times reported, or 20.1 per cent of the time; (2) developing good study habits in pupils and maintaining pupil achievement, 14 of the 69 times reported, or 20.3 per cent of the time; and (3) handling broader aspects of teaching techniques, 10 of the 46 times reported, or 21.7 per cent of the time.

3. With the ten most frequently reported specific types of difficulties, the percentage of times supervision was judged very helpful is approximately the same as the percentage of times supervision was judged to be of some help. The average of the combined percentages for the supervision given with these difficulties judged to be very helpful is 49.1 per cent, and the average of the combined percentages judged to be of some help is 47.0 per cent.

4. Although the percentages listed in Finding 3 are approximately the same, differences may be seen in the evaluations among the ten most frequently reported difficulties as to whether the supervision was judged very helpful or of some help. For example, supervision given with the difficulty motivating pupil interest and response was judged to be very helpful 37.9 per cent of the time and of some help 60.5 per cent of the time; whereas supervision given with the difficulty handling broader aspects of teaching techniques was rated very helpful 66.7 per cent of the time and of some help 30.6 per cent of the time.

5. Of the ten most frequently reported specific types of difficulties, the student teachers reported that the supervisory assistance given them was of no help only 4.0 per cent of the time, as shown by the average of the combined percentages. Differences may also be seen in the evaluations of no help. For example, supervision given with one difficulty,

lack of time, or failure to devote enough time, to realize possibilities in one's teaching, was rated no help 9.1 per cent of the time; whereas the supervision given with another difficulty, handling problems of pupil control and discipline, was rated no help only 1.4 per cent of the time.

6. With some of the most frequently reported difficulties for which no assistance was given the greatest percentages of times, the supervision, when given with these difficulties, was rated very helpful or some help. For example, no assistance was given with adjusting to deficiencies of school equipment, physical conditions, and materials 53.1 per cent of the time. However, the supervision which was given with this difficulty was judged very helpful, or of some help 94.0 per cent of the time (37.3 per cent and 56.7 per cent). With another difficulty, lack of time, or failure to devote enough time, to realize possibilities in one's teaching, for which no assistance was given 54.2 per cent of the time, the supervision, when given, was judged to be very helpful or of some help 90.9 per cent of the time (40.9 per cent and 50.0 per cent).

7. Among the specific types of difficulties which were reported ten or more times, there is a wide variation in the evaluations assigned to the supervision which was given. The supervision evaluated as being of no help ranges from 33.3 per cent with difficulties involved in living

conditions to 1.4 per cent with handling problems of pupil control and discipline.

The supervision evaluated as being of some help ranges from 66.7 per cent with the difficulty being able to establish and maintain proper relationships with supervisors and administrators to 19.2 per cent with the difficulty lack of effective teaching voice.

The supervision rated very helpful ranges from 80.8 per cent with the difficulty lack of effective teaching voice to 25.0 per cent with the difficulty being able to establish and maintain proper relationships with administrators and supervisors.

The data presented in Tables I and II were concerned with the number of times the difficulties were reported by student teachers, the amount of supervision given with these difficulties, and the evaluation of supervision which was given to student teachers. The next two tables have been developed for the purpose of presenting, from the viewpoint of the beginning teacher, the number of times difficulties were reported, the amount of supervision given them to help solve their difficulties, and the evaluation of the supervision which was given to the beginning teachers. Table III, which follows, shows the extent and evaluation of supervision given with the major types of difficulties, based on the composite reports of 85 beginning teachers employed in their first year of teaching.

TABLE III. REACTIONS OF BEGINNING TEACHERS TO SUPERVISORY ASSISTANCE IN COPING WITH THE MAJOR TYPES OF DIFFICULTIES

Major types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions					
		Number	Per cent	No help		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Difficulties related to general instructional techniques*	319	231	72.4	7	8.0	41	46.6	40	45.5
Difficulties in classroom management	309	175	56.6	9	6.7	71	53.0	54	40.3
Difficulties related to pupil control and guidance	195	73	37.4	4	3.3	77	62.5	41	33.3
Difficulties related to the teaching assignment	139	105	75.5	7	20.6	18	52.9	9	26.5
Difficulties growing out of relationships with adult associates	97	69	71.1	5	17.9	13	46.4	10	35.7
Developing desirable educational habits and skills in pupils	91	64	70.3	2	7.4	15	55.6	10	37.0
Personal deficiencies and handicaps	53	44	83.0	..	..	6	66.7	3	33.3
Difficulties involved in directing extra-curricular activities	49	29	59.2	2	10.0	16	80.0	2	10.0
Deficiencies in general teaching personality	42	32	76.2	..	..	7	70.0	3	30.0
Difficulties related to professional growth and improvement	31	25	80.6	..	..	5	83.3	1	16.6
Difficulties involved in directing pupil growth and achievement	27	17	63.0	..	..	2	20.0	8	80.0
Directing special activities	25	18	72.0	..	..	3	42.9	4	57.1
Difficulties involved in planning and organizing learning activities, materials, and procedures	24	17	70.8	1	14.3	3	42.9	3	42.9
Difficulties involved in living conditions	21	15	71.4	2	33.3	1	16.7	3	50.0
Difficulties involved in the social, religious, and recreational activities of the teacher	19	11	57.9	..	..	3	37.5	5	62.5
Deficiencies in professional attitudes and traits	18	14	77.8	..	..	..	..	4	100.0
Difficulties involved in the interest or lack of interest of the community in its school	10	9	90.0	..	..	1	100.0	..	..
TOTALS	1,469	948	64.5	39	7.5	282	54.1	200	38.4

*This table is read as follows: For solving or adjusting to 319 difficulties related to general instructional techniques, there was no supervisory assistance received for 231, or 72.4 per cent, of the cases. Of the remaining number of times this difficulty was encountered, 7, or 8.0 per cent, of the supervisory suggestions for solving this major type of difficulty were judged to be of no help; 41, or 46.6 per cent, were judged to be of some help; and 40, or 45.5 per cent, were judged to be very helpful.

Findings. 1. Of the total of 1,469 difficulties, beginning teachers reported that no supervision was given with 948 or approximately two-thirds (64.5 per cent) of their difficulties.

2. Of the ten most frequently reported major types of difficulties, there are four types for which no supervisory assistance was given 75 per cent or more of the time. These four types of difficulties are (1) personal deficiencies and handicaps, with no supervision for 44 of the 53 times reported, or 83.0 per cent; (2) difficulties related to professional growth and improvement, 25 of the 31 times reported, or 80.6 per cent; (3) deficiencies in general teaching personality, 32 of the 42 times reported, or 76.2 per cent; and (4) difficulties related to the teaching assignment, 105 of the 139 times reported, or 75.5 per cent.

3. In reverse to the second finding, it will be noted that, of the ten most frequently reported major types of difficulties, supervision was given to the beginning teacher with one major type as much as 60 per cent of the time. With this one type, difficulties related to pupil control and guidance, beginning teachers reported that no supervision was given 37.4 per cent of the time, indicating that some type of supervision was given with this difficulty 63.6 per cent of the time.

4. It is interesting to note that the supervisory assistance which was given with the major types of difficulties

reported by beginning teachers was judged to be either very helpful or some help 92.5 per cent of the time. Relative to the 521 difficulties with which some form of supervision was given, the assistance received was judged to be very helpful 200 times, or 38.4 per cent; and the assistance was judged to be of some help 282 times, or 54.1 per cent.

5. Although the supervision was judged to be either very helpful or some help 92.5 per cent of the time, some differences may be seen in the number of times and percentages for which the supervision was judged to be very helpful. For example, supervision given with the most frequently reported type, difficulties related to general instructional techniques, was judged to be very helpful 40 of the 88 times supervision was reported, or 45.5 per cent of the time. Supervision given with difficulties involved in directing extra-curricular activities was rated very helpful only 2 of the 20 times reported, or 10.0 per cent of the time. These two percentages show a range from 45.5 per cent to 10.0 per cent within the evaluations labeled as very helpful among the ten most frequently reported major types of difficulties.

6. The supervision given to the beginning teachers varies also within the evaluations labeled some help and no help. Supervision given with difficulties related to professional growth and improvement was rated some help 5 of the 6 times reported, or 83.3 per cent. Supervision given with

difficulties growing out of relationships with adult associates was rated some help 13 of the 28 times reported, or 46.4 per cent.

Supervision evaluated as being of no help ranges from 20.6 per cent with difficulties related to the teaching assignment to 3.3 per cent with difficulties related to pupil control and guidance.

The findings presented in Table III are certainly of value in showing the over-all picture of the extent and the evaluation of supervision given to beginning teachers with the major types of difficulties. Table IV, however, will present a further analysis of the supervision given to beginning teachers with the specific types of difficulties reported during their first year of teaching.

TABLE IV. REACTIONS OF BEGINNING TEACHERS TO SUPERVISORY ASSISTANCE IN COPING WITH SPECIFIC TYPES OF DIFFICULTIES

Specific types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions					
		Number	Per cent	No help		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Adjusting to deficiencies of school equipment, physical conditions, and materials	197	123	62.4	7	9.5	51	68.9	16	24.6
Handling problems of pupil control and discipline	149	53	35.6	2	2.1	61	63.5	33	34.4
Difficulties related to the teaching assignment	139	105	75.5	7	20.6	18	52.9	9	26.5
Adapting to the needs, interests, and abilities of pupils	111	80	72.1	5	16.1	8	25.8	18	58.1
Motivating pupil interest and response	94	64	68.1	1	3.3	19	63.4	10	33.3
Keeping records and making reports	61	14	23.0	..	..	14	29.8	33	70.2
Being able to establish and maintain proper relationships with supervisors and administrators	61	48	78.7	2	15.4	8	61.5	3	23.1
Difficulties involved in directing extra-curricular activities	49	29	59.2	2	10.0	16	80.0	2	10.0
Developing good study habits in pupils and maintaining pupil achievement	47	34	72.3	1	7.7	9	69.2	3	23.1
Presenting the lesson and guiding pupil discussion	37	36	97.3	..	..	..	..	1	100.0
Handling routine phases of classroom management	36	27	75.0	2	22.2	4	44.4	3	33.3
Handling broader aspects of teaching techniques	30	20	66.7	1	10.0	6	60.0	3	30.0
Using teaching materials and equipment	29	19	65.5	..	..	5	50.0	5	50.0
Lack of command over subject matter and instructional materials	28	25	89.3	..	..	3	100.0	..	..
Developing desirable personal traits and attitudes in pupils	27	17	63.0	1	10.0	4	40.0	5	50.0

*This table is read as follows: For solving or adjusting to 197 problems of adjusting to deficiencies of school equipment, physical conditions, and materials, there was no supervisory assistance received for 123, or 62.4 per cent, of the cases. Of the remaining number of times this type of difficulty was encountered, 7, or 9.5 per cent, of the supervisory suggestions for solving this difficulty were judged to be of no help; 51, or 68.9 per cent, were judged to be of some help; and 16, or 24.6 per cent, were judged to be very helpful.

TABLE IV. (Continued)

Specific types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions					
		Number	Per cent	No help		Some help		Very helpful	
				Number	Per cent	Number	Per cent	Number	Per cent
Difficulties involved in evaluating pupil growth and achievement	27	17	63.0	..	..	2	20.0	8	80.0
Being able to establish and maintain proper relationships with fellow teachers	25	19	76.0	2	33.3	1	16.7	3	50.0
Difficulties involved in planning and organizing learning activities, materials, and procedures	24	17	70.8	1	14.3	3	42.9	3	42.9
Difficulties involved in living conditions	21	15	71.4	2	33.3	1	16.7	3	50.0
Making optimum professional growth	20	18	90.0	..	..	1	50.0	1	50.0
Lack of poise, self-confidence, assurance, and emotional stability	19	17	89.5	..	..	1	50.0	1	50.0
Developing rapport with pupils	19	10	52.5	..	..	7	77.9	2	22.2
Difficulties involved in the interest or lack of interest of the community in its school	19	11	57.9	..	..	3	37.5	5	62.5
Lack of effective teaching voice	17	12	70.6	..	..	2	40.0	3	60.0
Handling problems involving absences and tardies	17	6	35.3	1	9.1	7	63.6	3	27.3
Budgeting time and controlling tempo	15	11	73.3	..	..	2	50.0	2	50.0
Conducting directed study	12	7	58.3	..	..	1	20.0	4	80.0
Lack of time, or failure to devote enough time, to realize possibilities in one's teaching	11	7	63.6	..	..	4	100.0	..	..
Being able to establish and maintain proper relationships with parents of pupils	11	2	18.2	1	11.1	4	44.4	4	44.4
Lack of adaptability	10	7	70.0	..	..	1	33.3	2	66.7
Making assignments	10	5	50.0	..	..	3	60.0	2	40.0
Encouraging individual pupil adjustment	10	4	40.0	1	16.7	2	33.3	3	50.0
Difficulties involved in the social, religious, or recreational activities of the teacher	10	9	90.0	..	..	1	100.0	..	..
Improving pupils' oral expression and use of English	9	6	66.7	..	..	2	66.7	1	33.3
Questioning	8	7	87.5	..	..	..	..	1	100.0
Lack of ability or willingness to work with others	7	4	57.1	..	..	..	..	3	100.0
Lack of dynamic qualities in personality	7	3	42.9	..	..	4	100.0	..	..

TABLE IV. (Continued)

Specific types of difficulties encountered	Number times reported	Number and per cent for which no assistance was given		Evaluative judgment placed on supervisory assistance and suggestions						
		Number	Per cent	No help		Some help		Very helpful		
				Number	Per cent	Number	Per cent	Number	Per cent	
Directing reviews and drills	7	7	100.0	..	..	..	..	..	..	..
Lack of critical-mindedness	6	6	100.0	..	..	..	..	..	..	..
Improving quality of pupils' written work and spelling	6	5	83.3	..	..	..	..	1	100.0	..
Lack of professional zeal and interest	5	4	80.0	..	..	..	..	1	100.0	..
Physical deficiencies	5	4	80.0	..	..	..	..	..	..	..
Lack of reserve and dignity	5	4	80.0	..	..	..	..	1	100.0	..
Teaching current events	5	3	60.0	..	..	..	..	2	100.0	..
Deficiencies in spoken English	3	3	100.0	..	..	..	..	..	..	..
Developing pupils' skills in taking notes	2	2	100.0	..	..	..	..	..	..	..
Lack of a convincing interest in pupils	1	1	100.0	..	..	..	..	..	..	..
Handling demonstrations and experiments	1	1	100.0	..	..	..	..	..	..	..
TOTALS	1,469	948	64.5	39	7.5	282	54.1	200	38.4	..

Findings. 1. Of the ten most frequently reported specific types of difficulties, beginning teachers reported that no supervision was given with eight of the types more than 50.0 per cent of the time. These eight difficulties, and the number and percentage of times for which no supervision was reported, are (1) presenting the lesson and guiding pupil discussion, 36 of 37 times reported, or 97.3 per cent; (2) being able to establish and maintain proper relationships with supervisors and administrators, 48 of 61 times reported, or 78.7 per cent; (3) difficulties related to the teaching assignment, 105 of 139 times reported, or 75.5 per cent; (4) developing good study habits in pupils and maintaining pupil achievement, 34 of 47 times reported, or 72.3 per cent; (5) adapting to the needs, interests, and abilities of pupils, 80 of 111 times reported, or 72.1 per cent; (6) motivating pupil interest and response, 64 of 94 times reported, or 68.1 per cent; (7) adjusting to deficiencies of school equipment, physical conditions, and materials, 123 of 197 times reported, or 62.4 per cent; and (8) difficulties involved in directing extra-curricular activities, 29 of 49 times reported, or 59.2 per cent.

2. In reverse to Finding 1, there are two specific types of difficulties within the ten most frequently reported with which no supervision was given approximately one-fourth and one-third of the time. These two types of difficulties

with which the greatest amount of supervision was given to beginning teachers are (1) keeping records and making reports, for which no supervision was reported only 14 of the 61 times reported, or 23.0 per cent; and (2) handling problems of pupil control and discipline, for which no supervision was given 53 of the 149 times reported, or 35.6 per cent of the time.

3. The percentage of times supervision was judged some help exceeds the percentage of times supervision was judged very helpful. The average of the combined percentages for the ten most frequently reported specific types which were rated some help is 51.5 per cent, while the average of the combined percentages of the very helpful evaluations is 40.3 per cent.

4. Noticeable differences may be seen within the evaluations labeled very helpful and some help relative to the ten most frequently reported difficulties. For example, supervision given with the difficulty adjusting to deficiencies of school equipment, physical conditions, and materials was rated very helpful 24.6 per cent of the time and some help 68.9 per cent of the time; whereas the supervision given with adapting to needs, interests, and abilities of pupils was rated very helpful 58.1 per cent of the time and some help 25.8 per cent of the time.

5. Of the ten most frequently reported specific types of difficulties, the beginning teachers reported that

the supervisory assistance given them was of no help approximately one-twelfth (8.5 per cent) of the time. Differences may be seen, however, within the evaluations of no help. For example, supervision given with difficulties related to the teaching assignment was rated no help 20.6 per cent of the time, while supervision given with handling problems of pupil control and discipline was rated no help only 2.1 per cent of the time.

6. With some of the difficulties for which no assistance was given the greatest percentage of times, the supervision, when given, was rated as being of some help or very helpful. For example, no assistance was given with the difficulty being able to establish and maintain proper relationships with supervisors and administrators 78.7 per cent of the time. Yet, when supervision was given with this difficulty, it was judged to be very helpful or some help 84.6 per cent of the time (23.1 per cent and 61.5 per cent). With another difficulty, developing good study habits in pupils and maintaining pupil achievement, no assistance was given 72.3 per cent of the time. Yet, the supervision given with this difficulty was evaluated as very helpful or of some help 92.3 per cent of the time (23.1 per cent and 69.2 per cent).

7. Among the specific types of difficulties which were reported by beginning teachers ten or more times, there is a wide variation in the evaluations of the supervision which was given.

The supervision evaluated as being of no help ranges from 35.3 per cent with two difficulties--being able to establish and maintain proper relationships with fellow teachers, and difficulties involved in living conditions--to 2.1 per cent with handling problems of pupil control and discipline.

The supervision evaluated as being of some help ranges from 100.0 per cent with three difficulties--lack of command over subject matter and instructional materials; lack of time, or failure to devote enough time, to realize possibilities in one's teaching; and difficulties involved in the social, religious, or recreational activities of teachers--to 16.7 per cent with two difficulties--being able to establish and maintain proper relationships with fellow teachers, and difficulties involved in living conditions.

The supervision evaluated as being very helpful ranges from 100.0 per cent with the difficulty presenting the lesson and guiding pupil discussion to 10.0 per cent with difficulties involved in directing extra-curricular activities.

The two preceding tables have shown the extent to which beginning teachers reported that supervision was given to them in an attempt to help them solve or become adjusted to their teaching difficulties. The following table was prepared for the purpose of showing the extent to which principals reported that they gave supervision to the beginning teachers.

TABLE V. REPORTS OF PRINCIPALS AS TO SUPERVISORY ASSISTANCE GIVEN TO EIGHTY-FIVE BEGINNING TEACHERS

Extent of supervision given	Number of teachers	Percentage of teachers
Adequate supervision*	25	29.4
Some supervision	28	32.9
No supervision	32	37.7
TOTAL	85	100.0

* This table is read as follows: Of the 85 beginning teachers, principals reported that they gave adequate supervision to 25, or 29.4 per cent, of the teachers.

Findings. 1. According to the final reports of principals, they gave no supervision to 32, or 37.7 per cent, of the beginning teachers.

2. Principals reported that they gave supervision in some form to 28, or 32.9 per cent, of the beginning teachers; and they reported that they gave adequate supervision to 25, or 29.4 per cent, of the beginning teachers. It may be seen from these reports that principals gave some supervision to approximately two-thirds (62.3 per cent) of the beginning teachers employed in their schools.

Summary

Data have been presented in this chapter to show (1) the extent and evaluation of supervision reported by student teachers engaged in student teaching, (2) the extent and evaluation of supervision reported by beginning teachers employed in their first year of teaching, and (3) the extent to which principals reported that they gave supervision to the beginning teachers.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this investigation was to determine the reactions of student teachers and beginning teachers to the supervision given them in connection with the difficulties they reported as encountered in their teaching in the secondary schools. In this final chapter are presented a brief summary of the problem, a review of the findings, discussion of results, statements of conclusions, and recommendations.

A statement of the problem, its major aspects, and the importance of the study were presented in Chapter I. The underlying purposes of the study, also presented in the first chapter, were to provide data upon which could be based some recommendations for the improvement of teacher education at Appalachian State Teachers College and to provide data upon which could be based recommendations for the improvement of in-service training of beginning teachers through supervision.

The method of investigation, which was also described in Chapter I, involved the collection of data from reports submitted by student teachers, supervising teachers, beginning teachers, and supervisors. The findings of this study are based upon analyses of accumulated data gathered from student-teacher and beginning-teacher reports of teaching

difficulties. In these reports the student teachers and beginning teachers indicated the extent of supervision they received in connection with their teaching difficulties and the evaluative judgment they placed upon the supervision which was given.

In Chapter II a summary of previous investigations was given. Since the field of evaluation of supervision of student teachers and beginning teachers has not been widely explored, the investigations reviewed were concerned mainly with the general appraisal of supervision, the supervision of student teachers, and the evaluation of in-service education of teachers. The major findings in these areas were presented.

In Chapter III findings were presented concerning the extent of supervision given and the evaluation placed upon the supervision given to student teachers and beginning teachers. Findings were also presented concerning the extent to which principals reported that they gave supervision to the beginning teachers in their schools.

Based on analyses of the data presented in Chapter III, the major findings of this study are as follows:

1. Regarding the extent and evaluation of supervision given to student teachers. Student teachers reported a total of 1,436 difficulties which they encountered in their student teaching, and with this total they received no supervision with 496 or approximately one-third of these difficulties.

Although the student teachers reported that no supervision was given with one-third of their difficulties, they placed a high evaluation upon the supervision which they received. Supervision given to student teachers was judged to be very helpful, or of some help 95.6 per cent of the time.

Of the ten most frequently reported major types of difficulties, student teachers reported that no supervision was given with four of these types approximately 50.0 per cent of the time. These four types of difficulties are (1) difficulties involved in living conditions, (2) difficulties growing out of relationships with adult associates, (3) difficulties related to professional growth and improvement, and (4) difficulties in classroom management (Table I).

Student teachers reported that supervision in some form was given 75.0 per cent or more of the time with four major types of difficulties. These four types for which supervision was given the greatest percentage of times are (1) personal deficiencies and handicaps, (2) difficulties related to general instructional techniques, (3) difficulties related to pupil control and guidance, and (4) developing desirable educational habits and skills in pupils (Table I).

It was found, also, that differences exist in the value placed by student teachers on the supervisory assistance given to them in connection with different types of difficulties. For example, supervision given with personal

deficiencies and handicaps was rated very helpful 57.4 per cent of the time, while it was rated no help 1.0 per cent of the time. Supervision given in regard to relationships with adult associates was rated very helpful only 23.1 per cent of the time and no help 15.4 per cent of the time (Table I).

Concerning the specific types of difficulties reported, the student teachers indicated that no supervision was given with three types of difficulties approximately one-half of the time. These three types of difficulties are (1) lack of time, or failure to devote enough time, to realize possibilities in one's teaching; (2) adjusting to deficiencies of school equipment, physical conditions, and materials; and (3) handling routine phases of classroom management (Table II).

With three other specific types of difficulties, student teachers reported that they received supervision approximately four-fifths of the time. These types of difficulties for which supervision was given to a greater extent are (1) handling problems of pupil control and discipline, (2) developing good study habits in pupils and maintaining pupil achievement, and (3) handling broader aspects of teaching techniques (Table II).

It was found that, with some of the most frequently reported types of difficulties for which no supervision was given the greatest percentage of times, the supervision, when given with these difficulties, was evaluated as very

(1) personal deficiencies and handicaps, (2) difficulties related to professional growth and improvement, (3) deficiencies in general teaching personality, and (4) difficulties related to the teaching assignment (Table III).

The beginning teachers reported that supervision was given to them with only one major type of difficulty as much as 60.0 per cent of the time. This type of difficulty, with which supervisors gave more supervision than with other types is difficulties related to pupil control and guidance (Table III).

Concerning the specific types of difficulties reported, the beginning teachers indicated that no supervision was given with eight of the ten most frequently reported types more than 50.0 per cent of the time. These types of difficulties for which beginning teachers failed to receive supervision one-half the time are (1) presenting the lesson and guiding pupil discussion; (2) being able to establish and maintain proper relationships with supervisors and administrators; (3) difficulties related to the teaching assignment; (4) developing good study habits in pupils and maintaining pupil achievement; (5) adapting to the needs, interests, and abilities of pupils; (6) motivating pupil interest and response; (7) adjusting to deficiencies of school equipment, physical conditions, and materials; and (8) difficulties involved in directing extra-curricular activities (Table IV).

helpful or of some help. For example, no supervision was reported for adjusting to deficiencies of school equipment, physical conditions, and materials 53.1 per cent of the time; however, the supervision which was given with this difficulty was judged to be of some value 94.0 per cent of the time (Table II).

2. Regarding the extent and evaluation of supervision given to beginning teachers. Beginning teachers reported a total of 1,469 difficulties which they encountered in their first year of teaching, and with this total they received no supervision with 948 or approximately two-thirds of these difficulties (Table III).

Although the beginning teachers reported that they were given no supervision with two-thirds of their teaching difficulties, they placed a fairly high evaluation upon the supervision which was given to them. Supervision given to the beginning teachers was rated very helpful 38.4 per cent of the time and some help 54.1 per cent of the time, which indicates that supervision was judged to be of some value to them 92.5 per cent of the time (Table III).

Of the ten most frequently reported major types of difficulties, beginning teachers reported that no supervision was given with four of these types 75.0 per cent or more of the time. These four types of difficulties with which supervisors of beginning teachers failed to give adequate supervision are

With the two remaining types of the ten most frequently reported, beginning teachers reported that they received supervision to a greater extent. With handling problems of pupil control and discipline, the beginning teachers reported no supervision 35.6 per cent of the time, indicating that some form of supervision was given with this difficulty 64.4 per cent of the time. With another difficulty, keeping records and making reports, the beginning teachers received the greatest extent of supervision, 77.0 per cent of the time, with no supervision reported only 23.0 per cent of the time (Table IV).

It was found that beginning teachers evaluated the supervision they received with the ten most frequently reported difficulties as being of no help one-twelfth (8.5 per cent) of the time (Table IV).

It was found also that the supervision which was given with some types of difficulties, for which no supervision was reported the greatest percentage of times, was rated to be of some value to the beginning teachers. For example, no assistance was given with the difficulty, being able to establish and maintain proper relationships with supervisors and administrators 78.7 per cent of the time; however, the supervision which was given with this difficulty was rated of some value by the beginning teachers 84.6 per cent of the time (Table IV).

According to their reports, the principals or the supervisors of the eighty-five beginning teachers felt that they gave some supervision or adequate supervision to approximately two-thirds of the teachers (62.3 per cent); whereas they reported that they gave no supervision to approximately one-third (37.7 per cent) of the teachers (Table V).

Discussion of Results

This investigation has been confined to the analysis of accumulated data gathered from written reports relative to the supervision given to student teachers who were doing their student teaching at Appalachian State Teachers College and beginning teachers who were recent graduates of that college. Therefore, the conclusions and recommendations growing out of these data will be most significant to Appalachian State Teachers College and to supervisors and administrators of schools in which the graduates of Appalachian State Teachers College will begin their teaching experience.

The data used in this study were collected from reports submitted to the Director of Student Teaching of Appalachian State Teachers College in a research investigation concerned with the collection of teaching difficulties encountered by student teachers and beginning teachers.

The Director of Student Teaching, who collected the data and organized the difficulties into categories, took

the following precautions to reduce the influence of variable factors affecting the study: (1) he used reports of student teachers and beginning teachers which were submitted on a voluntary and confidential basis; (2) he secured a high degree of participation (approximately 95 per cent) from teachers representing the different teaching fields; (3) he used a relatively simple report form in which teachers reported difficulties troublesome enough to be recognized without the aid of a check-list and without suggestions as to types of difficulties being encountered by others; and (4) he conducted personal conferences throughout the study to check on the data being submitted and to maintain interest in the study.

After the data had been collected, the Director of Student Teaching took the following precautions to reduce the subjective element of organizing and classifying the data: (1) criteria developed in previous studies were used in placing difficulties into categories; (2) a committee of five people was used to check on the validity of the method and criteria for classifying the data; and (3) a check was made on the investigator's ability to re-classify the data after a three months' waiting period.

The relatively high percentage of participation (93.3 per cent) of both groups, which insured a fairly representative sampling of difficulties encountered by student teachers and beginning teachers, helped to increase the validity of

the data. Of the total of 132 student teachers eligible to participate in the investigation, 128 (or 97.0 per cent) of these student teachers returned three usable reports; and of the 95 beginning teachers eligible to participate in the study, 85 (or 89.5 per cent) returned three usable reports that were analyzed in the study.

A further indication of the validity of the results of the present study is the fairly close agreement found between the findings of this study and similar studies. For example, the findings of this study are in agreement with those of Batchelder's study as to the value which student teachers assign to the supervision given them. However, this study adds evidence to the findings of previous studies concerning the extent to which supervision was given with the difficulties recognized and reported by both student teachers and beginning teachers and the extent to which student teachers and beginning teachers evaluated the supervision given to them.

Conclusions

In consideration of the limitations of the present study and of the steps that have been taken to control these limitations, the following conclusions appear to be most justifiable:

In regard to supervision of student teachers and beginning teachers. 1. Student teachers receive supervisory assistance in some form with approximately two-thirds of their teaching difficulties (Table I).

2. Student teachers indicate that when supervision is given to them in connection with their teaching difficulties, this supervision is of considerable value (Tables I and II).

3. Beginning teachers receive very little supervisory assistance during their first year of teaching. Supervision is given in some form with only one-third of their teaching difficulties (Table III).

4. When supervision is given to the beginning teacher, it is judged to be of considerable value (Tables III and IV).

5. Student teachers and beginning teachers place more value on the supervision given to them in connection with some types of difficulties than they place on the supervision which is given with other types of difficulties. For example, supervision given in connection with difficulties related to the teaching voice proved to be very helpful; whereas, supervision given in connection with the difficulties involved in maintaining proper relationships with supervisors proved to be of considerably less value (Tables I, II, III, and IV).

6. Supervising teachers are more able to give supervision with some types of difficulties than with other types of difficulties (Tables I, II, III, and IV).

7. Student teachers receive the greatest amount of supervision with such difficulties as pupil control and discipline, developing good study habits, and maintaining pupil achievement (Table II).

8. Beginning teachers receive the greatest amount of supervision with difficulties that are most likely to affect the administration of the school. For example, principals give the most supervision with such difficulties as pupil discipline and keeping records and making reports (Table IV).

9. Student teachers receive the least amount of supervision with such difficulties as relationships with adult associates and professional growth and improvement (Table I).

10. Beginning teachers receive the least amount of supervision with such difficulties as personal deficiencies, professional growth, general teaching personality, and the teaching assignment (Table III).

11. Student teachers receive more supervision than beginning teachers receive (Tables I and III).

12. Student teachers evaluate the supervision given them slightly higher than the beginning teachers evaluate the supervision given them (Tables I and III).

13. Student teachers and beginning teachers agree that the supervision given them in connection with their teaching difficulties is of some value to them (Tables I, II, III, and IV).

14. Although it seems that very little supervision is given with certain types of difficulties, the supervision which is given is rated very valuable by student teachers (Tables I and II).

15. Although it seems that very little supervision is given with certain types of difficulties, the supervision which is given is rated considerably valuable by beginning teachers (Tables III and IV).

16. Beginning teachers feel that the supervision given them with the most frequently encountered difficulties is of no value approximately one-twelfth of the time (Table IV).

17. Principals and beginning teachers disagree as to the amount of supervision given to the beginning teachers. This conclusion is substantiated by the fact that principals reported that they give supervision two-thirds of the time, while the beginning teachers reported that they receive supervision only one-third of the time (Tables III, IV, and V).

18. Principals are not aware of the difficulties encountered by the beginning teachers (Tables III, IV, and V).

Recommendations for the Improvement of Teacher Education and for the Supervision of Beginning Teachers

Based on the findings of this investigation of the extent and evaluation of supervision given to student teachers and beginning teachers, the following recommendations for

improving pre-service education of teachers and in-service supervision of beginning teachers seem most reasonable and justifiable:

1. That supervising teachers study and make use of the findings of this investigation in improving the program of supervision of student teachers.

A knowledge of the expressed difficulties of student teachers and of the evaluation student teachers placed on the supervisory assistance given them in connection with these difficulties should be of considerable value to supervising teachers in reorganizing their supervisory activities.

The supervising teachers should know the types of difficulties which are recognized and reported by student teachers so that they may give supervision with all types rather than with only two-thirds of their difficulties. It is recommended that supervising teachers make a check-list of difficulties reported in this study and use it as a reminder of the types of difficulties encountered by student teachers.

2. That administrators and supervisors of the schools into which Appalachian State Teachers College is sending its graduates study and make use of the findings of this investigation in improving their program of in-service supervision of beginning teachers.

A knowledge of the expressed difficulties of beginning teachers and of the evaluation beginning teachers placed on

the supervision given them in connection with their difficulties should be of considerable value to principals and supervisors in reorganizing their supervisory activities. Some method should be provided so that administrators may secure and make use of the findings of this study in their programs of in-service training of beginning teachers. It is recommended that principals and supervisors make a check-list of difficulties reported by beginning teachers and use it as a reminder of the types of difficulties encountered by beginning teachers.

3. That more adequate supervision be given to the student teachers.

The findings of this study show that student teachers receive the greatest amount of supervision with their immediate problems growing out of classroom situations to the neglect of some broader phases of teacher training. All of the felt difficulties of student teachers should be used as bases for student teacher supervision rather than just those recognized by their supervising teachers. The supervising teachers should hold more individual conferences with student teachers and devote considerable attention to the causes of the difficulties being encountered.

4. That the local administration provide beginning teachers with more supervision.

The fact that beginning teachers failed to receive supervision with two-thirds of their difficulties is a strong

indication that they are not being given the supervisory assistance that is necessary to help them solve or adjust to their teaching difficulties. It is recommended that beginning teachers should be given special recognition in the assignment of teaching duties and should be given a lighter teaching load than other members of the teaching staff. Principals should hold individual conferences with beginning teachers once every two weeks in order to give them more assistance, encouragement, and understanding during their first year of teaching.

5. That supervising teachers should have the responsibility for supervising not more than two student teachers during any one quarter.

The findings of this study show that supervising teachers failed to give supervision with several problems of student teachers. Since it is impossible for a supervising teacher to give student teachers an experience similar to that of beginning teachers when the teaching time allotment must be divided among several student teachers, it is logical to assume that the supervising teacher could give more special attention to the recognition and correction of the teaching difficulties of one or two student teachers. For this reason, it is recommended that supervising teachers have not more than two student teachers during any one quarter.

6. That supervising teachers be very frank and direct

in their supervisory criticisms, suggestions, and assistance.

Since the student teachers reported that they receive the greatest amount of supervision with their most obvious and simple problems, it seems reasonable to believe that the supervising teachers are not frank and direct in their criticisms and suggestions relative to the underlying causes of difficulties or to the types of difficulties that are more personal in nature. Student teachers tend to overlook the underlying causes of their difficulties, and supervising teachers are sometimes reluctant to discuss the greatest weaknesses of student teachers. For these reasons, it is recommended that supervising teachers establish more frank and congenial relationships with student teachers so that problems can be discussed more freely.

7. That principals and supervisors be very frank and direct in their supervisory criticisms, suggestions, and assistance.

Since principals reported that they gave supervision to two-thirds of their beginning teachers, and only one-third of the beginning teachers reported that they received some form of supervision with their difficulties, it seems reasonable to believe that principals and supervisors are not frank and direct in their criticisms. Principals may not be aware of all the difficulties encountered by the beginning teachers in their schools; and principals often make the mistake of

hinting at the weaknesses of teachers, hoping that the teachers will understand their problems and work out their own solutions. For these reasons, it is recommended that principals and supervisors establish more frank and congenial relationships with beginning teachers so that problems may be recognized and discussed more freely.

Suggestions for Further Study

This investigation reveals a need for the following types of study growing out of the present investigation or related to it:

1. An evaluation of the supervisory techniques and procedures used in helping student teachers and beginning teachers solve or adjust to difficulties encountered in their teaching.
2. A comparison of the supervision given to student teachers in the full-time program of student teaching with the findings of this study.
3. A comparison of the supervision given to student teachers in on-campus schools and off-campus schools.
4. An investigation to determine why beginning teachers are receiving little supervision, as indicated by this study.
5. An evaluation of supervisory techniques used with student teachers and beginning teachers in different teaching fields.

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APPENDIX A

REPORT FORM AND INSTRUCTION SHEET USED BY STUDENT TEACHERS

**INSTRUCTION SHEET TO ACCOMPANY STUDENT TEACHER'S REPORT
OF DIFFICULTIES ENCOUNTERED AND EVALUATIONS OF
SUPERVISION**

Appalachian State Teachers College is eager to improve its program of student teaching. We, therefore, desire to get as complete a picture as possible of the significant aspects of your experience in student teaching. Information to this end is called for in a report which you are asked to submit at three intervals during your student teaching. The first report will cover the first eight weeks of student teaching, the second report will cover the ninth through the fifteenth week of student teaching, and the third report will cover the sixteenth through the twenty-second week of student teaching.

An envelope and report blank will be furnished you each time your report is due. You are asked to fill in your report in pencil, place it in an envelope, seal the envelope, and hand it in at the high school office.

THE INFORMATION YOU SUBMIT AS AN INDIVIDUAL WILL BE KEPT STRICTLY CONFIDENTIAL. The information you submit as an individual will not be shown to your supervising teacher or to any other person.

The reports of student teachers will be analyzed for the purpose of, first, making recommendations for the improvement of the student teaching program; and, second, making recommendations for the over-all improvement of the teacher training program. Your help and cooperation in making this research possible are appreciated.

**DIRECTIONS TO BE FOLLOWED IN REPORTING A DESCRIPTION
OF YOUR DIFFICULTIES**

In this report you are asked to describe all the difficulties which you have encountered during the interval of student teaching covered by this report.

A "difficulty" is defined here as something you could not do to your satisfaction or to the satisfaction of others. It is something you did not learn to do as well as you would have liked to or as well as your supervising teacher feels you should have. It is something which impeded your normal progress or disturbed your normal satisfaction.

In reporting these difficulties:

1. Include a complete description of each difficulty encountered by you during the period covered by this report.

2. Report all difficulties you encountered, whether they were solved, adjusted to, or unsolved by the end of this reporting period. In other words, the existence of a difficulty any time during the interval of student teaching for which you are reporting warrants its description.

3. Include in your report difficulties drawn from the full scope of your activities in student teaching. Do not overlook difficulties which arose in your supervision of children outside the classroom and in any difficulty which interferes with your over-all success or adjustment in student teaching.

4. Number the difficulties (1), (2), (3), etc. (Order of numbering has no significance.)

5. Place a check mark (X) in the appropriate column opposite the number of each difficulty to indicate whether or not you feel you have solved or made satisfactory adjustment to the difficulty by the time of the report.

6. Place a check mark (X) in the appropriate column to indicate whether or not supervisory suggestions or assistance were given to help you solve each of the difficulties you have described.

7. If supervisory suggestions or assistance were given to help solve a difficulty, place a check mark (X) in the appropriate column to indicate whether the assistance was judged by you to be very helpful, of some help, or of no help.

APPENDIX B

REPORT FORM AND INSTRUCTION SHEET USED BY BEGINNING TEACHERS

INSTRUCTION SHEET TO ACCOMPANY BEGINNING TEACHER'S REPORT OF DIFFICULTIES ENCOUNTERED AND EVALUATIONS OF SUPERVISION

In this report you are asked to describe all the difficulties which you have encountered during the interval of teaching for which you are reporting.

INFORMATION YOU REPORT AS AN INDIVIDUAL WILL BE KEPT STRICTLY CONFIDENTIAL. We assure you that the information you submit will not be shown to your principal, supervisor, or any other person.

A "difficulty" is defined here as something you could not do to your satisfaction or to the satisfaction of others. It is something you have not been able to do as well as you would have liked to do or as well as your supervisor feels you should have. It is something which impeded your normal progress or disturbed your normal satisfaction.

In reporting these difficulties:

1. Include a complete description of each difficulty encountered by you during the interval covered by this report.

2. Report all difficulties you encountered, whether they were solved, adjusted to, or unsolved by the end of this reporting period. In other words, the existence of a difficulty any time during the interval of teaching for which you are reporting warrants its description.

3. Include in your report difficulties drawn from the full scope of your teaching activities. Do not overlook difficulties which arose in your supervision of children outside the classroom or in any other task performed by you which is directly or indirectly related to your teaching. Difficulties may be of a personal nature or they may result from the environment in which you find yourself. We are interested in any difficulty that interfered with your overall success or adjustment as a beginning teacher.

4. Number the difficulties (1), (2), (3), etc. (Order of numbering has no significance.)

5. Place a check mark (X) in the appropriate column opposite the number of each difficulty to indicate whether or not you have solved or made satisfactory adjustment to the difficulty by the time of this report.

6. Place a check mark (X) in the appropriate column to indicate whether or not supervisory suggestions or assistance were given by your principal or supervisor to help solve each of the difficulties you have described.

7. If supervisory suggestions or assistance were given to help solve a difficulty, place a check mark (X) in the appropriate column to indicate whether the assistance was judged by you to be very helpful, of some help, or of no help.

