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ABSTRACT

The Oklahoma City-Central State University Cooperative Program in Teacher Education is designed to provide student teachers preparing for middle school careers with a more realistic opportunity to integrate educational theories of learning and behavior with day-to-day public school experiences. A maximum of 25 students spend a full semester in an Oklahoma City middle school where they complete their student teaching and three academic courses: Educational Psychology, Child and Adolescent Psychology, and Educational Tests and Measurements. The academic courses and student teaching are conducted by a team of two Central State University professors who spend approximately 4 hours each school day in the building, both spring and fall semesters, supervising the student teachers and teaching the courses. (Related program material and a reference bibliography are included.) (MJM)

OKLAHOMA CITY - CENTRAL STATE UNIVERSITY

COOPERATIVE PROGRAM IN TEACHER EDUCATION

A Case Study

Presented to

American Association of

Colleges for Teacher Education

Prepared by

College of Education

Central State University

Edmond, Oklahoma

November 23, 1971

SUMMARY OF THE PROGRAM

One of the most frustrating experiences of teacher educators is to see excited, committed student teachers move into the teaching ranks and rapidly become frustrated, uninspired and eventually uncommitted. It is apparent that this problem is at least partially a result of inadequate, and perhaps inaccurate, preparation. The Oklahoma City-Central State University Cooperative Program in Professional Education is an effort to provide student teachers preparing for middle school careers with a more realistic opportunity to integrate educational theories of learning and behavior with day-to-day public school experiences.

A maximum of twenty five students spend a full semester in an Oklahoma City middle school where they complete their student teaching and three academic courses: Educational Psychology, Child and Adolescent Psychology, and Educational Tests and Measurements.

The academic courses and student teaching are conducted by a team of two Central State University professors who spend approximately four hours each school day in the building, both fall and spring semesters, supervising the student teachers and teaching the courses.

Beginning with the pre-school orientation sessions and continuing throughout the semester, the student teachers maintain the same school hours as the regular faculty and attend the academic courses, which are taugh the first two periods of each day.

If the goals of the program are reached, the student teachers complete the semester with a broadened understanding of human behavior, an expanded capacity to model the core dimensions of a helping personality, and with a heightened ability to use appropriate learning theory in teaching.

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RATIONALE

Accurate Teacher Education is in many ways an unlearning experience for the student teacher. Numerous common sense notions which are successful only in a very limited sense must be discarded and replaced by more facilitat approaches if the teacher is to be maximally effective. Unfortunately unlearning is a most painful way of learning and demands the use of the most effective learning principles, including, among others,the proper merging of theory and practice and the presentation of a facilitative behavioral model to the learner.

At Central State University teacher education has proceeded along traditional deductive lines, with theory being presented on campus and practice following in a public school setting. This approach has both strengths and weaknesses, with efficienc, and economy being two obvious strengths.

Efficiency and economy in a teacher education program are obtained primarily by having large classes and using teaching techniques, such as lecture, discussion, outside assignments, and visual aids, which make it possible to cover many concepts in a short period of time. This approach works well with highly motivated students, especially if the professor is successful in integrating theory and practice. Although there is a substantial payoff when this approach is successful, it is a well established finding that "Being Told" is one of the most difficult ways to learn(6). Therefore the all too common outcome is that new teachers quickly abandon good learning and behavior theory in favor of teaching the way they were taught, with corrections being made on a trial and error basis.

Weaknesses of the traditional approach include difficulty in making theory and practice mutually supportive and the tendency to emphasize theory having limited relevance. Overcoming the weakness of theory and practice not being mutually supportive must take into account both the organizational structure of the program as well as the content of the teacher education curriculum. The tendency to emphasize theory having limited relevance may also be in part a problem of program structure (which often keeps teacher educators from being fully aware of the ongoing public school program) but is even more a function of the experience, committment, and educational background of the teacher educator.

The program being discussed was designed to capitalize on the strengths of the traditional approach while at the same time overcoming the weaknesses.

OBJECTIVES

The overall objectives of the program are to provide student teachers with a more realistic exposure to educational theory and practice in the context of a public school, and to provide a teacher educator team model for student teachers.

Specific objectives of the program include:

1. The student teachers will develop an understanding of human behavior from the standpoint of cause-effect relationships.
2. The student teachers will be able to demonstrate a non-possessive warmth, respect, and genuineness (2) toward those with whom they come in contact.
3. The appropriate use of learning theory in the classroom will be utilized by the student teachers.

4. The student teachers will analyze and utilize group dynamics in the school setting.
5. The teacher educators directing the program will have continuous contact with the actualities of public school life.

DEVELOPMENT

The program was conceived by Dr. Mack Wedel of the Central State University education faculty. He then discussed the project with Dr. Gene Russell, who agreed to team up with Dr. Wedel. Mr. Olen Labor, principal of Hoover Jr. High School, was approached to see if Hoover would be interested in being the host school. On receiving his support, meetings were arranged with Central State University administration personnel, including Dr. Gene McPhail, Director of Student Teaching, Dr. Joe Jackson, Vice President for Academic Affairs, and Dr. Garland Godfrey, President of Central State University. Final approval was obtained to enter into an agreement with the Oklahoma City Public Schools to conduct this project during the 1970-71 school year at Hoover Jr. High School. The agreement was consummated after consultation with the Director of Secondary Education of Oklahoma City Public Schools, Mr. Jim Johnson, and with Dr. Bill Lillard, Superintendent, who presented the plan at the Oklahoma City Board of Education for final approval.

The Oklahoma City-Central State University Cooperative Program in Professional Education continued at Hoover Jr. High School throughout the 1970-71 school year. At that time, it was determined the crowded conditions in the building (the physical plant was built to accomodate 1100-1200 while the anticipated 1971-72 enrollment was projected at 1600-1700) required that if this project were to be continued for the 1971-72 school year it would

have to be at another building. Since the program evaluation had suggested that the project be continued it was decided to move the project to a less crowded building. Oklahoma City Public School officials suggested three possibilities, of which Rogers Middle School seemed to be the best choice, both because it is a middle school (Grades 6-7-8) and because the overall philosophy of the Rogers Middle School administration is very much supportive of sound learning and behavioral principles.

Dr. Mack Wedel approached Mr. Jerry Rippetoe, Principal of Rogers Middle School, and received an invitation to conduct the project at Rogers during the fall semester of the 1971-72 school year and also during the spring semester if the faculty so decided. The project began at Rogers in August, 1971. In October, 1971, the faculty voted to invite the project to continue throughout the 1971-72 school year at Rogers. Assuming the project receives a favorable evaluation in the Spring 1972, current plans call for the project to continue at Rogers during the 1972-73 school year.

DESCRIPTION OF THE PROGRAM

1. The program includes 23-25 student teachers who spend a full semester at an Oklahoma City middle school. Their program includes the block courses normally taught on campus (Educational Psychology, Child and Adolescent Psychology, and Tests and Measurements) in addition to the regular student teaching experiences.

2. The program is for one semester, with students applying for either the fall or spring semesters.

3. Chronological Sequence:

   a. Students interested in the Middle School (either elementary or

secondary majors) make applications for the program to the Director of Student Teaching.

b. Anyone eligible for student teaching may apply for the project. The two criteria most crucial in selection are: (1) Stated interest of the applicant. (2) Availability of opening at the host school - the principal of the host school informs the University of the subject areas available. For example, two in social studies, three in English, and two in Math.

c. Those students accepted for the program are notified early enough so they can plan to attend the pre-school sessions at the host school.

d. During the semester students are expected to maintain the same school hours as the host school faculty and attend school functions appropriate to their assignment.

e. Students allocate two hours each day for formal classroom activities.

f. In addition to the approximately two hours each day devoted to University course work, the student teachers periodically observe classes other than those with their cooperation teachers, both in the host school and by appointment in other Oklahoma City Public Schools.

ADMINISTRATION

Dr. Mack Wedel, Associate Professor of Education, is the project director. Approximately one-third of his total course load is devoted to the project to assist in teaching the courses, supervision of student teachers and for program direction. Dr. Gene Russell, Associate Professor of Education and Psychology, devotes approximately three-fourths of his total course load to the project (nine hours for the block courses and three hours for supervision). Dr. Gene McPhail, Director of Student Teaching, is

responsible for participant selection and has also served as a resource person for the project.

A number of faculty members assist with the program as needed, such as art, English, science, and health and physical education methods teachers, and reading specialist. The services of a psychiatrist were available one afternoon. Also the host teachers and administrators are often in attendance at the class sessions and make appropriate contributions to the discussions of the class.

FACILITIES

Classroom and seminar facilities are provided by the host school. Book shelves in the host school instructional library are also provided to accomodate the library and instructional materials brought to the host school for use by the student teachers in connection with course requirements. All instruction materials and duplicating equipment available to the host school faculty are also available to the student teachers.

BUDGET

Virtually the entire budget is taken up with salaries and transportation for personnel. This includes five-fourteenths of Dr. Wedel's salary and twelve-fourteenths of Dr. Russell's salary. The extra cost for the increased supervision is approximately $10.00 per student teacher. It is 19 miles round trip to Hoover Jr. High School and 32 miles round trip to Rogers Middle School.

COURSE REQUIREMENTS OF STUDENT TEACHERS

The three University courses (nine hours) which student teachers complete during the semester are Educational Psychology, Child and Adolescent Psychology, and Tests and Measurements. The courses are presented as an integrated whole, with the final letter grade being compiled from the following:

1. Three essay tests, designed to determine the extent to which the student has grasped the concepts involved and is able to see their application to classroom learning and behavior (Appendix A).
2. A case study, designed to give the student an opportunity to study an individual (or group) in depth, with special emphasis on recognizing and responding to causes, rather than symptoms (Appendix B).
3. A test evaluation, designed to give the student an opportunity to construct, administer, and analyze a test, using accurate learning and measurement principles (Appendix C).
4. Six outside readings, using psychological journals and books.
5. Students present either their case study or test evaluation to the class for analysis and critique (Appendix H, I).

STUDENT TEACHING REQUIREMENTS

1. Daily participation in the classroom activities of the cooperating teacher to whom the student teacher is assigned (includes observing cooperating teacher, assisting cooperating teacher, and assuming full responsibility of the class at appropriate times).
2. Notebook Compilation - The required notebook includes lesson plans, observational notes, unit materials and any other material which the student teacher may find helpful.

3. Six written observations of classes other than that of the cooperating teacher.

4. Six written observations of student activities.

The student teaching experience also includes a minimum of four classroom observations from the University supervisors with a follow-up interview critiquing the class which was supervised (see Student Teacher Evaluation form used for the critique). Also, there were numerous informal discussions with students both individually and in groups.

Evaluation of student teaching (eight hours credit) is on a pass-fail basis.

EVALUATION

Ideally a project such as this would be evaluated longitudinally, with an experimental design permitting comparison over a time span between graduates of this program and graduates of the regular student teaching program. Unfortunately this was not possible. Instead a variety of evaluative measures were used, with the hope that gathering evidence of program results from a number of different sources would make valid conclusions possible.

Data for the evaluation was obtained from the following sources:

1. Evaluation Instruments:
   a. Relationship Questionnaire.
   b. Course Evaluation Questionnaire.
   c. Impressions of Teacher Education Questionnaire.
   d. Student Teacher Comments.
   e. Self Concept Scale.
2. Cooperating Teacher Observations.
3. Host School Administrators Observations.
4. Observations of Project Coordinators.

Relationship Questionnaire - This instrument is made up of 141 statements regarding how a person may feel about another person, or ways that one person may act toward another person (Appendix D). The instrument was administered to the student teachers in the Hoover Project and to a control group of on-campus students on completion of their block courses.

Both the Hoover and on-campus groups scored high on the questionnaire, indicating a heightened perception of sensitivity and concern toward persons with whom they interact. However, the on-campus group scored significantly higher than the Hoover group on the dimensions under study (Table 1).

Table 1

Mean Performance on the three Relationship Questionnaire Scales by the Project group and the On-campus group

		Relationship Questionnaire Scale		
Group		Accurate Empathy	Nonpossessive Warmth	Genuineness
on-Campus	Mean	36.94	64.19	47.31
	S.D.	5.87	6.68	3.41
Project	Mean	32.50	58.75	45.00
	S.D.	6.55	7.31	3.29
	*t Ratios	2.555*	2.773*	2.416*

*t = 2.005, $p < .05$

These differences may be attributed to a tendency to move from a more idealistic to a more realistic position as theory and practice merge. That experience toughens the attitudes of young teachers has been verified recently by a group of San Francisco State Reasearchers (7). They found that elementary

education majors start the teacher education program believing that teachers should be warm and supportive, but often "move significantly toward a hard authoritarian ideal" by the time they begin practice teaching. This phenomena has also been verified in other professions. For example, Eron (5) found this tendency among medical school students as they proceed through their internships.

A question which remains unanswered is whether this project moves student teachers toward a more realistic approach to teaching without undue loss of "humanistic" idealism or whether the loss of idealism is replaced by a nonproductive form of cynicism. This question is being studied this year with the Rogers group, using a scale designed to measure "Machiavellianism" (3).

Course Evaluation Questionnaire - This questionnaire (Appendix B) was administered at the close of each semester with careful steps taken to maintain the anonymity of the respondents. Completion of the questionnaire was on a strictly voluntary basis.

On-campus students attending Educational Psychology classes of Professor Russell during the 1969-70 school year served as the control group. Their responses were contrasted with those of the Hoover group (experimental). The total Hoover N was thirty-seven. The thirty-seven control group responses were randomly selected from a pool of 198 completed questionnaires.

Results showed significant differences on two items, numbers four and five, where the control group indicated less satisfaction with the size of their class and with the physical environment of the classroom itself. Three additional items yielded substantial, but not statistically significant differences. These were: Item 1, where the experimental group were more inclined than the controls to describe their purposes as "I am really trying

to learn all I can about how to be a good teacher and I hoped this course would help." Item 2, where the experimental group were more confident their purposes were realized than were the controls, and Item 7, where the experimental group liked the outside readings more than the control group.

Impressions of Teacher Education Program Questionnaire - This five item questionnaire (Appendix F) was completed by the same persons as the Course Evaluation Questionnaire. There were no statistically significant differences between the two groups on any of the items. Only on item five were there any trends. On this item the experimental group had a tendency to rate the overall teacher education program higher than the control group.

Student Teacher Comments - Respondents were asked for their written comments on the last page of both the Course Evaluation Questionnaire and the Impressions of Teacher Education Program questionnaire. The comments were placed into categories and classified according to whether they were favorable or unfavorable.

A Chi Square test of significance was completed. No significant differences were obtained, although the Chi Square on the experimental vs. control group comments on the academic courses approached the .05 level of significance (3.84 with one degree of freedom). This difference may well be explained by the fact that the experimental group was commenting on three courses while the control group was commenting only on Education Psychology. Another possibility is that the more critical experimental group evidence less defensiveness and a more realistic understanding of the course.

Self-Concept Scale - This instrument (Appendix G) was developed by Dr. Russell from self-concept principles (4). The eleven item scale was administered to the Rogers group and to a graduate class of teachers enrolled in Educational Psychology at Central State University during the 1971 summer

session. Results, as shown in Table 2 show that the Rogers group scored significantly higher than the graduate teachers, implying a more positive self-concept for the Rogers group.

Table 2

Mean Performance on Self-Concept Scale

Group		Scale Responses
Graduate Educational Psychology Class N=32	Mean	26.9687
	S.D.	7.0864
Project N=24	Mean	41.6666
	S.D.	7.2930

$t = 2.66$, $p < .01$

Cooperating Teacher Observations - The Project Director asked interested co-operating teachers to submit their impressions of the Program. They were encouraged to include the positive aspects, as well as areas which need strenthening. Mrs. Maxine Asch, language arts teacher, stated that:

> "It is my pleasure to commend the Student Teaching Program of Central State University as the finest I know about in the field of teacher training.
>
> I would consider any teacher candidate's chance for success to be appreciably enhanced for having participated in this laboratory experience with Dr. Mack Wedel and Dr. Gene Russell. Furthermore, I feel a more effective dimension has been added to my own teaching because of the association with this project in my school last year.
>
> If the co-operating system can absorb the increase in personnel without deprivation of facilities and space to the staff or student body, this program is capable of valuable impact in teacher education and teacher effectiveness, and hence, a forward thrust for education itself."

Mrs. Mary Hepp, math teacher, stated that:

> "I was privileged to be a part of the student teaching program conducted by Central State University last year. In my opinion it was an excellent program for training student teachers. The opportunity to study with Dr. Wedel and Dr. Russell and apply what they had learned, created a type of

laboratory situation which was most beneficial to the student teachers and the groups of children with which they were working.

It was a learning situation for me also in that I was able to learn about some of the new ideas in education and had the opportunity to discuss ideas and problems with experts in the field.

If a school has the facilities to absorb a group such as this without creating an overcrowding problem, I would recommend the program highly as one that would be beneficial to students as well as teachers."

Mrs. Patricia Hunter, language arts teacher, stated that:

"During the 1970-71 school year, I was involved in the Central State University student teaching program in the role of cooperating teacher. Two senior students from CSU assisted me in my classroom, planning and carrying out our academic program.

In my estimation, the Central State Program for student teachers is singularly outstanding in every way. First, it was a thoroughly practical experience of systematic study, seminar-type experiences, and total on-the-job training. Secondly, it provided teaching candidates an opportunity to serve in a realistic learning-laboratory type situation making textbook material "come alive" by daily involvement with children, professors, supervising teachers, and cooperating teachers, as well.

We in the profession speak frequently of institutional reform and education for the seventies. To me, the Central State student teaching program is indeed a forward step to meet the challenge of a truly relevant approach to educational internship.

Host School Administrators Observations - The Project Director asked the Principals at Hoover Junior High and Rogers Middle School to comment on the program. Following are their comments.

C. Olen Labor, Principal of Hoover Junior High School, stated that:

> "Central State University initiated a new student teaching program in our building during the 1970-71 school year. This program was unique in that college courses related to teaching were taught in our building. Student teachers worked with our teachers a full semester and at a certain time each day they were released to attend the college courses which were taught by the University staff.
>
> In my opinion this program offered more to prospective teachers than the conventional type of student teaching. College courses were more relevant to the student teachers because they dealt with specific learning problems observed in their classrooms.
>
> The biggest problem experienced by the public schools with this type of program was that of accommodating a large number of student teachers. Even though I have an exceptionally good staff, I found myself assigning student teachers who had insufficient experience to give proper guidance. If this problem could be overcome, the program would be most desirable in the preparation of teachers for junior high or middle schools."

Mr. Jerry Rippetoe, Principal of Rogers Middle School, stated that:

> "On behalf of the staff and administration of Rogers, I would like to express our appreciation for the cooperation that has been received from Central State University in regard to the new student teaching concept. Rogers is a fine school and this year has begun as one of the best yet. I personally feel that this success has been enhanced by the student teaching program through Central. The staff quickly voiced approval and are looking forward to next semester and a continuation of the program.
>
> It is sometimes difficult to obtain a realistic view of public school teaching within the confines of a college classroom. The practical experiences from having been in a public school an entire semester, coupled with theory taught in the colleges and universities should lead to a much more successful teaching career for many student teachers.
>
> Let me say once again how appreciative we are of this student teaching program as it is now being carried out at Rogers through Central State University and to express the enthusiasm of the staff as we look forward to next semester."

Observations of Project Coordinators - Following are the comments of the project coordinators:

Dr. Mack Wedel - During the past several years as a University supervisor of student teachers, I observed many instances where student teachers simply were failing to implement the appropriate learning and behavioral principles in their teaching. Although I assumed they were getting many fine concepts in their classes on campus, I had no idea which concepts. It was this observation that caused me to wonder about what was going on in the on-campus classes and how I could better integrate the theory of on-campus classes with the realities of student teaching.

This program has allowed me to gain some professional inservice education at a very low threat level. Frankly, as a University supervisor, one of my problems was an inadequate understanding of psychological principles as applied to human behavior and learning. Most of the positive moves I had were natural and without much theoretical understanding of the reasons for such behavior. As a result I operated far too much on the basis of trial and error. Therefore, a very real personal advantage in the program has been the self-assurance I have gained as I work with students in helping them to better understand the cause and effect relationships of their teaching.

I believe the opportunity I have visiting with Dr. Russell as we travel to and from the program is invaluable in that we go over the concepts discussed in class, sharing with each other our observations of students made that day (we both supervise them all), thus providing opportunities to plan our future strategy for the program.

A distinct advantage to this program has been the availability of the University professors to the cooperating teachers. In my role as a University supervisor I found, for many reasons, that I was spending very little time with cooperating teachers. It occured to me that I was not giving the cooperating teachers the opportunity to feel as important in the scheme of student teaching as they really are. When one doesn't have the opportunity for appropriate feedback (in this case, cooperating teacher to University supervisor) there tends to be a resentment to the whole student teaching program. Last year at Hoover we took all the cooperating teachers to lunch away from the school, in groups of five, for a couple of hours and had an excellent opportunity for a give and take relationship. It was obvious to the University professors that following this experience a more genuine respect for one another emerged. It was at this point that we started having a noticable positive impact on several of the cooperating teachers in that they started coming to us or cornering us in the teachers lounge to either encourge them, help them through the causes and effects of a problem they were having, or to elaborate on a concept they wanted to implement in their own classes (such as adjustments in grading procedures).

We have also purchased video taping equipment to be utilized in analyzing the teaching of the student teachers. There will be other uses of the equipment such as encouraging the student teachers (and cooperating teachers) to use it in their classrooms with students.

Dr. Gene Russell - As is true with all teaching and learning experiences which continue over a time span, there are both positive and negative

aspects to this program. By far the most obvious plus for me has been the opportunity to interact with student teachers and public school students, teachers, and administrators. It had been over fifteen years since I was in a public school on a daily basis. This has caused me to look long and hard at the theoretical concepts used in teaching the psychology of education. It is also providing me with a fresh, relevant source of examples to illustrate appropriate learning and behavioral concepts.

The daily contact with student teachers on a more informal basis than is possible on campus has been most rewarding and challenging. I find myself inspired to do the best job I possibly can in an effort not to disappoint them. I am thus more careful and exhaustive in my preparation and ever alert to assure that I am "practicing what I preach".

An additional asset is one which would be difficult to prove, but which I think is correct, namely that the Hoover and Rogers group are more analytical in discussing psychological concepts, ask more challenging, relevant questions, and become more personally involved in the class proceedings than is true with on-campus classes. From an educational view this advantage is difficult to overestimate.

The chief drawback of the program is time. With a thirty-two mile round trip it is difficult to devote less than five hours a day to the project (average 7:30am - 12:30pm). When I add this twenty-five hours a week to my remaining responsibilities, the result is that some areas get neglected, notably professional development. I find myself with less time for reading and for full attention to my other classes and responsibilities.

One other drawback should be mentioned. In the process of "daily battle" there is a temptation to get too "realistic". I am convinced that accurate theory is an absolutely essential ingredient of a correct teacher education program. In an effort to achieve a more realistic balance between theory and practice there is the possibility of going to the opposite extreme of placing too much emphasis on practice, while neglecting theory. I believe we have successfully eluded this pitfall but the possibility is always there and must be resisted.

All things considered, this program has been most rewarding personally as well as affording me the greatest opportunity in my career to increase my effectiveness as a teacher.

DISCUSSION

All correct learning experiences are, in effect, a reality search. Therefore it is important to ascertain the extent to which this project is offering a realistic blending of educational theory and practice. Results of the Relationship Questionnaire showed the project group to be significantly different from the on-campus group in the direction of a better balance between idealism and realism for the project group. The Chi Square on the Questionnaire Comments, which approached statistical significance when comparing the experimental and control group comments on the academic courses, may also imply a more realistic understanding on the part of the experimental group. The observations of Dr. Russell in contrasting on-campus and project group classroom input are along similar lines. The structure of the project, providing for daily experiences in "trying out" theory under actual classroom conditions adds to the reality search. Thus the project group experienced

increased opportunities to subject trial and error and common sense teaching methods to scientific scrutiny over a full semester, as contrasted with the usual one-half semester student teaching experience.

One of the chief goals of the project is for the student teachers to expand their ability to model the core dimensions of a helping personality (2). This goal is sought by the project coordinators both through presentation of relevant material (see References for Thoeretical Base) and through efforts by the coordinators to model appropriate behavior. It is hoped the norms and values which emerge from this twin thrust will be internalized by the participants and will in turn form the basis for their interactions with others.

There seems little doubt that the concepts themselves are better mastered by the project group. Tests over the concepts yielded significant differences at the .01 level in favor of the project group over the on-campus group. There is also some evidence from the Course Evaluation Questionnaire and the Impressions of the Teacher Education Program Questionnaire that groupness has developed in the project group around the project norms and values.

A real "sleeper" developed in regard to one of the project objectives, that of providing the project coordinators with realistic exposure to the proper integration of theory and practice. Both project coordinators observed that the everyday experience of interacting with one another and with the students has been both personally and professionally invaluable. The fact that Dr. Wedel's primary area of expertise is supervision and that Dr. Russell's specialty is educational psychology has led to a sharing relationship which is proving beneficial to both coordinators.

As has been noted in the rationale, two obvious strengths of the traditional system of separating theory and practice are efficiency and economy. A recurring problem which accompanies high levels of efficiency is reduction of effectiveness. This project has proven to be as efficient as the on-campus program in that the academic goals (concept mastery, etc.) are approached with the same outline for both on-campus and project groups. Also, both approaches devote the same amount of scheduled time to concept presentation and discussion, and both groups are tested over the same concepts.

Economy is a factor which must be given consideration in planning any effective program. The on-campus program, as currently organized, is a highly economical operation, especially when compared with the total University academic program. The current University full time equivalent student-teacher ratio is 22-1. During the year immediately preceeding the start of the program under discussion, Dr. Russell taught four educational psychology classes. There were a total of 216 students in these classes for an average student-teacher ratio of 54-1, roughly two and one-half times the all-University student-teacher ratio.

It is obvious, then, that when the on-campus program, as now constituted, is compared with the project, the on-campus structure is much more economical. However, when one compares the project with the all-University student-teacher ratio, 22-1, there is little difference. The project coordinators receive a combined total of one and one-fourth full time teacher equivalent (five hours for Dr. Wedel and twelve hours for Dr. Russell) for teaching seventeen hours of classes to 23-25 student teachers. This means the University need only commit itself to

the typical University academic program. Even this much committment might be asking too much unless it could be shown that the structure of the project results in a more effective student teacher program. This is the question which will now be discussed.

Stated simply, effectiveness involves finding an answer to the following question: Do teachers who complete this project turn out to be more effective in the classroom than teachers who complete the regular program? In the final analysis a longitudinal study would be required to answer this vital question. However, there are several bits of data bearing on the question:

1. There was a tendency on the part of the project group to be more self-confident and optimistic than the on-campus group about their future success as teachers. This came out both in the Course Evaluation questionnaire and in the Self-Concept Scale. It should be noted here that self-confidence and optimism are two of the most often identified characteristics of a successful teacher (1).

2. The project group indicated in their evaluation comments that the project structure of combining theory and practice was most effective. The following quote from one of the project evaluation forms summarizes their comments: "I personally feel that this method is the best way of getting all the educational principles across with true meaning. That is to say, the things you learn in class can immediately be applied and tested by you in a classroom situation. Everything is more relevant."

3. Host school administrators have shown their confidence in the programs effectiveness by filling their teacher vacancies with project participants. Six of the project participants are employed by Hoover

Junior High School for the current year. The only vacancy which has occured at Rogers Middle School this year is being filled mid-term by a Rogers project participant. Sixteen of the twenty-four spring, 1971 participants are now teaching full time. Five others are continuing their studies and one has taken a position in private industry. In view of the current teacher surplus, this placement record may well be one indication of program effectiveness.

4. The fact that the project group scored significantly higher on tests designed to measure concept mastery is another indication of project effectiveness. In looking at the data analysis presented in Table 3 below, it will be noted that the mean of the project group was 181, with a mean of 174 for the on-campus group. The standard error of the mean for the project group was 1.2738 and 2.2075 for the on-campus group. This indicated that the average and potentially below average students in the project group were demonstrating concept mastery at significantly higher levels than was true of comparable students in the on-campus group.

Since superior students typically will master concepts in either setting, this finding supports the conclusion that the greatest effect of the project structure, as far as concept mastery is concerned, was to increase concept mastery by the average and potentially below average students in the project group.

Table 3

Mean Performance on Concept Mastery in Educational Psychology

Group		Test Scores
On-Campus	Mean	174.3260
	S.D.	14,8090
	S.E.M.	2.2075
Project	Mean	181.4347
	S.D.	8.5456
	S.E.M.	1.2738

$t = 2.632 \quad p < .01$

There is one additional point to be made in regard to concept mastery. With the same concepts being presented over the same total elasped time, and with the same person presenting the concepts to matched experimental and control groups, it would follow that the variable being tested is probably the setting. These findings seem to indicate that the project setting is more effective in aiding concept mastery than is the on-campus setting.

CONCLUSIONS

1. The student teachers in the project tended to move in the direction of forming a more realistic picture of teaching, as compared with the on-campus control group.

2. The student teachers in the project experienced increased opportunities to subject trial and error and common sense teaching methods to scientific scrutiny, as compared with the on-campus control group.

3. Groupness developed early in the project group, accompanied by a heightened solidarity and spirit.

4. The project coordinators were provided a more realistic exposure to the proper integration of theory and practice.

5. The program structure resulted in a minimal loss of efficiency and economy.

6. There are indications that the project is more successful in turning out effective teachers, both in terms of mastery of relevant concepts, and in modeling correct teacher behavior, than is true of the on-campus program.

REFERENCES FOR THEORETICAL BASE

The theoretical base of the project has been derived from a number of sources. There is a deliberate effort to encourage the student teachers to tie in the concepts of these theorists with classroom practices. This is illustrated by the Student Teacher Evaluation Form (Appendix J), which is used by the program coordinators in supervising student teachers.

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APPENDIX

A. Sample test over Educational and Adolescent Psychology

B. Sample of Case Study

C. Sample of Test Evaluation

D. Relationship Questionnaire Booklet

E. Course Evaluation Questionnaire

F. Impressions of Teacher Education Program

G. Self-Concept Scale

H. Case Study Critique Form

I. Suggested outline for Test Evaluation

J. Student Teacher Evaluation Form

APPENDIX A

Educational and Adolescent Psychology

1. Debbie, a sixth grader, has a deep appreciation for you, her teacher, and typically is able to put herself in your place as she decides how to behave in class. She is obviously enjoying herself in class and is also happy to see that she pleases you.

   In what way would you describe Debbie as a moral realist. In what way is she a moral relativist.

2. According to Erikson, the developmental crisis faced by middle year children is industry versus inferiority. What are the important considerations of this crisis for the classroom teacher of middle year children?

3. Briefly discuss the causes of prejudice. What are some classroom practices which you would use if you wanted to develop a classroom climate which would encourage a reduction of prejudice.

4. What defence mechanisms are operating in the following situations:

A_____Mary gets mad at her math teacher but is afraid to confront him. Instead, she comes into your class and is a continual disturbance throughout the hour.

B_____John is a person of average intelligence. However, in class he is an overachiever and takes every opportunity to cooperate, hand in extra work, etc.

C_____Bill, who is a bright student, spends very little time studying for one of your tests and consequently fails. He excuses himself by saying that the class is unimportant and that the test questions were unfair.

D._____Francis has a teacher she secretly "loves". One day in class the teacher calls on her and when she cannot answer, the teacher humiliates her in front of the entire class. Francis is so hurt she "forgets" the entire episode.

5. What are some techniques you could use in your classroom to help students express their aggressions in a healthy way? What are some typical practices commonly used in classrooms which unduly restrict students from displacement of aggressions?

6. Historically, psychology has supported the notion that humans move toward goals in an effort to reduce tensions. Discuss a motivational theory which supports the notion that humans typically seek an increase in tension.

7. Briefly discuss two of the basic causes of the identity crisis faced by the typical adolescent.

8. Briefly discuss the Fisher study on the adolescent sex urge.

9. Trace the development of justice in relation to moral development.

APPENDIX B

Case Study of an Adolescent

Gary A. Brown
Central State University
Conducted at Hoover Jr. High
Oklahoma City, Oklahoma

An Apology. Several times in this case study I have used the term "hippie." I have used this only after considering and rejecting other possibilities. It best describes a manner of dress and a general attitude toward life and society. There are no bad connotations intended when this term is used. On the contrary, it is my own feeling that within the hippie movement there has been a great deal of clear, creative thinking which adults, especially teachers, should listen to with open minds.

Introduction. The purpose of a case study is to identify the antecedents responsible, in a direct or indirect causative way, for the occurence of observable behavior in the classroom. The results of this identification are then used in an attempt to bring about specific behavioral changes in the subject.

Case studies exhibit a great element of subjectivity and intuition primarily due to the difficulty of obtaining dependable data. The case study relies heavily on the investigator's judgement. Thus, it is relatively easy to build a case out of the investigator's personal experience and perspective which has little foundation in actuality.

In the following case study the investigator has tried to be as objective as possible and present a sound, well-balanced psychological analysis. The reader should keep in mind, however, the weaknesses in the case study method.

Statement of the Problem. Don, a "hippie-type" student is, in one aspect, a seemingly good student. That is, he is absolutely no problem in class. He never talks, always has his text and is never absent or tardy. This apparently good behavior is actually one aspect of Don's problem. He is an almost total non-participater in class. He rarely completes class worksheets. His homework assignments are usually completed but are of such poor quality as to give him a failing grade. Yet all test data indicate that Don is an above average student in potential.

General Comments. Don is a white 9th grader who has shoulder length hair and who dresses in the hippie style.

His father is a petroleum engineer and his mother died when Don was very young. His father remarried and has apparently separated or divorced his second wife. Much of Don's upbringing was supervised by his maternal grandmother and there is evidence that she and Don's father have had disputes over the child.

Don seems very reluctant to talk to adults and when he does he says as little as possible. He doesn't look you in the eye when he does talk.

His main interests are mechanics and poetry. [illegible] poetry which is why I first developed an interest in Don. The poetry is of an unusually high quality for a 9th grader. Almost all the poems I have seen have dealt with death usually by suicide. Recently, however, he has written some less morbid poems.

Early records show that Don stuttered, but this seems to have been corrected fairly early.

Observations. Classroom behavior: Don is withdrawn in class and appears to be day dreaming. He will start a classroom exercise but won't finish it. He turns in all his homework. He never contributes to class discussion unless it involves current issues especially relevant to him.

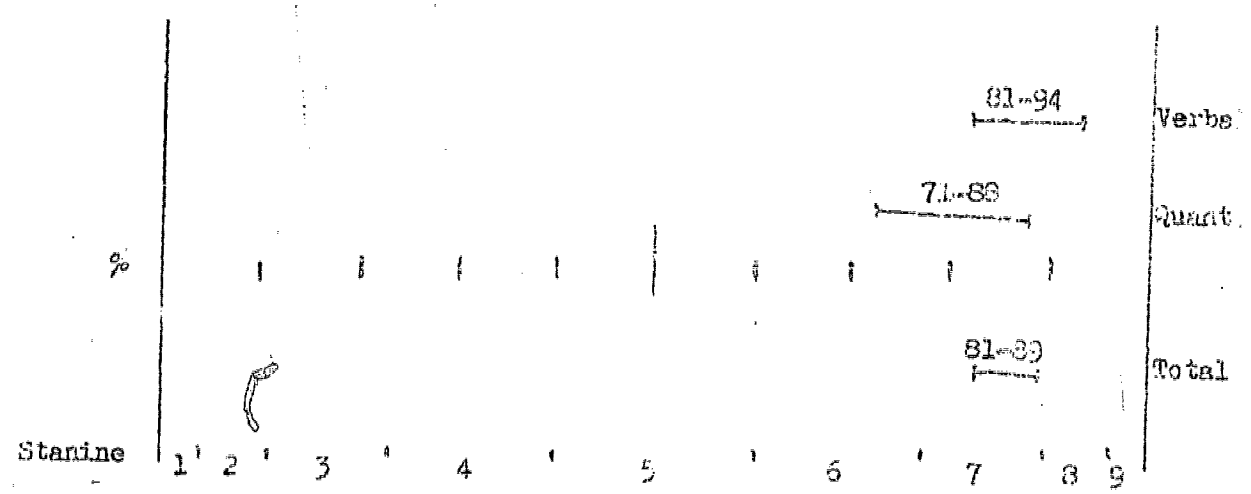
In his English class, where I observed him most, he has shown signs of becoming involved more and more. I feel this is due to the encouragement given him by his teacher for his poetry. At least one other of his teachers has noticed a change for the better in recent weeks.

School Behavior outside the Classroom: Don seems to be a leader of causes, such as the protest over the problems in the cafeteria. He does not mix well with large social groups but is certainly not a loner.

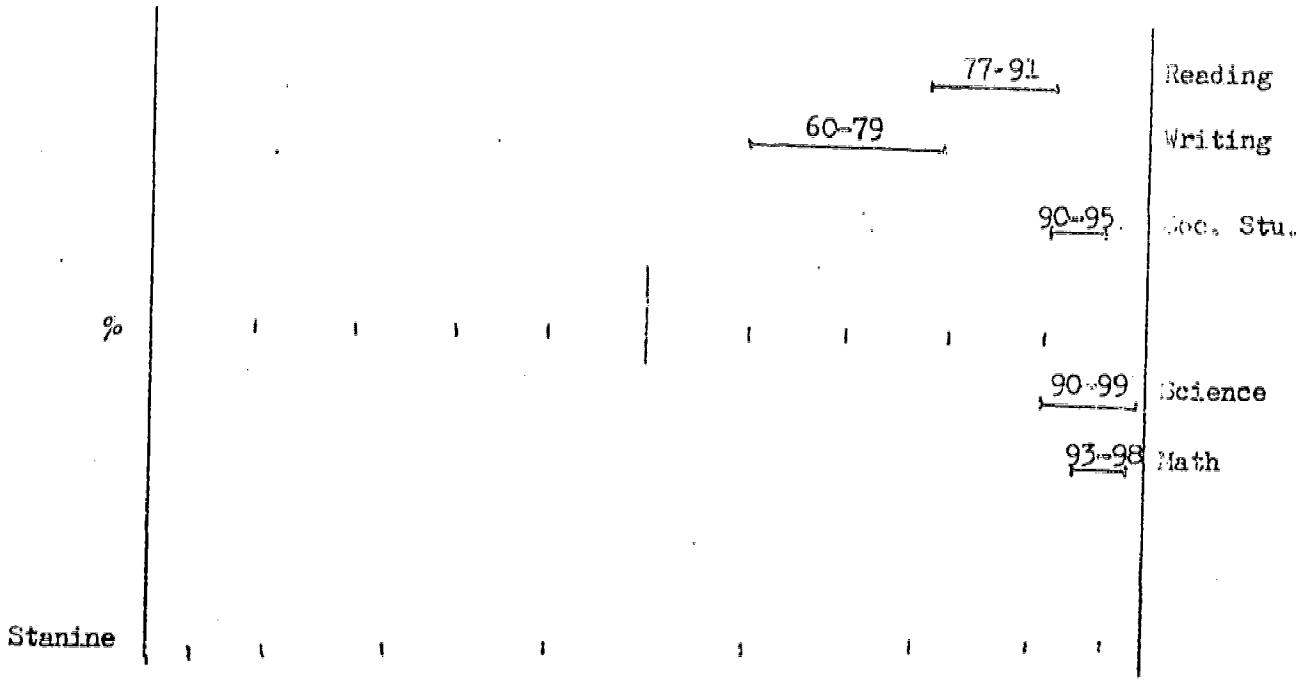
Behavior Away From School: I have observed Don where he works, a drugstore, and it seems that his behavior is pretty much the same as at school. Talking on a more informal level, however, he did "loosen up" and talk about his interests in automobiles and motorcycles.

Educational Data.

SCAT



STEP



CTMM

	L	NL	Total
%	69	69	73
Stanine	6	6	6

DAT

	%
Verbal Reasoning	75
Numerical Ability	70
VR-NA	75
Abstract Reasoning	70
Clerical	55
Mechanical Reasoning	99
Space Relation	97
Spelling	15
Grammar	55

Grades

	K	1st	2nd	3rd	4th	5th	6th
Skills	-	S	S-	S-	S-	S-	S-
Health	-	S	S	S	S	S	S
Social Adj.	-	S	S	S	S	S	S
Creative	-	S	S	S	S	S	S
Disposition	-	S	S	S	S	S	S

Grades (Continued)

7th					8th					9th			
Sci-Geo	B	B	B	C	GPS	C	C	C	B	OK/US Hist.	C	D	D
Math	B	B	C	C	Fine Arts	B	B	A	A	Eng.	C	D	D
Ind-Art	B	A	A	A	Govt.	D	C	D	D	Alg.	C	D	F
PE	B	A	C	B	Eng.	D	D	C	C	Life Sci.	D	B	C
Eng.	C	C	C	C	French	S	D	D	D	Mech. Dra.	B	B	B
French	C	D	D	D	Math	C	B	D	D	Sports	A	A	A

Selected Teacher Comments Since 1961.

9-61 Record of speech therapy in articulation and stuttering.

11-61 Johnny has a happy interested attitude toward his work. He listens to and follows directions. He takes pride in doing his work well and neatly.

He can work indenpendently for a short period of time. He is trying hard to overcome his speech difficulty.

12-62 Pleasant personality. Eager to please. Conscientious about completing the assignments. . . but slow.

11-63 Enjoys working and playing with others. Learning to write creative stories.

2-68 Creative. Expresses self with amazing clarity, imagery, and resourcefulness. Creative in approach to problem solving. Perceptive and considerate of others. Needs: self concept. Parents should: reaarange family situation.

Selected responses from Sentence Completion.

I want to know - electronics

Boys - should have long hair

What annoys me - leader ship

People - make me sick

I feel - depressed

My greatest fear - life

In school - im ST

I can't - go on

Sports - are great

When I was a child - I was alone

My nerves - are shot

Other people - are crule

I suffer - all the time

Reading - to a dead end (The ditto was not clear and I believe Don read "Reading" as "Heading.")

(Sentence completion continued)

My mind - is ate up

The future - is black

I am best when - Im mad

Someties - I cry

What pains me - living

I hate - loving

I am very - self centered

My father - is an acholic

I secretly - get ST

I - am free

Dancing - is freedom

My great worry is - about tomorrow

(Signed) T. XXXXX (Don signs his poetry and he signed this with a fictitious name.)

Interpretation of Data. The interpretation is based on Maslow's hierarchy of needs. I feel this is the most practical approach for the classroom teacher with a limited background in psychology.

Safety (Security) Needs: Regularity and stability needed for safety probably are not met at home. The struggle between his grandmother and his father gives Don a feeling of uncertainty as to where he stands. As the reaction against this lack of safety begins to show in school his work became poorer. The teachers, instead of doubling the application of safety, probably put the pressure on Don to improve, furthering the loss of safety XXXXX. As he was threatened with failure, more pressure was applied at school and probably at home. Thus, loss of safety "snowballed."

Love and Belonging. Apparently, he had this at first at school and at home--perhaps even too much. As he reacted against loss of safety, he alienated teachers and probably his father. This would also tend to snowball. As he began to lose love and affection, he used defense mechanisms, such as withdrawal, which further alienated parents and teachers.

This is a vital stage for a pre-adolescent. Don probably never reached this stage successfully.

Status-Esteem. This is probably the most vital need for adolescents. The kep word is approval. Because his love/affection and safety needs were not met by adults. Don sought approval primarily from peers. His dress and hippie-like behavior reflect his desire to be accepted by his peer group (other hippie-types) and probably a desire to be held as a superior by average middle-class peers, as adolescents tend to idolize hippies. Even the disapproval of teachers and parent is a type of status.

Self-Actualization. (i.e. reaching one's potential.) There are two opposing factors at work here: Don's potential as defined by his grandmother, father and teachers and his potential as defined by his peers. Don, given autonomy by financial and social class and lacking love and affection from adult sources, is easily led by peer group thinking, with very little counter-pull by adults. Most of his peers may not dress and act as he does--their ties to adults are stronger than Don's--but they would like to and they look up to someone who does.

In other words, if Don's other needs--safety, love and status--had been consecutively met by adults, they might have had more control over his reaching his potential. As it is, he is reaching the potential he and his peers have defined.

At this point Don runs into more problems. The next stage of maturity is freeing oneself from the conformity of the peer group.

With Don's basic needs not being satisfied, this next step will be difficult or even impossible. Were his peer group typical middle-class adolescents, he might at least develop into an emotionally, socially and intellectually immature adult. In our society, this type of adult is more or less accepted and is given a "second" chance to mature properly. But Don's peer group is a minority itself. As a group, middle-class society doesn't accept hippies or supply them with safety needs. As Don grows older he will find it harder for him to break from his "safe" group and develop emotional, social and intellectual maturity.

Creativity. Because of Don's interest and talent in writing poetry, I feel some discussion of creativity is necessary. Don has many of the characteristics of a creative person, such as nonconformity, unsociability, introversion and sensitivity (Lindgren).

A truly creative person, however, has a rough time of it in our schools. With the emphasis on convergent thinking, the creative person, who relies heavily on divergent thinking, is often ignored or suppressed. Don's insecurity has led him, at least until recently, to withhold his creativity from teachers and other adults.

A typical middle-class student with the same creative ability may have had it suppressed to the point where it would never manifest itself. Don, however, is in a minority group that rebels against middle-class teaching concepts. His creative ability was allowed to surface by the hippie concern for the aesthetic.

While it is good that his creative ability did assert itself, there is a negative aspect. The reinforcement for his creativity has come primarily from his minority peer group. This leads him further from a normative behavior and closer to the hippie type behavior.

Summary. From the evidence and judgements given above, I would summarize by saying that Don has almost completely negative self-concept. He has apparently received very little positive reinforcement from parents, teachers and other adults.

It is my own opinion that Don has some involvement with drugs, although I have no proof. Under the influence of drugs, Don would be able to temporarily see himself in a better light. With an emotionaly insecure person, drug use will grow and feed upon itself--often to the point of no return.

Recommendations. More than anything else, Don needs positive reinforcement of his own abilities and worth. The teacher can best supply this by:

(1) Meeting Don on his own ground. Don't expect him to conform to middle-class behavior and don't "preach" a morality to him.

(2) Encourage him in his creative ability. This applies to all subjects, not just English or art. In a class of 40, it is difficult, but not impossible, to encourage divergent thinking.

(3) Supplying basic safety needs in the classroom and by showing love, affection and respect.

(4) Being creative himself. The teacher, by example and by guidance, shows the student that there is a place for and a need for creativity.

APPENDIX C

TEST EVALUATION

Mary Anne Sherman

The following is a grade evaluation of a mosaic project administered to an eighth grade class. There are thirty-four (34) students, heterogeneously grouped, in this particular classroom. From this group thirty (30) attempted the project and twenty-three (23) followed through with their self-evaluations. Three (3) of the four (4) students that did not participate in the project had been given special permission to work on another project. The other student was absent several weeks due to illness and has not yet done any make-up work. After completing their mosaics they turned in a self-evaluation which followed the criteria I outlined on the board.

General Objectives of the Project:

The students will learn to conceive or recall a workable idea for their design. Then through their skill development they will apply this design (idea) to paper.

Objectives of the Self-Evaluation:

To determine student understanding of the concepts covered in this project.

To help them criticize their own work objectively (this will show specific understanding of the concepts).

To determine student ability and understanding of problem-solving.

Criteria for self-evaluation:

1. Originality and Creativity (what was your idea and do you think you got it across).

2. Neat and Correctly applied (is your finished project neat and did you follow the specific requirements?).

3. Completion of Project (tell me how much time you spent and if you completed your project to your satisfaction).

The directions that went with the self-evaluation were as follows:

1. Give yourself a letter grade for each point.

2. Give a brief explanation of your letter grade for each point.

SAMPLES OF SELF-EVALUATIONS

Designs with circles
with designs in them
A.

I think I got
the idea across and I
think I was neat A-
I spent about 2 class periods
Its not complete
yet. C.

---

1. My idea was a lion - yes, I got it across.
A
2. Is it neat & done correctly? A little
hurried. B
3. I spent careful time on most features.
A.

---

1. A star, in the darkness
yes, A
2. yes, I think so, A--
or B+
3. No, D.
In the whole thing I
think I deserve a B- or C+.

1. IDEA - A - OUR IDEA, PEACEFUL NATURE
2. NEATNESS - C - SQUARES AREN'T SAME SIZE OR STRAIGHT
3. COMPLETION - C - WORKED HARD BUT DIDN'T FINISH BACKGROUND.

The grades were then checked with their evaluation by me. I had told them that if I disagreed with any of them on their grades, then we would discuss their evaluation, and if they could convince me that they were just in their evaluation, then they would receive that grade. I also averaged the three (3) grades, therefore if they were low on one section, but high on the others, they still had a good chance of a good grade.

The grades were as follows:

5 - A

7 - A-

6 - B+

5 - B

3 - B-

1 - C+

3 - D

1 - Incomplete

3 - Other Project

In summary, there were no real disagreements over the students grades, and they seemed to enjoy this project. Of all the assignments I have made, this had the best results. The students knew the criteria from the beginning, they knew they would be grading themselves, and more of them seemed pleased with this type of planning and grading. Most of the grades were high, but the work they turned in was comparable.

APPENDIX D

People feel differently about some people than they do about others. There are a number of statements below that describe a variety of ways that one person may feel about another person, or ways that one person may act toward another person. Consider each statement carefully and decide whether it is true or false when applied to your relationship with your group leader in this workshop. If the statement seems to be mostly true, then mark it true; if it is mostly not true, then mark it false.

Do not mark on booklet.

1. He seems to hold things back, rather than tell me what he really thinks.
2. He understands my words but does not know I feel.
3. He understands me.
4. He understands exactly how I see things.
5. He is often disappointed in me.
6. He seems to like me no matter what I say to him.
7. He is impatient with me.
8. He may understand me but he does not know how I feel.
9. Sometimes he seems interested in me while other times he doesn't seem to care about me.
10. He often misunderstands what I am trying to say.
11. He almost always seems very concerned about me.
12. Sometimes I feel that what he says to me is very different from the way he really feels.
13. He is a person you can really trust.
14. Sometimes he will argue with me just to prove he is right.
15. Sometimes he seems to be uncomfortable with me, but we go on and pay no attention to it.
16. Some things I say seem to upset him.
17. He can read me like a book.
18. He usually is not very interested in what I have to say.
19. He feels indifferent about me.
20. He acts too professional.
21. I am just another student to him.
22. I feel that I can trust him to be honest with me.
23. He ignores some of my feelings.
24. He likes to see me.

23. He knows more about me than I do about myself.

24. Sometimes he is so much "with me" in my feelings, that I am not at all distracted by his presence.

25. I can usually count on him to tell me what he really thinks or feels.

26. He appreciates me.

27. He sure makes me think hard about myself.

28. I feel that he is being genuine with me.

29. Even when I cannot say quite what I mean, he knows how I feel.

30. He usually helps me to know how I am feeling by putting my feelings into words for me.

31. He seems like a very cold person.

32. He must understand me, but I often think he is wrong.

33. I feel that he really thinks I am worthwhile.

34. Even if I were to criticize him, he would still like me.

35. He likes me better when I agree with him.

36. He seems to follow almost every feeling I have while I am with him.

37. He usually uses just the right words when he tries to understand how I am feeling.

38. If it were not for him I would probably never be forced to think about some of the things that trouble me.

39. He pretends that he likes me more than he really does.

40. He really listens to everything I say.

41. Sometimes he seems to be putting up a professional front.

42. Sometimes he is so much "with me" that with only the slightest hint he is able to accurately sense some of my deepest feelings.

43. I feel safer with him than I do with almost any other person.

44. His voice usually sounds very serious.

45. I often cannot understand what he is trying to tell me.

46. Sometimes he sort of "pulls back" and examines me.

47. I am afraid of him.

48. He seems to pressure me to talk about things that are important to me.

49. Whatever he says usually fits right in with what I am feeling.

52. He sometimes seems more interested in what he himself says than in what I say.

53. He tells me things that he does not mean.

54. He often does not seem to be genuinely himself.

55. He is a very sincere person.

56. With him I feel more free to really be myself than with almost anyone else I know.

57. He sometimes pretends to understand me, when he really does not.

58. He usually knows exactly what I mean, sometimes even before I finish saying it.

59. He accepts me the way I am even though he wants me to be better.

60. Whether I am talking about "good" or "bad" feelings seems to make no real difference in the way he feels toward me.

61. In many of our talks I feel that he pushes me to talk about things that are upsetting.

62. He often leads me into talking about some of my deepest feelings.

63. He usually makes me work hard at knowing myself.

64. Sometimes I feel like going to sleep while I am talking with him.

65. He is curious about what makes me act like I do, but he is not really interested in me.

66. He sometimes completely understands me so that he knows what I am feeling even when I am hiding my feelings.

67. I sometimes feel safe enough with him to really say how I feel.

68. I feel I can trust him more than anyone else I know.

69. Whatever I talk about is okay with him.

70. He helps me know myself better by sometimes pointing to feelings within me that I had been unaware of.

71. He seems like a real person, instead of just a teacher.

72. I can learn a lot about myself from talking with him.

73. In spite of all he knows about me, he seems to trust my feelings about what is right and wrong for me.

74. Sometimes he is upset when I see him but he tries to hide it.

75. He would never knowingly hurt me.

76. He is a phony.

77. He is the kind of person who might lie to me if he thought it would help me.

76. When he sees me he seems to be "just doing a job."

77. In spite of the bad things that he knows about me, he seems to still like me.

78. I sometimes get the feeling that for him the most important thing is that I should really like him.

81. There is something about the way he reacts to what I tell him that makes me uncertain whether he can keep my confidences to himself.

84. He gives me so much advice I sometimes think he's trying to live my life for me.

85. He never knows when to stop talking about something which is not very meaningful to me.

86. He sometimes cuts me off abruptly just when I am leading up to something very important to me.

87. He frequently acts so restless that I get the feeling he can hardly wait for the day to end.

88. There are lots of things I could tell him, but I am not sure how he would react to them, so I keep them to myself.

89. He constantly reminds me that we are friends though I have a feeling that he drags this into the conversation.

90. He sometimes tries to make a joke out of something I feel really upset about.

91. He is sometimes so rude I only accept it because he is supposed to be helping me.

92. Sometimes he seems to be playing "cat and mouse" with me.

93. He often points out what a lot of help he is giving me even though it doesn't feel like it to me.

94. It is hard to feel comfortable with him because he sometimes seems to be trying out some new theory on me.

95. He's got a job to do and does it. That's the only reason he doesn't tell me off.

96. If I had a chance to study under a different instructor, I would.

97. He is always relaxed, I don't think anything could get him excited.

98. I don't think he has ever smiled.

99. He is always the same.

100. I would like to be like him.

101. He makes me feel like a guinea pig or some kind of animal.

100. He uses the same words over and over again, till I'm bored.

101. Usually I can lie to him and he never knows the difference.

102. He may like me, but he doesn't like the things I talk about.

103. I don't think he really cares if I live or die.

104. He doesn't like me as a person, but continues to see me as a student anyway.

105. I think he is dumb.

106. He never says anything that makes him sound like a real person.

107. He is all right, but I really don't trust him.

108. If I make mistakes or miss a class, he really gives me trouble about it.

109. He lets me talk about anything.

110. He probably laughs about the things that I have said to him.

111. I don't think he knows what is the matter with me.

112. He sometimes looks as worried as I feel.

113. He is really a cold fish.

114. There are times when I don't have to speak, he knows how I feel.

115. If I am happy or if I am sad, it makes no difference, he is always the same.

116. He really wants to understand me, I can tell by the way he acts.

117. He knows what it feels like to be ill.

118. He must think he is God, the way he talks about things.

119. He really wants to understand me, I can tell by the way he asks questions.

120. He must think that he is God, the way he treats me.

121. He rarely makes me talk about anything that would be uncomfortable.

122. He interrupts me whenever I am talking aobut something that really means a lot to me.

123. When I'm talking about things that mean a great deal to me, he acts like they don't mean a thing.

124. I can tell by his expressions sometimes that he says things that he doesn't mean.

125. He really wants me to act a certain way, and says so.

126. There are a lot of things that I would like to talk about, but he won't let me.

127. He really likes me and shows it.

128. I think he could like someone, but I don't think he could love anybody.

129. There are times when he is silent for long periods, and then says things that don't have much to do with what we have been talking about.

130. When he is wrong he doesn't try to hide it.

131. He acts like he knows it all.

132. If he had his way, he wouldn't walk across the street to see me.

133. Often he makes me feel stupid the way he uses strange or big words.

134. He must think life is easy the way he talks about my problems.

135. You can never tell how he feels about things.

136. He treats me like a person.

137. He seems to be bored by a good deal of what I talk about.

138. He will talk to me, but otherwise he seems pretty far away from me.

139. Even though he pays attention to me, he seems to be just another person to talk with, an outsider.

140. His concern about me is very obvious.

141. I get the feeling that he is all wrapped up in what I tell him about myself.

APPENDIX E

VE

The

APPENDIX F

Impressions of Teacher Education Program
at
Central State College

Following are listed the education and psychology courses most typically taken by education majors. Would you rank order the courses which you have taken, from the course which you consider most valuable to you to the one you consider least helpful. Rank the course which was best (1), next best (2), etc.,

Principles of Secondary Education _____

The Curriculum _____

Introduction to Teaching _____

Methods Course _____

Educational Psychology _____

Child Psychology _____

Adolescent Psychology _____

Tests and Measurements _____

The statement which best summarizes my opinion about how effective the teacher education program is at C.S.C. in preparing me to be a good teacher is:

Very effective _____ much of what I have learned will be helpful in my efforts to become a good teacher

Quite effective _____ even though some of the material presented in the program seemed remote to classroom practice, I feel the focal effect to be productive

Perhaps I will see some application later, but right now I don't see how the program will be of much help

I would have been better off and a more effective teacher if I had never even taken the teacher education courses

The statement which best summarizes my feelings about the effect on me of interaction (socially as well as in class) with other students in the teacher education program is:

I have thoroughly enjoyed the acquaintances I have made and the opportunities I have had to share learning experiences with other students in the program

Although I have had only limited opportunities for interaction with fellow students I have been favorably impressed

The classroom and out-of-class experiences I have had have not been particularly stimulating

I believe most students in teacher education are dull and I have found a much more stimulating atmosphere in other academic areas of the campus

Right now, today, my expectations for my success as a teacher are:

I am excited and confident even though I know I will have to work hard to become a good teacher

I am excited about becoming a teacher but not all that confident

I have a feeling that I will succeed about as well as most of my classmates, but realistically most teachers are average and I suspect that I will be an effective, but average, teacher

I am not at all confident that I will succeed as a teacher. If I really look at my abilities and training, my success is doubtful

My opinion of the advisement program in teacher education is:

What advisement program? I have had to plan for myself?

My advisement was well intentioned, but wrong about as often as it was right

My advisement was adequate

I had limited advisement but I always found a warm, interested, and effective advisor

My advisement was excellent. My adviser always was interested in what was best for me, and not just what was best for the college, or society, or whatever

My overall feeling about the teacher education program at C.S.C. is:

Excellent

Good

Average

Below average

Poor

Any concluding comments about the teacher education program?

APPENDIX G

READ EACH OF THE ELEVEN STATEMENTS BELOW AND RATE THEM ACCORDING TO THE FOLLOWING SCALE:

5--This is almost always me
4--This is me most of the time
3--This is me quite often
2--This is only occasionally me
1--This is almost never me

1._____ I have certain values and principles I believe in strongly and am willing to defend them even in the face of strong group opinion; however, I feel personally secure enough to modify them if new experiences and evidence suggest I am in error.

2._____ I am capable of acting on my own best judgment without feeling excessively guilty or regretting my actions if others disapprove of what I have done.

3._____ I do not spend undue time worrying about what is coming tomorrow, or being upset by today's experiences, or fussing over yesterday's mistakes.

4. _____ I retain confidence in my ability to deal with problems, even in the face of failures and setbacks. I do not conclude, "Because I failed I am a failure," but am more likely to say, "I failed. I'll have to work harder."

5. _____ I feel equal to others as a person--not superior or inferior--irrespective of the differences in specific abilities, family backgrounds, or attitudes of others toward me. I am able to see that another individual's skills or abilities neither devalues nor elevates his own status as a person.

6._____ I am able to take it more or less for granted that I am a person of interest and value to others--at least to those with whom I choose to associate.

7. _____ I can accept praise without the pretense of false modesty ("Well, gosh, anyone could have done it.") and compliments without feeling guilty (Thanks, but I really don't deserve it.")

8. _____ I am inclined to resist the efforts of others to dominate me, especially those who are my peers.

9. _____ I am able to accept the idea (and admit to others) that I am capable of feeling a wide range of impulses and desires, ranging all the way from being very angry to being very loving, from being very sad to being very happy, from feeling deep resentment to feeling great acceptance.

10. _____ I am able to genuinely and enjoy myself in a wide variety of activities involving work, play, creative self-expression, companionship, or just plain loafing.

11. _____ I am sensitive to the needs of others, to accepted social customs and particularly to the idea that I cannot, willy-nilly, go about "self-actualizing" myself at the expense of everyone around me.

APPENDIX H

CASE STUDY INSTRUMENT

	E	G	NA	D
Presentation				
Overall length				
Flow from personal position				
Summary on final				
Case study content				
Comments:				
Personal & Family Background				
Data well but included				
Comments:				
Educational Background				
Essential data included				
Logically presented				
Data were fully explained				
Comments:				
Behavioral and Observational Data:				
Data objectively presented				
Data representative of total behavioral patterns of subject.				
Data presented in logical understandable sequence				
Comments:				
Conclusions (discussions):				
Focus was on underlying causes, rather than symptoms				
Hypotheses and speculations discussed in relation to specific behavioral concerns				
Conclusions logically flow into actual behavior				
Comments:				
Recommendations:				
Recommendations realistically related actual diagnosis to real possibilities				
Recommendations recognize multi-faceted nature of behavioral problems				
Comments:				
Additional Areas Covered by Case Study:				
Overall Evaluation:				

APPENDIX I

SUGGESTED OUTLINE FOR TEST EVALUATION

I. INTRODUCTION

II. EVALUATION OBJECTIVES

III. DATA PRESENTATION

IV. ITEM ANALYSIS

V. SCORING SYSTEM

VI. CRITIQUE OF EVALUATION

1 Does the test measure the educational objectives and actual instruction? (RELEVANCE)
2 Do the items reflect the stated objectives? (BALANCE)
3. Is it easy to administer and grade? (EFFICIENCY)
4 (Objectivity) Would experts agree on the right answer?
5. Are you testing what was taught in the classroom? (SPECIFICITY)
6 Do more good students answer the questions than poor students? (DISCRIMINATION)
7 Is the test measuring whatever it does measure consistently (RELIABILITY)
8. Does each student have a chance to show "his stuff"? (FAIRNESS)

VII. CONCLUSIONS AND RECOMMENDATIONS

VIII. BIBLIOGRAPHY

APPENDIX J

STUDENT TEACHER EVALUATION FORM

[illegible] PERSONALITY	OUTSTANDING 1	2	3	4	DOING FINE 5	6	7	NEEDS IMPROVEMENT 8	9	10	N/A
SOME DIMENSIONS											
EMPATHY											
RESPECT											
GENUINENESS											
SELF-CONFIDENCE											
SELF REVELATION											
SENSE OF HUMOR											
CONSTANT LEVEL OF WARMTH AND FRIENDLINESS											
STUDENT BEHAVIOR AND MOTIVATION											
IDENTIFICATION OF STUDENT NEEDS	X	X	X	X	X	X	X	X	X	X	X
PHYSIOLOGICAL (SEATING, HEATING, HUNGER, ETC.)											
SAFETY (SAFE BUT NOT TOO SAFE)											
LOVE AND BELONGINESS (ACCEPTANCE)											
STATUS AND ESTEEM (APPROVAL)											
SELF-ACTUALIZATION (INDEPENDENT STUDY, ETC.)											
RECOGNITION OF DEVELOPMENTAL NEEDS											
CLASSROOM CLIMATE OF CHALLENGE											
PROPER PERMISSIVENESS IN CLASSROOM											
RESPONSE TO EVIDENCE OF ALIENATION											
AWARENESS OF CULTURAL DIFFERENCES											
DISCIPLINE	X	X	X	X	X	X	X	X	X	X	X
TEACHER IMPOSED											
GROUP IMPOSED											
TASK IMPOSED											
SELF IMPOSED											
TEACHING METHODS											
REALISTIC ACADEMIC REQUIREMENTS											
BALANCE BETWEEN COOPERATION AND COMPETITION											
MOTIVATIONAL STIMULATION	X	X	X	X	X	X	X	X	X	X	X
NOVELTY											
EXPLORATION											
EXCITEMENT											
CURIOSITY											
APPLICATION OF GROUP DYNAMICS											
ACCURATE USE OF S-R LEARNING											
ACCURATE USE OF COGNITIVE LEARNING											
RESPONSES TO CAUSES, NOT SYMPTOMS											
ACCURATE USE OF PRAISE											
ACCURATE USE OF REPROOF											
ACCURATE USE OF PSYCHOLOGICAL FEEDBACK											
ENCOURAGEMENT OF PROBLEM SOLVING											
ENCOURAGEMENT OF CREATIVITY											
CORRECT DISCUSSION TECHNIQUE											
APPROPRIATE PRESENTATION OF MATERIAL											
CORRECT TIMING AND PACE											
SPEECH (VOICE MODULATION, ENUNCIATION, ETC.)											