This paper assesses the state of current practicum arrangements in five suburban school systems in Massachusetts and presents recommendations regarding the practicum from persons concerned with the preparation of teachers. Three different but parallel questionnaires were devised for cooperating teachers, student teachers, and college supervisors. The questionnaire solicited responses concerning a) current practice teaching arrangements, b) the relationship between the practice teaching arrangements and other components of the teacher preparation program, and c) suggestions for the improvement of practice teaching arrangements. Participants included 220 cooperating teachers and 165 student teachers whose superintendents comprise the Joint Teacher Education Council and 37 college supervisors in 13 teacher training institutions. Five conclusions were that: 1) The practicum experience should not be limited to the final phase of preservice training; 2) Careful thought must be given to those qualities which may predict the most productive interaction between experienced and prospective teachers; 3) New staffing patterns and compensation agreements may need to be explored in order to maximize practicum effectiveness; 4) Integration between the practicum and other components of the teacher training process is necessary; and 5) Collaboration between school systems and teacher training institutions must be real. Program material is included. These conclusions form the basis of a related document (SP 005 851). (M7M)
A SURVEY ON STUDENT TEACHING PRACTICES

prepared for
The New England Program in Teacher Education
and
The Joint Teacher Education Council

by
Richard H. Krasno
University of Chicago
A persistent problem which plagues teacher educators is how to maximize the effectiveness of the practicum or clinical experience. This problem is particularly important since it is the practicum which bridges the gap between the "theory" provided to teachers through the course preparation and the immediate press of instructional tasks in the classroom. Further, teachers inevitably in retrospect view their practicum experience as the most crucial aspect of their pre-service training. The form of the practicum experience has varied little across teacher training programs. Most typically, prospective teachers are assigned to a classroom or teacher to serve as a "student teacher" just prior to completion of their teacher preparation program. The effectiveness of this experience is in most cases fortuitous. Correspondence between the student teaching experience and other components of the teacher preparation process is usually only incidental. In most cases the experienced classroom teacher who exercises a great influence over the student teacher has only a casual and undefined relationship with the teacher training institution which is primarily responsible for the prospective teacher's preparation.

It is clear that if the value of the practicum experience is to be fully realized teacher educators and school system personnel must work in collaboration. It is to this end the Joint Teacher Education Council and the New England Program in Teacher Education conducted the survey which is described in this report. The general purposes of the survey
were two-fold; first, to assess the state of current practicum arrangements in a selected geographic area; and second, to solicit recommendations regarding the practicum from persons concerned with the preparation of teachers.

METHODS

Data concerning practice teaching arrangements were collected from the following three groups of persons:

1. cooperating teachers—those representatives of the schools who supervise the student teachers' work in the classroom;
2. student teachers—prospective teachers spending time in classrooms under the supervision of cooperating teachers; and
3. college supervisors—representatives of teacher training institutions who coordinated the student teacher's course work and practice teaching.

Three distinct but parallel questionnaires were devised, one for each of the aforementioned groups. The questionnaires solicited written responses concerning: (1) current practice teaching arrangements, (2) the relationship between the practice teaching arrangements and other components of the teacher preparation program, and (3) suggestions for the improvement of practice teaching arrangements. The questionnaires were mailed to the participants with a cover letter explaining the nature of the survey and requesting cooperation. Participants included cooperating teachers and student teachers from the five suburban school
systems whose superintendents comprise the Joint Teacher Education Council (Arlington, Brookline, Concord, Lexington, and Newton). The college supervisors represented the major teacher training institutions who provide student teachers to the five participating systems. In order to increase the sample a number of telephone interviews were also carried out. The telephone interviews solicited essentially the same information as the questionnaires and also enabled the interviewers to probe for more detailed responses in certain areas.

RESULTS

The questionnaires and interviews were not designed to provide readily quantifiable results, but rather to provide the respondents with the opportunity to express self-formed opinions. Copies of the questionnaires and interviews and detailed responses are available from the New England Regional Teacher Education Program office. It is the purpose of this report to abstract and present major trends of response patterns evident in the survey.

Responses of Cooperating Teachers

Of the 460 questionnaires sent to cooperating teachers in the five systems, 212 or 46% were returned. Of those returned, 74% came from elementary school teachers and 26% from secondary school teachers. An additional eight teachers were interviewed by telephone.
Background Data on the Cooperating Teachers

Approximately half of the cooperating teachers who responded hold the Masters degree and the number of years of teaching experience was fairly equally distributed from one year to over 25 years. Interestingly, over half of the cooperating teachers had never attended a workshop nor taken a course in supervision. Almost all of the cooperating teachers had had some previous experience in supervising student teachers and over one-third had supervised more than 10 teachers during their teaching career.

Selection and Placement of Student Teachers

It is interesting to note that over the three year period 1969-71, Boston University had provided approximately the same number of student teachers as the next six institutions combined. Boston University and Wheelock provided more than half of all the student teachers in the five school systems.

Most cooperating teachers indicated that they were assigned student teachers because they asked for them. Although cooperating teachers also indicated that in most cases they had no role in the selection of student teachers. A substantial number of cooperating teachers saw this as a particularly undesirable practice and indicated an interest in interviewing student teachers prior to assignment and developing a mutual agreement to work together. The cooperating teachers indicated that in addition to a
personal interview, knowledge of the student teaching candidate's academic record and the teacher training institution's expectations from the practicum experience would be extremely useful. The cooperating teachers also indicated that among the most important qualifications student teaching candidates should possess are some previous exposure to children, competencies in subject matter and a background in teaching methods.

Collaboration Between School Systems and Colleges

The cooperating teachers indicated that closer collaboration between the schools and teacher training institutions is essential. Many cooperating teachers felt that a "relevant" course in supervision possibly taken with student teachers and college supervisors would also be helpful. Cooperating teachers strongly felt that college supervisors should have recent teaching experience at the level they are supervising. They also felt that college supervisors must visit the student teacher in the classroom often in order to provide sensitive criticism and support. A substantial number of cooperating teachers stated that college supervisors should have supervision as their major responsibility rather than just a part-time job while pursuing a graduate degree.

Evaluation of Student Teachers

A large majority of cooperating teachers evaluate student teachers by means of a form provided by the teacher training institution. There
was not major opposition to this technique although some cooperating teachers felt that a more open-ended evaluation with regularly scheduled conferences would be desirable. The question, "Who should grade student teachers' performance," received a wide range of responses from cooperating teachers. The most frequent response was that the cooperating teacher and student teacher should jointly arrange for grading procedures, although some felt that the student teachers should grade themselves and others felt that student teaching grades are inappropriate.

The Practice of Supervision by Cooperating Teachers

The majority of cooperating teachers felt that the most effective way to work with a student teacher is to gradually increase instructional responsibility from work with individual students through small group instruction to full class responsibility. It was generally agreed that the process of supervision demands mutual respect and sensitivity. For the cooperating teacher the major constraint is the lack of time to plan and implement supervision. Additional constraints mentioned were the unrealistic demands of some training programs and difficulty in establishing collaborative efforts with the college supervisor. It was clear however that even though the cooperating teachers felt that the colleges held unrealistically high expectations for student teachers, they themselves also held high expectations for the practicum experience. The cooperating teachers indicated that the practicum should provide skill in curriculum planning, classroom management, discipline,
evaluation, and sensitivity to individual differences. They also indicated that in most cases the student teachers do in fact develop some competence in these areas. Cooperating teachers readily admit, however, that the student teaching experience is relatively short and that there are some things which come only in the experience of having one's own classroom.

Benefit of the Practicum for Cooperating Teachers

Cooperating teachers agree that there are many benefits which accrue from their role. The gratification of their contribution to the emergence of a good teacher is the most often mentioned benefit. In addition, the very practical consideration of additional help in the classroom is important. The cooperating teachers also find that interaction with student teachers revitalizes their own teaching by constantly providing them with new ideas and approaches to teaching.

A large number of cooperating teachers also felt that they should receive some material compensation for training student teachers. The three most frequently mentioned forms of compensation in order were: (1) provision with a scholarship for course work, (2) provision for additional salary, and (3) provision for release time.

Cooperating Teachers' Suggestions for Improvement of Practicum

Many specific suggestions were offered by the cooperating teachers and the comprehensive list should be perused by interested persons.
A number of comments concerning the time and sequencing of the student teaching experience were evident. Many cooperating teachers felt that the student teaching experience should occur earlier in the pre-service program. It was also stated that the student teaching experience should be a longer full-time experience without the distraction offered by courses and other university responsibilities. The use of community resources and technology such as video tape were suggestions for improvement which were offered by a number of cooperating teachers.

Responses of Student Teachers

Of the 450 questionnaires sent to student teachers, 165 or 36% were returned. Of those returned 74% came from prospective elementary school teachers and 24% came from prospective secondary school teachers.

Background Data on the Student Teachers

Over 50% of the student teachers in the study were college seniors, 25% were college juniors and approximately 25% were Master's degree candidates. While the duration of the practice teaching period varied from five weeks to one year, most student teachers were in the classroom for 8, 12, or 16 weeks. Very few of the student teachers had had any prior student teaching experience.

Selection and Placement of Student Teachers

Over two-thirds of the student teachers stated that they were assigned to a school by their college or university. The remainder of the students acquired their student teaching assignment through their own initiative or a collaborative effort between them and their college.
Most of the student teachers had observed at least one teacher and many had observed more than one teacher at the school to which they were ultimately assigned, yet an overwhelming majority of student teachers had only one teacher assigned to work with them during their student teaching experience. Only a minority of student teachers had been involved either in faculty meetings or other professional activities (departmental meetings, P.T.O. meetings, etc.) at their schools. Student teachers strongly agreed that prior to placement they should: (1) know the philosophy of the school and cooperating teacher, (2) observe several schools, (3) specify the type and location of school they prefer, (4) participate actively in the decision concerning placement.

Evaluation of Student Teachers

Most of the evaluation currently received by the student teachers is given by either the college supervisor, cooperating teacher, or both. Obviously there is more frequent on-going evaluation from the cooperating teacher; however, it is interesting to note that many of the student teachers appeared to be oblivious to or ignorant of evaluation practices. The student teachers stated a preference for evaluations that are frequent and occur in the discussion mode between the student teacher, cooperating teacher and college supervisor. There was also strong consensus among student teachers that letter grades are not useful in assessing the practice teaching experience, rather that evaluation should be represented by
a pass/fail system with written evaluations compiled by discussion between the student teacher, cooperating teacher and college supervisors.

**Student Teacher Needs During the Practicum**

Most student teachers felt that they should have more time in classrooms and more experience with children prior to practice teaching. Experiences such as tutoring, observation, and service as a teacher aide were frequently mentioned. The student teachers called for courses with greater "relevance" which would aid them in difficult tasks such as humane control in classrooms and instructional techniques. Clear and honest communication between the student teacher and cooperating teacher during the practicum was seen as most crucial as well as ready access to other school specialists in areas such as reading, mathematics, and counseling. Like the cooperating teachers the student teachers mentioned the potential value of a concurrent seminar with cooperating teachers and college supervisors to assist in the integration of the clinical experience and other training components. A desire for more practical information concerning the workings of a school system was also expressed. While the student teachers viewed both the cooperating teacher and the college supervisor as useful resource persons they stressed the importance of recent classroom experience for college supervisors. There were also occasional references to the infrequency of visits by college supervisors.

**Benefits of the Practicum for Student Teachers**

There were a wide variety of responses to items related to the benefits of student teaching. In general student teachers expected to learn some
of the very basic teaching skills such as lesson planning, use of time, and handling of day to day problems. For the most part these expectations were borne out and while some student teachers were inevitably disappointed by practice teaching many claimed that they derived even more than they expected. Among other significant learnings from the practicum which were mentioned included, insights into self and children, respect for individual differences, how not to teach, and rapport with children. Among the negative aspects of the practicum were the ambiguity of the student teacher's role—where the cooperating teacher views the student teacher as a student and the students view the student teacher as a teacher, with resultant conflict. Also included as negative aspects were occasional personality conflicts with cooperating teachers and difficulties adapting to the educational values of the institution.

There was general consensus among student teachers that they still had a great deal to learn after student teaching and that the need to learn would be constant throughout their careers. Many expressed that the student teaching experience enabled them only to work with a particular type of child in a limited setting and felt that they needed more exposure to other settings before accepting a regular teaching position. Many student teachers also expressed that the practicum demonstrated to them that they needed more work in subject matter areas which they did not realize they were weak in.
Student Teachers' Suggestions for Improvement of the Practicum

The most frequent comments indicated that student teachers see a real need for more continuing contact with children and school throughout their pre-service training. They see closer collaboration between schools and teacher training institutions as necessary and feel they should be given more initiative in the determination of the student teaching assignment. Continuing communication between student teachers, cooperating teachers and college supervisors throughout the pre-service program is also seen as vital. There was no widespread agreement over what the specific duration of the practice teaching experience should be, although it was agreed that student teaching is a "consuming" activity and leaves little time or energy for other activities.

Responses of College Supervisors

Of the 138 college supervisors in 13 teacher training institutions who were sent questionnaires, 32 or 23% responded. An additional five college supervisors were interviewed by telephone.

Background Data on College Supervisors

The college supervisors exhibited a wide range of experience and supervision patterns. The range in years of experience as a college supervisor was from one to 25 years, and the number of student teachers currently supervised ranged from one to 60. Most of the college supervisors had had 6 to 10 years of teaching experience and hold a Master's degree.
College supervisors devote from 0 to 100% of their time doing supervision in the schools. The teacher training institutions which are represented by the college supervisors may place their students in as few as one or as many as 55 different school systems. Over two-thirds of the college supervisors had served as cooperating teachers in a school system sometime during their teaching career.

**Selection and Placement of Student Teachers**

There appear to be few clear-cut consistent policies across institutions with respect to placement of student teachers. A nearly unanimous response from college supervisors was that placement was done upon "satisfactory completion of course requirements." What these requirements are or how they relate to the practicum was usually not elaborated. Most of the college supervisors indicated that they provided a personal data sheet to the school systems for each student teacher.

**Collaboration Between College Supervisors and Co-operating Teachers**

College supervisors stated that in most cases cooperating teachers are selected by participating school systems. Many college supervisors stated a preference that the selection process should be done jointly by the teacher training institution and the school system. The major criterion for selection as a cooperating teacher as viewed by the college supervisors should be excellence in teaching and "ability to supervise effectively." College supervisors also feel that the cooperating teachers
could increase their effectiveness by taking seminars on supervision and by collaborating more closely with college teacher training personnel. There was a fair degree of variation between institutions with regard to the actual amount of collaboration in planning the practicum for the student teachers. Many college supervisors stated there was very little joint planning although some claimed that a good deal of joint planning occurred on an informal basis. Most college supervisors felt that cooperating teachers should receive either additional pay, free course work, or release time for participation in the practicum.

Evaluation of Student Teachers

College supervisors indicated that evaluation of student teachers is and should continue to be carried out jointly by them and the cooperating teachers. They further felt that grading should be done on a pass/fail basis although some felt that if a dispute should arise the college supervisor should be the official grader.

The Practice of Supervision by the College Supervisor

College supervisors indicated that their frequent visits (3-4 visits per student per eight week period) plus ready availability of college faculty such as media, subject matter, and curriculum specialists, were the major components of the supervision process as viewed by the teacher training institution. Specific utilization patterns or functions were not elaborated. In addition audio-visual equipment and curriculum materials were often made available through the college.
Many college supervisors felt that the most effective training for their job was successful teaching experience, subject matter competence and human relations skills. They hold similar expectations with regard to outcomes of the practicum as the student teachers and cooperating teachers. Among the most important objectives stated by college supervisors were: beginning understanding of the teaching profession, development of self confidence, and sensitivity to individual differences. The college supervisors felt that practice teaching represented only a beginning and that continued educational renewal is necessary for the professional growth of teachers.

While many college supervisors felt a paucity for time in their supervisory responsibilities they were largely in agreement that present policies and practices of supervision were basically adequate. Some specific recommendations for improvement were made and are elaborated in the next section of the report.

**College Supervisor's Suggestions for Improvement of the Practicum**

College supervisors showed a preference for earlier exposure of student teachers to children and classrooms. They also suggested that the match between student teacher and cooperating teacher might be done more systematically in order to provide a better learning experience. There were a substantial number of suggestions concerning the organization and content of the general teacher education curriculum.
These are not reviewed here since there are almost as many suggestions as respondents. Interested readers are referred to the original data for these suggestions.

CONCLUSIONS

A survey such as this one is by design exploratory. It was not meant to define specific weaknesses in certain student teaching programs nor to lay blame or praise upon any individuals or institutions. Rather it is an attempt to discover trends in thought and mutual concerns which may serve to guide persons committed to the improvement of the process of teacher preparation. For this purpose the survey may be useful. Since the percentage of returns in some categories was small inference must be drawn with some caution. However strong consensus concerning certain issues did emerge and should be noted.

(1) It was generally agreed that the practicum experience should not be limited to the final act of pre-service training. Early and possibly continued exposure of prospective teachers to children and classrooms is seen as desirable by supervisors, teachers, and student teachers.

(2) The process of placement of student teachers in classrooms is consistently viewed as most crucial. Careful thought must be given to those qualities which may predict the most productive interaction between experienced and prospective teachers.
(3) The practice teaching period is seen as a period of intense demand upon the cooperating teacher, student teacher and college supervisor. Each party feels under great time pressure which may diminish his effectiveness. New staffing patterns and compensation agreements may need to be explored in order to maximize the effectiveness of the practicum.

(4) Integration between the practicum and other components of the teacher training process is still seen as lacking. The practicum must not be an appendage to the training program. More coordination between those concerned with the clinical aspects of teacher training and subject matter experts has been called for before but still has not been realized.

(5) Collaboration between school systems and teacher training institutions must be real. While this is not a new suggestion it appears that much collaboration exists on paper, but little in practice. The survey has indicated that the representatives of schools and colleges are cognizant of the need for integration of their efforts and are willing to take some action toward further collaboration.
Move out beyond the walls of the schools with the STs.
Community involvement early and throughout college.
Community study as part of the experience.
### NUMBER OF RESPONSES BY SYSTEM

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<td>212</td>
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<td>(% of returns)</td>
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<td>46%</td>
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NEPTE, June 1971
BREAKDOWN OF RESPONSES SHOWING SCHOOL TYPE BY TOWN

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<td>212</td>
<td>157 (74%)</td>
<td>55 (26%)</td>
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<td>1</td>
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<td><strong>TOTAL</strong></td>
<td>165</td>
<td>122 (74%)</td>
<td>43 (26%)</td>
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### NUMBER OF COLLEGE SUPERVISORS RESPONDING

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N = 32
To: All Student Teachers

Superintendents of several suburban school systems and representatives of area colleges and universities have formed the Joint Teacher Education Council to work collaboratively on improving the quality of teacher education. An early focus for the Council is an assessment of the practice teaching experience. The Council needs your help!

Attached is a series of questions about your experience as a Student Teacher. With your cooperation (and candor) we can prepare a profile of Student Teachers' reactions to practice teaching in these school systems. Council members will use these profile data as they consider ways in which practice teaching arrangements can be improved.

The value of this information will depend largely on how representative the information is of all Student Teachers in the systems...this means your reactions are vital to the project. We request that you complete the form and return it to the school principal by Tuesday, May 18.

Because terms differ at various colleges and schools, explanations of certain titles as used in the questionnaire follow:

Cooperating Teacher - a representative of the school system who supervises the Student Teacher's work in the classroom.

Student Teacher - person spending time in the classroom under the supervision of a Cooperating Teacher.

College Supervisor - a representative of the teacher training institution who coordinates the Student Teacher's course work and practice teaching.

For further information contact:

Virginia Jacobs
The New England Program in Teacher Education
Durham, New Hampshire
603/862-2278
STUDENT TEACHER QUESTIONNAIRE

Name of your college or university ________________________.

Your present level of training:
   Completed _______ year. Attained _______ degree.

Now practice teaching at ___________ school, in ____________.

For how long? ________.

**********************************************************************************************

1. Was your assignment for field experience at this school arranged:
   ______ by your college or university?
   ______ through your own initiative?
   ______ cooperatively by you and your college?
   ______ at the request of the school system?
   ______ other (please specify)_______________________________.

2. Prior to your assignment at this school did you talk with:
   ______ Principal?
   ______ College Supervisor?
   ______ Cooperating Teacher?
   ______ Director of Student Teaching?
   ______ Other School Personnel?
   ______ No one?

   ______ 3. Number of teachers at this school you have observed teaching?
   ______ 4. Number of teachers at this school assigned to work with you?
   ______ 5. Number of teachers at this school in whose class you have taught?

ANY COMMENTS:
6. How many faculty meetings have you attended at this school?

7. What other professional activities have you been involved in at this school?
   ___ None
   ___ As follows (please specify) ___________________________________________
       ___________________________________________

8. Have you had practice teaching experience at another school in this system?
   ___ Yes
   ___ No

9. Have you had practice teaching experience in another system?
   ___ Yes
   ___ No

ANY COMMENTS:
10. What process would you recommend in the assignment of a Student Teacher to a particular school?

None

As follows (please specify)

11. What competencies, experiences, or learnings would you require of the Student Teacher before he begins practice teaching?

None

As follows (please specify)

12. What resource materials does the Student Teacher need readily available to him during his practice teaching?

None

As follows (please specify)

13. What resource persons does the Student Teacher need readily available to him during his practice teaching?

None

As follows (please specify)

14. What additional training does the Student Teacher need to be more effective during his practice teaching?

None

As follows (please specify)
15. What competencies, experiences, or learning would you recommend for Cooperating teachers?

___ None

___ As follows (please specify)


16. What competencies, experiences, or learnings would you recommend for College Supervisors?

___ None

___ As follows (please specify)


17. Which of the following persons' expectations would provide useful information about the role of the Student Teacher?

___ None

___ Director of Student Teaching

___ Principal

___ College Supervisor

___ Cooperating Teacher

___ Other (specify)


18. What process was used to evaluate your performance as a Student Teacher?

___ None

___ As follows (please specify)


19. What process should be used to evaluate the performance of Student Teachers in the future?

___ None

___ As follows (please specify)


20. Who should grade a Student Teacher's performance?
   ____ None
   ____ As follows (please specify)

21. Whose grade of Student Teacher's performance should appear on his college record?
   ____ None
   ____ As follows (please specify)

22. What are the significant learnings from your practicum?

23. What are the competencies developed during your practicum?

24. What were the problems and issues encountered during your practicum?

25. As you anticipated practice teaching, what did you expect to learn?
26. What did you actually learn during your practice teaching?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

27. As you complete your practice teaching, what do you still need to learn?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

28. Let's dream a bit! You have just been given carte blanche to plan the best possible student teacher program at your college...describe what it would be like. What aspects of your own Student Teacher Program would be intact, or strengthened, or deleted?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

N.E.P.T.E. May 1971
RESPONSES TO STUDENT TEACHERS QUESTIONNAIRE

Total Number = 165

Number by School System

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<th>SECONDARY</th>
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<tbody>
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<td>Brookline</td>
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<td>Concord</td>
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<td>6</td>
<td>10</td>
</tr>
<tr>
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<td>23</td>
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<td>8</td>
</tr>
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<td>Newton</td>
<td>51</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>165</td>
<td>122(74%)</td>
<td>43(26%)</td>
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</table>
NUMBER OF STUDENT TEACHERS RESPONDING
(by system and college)

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<th>College</th>
<th>Arlington</th>
<th>Brookline</th>
<th>Concord</th>
<th>Lexington</th>
<th>Newton</th>
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31
### Level of Training:

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
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<tbody>
<tr>
<td>College senior</td>
<td>84</td>
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<tr>
<td>College junior</td>
<td>38</td>
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<tr>
<td>Masters' Program</td>
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<tr>
<td>No response</td>
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### Practice Teaching Time

<table>
<thead>
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<th>Time</th>
<th>Count</th>
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<tbody>
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<td>16 weeks</td>
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<td>12 weeks</td>
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<td>10 weeks</td>
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<td>8 weeks</td>
<td>43</td>
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<td>7 weeks</td>
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<tr>
<td>5 weeks</td>
<td>3</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
</tr>
</tbody>
</table>

### Item 1. Was your assignment for field experience at this school arranged:

- by your college or university: 110
- through your own initiative: 10
- cooperatively by you and your college: 44
- at the request of the school system: 2
- other: 9

### Item 2. Prior to your assignment did you talk with:

- principal: 33
- cooperating teacher: 49
- other school personnel: 28
- college supervisor: 68
- director of student teachers: 62
- No one: 37
### Item 3. Number of teachers at this school you have observed teaching:

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Observed Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>29</td>
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<tr>
<td>Two</td>
<td>33</td>
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<tr>
<td>Three</td>
<td>28</td>
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<td>Four</td>
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<td>Five</td>
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<td>Six</td>
<td>9</td>
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<tr>
<td>More than 6</td>
<td>19</td>
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<tr>
<td>No response</td>
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</table>

### Item 4. Number of teachers at this school assigned to work with you:

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Assigned Teachers</th>
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<tbody>
<tr>
<td>One</td>
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<tr>
<td>Two</td>
<td>39</td>
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<td>Five</td>
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<tr>
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<td>7</td>
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</table>

### Item 5. Number of teachers at this school in whose class you have taught:

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Taught Classes</th>
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<tr>
<td>One</td>
<td>83</td>
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<tr>
<td>Two</td>
<td>53</td>
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<td>Eight</td>
<td>1</td>
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<tr>
<td>Thirteen</td>
<td>1</td>
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<tr>
<td>No response</td>
<td>6</td>
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</table>

### Item 6. How many faculty meetings have you attended at this school:

<table>
<thead>
<tr>
<th>Number of Meetings</th>
<th>Attended Meetings</th>
</tr>
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<tbody>
<tr>
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<td>One</td>
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<td>Two</td>
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<td>Eight</td>
<td>3</td>
</tr>
<tr>
<td>More than 20</td>
<td>5</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
</tr>
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</table>

### Item 7. What other professional activities have you been involved in at this school:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Involved Teachers</th>
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<tbody>
<tr>
<td>None</td>
<td>85</td>
</tr>
<tr>
<td>PTO meetings</td>
<td>18</td>
</tr>
<tr>
<td>Special workshops</td>
<td>13</td>
</tr>
<tr>
<td>School productions (drama, art, etc.)</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Action Committee</td>
<td>2</td>
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<tr>
<td>Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>9</td>
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<tr>
<td>As follows:</td>
<td></td>
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<tr>
<td>Departmental meetings</td>
<td>24</td>
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<tr>
<td>PTO meetings</td>
<td>18</td>
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<tr>
<td>Special workshops</td>
<td>13</td>
</tr>
<tr>
<td>School productions (drama, art, etc.)</td>
<td>8</td>
</tr>
</tbody>
</table>
Item 8. Have you had practice teaching experience at another school system:

- yes 16
- no 146
- no response 3

Item 9. Have you had practice teaching experience in another system:

- yes 39
- no 124
- no response 2

On the following items, responses are listed in order of high to low frequency.
Individual comments listed separately.

Item 10. What process would you recommend in the assignment of a ST to a particular school:

- none 16
- no response 2

Strong agreement that STs should:

- know the philosophy of the school and CT
- observe several schools prior to placement as ST
- be able to specify the type and location of school
- participate actively in the decision about his placement

The needs of the ST should be taken into account during placement process

STs need more information about the educational philosophies of different schools and different CTs

Final placement made only after ST and CT have met and agreed to work together

More than one assignment in a school; for exposure to several teaching styles and to different grade levels.

Placement early enough to permit ST familiarity with class, CT, etc.
Item 11. **What competencies, experiences, or learnings would you require of the ST before he begins practice teaching?**

- none 1
- no response 3

Much more time in classrooms and many experiences with children before actual practice teaching experience. Suggestions include: tutoring, observation, serving as teacher aide, etc.

No course work can prepare us; best training comes in doing

Techniques for establishing discipline, control...in a humane manner

Desire for methods courses held during actual practice teaching time. (Specific ideas: seminars with CTs and with past STs).

Greater understanding of child psychology

Patience, a sense of humor, self-direction, willingness to try many things

Willingness to communicate with children, feeling comfortable in role of ST

The need for more "relevant" methods courses, and greater preparation in subject matter.

Beginning "know how" on lesson planning

Item 12. **What resource materials does the ST need readily available to him during his practice teaching?**

- none 4
- no response 1

Equipment provided by schools and/or colleges

A-V and library materials

Tests to be used in the classroom, curriculum guides

Individual comments:

Profiles of children with whom working

Anything he can get his hands on which will provide meaningful learning for the children
Item 13. What resource persons does the ST need readily available to him during his practice teaching:

none 3  
no response 3  
Heavy reliance on the CT as the prime resource person during practicum  
School specialists: reading, math, library and counseling  
College faculty helpful on subject matter  
Need CS readily available for help  
Other STs

Item 14. What additional training does the ST need to be more effective during his practice teaching:

none 7  
no response 23  
Again, strong indications that much more, and much earlier experience working with children is desirable  
More practical information about the workings of a school system  
Seminars with CTs present, which would help integrate the ST experience with course work.  
Opportunities to share experiences, ideas, materials and problems with other STs  
More preparation in reading and math  
Greater understanding of discipline, and the "whys" of behavior, motivation (maybe through role-playing).  
Workshop with other ST, both past and present  
Training in Human Relations, affective learning  
Opportunities to work in both self-contained and open classrooms  
Opportunity to have sole responsibility in classroom (toward the end of practice teaching assignment).  
Contact with parents  

36
Item 15. What competencies, experiences, or learnings would you recommend for CTs:

none 13

no response 6

Universal agreement that CT must choose to work with the ST. (In the cases where this was not so, the ST considered the experience to be a negative one.)

Numerous mentions that the CT must have specific knowledge of the college and its expectations and requirements for the ST.

Most noted that the CT needs more time with the ST. ST needs regular, on-going feedback and evaluation from CT. "A CT must have the time and inclination to talk things out."

Several commented that a CT should have at least two years experience teaching in a grade before working with a ST.

High praise for those CTs who provided: encouragement, flexibility and patience to the ST and who allowed some freedom to experiment with teaching styles, etc.

Many spoke of the importance of the CT's willingness to share her teaching role with the ST. Valuable experiences were cited with CTs who viewed this as a team or partnership.

CT needs to be skilled at communications.

The CT should not view the ST as someone who is there merely to run errands, or the ditto machine, or do other "menial" tasks.

Item 16. What competencies, experiences, or learnings would you recommend for CSs:

none 12

no response 8

Most frequently cited was the need for recent classroom teaching experience at grade level supervising. "How can they help when they don't know the problems we're facing?"

Many spoke of the need for much greater and more sustained contact with the CS. "My CS observed me too infrequently and for only short periods of time."

The CS needs specific knowledge of the school, or at least the school system. Should also know current educational practice.

General expectation of the CS as someone to whom the ST can speak frankly, who will be supportive of the ST and his problems. CS should be sympathetic and flexible.

Expectations for CS much the same as for CT.

Several spoke of the desire for a real collaboration between CS, CT and ST.
Item 17. Which of the following persons' expectations would provide useful information about the role of the ST:

General agreement that views of both CT and CS are valuable. ST should also be developing role expectations for himself.

Item 18. What process was used to evaluate your performance as a ST:

none  1
no response  2

Most spoke of evaluation by CS and CT, sometimes together, sometimes one by one. Evaluations discussed in conference with ST.

On-going evaluations from CTs, less frequent from CS.

Of interest to note that several STs were unaware of any process of evaluation of their work.

Item 19. What process should be used to evaluate the performance of STs in the future:

none  0
no response  3

An evaluative process which is frequent and occurs throughout practice teaching.

Preference for evaluations which include CS, CT and ST discussing together the work of the ST.

The same process as now used.

Many mentioned the importance of ST's self-evaluation as a vehicle for learning.

Emphasis on CTs evaluation in narrative form.

CS should observe more frequently.

Item 20. Who should grade a ST's performance:

none  5
no response  1

Strong concensus that grades are not useful to measure the practice teaching experience. "This is not a gradeable experience."

CT is best qualified to judge performance of ST. "CT sees ST in all situations and understands her strengths and weakness. Knows about all successes and failures, not just those lessons prepared for CS."

The children taught might have some input.
Item 21. Whose grade of ST's performance should appear on his college record:

- none 5
- no response 1

Strong preference for a pass/fail set up, with written evaluations included in record. These evaluations should be compiled by discussion with CS, CT and ST.

The present situation (grade agreed to by CS and CT) is satisfactory.

Item 22. What are the significant learnings from your practicum:

- none 0
- no response 7

Many important insights into self and children.

Respect for individual differences.

Learning specific techniques of lesson planning, discovery and utilization of materials and resources.

Practice teaching had helped to decide the question about suitability for role of teacher. (Most of these decisions were affirmative, a few were negative.)

Need for patience, a sense of humor and flexibility.

Value of experience over methods courses.

Practice teaching was a time to learn how and what they do not want to teach.

How and why public schools function as they do.

Item 23. What are the competencies developed during your practicum:

- no response 19

Self-confidence.

Specific skills in: organization, subject matter competence, planning lessons and activities, sense of timing in presenting material, teaching a complete lesson, adaptability.

Developing an understanding of control and discipline in the classroom.

Rapport with children; an ability to communicate with them.

Ability to teach children rather than subject matter. Importance of flexibility and patience.

Learned to feel more "comfortable" and to think quickly on their feet.

An increase in their own creativity.
Item 24. **What were the problems and issues encountered during your practicum:**

- **none** 5
- **no response** 13

- The ambiguity of the ST role. "The CT saw me as a student; the kids saw me as a teacher." Resulting problems center around: authority, respect, discipline
- Uncertainties in dealing with "behavior problems," discipline control. "I had to learn how and when to intervene."
- A few spoke of "personality clashes" with their CT. "I think a ST should not be criticized in front of the whole class."
- Some mention of the difficulty of attempting to teach children who don't want to be in school; or who are over-indulged at home; boredom at school
- Learning to teach children, not subject matter
- Gauging how much material to present. How to motivate children to want to learn
- Contradiction between what college preaches and what it practices about independence, trust, responsibility

Item 25. **As you anticipated practice teaching, what did you expect to learn:**

- **no response** 10
- Skills in planning lessons, use of time, how to make transitions, handling daily problems, etc.
- No clear learning goals for practice teaching. "I had no idea of what to expect."
- Practice teaching was to be a time of discovering whether or not they could actually teach
- Relating to specific age group--how do kids develop and learn
- "How to make learning fun for kids."
- Some "philosophical" expectations: what is the role of the teacher; what part does school play in the education of children; what about the political life at a school, etc.
- "Test out" how prepared he is to teach
- Sense of total responsibility given to teachers (all her duties)

Item 26. **What did you actually learn during your practice teaching:**

- **no response** 8
- Increased skills in classroom techniques and procedures, presentation of subject matter, effective use of materials, etc.
- A deeper understanding of the needs and feelings of children
- Interpersonal skills in dealing with children and adults
A teacher needs to prepare thoroughly and be flexible enough to adapt her plan to meet the kids where they are

How to implement the things learned in course work

Strong and weak points as a teacher

What the role of teacher really means: the teacher is a guide, not an endless source of knowledge

Love to work with kids. That teaching is hard work

A few negative learnings:

"Teaching, like everything else is 90% politics and that students come last."

School systems are still in the dark ages

I do not enjoy teaching as much as I had thought

Item 27. As you complete your practice teaching, what do you still need to learn:

no response  6

General consensus that the need to learn is constant

Need to experience other kinds of children, work in different types of schools

Discipline (not punishing); motivating for learning; evaluative skills

Long-range planning; what beginning of school year is like

More back ground in subject matter

The reality of being fully responsible for a class

Item 28. Ideal Program

no response  15

(NOTE: Responses to this item are grouped by general comments, and those which apply to either the college or school programs)

General Comments:

Many opportunities for extensive interaction with children throughout college years and prior to practice teaching

Real collaboration between faculties of schools and colleges might clarify present ambiguity of ST role

STs should be able to specify the school and grade level he prefers

Placement should be based on mutual consent between the ST and CT

Need frequent exchange with other STs

Many more 3-way conferences between ST, CT and
STs might live in common and have a "place" to exchange viewpoints.

Practice teaching is a "consuming" activity. It leaves no time or energy for anything else...including reflection on the meaning of practice teaching.

Residential supervisors would prove valuable as a resource on the psychology of the community in which practice teaching.

Orientation sessions to be held at the beginning of practice teaching...would include all those persons involved.

Provide a place (outside the classroom) where ST could get needed guidance.

College Program:

Have seminars with CTs present. Also helpful to include reading, language, and math specialists.

Frequent visits from College Supervisors.

No course work during the time of practice teaching except for seminar.

Several suggestions on the duration of practice teaching:

-10-12 weeks (16 weeks too long)
-two 8 week periods
-in more than one system
-before the last semester of senior year

Retain the Brandeis/Newton Program intact, its excellent.

Wheelock Program wholly satisfactory.

Include workshops in Human Relations training.

Adopt the principles of 'open education' in college courses.

Methods courses should be used: videotapes of local classrooms; role-playing techniques.

STs should pay less tuition to college during practice teaching period.

Maintain lines of communication with college during practice teaching to avoid the sense of alienation from college.

College requires too much detail in the writing of lesson plans for "superiors." Detracts from the real business of practice teaching.

School Program:

Prospective STs need opportunity to visit several schools before placement.

CT should only be those people who choose to serve in that capacity. They must agree to work with a particular ST.

Observation in other classes in the school.

Frequent, informal opportunities for exchange with other STs and CTs.
Practice teach only four days per week---need one day to prepare lessons adequately

Need more time to become familiar with materials and plan how to use them

Presence of CT can become a "crutch"...ST needs some time of full responsibility for the class, with CT not present

Helpful to attend faculty/departmental meetings; perhaps even professional workshops or conventions

Schools should pay ST a small weekly salary

Involvement at this school before practice teaching---observing kids; knowing how school really operates; planning discussions with CT, etc.

Opportunity to teach group without being observed
TO: All Cooperating Teachers

Superintendents of several suburban school systems and representatives of area colleges and universities have formed the Joint Teacher Education Council to work collaboratively on improving the quality of teacher education. An early focus for the Council is an assessment of the practice teaching experience. The Council needs your help!

Attached is a series of questions about your work as a Cooperating Teacher. With your assistance (and candor) we can prepare a profile of reactions to practice teaching in these school systems. Council members will use these profile data as they consider ways in which practice teaching arrangements can be improved.

The value of this information will depend largely on how representative the information is of all Cooperating Teachers in the systems...this means your reactions are vital to the project. We request that you complete the form and return it to the school principal by Tuesday, May 18.

Because terms differ at various colleges and schools, explanations of certain titles as used in the questionnaire follow:

Cooperating Teacher = a representative of the school system who supervises the Student Teacher's work in the classroom.

Student Teacher = a person spending time in the classroom under the supervision of a Cooperating Teacher.

College Supervisor = a representative of the teacher training institution who coordinates the Student Teacher's course work and practice teaching.

Thank you for your time and interest.

For further information, please contact:

Virginia Jacobs
The New England Program in Teacher Education
The New England Center Administration Building
15 Garrison Ave.
Durham, New Hampshire 03824
(603) 862-2278
COOPERATING TEACHERS QUESTIONNAIRE

Name of your school:________________________, in ____________________.

Your specific training responsibilities:______________________________.

How long have you been at this school?____________________________.

How long have you been a teacher?____________________________.

Your level of training:_______degree attained. _______degree now in process.

*************************************************************************************************

   1. Number of workshops, institutes, and courses in Supervision?

   2. Number of workshops, institutes, and courses in Curriculum Development?

   3. Number of Student Teachers supervised?

   4. Student Teachers supervised in the last three years have come from the following institutions:

      Numbers of Student Teachers:  Name of Institution:
      ____________________________  ____________________________
      ____________________________  ____________________________
      ____________________________  ____________________________
      ____________________________  ____________________________

   5. Was your own practice teaching experience:

      ____ in this same school?
      ____ in this school district?
      ____ in a similar school in another district?
      ____ in a different school in another district?
      ____ in a training school of a college or university?
      ____ no practice teaching experience?

ANY COMMENTS: ____________________________________________________________________________
6. Are you assigned Student Teachers because:

____ you asked for them?
____ you are the senior member of the staff interested in working with student teachers?
____ your supervisor or department chairman assigned one to you?
____ you hold a staff or faculty position at the training college or university?
____ other (please specify)__________________________________________________________

7. In return for training Student Teachers, Cooperating Teachers should:

____ be paid an additional salary?
____ be provided with released time?
____ be provided with scholarship for a course?
____ hold staff (non-voting) appointment at the training college?
____ hold faculty (voting) appointment at the training college?
____ other (please specify)__________________________________________________________

ANY COMMENTS: ____________________________________________________________
8. What process do you now require before accepting a Student Teacher?
   ___ None
   ___ As follows (please specify)

9. What process would you require in the future before accepting a Student Teacher?
   ___ None
   ___ As follows (please specify)

10. What materials, information would you require from the training college before accepting a Student Teacher?
     ___ None
     ___ As follows (please specify)

11. What competencies, experience, or learnings would you require of the Student Teacher before accepting him for practice teaching?
     ___ None
     ___ As follows (please specify)

12. What resource materials do you need readily available to assist you in supervising Student Teachers?
    ___ None
    ___ As follows (please specify)
13. What resource materials do you need readily available to assist you in supervising Student Teachers?

___ None

___ As follows (please specify)

14. What training would make you more effective in the supervision of Student Teachers?

___ None

___ As follows (please specify)

15. Which of the following person's expectations would provide useful information for you about the role of Cooperating Teacher?

___ None

___ School System Supervisor

___ Student Teacher

___ College Director of Student Teaching

___ Principal

___ College Supervisors

___ Other (please specify)

16. What process would you recommend be used for the selection of College Supervisors?

___ None

___ As follows (please specify)

17. What process do you now use in evaluating Student Teachers? (Please attach sample form if used.)

___ None

___ As follows (please specify)

18. What process would you use in evaluating Student Teachers in the future?

___ None

___ As follows (please specify)
19. Who should grade a Student Teacher's performance?

___ None

___ As follows (please specify)


20. Whose grade of Student Teacher's performance should appear on his college record?

___ None

___ As follows (please specify)


21. What approaches have been effective for you in guiding the practicum experience for Student Teachers?

___ None

___ As follows (please specify)


22. What are the most serious constraints you have in your role as Cooperating Teacher?

___ None

___ As follows (please specify)


23. What are the most rewarding aspects of your role as Cooperating Teacher?

___ None

___ As follows (please specify)


24. What do you expect Student Teachers to learn during the practicum?

___ None

___ As follows (please specify)

________________________________________________________

________________________________________________________

________________________________________________________


25. What, in general, do Student Teachers actually learn during the practicum?

___ None

___ As follows (please specify)

________________________________________________________

________________________________________________________

________________________________________________________


26. What, in general, do Student Teachers still need to learn after the practicum?

___ None

___ As follows (please specify)

________________________________________________________

________________________________________________________

________________________________________________________


27. Imagine that you have been given an opportunity to create the best possible program for student teaching at your school... describe what it would be like. Identify the most important characteristics of a total student teacher program for all those involved.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________


RESPONSES TO COOPERATING TEACHERS QUESTIONNAIRE

Total Number = 212

Number by School System

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>N</th>
<th>Elementary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Arlington</td>
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<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Brookline</td>
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<td>61</td>
<td>0</td>
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<tr>
<td>Concord</td>
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<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Lexington</td>
<td>22</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Newton</td>
<td>87</td>
<td>61</td>
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</tr>
<tr>
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<td>1</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td>212</td>
<td>157 (74%)</td>
<td>55 (26%)</td>
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</table>

How long at this school:

<table>
<thead>
<tr>
<th>Years</th>
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<th>8 years</th>
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<th>10 years</th>
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<tbody>
<tr>
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<td>34</td>
<td></td>
<td>3</td>
<td></td>
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<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5 years</td>
<td>16</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6 years</td>
<td>14</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7 years</td>
<td>6</td>
<td>51</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15 and over</td>
<td>23</td>
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<td></td>
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</table>
## How long teaching:

<table>
<thead>
<tr>
<th>Duration</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>6</td>
</tr>
<tr>
<td>2 years</td>
<td>12</td>
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<tr>
<td>3 years</td>
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<tr>
<td>4 years</td>
<td>19</td>
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<td>25 and over</td>
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## Level of training:

### already attained

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<td>101</td>
</tr>
<tr>
<td>Masters</td>
<td>100</td>
</tr>
<tr>
<td>CAGS</td>
<td>5</td>
</tr>
<tr>
<td>3-year program</td>
<td>1</td>
</tr>
<tr>
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<td>5</td>
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### in process

<table>
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<tr>
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<th>Count</th>
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<td>Masters</td>
<td>43</td>
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<tr>
<td>CAGS</td>
<td>10</td>
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<td>Doctorate</td>
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## Item 1. Number of workshops, institutes and courses in Supervision:

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<th>Count</th>
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<td>1</td>
<td>35</td>
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<td>2</td>
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<tr>
<td>3 or more</td>
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<tr>
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<td>17</td>
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## Item 2. Number of workshops, institutes and courses in Curriculum Development:

<table>
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<th>Count</th>
</tr>
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<td>1</td>
<td>18</td>
</tr>
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<td>2</td>
<td>39</td>
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<tr>
<td>3 or more</td>
<td>81</td>
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<tr>
<td>no response</td>
<td>20</td>
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Item 3. **Number of Student Teachers supervised:**

<table>
<thead>
<tr>
<th>Number of Student Teachers</th>
<th>Name of Institution</th>
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</thead>
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<tr>
<td>one</td>
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<td>two</td>
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<td>three</td>
<td>19</td>
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<td>four</td>
<td>19</td>
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<td>five</td>
<td>13</td>
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<tr>
<td>six</td>
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<td>miscellaneous</td>
<td>53</td>
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</table>

Item 4. **Student Teachers supervised in the last three years have come from the following institutions:**

<table>
<thead>
<tr>
<th>Number of Student Teachers</th>
<th>Name of Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>Boston University</td>
</tr>
<tr>
<td>126</td>
<td>Wheelock</td>
</tr>
<tr>
<td>86</td>
<td>Northeastern University</td>
</tr>
<tr>
<td>62</td>
<td>Boston College</td>
</tr>
<tr>
<td>54</td>
<td>Simmons</td>
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<td>42</td>
<td>Lesley</td>
</tr>
<tr>
<td>37</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>33</td>
<td>Harvard</td>
</tr>
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<td>28</td>
<td>Tufts University</td>
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<td>25</td>
<td>Boston State College</td>
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<td>23</td>
<td>Framingham State</td>
</tr>
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<td>23</td>
<td>Cardinal Cushing</td>
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<tr>
<td>21</td>
<td>Lowell State</td>
</tr>
<tr>
<td>17</td>
<td>Brandeis</td>
</tr>
<tr>
<td>16</td>
<td>Springfield</td>
</tr>
<tr>
<td>16</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>15</td>
<td>Perry Normal</td>
</tr>
<tr>
<td>8</td>
<td>Emmanuel</td>
</tr>
<tr>
<td>4</td>
<td>Emerson</td>
</tr>
</tbody>
</table>
Item 5. **Was your own practice teaching experience:**

- in this same school 17
- in this school district 28
- in a similar school in another district 38
- in a different school in another district 110
- in a training school or a college or university 42
- no practice teaching experience 17

Item 6. **Are you assigned Student Teachers because:**

- you asked for them 134
- you are the senior member of the staff interested in working with student teachers 24
- your supervisor or department chairman assigned one to you 47
- you hold a staff or faculty position at the training college or university 7
- other 25
- no response 10

Comments:

a) The supervision of Student Teachers is a serious professional responsibility
b) At the request of college personnel
c) Cooperating Teacher is able to specify which college the Student Teacher will come from

Item 7. **In return for training Student Teachers, Cooperating Teachers should:**

- be paid an additional salary 92
- be provided with released time 77
- be provided with scholarship for a course 120
- hold staff (non-voting) appointment at the training college 28
- hold faculty (voting) appointment at the training college 14
- other 32
- no response 3
Comments:

a) A range of options with choice left to individual CT

b) Released time important to be able to spend more time with ST

c) Closer collaboration with college; seminars with all involved in practice teaching

d) Either salary or scholarship (e.g. 3 graduate credits per ST)

e) Working with STs is sufficiently rewarding for them and appreciate assistance given them by STs. Some strong opposition to additional salary

f) Link with colleges which would allow CT to influence decisions about the training of future teachers. Feel they are in excellent position to be effective here

g) Part of college faculty to offer courses for STs

h) Salary is one means of assuring recognition for and greater responsibility from the CT. "Many now see CT role as merely time consuming burden."

i) Able to have full use of university facilities

NOTE: ON THE FOLLOWING ITEMS ARE LISTED IN ORDER OF HIGH TO LOW FREQUENCY. INDIVIDUAL COMMENTS ARE LISTED SEPARATELY.

Item 8. What process do you now require before accepting a ST:

none 96
no response 4

Presently, no role in acceptance of ST candidates

Personal interview before acceptance..."Can we work well together?"

Will work only with STs from certain colleges

Arrangements made by the principal, or through the College Supervisor

Comments:

Require frequent supervision by college. Otherwise, I want responsibility of grading the STs

Understanding that this is an open classroom

Review of ST's educational background

Several prior visits to observe my class in action

Statement of requirements and objectives to be met during practice teaching
Item 9. What process would you require in the future before accepting a ST:

none 36  no response 8

Overwhelming response: opportunity to interview ST candidates; have her observe in classroom; discuss educational viewpoints; determine her interest in working with children. Then mutual agreement to work together.

No change in present process

 Guarantee of frequent and interested supervision by the college

 Some assurance of compatibility

 Decision to be made only after conference with CT, ST and CS

 STs should have had prior experience with children...at least through observation

 Comments:

 To attend seminar courses to discuss this ST's practice teaching experience

 Discuss the college's expectations for this practice teaching time

 Know how much time and effort the ST is willing to put into experience

 Don't want the difficult task of being a screening agency for poor students who lack teacher qualifications

 Screen to be sure they want to teach after graduation and that they not look upon teaching as a 'washout' or insurance policy

 Practice teaching should not be left until the last year of school

Item 10. What materials, information would you require from the training college before accepting a ST:

none 39  no response 4

 ST's academic record

 Knowledge of the college's program: expectations for ST and for CT; college schedule, vacations; ST course load, etc. Student Teacher handbook noted as helpful

 ST statement of his competencies, interests, expectations, etc.

 Survey of personal background of ST (biographical, course content not grades)

 Interview with ST prior to decision

 CT and CS establish goals and expectations for practice teaching

 Screening should be done by colleges

 Letters of recommendation
Comments:

What criteria must be met by those applying for practice teaching
A way of demonstrating the commitment of ST to education
Depends on the training college
Understanding of the open classroom

Item 11. What competencies, experience or learnings would you require of the ST before accepting him for practice teaching:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>27</td>
</tr>
<tr>
<td>no response</td>
<td>4</td>
</tr>
</tbody>
</table>

Previous exposure to classroom and/or to children
Competence in subject matter to be taught
Background in methodology
Real desire to teach...and a love of children
Know child psychology and child development
Good grounding in reading and math
Willingness to work hard; to put in time and effort
Someone growing in mature responsibility; emotionally stable
Good personal relationships with children and adults
Knowledge of early childhood
Able to make lesson plans
Attitudes and dedication are more important than experience
Common sense and sense of humor
Initiative in assembling materials, doing research where needed
Know A-V materials

Comments:

Willing to work independently, but cooperatively
Must be a senior or grad student
Item 12. What resource materials do you need readily available to assist you in supervising STs:

none  72  no response  11

Information from college on goals, requirements for the ST
A-V materials, video taping equipment, etc.
Materials used in daily teaching seem adequate
Teacher texts and guides for ST's use
Libraries...the school's, college's and public
Regular meetings with other CTs
Resource of the training colleges

Comments:

Funds for the ST to buy materials...budgets are planned the year before STs even arrive and they often have excellent ideas

Rather than materials, additional visits from the CS would be helpful

Newer methods of observation

"Time and energy. The more, the better."

Brought ST to workshops given by our system

Good source for current, professional books to lend to ST

Item 14. What training would make you more effective in the supervision of STs:

none  32  no response  23

Closer collaboration with the colleges
Course in the supervision of STs...a relevant one
A concurrent seminar with CS, ST and CT
Workshop on guidelines for CT
Flexible guidelines from college on their expectations
Informal exchange among CTs, professional days to observe their classes
Experience, trial and error
Current trends in education
Human Relations training
Refresher course in subject matter

Work as part of a school/college team to update practice teaching
Comments:

"Slave Driving 101"

Need suggestions...had supervision courses, but those not helpful

"If I knew, I'd take the course"

I'm through with STs

More involvement with children would make me a better CT

Item 16. What process would you recommend be used for the selection of CSs:

none 9 no response 37

Recent teaching at the grade level they are supervising...minimum of several years experience in classroom

Available to visit class often...needs time and understanding

Aware of ST needs: tactful in criticism; supportive and sensitive person

Good communications with adults and with kids

Current and realistic view of education

Needs both classroom experience and supervisory training

Not someone getting another degree...they don't have enough time to devote

Collaborate with CTs

Selected by: STs, college faculty, principal and CTs

Recommended by past experience of STs and CTs

Informed on the policies of the school system

Supervision should be his only responsibility

Comments:

More practical to draw CS from classrooms

Joint school/college appointment, with both paying for services

Liberal Arts PhD candidates too concerned with content

Stringent screening to eliminate the unhelpful, unavailable CS

Rotate between teaching in college and real live kids
Item 17. **What process do you now use in evaluating STs?**

- none 0
- no response 17

**Highest frequency:** Forms provided by college or school system

- Conference with CT and ST, plus written evaluation
- Relationships with children in the classroom
- Daily evaluation
- General letters of recommendation
- Professional and personal growth of the ST
- Self-evaluation by ST

**Comments:**

- CS aim is to pass everyone, CT has limited say. Not adequate
- Have ST write a) "The ideal teacher is____, b) I am ______." 
- Keep a detailed journal for ST

Item 18. **What process would you use in evaluating STs in the future?**

- none 0
- no response 12

**No change in the present process**

- Essay-type evaluation, open-ended, not merely a checklist
- Conferences with all concerned
- Collaborative evaluation written by ST and CT
- Personality traits and professional competence exhibited by ST
- CT is best informed to make evaluation
- Self-evaluation by ST
- Evaluation should be an on-going process
- Use of video tape, tape recorder, etc.

**Comments:**

- Include observations of other CTs
- Need more time to do evaluations, and to settle conflicts as they arise
- No rating on appearance, it has nothing to do with teaching ability
- Am developing my own form
- I could do with fewer written reports
Item 19. Who should grade a ST's performance:

none  1  no response  1
Cooperating Teacher and the College Supervisor
CS, CT and ST
No grades, they're inappropriate, irrelevant
Cooperating Teacher alone...CS hasn't had sufficient time in classroom to judge
College Supervisor, but mainly CT
CT/CS and principal
Student Teacher
College Supervisor

Comments:
A careful anecdotal record should be prepared
Comments of selected students from the classes where ST has worked should be included

Item 20. Whose grade of ST's performance should appear on his college record:

none  2  no response  6
Jointly, by CT and CS
No grades, descriptive evaluation only
The Cooperating Teacher's
Jointly by CS/CT and ST
College Supervisor's
CT and ST
CT, CS and principal

Item 21. What approaches have been effective for you in guiding the practicum experience for STs:

none  5  no response  15
Program that gradually increases responsibility: work with individuals, then small groups, then move to whole class
Respect for ST: treat as a colleague, part of team
Open and frequent communications with ST: immediate feedback
Specific goals and objectives established, allow for flexibility

Have ST working with more than one CT

Share ideas, plan activities together; leading to independent planning

Encourage to experiment with different teaching styles

Check lesson plans day before taught; amend if needed

Keep a log with questions and comments

Have ST evaluate my lessons

Different approach with each ST...discover own strengths and weaknesses

Comments:

This is a learning period. I'm on their side

Discuss what's happening in class and speculate on why

Assign 'academic' responsibility to ST for certain children

Observe K-8 colleagues for an 'overview'

Encourage ST to develop skill in evaluation of own performance

Recall my own ST days

Encourage maximum initiative from ST

Item 22. What are the most serious constraints you have in your role as CT?

none 49  no response 14

TIME...too little to adequately plan and confer with ST

Unrealistic demands made by some college education departments

Too little involvement with CS; lack of concern from CS's

STs not emotionally suited for, or committed to teaching

STs inability to accept frank criticism; or his lack of cooperation and responsibility

Training period too short...STs frequently in and out of classroom

Allowing the ST to experiment with methods which may not agree with mine

Not knowing what is expected of me in the CT role. "Guidelines are needed"

Practicing self-restraint, letting ST handle difficult situations

Difficult to evaluate the average or poor ST
No influence on the training of ST...courses have little correlation with classroom teaching

College should not permit courses during practice teaching, especially not in the daytime.

Comments:
If ST not doing well, I don't sacrifice pupils for ST, but take over class
Knowing when to give up leadership and give more to ST
"Try something new." ST unable to, can only stick to manual and materials provided
Providing a sufficient variety of experience for ST
No safeguards from college for a ST in difficulty
Discovering ways to observe unobtrusively

Item 23. What are the most rewarding aspects of your role as CT:
none 0 no response 9
Watching a "teacher" emerge and gain confidence
Get new ideas and approaches from ST...a youthful way of looking at things
Insights from the young teacher revitalize my own teaching
Get more accomplished in the classroom with the added help
Interaction with another adult

Comments:
Sharing the children's love and respect
Allowing an experimental forum where failure is not punished
An impetus to evaluate my own teaching
Seeing the educational process on two levels simultaneously
A few disinterested STs are a burden
A professional obligation and a pleasure to serve as CT
Item 24. What do you expect STs to learn during the practicum:

none 1  no response  6

Heavy response on specific classroom skills: e.g. curriculum planning, classroom management, timing, discipline, evaluating skills

Uniqueness of the individual child; assessing needs

Relationships with children, colleagues and parents

How to provide a rich environment for all kinds of learning

Communicating what the ST knows

Realism...the difference between theory and practice

Develop confidence, own philosophy of education

Sense of his strengths and weaknesses; is teaching for him?

Comments:

Some methods, some subject matter, some organizational skills and a lot of increased sensitivity to and perception of needs of children

Compassion, understanding, sensitivity...innumerable insights about people working together

How to be a learner and teacher

What teaching is all about

How to walk tightrope between Discipline and Warmth

Item 25. What, in general, do STs actually learn during the practicum:

none 0  no response  9

The expectations shown above

Depends on the individual ST and his practice teaching situation

As much as the ST wishes to learn

More than they have during their college courses

Many techniques and use of equipment (A-V, etc.)

Discipline, flexibility

What children are like: what they can do and need

That teaching is hard work and fun

They tend to imitate at first...handle the CT's class, not their own
Comments:

Being to realize that teaching is truly a total process
A great deal about themselves...how to evaluate their own performance
Children are more important than the curriculum
Definitely feel there is not enough support from the university
Begin to learn one teacher's approach to a given grade

Item 26. What, in general, do STs still need to learn after the practicum:

<table>
<thead>
<tr>
<th>none</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>no response</td>
<td>16</td>
</tr>
</tbody>
</table>

Those things which only come in the experience of having your own classroom

Practice teaching too short to learn such things as long range planning, coping with administrative demands, etc.

Transfer the skills learned as ST to own classroom

Varies greatly

Task ahead...to continue to grow in all these areas

Discover own teaching style

Humility, compassion, flexibility, sense of humor

Current research

Comments:

How to question, how to lead a discussion
How to interpret student behavior
How to understand their own feelings about teaching
An opportunity to analyze their ST experience
Chance to go back to campus and share experiences
Should continue under close supervision by someone in charge of new teachers
Item 27. Ideal Program:

none  0  no response  32

NOTE: Responses to this item are grouped by general comments, and those which apply to either the college or school programs.

General comments:

Previous experiences with children and classrooms should begin as early as possible. "Senior year is too late to get into schools."

Much greater collaboration and cooperation between colleges, students and schools.

Continuous three-way communication: before and during the practicum

TIME...needed for frequent and regular conferences to plan, implement and evaluate together (and where necessary to gripe). This could be at the school with all CTs and STs plus CS

Supervisor should be a teacher within school system (one for each school). Should have university status, conduct weekly seminar on teaching, observe, etc. Paid by the university, released by the system...assumes the total responsibility for practice teaching experience.

ST should be active in the placement process...placement made only after ST has observed in several systems, classrooms and then selected the right one for himself.

Provide the ST with enough freedom to experience and express his feelings honestly

A good ST program will reveal the human aspects of the profession

Expose ST to the knowledge that teaching is a constant evaluative process; of self, group and individuals

Students should be paid for their work: this should be of higher priority than motivating CTs

College program:

Extend the time for practice teaching...minimum of 6 months to as much as 1 year. Use the medical internship as a model. Provide for practice teaching in more than one system, at more than one grade.

ST equals a full time experience. NO COURSE WORK at college during this time except for a seminar to discuss the ST experience

More specific directions from the college re: expectations of CT and ST

Specific praise for the Brandeis-Newton program: methods course in specific planning for a real classroom situation. Might improve by adding time and money in the spring of previous year for STs to become familiar with the school
Wheelock program also cited as good

No grades...STs are overly concerned about making one slight error

STs feel that colleges do not, in reality, give enough guidance.

Methods courses on-site, with experiential counterpart in schools. CTs would serve as teachers.

Need criteria for weeding out (before practice teaching) those people who shouldn't or don't want to teach.

I feel revisions must come from the college primarily.

School program:

CT as key to successful practice teaching: must be experienced, competent, enthusiastic and really eager to supervise young teacher.

Practicum should be a total immersion: with kids, in administrative details and in extra-curricular activities (including parent conferences).

ST should come to understand the school as a total community...not just an isolated classroom.

Practicum as open-ended as possible: allow for much freedom to talk with other STs, teachers; make materials available for ST to develop his own ideas; really get to know the kids and how THEY relate to education.

Gradually increase the amount of responsibility taken by the ST from work with individual students through an extended time of full responsibility for the class.

At beginning, ST outlines his learning goals, CT also and then they compare these goals.

Video taping could be very helpful aid in evaluating ST.

In the eyes of the children, CT and ST should be seen as a team, not as competing individuals.

ST needs to learn the curriculum resources of the system.

No ideal school situation exists...STs should learn that change will come, in part, from his efforts.

CT also in a learning process, simply has more experience behind him.

Provide ST a chance to experiment with new curricula; chance to actually evaluate and have that evaluation taken seriously.

Need to maintain individual differences, even for ST and CT...keep at the person-to-person level, don't complicate.
TO:  All Principals

Superintendents of five suburban school systems and representatives from major teacher training institutions have recently formed The Joint Teacher Education Council. A top priority for the Council is an assessment of the practice teaching experience.

All Student Teachers and Cooperating Teachers in your school are being asked to complete questionnaires with their reaction to current practice teaching programs and their ideas for future models.

The significance of these date will depend greatly on the degree of participation by your staff. May we ask you to help by encouraging all Student Teachers and Cooperating Teachers at your school to respond.

Questionnaires are to be returned, via your office, to the Superintendent's Office not later than Wednesday, May 19th.

Many thanks for your assistance.

For further information, please contact:

Virginia Jacobs
New England Program in Teacher Education
New England Center Administration Building
15 Garrison Avenue
Durham, New Hampshire  03824

(603) 862-2278
COLLEGE SUPERVISORS AND DIRECTORS OF STUDENT TEACHING QUESTIONNAIRE

Name of your college of university: ____________________________

Your specific responsibilities for Student Teachers:
__________________________________________________________________________

How long have you been working with Student Teachers? ________________

Number of Student Teachers presently supervised? ________________

How much classroom teaching experience have you had? ________________

At what level? ________________

Your level of training: degree attained. degree in process.

College assignment: Teaching load ____% Supervisory load ____% Administrative load ____%

1. Number of school systems in which your college or university places Student Teachers?

2. Was your own practice teaching experience:

   ____ in a rural school district?
   ____ in a suburban school district?
   ____ in an urban school district?
   ____ in a training school or college or university?
   ____ no practice teaching experience?

3. Have you ever served as a Cooperating Teacher in a school system?

ANY COMMENTS:

69
4. What process do you now require before placing a Student Teacher in a school system?
   __________
   None
   __________
   As follows (please specify)

5. What process would you recommend before placing a Student Teacher in a school system in the future?
   __________
   None
   __________
   As follows (please specify)

6. What materials and information about a Student Teacher do you provide to the school system before placement?
   __________
   None
   __________
   As follows (please specify)

7. What materials and information about a Student Teacher would you recommend be provided to the school system in the future?
   __________
   None
   __________
   As follows (please specify)

8. What is the program for preparing a student for practice teaching at your college?
   __________
   None
   __________
   As follows (please specify)
9. What competencies, experiences or learnings do you require of the Student Teacher before his placement in a school?
   ___ None
   ___ As follows (please specify)

10. What resource materials does the college make readily available to the Student Teacher to assist him in his practice teaching?
    ___ None
    ___ As follows (please specify)

11. What resource people does the college make readily available to the Student Teacher to assist him in his practice teaching?
    ___ None
    ___ As follows (please specify)

12. What process for the supervision of Student Teachers is now provided by your college?
    ___ None
    ___ As follows (please specify)

13. What process for the supervision of Student Teachers would you like to see provided by your college in the future?
    ___ None
    ___ As follows (please specify)
14. What process is now used to evaluate the performance of Student Teachers?

____ None
____ As follows (please specify)

15. What process would you use in the future to evaluate the performance of a Student Teacher?

____ None
____ As follows (please specify)

16. Who should grade the performance of Student Teachers?

____ None
____ As follows (please specify)

17. Whose grade of the Student Teacher's performance should appear on his college record?

____ None
____ As follows (please specify)

18. What process is now used in the selection of Cooperating Teachers for Student Teachers from your college?

____ None
____ As follows (please specify)

19. What process would you recommend be used for the selection of Cooperating Teachers in the future?

____ None
____ As follows (please specify)

20. Whose grade of the Cooperating Teacher's performance should appear on his college record?

____ None
____ As follows (please specify)
20. What resource materials does the Cooperating Teacher need readily available to assist him in the supervision of Student Teachers?

____ None

____ As follows (please specify)

21. What resource persons does the Cooperating Teacher need readily available to assist him in the supervision of Student Teachers?

____ None

____ As follows (please specify)

22. What competencies, experiences or learnings would you require of the Cooperating Teacher?

____ None

____ As follows (please specify)

23. In return for training, Cooperating Teachers should:

____ be paid an additional salary?

____ be provided with released time?

____ be provided with scholarship for a course?

____ hold staff (non-voting) appointment at the training college?

____ hold faculty (voting) appointment at the training college?

____ other (please specify)

24. What training would make Cooperating Teachers more effective in their supervision of Student Teachers?

____ None

____ As follows (please specify)

____

____
25. In return for training, College Supervisors should:
   ___ be given an additional salary?
   ___ be provided with released time?
   ___ other (please specify)

26. What competencies, experiences or learnings would you require of College Supervisors?
   ___ None
   ___ As follows (please specify)

27. What approaches have been effective for you in guiding the practice teaching experience for Student Teachers?
   ___ None
   ___ As follows (please specify)

28. What training would make you more effective in the supervision of Student Teachers?
   ___ None
   ___ As follows (please specify)

29. What are the most serious constraints you have in your role as College Supervisor?
   ___ None
   ___ As follows (please specify)
30. What are the most rewarding aspects of your role as College Supervisor?
   - None
   - As follows (please specify)

31. What degree of joint planning for the practicum now takes place between you and the schools?
   - None
   - As follows (please specify)

32. What degree of joint planning for the practicum would you like to see take place in the future?
   - None
   - As follows (please specify)

33. What do you expect Student Teachers to learn during their practicum?
   - None
   - As follows (please specify)

34. What, in general, do Student Teachers actually learn during their practicum?
   - None
   - As follows (please specify)
35. What, in general, do Student Teachers still need to learn after their practicum?

___ None

___ As follows (please specify)

36. Imagine that you have been given an opportunity to create the best possible program for student teaching at your college...describe what it would be like. Identify the most important characteristics of a total student teacher program for all those involved.
### Responses to College Supervisors and Directors of Student Teaching Questionnaire

Total Number = 32

<table>
<thead>
<tr>
<th>Name of college or university</th>
<th>Count</th>
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<tr>
<td>Boston College</td>
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<tr>
<td>Brandeis</td>
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<tr>
<td>Harvard</td>
<td>4</td>
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<tr>
<td>Lesley</td>
<td>6</td>
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<tr>
<td>Northeastern</td>
<td>4</td>
</tr>
<tr>
<td>Simmons</td>
<td>3</td>
</tr>
<tr>
<td>Tufts</td>
<td>2</td>
</tr>
<tr>
<td>Framingham State</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

#### How long have you been working with Student Teachers:

- 1 year: 1
- 2 years: 4
- 3 years: 3
- 4 years: 3
- 5 years: 4
- 6-10 years: 9
- 11-20 years: 6
- 25 years: 1
- No response: 1

#### Number of STs presently supervised:

<table>
<thead>
<tr>
<th>None</th>
<th>2</th>
<th>30 students</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 students</td>
<td>7</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>6-10</td>
<td>8</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>11-15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-25</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How much classroom teaching experience have you had:

- 2-4 years: 8
- 6-10 years: 13
- 13-20 years: 5
- over 20 years: 6

At what level:

- Elementary: 17
- Secondary: 19
- College: 16

Your level of training:

- Bachelors: 1
- Masters: 20
- Doctorate: 1

In process:

- Masters: 1
- Doctorate: 9

College Assignment:

- no response: 6

Supervision:

- % of time:
  - 0%: 3
  - 20%: 2
  - 25%: 4
  - 33%: 6
  - 50%: 6a
  - 66%: 2a
  - 100%: 3b

a One person in each category shows no supervisory time during 1/2 of year.
b One person employed only on part-time (40%) basis.

no response: 1

Administration: Seven of the respondents indicate administrative responsibilities: 10%, 25%, 33%, 40%, 50%, 69%, 100%.
Item 1. **Number of school systems in which your college places STs:**

<table>
<thead>
<tr>
<th>Number of Systems</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6 systems</td>
<td>3</td>
</tr>
<tr>
<td>15-25</td>
<td>6</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>39</td>
<td>4</td>
</tr>
<tr>
<td>55</td>
<td>4</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
</tr>
</tbody>
</table>

Item 2. **Was your own practice teaching experience:**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a rural school district</td>
<td>3</td>
</tr>
<tr>
<td>In a training school or college</td>
<td>6</td>
</tr>
<tr>
<td>In a suburban school district</td>
<td>22</td>
</tr>
<tr>
<td>No practice teaching</td>
<td>1</td>
</tr>
<tr>
<td>In an urban school district</td>
<td>7</td>
</tr>
</tbody>
</table>

Item 3. **Have you ever served as a CT in a school system:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
</tr>
</tbody>
</table>

**NOTE:** On all the following items, responses are listed in the order of high to low frequency, with individual comments listed separately.

Item 4. What process do you now require before placing a ST in a school system:

<table>
<thead>
<tr>
<th>Process</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>5</td>
</tr>
<tr>
<td>Completion of course requirements and academic standing</td>
<td></td>
</tr>
<tr>
<td>Work with school personnel to provide good matching</td>
<td></td>
</tr>
<tr>
<td>At request of student</td>
<td></td>
</tr>
<tr>
<td>After an interview at the school</td>
<td></td>
</tr>
<tr>
<td>After field work experience</td>
<td></td>
</tr>
<tr>
<td>Screening now done by Director of Student Teaching</td>
<td></td>
</tr>
<tr>
<td>College supervisor visits school</td>
<td></td>
</tr>
</tbody>
</table>
Item 5. What process would you recommend before placing a ST in a school system in the future:

No response  6

- No change in present process
- Need to find improved ways to match ST and CT
- Need to develop criteria and screening mechanisms for personal and academic competencies of STs
- Early field work coordinated with academic courses; STs visit several schools before placement; placement only after previous field work with same CT, if possible

Comments:
- Need to develop a cadre of CTs willing to work with our STs
- Placement considered tentative until both have worked together. Change if not satisfactory.
- ST should formulate his learning goals and practice teaching be designed to meet them

Item 6. What materials and information about a ST do you provide to the school system before placement:

No response  7

- Personal data sheet provided
- Interview with ST
- College requirements and expectations, plus college calendar
- Handbook on Student Teaching
- Done by Director of ST Medical clearance

Comments:
- Minimum facts and evaluation when requested

Item 7. What materials and information about a ST would you recommend be provided to the school system in the future:

No response 10

- No change in present process (high frequency of response)
- Prior interview with ST
- Information on academic and social strengths
- Statement by student of his interests, goals, etc.
Item 7. Continued

Comments:

Name and qualifications
At the request of the system
A personality rating
Small group meetings with cooperating school personnel and college supervisor

Item 8. What is the program for preparing a student for practice teaching:

No response 2

Course requirements
An integrated, and graduated program from Freshman year on
Prior field work experience
Summer teaching program
Orientation seminars during practice teaching

Item 9. What competencies, experiences or learnings do you require of the ST before his placement in a school:

No response 1

Responses indicated nearly unanimous similar intent:

Satisfactory completion of course requirements; capability in the college's professional program; or, passing grades in courses
Success in working with children

Item 10. What resource materials does the college make readily available to the ST to assist him in his practice teaching:

No response 4

A-V materials and equipment; curriculum library of materials

Comments:

College's limited resource center
Boston area resource centers apart from the college
Item 11. What resource people does the college make readily available to the ST to assist him in his practice teaching:

No response 0

College supervisors and instructors nearly unanimous: some stressed that such persons are readily available and frequently utilized

Media specialists
Subject matter and curriculum specialists
Teaching fellows
Support personnel of a large university

Item 12. What process for the supervision of STs is now provided by your college:

No response 2

High frequency on: 3-4 visits per student as a minimum for 8 weeks ST
Conferences with CT and CS immediately after observation
Weekly two-hour seminar with ST and CS
No designated process to be followed
Process supervised by department (subject matter)
Regular seminars

Comments:

Bi-monthly observations with scrutiny of lesson plans
Frequent conferences
One faculty supervisor per nine STs
Liaison person in the schools
A few who are part-time in the school and also serve at college as core teachers
Supervisor meets with team at a school
Too little formal support from college for program

Item 13. What process for the supervision of STs would you like to see provided by your college in the future:

No response 2

No change in present process 82

A cluster of responses recommending greater cooperation between schools and colleges
Item 13. Continued

Joint team (one from both institutions) at clinic site; CTs included in regular seminar; regular, intense supervisory training for both CS and CT

Concerning the role of CS: more direct assistance to the ST; more qualified CSs less teaching for CS; maximum of 4 STs per CS

Comments:

General guidelines established for the ST

Use of videotapes for feedback sessions with ST

Item 14. What process is now used to evaluate the performance of STs:

No response 0

Jointly by CS and CT

Process includes CS, CT and ST

Result of observation by CS

Each supervisor establishes own criteria for evaluation

Comments:

Four evaluations by CS and one by CT

Ongoing evaluative process

Item 15. What process would you use in the future to evaluate the performance of a ST:

No response 2

No change in present process

Process would include ST as well

Prepare ST to do self-evaluation

Comments:

Present ST seminars are just one more impersonal meeting

Use the data obtained from video-tape, etc.

CT would assume more of the training responsibilities
Item 16. Who should grade the performance of STs:

No response 0

None 2

Jointly offered by CS and CT

Grade on a Pass/Fail basis

Jointly by CS, CT and ST

College supervisor

Comments:

Superintendents, need to know for hiring process

The children might be good source of evaluation

Item 17. Whose grade of the ST's performance should appear on his college record:

No response 1

None 5

Joint: CS and CT -- mostly pass/fail basis

Evaluations should be included, done by all concerned

When disputed, CS should be official grader

All directly involved should agree

Supervisor

Item 18. What process is now used in the selection of CTs for STs from your college:

No response 2

CTs are selected by the school system

Some CTs are known to college by past experience

Principal advises college

Selection by CS and school-based coordinator

Don't know
Item 19. What process would you recommend be used for the selection of CTs in the future:

No response 1

Selection of CT done jointly by both institutions

Develop a cadre of "compatible" CTs

None

Match CT to needs of ST

Comments:

As much latitude as possible

Need stipend, definite guidelines and orientation seminar

CS needs to know all of CTs

Item 20. What resource materials does the Cooperating Teacher need readily available to assist him in the supervision of STs:

No response 5

The goals and policies of the University

Thorough briefing on STs

Item 21. What resource persons does the CT need readily available to assist him in the supervision of STs:

No response 5

Nearly unanimous: the college supervisor

Other successful teachers

Department Chairman

Comments:

"Let's not standardize"

Item 22. What competencies, experiences, or learnings would you require of the CT:

No response 0

Heavy response: excellence as a teacher and ability to supervise effectively

Willingness to serve as CT

Minimum of 3 years teaching experience
Item 22. Continued

Comments:

Able to work with adults and to tolerate mistakes
In contact with other CTs
Has Masters degree

Item 23. In return for training, CTs should:

- Released time: 16
- Additional money: 12
- Scholarship: 11
- Non-voting appointment: 6
- Voting appointment: 2

Other: Mainly about college's inability to pay anything

Whichever option CT chooses

Comments:

CT = a professional responsibility, nothing extra needed
Recognition by college in form of listing in catalog, academic rank

Item 24. What training would make CTs more effective in their supervision of STs:

No response: 0

- Seminar at college on supervision for CTs
- Orientation for CTs prior to beginning of program
- Closer cooperation with college personnel
- Successful teaching

Comments:

Act as ST in another classroom
Item 25. In return for training, CSs should:

No response 3
None 1

Additional money 6
Time 14 (particularly to do more visiting at schools)
Other: Nothing – this is part of the job; tuition free course work

Comments:
Choice of above
Teach 8 weeks per year, with kids
Regular faculty standing and salary

Item 26. What competencies, experiences or learning would you require of CSs:

No response 1

Prior successful teaching experience
Successful supervisory experience
Continued professional growth, subject matter competence
Human relations skills (sensitive to peoples needs, good communicator, etc)
Yearly teaching experience (NB, contrast with ST and CT comments on this)
Much the same as for a CT
Workshops in supervision and evaluation
Able to offer effective counsel

Comments:
Know psych and human development
Know the public school as a political system
Item 27. What approaches have been effective for you in guiding the practice teaching experience for STs.

No response 3

Through frequent contact with ST during practice teaching experience

Every student needs and should have, individual guidance

Listening a lot, encouraging the ST to learn how to supervise himself, having him observed by his peers, individualize his experience as much as possible, supporting him in his conflicts.

Close personal contacts with ST. Help them identify their goals, provide an atmosphere of 'freedom to make mistakes' in order to learn from them, frequent casual class observation with some precise analysis of teaching.

Item 28. What training would make you more effective in the supervision of STs?

No response 0

None 4

Experience has been the best preparation

Current classroom experience (particularly on new facets)

More supervision skills: micro-courses, group cycles

Exchange with peers, no formal body of knowledge available

Affective education, training

More psychology Direct involvement in school system

Comments:

Always more to learn

Not sure

Item 29. What are the most serious constraints you have in your role as CS?

No response 3

None 2

Too little time to do job well, and/or too many STs

Divergence of viewpoint with CTs on methods and philosophy of education

Miss the chance to teach children

Limited A-V materials
Item 29. Continued

Comments:

Some systems 'reward' a ST for cooperation, and not for competence
Institutional indifference toward teacher training
Lack of status for educational supervisors at college
Getting reports from CTs on time
Poor relationships with a few STs

Item 30. What are the most rewarding aspects of your role as CS:

No response 5

High frequency of response: satisfaction of seeing young professional grow and develop. "It's an ego trip"
Rapport with school personnel
Opportunity to be in contact with events in public schools

Comments:

Seeing a mediocre ST become a good ST
ST concern for improving quality of learning conditions in public school

Item 31. What degree of joint planning for the practicum now takes place between you and the schools:

No response 1

None 5

Very little joint planning
Much planning together, on an informal basis
Consultation on system needs and ST goals
Planning on placements

Comments:

Depends on the system: some = no joint planning, some = a good deal
At two teacher training centers: jointly plan and implement methods & practicum
Considerable planning with liaison person in school
Item 32. What degree of joint planning for the practicum would you like to see take place in the future:

No response 2

- No change in present process
- Joint planning on direction and goals of practice teaching
- As much as possible
- More on the selection of CTs

Prior seminar with CTs and STs

Director of ST and Coordinator of ST in system.

Comments:

- Ongoing: combine practice and theory at clinical site
- More joint work on curriculum
- Just begun, not certain how it will develop

Item 33. What do you expect STs to learn during their practicum:

No response 3

- Beginning understanding of the profession and of students
- Develop own style of teaching, self-confidence
- Greater depth of self-analysis and evaluation
- Variety of teaching styles
- Application of theories of teaching/learning
- Life in large public institutions
- Individual differences

Comments:

- Skills, feelings and frustrations of a beginning teacher
- What other STs are doing and why
- Nothing replaces experience
- Too involved to answer, depends on situation
- Recapture the curiosity of childhood
- Philosophy of human relations; treat kids with dignity
- Subject matter competence; how to teach
Item 34. What, in general, do STs actually learn during their practicum?

No response 3

Same as expected
Variety of methods and materials
Their suitability for teaching role
Sometimes nothing; sometimes outstanding techniques
How to adjust to the system (negative socialization)
Disillusionment
Difficult to specify; who knows

Comments:
Planning for individual differences
How to treat discipline problems
How to imitate the CT
Colleague relationships

Item 35. What, in general, do STs still need to learn after their practicum?

No response 4

Continued professional development
Problems of authority and identity
Improvement comes through experience
The good teacher is always learning
Evaluation of their own skills as teacher
Full responsibility for a class

Comments:
Cope with frustrations
Rely on their own judgments
Depends on individual
Creative, flexible explorations in classroom teaching
Item 35. Continued

Awareness of new materials and resources
Class management skills
Think on feet and solve the unexpected
The following is a grouping of responses according to general suggestions, and those which apply more particularly to college and system programs:

**College Program:**

Ed courses should provide a great deal of time for revitalizing sensitivity to others, especially children.

Opportunities to work with students informally and at all ages of development.

Strong liberal arts background for ST, especially in psych and sociology.

More participation in teacher ed program from other faculties at college.

Student returns to campus after practice teaching for 1 or 2 semesters of study and reflection on the field experience.

Concurrent education courses, or seminars at the schools—not at university.

Concurrent seminar at college with other STs (and CTs) — exploring major issues connected with teaching; run as a group to help participants understanding of non-cognitive ways of learning.

Study the problem of learning, STs would develop strategies for their own process. All further academic work would grow out of ST needs as discovered in the classroom.

Bring experienced classroom teachers onto the campus as instructors and as students.

Everyone involved come together to build the best possible experience. The aim—to improve teachers and teaching already available.

An individual program to eliminate the boring overlap which occurs when we teach all STs in the same way.

Northeastern proposal: for cooperative program with one or more school districts over a three year period resulting in a degree and teacher certification.

Framingham: beginning a new program combining conferences, small groups, team teaching, large lectures and practice.

Clinical center with many exploratory opportunities -- a chance to view demonstration classes, apply to real situations; flexibility to modify theories, etc.

A new program would include students bringing reality to methods.

Summer teaching experience prior to pt. Top-flight relevant courses in methods & materials.
School System Programs

Begin in schools much earlier than most presently do.

Careful placement and screening of STs and CTs will yield greater learning opportunity and better teaching for the children.

Experiences that help the ST understand the school as a political organization.

Student Teachers should be allowed greater variety in the subject matter they teach.

Teaching centers in the public schools, paying teachers and administrators for their supervision. Pay a college person to spend much time at the school—he would supervise and conduct seminars, etc.

5-6 STs could team teach in a given subject area.

Orientation sessions prior to practice teaching. ST has an exposure to existing types of alternatives and then chooses what's most suitable to him.

Only enthusiastic CTs who see training as more than correcting papers. STs work in wide variety of school facilities: gym, art room, science center, etc.

A classroom based on a human approach where teachers and children can learn and where each respects the other.

Work under the direction of a competent CT who is dedicated to and enjoys the teaching of children --- one who is able to self-evaluate.

All involved should work to provide a supportive network to enrich the practice teaching experience for the ST.

ST should be given full responsibility for the class for extended periods of time.

A two-year guided post practicum teaching experience for all new teachers.

Supervisory role is the key to the ST assignment. Supervisors need time resources to work closely with the school community and more personally with the ST.

This is a specialized area and ought to be recognized for its true importance. Supervisors should be qualified by interest, personality and ability.

A full year of paid internship after BA and before certification.

General Suggestions:

Growth in self-understanding should be part of any program.

Living in the community where practice teach in order to understand students better.

A carefully offered (not arranged) set of experiences to build awareness and involvement in both the school and community.