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GALLEMORE, SANDRA L.
THE STUDENT TEACHING EXPERIENCE: PERCEPTIONS
OF STUDENT TEACHERS, COOPERATING TEACHERS,
AND UNIVERSITY SUPERVISORS.

THE UNIVERSITY OF NORTH CAROLINA AT
GREENSBORO, ED.D., 1979

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THE STUDENT TEACHING EXPERIENCE: PERCEPTIONS OF
STUDENT TEACHERS, COOPERATING TEACHERS, AND
UNIVERSITY SUPERVISORS

by

Sandra L. Gallemore

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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of the Requirements for the Degree
Doctor of Education

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1979

Approved by



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APPROVAL PAGE

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This investigation examined perceptions about the objectives of the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. Subjects for the study were Spring 1978 student teachers in dance education and physical education, their cooperating teachers, and their university supervisors.

The survey instrument developed by the investigator called for subjects to: (a) rank 15 objectives as to importance, (b) designate the degree to which the objectives were achieved, and (c) record activities and experiences which contributed to the achievement of the objectives. Mean values with respect to rank order were obtained. The Kendall tau correlational technique was also used to analyze the importance and the achievement of the objectives. Comments from respondents about reasons for achievement and about contributing experiences were content analyzed. Results were analyzed for each respondent group--student teachers, cooperating teachers, and university supervisors. A combined group (triad) result was also determined.

The objective perceived most important was: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium." Both cooperating teachers and university supervisors ranked this objective first in importance.

Student teachers perceived it second in importance. Their first choice was: "Adapt instruction to meet the students' individual differences in interests, problems, and developmental patterns."

The objective perceived most completely achieved by the triad was: "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations."

Student teachers and cooperating teachers perceived this objective most completely achieved. University supervisors placed it fourth in order of achievement. The objective they perceived most completely achieved was: "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management."

Reasons offered by student teachers for achievement of the objectives were analyzed according to the following categories: (a) instruction-related comments, (b) management-related comments, and (c) personal and professional growth-related comments. More than one-half of the reasons given were related to personal and professional growth.

Responses about activities or experiences contributing to the achievement of the student teaching objectives were designated in a content category in the analysis according to the source associated with the activity or experience. Sources were: (a) cooperating school--planning and teaching lessons, dealing with disruptions, interacting with others; (b) university--obtaining feedback from university supervisor, using resource materials from university classes, viewing videotapes of teaching; (c) other leadership situations--attending workshops, participating in educational meetings, taking part

in extra-curricular activities; and (d) combination situations--
interacting with others, observing a variety of learning situations,
sharing lesson plans with cooperating teacher and university supervisor.
No one objective elicited a distinctive frequency of comments. All
respondent groups indicated that activities and experiences occurring
at the cooperating school contributed most to the achievement of the
objectives.

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CHAPTER I

INTRODUCTION

Student teaching was recognized as an important aspect of professional preparation in early teacher education efforts and was included in the training of teachers in the first state-supported professional preparation institution, Gymnasial Seminary, established in 1788 in Berlin, Germany (Armentrout, 1927). In the early 19th century in this country, developing institutions of professional preparation emphasized student teaching in the education of teachers. Laboratory schools were often connected to these teacher education institutions, and the university, therefore, had total responsibility for the supervision of the student teachers. When students of the teacher education programs became too numerous to be placed in laboratory schools, student teachers were assigned to public or private schools in the community. With this occurrence, the university relinquished a considerable amount of responsibility in assisting and supervising student teachers. Teachers in the community schools were called upon to guide the student teachers in their practice teaching experience. Thus, school-university cooperation in designing and implementing meaningful student teaching experiences became essential.

The teacher education institution endeavored to develop and maintain a partnership between the cooperating school and the university and between the cooperating teacher and the university

supervisor. Yet, it has not been uncommon to find the views of cooperating teachers and those of university supervisors different with respect to objectives of the student teaching experience (Tittle, 1974). At The University of North Carolina at Greensboro, the primary responsibility for supervising dance education and physical education students has rested with the university supervisor. However, the person with whom the student teacher has had the most contact has been the cooperating teacher. This discrepancy between responsibility and association has had the potential to pose conflict for the student teacher.

Statement of the Problem

It has been commonly accepted that both the cooperating teacher and the university supervisor exert influence on the student teacher. Because both have been concerned with preparing the preprofessional to assume the role of teacher, it has become important to have knowledge about how both view objectives of the student teaching experience. This research was designed to reveal the perceptions about objectives of the student teaching experience of student teachers in dance education and physical education at The University of North Carolina at Greensboro in the Spring of 1978, their cooperating teachers, and their university supervisors. More specifically, the investigation sought answers to the following questions:

1. Which objectives do student teachers perceive as most important in the student teaching experience? Which objectives do cooperating teachers perceive as most important in the student teaching experience? Which objectives do university supervisors perceive as most important in the student teaching experience? How do these perceptions compare?

2. Which objectives do student teachers perceive as most completely achieved? What explanations do they offer to support their perceptions? Which objectives do cooperating teachers perceive as most completely achieved? Which objectives do university supervisors perceive as most completely achieved? How do these perceptions compare?

3. What activities in the student teaching experience do student teachers perceive as having contributed to the achievement of objectives? What activities in the student teaching experience do cooperating teachers perceive as having contributed to the achievement of the objectives? What activities in the student teaching experience do university supervisors perceive as having contributed to the achievement of the objectives? How do these perceptions compare?

Definition of Terms

Terms specifically related to this study were defined for interpretation as follows:

Cooperating teacher. A public or private school teacher who assumed responsibility for supervising a dance education or physical education major student in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro during his or her student teaching experience.

Objectives. Stated goals or desirable outcomes expected of the student teaching experience (Lindman & Grimes, 1973).

Student teacher. A senior dance education or physical education major student in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro who was teaching in a dance education or physical education program in a public or private school under the supervision of a regular faculty member in that school.

Student teaching experience. The eight-week block of time between January 9, 1978, and March 10, 1978, when senior dance education and physical education major students in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro taught in a public or private school under the supervision of a regular faculty member in that school.

Triad. The student teacher, cooperating teacher, and university supervisor in a given student teaching experience.

University supervisor. A faculty member in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro assigned to supervise a dance education or physical education major student who was teaching in a public or private school.

Assumptions Underlying the Research

The following assumptions were fundamental to this study. They reflect premises accepted as given and, therefore, were not examined as part of the investigation.

1. Objectives as elements of the educational experience were meaningful to student teachers, cooperating teachers, and university supervisors, thus permitting comparison of responses among these groups.

2. Responses were honestly given.

3. There was sufficient common experience in the various student teaching placements of major students in dance education and physical education at The University of North Carolina at Greensboro to permit comparisons among students, cooperating teachers, and university supervisors.

Scope of the Study

The boundaries of the research were established by the following factors:

1. Perceptions identified in the study were obtained from a single administration of the survey instrument to the student teachers, cooperating teachers, and university supervisors.

2. Data were limited to information collected by the survey instrument.

3. Data reflected perceptions of student teachers, cooperating teachers, and university supervisors in dance education and physical education at The University of North Carolina at Greensboro only at the time during which they were collected.

Significance of the Study

This study sought to specify the perceptions of student teachers, cooperating teachers, and university supervisors with respect to commonly accepted objectives of the student teaching experience. In addition, the inquiry attempted to assess the degree of achievement of these objectives and to determine the activities within the student teaching experience which contributed to such attainment.

A review of literature about the student teaching experience revealed that the cooperating teacher had a particularly strong influence on the student teacher. The involvement of the cooperating teacher in university-based research about the student teaching experience emphasized the role of the cooperating teacher as a part of the university professional preparation personnel.

The present investigation added to existing knowledge about student teaching in dance education and physical education. Obtained data provided detailed information not previously collected about the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. The instrument developed for use in the study provided a measuring device valuable for repeated studies of student teaching.

This investigation identified experiences within student teaching that may warrant emphasis, elaboration, or clarification. Thus, the study provided information to further strengthen the professional preparation programs in dance education and physical education at The University of North Carolina at Greensboro.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was limited to selected materials published since 1950. These were chosen on the basis of their appropriateness to the focus of the present investigation.

Objectives of the Student Teaching Experience

While many of the objectives of the student teaching experience addressed in the literature were specific in nature, some conveyed overlapping ideas and others built upon each other. Byers and Irish (1961) generalized that the student teacher needed to develop ". . . a professional conscience which impels him to organize the best possible learning experiences for his pupils and to implement his own basic knowledges as necessary" (p. 239). Albaugh (1969), who studied the value of the student teaching experience, reported that former student teachers viewed objectives related to the maintenance of the physical condition of the room, the anticipation of pupil differences, the clerical duties, and the daily checklist or diary as having little value. Those experiences which had high perceived value related to the successful handling of discipline problems, the motivation of students, the organization of subject matter, the teaching of groups with differing abilities, the effective utilization of teaching aids, and the evaluation of students.

University Objectives

The School of Education at The University of North Carolina at Greensboro delineated five general objectives of student teaching ("Student teaching handbook," 1975, p. 1). They asserted that the student teaching experience should provide opportunities for the student teacher to:

1. Gain understanding of the operation of schools.
2. Gain insight into their own professional and personal strengths and limitations as learners, as teachers, and as human beings.
3. Acquire basic classroom teaching skills as a basis for developing an autonomous individual teaching style.
4. Develop meaningful relationships with students from a wide variety of socio-economic and cultural backgrounds.
- 5. Gain further insight into the nature of education, schools, the learning process, and children.

The School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro extended the objectives by specifying nine major goals of student teaching ("Student teaching handbook," 1978, n.p.). They indicated that the student teacher should be able to:

1. Demonstrate resourcefulness, thoroughness and logic in planning.
2. Demonstrate effectiveness in initiating and sustaining a productive learning environment in the gymnasium or classroom.
3. Adapt instructional methods and content to meet students' individual differences in cognitive, affective and motor development.
4. Demonstrate competence in skill and knowledge of physical education/dance education content.
5. Demonstrate the ability to handle effectively the daily routines of gymnasium or classroom management.

6. Respond appropriately with sensitivity and poise to unpredictable disruptions of normal routines.
7. Utilize appropriate evaluative techniques for evaluation of own teaching effectiveness and student progress.
8. Demonstrate, consistently, the use of good judgment in dress, speech and interpersonal relations.
9. Demonstrate a commitment to continuous professional and personal growth.

Specific Objectives

Instruction

Planning lessons. The literature revealed that the planning of units and lessons was an objective of major importance throughout the history of student teaching. Ishler's 1974 objective of "planning for instruction" was first discussed by Baugher in 1931. Included in this objective were the selection and organization of subject matter and the demonstration of the ability to plan learning experiences (Bennie, 1972; Byers & Irish, 1961; Canberra College, 1973; Dropkin & Taylor, 1963; Engelage, Scheer, & Tuning, 1976; Illinois State University, 1968; Rosenstein & Hase, 1971). Related goals gave the student teacher opportunities to observe, organize, direct, or participate in out-of-class activities (Neal, 1959).

Application of facts. Application of facts and theories learned in professional preparation courses first appeared in the listings of student teaching objectives in the mid-1950s (Behrens & Hicks, 1954; Knapp & Jewett, 1957). Several authors stated that a goal for the student teacher was to develop a recognition or an understanding of the

relationship between theories and practice (Ciampa, 1975; Dussault, 1970; Illinois State University, 1968; Myers & Walsh, 1964; Purpel, 1967). Other objectives were more specific, indicating that a degree of competence be developed in forming assumptions about the teaching-learning process and in testing theories and principles by putting them into practice (Bennie, 1972; Brown, T., 1960; Byers & Irish, 1961; Ciampa, 1975; Clothier & Kingsley, 1973; Rosenstein & Hase, 1971; Tittle, 1974).

Integration of previous professional education experiences and knowledges was discussed by several authors in recent literature (Engelage, Scheer, & Tuning, 1976; Rosenstein & Hase, 1971; Tittle, 1974). The student teaching experience provided an opportunity for the student teacher to gain a perspective of the total teaching-learning process, including the breadth and depth of academic and professional knowledge (Bennie, 1972; Illinois State University, 1968; Michaelis & Dumas, 1960).

The student teacher needed the opportunity to observe and gain a better understanding of school organization and curricular practices (Bennie, 1972; Canberra College, 1973). In addition, the student teacher was provided with occasions to observe students in a variety of situations. In so doing, the student teacher was expected to gain an understanding or working knowledge of both students as individuals and students as a group. A knowledge of group structure and processes and the effects of a group on the individual were considered important (Byers & Irish, 1961; Canberra College, 1973; Dussault, 1970; Rosenstein & Hase, 1971).

Another goal of the student teaching experience was providing the opportunity to apply knowledge about growth and development to the needs of the child and the values of society. Important for the student teacher was the deepening of understandings about both physical and mental development and about complementary learning processes (Bennie, 1972; Byers & Irish, 1961; Rosenstein & Hase, 1971).

Subject matter competence. Knowledge of subject matter and skills in selection of content was considered important in student teaching (Albaugh, 1969; Bennie, 1972; Clothier & Kingsley, 1973; Dussault, 1970; Engelage, Scheer, & Tuning, 1976; Ishler, 1974). In addition to striving for strength in the subject matter, the student teacher was expected to select appropriate teaching strategies for presenting the subject matter (Curran, n.d.; Dow, 1968; Rosenstein & Hase, 1971). The development of teaching competence was frequently stated as a goal of the student teaching experience (Andrews, 1964; Brown, T., 1960; Ciampa, 1975; "Institutional research," 1975; Michaelis & Dumas, 1960).

Individual differences. Adapting instruction to meet the individual differences in students was an objective prevalent in current literature. Important in achieving this objective was the student teacher's development of an interest in and understanding of children (Bennie, 1972). The student teacher needed to understand the interests and problems of children, as well as their physical, social, mental, and emotional growth and developmental patterns (Clothier & Kingsley, 1973). Understanding minority groups, e.g., racial,

retarded, etc., was another aspect of this objective (Dropkin & Taylor, 1963; Tittle, 1974). In addition to developing an understanding of students, the student teacher needed to acquire knowledge of the learning processes to aid in understanding how the behavior of the teacher affected the student (Ciampa, 1975; "Institutional research," 1975).

As well as developing an understanding of pupils' needs, interests, and problems, the student teacher was encouraged to develop the ability to recognize and diagnose individual differences (Neal, 1959; Rosenstein & Hase, 1971). Learning to select, use, and interpret objective data about students assisted the student teacher in developing this skill (Illinois State University, 1968; Rosenstein & Hase, 1971). Achievement of the objective led to opportunities for the student teacher to guide and counsel students (Curran, n.d.; Rosenstein & Hase, 1971).

Providing for individual needs, interests, abilities, and developmental patterns was a popular goal for the student teacher (Albaugh, 1969; Anderson, 1962; Bennie, 1972; Curran, n.d.; Hrudka, 1962; Illinois State University, 1968; Myers & Walsh, 1964; Rosenstein & Hase, 1971; Woods, Dick, & Mauries, 1973). This took into consideration the development of teaching methods and techniques appropriate to the situation (Anderson, 1962; Clothier & Kingsley, 1973; Dow, 1968; Dussault, 1970; Illinois State University, 1968; Ishler, 1974; Rosenstein & Hase, 1971; Woods, Dick, & Mauries, 1973).

Evaluation of students. Most objectives related to evaluation indicated that student teachers needed to develop skill in evaluating student growth and achievement (Albaugh, 1969; Bennie, 1972; Dropkin & Taylor, 1963; Engelage, Scheer, & Tuning, 1976; Haines, 1961; Ishler, 1974; Woods, Dick, & Mauries, 1973). Illinois State University (1968) strove to provide opportunities for their student teachers to evaluate pupil growth in relation to the student teacher's stated objectives, while Canberra College (1973) aimed to provide student teachers with the opportunity to use assessment techniques appropriate to the student's developmental stage. Rosenstein & Hase (1971) believed that the student teaching experience aimed to provide the student teacher in physical education with the opportunity ". . . to evaluate pupils in terms of physical fitness, skills, knowledges, and social competence" (p. 5).

Learning environment. Pupil motivation was considered an important aspect of the teaching process (Albaugh, 1969; Anderson, 1962; Dussault, 1970; Ford, 1967; Hrudka, 1962; Rosenstein & Hase, 1971). Canberra College (1973) suggested that student teachers be given the opportunity to observe the classroom environment. Need was expressed for student teachers to become familiar with and be able to use appropriate teaching/learning aids and technology in the class setting (Albaugh, 1969; Byers & Irish, 1961; Canberra College, 1973; Engelage, Scheer, & Tuning, 1976; "Institutional research," 1975). The development of the ability to organize the class environment and direct learning experiences so that students were stimulated to learn was also indicated as a goal for student teachers (Illinois State University, 1968).

Management

Class management. Several authors indicated that an opportunity to observe a teacher and students in a class situation and thus become familiar with classroom/gymnasium routines was a desirable outcome of the experience (Canberra College, 1973; Engelage, Scheer, & Tuning, 1976; Rosenstein & Hase, 1971; Tittle, 1974). In addition to providing for familiarization of class routines, the student teaching experience was expected to provide opportunities for the student teacher to be involved with routine classroom/gymnasium management and to develop skills in routine class control (Bennie, 1972; Byers & Irish, 1961; Dropkin & Taylor, 1963; Illinois State University, 1968; Rosenstein & Hase, 1971).

Another objective for the student teacher was to become knowledgeable about the environment and routine working conditions of the school. This familiarity included acquaintance with school board policies, committees, regulations, records, and reports. Recognition of the teacher's responsibility to the school administration in following established policies and procedures was also indicated as important by several authorities (Devor, 1964; Engelage, Scheer, & Tuning, 1976; Illinois State University, 1968; Rosenstein & Hase, 1971).

Discipline. The ability to handle student discipline problems effectively was identified as a fundamental goal for the student teacher. Opportunities for the student teacher to develop the ability to maintain order in the class setting and to deal with discipline problems were critical (Albaugh, 1969; Anderson, 1962; Dropkin & Taylor, 1963; Dussault, 1970; Engelage, Scheer, & Tuning, 1976).

Disruptions in routine. To learn effective responses to disruptions other than discipline problems was identified as another goal for the student teacher. Unpredictable disruptions with which student teachers were expected to cope included fire drills, shortened class periods, and unexpected visitors (Crow & Crow, 1964; "Institutional research," 1975; Lindsey, 1969; Woods, Dick, & Mauries, 1973). The student teacher was expected to behave with controlled emotions in the face of stress (Byers & Irish, 1961; Dussault, 1970).

Personal and Professional Growth

Communication. Skill in communication appeared in the literature in the 1970s as an objective for student teachers. Ishler (1974) listed "communication skills" as an essential ability for student teachers to develop. Dussault (1970) indicated that the student teacher needed to show competence and effectiveness in both written and oral communication.

Resourcefulness. Many writers of student teaching objectives, particularly those writing in the 1960s and 1970s, included the demonstration of resourcefulness and creativity among their objectives (Batchelder, McGlasson, & Schorling, 1964; Bennie, 1972; Dropkin & Taylor, 1963; Dussault, 1970; Rosenstein & Hase, 1971; Smith, 1969; Tittle, 1974). Smith (1969) described student teaching as follows: "Student teaching in its fullest sense is a continuous exploration and examination of educational possibilities in particular settings and under varying conditions" (p. 28). Inherent in this objective was

making use of unique abilities in developing an individual teaching style (Dussault, 1970). In developing effective teaching-learning experiences, the student teacher was expected to take advantage of opportunities to become knowledgeable about the available services and personnel within the school itself and also to become knowledgeable about community resources (Byers & Irish, 1961; Canberra College, 1973; Ciampa, 1975; Haines, 1961).

Self-evaluation. The student teacher needed opportunities to develop the ability to understand, analyze, and evaluate a learning situation (Ciampa, 1975; Haines, 1961; Illinois State University, 1968). Understanding the objectives of the educational program and relating them to the aims of education were related goals of student teaching (Woods, Dick, & Mauries, 1973). In addition to being evaluated by cooperating teachers and university supervisors, student teachers were encouraged to develop the skill of self-evaluation (Brown, T., 1960; Canberra College, 1973; Ciampa, 1975; Dussault, 1970; Engelage, Scheer, & Tuning, 1976; Illinois State University, 1968; Lindsey, 1969; Myers & Walsh, 1964; Rosenstein & Hase, 1971; Tittle, 1974). Identification of strengths and weaknesses in professional knowledges, understandings, and skills was necessary (Bennie, 1972; Rosenstein & Hase, 1971). Opportunities to achieve professional and personal objectives and to utilize effective assessment techniques in evaluating these objectives were important experiences (Byers & Irish, 1961; Myers & Walsh, 1964).

Personal characteristics. A commonly accepted objective for the student teaching experience was the demonstration of positive personal characteristics, e.g., a pleasing personality and a sense of naturalness and self-confidence. Much of the meaning associated with this objective related to two emphases: human relations skills and personal growth. An example of an objective with a human relations emphasis was stated by Neal (1959): The student teaching experience was expected to provide opportunities for the student teacher ". . . to become aware of the importance of human relations as they apply to the pupils, faculty, parents, and members of the community at large" (p. 3). Other authorities also indicated the importance of working with others (Batchelder, McGlasson, & Schorling, 1964; Ciampa, 1975; Dussault, 1970; Engelage, Scheer, & Tuning, 1976; Illinois State University, 1968; "Institutional research," 1975; Ishler, 1974; Rosenstein & Hase, 1971; Woods, Dick, & Mauries, 1973).

To help the student teacher display a well-balanced personality, development of self-confidence and a positive self-concept was commonly stated as an aim of student teaching (Bennie, 1972; Dow, 1968; Dussault, 1970; Haines, 1961; Illinois State University, 1968; "Institutional research," 1975; Rosenstein & Hase, 1971; Tittle, 1974). The 1975 NCATE report ("Institutional research") for The University of North Carolina at Greensboro stated that student teachers needed the opportunity to "develop and exhibit a self concept which provides a base for building helping relations with others and which contributes to development of an adequate self concept by other persons" (p. 30).

Self-direction. The student teaching experience was expected to provide situations in which student teachers were encouraged to analyze problems and solve them creatively (Dussault, 1970; Rosenstein & Hase, 1971). Included in this objective was the development of skills necessary for a team teaching situation (Engelage, Scheer, & Tuning, 1976). Decision-making and leadership skills and the development of self-direction were important goals of the experience (Curran, n.d.; Dussault, 1970; Neal, 1959).

Professional growth. Experiences thought to contribute to the development of a commitment to continuous personal and professional growth included making available to student teachers opportunities to observe classes they were not teaching, subject disciplines other than their own, a variety of teachers and teaching methods, a variety of age levels, and the operation of the school as a community (Canberra College, 1973; Curran, n.d.; Engelage, Scheer, & Tuning, 1976). The above observations helped student teachers recognize the many aspects of teaching to which a commitment is sought.

The student teacher's personal and professional growth as a teacher included many aspects. Objectives described in the literature were grouped as follows: (a) the school system and the school's relationship to the community, (b) philosophy, (c) attitudes, (d) ethics, (e) professional growth, and (f) membership in the profession.

The student teacher was expected to acquire an understanding of the schools in relation to the nation and the world, as well as an understanding of the development, purposes, programs, and administrative organization of the American school system (Bennie, 1972; Dussault, 1970). The establishment of cooperative relationships with teachers and administrators and with parents and other citizens was considered important in providing the best learning experiences for students. Another goal for the student teacher was to learn how to use community resources effectively (Bennie, 1972; Byers & Irish, 1961; Dropkin & Taylor, 1963; Dussault, 1970; Illinois State University, 1968; Rosenstein & Hase, 1971).

The development of a philosophy of education was an objective stated by several authors (Batchelder, McGlasson, & Schorling, 1964; Dow, 1968; Dussault, 1970; Illinois State University, 1968). Writers suggested this philosophy be personal, conscious, related to the roles of the teacher and the school, workable and growing, and applicable in today's society. Dow (1968) pointed out that the student teacher needed to be confronted ". . . with sociological, philosophical, and professional issues as a basis for concept and value development . . ." (p. 5).

Presented in several listings of objectives was the goal of developing a "professional attitude" (Dussault, 1970; Illinois State University, 1968; Neal, 1959). Professional attitudes or professional interests, however, were not defined as to content.

Learning about and understanding the ethics of the education profession was an anticipated outcome of the student teaching experience (Dussault, 1970). In addition, the student teacher was expected to put these ethics into practice (Byers & Irish, 1961; Woods, Dick, & Mauries, 1973).

The development of a desire for continued professional growth was frequently cited as an objective of the student teaching experience (Ciampa, 1975; "Institutional research," 1975; Rosenstein & Hase, 1971). Student teachers were encouraged to raise questions, problems, and issues in studying the act of teaching (Maryland State Department of Education, 1969; Neal, 1959). Becoming aware of the need for a liberal education was also discussed in the literature (Batchelder, McGlasson, & Schorling, 1964; Bennie, 1972; "Institutional research, 1975).

The use of resources and familiarity with professional literature was described as important in professional growth. Bennie (1972) and Rosenstein and Hase (1971) addressed this objective.

Membership in the profession was a popular category of objectives. Whooley (1970) summarized the purpose of the student teaching experience: ". . . the basic purpose of the student teaching experience is the enhancement of readiness for competent entry into full-time instructional responsibility" (p. 2). Other authors substantiated this as an important goal (Batchelder, McGlasson, & Schorling, 1964; Dussault, 1970; Haines, 1961; Purpel, 1967; Woods,

Dick, & Mauries, 1973). Writers of student teaching objectives stated that the student teaching experience was expected to help preservice teachers develop a commitment to teaching and a sense of belonging to the profession (Andrews, 1964; Dussault, 1970; Woods, Dick, & Mauries, 1973). They expressed the hope that the student teaching experience permitted the student teacher to begin to feel the satisfactions of teaching and the benefits of being associated with education (Lindsey & Gruhn, 1957).

Interaction Within the Triad

In early professional preparation programs which included student teaching, laboratory schools were often associated with the teacher education institution. Therefore, the university had total responsibility for the supervision of student teachers. When teacher education candidates became too numerous to be placed in laboratory schools, student teachers were assigned to public and private schools in the community. The university then relinquished a considerable amount of supervision of their students and called upon teachers in these schools to guide the student teachers in this experience. These helping teachers in the public and private schools were called "cooperating teachers." Because the professional preparation institution retained the responsibility for recommending teacher certification, however, university personnel continued to direct the student teaching experience. These personnel were called "university supervisors."

Perceptions About the Role of the Cooperating Teacher

The leadership of the cooperating teacher was considered invaluable in assisting the student teacher in becoming knowledgeable about the complexity and seriousness of teaching ("Student teaching handbook," 1978). Leadership roles the cooperating teacher assumed were described as: teacher, model, counselor, colleague, guide, and confidant (Clothier & Kingsley, 1973). The cooperating teacher was expected to provide both guidance for the student teacher and evaluation of the student teacher's teaching (Humphrey, Love, & Irwin, 1972).

The cooperating teacher's role, according to Clothier & Kingsley (1973), included providing for increasing involvement of the student teacher in classroom teaching. Observation was the first phase of such involvement. The cooperating teacher encouraged the student teacher to observe the total school environment, as well as the classes of the cooperating teacher. Guidance by the cooperating teacher was thought to be necessary for the observations to have meaning for the student teacher. The second phase of involvement was participation. Student teachers were to be involved gradually in the teaching experience by assisting the cooperating teacher in classroom activities. Independent teaching was the culminating phase in classroom involvement. The student teacher assumed the total workload of a teacher in this phase, including routine administrative duties, lesson execution, and evaluation of student work.

The cooperating teacher and student teacher were encouraged to hold regularly scheduled conferences ("The student teaching experience," n.d.). The School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro suggested cooperating teachers confer with student teachers at least once per week to discuss lesson plans, evaluation of student work, and other pertinent aspects of the student teaching experience ("Student teaching handbook," 1978).

Guidance by the cooperating teacher was important in helping the student teacher gain confidence, teaching competence, and a positive professional attitude (Clothier & Kingsley, 1973). Planning for instruction, adapting lessons to meet individual differences, and evaluating lessons were aspects of teaching in which the student teacher needed the assistance of the cooperating teacher. In addition, the cooperating teacher facilitated the student teacher's learning to adapt to changes in plans (Humphrey, Love, & Irwin, 1972).

An important function of the cooperating teacher was helping the student teacher develop the ability to effectively handle class maintenance routines. Dealing with discipline problems was another aspect of teaching which particularly needed the guidance of the cooperating teacher (Humphrey, Love, & Irwin, 1972).

The cooperating teacher encouraged the student teacher to become involved in several facets of the school. Student teachers were encouraged to learn about the roles of professional education

organizations in the school system and the role of the school in society (Humphrey, Irwin, & Love, 1972; "The student teaching experience," n.d.).

Appadurai (1969) studied role expectations of the elementary school cooperating teacher as perceived by student teachers, cooperating teachers, university supervisors, and principals. Findings revealed a significant difference among the four groups of subjects in the perceived importance of selected role expectations. Castillo's (1971) investigation of the role of the cooperating teacher as viewed by student teachers, cooperating teachers, and university supervisors showed the greatest discrepancy of perceptions was between cooperating teachers and university supervisors; the second greatest discrepancy was between student teachers and university supervisors. Student teachers and cooperating teachers were the closest in their perceptions. No significant agreement among student teachers, cooperating teachers, and university supervisors about the role of the cooperating teacher was reported by Calvert (1970).

Perceptions About the Role of the University Supervisor

According to Andrews (1976), the responsibilities of the university supervisor in the student teaching program were often not well defined. However, a number of investigators viewed the role of the university supervisor as primarily a liaison between the

public/private school and the college/university and between the cooperating teacher and the student teacher (Davis & Amershek, 1969; Elliott, J., 1961; English, 1971). Elliott (J., 1961) described the university supervisor as ". . . an administrator who does not administer" (p. 47).

McElroy (1972) studied effective and ineffective practices of university supervisors as perceived by secondary school student teachers. He found the student teachers viewed the supervisors as effective when supervisors provided them with information and suggestions, offered support and praise, and made available opportunities for discussion. University supervisors were considered ineffective in university supervisor-student teacher interaction when they failed to carry out these responsibilities.

In studying the role of the university supervisor as perceived by the student teacher, the cooperating teacher, and the university supervisor, Johnson (1975) found that, for most functions, the perceptions among the groups did not differ significantly. The greatest discrepancy was identified with respect to the guidance and counseling function. Kunde (1973) also found no significant differences among student teachers, cooperating teachers, university supervisors, and directors of student teaching in investigating perceptions about the role of the university supervisor. For most responsibilities of the university supervisor, Kunde reported student teachers were not in total agreement with either cooperating teachers

or university supervisors. However, all three groups did agree on the desirability of a university supervisor visitation of once per week.

Several researchers investigated role expectations. Kaplan (1967) studied perceptions of student teachers, cooperating teachers, and university supervisors. He found a particular lack of agreement among groups in the expected supervisory roles of evaluator and resource consultant. Cluett (1977) examined perceptions of school administrators, as well as those of student teachers, cooperating teachers, and university supervisors. Findings indicated a considerable lack of consensus among groups in perceptions about role functions categorized as evaluation and administration. Other role responsibilities about which there was a lack of consensus were instruction, leadership, and liaison relationships. The university supervisor was viewed by all groups as being concerned primarily with mediating disputes, orienting participants in the student teaching program, and having responsibility (though not sole responsibility) for supervising, advising, and evaluating student teachers. In his study about role perceptions of the university supervisor by student teachers, cooperating teachers, university supervisors, and principals, Freed (1976) found significant differences among the four groups in the expected role of the university supervisor.

Influences on the Student Teacher

The literature about interaction between the student teacher and the cooperating teacher supported the view that the cooperating

teacher strongly influenced the attitude and behavior of the student teacher (Stratemeyer & Lindsey, 1958; Yee, 1969). Baer (1976) stated that the cooperating teacher was in a position to determine the success or failure of the student teacher and was, therefore, the most important component in the student teaching experience. Wroblewski (1963), Bennie (1970), and Garner (1973) made the same evaluation. Wroblewski (1963) added that the cooperating teacher was particularly influential in relation to attitudes, techniques, and educational philosophy. Moskowitz (1966) concurred, having found that the student teacher's attitudes and teaching behaviors appeared to be meaningfully affected by the attitudes and teaching behaviors of the cooperating teacher.

Church (1976) stated that although the cooperating teacher was the key person in providing a positive situation for the student teacher, the school and the administration and faculty at the school were also important influences in the student teaching experience. The most important variable in student teaching, according to Campbell and Williamson (1972), was not the school to which the student teacher was assigned or the subject taught, but rather, the relationship between the student teacher and the cooperating teacher. Mott (1976) agreed and further stated that the cooperating teacher's influence had a lasting affect on the attitudes and ideals of the student teacher. Other authorities supported these findings. McAulay (1960) believed that cooperating teachers most influenced the student

teachers in regard to relationships with children, classroom housekeeping duties, and teaching methodology. In addition, beginning teachers were more likely to use the methods and materials used by the cooperating teacher than those learned in university professional preparation courses.

Research about interaction between the student teacher and the university supervisor was meager. The investigations reported indicated that the university supervisor had limited influence on the student teacher both in relation to the adjustment of the student teacher to the situation and the teaching performance of the student teacher (Andrews, 1976). The influence a university supervisor had on a student teacher was often insignificant because of the relatively few visits made by the supervisor (Andrews, 1976).

Elliott (R., 1965) found that changes in student teacher openness were significantly related to the openness of the cooperating teacher, but did not relate to the openness of the university supervisor. In studying changes in attitudes of student teachers, Mortenson (1970) indicated similar findings. King (1974), investigating changes in beliefs and practices of student teachers, concurred.

In studying the influence of the cooperating teacher and the university supervisor on the beliefs of student teachers, Hayes (1968) found that beliefs held prior to the student teaching experience were stronger than external influences. The belief pattern of student teachers before the student teaching experience had a greater effect

on student teachers than influences of either the cooperating teacher or the university supervisor during the student teaching experience. His investigation disclosed that the university supervisor had close to the same amount of influence on the student teacher as did the cooperating teacher.

Funkhauser (1972) examined the student teaching experience in the secondary school as viewed by the following groups: (a) pupils, (b) parents, (c) school board members, (d) administrators, (e) student teachers, (f) cooperating teachers, and (g) university supervisors. He found lack of agreement among the groups about the adequacy of the student teaching experience in preparing students to assume the role of teacher.

Six major interaction categories were examined by Shockney (1971). He investigated perceptions about interpersonal relationships within the student teaching triad. The interaction categories were: (a) communications, (b) leadership, (c) motivation, (d) influence, (e) decision making, and (f) goal aspirations. Changes in perceptions of student teachers tended to be more similar to changes in perceptions of university supervisors than those of cooperating teachers. He also noted that student teachers and university supervisors changed their perceptions more often than did cooperating teachers.

Influences on Student Teacher Attitudes

Garner (1973) contended that much of the research pointed to a change in the attitudes of student teachers during the student teaching

experience. He stated that the change tended to be in the direction of the attitudes espoused by the cooperating teachers. Casey and McNeil (1970), in a paper presented to the American Educational Research Association, reported that this phenomenon was more true of student teachers in elementary schools than those in secondary schools.

In his study about relationships in the student teaching experience, Horowitz (1965) found that while student teachers experienced attitude changes, such changes were not necessarily toward attitudes of the cooperating teacher. Data derived from the Teacher Role Description instrument led Horowitz to conclude that although student teachers changed their attitudes during the student teaching experience, the source of influence was not clearly evident.

Wegforth (1970) determined that there was a difference in the attitudes held by cooperating teachers and those held by student teachers. Using a self-developed scale, she found little difference between the attitudes of student teachers at the beginning of the student teaching experience and those at the end of the student teaching experience. Wiley (1972), on the other hand, found that the student teacher's attitudes were more similar to their cooperating teacher's attitudes at the end of the student teaching experience than at the beginning of the experience.

Using a self-developed Lipscomb Scale of Teacher Attitudes, Lipscomb (1962, 1966) noted that a significant change occurred in the attitudes of student teachers during the student teaching experience.

She found that the "above average" cooperating teacher exerted more influence on the attitudes of the student teacher than did the "below average" cooperating teacher. Mawson (1973) studied attitudes of physical education student teachers at the beginning and at the end of the student teaching experience and the attitudes of the cooperating teachers and university supervisors. Her testing instruments, including the Verbal Interaction Category System and Hough's Teaching Situation Reaction Test, yielded data which caused her to conclude that there were no significant changes in the attitudes of student teachers during the student teaching experience.

The Minnesota Teacher Attitude Inventory (MTAI) was a popular instrument for assessing teacher and student teacher attitudes. In studying the relationship between the attitudes of the cooperating teacher and those of the student teacher, researchers who used the MTAI reported conflicting results. Jekel (1966), Campbell (1967), and Castek (1970) found no significant change in student teachers' attitudes during the student teaching experience. Price (1960, 1961), Massey (1967), and Mortenson (1970), however, found that the attitudes of the student teacher were more like those of their cooperating teacher at the end of the student teaching experience than at the beginning of that experience.

Jansen (1972), in research about perceptions of educational values, found student teacher changes in perceptions were in a direction toward the cooperating teacher's views and away from the

perceptions of the university supervisor. Auger (1966) used student teachers, cooperating teachers, and university supervisors as subjects. He examined student teacher self-perception profiles and the directional changes of this self-perception as a result of the student teaching experience. The findings revealed that changes in the student teacher's perceptions were in the direction of the perceptions held by the cooperating teacher about the ideal characteristics of a teacher. However, Auger noted that the cooperating teacher and the university supervisor self-ideal perceptions were very similar.

Based on his research, Nagle (1959) stated that professional attitudes of student teachers improved during student teaching. He attributed this change to the high quality of the student teaching experience. Callahan (1976) also found that the student teaching experience significantly influenced the student teacher's attitudes about the attributes of teachers. His research showed the influence was in a positive direction.

Two researchers investigated student teacher attitudes toward teaching in specific content areas. Peters (1973), using the Attitudes Toward the Teaching of English questionnaire, found that the cooperating teacher influenced the attitudes of the student teacher in the direction of a more progressive attitude toward the teaching of English. Wiggins (1969) studied the attitudes of student teachers in agriculture education and found that student teachers

changed their attitudes in the direction of the cooperating teachers' attitudes about the teaching of agriculture.

Horowitz's (1968) investigation revealed that student teachers changed their attitudes about teaching during the student teaching experience. However, he hesitated to claim that the changes were attributable to the influence of cooperating teachers. According to Horowitz, the entire experience brought about the changes. Mawson (1973) revealed that, although not statistically significant, a more positive attitude toward teaching was expressed by student teachers at the end of the student teaching experience than at the beginning of the experience. Using a semantic differential to obtain data concerning opinions about teaching, Vittetoe (1963) found a significant difference between student teachers working under "excellent" cooperating teachers and those working under "fair" cooperating teachers.

Newsome, Gentry, and Stephens (1965) evaluated student teachers' consistency of educational ideas and found them to be more consistent before the student teaching experience than after the experience. Research about value perceptions, conducted by Jansen (1972), revealed that at the end of the student teaching experience, student teachers agreed more with cooperating teachers than with university supervisors with regard to value perceptions. The Educational Values Perception Inventory was used to gather these data. Kulawiec (1971), using the MTAI and the Perception Concepts Questionnaire, found the perceptions

about supervisory concepts held by student teachers and the attitudes of student teachers toward teaching did not change significantly as a result of the student teaching experience.

Several investigators used the MTAI to compile data on student teacher attitudes about children and growth. Dunham (1958) found that at the end of the student teaching experience the attitudes of student teachers toward youth approximated either the cooperating teacher's attitudes or the university supervisor's attitudes. Brim (1966) reported that laboratory experiences, including student teaching, were the most effective means of changing student teacher attitudes about children.

Scott and Brinkley (1960), using the MTAI, learned that student teachers working with cooperating teachers who held attitudes toward children which were more positive than those held by the student teachers, improved their attitudes toward children. They noted that student teachers who worked with cooperating teachers who held attitudes toward children which were less favorable than their own, did not change their attitudes about children to any significant degree. Corrigan and Griswold (1963) studied possible student teacher attitude changes concerning recognition of the learner's purposes, problem solving by the learner, and the ability of the learner to generalize information and relate it to daily life. They found that the student teaching experience contributed to an attitude change in the student teacher concerning the aforementioned.

Influences on Student Teacher Behaviors

Several researchers, including Matthews (1966), Seperson (1970), and Mawson (1973), reported that the cooperating teacher's influence on the teaching behavior of the student teacher was stronger at the beginning than at the end of the student teaching experience. Mintz (1972), however, found that student teachers were not influenced significantly by cooperating teachers during the first part of the student teaching experience, but did move significantly toward the verbal teaching behavior of the cooperating teachers during the latter part of the experience.

Using Flanders' system of analysis of teacher behavior, Muto (1967) and Bowers (1971) drew different conclusions from their observations. Bowers noted that student teachers' verbal behaviors became similar to those of the cooperating teachers during the student teaching experience, although such changes were not statistically significant. Muto concluded that there was no change in student teachers' teaching styles during the experience. Therefore, he could not support the popular notion that cooperating teachers significantly influence the teaching style of student teachers. Mitchell (1969), also using the Flanders' system, found a significant positive relationship existed between the verbal teaching behaviors of the student teacher and those of the cooperating teacher.

Nickel's (1971) investigation supported the majority of research. He concluded that student teachers emulated the verbal behaviors of cooperating teachers. Using the Verbal Interaction Category system

and an attitude survey, Nickel found this phenomenon occurred particularly at the beginning of the student teaching experience. Conflicting with these findings, Harris (1973), who used Bales' Interaction Process Analysis, did not find that the verbal teaching styles of student teachers became similar to those of cooperating teachers. Using still another interaction analysis system, Flint (1965) determined that there was a high relationship between the verbal behaviors of the student teacher and those of the cooperating teacher. Sams (1969), in studying the influence the university supervisor exerted on the student teacher's verbal behavior patterns, discovered that the university supervisor generally did not significantly influence the student teacher's behavior.

Two researchers, Elliott (R., 1964) and Gowlland (1967), used a Q-Sort to collect data about teaching behaviors of student teachers and cooperating teachers. Elliott found that changes in openness occurred in student teachers during the student teaching experience and that these changes were significantly related to the openness of cooperating teachers. This research supported Bills' (1964) premise. Gowlland also found that student teacher behavior was significantly changed by the influence of the cooperating teacher.

After surveying the research, Funkhauser (1975) called attention to the substantial number of conclusions indicating that student teachers imitated the behavior of the cooperating teachers. Hally (1974), one of the few investigators who refuted this popular notion,

found cooperating teachers had little effect on the verbal behavior of student teachers. Garner (1971, 1973) agreed with the majority of investigators who found that, by the end of the experience, the teaching behaviors of student teachers were similar to those of cooperating teachers with whom they worked.

With respect to techniques of classroom management and to teaching methodology, McAulay (1960) reported that cooperating teachers exerted a considerable influence on the behavior of student teachers. In studying the effects of the cooperating teacher's style of teaching on the teaching style of the student teacher, Burton (1970) determined that if student teachers viewed a great deal of a particular behavior, they perceived it as appropriate and attempted to imitate the behavior. Brown, C. (1968) investigated teaching styles of student teachers as they related to those of cooperating teachers and to the beliefs that student teachers held about education. He found no statistically significant relationships. Holmes (1969) used the Characteristics of Teachers Study instrument in determining that cooperating teachers did not cause a significant change in behaviors related to the student teacher's warmth and friendliness, systematic conduct, or stimulating and imaginative action. Seperson and Joyce (1973), on the other hand, concluded that the cooperating teacher did substantially influence the behavior of the student teacher.

Summary

The student teaching experience was one of the most meaningful aspects of a professional preparation program in teacher education. A survey of literature about student teaching revealed a variety of objectives for the experience. These objectives related to instruction, management, and personal and professional growth. However, there was a noticeable lack of research about the appropriateness or importance of the objectives.

Research about interactions among student teachers, cooperating teachers, and university supervisors focused primarily on the influence of cooperating teachers and university supervisors on the attitudes and behavior of the student teachers. Although differences in conclusions existed, most of the investigations supported the generalization that cooperating teachers exerted the greater influence on student teachers.

CHAPTER III

PROCEDURES

Determining the importance of objectives of the student teaching experience, their achievement, and the activities which contributed to such achievement constituted the general purpose of this inquiry. A descriptive research design was utilized to provide answers to the problem statements relating to this purpose.

Development of the Instrument

"Descriptive researchers do the spadework upon which experimental researchers build" (Van Dalen, 1973, p. 250). The present investigation called for the development of a survey tool consistent with a basic purpose of descriptive research: to gain information about a current situation (Good, 1972).

An instrument was designed to provide the investigator with a systematic description of the student teaching experience in dance education and physical education at The University of North Carolina at Greensboro. It required that subjects rank objectives as to importance, designate the degree to which the objectives were achieved, and record activities and experiences which contributed to the achievement of the objectives. Considerations in planning this research tool included: (a) pertinence of the investigation to the respondents' situation, (b) significance of the information sought, (c) simplicity

of the responses called for, (d) timing of the data collection, (e) method of data collection, and (f) the processing and interpretation of the data. Suggestions offered by Best (1977) were heeded in the development of the research tool. Questions were worded appropriately for all respondents. The investigator avoided adverbs and adjectives without commonly accepted meanings. In addition, double negatives were not used, and the investigator attempted to avoid problems caused by placing more than one concept in a statement. Questions were designed in such a way that respondents were encouraged to give complete responses.

Selection of Objectives

A survey of literature about objectives of the student teaching experience produced over 350 statements of purpose. In accord with recommendations of Advisory Committee members, these objectives were categorized to fit under the goals designated by the School of Education at The University of North Carolina at Greensboro in its Student Teaching Handbook. The objectives were (1975, p. 1):

1. Gain understanding of the operation of schools.
2. Gain insight into their own professional and personal strengths and limitations as learners, as teachers, and as human beings.
3. Acquire basic classroom teaching skills as a basis for developing an autonomous individual teaching style.
4. Develop meaningful relationships with students from a wide variety of socio-economic and cultural backgrounds.
5. Gain further insight into the nature of education, schools, the learning process, and children.

Considering the criterion of appropriateness for each of the above categories, 40 objectives from the original pool were selected by the investigator for inclusion in a pilot study. An attempt was made to select objectives with different meanings and emphases. Four specific objectives were selected as representative of general objective one above; seven were related to the second objective; 13 were identified from the third; seven were chosen from objective four; and nine were selected from the fifth general objective indicated above.

The 40 objectives were further identified as relating to the cognitive domain or to the affective domain. Bloom (1956) identified the following six cognitive levels of development: (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation. Krathwohl, Bloom, and Masia (1964) used five levels of affective development in their classification scheme: (a) receiving (attending), (b) responding, (c) valuing, (d) organization, and (e) characterization by a value or value complex. An effort was made to maintain a balance in number between the cognitive and affective domains for each general objective. In addition, the investigator endeavored to represent several levels within each domain when writing the objectives. Rewording objectives for parallel construction and revising the list to attain balance resulted in 26 objectives for the pilot study.

Pilot Study

A pilot study was conducted to serve two purposes: (a) to clarify the directions to respondents and the objectives under investigation, and (b) to evaluate the listing of objectives with respect to appropriateness to the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. A brief discussion of the subjects, the data collection instrument, and the analysis of data for the pilot study follows.

Subjects. A listing of potential subjects for the pilot study was compiled from the following sources: (a) School of Health, Physical Education and Recreation faculty in physical education and dance, (b) recent dance and physical education alumni living in the Greensboro, North Carolina, vicinity, (c) graduate students at The University of North Carolina at Greensboro familiar with the university's student teaching program in dance education and physical education, and (d) former faculty recently involved with the student teaching experience in dance education and physical education at The University of North Carolina at Greensboro. These persons were contacted and their participation as a pilot study subject was solicited. The 11 individuals who agreed to serve as pilot study participants were sent the pilot study instrument and a postpaid envelope for returning the instrument. Respondents also received a thank-you letter and a copy of the pilot results. Pilot study correspondence is presented in Appendix A.

Instrument. The pilot study was concerned with the following dimensions of the student teaching experience: (a) objectives of the student teaching experience, (b) achievement of the objectives of the student teaching experience, and (c) experiences contributing to the achievement of the objectives. A copy of the instrument is presented in Appendix A.

The response form devised for the pilot study solicited a rank for each objective as to its importance. Respondents were directed to indicate only the 15 objectives they perceived to be most important. In addition, they were asked to add objectives they considered to be important which were not included on the form. Further evaluation was sought by asking for an indication of whether or not the respondent considered any added objectives to be as important as those ranked 1-15.

A second part of the pilot study called for participants to indicate the appropriateness of the objectives to the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. Response alternatives were: appropriate, inappropriate, and undecided. In addition, respondents were asked if there were any objectives not understood well enough to rank. They were also invited to suggest more meaningful wording for any of the objectives and for the directions.

Respondents were asked to rate the actual achievement of the 15 highest ranked objectives. Rating alternatives were: (a) completely achieved, (b) partially achieved, and (c) not achieved. Additionally,

there was opportunity to indicate how the respondent knew he or she achieved the statements rated "completely achieved." Pilot study subjects were asked to use their own student teaching experience or their cooperating/supervising experience as a basis for their judgments. Responses were used to assist with the interpretations of the objectives and directions and to give the investigator an idea of the kinds of comments to expect.

The final part of the pilot instrument asked that subjects briefly describe experiences in student teaching which contributed to the achievement of the objective or which appropriately could have contributed to the achievement of the objective. In addition to again being solicited for suggestions for more meaningful wording for the directions, subjects were asked to answer specific questions relative to the general and specific format of the pilot instrument. Lastly, respondents were invited to answer the question: "Do you have further comments about how the experiences contributing to the attainment of the objectives may be identified?"

Data analysis. The first analytic procedure completed was the tallying of the responses to the rank order of objectives according to importance. Assigning 15 points to a rank of one, 14 to a rank of two, and so forth, the investigator determined the importance assigned the 26 objectives. The highest score represented first rank. Results are presented in Table 1 in Appendix A. Consideration was also given to the number of times a specific objective was ranked in the highest 15. From the results of the pilot study, the 10 most highly ranked objectives were selected for inclusion in the dissertation.

Results of the pilot study were shared with Advisory Committee members and their reactions were invited. Committee members directly involved in the student teaching experience were asked to indicate any objectives they perceived important which did not appear in the list of the 10 most highly valued objectives identified from the pilot study. Committee members were also invited to assist with rewording, combining, or separating the 10 objectives. Along with Committee input, the researcher examined the pilot results for consistency and compatibility with objectives used by the School of Education and the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. The results of the pilot study and further revision of the statements yielded a final number of 15 objectives.

The responses to the second and third parts of the pilot instrument did not suggest the need for any substantial revisions of the data collection instrument. These responses contributed little to the final form beyond narrowing the list of objectives.

Data Collection

Data were collected near the end of the student teaching experience during Spring Semester 1978. All materials utilized in data collection are presented in Appendix B.

Subjects

Subjects were all dance education and physical education major students engaged in the student teaching experience at The University

of North Carolina at Greensboro between January 9, 1978, and March 10, 1978, their cooperating teachers, and their university supervisors. On February 4, 1978, subjects were sent a letter enlisting their cooperation with the research.

Distribution of the Questionnaire

On February 20, 1978, subjects were sent a packet containing a cover letter, a questionnaire, and a self-addressed stamped envelope for convenience in returning the survey. Upon receipt of the data collection tool, a thank-you letter was sent to the respondent.

Follow Up

On March 15, 1978, a follow-up letter was sent to subjects who had not returned the questionnaire. On May 1, 1978, a summary of the results of the ranking of objectives was sent to each person participating in the survey.

Analysis of Data

The data collection tool called for respondents to rank and to rate statements presented by the investigator. Subjects were then asked to comment on these statements. The comments were categorized for content analysis. Data analysis procedures were organized as follows: scanning response forms, scoring the data, and determining analytic methods.

Scanning Response Forms

Returned questionnaires were checked for completeness and for correctness. Nine of the 56 respondents did not follow the directions for ranking the statements and used a method different from the requested 1-15. These questionnaires, therefore, were not used in determining the perceived importance of the objectives. Three subjects ranked 14 of the objectives omitting one objective. These questionnaires were included in the analysis; the omission was accommodated in the averaging of ranks.

Scoring the Data

The ranking of objectives was analyzed by quantifying each response. The objective perceived as the most important by the respondent was scored one; the second most important objective was valued two; and so forth. The total score for each objective was determined; the lowest score represented the first-ranked objective.

The rating of the achievement of the objectives was scored on a three-point scale. The more positive the response, the lower the numerical value assigned: one indicated that the objective had been achieved; two that the objective had been partially achieved; and three that the objective had not been achieved. Directions indicated that an "X" be placed beside a statement considered not applicable to the individual's situation. No questionnaires were eliminated from analysis of this portion of the survey.

Respondents were also asked to indicate how they knew the student teacher achieved those objectives rated one, or achieved. All comments were reviewed, including those which were given about a rating other than one. Some respondents commented on all objectives, regardless of the rating; some commented only on some of the objectives rated achieved; some on no objectives. Because of the nature of the responses solicited, no questionnaires were eliminated from analysis of this portion of the survey.

Determining Analytic Methods

The questions posed in problem statement one, the importance of the objectives of the student teaching experience, were answered by determining the average rank value for each statement and for each group of respondents--student teachers, cooperating teachers, and university supervisors. The Kendall tau correlational technique was used to determine correlation among mean ranks of the respondent groups.

Problem statement two, the achievement of the objectives, was also analyzed by using the Kendall tau correlational technique. Calculations were based on the mean ratings given by each group of respondents.

The comments made by student teachers in response to the inquiry about the reason the student teacher believed the objective was achieved were content analyzed. Categories for the content analysis were: (a) instruction, (b) management, (c) personal and professional

growth, and (d) not codable. The category of personal and professional growth was further divided into two subcategories: self-perceptions and judgments (positive, neutral, and negative interpretations) and feedback from others. For purposes of analysis, the following meanings were assigned to the content categories:

Instruction. Comments related to planning and conducting instruction at the cooperating school.

Management. Comments related to noninstructional aspects of teaching at the cooperating school. Management aspects of teaching included such activities as handling administrative details and implementing an organized spatial arrangement of equipment.

Personal and professional growth. Comments related to personal and professional growth were identified first by content and then by the source of the statement (self or others). Comments categorized as self-perceptions and judgments were those in which the student teacher indicated self-knowledge of the achievement of the objective. Because responses made about objectives not completely achieved were accepted in the analysis, the comments were interpreted and identified as positive, neutral, or negative. Comments categorized as feedback from others were those which identified supervisors, cooperating teachers, students, and others as the source of knowledge about the achievement of the objective.

Not codable. Responses which did not relate to the investigator's inquiry about the reason for the choice of alternatives in the rating of the achievement of the objectives.

In order to carry out a content analysis for problem statement three, experiences contributing to the achievement of objectives, the following categories were identified: (a) cooperating school, (b) university, (c) other leadership situations, (d) combination situations, and (e) not codable. These were indicative of the sources of the experiences.

Cooperating school. Comments relating to experiences or activities occurring at the cooperating school.

University. Comments relating to experiences or activities occurring at The University of North Carolina at Greensboro.

Other leadership situations. Comments related to experiences in participation in leadership and learning activities not at the university or at the cooperating school.

Combination situations. Comments relating to two or more of the above sources.

Not codable. Comments which did not relate to the investigator's inquiry.

CHAPTER IV
DATA AND ANALYSIS

Following tabulation of responses, data were reduced for analysis. Codable responses were content analyzed and tabled. These data are presented consistent with the questions which frame the study: importance of objectives, achievement of objectives, and contributing activities. The objectives are presented below and designated by letter for identification.

- A. Plan units of work and daily lessons which are appropriate to the situation. (Planning lessons)
- B. Utilize oral and written communication skills which are clear and logical. (Communication)
- C. Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation. (Application of facts)
- D. Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management. (Class management)
- E. Demonstrate competence in physical education/dance subject matter. (Subject matter competence)
- F. Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns. (Individual differences)
- G. Demonstrate the ability to handle student discipline problems effectively. (Discipline)
- H. Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences. (Resourcefulness)
- I. Utilize appropriate techniques for evaluation of student progress. (Evaluation of students)

- J. Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium. (Learning environment)
- K. Evaluate one's teaching effectiveness in relation to one's objectives. (Self-evaluation)
- L. Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations. (Personal characteristics)
- M. Demonstrate the ability to be self-directed and to solve problems. (Self-direction)
- N. Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium. (Disruptions in routine)
- O. Demonstrate a commitment to continuous professional and personal growth. (Professional growth)

Importance of Objectives

The importance of the objectives was determined by a rank order procedure undertaken by all subjects--student teachers, cooperating teachers, and university supervisors. The results of the ranking are presented and then compared. The frequency of rank for each objective and each respondent group is presented in Appendix C (Tables 2-5).

Respondents' Rankings

Tables 6-9 identify the mean rank of the importance of each objective. Mean ranks for each group of respondents are indicated in addition to the mean rank for the combined group of subjects, the triad. An identification of the five most important and five least important objectives as ranked by the triad is presented in Table 10.

Table 6
 Ranking of Importance of Objectives by
 Student Teachers*

Objective	Mean	Rank
A. Planning lessons	5.29	4
B. Communication	7.57	6
C. Application of facts	9.00	10
D. Class management	8.38	8
E. Subject matter competence	7.48	5
F. Individual differences	3.05	1
G. Discipline	10.81	13
H. Resourcefulness	4.90	3
I. Evaluation of students	11.24	14.5
J. Learning environment	3.90	2
K. Self-evaluation	11.24	14.5
L. Personal characteristics	7.81	7
M. Self-direction	8.86	9
N. Disruptions in routine	9.95	11
O. Professional growth	10.52	12

*N=21

Table 7
 Ranking of Importance of Objectives by
 Cooperating Teachers*

Objective	Mean	Rank
A. Planning lessons	4.82	2
B. Communication	7.06	8
C. Application of facts	8.76	10
D. Class management	6.53	6
E. Subject matter competence	4.94	3
F. Individual differences	6.94	7
G. Discipline	9.35	11
H. Resourcefulness	6.29	5
I. Evaluation of students	11.69	14
J. Learning environment	4.12	1
K. Self-evaluation	11.12	13
L. Personal characteristics	6.18	4
M. Self-direction	8.59	9
N. Disruptions in routine	9.38	12
O. Professional growth	12.24	15

*N=17; N=16 for objectives I, J, and N

Table 8
 Ranking of Importance of Objectives by
 University Supervisors*

Objective	Mean	Rank
A. Planning lessons	6.36	4.5
B. Communication	8.73	10
C. Application of facts	6.36	4.5
D. Class management	11.18	14.5
E. Subject matter competence	6.64	6
F. Individual differences	4.82	2
G. Discipline	11.18	14.5
H. Resourcefulness	5.09	3
I. Evaluation of students	8.64	9
J. Learning environment	4.18	1
K. Self-evaluation	7.00	7
L. Personal characteristics	10.00	12
M. Self-direction	7.27	8
N. Disruptions in routine	9.91	11
O. Professional growth	10.18	13

*N=11

Table 9
 Ranking of Importance of Objectives by
 Triad*

Objective	Mean	Rank
A. Planning lessons	5.37	3
B. Communication	7.65	6
C. Application of facts	8.33	8
D. Class management	8.37	9
E. Subject matter competence	6.41	5
F. Individual differences	4.80	2
G. Discipline	10.39	13
H. Resourcefulness	6.22	4
I. Evaluation of students	10.42	14
J. Learning environment	4.04	1
K. Self-evaluation	10.24	12
L. Personal characteristics	7.74	7
M. Self-direction	8.41	10
N. Disruptions in routine	9.75	11
O. Professional growth	11.04	15

*N=49; N=48 for objectives I, J, and N

Table 10
Most Important and Least Important Objectives

Objective	Student Teachers N=21	Cooperating Teachers N=17*	University Supervisors N=11	Triad N=49**
Most Important				
J. Learning environment	2	1	1	1
F. Individual differences	1	7	2	2
A. Planning lessons	4	2	4.5	2
H. Resourcefulness	3	5	3	4
E. Subject matter competence	5	3	6	5
Least Important				
O. Professional growth	12	15	13	15
I. Evaluation of students	14.5	14	9	14
G. Discipline	13	11	14.5	13
K. Self-evaluation	14.5	13	7	12
N. Disruptions in routine	11	12	11	11

*N=16 for objectives I, J, and N
**N=48 for objectives I, J, and N

Most important objectives. The objective ranked first by the triad was: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium" (J). Both cooperating teachers and university supervisors ranked this objective most important; student teachers ranked it second in importance.

Ranked second in importance by the triad was the following objective: "Adapt instruction to meet the students' individual differences in interests, problems, and developmental patterns" (F). Student teachers ranked this objective first in importance; university supervisors ranked it second. Cooperating teachers did not designate this objective among their five most important; they ranked it seventh.

The objective, "Plan units of work and daily lessons which are appropriate to the situation" (A), was ranked third in importance by the triad. Student teachers ranked it fourth; university supervisors tied it with objective C for fourth. Cooperating teachers considered it second in importance.

The objective which ranked fourth among the most important objectives was: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences" (H). Student teachers and university supervisors agreed on the rank; they assigned it third in importance. Cooperating teachers placed it fifth.

"Demonstrate competence in physical education/dance subject matter" (E) placed fifth in importance. Student teachers ranked the

objective fifth; cooperating teachers ranked it third. University supervisors, in designating it sixth in importance, ranked it just below their five most important objectives.

Least important objectives. The objective judged least important by the triad was: "Demonstrate a commitment to continuous professional and personal growth" (O). Cooperating teachers ranked the objective 15th in importance. University supervisors designated 13th place to it; student teachers assigned it 12th rank order.

Ranked 14th in importance was the following objective: "Utilize appropriate techniques for evaluation of student progress" (I). Cooperating teachers ranked this objective 14th. Student teachers placed it in a tie with objective K for least important objective. University supervisors considered the objective more important and ranked it ninth among the objectives.

Ranked 13th in importance was: "Demonstrate the ability to handle student discipline problems effectively" (G). Student teachers ranked the objective 13th. Cooperating teachers placed it 11th. For university supervisors' rank, the objective was tied with objective D for least important.

"Evaluate one's teaching effectiveness in relation to one's objectives" (K) was the objective the triad ranked 12th. Student teachers tied it with objective I for the least important. cooperating teachers ranked it 13th. University supervisors designated it more important and ranked it seventh.

Comparison of Responses

Table 11 in Appendix D presents the Kendall tau formula and values. Table 12 presents a comparison of ranks by student teachers, cooperating teachers, and university supervisors.

Student teachers and cooperating teachers. The obtained Kendall tau (.718) indicated a significant relationship between the ranking of objectives by the student teachers and the cooperating teachers. Among the five objectives perceived most important by the triad, student teachers and cooperating teachers assigned no identical ranks. For only one objective, learning environment (J), was the value assigned by each respondent group one rank order apart. Cooperating teachers ranked the objective first; student teachers ranked it second in importance. Three other objectives (A, E, H) in the triad's listing of the five most important objectives were two rank orders apart. The objective about individual differences (F) found the two respondent groups six rank orders apart in their perceptions about its importance. The student teachers valued the objective first in importance; cooperating teachers ranked it seventh.

The student teachers and cooperating teachers showed more agreement about the five least important objectives. There was only a one-half rank order difference between the groups in their perceptions about the objective concerned with evaluation of students (I) and only one rank order difference with respect to the objective about disruptions in routine (N). The values assigned to the

Table 12

Importance of Objectives: Comparison of Ranks

Objective	Student Teachers N=21	Cooperating Teachers N=17*	University Supervisors N=11	Triad N=49**
A. Planning lessons	4	2	4.5	3
B. Communication	6	8	10	6
C. Application of facts	10	10	4.5	8
D. Class management	8	6	14.5	9
E. Subject matter competence	5	3	6	5
F. Individual differences	1	7	2	2
G. Discipline	13	11	14.5	13
H. Resourcefulness	3	5	3	4
I. Evaluation of students	14.5	14	9	14
J. Learning environment	2	1	1	1
K. Self-evaluation	14.5	13	7	12
L. Personal characteristics	7	4	12	7
M. Self-direction	9	9	8	10
N. Disruptions in routine	11	12	11	11
O. Professional growth	12	15	13	15

*N=16 for objectives I, J, and N

**N=48 for objectives I, J, and N

objective about self-evaluation (K) were one and one-half rank orders apart. The assignments of rank to the discipline (G) objective differed by two rank orders. A difference of three rank orders separated the perceptions about professional growth (O).

Student teachers and university supervisors. A tau value of .522 indicated a significant relationship between the rankings of objectives by student teachers and university supervisors. Of the five objectives ranked most important by the triad, student teachers and university supervisors assigned one objective an identical rank: resourcefulness (H). For objective A, they were one-half units apart. For the other three objectives in the listing of the triad's most important objectives, the values assigned by the two groups were within one rank order of each other.

Student teachers and university supervisors had differing perceptions about the triad's five least important objectives. Only one objective, disruptions in routine (N), was assigned an identical rank. Perceptions about the professional growth objective (O) were one rank order apart; the objective about discipline (G) was assigned values one and one-half rank orders apart. Five and one-half rank orders separated the values assigned the objective about evaluation (I). For the objective about self-evaluation (K), the designated ranks were seven and one-half units apart.

Cooperating teachers and university supervisors. The tau value of .337 indicated that the relationship between the importance of objectives as judged by cooperating teachers and university supervisors

was not significant. The two groups agreed on the rank for only one objective among the triad's five most important objectives. The objective both cooperating teachers and university supervisors ranked first was: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium" (J). Perceptions about the objective related to resourcefulness (H) were two rank orders apart. Perceptions about planning lessons (A) were two and one-half units apart. Three rank orders separated the perceptions about the objective concerned with subject matter competence (E). The values assigned the individual differences objective (F) were five units apart.

Among the five objectives considered least important, the cooperating teachers and university supervisors assigned no identical ranks. They were one rank order apart in their perceptions about the importance of the objective concerned with disruptions in routine (N). One objective, professional growth (O), elicited values which were two rank orders apart. Three and one-half units separated the groups regarding their ranks for the objective about discipline (G). There was a five rank order difference in the values assigned to the objective about evaluation of students (I). A six unit difference separated the perceptions regarding the objective about self-evaluation (K).

Achievement of Objectives

The achievement of objectives was determined from respondents' indications of "achieved," "partially achieved," and "not achieved" for each objective. Responses and subsequent scores are presented and compared. Frequencies for each respondent group and for the triad are presented in Tables 13-16 in Appendix E. Following the presentation about the degree of achievement of objectives, comments obtained from student teachers concerning the reason for their indicated achievement are discussed.

Respondents' Ratings

Table 17 presents the mean ranks for the respondents' ratings of achievement of the objectives. In addition to the mean ranks for the triad, mean ranks for each objective as designated by each of the groups are indicated. A listing of the five objectives perceived most completely achieved and those perceived least completely achieved is presented in Table 18.

Most completely achieved objectives. The objective perceived most completely achieved by the triad was: "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations" (L). Both student teachers and cooperating teachers ranked this objective first in achievement. University supervisors designated it fourth.

Table 17

Achievement of Objectives: Comparison of Ranks

Objective	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
A. Planning lessons	26	3	22	4	34	9	82	4
B. Communication	27	10.5	21	6	35	3	83	6
C. Application of facts	27	13.5	20	10.5	33	13	80	13
D. Class management	27	4	22	2	35	1	84	2
E. Subject matter competence	27	2	20	3	35	5	82	3
F. Individual differences	27	10.5	22	15	35	14	84	15
G. Discipline	26	12	20	10.5	35	11	81	11
H. Resourcefulness	27	9	22	12	35	15	84	14
I. Evaluation of students	25	15	21	13	32	10	78	12
J. Learning environment	28	8	22	7	35	8	85	9
K. Self-evaluation	27	13.5	20	14	34	6.5	81	10
L. Personal characteristics	27	1	22	1	35	4	84	1
M. Self-direction	28	5	21	8	36	12	84	8
N. Disruptions in routine	28	7	22	5	33	2	83	5
O. Professional growth	27	6	20	9	34	6.5	81	7

Table 18

Most Completely Achieved and Least Completely Achieved Objectives

Objective	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
Most Completely Achieved								
L. Personal characteristics	27	1	22	1	35	4	84	1
D. Class management	27	4	22	2	35	1	84	2
E. Subject matter competence	27	2	20	3	35	5	82	3
A. Planning lessons	26	3	22	4	34	9	82	4
N. Disruptions in routine	28	7	22	5	33	2	83	5
Least Completely Achieved								
F. Individual differences	27	10.5	22	15	35	14	84	15
H. Resourcefulness	27	9	22	12	35	15	84	14
C. Application of facts	27	13.5	20	10.5	33	13	80	13
I. Evaluation of students	25	15	21	13	32	10	78	12
G. Discipline	26	12	20	10.5	35	11	81	11

Second most completely achieved, as viewed by the triad, was: "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management" (D). Cooperating teachers designated second rank to the objective. University supervisors perceived it most completely achieved, and student teachers assigned it fourth in achievement.

"Demonstrate competence in physical education/dance subject matter" (E) ranked third most achieved by the triad. Again, cooperating teachers concurred. Student teachers designated it second. Fifth most completely achieved was the placement assigned by university supervisors.

Cooperating teachers agreed with the triad placement of the objective ranked fourth most achieved: "Plan units of work and daily lessons which are appropriate to the situation" (A). Student teachers designated this objective third most completely achieved, while university supervisors perceived it ninth.

Perceived fifth in the order of achievement was: "Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium" (N). Cooperating teachers also perceived it fifth. University supervisors ranked it second in achievement; student teachers assigned it seventh in degree of achievement.

Least completely achieved objectives. The triad perceived the following objective least completely achieved: "Adapt instruction

to meet students' individual differences in interests, problems, and developmental patterns" (F). Cooperating teachers also ranked this objective least completely achieved. University supervisors designated it 14th rank in achievement and student teachers assigned it a tie with objective B for 10th in order of achievement.

The 14th most completely achieved objective as viewed by the triad was: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences" (H). University supervisors ranked this objective least completely achieved. Cooperating teachers considered it 12th in achievement. Student teachers did not assign this objective a rank in their list of the five least completely achieved objectives; rather, they designated it ninth.

Ranked 13th in achievement was: "Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation" (C). Student teachers tied it with objective K for 13th in achievement. University supervisors assigned this objective rank 13; cooperating teachers placed it in a tie with objective G for 10th in achievement.

"Utilize appropriate techniques for evaluation of student progress" (I) was the 12th ranked objective. This objective was designated 15th by student teachers, 13th by cooperating teachers, and 10th by university supervisors.

The triad perceived 11th in achievement the following objective: "Demonstrate the ability to handle student discipline problems effectively" (G). University supervisors also viewed it 11th. A

tie with objective C for 10th most completely achieved was assigned by cooperating teachers. Student teachers considered this objective 12th in achievement.

Comparison of Responses

Student teachers and cooperating teachers. The Kendall tau correlational technique indicated a significant relationship between the perceptions of student teachers and those of cooperating teachers. As presented in Table 19 in Appendix D, the obtained tau of .715 was significant at the .01 level (.505). The formula for calculations is also presented in Appendix D.

Among the five objectives the triad ranked achieved most completely, the objective about personal characteristics (L) was perceived most completely achieved by two respondent groups: student teachers and cooperating teachers. Two other objectives, subject matter competence (E) and planning lessons (A), were one unit apart. The remaining two objectives, which were concerned with class management (D) and disruptions in routine (N), differed by two rank orders.

There was more discrepancy between student teachers and cooperating teachers with regard to the five least completely achieved objectives. Perceptions about the objective related to discipline (G) were judged one and one-half rank orders apart; ranks for the objective about evaluation (I) were two units apart. Three rank orders separated the perceptions of the groups about resourcefulness (H).

The objective about application of facts (C) had a three unit difference in ranks. There were four and one-half rank orders between the groups' perceptions about the individual differences objective (F).

Student teachers and university supervisors. An obtained tau value of .309 indicated no significant relationship between the student teachers and university supervisors. A .371 value was needed for significance at the .05 level. The fewest differences in rank order (three) were concerned with the following objectives: (a) personal characteristics (L), (b) class management (D), and (c) subject matter competence (E). Five units separated the perceptions of the two groups about disruptions in routine (N), and six units separated their perceptions about planning lessons (A).

With respect to the triad's least completely achieved objectives, the two groups were one-half unit apart in perceptions about application of facts (C). Only one rank order separated the groups' perceptions about discipline (G). Three and one-half units separated the groups' perceptions about individual differences (F). The objective about evaluation of students (I) elicited views which differed by five rank orders. Perceptions related to the objective about resourcefulness (H) was assigned a difference of six rank orders.

Cooperating teachers and university supervisors. A .538 tau value indicated a significant relationship between the perceptions of cooperating teachers and those of university supervisors about achievement of objectives. A value of .505 was required for significance at the .01 level.

One rank order separated the groups in their perceptions about the objective related to class management (D). Perceptions related to the objective about subject matter competence (E) differed two units; the objectives about personal characteristics (L) and disruptions in routine (N) elicited views which were assigned a three rank order difference. A five rank order difference existed in relation to the perceptions about the achievement of the objective concerned with planning lessons (A).

In the triad's indication of the five least completely achieved objectives, the cooperating teachers and university supervisors differed only one-half units in their perceptions about the objective dealing with discipline (G). One rank order separated perceptions about individual differences (F); a two and one-half rank order difference existed for the views concerned about the objective related to application of facts (C). Three units separated perceptions about the remaining two objectives: resourcefulness (H) and evaluation of students (I).

Reasons for Achievement

Ninety-seven comments were made by student teachers concerning the reasons they achieved each objective. These are presented in summary form in Table 20. The categories used in content analyzing the responses were: instruction, management, and personal and professional growth. Comments not consistent with these categories were classified not codable. They constituted 8.25 percent of all comments made.

Table 20

Achievement of Objectives: Frequencies of Reasons

Objectives	Content Categories				Total Number of Responses	% of Total Responses
	Instruction	Management	Personal and Professional Growth	Not Codable		
A. Planning lessons	3	0	6	1	10	10.31
B. Communication	1	0	4	1	6	6.19
C. Application of facts	2	0	1	0	3	3.09
D. Class management	0	5	5	1	11	11.34
E. Subject matter competence	5	0	4	0	9	9.28
F. Individual differences	5	0	0	0	5	5.15
G. Discipline	0	3	3	0	6	6.19
H. Resourcefulness	1	0	1	2	4	4.12
I. Evaluation of students	0	0	3	0	3	3.09
J. Learning environment	1	0	2	1	4	4.12
K. Self-evaluation	2	0	2	1	5	5.15
L. Personal characteristics	0	1	9	0	10	10.31
M. Self-direction	2	0	4	0	6	6.19
N. Disruptions in routine	2	3	2	0	7	7.22
O. Professional growth	1	0	6	1	8	8.25
Total Responses	25	12	52	8	97	
% of Total Responses	25.77	12.37	53.61	8.25		

Just over one-half of the comments made pertained to the category of personal and professional growth. About one-quarter of the comments were related to instruction. The remaining 12.37 percent pertained to the management category of reasons for achievement.

Most comments were directed at the class management objective (D). Objectives related to planning lessons (A) and personal characteristics (L) also elicited numerous comments. The objectives about subject matter competence (E) and professional growth (O) were also among the five objectives about which student teachers most frequently commented. The objectives to which the fewest comments were directed were those about application of facts (C) and evaluation of students (I), followed by those about resourcefulness (H) and learning environment (J). The objectives about individual differences (F) and self-evaluation (K) received only slightly more comments. Table 21 identifies most and least frequencies of comments presented according to objective.

Instruction-related comments. Instruction-related comments were those concerned with the planning, conducting, and evaluation of teaching activities in the cooperating school. The two objectives which received the greatest number of comments in the category, five, were those related to subject matter competence (E) and individual differences (F). Three comments were made about planning lessons (A) and two each about application of facts (C), self-evaluation (K), self-direction (M), and disruptions in routine (N). Four objectives

Table 21

Most Frequently Discussed and Least Frequently Discussed Reasons

Objective	Rank	Responses	% of Total Responses*
Most Frequently Discussed			
D. Class management	1	11	11.34
A. Planning lessons	2.5	10	10.31
L. Personal characteristics	2.5	10	10.31
E. Subject matter competence	4	9	9.28
O. Professional growth	5	8	8.25
Least Frequently Discussed			
C. Application of facts	14.5	3	3.09
I. Evaluation of students	14.5	3	3.09
H. Resourcefulness	12.5	4	4.12
J. Learning environment	12.5	4	4.12
F. Individual differences	10.5	5	5.15
K. Self-evaluation	10.5	5	5.15

*Based on the total of 97 responses

elicited one comment in the instruction category: communication (B), resourcefulness (H), learning environment (J), and professional growth (O). No comments were offered about class management (D), discipline (G), evaluation of students (I), or personal characteristics (L) objectives. The following instruction-related comments were made by student teachers in responding to the solicitation of reasons for achievement ratings:

Planning Lessons (A)

1. Lesson plans change within the unit according to student progress and interest.
2. I was able to plan units of work based on the previous experiences of the students. Each lesson & unit was based on subsequent units & lessons.
3. Thinking ahead and following some type of sequence.

Communication (B)

4. Lesson plans clearly stated, directions to class direct. Assignments explained clearly. Evaluation methods in chart form.

Application of Facts (C)

5. I used something called Physical Education words to help the kids get more than just a kinesthetic awareness of what they were doing.
6. My lessons used the knowledge gained on groups of students in learning situation (part. the observation course w/ Dr. Barrett).

Subject Matter Competence (E)

7. By teaching students about your subject area you show that you are competent yourself.
8. I used the framework (Barrett) to teach gymnastics and had no problems.

9. Thru appropriate planning.
10. By the actual lesson and its communication of importance to the students.
11. I demonstrated this through my ability to plan for several different areas at the same time--dance, games, and gymnastics.

Individual Differences (F)

12. I tried to see where the difficulties originated & break down the materials into more basic elements to make it more understandable to the students.
13. I was aware of differences and did plan for them but the planning did not always achieve what I wanted to.
14. I just gave the students a few specific things and they learned others individually by charts, books and me.
15. Students do a lot of independent work in gymnastic and have group activities in dance.
16. The tasks designed for the students were "open" enough to allow every individual to be successful at his own level. Each student could start work where they were and be able to reach a higher level of skill within the same task. The tasks were designed so that each student can participate at his/her level regardless of skill level.

Resourcefulness (H)

17. Trying everything and finding out what works.

Learning Environment (J)

18. These kids did a good job themselves with usually very little from me. I did keep changing the tasks to aid in this.

Self-evaluation (K)

19. My ability to evaluate is reflected in changes I make in day to day plans in each class to better achieve the desired objectives.
20. I evaluate each lesson in relation to the objectives--I don't feel that this can completely measure by teaching effectiveness.

Self-direction (M)

21. Plan own lessons, change plans and work out evaluation procedures.
22. I tried to use my own ideas & techniques & conscientiously thought through my problems for an effective solution.

Disruptions in Routine (N)

23. Because I had many opportunities to "roll with the punches"-- I just readjusted my daily and/or unit plans to these disruptions.
24. I always discuss the reasoning for the kids being sent out of the class.

Professional Growth (O)

25. Inquire about teaching and discipline techniques. Use reference materials.

Management-related comments. Approximately 12.37 percent of the comments made by student teachers about achievement were classified in the management category. Comments about noninstructional aspects of teaching were assigned to this category. Logically, the objective about which student teachers commented most frequently was class management (D). Five of the 12 comments made were directed to this objective. Objectives receiving three comments each were discipline (G) and disruptions in routine (N). The only other objective about which student teachers commented was personal characteristics (L). This objective elicited one comment. Other objectives received no comments appropriate to this category. The following management-related comments made by student teachers explained the reasons for the achievement of objectives:

Class Management (D)

1. The organization of the classes was thought through before each class so that there were minimal organizational problems. Careful planning ahead of time usually assured effective routines to be followed.
2. Equipment was also ready before class came in so they could begin work right away, roll was taken as the students drifted in as to not take up time.
3. By keeping up with administrative procedures such as attendance, tardies etc. and by having no problems in the facility.
4. Classes progress in orderly manner.
5. Filling out hall passes etc.

Discipline (G)

6. Keeping the class at an even keel. Preventing situations that provoke problems.
7. I didn't have many, but the ones that I did have I handled by excluding the student from working in the class.
8. The methods I used to control the students seemed to be very effective.

Personal Characteristics (L)

9. Get along with students while maintaining control.

Disruptions in Routine (N)

10. Ignore non-participants or cut-ups if they are not disturbing others. Continually chase outsiders from the gym during class with no problems.
11. I reacted to the disruptions in various ways, according to the various situations.
12. With lights broken overhead and bleachers being pushed out I have learned to respond to these situations.

Personal and professional growth-related comments. Comments in the content category concerned with personality development and professional identity were further specified as: (a) self-perceptions and judgments and (b) feedback from others. The subcategory of self-perceptions and judgments was further analyzed as positive comments, neutral comments, and negative comments. Tables 22 and 23 present an overview of the data pertaining to these comments.

The greatest number of comments, nine, were made about personal characteristics (L). Objectives about planning lessons (A) and professional growth (O) each elicited six comments. The objective about class management (D) generated five responses. Four comments were offered about communication (B), subject matter competence (E), and self-direction (M). Three comments each were made about discipline (G) and evaluation of students (I). The objectives about learning environment (J), self-evaluation (K), and disruptions in routine (N) received two comments each. The objective about application of facts (C) was assigned one comment, as was the objective about resourcefulness (H). The only objective about which no comments were offered was individual differences (F).

Among the comments related to personal and professional growth, more than two-thirds identified self-perception as the reason student teachers believed the objective was attained. The objective which generated the highest frequency of comments was professional growth (O). The highest frequency of positive comments was directed to class management (D); five of the 24 positive comments were made

Table 22

Personal and Professional Growth: Frequencies of Reasons

Objective	<u>Content Categories</u>			
	Self-perceptions and Judgments	Feedback from Others	Total Responses	% of Total Responses
A. Planning lessons	5	1	6	11.54
B. Communication	2	2	4	7.69
C. Application of facts	1	0	1	1.92
D. Class management	5	0	5	9.62
E. Subject matter competence	4	0	4	7.69
F. Individual differences	0	0	0	0.00
G. Discipline	3	0	3	5.77
H. Resourcefulness	0	1	1	1.92
I. Evaluation of students	1	2	3	5.77
J. Learning environment	0	2	2	3.85
K. Self-evaluation	1	1	2	3.85
L. Personal characteristics	4	5	9	17.31
M. Self-direction	3	1	4	7.69
N. Disruptions in routine	2	0	2	3.85
O. Professional growth	6	0	6	11.54
Total Responses	37	15	52	
% of Total Responses	71.15	28.85		

Table 23

Self-perceptions and Judgments: Frequencies of Reasons

Objective	Content Categories			Total Responses	% of Total Responses
	Positive Interpretations	Neutral Interpretations	Negative Interpretations		
A. Planning lessons	2	3	0	5	13.51
B. Communication	2	0	0	2	5.41
C. Application of facts	0	1	0	1	2.70
D. Class management	5	0	0	5	13.51
E. Subject matter competence	4	0	0	4	10.81
F. Individual differences	0	0	0	0	0.00
G. Discipline	3	0	0	3	8.11
H. Resourcefulness	0	0	0	0	0.00
I. Evaluation of students	0	1	0	1	2.70
J. Learning environment	0	0	0	0	0.00
K. Self-evaluation	0	1	0	1	2.70
L. Personal characteristics	3	1	0	4	10.81
M. Self-direction	2	1	0	3	8.11
N. Disruptions in routine	1	0	1	2	5.41
O. Professional growth	2	3	1	6	16.22
Total Responses	24	11	2	37	
% of Total Responses	64.56	29.73	5.41		

about this objective. Neutral comments were made most frequently about planning lessons (A) and professional growth (O). Negative comments were made only about two objectives: disruptions in routine (N) and professional growth (O).

Of the 15 comments categorized as feedback from others, five related to the objective about personal characteristics (L). One or two comments were made about seven other objectives.

Following are personal and professional growth-related comments made by student teachers in explaining their achievement of the objectives.

Planning Lessons (A)

Self-perceptions and Judgments*

1. I didn't have any problems with the kids. (+)
2. I know I achieved this because I did the plans and they worked. (+)
3. I feel that I have. (o)
4. I just feel they were appropriate because the students learned. (o)
5. By evaluating my students and previous lessons I plan units which are appropriate to the situation. (o)

Feedback from Others

6. The students response is according with my objectives.

Communication (B)

Self-perceptions and Judgments

7. No problems. (+)
8. I didn't have any problems communicating with the kids. (+)

*Designation of positive, neutral, and negative is indicated in parentheses, (+), (o), (-), after each comment.

Feedback from Others

9. Oral is usually clear if not the students ask me to repeat or explain further. I do not use any written except in handouts where I proofread before hand.
10. I've had to work hardest on the effectiveness of my communication & have improved greatly. This is seen in the student response to my directions & ability to read & comprehend (to a degree) any written material given to them.

Application of Facts (C)

Self-perceptions and Judgments

11. I feel that I have. (o)

Class Management (D)

Self-perceptions and Judgments

12. I used what I had to work w/ in the best way that I knew & it worked well. (+)
13. I know I achieved this because I actually did conduct the daily routine. (+)
14. Because I've been doing it for 4 weeks and I know that I have accomplished this objective. (+)
15. No problems. (+)
16. I didn't have any real problems with the kids. (none that I couldn't handle). (+)

Subject Matter Competence (E)

Self-perceptions and Judgments

17. I feel as if I am sure of myself and yet I can be open to suggestions or differences. (+)
18. I knew more about this area than any other that I would have been assigned to teach. (+)
19. My ability to field any questions concerning any of the units I taught, to demonstrate effectively, and improve students' skills. (+)

20. I was able to effectively teach classes that were challenging and covered the appropriate subject matter. (+)

Discipline (G)

Self-perceptions and Judgments

21. Most of the time handle problems without hostility arising. (+)
22. The kids and I knew where we stood and were open to discuss the reasons for this. (+)
23. By not having any big problems I think that the way I conduct myself and the class takes care of most discipline problems. (+)

Resourcefulness (H)

Feedback from Others

24. The kids were very interested and attentive to the tasks that I gave them.

Evaluation of Students (I)

Self-perceptions and Judgments

25. By noting in my books a lesson evaluations and talking w/ individual students. (o)

Feedback from Others

26. Student reaction towards & performance on knowledge & skill evaluations indicate to me how good my techniques of forms were.
27. I did class by class evaluations of student progress. This was more on a group than individual basis.

Learning Environment (J)

Feedback from Others

28. The kids did a lot of work.
29. I know I achieved this because the children stayed interested & involved through the entire class and because the end product of the class met my objectives.

Self-evaluation (K)

Self-perceptions and Judgments

30. If you write the objective you can see if they are being met. (o)

Feedback from Others

31. Not only by objectives, but by the performance of the ind. & the role of the student in the class as always being productive.

Personal Characteristics (L)

Self-perceptions and Judgments

32. By letting the students know you care for them as people, not trying to "get over" they gained respect for me, themselves & the class material. (+)
33. I was able to see the difference in myself from the beginning of the experience to the end. I was more natural and had more self-confidence and it came across as such. (+)
34. I feel I have developed a pretty good relationship with the students. I feel I have "been myself" and believe I have demonstrated positive personal characteristics. (+)
35. I was myself. (o)

Feedback from Others

36. This is indicated to me by student reactions/comments and their general behavior towards me during as well as out of my classes.
37. I just feel like I can tell by the way the students acted toward me.
38. If you get good responses you assume you are doing the above correctly.
39. I feel especially good here, for many girls have come to me with very personal situations and problems and have asked my help and advice. [male response]
40. I could tell by the positive response & eagerness the students to learn & improve their own abilities in dance & their own personal & technical appearance. I always got compliments on dress & appearance & could see where they tried to follow my example.

Self-direction (M)

Self-perceptions and Judgments

41. Confidence in self and knowledge of lesson. Not taught at UNC-G as far as high school is concerned. Has to be self at UNC-G. (+)
42. I set up my lessons and was able to solve any problems that came up. I set up my classes and ran them without the need for help. (+)
43. Trying to figure out situation independently. (o)

Feedback from Others

44. My situation & coop. teacher made me more or less self-directed. I tried to solve most problems on my own & try out ideas on my own.

Disruptions in Routine (N)

Self-perceptions and Judgments

45. I handled these in the best way that I could & it seemed to be very effective. (+)
46. Not always easy but I tried when faced w/ situations to control my emotional response w/ the human compassionate response. (-)

Professional Growth (O)

Self-perceptions and Judgments

47. This is something I know from within myself. (+)
48. I thoroughly enjoyed teaching & sought for personal & professional improvement constantly by looking inward & evaluating myself & my teaching experience. (+)
49. This to me means always reevaluating yourself no matter what profession. (o)
50. By gaining as much as was available from the situation and finding more. (o)
51. I decided that I don't know nearly enough and plan to attend many professional lectures and workshops. (-)

52. My cooperating teacher went with me to the N. C. State Dept. workshop in Sanford. I accompanied him at 1 teachers meeting and to a committee of the Greensboro City Schools to discuss the place that Dance Education should have in this system. (o)

Overall, positive interpretations accounted for 24 of the 37 comments. Neutral statements were made in 11 of the 37 responses. Only two comments were interpreted as negative.

Contributing Activities

The frequency of comments about activities and experiences contributing to the achievement of the student teaching objectives is presented in Table 24. A total of 973 comments were offered.* Of these, 715 were considered codable. The following discussion relates to codable comments only.

Examination of Table 24 indicates that no objective elicited a distinctive frequency of comments. Of the 715 comments, 61 (8.5%) were directed at the objective related to planning lessons (A). This was the objective about which the most respondents commented. The objective about which the fewest comments were offered was learning environment (J). It elicited 39 (5.4%) of the responses.

Codable responses were assigned to a content category for analysis according to the source associated with the activity or experience. Sources were: (a) cooperating school, (b) university, (c) other leadership situations, and (d) combination situations. Comments about activities or experiences at the student teacher's cooperating school were assigned to the cooperating school category.

*The investigator will make available for research purposes a complete list of the obtained responses which were content analyzed.

Table 24

Contributing Activities: Frequencies of Responses

Objective	Content Categories									
	Cooperating School		University		Other Leadership Situations		Combination Situations		Triad Total	
	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank
A. Planning lessons	52	1	1	8.5	0	0	8	5.5	61	1
B. Communication	40	7	1	8.5	0	0	7	7	49	6
C. Application of facts	23	14	15	1	1	3.5	8	5.5	47	9
D. Class management	49	3	0	0	0	0	1	14	50	4.5
E. Subject matter competence	42	5.5	6	2	1	3.5	1	14	50	4.5
F. Individual differences	51	2	1	8.5	0	0	1	14	53	2
G. Discipline	36	9	1	8.5	0	0	6	8	43	12.5
H. Resourcefulness	37	8	2	4.5	3	2	4	12	46	10.5
I. Evaluation of students	42	5.5	1	8.5	0	0	5	10	48	7.5

Table 24, continued

Objective	Content Categories									
	Cooperating School		University		Other Leadership Situations		Combination Situations		Triad Total	
	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank
J. Learning environment	34	11	0	0	0	0	5	10	39	15
K. Self-evaluation	30	12	3	3	0	0	10	4	43	12.5
L. Personal characteristics	27	13	0	0	0	0	15	1	42	14
M. Self-direction	35	10	1	8.5	0	0	12	3	48	7.5
N. Disruptions in routine	46	4	0	0	0	0	5	10	51	3
O. Professional growth	13	15	2	4.5	17	1	14	2	46	10.5
Total Responses	557		34		22		102		715	
% of Total Responses	77.90		4.76		3.08		14.27			

Responses concerned with experiences or activities at The University of North Carolina at Greensboro were tallied in the university category. Comments about leadership experiences and activities not associated with the university or the cooperating school were classified in the category of other leadership situations.

"Combination situations" included comments about activities and experiences associated with more than one of the above sources.

More than three-quarters of the comments (557 of 715) were assigned to the cooperating school category. Of the remaining responses, 14.27 percent (102 comments) were identified with the combination situation category, 4.76 percent (34 comments) were associated with the university category, and 3.08 percent (22 comments) with the other leadership situations category.

Cooperating School

Table 25 presents the frequency of responses for each objective. The rank of frequency according to respondent group is also indicated.

Table 26 presents the frequency of responses generated by the most discussed objectives and the least discussed objectives associated with the cooperating school category. The objective which generated the most responses in this category was: "Plan units of work and daily lessons which are appropriate to the situation" (A). The objective was tied with objective B for most discussed by student teachers, was second most discussed by cooperating teachers and third most discussed by university supervisors.

Table 25

Activities Attributed to the Cooperating School: Frequencies of Responses

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
A. Planning lessons	22	1.5	14	2	16	3	52	1
B. Communication	15	8.5	14	2	11	9	40	7
C. Application of facts	7	14.5	6	14	10	12	*23	14
D. Class management	17	5.5	12	6	20	1	49	3
E. Subject matter competence	17	5.5	13	5	12	7	42	5.5
F. Individual differences	22	1.5	10	8	19	2	51	2
G. Discipline	16	7	9	9.5	11	9	36	9
H. Resourcefulness	15	8.5	11	7	11	9	37	8
I. Evaluation of students	14	10	14	2	14	5	42	5.5
J. Learning environment	12	11.5	9	9.5	13	6	34	11
K. Self-evaluation	7	14.5	8	12	15	4	30	12
L. Personal characteristics	12	11.5	8	12	7	14	27	13
M. Self-direction	19	4	8	12	8	13	35	10
N. Disruptions in routine	21	3	14	2	11	9	46	4
O. Professional growth	9	13	4	15	0	15	13	15
Total Responses	225		154		178		557	
% of Total Responses	40.39		27.65		31.96			

Table 26

Cooperating School: Frequencies of Responses About Most and Least Discussed Objectives

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
Most frequently discussed								
A. Planning lessons	22	1.5	14	2	16	3	52	1
F. Individual differences	22	1.5	10	8	19	2	51	2
D. Class management	17	5.5	12	6	20	1	49	3
N. Disruptions in routine	21	3	14	2	11	9	46	4
E. Subject matter competence	17	5.5	13	5	12	7	42	5.5
I. Evaluation of students	14	10	14	2	14	5	42	5.5
Least frequently discussed								
O. Professional growth	9	13	4	15	0	15	13	15
C. Application of facts	7	14.5	6	14	10	12	23	14
L. Personal characteristics	12	11.5	8	12	7	14	27	13
K. Self-evaluation	7	14.5	8	12	15	4	30	12
J. Learning environment	12	11.5	9	9.5	13	6	34	11

A representative comment relating an experience contributing to the achievement of the objective about planning lessons (A) was made by a student teacher: "The most significant experience was the experience of having to do it and then teach the unit and the lesson to find out if they would work." A cooperating teacher commented: "Lesson plans are presented orally and altered and refined during the teaching process. Modification of plans is suggested by the cooperating teacher." University supervisor responses centered around the experiences of preparing daily lessons and obtaining feedback on them as important contributions to the achievement of the objective.

Next most discussed by the triad was: "Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns" (F). Student teachers' comments designated the objective tied with objective A for most discussed. University supervisors assigned this objective second most discussed. Among cooperating teachers, it was eighth in the ordering of objectives from most to least frequently discussed.

Several student teachers stated that designing tasks which were "open" or flexible was a help in achieving the objective. One student teacher commented: "I encouraged individuality by discussing what I expected of them, using their definitions of "Individualized Education.'" A contributing experience indicated by a cooperating teacher was: "An initial task is given, then each student is

challenged individually for either a higher degree of skill or a more exploratory approach to the original task." A thoughtful response by a university supervisor was: "Cooperating teachers have been excellent in discussing with student teachers individuals in classes who need special attention, having varying interests and/or problems, and who have special needs."

Triad responses for the following objective designated it third most discussed: "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management" (D). This was the objective about which university supervisors most frequently commented. It tied with objective E for fifth most discussed by student teachers and was sixth most discussed by cooperating teachers.

A representative comment made by a student teacher was: "Just doing that. Having to conduct class everyday and realizing the routine and things that must be done." An example of a comment made by a cooperating teacher was: "Preparing the student ahead of time and deliberately having them assess the situation and why those routines have been established ease this situation for the student." University supervisors' comments about experiences which contributed to meeting the objective centered on the actual daily classroom routines.

The objective, "Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium" (N), was designated fourth most discussed by the triad.

Both cooperating teachers and student teachers discussed it more frequently than did the triad. Cooperating teachers commented on it second most frequently; student teachers commented on it third most often. University supervisors placed it outside the most discussed objectives. They assigned it ninth in frequency.

One student teacher comment indicated the thoughts of others: "The multitude of disruptions that occur aid in achieving this objective . . . (assemblies in the gym for 3 periods; bomb threats that last whole periods; flu epidemics; snow days)." Two cooperating teachers commented that the example a cooperating teacher set and the discussions between the student teacher and cooperating teacher contributed to the achievement of the objective. A representative contributing experience discussed by a university supervisor was: "The open, informal nature of the school environment gives plenty of opportunity to learn to cope."

Two objectives tied for fifth most discussed by the triad. One of the objectives, "Demonstrate competence in physical education/dance subject matter" (E), was tied with objective D for fifth most discussed by student teachers. Cooperating teachers commented on it fifth most frequently, and university supervisors designated it seventh in frequency of responses.

Most student teachers' comments related to demonstration of skills as a contributing activity. Cooperating teachers' comments were similar. University supervisors discussed the "ability to plan

for full range of classes" as a contributing to the achievement of the objective.

The other objective, "Utilize appropriate techniques for evaluation of student progress" (I), was second most discussed by cooperating teachers. Fifth in the order of most discussed objectives by university supervisors, it was assigned 10th frequency by student teachers.

One student teacher commented: "I have used several techniques for evaluation according to all three domains--skills tests, written tests--short quizzes, pretests, self-evaluations, teacher evaluations, playing grade, etc." A cooperating teacher expressed a more in-depth contribution: "Several techniques for evaluation were studied and choices of ones used were based on time, space, appropriateness to unit class. Practical and skill evaluations were used which was best in our situation." Daily and weekly evaluations were commonly stated contributing activities by university supervisors.

The objective least discussed by the triad was: "Demonstrate a commitment to continuous professional and personal growth" (O). It was also least discussed by both cooperating teachers and university supervisors. Student teachers commented on it slightly more often, assigning it 13th in the order of frequency.

Most student teacher comments reflected this thought: "I was willing to take suggestions offered to me by my cooperating teacher and put them to good use. I appreciated any of both help or

criticisms, as they were all very constructive." Cooperating teachers' comments about contributing experiences centered on the cooperating teacher providing a positive model, discussing philosophies of teaching and learning, and exploring solutions to classroom problems. The responses by university supervisors were similar.

Fourteenth in the order of most discussed objectives was: "Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation" (C). Cooperating teachers also discussed this 14th most frequently. University supervisors' comments were two places above, while student teachers designated it a tie with objective K for least discussed.

Several comments about contributing activities made by student teachers expressed an idea similar to: "Having the opportunity to plan my own units and methods and being given a free hand to do what I wanted to" contributed to the achievement of the objective. One cooperating teacher commented: "Dialogues relating to theory and practice prove to be helpful in encouraging this objective. Cooperating teacher's demonstrations act to encourage the understanding of the "Theory-Practice' dilemma [sic]." Another was not so positive about the importance of this objective. "Experience seems to be the best teacher. Many theories and materials learned are for ideal situations." University supervisors typically commented that teaching different grade levels and different subjects were important activities contributing to the achievement of this objective.

The triad discussed the following objective 13th most frequently: "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations" (L). Student teachers discussed this and objective J 11th most often, while cooperating teachers commented on it 12th most frequently. University supervisor responses designated it the 14th most often discussed objective.

Student teachers' comments about activities which contributed to the achievement of the objective centered around the student teacher being "myself" and making an effort to interact with the students and teachers. Cooperating teacher comments were along the same line: "Knows each one by name and talks with each one from time to time; shows a sense of humor with students, relaxes for presentations, talks and works with other staff members and teachers." One cooperating teacher indicated that the "cooperating teacher providing a positive model" was an important contributing influence. "Being expected to be and being treated as a colleague by cooperating & other teachers in the school" was an experience expressed by a university supervisor.

The objective 12th most frequently commented about by the triad was: "Evaluate one's teaching effectiveness in relation to one's objectives" (K). Cooperating teachers also discussed it 12th most frequently. Student teacher comments about this objective were tied with objective C for least frequent. University supervisors discussed it fourth most frequently.

A typical comment made by a student teacher was: "I constantly evaluated my ability to convey my lessons by conferences w/ my cooperating teacher and through student informal conferences." Most contributing comments by cooperating teachers were similar to the following: The student teacher "strives to relate responses of children to instructional objectives and seeks to find more effective means of attainment." University supervisors commented that "daily class evaluations" were important to achieving the objective.

The 11th most discussed objective by the triad was: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium" (J). Both student teachers and cooperating teachers assigned a tie in frequency to this objective. Student teachers tied it for 11th in frequency, along with objective L; cooperating teachers assigned it rank nine and one-half, along with objective G. University supervisors designated it sixth in frequency of comments.

One student teacher indicated what others also expressed: "Adjusting to each individual class & to students within those" contributed to the achievement of the objective. Another student teacher commented: "Organization has been the key to a productive learning environment" A thoughtful comment by a cooperating teacher was: "Continuous evaluation of lessons and organization of lessons contribute to a productive environment." This cooperating teacher added the following as a contributing experience: "Displaying

concern and positive feedback to the learners while performing and practicing skills assist in the maintenance of an environment that is productive." A contributing activity mentioned by several university supervisors was "caring" about the student. Another typical experience stated by a university supervisor was: "Presentation of clear tasks appropriate feedback, and consistent reinforcement of original rules (for management)" aid in the achievement of this objective.

University

Table 27 presents the frequency of responses in the university category. Ranks of the responses are also included.

Table 28 presents the frequencies of responses generated about activities and experiences contributing to the achievement of the five most discussed and five least discussed objectives in the university category. Most discussed from this category was: "Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation" (C). Student teachers and cooperating teachers discussed the objective most often; university supervisors tied the objective with objectives E and O for most frequently discussed. The tie resulted in the objective being assigned second rank.

Most of the comments made by student teachers referred to specific courses which were offered at The University of North Carolina at Greensboro. One student teacher, however, commented that

Table 27

Activities Attributed to the University: Frequencies of Responses

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
A. Planning lessons	0	0	0	0	1	6.5	1	8.5
B. Communication	0	0	0	0	1	6.5	1	8.5
C. Application of facts	12	1	1	1	2	2	15	1
D. Class management	0	0	0	0	0	0	0	0
E. Subject matter competence	4	2	0	0	2	2	6	2
F. Individual differences	0	0	0	0	1	6.5	1	8.5
G. Discipline	1	4.5	0	0	0	0	1	8.5
H. Resourcefulness	1	4.5	0	0	1	6.5	2	4.5
I. Evaluation of students	0	0	0	0	1	6.5	1	8.5
J. Learning environment	0	0	0	0	0	0	0	0
K. Self-evaluation	3	3	0	0	0	0	3	3
L. Personal characteristics	0	0	0	0	0	0	0	0
M. Self-direction	0	0	0	0	1	6.5	1	8.5
N. Disruptions in routine	0	0	0	0	0	0	0	0
O. Professional growth	0	0	0	0	2	2	2	4.5
Total Responses	21		1		12		34	
% of Total Responses	61.76		2.74		34.29			

Table 28

University: Frequencies of Responses About Most Discussed Objectives

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
C. Application of facts	12	1	1	1	2	2	15	1
E. Subject matter competence	4	2	0	0	2	2	6	2
K. Self-evaluation	3	3	0	0	0	0	3	3
H. Resourcefulness	1	4.5	0	0	1	6.5	2	4.5
O. Professional growth	0	0	0	0	2	2	2	4.5

the "supervisor helping to point these out after observing classes and/or reviewing unit & daily lesson plans" contributed to the achievement of this objective. The only comment from a cooperating teacher indicated: "This objective is basically achieved before they actually start their teaching because all previous planning is a result of the preparation courses they have had." One of the two comments made by university supervisors which was assigned to this category was: "Had to go back to notes. I had to refer her to books, materials." The other stated: "Methods shows she learned something in four years. Effective teaching strategies."

Second in the order of most discussed objectives was: "Demonstrate competence in physical education/dance subject matter" (E). Student teachers also discussed it second most frequently; university supervisors tied the objective for most frequently discussed with objectives C and O. The tie resulted in the objective being designated second rank. Cooperating teachers made no comments about the objective which were associated with this category.

Resource materials and past experiences were common contributing experiences indicated by student teachers. One university supervisor concurred by simply stating that "teacher prep courses" contributed to the achievement of the objective. Another elaborated: This objective had been "achieved before student teaching experience--- sharpened & clarified in having to present it for their understanding."

Third most discussed by the triad was the objective: "Evaluate one's teaching effectiveness in relation to one's objectives" (K). Student teachers also commented on the objective third most frequently.

Cooperating teachers and university supervisors made no comments associated with this category. Student teacher comments indicated that conversations with university supervisors, feedback from videotapes, and "the requirement to write objectives . . ." contributed to the achievement of this objective.

Two objectives tied for fourth in the ordering of most discussed objectives. One of these objectives was: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences" (H). Assigning this objective a tie with objective G for fourth most frequently discussed were student teachers. University supervisor comments on it designated it a tie with objectives A, B, F, I, and M. The tie resulted in the objective being assigned rank six and one-half. Cooperating teachers did not offer any comments that were associated with this category.

The only student teacher comment was: "I used much of the material I learned in my technique classes at school & incorporated my own ideas & combinations into my lesson plans. I made up my own routines to teach them & they really enjoyed doing them." The only university supervisor comment about activities contributing to the achievement of the objective was: "Teacher prep courses."

The other objective tied for fourth most frequently discussed by the triad was: "Demonstrate a commitment to continuous professional and personal growth" (O). This objective was tied with objectives C and E for most discussed objective by university supervisors. A rank of two resulted from the tie. One of the two university supervisors

indicated that "teacher preparation courses" were contributing experiences. The other university supervisor comment in this category was: The student teacher "went back to information, books, etc. Back to notes, classes for ideas. Wrote about learning/teaching as a continuous process." No responses were offered by student teachers or cooperating teachers which were associated with this category.

Of the 15 objectives, five received no comments which were appropriate for the university as the source of the contributing activity. These objectives were concerned with: (a) class management (D), (b) discipline (G), (c) learning environment (J), (d) personal characteristics (L), and (e) disruptions in routine (N).

Other Leadership Situations

Table 29 presents the frequency of responses placed in the category: other leadership situations. Ranks of the responses are also included.

Of the comments in this category, over 75 percent (17 of 22) were made in relation to the following objective: "Demonstrate a commitment to continuous professional and personal growth" (O). All three respondent groups--student teachers, cooperating teachers, and university supervisors--discussed it most frequently in their ordering of objectives generating the most comments about contributing activities.

Student teacher comments centered around attendance at a variety of professional meetings as experiences contributing to the

Table 29

Activities Attributed to Other Leadership Situations: Frequencies of Responses

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
A. Planning lessons	0	0	0	0	0	0	0	0
B. Communication	0	0	0	0	0	0	0	0
C. Application of facts	0	0	1	2.5	1	0	1	3.5
D. Class management	0	0	0	0	0	0	0	0
E. Subject matter competence	0	0	0	0	1	2.5	1	3.5
F. Individual differences	0	0	0	0	0	0	0	0
G. Discipline	0	0	0	0	0	0	0	0
H. Resourcefulness	1	2	1	2.5	1	2.5	3	2
I. Evaluation of students	0	0	0	0	0	0	0	0
J. Learning environment	0	0	0	0	0	0	0	0
K. Self-evaluation	0	0	0	0	0	0	0	0
L. Personal characteristics	0	0	0	0	0	0	0	0
M. Self-direction	0	0	0	0	0	0	0	0
N. Disruptions in routine	0	0	0	0	0	0	0	0
O. Professional growth	3	1	8	1	6	1	17	1
Total Responses	4		10		8		22	
% of Total Responses	18.18		45.45		36.36			

achievement of the objective. Summarizing the thoughts of several others was this comment made by a cooperating teacher: Achievement of the objective is enhanced ". . . through willingness to listen and take suggestions, through attendance at staff meetings, and through participation in inservice meetings." Interest in workshops was a typical experience mentioned by university supervisors.

The objective about which respondents next most frequently commented was: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences" (H). Each group made one comment which was associated with this category. Thus, the objective was second most often discussed by student teachers; both cooperating teachers and university supervisors tied it for next most often discussed, resulting in ranks of two and one-half. Cooperating teachers tied the objective with objective C; university supervisors tied it with objective E.

The student teacher comment in this category was: "I get many ideas from books, my self, hand-outs, conventions & co-operating teacher. Between all these I get some creative ideas that I think are effective, I judge this after a class & see whether obj's were met." A cooperating teacher commented: "The student teacher has been willing to research all rules and history of subject being taught. He has been willing to use students of higher skill level to demonstrate and aid students with lesser skills." The activity contributing to the achievement of the objective indicated by the university supervisor was: "Attended workshops of the Univ. and used the material presented as stimulus for teaching."

The other two objectives generating comments about activities contributing to the achievement of objectives were third most discussed by the triad. One of these objectives was: "Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation" (C). Cooperating teachers submitted the only comment, which was tied with objective H for second most frequently discussed. "Discussion with me; taking course (creative dance for children) with me at same time" contributed to the achievement of the objective.

The other objective tied for third most discussed by the triad was: "Demonstrate competence in physical education/dance subject matter" (E). University supervisors submitted the only comment: "If did not know, studied & learned. Esp. folk dance." The comment designated the objective tied with objective H for second most frequently discussed by university supervisors. The tie resulted in the objective being assigned rank two and one-half.

Of the 15 objectives, only the above four generated comments related to the category other leadership situations. Objectives about the following did not generate comments appropriate for this category: (a) planning lessons (A), (b) communication (B), (c) class management (C), (d) individual differences (F), (e) discipline (G), (f) evaluation of students (I), (g) learning environment (J), (h) self-evaluation (K), (i) personal characteristics (L), (j) self-direction (M), (k) disruptions in routine (N).

Combination Situations

Table 30 presents the frequency of responses placed in the category: combination situations. Ranks of the responses are also included.

Table 31 presents a summary of data about the objectives most discussed and least discussed in this category. Most commented on by the triad was the following objective: "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations" (L). Student teachers also discussed the objective most frequently. University supervisors tied the objective with objective O for most discussed. Cooperating teachers commented on the objective third most often, along with objectives A, F, G, K, and N; the resultant rank was six and one-half.

Feedback, observation, and interactions with others were mentioned by student teachers as contributing experiences. The only comment by a cooperating teacher was: "Generally, the student comes with these values to the teaching situation. However, an example should be set by the superior teacher as well." A particularly thoughtful comment by a university supervisor indicated: "Care and concern by the cooperating teachers and university supervisors have seemed to be most instrumental in this objective."

The second most discussed objective was: "Demonstrate a commitment to continuous professional and personal growth" (O).

Table 30

Activities Attributed to Combination Situations: Frequencies of Responses

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
A. Planning lessons	3	3	1	6.5	4	9.5	8	5.5
B. Communication	1	10	0	0	6	4.5	7	7
C. Application of facts	1	10	2	2.5	5	6.5	8	5.5
D. Class management	1	10	0	0	0	0	1	14
E. Subject matter competence	0	0	0	0	1	13	1	14
F. Individual differences	0	0	1	6.5	0	0	1	14
G. Discipline	1	10	1	6.5	4	9.5	6	8
H. Resourcefulness	2	5	0	0	2	12	4	12
I. Evaluation of students	0	0	0	0	5	6.5	5	10
J. Learning environment	1	10	0	0	4	9.5	5	10
K. Self-evaluation	2	5	1	6.5	7	3	10	4
L. Personal characteristics	5	1	1	6.5	9	1.5	15	1
M. Self-direction	4	2	2	2.5	6	4.5	12	3
N. Disruptions in routine	0	0	1	6.5	4	9.5	5	10
O. Professional growth	2	5	3	1	9	1.5	14	2
Total Responses	23		13		66		102	
% of Total Responses	22.55		12.75		64.71			

Table 31

Combination Situations: Frequencies of Responses About Most and Least Discussed Objectives

Objective	Respondent Groups							
	Student Teachers		Cooperating Teachers		University Supervisors		Triad	
	N	Rank	N	Rank	N	Rank	N	Rank
Most frequently discussed								
L. Personal characteristics	5	1	1	6.5	9	1.5	15	1
O. Professional growth	2	5	3	1	9	1.5	14	2
M. Self-direction	4	2	2	2.5	6	4.5	12	3
K. Self-evaluation	2	5	1	6.5	7	3	10	4
A. Planning lessons	3	3	1	6.5	4	9.5	8	5.5
C. Application of facts	1	10	2	2.5	5	6.5	8	5.5
Least frequently discussed								
D. Class management	1	10	0	0	0	0	1	14
E. Subject matter competence	0	0	0	0	1	13	1	14
F. Individual differences	0	0	1	6.5	0	0	1	14
H. Resourcefulness	2	5	0	0	2	12	4	12
I. Evaluation of students	0	0	0	0	5	6.5	5	10
J. Learning environment	1	10	0	0	4	9.5	5	10
N. Disruptions in routine	0	0	1	6.5	4	9.5	5	10

Cooperating teachers discussed it most frequently. A tied frequency of most discussed with objective L was assigned by the university supervisors. Student teachers discussed it fifth most frequently.

One student teacher commented: "I strove constantly to become as much involved with my students, colleagues, etc. in order to receive constant feedback in order to grow as a teacher and an individual." A representative comment by a cooperating teacher was: The student teacher "has asked questions and has asked for help with specific problems. Has become involved with students extra curricular activities." Most university supervisor comments expressed a thought similar to: "Personal example on the part of the cooperating teachers and university supervisors have probably been the most noticeable contribution toward achievement of this objective."

Third most discussed was the following objective: "Demonstrate the ability to be self-directed and to solve problems: (M). Student teachers discussed the objective second most frequently; the objective was tied with objective C for second most discussed among cooperating teachers. University supervisors tied the objective with objective B for fourth most discussed.

A typical comment by a student teacher was: "The opportunity to solve problems on your own" contributed to achieving the objective. Both cooperating teacher comments centered on the experience of solving problems on one's own but also being open to suggestions from others. University supervisors indicated the same thought, as

evidenced by the following comment: "Let her flounder a little & encouraged making 'good' mistakes. Taking risks (in limits). Helping her see connection between poor and good planning & results."

The following objective was fourth most frequently discussed: "Evaluate one's teaching effectiveness in relation to one's objectives" (K). University supervisors discussed it third most frequently; student teachers commented on it fifth most often. This objective was third most frequently discussed with objectives A, F, G, L, and N by cooperating teachers. The resulting rank was six and one-half.

Student teacher comments related to seeking help from supervisors as an experience contributing to the achievement of the objective. The only comment by a cooperating teacher was: "Discussion." A typical comment by a university supervisor was: "Opportunities to evaluate with feedback & discussion" contributed to the achievement of the objective.

Two objectives tied for fifth most frequently discussed. One was: "Plan units of work and daily lessons which are appropriate to the situation" (A). Student teachers discussed the objective third most often. Assigning a tie for third most frequently discussed with objectives F, G, K, L, and N were cooperating teachers. The resultant rank was six and one-half. University supervisors tied the objective with objectives G, J, and N for eighth most frequently discussed. The result of the tie was a rank of nine and one-half.

The comments made by student teachers related to the cooperating teacher and university supervisor stressing the importance of lesson plans and giving feedback to the student teacher. The only cooperating teacher comment indicated that previous study in the university classes was a contributing experience. However, the major contribution to the achievement of the objective was ". . . that the student teacher is in an actual teaching environment where he/she is responsible for a large number of students, thus he/she can make realistic changes and adaptations to their plans." A comment by a university supervisor was: "Constant observation, supervision, and feedback provided by both cooperating teachers and university supervisors have helped the student teachers to revise plans to provide effective teaching/learning to occur."

The other objective tied for fifth most frequently discussed was: "Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation" (C). Cooperating teachers tied the objective with objective M for second most discussed; university supervisors assigned a tie with objective I for sixth most discussed. Student teachers commented on the objective 10th most frequently.

The only student teacher comment related to this category was: "I am not always aware if I'm doing something that I have learned . . . but feel I do incorporate ideas that have been woven or internalized into my practice teaching." The two cooperating teacher comments both indicated that discussion was a key activity in the achievement of the objective. University supervisors agreed that discussion was

important. "Discussions among the cooperating teacher, university supervisor, and student teacher have centered on applying skills and knowledges developed through course work to the student teaching experience."

Three objectives shared the position of least discussed by the triad. One of these objectives was: "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management" (D). Student teachers discussed this 10th most often. The only student teacher comment in this category was: "Observations helped most in this area along with suggestions from my supervisor and cooperating teachers." Cooperating teachers and university supervisors did not comment on this objective.

Another objective least discussed was: "Demonstrate competence in physical education/dance subject matter" (E). University supervisors designated the objective 13th in the order of most frequently discussed objectives. The only university supervisor responding with a comment associated with this category stated that university supervisors and cooperating teachers ". . . have worked to improve student teachers competency in those activities in which they are knowledgeable already and those which are relatively new (which they are expected to teach)." Student teachers and cooperating teachers made no comments associated with this category.

The other objective least discussed was: "Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns" (F). Cooperating teachers tied the objective

with objectives A, G, K, L, and N. The result was a designation of rank six and one-half. Their only comment was: "Adaptation on the spot to make it possible for each student to succeed" contributed to the achievement of the objective. Student teachers and university supervisors made no comments associated with this category.

Ranked 12th was objective H: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences." University supervisors also perceived the objective 12th; student teachers placed it fifth. Cooperating teachers offered no comments.

One student teacher indicated that reactions of the university supervisor, cooperating teacher, and students helped achieve the objective. Another indicated resources as a contributing factor. The only university supervisor comment in this category indicated that a contributing experience was listening to and utilizing suggestions of the cooperating teacher and university supervisor.

Three objectives shared the position of 10th most frequently discussed objective. One of these was: "Utilize appropriate techniques for evaluation of student progress" (I). University supervisors tied it with objective C for sixth most frequently discussed. Two indicated the use of self-evaluation techniques; another stated: "Open, shared discussion among the student teachers, cooperating teachers, and university supervisor have helped the student teacher consider a variety of techniques which could be used." Student teachers and cooperating teachers made no comments in this category.

Another objective 10th most frequently discussed was:

"Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium" (J). Student teachers discussed this 10th most often; university supervisors tied the objective with objectives A, G, and N. The assigned rank was nine and one-half. Cooperating teachers did not respond with comments about contributing activities which were appropriate for this category.

The only student teacher comment was: "Evaluating lessons: self-evaluations--supervisor & coop. feedback" contributed to the achievement of the objective. University supervisors expressed the same ideas.

The third objective discussed 10th most often by the triad was: "Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium" (N). Cooperating teachers tied the objective with A, F, G, K, and L. The assigned rank was six and one-half. University supervisors tied the objective with objectives A, G, and J. The result was a rank of nine and one-half. Student teachers made no responses about activities contributing to the achievement of the objective which were appropriate for this category.

The only cooperating teacher comment attributed to this category was: "Teaching; course; staff discussion" were contributing activities. Discussion was also indicated by university supervisors as an activity contributing to the achievement of this objective.

Comparison of Responses

A comparison of responses among triad groups did not appear appropriate because of the unequal number of responses for each objective by each respondent group. Another point of consideration was that most university supervisors were responsible for several student teachers. Assignments ranged from one student teacher to five student teachers. In analyzing the data, all comments about all student teachers were considered, thus inflating the number of university supervisor responses. The complexity of the responses pertaining to experiences attributed to the achievement of the objectives was further complicated by the following factors: (a) two cooperating teachers were responsible for two student teachers each, and (b) one student teacher was assigned to two cooperating teachers, each in a different school.

CHAPTER V

DISCUSSION

There has been comparatively little research conducted about the objectives of student teaching. Discussions in the literature, for the most part, reflected opinions rather than systematically collected evidence about the nature of the experience. By studying the perceptions of student teachers, their cooperating teachers, and their university supervisors, the present study of student teaching personnel at The University of North Carolina at Greensboro yielded a description of the importance of objectives, the achievement of these objectives, and the activities or experiences which were perceived to have contributed to the achievement of the objectives.

Importance of Objectives

A review of literature about objectives of the student teaching experience and about the relationship of perceptions among student teachers, cooperating teachers, and university supervisors disclosed that student teachers' perceptions generally were more similar to perceptions of cooperating teachers than to perceptions of university supervisors. Several investigators, however, found student teachers' perceptions closely related to those of university supervisors.

The findings of this inquiry revealed a significant relationship between the perceptions of student teachers and those of cooperating teachers with respect to the importance of objectives. There was

also a significant relationship between perceptions of student teachers and university supervisors in their ranking of the importance of objectives. The relationship of perceptions between cooperating teachers and university supervisors was not significant. Consideration of the specific items ranked and the values designated by each of the respondent groups sheds more light on their perceptions.

The smallest degree of agreement among the three respondent groups was about the following objectives: (a) class management (D), (b) personal characteristics (L), and self-evaluation (K). Eight and one-half rank orders separated perceptions about objective D; eight rank orders separated perceptions about objective L. Perceptions about objective K were separated by seven and one-half rank orders.

For nine of the 15 stated objectives, perceptions of student teachers and university supervisors were within one and one-half rank orders of one another. Evaluation of the remaining six objectives produced a range of differences in rank from four to seven and one-half. The greatest discrepancy occurred in designating the importance of objective K, "Evaluate one's teaching effectiveness in relation to one's objectives." Student teachers ranked objective K in a last place tie; university supervisors ranked it seventh. This may be explained by the very nature of evaluation inherent within the supervisory role. It is possible that the linking of evaluation to objectives--as delineated in objective K--was not in the mainstream of living the daily role of student teacher. In fact, it may be that a higher level of professional sophistication is called for by the objective.

The differing perceptions about objective D, "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management," were expected by the investigator. Interestingly, cooperating teachers, those who worked in the actual school setting, ranked it sixth. Student teachers with temporary affiliation ranked the classroom management objective eighth. Those furthest removed from the cooperating school, the university supervisors, assigned a last-place tie to the objective. Such a difference between the views of various individuals in teacher education programs and those in public/private schools is not new to teacher education. Perhaps the findings represent the theory/practice gap or the ivory tower views and those at the grass roots level. Regardless of the interpretation, the data clearly reflected differences in perceptions.

Another objective which was perceived somewhat differently by groups in the triad was objective L, "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations." Rankings by cooperating teachers and university supervisors were eight units apart; student teachers' rank was three units below the rank assigned by cooperating teachers, placing their perceptions between those of cooperating teachers and university supervisors. One possible explanation for the differences may be that different standards were held by university personnel for dress, behavior, and poise than were held by their public/private school counterparts.

The objective ranked most important by the triad was: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium" (J). Cooperating teachers and university supervisors designated this objective first; student teachers ranked it second. The high valuing of this objective by respondents was consistent with the general recognition of the objective as referred to in the literature. Frequently discussed in both the definition and the purpose of teaching, this objective had a strong task orientation. Other objectives may have been considered by respondents as part of this objective. If the student teacher valued a productive learning environment, most likely considered important as means of reaching that productive learning environment were planning lessons, communicating appropriate information, demonstrating subject matter competence, and so forth.

Objective F, "Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns," was second in importance. Student teachers and university supervisors ranked the objective first and second, respectively; cooperating teachers ranked it seventh. This objective is timely with respect to the emphasis on humanistic education espoused at The University of North Carolina at Greensboro and the prevalence of current literature about the humanistic approach to teaching.

In assigning ranks to each objective, student teachers and cooperating teachers were seldom more than two rank orders apart. There was a three rank order difference in relation to the objective

about personal characteristics (L): "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations." Cooperating teachers ranked the objective higher. Also three ranks apart were the perceptions related to objective O, "Demonstrate a commitment to continuous professional and personal growth." In this case, student teachers ranked the objective higher.

Six units separated the perceptions related to the objective about individual differences (F): "Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns." Student teachers ranked the objective first; cooperating teachers ranked it seventh. There may be several explanations for this discrepancy. Many cooperating teachers worked with large classes in a limited space. The task of individualizing instruction in such a setting may not have seemed realistic to them. Another possible explanation for the relatively low rank assigned by cooperating teachers was the season of the year. Team sports and group activities were more prevalent in the course offerings at cooperating schools than activities generally considered oriented toward the individual.

The responses about the importance of objectives indicated that student teachers and cooperating teachers were closest in perceptions. The literature supported these findings. Because the student teacher spent a greater amount of time with the cooperating teacher than with

the university supervisor during the student teaching experience, the results of the present investigation with regard to the perceived value of the objectives were expected. Previous research supported the findings by indicating that cooperating teachers tended to exert the most influence on the student teachers' attitudes and behaviors.

The greatest degree of agreement among the three respondent groups was about the following objectives: (a) learning environment (J), (b) self-direction (M), and (c) disruptions in routine (N). Only one unit separated the assigned ranks. Two other objectives, resourcefulness (H) and professional growth (O), show a two rank order difference. For the most part, these objectives appeared to be concerned with professional commitments of teachers. They would logically have meaning for all persons who pursue such a service career, regardless of the number of years of experience or type of teaching situation.

Data collected about the importance of objectives revealed that student teachers' perceptions were between those of the cooperating teachers and those of the university supervisors and were significantly related to both. No statistically significant relationship was found between perceptions of cooperating teachers and university supervisors. The views of the student teachers lie between those of cooperating teachers and university supervisors.

Achievement of Objectives

The literature about student teaching did not reveal any research about the achievement of objectives. Based on studies about the interaction between members of the triad, however, the investigator expected to find the most agreement between the perceptions of student teachers and those of cooperating teachers. This research substantiated the expectation. Also, the relationship between the perceptions of cooperating teachers and university supervisors was significant. Prior to the study, the investigator had no particular expectation about these perceptions. An examination of the responses to this part of the study indicated that perceptions of cooperating teachers seemed to be somewhere between those of student teachers and university supervisors.

In order to extend the meanings associated with responses, the following discussion considers mean scores generated by subjects' designation of objectives as achieved, partially achieved, or not achieved. These values permit comparison across respondent groups in spite of the differing numbers of respondents in each group.

On a three-point scale, the range of mean values across all statements was .57 for student teachers. University supervisors had a slightly larger range (.60). Cooperating teachers' perceptions showed the greatest range, .68. The triad as a group showed a range of .47.

Unlike the results related to the importance of objectives, the data obtained about the achievement of objectives revealed that

student teachers' perceptions were valued between those of cooperating teachers and university supervisors for only one objective, self-evaluation (K): "Evaluate one's teaching effectiveness in relation to one's objectives." The difference between perceptions of student teachers and cooperating teachers, however, was only one-half rank order. For two other objectives, learning environment (J) and personal characteristics (L), student teachers assigned the same rank as did one of the other respondent groups.

Student teachers perceived objectives more completely achieved than other respondents for 50 percent of the remainder of the objectives. These objectives were: (a) planning lessons (A), (b) subject matter competence (E), (c) individual differences (F), (d) resourcefulness (H), (e) self-direction (M), and (f) professional growth (O). The remaining six objectives were perceived less completely achieved by student teachers than by cooperating teachers and university supervisors. Of the 12 objectives student teachers perceived either more completely achieved or less completely achieved than the other respondent groups, eight of these perceptions were closest to those of cooperating teachers.

The objective about learning environment (J), "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium," was assigned an identical rank by student teachers and university supervisors. The objective about personal characteristics (L), "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and

naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations," was assigned an identical rank by student teachers and cooperating teachers. Four objectives showed student teacher-university supervisor perceptions closest in proximity: (a) application of facts (C), (b) individual differences (F), (c) discipline (G), (d) professional growth (O). Although student teachers were not in the position between cooperating teachers and university supervisors as they were in relation to the importance of objectives, their perceptions about the achievement of objectives were, as expected, more closely related to those of cooperating teachers than those of university supervisors. Again, this finding supports other research about interaction among members of the triad.

The objective about which most of the reasons for achievement were directed was class management (D): "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management." A plausible explanation was the high degree of specificity and tangibility of this objective. Two objectives tied for fewest number of comments: application of facts (C) and evaluation of students (I). Assessing the attainment of the objective about application of facts (C) was more difficult than many of the other objectives most likely because of its higher level of sophistication. Many of the cooperating schools did not provide opportunities for student teachers to "grade" students, making the objective about evaluation of students (I) less important to the

student teachers than it may become in an actual teaching situation. This may explain the low frequency of comments about this objective.

Contributing Activities

Because of the arbitrary nature of the content analysis, caution is exercised in regard to discussing the obtained responses. A relatively high number of responses (258 of the 973 comments offered, or 26.5%) were not codable. This disappointing finding raises question about the interpretability of the responses. Most of the not-codable responses were evaluative in nature, e.g., "Yes--her classes were effective." Many comments were statements about why the respondent believed an objective to be important, rather than what contributed to its achievement. An example is: "This helps you evaluate how well you get your point across and for me needs daily evaluation." Other responses were similar to the following: "I was myself. I just did what came naturally for me."

The objective eliciting the most comments was planning lessons (A). This may have been because of the specific and tangible nature of the objective. Another possible explanation may have been the placement of the statement on the survey tool (first). The objective receiving the fewest comments was learning environment (J). The more complex nature of this objective may have made it more difficult about which to comment.

Responses were interpreted in terms of the number of comments in each category. Of the 715 codable comments made about activities contributing to the achievement of the objectives, 557 (77.9%) were

attributed to the cooperating school. All three respondent groups-- student teachers, cooperating teachers, and university supervisors-- directed the great majority of their comments to this category. Since the student teaching experience was centered in the cooperating school, this response was expected.

Comparison of Triad Responses

The objective ranked most important by the triad, learning environment (J), was ranked ninth in achievement and last in frequency of responses about contributing activities. It appeared that, although the triad believed the objective important, it did not have specific ideas about how the objective could have been achieved to a greater degree. This may be explained by the fact that the objective itself did not offer specific information about what factors might be included in a productive learning environment.

The objective ranked second in importance by the triad, individual differences (F), was ranked last in achievement and was second in frequency of responses about contributing activities. This objective appeared to be difficult to achieve even though the triad indicated a number of activities or experiences which contributed to its achievement.

The objective about planning lessons (A), ranked third in importance, also placed high in achievement (fourth) and in contributing activities (first). The objective was specific, very typical of an expectation for student teachers, and perhaps drew

more comments than other objectives because of the requirement that student teachers submit written lesson plans.

The objective designated as most completely achieved, personal characteristics (L), was ranked seventh in importance and was 14th in frequency of comments about contributing activities. This was a reasonably specific objective; however, respondents did not find it easy to identify contributing activities.

Second in degree of achievement was class management (D), also rather specific in nature. This objective was ranked ninth in importance and tied with objective E for fourth in contributing activities. Subject matter competence (E) placed third in the listing of most completely achieved objectives. The rank of importance assigned the objective was five; it shared rank four and one-half with objective D in relation to contributing activities. As with the other objectives considered most completely achieved, these objectives were more traditional and specific in nature than those ranked less completely achieved.

Caution is suggested in interpreting the perceived achievement and the stated importance of the objectives. It is possible that varying standards of achievement were applied by respondents. Some subjects may have been more rigorous in evaluating difficult-to-achieve objectives.

Summary

Thorough examination of each of the 15 objectives for the student teaching experience at The University of North Carolina

at Greensboro's School of Health, Physical Education and Recreation raises some question about whether or not such goals are realistic for attainment. This discussion would not be complete without comment about the realities of the experience. For example, a student teaching experience of eight weeks may be too short a time for student teachers to accomplish 15 objectives. Of the five objectives perceived most important, two were also in the list of the five objectives perceived most completely achieved; two were in the bottom five most completely achieved; and one was in the middle five objectives. Of the objectives perceived most completely achieved, two were also in the list of the five most important objectives, two in the middle five, and one in the five least important objectives. Perhaps a consolidation of the objectives would yield more realistic goals for the eight-week time period of student teaching. An alternative would be an extension of time for the student teaching experience.

Unlike the university-based classes in teacher education programs where an instructor teaches for the attainment of specific objectives, e.g., controls course content, the student teaching experience is generally flexible and unstructured. There is little opportunity for the student teacher to anticipate and react spontaneously to experiences as does the mature teacher. Moreover, the shared responsibility for the student teaching experience complicates the achievement of objectives. The present inquiry supports the importance of continuous review and updating of the purposes of the student teaching experience and the strategies for their attainment by all concerned with and responsible for the experience.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The research problem under investigation identified perceptions about the objectives of the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. Subjects for the study were Spring 1978 student teachers in dance education and physical education, their cooperating teachers, and their university supervisors.

A pilot study was conducted to specify the objectives under investigation. A listing of 15 specific objectives was used in the survey instrument. Respondents were asked to determine: (a) the importance of the objectives, (b) the degree of achievement of the objectives, and (c) activities which contributed to the achievement of the objectives.

The Kendall tau correlational technique was used to analyze the importance and achievement of the objectives. Comments from respondents about reasons for achievement and about contributing activities were content analyzed.

Conclusions

Within the limitations of this investigation and from the data obtained, the following conclusions are offered. These are organized consistent with the problem statement and findings.

Importance of Objectives

Which objectives did student teachers perceive as most important in the student teaching experience? Student teachers ranked the following objective as most important: "Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns." Ranking next most important was: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium." The objective student teachers perceived third most important was: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences."

Which objectives did cooperating teachers perceive as most important in the student teaching experience? Cooperating teachers ranked the following objective most important: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium." The objective cooperating teachers perceived next most important was: "Plan units of work and daily lessons which are appropriate to the situation." Ranked third in importance was: "Demonstrate competence in physical education/dance subject matter."

Which objectives did university supervisors perceive as most important in the student teaching experience? University supervisors ranked the objective about learning environment most important: "Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium." They perceived the

following objective as second most important: "Adapt instruction to meet student's individual differences in interests, problems, and developmental patterns." The objective ranked third in importance was: "Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences."

How did these perceptions compare? The perceptions of student teachers and cooperating teachers and those of student teachers and university supervisors were significantly related. No significant relationship was found between the perceptions of the cooperating teachers and university supervisors.

Achievement of Objectives

Which objectives did student teachers perceive as most completely achieved? Rated most completely achieved was the following objective: "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations." The objective student teachers rated next most completely achieved was: "Demonstrate competence in physical education/dance subject matter." Perceived third most completely achieved was: "Plan units of work and daily lessons which are appropriate to the situation."

What explanations did they offer to support their perceptions? Over 50 percent of the reasons student teachers offered were related to personal and professional growth. The next most frequent category of responses suggests that experiences related to planning and

conducting instruction in the cooperating school contributed to awareness of having achieved the objectives.

Which objectives did cooperating teachers perceive as most completely achieved? Cooperating teachers rated the objective about personal characteristics most completely achieved: "Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations." Perceived as next most completely achieved was the following objective: "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management." Cooperating teachers rated third most completely achieved the following objective: "Demonstrate competence in physical education/dance subject matter."

Which objectives did university supervisors perceive as most completely achieved? The objective rated most completely achieved was: "Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management." University supervisors perceived the following objective second most completely achieved: "Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium." Rated as third most completely achieved was: "Utilize oral and written communication skills which are clear and logical."

How did these perceptions compare? A significant relationship was found between student teacher and cooperating teacher perceptions

and between perceptions of cooperating teachers and university supervisors. There was no relationship between student teacher and university supervisor perceptions of the objectives most completely achieved.

Contributing Activities

What activities in the student teaching experience did student teachers perceive as having contributed to the achievement of the objectives? Student teachers indicated that activities and experiences occurring at the cooperating school contributed most to the achievement of the objectives. Among these were: (a) planning and teaching lessons, (b) dealing with disruptions, (c) interacting with others, (d) "being myself," and (e) making adjustments. Experiences not associated with any one content category were specified as second in contribution to the achievement of the objectives. These experiences were related to two or more of the following: cooperating school, university, other leadership situations. Among these combination experiences were: (a) obtaining feedback from cooperating teachers and university supervisors, (b) viewing videotapes of teaching, (c) applying suggestions of others, and (d) observing the methods of others. Activities occurring at the university contributed third most to the achievement of the objectives. Such activities included: (a) using techniques learned in university courses, (b) using resource materials from previous classes, and (c) discussing ideas with university supervisors.

What activities in the student teaching experience did cooperating teachers perceive as having contributed to the achievement of the objectives? Activities and experiences occurring at the cooperating school contributed most to the achievement of the objectives, according to cooperating teachers. Examples of contributing experiences were: (a) sharing lesson plans with cooperating teachers, (b) presenting ideas to students, (c) organizing equipment for class, (d) maintaining poise during disruptions, and (e) demonstrating sport skills. Activities which were a combination of experiences at the university, cooperating school, and in other leadership situations were the second most indicated contribution to the achievement of the objectives. Among these combination experiences were: (a) discussing teaching strategies with others, (b) observing other teaching methods, (c) solving problems, and (d) accepting suggestions from others. Cooperating teachers specified that activities occurring in other leadership situations contributed third most to the achievement of the objectives. Examples of such experiences were: (a) attending workshops, (b) volunteering to coach a team, and (c) showing interest in further study.

What activities in the student teaching experience did university supervisors perceive as having contributed to the achievement of the objectives? University supervisors indicated that activities at the cooperating school contributed most to the achievement of the objectives. Such activities included: (a) making adjustments to the physical set-up of the available space for class, (b) following

the example set by the cooperating teacher, (c) interacting with teachers, (d) writing lesson evaluations, and (e) involving students in planning. Activities and experiences which were a combination of activities at the cooperating school, the university, and in other leadership situations were specified as second in contributing to the achievement of the objectives. Among these were: (a) discussing lessons with others, (b) observing leadership traits in a variety of situations, (c) receiving feedback from cooperating teachers and university supervisors, and (d) maintaining a positive attitude. Those activities occurring at the university contributed third most to the achievement of the objectives. Examples of experiences were: (a) discussing problems with the university supervisor, (b) referring to class notes for ideas, and (c) using textbooks from previous courses.

How did these perceptions compare? All respondent groups indicated that activities and experiences occurring at the cooperating school contributed most to the achievement of the objectives and those occurring in more than one situation contributed next most. Student teachers and university supervisor respondent groups agreed that activities and experiences occurring at the university contributed third most to the achievement of the objectives. Cooperating teachers viewed activities and experiences taking place in other leadership situations contributed third most to the achievement of the objectives.

Recommendations

Implications from this inquiry which related to the student teaching experience at The University of North Carolina at Greensboro

were referred to the School of Health, Physical Education and Recreation. In particular, the comments offered by respondents provided meaning and insight for teacher education faculty. Since this information was not generalizable, no further elaboration is offered.

Caution is suggested to investigators seeking to replicate or expand this study. A researcher must consider the individual nature of each student teaching setting. Moreover, the task of studying numerous and complex objectives poses difficult challenges for interpretation. For example, in the present investigation, the objectives were not totally independent of each other. In addition, respondents, i.e., student teachers, cooperating teachers, and university supervisors, represented varying degrees of experience in teaching. This range further complicated the meaning assigned to the data. The intent of these comments is not to discourage further research into the student teaching experience, but to realistically acknowledge the limitations of such investigations.

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APPENDIX A

PILOT STUDY

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
November 11, 1977

Potential Pilot
Study Subject
Address

Dear :

This spring I will be conducting research about the objectives of the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. The study, which is the basis of my doctoral dissertation, is concerned with the perceptions of senior physical education and dance education majors involved in student teaching and the perceptions of their cooperating teachers and their university supervisors.

In order to develop a research instrument appropriate for the inquiry, it is necessary to solicit the help of individuals familiar with the School of HPER-UNCG student teaching experience. Would you be willing to serve as a subject in the pilot study designed to test the research tool? This would involve completing a three-section questionnaire. It ought to take about 30 minutes of your time. The pilot study is scheduled for completion before the end of this semester.

Enclosed is a post card for your convenience in responding to this request for your assistance. I would appreciate your returning it to me promptly. The post card can be left in my box in room 204 Coleman or in my box in the graduate mailbox section in Coleman basement.

Sincerely,

Sandra L. Gallemore

slg

Enclosure

Post Card for Potential Pilot Study Subjects

_____ I agree to participate in your pilot study

_____ I will be unable to participate in your study

Signed _____

Mailing address _____

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
December 5, 1977

Pilot Study Subject
Address

Dear :

Thank you very much for agreeing to participate in my pilot study. Your cooperation will make it possible for me to do a more thorough study of the student teaching experience at UNCG.

As you know, the student teaching experience is considered one of the most meaningful aspects of a professional preparation program in teacher education. This study seeks to specify the perceptions of student teachers, cooperating teachers, and university supervisors with respect to commonly accepted objectives of the student teaching experience. In addition, the inquiry attempts to assess the degree of achievement of these objectives and to determine the experiences within student teaching which contribute to such attainment.

The data generated by this research will provide detailed information not previously collected about the dance education and physical education student teaching experience at UNCG. The study has the potential to delineate experiences within student teaching that warrant emphasis, elaboration, or clarification, thus providing important information to further strengthen the professional preparation programs in our School.

Your assistance with this pilot study is appreciated. I realize there has been a time lapse since you were involved in the student teaching experience. Because of this, some of the responses sought may be difficult for you to make. Keep in mind that the research instrument will be given to seniors, cooperating teachers, and university supervisors who will currently be involved in the student teaching experience. Your participation will help by providing examples of responses I may expect, information about how the objectives are being interpreted, and input on the clarity of directions.

I will appreciate your returning this to me by December 15. Thanks again for your help.

Sincerely,

Sandra L. Gallemore

slg

Enclosures

PILOT STUDY DATA COLLECTION INSTRUMENT

SECTION 1: OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

Directions - Please rank the objectives as to their importance to you: 1 = most important, 2 = 2nd most important, and so forth. RANK ONLY YOUR TOP 15 CHOICES.

- _____ 1. Comprehend the importance of school-community interaction through contacts with parents and other citizens in promoting the education and general welfare of students.
- _____ 2. Demonstrate professional interests, attitudes, and ideals as a teacher.
- _____ 3. Utilize oral and written communication skills which are clear and logical.
- _____ 4. Respond sensitively to social situations within the school.
- _____ 5. Comprehend the nature of working conditions of a school, including school board policies, regulations, committees, reports, records, and other operational aspects of the school.
- _____ 6. Analyze teaching.
- _____ 7. Recognize the breadth and depth of academic and professional knowledge needed to guide effectively the learning of others.
- _____ 8. Demonstrate a consciousness of problems, ethics, and organization of the teaching profession.
- _____ 9. Demonstrate a commitment to continuous professional and academic growth.
- _____ 10. Plan appropriate units of work and daily lessons.
- _____ 11. Demonstrate knowledge of group dynamics.
- _____ 12. Evaluate professional literature, community resources, and educational supplies and equipment as to their effectiveness in guiding the learning of others.
- _____ 13. Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence.

- _____ 14. Demonstrate competence in physical education/dance subject matter.
- _____ 15. Demonstrate effectiveness in initiating and continuing a stimulating learning environment in the classroom/gymnasium.
- _____ 16. Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a particular situation.
- _____ 17. Demonstrate the ability to solve problems.
- _____ 18. Demonstrate an individual teaching style.
- _____ 19. Demonstrate the ability to direct extra-curricular activities.
- _____ 20. Demonstrate the ability to be self-directed.
- _____ 21. Demonstrate resourcefulness and creativity in planning, developing, and evaluating effective teaching-learning experiences.
- _____ 22. Adapt instruction to meet the students' individual differences in interests, problems, and developmental patterns.
- _____ 23. Evaluate one's teaching effectiveness in relation to one's objectives.
- _____ 24. Demonstrate the ability to handle effectively daily routines, classroom/gymnasium management, and student discipline.
- _____ 25. Interpret objective data and records effectively in order to understand and guide students.
- _____ 26. Relate daily activities to the aims of the total education program.

** Below please state other objectives of the student teaching experience you believe important. Be as specific as you can. Your added objectives are not to be ranked. Instead, after each one, write YES or NO, indicating whether or not you consider the objective to be as important as those you ranked 1-15.

****** In the margin to the left of each objective in Section 1 (including any you added), indicate the objective's appropriateness to UNCG using the following symbols:

A = appropriate

B = inappropriate

C = undecided about the objective's appropriateness

****** Are there any objectives you do not understand well enough to rank? Please circle these.

****** Please feel free to suggest more meaningful wording for any of the objectives or for the directions.

SECTION 2: ACHIEVEMENT OF THE OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

Directions - Check off your top 15 objectives from Section 1. For those objectives, please rate the achievement of each objective as follows: 1 = completely achieved, 2 = partially achieved, 3 = not achieved, x = statement not applicable in my situation. RATE ONLY YOUR TOP 15 CHOICES FROM SECTION 1.

- 1. Comprehend the importance of school-community interaction through contacts with parents and other citizens in promoting the education and general welfare of students.
- 2. Demonstrate professional interests, attitudes, and ideals as a teacher.
- 3. Utilize oral and written communication skills which are clear and logical.
- 4. Respond sensitively to social situations within the school.
- 5. Comprehend the nature of working conditions of a school, including school board policies, regulations, committees, reports, records, and other operational aspects of the school.
- 6. Analyze teaching.
- 7. Recognize the breadth and depth of academic and professional knowledge needed to guide effectively the learning of others.
- 8. Demonstrate a consciousness of problems, ethics, and organization of the teaching profession.

- _____ 9. Demonstrate a commitment to continuous professional and academic growth.
- _____ 10. Plan appropriate units of work and daily lessons.
- _____ 11. Demonstrate knowledge of group dynamics.
- _____ 12. Evaluate professional literature, community resources, and educational supplies and equipment as to their effectiveness in guiding the learning of others.
- _____ 13. Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence.
- _____ 14. Demonstrate competence in physical education/dance subject matter.
- _____ 15. Demonstrate effectiveness in initiating and continuing a stimulating learning environment in the classroom/gymnasium.
- _____ 16. Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a particular situation.
- _____ 17. Demonstrate the ability to solve problems.
- _____ 18. Demonstrate an individual teaching style.
- _____ 19. Demonstrate the ability to direct extra-curricular activities.

- _____ 20. Demonstrate the ability to be self-directed.
- _____ 21. Demonstrate resourcefulness and creativity in planning, developing, and evaluating effective teaching-learning experiences.
- _____ 22. Adapt instruction to meet the students' individual differences in interests, problems, and developmental patterns.
- _____ 23. Evaluate one's teaching effectiveness in relation to one's objectives.
- _____ 24. Demonstrate the ability to handle effectively daily routines, classroom/gymnasium management, and student discipline.
- _____ 25. Interpret objective data and records effectively in order to understand and guide students.
- _____ 26. Relate daily activities to the aims of the total education program.

** How do you know you achieved items rated "1" above? Use the space beneath the objective to explain. PILOT STUDY SUBJECTS: use your own student teaching experience, your cooperating/supervising experience to complete Section 2. Your answers will be used to help determine how the objectives and directions are being interpreted, as well as giving the investigator an idea of the kinds of answers to expect.

** Please feel free to suggest more meaningful wording for the directions.

SECTION 3: EXPERIENCES CONTRIBUTING TO THE ACHIEVEMENT OF THE OBJECTIVES

Directions - In the space provided following each objective, briefly describe experiences within the student teaching experience that are contributing or have contributed to the achievement of the objective (also include experiences which appropriately could contribute to the achievement of the objective). **INDICATE EXPERIENCES FOR ONLY YOUR TOP 15 CHOICES FROM SECTION I.**

- _____ 1. Comprehend the importance of school-community interaction through contacts with parents and other citizens in promoting the education and general welfare of students.

- _____ 2. Demonstrate professional interests, attitudes, and ideals as a teacher.

- _____ 3. Utilize oral and written communication skills which are clear and logical.

- _____ 4. Respond sensitively to social situations within the school.

- _____ 5. Comprehend the nature of working conditions of a school, including school board policies, regulations, committees, reports, records, and other operational aspects of the school.

- _____ 6. Analyze teaching.

- _____ 7. Recognize the breadth and depth of academic and professional knowledge needed to guide effectively the learning of others.

- _____ 8. Demonstrate a consciousness of problems, ethics, and organization of the teaching profession.

- _____ 9. Demonstrate a commitment to continuous professional and academic growth.

- _____ 10. Plan appropriate units of work and daily lessons.

- _____ 11. Demonstrate knowledge of group dynamics.

- _____ 12. Evaluate professional literature, community resources, and educational supplies and equipment as to their effectiveness in guiding the learning of others.

- _____ 13. Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence.

- _____ 14. Demonstrate competence in physical education/dance subject matter.

- _____ 15. Demonstrate effectiveness in initiating and continuing a stimulating learning environment in the classroom/gymnasium.

- _____ 16. Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a particular situation.

- _____ 17. Demonstrate the ability to solve problems.

- _____ 18. Demonstrate an individual teaching style.

- _____ 19. Demonstrate the ability to direct extra-curricular activities.

- _____ 20. Demonstrate the ability to be self-directed.

- _____ 21. Demonstrate resourcefulness and creativity in planning, developing, and evaluating effective teaching-learning experiences.

- _____ 22. Adapt instruction to meet the students' individual differences in interests, problems, and developmental patterns.

- _____ 23. Evaluate one's teaching effectiveness in relation to one's objectives.

- _____ 24. Demonstrate the ability to handle effectively daily routines, classroom/gymnasium management, and student discipline.

_____ 25. Interpret objective data and records effectively in order to understand and guide students.

_____ 26. Relate daily activities to the aims of the total education program.

** Please answer the following questions:

1. As a respondent, would you prefer a listing of experiences for Section 3 to which you could add? Yes _____ No _____
2. As a respondent, would you prefer a listing of experiences for Section 3 with no suggestions from the investigator (as was the case with this questionnaire)? Yes _____ No _____
3. As a respondent, would you prefer for Section 3 that the investigator ask you to list X specific experiences (perhaps 3-5 in number) which led to the student teacher's achievement of the objective? Yes _____ No _____
4. Do you have further comments about how the experiences contributing to the attainment of the objectives may be identified?

** Please feel free to suggest more meaningful wording for the directions in Section 3.

** Do you have other comments/suggestions?

THANK YOU VERY MUCH!

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
December 29, 1978

Pilot Study Respondent
Address

Dear :

Thank you very much for taking the time to complete the pilot study questionnaire connected with my dissertation.

I have only begun to analyze the results. One of the things I was hoping for was that your ranking of the objectives in Section 1 would narrow my list to 10-15 objectives. As you are well aware, 26 objectives is more than one needs for a study of this nature! I am pleased to tell you that 10 objectives emerged as considerably more important than the others. That was a great relief!

I do understand that the responses to this questionnaire were difficult to make for the pilot study participants, and I very much appreciate your taking the time to help me.

Sincerely,

Sandra L. Gallemore

slg

Table 1
Pilot Study Data

Objective	Subjects											Score	Rank	# in Top 15
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11			
1	12		13									7	23	2
2	15	4	14	11	13		5	13	13			40	14	8
3	5		5	12				7	4	3	12	64	9	7
4	8		11	13	10	15			14		10	31	15	7
5		10	12	8		12					13	25	17	5
6	6			9			8	9	10	5		49	13	6
7							14		12			6	24	2
8		12	15		15	11	15				14	14	22	6
9						14			1			17	21	2
10	4	5	6		8	2	13	12			4	74	7	8
11	9							15		15	7	18	20	4
12												0	26	0
13		11	9	14	2	7	11	8	15		5	62	10	9

Note: Score is determined by assigning 15 points for a rank of 1, 14 for a rank of 2, and so forth. The highest score indicates the first-ranked objective.

Table 1, continued

Objective	Subjects											Score	Rank	# in Top 15
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11			
14	14	2	2	7	3		3	5	8	14	1	101	4	10
15	3	1	3	1	1	4	2	1	5	2	6	147	1	11
16		6	8	6	4	3	7				2	76	6	7
17	11	9		10	11	9	6		3	7		62	10	8
18		7				12	9	10		12	15	31	15	6
19					14					13		5	25	2
20		8	10	15	12		11	14	2	6		50	12	8
21	2	3		2	5	5	1	2	6	1	3	130	2	10
22	1	14	4	3	6	1	4	3	7	11	11	111	3	11
23	13	13	7	5	7	8	10	11	11	10	9	72	8	11
24	7	15	1	4	9	6		4		4	8	86	5	9
25								6	9	8		25	17	3
26	10					10				9		19	19	3

APPENDIX B
DATA COLLECTION

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
February 4, 1978

Subject
Address

Dear :

During the week of February 20-24 I will be conducting a research study about the objectives of the student teaching experience in the School of Health, Physical Education and Recreation at The University of North Carolina at Greensboro. As you know, the student teaching experience is an integral part of the professional preparation program in teacher education. The research, which is the basis of my doctoral dissertation, is concerned with the perceptions of senior physical education and dance education majors involved in student teaching and the perceptions of their cooperating teachers and their university supervisors. I am hoping you will assist me in this study.

The data generated by the research will provide detailed information not previously collected about the dance education and physical education student teaching experience at UNCG. The study has the potential to delineate experiences within student teaching that warrant emphasis, elaboration, or clarification, thus providing important information to further strengthen the professional preparation programs in the School. Your participation in completing a questionnaire later this month will be most appreciated.

I will be contacting you, either in person or through the mail, the week of February 20-24.

Sincerely,

Sandra L. Gallemore

slg

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
February 20, 1978

Cooperating Teachers
Student Teachers
Address

Dear :

Earlier this month I sent you a letter indicating my desire for your assistance with a research study about the objectives of student teaching. Attached you will find a copy of my data collection tool. I am hoping you will take the time to complete it as carefully and thoughtfully as you can.

My research study calls for your perceptions about commonly accepted objectives of student teaching. The objectives I am using were first derived from a review of the literature (which revealed more than 350 objectives). They were categorized, reviewed, refined, and analyzed first by me and then by my doctoral committee. A pilot study was used to further refine them.

Your completing the attached questionnaire will help answer the following:

1. Which objectives do student teachers, cooperating teachers, and university supervisors perceive as most important?
2. Which objectives do student teachers, cooperating teachers, and university supervisors perceive as most completely achieved?
3. What experiences in student teaching do student teachers, cooperating teachers, and university supervisors perceive as having contributed to the achievement of the objectives?

The information provided by comparing the perceptions of student teachers, cooperating teachers, and university supervisors has the potential to further strengthen the student teaching experience in the School of Health, Physical Education and Recreation at UNCG. In order to reach this potential, it is important that you participate in this study by completing the attached questionnaire.

Cooperating Teachers
Student Teachers
Page 2

February 20, 1978

I would greatly appreciate your completing the questionnaire this week and returning it to me promptly. A stamped self-addressed envelope is enclosed for your convenience.

Thank you very much for your assistance. Your response is most important.

Sincerely,

Sandra L. Gallemore

slg

Enclosures: Questionnaire
Self-addressed, stamped envelope

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
February 20, 1978

University Supervisors

Dear :

Earlier this month I left you a letter indicating my desire for your assistance with my dissertation research about the objectives of student teaching. Attached you will find copies of my data collection tool. You will note that you have X copies of this. Because the tool is designed for individual responses, one copy needs to be completed for each student teacher you supervise. (Section 1, of course, will be the same - Sections 2 and 3 should be completed with the specified student teacher in mind.)

Also attached to this letter is a copy of the letter sent to cooperating teachers and student teachers. It explains a little about the information I am seeking.

I am aware that I am asking you to give me your help at a very busy time of the year. However, because of the nature of the study, I do need your responses soon. I would also appreciate your encouraging the student teachers and cooperating teachers with whom you work to complete the questionnaire this week and return it to me promptly.

Once the data is collected, I will be happy to share the results of the study with you. I do appreciate your help with this and would be happy to talk with you about it if you would like.

Thank you very much.

Sincerely,

Sandra L. Gallemore

slg

Attachments: Questionnaires
Cover letter sent to cooperating
teachers and student teachers

DATA COLLECTION INSTRUMENT

SECTION 1: OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

Directions - Please rank the objectives according to their importance to you: 1 = most important, 2 = 2nd most important, and so forth.

- _____ Plan units of work and daily lessons which are appropriate to the situation.
- _____ Utilize oral and written communication skills which are clear and logical.
- _____ Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation.
- _____ Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management.
- _____ Demonstrate competence in physical education/dance subject matter.
- _____ Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns.
- _____ Demonstrate the ability to handle student discipline problems effectively.
- _____ Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences.
- _____ Utilize appropriate techniques for evaluation of student progress.
- _____ Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium.
- _____ Evaluate one's teaching effectiveness in relation to one's objectives.
- _____ Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations.
- _____ Demonstrate the ability to be self-directed and to solve problems.

- _____ Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium.
- _____ Demonstrate a commitment to continuous professional and personal growth.

SECTION 2: ACHIEVEMENT OF THE OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

Directions - Please rate each objective below according to the degree of achievement of the objectives: 1 = achieved
2 = partially achieved
3 = not achieved
X = statement not applicable in my situation

_____ Plan units of work and daily lessons which are appropriate to the situation.

_____ Utilize oral and written communication skills which are clear and logical.

_____ Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation.

_____ Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management.

_____ Demonstrate competence in physical education/dance subject matter.

_____ Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns.

_____ Demonstrate the ability to handle student discipline problems effectively.

_____ Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences.

- _____ Utilize appropriate techniques for evaluation of student progress.

- _____ Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium.

- _____ Evaluate one's teaching effectiveness in relation to one's objectives.

- _____ Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations.

- _____ Demonstrate the ability to be self-directed and to solve problems.

- _____ Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium.

- _____ Demonstrate a commitment to continuous professional and personal growth.

** How do you know you achieved items above that you rated "1?"
Use the space beneath the objective to explain.

SECTION 3: EXPERIENCES CONTRIBUTING TO THE ACHIEVEMENT OF THE OBJECTIVES

Directions - In the space provided following each objective, briefly describe significant experiences within the student teaching situation that are contributing or have contributed to the achievement of the objective.

Plan units of work and daily lessons which are appropriate to the situation.

Utilize oral and written communication skills which are clear and logical.

Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation.

Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management.

Demonstrate competence in physical education/dance subject matter.

Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns.

Demonstrate the ability to handle student discipline problems effectively.

Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences.

Utilize appropriate techniques for evaluation of student progress.

Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium.

Evaluate one's teaching effectiveness in relation to one's objectives.

Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations.

Demonstrate the ability to be self-directed and to solve problems.

Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium.

Demonstrate a commitment to continuous professional and personal growth.

Thank you very much.

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
Date questionnaire returned

Respondent
Address

Dear :

Thank you very much for your prompt return of my questionnaire.
I very much appreciate your cooperation.

Best wishes for a nice spring.

Sincerely,

Sandra L. Gallemore

slg

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
March 15, 1978

Student teachers who had not
returned the questionnaire
Address

Dear :

A few weeks ago I sent a questionnaire to you which asked for your perceptions about the UNCG student teaching experience. My research is totally dependent on you and the other student teachers, as well as the cooperating teachers and the university supervisors involved in the student teaching experience this spring.

I am aware that I am asking you for an investment of time and thought. Hopefully, the results of this study will strengthen the student teaching program - for the student teachers, the cooperating teachers, and the university supervisors. Not only will I look at what each group perceives (i.e. the student teachers as a group), but also at what each triad perceives (you, your cooperating teacher, and your university supervisor). I need the questionnaires returned from each segment of the triad to have those results be meaningful. I would greatly appreciate it if you could complete the questionnaire by ranking the objectives 1-15, indicating the degree to which you believe you achieved those objectives, and listing a few of the significant activities/experiences which contributed to the achievement of each objective.

Thank you very much.

Sincerely,

Sandra L. Gallemore

slg

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
March 15, 1978

Cooperating teachers who had not
returned the questionnaire
Address

Dear :

A few weeks ago I sent a questionnaire to you which asked for your perceptions about the UNCG student teaching experience. My research is totally dependent on you and the other cooperating teachers, as well as the student teachers and the university supervisors involved in the student teaching experience this spring.

I am aware that I am asking you for an investment of time and thought. Hopefully, the results of this study will strengthen the student teaching program - for the cooperating teachers, the student teachers, and the university supervisors. Not only will I look at what each group perceives (i.e. the cooperating teachers as a group), but also at what each triad perceives (you, your student teacher, and the university supervisor for your student teacher). I need the questionnaires returned from each segment of the triad to have those results be meaningful. I would greatly appreciate it if you could complete the questionnaire by ranking the objectives 1-15, indicating the degree to which you believe your student teacher achieved those objectives, and listing a few of the significant activities/experiences which contributed to the achievement of each objective.

Thank you very much.

Sincerely,

Sandra L. Gallemore

slg

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
March 15, 1978

University supervisors who had not
returned the questionnaire

Dear :

A few weeks ago I left X questionnaires with you which asked for your perceptions about the UNCG student teaching experience. My research is totally dependent on you and the other university supervisors, as well as the student teachers and the cooperating teachers involved in the student teaching experience this spring.

I am aware that I am asking you for an investment of time and thought. Hopefully, the results of this study will strengthen the student teaching program - for the university supervisors, the student teachers, and the cooperating teachers. Not only will I look at what each group perceives (i.e. the university supervisors as a group), but also at what each triad perceives (you, your student teacher, and the cooperating teacher for that particular student teacher). I need the questionnaires returned from each segment of the triad to have those results be meaningful. I would greatly appreciate it if you could complete the questionnaire by ranking the objectives 1-15, indicating the degree to which you believe each student teacher achieved those objectives, and listing a few of the significant activities/experiences which contributed to the achievement of each objective.

Thank you very much.

Sincerely,

Sandra L. Gallemore

slg

School of HPER
Coleman Gymnasium
UNC-Greensboro
Greensboro, NC 27412
May 1, 1978

Respondents
Address

Dear :

Thank you again for being part of my dissertation research. I very much appreciate your cooperation.

I have begun analyzing the data and thus far have 24 different groups of subjects to look at (such as: student teachers in dance, cooperating teachers in both dance and physical education, university supervisors and student teachers in physical education). The attached sheet gives you the rank and average score for each objective when considering all of the respondents as a group.

It is impossible for me to duplicate all the results I have computed at this time and send them to everyone who participated in the study. However, if you are interested in a specific piece of information at this time, please contact me and I will try to share that with you. When completed, the dissertation, will, of course, have all the results for each group.

Again, thank you for your assistance.

Sincerely,

Sandra L. Gallemore

slg

Attachment: Results sheet

OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE

<u>Rank</u>	<u>Average Score</u>	<u>Objective</u>
4	5.41	Plan units of work and daily lessons which are appropriate to the situation.
7	7.80	Utilize oral and written communication skills which are clear and logical.
9	8.28	Apply facts and theories learned in professional preparation courses in light of their practicality, feasibility, and effectiveness in a given situation.
8	8.11	Demonstrate the ability to conduct effectively the daily routines of classroom/gymnasium management.
5	6.22	Demonstrate competence in physical education/dance subject matter.
2	4.78	Adapt instruction to meet students' individual differences in interests, problems, and developmental patterns.
12	10.15	Demonstrate the ability to handle student discipline problems effectively.
3	5.28	Demonstrate resourcefulness and creativity in presenting effective teaching-learning experiences.
14	10.93	Utilize appropriate techniques for evaluation of student progress.
1	4.09	Demonstrate effectiveness in initiating and sustaining a productive learning environment in the classroom/gymnasium.
13	10.41	Evaluate one's teaching effectiveness in relation to one's objectives.
6	7.54	Demonstrate positive personal characteristics such as a pleasing personality, a sense of ease and naturalness, poise and self-confidence, and use of good judgment in dress and interpersonal relations.
10	8.87	Demonstrate the ability to be self-directed and to solve problems.

OBJECTIVES OF THE STUDENT TEACHING EXPERIENCE, continued

<u>Rank</u>	<u>Average Score</u>	<u>Objective</u>
11	9.89	Respond with sensitivity and poise to unpredictable disruptions in the normal routines of the classroom/gymnasium.
15	11.11	Demonstrate a commitment to continuous professional and personal growth.

APPENDIX C

IMPORTANCE OF OBJECTIVES

Table 2

Importance of Objectives: Student Teachers*

Objective	Assigned Ranks (f)															Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
A. Planning lessons	2	4	1	4	2	2	1	2	0	1	0	1	0	0	1	111
B. Communication	1	1	0	1	3	3	3	3	0	1	1	1	2	0	1	159
C. Application of facts	0	0	1	2	4	3	1	0	1	1	0	1	0	3	4	189
D. Class management	3	2	0	0	0	1	3	1	1	1	3	0	3	2	1	176
E. Subject matter competence	1	2	0	3	2	2	1	1	3	1	0	3	0	0	2	157
F. Individual differences	8	3	3	2	2	2	0	0	0	0	1	0	0	0	0	64
G. Discipline	0	0	1	1	0	0	1	3	2	1	1	2	3	3	3	227
H. Resourcefulness	1	5	5	2	1	1	0	2	2	0	0	2	0	0	0	103
I. Evaluation of students	0	0	0	0	0	0	2	2	2	2	4	0	4	3	2	236
J. Learning environment	4	3	6	1	2	1	1	2	0	0	1	0	0	0	0	82
K. Self-evaluation	0	0	0	0	0	2	0	0	3	4	2	2	1	7	0	236
L. Personal characteristics	1	1	2	1	2	1	2	1	2	3	0	3	0	1	1	164
M. Self-direction	0	0	1	1	2	2	1	2	2	3	2	1	4	0	0	186
N. Disruptions in routine	0	0	1	1	0	1	2	1	2	1	5	3	2	1	1	209
O. Professional growth	0	0	0	2	1	0	3	1	1	2	1	2	2	1	5	221

*N=21

Note: Score is determined by assigning 1 point for a rank of 1, 2 for a rank of 2, and so forth. The lowest score indicates the first-ranked objective.

Table 3
Importance of Objectives: Cooperating Teachers*

Objective	Assigned Ranks (f)															Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
A. Planning lessons	3	2	5	1	0	0	1	2	0	2	0	0	1	0	0	82
B. Communication	0	2	0	1	2	0	4	5	0	1	0	2	0	0	0	120
C. Application of facts	0	2	1	1	1	0	3	1	0	1	1	1	1	2	2	149
D. Class management	2	2	0	3	0	2	1	1	2	1	1	0	1	1	0	111
E. Subject matter competence	3	3	2	1	0	4	0	2	0	0	1	0	0	1	0	84
F. Individual differences	1	1	3	1	2	0	2	0	2	1	0	2	2	0	0	118
G. Discipline	0	0	1	0	5	0	0	0	2	2	1	2	0	2	2	159
H. Resourcefulness	1	2	0	1	2	4	1	3	0	1	1	1	0	0	0	107
I. Evaluation of students	0	0	1	0	0	0	1	0	0	1	2	4	3	2	2	187
J. Learning environment	5	2	1	1	2	1	2	1	0	0	0	1	0	0	0	66
K. Self-evaluation	0	0	0	0	0	1	0	0	4	2	2	2	3	3	0	189
L. Personal characteristics	3	1	2	2	0	3	0	0	2	0	2	0	0	2	0	105
M. Self-direction	0	0	0	3	2	1	1	1	2	0	4	0	2	0	1	146
N. Disruptions in routine	0	0	1	1	1	0	1	1	3	3	1	1	1	0	2	150
O. Professional growth	0	0	0	1	0	1	0	0	0	2	1	1	4	2	5	208

*N=17; N=16 for objectives I, J, and N

Table 4

Importance of Objectives: University Supervisors*

Objective	Assigned Ranks (f)															Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
A. Planning lessons	1	2	0	1	1	1	2	0	0	1	1	0	0	0	1	70
B. Communication	0	0	1	1	0	0	1	0	4	1	2	0	0	1	0	96
C. Application of facts	1	1	1	2	1	0	0	1	1	1	0	2	0	0	0	70
D. Class management	0	0	0	0	0	1	1	1	0	0	1	1	5	1	0	123
E. Subject matter competence	2	0	0	1	3	0	1	1	0	0	1	1	0	1	0	73
F. Individual differences	0	4	1	1	1	0	1	1	2	0	0	0	0	0	0	53
G. Discipline	0	0	0	1	0	1	0	0	0	2	1	1	2	1	2	123
H. Resourcefulness	0	2	4	0	1	1	1	0	0	1	0	1	0	0	0	56
I. Evaluation of students	0	0	0	1	0	1	0	2	3	2	2	0	0	0	0	95
J. Learning environment	3	0	2	3	0	0	1	1	0	1	0	0	0	0	0	46
K. Self-evaluation	0	0	1	0	2	2	1	3	0	1	1	0	0	0	0	77
L. Personal characteristics	1	0	0	0	1	1	0	1	0	1	0	2	1	2	1	110
M. Self-direction	2	2	0	0	1	0	1	0	1	0	1	0	1	1	1	80
N. Disruptions in routine	0	0	0	0	1	2	1	1	0	0	2	1	0	2	1	109
O. Professional growth	1	0	1	0	0	1	1	0	0	0	0	2	1	2	2	112

*N=11

Table 5
Importance of Objectives: Triad*

Objective	Assigned Ranks (f)															Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
A. Planning lessons	6	8	6	6	3	3	4	4	0	4	1	1	1	0	2	263
B. Communication	1	3	1	3	5	3	8	8	4	3	3	3	2	1	1	375
C. Application of facts	1	3	3	5	6	3	4	2	2	3	1	4	1	5	6	408
D. Class management	5	4	0	3	0	4	5	3	3	2	5	1	9	4	1	410
E. Subject matter competence	6	5	2	5	5	6	2	4	3	1	2	4	0	2	2	314
F. Individual differences	9	8	7	4	5	2	3	1	4	1	1	2	2	0	0	235
G. Discipline	0	0	2	2	5	1	1	3	4	5	3	5	5	6	7	509
H. Resourcefulness	2	7	5	4	3	6	1	7	5	3	3	3	0	0	0	305
I. Evaluation of students	0	0	2	0	2	2	4	5	2	4	7	4	7	5	4	500
J. Learning environment	12	5	9	5	4	2	4	4	0	1	1	1	0	0	0	194
K. Self-evaluation	0	0	1	0	2	5	1	3	7	7	5	4	4	10	0	502
L. Personal characteristics	5	2	4	3	3	5	2	2	4	4	2	5	1	5	2	379
M. Self-direction	2	2	1	4	5	3	3	3	5	3	7	1	7	1	2	412
N. Disruptions in routine	0	0	2	2	2	3	4	3	5	4	8	5	3	3	4	468
O. Professional growth	1	0	1	3	1	2	4	1	1	4	2	5	7	5	12	541

*N=49; N=48 for objectives I, J, and N

APPENDIX D

KENDALL TAU CORRELATIONAL TECHNIQUE

The Kendall Rank Correlation Coefficient

$$\tau = \frac{S}{\sqrt{\frac{1}{2}N(N-1)-T_x} \sqrt{\frac{1}{2}N(N-1)-T_y}}$$

$$T_x = \frac{1}{2} \sum t(t-1)$$

$$T_y = \frac{1}{2} \sum t(t-1)$$

Source: Siegel, S. Nonparametric statistics for the behavioral sciences. New York: McGraw-Hill, 1956, pp. 218-219.

Table 11
Importance of Objectives: Tau Values

Respondent Groups	Tau	Level of Significance*
Student Teachers and Cooperating Teachers	.718	> .01
Cooperating Teachers and University Supervisors	.337	< .05
Student Teachers and University Supervisors	.522	> .01

*.01=.505; .05=.371

Table 19
Achievement of Objectives: Tau Values

Respondent Groups	Tau	Level of Significance*
Student Teachers and Cooperating Teachers	.715	> .01
Cooperating Teachers and University Supervisors	.538	> .01
Student Teachers and University Supervisors	.309	< .05

*.01=.505; .05=.371

APPENDIX E

ACHIEVEMENT OF OBJECTIVES

Table 13

Achievement of Objectives: Student Teachers

Objective	Frequencies			N	Score	Mean	Rank
	Achieved	Partially Achieved	Not Achieved				
A. Planning lessons	21	5	0	26	31	1.19	3
B. Communication	11	16	0	27	43	1.59	10.5
C. Application of facts	10	17	0	27	44	1.63	13
D. Class management	19	8	0	27	35	1.30	4
E. Subject matter competence	22	5	0	27	32	1.18	2
F. Individual differences	11	16	0	27	43	1.59	10.5
G. Discipline	11	14	1	26	42	1.62	12
H. Resourcefulness	12	15	0	27	42	1.56	9
I. Evaluation of students	8	17	0	25	42	1.68	15
J. Learning environment	13	15	0	28	43	1.54	8
K. Self-evaluation	11	15	1	27	44	1.63	13
L. Personal characteristics	24	3	0	27	30	1.11	1
M. Self-direction	17	11	0	28	39	1.39	5
N. Disruptions in routine	15	12	1	28	42	1.50	7
O. Professional growth	17	9	1	27	38	1.41	6

Note: Score is determined by assigning 1 point for an indication of "achieved," 2 points for an indication of "partially achieved," and 3 points for an indication of "not achieved."

Table 14

Achievement of Objectives: Cooperating Teachers

Objective	Frequencies			N	Score	Mean	Rank
	Achieved	Partially Achieved	Not Achieved				
A. Planning lessons	14	7	1	22	31	1.41	4
B. Communication	11	10	0	21	31	1.48	6
C. Application of facts	7	12	1	20	34	1.70	10.5
D. Class management	16	5	1	22	29	1.32	2
E. Subject matter competence	13	6	1	20	28	1.40	3
F. Individual differences	6	14	2	22	40	1.82	15
G. Discipline	7	12	1	20	34	1.70	10.5
H. Resourcefulness	8	12	2	22	38	1.73	12
I. Evaluation of students	7	12	2	21	37	1.76	13
J. Learning environment	10	11	1	22	35	1.59	7
K. Self-evaluation	6	12	2	20	36	1.80	14
L. Personal characteristics	17	4	1	22	28	1.27	1
M. Self-direction	10	9	2	21	34	1.62	8
N. Disruptions in routine	13	8	1	22	32	1.46	5
O. Professional growth	11	5	4	20	33	1.65	9

Note: Score is determined by assigning 1 point for an indication of "achieved," 2 points for an indication of "partially achieved," and 3 points for an indication of "not achieved."

Table 15

Achievement of Objectives: University Supervisors

Objective	Frequencies			N	Score	Mean	Rank
	Achieved	Partially Achieved	Not Achieved				
A. Planning lessons	15	17	2	34	55	1.62	9
B. Communication	23	11	1	35	48	1.37	3
C. Application of facts	11	19	3	33	58	1.76	13
D. Class management	25	9	1	35	46	1.31	1
E. Subject matter competence	20	14	1	35	51	1.46	5
F. Individual differences	8	24	3	35	65	1.86	14
G. Discipline	14	20	1	35	57	1.63	11
H. Resourcefulness	9	20	6	35	67	1.91	15
I. Evaluation of students	14	16	2	32	52	1.62	10
J. Learning environment	16	17	2	35	56	1.60	8
K. Self-evaluation	18	15	1	34	51	1.50	6.5
L. Personal characteristics	23	9	3	35	50	1.43	4
M. Self-direction	14	18	4	36	62	1.72	12
N. Disruptions in routine	21	12	0	33	45	1.36	2
O. Professional growth	20	11	3	34	51	1.50	6.5

Note: Score is determined by assigning 1 point for an indication of "achieved," 2 points for an indication of "partially achieved," and 3 points for an indication of "not achieved."

Table 16
Achievement of Objectives: Triad

Objective	Frequencies			N	Score	Mean	Rank
	Achieved	Partially Achieved	Not Achieved				
A. Planning lessons	50	29	3	82	117	1.43	4
B. Communication	45	37	1	83	122	1.47	6
C. Application of facts	28	48	4	80	136	1.70	13
D. Class management	60	22	2	84	110	1.31	2
E. Subject matter competence	55	25	2	82	111	1.35	3
F. Individual differences	25	54	5	84	148	1.76	15
G. Discipline	32	46	3	81	133	1.64	11
H. Resourcefulness	29	47	8	84	147	1.75	14
I. Evaluation of students	29	45	4	78	131	1.68	12
J. Learning environment	39	43	3	85	134	1.58	9
K. Self-evaluation	35	42	4	81	131	1.62	10
L. Personal characteristics	64	16	4	84	108	1.29	1
M. Self-direction	41	38	5	84	132	1.57	8
N. Disruptions in routine	49	32	2	83	119	1.43	5
O. Professional growth	48	25	8	81	122	1.51	7

Note: Score is determined by assigning 1 point for an indication of "achieved," 2 points for an indication of "partially achieved," and 3 points for an indication of "not achieved."