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**Wolfe, Delores Morton**

**A NATURALISTIC STUDY OF STUDENT TEACHING IN THE  
SECONDARY SCHOOL**

*The University of North Carolina at Greensboro*

**Ed.D. 1982**

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A NATURALISTIC STUDY OF STUDENT TEACHING  
IN THE SECONDARY SCHOOL

by

Delores Morton Wolfe

A Dissertation submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
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Doctor of Education

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1982

Approved by

  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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Date of Final Oral Examination



WOLFE, DELORES MORTON. A Naturalistic Study of Student Teaching in the Secondary School. (1982) Directed by: Dr. Sandra Buike. Pp. 236.

This study was designed to provide an understanding of student teaching in the secondary school by focusing on the interactions of the participants. Specifically, the study proposed to identify, classify, and describe how one student teacher and her cooperating teacher made sense of their particular roles, the interactions that occurred, and how the interactions were affected by the setting.

The naturalistic fieldwork methods of the participant observer were used to collect multi-modal data. Observations and informal interviews were recorded in field notes. Formal interviews were audio recorded, and conferences were video recorded. The goal of data analysis was the analytic description of the complex social interactions that occurred during student teaching.

The findings suggested that student teaching occurred in four stages (Entry, Beginning-to-Teach, Full-time Teaching, Closure) characterized by the participants' responsibilities for teaching. Expectations for the participants' roles were held but not communicated. The student teacher was apprehensive about her role which she described as struggling to survive while learning about being a teacher. She viewed the cooperating teacher's role as a helper who shared responsibilities and the supervisor's role as teacher, helper, and evaluator.

The cooperating teacher viewed the student teacher as a temporary learner and expected experimentation within established parameters. He expressed uncertainties about his role for he expected to maintain his position as teacher while helping and guiding. Advice was expected from the supervisor as a mediating problem-solver.

The interactions focused on the issues of role assumption, content preparation and delivery, the role of teacher, classroom management, and evaluation. The past experiences of the participants, the communication patterns established, and the context were evident as influences on the interactions.

It was concluded that the real-life experience in this situation was not congruent with the theoretical description of student teaching as the time for analyzing teaching. Socialization into the teacher's role appeared to be the underlying function of the experience. Suggestions were made for future research for enhancing understandings of the secondary student teaching experience from the participants' perspectives as well as providing the potential for theories of teacher education to adequately reflect the actualities of the experience.

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CHAPTER I  
INTRODUCTION AND PURPOSE

Background of the Problem

Presently teacher education is institutionalized as a four-year program in higher education which culminates with the student teaching experience. The rhetoric of teacher education institutions describes student teaching as the time for the analysis of teaching, for developing a personal philosophy of teaching, and for putting into practice the methods, techniques, and concepts related to teaching and curriculum that have been encountered during the time of specialized education (Mosher & Purpel, 1972). During the student teaching experience, the student teacher spends time in a school and takes on the administrative and instructional tasks of the classroom teacher. This experience is viewed as a transition period for the student from the role of student to that of teacher (Eddy, 1969).

Much of the previous research on student teaching has been concerned with microcurricular issues. This research has focused on how the student teacher uses technical skills in the classroom and on the kind and amount of influence that the cooperating teacher exerts over the



student teacher (Bagott, 1968; Boschee, 1978; Yee, 1968, 1969). This research has been undertaken by researchers who have a priori determined that these aspects of student teaching are significant. Few studies have attempted to determine from investigations of real-life student teaching experiences just what realities are present in the classroom which are characteristic of student teaching. Available research provides little description of how the student teacher and the cooperating teacher feel about the experience or of what they have collectively determined as the important variables of the experience. Further, the ways that the student teacher and the cooperating teacher interact in order to make sense of the totality of the student teaching experience have received little attention in existing research.

Since it was assumed that student teaching is more than just the implementation of "specific instructional techniques and procedures that a teacher may use in a classroom" (Copeland, 1979, p. 194) and the use of influence in any one direction, it seemed appropriate to investigate student teaching from a holistic perspective. Such an investigation required the examination of student teaching from the beginning to the end of the experience in terms of the interactions of the participants in the social context.

Therefore, in order to come to understand the totality of the student teaching experience, an investigation of the following questions seemed worthwhile:

1. What is it that happens during student teaching in terms of the interactions between the student teacher and the cooperating teacher in a secondary-school setting?

2. How do the student teacher and the cooperating teacher make sense of student teaching?

3. How do the particular beliefs, values, and goals of the student teacher and the cooperating teacher become involved in the student teaching experience?

4. What roles do the student teacher and the cooperating teacher assume?

#### The Problem

The purpose of this study was to provide an understanding of the student teaching experience in a secondary-school setting. Specifically, the study focused on the interactions of the student teacher and the cooperating teacher in their respective roles during the experience of student teaching. Further, these roles were described in terms of the behaviors and actions which occurred in the school setting as functions of the beliefs, values, and goals of the student teacher and the cooperating teacher.

### Significance of the Problem

Little has been found in educational literature about the interactions between the student teacher and the cooperating teacher in the secondary school. The results of this study will provide a basis for continued research concerning how the student teacher and the cooperating teacher make sense of their particular roles during student teaching.

By studying the interactions of the student teacher and the cooperating teacher in the context of the natural, ongoing classroom environment, insights are provided that may contribute to educational research and to teacher education. Coming to understand the secondary student teaching experience from a single case study will provide further avenues of investigation (Schatzman & Strauss, 1973). The study suggests new directions for the design and implementation of skill acquisition courses in teacher education programs. There may also be implications for placement and matching procedures in student teaching programs. In addition, the study will provide insights applicable to the structure and content of pre-service and in-service teacher education programs offered by teacher education institutions and local educational authorities to student teachers, experienced classroom teachers who serve as cooperating teachers, and those in supervisory positions.

### Research Questions

Throughout the course of this study of student teaching in the secondary school, answers to the following questions were sought:

1. How do student teachers and cooperating teachers make sense of their particular roles?
2. What are the interactions that occur between the student teachers and cooperating teachers?
3. How are the interactions revealed in practice in the classroom?
4. How are the interactions affected by the school setting?

As the process of investigation of student teaching in the secondary school continued, further questions were raised "for as the work of discovery continues and new kinds of data are conceptualized, new problems and hypotheses quite naturally will emerge" (Schatzman & Strauss, 1973, p. 13). These questions developed as patterns were perceived and inferred during the ongoing data analysis process that is characteristic of the method employed.

## Design of the Study

### Sample Selection

This study investigated the student teaching experience of one student teacher and her cooperating teacher. The student teacher and the cooperating teacher volunteered to participate in the study. Further criteria for selection were based on the following items: (a) the student teacher was registered for student teaching for the Fall, 1981 semester; (b) the cooperating teacher was an experienced classroom teacher certified at the secondary level; (c) the assignment of the student teacher to her cooperating teacher was made according to the usual placement procedures; and (d) the subjects of the study were chosen from among the total population of student teachers and cooperating teachers who volunteered to participate based on the researcher's supervisory assignment and the proximity of the assigned school as a research site.

### Data Collection Procedures

The study reflects a semester-long investigation of the secondary school student teaching experience. Data collection began at the time of initial contact between the student teacher, the cooperating teacher, and the supervisor. Data collection continued for the duration of the 16 weeks that the student teacher was enrolled in student teaching.

The research procedures used were those of naturalistic sociology. Using the fieldwork methods of the participant observer, the researcher collected data during the student teaching experience. The researcher participated in the role of student teaching supervisor. Maps of the social, spatial, and temporal demographics of the classroom and the school setting were collected to facilitate the systematic observations which followed. Observations which lasted three to four hours were made in the classroom or school setting two to three times per week. Field notes were taken in the setting to record the events as they occurred between the student teacher and the cooperating teacher. Interview materials were collected before and after school hours or at released time during the school day. Audio recordings were made of the interviews with the cooperating teacher and the student teacher. Conferences between the student teacher and the cooperating teacher were video recorded. No video recordings were made in the classroom when the pupils were present.

The focus of data collection was to record the sights, sounds, feelings, and activities as the student teacher and the cooperating teacher interacted within the school setting. Attention was given to the verbal and nonverbal interactions of the student teacher and the cooperating teacher in classroom, interview, and conference settings.

The field notes, audio recordings, and video recordings obtained in the setting served as the data base for subsequent analysis.

#### Data Analysis Procedures

The data analysis procedures of qualitative research methodology were employed in this study. These procedures involved the reduction and distillation of the data contained in the field notes, audio recordings, and video recordings that were secured in the school setting. As a part of the ongoing data analysis process, the field notes, audio recordings, and video recordings were analyzed in order to identify categories of events and interactions as well as their characteristic properties. Linkages inferred between these categories and properties served as an organizational scheme for further analysis of the data. The principle of triangulation (Denzin, 1970) was applied so that inferences drawn from one source of data could be substantiated by data from other sources. The patterns and linkages inferred from the data were tested against the contextual reality of the interactions between the student teacher and the cooperating teacher as recorded in the data. The analysis of the multi-modal data led to an understanding of the dynamics of the one case of student teaching and of the ways in which the student teacher and the cooperating teacher made sense of the experience.

### Definitions

Certain terms are used consistently throughout the study. They are defined as follows:

#### Student teaching.

Student participation in teaching activities over an extended period of time during which the student assumes responsibility for a group of pupils in an appropriate instructional situation (North Carolina Department of Public Education, p. 6).

Student teacher. A person enrolled in a teacher education program who has been assigned to participate in teaching activities under the supervision of an experienced classroom teacher.

#### Cooperating teacher.

Any instructional staff member who has direct responsibility for a college or university student who has been assigned to the school system for a field experience (North Carolina State Department of Education, p. 14).

Interaction. "Overt behavior directed toward another person when his reaction or reciprocal behavior is taken into account" (Shepard, 1964, p. 38).

#### Role.

The set of general and specific normative expectations for behavior that apply to each member of a group...and that are communicated to each member in his interactions with other members (Crosbie, 1975, pp. 70-71).



Role perception. Awareness of the meanings, understandings, and expectations of individuals or groups that individuals bring to and take from social situations (Gross, Mason, & McEachern, 1958, pp. 11-18).

Coming to understand. "A process that constructs, maintains, and modifies a consistent reality that can be meaningfully experienced by individuals" (Berger & Kellner, 1971, p. 23).

To make sense of. To perceive and give meaning to (define) diverse social situations in relation to one's personal experiences in the "countless social situations with which he can identify" (Schatzman & Strauss, 1973, p. 5).

#### Assumptions and Limitations

Underlying this study are the following major assumptions:

1. The experience of student teaching is a vital aspect of programs of professional education for teachers.
2. The meanings, understandings, and expectations that the cooperating teacher and the student teacher bring to student teaching are integral parts of the perception of roles in student teaching.
3. The cooperating teacher is in a position of influence in the student teaching partnership.

The major limitation of this study which uses the techniques of participant observation is the impossibility of eliminating observer bias. As the instrument for data collection, the observer's "particular patterns of interpersonal dynamisms" (McCall & Simmons, 1969, p. 102) influenced what was seen in the human interactions that occurred during the student teaching experience. In this study the researcher was confronted with bias as a result of the evaluation and grading function associated with the supervisor's role.

#### Summary

The purpose of this study was to provide an understanding of the student teaching experience in a secondary-school setting by focusing specifically on the interactions of the cooperating teacher and the student teacher in their respective roles. Using the fieldwork techniques of participant observation, the study identified and classified the interactions that occurred during the student teaching experience of one student teacher and her cooperating teacher. The study described how these interactions were revealed in practice and how they were affected by the school setting.

In general, teacher educators, local school system personnel, and researchers may benefit from the identification of variables which comprise the totality of the student teaching experience in a secondary school. As well, coming to understand the student teaching experience from the perspectives of the participants in their respective roles provides important insights for the design and implementation of courses in teacher education programs. Finally, the study provides the stimulation for continued research in the areas of student teaching, in general, and secondary teacher education, in particular.

#### Organization of the Study

A review of the literature on student teaching, the roles of the participants, and the relationships involved in student teaching will be presented in Chapter II of this study. The background of the research method and the design of the study are presented in Chapter III. Chapter IV will provide the results of the study. The conclusions and implications of the study are discussed in Chapter V. Samples of field notes, a transcript of an audio-recorded interview session, evaluation/observation materials, and schedules pertinent to the student teaching semester are included in the appendices.

CHAPTER II  
REVIEW OF THE LITERATURE

Introduction

Within the past two decades there has been a shift in the focus of inquiry into educational matters. This change in focus reflects an interest on the part of researchers in inquiring into what actually happens in classrooms (Oppenshaw, 1968, p. 198). However, this interest in describing macro-curricular events (Tanner & Tanner, 1980, p. 55) has focused on practicing teachers rather than on student teachers. Fifteen years ago a report by the National Education Association (1966) stated that "the need for analysis and interpretation of the interaction between the supervising teacher and the student teacher is becoming increasingly apparent" (p. 5). Yet, the ways that the student teacher and cooperating teacher make sense of the student teaching experience have received little attention in existing research.

The purpose of this study was to provide an understanding of the student teaching experience in a secondary school setting by focusing specifically on the interactions of the student teacher and the cooperating teacher in their

respective roles. Although available research provides little macrocurricular description of the actual student teaching experience, inquiries have been made into microcurricular aspects of the experience. Such inquiries have typically been in the form of statistical research. This body of statistically based literature which examines the purpose of student teaching, the roles of the participants, and the relationships and influences that are a part of the experience provides the basis for this review.

### Student Teaching

The culminating experience in teacher education is student teaching. The experience, which takes place in public and private school classrooms from kindergarten to twelfth grade, is recognized by a variety of labels: Student Teaching, Practice Teaching, Practicum, or Internship. Regardless of the catalogue description used to categorize the students, the connotation is that those so labeled are in the process of becoming teachers. According to John I. Goodlad (1965), student teaching is

usually the climax of the preservice phase of teacher preparation, the point at which school and college personnel should assure themselves that the neophyte is a promising inquirer into and practitioner of teaching (p. 266).

That student teaching is a vital aspect of teacher education is agreed upon by teacher educators, psychologists, critics, state officials, and students themselves

(Yee, 1969, p. 327). In more forceful language, Conant (1963) states that "the one indisputably essential element in professional education is practice teaching" (p. 142).

As the climax of the education of teachers, student teaching serves several purposes. Goodlad (1965) suggests that the student teaching experience serves two broad purposes. He maintains that during this time of practice students are to develop teaching techniques and to develop an understanding of the educational principles upon which practice is based (p. 263).

Purpel (1967) elaborates on the purposes of student teaching. First, he points to an orientation or socialization function when the student teacher rehearses the teacher's role. Second, he describes the function of student teaching as a time to develop a personal, autonomous teaching style. The provision of insights into professional aspects of teaching are described as a third function of student teaching. Finally, Purpel suggests that student teaching, as a part of teacher education, is to be instructive to students so that they may "learn more about the theoretical aspects of teaching" (p. 21).

An investigation into what student teachers learn in student teaching was conducted by Sorenson (1967). He reports the results of written responses from 163 student teachers who described what they thought they were expected

to learn during student teaching. Approximately eight hundred suggestions were given. They are grouped into the following nine categories:

1. Establishing a relationship with the cooperating teacher
2. Preparing lesson plans
3. Maintaining classroom control
4. Conducting a class
5. Using variety and originality in conducting classes
6. Maintaining an appropriate bearing, manner, and appearance
7. Knowing the subject matter
8. Performing clerical duties
9. Establishing relationships with pupils  
(pp. 174-175).

The results of two follow-up studies involving 150 additional student teachers are compatible with the original study. Sorenson cites these studies as further evidence that the students were "reporting their own perceptions and inferences about what had been communicated to them" (p. 176).

According to Caruso (1977), during the student teaching experience the student passes through a series of phases. Based on his work with student teachers, which included seminar sessions and reading student logs, Caruso suggests that the passage through these phases affects the personal and professional development of the students. In the beginning phase, Anxiety/Euphoria, the student teacher vacillates between feelings of concern over the anticipated events that are about to occur and feelings of excitement

that student teaching has finally arrived. After adjusting to the entry period, the student enters a stage of Confusion/Clarity. Caruso believes that students in this phase are dealing with the complexity of the classroom, negotiating boundaries, learning a new language, and dealing with small pieces of teaching. He states that "bits and pieces of the puzzle begin to be assembled" (p. 58) even though students' perceptions of events in the context of the classroom are narrow.

Caruso continues by describing the third phase as one of Competence/Inadequacy. In his view, the student balances the need for feedback, the need for ego-building, and the need to share skills with a sense of inadequacy in meeting the demands of the tasks at hand. The beginning development of a personal, professional identity mark the onset of the fourth phase, Criticism/New Awareness. Student teachers become more observant of inadequacies in themselves and in others and critically analyze teaching-learning situations.

The fifth phase, labeled as More Confidence/Greater Inadequacy by Caruso, is one of conflicting feelings concerning the success in teaching versus the inability to meet the high standards of perfection which have been set by the student teacher. During the final phase, Loss/Relief, the student deals with feelings concerning separation from individuals with whom close relationships



have been formed. As well, the student has feelings of relief that the student teaching experience is over.

In summary, Caruso believes that these six phases overlap and are not mutually exclusive during the student teaching experience. He states that "these feelings are brought about by the difficulties inherent in the concurrent development of a personal and professional self-identity" (p. 63).

Myers and Walsh (1964) outline the values of student teaching. They attribute the value of the experience to the following opportunities which it affords: (a) engaging in self-analysis while in the role of teacher, (b) working with differing individuals while in the role of teacher, (c) realizing personal and professional objectives concerned with the role of teacher, (d) accepting personal and physical responsibilities that are a part of the teacher's role, and (e) developing competence in equating theory with practice. In their view, the teacher-to-be in the role of student teacher is expected to learn the role of the teacher (pp. 5-6).

#### Role Theory

The concept of role in relation to the student teaching experience is a useful way to analyze the structure and function of the social system that includes the student teacher and the cooperating teacher as well as to explain

the individual behavior of the two participants. Role theory focuses on the behaviors of individuals or aggregates of individuals in real-life social situations. Biddle and Thomas (1966) describe role theory as the field of study which examines

processes and phases of socialization, interdependencies among individuals, the characteristics and organization of social positions, processes of conformity and sanctioning, specialization of performance and division of labor, and many others (p. 17).

Three common elements are found throughout the theoretical schemes concerned with roles. Gross, Mason, and McEachern (1958) list these elements as social locations, behaviors, and expectations (p. 18). The focal point of a particular role theory reflects the discipline of orientation of the theorist, but two elements are commonly emphasized. First, human behavior is not considered to be random behavior. Rather, "the behavior of an individual is influenced to some degree by his expectations and by the expectations of others in the group or society" (Corrigan, 1968, p. 91). Second, an individual's location in a system of social relationships is considered to be the basis by which expectations are assigned (Gross, Mason, & McEachern, 1958, p. 18).

The conceptions of role presented by Ralph Linton, an anthropologist, focus on normative culture patterns. In

his way of thinking, role is the dynamic aspect of status. Status is described as "the polar positions in patterns of reciprocal behavior" (Gross, Mason, & McEachern, 1958, p. 12). Linton associates behaviors with positions or locations and not with the actual behaviors of individuals. In this way, the behaviors which are ascribed by society to a position (status) constitute role. A social system, as defined by Linton, is analogous to a set of blueprints in that behaviors are controlled by ideal patterns or roles which are culturally determined. He says that role is

the sum total of the culture patterns associated with a particular status...includ(ing) the attitudes, values, and behavior ascribed by the society to any and all persons occupying this status (Gross, Mason, & McEachern, 1958, p. 17).

A second theoretical conception of role is offered by Parsons and Shils (1951) from a sociological perspective. Their systems approach uses "action" as a frame of reference. In this scheme, action is behavior and is organized into three systems: (1) personality, (2) social, and (3) culture. These three systems interpenetrate to become a social system. According to Parsons and Shils' definition, a social system is

a system of interaction of a plurality of actors in which the action is oriented by rules which are complexes of complementary expectations concerning roles and sanctions (p. 195).

Within this social system, role is defined by Parsons and Shils as "the set of expectations applied to an occupant of a particular position" (Corrigan & Garland, 1968, p. 94). They further suggest that role, the point of intersection between the individual and the social system, is the means by which the individual orients himself to the social situation (Gross, Mason, & McEachern, 1958, p. 13). In addition, role expectation, described as an evaluative standard, is considered to be the key element in the interaction process (Corrigan & Garland, 1968, p. 94).

Gross, Mason, and McEachern (1958) summarize a third approach to the concept of role as one which deals with role as "the behavior of actors occupying social positions" (p. 14). What individuals actually do is the focus of this behavioral category. Benne and Sheats (1948) and Slater (1955) operationalize definitions of role "in terms of interaction profiles of group participants or in terms of post-session ratings by participants of each other" (Gross, Mason, & McEachern, 1958, p. 15).

Despite the fact that there is no one completely accepted definition of role, there are sufficient commonalities in the conceptions of role to allow Gross, Mason, and McEachern to say that

three basic ideas which appear in most of the conceptualizations considered, if not in the definitions themselves, are that individuals: (1) in social locations (2) behave (3) with reference to expectations (p. 17).

### Role Theory Applied to Student Teaching

In the sense that the student teaching experience provides positions for individuals to learn and to teach about teaching within a school setting, student teaching can be examined in terms of roles. Yee (1968) describes student teaching in this manner when he refers to the experience as a time for performance, evaluation, action, reaction, and adaptation in an interaction setting "in relationship with and in response to others also involved in the setting" (p. 97). As a social system, student teaching has actors in positions called student teacher, cooperating teacher, and university or college supervisor. Expectations for behavior have been attached to these positions by school systems, teacher education institutions, parents, students, and the participants themselves. In this way, according to Corrigan (1968), the roles of the student teacher, the cooperating teacher, and the supervisor are defined (p. 94).

Corrigan (1968) further suggests that role theory can be effectively used to explore the interaction system involved in student teaching (p. 103). He provides a framework for viewing the roles that comprise the student

teaching experience. Each role is to be viewed in terms of its relationship to other roles and attention is to be focused on the consensus or conflict among the role occupants concerning the expectations held for each role (p. 95).

### The Role of Teacher

The role of a teacher is a complicated one. Ryans (1960) broadly defines teacher behavior as

the behavior, or activities, of persons as they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others (p. 15).

In a similar vein, Ryans (1960) describes the teacher's role as being complex and demanding a variety of traits and abilities. He suggests that these traits and abilities may be grouped into two major categories: (1) mental abilities and skills and (2) interests, beliefs, and attitudes which stem from the teacher's personality (p. 4). Sanders and Schwab (1980) indicate that teaching involves intense interpersonal interactions as well as "complex intellectual tasks of diagnosis, interpretation, and decision-making" (p. 271).

A multiplicity of role sectors exists in conjunction with a variety of expectations for the role of teacher. Lortie (1975) suggests that there is little consensus concerning the role expectations for occupants of the position of teacher and that the definition of good teaching varies

from teacher to teacher. He states that the prior education of teachers "has not linked recurrent dilemmas to available knowledge or to condensations of reality" and that such education "extol[s] the highest virtues but fail[s] to cope with routine tactical and strategic problems" (p. 70).

Drabick's (1967) study of the teacher's role indicates that the perceptions held by teachers of the role were inconsistent with role performances (overt activities). The results of the study indicate that the teacher role is a complex one composed of sectors of varying importance (p. 54). From a study of teacher role expectations within different types of school organizations, Soles (1964) concludes that teacher role expectations differ "among different broad groupings of teaching assignments" (p. 232).

In a study by Rugh (1961), 14 teacher role sectors are identified: representative of society, judge, resource person, helper, referee, detective, object of identification, limiter of anxiety, ego-supporter, group leader, parent surrogate, target for hostilities, friend, and object of affection (p. 55). Fishburn's (1962) study of the role of teacher as perceived by the teachers themselves indicates that there are six relatively distinct teacher roles. According to the results of the study, the six

roles are perceived in the following order of importance:

(a) Mediator of the culture, (b) Member of the school community, (c) Director of learning, (d) Guidance and counseling person, (e) Liaison between school and community, and (f) Member of a profession (p. 58).

In summary, Kob (1965) indicates that there are indeed contradictions in the definition of the teacher's role. He states that

it is to be expected that what we might call the professional "self-image" of teachers will be far from uniform. The teacher's position within the educational system, as well as within the social structure, is determined by the contradictory pressures of demands made on him by others as well as by himself. Thus, it is not surprising that the character of the profession varies and that there exists a whole series of different "types" of teacher (p. 558).

#### Socialization into the Teacher's Role

Purpel (1967) cites socialization of the student teacher into the role of the teacher as one of the purposes of student teaching (p. 21). Biddle (1979) defines socialization as

changes in the behavioral or conceptual state of the person that follow from an environmental condition and lead to the greater ability of the person to participate in a social system (p. 282).

During the time of student teaching, student teachers are neither students nor teachers. Instead, they are "persons in the social position of transition" from one



role (child/student) to another (adult/teacher) in education (Eddy, 1969, p. 18). In this sense, student teaching is often compared to a rite de passage, a "ritual which accompanies and symbolizes some change of time, of place, of social status" as identified by Van Gennep (Mair, 1971, p. 104).

According to Salzillo and Van Fleet (1977), student teaching involves a separation of the student teacher from other students, a marginal or liminal period of transition, and an incorporation into a new role upon completion of the "rite" (pp. 28-29). Mosher and Purpel (1972) maintain that during this transitional period the student teacher is expected to learn the role of teacher by making rational decisions concerning what is expected of him/her as a teacher, by examining the external job requirements, and by developing a personal role definition. The latter task is defined by Mosher and Purpel as the "development of distinct, individual, and consistent concepts of oneself-as teacher" (p. 121). Role learning is facilitated during this period by what Eddy (1969) describes as the "transmission of written and oral traditions about teaching from one generation of teachers to the next" (p. 14).

Role expectations. According to role theory, roles are defined by the "expectations (the rights, privileges, and obligations) to which any incumbent of the role must adhere" (Getzels, 1963, p. 311). Lortie (1975) suggests

that students entering the student teaching semester may have preconceived expectations for the role of teacher. He states that these students, unlike those entering most other occupations and professions, have had extensive contact with and exposure to those already within the occupation. In his view, the student-teacher interactions during the years of general schooling permit students to take on the role of teacher in an imaginary way. He maintains that this "apprenticeship of observation" impacts on the perceptions of the role of the teacher in a way that is "intuitive and imaginative rather than explicit and analytical" (p. 62). These preconceived expectations, whether clearly defined or vague, and the unconscious learning from prior experiences brought by student teachers to student teaching color role expectations.

The issue of professional role identification is addressed by Jackson and Moscovici's (1963) study. Three tests dealing with unstructured perceptions of teachers were used to discern whether teachers-to-be would show some form of identification with the role of teacher at the beginning of their professional preparation. Their findings indicate that, even at the beginning of teacher education, teachers-to-be identify on a covert level with the professional role. They further indicate that school is perceived by the teacher-to-be as "a relatively permanent

residence rather than as temporary quarters in which he is forced to live for a brief period" (p. 59).

Role consensus and conflict. If similar expectations are held for an individual occupying a position, role consensus exists; and if contradictory expectations are held, role conflict exists (Corrigan, 1968, p. 94). Multiple expectations can lead to conflict for both the neophyte and the more experienced teacher during student teaching. From an empirical study of role conflict in a teaching situation, Getzels and Guba (1954) conclude that the extent of role conflict varies as a function of inconsistencies in role expectations. The results of a later study of role expectations and role conflicts by Getzels and Guba (1955) indicate that the teaching situation is characterized by role conflict due to the variety of expectations attached to the role (p. 40).

During student teaching, conflicting role expectations exist. In a discussion of professional role discontinuities, Walberg (1970) uses Getzels's model "for the analysis of interrelationships among cultures, institutions, and individuals" (p. 411) to examine the potential for conflict in the student teaching situation. He concludes that the student teacher's perception of role during student teaching may conflict "with the role expected of him by experienced professionals or the bureaucratic hierarchy" (p. 415).

The findings of a study by Fleming (1968) indicate that a difference in role expectations exists between student teachers and cooperating teachers. This divergence was evident both within and between the student teacher and cooperating teacher groups studied. From a study designed to identify, describe, and analyze role perceptions of student teachers, Wingard (1970) concludes that conflict exists in expectations and role perceptions during student teaching. Further, the findings indicate that the perceptions of student teachers differ substantially from those of cooperating teachers and university supervisors.

Perreault and Laktasic (1979) investigated the relationship between role congruence and teaching effectiveness. From a study of 26 student teachers and their corresponding cooperating teachers, they conclude that student teachers were more effective as teachers in those situations where a high degree of congruence concerning the role of teacher existed between the student and the cooperating teacher.

An experimental study of 38 student teachers by Hatfield (1961) was designed to measure the individual's self-concept and to determine the relationship between self-concept and successful performance as a student teacher. Her findings indicate that a positive relationship exists between success in student teaching and

self-valuation. She suggests the need for counseling services for prospective student teachers.

A later study of changes in the self-concept of students during teacher training by Walberg (1967) indicates that student teaching likely will be a conflict-laden as well as an anxiety-provoking experience. He suggests the need to inform students of the conflicts beforehand and, like Hatfield, suggests the need to provide psychological counseling (p. 21).

The major findings of Spencer's (1970) exploratory study of role expectations and perceptions of student teachers indicate that there is a difference between what student teachers expect and what they actually experience during student teaching. Further, how student teachers and cooperating teachers view their own and the other's role differs and difficulties in interpersonal relationships predominate. Spencer states that these problems seem to suggest the need for the availability of counseling during student teaching.

Horowitz (1968) also makes use of Getzels's model in a study of student teaching experiences and attitudes. His findings indicate that student teachers and cooperating teachers hold differing expectations for the role of classroom teacher. Horowitz concludes that, according to the results of statistical analysis, personal needs were of

greater concern to the student teacher while the expectations of others were more important to the cooperating teacher (p. 322).

Fuller's (1969) studies of the concerns of student teachers also indicate a strong concern with "self" on the part of student teachers. Her analysis of the frequencies of statements in a seminar session for student teachers indicates that the major topic was concern for self-protection and self-adequacy (class control and subject matter adequacy). Of secondary concern were pupil learning and progress. The results of a second study of a different population of student teachers support the findings of her first study.

A study of the critical incidents of student teaching by Tittle (1974) expands Fuller's work. The findings of this study indicate that student teachers "may show trends toward concern for their pupils, but almost half still tend to exhibit concerns which are self-centered" (p. 36). According to Tittle, students reported that the "best" of their secondary student teaching experiences had the following characteristics: (a) success of teaching practices, (b) opportunities for autonomous teaching, (c) being liked or respected by students (p. 34). "Worst" experiences were characterized as follows: (a) failure of teaching methods or inadequate preparation, (b) discipline

problems, (c) lack of opportunity for autonomous teaching (p. 35). The cooperating teachers reported that "best" experiences were those in which the student developed and demonstrated successful teaching skills as advised by the cooperating teacher. Failure of teaching practices, inadequate preparation, and inability to motivate students were characterized as "worst" experiences by the cooperating teachers.

As a result of his study of the conflict between role and personality in student teachers, Walberg (1968) discusses the socialization process. He suggests the possibility that the socialization that occurs during student teaching and the resulting conflict undergone by student teachers may contribute to "definitive initial role assumptions and strong feelings of ingroup solidarity for those who are willing and able to adapt their personality to the role" (p. 47). He further hypothesizes that such conflict may be a general process in social interaction.

This period of socialization is a difficult one which entails many factors. During the time of student teaching, the student teacher faces a drastic role reversal. The student is no longer just a student but is also a teacher. In addition, being removed from a college or university atmosphere and placed in school isolates the student

teacher from peers. Charters (1963) details the socialization period as one involving

a change from concern with abstract principles to concern with concrete application, from the rights and duties of a student to the reciprocal rights and duties of a teacher, from free and easy sociality to a position of isolation, from personal freedom to control, from a liberal to a conservative environment, and from semi-anonymity and limited responsibility to a highly visible position as a responsible adult in the community (p. 752).

#### The Relationships in Student Teaching

As an "indisputably essential element in professional education" (Conant, 1963, p. 142), student teaching occurs in an interaction setting that involves three important persons. The student teacher, the cooperating teacher, and the supervisor are involved in relationships that have both personal and professional facets. Haines (1966) states that student teaching "cannot be defined solely in terms of particular techniques or procedures; the importance of interpersonal interactions must be considered" (p. 48).

#### The Student Teaching Interaction Triad

Yee (1968) describes the interpersonal relationships that occur during student teaching in terms of a triad. The triad is composed of three dyads: student teacher and cooperating teacher, student teacher and supervisor, and cooperating teacher and supervisor. According to Yee, it is within this triad that those relationships "of most importance for the purposes and outcomes of student



teaching" occur (p. 98). However, he does acknowledge the existence of less influential relationships with pupils, parents, and principals (p. 99).

From a study focused on the relationship of interpersonal attitudes among student teachers, cooperating teachers, and supervisors, Yee reports that during student teaching the triad "appears to seek greater dyadic balance at the cost of decreased triad cohesiveness" (p. 106). Further, he describes the triad relationships as competitive rather than cooperative.

Barrows (1979) describes the student teaching triad in terms of the power relationships. She refers to the hierarchical nature of the relationships. The cooperating teacher is in a superior position, the supervisor occupies a tangential position, and the student teacher is in an inferior position.

The student teacher. For the student teacher, student teaching is the time for "learning what one is expected to do and be as a teacher" and for "developing plans about what he will do and be as a teacher" (Mosher & Purpel, 1972, p. 117). It is through the relationship with the cooperating teacher that the neophyte accomplishes the learning and development.

The cooperating teacher. A list of critical behaviors of secondary-school cooperating teachers as perceived by student teachers is reported by Deischer (1970). According to the results of the study, the first three critical requirements include adequate preparation for class, controlling group behavior, and giving suggestions to the student teacher. Wroblewski (1963) offers a student teacher's view of the personal characteristics of the cooperating teacher. She states that the cooperating teacher

should possess a sound philosophy of life, strong "human" qualities, ability to meet the needs of the student teacher, and skill in working effectively with others interested in the progress of the student teacher (p. 333).

The characteristics of an ideal interpersonal relationship between the student teacher and the cooperating teacher are detailed by Bradley (1966). The findings of this study indicate that those cooperating teachers who offer intra- and extra-classroom experiences, do demonstration teaching, try to improve the student teacher's relationship with pupils, and provide constructive conference situations are judged to be ideal by students, classroom teachers, and supervisors.

Although there are preferred relationships with cooperating teachers by student teachers, the actual relationship may not have a significant effect on the rating given

to a student teacher at the end of the student teaching experience. From the findings of his study, Mayers (1975) suggests that matches and non-matches between how the student teacher preferred or perceived the cooperating teacher and the cooperating teacher's self-perception had no effect on grades, effectiveness, or satisfaction during student teaching.

The supervisor. Waters (1973) administered a questionnaire to participants in the student teaching semester in order to ascertain the desired and the performed functions of supervisors. The results indicate that the supervisor's performance is below that which is desired by those involved in student teaching. Functions in the counseling domain were performed most frequently. However, those functions associated with instructional assistance were the most desired.

A study of the contributions of supervisors to the student teaching situation by Dirks (1967) indicates that supervisors most often assume information-giving or judgment-giving roles. Their interactions with student teachers have a desirable effect more often than not. Situations involving student teacher self-concept, lesson planning, and program requirements received supervisory attention most often. Additional findings indicate that the contributions of the supervisor have more impact on the

student teacher than on the cooperating teacher. The findings of a study by Rousseau (1972) of the verbal behaviors engaged in by supervisors indicate that supervisory behavior differs between those interactions with cooperating teachers and those with student teachers.

#### Influences during Student Teaching

In terms of the amount of student learning and the development of a personal teaching style, the interaction setting of the student teaching experience is unequalled in teacher education. Since student teaching has a texture of reality and student teachers place a high value on it, the cooperating teacher is in a prominent position of influence. Goodlad (1965) states that "it is generally agreed that the cooperating teacher significantly molds the attitudes and pedagogical techniques of the future teacher" (p. 266).

A study by Price (1961) to determine to what extent cooperating teachers influence the attitudes and performances of student teachers indicates that student teachers are influenced by their cooperating teachers. From the results of the analysis of data obtained from observations of the interactions between student teachers and cooperating teachers, Price concludes that student teacher attitudes underwent considerable change and that the student teachers acquired teaching practices similar to those of their cooperating teachers.

Yee (1969) reports the results of a study of the influence of cooperating teachers on the attitudes of student teachers. He concludes that cooperating teachers do have a predominant influence on the attitudes of student teachers. However, since student teaching interactions mainly occur in a dyad, Yee adds that

influence can flow in both directions as cooperating teachers and student teachers mutually determine the nature and outcome of the interpersonal behavior event in student teaching (p. 328).

The possible influence of student teachers on their cooperating teachers is examined in a study by Rosenfeld (1969). Although the results of the study do not indicate that significant influence exists, Rosenfeld suggests there is reason to suspect that "the student teacher wields more power than those in a position of apprenticeship normally do" (p. 43). This "power" is credited to the student's link to the teacher education institution.

The influence of the cooperating teacher on the student teacher has been investigated by others. Jacobs (1968) investigated the role of attitudes in changing teacher behavior. His findings indicate that student's attitudes were modified during initial courses to a democratic point of view. However, during the student teaching semester, the more democratic responses were reversed.

The results of Kimbrough's (1971) study to assess the influence of cooperating teachers on student teachers indicate that students placed with teachers of unlike attitudes had greater changes than those placed with teachers of like attitudes. Flint (1966) reports that the findings of a study of classroom verbal behavior indicate a high relationship between the behavior of the cooperating teacher and the behavior of the student teacher.

In contradiction to the above findings, a study by Boschee, Prescott, and Hein (1978) indicates that the educational philosophies of student teachers were not related to the philosophies of their cooperating teachers. Similarly, on the basis of a study of 33 cooperating teachers and their assigned student teachers, Terwilliger (1965) concludes that no significant cooperating teacher influence could be demonstrated.

#### Placement for Student Teaching

In keeping with the overall purpose of student teaching, the purpose of placing student teachers with cooperating teachers in school settings is "to provide a setting which will help the student teacher to obtain maximum professional growth in the time allotted" (Chaltas, 1965, p. 311). Chaltas details the following assignment procedures commonly in use:

1. Blindly matching an applicant to a situation.
2. Matching by grade or subject preference or by locale.
3. Matching by "suitability" for community types.
4. Matching on the basis of information about the student and the situation (p. 311).

According to Chaltas, these placement procedures reflect the following assumptions:

(a) Every student comes to his student teaching situation eager to learn and to grow. (b) Each student is greatly desirous of becoming a relatively skilled beginning teacher. (c) Both the teacher and the student teacher see eye to eye on all aspects of the role each is to play and how it is to be played. (d) Aside from a few preliminary and insignificant skirmishes, personality adjustments automatically lead into a close, cooperative effort under the general tutelage of the cooperating teacher. (e) From all this ensues growth toward and beyond a minimum standard of successful teaching on the part of the student (p. 312).

Chaltas concludes that a more accurate rationale for the placement of student teachers with cooperating teachers is needed. He suggests that such a rationale should consider perception and self-concept, need disposition and role expectations, conflict, compatibility, and personality types.

The findings of a study by DiTosto (1968) indicate that a more productive student teaching experience does not result from compatible interacting dyads established by

results of the FIRO-B Scale. Similarly, the results of a study by Hill (1969) to determine whether or not matching student teacher to cooperating teacher would improve student teaching performance produced no statistical support for matching. There was no significant effect on the performance of the student teacher as a result of matching.

Two studies by Leslie (1969, 1971) also indicate that current attempts to match student teachers with cooperating teachers are less than fruitful. In the first study (1969), matching was done on the basis of demographic and personality variables such as socioeconomic status, rural-urban background, religion, security, autonomy, and innovativeness. The findings of the second study support those of the first. On the basis of these findings, Leslie concludes that

it is certainly possible that matching may be productive if the right variables are identified. However, there is a serious flaw in the basic theory because it does not account for the continuous distribution of human traits: combinations of human characteristics just do not occur in neat packages (1971, p. 308).

Easterly (1978) suggests an alternative approach to current matching practices which she describes as "primarily a 'paper function' which considers geographic location and grade level preferences" (p. 49). Citing the conflicting information from studies on matching, Easterly



concludes that mutual-choice placement might be a viable alternative. This type of placement includes the following five steps:

1. the assignment of several students to a teacher,
2. on-site visits with different teachers,
3. student statements of preferred placement,
4. teacher statements of preferred placement,
5. final assignments based on preferences of both parties (p. 52).

The findings of this study by Easterly (1978) involving 67 potential cooperating teachers and 71 student teachers indicate that the mutual-choice placement was the preferred approach over all of the placement procedures previously used. Easterly states that "mutual-choice placement maximizes the decision-making process for those persons most involved--the student teacher and the cooperating teacher" (p. 53).

### Summary of Chapter II

The purpose of this chapter was to review the current body of literature on student teaching. Since available research on student teaching has typically been in the form of statistically based studies, this body of literature formed the basis for this review.

Since student teaching is the culminating experience in the professional education sequence, the literature which examines the purposes of the student teaching experience was presented. Studies which apply role theory

to the student teaching experience were also presented. Those studies were grouped into four categories: (1) the role of the teacher, (2) the socialization function of student teaching, (3) role expectations, (4) role conflict and consensus.

Studies on the relationships involved in the interaction setting of student teaching, specifically on student teacher, cooperating teacher, and supervisor relationships, were presented. Those studies which examined the nature and direction of influence during the student teaching experience were also presented. Finally, the literature concerning procedures for matching student teachers and cooperating teachers was reviewed.

In every case, the studies presented in this review of the literature were empirical in nature and concentrated on specified variables. The fact that no studies were found that examined the ways in which student teachers and cooperating teachers make sense of the totality of the student teaching experience appears to indicate a need for studies of this type.

## CHAPTER III

### THE STUDY

#### Introduction

The purpose of this study was to provide an understanding of the student teaching experience in a secondary-school setting by focusing specifically on the interactions of the student teacher and the cooperating teacher in their respective roles. Participant observation, a fieldwork technique of naturalistic sociology, was used to collect the data for the study. Data were collected on the student teacher and the cooperating teacher in order to identify categories of events and interactions as they occurred during the course of the student teaching experience. In order to identify how the interactions that occurred were revealed in practice in the classroom and were affected by the context of the school and classroom, the data were collected in the actual settings.

In Section I of this chapter, the background of naturalistic fieldwork as a research method is presented. The rationale for the use of the method in a study of student teaching in the secondary school is also discussed.

The design of this study of student teaching is presented in Section II. Descriptions of the student teacher and the cooperating teacher studied are presented. Since the ways that the student teacher and the cooperating teacher interact during the student teaching experience are continuous with and bound up with the environmental context, descriptions of the environmental settings which were a part of this student teaching experience are presented. This section also contains descriptions of the procedures used for data collection and for the two-pronged analysis of the resulting data. In addition, this section includes details of the method of classification used in the reduction and distillation of data. The final section of this chapter contains a summary of the chapter.

### Section I

#### The Method

##### Introduction

This study was designed to investigate the student teaching experience of one student teacher and her cooperating teacher. Participant observation, a method of naturalistic sociological fieldwork, was chosen for the design of the study. The method allows researchers to answer the qualitative question "What is happening here and why?" (Clark, 1979, p. 5). In order to answer the research questions of this study, the research method was selected to enable the researcher to inquire into student teaching

in its natural setting. As a part of the method, the researcher was able to talk directly with and observe the activities of the student teacher and the cooperating teacher in the setting concerning their ongoing beliefs and values as they participated in the daily business of teaching and learning. This included a focus on the interactions that occurred between the cooperating teacher and the student teacher as well as the ways these interactions were revealed in practice.

In addition, the method made it possible for the student teaching experience to be viewed contextually as a part of the whole school setting for the researcher could be a part of the ongoing events. Thus, the researcher could focus on how the interactions of the student teacher and the cooperating teacher were affected by the school setting as well as on how the two made sense of the totality of the student teaching experience.

#### Background on the Method

Overview. A research project in the field of education can be conceptualized as a disciplined inquiry that leads to one's coming to understand why events occur as they do and how the participants in those events make sense of them (Schatzman & Strauss, 1973; McCall & Simmons, 1969; Clark, 1979; Erickson, 1979; Wolcott, 1974). The fieldwork strategies used by anthropologists and naturalistic sociologists are concerned with capturing a holistic

or synthetic view of complex human experiences. According to Spindler (1970), this method allows for the posing of questions about the "ideational and behavioral patterns, structural alignments, memberships and social interaction, and ecological interrelationships" that occur in human social phenomena (p. v). Schatzman and Strauss (1973) suggest that the method is a "style of problem formulation, or at least a way of asking certain kinds of questions" (p. 3).

According to Wolcott (1977), the result of fieldwork is the creation of "a picture" of the way of life of some group of people. Knowledge is approached in nonstatistical terms. When applied to educational settings, this approach can offer significant insights and understandings in the areas of theory and practice and their integration. Research undertaken from this relativistic and holistic viewpoint can increase understandings of the shared perceptions and values, the special sets of conscious and unconscious rules, and the total institutional structure involved in education (Sindell, 1969, p. 593).

Fieldwork. McCall and Simmons (1969) describe fieldwork as a qualitative mode that strives to capture a lot about a little and thus to present an analytically descriptive picture or "snapshot" of the richness and complexity of human life (p. 3). Fieldwork is a "generic

term for observing events in a natural situation" (Schatzman & Strauss, 1973, p. 13). In remote locations or in educational settings, fieldwork entails direct observation and participation "in the flow of life" as a means of gaining "a sensitive and accurate understanding of a socio-cultural situation and its dynamics" (Sindell, 1969, p. 593). Although investigations of questions concerning educational matters might focus on the spatial and social area of the school or classroom as the field of observation, Schatzman and Strauss (1973) maintain that the field is viewed in emergent terms and is considered to be "continuous with other fields and bound up with them in various ways" (p. 2).

Rosalie Wax (1971) describes fieldwork as "a social phenomena (involving reciprocity, complex role playing, the invention and obeying of rules, mutual assistance, and play)" (p. 363) as well as an individual phenomenon. The observer of events in the field is interested in how individuals view and accept "the realities and contexts of their lives" (Schatzman & Strauss, 1973, p. 13) and tries to perceive patterns in events that may be unrecognizable to those within the field.

Sindell (1969) states that inquiries into educational settings that make use of fieldwork techniques should have three characteristics. First, the breadth of a study

should allow for the accommodation of all socio-cultural influences. Second, the scope of the study should be microscopic enough to allow for rich, detailed descriptions. Third, the study should reflect a theoretical orientation that allows for the generation of "hypotheses about interrelationships of the data discovered" (p. 601).

Participant Observation. Central to fieldwork is the research technique of participant observation. The goals of the participant observer are to develop intuition, to gather dependable data, and to form a holistic viewpoint (Johnson, 1978, p. 9). Researchers who choose participant observation as the methodology for a study of some area of human social relationships share with researchers employing alternative modes of inquiry a desire to increase their own and others' understanding of the topic at hand. In common with other methodologies, both quantitative and qualitative, participant observation is a systematic way of investigation. A researcher who is looking at an active social entity as a participant observer is no less regular, disciplined, or systematic in the manner of his investigation than one using a host of other methodologies.

Participant observation, as used in studies of educational settings, evolved from anthropological and ethnographic research techniques. Participant observation is used to denote the method because the researcher is



familiar with setting rather than being a complete outsider. Operationalized as a research approach, participant observation is a blend of methods. McCall and Simmons (1969) refer to participant observation "not as a single method, but as a type of research enterprise, a style of combining several methods toward a particular end" (p. 3). The researcher, as a participant observer in the field, seeks to ascertain what is happening in the setting as well as why it is happening (Clark, 1979, p. 5). The researcher who employs the techniques of participant observation conceptualizes the research task as a process. The researcher's job, according to Cusick (1978), is "to take on, understand, describe, and explain the perspective of the 'acting unit' he/she is observing" (p. 12). Consequently, both the research enterprise and the field situation are viewed in "creative, emergent terms" (Schatzman & Strauss, 1973, p. 7).

The Researcher. An inherent presupposition of fieldwork is that the researcher can gain empathetic understanding of the human phenomena under observation. Rosalie Wax (1971) defines this type of understanding as "a social phenomenon - a phenomenon of shared meanings" (p. 10). Thus, since the researcher using participant observation is often a stranger or marginal person to the field situation, establishing a role that will provide access to people and

information is of primary importance. The role that is taken or assigned determines what can be learned from the research enterprise. McCall and Simmons (1969) state that "every role is an avenue to certain types of information but is also an automatic barrier to certain other types" (p. 29). Therefore, the researcher must specify the circumstances under which watching and listening occurred. Pelto (1970) offers the admonition that fieldworkers should record the description of the observation itself not the "inferences derived from the observation" (p. 94).

The Research Site. For the researcher who has decided to inquire into some human phenomenon and who has decided to conduct the research enterprise using fieldwork techniques, there are organizational and methodological decisions to be made. Locating a site in which the phenomenon of interest occurs and gaining entry into that site are of primary importance. Entry, the first stage of fieldwork, involves the development of relationships that will allow the researcher to relate to a field in its natural state. Since fieldwork is "accomplished principally through human relations" (Schatzman & Strauss, 1973, p. 19), the entry process is critical to developing projects that are relevant and feasible (Johnson, 1978, p. 35).

Before approaching a prospective site, the researcher must decide if the site meets the requirements of the study

in terms of its suitability (Is the phenomenon of interest present? Are the size, complexity, and population of the site appropriate?). Another point to be considered is the feasibility of conducting the study at the site in terms of the researcher's time and funds. Finally the prospective site must be examined in terms of suitable tactics for obtaining entry (Schatzman & Strauss, 1973, p. 19).

During the initial approach to the site, the researcher must secure hierarchical sponsorship (McCall & Simmons, 1969, p. 46) to ensure later access to the total site. Once entry into the field setting has been obtained, the researcher must become oriented to the setting itself in order to do the fieldwork that comprises the second stage of the research endeavor (R. Wax, 1971, p. 16). A mapping of "the social, spatial, and temporal demographics" of the site facilitates the systematic observations which follow by providing information to the researcher concerning where, when, and how to observe (Schatzman & Strauss, 1973, p. 34).

Khleif (1971) specifies some of the problems associated with gaining entry into public school settings and offers advice for overcoming them. He suggests "working the hierarchy" by appealing to an interest in science and pointing out benefits to the local setting. Image-making can be enhanced by avoiding an evaluative stance or the adoption of one view at the expense of another (p. 392).

### Data Collection Procedures

Data collection for a study based on fieldwork is characterized as "not a distinct phase of the research process but rather as one analytically distinguishable aspect of a multiplex process" (McCall & Simmons, 1969, p. 61). Included in this process are the design of the study, the collection and analysis of data, and the writing of final reports. The field researcher may choose to emphasize one aspect of the blend of research techniques over others. However, data collection may involve

some amount of genuinely social interaction in the field with the subjects of the study, some direct observation of relevant events, some formal and a great deal of informal interviewing, some systematic counting, some collection of documents and artifacts, and open-endedness in the directions the study takes (McCall & Simmons, 1969, p. 1).

The representativeness, perspective, and framework of events provide the researcher with a guide for what and when to watch and listen.

Field notes. Systematic tactics are necessary for recording the results of observations and interviews. Field notes, a paper-and-pencil record of the events occurring in the field setting, may be used in conjunction with other technical equipment. Spindler (1970) states that the experiences, perceptions, and interpretations that

are written about in field notes "occur in a kaleidoscopic relationship to all events past and present" (p. vi).

Friedrichs and Ludtke (1975) detail the dimensions of situations that must be explicitly stated by the researcher. Descriptions of the context of events must include information concerning the previous and following situations as well as the instigator of the event and its frequency. The structure of events is described in terms of duration, number of persons involved, location, and material objects. The stimuli and reactions of persons, the sanctions, the goals, the media of communication, and the results of the interaction are the elements that provide information on the process involved in an event (p. 43).

Interviews. A research strategy integral to participant observation is the interview. Respondent interviewing is used to obtain information on the "personal feelings, perceptions, motives, habits, or intentions of the interviewee" (McCall & Simmons, 1969, p. 62) or on other topics that might be unavailable to the researcher via watching and listening. In this case the researcher is comparable to a newspaper reporter since he or she will "talk to people, hang around, and wait for patterns of opinion and behavior to develop" (Spindler, 1974, p. 384).

Studies based on participant observation also make use of key informant interviews. This technique is used to

"seek information on events that occur infrequently or are not open to direct observation" (McCall & Simmons, 1969, p. 62). Thus, the collection of data from the insider's point of view is facilitated. Information on the physical geography of the field setting, on institutions and institutional roles, and on the dates of past events is collected in this manner. One set of interview data can be used to corroborate another set as well as to supplement direct observations.

Other Techniques. Although the fieldworker as participant observer is the primary tool of data collection, multi-instrument research and the use of technical equipment can also be a part of the multi-modal research approach. Since the researcher must watch for, listen to, and record the "sights, sounds, smells, touch, and even taste" (Schatzman & Strauss, 1973, p. 52) of the events as they unfold in the field, the use of technical equipment can be helpful. Included in this category are cameras, audio and video recorders, and cinematography equipment. Efforts at mapping and recording complete dialogues are aided by the use of these devices. However, the researcher must be sensitive to the intrusive nature of the equipment, must be familiar with its operation, and must not depend on the equipment to take the place of note-taking (Pelto, 1970, p. 89).

Some additional research strategies used in fieldwork include the examination of archival documents and other written records, census-taking, and the administration of survey instruments. These techniques help clarify the "spatial relationships of significant social groups, man-made physical features, and other elements of the sociophysical landscape" (Pelto, 1970, p. 231). Further, they assist in providing the insider's view of past and present events.

#### Data Analysis Procedures

Concurrent with the data collection procedures of the fieldworker are data analysis procedures. Important aspects of data analysis are done while the researcher is still collecting data (McCall & Simmons, 1969, p. 246). The researcher analyzes the data in order to identify categories of events and interactions as well as their characteristic properties. Pelto (1970, p. 238) suggests looking for patterns of repetitive actions that occur in the same format. This process is described by Sindell (1969) as an examination of discrete facts in terms of their relationship to the "total matrix of other facts collected on the socio-cultural situation" (p. 593).

The goal of data analysis is an analytic description of the complex socio-cultural phenomenon under study. According to McCall and Simmons (1969), analytic description is much more than journalistic description for

### analytic description

(1) employs the concepts, propositions, and empirical generalizations of a body of scientific theory as the basic guides in analysis and reporting, (2) employs thorough and systematic collection, classification, and reporting of facts, and (3) generates new empirical generalizations (and perhaps concepts and propositions as well) based on these data. (p. 3).

The identification of categories of data, either by grouping it into types by taxonomic schemes or by describing it as whole systems (Kimball, 1973, p. 217), facilitates the reduction and distillation of the entire body of data into an analytically descriptive system.

### Report of Results

Although writing and summarizing are done concurrently with data collection and analysis, the researcher faces the task of preparing a final report of the research enterprise. Attention must be given to technical and ethical problems. The amount of data collected poses problems for the researcher. The researcher must be able to write well and creatively for the way the events are discussed contributes to the total content of the report. Yet, since the goal of such research is "the systematic elimination of all the non-essential elements of the reality and a heightened synthesis of the essence of the event" (Cusick, 1978, p. 5), clarity and specificity are needed while portraying the situation "in terms credible to and



understandable by its participants" (Clark, 1979, p. 6). Ethically, the researcher must decide what his responsibilities are "to the canons of science, to his subjects, to the general public, and to the future research possibilities of his colleagues" (McCall & Simmons, 1969, p. 260).

#### Limitations of the Method

Although there are numerous advantages to inquiring into educational settings using field methods, there are certain limitations also. Gaining access to the field setting can be problematic. The researcher does not have control of the setting and all relationships that are a part of it are voluntary and may be terminated according to the desires of the participants. Although the researcher may not interfere with the events in the setting, his presence may change the setting and the events that occur within it. Those associations that the researcher maintains with other institutions or persons may affect the view of the setting and thus impinge on the meanings conferred on events. Such bias must be acknowledged when reporting research results.

In addition, the credibility of such studies is often judged to be lacking due to questions of reliability or validity. The degree to which an observation measures what it is said to measure is expressed as validity. The tendency to emphasize the breadth of descriptive data rather than the specificity of the data can interfere with

the validity of a study (Erickson, 1979, p. 3). Reliability, the repeatability of a set of observations, can be threatened by the selective perception of the fieldworker. This bias occurs, according to Johnson (1978), because researchers may "unconsciously look for certain aspects and overlook others in accordance with (their) own ethnocentric bias" (p. 5). Researchers may also fail to take into account the reactive effects of interview situations or the distortions in interview data obtained from key informants. The failure to include the specifics of how, when, and where the data were collected poses a threat to the validity and the reliability of naturalistic field studies.

The issue of the generalizability often arises in conjunction with field studies which utilize participant observation. The adequacy of the evidence offered to support inferential statements is often lacking. Without information on the research procedures used or examples of the actual data collected, the credibility of the study can not be assured (Pelto, 1970, p. 100).

#### Data Quality Control

The key to the control of the quality of the data obtained from field studies lies in the use of multiple indicants. McCall and Simmons (1969) state that there must be an "insistence on a very high degree of consonance among these indicants...and an accounting for any contrary indicants" (p. 130). The principle of triangulation, according

to Denzin (1970), protects for validity since inferences drawn from one source of data can be substantiated by data from other sources. Thus, validity can be achieved because the data are collected over time, and conclusions are based on different sources of data. Reliability is assured by the recording of repeated observations of events in the setting. The collection of multi-modal data and the use of the principle of triangulation seem to be keys to data quality control.

Since the observations made by the researcher in the field reflect a conceptual framework and the resulting generalizations are based on it, specificity in reporting the details of the research design and data collection and analysis procedures are necessary. If the results of one study are to be generalized to other times, locations, and circumstances, the design of that study, as well as the techniques used for data collection and analysis, must be stated explicitly in the final document.

Finally, the researcher offers the results of the study to others so that they may extract meanings from it which are consistent with their own experiences. These multiple audiences "comprehend, selectively use, and judge the work from a variety of perspectives and interests" (Schatzman & Strauss, 1973, p. 129). Thus, for the researcher committed to the validity of the events observed during the research enterprise, closure is achieved.

## Summary of the Background on the Method

Participant observation, a method of naturalistic sociological fieldwork, is a style of research that makes use of a number of methods and techniques including "observation, informant interviewing, document analysis, respondent interviewing, and direct participation" (McCall & Simmons, 1969, p. 5). Multi-modal data is collected by the researcher who is a participant in the ongoing events occurring in the natural setting. The method emphasizes analytical description of complex social interactions as a means of coming to understand the way of life of those within the organization.

## Section II

### Design of the Study

#### Introduction

This study was designed to investigate the student teaching experience of one student teacher and her cooperating teacher. Participant observation, a method of naturalistic sociological fieldwork, was chosen for the design of the study. Data collection was an ongoing process during the student teaching semester.

#### Sample Selection

The student teacher selected for this study was chosen from among the 19 secondary-education majors registered for Student Teaching in the School of Education of a university

with approximately ten thousand students for the Fall, 1981 semester. The student teacher selected had been assigned to a certified secondary classroom teacher in the local school system. This experienced teacher was to serve as the cooperating teacher for the semester. For the purpose of this study on the student teaching experience in a secondary-school setting, the student teacher and the cooperating teacher were selected according to the following criteria:

1. The student teacher and the cooperating teacher volunteered to participate in the study.
2. The student teacher was assigned to the researcher as a part of the supervisory load for Supervisors of Student Teaching in the School of Education for the Fall, 1981 semester.
3. The school to which the student teacher was assigned was an accessible and feasible research site.

Once the student teacher had volunteered to participate in the study, steps were taken to obtain university, school system, and school site permission to conduct the study. First, an application was sent to the School of Education Human Subjects Committee of the University of North Carolina at Greensboro in order to secure university permission to conduct the study (see Appendix A). Upon the approval of the proposed research by this committee,

documents describing the proposed study and the nature of the research method to be employed were mailed to the Department of Research and Evaluation of the local school system (see Appendix A). Once permission was granted by the school system, the principal of the school to which the student teacher had been assigned for the semester was contacted in order to secure permission to conduct the study at that site. Finally, after gaining the approval of the principal, the cooperating teacher was contacted by phone and by personal visit. Upon his agreement to participate in the study, consent forms were signed by both the cooperating teacher and the student teacher (see Appendix A). A packet of materials describing the manner in which the study would be conducted was made available to the principal, the cooperating teacher, and the student teacher.

#### The Participants and their Environmental Settings

In order to provide confidentiality to the participants in the study, the names of the student teacher, the cooperating teacher, the school, and other individuals referred to in the study have been changed. However, other than the use of pseudonyms, all data presented are factual.

Ms. Tammy Howard. The student teacher was a 20-year-old, single, white female. She was born in Kentucky but moved with her family to western North Carolina during her

elementary school years. Her father was employed as a superintendent in a mining company, and her mother did not work outside of the home. She had one 16-year-old sister, Anne, who still lived at home.

She graduated from the consolidated county high school near her home in 1978. In high school she was active in extracurricular activities. She was a cheerleader, a member of the French Club, the Pep Club, the Drama Club, the Ski Club, and FHA. She also participated in the band, chorus, and a clogging and dance team.

After attending a university in another state for one year (1978-1979), she transferred to a university in North Carolina for the Fall, 1979 semester. She enrolled as a history major seeking certification at the secondary (7-12) level. Studies in her academic major prior to the student teaching semester included the following courses: European History, United States History I, Introduction to Asian History, Colonial American History, Introduction to Latin American History, The United States in the Twentieth Century (1901-1932), World War II, American Puritanism, and The History of the South. In addition, she had completed related coursework in American Politics, International Politics, and Constitutional Law. She maintained a Quality Point Average of 3.0 in her major department and a 3.0 overall.

At the University, her participation in extra-curricular activities continued. She served on the Student Legislature, participated in intramural sports, and worked on orientation and blood drive committees. As a member of a sorority, she served as Second Vice-president, Director of Pledge Programming, Ways and Means Chairperson, and Scholarship Chairperson.

In addition to these activities, she worked at a dress shop in a local shopping mall on weekends and one evening per week. During the winter vacation periods and the summers, she was employed at a mountain ski resort. The monies earned from these jobs were used to supplement the funds that she received from her parents.

During the student teaching semester, she lived in university housing. An apartment-like arrangement of sleeping quarters and common living area was shared with three other female students who were not student teaching. Ms. Howard owned a car which was necessary for transportation to and from her student teaching assignment approximately fourteen miles away.

Mr. Kevin Williams. The cooperating teacher was a 33-year-old married white male. He was born and reared in Georgia. He attended a private university and graduated with a Bachelor of Arts degree in history. His original goal had been to complete law school; however, after one semester he withdrew. He then enrolled in a state



university to work on a Master of Education degree which he completed in 1971.

His wife, Marie, who worked as a media specialist in a local elementary school, was from New York state. They met while in college and married after graduation. They had two sons aged 6 and 8. During the summers he worked for a real estate firm in order to supplement his income. At the time of the study, Mr. Williams and his family lived in a middle-class neighborhood approximately eleven miles from his assigned school.

It was during a visit to relatives in the area that Mr. Williams first made application to the local school system for a teaching position in a secondary school. He was hired for the 1971-1972 school year as a world and United States history teacher and assigned to Matthews Senior High School. Since that time he has taught a variety of history courses in grades ten, eleven, and twelve.

In 1974, he was assigned to serve as the cooperating teacher for a student teacher from a near-by university. The student withdrew from student teaching after four weeks upon his recommendation as well as that of the University supervisor. This aborted experience was his only previous contact with student teaching as a cooperating teacher.

For the Fall, 1981 semester, he was assigned to teach two sections of regular world history, two sections of

regular United States history, and one section of basic skills history. Mr. Williams also served as textbook coordinator for the entire school. He was in charge of the record-keeping, storage, and distribution processes for the 6,000 texts located in the school. At the time of the study, he was beginning his tenth year as a certified secondary teacher as well as his tenth year at Matthews Senior High School.

Matthews Senior High School. The school to which the student teacher and the cooperating teacher were assigned was one of the ten senior high schools in the local consolidated county school system. The school was opened in 1951 to serve grades seven to twelve. However, since 1959 the school has served grades ten to twelve.

The school, housed in 13 buildings in a campus-like configuration (see Appendix B), was located on 75.57 acres of land in an upper-middle class section of the city. A staff of over 100 was employed by the system to serve the approximately 1,500 students that were enrolled in the school at the beginning of the 1981-1982 school year. Although the school was located in a predominately white residential district, the student body was composed of 53% white students and 47% black students as a result of a cross-town busing and feeder school concept instituted by the Board of Education.

Facilities for faculty in the school included a teacher's cafeteria and separate lounges for men and women. In addition, teacher restrooms were located in each building on the campus.

Room 6, C Building. The classroom assigned to the cooperating teacher and student teacher for the semester was located in a two-story building. The main entrance to the building was on the second level. Entrance to Room 6 was gained by means of a wide central hallway lined with grey metal lockers. The classroom (see Appendix B) was a self-contained unit with tiled floors and cinder block walls. Two narrow windows were located in the exterior wall. Bulletin boards were located on two walls and a series of four chalkboards were arranged along another wall. There were 36 individual student desks. The desks, made of molded plastic with writing surfaces attached, were arranged in six straight rows of six desks each. The room also housed a standard teacher desk, a laboratory-style movable work table, two sets of bookcases, a storage cabinet, two file cabinets, and a rectangular table.

#### Data Collection Procedures

Data were collected for this naturalistic field study of student teaching in the secondary school by the use of a blend of research techniques as called for by the research methodology. The techniques used in the study included participant observation, formal and informal interviewing,

audio recordings of interview situations, and video recordings of conferences between the student teacher and the cooperating teacher.

Participant Observation. This phase of the research is described as one in which the researcher directly observes in the field setting. In the sense that durable social relations are established in the field, the researcher is a participant. The researcher can choose whether or not to play an active part in events as they occur and "may interview participants in events which may be considered part of the process of observation" (McCall & Simmons, 1969, p. 9).

For this study of a student teaching experience in a secondary school, the researcher was a participant observer in the classroom, the cafeteria, the halls, the lounges, and the walkways of the school. The activities, conversations, and interactions of the student teacher and the cooperating teacher were directly observed.

The researcher participated in the role of student teaching supervisor. Active participation in the events took several forms. There were conversations with both the student teacher and the cooperating teacher to clarify the expectations of the School of Education. Supervisory duties which included formal observation and evaluation sessions followed by conferences with the student teacher were another avenue of direct participation. Listening to

the student teacher or the cooperating teacher as they talked about problems at the break times between classes or during the lunch period was also an active means of participation.

During the actual instructional time in the classroom, the researcher did not actively participate. An effort was made to avoid interrupting the daily classroom routines or other duties of the student teacher or the cooperating teacher. When classes were in session the researcher sat, as unobtrusively as possible, in a vacant student desk at the back of the room.

Field notes. The data collected during classroom observations was in the form of field notes. Field notes, a paper and pencil record of events, contained the "activities, sights, sounds, smells, and events" (Schatzman & Strauss, 1973, p. 52) that occurred in the classroom during the observation time. In addition, field notes contained a log of the "relatively casual, informal continuous interviews" (McCall & Simmons, 1969, p. 8) that occurred between the student teacher, cooperating teacher, and researcher (see Appendix C).

At times the field notes taken were "very brief - merely words and phrases, possibly a drawing" (Schatzman & Strauss, 1973, p. 95). On other occasions the field notes were detailed records of the events and conversations. However, as soon as the researcher had left the research

site the field notes taken during a particular observation were typed and elaborated upon. The field notes stimulated recall for "a particular word uttered by someone usually is enough to 'trip off' a string of images that afford substantial reconstruction of the observed scene" (Schatzman & Strauss, 1973, p. 95). A filing system was established to facilitate the retrieval of the field notes for easy reference and later analysis. Each day's fieldnotes were coded with a data number, the date and time, and the content (i.e., Observation, Informal Interview).

Interviews. Two methods of interviewing were employed in the study. Informal interviews of the student teacher and cooperating teacher as key informants lasted from five to fifteen minutes and consisted of questions that were developed as a result of observations, teacher remarks, and/or hunches about the setting. These interview sessions took place in the classroom during the break time between classes or in the cafeteria during the lunch period. The questions posed to the student teacher and/or the cooperating teacher were designed to clarify the intentions, goals, or feelings related to events that had occurred during an observation.

Formal interviews of the student teacher and cooperating teacher as respondents were more structured and usually lasted from thirty minutes to one hour. The interview sessions were held either in the classroom, the

media center, or the teacher's lounge during the planning period. The questions posed by the researcher were designed to elicit information concerning the student teacher's and cooperating teacher's feelings, values, goals, and beliefs during the student teaching experience.

These formal interviews were audio recorded and later transcribed for analysis (see Appendix D). The transcripts were coded and filed for convenient retrieval during data analysis. Each transcript was labeled according to the participant, the date and time, and the location (i.e., Interview w/KW, 9/14/81, 12:50 p.m., Lounge). In addition, the tapes were filed as permanent data as a further source of information on the tones, emotions, and other non-verbal elements of the interview situations.

Video recordings. Video recordings were made of the conference sessions between the student teacher and the cooperating teacher on three separate occasions. Each recording was approximately 30 minutes in length. These recordings were made to capture the nuances of non-verbal communication including body position, eye contact, and tone of voice used by the student teacher and cooperating teacher in conversational interactions. No video recordings were made when students were present in the classroom.

### Cycles of Data Collection

The data for this study of student teaching were collected over the 16-week time span of the student teaching semester. Data collection began at the time of initial contact between the student teacher and the cooperating teacher in the school setting. The collection of data continued until the final day of the semester.

Data were collected on a weekly basis. The researcher visited the school to which the student teacher had been assigned two to three days per week. Visits were made during the student teaching day (see Appendix E) which lasted from 7:30 a.m. to 2:45 p.m. During each two- to five-hour visit, the researcher observed in the classroom or other areas of the school. In addition, the researcher conducted interviews with the student teacher or the cooperating teacher in the classroom, media center, lounge, or cafeteria.

### Data Analysis Procedures

The participant observer gathers data by participating in the daily life of the group or organization he studies. He watches the people he is studying to see what situations they ordinarily meet and how they behave in them. He enters into conversations with some or all of the participants in these situations and discovers their interpretations of the events he has observed (McCall & Simmons, 1969, p. 245).

Such observational research produces an immense amount of detailed, descriptive data. In the case of this study, field notes, transcriptions of audio-recorded interviews,



written journals, drawings, and evaluation forms produced approximately 950 pages of such material. In addition, three 30-minute video recordings and 16 master audio-tapes supplemented the written data.

The goal of data analysis for this study of student teaching in the secondary school was the analytic description of the complex social interactions that occurred during the student teaching experience. The data collected during this study of student teaching were analyzed using a two-pronged approach which included ongoing analysis concurrent with data collection as well as descriptive analysis at the conclusion of data collection.

Preliminary analysis occurred simultaneously with data collection. Field notes and interview transcripts were continually examined to give direction to subsequent observations and interviews. Questions concerning specific comments or behaviors were written in a notebook and became a source of interview topics for the next observational visit to the research site. The use of this analytic strategy allowed the researcher to shift toward those experiences which developed understanding of the situation. Further, this approach gave the researcher a means of control for emerging ideas by allowing for the testing of ideas while still in the research setting (Schatzman & Strauss, 1973, p. 110).

The second approach to data analysis was concerned with the reduction and distillation of the raw data. The first step toward understanding student teaching as a field of human activity involved developing a descriptive system that established patterns in the data over time. To develop an analytic description of the student teaching experience, the raw data were organized into a descriptive system of categories. The identification of the categories was derived from the verbal comments made by the student teacher and the cooperating teacher during interview sessions as well as from the behaviors exhibited by them during an observation period. Descriptions of behaviors or verbal comments contained in the field notes and transcriptions were classified, lifted from a copy of the field notes or transcript, and affixed to a 5- by 8-inch index card. The cards for each category, labeled as to source, were arranged in chronological order.

An integral part of the analysis of the data was the use of Denzin's (1970) principle of triangulation. Inferences drawn from observational data were validated and corroborated by interview data. Observational data substantiated inferences drawn from interview data. In the same way, video and audio recordings were used to validate observational and interview data.

For example, in response to an interview question the student teacher stated,

He's going to review all of my lesson plans. He's going to offer suggestions and I am going to take them with a grain of salt. I may not approve of some of his suggestions, but that's too bad because that's what he is here for, to criticize me. After I get out of school, I can teach my own way. But he's here mainly to help me and guide me and to make sure that I teach the content matter that he wants his class to cover during the time I am here (Formal Interview, 9/10/81).

This statement was classified as a description of the role of the cooperating teacher.

The following statement, made by the cooperating teacher during an informal interview, provided a corroborating description of the role of the cooperating teacher.

KW asked TH, "What do you have in mind for Monday? (Her first day to teach a class.)

She began to respond by giving a verbal outline of the material. Then she approached the question from a methodological standpoint. TH said, "I guess I'll start out by going over the rules and things."

KW asked, "What rules...what will you do if you finish and have 15 minutes of class left?" (Field Notes, Observation, 9/16/81).

This interchange between the cooperating teacher and the student teacher was classified as a description of the role of the cooperating teacher.

To further develop an analytic description of the student teaching experience in a secondary school, the data were again analyzed. This second step involved organizing

the previously categorized cards into secondary classifications. The interactions between the student teacher and the cooperating teacher were grouped according to the inherent issues and contextual influences as recorded in the field notes and interview transcripts. Again the principle of triangulation (Denzin, 1970) was applied to eliminate one-time occurrences from being considered as characteristic of the student teaching experience.

For the final step of data analysis intracategory comparisons were made to separate the data into two subcategories. One subcategory represented the student teacher's view and the other represented the cooperating teacher's view of the student teaching experience. The similarities and differences in the behaviors and verbal comments of the student teacher and the cooperating teacher were compared in order to infer how the student teacher and the cooperating teacher made sense of their particular roles during the student teaching semester.

### Summary of Chapter III

The purpose of this chapter was to present the research procedures used in the study of student teaching in a secondary school. The background of naturalistic fieldwork, a method for inquiring into why events occur as they do and how the participants make sense of them, was presented. Descriptions of the participants and their environmental setting were included.

Data for the study were collected over the entire student teaching semester by the use of a blend of research techniques including participant observation, formal and informal interviews, and audio and video recordings. The data were collected in order to describe the interactions that occurred between the cooperating teacher and the student teacher, how the interactions were revealed in practice in the classroom, how the interactions were affected by the school setting, and how the participants made sense of their particular roles.

The data were analyzed by means of a two-pronged approach. Preliminary analysis was concurrent with data collection and provided direction for subsequent observational and interview situations. At the conclusion of data collection, the data were organized into a descriptive system of categories in order to develop an analytic description of the student teaching experience. Categories of events as well as their characteristic properties were identified. Patterns and linkages inferred from the data were tested against the contextual reality of the interactions between the student teacher and the cooperating teacher as recorded in the data.

## CHAPTER IV

### FINDINGS

#### Introduction

The purpose of this study was to provide an understanding of the student teaching experience in a secondary-school setting. The study focused specifically on the interactions between the student teacher and the cooperating teacher in their respective roles during the student teaching semester. Through analytic description of the complex social interactions in student teaching, it was possible to identify and describe how the student teacher and the cooperating teacher made sense of their particular roles. It was possible to identify and classify the interactions that occurred between the student teacher and the cooperating teacher. Further, through analysis of these interactions, it was possible to describe how the interactions were affected by the school setting.

The purpose of this chapter is to present the major findings of the study. In order to describe the experiences and interactions of the student teacher and the cooperating teacher studied as well as how they made sense of student teaching, a description of the student teaching

experience will be presented. Section I of this chapter will contain an overview of the student teaching semester. Descriptions of the stages of the student teaching semester, of the participants' views of the roles, and of the issues and influences involved in student teaching will be presented in Section II. Section III will contain a summary of the findings of how the participants viewed their respective roles, of the interactions that occurred, and of how these interactions were affected by the school setting.

### Section I

#### Overview of the Student

#### Teaching Semester

The student teaching semester for Ms. Tammy Howard began on August 26, 1981, and continued until December 18, 1981. The parameters of this student teaching experience were established by the official calendar of the university in which she was enrolled. Each of the 16 weeks in the semester was designated for specific purposes by the School of Education.

Specifically, as a student teacher, Ms. Howard was to follow the general schedule outlined below:

Week	Dates	Assignment
1	8/26-9/4	Orientation
2	9/8-9/11	Orientation
3	9/14-9/18	Observation & planning (1st week in school)

4	9/21-9/25	Assume 1 responsibility
5-8	9/28-10/23	Add responsibilities
9-12	10/26-11/20	Teach full load
13-14	11/23-12/4	Release responsibilities
15	12/7-12/11	Observation
16	12/14-12/18	Final conference week

(Field Notes, 8/26/81).

Within this schedule, specific times were established as evaluation periods. During these times, the cooperating teacher and the supervisor were to observe and evaluate the student teacher using Observation/Evaluation Guides supplied by the university (see Appendix F).

The implementation of this schedule was to be agreed upon by the student teacher, the cooperating teacher, and the supervisor. Since there were three people involved in the experience who had to cope with school schedules and demands while attempting to implement the university's suggested schedule, the scheduling of events for the semester reflected alterations resulting from the real-life context of student teaching. Although the schedule followed by Ms. Howard and Mr. Williams, her cooperating teacher, fit within the general outline of the university's suggested schedule, the actual schedule was tailored for their particular circumstances. Ms. Howard's student teaching semester is outlined below:



8/26-9/11      Campus orientation  
                  9/3 1st school visit

9/14-9/18      Observation in school

9/22            Taught 1st classes (2nd & 3rd periods)

9/28            Conference with cooperating teacher

9/30            Campus seminar

10/1            1st supervisor visit

10/5            Added classes (1st & 5th periods)

10/6,7          State Competency Tests

10/9            Teacher work day

10/16           Conference with cooperating teacher  
                  2nd supervisor visit

10/19           Mid-term conference with supervisor

10/26-10/30    Observation in other schools

11/2            Added class (7th period,  
                  teaching full load)

11/4            3rd supervisor visit

11/6            Conference with cooperating teacher

11/9-11/11     Teacher work days

11/24           4th supervisor visit

11/25           Released 2nd & 3rd periods

11/26-11/29    Thanksgiving holidays

12/4            Last day in school  
                  (teaching 1st, 5th, & 7th periods)

12/16           Final evaluation conference with  
                  supervisor (Field Notes, 12/16/81).

In addition to the schedule established by the university for student teachers, three phases of student teaching were endorsed. These three phases included: (1) a time of orientation and observation, (2) a time of teaching, and (3) a time of directed observations in different educational settings. These phases were defined in terms of specified weeks during the semester. The following figure (Figure 1) summarizes the three phases of the student teaching semester proposed by the university.

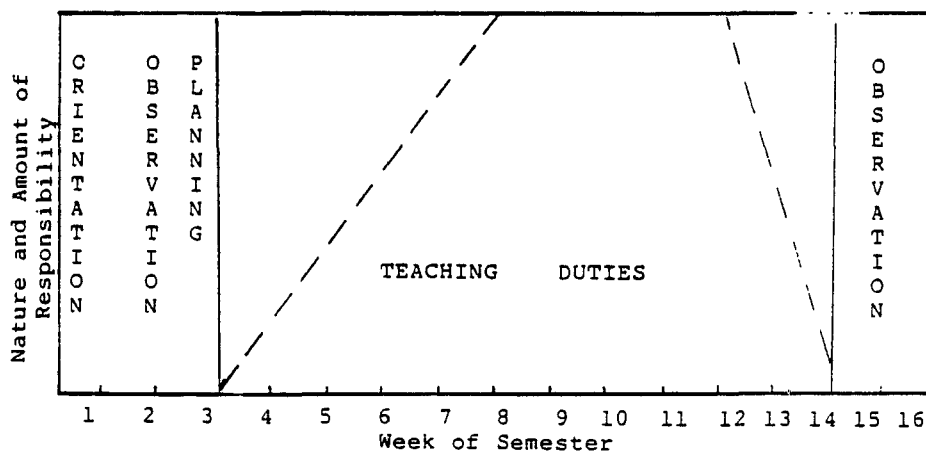


Figure 1. The Three Phases of the Student Teaching Semester

However, analysis of the data revealed that the student teaching experience of Ms. Howard and Mr. Williams in fact occurred in a series of four stages. Although the university endorsed a series of three phases for a typical

student teaching experience, a fourth stage of student teaching emerged from the data. Further, it also appeared that the boundaries for each stage were established by the activities of the student teacher and the cooperating teacher in relation to the responsibilities for teaching. However, the boundaries of each of the four stages appeared to be permeable since data analysis revealed that the interactions, issues, and influences apparent as characteristics in one stage often reoccurred in other stages. In the following section the four stages of student teaching that emerged from the analysis of the data will be discussed.

## Section II

### Stages in the Student Teaching Semester

An analysis of the data revealed that there were four distinct stages in the student teaching semester. While it was possible to identify four stages, it further appeared from an analysis of the data that the boundaries of the stages were not fixed in terms of the interactions, issues, and influences that occurred during the semester. A description of each of the four stages follows. Within the discussion of each stage, the student teacher's and the cooperating teacher's views of events will be presented. As well, the issues and influences apparent in each stage will be discussed.

### The Entry Stage of Student Teaching

Entry, the first of the four stages in the student teaching experience of Ms. Howard and Mr. Williams began at the orientation session on August 26, 1981, and lasted until September 21, 1981. During this time, the student teacher participated in orientation sessions on the campus of the university (see Appendix G), made an initial contact visit with her cooperating teacher, and observed in her assigned classroom at Matthews High School. For the 27 days of the entry stage, the focal point of the student teaching experience for both the student teacher and the cooperating teacher was on the entry process. Energies were directed toward becoming familiar with the setting, becoming acquainted with each other, and preparing for assuming and relinquishing teaching responsibilities. During this stage the student teacher and the cooperating teacher made preparations for the student teaching experience.

The student teacher. The entry stage of student teaching for Ms. Howard was characterized by preparations to assume the role of teacher in the classroom. This stage began the first week of the semester during the orientation seminars. It was during this stage that the student teacher voiced her apprehensions about student teaching.

Specifically, during this time Ms. Howard stated her apprehensions about student teaching as she discussed the orientation sessions that she had attended. She referred to the orientation sessions as a time of review to prepare her for those duties of a teacher which she would soon have to fulfill. She stated, "Orientation is more of a refresher" (Formal Interview, 9/10/81). She continued to describe her reactions to orientation in the following interview segment:

Even though I've had all of these block classes, and I'm glad I had them because they prepared me, I feel just a little bit better. I have more experience doing lesson plans, but I still need help. I'm not perfect at it. All the suggestions were very helpful. I've learned a lot more in the past two weeks in these seminars than I did in some of the classes the whole semester. Maybe one reason being that you've got to face it, that in two weeks you are going to be out there in the world, and you are going to have to remember these (Formal Interview, 9/10/81).

In addition, her apprehensions about student teaching were evident in comments concerning the first school visit, her desire to be considered a professional, and her age. When asked about her first visit to the school, she replied, "I was, well, just a teeny bit nervous. You try to conjure up what your teacher looks like before you go in there" (Formal Interview, 9/4/81). The following segment from field notes taken on the day of that first visit further illustrates her apprehensions:

Although she admitted to being nervous, TH was outwardly composed during the initial meetings with principal and assistant principal. As she neared the classroom, she became more visibly nervous (lagging behind, drawing deep breaths), and when Mr. H pointed to room 6, Mr. W's room, she rolled her eyes and clasped her hands together (Field Notes, Observation, 9/3/81).

Her age and manner of dress were also sources of apprehension concerning student teaching. In response to a comment from Mr. Williams about the way she was dressed, she indicated that she explained to him that she felt "[high] heels were more authoritative and you get a little respect from them" (Formal Interview, 9/4/81). She made the following statement concerning her age:

I want them to respect me. I'm just three years older than some of them. That is one thing, I guess if I had any apprehensions, I'm just three years older. They're not fond of taking advice from someone close to their own age (Formal Interview, 9/4/81).

During this stage the student teacher also formulated goals for herself as a student teacher. It appeared that Ms. Howard wanted to be a professional, to teach, to be liked, and to perform well in her role. Ms. Howard stated that she had "always wanted to teach...always wanted to help others" (Formal Interview, 9/10/81). In addition, she described herself as a student teacher in the following interview segment:

I'm not used to being a student teacher first of all. I've always liked getting up in front of a class and giving reports or lectures. I'm not scared to. It's not like I've been in charge and responsible for the students that I have. I probably have 20 or a few more. I am responsible for them and their learning. I want to come in and I want them to like my class. I want them to learn something. I don't want them to feel like it is something like "do or die," and they are not going to be punished if they don't learn. Some of them probably don't like history and if they don't like it, I'm not going to cram it down their throats. Hopefully, I'll inspire somebody. I want to be their friend (Formal Interview, 9/10/81).

During this entry stage of the student teaching semester, Ms. Howard also expressed her expectations for the role of cooperating teacher. She appeared to view the the cooperating teacher as one in the role of friend and helper. For example, she described a cooperating teacher by saying,

He has to be a friendly person. He's going to have to be my friend. He has to be someone that I can confide most anything in. He's going to review all of my lesson plans. He's going to offer suggestions...because that's what he's here for, to criticize me...he's there mainly to help me and to guide me and to make sure that I cover the content matter that he wants his class to cover during the time I am here (Formal Interview, 9/10/81).

At the beginning of student teaching, the supervisor was an important person to the student teacher. Of her supervisor, Ms. Howard said, "Her word is the gospel" (Formal Interview, 9/4/81). She appeared to view the supervisor's role as teacher and evaluator. The following

interview segment is illustrative of her expectations for the role of supervisor:

Any really drastic mistakes I make, you are going to let me know about it. You are going to evaluate my performance as a teacher, my techniques. You will evaluate how I rate in the classroom. How I cooperate with my teacher will be a part of it. This evaluation probably will be very strict to begin with, from what I've heard; but, hopefully, you are there to help us and to show us that we do need improvement. You are not there to scare us or to give us a bad grade on purpose. You are there for a reason. You know the educational system. You know we are real green. Hopefully, you are going to make us "blue," I suppose, or whatever comes after green. We are to get a learning experience from you as well as from teaching (Formal Interview, 9/10/81).

In summary, during the entry stage of student teaching, Ms. Howard appeared to have apprehensions and anxieties about the student teaching experience. In addition, she seemed to have conceptualized the role of a student teacher as being a learner. Further, she appeared to have conceptualized the role of cooperating teacher as being a friend and helper and the role of supervisor as being an evaluator and teacher.

The cooperating teacher. For Mr. Williams, the entry stage of the student teaching experience was characterized by preparations to receive a student teacher and to assume the role of the cooperating teacher. During this stage, Mr. Williams voiced expectations for himself as a cooperating teacher which included giving advice and



suggestions to the student teacher. Of his role as cooperating teacher, he said,

The role of the classroom teacher is to give advice...suggestions, to lend help if things are not going right, to encourage the student teacher to be a leader...a teacher, but yet not to be too demanding, discouraging...to know when to slack off, leave her alone (Field Notes, Informal Interview, 9/14/81).

Apprehensions about the student teaching experience were also expressed by the cooperating teacher. It appeared that Mr. Williams's apprehensions concerning student teaching centered on his lack of experience as a cooperating teacher. He sought advice from the supervisor as to how he should behave in his role as the cooperating teacher. In an interview session he said, "I'm asking your advice now. How much should I leave her alone? How do you go about judging?" (Formal Interview, 9/14/81).

However, it appeared that he did have a clear conception of the role of a student teacher as well as definite expectations for the student teacher's performance in his history classes. From his perspective, the role of student teacher appeared to be a learning and experimenting role. He presented this view of the role of student teacher in the following interview excerpt:

I would say that during the student teaching experience, the student teacher has the opportunity to experiment with her own innovative ideas, to decide which ones work and which ones don't work for her. They also have the advantage of learning from the classroom teacher (Formal Interview, 9/14/81).

Although Mr. Williams had requested a student teacher and had been given information about her, it appeared that he had made no decisions about the way she would assume teaching responsibilities. The following excerpt illustrates his lack of certainty:

When asked about his thoughts on the classes for TH to take over, he replied, "I haven't thought about it...it really doesn't matter."

When told that he had options, especially if he favored a particular group, he replied, "The basic group should be interesting. I haven't had one for eight to nine years. It will depend on Tammy's personality. What is she like?"

When asked if the student teacher would have a work space or desk in the room, he replied, "Yes, she can use this table. I can move it to that corner."

He pointed to a spot in the back right corner of the room (Field Notes, Informal Interview, 8/26/81).

As well, Mr. Williams appeared to have established expectations as the cooperating teacher which would form the basis for his evaluation of the student teacher. He stated his standards, which appeared to reflect a desire to protect the students assigned to him, by saying,

How I would evaluate a student teacher depends on the, well...you already have these evaluations. I would evaluate the student teacher, really, on how enthusiastic the students are about the class...if they enjoy it, ask questions, are attentive, or if they put their heads on the desk and sleep...that would be the ultimate question. Are the students being led to learn? Is it a good experience for them? (Formal Interview, 9/14/81).

During the entry stage, Mr. Williams appeared to conceptualize the role of supervisor as being a mediator who solved problems but did not interfere with the daily business in the classroom. He made the following comments about the supervisor's role:

Your role I see as...if there is any problem that we are aware of, it is brought to you either by the student teacher or the teacher. Once she's teaching, you really need to stay out of anything that happens (Formal Interview, 9/14/81).

In summary, for Mr. Williams, the entry stage of the student teaching experience was characterized by a conception of his role as a cooperating teacher as a helper, encourager, and suggestion-giver. However, he appeared to be unsure of how he should perform to fulfill the role for he sought advice from the supervisor concerning when and how often to leave the student teacher alone in the classroom. Also, he had made no decisions about the assumptions of teaching responsibilities for the student teacher. He appeared to have conceptualized the role of student teacher as being an experimenter. His expectations for the supervisor seemed to be framed in terms of a noninterfering mediator's role.

#### Issues in the Entry Stage

The interactions between the cooperating teacher and the student teacher during the entry stage appeared to be concerned with three major issues. Ms. Howard and Mr. Williams first seemed interested in establishing themselves

in their respective roles. Also, both spent considerable time addressing the issue of appropriate content to present in the history classes and the manner in which to present it. In addition, both acknowledged the pressures they felt as a result of the student teaching experience.

Role assumption. The roles that the student teacher and the cooperating teacher were to assume were set early in the experience. The forms of address used by the student teacher and the cooperating teacher during the entry stage and for the remainder of the semester were established early and identified Ms. Howard and Mr. Williams in terms of the roles they were to assume. Mr. Williams referred to Ms. Howard as a "student teacher" and called her by her first name. She, however, referred to him as the "teacher" and addressed him formally. The following interview excerpt is illustrative of the forms of address used by the student teacher and the cooperating teacher:

In a couple of the classes that he introduced me to, he said, "This is your student teacher for this semester, Miss Howard." He wanted to say Tammy. He wanted to say that every time. He said he really had to hold himself to keep from saying Tammy (Formal Interview, 9/4/81).

When asked how she addressed Mr. Williams, she replied, "Mr. Williams." When asked about her feelings related to the forms of address used, she said that she felt that "he's a teacher and not anything else" (Field Notes, Informal Interview, 9/4/81).

Content preparation and delivery. As early as the first meeting between the student teacher and the cooperating teacher, content was discussed. They spent most of their planning time together establishing the topics to be covered and the method of presentation of those topics. Although the topics for the history classes were taken from the textbook, Mr. Williams indicated a preference for a "story-telling" method of presentation while Ms. Howard preferred to present content in a more experiential fashion. On the first meeting with Mr. Williams, Ms. Howard expressed concerns for content delivery. She reported,

I asked him, "Do you sit on the desk and talk to your students?". He usually just kind of stands or leans up on his desk. He has in-class discussions. He verbalizes with them a lot. He said that was his method. I told him that I hope we can exchange ideas (Formal Interview, 9/4/81).

Mr. Williams made his expectations for content preparation and presentation clear. It appeared that he had a schedule for the semester which he expected Ms. Howard to follow. On the subject, he said,

I told her what I expected of her. We talked about that and lesson plans. She would have to study to keep up with the work. She chose to do her lesson plans on world history because she didn't know as much about it as U. S. history. She narrowed it down to several topics. I said why don't you plan on teaching that unit right off. I'll try to finish three, and she can start there...I want her to try to keep the schedule as much as possible. We have a long way to go. Like I told her, this first semester, I want to get the history before the twentieth century out of the way (Formal Interview, 9/14/81).

However, Ms. Howard was still concerned over methods of content presentation later in this stage. She appeared to seek direction from her cooperating teacher as to the appropriate content to present. In response to a question concerning her own style of content delivery, she replied,

I think I will have a pretty free rein as far as different teaching techniques and methods but, as far as teaching subject matter, I will have to stick real close to the way he wants....I need to talk to him and ask him how many units he wants me to go through (Formal Interview, 9/10/81).

In addition, Mr. Williams questioned and offered suggestions to Ms. Howard concerning content. He appeared to desire information from her as to what would take place in his classes. The following field notes of a conversation during their planning period illustrate his interest:

KW asked her for more information on the exercises she kept talking about (stress relief). She tried to explain. He immediately explained to her how he handled "sleepy" classes...(Field notes, Observation, 9/18/81).

Pressures of student teaching. That pressures are present during student teaching was acknowledged by both the cooperating teacher and the student teacher during the entry stage. Mr. Williams focused on the stress related to being observed in the classroom while Ms. Howard discussed the pressures she felt from the demands of assuming a new role.

In a conversation about observations, Mr. Williams expressed concerns about the effect of the pressures of being watched on the student teacher. He said, "The only person really affected is Tammy. There is stress, and she is going to have some. Is it going to be too much pressure having both of us here?" (Field Notes, Informal Interview, 9/14/81).

Further, the stress of facing a classroom was acknowledged by Ms. Howard. She discussed her nervousness and the need to have some time to compose herself before facing the class as the teacher. She said, "I don't want to just come into the classroom and start teaching. I want to be there, have my thoughts before me, have a few minutes to myself to think things over" (Formal Interview, 9/4/81).

In summary, role assumption, content preparation and delivery, and the pressures of student teaching appeared to be the focal points of the interactions between the student teacher and the cooperating teacher during the entry stage. The forms of address used by the cooperating teacher and the student teacher seemed to indicate their attempts to define and assume their respective roles. Interactions on the subject of content preparation and delivery appeared to involve establishing how the student teacher would adapt to the cooperating teacher's schedule. In addition, both the student teacher and the cooperating teacher acknowledged the existence of pressures during student teaching.

### Influences during the Entry Stage

It was apparent from an analysis of the data that for both the cooperating teacher and the student teacher the conceptions of roles and the interactions that occurred appeared to be affected by influences during the entry stage. It appeared that these influences included the past experiences of the student teacher and the cooperating teacher, the communication patterns of the participants, and the context in which their interactions took place.

Past experiences. As the cooperating teacher, Mr. Williams appeared to be influenced by his experience with a student teacher assigned to him in a previous school year. He talked about this experience as a "very unfortunate situation" and indicated that "he was not pleased with the student's performance nor with the preparation that the university had provided to the student" (Field Notes, Informal Interview, 8/12/81). Further, he seemed to use this prior experience as a point of comparison for the current experience. The following excerpt from an interview illustrates the influence of his prior association with a student teacher on this student teaching experience:

That first student teacher was spacey. She wasn't all here. She wanted to talk about everything else except what the task was at hand. Tammy didn't give me that impression. She was very serious. A couple of times in class I tried to crack jokes. I looked over and Tammy wasn't even smiling (Formal Interview, 9/14/81).



As a student teacher, Ms. Howard also appeared to be influenced by her past. Her experiences with a favorite high school history teacher and with former student teachers appeared to influence her perceptions and expectations for her own student teaching experience. Of former student teachers, she said,

When I was in high school, the student teacher was always that person who comes in and was going to lay on the work and really work you to death to make an impression. I don't want to do that (Field Notes, Informal Interview, 9/10/81).

Further, her past experiences as a student in history classes appeared to be the source of ideas for the initial lesson plans for her own teaching. She appeared to be referring to the influence of those experiences when she said,

I was taught the different activities I've done. To me, you learn it better if you can participate in it, not have it said just once in class. You will remember it better. That's the way I was taught. It may not be the greatest teaching method for everybody, but for me I think it is. That's the way I was taught, my learning style (Formal Interview, 9/4/81)..

Communication patterns. During the entry stage of this student teaching experience, the form and frequency of the communication patterns that were established seemed to affect the interactions between the cooperating teacher and the student teacher. Conversations were held between class periods when students did not linger and during the lunch period (10:50 a.m.- 11:45 a.m.). Each day during the

planning period (12:50 p.m.- 1:45 p.m.), Mr. Williams attended a Russian class. Ms. Howard spent this time working on plans for her own lessons (Field Notes, Observation, 9/18/81).

When the two conversed with each other the conversation frequently took the form of a question-answer session. The following excerpt from field notes taken during the lunch period illustrates this style of communication:

When questioned as to the progress on her planning and when she would be taking over a class, TH indicated that her plans were ready for the first class on Tuesday (9/22). KW asked her about the films she wanted to order...KW asked, "How do you think it's going, Tammy?". TH hesitated before answering, "Things are great. I'm really excited" (Field Notes, Observation, 9/18/81).

The form of the communications between Mr. Williams and Ms. Howard as well as the content of those communications appeared to provide less than the desired amount of information to the student teacher. Ms. Howard seemed to be expressing her dissatisfaction with the communication processes that had been established when she said,

The only thing I think I really may have been disappointed in by him was at one time we sat at lunch, and we were going over topics, listing, listing, listing. What I wanted to do was just sit down and go through and see how far along he would come and then I would go and do a unit plan on that, rather than just do one pulled out of the air. I wanted to know what I was going to be covering. Maybe it was my fault, because I didn't clarify that (Formal Interview, 9/4/81).

The context. The context in which this student teaching experience took place appeared to affect the student teacher and the cooperating teacher. Although Ms. Howard had not visited the site before student teaching, she had information about it and had formed expectations for what she would encounter there. She apparently expected to find an orderly school composed of well-behaved, respectful students from upper-middle-class backgrounds. Her expectations were recorded in the following excerpt from field notes:

TH: Matthews isn't at all what I expected. All the rumors I've heard made me think that it would be prep city. I thought everything would be "gators."

KW: (Chuckled.) There are some really wealthy kids, but...(students calling hello to KW)...but it's not like the tales (Field Notes, Observation, 9/3/81).

Mr. Williams's view of himself as a teacher appeared to be influenced by the context. He described his own classroom, a square room with desks in straight rows, as "your basic prison, but at least it's cool" (Field Notes, Informal Interview, 8/26/81). Further, his assignment as a history teacher seemed to influence his conception of his role. At the beginning of the school year, he was uncertain about his position on the faculty and his teaching load was altered. He commented on his teaching assignment by saying,

Originally, I was scheduled to have advanced classes, but I didn't even know if I was going to be here...my name was actually taken out of the master schedule. It's not that bad...I haven't taught skills and basic classes in years. They are really easier to teach, but they are not challenging...I tell some of my jokes...that's how I keep myself entertained (Formal Interview, 9/14/81).

In summary, the entry stage of the student teaching experience appeared to be characterized by influences from past experiences, communication patterns, and the context. The influences from past experiences and from the context appeared to affect the student teacher's and the cooperating teacher's conceptions of their roles. In addition, the form and frequency of communication between the student teacher and the cooperating teacher seemed to be influential during this stage.

#### Summary of the Entry Stage

The following figure (Figure 2) summarizes the entry stage of the student teaching experience of Ms. Howard and Mr. Williams. This stage was characterized by preparations for assuming and relinquishing teaching responsibilities. It appeared that both the student teacher and the cooperating teacher had role expectations for themselves, for each other, and for the supervisor. The assumption of roles, content preparation and delivery, and the pressures of student teaching appeared to be the major focal points of the interactions between the student teacher and the

cooperating teacher during this stage. The conceptions of roles, the behaviors, and the interactions of the student teacher and the cooperating teacher appeared to be affected by their past experiences as well as by the communication patterns and the context.

#### The Beginning-to-Teach Stage of Student Teaching

The second stage of this student teaching experience, beginning-to-teach, began on September 22, 1981. On this day, Ms. Howard instructed her first class. For the next 34 days, she and Mr. Williams were involved in assuming and relinquishing teaching responsibilities in the classroom. The energies of the student teacher and the cooperating teacher were directed toward establishing relationships, instructing and assisting in instruction, and coming to terms with the expectations each had for the experience.

The student teacher. The beginning-to-teach stage of the student teaching experience for Ms. Howard was characterized by the gradual assumption of teaching duties. During this stage Ms. Howard assumed teaching responsibilities in Mr. William's world and United States history classes. She planned lessons, ordered films and other media, instructed classes, and attended to paperwork. She taught a world history lesson during second and third periods on September 22, 1981. It appeared that Ms. Howard's paramount concern as a student teacher was to survive the process of assuming the role of teacher.

The Entry Stage  
August 26, 1981 to September 21, 1981

Stage Characterized by Preparations for Assuming and Relinquishing Teaching Responsibilities		
Participants' views of the experience	Issues (focal points of interactions)	Influences (affected interactions)
<p><u>Student teacher</u></p> <ol style="list-style-type: none"> <li>1. voiced apprehensions</li> <li>2. formulated goals</li> <li>3. viewed self as learner</li> <li>4. viewed cooperating teacher as helper and friend</li> <li>5. viewed supervisor as teacher and evaluator</li> </ol> <p><u>Cooperating teacher</u></p> <ol style="list-style-type: none"> <li>1. voiced apprehensions</li> <li>2. viewed self as helper and encourager</li> <li>3. viewed student teacher as experimenter</li> <li>4. viewed supervisor as mediator and problem-solver</li> </ol>	<p><u>Role assumption</u></p> <ol style="list-style-type: none"> <li>1. established by forms of address</li> <li>2. student teacher used formal form of address</li> <li>3. cooperating teacher used familiar form of address</li> </ol> <p><u>Content preparation and delivery</u></p> <ol style="list-style-type: none"> <li>1. student teacher sought direction</li> <li>2. cooperating teacher had schedule for her to follow</li> </ol> <p><u>Pressures of student teaching</u></p> <ol style="list-style-type: none"> <li>1. acknowledged by cooperating teacher and student teacher</li> <li>2. stress of new role demands</li> <li>3. stress of observations on student teacher</li> </ol>	<p><u>Past experiences</u></p> <ol style="list-style-type: none"> <li>1. associations with former student teachers influenced student teacher</li> <li>2. memories of high school classes influenced student teacher's plans</li> <li>3. bad experience with a student teacher in the past affected cooperating teacher</li> </ol> <p><u>Communication patterns</u></p> <ol style="list-style-type: none"> <li>1. established as question/answer sessions</li> <li>2. student teacher desired more information</li> </ol> <p><u>The context</u></p> <ol style="list-style-type: none"> <li>1. student teacher's expectations for site</li> <li>2. cooperating teacher's class assignment</li> </ol>

Figure 2. Summary of the Entry Stage of Student Teaching.

Ms. Howard appeared to be referring to her position as a student teacher when she said, "Student teachers are whipping posts" (Video tape, 10/16/81). During a conversation after one week of teaching, she reported that

things went okay. She was concerned about the lack of success that she had with some of the exercises suggested by a speaker on campus during the orientation week. She said that she made some mistakes and indicated that she goes over the day's lesson (how she said things) in her mind at night. She then makes notes to correct any errors in dates, spelling, etc. (Field Notes, Informal Interview, 9/28/81).

In addition, she compared the student teaching experience to wartime combat. In the following interview segment, she described her feelings as a student teacher after teaching classes:

I was exhausted. I felt like I had been through a major, not a major battle, but like a nuclear war, gotten blown to smithereens. My nerves were shot (Formal Interview, 9/21/81).

Ms. Howard expressed her desire to survive student teaching to her cooperating teacher. In a conversation with him she said,

Right now my biggest concern is surviving student teaching. I have life goals, like to be a teacher, then semester goals, to survive student teaching. They should match. Tomorrow's goals should match the semester and life goals (Field Notes, Observation, 10/9/81).

Further, her sense of struggling to survive appeared to be complicated by what she perceived as pressures

related to the role of student teacher both from the university's requirement for written lesson plans and from the school's paperwork requirements. She described herself in the role of student teacher when she said,

Everything I do is centered around the student teaching. I have no time for myself, like doing things I was supposed to have been doing this week. Everything I do...I have no time for myself. On weekends, I have gone to one party, you know, for the fraternity, since I have started this and I went there and then I left...early (Video tape, 10/16/81).

In the attempt to survive the ordeal of student teaching, she seemed to desire support from others. Specifically, she expressed a sense of lost support when the other student teacher assigned to Matthews High School withdrew from student teaching. The following excerpt from field notes is illustrative of her view:

The other student teacher (a good friend of TH) decided to withdraw from student teaching. She indicated that although she and John had hoped to work together, their classes had been so different that it was not going to work out anyway.

TH: Professionally, John's withdrawal won't affect me. I'm here to do student teaching and become a teacher. Personally, I'm upset for John and for me. I won't have him for support now (Field Notes, Informal Interview, 9/28/81).

In addition to feeling alone in the position of student teacher, Ms. Howard seemed to feel that meeting the demands of student teaching and her personal life was difficult. In a conversation she again expressed her sense of pressure to survive when she said, "Now I spend all my time student



teaching and studying" (Field Notes, Informal Interview, 10/19/81). As well, during an interview session, she acknowledged her struggle to meet the demands. She said,

Okay, I think it is necessary for you to know how to write lesson plans, to have methods classes before you go in there, but one thing they don't tell you in there...oh, by the way, once you are in there...they don't tell you about all these little disturbances, such as picture taking, fire drills. They give it to you in such a way...Oh, it's like this Day One. If it's not, oh my, your whole lesson plan is all screwed up. I don't want to spend my time doing and re-doing. I have enough to do as it is (Formal Interview, 10/5/81).

Ms. Howard appeared to feel that student teaching denied her a personal life. She summarized this feeling as it related to her struggle to survive as a student teacher when she said, "It leaves no time for me. I feel like I'm in a little box" (Video tape, 10/16/81).

Although she was struggling as a student teacher during this stage, it became apparent that Ms. Howard was coming to a view of the teacher's role. It appeared that for her a teacher is one who provides opportunities that help students learn and is fair but in control of the learning situation. In an interview, Ms. Howard said, "I told Mr. Williams what I wanted to say to all my classes, that I was here for one purpose and that was to teach" (Formal Interview, 10/21/81). In response to a question concerning what would happen in her ideal class, she said,

My ideal class? Hopefully, my U. S. history class is going to be more structured. That is what I like. A place where they come to learn from me. I'm going to provide opportunities for them to learn, to teach each other, like jeopardy games, question-answer, things that are going to motivate thinking, like debate, having hands-on experiences (Formal Interview, 10/1/81).

In addition, during a lecture session in the classroom Ms. Howard said, "I want to be a good teacher and help you learn" (Field Notes, Observation, 10/1/81). She further described her position as the teacher and admitted her problems in carrying out this view in practice when she commented, "I don't want to be a tyrant to them, but I can't be their best buddy either. It is real hard...to try and find the in-between spot" (Formal Interview, 10/5/81).

From the perspective of the student teacher, she expected the cooperating teacher to share responsibilities for the daily business of the classroom, to provide positive evaluative comments, and to be a source of help and information. Ms. Howard discussed her resentment toward the lack of this sharing of responsibilities and indicated that from her vantage point the cooperating teacher was not fulfilling his role. She said,

It's like some of these absences, some of the students have missed over three days. He had waited until...I was there. I did those immediately. It was kind of like he was waiting for me to get there so I could do them, so he didn't have to bother with them...he had lost some of their tests and I'll have to grade them. If they made it up, then he graded the test. I didn't have the grades then. Those were his, that's before I had them. That's his responsibility, that's not mine (Formal Interview, 10/21/81).

In addition, it seemed that Ms. Howard did not feel that her cooperating teacher was sharing responsibilities for contacting parents. She appeared to be expressing her feelings concerning Mr. Williams's lack of attention to his responsibilities when she made the following comments:

Yea, I would have to call parents again, I guess, every week. He never called parents before I was here. There were three day absences. They weren't called or contacted and it kind of gives me the impression...while you're here, I don't have to work. That's the way it comes across. You know, he should have to work too in there (Formal Interview, 10/23/81).

Beyond the responsibilities for the classroom, which she felt should be shared, Ms. Howard appeared to feel that the cooperating teacher should offer evaluative comments that were positive. She seemed to feel that there were too many negative comments and that there were inconsistencies between what she was told and what was written on her evaluation form. When asked to relay her feelings about the first evaluation session with Mr. Williams, Ms. Howard referred to the evaluation form supplied by the university. She said,

There were some of them that I thought he graded me a little bit too high. I thought, "How am I supposed to improve?" I thought that I'm supposed to improve or I'll go down hill. I got five's this time. I better get five's next time. That was my first reaction (Formal Interview, 10/1/81).

In addition, she indicated that she feared being marked down by him later and added, "I certainly think I can improve" (Field Notes, 10/1/81).

Ms. Howard also appeared to look to Mr. Williams, as the cooperating teacher, for help and information. However, her feelings appeared to be mixed when she received help from him. In a class session when she had been interrupted by Mr. Williams who interjected additional information and a clarification on the topic, she responded, "That's okay. I make mistakes like anyone else. Besides, I'm here to learn" (Field Notes, Observation, 9/28/81). In contrast, when asked about her feelings when Mr. Williams corrected her in front of the class, she said, "Well, I felt like he sorta should have let me make it later" (Formal Interview, 10/1/81).

Further, Ms. Howard also appeared to desire help with her lesson plans from Mr. Williams. She seemed displeased by what she perceived as a lack of attention. She appeared to be expressing her displeasure over his lack of attention when she said,

About two weeks ago I showed him my lesson plans. I showed him. He just looked at them. Okay, like my unit, the one on the Constitution. He just glanced at it. He picked it up and told me fine. I want him to sit there and read it...I don't get anything, no "that looks fine", no appraisal, nothing (Formal Interview, 10/23/81).

As a student teacher, Ms. Howard appeared to have expectations for the supervisor during the beginning-to-teach stage. It appeared that to her the supervisor was in the role of an evaluator. At times she seemed to be venting frustrations concerning the university's role in

her preparation for student teaching to the supervisor as the university's representative. For example, when asked about her reaction to the first observation and evaluation by her supervisor, she replied,

Well, a lot of it, especially this part, I don't think it was made clear to me in my methods class that after I do the evaluation and after I taught the subject, I would have to go back and re-evaluate it. Like write down things. Yea, I would have done that had I known. That really bothers me that I didn't get graded on that, but I didn't know...as far as other things, I think I was graded very fairly. I didn't expect to receive very high marks (Formal Interview, 10/5/81).

In addition, Ms. Howard appeared to have apprehensions about the formal evaluation process. She said that the supervisor's presence didn't bother her, but that the visits "always seemed to be on a bad day" (Field Notes, Informal Interview, 10/23/81). However, on the day of the second scheduled observation in a phone call to the supervisor, she indicated that she wasn't ready to be evaluated. She said that she just didn't "want to be graded today" (Field Notes, Phone Conversation, 10/15/81).

Further, Ms. Howard appeared to look to the supervisor for suggestions to solve problems. In response to a comment by the supervisor about the suggestions offered to the student teacher, Ms. Howard said, "I try to use them. I do, I try." (Formal Interview, 10/23/81).

In summary, during the beginning-to-teach stage of student teaching, the student teacher appeared to view

student teaching as an ordeal to be survived. The requirements for written plans and other paperwork seemed to increase the stressfulness of the situation. In addition, the difference between what she felt she had been prepared to face by the university and the real-life school situation appeared to add to her stress. Ms. Howard appeared to view the role of the teacher as one who was to teach and provide learning opportunities to students. She characterized the role of the cooperating teacher as sharing the responsibilities for the classroom, providing positive evaluative comments, and offering help and information. The supervisor appeared to be viewed as an evaluator during this stage.

The cooperating teacher. During the beginning-to-teach stage the cooperating teacher turned over many of his teaching responsibilities to the student teacher. However, it appeared that he continued to feel responsible for the events that took place in his classroom. Concerning a day that he had left Ms. Howard alone in the classroom, he said,

That seemed to be a good day for her to come to terms with third period...so I stayed out. I went down the hall to Mr. Smith's room so I could come rushing back in case I heard screams (Field Notes, Informal Interview, 10/9/81).

In addition, Mr. Williams voiced his feelings of responsibility for the class while Ms. Howard was teaching. He said,

Well, observing what she is doing, teaching, I want to make sure she covers the material for the sake of the students, and very broadly, I want to set some parameters she does not venture out of. For instance, I don't want her to go off on tangents...then again, if she didn't stick to the lesson or if she got too far away from it or something, maybe if she said something that wasn't appropriate at all, then I think it would be my duty to step in again. While I am there, that's what I do (Formal Interview, 10/15/81).

The evaluation process associated with his role as cooperating teacher was apparently accepted by Mr. Williams. In reference to the evaluation process he said, "As far as doing it, it was just something I was supposed to do" (Formal Interview, 10/1/81). When asked if there were specific suggestions he could make to Ms. Howard, he responded, "I know there are some things I could suggest about that test right now" (Formal Interview, 10/15/81). However, he did not make the suggestions to Ms. Howard.

During this stage Mr. Williams expressed his conception of the role of teacher. When asked about his goals as a history teacher, he said,

My goals, my ultimate goal would be to instill an appreciation of history so when they get out of class they will be interested enough to read history on their own. And also, to give some basic knowledge about what happened. My goal (is) to leave a good taste about history in their mouths (Formal Interview, 10/1/81).

Further, Mr. Williams expressed the opinion that teaching "is a very difficult job" and "a full-time job" (Video tape, 10/16/81). He appeared to be describing himself as a teacher when he said,

My teaching style right now is not the way it was ten years ago. I think it ought to change if you are a good teacher. Learn something new, try it, if it works, do it. I am always open to suggestion (Formal Interview, 10/30/81).

During this stage it appeared that Mr. Williams had expectations for Ms. Howard as a beginning teacher. He seemed to expect her to learn how to teach, to experiment, and to be independent. For example, in response to the question, "What would your goals for student teaching specifically related to Tammy be?", he replied,

Well, I of course want her to learn the mechanics of teaching. I want her to try to be able to instill this same desire that I have in the students. I would also want the experience to be positive for her, a successful experience (Formal Interview, 10/1/81).

In a later interview he commented, "You could say that student teaching is a time when you should try things to see how they work" (Formal Interview, 10/15/81). He appeared to feel that a student teacher should manage the responsibilities without being dependent on the cooperating teacher. He indicated that he did not "want to be a crutch" (Field Notes, Informal Interview, 10/9/81). He said,



The reason I leave her, of course, is so that she can come to terms on her own with the students without my being there. She can more or less do her own thing by herself...I don't want her to be dependent on me (Formal Interview, 10/15/81).

Mr. Williams appeared to expect the supervisor to assume an advisory role during the beginning-to-teach stage. He frequently sought advice from the supervisor concerning how to make suggestions to Ms. Howard. After an evaluation conference he asked if he "had been too hard on her" (Field Notes, Informal Interview, 10/5/81). During an interview session concerning Ms. Howard's participation in the school's dress-up week, he said, "I don't know what to advise her on that or how to advise her" (Formal Interview, 10/15/81). Although he indicated some definite ideas in conversation with the supervisor, when difficulties arose for Ms. Howard in the classroom, he requested, "You talk to her...maybe I'm wrong with my advice" (Field Notes, Informal Interview, 10/21/81).

In summary, during the beginning-to-teach, stage Mr. Williams appeared to view the cooperating teacher's role as one who sets parameters for events in the classroom that protect student interests. He appeared to accept evaluation as a part of the role also. During this stage he seemed to expect the student teacher to begin to be an independent teacher through experimentation. However, he appeared to expect her to experiment within the parameters

he had already established in his classes even though he did not tell her specifically what those parameters were. Further, he appeared to view the supervisor's role as an advisory one, but he turned to the supervisor for action on particularly difficult situations.

#### Issues in the Beginning-to-Teach Stage

During the beginning-to-teach stage, the interactions between the student teacher and the cooperating teacher appeared to be concerned with three issues. A significant issue was the role of teacher and the discrepant views that each had for the role. As well, both spent time addressing the issue of content delivery. Further, during this stage Ms. Howard and Mr. Williams appeared to acknowledge classroom management as an issue.

The role of teacher. The expectations that the student teacher and the cooperating teacher held for one in the role of teacher appeared to differ. This discrepancy in expectations was an issue in the interactions between the two. Specifically, Mr. Williams viewed the teacher's role in terms of his own style of teaching. He seemed to expect Ms. Howard to adjust to his view of the role of teacher. This included covering content and dealing with students as he would. When asked in an interview how close she was to his style of teaching, he responded,

Well, I would say half is. I don't think she observed me long enough to see everything that I do. She saw some of my lecture. I do other things besides that. She was going into too much detail. I told her to break it up...I tried to show her some other things to do in the classroom (Formal Interview, 10/1/81).

He appeared to be describing his view of the role of teacher when he suggested to Ms. Howard that she "talk with students to deal with problems" (Field Notes, Observation, 10/23/81). In addition, he seemed to be relaying his own view of the teacher's role when he described what Ms. Howard did that a good teacher does. He said,

Well, she does read the lessons, and she gets her notes for class from the textbook which all of the students have, and she does give them plenty of notes....She gives them the terms they should know for the test and she tries to go over those terms. And her tests, I think, are fair. She does test on what she is teaching (Formal Interview, 10/15/81)

Further, it appeared that Mr. Williams offered suggestions for ways to be successful in the role of teacher that reflected his view of the role. When making suggestions for Ms. Howard, he said,

Relax, don't scream, don't raise your voice, don't cry, don't go into such detail, don't expect too much from the students, concentrate on getting along with the students, make presentations as interesting as possible, try to avoid adversary relationships....(Field Notes, Informal Interview, 10/30/81).

As the cooperating teacher, Mr. Williams appeared to share his expectations for Ms. Howard's performance in the

teacher's role. The following excerpt from field notes is illustrative of an interaction between the student teacher and the cooperating teacher in which the role of a teacher was discussed:

KW: You'll have to learn to be patient. I guess that's hard at first. Just keep answering their questions, that's easier than fussing and yelling...and you won't end up losing your temper.

TH: I don't want to lose my cool again. I'm not going to. Well, I can't say that...third period just drives me crazy.

KW: Some days you can't get anything done. Last week seventh was all stirred up about something. I knew I couldn't get anything done. I just rode with it and finally they settled down (Field Notes, Observation, 10/5/81).

As the student teacher, Ms. Howard appeared to have different expectations for the behavior of a teacher. She seemed to view the role in terms of her own style of learning. When asked if she felt that she should teach like Mr. Williams, she replied,

Sometimes I do, and I can't. I don't learn that way. I can be quite honest, if I sat in his class, and I had to learn history the way he teaches, I couldn't learn it. I am teaching the way I learn, and they are different (Formal Interview, 10/5/81).

In addition, at the end of the beginning-to-teach stage after she had observed teachers in other schools, Ms. Howard appeared to view the teacher's role as being composed of a variety of different teaching styles. She expressed her view of the different styles of teaching when she said,

There seem to be as many as there are teachers. Here I've been trying to do this thing that one person said, and this that another said, and not doing my own style (Field Notes, Informal Interview, 10/30/81).

Content delivery. The way in which the content of the history course was presented to the students seemed to be an issue during the beginning-to teach stage. Ms. Howard's concerns centered on her lack of familiarity and experience with the content. She referred to these concerns in the following interview segment:

I told him, U. S. history is my best subject. I have had more classes in it. I know you see me a lot of times looking at my notes. I know you are saying, "Ah, she doesn't know it." But a lot of times, I have to...Mr. Williams has been teaching this stuff for ten years or more, of course he knows it (Formal Interview, 10/21/81).

The pace of the presentation of the content to students appeared to be set by the textbook. Ms. Howard seemed concerned about her ability to meet the demands of the pace. She commented, "He just wants to get through the book by the end of the year. That's just something he likes to accomplish (Formal Interview, 10/23/81).

Ms. Howard apparently compared her presentation of the content to that of her cooperating teacher. When asked if she had asked Mr. Williams how he learned his stories, Ms. Howard replied, "I just assumed he knew them. He reads history books an awful lot" (Formal Interview, 10/1/81). Of her own performance in the classroom, she said,

I am trying everything he does, the class discussion. I don't know the story telling. I have got to work on that. I have got to work on that end of it. A lot of them do like that, but Thursday we are going to have current events in world history (Formal Interview, 10/5/81).

Further, Ms. Howard appeared to have frustrations related to the presentation of content in the classroom. She described how she dealt with content delivery in the classroom by saying,

I told them what to do. I'm going section by section in the book. They said, "You are jumping around." I said, "No, I am not. I'm going directly by the book." I said, "I have told you time and time again that everything does not happen one after the other, it is all happening at the same time." I told them today, I said, "When you ask me something, I may not know the answer and I will tell you I don't know. I can't be expected to know everything" (Formal Interview, 10/21/81).

As the cooperating teacher, Mr. Williams apparently felt that an adequate knowledge of content was essential. He seemed to be emphasizing his view of the importance of content when he said, "I would say content is ninety per cent. You can't teach something unless you know it" (Formal Interview, 10/1/81). In addition, it seemed that he felt secure in his own content preparation and expected Ms. Howard to demonstrate a similar ease in content delivery. He described his own method of content presentation to her by saying,

I do tell a lot of stories for the reason it does get their attention. Something else that is sort of good is sometimes the witicism or humor in there will perk them up a bit. Crack a joke or something to make them more receptive, get their blood flowing or something (Video tape, 9/23/81).

In addition, Mr. Williams seemed to expect Ms. Howard to place the same importance on content that he did. Although she appeared to be concerned about following the University's requirements, he advised her to give her attention to the content. In a conversation with his student teacher, he gave the following advice:

KW: You really need to be planned two weeks or so in advance.

TH: But how can I do that? I never know how they're going to be...and the interruptions. I've got that Constitution unit somewhere. I haven't even found it. This week is so messed up. (Tuesday and Wednesday are Competency Test days, Friday is a teacher work day.)

KW: You just have to know in your head. Those objectives, evaluation, and things don't matter. (Reference to University's required format for written lesson plans.) Deal with the content (Field Notes, Observation, 10/5/81).

Further, both Ms. Howard and Mr. Williams appeared to express their concerns for content in the classroom. He seemed to be concerned with accuracy, while she appeared to be concerned with keeping to the schedule she had adopted from him. The following excerpt from field notes illustrates how this concern became evident in the classroom:

(10:21) KW: (Interrupts.) What modern country is from the Huns?

Students: Hungary.

KW: (Without looking at TH.) Let me tell one other thing.

Students: Yea, Mr. Williams.

KW: The Huns were not Germanic. They were Asiatic.

(TH had Huns listed under Germanic tribes in outline on board. During the time KW spoke, TH sat on stool and fiddled with chalk holder.)

(10:24) Students: What made them (the barbarians) uncivilized?

TH: Well, they ran around, made war...

KW: Can I interrupt? (He raised questions about values... bomb in World War II, Nazi camps civilized?)

(10:25) TH: Let's go on.

(Field Notes, Observation, 10/13/81).

Classroom management. The issue of what techniques to use to maintain order in the classroom and the conduct that was considered to be orderly appeared to be important to both the student teacher and the cooperating teacher during the beginning-to-teach stage. Management from the student teacher's point of view appeared to be a question of control.

Ms. Howard appeared to be expressing her concern for control in a conference with her cooperating teacher when she said, "I was very much in control today, I felt. After second period was over, I felt really good about myself and about teaching the class today" (Video tape, 9/24/81). Also, after an episode in which she broke down in tears in front of a class, Ms. Howard said, "I'm the one who has to



be in control of the class. I was upset because they were not paying attention that I said something" (Formal Interview, 10/5/81).

It appeared that the student teacher compared herself to the cooperating teacher in order to judge proper control. She also seemed to view classroom management differently from Mr. Williams. When asked in an interview session to describe a class that she had observed in terms of the management techniques in use, Ms. Howard responded, "Maybe I can look at classes, observe them, and see that they are not a discipline problem. When I am in the classroom teaching, I think they are" (Formal Interview, 10/23/81). She continued to discuss management in the following interview excerpt:

He teaches differently. The way he teaches, he can handle it when they get loud. In my personal opinion, the classes I have taught, except for some of these outbursts and stuff, maybe I don't, maybe it's a fabrication of my imagination, I have no idea, but some of my classes are a lot more well-behaved than when they had him (Formal Interview, 10/23/81).

As the cooperating teacher, Mr. Williams offered advice to the student teacher on classroom management which appeared to reflect his view of proper management techniques. The following excerpt from field notes is illustrative of his advice-giving:

KW: When you began first you were too hard on them. Really, you were very authoritarian. That will just build resentment. I don't want you to get off to a negative start with them too. You have to use a little sweetness (made reference to honey, vinegar, and flies saying). You have to approach them as individuals (Field Notes, Observation, 10/5/81).

In addition, it seemed that he had a different perspective on proper management techniques. He said, "I guess she has got to learn to use the same amount of sweetness. What is it...dangling the carrot?" (Formal Interview, 10/5/81). Mr. Williams appeared to believe that Ms. Howard should use techniques similar to his own. The following interview excerpt is illustrative of his feelings:

I don't think she has really been observing me in that seventh period class. I wish she would. I do some tricks in there, and I'm not sure she is aware of ways of keeping them in line. Maybe she didn't observe me that well during that first week, you know. She hasn't been observing me at all or something, I don't know (Formal Interview, 10/15/81).

In summary, during the beginning-to-teach stage of the student teaching experience, the interactions between the cooperating teacher and the student teacher appeared to focus on three issues. First, Ms. Howard and Mr. Williams appeared to hold discrepant views of the role of teacher. Second, the importance of content and the manner in which content was presented in the classroom was often discussed.

Finally, classroom management and the techniques used to ensure proper student behavior were focal points of conversations. It appeared that for each of these issues comparisons were made between the ways the student teacher and the cooperating teacher behaved.

#### Influences during the Beginning-to-Teach Stage

The interactions that occurred during this stage appeared to be influenced by the past experiences of the cooperating teacher and the student teacher. In addition, the context in which the interactions took place and the communication patterns inherent in the interactions seemed to be an influence. Further, these influences appeared to affect the ways in which the student teacher and the cooperating teacher made sense of the student teaching experience.

Past experiences. As the student teacher, Ms. Howard's limited experiences in classrooms in a role other than that of student were limited. When asked about her prior experiences, she replied,

In my education courses, I never had to do an internship. Some people had to do internships and visit. I never had to. This is the first time I have ever, besides doing that independent study, this is the first time I have ever been in a school. None of my other classes required it (Formal Interview, 10/23/81).

Therefore, since she had few other experiences to use as reference points, it appeared that Ms. Howard used her own experiences as a student in history classes as her source

of teaching methods. She referred to these experiences on several occasions. The freshness of her memories was illustrated by her description of a game that she had played in a history class. In a conversation with Mr. Williams she referred to the game by saying, "I remember an exercise, a game we did in high school. You list your favorite colors, sports, and so forth on the board and let students sign under their favorite" (Field Notes, Observation, 10/5/81).

In a later conversation, she admitted, "I was going to teach like I was taught, but I can't do it" (Field Notes, Observation, 10/9/81). It appeared that she wished to use teaching strategies that would make her classes resemble those of her high school days. She described her desires by saying,

I'd love to take this U. S. history class, studying the Consitution and the judicial branch of government, to see a court case. There's nothing like seeing it. It's one thing to read about it, studying, taking notes, but actually seeing it is a lot better. That's the way I was taught, hands-on experience, a lot of student involvement. I went to school in North Carolina. I don't know why my school was so different from this one (Formal Interview, 10/1/81).

Mr. Williams also appeared to reflect upon his previous experiences with a student teacher and his own student teaching when he talked about the situation with Ms. Howard. Further, these experiences influenced his view of his own performance as a cooperating teacher. He said,

The previous student teacher I had, I do feel a sense of guilt because she didn't make it. Even now, and that was many years ago, I ask myself what could I have done to have helped her to succeed. Rationally, I probably did all I could...I believe I did pretty much what was expected of me. I have always asked myself, of course, if I could have done something else. I ask myself now, what can I do to help her along (Formal Interview, 10/15/81).

Mr. Williams appeared to use his own student teaching experience as a frame of reference for the events that were occurring during Ms. Howard's student teaching. Of his own experience, he said,

The thing about my student teaching, I knew the stuff. I didn't have to study. It was in my head. The only thing I had to worry about was techniques. Students now don't seem to have the gumption that we used to (Formal Interview, 10/1/81).

In addition, in a conference with Ms. Howard, he shared memories of his days as a student teacher and focused on the points which differed from her experience. The following excerpt from the data summarizes his view of his own experience:

When I did my student teaching, my college wouldn't allow us to take more courses. That was it. They said it was a full-time job, your time is going to be taken up. It may be one of the hardest things you have done in your life. They advised us not to work during that semester, to plan on at least two to four hours of preparation every day that you taught (Video tape, 10/16/81).

The context. The setting in which this student teaching experience took place appeared to be an influence on the events and interactions that occurred. Ms. Howard appeared to be affected by what she perceived as a lack of respect from the students. At the end of a class period marked by an altercation with a student, Ms. Howard said, "They just don't seem to care. I'll never get used to students like this. No respect...Matthews is just so different from what I'm used to" (Field Notes, Observation, 10/1/81). On the way to the cafeteria that same day she "made comparisons between her high school and Matthews" and commented "on the students' conduct and lack of respect" (Field Notes, Observation, 10/1/81). Further, she described the differences between what she had expected and what she actually encountered in the setting by saying,

TH: I thought all North Carolina public schools were supposed to be the same, but my little mountain high school was better. This system you hear about, but it's not what I expected. We had respect for the teachers, never sassed back. They don't care about that here (Field Notes, Informal Interview, 10/9/81).

Within the context of the school, Ms. Howard appeared to be influenced by a network of relationships with other faculty members. When asked how many of the faculty members she knew, saw, and talked with, she replied, "I'd say maybe twenty. I know a lot" (Formal Interview, 10/30/81). She indicated that she saw these teachers at

lunch, when she borrowed books, or when she worked on projects. As a result of these meetings with other faculty members, Ms. Howard was influenced by the suggestions that she received.

In particular, she interacted with both assistant principals in the school. She approached Mr. Heinz for assistance with management problems and followed his suggestions. After referring a student to the office she said, "Mr. Heinz told me to do that, send them up to the office. He said send them up" (Formal Interview, 10/21/81). In an interview session, she related an exchange with Mr. Stickman. She said,

Mr. Stickman said...I talked with him yesterday. He said these students...Mr. Williams never had problems with this class. That's Mr. Williams. He was making comparisons. He told me (it's because) because you are young. If they see one little tear come out of that pretty little eye of yours, you are going to be bloodshot for the entire semester. That's what he told me (Formal Interview, 10/23/81).

As well, Mr. Williams acknowledged the influence of the context of the school setting on the student teacher. During a conversation between class periods he said, "Student teaching will mature a person. I think that this system is the toughest place on student teachers. It will make or break a student teacher" (Field Notes, Informal Interview, 10/9/81). In addition, he acknowledged the

influence of the context on himself as the cooperating teacher when he said, "Let's go in and find a seat. I feel stupid standing out here in the hall" (Field Notes, Informal Interview, 10/15/81).

In addition, Mr. Williams's relationships with other faculty members became evident as a result of Ms. Howard's management problems. In a discussion about discipline techniques, he commented on his view of involving others in his discipline problems.

KW: I never, well, rarely send kids to the office. I handle things myself.

He continued to express his concern that the administration would think less of him because students were referred (Field Notes, Informal Interview, 10/21/81).

In addition, Mr. Williams seemed to be subject to influence from others in the context. He sought advice from others concerning his role as the cooperating teacher. The following interaction was reported in a conversation:

KW indicated that Mr. Heinz said KW's responsibility was to make sure the students didn't suffer, "are not harmed." KW said he assured him the lessons were good as far as content was concerned (Field Notes, Informal Interview, 10/21/81).

Communication patterns. During the beginning-to-teach stage of the student teaching experience, the patterns of the communications between Ms. Howard and Mr. Williams moved from the question-answer style prevalent in the entry



stage to a more directive style. Instead of the questioning that had occurred earlier between the two, he told her what to do and she told him what she was going to do. Ms. Howard indicated that she and Mr. Williams did "most of their talking between classes and at lunch" (Field Notes, Informal Interview, 9/28/81). When asked how she knew how she was doing as a student teacher, she replied,

We talk a lot about it, like after class and especially at lunch, about what happened second and third. We talk about things to do, something like that. He'll tell me something between second, I'll do it third. Usually it works (Formal Interview, 10/5/81).

In addition, the communications were given orally and in writing and dealt with the specific issues of content delivery and classroom management. Ms. Howard reported that she was given a written list of errors or weaknesses by her cooperating teacher which they discussed at lunch (Field Notes, Informal Interview, 9/28/81).

However, it appeared that the frequency and form of the communications were not satisfactory from the student teacher's point of view. In response to a question concerning Mr. Williams's presence in the classroom while she was instructing, Ms. Howard said, "I haven't seen him in two weeks hardly" (Formal Interview, 10/21/81). She expressed her dissatisfaction in the following interview:

I work hard on something. I at least expect a little bit of appraisal or, this looks really good, a suggestion, maybe this instead, bring this in. Nothing is said to me whether it's liked or disliked. I don't know (Formal Interview, 10/23/81).

Although Mr. Williams said that he felt student teachers should be free to experiment, his comments to Ms. Howard became more directive during this stage. During a conference session he said,

The main thing, I guess, is to try to keep to the itinerary. You want to go one chapter a week in U. S. history once you begin. That is moving pretty rapidly. Of course, after the Romans, we have the Middle Ages. We will be on that for two weeks. And after the Middle Ages we will have the Renaissance for two weeks (Video tape, 9/23/81).

Frequently, when in conversation with the cooperating teacher, the student teacher would cry. When asked why she was crying, she said it was "due to frustration" (Field Notes, Observation, 10/20/81). It appeared that Mr. Williams was uncomfortable with this mode of expression. He described his reaction to the tears by saying,

Well, I tell you, I don't like women crying. I don't know how to react to it. I think you can no longer discuss the subject at hand until you put her at ease...I don't like that at all. Of course, her crying is from frustration. If I could alleviate her frustration, I would. I can't communicate with her while she is crying. Of course, my first reaction is trying to sooth her (Formal Interview, 10/15/81).

In summary, the events and interactions of the student teaching experience appeared to be subject to influences during the beginning-to-teach stage. The past experiences of the student teacher in classrooms and the cooperating teacher's own experience as a student teacher appeared to be important factors. The context in which the interactions took place as well as the networks of relationships established within the school seemed to be important influences. Further, the interactions between the two appeared to be influenced by the form and frequency of the communication patterns.

#### Summary of the Beginning-to-teach Stage

The following figure (Figure 3) summarizes the beginning-to-teach stage of this student teaching experience. For the student teacher and the cooperating teacher, the stage was characterized by instructing and assisting with instruction, by establishing relationships, and by coming to terms with the expectations each had for the experience. During this stage the student teacher appeared to view student teaching as an ordeal to be survived. The cooperating teacher seemed to perceive his role in terms of setting parameters for the student teacher, although he said that he wanted her to be independent. The interactions between the student teacher and the cooperating teacher appeared to be concerned with their

discrepant views of the role of teacher, with concerns for content delivery, and with concerns about classroom management. Their past experiences, the context and the network of relationships, and the communication patterns established seemed to be influences on the interactions between the student teacher and the cooperating teacher in this stage.

#### The Full-time Teaching Stage of Student Teaching

On November 2, 1981, Ms. Howard assumed full-time teaching responsibilities. This marked the beginning of the third stage of student teaching, full-time teaching. Fulfilling the duties of full-time teaching was the focal point of the 25 days of this third stage of the experience. The student teacher assumed responsibilities for the instruction of two U. S. history classes, two world history classes, and one basic skills history class. The cooperating teacher had no teaching duties during this stage which lasted until November 24, 1981.

The student teacher. During the full-time teaching stage of her student teaching experience, Ms. Howard was responsible for instruction, record-keeping, and paperwork related to the classroom. The stage was characterized by the efforts of the student teacher to establish herself as the teacher of over one hundred and fifty students. It appeared that during this stage the student teacher wished to view herself as the teacher. Ms. Howard appeared to be

The Beginning-to-Teach Stage  
September 22, 1981 to October 30, 1981

Stage Characterized by Assuming and Relinquishing Teaching Responsibilities		
Participants' views of the experience	Issues (focal points of interactions)	Influences (affected interactions)
<p><u>Student teacher</u></p> <ol style="list-style-type: none"> <li>1. taught first classes</li> <li>2. viewed experience as ordeal to be survived</li> <li>3. viewed self as teacher</li> <li>4. viewed cooperating teacher as helper (share responsibilities and give information)</li> <li>5. viewed supervisor as evaluator (give suggestions)</li> </ol> <p><u>Cooperating teacher</u></p> <ol style="list-style-type: none"> <li>1. gave up teaching duties</li> <li>2. viewed self as teacher (protector of students)</li> <li>3. viewed student teacher as independent experimenter and learner</li> <li>4. viewed supervisor as advisor</li> </ol>	<p><u>Role of teacher</u></p> <ol style="list-style-type: none"> <li>1. discrepant views held</li> <li>2. cooperating teaching advised student teacher on content and relations with students</li> <li>3. student teacher tried to be like cooperating teacher</li> <li>4. student teacher and cooperating teacher made comparisons</li> </ol> <p><u>Content delivery</u></p> <ol style="list-style-type: none"> <li>1. student teacher unsure of content, followed text</li> <li>2. cooperating teacher sure of content, corrected errors</li> <li>3. student teacher and cooperating teacher made comparisons</li> </ol> <p><u>Classroom management</u></p> <ol style="list-style-type: none"> <li>1. student teacher wanted control</li> <li>2. cooperating teacher advised to deal with individual students</li> <li>3. student teacher and cooperating teacher made comparisons</li> </ol>	<p><u>Past experiences</u></p> <ol style="list-style-type: none"> <li>1. student teacher referred to high school experiences</li> <li>2. cooperating teacher referred to previous experience with a student teacher</li> <li>3. cooperating teacher used own student teaching as frame of reference</li> </ol> <p><u>Communication patterns</u></p> <ol style="list-style-type: none"> <li>1. became more directive</li> <li>2. form and frequency unsatisfactory to student teacher</li> </ol> <p><u>The Context</u></p> <ol style="list-style-type: none"> <li>1. student teacher disappointed by students' lack of respect</li> <li>2. student teacher established relationships with other faculty members</li> <li>3. cooperating teacher viewed site as difficult for student teacher</li> <li>4. cooperating teacher tried to avoid administration's displeasure</li> </ol>

Figure 3. Summary of the Beginning-to-Teach Stage of Student Teaching.

expressing her desire to fulfill the role of teacher when she made these comments in an interview session. She said,

Mr. Williams observed one day that was bad, then the next day he came in and he said you looked like a teacher and you acted like a teacher. That's the way I have tried to do it everyday since (Formal Interview, 10/30/81).

In addition, she appeared to want to be thought of as the teacher by the students. She expressed her desire to the students during a class session as illustrated in the following excerpt from field notes:

Students were complaining and asking questions about the assignment.

TH: I'm the teacher. I'll give the assignments.

Students mumbled but began to work. TH moved to back of class (Field Notes, Observation, 11/16/81).

Further, Ms. Howard appeared to have established goals for herself as the teacher during this stage. At the beginning of her full-time teaching duties, she responded to a question concerning what she hoped to accomplish by saying,

I want to teach the lesson and I am going to try to do it differently. I am going to try to memorize it. I'm not going to use any notes. I am going to try and get by without that because I think a lot of the time that may cause some confusion (Formal Interview, 10/30/81).

It appeared that Ms. Howard judged her progress toward her goals and judged herself as a teacher in relation to

responses she received from students. When she first assumed full-time teaching duties, Ms. Howard commented, "They talk back to me, and they say you're not a teacher" (Formal Interview, 10/30/81). When asked what she used as clues to tell her how she was doing, she commented,

Well, I can see smiles today, sighs of relief over the grades. Some of them were very tickled with a D. Some of them were on the border of a C/D. I guess they were expecting a D. I gave them C's. They are very pleased. I can tell by the student's reaction to their grades (Formal Interview, 11/13/81).

She referred to student comments again in a conversation. She said, "They call me an old bat and meanie now. That's good. I'm getting control" (Field Notes, Informal Interview, 11/9/81).

In addition, Ms. Howard appeared to compare herself to her cooperating teacher in order to judge herself. Of her desire to teach without using notes she said, "Mr. Williams doesn't use notes. I explained to him the reason I use notes is because I haven't taught it for ten years and I don't know it as well" (Formal Interview, 10/30/81). This desire to compare herself to Mr. Williams was expressed in a conversation with her supervisor. She requested that her supervisor observe her cooperating teacher and give her information concerning whether or not "the students talked or acted up for him" (Field Notes, Informal Interview, 10/30/81).

As the student teacher, Ms. Howard appeared to feel pressures while she had full responsibility for the classes. When asked what she would change about student teaching, she replied, "I would cut out having time limits on myself. That would be the number one priority" (Formal Interview, 11/20/81). She indicated that what she was doing as a student teacher was different from what she expected. She said,

I had this all planned out, that I wanted everything, all my lesson plans, everything I wanted to do in this time. I wanted everything taken care of so I wouldn't have to study and worry about it and have all this work to do. I wanted to have that out of the way. It couldn't be done. I am stuck with all this planning, all this work...I didn't think I would have this problem. I really didn't think so. Little did I know (Formal Interview, 11/13/81).

By the end of the beginning-to-teach stage it appeared that Ms. Howard had come to terms with her expectations for herself as a student teacher. She admitted her disappointments but seemed to be satisfied with her progress. She expressed her feelings by saying,

I was really confident with myself when I came in here. Slowly but surely...Well, I have built myself up again. I was at one time very, probably in the basement, under the ground, under the foundation. But now I think it is all working itself out (Formal Interview, 11/13/81).

During this stage, the student teacher continued to express her expectations for the role of cooperating teacher. She appeared to desire help, guidance, and



encouragement from the more experienced teacher. When asked what Mr. Williams did that a good cooperating teacher does, Ms. Howard replied,

Well, when I first got here he helped me get established and know my way around...showed me all the basic things. Well, last week he showed me how to read the test scores. I feel it should have been done to begin with, one of the first days I was here. Then I could have referred to that. He showed me how to do computer cards for absences and calling three day absences. One thing I didn't do well, I didn't know, after I had done this two times, for three day absences, I was calling for six and nine days. He didn't make it clear. It should have been for three days. So that was a lot of extra work.... If I need clarification, sitting in class, I am not sure about something, if I ask him, he'll tell me or he'll help me...sometimes when I don't, he corrects me in front of class. I don't approve of that. It puts me into kind of a conflict with the students, makes a barrier between me and the student. They start looking to him (Formal Interview, 11/13/81).

Ms. Howard appeared to expect encouragement from the cooperating teacher while she was engaged in full-time teaching. She said, "He fussed at me instead of helping me and encouraging me" (Formal Interview, 11/13/81). In addition, she appeared to be describing her expectations for the role of the cooperating teacher when she said,

I think a student teacher needs a lot of encouragement and moral support from the cooperating teacher. They should notice things like if a student teacher puts up a bulletin board or has a student do a project...Oh, that is really a good idea, that looks nice. A lot of people don't ever get credit for things they do. A student teacher needs encouragement (Formal Interview, 11/13/81).

The student teacher still appeared to view the role of supervisor in terms of the evaluative function associated with the role. However, it appeared that evaluative comments from the supervisor were received as helpful feedback. Ms. Howard responded to a question about what a good supervisor does in the following interview excerpt:

You grade me on what you see. You don't grade me on what you don't see. You are very fair about your grading. You give me feedback. If I ask you a question, you'll tell me why you gave me the grade. The grades you have given me have been very, very fair because there have been improvements. I have asked you for ideas and you offer solutions. It is kind of like a light bulb in my brain comes on. You give me solutions to things and I try them. They work out pretty well, stimulate me a lot for thought. You have a good shoulder to cry on...I have been able to talk to you about anything and everything. There's nothing I have kept from you (Formal Interview, 11/13/81).

In summary, during the full-time teaching stage of the student teaching experience, the student teacher appeared to view her own role in terms of being the teacher. In this role she appeared to look to the cooperating teacher for help and encouragement. From the supervisor she seemed to expect evaluative comments that were helpful to her as the teacher in the classroom.

The cooperating teacher. For the cooperating teacher the full-time teaching stage was characterized by the lack of responsibilities for classroom instruction. He indicated that he missed being in the classroom with students and still considered himself to be the teacher. At

the end of the week that Ms. Howard had been away from school doing observations, he stated that he had "enjoyed the week, being back in the swing of things" (Field Notes, Informal Interview, 10/30/81). After a discussion with Ms. Howard about grading the students, he commented, "She wants to give them the grades. I still feel like I am the teacher and responsible for the grades" (Formal Interview, 11/9/81). When asked to detail his feelings about the full-time teaching being done by Ms. Howard, he said,

First of all I would have to say that I want her to be successful and I would like for her to have a successful next week. But at the same time I am sort of dreading it...I hate that position it puts me in in relation to my students. I get along well with them. I feel like I am sort of betraying them or something. I feel like I also need to stand by my student teacher (Formal Interview, 10/30/81).

Mr. Williams appeared to have concerns for himself in his role as the cooperating teacher. Specifically, he appeared to be uncertain of his performance in the role in terms of giving advice to his student teacher. Of a discussion with Ms. Howard concerning discipline techniques, he said, "I don't know really what to tell her..." (Formal Interview, 11/4/81). He continued to relay his uncertainty in the following excerpt from an interview session:

I have told her how to handle problem students the best that I know how. Beyond that, I don't know any more to tell her. It's just a matter of getting up there and working it out for herself (Formal Interview, 11/9/81).

In addition, Mr. Williams seemed to want to be assured that he was doing his job since he sought advice from the supervisor as to how he was fulfilling the role of cooperating teacher. He asked, "You have seen and worked with many other teachers, how am I doing in comparison?" (Field Notes, Informal Interview, 11/13/81).

During this stage of full-time teaching by the student teacher, the cooperating teacher appeared to expect the student teacher to behave as a teacher even though he seemed to consider her position as temporary. He said,

If she only teaches twenty things that she thinks are important a week, that's enough as long as those things are well explained and those things will stay with the students. She is only going to be teaching for a few days (Formal Interview, 10/30/81).

Further, he appeared to expect the student teacher to make use of his suggestions for improvement in the classroom. Although he said, "I told her she was free to try anything" (Formal Interview, 11/4/81), he seemed pleased when Ms. Howard accepted and used his suggestions. Following is an excerpt from field notes which illustrates his feelings:

He said that he "was well pleased today." He indicated that he gave her suggestions during the fourth period based on his observation of third. TH implemented them during fifth. He said it was "a good day"...and that one student told him that TH had done well. He said he told the student to tell TH, not him. He summed up the day by saying that he "felt good about it" (Field Notes, Informal Interview, 11/7/81).

Mr. Williams described the supervisor's role in terms of the support that had been given to the student teacher. He appeared to feel that the suggestions given to the student teacher had enabled her to stay in student teaching. He said, "I think what you have done is what has kept her here. You have really kept her in the program" (Formal Interview, 11/9/81).

In summary, the cooperating teacher still appeared to view himself as the teacher during the full-time teaching stage. However, he seemed to have uncertainties about the ways that he was to direct the student teacher as the cooperating teacher. Although he appeared to view the student teacher in the role of a temporary teacher, he seemed to expect her to fulfill the duties of a teacher according to the suggestions that he had given to her. The supervisor's role appeared to be seen in terms of the support given to the student teacher and acknowledged that it was through the supervisor's efforts that the student teacher remained in student teaching.

#### Issues in the Full-time Teaching Stage

The interactions between the cooperating teacher and the student teacher appeared to be concerned with the evaluation process. Two facets of this one issue appeared to be important during this stage: (1) evaluation of students and (2) evaluation of the student teacher in the teacher's role.

Student evaluation. During the time that the student teacher was responsible for full-time teaching, the grading period of the semester ended. As a result, it was necessary for Ms. Howard and Mr. Williams to prepare quarter grades and fill out report cards for the students assigned to his history classes. It appeared that Ms. Howard wanted to be fair but firm in grading. On the subject of grades, Ms. Howard commented,

I said if you don't do work that I give, it does count. Everything that you do is going to be some kind of grade. I didn't give you an F, you gave yourself an F...I said you want me to tell you what you are going to have Monday...pop test. Their eyes got about this big...see, I am telling you, you have a pop test on Monday. You have gotten fair warning. I am trying to be fair to you (Formal Interview, 11/13/81).

Further, she elaborated upon her feelings that she had been fair with the students. She said, "I give them a second chance in everything. I've been lenient on turning in work" (Formal Interview, 11/13/81). Later in the same interview she added, "You can tell your good students by how they do on the tests" (Formal Interview, 11/13/81).

As the cooperating teacher, Mr. Williams appeared to have a different perspective on the grading process. He said, "I curve, 60 is passing" (Formal Interview, 11/9/81). When asked if he agreed with her grades, he replied, "On most, one or two I would have done differently. Paul got a D/4, would have had a B/1 for me" (Field Notes, Informal

Interview, 11/13/81). He indicated that he had advised Ms. Howard as to how he wanted to handle the grading process. He appeared to be describing his evaluation method when he said,

I told her just as plain as I could, what she should do is go grade those tests, go ahead and average your grades and I will take the grade I gave them and we would put it together and come up with an average grade. That's what I told her...she had too many F's (Formal Interview, 11/9/81).

Student teacher evaluation. The way in which she was evaluated by her cooperating teacher did not appear to be satisfactory to the student teacher. She seemed to desire ratings that were based on cumulative observations rather than on isolated observations. Ms. Howard said,

That irritates me. I don't know how he can grade me. I really don't. He hasn't been here any...its not fair to observe me for an observation period one day or two days. He's here the whole time (Formal Interview, 11/20/81).

However, evaluating the student teacher appeared to be problematic for the cooperating teacher. Mr. Williams acknowledged the difficulty he had when dealing with the evaluation process. When asked what grade he would assign at this point in the semester, he replied,

Well, I would say probably a C. I can see that she does some of the things really well and other things very poorly. It is hard to give her an overall grade. I am not even, well, as far as interpersonal relations, classroom management, dealing on an individual basis with the students, I would have to give her an F. Then sometimes she does real well. It's certain individual students, with others she deals terribly. Of course, such things as creating the learning environment, she does great with" (Formal Interview, 11/9/81).

In addition, it appeared that Mr. Williams had a difficult time dealing with the aftermath of evaluation sessions. He seemed to be unsure of his skills in evaluation. The following excerpt illustrates his concern:

KW said that he still felt bad about the evaluation session. Said he had been too hard on her, that he felt hypocritical. Said she did have some good points and maybe he had not worked with her enough (Field Notes, Informal Interview, 11/10/81).

There were two issues which appeared to be of concern in the interactions between the student teacher and the cooperating teacher during the full-time teaching stage. It seemed that the two held differing views on student evaluation. In addition, their discrepant views of student teacher evaluation seemed to be a major issue in this stage.

#### Influences during the Full-time Teaching Stage

It appeared that the interactions between the student teacher and the cooperating teacher were affected by several influences during this stage. The past experiences



of the student teacher, the communication patterns, as well as the context in which the student teaching experience occurred seemed to be significant influences.

Past experiences. It appeared that as Ms. Howard assumed full-time teaching duties in the classroom, her methods were influenced by her previous association with her high school history teacher. When asked about her model of teaching or someone that she wanted to be like, she replied,

My high school history teacher. A lot of things I have done are very similar to what he did. I wish I had, he taught government, that's really what I like. I wish I could teach an advanced government class because that's what I really love...he just aroused your interest in government because we did so many things like extra-curricular activities...it was so interesting because we could contribute things to it. He did that and the bonus points. I've gotten that from him. I haven't had current events as much because it is hard to get through a chapter or two in world history and then have current events (Formal Interview, 11/20/81).

Also, it appeared that Ms. Howard also used her former high school teacher as a point of comparison for her cooperating teacher. When asked how her cooperating teacher differed from what she expected, she commented, "I guess maybe I think all history teachers should be like the one I had in high school, kind of compare. Mine's not, he's opposite" (Formal Interview, 11/13/81).

In addition, Mr. Williams mentioned Ms. Howard's frequent references to her past experiences. He seemed to

look with disfavor on her comparisons. He said,

Well, I keep on hearing this, the people here don't compare with her school system...they offer so many more courses and students are much more behaved. We're supposed to be the best high school, but we don't compare to hers and why aren't we doing more of this and that (Formal Interview, 10/30/81).

Communication patterns. During the stage of full-time teaching, communication between the student teacher and the cooperating teacher became less frequent. Mr. Williams said that he wanted to communicate more often, although he was not spending much time with Ms. Howard. He said, "I wanted to talk to her about that. I really need to talk to her about that today. Really I wanted to talk with her about it this period" (Formal Interview, 10/30/81). Mr. Williams commented that he wished they had "had more time for planning" (Field Notes, Informal Interview, 11/9/81). However, when asked how much he had been in the classroom, he said, "About a third of the time" (Field Notes, Informal Interview, 11/20/81).

In addition, Ms. Howard reported that she did not see her cooperating teacher often. Mr. Williams had been bringing his lunch and eating in the classroom while she ate in the cafeteria (Field Notes, Observation, 10/30/81). She indicated that she and her cooperating teacher "had not been together very much" (Field Notes, Informal Interview, 11/10/81). When asked how she could tell how he thought

she was doing as a student teacher, she replied,

No way. I have to ask...normally I have to initiate something to get a response. I think everybody, if I were a cooperating teacher, if I saw my student teacher doing something, like the day he made the comment, some suggestions. I worked on them...but that's only been twice. It seems I never have any words of encouragement (Formal Interview, 11/13/81).

It appeared that while Mr. Williams said he wanted to communicate with Ms. Howard more often, he did not want to engage in confrontations with his student teacher. When asked if he would feel comfortable telling her his opinions of particular aspects of her teaching, he responded, "No, I don't want an argument" (Formal Interview, 10/30/81). He described his view of the communication between himself and Ms. Howard in the following excerpt from the data:

I'm easy-going, don't like problems. She likes confrontations, at least she has a lot of them. We're at opposite ends of the spectrum on most things...politics, religion, temperament (Field Notes, Informal Interview, 11/20/81).

It appeared that Ms. Howard made decisions about whether or not to accept the content of communications from Mr. Williams. In response to a question about using his suggestions, she said, "I...say is this a reflection of his teaching style or is it just a suggestion for the classroom for technique. I look at it to see if it is technique" (Formal Interview, 11/13/81).

The context. The setting of this student teaching experience appeared to be an influence during the full-time teaching stage. Both Mr. Williams and Ms. Howard were called upon to substitute in other classes by the administration. Ms. Howard was to be in charge of classes while Mr. Williams administered a standardized test. She also covered a class for for several periods for a teacher who was ill (Field Notes, Observation, 10/30/81). Mr. Williams substituted for another teacher for an entire day (Field Notes, Observation, 11/20/81).

Within the context of the school, Mr. Williams appeared to be concerned about his own standing as a teacher in relation to the administration and his fellow faculty members. After Ms. Howard had referred three boys to the principal's office, Mr. Williams commented,

I just hate being put in that position. Since I started teaching here, I may have taken a sum total of five students in ten years, one every two years. So last week it was three. Next week I probably will break my record...the attitude with administration is that's your problem, deal with them or we'll get somebody who can (Formal Interview, 10/30/81).

Further, he appeared to be expressing concern for his own reputation when he relayed an incident with another teacher over Ms. Howard's permitting a student to do makeup work during her class period. He said, "I came in yesterday to meet an irate teacher" (Field Notes, Informal Interview, 11/10/81). He also questioned other teachers

about his student teacher. He got a negative response when he asked the counselor "if students had complained to her about his student teacher" (Field Notes, Observation, 11/20/81).

Ms. Howard sought advice from other faculty members especially in the area of student discipline. She discussed her problems with a vocational teacher and he "gave her pointers on discipline" (Field Notes, Observation, 11/16/81). She discussed her conversation with him in the following interview:

Mr. Jones talked to me Tuesday during lunch. He said some of the students talked about me...they said...I am young and at first I got upset. I got teary, they knew that. That upset me (Formal Interview, 11/20/81).

In summary, the interactions between the student teacher and her cooperating teacher appeared to be influenced by several factors during the full-time teaching stage. The past experiences of the student teacher, the decrease in the amount of time that the student teacher and her cooperating teacher spent together, and the context in which the interactions took place appeared to be influences on the interactions.

#### Summary of the Full-time Teaching Stage

This stage of the student teaching experience was characterized by the assumption of teaching duties by the student teacher and her attempts to establish herself as

the teacher. During this stage the cooperating teacher appeared to still consider himself as the teacher. The issues apparent in this stage were focused on evaluation processes. The interactions between the student teacher and the cooperating teacher appeared to be influenced by past experiences, communication patterns, and the context. Figure 4 summarizes the full-time teaching stage of the student teaching experience.

#### The Closure Stage of Student Teaching

Closure, the fourth and final stage of Ms. Howard's student teaching experience, began on November 25, 1981, and lasted for 22 days. This stage of the experience was characterized by the relinquishing of teaching responsibilities by the student teacher and the resumption of those duties by the cooperating teacher. Both the student teacher and her cooperating teacher made preparations for the ending of the student teaching experience. For Ms. Howard, this stage also involved observing in other schools and attending to paperwork that was due at the end of the semester. Although Ms. Howard's final day at Matthews High School was December 4, 1981, this stage did not end until December 16, 1981, when the final evaluation conference was held with her supervisor.

The student teacher. During the closure stage, Ms. Howard turned over the world history classes to Mr. Williams. She continued to teach three classes until her

Full-Time Teaching Stage  
October 31, 1981 to November 24, 1981

Stage Characterized by Full-Time Teaching by Student Teacher		
Participants' views of the experience	Issues (focal points of interactions)	Influences (affected interactions)
<p><u>Student teacher</u></p> <ol style="list-style-type: none"> <li>1. tried to establish self as teacher               <ul style="list-style-type: none"> <li>-used student reaction for judgments</li> <li>-compared self to cooperating teacher</li> </ul> </li> <li>2. came to terms with role expectations</li> <li>3. viewed cooperating teacher as guide and helper</li> <li>4. viewed supervisor as evaluator (helpful feedback)</li> </ol> <p><u>Cooperating teacher</u></p> <ol style="list-style-type: none"> <li>1. viewed self as teacher</li> <li>2. uncertain of role performance as cooperating teacher</li> <li>3. viewed student teacher as temporary teacher               <ul style="list-style-type: none"> <li>-expected his suggestions to be used</li> </ul> </li> <li>4. viewed supervisor as supporter of student teacher</li> </ol>	<p><u>Evaluation</u></p> <ol style="list-style-type: none"> <li>1. of students               <ul style="list-style-type: none"> <li>-student teacher wanted to be fair, but firm</li> <li>-cooperating teacher wanted to be in control of grades (curve)</li> </ul> </li> <li>2. of student teacher               <ul style="list-style-type: none"> <li>-student teacher wanted more observations</li> <li>-cooperating teacher viewed evaluation as difficult</li> </ul> </li> </ol>	<p><u>Past experiences</u></p> <ol style="list-style-type: none"> <li>1. student teacher used former teacher as model</li> <li>2. student teacher compared cooperating teacher to former teacher</li> </ol> <p><u>Communication patterns</u></p> <ol style="list-style-type: none"> <li>1. communication was frequent</li> <li>2. cooperating teacher wanted to give advice more often, wanted to avoid confrontations</li> <li>3. student teacher wanted more feedback, made decisions on what advice to accept</li> </ol> <p><u>The Context</u></p> <ol style="list-style-type: none"> <li>1. student teacher and cooperating teacher used as substitute teachers</li> <li>2. cooperating teacher concerned for reputation</li> <li>3. student teacher sought advice from others</li> </ol>

Figure 4. Summary of the Full-Time Teaching Stage of Student Teaching.

last day in the school. It appeared that during this time Ms. Howard reflected upon her experiences while in the school as a student teacher and anticipated her future as a teacher.

Ms. Howard appeared to have conceptualized the student teaching experience as a time of learning. She said, "You are a beginning teacher. It's not like you are really a master at it, you are still learning" (Formal Interview, 11/30/81). Further, she seemed to be reflecting on the purposes of student teaching when she said,

To show me, let me have observations of other teachers...let me look at different teaching styles, to watch the students' reactions...to look and see how students learn (Formal Interview, 11/30/81).

She also appeared to consider lesson planning as a part of her learning during her student teaching. She said, "I think I have learned how to plan a lesson" (Formal Interview, 11/30/81).

Ms. Howard appeared to believe that the practical experience gained during student teaching was more valuable to her than the coursework she had completed prior to her teaching duties. She said,

Well, you can't just take classes...I don't care how much homework you have in college or how many things you learn and read out of books...once you get in that classroom you are on your own. You can't rely on B. F. Skinner, because he surely is not there to help you. Got to do it on your own. Things we learn in college, they are there, kind of like a foundation. They are foundations in which we learn, but I think the biggest learning is actually doing your student teaching (Formal Interview, 11/30/81).



During this stage, Ms. Howard appeared to be making projections about her own future as a teacher. She seemed to feel that she had learned while she was a student teacher and would continue to learn about teaching as a teacher. When asked if she felt she could go into a classroom and be a teacher, she replied, "If I started off right and they were my class, everything would work out" (Formal Interview, 11/20/81). In a later interview she added, "You learn the whole time you are teaching...you should be able to learn new things every year" (Formal Interview, 11/30/81).

In addition, she discussed what she had done as a student teacher and what she would like to do as a teacher in her own classroom. It appeared that her goals as a student teacher at the end of the experience did not differ greatly from those she held at the beginning. She said,

If I could have done it my way, I would have done different sections, on certain subjects, and meanwhile be free to bring in things in the chapter as it came along. Use that to develop the theme of the study instead of having to go chapter by chapter. Really, that's rattling off a bunch of facts. It would have been more of a learning experience (Formal Interview, 11/30/81).

Further, it appeared that Ms. Howard's feelings were mixed as she approached the end of her student teaching experience. Of her upcoming departure she said,

I was thinking about that. I am going to be a mess of tears at the end of the semester. Some of my students don't want me to leave. In a way I want to leave, but in a way I don't (Formal Interview, 11/20/81).

On her last day in the school, as she was organizing a last set of papers and recording grades in the grade book, she said that she was "both happy and sad to be leaving" and she became tearful as she talked of missing some of the students (Field Notes, Informal Interview, 12/4/81).

The cooperating teacher. During the closure stage the cooperating teacher resumed his duties as teacher in the history classes. He appeared to be relieved to return to teaching. As the time for Ms. Howard's departure drew near, he commented that he was "glad there are just six more days" (Field Notes, Informal Interview, 11/24/81). The following excerpt from field notes illustrates his sense of relief:

The room had been rearranged. The desks and teacher work desk had been moved to their original positions (as before TH arrived). Several students were studying in the room. KW reported that things were going well for him, that he was glad to be back in all of his classes. He still indicated having a feeling of relief that TH was no longer there (Field Notes, Observation, 12/15/81).

Mr. Williams indicated that his role as cooperating teacher had been a difficult one. He said, "I've learned a lot through this experience. I'll know what to look for next time" (Field Notes, Informal Interview, 11/24/81). In his view "the hardest part of student teaching was communicating and evaluating" (Field Notes, Informal Interview, 12/4/81).

It appeared that Mr. Williams would have liked to have had some voice in the placement procedure that had assigned Ms. Howard to his classroom. He said, "We sure were mismatched" (Field Notes, Informal Interview, 11/24/81). In addition, it appeared that he was interested in finding a student teacher who would be prepared according to his expectations as well as compatible on a personal level.

KW said if he could change anything about the experience it would be meeting the student teacher before the choice (assignment) was made. Said would look for more course work in subject area, philosophical compatibility, and a level of maturity. Said would try to gauge this "somehow" (Field Notes, Observation, 12/4/81).

In summary, during the closure stage of the student teaching experience the student teacher was involved in relinquishing teaching duties and the cooperating teacher was involved in assuming teaching duties. The student teacher appeared to reflect on her experiences and project to the future. It seemed that the cooperating teacher felt a sense of relief to be returning to his accustomed role as teacher.

#### Issues in the Closure Stage

The evaluation process seemed to be the major issue in the interactions between the student teacher and the cooperating teacher during this stage. When asked what she thought would happen during the final evaluation, Ms. Howard said, "I don't know what can happen" (Formal

Interview, 11/20/81). It appeared that she was not sure how and on what basis she would be evaluated. She responded, "I don't know because he hasn't been in here that much" (Formal Interview, 11/20/81), when asked to guess about the evaluation process.

As the cooperating teacher, Mr. Williams also appeared to have concerns about the final evaluation. He sought advice from the supervisor as to what happened to the final report (Field Notes, Informal Interview, 11/10/81). In addition, he sought opinions from students concerning an appropriate grade. On a day when Ms. Howard was not in the classroom, he asked his seventh-period class, "If you were going to give her a grade, what would it be?" (Field Notes, Informal Interview, 11/20/81).

Mr. Williams indicated that he relied on the evaluation form supplied by the university to make his final evaluations. In a conference with Ms. Howard, he said, "I am sorry to be so frank, Tammy, but this form kind of forced it on me" (Video tape, 11/24/81). The following excerpt from field notes is illustrative of his reliance on the form:

KW said he arrived at the final evaluation by looking over all the numbers and getting an average. Said he explained his comments to TH and tried to be more tactful. Said he blamed problems on the university (Field Notes, Informal Interview, 12/4/81).

In summary, the issue of evaluation was of concern to both the student teacher and the cooperating teacher during

the closure stage of student teaching. As the student teacher being evaluated, Ms. Howard appeared to be unsure of how she would be evaluated. Mr. Williams sought opinions from others and appeared to rely on the university forms to get through the evaluation process.

#### Influences during the Closure Stage

The interactions between the student teacher and the cooperating teacher during this stage appeared to be influenced by the communication patterns involved. In addition, the context in which the interactions took place and the network of relationships seemed to influence the interactions.

The communication patterns. During the closure stage, when he was involved in the final evaluation process, Mr. Williams appeared to view his interactions with Ms. Howard as conflicts or confrontations. Just before an evaluation conference, he commented that the "upcoming confrontation" (Field Notes, Informal Interview, 11/24/81) had him upset. After this conference, he said,

That was a very painful thing to go through. I felt like I blew it. Somehow I failed, hadn't said the right things. I feel bad about what I did. I didn't mean to be cruel, didn't mean to hurt her, but I know I did (Field Notes, Phone Conversation, 11/24/81).

However, Mr. Williams appeared to feel that he had been honest in what he had communicated to Ms. Howard. Of a comment that he had made to her, he said, "That's my

honest opinion. I've tried to be honest all semester...I think it boils down to a gut reaction" (Video tape, 11/24/81).

While he felt that he had done these things, there was an apparent gap in the communications between the two. Ms. Howard indicated that communication with her cooperating teacher was infrequent. When asked about the time she spent in conversation with Mr. Williams, she replied,

Usually in the afternoon. I think this Monday we talked some, but maybe at lunch. I don't guess we have talked a total of twenty minutes (Formal Interview, 11/20/81).

Although she apparently had not talked often with Mr. Williams, Ms. Howard indicated that she felt "good about her progress and thought things were going well" (Field Notes, Informal Interview, 11/24/81). When she was asked by a student if she were going to fail student teaching, she became upset. She said, "That perturbed me. It's all over school...everybody knows it. Other students have asked me about it, too" (Formal Interview, 11/30/81). About this incident which stemmed from the questioning of a class concerning Ms. Howard's grade by Mr. Williams, Ms. Howard said, "That is personal and he shouldn't go around telling other people about it" (Formal Interview, 11/30/81).

The context. The context of this student teaching experience also appeared to be an influence during the

closure stage. Ms. Howard commented on the reception she had had from other teachers as a student teacher and seemed to compare it to her reception from her cooperating teacher. She said,

Well, I have had a lot of teachers that were really, they seemed to be more understanding and they were willing to offer ideas. Offer their help if you need it. More than the cooperating teacher, because they are not involved with the circumstances. They don't see it from his perspective, they see it from outside, a different perspective (Formal Interview, 11/30/81).

It appeared that other teachers did offer support to Ms. Howard. A teacher in a nearby room commented on the problems with basic skills classes. She said that such classes "were too much for a student teacher to handle" and that she wanted "to add that in Ms. Howard's defense" (Field Notes, Observation, 12/4/81). Further, Mr. Williams seemed to be acknowledging the influence of the context on the student teaching experience in the following conversation with Ms. Howard. Of this influence he said,

Maybe if you had student taught under somebody else, maybe you might have had a better experience. I don't know. If you taught somewhere else, a different school system, maybe you'd have a better experience (Video tape, 11/24/81).

In addition, the context of the experience as designed by the university appeared to be an influence. Mr. Williams seemed to find fault with the system which had

sent him a student teacher. The following excerpt illustrates Mr. Williams's view:

KW said his comments to TH during the final evaluation blamed the university for the lack of courses in history, methods, testing and measurement, adolescent psych; for requiring students to take other courses during student teaching; for lack of better screening to pick students and match them with cooperating teachers. He indicated that these were problem areas while he and TH were together. He said that under the present structure he would be reluctant to take another student teacher (Field Notes, Informal Interview, 12/4/81).

In summary, during the closure stage of the student teaching experience, the interactions between the student teacher and the cooperating teacher appeared to be subject to influence from the communication patterns. It appeared that the student teacher felt she had had infrequent conversations with her cooperating teacher, while he seemed to look upon such conversations as confrontations. In addition, the interactions between the two appeared to be influenced by the context. The student teacher seemed to have felt that she was supported by other teachers. The cooperating teacher appeared to acknowledge the influence of both the setting and the university's requirements for student teaching.

#### Summary of the Closure Stage of Student Teaching

For the student teacher and the cooperating teacher this stage was characterized by a reversal in the



assumption and relinquishing of teaching duties. In addition, both made preparations for the ending of the student teaching experience. The student teacher appeared to reflect on the purposes of student teaching and on her future as a teacher. The cooperating teacher appeared to feel a sense of relief that the experience was coming to an end. Evaluation seemed to be the major issue in the interactions between the student teacher and the cooperating teacher. The interactions appeared to be influenced by the communication patterns and by the context in which the student teaching experience occurred. The following figure (Figure 5) summarizes the closure stage of student teaching.

### Section III

#### Summary of the Findings

##### Introduction

As a result of this study of student teaching in the secondary school, it became clear that student teaching is an important event in the education of teachers. From an analysis of the data, it was possible to identify the interactions that occurred between the student teacher and the cooperating teacher studied and to classify the interactions according to a series of stages. It appeared that these interactions occurred as the result of specific role

Closure Stage

November 25, 1981 to December 16, 1981

Stage Characterized by Reversal in Assuming and Relinquishing Teaching Duties		
Participants' views of the experience	Issues (focal points in interactions)	Influences (affected interactions)
<p><u>Student teacher</u></p> <ol style="list-style-type: none"> <li>reflected on student teaching experience</li> <li>anticipated future as teacher</li> </ol> <p><u>Cooperating Teacher</u></p> <ol style="list-style-type: none"> <li>relieved to resume teaching</li> <li>viewed own role as difficult</li> <li>wanted voice in placement of student teaching</li> </ol>	<p><u>Evaluation</u></p> <ol style="list-style-type: none"> <li>student teacher unsure of how cooperating teacher would evaluate</li> <li>cooperating teacher relied on university form</li> </ol>	<p><u>Communication patterns</u></p> <ol style="list-style-type: none"> <li>cooperating teacher saw as confrontations</li> <li>student teacher felt communications infrequent</li> </ol> <p><u>The Context</u></p> <ol style="list-style-type: none"> <li>student teacher felt support from other teachers</li> <li>cooperating teacher felt student teacher affected by school</li> <li>cooperating teacher felt experience affected by University requirements</li> </ol>

Figure 5. Summary of the Closure Stage of Student Teaching.

expectations held by the student teacher and the cooperating teacher for themselves and for each other in the various stages. In addition, it appeared that differences and similarities in the role expectations held by the student teacher and the cooperating teacher affected the student teaching experience. Further, the past experiences of the student teacher and the cooperating teacher, the form and frequency of the communication patterns established between the two, as well as the context of student teaching appeared to be influences on the experience.

In the following sections, a summary of the four stages identified in this student teaching experience will be presented. As well, the different views held by the participants for the roles involved, the issues which were the focal points of the interactions between the two, and the influences on the student teaching experience will be discussed.

#### The Four Stages of Student Teaching

For the student teacher and the cooperating teacher studied, it appeared that the student teaching experience occurred in a series of stages. The boundaries for each stage seemed to be established by the activities of the student teacher and the cooperating teacher in relation to the responsibilities for teaching.

The entry stage. The entry stage of student teaching for Ms. Howard and Mr. Williams occurred within the first three and one-half weeks of the student teaching semester.

It was during this time that the student teacher was involved in orientation sessions, initial visits to her school, and observations in her assigned classroom. The student teacher's energies appeared to be directed toward becoming familiar with the setting, becoming acquainted with her cooperating teacher, and preparing to assume teaching responsibilities. Preparing to turn over his teaching responsibilities seemed to be the focal point of the stage for the cooperating teacher.

The beginning-to-teach stage. The second stage of the student teaching semester occurred during the five weeks when Ms. Howard was beginning to assume teaching duties in Mr. Williams's history classes. For both the student teacher and the cooperating teacher, this stage was characterized by instructing and assisting with instruction, by establishing relationships, and by coming to terms with the expectations each held for the experience.

The full-time teaching stage. The beginning of this stage was marked by the student teacher's assumption of teaching responsibilities for all of her cooperating teacher's classes. Thus, fulfilling the duties of a full-time teacher was the focal point of the stage for the student teacher. The cooperating teacher had no teaching responsibilities during this stage.

The closure stage. The final stage of the student teaching experience identified in this study was characterized by the relinquishing of teaching responsibilities by the student teacher and the resumption of those responsibilities by the cooperating teacher. During this stage both the student teacher and the cooperating teacher made preparations to end the experience.

Within the four stages identified in this study, the student teacher and the cooperating teacher appeared to have role expectations for those involved in student teaching which were often discrepant. As well, the interactions between the two focused on the issues of role assumption, content preparation and presentation, the role of teacher, classroom management, and evaluation. Further, the interactions appeared to be influenced by their past experiences, the communication patterns, and the context of the student teaching experience. These expectations, issues, and influences that were apparent in each stage will be discussed in the following sections.

#### Role Expectations

The results of data analysis indicated that the student teacher and the cooperating teacher held certain expectations for themselves, for each other, and for the supervisor during the course of the student teaching experience. In the following sections, the expectations held by the student teacher and cooperating teacher during each of the four stages will be discussed.

The student teacher's view. In the study, the student teacher voiced her apprehensions concerning her role as a student teacher during the entry stage. Specifically, she expressed these apprehensions in terms of concerns about her age, her manner of dress, and her preparation for the role of teacher that she was about to assume. However, she also formulated goals for herself as a student teacher that included teaching well, being liked, and being considered as a professional. She viewed her own role as student teacher as being a learner. For the cooperating teacher's role, she held expectations which cast the role in terms of friend and helper. Her expectations for the supervisor's role included being an evaluator and a teacher.

During the beginning-to-teach stage, the student teacher viewed herself as one struggling to survive the process of assuming the role of teacher. Ms. Howard expressed a view of student teaching as an "ordeal to be survived" and related it to the pressures she felt were related to her role. She identified these pressures as being the result of requirements for written lesson plans and school-related paperwork. In addition, she expressed a view of herself in the role of teacher as one who was to provide learning experiences to students.

Of Mr. Williams in his role as cooperating teacher, she desired a sharing of responsibilities for the classroom. She also expected to receive positive comments in

evaluation sessions as well as help and suggestions for her conduct as a student teacher. However, she expressed dissatisfaction with the way her cooperating teacher was fulfilling his role. Further, during this beginning-to-teach stage, she viewed the supervisor as an evaluator but also expected to receive suggestions that would solve the problems that she was encountering.

The student teacher's role during the full-time teaching stage was characterized by her efforts to establish herself as the teacher. She used student responses and comparisons with her cooperating teacher to judge her progress in becoming the teacher. Although she acknowledged feeling pressures and disappointments, she expressed her satisfaction with her progress. While she was attempting to establish herself as the teacher, she looked to her cooperating teacher and her supervisor for help and encouragement. However, she viewed feedback from her supervisor as helpful, but expressed disappointment that her cooperating teacher did not offer encouragement or praise for what she had accomplished.

As her student teaching came to an end, Ms. Howard reflected on the experience and anticipated her future as a teacher. During the closure stage, she discussed her role in terms of the learning and the practical experience that she had gained. However, she also indicated what she would do differently as a teacher in her own classroom. Further,

she expressed mixed feelings about the ending of the student teaching experience.

The cooperating teacher's view. The cooperating teacher also held role expectations for the participants in the student teaching experience. From the student teacher, he expected learning and experimentation during the entry stage. As the cooperating teacher, he expected to give suggestions and advice to the student teacher. However, he appeared to be uncertain as to how he should fulfill the role. For example, he sought advice from the supervisor concerning his role performance. This was in keeping with his view of the supervisor as one in a mediating, problem-solving role.

It was during the beginning-to-teach stage that the cooperating teacher turned over many of his teaching duties to the student teacher. However, Mr. Williams continued to feel responsible for his classes. While he described the role of the student teacher as an independent learner, he expected her to operate within the parameters he had already established in his classes. Further, he did not make it clear to the student teacher exactly what those parameters were. During this stage, he viewed the supervisor as an advisor and often sought direction for fulfilling his role.

A lack of teaching responsibilities characterized the cooperating teacher's role during the full-time teaching



stage. Although he had no teaching duties, Mr. Williams still tended to think of himself as the teacher. As well, he expressed uncertainties concerning advising his student teacher. He viewed the student teacher's role as temporary. However, he expected her to accept and make use of his suggestions and to behave as a teacher. Further, he viewed the supervisor as a support for the student teacher and expressed the feeling that it was through the efforts of the supervisor that the student teacher remained in student teaching.

Upon the resumption of some of his teaching duties during the closure stage, Mr. Williams expressed relief to again be teaching. He described his role as cooperating teacher as a difficult one. Further, he indicated that he would be hesitant to assume the role again unless he could participate in the decision of who would be placed with him as a student teacher.

#### Issues in Student Teaching

As a result of the role expectations held by the student teacher and the cooperating teacher during the stages of the student teaching experience, the interactions between the two appeared to focus on certain major issues. Data analysis indicated that these issues included role assumption, content preparation and presentation, the role of teacher, classroom management, and evaluation. In the

following sections, these focal points of the interactions between the student teacher and the cooperating teacher will be discussed.

Role assumption. At the beginning of the student teaching experience, the interactions between Ms. Howard and Mr. Williams appeared to be concerned with defining the role each was to assume. For example, the forms of address used acknowledged Mr. Williams as "teacher." Further, both acknowledged an awareness of the pressures resulting from being observed while assuming a new role that the student teacher would face during the experience.

Content. During the entry stage, the two participants in the study spent time discussing content preparation and presentation techniques. Ms. Howard sought direction from Mr. Williams as to the appropriate content to present. He shared with her his schedule for content presentation and offered suggestions for content delivery that were in keeping with his own style of teaching.

As the student teacher actually assumed teaching duties during the beginning-to-teach stage, the focal point became content presentation. Although Ms. Howard desired to use a teaching style that differed from her cooperating teacher's, she compared herself to him in terms of content delivery. Mr. Williams expected Ms. Howard to be well prepared in the content and to demonstrate an ease similar to his own in presenting the content to students.

Role of teacher. During the beginning-to-teach stage, interactions between the student teacher and the cooperating teacher focused on their discrepant views of the role of teacher. She preferred an experiential, hands-on style of teaching to fulfill her view of the teacher's role. However, he viewed the role of teacher in terms of a relaxed, story-telling teaching style. Both Ms. Howard and Mr. Williams acknowledged that their styles of teaching were different. Further, he offered suggestions to her for conducting classes that were consistent with his style of teaching. However, she wanted to perform as a teacher in a manner consistent with her own style of learning.

Classroom management. A third focal point of the interactions between the cooperating teacher and the student teacher emerged during the beginning-to-teach stage. Classroom management was frequently discussed. The two participants expressed differing views of proper management techniques. Management from the student teacher's point of view was a question of control, while the cooperating teacher viewed it as a balance between authoritarianism and permissiveness.

Evaluation. As the student teaching semester progressed, evaluation became a focal point of the interactions between the student teacher and the cooperating

teacher. Evaluation of students and evaluation of the student teacher were the issues apparent in the full-time teaching stage. Ms. Howard felt that she was fair but firm in grading students. However, Mr. Williams expressed the desire to have her follow his grading policies. In addition, as the student teacher being evaluated, Ms. Howard desired cumulative ratings from her cooperating teacher. However, Mr. Williams acknowledged having difficulty with the evaluation process and sought advice from others.

The major issue identified in the closure stage was the evaluation process. Ms. Howard expressed uncertainty as to how and on what basis she was being evaluated. In order to arrive at a final evaluation, Mr. Williams sought advice from others and relied on the evaluation form supplied by the university.

#### Influences during Student Teaching

Influences on the interactions between the student teacher and the cooperating teacher during the stages of the student teaching experience surfaced as those from past experiences, from the communication patterns established, and from the context. In the following sections, these influences in the various stages will be discussed.

Past experiences. In general, the role expectations held by both the student teacher and the cooperating teacher were influenced by past experiences. For example, during the entry stage the cooperating teacher referred to a brief experience with another student teacher as a point of comparison for the present experience. As well, the student teacher's past experiences with former student teachers and with a favorite high school history teacher influenced her expectations for her own student teaching.

In addition, past experiences were apparent as influences on the two during the beginning-to-teach stage. Since she had had few experiences in educational settings other than as a student, Ms. Howard used her previous experiences in history classes as a frame of reference during student teaching. Mr. Williams used his experience with a student teacher assigned to him previously and his own student teaching as frames of reference for his expectations of this student teaching experience.

Further, in the case of the full-time teaching stage, past experiences were a predominant influence on interactions. The student teacher used her high school teacher as a role model and as a point of comparison for her cooperating teacher. The cooperating teacher looked with disfavor on her comparisons during this stage.

Communication patterns. Interactions as well were influenced by the form and frequency of the communication patterns established. During the entry stage, the two discussed the events of the student teaching day during lunch or between class periods, usually in the form of a question-answer session. However, during the beginning-to-teach stage, there was a change in the form of the communication patterns to a more directive style. Ms. Howard expressed dissatisfaction with the frequency of her conversations with Mr. Williams, while he viewed the interactions as uncomfortable events due to her tears.

As for communication between the two during the full-time teaching stage, their interactions became less frequent. Although he expressed the desire for more frequent communication, Mr. Williams viewed their interactions as confrontations. Ms. Howard indicated that she did not always accept or act on the content of the communications from Mr. Williams.

The interactions between the student teacher and the cooperating teacher during the closure stage also were influenced by the communication patterns. Although Mr. Williams described his interactions as confrontations, he indicated that he felt he had been honest. Ms. Howard described her progress as a student teacher in positive terms even though her conversations with Mr. Williams had been infrequent.

The context. During each of the stages of student teaching, the context of the experience appeared to be an influence on the interactions between the student teacher and the cooperating teacher. At the beginning of student teaching, what the student teacher actually encountered in the setting was different from what she had expected. As well, the cooperating teacher's view of his own role was influenced by his position as a teacher of a basic history class.

In addition, the context of the experience as well as the network of relationships that were established during the beginning-to-teach stage influenced the interactions. Ms. Howard was affected by what she perceived as a lack of respect from students and by her association with other faculty members who gave her suggestions. The influence of the context was apparent on Mr. Williams in terms of his relationships with the administration and faculty of the school.

Further, both the student teacher and the cooperating teacher served as substitute teachers in other classes during the full-time teaching stage. Mr. Williams was concerned for his own standing as a teacher in relation to the administration and other faculty members. Other teachers within the context were used as a source of advice by Ms. Howard for the problems that she encountered.

The influence of the context continued during the closure stage. Ms. Howard reported receiving support from other faculty members within the context and compared the reception she had received as a student teacher from the faculty and from her cooperating teacher at this time. In addition, as the cooperating teacher, Mr. Williams speculated that Ms. Howard's student teaching experience might have been different if she had been assigned to another teacher in another school. Further, he referred to the university's influence in designing the student teaching experience during this stage.

In summary, the findings indicated that this student teaching experience occurred in a series of four stages. In addition, it appeared that the complex interactions between the student teacher and the cooperating teacher focused on specific issues as a result of the discrepancies in the role expectations held by the two participants. Further, the interactions that occurred were subject to influences from the total context of the student teaching experience. The following figure (Figure 6) illustrates the overview of the findings.



Entry Stage	Beginning-to-Teach Stage	Full-Time Teaching Stage	Closure Stage
8/26 - 9/21	9/22 - 10/30	10/31 - 11/24	11/25 - 12/16
<p><u>Characterized by:</u> preparation of assuming and releasing responsibilities</p> <p><u>Role of student teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as learner, helper by student teacher</li> <li>viewed as learner, experimenter by cooperating teacher</li> </ol> <p><u>Role of cooperating teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as helper, friend by student teacher</li> <li>viewed as helper, encourager by cooperating teacher</li> </ol> <p><u>Issues:</u></p> <ol style="list-style-type: none"> <li>role assumption</li> <li>content preparation and delivery</li> <li>pressures of student teaching</li> </ol> <p><u>Influences:</u></p> <ol style="list-style-type: none"> <li>past experiences</li> <li>communication patterns</li> <li>the context</li> </ol>	<p><u>Characterized by:</u> assuming and releasing responsibilities</p> <p><u>Role of student teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as teacher by student teacher</li> <li>viewed as independent experimenter by cooperating teacher</li> </ol> <p><u>Role of cooperating teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as helper by student teacher</li> <li>viewed as teacher by cooperating teacher</li> </ol> <p><u>Issues:</u></p> <ol style="list-style-type: none"> <li>role of teacher</li> <li>content delivery</li> <li>classroom management</li> </ol> <p><u>Influences:</u></p> <ol style="list-style-type: none"> <li>past experiences</li> <li>communication patterns</li> <li>the context</li> </ol>	<p><u>Characterized by:</u> full-time teaching by student teacher</p> <p><u>Role of student teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as teacher by student teacher</li> <li>viewed as temporary teacher by cooperating teacher</li> </ol> <p><u>Role of cooperating teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as guide, helper</li> <li>viewed as teacher by cooperating teacher</li> </ol> <p><u>Issues:</u></p> <ol style="list-style-type: none"> <li>evaluation of students</li> <li>evaluation of student teacher</li> </ol> <p><u>Influences:</u></p> <ol style="list-style-type: none"> <li>past experiences of student teacher</li> <li>communication patterns</li> <li>the context</li> </ol>	<p><u>Characterized by:</u> reversal in assuming and releasing responsibilities</p> <p><u>Role of student teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as future teacher by student teacher</li> </ol> <p><u>Role of cooperating teacher:</u></p> <ol style="list-style-type: none"> <li>viewed as difficult by cooperating teacher</li> </ol> <p><u>Issues:</u></p> <ol style="list-style-type: none"> <li>evaluation</li> </ol> <p><u>Influences:</u></p> <ol style="list-style-type: none"> <li>communication patterns</li> <li>the context</li> </ol>

Figure 6. Overview of the Findings.

#### Summary of Chapter IV

The purpose of this chapter was to present the major findings of the study. In order to describe the experiences and interactions of the student teacher and the cooperating teacher studied as well as how they made sense of student teaching, a description of the entire student teaching experience was presented. The first section of this chapter contained an overview of the student teaching semester. In Section II, the stages of the student teaching semester were discussed. Within the description of each stage, the participants' views of the roles of the student teacher, the cooperating teacher, and the supervisor were presented. Further, the issues which were the focal points of the interactions between the student teacher and the cooperating teacher as well as the influences on the interactions were presented for each stage. Section III of this chapter contained a summary of the findings of the study. The participants' views of roles, the issues, and the interactions involved in the student teaching experience were discussed in this section.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

The purpose of this chapter is to present a summary of this study of student teaching in the secondary school. In addition, the conclusions that were drawn from the findings are presented. Further, the implications for practice and future research are discussed.

Summary of the Study

This study of student teaching was based on the premise that the experience of student teaching is a vital aspect of programs of professional education for teachers (Conant, 1963; Goodlad, 1965; Purpel, 1967; Yee, 1969). The study was designed to provide an understanding of the student teaching experience in a secondary-school setting. Specifically, the study proposed to identify, classify, and describe how one student teacher and her cooperating teacher made sense of their particular roles, the interactions that occurred between the two, and how the interactions were affected by the school setting.

The student teacher selected for this study was chosen from among the total population of students registered for

Student Teaching at the secondary level for the Fall, 1981 semester. This student had been assigned to an experienced secondary classroom teacher for the student teaching semester.

The research procedures used were those of naturalistic sociology. The fieldwork methods of the participant observer (McCall & Simmons, 1969; Schatzman & Strauss, 1973) were used to collect data during the student teaching semester by the researcher who participated in the role of student teaching supervisor. Data collection began at the time of initial contact between the student teacher and the cooperating teacher and continued for the duration of the 16-week semester. The interactions between the student teacher and the cooperating teacher were observed in the setting for three to four hours two to three times per week. Field notes were taken in the setting to record the events. Informal interviews were also recorded in the field notes. Formal interview sessions were audio recorded. In addition, video recordings were made of conference sessions between the student teacher and the cooperating teacher.

The data collected during this study were analyzed by the use of a two-pronged approach which included ongoing analysis concurrent with data collection as well as descriptive analysis at the conclusion of data collection.

The goal of data analysis for this study of student teaching was the analytic description (McCall & Simmons, 1969) of the complex social interactions that occurred during the experience.

The findings of the study indicated that this student teaching experience occurred in a series of four stages which were characterized by the activities of the student teacher and cooperating teacher in relation to the responsibilities for teaching. Within each stage, certain expectations were held by the student teacher and the cooperating teacher for their own, the other's, and the supervisor's role.

Specifically, the student teacher was apprehensive about her role which she viewed as a struggle to survive and learn about being a teacher. She expected the cooperating teacher to be a friendly helper who shared teaching responsibilities. Her view of the supervisor included teaching and helping while evaluating.

In contrast, the cooperating teacher viewed the student teacher as one in the role of a temporary learner and experimenter who was to conduct herself as a teacher within the parameters he had established for his classes. He saw himself in his role as cooperating teacher as a helper and guide who was still the teacher and thus responsible for the events that took place in his classes. In addition, he

expressed uncertainties as to how he should perform to fulfill his role and looked to the supervisor as a mediating problem-solver for advice.

Further, the interactions between the two focused on the issues of role assumption, content preparation and delivery, the role of teacher, classroom management, and evaluation during the four stages. Finally, the past experiences of the student teacher and the cooperating teacher, the communication patterns established between the two, and the context were evident as influences on the interactions during the student teaching experience.

#### Conclusions

Conclusions were drawn in this study concerning theories supporting a particular view of student teaching and the actual real-life situation of the secondary student teaching experience. Specifically, conclusions were drawn about the roles of the participants in student teaching as they relate to the stated purposes of secondary student teaching as a time for the analysis of teaching through reflection on the educational principles upon which practice is based. That is, the actual occurrences in the real-life context of this secondary student teaching experience differed from the theorized picture of what should occur during student teaching.

The literature which describes student teaching as it should be presents a view which suggests that the experience is a vital, even critical, aspect of teacher education (Conant, 1963; Yee, 1969). As the culminating activity in a teacher education program, student teaching is described in theory as being a time for the analysis of teaching through reflection on the educational principles upon which practice is based (Goodlad, 1965). In addition, student teaching is viewed as a time for the neophyte to learn about the techniques of teaching and to develop competence in relating theory to practice while engaging in self-analysis (Purpel, 1967). Further, these experiences are to occur under the guidance and supervision of experienced professionals from local school systems and teacher education institutions. Consequently, a picture of student teaching as a time for learning about teaching is presented in the literature.

Assumptions based on this literature were made by this researcher concerning the student teaching experience. It was assumed that the secondary student teaching experience would be a positive one involving the analysis of teaching, the provision of role models, and a cooperative atmosphere supported by the schools and teacher education institutions. However, such a picture of student teaching did not exist in the case of this study. Thus, the researcher

was led to conclude that the real-life experience of student teaching in this situation was not congruent with the theoretical description of secondary student teaching.

It appeared from the findings that rather than being concerned with the analysis of teaching as suggested in the literature, the student teacher and the cooperating teacher were concerned with fulfilling role expectations that they were unable to communicate to each other. For example, during the course of the student teaching experience, both the student teacher and the cooperating teacher held expectations for their own and the other's role. Early in the experience, the student teacher expected to learn about being a teacher with the help and guidance of her cooperating teacher. At this time, the cooperating teacher expected to be a guide, but was unsure of how to be one. Later, the student teacher expected to be the teacher in accordance with her definition of the role. Although the cooperating teacher expected the student teacher to behave like a teacher, he expected her behavior to conform to his expectations for the role.

In fact, because of the discrepancies in the role expectations held by the participants, the experience was not a pleasant one. In their interactions, the student teacher and the cooperating teacher were often at odds. Specifically, they disagreed on how each should fulfill his



or her role as it related to the role of teacher. The student teacher desired to present content in an experiential manner according to her own and the students' interests. On the other hand, the cooperating teacher attempted to guide the student teacher to present content in a style similar to his own.

However, as a result of the form and frequency of the communication patterns established between the two, they were unable to effectively communicate to each other the expectations that they held. The time the student teacher and the cooperating teacher spent together was infrequent and often was spent discussing content and management.

In addition, rather than relying on their past experiences as a means of analyzing the events of student teaching, the student teacher and the cooperating teacher referred to these past experiences when formulating their expectations. At the end of the student teaching experience, neither the student teacher nor the cooperating teacher had appreciably altered the expectations they held for one in the role of teacher.

Further, within the context of this experience, the efforts of the student teacher and the cooperating teacher were concerned with mastery of the multiple roles assigned to a teacher and little time was used for reflective thinking about teaching. Within the parameters of the

secondary student teaching experience as designed by the university and implemented in the school, little time was available for such reflective thinking or analysis. In addition, no means for dealing with discrepant role expectations or for fostering effective communication were provided to the student teacher and the cooperating teacher by the school or the university. Within the context, no support for the analysis of teaching was forthcoming.

As a result of the discrepancies in role expectations, the lack of communication about these discrepancies, and the context of the experience, the pervasive concern for both the student teacher and the cooperating teacher was to survive the student teaching experience. There was little evidence to indicate that the student teacher or the cooperating teacher desired more than to complete the experience. Although the student teacher did adapt or make concessions to the expectations held for her by others, the conformity she exhibited appeared to be a result of "guessing" what she had to do to succeed as the student teacher in the eyes of the cooperating teacher, the supervisor, and others in the school setting who were judging her in that role.

Therefore, this researcher was led to conclude that virtually no analysis of teaching or of the student teaching experience was ever accomplished. In addition, in

accordance with the definition of socialization as the changes within persons which lead to the ability to participate in social interactions oriented by role expectations (Biddle, 1979; Mosher & Purpel, 1972; Corrigan, 1968; Gross, Mason, & McEachern, 1958), this researcher concluded that socialization of the student teacher into the role of teacher was the underlying function of this student teaching experience. Rather than learning about or analyzing teaching, the student teacher learned about fulfilling the role of teacher within the context of one classroom, one school, and one relationship.

#### Implications of the Study

This study has implications for further avenues of research in teacher education, in general, and student teaching, in particular. In the area of research, the study provides a basis for future attempts to come to a better understanding of the secondary student teaching experience as it is commonly designed by teacher education programs. The conclusions of this study which suggest that this semester of student teaching contributed little to a systematic, analytical assumption of the teacher's role by the student teacher provide the basis for speculation about the secondary student teaching experience in general.

Although the student teacher and the cooperating teacher studied had discrepant expectations and did not

engage in the analysis of teaching, would a student teacher and cooperating teacher with congruent expectations analyze events as described in theory? Or would such an association simply mean that duplication or cloning would occur? Would student teachers who were better able to adapt to the expectations held for them by others have more positive student teaching experiences? Would such positive experiences in fact mean the student teachers would become better teachers? What role can teacher education institutions play in helping student teachers and cooperating teachers become aware of their discrepant role expectations? Can the supervisor's role be utilized as a catalyst for establishing communication between the student teacher and the cooperating teacher? Similar studies which focus on describing the student teaching experiences of multiple pairs of student teachers and cooperating teachers will provide a wider range of insights into the secondary student teaching experience.

This study examined the secondary student teaching experience from a sociological perspective. However, studies which examine the experience from psychological or anthropological perspectives will result in insights into different sets of dynamics in student teaching. Insights into the values, beliefs, and emotions of the participants as well as information concerning the power and influence

of the teacher education institution can be revealed. Further, although the role of the supervisor was not described in detail in this study, future research which gives attention to the supervisor's role as an active participant in the student teaching experience will provide insights into the demands, power, and influence of this position.

In addition, longitudinal studies which follow student teachers into the years as beginning teachers will build toward a more thorough understanding of the realities of student teaching. Do the events that occur in a student teaching experience impact on the ways that teachers perceive their roles as beginners? Is student teaching just another hurdle to be crossed in order to enter the profession? Is student teaching vital and does the experience have value beyond its socialization function for those who have completed it? If teacher education programs provide more school-based experiences to students prior to student teaching, will students be able to engage in analysis while student teaching? Only the beginnings of the understanding of the real-life experiences of student teachers have unfolded in this study. Further research is needed in order to answer these and other questions and thus provide the potential for theories of teacher education to adequately reflect the realities of the experience of student teaching.

This study also has implications for teacher education programs as a result of the insights provided into the realities present in this one student teaching experience. Coming to understand how student teachers and cooperating teachers make sense of the student teaching experience in terms of their role expectations has significance for the development and implementation of skill acquisition and methods courses for student teachers. Can students in teacher education courses be taught to analyze teaching? Would skills learned in these courses be carried over into practice as student teachers? Insights can be gained into the real-life context of student teaching through studies which focus on the effect of course work taken prior to student teaching on those involved in the experience.

As well, the lack of adequate opportunities for reflection on the events in the student teaching experience by the participants studied suggests the need for teacher educators to examine the parameters, the length, and the time of the student teaching experience. Is student teaching as presently designed an enhancing factor in the education of teachers? Does the experience last long enough for analysis of teaching to occur? Can analysis occur at the same time as socialization? Through the investigation of further cases, researchers can build toward a more thorough understanding of the secondary student teaching experience.

In addition, there are implications which suggest the need to consider programs of joint responsibility between teacher education institutions and local educational agencies for the structure and content of courses for prospective cooperating teachers. Do teachers who serve as cooperating teachers actively analyze their own teaching? Do they fully understand the goals and purposes of the experience as defined by teacher education institutions? Do cooperating teachers have skills for dealing with student teachers as adult learners rather than as adolescents? Would the presence of such skills enhance the analysis of teaching by the participants in student teaching experiences? Studies which focus on the student teaching experience from the perspective of the cooperating teacher can lead to insights applicable to the design and implementation of courses for cooperating teachers.

Further, the conflicts due to discrepant role expectations for the student teacher and cooperating teacher studied suggest that placement and matching procedures currently in use in teacher education need to be examined. Would the student teacher who participated in this study have had an experience that led to analysis if she had been placed with another cooperating teacher? Is compatibility between a student teacher and a cooperating teacher a prerequisite for the analysis of teaching? What aspects of

the relationship between the two are important influences on the experience? This study and others which examine the relationships between student teachers and cooperating teachers can provide new insights into how the participants make sense of the student teaching experience.

### Conclusion

It seems that assumptions held as to the efficacy of the student teaching experience for contributing to the development of an ethos of teaching need to be examined. Salzillo and Van Fleet (1977) characterize existing teacher education programs as "adapting new personnel into the old patterns which are existing arrangements of the schooling bureaucracy" and suggest that in order to "prepare teachers for the world of today and worlds of tomorrow, teacher education will have to restructure some of its traditional experiences and directions" (p. 28). Research undertaken within the context of real-life student teaching experiences can provide the information that is necessary for teacher educators to make decisions concerning what changes, if any, to make in student teaching. Further, information from additional studies can assist in deciding whether the changes are viable and are producing the desired results. Coming to understand the student teaching experience from the perspective of the participants has the potential to influence the future of teacher education.



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**APPENDICES**

APPENDIX A  
School System Materials  
Subject Consent Form

May 26, 1981

Director of the  
Department of Research and Evaluation

Dear Sir:

As a graduate student in the doctoral program at the University of North Carolina at Greensboro's School of Education, I am seeking your permission to conduct a one-subject naturalistic research study for the purpose of dissertation writing within your school system beginning in the Fall of 1981. Presently, I am a Supervisor of Student Teachers for the (local university's) School of Education as well as a resident of this city. I am familiar with your system, its practices concerning the student teaching experience, and the expectations of the School of Education for its students.

The proposed study of student teaching in the secondary school will investigate the student teaching experience of one student teacher and his/her cooperating teacher. This student will be assigned to a classroom teacher in your system by the usual placement procedures. The subjects of the study will be chosen from among those student teachers and cooperating teachers who volunteer. During the course of the study, I will spend two to three days per week in the classroom for the duration of the time the student teacher is present.

In order to discover and describe the components of the student teaching experience, I will spend time in the classroom observing and recording interactions. At no time will I interact with the students in the classroom. As well, in my role as an observer, all attempts will be made for me to be as unobtrusive as possible and to avoid interfering with the normal functioning and routines of the classroom. Interviews with the student teacher and the cooperating teacher will be audio recorded. Video recordings will be made only of the student teacher and the cooperating teacher in conference sessions.

Department of Research  
and Evaluation

-2-

May 26, 1981

For further clarification, I have enclosed a brief description of the research methodology to be used in the study. I wish to assure you that I have no hidden agenda for the study. No attempt will be made to evaluate either your school system, the particular school, or the participants. In addition, the identities of the student teacher and the cooperating teacher will be dealt with anonymously. All data will remain confidential and will be used only for the purposes of the dissertation.

Thank you for your consideration of this matter. I look forward to hearing from you concerning the study.

Sincerely,

Delores M. Wolfe

## A STUDY OF STUDENT TEACHING IN THE SECONDARY SCHOOL

### Purpose

This study is based on the notion that the student teaching experience is a critical period in the professional education of teachers. The purpose of this study is to investigate and come to understand what secondary student teaching is in terms of what happens during the experience in a school setting. Specifically, the study will focus on how the student teacher and the cooperating teacher interact as a function of the beliefs, values, and goals which constitute their respective roles during the experience of student teaching. Further, these roles will be described in terms of the behaviors and actions that occur in the classroom between the student teacher and the cooperating teacher.

### Research Questions

During the study of student teaching in the secondary school answers to the following specific questions will be sought:

1. How do student teachers and cooperating teachers make sense of their particular roles (i.e., perceive and give meaning to these roles in relation to personal experience)?
2. What are the interactions that occur between student teachers and cooperating teachers?

3. How are the interactions revealed in practice in the classroom?

4. How are the interactions affected by the school setting?

As the process of investigating student teaching in the secondary school continues, further questions will emerge. Such questions will develop as patterns are perceived in the ongoing data analysis process that is characteristic of the method employed.

#### Design of the Study

The field research procedures to be used during this study will be those of naturalistic sociology. An ethnographic case study method will be used to study one student teacher and his/her assigned cooperating teacher who agree to participate during the Fall, 1981 semester. The data will be collected by a participant observer (myself) in the classroom setting. The focus of data collection will take the following forms:

1. Observation of the student teacher and cooperating teacher. (Field notes will be taken by the observer.)

2. Brief situational conversations with the student teacher and cooperating teacher.

3. Interviews with the student teacher and cooperating teacher. (Field notes will be taken and audio recordings will be made.)

4. Video recordings of conferences between the student teacher and cooperating teacher. (No video recordings will be made in the classroom when pupils are present.)

During the study, the researcher will observe and record in the form of field notes the events as they occur between the student teacher and the cooperating teacher. These field notes will be taken to record the sights, sounds, and activities of the classroom and will focus on the student teacher. Attention will be given to verbal and non-verbal interactions between the student teacher and the cooperating teacher in the classroom and in the interview and conference settings.

The situational conversations and interviews will be scheduled before and after school or at released time during the school day. Other than brief conversations related to a particular day's activities and the occasional in-depth interviews, no demands will be made of the participants' time beyond the commitment already made to student teaching. Daily classroom routines or other duties of the student teacher or cooperating teacher will not be interrupted.

More than one source of data will be secured by the researcher in keeping with the form of the research methodology. The field notes which record classroom interactions, the audio recordings of conversations, and the video recordings of conferences will allow for

triangulation of the data. One source of data will be used to substantiate another during the ongoing data analysis process.

The information collected, the research report, and any future publication resulting from this study will protect the anonymity of persons, schools, and school systems by the use of numbers and pseudonyms. All data will be confidential. The collaborative spirit of the method will assure the active participation of the student teacher, the cooperating teacher, and the researcher in the ongoing data analysis process. In addition, the results of the study in the form of the dissertation will be shared with the participants.



CONSENT FORM

I agree to participate in the present study being conducted by Delores M. Wolfe under the supervision of Dr. Dwight Clark and Dr. Sandra Buike, faculty members of the School of Education of the University of North Carolina at Greensboro. I have been informed, either orally or in writing or both, about the procedures to be followed, about the amount of time involved, and about any discomforts or risks which may be involved. The investigator has offered to answer further questions that I may have regarding the procedures of this study. I understand that I am free to terminate my participation at any time without penalty or prejudice. I am aware that further information about the conduct and review of human research can be obtained by calling 919-379-5878, the Office for Sponsored Programs.

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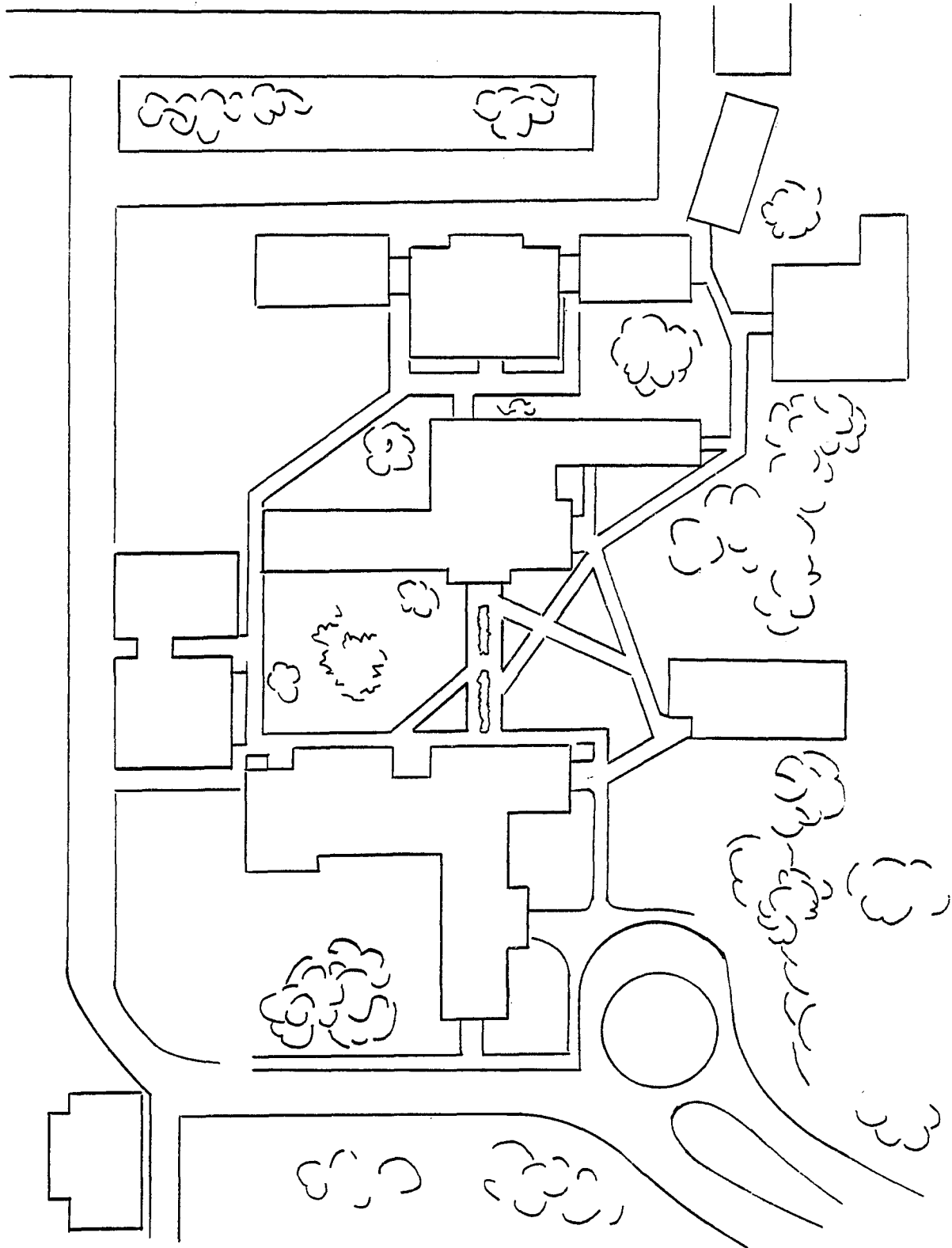
date

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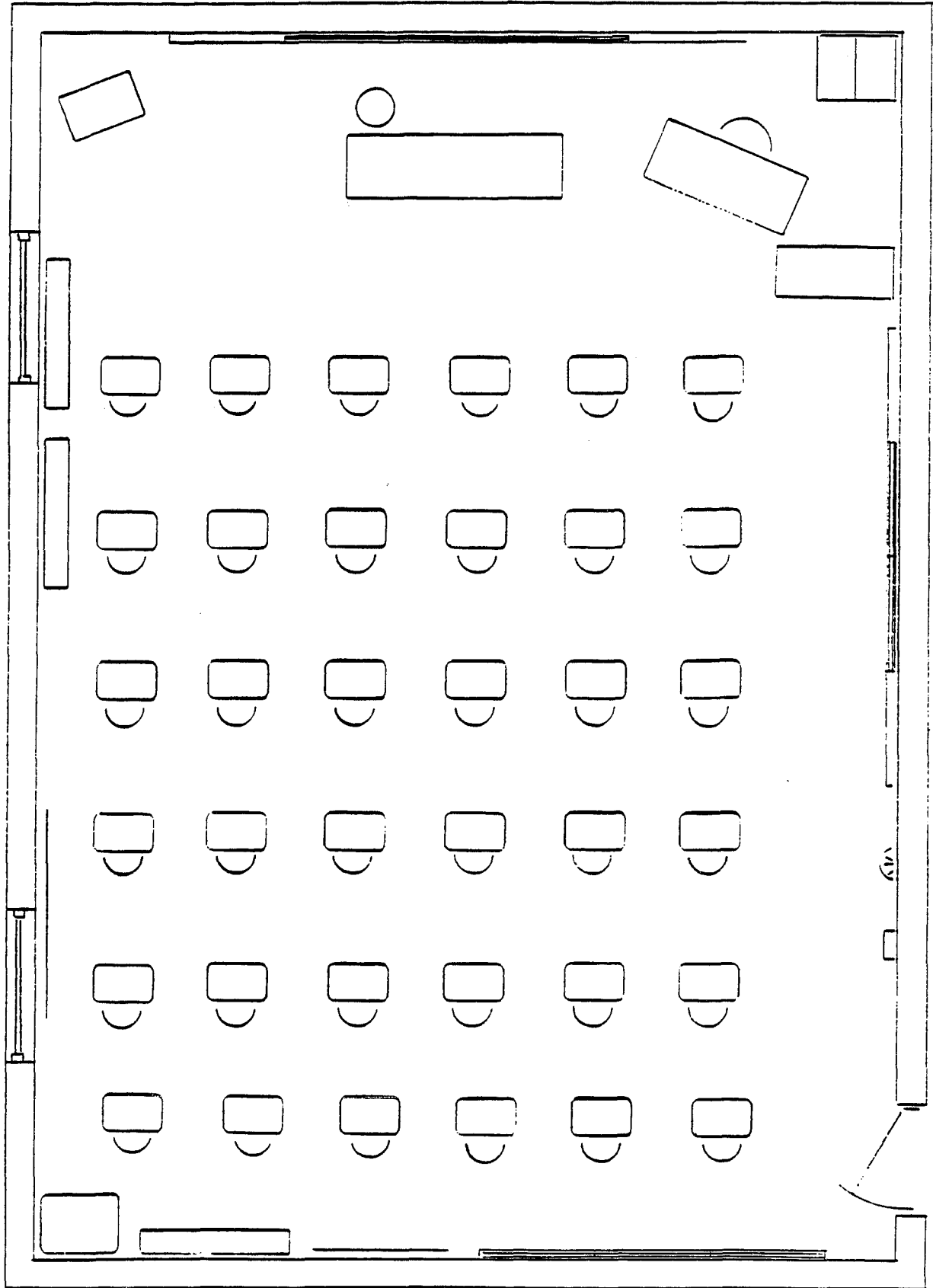
signature

APPENDIX B

The Environmental Setting



Matthews High School



Room 6, C Building

APPENDIX C  
Sample Field Notes

DATA 4  
FIELD NOTES 9/16/81  
9:45 3rd Period  
Classroom Observation

I entered the classroom at 9:45 a.m. on 9/16/81, greeted KW and TH, and took a seat in the left rear corner of the room. At 9:50 the bell rang. KW began calling the roll. (Students were talking among themselves.) If KW did not locate a student he would increase the volume and ask, "Is Sue here?". He turned to TH and nodded.

TH: Would everyone write their name on a piece of paper and leave it on the desk? (This is) so I can make a seating chart. I want to work on learning your names. (Said over groans of students.) I told you you could sit wherever you want. (Students seemed to nod in agreement and proceeded to comply.)

KW completed the roll call. TH walked down the right side of the class noting student names on a sheet of paper (a chart).

9:55 KW lecturing on Classical Greece. TH moving between rows collecting names.

9:58 KW addressing class from just in front of the first row of desks. TH moved to the desk/table at front of room and sat, apparently going over the list of names. (She did not respond to the lecture and side comments made by students.)

10:00 PA system interrupted KW. He turned to board. When student in his class was named he faced that student and spoke to him. (Could not hear comment since other students were talking.) TH did not respond other than one quick glance to the PA "box".

10:05 TH still on stool at front. Her mouth was moving as she referred to the list (chart) of names and looked at students. She held a pencil and several times used it to point to different students. (The students did not seem to notice her work as they followed KW's movements with their eyes.)

10:12 KW made a joke about Phidippides running from Marathon and having a heart attack. He delivered the joke as serious and did not laugh (or rather chuckle) until most of the students had begun to laugh. TH smiled but did not raise her head or look at KW.

10:13 KW continued lecture. TH sat at front desk/table with her chin on her folded hands. Her eyes were scanning the classroom.

10:20 TH moved to her desk. Walked behind KW who was listening to a student's question. Students began to respond to question. Many talking at same time. KW used

"Sh...Sh..." to regain attention. (Used 5 times during class, especially at the end of a lecture section when the students asked questions or he offered parenthetical comments.)

10:26 TH at desk writing and moving papers. KW lecturing.

10:32-35 TH finished writing. Put pen down. Held up papers and then stacked them. Inserted in notebook.

10:38 KW lecturing. TH glanced at clock.

10:40 KW: We have five minutes left. You can study or whatever. Stay seated. (Turned to TH.) Do you have anything to say? (TH stood.) KW: (to class) She likes to learn names. I'll bet she can do all of yours without making a mistake.

TH: You can move around. (Kids move to different desks.) TH moved along the rows and called each student by name. Each was given a long look. (Only missed one name but was corrected on pronunciation on three others.) Students applauded.

KW: That's amazing! I won't be able to do that 'till the end of the semester. BELL (10:45) Students leave. TH grinning widely.

APPENDIX D

Sample Interview Transcript



9/10/81  
Formal Interview  
with TH

D: Basically, I've got two questions. One of them has three parts. Let me ask the first one. It is just a simple question about your impressions of this whole orientation thing, this time you spent on campus. How does that fit in with what you see as student teaching?

T: Even though I've had all these block classes, I'm glad I had them because they prepared me, I feel just a little bit better. I have more experience doing lesson plans, but I still need help. I'm not perfect at it. All the suggestions were helpful. I've learned a lot more in the past two weeks in these seminars than I did in some of the classes the whole semester. Maybe one reason being that you've got to face it, that in two weeks you are going to be out there in the world, and you are going to have to remember these. Also, in some of the classes I had last fall, I can look back on my notes, and it is a lot easier. It's like a refresher course. I think even if the system is changed...you still need it as a refresher course.

D: Those are our thoughts too. We won't do away with it entirely. Maybe some of the intensity will be gone. You've still got to be oriented to student teaching.

T: There are facts, like the school law. I wouldn't know about it unless we had it in a seminar. We have to be prepared for things like that. Like Mrs. Swan today. I wish she could teach all the time. I would take her. She is great.

D: Isn't she?

T: She is.

D: She made me feel good too. The main question has three parts. I will start with what may be the hardest or easiest, I don't know. When you think about your student teaching, there are three people involved - you, the student teacher; Mr. Williams, the cooperating teacher; and me, the supervisor. Last week you used the term "conjure up." You couldn't conjure up what he was like. What do you conjure up as a student teacher, as a cooperating teacher, as a supervisor? I don't mean physically, but how do you see their roles? How does a supervisor fit in student teaching?

T: Any really drastic mistakes I make, you are going to let me know about it. You are going to evaluate my performance as a teacher, my techniques. You will evaluate how I rate in the classroom... how I cooperate with my teacher will be a part of it. This evaluation probably will be very strict to begin with from what I've heard, but hopefully, you are there to help us and to show us that we do need improvement. You are not there to scare us or give us a bad grade on purpose. You are there for a reason. You know the educational system. You know we are real green. Hopefully, you are going to make us "blue," I suppose, whatever comes after green. We are to get a learning experience from you as well as from teaching.

D: What about the cooperating teacher? What role do they play?

T: He has to be a friendly person. He's going to have to be my friend. He had to be someone that I can confide most anything in, as far as...why I didn't sleep last night... I'm really scared about teaching today...could you maybe push me along a little bit. He's going to review all of my lesson plans. He's going to offer suggestions, and I am going to take them with a grain of salt. I may not approve of some of his suggestions, but that's just too bad because that's what he's here for - to criticize me, and after I get out of school, I can teach my own way. But he's there to make sure that I teach the content matter that he wants his class to cover during the time I am there.

D: Do you think you will or will not have a chance to teach the way you want to teach?

T: After our first meeting I think I will have a pretty free rein as far as different teaching techniques and methods, but as far as teaching subject matter, I will have to stick real close to the way he wants. I was reviewing over my book and tried to plan out the suggested lists like we talked about for a report. I need to talk to him and ask him how many units he wants me to go through. The only way I could figure out as far as my weeks that I would at least get through three. I could squeeze in four units which would be five more for him to cover in the spring. That's my biggest concern, that I won't be able to cover it as fast as he will. I hope I will be able to, but I think he'll let me know what he wants me to go to.

APPENDIX E  
Schedule of the Student  
Teaching Day

DAILY SCHEDULE  
FOR THE  
STUDENT TEACHING SEMESTER

Teachers report at 7:30 a.m., first bell at 7:40 a.m.

First period	7:45 - 8:45	U. S. history
Second period	8:50 - 9:45	World history
Third period	9:50 -10:45	World history
Fourth period	10:50 -11:45	Lunch
Fifth period	11:50 -12:45	U. S. history
Sixth period	12:50 - 1:45	Planning
Seventh period	1:50 - 2:45	Basic skills history

Students dismissed at 2:45 p.m.

Teachers dismissed at 3:00 p.m.

APPENDIX F  
Schedule of Evaluation Periods and  
University Evaluation Guides

### Evaluation Periods

9/21 - 10/2	First observation
10/5 - 10/19	Second observation
10/26 - 11/13	Third observation
11/16 - 11/25	Fourth observation

STUDENT TEACHING OBSERVATION/EVALUATION GUIDE  
COOPERATING TEACHER

Student \_\_\_\_\_ School \_\_\_\_\_  
 Subject(s) \_\_\_\_\_ Grade(s) \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Rating Scale: 1 = weak; 2 = below average, beginning exploration; 3 = average, continuously developing; 4 = above average, usually evident; 5 = excellent, consistently evident.

<p>I. PLANNING (from written plans)</p> <p>PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES</p> <p>A. Specifies learner objectives for lessons          B. Specifies teaching procedures for lessons          C. Specifies content, materials, and media for lessons          D. Specifies materials and plans for assessing learners          E. Plans instruction at a variety of cognitive and developmental levels</p> <p>ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS</p> <p>A. Organizes instruction to take into account differences in capabilities          B. Organizes instruction to take into account differences in learning styles          C. Organizes instruction to take into account differences in rates of learning          D. Organizes instruction to include learners in planning and management</p>	<p>Observation</p> <p>1st 2nd 3rd 4th</p> <p>_____          _____          _____          _____          _____</p> <p>_____          _____          _____          _____          _____</p>
--	---

COMMENTS

1st  
 2nd  
 3rd  
 4th

<p>II. EVALUATING (from written plans)</p> <p>OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS</p> <p>A. Uses evaluation materials to obtain information about learner progress          B. Communicates with individual learners about their needs and progress          C. Obtains information about specific learner problems from cooperating teacher and specialists</p>	<p>Observation</p> <p>1st 2nd 3rd 4th</p> <p>_____          _____          _____</p>
---	--

OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY

1st 2nd 3rd 4th

- A. Obtains evaluation and observation data on the effectiveness of instruction
- B. Uses evaluation and observation data to make revisions in instruction

_____	_____	_____	_____
_____	_____	_____	_____

COMMENTS

- 1st
- 2nd
- 3rd
- 4th

III. INSTRUCTING (from plans and/or classroom performance)

USES INSTRUCTIONAL TECHNIQUES, METHODS AND MEDIA RELATED TO THE OBJECTIVES

- A. Uses audiovisual and instructional equipment
- B. Uses instructional materials that provide practice on the objectives
- C. Organizes learning activities in a logical sequence

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMUNICATES EFFECTIVELY BOTH ORALLY AND IN WRITING

- A. Gives clear directions and explanations
- B. Provides directions and explanations when misunderstood
- C. Uses acceptable written and oral expression

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

REINFORCES AND ENCOURAGES THE EFFORTS OF LEARNERS

- A. Uses questions and responses from learners in teaching
- B. Provides opportunities for learner participation

_____	_____	_____	_____
_____	_____	_____	_____

DEMONSTRATES A REPERTOIRE OF TEACHING METHODS

- A. Demonstrates ability to conduct original, creative lessons using a variety of methods
- B. Uses methods that correspond with the developmental level of learners
- C. Demonstrates the integration of subject matter to other areas of knowledge
- D. Demonstrates ability to work with individuals, small groups and large groups

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

USES PROCEDURES WHICH INVOLVE THE LEARNER IN THE INSTRUCTION

- A. Uses procedures which initially involve learners in lessons
- B. Maintains learner involvement in lessons

_____	_____	_____	_____
_____	_____	_____	_____



DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL CURRICULUM BEING TAUGHT

1st 2nd 3rd 4th

- A. Presents information in the subject area appropriate to developmental grade level
- B. Presents accurate information about the topic being taught
- C. Presents the purpose and importance of the information to learners

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMENTS

- 1st
- 2nd
- 3rd
- 4th

IV. MANAGING INSTRUCTION (from plans and/or classroom performance)

ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION

- A. Attends to routine tasks
- B. Organizes materials for efficient use
- C. Provides a learning environment that is attractive and orderly
- D. Provides a variety of methods and materials to achieve instructional goals
- E. Conveys impression of knowing what to do and how to do it

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ADJUSTS INSTRUCTION TO CHANGES IN CONDITIONS

- A. Uses special or unexpected events to supplement lessons
- B. Makes modifications in lessons as needed

_____	_____	_____	_____
_____	_____	_____	_____

COMMENTS

- 1st
- 2nd
- 3rd
- 4th

V. PROVIDING THE LEARNING ENVIRONMENT (from plans and/or classroom performance)

- A. Communicates personal enthusiasm
- B. Communicates with learners in a way that conveys interest in them and in the subject

_____	_____	_____	_____
_____	_____	_____	_____

HELPS LEARNERS DEVELOP POSITIVE CONCEPTS OF THEMSELVES

- A. Demonstrates warmth and friendliness
- B. Demonstrates sensitivity to the needs and feelings of learners
- C. Demonstrates patience, empathy, and a sense of humor

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MANAGES CLASSROOM INTERACTIONS

1st 2nd 3rd 4th

- A. Provides feedback to learners about their behaviors
- B. Promotes comfortable interpersonal relationships
- C. Manages disruptive behavior among learners
- D. Maintains a classroom environment conducive to learning

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---	---	---	---
---	---	---	---
---	---	---	---

COMMENTS

- 1st
- 2nd
- 3rd
- 4th

VI. BEING PROFESSIONAL

MEETS PROFESSIONAL RESPONSIBILITIES

- A. Works cooperatively with colleagues, administrators, parents and community members
- B. Follows the policies and procedures of the school district
- C. Demonstrates ethical behavior
- D. Attends to instructional duties in a prompt and dependable manner
- E. Attends to additional duties

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ENGAGES IN PROFESSIONAL SELF-IMPROVEMENT

- A. Seeks and responds to data on professional skills
- B. Seeks and responds to information that aids teaching
- C. Participates in professional growth activities
- D. Shares professional materials and ideas

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---	---	---	---
---	---	---	---
---	---	---	---

COMMENTS

- 1st
- 2nd
- 3rd
- 4th

Conference Dates - 1st \_\_\_\_\_ / 2nd \_\_\_\_\_ / 3rd \_\_\_\_\_ / 4th \_\_\_\_\_

Student Teacher Initials \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Cooperating Teacher Initials \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## FINAL EVALUATION

Please describe the effectiveness of the performance of the Student Teacher as evidenced ~~during~~ the time spent in your classroom in the following categories:

Rating Scale: 1 = weak; 2 = below average, beginning exploration; 3 = average, continuously developing; 4 = above average, usually evident; 5 = excellent, consistently evident.

Rating:

— I. PLANNING

— II. EVALUATING

— III. INSTRUCTING

FINAL EVALUATION, Page 2

Rating:

\_\_\_\_ IV. MANAGING INSTRUCTION

\_\_\_\_ V. PROVIDING THE LEARNING ENVIRONMENT

\_\_\_\_ VI. BEING A PROFESSIONAL

Student Teacher \_\_\_\_\_

Co-operating Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

## STUDENT TEACHING OBSERVATION/EVALUATION GUIDE

## UNIVERSITY SUPERVISOR

Student \_\_\_\_\_ School \_\_\_\_\_  
 Subject(s) \_\_\_\_\_ Grade(s) \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Rating Scale: 1 = weak; 2 = below average, beginning exploration; 3 = average, continuously developing; 4 = above average, usually evident; 5 = excellent, consistently evident.

	Observation			
	1st	2nd	3rd	4th
<b>I. PLANNING (From written plans)</b>				
PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES				
A. Specifies learner objectives for lessons	_____	_____	_____	_____
B. Specifies teaching procedures for lessons	_____	_____	_____	_____
C. Specifies content, materials, and media for lessons	_____	_____	_____	_____
D. Specifies materials and plans for assessing learners	_____	_____	_____	_____
E. Plans instruction at a variety of cognitive and developmental levels	_____	_____	_____	_____
ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS				
A. Organizes instruction to take into account differences in capabilities	_____	_____	_____	_____
B. Organizes instruction to take into account differences in learning styles	_____	_____	_____	_____
C. Organizes instruction to take into account differences in rates of learning	_____	_____	_____	_____
D. Organizes instruction to include learners in planning and management.	_____	_____	_____	_____
<b>II. EVALUATION (from written plans)</b>				
OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS				
A. Uses evaluation materials to obtain information about learner progress	_____	_____	_____	_____
B. Communicates with individual learners about their needs and progress	_____	_____	_____	_____
OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY				
A. Obtains evaluation and observation data on the effectiveness of instruction	_____	_____	_____	_____
B. Uses evaluation and observation data to make revisions in instruction	_____	_____	_____	_____
<b>III. INSTRUCTING (from plans and/or classroom performance)</b>				
USES INSTRUCTIONAL TECHNIQUES, METHODS AND MEDIA RELATED TO THE OBJECTIVES				
A. Uses audiovisual and instructional equipment	_____	_____	_____	_____
B. Uses instructional materials that provide practice on the objectives	_____	_____	_____	_____
C. Organizes learning activities in a logical sequence	_____	_____	_____	_____

	1st	2nd	3rd	4th
<b>COMMUNICATES EFFECTIVELY BOTH ORALLY AND IN WRITING</b>				
A. Gives clear directions and explanations	---	---	---	---
B. Provides directions and explanations when misunderstood	---	---	---	---
C. Uses acceptable written and oral expression	---	---	---	---
<b>REINFORCES AND ENCOURAGES THE EFFORTS OF LEARNERS</b>				
A. Uses questions and responses from learners in teaching	---	---	---	---
B. Provides opportunities for learner participation	---	---	---	---
<b>DEMONSTRATES A REPERTOIRE OF TEACHING METHODS</b>				
A. Demonstrates ability to conduct original creative lessons using a variety of methods	---	---	---	---
B. Uses teaching methods that correspond with the developmental level of learners	---	---	---	---
C. Demonstrates the integration of subject matter to other areas of knowledge	---	---	---	---
D. Demonstrates ability to work with individuals, small groups and large groups	---	---	---	---
<b>USES PROCEDURES WHICH INVOLVE THE LEARNER IN THE INSTRUCTION</b>				
A. Uses procedures which initially involve learners in lessons	---	---	---	---
B. Maintains learner involvement in lessons	---	---	---	---
<b>DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL CURRICULUM BEING TAUGHT</b>				
A. Presents information in the subject area appropriate to developmental gradelevel	---	---	---	---
B. Presents accurate information about the topic being taught	---	---	---	---
C. Presents the purpose and importance of the information to learners	---	---	---	---
<b>7. MANAGING INSTRUCTION (from plans and/or classroom performance)</b>				
<b>ORGANIZES TIME, SPACE, MATERIALS AND EQUIPMENT FOR INSTRUCTION</b>				
A. Organizes materials for efficient use by learners	---	---	---	---
B. Provides a learning environment that is attractive and orderly	---	---	---	---
C. Provides a variety of methods and materials to achieve instructional goals.	---	---	---	---
D. Conveys impression of knowing what to do and how to do it	---	---	---	---
<b>8. PROVIDING THE LEARNING ENVIRONMENT (from plans and/or classroom performance)</b>				
<b>DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT</b>				
A. Communicates personal enthusiasm	---	---	---	---
B. Communicates with learners in a way that conveys interest in them and in the subject	---	---	---	---
<b>HELPS LEARNERS DEVELOP POSITIVE CONCEPTS OF THEMSELVES</b>				
A. Demonstrates warmth and friendliness	---	---	---	---
B. Demonstrates sensitivity to the needs and feelings of learners	---	---	---	---
C. Demonstrates patience, empathy, and a sense of humor	---	---	---	---

MANAGES CLASSROOM INTERACTIONS

1st 2nd 3rd 4th

- A. Provides feedback to learners about their behaviors
- B. Promotes comfortable interpersonal relationships
- C. Manages disruptive behavior among learners.
- D. Maintains classroom environment conducive to learning

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. BEING PROFESSIONAL

KEEPS PROFESSIONAL RESPONSIBILITIES

- A. Works cooperatively with peers and university personal
- B. Follows policies and procedures of the University Handbook
- C. Demonstrates ethical behavior
- D. Attends to student teaching responsibilities in a prompt and dependable manner

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ENGAGES IN PROFESSIONAL SELF-IMPROVEMENT

- A. Seeks and responds to constructive criticism
- B. Participates in professional growth activities

_____	_____	_____	_____
_____	_____	_____	_____

Conference dates: 1st \_\_\_\_\_ / 2nd \_\_\_\_\_ / 3rd \_\_\_\_\_ / 4th \_\_\_\_\_

Student Teacher Initials \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

University Supervisor Initials \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

COMMENTS  
UNIVERSITY SUPERVISOR

I. PLANNING

1st

2nd

3rd

4th

II. EVALUATING

1st

2nd

3rd

4th

III. INSTRUCTING

1st

2nd

3rd

4th



## IV. MANAGING INSTRUCTION

1st

2nd

3rd

4th

## V. PROVIDING THE LEARNING ENVIRONMENT

1st

2nd

3rd

4th

## VI. BEING A PROFESSIONAL

1st

2nd

3rd

4th

APPENDIX G

Student Teaching Orientation Schedule

## Orientation Schedule

- 8/26 9:30 General orientation and welcome  
1:00 Meet with supervisor  
2:00 Tour Curriculum Lab
- 8/27 9:30 Seminar: Daily planning  
4:00 Cooperating teacher orientation
- 8/28 9:30 Seminar: Daily planning  
2:00 Meet with supervisor
- 8/31 9:00 Seminar: Evaluation
- 9/ 1 9:00 Seminar: Unit planning
- 9/ 2 9:00 Seminar: Unit planning  
1:00 Seminar: Integrated units
- 9/ 3 First school visit
- 9/ 4 9:00 Seminar: Unit planning
- 9/ 7 9:00 Unit work time  
10:30 School law  
1:00 Unit work time
- 9/ 9 9:00 Meet with supervisor  
10:00 Media demonstration  
1:00 Media workshop
- 9/10 9:30 Seminars: Classroom management  
Methods, materials, & procedures
- 9/11 9:30 Unit work time  
10:30 Seminar: Student-teacher relationships  
1:00 Announcements