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HUMANIZING STUDENT TEACHING: A PROGRAM INTEGRATING  
EDUCATION CURRICULUM AND INSTRUCTION AND  
EDUCATION PRACTICUM

by



DAVID G. YOUNG

A THESIS

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend  
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a thesis entitled HUMANIZING STUDENT TEACHING: A PROGRAM  
INTEGRATING EDUCATION CURRICULUM AND INSTRUCTION AND EDUCATION  
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## ABSTRACT

The purpose of this study is to describe:

1. the organization and operation of an Education Curriculum and Instruction 354 and Education Practicum 350-353 integrated program for English majors on a Bachelor of Education program in the Department of Secondary Education, University of Alberta.
2. the effectiveness of the integrated program in terms of the participants' perceptions.

Thirty-one third year English majors volunteered to spend fourteen weeks practice teaching in a total of six school systems in Central Alberta. Approximately five students went to each system. Each student-teacher week included one day for Ed. C.I. 354, one day to complete Ed. C.I. assignments, and three days of classroom practice. Cooperating teachers were selected, prepared for their role, and encouraged to attend Ed. C.I. 354 classes with their student teachers. The Ed. C.I. instructors and the cooperating teachers supervised the student teachers and in cooperation wrote evaluation reports.

By structuring the Ed. C.I. to occur in conjunction with the practicum and by involving the supervisory personnel in both the Ed. C.I. and practicum, it was hoped that a concept of learning and a concept of supervision would be accomplished. The concept of learning involved a process of trying, evaluating, restructuring and trying again. The concept of supervision involved participants in supportive triadic relationships. Further, it was hoped that the



environment created would develop a transactive teacher and a student of teaching.

Two survey instruments were developed to elicit student teacher and cooperating teacher perceptions of the program's effectiveness in integrating theories and practice, in utilizing the concept of learning and the concept of supervision, and in providing benefits to participants. Semi-structured interviews were used with Superintendents and Principals of the cooperating school systems to obtain their perceptions of the program.

The integrated program was perceived by both student teachers and cooperating teachers as having a favorable influence on classroom experimentation with theories and instructional procedures. The flexibility/cooperativeness of the cooperating teacher was regarded as a key factor in the program. The concept of learning was rated as effective by the participants. Student teachers considered the "warm, sympathetic, and very helpful" supervisory atmosphere of the program, the extended period of time for the practicum, and the freedom to try ideas in the classroom to be the major benefits of the program. Cooperating teachers, Principals, and Superintendents considered the major benefits to the school system to be the infusion of new ideas, materials, people and enthusiasm. These people also felt the program stimulated some re-evaluation of teaching by the cooperating teachers. Major drawbacks or inconveniences focused on disrupted weekly classroom schedules, the cost to Boards, and the lack of orientation of cooperating teachers. In general, the program was rated successful.

Recommendations regarding teacher education, the integrated  
program, and possibilities for further research conclude the  
study.

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## CHAPTER I

### THE PURPOSE AND PROBLEM

#### Background to the Problem

During the past decade there has been considerable ferment regarding the necessity for reforms in teacher education. In Canada, evidence of this ferment can be witnessed in reports such as those presented by the Commission on the Future of the Faculty of Education, University of British Columbia (1969); the Committee on Teacher Education, University of P. E. I. (1971); and the Commission on Educational Planning (1972) in Alberta. Each in its own way calls for reforms in teacher education.

In Alberta, The Cameron Report (1960) and the Commission on Educational Planning (1972) have called for reforms in teacher education, which include reforms in the practicum or field experience.

Alberta's professional organization for teachers, the Alberta Teachers' Association, considered the question of teacher education to be of sufficient importance to conduct two research projects.

One occurred in 1961 and the other in 1971. Each was entitled

Teachers' Evaluation of Their Preparation for Teaching. The more recent study by Rieger and Woods (1971) drew parallels between the circumstances existing in 1961 and 1971. In each study, the most frequent suggestion for improvement of teacher preparation was

the establishment of a program that would result in more classroom experience.

During the past two years the Faculty of Education, University of Alberta (1969) has introduced changes in the teacher education program. The changes have been focused on the Education Curriculum and Instruction and on the field experience aspects of the program with the prospect of improving the quantity and quality of the student teacher experience and with providing student teaching options.

#### Need for the Study

The Student Teaching Handbook (1972-73, p. 13) published by the Division of Field Experiences at the University of Alberta describes the objectives of student teaching (Appendix A). If one is to examine a number of these objectives carefully in light of the realities of practice, attainment appears difficult.

1. Student Teaching. . . should help (the student teacher) to place his academic work in context.

It is very difficult for a student teacher to "place his academic work in context" for neither the cooperating teacher nor the faculty consultant is totally aware of the student's academic preparation and therefore may be unable to help the student teacher make the necessary connection. Scarfe (1969) points out that the translation of theory into practice is difficult for young people and help is required.

2. Student Teaching should provide the student of education with an opportunity to evolve and test theories or hypotheses relative to the profession of teaching.

Correlation of practice and theory requires extended, careful and personalized guidance. Frequently, however, faculty consultants and cooperating teachers may have neither the required information, the necessary preparation, nor the time to plan opportunities for the student teacher to test theories and ideas in a classroom situation.

3. Student Teaching should introduce the student to the role of the teacher from the professional as opposed to the lay or student point of view.

E. W. Ratsoy claims that "it may be advisable to provide greater opportunity for teaching candidates to interact closely with practicing teachers. . .so that induction into the profession is facilitated (1966, p. 34)." In light of this view, it is imperative that careful selection and thorough preparation of cooperating teachers occur. If attention is not given to selection and preparation of cooperating teachers, how effectively is the student teacher being introduced to the future professional role?

4. Student Teaching should also serve the teaching profession and the educational institutions associated with the program (and). . .provide a channel through which ideas may flow which may improve both the cooperating school systems and the Faculty of Education.

A successful student teaching program is based on cooperation which results in benefits to both the University and the school system. But cooperating school systems at present

4

seem to receive only nominal benefits.

In Alberta, Roy's (1972) study of the Attitudes of Student Teachers to Student Teaching attempted to determine the attitudes of student teachers at the University of Alberta, Edmonton, enrolled in Education Practica 301, 350, 400 (Integrated and Discrete) and 450 programs, toward their student teaching experience. The 400 (Integrated) program respondents showed the most favorable attitude. Education Practicum 350 respondents showed one of the least favorable attitudes. The findings of Roy's study suggest:

1. the existing programs are not providing for a diversity of experience and a gradual transition into instructional responsibility. Variables that have a direct bearing on attainment of the above objectives are time available for student teaching, supervision, placement, and the integration of instruction with practice (p. 87).
2. in some of the existing student teacher education programs, insufficient human resources have been allotted to the student teaching part of the teacher education program resulting in the absence of an opportunity to work closely with supervisory personnel in the determination of the overall student teaching curriculum (p. 88).
3. major emphasis should be placed on the development of the student teacher's confidence in his ability to apply or use different strategies and skills in the teaching of his pupils prior to entry into a full time professional role (p. 88).
4. a much closer integration of theory with practice is required in the student teaching program. . . . Student teaching programs that integrate theory and practice must involve Curriculum and Instruction (C & I) professors in active consultation and participation in the field with student teachers, co-operating teachers, and faculty consultants (p. 89).
5. a need for a clearly stated

rationale and set of objectives for each student teaching program (p. 90).

6. a need to select, to train, and to supervise supervisory personnel. At present the placement of student teachers with co-operating teachers and faculty consultants is unselective (p. 90).
7. supervisory personnel should also require in-service training consultation and supervision with an emphasis on formative evaluation (p. 91).

Education in Alberta may soon undergo forced changes if the prognostications of Clarke and Coutts (1971) are accurate, and if the Minister of Advanced Education's press release of January 24, 1972, calling for a four-month practicum by June, 1977, is to be implemented. Such changes, if they are to occur, will most likely arise through the "dissemination, diffusion, and adoption of presently known and used features of teacher education rather than by the invention or discovery of entirely new features." (Clarke & Coutts, 1971, p. 514).

Therefore the question arises as to how "presently known and used features of teacher education" can be adapted to deal with some of the aspects of field experience requiring attention, such as:

1. the need for a clearly stated rationale and set of objectives for teacher education.
2. the need for formative evaluations.
3. the need for communication between the University and cooperating teachers.
4. the designation and involvement of cooperating teachers.
5. the preparation of cooperating teachers and faculty

consultants.

6. the benefits to be derived by the participating school system.
7. the length of the field experience.
8. the integration of theory and practice.
9. the nature and practices of supervision.

#### Statement of Purpose

The purpose of this study is to describe:

1. the organization and operation of an Education and Curriculum 354 (Ed. C.I. 354) and Education Practicum 350-353 (Ed. Pra. 350-353) integrated program as developed and implemented by Dr. J. Bell for English majors on a Bachelor of Education program in the Department of Secondary Education, University of Alberta, Edmonton.
2. the effectiveness of the integrated program in terms of the participants' perceptions as gathered and analyzed by the investigator.

It is hoped that the information provided and the recommendations suggested will act as a base for improvement and further experimentation in teacher education.

#### Statement of Problem

The problem of this study is:

1. to describe the organization and operation of the Education Curriculum and Instruction 354 and Education Practicum 350-353 integrated program.
2. to elicit opinions of participants regarding their perceptions of the program's effectiveness. This portion of the problem may be stated as a series of questions:
  1. Will the integration of Ed. C.I. 354 and Ed. Pra. 350-353 influence experimentation with theories and instructional procedures in the classroom?
  2. Does the concept of learning in the program compel students to assess their objectives and practices in teaching?
  3. What benefits and non-benefits (drawbacks, inconveniences) do the school system (i.e., teachers, principals, superintendents) and community derive from the integrated program?
  4. What benefits and non-benefits (drawbacks, inconveniences) do student teachers and cooperating teachers derive from the integrated program? For example, what benefits and non-benefits were derived from the concept of supervision employed in the integrated program?

#### Definition of Terms

For the purposes of this study, the terms listed are defined

as follows:

1. Field experience (student teaching, practice teaching) - a period of guided teaching during which an education student assumes gradually increasing responsibility for directing the learning of a group or groups of learners.
2. Student teacher (practice teacher, prospective teacher) - a third year education student who is engaged in an assigned field experience.
3. Cooperating teacher - a certificated teacher in junior or senior high school who is responsible for directing the learning of a group or groups of learners and who has volunteered to direct the work of a student teacher with these same learners.
4. Faculty consultant - one who is charged by the university with the supervision of the activities of student teachers and the circumstances under which these students carry out these activities.
5. Ed. C.I. 354 - A third year course in curriculum and instruction in secondary school English for students following the secondary route to the B.Ed. degree.
6. Ed. Pra. 350-353 - a third year course designation in student teaching, arranged for the integrated program only, for students following the secondary route to the B.Ed. degree.
7. Cooperating school or school system - a school or system which provides facilities and cooperating teachers for the student teaching experience but which is neither controlled nor supported by the University.



### Delimitations

1. This study will describe the Ed. C.I. 354--Ed. Pra. 350-353 integrated program developed and implemented by Dr. J. Bell of the Department of Secondary Education, University of Alberta, Edmonton. The significant concepts and relationships of that program to be described include:
  1. a philosophical frame of reference.
  2. a concept of learning.
  3. a concept of supervision.
  4. the participant roles in the program and the benefits and non-benefits to the participants.
  5. the relationship of theory and practice.
2. The research approach may be defined as a case study of action research. A case study attempts to deal with all significant aspects of one thing or situation. This study will describe one fourteen week integrated program in terms of its significant aspects.
3. No attempt will be made to indicate causality. The investigator simply will attempt to indicate contributory conditions.
4. Any generalizability of findings can only be made cautiously due to limitations created by the population characteristics, including the population size and form of selection, and due to restrictions created by the choice of cooperating systems.
5. Ex post facto evaluation will be used. In spite of the limitations of such an approach, this method allows participants time to reflect and seriously consider all of the inter-

relationships of the program before stating their opinions on the effectiveness of the program.

### Limitations

1. There are a number of uncontrolled variables such as the variations in student teacher situations, administrative arrangements, and individual differences in student teacher--cooperating teacher relationships.
2. This study may suffer from certain biasing factors. The novelty of the integrated program may result in a Hawthorne Effect which may influence the treatment with subsequent threat to the internal validity. The interaction among the student teachers, the cooperating teachers and the faculty consultants may create Demand Characteristics, based on the participants' perceptions of their roles in the study. Those perceptions may or may not be consistent with the intent of the integrated program. In addition, the investigator's reactions, as participant, to non-relevant information in the study could create measurement errors not necessarily common across the subjects.
3. The assumption is made that participant opinions are valid, and that there is no undue pressure to be either negative or positive in evaluations.

### Design of the Study

This study will describe the organization and operation of the integrated C.I.--Pra. program developed and implemented by Dr. Bell. The investigator will elicit opinions of participants regarding their perceptions of the program's effectiveness through opinionnaires and interviews.

From Dr. Bell's reports to Dean Horowitz in the Faculty of Education's Annual Report (1973), and to participating superintendents, principals and cooperating teachers, the following information was gathered for the purpose of describing the organization and operation of the integrated program.

From January to April (Second Term) 1973, 31 third year English majors were involved on a voluntary basis in a program that integrated Ed. C.I. 354 (English Methodology--1 credit) and Ed. Pra. 350 and 353 (Student Teaching--1½ credits). Students took no other subjects during the second term (Annual Report, 1973, p. 30).

Two groups of students were formed. Students were assigned to each of the three centers in Group A1 and to each of the three in Group A4. Figures ( ) refer to the assigned number of students.

Group A1 - Leduc (5), Camrose (4), Wetaskiwin (5)

Group A4 - Ponoka (5), Lacombe (6), Red Deer (6)

Students were expected to live and do their practice teaching in the centre to which they were assigned.

Two days of each week were devoted to the Curriculum and Instruction course and three days to practice teaching (Ed. Pra. 350-353). Group A1 met each Monday (6 hours) in Wetaskiwin for

Ed. C.I. 354. Tuesday was devoted to the completion of Ed. C.I. assignments. Wednesday, Thursday and Friday were spent in the classroom. Group A4 met each Tuesday (6 hours) in Lacombe for Ed. C.I. 354. Monday was devoted to the completion of Ed. C.I. assignments. Wednesday, Thursday and Friday were spent in the classroom.

The following features of the program were designed to bring about greater coherence.

1. The integration of Ed. C.I. with Ed. Pra. was facilitated by providing in advance to students and cooperating teachers an outline of the work to be undertaken in each Ed. C.I. class. With this information the cooperating teachers were able to adjust their teaching plans so that the student teacher could find immediate application for the Ed. C.I. methods and materials. (Annual Report, 1973, p. 30).
2. Cooperating teachers were encouraged to attend Ed. C.I. classes and to study and plan with their student teachers. School Boards cooperated by releasing cooperating teachers and paying for substitutes (Annual Report, 1973, p. 30).
3. Ed. C.I. classes began with a discussion of the theories behind a topic such as communication. From these discussions grew a number of specific educational purposes or reasons for instructional procedures. At this point students developed teaching plans that could be tried in the classroom.
4. Supervision was done by cooperating teachers and faculty consultants who were aware of what the students were studying, and what they were attempting to achieve in the classroom. Supervisors were in a position to help students rethink and restructure their lessons in the light of educational purposes (Annual Report, 1973, p. 30).

Student teachers were then encouraged to use the restructured lessons as a basis for instruction in new circumstances.

The experiment involved two university personnel (Dr. Bell and his assistant, the investigator cited in this study), thirty-seven teachers, thirteen principals, and six superintendents and school boards.

Opinionnaires and semi-structured interviews were designed by the investigator to collect data relevant to the participants' perceptions of the effectiveness of the integrated program. Opinionnaires were administered to student teachers and to cooperating teachers after completion of the program. Semi-structured interviews were used after completion of the program to gather the opinions and perceptions of Principals and Superintendents.

Data regarding participants' perceptions of the program were analyzed and interpreted according to the questions specified for the second portion of the problem.

### Plan of the Thesis

The present chapter has outlined the context for the proposed study by describing the background to the problem, the need for the study, the purpose and scope of the study, the terms to be used, and the method of approach of the study and the integrated program.

Chapter II is a discussion of the rationale, objectives and

conceptual structure for the integrated C.I.-Pra. program.

Chapter III deals with the design of the integrated program and with the instruments and procedures used to assess that program's effectiveness.

Chapter IV includes the findings and discussions related to questions regarding the participants' perceptions of the effectiveness of the program. Conclusions are drawn regarding the effectiveness of the integrated program.

Chapter V summarizes the study and suggests directions in which further exploration may proceed.

## CHAPTER II

### A CONCEPTUAL FRAMEWORK FOR INTEGRATING ED. C.I. AND ED. PRACTICUM

The Ed. C.I. 354--Ed. Pra: 350-353 integrated program developed and implemented by Dr. Bell was based on the following concepts and relationships:

1. a philosophical frame of reference.
2. a concept of learning.
3. a concept of supervision.
4. the participant roles in the program and the benefits and non-benefits to the participants.
5. the relationship of theory and practice.

This chapter will discuss the rationale, the philosophical frame of reference for the integrated program. Within that frame of reference, a concept of learning and a concept of supervision will be examined. The gap between theory and practice will be discussed. Ideas will be proposed to assist in closing the theory-practice gap as applied to student teaching. The ideas for integrating theory and practice will be related to the philosophical frame of reference for the integrated program.

#### Rationale

Every philosophy, every theory of human behavior, every experiment, every practice must rest on a set

of basic assumptions. These assumptions are extremely important since they represent a kind of subjective delineation of goals, values, and purposes for a given endeavor. (Pittenger and Gooding, 1971, p. 17).

These assumptions exist within an educator whether he is consciously aware of them or not. To make such assumptions explicit, the educator will attempt to develop educational aims consistent with his value base. According to Goodlad & Richter (1966):

In moving from values to educational aims, one first makes a selection of values from among the totality of accepted values, and then derives educational aims from these particular values which have been selected for use as premises. In moving from educational aims to learning opportunities, one first defines these aims more precisely as educational objectives and suggests learning opportunities for their attainment. Finally, one defines objectives with great specificity and sets forth organizing centers for the learning of specific individuals or groups (p. 62).

Thus an educator, in making his values and assumptions explicit, inevitably develops methods and practices consistent with his philosophy and his concept of learning.

Basic assumptions which can be made regarding the nature of man might be encompassed by the following statements of McGregor's (1960) Theory X and Theory Y. Theory X claims:

1. the average human being has an inherent dislike of work and will avoid it if he can.
2. because of man's characteristic dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. the average human being prefers to be directed, wishes to avoid responsibility, has relatively



little ambition, wants security above all (pp. 33-34).

Theory Y claims:

1. the expenditure of physical and mental effort in work is as natural as play or rest.
2. external control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. commitment to objectives is a function of the rewards associated with their achievement, e.g., satisfaction of ego.
4. the average human being learns, under proper conditions, not only to accept, but to seek responsibility (pp. 47-48).

If these delineations can be accepted, the initiator of the integrated program appears to most closely identify with Theory Y wherein "direction and control are of limited value in motivating people whose important needs are social and egoistic (p. 42)."

Other basic assumptions made are in line with Estes' (1967) assumptions regarding existential phenomenology:

1. Man is active and always in transaction with his environment. He is a dynamic-person-in-transaction-with-his-environment.
2. Man must be considered as a whole. He can be reduced neither to reason nor to things and processes.
3. Man's knowledge encompasses intellectuality and sensitivity (pp. 12-13).

Once the features of a general philosophical view are established, the question arises regarding how this philosophical stance might be evidenced in education. Pittenger and Gooding (1971),

in an attempt to outline some philosophic educational alternatives and integrate them with a learning system, conceived of three formulations of educational philosophy--the traditional, the technological and the transactional. The traditional formulation is based on a conception of Platonic idealism wherein the world operates to establish as reality a conception of things as they should be or as one would wish them to be. The technological formulation is based on scientific realism wherein the world operates in a systematic, mechanistic fashion designated as natural law. In transactional philosophy, man is conceived as an "organism capable of growth and change who moves from the simple self-centered to the complex 'generous self' through an active involvement in a process of social interaction (p. 47)."

Cooperative interdependence becomes a basic socialization process. Growth of the mind depends on participation in mutual activities having a common purpose. A student's "growth and development can be accomplished only as he maintains some sort of participatory involvement in the growth and development of the social groups within which he operates (pp. 55-56)." Thus it would appear that transactionalists have a predilection for process instead of product wherein the basic educational aim is personal and societal growth. As a result of this philosophic point of view,

Education uses as its content problems and issues related to the life experience of the students. Its method is that of defining problems, collecting data, formulating solutions, applying solutions, appraising results, redefining problems, refining data, revising solutions, retesting solutions and

reappraising results in a continuing process of involvement in societal processes (p. 65).

The initiator of the integrated program, Dr. J. Bell, identifies most closely with the transactional philosophy.

Knowledge of this philosophical set of assumptions is necessary, for all other aspects of the integrated program are affected by it. The identified assumptions indicate a "humanistic" attitude, or establish a "humanistic" milieu for the program. The learning theory, supervisory attitude, and procedures for integrating theory and practice are outgrowths of this philosophic stance.

### Learning Theory

Once an educator adopts the philosophic point of view as outlined previously, he views the learner as an interactive participant in a process. A transactive teacher will assume that provisional attempts to resolve problems on the part of the student will almost inevitably be accompanied by mistake making. Mistakes are positive since they are an integral part of the testing, trying, growing process of which learning consists.

Such a view of the learner-teacher transaction is consistent with the field theorist concept of learning as represented by the Gestalists and phenomenologists, and is in contrast to the associationist view as represented by Thorndike and Skinner. The associationists believe that learning is a building of complex behavior through a process of accumulation.

The basic learning pattern is a mechanistic response to external forces such as rewards or reinforcement. On the other hand, the field theorists believe that learning occurs as a result of perceptual cognitive processes instead of the more mechanical associative processes. In their words, "learning is a perceptual process of organizing relationships that we discover as we are involved in solving problems that have a personal meaning to us." (Pittenger & Gooding, 1971, pp. 76-77).

Woffka (1935), Kohler (1947), and Wertheimer (1959) are primary sources for Gestaltist learning theory. For them, learning is a dynamic process of organizing perceptions to reduce ambiguity (The Law of Pragnanz) for the purpose of solving problems. There are four operations which one can perform to help another learn:

1. Present a problematic situation which is vital and relevant to the learner.
2. Define a specific problem, something manageable.
3. Evaluate procedures for solving the problem.
4. Evaluate outcomes, for without this step much learning is minimized.

When this process is followed, the learner may be more likely to re-organize the ambiguous situation in such a way as to solve the perceived problem. Such a learning theory is consistent with a transactional philosophy where man's social task is viewed as dynamically integrating himself into society.

The phenomenologists, such as Combs and Snygg (1959) or

Lewin (1951) see man as an organism forever seeking greater personal adequacy. In fact, there is a conception of the learner as one "who is 'open to the world'" (Merleau-Ponty, Phenomenology of Perception), eager, indeed condemned to give meaning to it--and in the process of so doing, recreating or ~~generating~~ the materials of a curriculum in terms of his own consciousness." (Greene, 1971, p. 258). The value of an educational experience is determined by the self-relatedness of the learning. There are certain situations which might facilitate the exploration of personal meaning: "freedom from threat, an atmosphere of acceptance, the security of limits, acceptance of mistakes as part of the learning process, and an appreciation of the uniqueness of the individual and his potential for developing personally relevant perceptions new to him." (Pittenger and Gooding, 1971, p. 111). Therefore, the task of the teacher is not so much to assure that content is covered but rather to foster situations in which students will be able to have personally meaningful, socially significant experiences with the content.

When the transactionalist philosophical point of view and the field theorist concept of learning are integrated, certain relationships are suggested:

1. Motivation to learn, is largely internal, rather than external.
2. Learning is seen as an occurring event, and not as an event which has occurred (process, not product).
3. The role of the educator is to facilitate the process

wherein the learner is in a constant state of assessing his relationships to his perceptual environment.

4. The learning task should not necessarily be quantitatively measureable, but should be a qualitative self-realization of individual potentiality.
5. Transfer of learning will involve qualitative manipulations of perceptions; quantitative or discrete elements are not necessarily involved; transfer is a relational transaction between a person and a problem.
6. Permanent learning is meaningful insight following motivated searching, trying and reorganizing activities in such a way that the learner sees the issue at hand as significant for him.

The outlined philosophical-learning principles are applied in the integrated program of student teaching. A key factor in applying the principles is the supervisory personnel.

#### The Role of Supervision

General. A supervisor is a change agent who, through his interaction with the teacher brings forces into play to facilitate the teacher's effort at self-improvement. As such, the supervisor has a key role in the development of a prospective teacher and that role should not be allowed to develop haphazardly. Yet there appears to be a critical shortage of qualified supervisors (Purpel,

1967) partly because there appears to be little status in the supervisory tasks (Eble, 1972) and because supervision requires "qualified personnel and adequate time (Purpel, 1967)." That time may or may not be available (Davies & Amershek, 1969).

In terms of supervision of student teaching, there appears to be a triadic relationship which develops among the cooperating teacher, the university supervisor, and the student teacher (Yee, 1968). Yee contends that the ideal in the relationships of the three is a triadic cohesiveness. However, typical student teacher programs appear to provide little opportunity for meaningful triadic transaction. There is a more usual tendency towards dyadic relationships ~~where either the cooperating teacher or the university supervisor assumes a dominating role.~~ There is a conflict in the literature as to who is the dominant or key person in supervising the student teacher--the university supervisor (Sergiovanni and Starrat, 1971; Yee, 1968) or the cooperating teacher (Michaelis, 1960; McGrath, 1950). Conflicts as to who the key person is perhaps would be removed if attempts were made to foster triadic relationships. In terms of evaluation, on which all other supervisory functions rest (Enns, 1968), supervisors and students differ on what constitutes effective teaching (Davies & Amershek, 1969) and on what constitutes a supervisory role (Deleff, 1966). Effective triadic relationships would hopefully blend the best features and attitudes of all three participants in such a way as to develop the most effective teaching possible, and to develop the most effective supervision possible.

In spite of apparent conflicting views of the supervisory role, there appears to be a change in the function of supervision from one of specifying patterns or techniques for teaching to one of guiding the growth of student teachers in such a way as to develop individual potentialities and the ability to meet problems creatively (Michaelis, 1957, p. 1947). Deleff (1966, pp. 26, 31) supports the position that there is a movement towards attention to principles rather than to content and techniques alone.

Sergiovanni and Starrat (1971) further contend, based on their adoption of Goodlad & Richter's curriculum model (1966) and of McGregor's Theory Y assumptions, that the emphasis should be on what they term "enlightened supervision." This is the concept of supervision espoused for the integrated program.

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Enlightened supervision incorporates participative leadership of supervisors, the development of human resources (pp. 152-153); the development of client commitment (p. 86), the development of group supervision principles (pp. 180-181), and the development of a supervisory style and supervisory climate designated as a Likert System 4. According to Sergiovanni and Starrat (1971), those who adopt the System 4 perspective:

rely on the principle of supportive relationships, on group methods of supervision, on Theory Y assumptions, on self-control methods, on ability authority, and on other principles of system 4. The human organization of the school reacts to this perspective by displaying greater group loyalty, high performance goals, greater cooperation, more teamwork and sharing, less feeling of unreasonable pressure, more favorable attitudes toward the supervisor and the school and higher levels of motivation for performance (p. 124).



If the concept of humanized supervision is applied to the integrated program, the university supervisor would become a key figure. His position would be unique in that he would affect both the task and interaction effectiveness. These two features in turn compose group effectiveness (Sergiovanni and Starrat, 1971, pp. 189-191).

The supervisor in a humanizing curriculum is a helping figure, one who works with others to assist them in their own self-improvement. But due to administrative considerations most supervisors must also be evaluators. The trend is toward group supervisory activity (evaluation is one such activity) or the supervisory conference as encouraged by Sergiovanni and Starratt (1971), MacInnes (1969), and Ward & Suttle (1966).

Ward and Suttle (1966) have analyzed the weaknesses of supervisors and specified some guidelines for improved supervision. They recommend that supervisors should be trained in supervisory techniques, and that there should be cooperative supervisory effort between the college and school district. Further, the university supervisor should prepare cooperating teachers for their role and work closely with them in the schools.

Yee (1968) suggests that better triadic relationships could be developed if:

1. there were better methods of matching triad members.
2. there was a better understanding of the operation of triads and a better criteria of teaching.
3. each triad member perceived of student teaching as a transaction of the ~~three~~ working cooperatively.

→ This would mean that the triad members must be given time and a reason to meet and work together.

Thus, in line with this triadic view of student teaching, and in line with the suggested guidelines for supervision, a way must be found to establish communication and cooperation between the university instructors in professional education courses (methods courses) and the cooperating teachers in the schools. Such attempts have been made or suggested in British Columbia, Prince Edward Island, Quebec (McGill University), and the College of Education of The University of Rochester in New York State, United States of America. In Rochester:

the intent of the program was to involve actively the participating cooperating teachers in the preparation of social studies teachers at the secondary level and to help the cooperating teachers to gain insights into changes, both in curriculum and instruction, now taking place in the social studies, so that they, in turn, could encourage student teachers to experiment with new ideas. Since these participants would be directly associated with the program and involved in its planning and direction, it was anticipated that they would be more amenable to change and experimentation and more committed to the goals of the program, and thus better able to make the student-teaching experience a rewarding one for the student teachers. (Hicks, 1969, p. 155).

The features most generally agreed to have been successful in Rochester included the increased contact between the University and the schools, particularly in the supervision of student teachers.

In summary,

1. the supervisor is seen as a change agent, as a helping

figure.

2. there is a trend toward a specific form of supervisory climate which will encourage the "helping" function of a supervisor.
3. the desired supervisory climate can be best facilitated by the development of closer triadic relationships among student teacher, university supervisor (University), and cooperating teacher (schools, school boards).

Faculty Consultants. The primary function of the university supervisor (faculty consultant) is to be a liaison person (Neal). Kraft, et al., 1967; Davies & Amershek, 1969; Michaelis, 1960; University of Alberta, 1972). Michaelis more thoroughly outlines the role of the college supervisor in the Encyclopedia of Educational Research (1960):

Interpreting the college program to cooperating schools, acting as intermediary between student teacher and cooperating teacher, interviewing students prior to assignment, assisting in placement of students, engaging in follow-up conferences, evaluating growth, and teaching related classes and seminars (p. 1477).

Michaelis' findings are supported by the Neal, et al. (1967) findings. Scarfe (1969) states:

Any member of a Faculty of Education must first have been a competent teacher, have gone into the scholarly discipline subsequently, have made the attempt to integrate research and theory with practice, and must be willing to go into school classrooms and help young teachers with their day-to-day problems.

The University of Alberta (1972) expects that faculty consultants will:

1. meet with their students prior to each round to indicate their perception of their role and their expectations of the student.
2. visit each student at least twice each round for at least one full period of teaching each visit.
3. be available for consultation with the student teacher at the convenience of the consultant but for sufficient time to meet the needs of the student.
4. discuss with students their progress, problems, progress reports, and such other matters as may be beneficial to the student.
5. complete and file with the Field Experiences office a progress report for each student each round.
6. serve as a liaison between the Faculty of Education and the cooperating staffs of the schools to which their student teachers are assigned (p. 13).

In the integrated program, the faculty consultant is expected to carry out his responsibilities as designated by the University.

In addition, the faculty consultant supervisor will be the instructor of Ed. C.I. The consultant's additional task becomes assistance to students in integrating the theories of the C.I. class and classroom practices. He is assisted in his role by the cooperating teacher.

Cooperating Teacher. Traditionally, the cooperating teacher has been considered as a most important influence on a student teacher in the development of teaching capabilities. However, there is a range of reaction to this view: McAulay (1960) found that the student teacher is greatly affected by the cooperating teacher in methods, classroom housekeeping and relations with children. Price

(1961) in general would agree that cooperating teachers influence student teacher attitudes, although this is not entirely true on an individual basis. Horowitz (1968) could not claim that "the cooperating teacher is influential in bringing about the changes in attitude toward teaching on the part of the student teacher (p. 322)." Lamb (1970) and Burton (1970) would agree with this latter point.

There appears to be some confusion and possible conflicts in expectations of cooperating teachers, faculty consultants, and student teachers for the role of cooperating teachers (Deleff, 1966). However, Davies and Amershek (1969) in a review of literature related to student teaching list six responsibilities of the supervising teacher:

- (1) as friend, adviser and counsellor of the student teacher; (2) as an outstanding teacher of boys and girls; (3) as director of observation; (4) as professional person and desirable model; (5) as evaluator of teaching proficiency; and (6) as innovator and experimenter (p. 1382).

The University of Alberta's Faculty of Education (1972) states its expectations of the cooperating teacher:

1. Acquaint the student teacher with her particular curricular goals, techniques, and facilities.
2. Work with the student teacher in the preparation of lesson plans and in the selection of teaching techniques, materials, and teaching aids.
3. Observe and discuss with the student his performance as a teacher.
4. Lead the student to more difficult teaching activities as he demonstrates readiness.

5. Indicate to the student areas of weakness in subject matter and methodology so that he may seek to overcome these.
6. Facilitate participation by the student teacher in out-of-classroom learning situations.
7. Assist the student teacher in pupil evaluation.
8. Discuss the role of the teacher in all its many facets with the student teacher.
9. Evaluate the student teacher thoughtfully in accordance with the criteria indicated on the Student Teacher's Progress Report form (p. 12).

Although supervision requires many special skills beyond those of good teaching, cooperating teacher selection is usually done in an ad hoc fashion. Cooperating teachers are usually selected by principals or school supervisors, sometimes by a university, primarily because of their willingness to serve and their employment in a cooperating system. Perhaps more effective cooperating teacher selection might occur if attention were paid to behaviors of effective cooperating teachers as identified by Roth (1961). The effective supervising teacher maintained flexible scheduling, used practices worthy of imitation, was willing to share ideas and work as a team with student teachers, gave praise with criticism, and encouraged the student teacher to use his own ideas. Student teacher comments seem to further substantiate Roth's views (Sharpe, et al., 1964; Wroblewski, 1963).

In the integrated program, the cooperating teacher is expected to carry out his responsibilities as designated by the University. In addition, the cooperating teacher supervisor is

expected to select and attend certain Ed. C.I. classes and assist the faculty consultant in aiding student teachers to integrate the theories of the Ed. C.I. class and classroom practices.

### Theory and Practice

Definitions. Various definitions of theory exist. For the purposes of this study, the definition of the Committee on Teacher Education (1971) will be adopted:

A theory is a coherent set of ideas so related to each other that they account for or explain a set of facts. From a slightly different perspective, theory serves as a rationale for developing, justifying and applying any set of procedures such as methods of instruction (p. 46).

Various definitions of practice exist. For the purposes of this study, practice is conceived of as a series of "arts" used to bring a theory to its application. Schwab (1970) defines them as "first, arts which identify the disparity between real thing and theoretic representation; second, arts which modify the theory in the course of its application in the light of its discrepancies; and third, arts which devise ways of taking account of the many aspects of the real thing which the theory does not take into account (p. 27)."

Theory-Practice Gap. There appears to be a "gap" between theory and practice. Such a "gap" or resultant "dualism" (Dewey, 1904) is one of the chief evils of the teaching profession for ultimately a teacher builds habits of teaching upon two seemingly independent bases.

As a result of this apparent gap between theory and practice, it is felt that a student teacher's experience in student teaching is primarily a primordial struggle where "theory runs a poor second to sheer survival; and where the contemporary program of teacher education legitimizes rather than trains, . . . and training programs therefore take on the appearance of initiation ceremony or tribal ritual (MacDonald, 1970, p. 23)." This view has the support of Goodlad (1965), Talmage and Monroe (1970), and Smith (1968).

Those who attempt to close theory-practice gap (Tomkins, 1970; Committee on Teacher Education, 1971; Sorenson, 1967; Moon, 1964) run into a number of barriers. Some of those barriers are:

1. definitions wherein the terms theory and practice may mean different things to different people. For example, Dewey (1904) described two views regarding practice. Practice may be viewed as the provision of the tools and skills of the profession such as classroom management. Then practice may be equated with apprenticeship. Or practice may be viewed as an "instrument in making real and vital theoretical instruction; the knowledge of subject matter and of principles of education." (Dewey, cited in Borrowman, 1965, p. 142). Then practice may be equated with a laboratory experience.
2. a failure to consider a holistic, unifying conception of instruction which would include knowledge about learners



and learning, knowledge in a discipline, and knowledge of instructional strategies.

3. the belief that either theory or practice independently will improve teaching.
4. the belief that a beginning teacher will automatically be capable of comprehending and knowing ways to link theory and practice.
5. the belief that there is a real dichotomy between theory and practice.

The question arises as to how the integration and coordination of theory and practice, as applied to student teaching, may most successfully be accomplished, particularly when authorities in the field of education seem to favor no radical changes in present practices (Johnson, 1971; Clarke and Coutts, 1971).

Integrative Attempts. MacNeill (1965) provides an overview of teacher education in Canada. The traditional program in student teaching involves at least six weeks of teaching usually divided into two or three blocks of time. However, there are other programs in Canada which are attempting to achieve a closer relationship between theory and practice in student teaching than seems to have been achieved in the traditional program. One such plan might be designated as the Diploma Internship Program wherein graduates of colleges other than education receive continuous practical experience of several weeks to a year, usually in one school. The Teaching Associateship Plan, used at Simon Fraser University, groups

four students under the guidance of a supervising cooperating teacher who is an associate of the University. The Seminar Practice Teaching Program provides small group seminar situations directed by student needs related to the field in which students are working.

Other modifications or changes to existing programs have occurred to integrate theory and practice, such as in Prince Edward Island (Committee on Teacher Education, 1971).

However, before any changes could take place in any of these centers, a process of self-evaluation occurred wherein an attempt to define the purpose of teacher training and to define the type of teacher desired was made. In each instance a laboratory concept of education appears to have surfaced where the student becomes an involved, active participant in discovering the principles of education (theory) on which practice is based and then practicing those principles (practice) and finally evaluating the integration, making revisions to plans so as to lead himself to a better participation on another occasion. If this process is successfully accomplished the intention of developing a "student of teaching" (Silberman, 1970; Dewey, 1904) is more likely to become a fact.

In Alberta, student teaching programs have been practiced mainly in the cities of Edmonton and Calgary. Some of the student teaching programs do not satisfy prospective teachers (Roy, 1972). These programs could be re-organized:

1. to incorporate the values, and philosophic attitude; the concept of learning; and the concept of supervision outlined earlier in this chapter.

2. to more closely integrate theory and practice.
3. to satisfy the desires and needs of the participants.

The literature offers suggestions for the reorganization of student teaching programs to provide a basis for integrating theory and practice. Features which were significant and which could be shaped to form a revised program in Alberta include:

1. extended time for exploration and style development  
(Talmage and Monroe, 1970; Committee on Teacher Education, P.E.I., 1971; Johnson, 1971).
2. graduated teaching experiences (Talmage and Monroe, 1970; Committee on Teacher Education, P.E.I., 1971).
3. practice teaching integrated with professional studies  
(Committee on Teacher Education, P.E.I., 1971; Channon, 1971; MacDonald, 1970; Janni, 1966).
4. feedback to grow on (conferences) (Talmage and Monroe, 1970; Committee on Teacher Education, P.E.I., 1971).
5. student teachers obtain the "why" and "how" of teaching  
(Commission on the Future of the Faculty of Education, U.B.C., 1969).
6. careful selection of supervising teachers based on their acknowledged skill and expertise (Committee on Teacher Education, P.E.I., 1971).
7. careful orientation of cooperating teachers to their tasks (Committee on Teacher Education, P.E.I., 1971).
8. field experiences which benefit the supervising teachers and the schools (Committee on Teacher Education, P.E.I.,

1971).

9. access to student teachers by all schools in the Province (Committee on Teacher Education, P.E.I., 1971; Cummings, 1971).
10. cooperative supervision of practice by education professors and teachers in schools (Johnson, 1971).
11. small classes of student teachers (Johnson, 1971).

### Summary

The summary may be considered an abbreviated theoretical base for the integrated program.

The university supervisor (faculty consultant) is considered the primary facilitating agent for stimulating, integrating and sustaining the program. The supervisor's main task is to stimulate a social circumstance or environment wherein the student teacher can become a dynamic-person-in-transaction-with his environment. The intent of such circumstances is to provide the student teacher with the opportunity to define problems, collect data, formulate solutions, apply solutions, appraise results, and redefine the problem in a continuing process of involvement. The development of these circumstances necessitates a humanizing form of supervision which is sympathetic and helpful. Such a form can best be cultivated by developing a strong triadic relationship among the student teacher, cooperating teacher and faculty consultant. The preceding circumstances may best be fostered by such organizational

features as integrating theoretical and practical experiences, extending the practicum, and careful selection and orientation of supervising teachers. The concept of learning, the concept of supervision, the integration of theory and practice, and the organizational structure should produce recognizable benefits to participants.

Chapter III deals with the design of the integrated program as well as with the instruments and procedures used to assess the program's effectiveness.

### CHAPTER III

#### INTEGRATED PROGRAM DESIGN, DATA COLLECTION AND METHODS OF ANALYSIS

The integrated program which incorporates the features outlined in Chapter II was developed and implemented by Dr. Bell. The instrumentation and methods of data collection were developed and administered by the investigator for the purpose of eliciting the participants' perceptions of the program's effectiveness.

##### Research Approach

The research approach considered most suitable for describing the integrated program in terms of its organization, operation and effectiveness is a case study. The integrated program adopted an action research approach with the method subject to modifications during the course of the program, a feature considered necessary in the exploration of the concepts and relationships in the integrated program. Variables such as student teacher situations, administrative arrangements, and individual differences in student teacher--cooperating teacher relationships made any true experimental design impossible.

### Field Procedure and Program Design

Early in 1972 a meeting was arranged by Dr. Bell with the Superintendent of Schools of each of the following school systems: Leduc, Camrose, Wetaskiwin, Ponoka, Lacombe, and Red Deer. The purpose of each meeting was to introduce the experiment. As a result of interest shown by the Superintendents, a second meeting was arranged in order to discuss the experiment more fully. The plan was approved in each center.

Following general acceptance of the plan by the Boards, a meeting was called of third year English majors on a Bachelor of Education program in Secondary Education. The plan which would take students out of Edmonton for fourteen weeks was explained. Students were asked to choose between the proposed plan and the existing student teaching program. Within two days thirty-six students had volunteered for the proposed plan.

In the spring of 1972 a third meeting was arranged with Superintendents and Principals. The duties and selection of cooperating teachers were discussed. Superintendents and Principals then selected the cooperating teachers. In the fall term, meetings were held with the cooperating teachers. The program and the duties of cooperating teachers were explained (Appendix B).

A final meeting was held in December, 1972, to present cooperating teachers with detailed plans of the Ed. C.I. 354 classes to be taught in Wetaskiwin and Lacombe (Appendix C). Their advice on the nature of the Ed. C.I. classes was sought and considered.

Plans were made to involve cooperating teachers in the Ed. C.I. classes as students and/or as guest instructors.

In the fall term, three meetings were held with the participating third year English majors to discuss the nature of the program and details such as placement and living accommodation. A fourth meeting was held early in December, 1972, at which time students were assigned to their cooperating teachers. Attempts were made to match cooperating teacher and student teacher on the basis of their interests and activities. Students were required to contact their schools and cooperating teachers prior to the commencement of the program.

The plan explained by Dr. Bell was founded on the salient features described in Chapter II:

1. an environment must be created wherein the student may become a "transactive" teacher and a "student of teaching".
2. the transactive teacher and student of teaching may be created by using a concept of learning which involves a process of trying, evaluating, restructuring and trying again.
3. the environment may be created by using a concept of supervision which involves student teacher, cooperating teacher, and the faculty consultant in supportive triadic relationships.
4. theories may be transferred more easily into practice by exposing student teachers to theory (C.I.) and



practice (Pra.) simultaneously.

By structuring the C.I. to occur in conjunction with the practicum and by involving the supervisory personnel in both the C.I. and practicum, Dr. Bell hoped that the concept of learning and the concept of supervision might be accomplished and that the environment to develop a transactive teacher and a student of teaching might be created.

The integrated program, as explained by Dr. Bell, was designed for English majors who were in their third or fourth years of a B.Ed. program and who planned to do their student teaching during the 1972-73 university year. The program began on January 3 and ended on April 9, 1973, a total of fourteen weeks. Students were enrolled in credit for Ed. C.I. 354 (1) and Ed. Pra. 350 (1) and Ed. Pra. 353 ( $\frac{1}{2}$ ), a total of  $2\frac{1}{2}$  credits. During Term 1 (September - December, 1972) students registered in five half-courses for a possible total of  $2\frac{1}{2}$  credits.

The following centers agreed to participate in the program. Each center specified the number of students that could be accommodated.

Section A1 - Leduc - 5

- Camrose - 4

- Wetaskiwin\* - 5

Section A4 - Ponoka - 5

- Red Deer - 6

- Lacombe\* - 6

\*Instruction centre

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The students in Section A1 met in Wetaskiwin for Ed. C.I. 354 on Monday of each week. Tuesday of each week was spent on assignments given in Ed. C.I. 354. Wednesday, Thursday, and Friday were spent in the schools. The students in Section A4 met in Lacombe for Ed. C.I. 354 on Tuesday of each week. Monday of each week was spent on assignments given in Ed. C.I. 354. Wednesday, Thursday, and Friday were spent in the schools.

Instruction in Ed. C.I. 354 was provided by Dr. J. B. Bell, assisted by the investigator. The Ed. C.I. 354 classes were open to all cooperating teachers. Arrangements to attend were made with the Principal and Superintendent. In December, 1972, a detailed plan for Ed. C.I. 354 was provided for each cooperating teacher. If all or some parts of the planned classes were of interest to cooperating teachers they were welcome to attend, to participate, to plan with students, and to try the plan in the classroom.

Supervision of the program was provided by the Ed. C.I. Instructor (Dr. J. B. Bell), his assistant (D. Young) and the cooperating teachers. The Ed. C.I. Instructor and his assistant visited the cooperating teachers and the students on Wednesday and Thursday of each week.

Limited access to the Faculty of Education library necessitated the provision of resources to the students. All students subscribed to the English Journal. The prescribed text was Teaching Language and Literature by Loban, Ryan, and Squire. From January to April each participating center was supplied with:

- D. L. Burton, Literature Study in the High Schools (1970).

- J. R. Squire and R. K. Applebee, Teaching English in the United Kingdom (1969).
- J. N. Hook, The Teaching of High School English (1965).
- H. Guth, English Today and Tomorrow (1964).

A list of methodology texts in the library of each school was supplied by the librarian and given to the student teachers. Other materials (texts, articles) were supplied by the university. Copies of university supplied materials also were provided to cooperating teachers.

#### Data Instrumentation and Collection

Opinionnaires were developed by the investigator and administered to student teachers and cooperating teachers. Semi-structured interviews were held by the investigator with Superintendents and Principals.

The Opinionnaires were designed to elicit as open a response as possible regarding the participants' perceptions of the program. The design was intended to allow respondents to make qualitative rather than quantitative responses. In some instances where quantitative measures seemed reasonable, a 5-point Likert scale was used. The pre-validated Student Teacher Opinionnaire (S.T.O.) (Appendix D) consisted of thirty-one items and an opportunity for an Open Statement. In addition, a brief Personal Data Sheet was filled in by each student. The pre-validated Cooperating Teacher Opinionnaire (C.T.O.) (Appendix F) consisted of twenty-one items and an opportunity for an Open Statement. A

brief Personal Data Sheet was filled in by each cooperating teacher. The Opinionnaires were constructed in accordance with criteria set forth by Good (1972, pp. 230-235) and Selltitz, et al. (1959, pp. 552-574), and subjected to content validation. Three judges examined the Opinionnaires. Two judges were C.I. instructors, one in the Department of Elementary Education, the other in the Department of Secondary Education. The third judge was a Faculty administrator and instructor in the Department of Educational Administration. Judges were given the rationale of the study, the problem questions related to the participants' perceptions of the program's effectiveness and the numbers of the items which applied to each question. Judges were also given Directions to Judges regarding Opinionnaire Validation (Appendix H). The same validation procedure, with the same judges was carried out for both Opinionnaires.

As a further attempt to validate the instrument, four student teachers reported to the University and completed the Student Teacher Opinionnaire under the supervision of the investigator. Each was from a different center within the study. The student teachers were free to ask questions about the opinionnaire in order to clarify any problems in completing it. Following the writing, the student teachers were asked to comment generally on the opinionnaire, or on the program. Verbal responses were checked against written responses to establish an initial indication of instrument reliability. Revisions were made to the S.T.O. on the basis of the findings of the judges and the pilot-test. Revisions

encompassed changes in wording for purposes of clarification, deletion of items which produced no useful responses, change in open responses to scaled responses, or addition of items to obtain information suggested by the questions of the judges and the student teachers. The revised S.T.O. (Appendix E) consists of a Personal Data Sheet, twenty-five items, and an opportunity for an Open Statement.

Many of the items in the C.T.O. were similar to those of the S.T.O. Based on revisions necessary to the S.T.O., the C.T.O. was modified prior to examination by the judges. Because of strong item similarities between the S.T.O. and C.T.O., it was felt that prior examination by two cooperating teachers would be sufficient. The C.T.O. was mailed to two cooperating teachers with a covering letter of instructions (Appendix I). Validation copies were returned before the established deadline. Revisions, similar in type to those made on the S.T.O., were made to the C.T.O. on the basis of the findings of the judges and the pilot test. The revised C.T.O. (Appendix G) consists of a Personal Data Sheet, twenty-two items, and an opportunity for an Open Statement. The procedure of assessment by a panel of judges and a pilot test, followed by revision, is in accordance with suggestions by Selltiz, et al. (1959, pp: 157-158) and Good (1972, p. 234).

The revised S.T.O. was given to student teachers upon completion of their final examination for Ed. C.I. 354. They were to return it to the investigator in a pre-addressed envelope. The majority the students returned the opinionnaires within ten

days. The remaining students were phoned to remind them to return the S.T.O. The percentage of returns for the completed S.T.O. was 100%.

The revised C.T.O.'s were mailed to Principals in sealed envelopes to be distributed to cooperating teachers. Cooperating teachers were instructed, through a covering letter (Appendix J), to complete the C.T.O. in time for it to be picked up by the investigator on a specified date as cited in the Interview Schedule and Opinionnaire Pickup (Appendix K). At that time, the investigator had an opportunity to examine the completed C.T.O.'s and discuss them individually with cooperating teachers in an effort to establish the reliability of the responses. Three cooperating teachers did not complete the opinionnaire. Of those, two were interviewed to establish their major points of view regarding the program. One cooperating teacher refused to do the opinionnaire or to have an interview. All three non-respondents were from one county. The percentage of returns for the completed C.T.O. was 91.5%.

The investigator used a semi-structured interview technique to obtain data from Principals and Superintendents. According to Hoke (1972, pp. 26-27) such a technique has distinct advantages in discovering relationships among variables, and providing estimates of variables for which objective tests are not available. This approach may also make a study involving many variables cohesive and may determine motivations and meanings of generalized statements. To reduce interviewer bias, a planned interview schedule was

followed. The time involved in such a procedure was considerable. It was felt nevertheless to be desirable and feasible to interview Principals and Superintendents. It was not feasible to use such a procedure with student teachers and cooperating teachers.

The interviews were designed to elicit opinions from Principals and Superintendents. The items of the interview schedules were broader in scope and less detailed than those in the S.T.O. and C.T.O. and were intended to focus attention on major features of the program.

The Principals' interview schedule contained five items. The topics for the interviews and a covering letter (Appendix L) were included with materials mailed to the cooperating teachers. Principals were asked to be prepared for an interview on a specified date.

A preliminary statement (Appendix M) was read to each interviewee before the interview began. All responses were recorded using a tape recorder. It was felt that the tape recorder has basic advantages over various forms of note-taking and that there would be no noticeable or significant effect on interview data as a result of using the tape recorder (Good, 1972, p. 253). The respondents were encouraged to express their opinions on various aspects of the program, using the items as a focus. Interviews were conducted with thirteen respondents. An example of a semi-structured interview transcription can be found in Appendix N. The percentage of completed interviews was 100%.

The Superintendents' interview schedule contained eight items. The topics and a covering letter (Appendix O) were mailed to the respondents. Superintendents were expected to prepare responses in advance. The responses were to be picked up on a specified date. The investigator obtained written responses from the six Superintendents and had the opportunity to query four of the respondents' statements. Examples of the written responses are presented in Appendix P.

#### Data Processing and Analysis

All items used in collecting data regarding participants' perceptions of the integrated program were analyzed and interpreted according to the questions specified for the second portion of the problem of the study:

Problem #1 Will the integration of Ed. C.I. 354 and Ed. Pr. 350-353 influence experimentation with theories and instructional procedures in the classroom?

S.T.O. - 3, 4, 17, 18

C.T.O. - 8, 16-22

Principal Interview - 1, 2

Superintendent Interview - 1, 2

Problem #2 Does the concept of learning in the program compel students to assess their objectives and practices in teaching?



S.T.O. - 1, 2

C.T.O. - 6, 7

Problem #3 What benefits and non-benefits (drawbacks, inconveniences) do the school system (i.e. teachers, principals and superintendents) and community derive from the integrated program?

S.T.O. - 7, 9; PDS 7

C.T.O. - 12-14

Principal Interview - 3-5

Superintendent Interview - 3-8

Problem #4 What benefits and non-benefits (drawbacks, inconveniences) do student teachers and cooperating teachers derive from the integrated program?

S.T.O. - 5, 6, 10-16, 19-25

C.T.O. - 1-5, 9-11, 15

All responses were subjected to content analysis by the investigator. Quantitative responses were tabulated according to frequency, proportion and mean. Qualitative responses were tabulated according to key words or themes which evolved. These responses were regarded as indicative of the psychological state of persons or groups; the attitudes, interests or values of persons or groups; or the focus of attention (Good, 1972, p. 286). Such qualitative responses were ranked in terms of frequency.

## CHAPTER IV

### PARTICIPANTS' PERCEPTIONS OF THE INTEGRATED C.I.-PRA. PROGRAM

The problem of this study is:

1. to describe the organization and operation of the integrated Ed. C.I.-Ed. Pra. program. This description has been accomplished in previous chapters.
2. to elicit opinions of participants regarding their perceptions of the program's effectiveness. This portion of the problem was stated as a series of questions. Chapter IV will present participant opinions according to the questions specified in the final section of the preceding chapter. "Q" designations refer to the question numbers of the respective opinionnaires. For example, when Student Teachers are being discussed, Q22 would refer to question 22 of the S.T.O. Any figure in ( ) designates the frequency of response for an item. Proportions will be given for items where there is a common base for the frequency of responses, for example in responses on the Likert scales as tabulated in Table 1.

### Population Profile

The total student teacher population was 31. Four student teachers were used to validate the S.T.O. The remaining population as described on the Personal Data Sheet consisted of 7 married males, 4 single males, 2 married females and 14 single females. Each student teacher had a different cooperating teacher in each round. In those rounds there were pairings of student teacher and cooperating teacher where 41 student teachers had 1 cooperating teacher, 10 had 2, 1 had 3, and 2 had 4 cooperating teachers. The Wetaskiwin group tended to return to Edmonton 25% more frequently than did the Lacombe group. All student teachers who returned did so mainly to visit family or friends, to use the city or University facilities, or for personal reasons. All student teachers returned the opinionnaire.

The total cooperating teacher population was 37. Two cooperating teachers were used to validate the C.T.O. The remaining population as described on the Personal Data Sheet consisted of 11 married males, 1 single male, 19 married females, and 3 single females. Cooperating teachers viewed themselves as having responsibility for one student teacher per round. Of the total of 37 cooperating teachers, three failed to return the opinionnaires. Of those three, two were interviewed regarding their reactions to the program.

The remainder of the population consisted of 13 principals and 6 superintendents. Their responses were obtained by interview. All responded.

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Problem 1: Will the integration of Ed. C.I. 354 and Ed. Pra. 350-353 influence experimentation with theories and instructional procedures in the classroom?

### Student Teachers

The summary of student teacher and cooperating teacher Likert scale responses to items related to Problem #1 is presented in Table 1.

When student teachers were questioned as to whether they had an opportunity to use ideas and instructional materials obtained in the Ed. C.I. course in the classroom (Q3), a considerable range was evident. The mean was 3.44. This seems to indicate a reasonable, but not excellent opportunity for student teachers to use Ed. C.I. resources in the classroom. The opportunity or lack of opportunity seemed to be very much dependent on two features: the applicability of Ed. C.I. materials to what the student teacher was doing in a class (12), and freedom to "do things," to experiment and "try" things (7). This latter feature is dependent on the cooperativeness of the cooperating teacher as overtly recognized by at least 3 student teachers and implicitly recognized by others who noted the degree of freedom they were given (7):

my cooperating teacher was particularly responsive to implementing the C.I. course with classroom practice.

an awareness by the cooperating teacher, especially in high school, of what materials we were taking in C.I. made implementation possible.

opportunity came about through discussion of lesson

# Summary of Ratings of Influence of Ed. C.I.-Ed. Pra. Integration on Classroom Experimentation with Ed. C.I. Theories

Q	Description	Frequency Proportion	SCALE					NR	MEAN
			1 Definitely No.	2	3	4	5 Definitely Yes		
S.T.O.									
3	Use of C.I. ideas in classroom	Freq. Prop.	0 0.0	2 0.07	13 0.48	10 0.37	2 0.07		3.44
4	Relationship between theory and practice	Freq. Prop.	0 0.0	1 0.04	10 0.37	16 0.59	0 0.0		3.56
18	Cooperating teacher help in relating C.I. to practice								
	Round 1	Freq. Prop.	1 0.04	0 0.0	1 0.04	3 0.11	4 0.15	18 0.67	4.0
	Round 2	Freq. Prop.	1 0.04	1 0.04	0 0.0	2 0.07	3 0.11	20 0.74	3.71
C.T.O.									
8a	Use of C.I. ideas in classroom	Freq. Prop.	0 0.0	3 0.09	7 0.22	13 0.41	8 0.25	1 0.03	3.84
22a	Relationship between theory and student teacher practice	Freq. Prop.	4 0.12	4 0.12	5 0.15	13 0.38	0 0.24	8 0.24	3.04
19a	Conflict between C.I. philosophy and cooperating teacher philosophy	Freq. Prop.	11 0.34	15 0.47	3 0.09	1 0.03	0 0.0	2 0.06	1.47

Table 1 (continued)

Summary of Findings of Influence of C.I.-Ed. Pra. Integration on Classroom Experimentation with Ed. C.I. Theories

Q	Description	Frequency Proportion	SCALE					NR	MEAN
			1 Definitely No	2	3	4	5 Definitely Yes		
20	Cooperating teacher help in relating C.I. to practice	Freq. Prop.	0 0.0	4 0.13	3 0.09	12 0.38	4 0.13	9 0.28	3.61

plans with my cooperating teacher who had attended the C.I. classes.

Student teachers were also asked to indicate what prevented their using Ed. C.I. concepts in class. Although 16 out of 27 student teachers did not respond, 9 felt the opportunity did not occur simply because the student teacher was required to follow a pre-ordained syllabus developed by the cooperating teacher, and, as a result, classes were frequently not studying what was being studied in Ed. C.I. The second most important deterrent, with 2 respondents, was lack of enough class time to incorporate Ed. C.I. concepts because classes had a certain amount of time in which to cover a set of material.

Students varied with respect to the relationship found to exist between the theory and background materials presented in class and their teaching (Q4). The mean was 3.56. This seems to indicate a reasonable but not excellent relationship of Ed. C.I. and classroom practice. Student teachers' views of their opportunity to use Ed. C.I. resources (Q3) was 3.44. It is possible that lack of relationships between Ed. C.I. materials and classroom practices at a given point in time may be partly responsible for the perceived lack of opportunity for student teachers to use Ed. C.I. materials in the classroom. This is recognized in part by student teachers. To confirm student teacher recognition of such relationships, the opinionnaire called for examples to be given illustrating the relationships. A total of 22 different examples were given with additional duplications. The examples ranged from

the very general (e.g. the British system of education) to the increasingly specific (e.g. questioning techniques, how to make comments on student papers). As one student teacher commented, as examples of the transfer of theory and/or background materials into practice, a student teacher could specify "almost anything."

When asked if the cooperating teacher's attendance in Ed. C.I. class on three or more occasions was helpful in relating Ed. C.I. concepts to classroom practice (Q18), nine student teachers in Round 1 and 7 student teachers in Round 2 were able to respond which indicates that the majority of cooperating teachers had attended Ed. C.I. on less than 3 occasions. Of those able to respond, the mean was 4.0. Lack of cooperating teacher attendance appears to be a result of limits imposed by participating Boards. Such limiting may be undesirable considering that student teachers who were able to respond to Q18 were strongly positive regarding the helpfulness of cooperating teachers in relating Ed. C.I. concepts and classroom practices. Cooperating teacher attendance of Ed. C.I. class with the student appears to have important advantages (Q17), as recognized even by those student teachers whose cooperating teachers were infrequent attenders. The cooperating teacher can see what techniques and theories student teachers are learning (13), why student teachers use certain materials in the classroom (5) and may be able to suggest ways of implementing those ideas in class (11). Further, Ed. C.I. may act as a basis for discussion between cooperating teacher and student teacher (2).

As stated by one student:

She can see what theory we are learning and may be able to suggest ways of implementing it in lessons.



### Cooperating Teachers

When cooperating teachers were asked if they found a relationship between the theory and background materials presented in the Ed. C.I. and their student teacher's teaching (Q22a), 8 (0.24) made no response. Two teachers marked each student teacher separately so there are a total of 34 responses in this item rather than 32. The mean response was 3.04. This seems to indicate a moderate degree of perceived relationship of Ed. C.I. and classroom practices. The mean for student teacher response to the same item (Q4) was 0.51 higher. It would appear that student teachers have a slightly more positive view of the relationship of Ed. C.I. and classroom practices. As examples of the transfer of theory into practice by the student teacher (Q22b), cooperating teachers mentioned diffuse examples with Multi-Media Response (7) and questioning strategies (5) occurring most frequently. Three persons did not respond.

When asked to suggest how theory and practice could be drawn together more closely (Q22c), 30 failed to respond. Two cooperating teachers stated that the cooperating teacher needs a copy of Ed. C.I. assignments before the student teacher comes to her so lessons can be made to coincide with the Ed. C.I. outline. In fact, provision of the outline had occurred. Cooperating teachers even had an opportunity to assist in developing the outline. A further comment by a cooperating teacher who never attended Ed. C.I. is ironically interesting:

Arrangements must be made with the boards so that

supervisory teachers must attend lectures so that he or she will have a better idea of what theory is being put to the test in practical application.

Cooperating teacher attendance at C.I. was meant to accomplish this very point. When cooperating teachers were asked if student teachers had an opportunity to use ideas and instructional materials obtained in Ed. C.I. in the classroom (Q8a), only one failed to respond. The mean response was 3.84. The cooperating teacher mean (Q8a) is 0.4 higher than the student teacher mean (Q3). It would appear that while student teachers saw a more positive relationship between the theory of Ed. C.I. and classroom practices than did the cooperating teachers, their opportunities to practice with those theories in a classroom occurred less frequently than cooperating teachers felt they did. While the discrepancies are not dramatic, they are intriguing.

When asked what made it possible for the student teacher to have the opportunity to use Ed. C.I. materials in the classroom (Q8b), one teacher summarized the answers of all others--"Me!". More specifically, cooperating teachers gave student teachers freedom to "do their thing" (9); made arrangements so that class content and Ed. C.I. instruction coincided (9); were actively and cooperatively trying, with the student teacher, to incorporate ideas and materials (4); were flexible (4). Such low frequencies for these responses, out of a total of 32 respondents, are inadequate considering the characteristics of effective cooperating teachers as described by Roth (1961). Due to the open response nature of the opinionnaire some cooperating teachers who, for example, may

be flexible are simply not stating that fact because some other element appears to rate a higher priority in their consideration, or because they simply did not regard a particular element as a factor to be considered.

Conversely, the reasons why such opportunity was perceived not to occur (Q8c) were diffuse and very individualistic (6). Twenty cooperating teachers failed to respond. Only 4 agreed that Ed. C.I. materials were not presented at a time that would have made them relevant. The opinions of student teachers and cooperating teachers regarding the integration of Ed. C.I. theories and classroom practice lead the investigator to suggest that the characteristics of the cooperating teacher, notably such qualities, as flexibility and cooperativeness, are a key factor in successfully integrating Ed. C.I. theories and classroom practices. This is further substantiated in examining Q19a. It might be assumed that if there were conflicts between the ideas and philosophy suggested in the Ed. C.I. course and those generally practiced by the cooperating teacher in the classroom, cooperating teachers would be reluctant to permit the integration of Ed. C.I. theories and classroom practices in their classes. When asked if there was any such conflict of philosophies, 2 failed to respond. The mean response was 1.47 which indicates that there was little perceived conflict. For any conflict which did occur, cooperating teachers were asked to describe the conflict and how it was resolved (Q19b). Twenty-eight made no response which likely would indicate that no major conflicts occurred. The four respondents indicated that

student teacher-cooperating teacher discussion led to resolution; conflict was more a result of terminology than actual philosophy; Ed. C.I. was "too idealistic in parts, with no, or difficult practical application for the classroom." This seems to indicate that conflicts between the Ed. C.I. theories and cooperating teacher philosophy were not a significant factor in preventing the integration of Ed. C.I. theory with student teacher classroom practices.

Variation in attendance of cooperating teachers of Ed. C.I. classes ranged from 0 to 5 or more (Q17).

Days Attended	Number of Attending Cooperating Teachers
0	8
1-1½	14
2	5
3	0
4	3
5 or more	2

Each Board decided on the amount of money it would spend participating in the integrated program. The monies were spent on substitutes for released cooperating teachers. That expenditure needed to be balanced against possible benefits to be derived by cooperating teachers and Boards. Most Boards placed limits on the number of times cooperating teachers could attend Ed. C.I. so as to control their financial risk in the program and cooperating teacher attendance was thus affected by the Board policies regarding release

time. The cooperating teachers who attended 4, or 5 or more occasions were primarily those in whose schools the Ed. C.I. classes were being conducted. They used whatever opportunities arose to "drop in" to class.

Cooperating teachers specified a number of reasons why they were unable to attend Ed. C.I. classes frequently (Q18). The main reason was lack of available and suitable arrangements to facilitate their attendance (17). Other cooperating teachers felt that the program made the week disjointed so they chose to maintain what continuity they could by remaining in their classes when they had the opportunity (9). As well, attendance was not always convenient (9). Cooperating teachers attended only the Ed. C.I. classes which they thought to be of most interest or help to them personally (5). Another deterrent was a change of schedule of Ed. C.I. topics which made it difficult for some cooperating teachers to attend (3).

There appeared to be no consistency from system to system or school to school in terms of cooperating teachers' understanding of the in-school arrangements that were made so they could attend Ed. C.I. (Q16). The range of responses included:

1. there were no negative pressures; substitutes were paid for: encouragement to go.
2. there were no definite arrangements.
3. there was a reluctance to provide substitutes, so the cooperating teacher did not request the service.
4. there was a belief that cooperating teachers were free

to attend in their own "prep" time or whenever they could get someone else to cover for them.

5. there were a specified numbers of days cooperating teachers could attend which ranged through 0 (no arrangements made), 1, 1½, 2½, 3, to "No limits" per teacher.

Principals (13) were also asked what the school board's policy was regarding release time for cooperating teachers who wished to attend the Ed. C.I. class with their student teachers (Interview, Q1). As three Principals pointed out, there appeared to be some initial confusion regarding the policy for release time to cooperating teachers. Some Principals were under the impression that the Faculty of Education would pay for substitutes. This was not the case, as explained to Superintendents during the organization of the project. Once this initial confusion was clarified, resultant policies varied. Only one Board concretely stated its point of view by sending a written policy statement to its Principals.

Three Boards, according to the Principals, had "no policy." Of those, one Board specified that any cooperating teacher who wished to attend Ed. C.I. could do so, but no substitutes would be provided. This was viewed by Principals as a significant obstacle placed in the path of cooperating teacher participation. Schools (6 out of 13) were also expected to cover cooperating teacher absences from within the school.

Three Boards, according to the Principals, specified the

number of days they would allow cooperating teachers to attend, with substitutes paid by the Board. The number of days varied from 1 to 2 full days. Any time beyond that had to be covered in some manner by the cooperating teacher. One Board (3 schools) gave full permission to cooperating teachers to attend as many Ed. C.I. classes as they wished at Board expense. It should be noted that some members of this particular Board together with their Superintendent met with Dr. Bell during his second visit to explain the program. In every other instance the program explanation was made to the Boards by the Superintendents.

Seven Principals noted that substitutes were provided for absent cooperating teachers (Interview, Q2). Five Principals noted that cooperating teacher absences were covered within the schools. One Principal stated that both of the preceding procedures were used.

Superintendents (6) were also asked to state, in the interview based on their written responses, what the school board's policy was regarding release time for cooperating teachers who wished to attend the Ed. C.I. class with their student teachers. (Interview, Q1). There appeared to be no particular consistency to board policies relating to release time for cooperating teachers. Two Boards stated that there was no particular policy: cooperating teachers could go any time they wished. Of the four remaining Boards, one refused to allow cooperating teachers release time, at which time Dr. Bell re-presented the concept of the experiment. That Board, along with three others, designated a specific number of

days for which cooperating teachers could be released. The specific number varied from one Board to another:

- one teacher to attend each  $\frac{1}{2}$  day session.
- each teacher on no more than one occasion.
- total teacher attendance not to exceed ten days.
- "occasional" teacher, release granted by central office in each desired circumstance.

In every instance Boards agreed to provide substitutes for released cooperating teachers. One school where the Ed. C.I. class was being held had to make internal arrangements to cover cooperating teacher release time for Ed. C.I. attendance (Interview, Q2):

If the points of view of cooperating teachers, Principals and Superintendents are compared regarding the school systems' policies for release time to allow cooperating teacher attendance at Ed. C.I., there are serious differences. There is no consistent view of whether or not substitutes were to be provided or how many release days were to be provided for cooperating teachers. This lack of consistency from Board to Board appears to arise from the freedom given to Boards to establish their own policy regarding cooperating teacher release time. Within a given system, inconsistencies arose due to an apparent lack of effective communication from one level to another of those involved in the program.

When cooperating teachers were asked if their attendance at Ed. C.I. helped them to assist student teachers to relate Ed. C.I.



concepts to student teacher's classroom practice (Q20), 9 non-attenders failed to respond. The mean response was 3.61. Cooperating teachers felt attendance assisted them to better understand student teacher's use of various techniques and materials (5).

It also stimulated discussion and led to a sharing of ideas (4).

A total of 47 miscellaneous comments were made. On the other hand when asked why attendance did not assist, 27 simply did not respond,

while 3 stated they could not respond because they didn't attend

or were at few sessions. One cooperating teacher felt that,

"By reading the material they were taking to the classroom, it wasn't necessary to go." The mean response of cooperating teachers is 0.39 less than student teachers (Q18) for the same item.

Cooperating teachers appear to believe that while attendance at Ed. C.I. may be desirable for a variety of reasons, it is not crucial. However, when compared to the student teacher view that cooperating teachers' attendance is important, one of these points of view may be called into question. In general, the discrepancy is not dramatic and it might be concluded that cooperating teacher attendance in Ed. C.I. was perceived to assist student teachers to transfer Ed. C.I. theories into classroom practices.

There were advantages and disadvantages for cooperating teachers from their Ed. C.I. attendance (Q21). The major advantage was that, "You are aware of concepts being presented in the course" (17). Additionally, some cooperating teachers felt they could revitalize their own teaching and learn new things (4), and use Ed. C.I. as a basis for discussions (3). As stated by

one cooperating teacher:

Obviously it gives the cooperating teacher an opportunity to see what is going on in the C.I. classes and direct moves can be made to assist the student teacher in achieving aims set up by the C.I. class. Getting mimeo material is not the best way of receiving this kind of material. Direct contact with the theory of C.I. is important.

This should be made compulsory and the necessary arrangements made with the school committee and principal.

Twelve cooperating teachers did not respond. In terms of disadvantages, 8 cooperating teachers could see no disadvantages; 17 did not respond. The major disadvantage was absence from one's students (6).

#### Discussion and Summary

Both student teachers and cooperating teachers perceived a positive relationship between the Ed. C.I. theories, ideas, concepts and materials, and practices in the classroom. It would appear that the integration of Ed. C.I. 354 and Ed. Pra. 350-353 was felt to influence experimentation with theories and instructional procedures in the classroom. However, when asked how a closer integration might be accomplished, no specific suggestions were made by either group.

The majority of student teachers saw themselves as having the opportunity to use Ed. C.I. ideas and materials in class. In part, this may be a result of little conflict in the philosophies of the Ed. C.I. and cooperating teachers. The cooperating teacher

is generally viewed, by student teacher and cooperating teacher alike, as being the key factor in the extent of integration. The cooperativeness and/or flexibility of the cooperating teacher is regarded as vital. If the cooperating teacher is flexible in adapting his/her class time and materials to Ed. C.I. purposes, and if he/she allows the student teacher freedom to experiment, the student teacher is felt to be capable of effectively integrating Ed. C.I. theories and class practice.

Cooperating teachers did not attend a significant proportion of Ed. C.I. classes. The problems stem, in the main, from obstacles created by misunderstandings and a lack of communication from one level of program involvement to another. As a result, some cooperating teachers had difficulties in obtaining substitutes so that eventually they simply "gave up" attempts to obtain them. By extension, that meant giving up the Ed. C.I. classes. Those cooperating teachers who attended felt that their attendance helped the student teacher. However, their response was not quite as positive as that of the student teachers. In general, it appears that student teacher and cooperating teacher attendance in Ed. C.I. is regarded as beneficial to both.

Problem 2: Does the concept of learning in this program compel students to assess their objectives and practices in teaching?

### Student Teachers

The summary of student teacher and cooperating teacher Likert scale responses to items related to Problem #2 is presented in Table 2.

A preponderance of student teachers felt they had experienced the process of planning a lesson, carrying it out in a classroom, evaluating, and replanning for another occasion (Q1). The mean response was 4.59. This indicates that student teachers very definitely considered that they had experienced the concept of learning proposed for the program.

The process was examined in more detail (Q2) to see if it compelled students a) to define lesson objectives, b) to research, select and prepare materials, c) to consider how to adapt to situations, d) to evaluate their purposes in a lesson and e) to improve their planning and procedure in future lessons. It would appear that defining lesson objectives and evaluating the purposes of a lesson are the weakest links in the process, although only slightly less so than other elements of the process, and that the need felt by student teachers to improve planning and procedures in future lessons is the most strongly inculcated aspect of the process. This can be verified by comparing the mean ratings of the elements of the process as described in Table 2. Comparison of the mean scores for each aspect of the process reveals no dramatic differences from one aspect of the process to the other in terms of the student teachers' perceptions.

It would appear that the student teachers feel the concept

Table 2

## Student Teacher Experience with the Integrated Program Learning Process

Q	Description	Frequency Proportion	SCALE					NR	MEAN
			1 Definitely No	2	3	4	5 Definitely Yes		
<u>S.T.O.</u>	1 Experiencing the learning process	Freq. Prop.	1 0.04	0 0.0	1 0.04	5 0.19	20 0.74		4.59
	2a Objectives	Freq. Prop.	0 0.0	0 0.0	3 0.11	15 0.56	9 0.33		4.22
	2b Materials	Freq. Prop.	0 0.0	0 0.0	2 0.07	6 0.22	19 0.70		4.63
	2c Adaptability	Freq. Prop.	0 0.0	0 0.0	1 0.04	5 0.19	21 0.78		4.74
	2d Evaluation	Freq. Prop.	0 0.0	0 0.0	2 0.07	13 0.48	12 0.44		4.37
<u>C.T.O.</u>	2e Improvement	Freq. Prop.	0 0.0	0 0.0	2 0.07	2 0.07	23 0.85		4.78
	6 Student teacher experiencing the learning process	Freq. Prop.	0 0.0	2 0.06	2 0.06	13 0.39	16 0.49		4.30
	7a Objectives	Freq. Prop.	2 0.06	1 0.03	6 0.18	13 0.39	11 0.33		3.90

Table 2 (Continued)

Student Teacher Experience with the Integrated Program Learning Process

Q	Description	Frequency Proportion	SCALE					NR	MEAN
			1 Definitely No	2	3	4	5 Definitely Yes		
7b	Materials	Freq. Prop.	0 0.0	0 0.0	7 0.21	12 0.36	14 0.42		4.21
7c	Adaptability	Freq. Prop.	2 0.06	3 0.09	3 0.09	15 0.46	10 0.30		3.85
7d	Evaluation	Freq. Prop.	1 0.03	1 0.03	5 0.15	18 0.55	8 0.24		3.94
7e	Improvement	Freq. Prop.	1 0.03	0 0.0	3 0.09	18 0.55	11 0.33		4.15

of learning in this program compels them to assess their objectives and practices in teaching:

only through adequate preparation time can a teacher be genuinely flexible and still maintain educational objectives.

constant revision is the mark of a conscientious teacher.

some things (in a lesson plan) keep them and add new ideas so the lesson becomes more effective and interesting.

### Cooperating Teachers

According to cooperating teachers, student teachers appear to have experienced the process of planning a lesson, carrying it out in a classroom, evaluating, and replanning for another occasion (Q6). Responses total 33 rather than 32 for one cooperating teacher marked separate responses for each of the 2 student teachers she had. The mean response was 4.30. This indicates that cooperating teachers very definitely considered that student teachers had experienced the concept of learning ascribed for the program.

The process was examined in more detail (Q7) to see if it compelled student teachers a) to define lesson objectives, b) to research, select and prepare materials, c) to consider how to adapt to situations, d) to evaluate their purposes in a lesson, and e) to improve their planning and procedures in future lessons. Generally, cooperating teachers assigned slightly lower ratings to these aspects than did student teachers. Reasons for this

difference in perceptions are uncertain.

From the point of view of the cooperating teachers, the student teachers appear to be most effective in selecting and preparing materials, and in improving planning and procedures in future lessons. It may be that student teachers simply have more opportunity or more teacher assistance in these aspects of the process than in others. It would appear that cooperating teachers consider student teachers to be weakest in adapting to situations and in evaluating their purposes in a lesson. However, if mean scores for each aspect of the process are noted, there are no dramatic differences from one aspect of the process to the other in terms of the cooperating teacher's perception of the student teacher having learned the total process. Generally, student teachers tend to perceive having learned, or having gone through the process, in a more positive fashion than do cooperating teachers.

#### Discussion and Summary

It would appear that both the student teachers and cooperating teachers felt strongly that the process of learning proposed for this experiment did occur. For some reason, possibly their greater experience, cooperating teachers were slightly less enthusiastic than student teachers in recognizing that such a process occurred. It would appear that cooperating teachers and student teachers viewed two features significantly differently: ability to adapt to situations and ability to improve planning and



procedures in future lessons. In each instance student teacher perceptions were more positive than were cooperating teacher perceptions. In addition, cooperating teachers ratings of student teacher learning abilities were more widely distributed than were student teacher ratings of the same items. For example, in items in Table 2 regarding objectives, adaptability, and evaluation, cooperating teachers felt that student teachers were not as effective as the student teachers felt they were.

In general, the process utilized was rated as successful. It would seem that the concept of learning in the integrated program does compel student teachers to assess their objectives and practices in teaching.

Problem 3: What benefits and non-benefits (drawbacks, inconveniences) do the school systems (i.e. teachers, principals, superintendents) and the community derive from the integrated program?

The points of view of the Superintendents, Principals, cooperating teachers and student teachers will be examined in turn.

#### Superintendents

Superintendents summarized the role of the boards and their systems in this experiment (Interview, Q5 and 6). The Boards and school systems can provide:

1. the opportunity by authorizing the program in its area of

jurisdiction (6).

2. encouragement for the program by providing release time for cooperating teachers and by releasing funds to cover substitutions for released cooperating teachers (2).
3. facilities; space and materials.
4. liaison: the principal has the key liaison rôle between school and university.
5. the cooperating teachers to assist student teachers.
6. the opportunities for observation and for discussions with staff members (i.e. professional association).

In the view of the six Superintendents, a variety of benefits accrued to cooperating teachers, staff members, school, school system and community in the experiment (Interview, Q3):

1. Cooperating teachers - were exposed to the latest theories and materials in instructional methods (3).
  - were compelled to evaluate their own methods and planning (3).
  - obtained insight into teacher education.
  - had University theories and methodologies reinforced.
  - obtained "excellent inservice" through Ed. C.I. classes attended: Ed. C.I. acted much like a "professional seminar".
2. Staff members came in contact with youthful enthusiasm.
3. The School - gained experience in dealing with the needs of student teachers and cooperating

- teachers, in such things as providing an organizational set-up within which the organization could operate successfully.
- gained through student teacher contributions to school activities.
- obtained an insight into teacher education.
- students enjoyed the young student teachers, and the experiment: they benefited from change effect (2).

4. The school system - obtained an opportunity to work closely with the University and accept responsibility for providing assistance in teacher training.

- obtained an opportunity to look over and get to know the prospective teacher.

5. The community obtained no benefits which were particularly evident.

Three Superintendents stated that there were no drawbacks or inconveniences suffered by the cooperating teachers, schools, school systems, or communities in this experiment (Interview, Q4).

Three remaining respondents cited as the major problem the lack of continuity of the teaching week. It was felt that students suffered by lack of continuity and that considerable disruption occurred as a result of cooperating teacher release and student teacher takeovers. One Superintendent queried the necessity

of releasing cooperating teachers to attend Ed. C.I.

Although two Superintendents were unable to specify costs incurred as a result of their Board's participation in the program (Interview, Q7), the four remaining Superintendents quoted approximate figures ranging from \$100 to \$400. That cost was primarily for cooperating teacher substitutes. The attitude to the program, in terms of cost might be summed by two statements:

... the program has much promise. Financial assistance for the program must be provided, however, from the University or government. Without this, it is doomed.

Worth trying again? No, in terms of immediate returns for the dollars invested, but definitely yes, in terms of long range benefits to education.

Suggestions for cost bearing varied. In general, Boards appeared to be willing to absorb all the cost if that were small. If costs were large, it was felt that someone else must assume the financial responsibility for the program--either the University or the Province.

Two Superintendents could make no recommendations for improvements to the program (Interview, Q8). The remainder made suggestions focusing on two points:

1. Boards must be paid for their participation, or reimbursed for their expenditures in some fashion (2).
2. The initial planning stages of such a program could be refined by providing:
  - a. more orientation in the schools in such things as defining the cooperating teacher role.

b. more information regarding student teachers prior to their arrival in schools.

some method of achieving compatibility between cooperating teacher and student teacher.

### Principals

The Principals verbally summarized the role of the school and the teachers in helping in the education of a prospective teacher (Interview, Q5). The provision of a location and personnel were seen as the outstanding contributions. Beyond that, the school provides a milieu or what one Principal defined as a "school atmosphere." Principals described that milieu or atmosphere as including:

1. a variety of professional relationships.
2. the best/worst in education.
3. day-to-day practices.
4. classroom management.

Principals felt that the student teacher, through his association with the school, is supposed to obtain a "total teaching situation, not piecemeal." Also, the administration should attempt to acquaint student teachers with the administrative role (2). Two Principals stated that the school situation should provide the "transition of theory into practice: it is the transition." The school offers a view of the curriculum being implemented.

In the view of the Principals, a variety of benefits accrued to cooperating teachers, other staff members, school, school system

and community in this experiment (Interview, Q3). Principals felt that the cooperating teachers were the most significant benefactors:

1. cooperating teacher received new ideas (7).
2. cooperating teachers renewed their contact with the theoretical base of teaching which caused re-assessment and stimulation of their teaching (5).
3. cooperating teacher was freed for group work and other projects (3).

Other staff members and the school benefited, mainly through the youthful enthusiasm and "new blood" which came into the school via student teachers (7). One Principal mentioned the exchange of ideas between student teachers and cooperating teacher and other staff members in the staffroom as being a benefit to the school. Student-teacher involvement in extra-curricular activities was viewed as a benefit to the school (5). Other comments that student teachers benefited by being completely involved in teaching for a long period of time. Also, the school system came to feel part of the process of teaching training. No specific references were made to any benefits which may have been realized by either the school system or community.

In the view of the Principals, some drawbacks or inconveniences were suffered by cooperating teachers, school, school system and community in this experiment (Interview, Q4). One Principal stated that the program didn't seem to affect the other teachers at all. It had no effect on the school, school

system or community. The lack of continuity within a time-span of one week was the most often mentioned drawback (6). This was compounded by disruptive semester breaks in some instances (4). This problem was of particular concern to some Grade 12 students in a trimester situation to the point where the use of student teachers in Grade 12 subjects was queried by students at a Board meeting (2).

Some schools had difficulty in defining their role. In the interview, certain questions arose, such as:

1. What is the responsibility of the school in student teaching?
2. What is its legal liability when a student teacher is teaching?
3. Should the schools (school boards) be paying for cooperating teacher cooperation in this program?
4. Does the principal need to become involved in the program? Is he even important to it?

Three Principals felt that arrangements for the program, at the school level, had been weak; and that better communication and firmer initial guidelines were needed.

Other drawbacks or inconveniences included the fact that cooperating teachers were required to do extra work (3). One Principal wondered if they could be compensated in some way, possibly by receiving some time for their task (1). Other Principals felt that the program had failed their expectations in the following areas:

1. cooperating teachers did not attend Ed. C.I. as often as anticipated.
2. student teachers were more immature than expected.
3. student teachers did not involve themselves as much as expected.
4. the expected collegiality did not evolve.

As a result of viewing drawbacks to the program, the Principals made a number of recommendations for improvement:

1. more money should be allotted to the program to allow the cooperating teacher to go to Ed. C.I. more often.
2. cooperating teachers need more contact with one another.
3. student teachers should try teaching something in addition to language arts.
4. Ed. C.I. should be held in the location where the student teacher is teaching.
5. student teachers need additional resources.
6. the Board should help the student teacher find accommodation.
7. a training program for cooperating teachers is needed.
8. student teachers should be given experience from Grades 1-12.
9. Ed. C.I. attendance for cooperating teachers should be for the full day, not for a half day.



### Cooperating Teachers

Four (4) cooperating teachers did not respond to the question regarding the benefits of the program to the system (Q12). Two (2) could see no benefits. Others saw the major benefit as "new blood", new ideas and/or enthusiasm for the staff (11). Some felt that if the cooperating teachers or the school students benefited then the school and community automatically benefited (10). Other benefits: a chance for the Board to see student teachers as possible employees (3); students began to realize "that the teachers were students--a good opportunity for a cooperative situation" (2); students obtained more individual attention (2).

Cooperating teachers saw few disadvantages of the program to the system (Q13). Twelve made no response. Ten specified no disadvantages. The two major considerations of the remainder concerned the loss to students as a result of weak student teacher lessons or of having substitutes (6); and the disruption of classes which caused some students concern (3).

Cooperating teachers saw some benefits of the program to the community (Q12). The program brought the University to rural communities, developing good public relations (4); the community obtained a broader view of teacher training and the role of the school (3); the student teachers were good for business (2). Cooperating teachers reported no disadvantages.

Some cooperating teachers saw the community as benefiting the program (Q14), although 11 did not respond, and 7 could see no benefits. The cooperating teachers viewed the main benefit as the

smaller community where the student teacher was "more a person and less a drop-in" (7). Other benefits the community brought to the program: facilities (5), "captive audience" (3).

### Student Teachers

All student teachers responded in stating the benefits of the program to the school system (Q7). The major benefit reported was that new ideas, approaches, and materials were introduced into the schools (15). Other perceived benefits included: extra attention to students (4), cooperating teachers and students "got a break" (4), cooperating teachers had a chance to re-evaluate their own teaching (3), and the system could use student teaching as a "future-teacher selection-pool" (2).

In outlining disadvantages to the school system (Q8) 4 student teachers did not respond. Seven student teachers claimed there were no disadvantages. Eleven stated that the main disadvantages were inconveniences due to a disrupted weekly schedule where students were subjected to a lack of sustained classroom continuity and were exposed to a number of teachers (cooperating teacher, student teacher, substitute) in one week.

Student teachers (22) saw no major benefits of the program to the community. One student stated "we spent money there." However, on the Personal Data Sheet student teachers outlined their participation in community functions ranging from sports, to church activities, to hospital tutoring. None of the student teachers reported any disadvantages to the community from the program.

Student teachers saw the community as benefiting the program. The major benefit was the friendly acceptance of newcomers by the community (9). Two students felt that the smaller center enabled a student teacher to identify a community. Eight students did not respond. This point is noteworthy. Part of the role of supervision in the integrated program is to provide a supportive milieu for effective communication of triad members. The social setting of the smaller community seems to also provide a milieu which is accepting and friendly. In view of the supervisory intent within the program, such an external social setting may reinforce the milieu of the program.

#### Discussion and Summary

It would appear, from interviews with Superintendents and Principals, that school systems and schools should provide a "milieu" for teacher education's field experience. The Superintendents consider the "milieu" to have been established if a system provides the authorization for the program to occur in its jurisdiction, and provides facilities and cooperating personnel. Principals' views of that "milieu" differ somewhat. They consider the provision of a variety of professional relationships and activities to be important aspects of the milieu which should support student teachers.

Superintendents, Principals, cooperating teachers and student teachers felt that the school systems obtained a number of benefits. The major perceived benefit was the new ideas, approaches, materials, enthusiasms which were introduced into the schools. The

second most outstanding benefit appears to be the opportunity cooperating teachers had to evaluate their own teaching. This point of view was put forward by Superintendents and student teachers. It is verified by cooperating teachers in Problem 4 (benefits and non-benefits to student teachers and cooperating teachers). Thus the major benefits to the system appear to be the feeling that something new was injected into the schools and that the program caused cooperating teachers to evaluate their teaching. Although the community did not benefit directly from the program, cooperating teachers felt that any benefits which they obtained were indirectly passed on to students and by extension to the community. According to student teachers, the community benefited the program by its friendly and warm acceptance of them into the community. The smaller centers appear to be capable of providing a supportive social milieu for student teachers.

Half the Superintendents (3), twenty-two cooperating teachers and eleven student teachers saw no drawbacks to the program. Of the remaining, the major drawback was cited as a disrupted weekly schedule where students were subjected to a lack of sustained classroom continuity and were exposed to a number of teachers in one week. Three Principals felt that firmer initial guidelines were needed for their role in the program. Superintendents and Principals feel that the program needs stronger financial support or it will not survive.

The perceived benefits of the program appear to outweigh

the perceived non-benefits to the school system and community. The main non-benefits appear to be organizational problems, whereas the benefits appear to be related to the nature of the conceptual conditions for the integrated program.

Problem 4: What benefits and non-benefits (drawbacks, inconveniences)

do student teachers and cooperating teachers derive from the integrated program?

points of view of the student teachers and cooperating be examined in turn. Within each group, the general benefits and non-benefits will be examined

Student Teachers

The perceived benefits and non-benefits of the program to student teachers can be broken into supervisory and general categories. The summary of student teacher perceptions of conferences with either faculty consultant or cooperating teacher and their frequency is presented in Table 3. The summary of student teacher perceptions of other features of the integrated program is presented in Table 4.

Supervisory. Faculty consultants had an opportunity in Ed. C.I. to discuss student teacher teaching experiences. Ed. C.I. was held four times per month. Including those discussions, 70% of the student teachers had an opportunity to discuss their teaching with faculty consultants on 4-6 occasions (Q14a) (Table 3). This

Table 3

Student Teacher Conferences with Cooperating Teachers  
and Faculty Consultants

Q Description		Responses		
<u>S.T.O.</u>				
13a	Frequency of discussion per week with cooperating teacher.	Number of Sessions 0-2 3 4-5 6-10 10+	Number of Respondents 4 16 2 4 2	After every class - 3 Very few - 2
13d	View of discussion with cooperating teacher.	Helpful - 27 Useful - 4 Never threatening - 1 Informal and relaxed - 3		Frustrating - 3 Threatening - 1
14a	Frequency of discussion per month with faculty consultant.	Number of Sessions 0-3 4 5 6 7+	Number of Respondents 5 4 7 8 3	
14d	View of discussion with faculty consultant.	Helpful - 22 Useful - 7		Frustrating - 3 Not enough - 3
<u>C.T.O.</u>				
1a	Frequency of discussion per week with student teacher.	Number of Sessions 2 3 3-5 5-10 10-15	Number of Respondents 1 15 5 5 1	After each lesson - 1 Continuously - 1
1e	View of discussion with student teacher.	Helpful - 24 Useful - 10		Frustrating - 7

Table 4

Student Teacher and Cooperating Teacher Perceptions of Selected Features  
of the Integrated Program

Q	Description	Frequency Proportion	1 Definitely No	2	3	4	5 Definitely Yes	NR	MEAN
S.T.O. 10a	Freedom to question	Freq.	0	0	0	4	23		4.56
		Prop.	0.0	0.0	0.0	0.15	0.85		
		Freq.	0	1	6	3	17		4.22
		Prop.	0.0	0.04	0.22	0.11	0.63		
10b	Constructive comments	Freq.	0	1	3	10	13		4.30
		Prop.	0.0	0.04	0.11	0.37	0.48		
		Freq.	0	0	5	14	8		4.11
		Prop.	0.0	0.0	0.19	0.52	0.30		
	F.S.	Freq.	1	3	7	10	6		3.63
		Prop.	0.04	0.11	0.26	0.37	0.22		
13b	Enough cooperating teacher discussion?	Freq.	4	1	4	7	13		3.83
		Prop.	0.14	0.03	0.14	0.24	0.45		
14b	Enough faculty consultant discussion?	Freq.	2	7	12	6	0		2.81
		Prop.	0.07	0.26	0.44	0.22	0.0		
15	Fair evaluation method?	Freq.	0	2	3	4	18		4.41
		Prop.	0.0	0.07	0.11	0.15	0.67		
16	Cooperating teacher benefited?	Freq.	0	0	6	8	12	1	4.23
		Prop.	0.0	0.0	0.22	0.30	0.44	0.04	

Table 4 (Continued)

Student Teacher and Cooperating Teacher Perceptions of Selected Features  
of the Integrated Program

Q	Description	Frequency Proportion	SCALE					NR	MEAN
			1 Definitely No	2	3	4	5 Definitely Yes		
24	Confident to pursue teaching?	Freq. Prop.	0 0.0	0 0.0	1 0.04	8 0.30	18 0.70		4.63
25	Recommend program?	Freq. Prop.	0 0.0	0 0.0	0 0.0	2 0.07	25 0.93		4.93
C.T.O.	1b Enough discussion with student teacher?	Freq. Prop.	0 0.0	3 0.09	6 0.19	15 0.47	8 0.25		3.88
	2a Fair evaluation method?	Freq. Prop.	3 0.09	1 0.03	4 0.13	12 0.38	12 0.38		3.91
	4a. Benefited from program?	Freq. Prop.	0 0.0	4 0.13	4 0.13	15 0.47	6 0.19	3 0.09	4.14
	15 Recommend program?	Freq. Prop.	0 0.0	1 0.3	2 0.06	9 0.28	17 0.53	3 0.09	4.45



could be viewed as only adequate (Q14b) (Table 4). However, when student teachers were asked how often they would recommend discussions (Q14c), 16 did not respond. From the remainder, suggestions for increased discussion varied from 4-16 times a month (7) with 7-8 times/month occurring most frequently (4). Three student teachers stated, "more often". One student teacher simply suggested "whenever something needs to be discussed." On the whole student teacher-faculty consultant discussions were viewed (Q14d) as helpful (22) and useful (7). It was felt that they could be made even more helpful (Q14e) if consultants had a smaller load so increased individual attention would be possible (17). Dr. Bell was supervising twenty student teachers, the investigator was supervising eleven. Other suggestions indicated that faculty consultants should go into greater depth of commentary (4), and the discussions should include the cooperating teacher (2).

In viewing the faculty consultant supervisory role (Table 4), student teachers

1. indicated (Q10a) that they felt completely free to ask questions of, or make comments to the faculty consultant (27).
2. indicated (Q10b) that they felt they obtained constructive comments on their teaching performance (23).

Student teachers considered the faculty consultant as most helpful (Q11a) for:

1. "feedback and constructive comments" (9).

2. his morale-supportive role (5).

3. resource suggestions (3).

Some representative comments:

(The faculty consultant's) attitude towards mistakes was very good. If you blew a lesson while he was there he never unduly criticized you but sympathized with you and gave you suggestions for improvement.

they (faculty consultants) more than anyone else made me study teaching purposes and approaches to different situations (2).

Student teachers considered the faculty consultant supervision least helpful (Q12a) when they could not meet with the consultants as often as they would have liked (16). It would seem that student teachers want more meetings which would mean more one-to-one discussion if the current structure of the program is retained. On occasions, the faculty consultant evaluative function made student teachers feel uncomfortable (2).

In one week, student teachers had an opportunity for discussion with cooperating teachers (Q13a) on the average of three formal occasions per week. This constituted a once-a-day meeting for student teachers were in the school for three full days each week. A large proportion of the student teachers felt that this number of meetings (discussions) was quite adequate (Q13b). As one cooperating teacher phrased it: "If it wasn't, we'd have talked more often!". When asked how often they would recommend discussion be held with cooperating teachers (Q13c), 15 failed to respond. Three said "Everyday." On the whole, student teacher-cooperating teacher discussions were viewed (Q13d) as helpful (27) and useful (4).

While 6 students did not respond (Q13e) and 4 could see no way to make the discussions more helpful, 6 students felt that the design and use of "guides" would be helpful so cooperating teacher and student teacher could use them as a basis of discussion and the cooperating teachers could be more specific in their comments. In addition, it was felt there should be more time for discussion (5); positive comments should accompany negative comments or the result is threatening (2).

In viewing the cooperating teacher supervisory role, student teachers:

1. indicated (Q10a) that they felt free to ask questions of or make comments to cooperating teachers (20) though they did not feel as free as with the faculty consultant.
2. indicated (Q10b) that they felt they obtained constructive comments on their teaching performance from cooperating teachers (22) although the cooperating teacher was viewed as being less willing to give criticisms (particularly negative) unless asked to do so, than was the faculty consultant.
3. felt that at times cooperating teachers seemed uncertain of their role so that their comments were sometimes trivial.

Student teachers viewed criticisms obtained from fellow students as adequate (Q10b). The mean response was 3.63. The range of responses gives no positive indications of the usefulness

of fellow student criticisms. Faculty consultant and cooperating teacher criticisms appear to have more impact on the student teacher. Student teachers considered the cooperating teacher as most helpful (Q11b) for:

1. giving practical and helpful hints, ideas (8);
2. availability for discussions (8) or necessary moral support (6); a presence to "save me if I panicked."
3. foreknowledge of specific situations (e.g. student strengths, weaknesses) to which the student teacher had to become oriented (6).
4. the feeling of equality which evolved (5).
5. allowing freedom in the classroom when the student teacher was ready for it (2).

Student teachers considered the cooperating teacher least helpful (Q12b) when feedback was either non-constructive, trivial, or lacking (7). Also, some cooperating teachers had a tendency to dominate a class, or failed to release the class to student teacher authority or control (6). Some cooperating teachers apparently expected student teachers to imitate the cooperating teacher teaching style. As well, lack of cooperation (2) was cited as detrimental (2). These comments become particularly important in the context of the rationale for the integrated program. Some cooperating teachers appear dominating rather than cooperative in their relationships with student teachers. This is contrary to the supervisory intent of the program. Reasons for such action on the part of some cooperating teachers are not

immediately obvious. If such non-cooperation, in terms of the supervisory intent of the program, were to occur on a large scale, the integrated program would be seriously curtailed in its effects upon student teachers.

Another aspect of the supervisory role is the evaluative function which must be performed for administrative reasons. Reports were to be written cooperatively by the cooperating teacher and faculty consultant at the conclusion of Round I and Round II. The Opinionnaires intended to obtain the perceptions of cooperating teachers and student teachers regarding the fairness of the cooperative approach. Student teachers seemed to accept the approach as being fair (Q15a). The mean response was 4.41, indicating a positive attitude by student teachers towards the approach.

Eleven students failed to suggest any alternative method of evaluation although an additional eleven suggested that student teachers be included more frequently in the cooperative assessments. This latter attitude may have been influenced by a development which was in line with the action research nature of the program. Dr. Bell and the cooperating teachers discussed the evaluations with student teachers before any final, formal evaluation was submitted to the Faculty of Education. The investigator used a procedure which varied somewhat. Pairs consisting of either faculty consultant-cooperating teacher, cooperating teacher-student teacher, or student teacher-faculty consultant drafted an initial evaluation. The third member of the triad was then required to comment on the

evaluation prior to the final, combined evaluation being submitted to the Faculty of Education. Thus it may be stated that reports were written cooperatively but not exclusively by cooperating teachers and faculty consultants.

General. All students responded to Q5 which asks them to describe a few of the things which impressed them as most important out of the total program. A total of 64 separate impressions can be grouped into five categories:

1. More time was devoted to student teaching (12):

. . .high degree of involvement in actual teaching and school activities for a fairly long period of time was the most important aspect of the program.

"being with kids for complete days" (8) - or longer.

length of the program allowed me to become more involved with the students as people.

It would appear (PDS 7) that the extended time of the experiment has also stimulated involvement by the student teachers in the activities of the school and community outside of specific classroom responsibilities. Student teachers were involved in supervisory activities (15), school clubs (8), sports as participants, spectators, and timekeeper (5), community activities and functions (10), extra-curricular school activities (7) and general "socializing".

2. Relationships which were established among participant members of the experiment (13):

You were not only a student but a friend.

...living among people is part of our profession.

3. Specific-techniques information (How to. . .) (7).
4. The integration of Ed. C.I. and Ed. Pra. created "a total sort of experience" (4).
5. Miscellaneous:
  - being in a rural setting.
  - awareness of necessity to keep informed and up to-date.
  - because of number of people in the program, it was difficult for the consultants to see individuals on a regular and frequent basis.

In specifying the major benefits of the program to the student teacher (Q19), student teachers claimed that:

1. they expanded their personal and interpersonal horizons: developed self-concept; became more mature; developed personal relationships (15).
2. they go know what a teacher's day is like: "real" insight into teaching (13).
3. some confirmed or discovered that teaching is definitely what they want to do (6).
4. some were happy to obtain more experience that they would have in the regular program (3).
5. some discovered what it is like in a rural situation (3);
6. there are fewer courses (2).
7. it was "great having theory and practice go hand in hand."

In specifying the major drawbacks of the program to the student teacher (Q20), student teachers claimed that:

1. the structure of C.I. needed some revision (5).
2. there were occasional transportation problems (5).
3. there was lack of continuity in the class (4).
4. they were financially hurt (3).

There were 9 individualistic (miscellaneous) comments, 3 did not respond, and 2 could see no drawbacks.

Student teachers also commented on whether or not they thought cooperating teachers had benefited from the program (Q16). The mean response was 4.23. This indicates that student teachers felt that cooperating teachers very definitely benefited. They felt cooperating teachers:

1. had obtained new ideas (24).
2. had their interest in teaching restimulated by evaluating their own teaching (13).
3. obtained a slightly lightened work load which allowed them more time to do other things such as to work with individual students (5).

When asked to specify why cooperating teachers did not benefit, 16 did not respond. Others felt that:

1. cooperating teachers were closed-minded to changes or were wary of new ideas or approaches (3).
2. some cooperating teachers would benefit more if they had put more into the program, such as going to Ed. C.I. (4).

There were 8 miscellaneous comments.

In specifying the experiences which were most important



in developing student teacher attitude to the program (Q21), student teachers identified:

1. the negative or positive attitudes of staff, cooperating teacher, or faculty consultant towards teaching and towards the student teacher (13):  
eg. seeing the number of dedicated teachers:  
wanted to try to emulate them.

2. working with students and learning to enjoy them (9).

3. actually taking charge of a classroom (5).

There were 3 non-respondents and 3 miscellaneous responses.

In considering their relationship with the staff in their schools (Q22), student teachers identified events or incidents which came to mind as they assessed their changing relationships to those staffs:

1. the friendly, helpful atmosphere of staff members  
(often becoming apparent through in-school or out-of-school discussions) (17).
2. becoming accepted as a staff member (7).
3. gossipy staff room discussions were disturbing (3).
4. there was no change or development (2).

There were 4 miscellaneous comments.

There were a number of experiences which surprised student teachers (Q23), because they were somewhat unexpected:

1. acceptance by students of student teachers as human beings rather than as targets (13).
2. the informal, social interaction with the teachers out of school (4).

3. the reactions of students to school, to one another (particularly in Junior High) (4).

There was 1 non-respondent and 10 miscellaneous responses.

From the point of view of the faculty consultants, the ultimate "test" of the program is whether or not student teachers felt that they were capable of or confident in pursuing their own ideas of teaching and, if they felt that this particular program assisted them in becoming more confident (Q24), did they feel satisfied enough with the program to recommend it to other student teachers (Q24)? The mean response in Q24 was 4.63. It would seem that a large proportion of the student teachers did feel that the program assisted them in becoming more confident to pursue their own ideas of teaching. That confidence came from:

1. freedom to try ideas in a classroom (13).
2. the good relationships (reinforcement, support) from faculty consultant and cooperating teacher (5).
3. conflicts with cooperating teacher which "made me realize that I cannot simply follow someone else's ideas and be a good teacher" (2).

There were 14 miscellaneous comments such as:

I have seen where I have problems and am anxious to get more practice to overcome them.

discovered the 'why's', not just the 'how to's'.

If a class flopped it wasn't and isn't a tragedy but something which has to be looked at and reworked.

Student teachers were prepared to recommend this program to other student teachers (Q24). The mean response was 4.93.

An additional measure of their enthusiasm were four unsolicited responses by individuals who rated "5" as their scaled response:

I already have!

5 —————> 6

5 —————> ! (Twice indicated.)

Discussion and Summary. Seventy per cent of the student teachers had an opportunity to discuss their teaching with the faculty consultant on 4-6 occasions per month. Student teachers consulted everyday with cooperating teachers. Although 59% felt that they had sufficient contact with the faculty consultant, the remainder felt they should have seen the consultant on an average of 7-8 occasions per month. This increase in faculty consultant visits would eliminate what student teachers feel is the weakest feature of faculty consultant supervision. As suggested by some student teachers, increased visitation might be fostered if consultants had a smaller class load.

It would appear that student teachers felt quite free to ask assistance of either the faculty consultant or the cooperating teacher and that they obtained constructive, helpful, useful commentary from both although the faculty consultant seemed to be more "open" than the cooperating teacher. There appeared to be little consensus regarding the usefulness of fellow student commentary.

Supervisors were perceived as most helpful when they gave constructive comments. Faculty consultants were viewed mainly as morale-supportive and as resource persons. Cooperating teachers

were viewed mainly as a source of "practical, helpful hints and ideas" and of discussion and moral support. This view of the supervisor as a supportive individual is consistent with the concept of supervision which was established for the integrated program.

As previously stated, student teachers felt that the faculty consultant needed to meet with them more frequently. Criticisms of cooperating teacher supervision indicate that their critical comments were non-constructive, trivial, or lacking and needed to be made more substantial. A possible mode of overcoming this problem might be the use of a "profile" development procedure by cooperating teachers in assessing the strengths and weaknesses of a lesson or possibly of the total practice teaching experience. Also, some cooperating teachers needed to learn how to release their classes to student teachers so that the cooperating teacher would not dominate the situation.

The roles of each supervisor appear to be roughly of equal importance.

they (faculty consultants) more than anyone else made me study teaching purposes and approaches to different situations.

the cooperating teachers were responsible for any improvement in my teaching.

Student teachers viewed the cooperative report writing as fair. Approximately 40 per cent of the student teachers felt that the student teacher should be included in the cooperative writing. Such inclusion was attempted and is consistent with and an extension of the development of triadic relationships as described in the rationale in this study.

The most outstanding feature of the experiment which has impressed itself upon student teachers, is the "warm", "friendly", "comradic" atmosphere which evolved. This seemed particularly important:

(The faculty consultant) worked hard to develop an atmosphere of trust between he and the student teacher. This was successful, and we learned. This goes to emphasize the very point we were making in our goals as students and teachers--to develop an atmosphere for learning to take place.

One key to the success of any program is the careful choosing of the right schools, staff and cooperating teachers so that the student teacher can learn in an atmosphere of relative freedom, with encouragement by staff and teachers. In most cases, this accounted for the success of each student teacher's experiences.

Such an atmosphere apparently assisted student teachers in developing their own personal and interpersonal horizons which directly or indirectly was reflected in a confidence to pursue their own ideas of teaching.

The second most outstanding feature of the experiment appears to be the extent of involvement of student teachers with students, cooperating teachers, staff, schools, and community. This involvement capability may arise in part from:

1. the extended nature of the experiment which allowed time for the evolution of personal-interpersonal relationships.
2. the time spent actually teaching (full days) so that many responsibilities other than teaching became part of the student teacher's task.

The third most outstanding feature of the experiment appears to be the "freedom to try ideas in a classroom, to test them." This attitude is, in part, a reflection of the availability and immediate applicability of ideas through the Ed. C.I. class, and in part a reflection of the prevailing "atmospheric conditions."

Student teachers appear to have obtained confidence in their teaching abilities mainly through the freedom to try things and through the positive rapport which often developed between the student teacher and cooperating teacher. Their reaction to the total program is such that they very definitely would recommend it to other student teachers.

It would appear that student teachers perceive a wide range of benefits which they felt they obtained from the program. By comparison, the non-benefits are few and could be adjusted or eliminated.

### Cooperating Teachers

The perceived benefits and non-benefits of the program to cooperating teachers can be broken into supervisory and general categories. The summary of cooperating teacher perceptions of conferences with student teachers and their frequency is presented in Table 3. The summary of cooperating teacher perceptions of other features of the integrated program is presented in Table 4.

Supervisory. In a period of one week, cooperating teachers had an opportunity for discussion with student teachers (Q1a) (Table 3) in mainly informal discussions after each lesson -- or "continuous" discussion (17). "Informal" was considered as before-a-lesson or after-a-lesson discussions, mutual comment and observation, or bar-room sessions. More formal discussions per week ranged from 2 to 15. On the whole, this amount of discussion appears to have been frequent enough (Q1b) (Table 4). The mean response was 3.88. Student teachers had a view consistent with the cooperating teachers. The student teacher mean for this question was 3.83. When cooperating teachers were asked how often they would recommend that discussions be held (Q1c), 29 did not respond. Two cooperating teachers felt that discussion-frequency varies, depending on the student teacher's approach to teaching. One teacher who never attended Ed. C.I. felt the cooperating teacher and student teacher would have benefited from group discussions--a workshop, seminar idea.

While 15 could apprise no barriers to discussion (Q1d), virtually all other responses focused on "time": - lack of time (11).

- trimester-rapid  
pace (1).
- would have liked  
student teacher  
longer in second  
round (1).

Other barriers to discussion included student teacher reluctance to

discuss their practice teaching (3), and the outside, but school-related responsibilities of the cooperating teacher (1).

The discussions were viewed (Q1e) as helpful (24) and useful (10). On occasions they were frustrating (7). This reaction is similar to the student teacher point of view. There is a slight tendency for student teachers to view the discussions as more helpful and slightly less frustrating than do the cooperating teachers.

The discussions provided an opportunity for cooperating teacher and student teacher to exchange ideas (5), for cooperating teacher and student teacher to get to know one another (2), and for cooperating teacher and student teacher to clarify things (2).

As one cooperating teacher stated, "All these emotions were felt at one time or another. It depends on the circumstances and the student teacher."

Six respondents indicated that discussions could be made more helpful (Q1f) if some technique (e.g. evaluation guide) could be used to make them more specific. This suggestion also was made by six student teachers. Possibly an exercise would be for student teacher and cooperating teacher to develop a profile of student teacher strengths and weaknesses. Others stated that discussions could be made more helpful if more school time for meeting were made available (5), the cooperating teacher were better prepared for his/her role (4), the faculty consultant were included in the discussions (2), the calibre of student on the program were improved (2), and the student teacher were prompted to expect and desire discussion and criticism (2). Fourteen persons



made no response.

Reports were written cooperatively at the conclusion of Round I and Round II by the cooperating teacher and faculty consultant. Cooperating teachers considered the approach as being better than adequate (Q2a). The mean response was 3.91. This is not as positive a reaction to this approach to evaluation as elicited from student teachers. Their mean response was 4.41. The lowered mean is strongly affected by three teachers who rated the cooperative procedures as "1". They did so because of a perceived conflict with the faculty consultant's attitude regarding the evaluation of one student teacher. The conflict was primarily between one cooperating teacher and the faculty consultant. The other two cooperating teachers reacted sympathetically. The conflict was resolved by the cooperating teacher and faculty consultant submitting separate reports. Seventy-five percent of the respondents were satisfied with the cooperative evaluation procedure as evidenced by the number (24) who rated a "4" or "5" on the scale for this item. It should be noted that the results for this item may have been influenced by the revised evaluative procedures discussed in connection with the student teacher perceptions of the evaluation method.

Twelve cooperating teachers did not suggest any alternative methods of reporting, although some suggestions were made:

1. student teacher should be included in the evaluation (5).
2. discussion among student teacher, cooperating teacher, and faculty consultant regarding evaluation so that all

will be working from common ground (3).

3. more observation by faculty consultant (3).
4. revised guides which will be more specific (2).
5. cooperating teacher add a report in addition to the cooperative one (3), or simply write one by his/her self (2).
6. student teacher self-evaluation should be included (2).

The cooperative evaluation procedure described for the integrated program appears to have functioned reasonably well. Detractors of the method feel that while responsibility for evaluation must be shared the emphasis should be on the cooperating teacher's opinion.

If such a view were accepted, this investigator feels that the development of strong triadic relationships could be hampered.

Student teachers appear to be positive in their view of the evaluative approach and a large proportion argued that the student teachers should be included in the evaluative procedures. Such a move would be consistent with the rationale for the integrated program.

The major supervisory benefits (Q3a) are a result of the cooperating teachers having to assess or become more aware of their own teaching techniques (19). The program was also considered as a "refresher course" where cooperating teachers obtained new ideas and approaches (17). It also allowed cooperating teachers more time to work on their own projects, prepare new programs or think about subject material (5). Some cooperating teachers (4) felt that the opportunity to share teaching has merits in itself. Some (3)

came to realize how far they had progressed/developed since they started teaching. Others (3) reported that they benefited from a contact with the enthusiasm of the student teachers. One cooperating teacher did not respond.

In specifying major supervisory drawbacks of the program (Q3b), cooperating teachers claimed that:

1. it was awkward to "chop up" work to accommodate the student teacher program (10).
2. it took more time than anticipated (7).
3. it increased discipline problems slightly (3).
4. the work load became heavier (2), though both teachers added that they did not mind the extra load.
5. students tended to drop their standards (2).
6. it was frustrating to be watching and not taking part (2).
7. some lessons "dragged" (2).
8. there was the "usual difficulty of communication in introspective situations" where a person must assess inner motives, opinions, and other attitudes (2).

Four persons did not respond and there were 7 miscellaneous comments.

When asked why no benefits accrued to participation in the program, if such was the case (Q4c), 29 did not respond. No common opinions were given by the remaining three.

In general, cooperating teachers benefited from the program by being compelled to assess their own teaching and by obtaining new ideas and approaches. The major drawback was the necessity of

"chopping up" work and, by association, the work week.

General. Cooperating teachers felt that there very definitely were other than supervisory benefits (Q4a) to the program. The mean response was 4.14. This compares very closely with the student teacher view (Q16) of benefits derived from the program by cooperating teachers. Their mean was 4.23. Cooperating teachers (6) felt that the program allowed them to make non-threatening comparisons regarding teaching which became a form of self-criticism; that the C.I. class, its ideas and materials, had benefited them (7); that simply getting to know and work with others, of coming in contact with new people and ideas "has to broaden one's outlook" (8).

In specifying other supervisory drawbacks of the program (Q5), 15 cooperating teachers made no response. Some of the drawbacks which were noted:

1. scheduling and completion of a coherent program was difficult (4).
2. there was a lack of time efficiency on the part of some student teachers (2).
3. the cooperating teacher did not feel prepared enough to be a cooperating teacher (2).

There were 6 miscellaneous comments.

In specifying the experiences which were most important in developing cooperating teacher attitude to the program (Q9), cooperating teachers identified:

1. student teacher enthusiasm and willingness to try

anything (8).

2. the calibre of the student teacher received (i.e. good student teacher - good reaction to the program) (6).
3. student teacher - faculty consultant - cooperating teacher interchanges inside and outside of Ed. C.I. (6).
4. watching a student teacher grow day by day as a teacher (3).
5. the fact that the faculty consultant and student teachers were cooperative and pleasant (3).
6. the faculty consultant's visits to schools (3).

There were a total of 16 miscellaneous comments.

Student teachers were also asked to identify experiences in developing their attitude to the program (Q21) and their relationship with the staff in their school (Q22). Negative or positive attitudes, willingness, or enthusiasm by either the cooperating teacher or the student teacher appears to stimulate the other to a similar response. These interpersonal exchanges appear to be important in developing participant attitudes to the program.

The experiences which surprised cooperating teachers the most (Q10) were:

1. the reaction of students (i.e. immense patience, cooperativeness, maturity) to student teachers (8).
2. the lack of background of the student teacher in the English discipline (3) and in their personal experiences (2).

There were a total of 13 miscellaneous comments, each usually related to a specific student teacher or situation. Six cooperating teachers made no response. Five specified that nothing had surprised them. One cooperating teacher was compelled to note:

"Total overall cooperation - truly refreshing."

Student teachers were also surprised by the reactions of students (Q23). Some cooperating teachers and student teachers seemed to expect students to be aggressive and non-cooperative towards student teachers. This does not appear to have been the case. Reasons for the preconceptions of cooperating teachers and student teachers are not evident.

The things in the program which impressed the cooperating teachers as most important (Q11) were:

1. the opportunity for the student teacher to be in the classroom, to have a realistic experience over an extended period of time (8).
2. the amount of work the student teacher was willing to put into the program, the enthusiasm of the student teacher (6).
3. the fact that the student teacher could immediately test out the theory part of the course (4).
4. the need for more training for cooperating teachers (3).

There were 12 miscellaneous comments, and 6 did not respond. One teacher summarized her attitude:

The thing which impressed me the most was how eager these people can be and how frustrated they can

become but at the height of frustration they are working through the whole lesson again and trying to find out what was not right.

Student teachers also outlined the things in the program which impressed them as most important (Q5). Some (12) were impressed by the extended time for the practicum. Others (4) were impressed that the integrated C.I. and Pra. created "a total sort of experience." Eight cooperating teachers who responded to Q11 would echo the student teachers' view. They were impressed by the realistic experience student teachers underwent over an extended period of time. However, it would be a dangerous oversimplification to state that the extended nature of the program is the most meritorious aspect of the program. To emphasize any single aspect at the expense of any other will warp the intention of the program. Each aspect must be viewed in relation to all others.

Cooperating teachers, when asked if they would recommend this program to other teachers (Q15), responded very positively. The mean response was 4.45. Student teacher response to the same question (Q25) was extremely positive. The mean was 4.93. Such positive reactions indicate that the program should be continued and improved. Such positive reactions also may act as an initial validation of the constructs upon which the program was based.

Discussion and Summary. Cooperating teachers viewed supervisory discussions as being helpful and useful. They also viewed them as more frequently frustrating than did the student

teacher. Such supervisory activity apparently caused some cooperating teachers to assess their own teaching, and acted as a "refresher" for their thinking. The main problems of the discussions apparently would be eliminated if cooperating teachers had more time for the discussions and possibly some form of "guide" to assist them in evaluation. Part of the supervisory problems may stem from inadequate preparation of the cooperating teachers for the role they were to take.

Cooperating teachers generally regarded the cooperative report writing as quite adequate, but less positively than did the student teachers. Reactions to the procedure were quite varied. The most negative reaction to the total experiment occurred as a result of this procedure. One cooperating teacher refused to fill in the opinionnaire due to her intense dissatisfaction with the procedure. One other cooperating teacher refused to complete the opinionnaire as a sympathetic action to the first. The second cooperating teacher had no negative experiences regarding the evaluation procedure. A few suggestions for alternative procedures occurred. Sixteen percent of the cooperating teachers thought that the student teacher should be included in the evaluation. This attitude may be partly influenced by the modified cooperative evaluation method developed by the faculty consultants. Another sixteen percent felt that the cooperating teacher's assessment should be more heavily weighted, either by having the cooperating teacher submit a report in addition to the cooperative one or by having the cooperating teachers simply



submit a report on their own. Either of the latter suggestions is contrary to the cooperative nature of the integrated program. It should be noted that seventy-five percent of the cooperating teachers did express satisfaction with the cooperative evaluation procedure.

Cooperating teachers felt they obtained significant benefits from the program, mainly from having had the opportunity for personal and professional interchanges with new people who were enthusiastic and from obtaining new ideas and techniques. Student teachers were aware that cooperating teachers felt they were benefiting from the new ideas and also from opportunity, in some instances, for self-assessment.

Many cooperating teachers could not or would not specify any drawbacks to the program. Those who did specified the difficulty of scheduling a continuous, coherent classroom program when the week was badly fractured. Student teachers also saw that as a drawback to the program. One cooperating teacher who refused to complete the opinionnaire specified a lack of quantity and quality of faculty consultant supervision as being a drawback to the program and her reason for not responding.

Cooperating teachers were most impressed by the realism of the student teacher experience, spread over a long period of time. In all, cooperating teachers were sufficiently impressed by the total program to state that they would be very willing to recommend it to other cooperating teachers.

It would appear that cooperating teachers perceived a range

of supervisory and other benefits which they obtained from the program. While there were some drawbacks and inconveniences, cooperating teachers were sufficiently impressed by the total experience that they are willing to recommend the program to others. This point of view is similar to the student teacher point of view.

### Conclusion

Conclusions concerning the participants' perceptions of the integrated program will be presented according to the questions specified for this portion of the study.

Problem 1: Will the integration of Ed. C.I. 354 and Ed. Pra. 350-353 influence experimentation with theories and instructional procedures in the classroom?

It would appear that the integration of Ed. C.I. 354 and Ed. Pra. 350-353 does influence experimentation with theories and instructional procedures in the classroom. It would appear that the flexibility/cooperativeness of the cooperating teacher is the key factor in this integration. Cooperating teacher attendance at Ed. C.I. classes is an important factor in transferring theories into practices. While cooperating teacher attendance at Ed. C.I. was viewed as being beneficial, the main and significant barrier to attendance appears to be a lack

of suitable arrangements for attendance. The reason for a lack of suitable arrangements appears to be a problem related to a Board's financial capabilities to release teachers often enough to participate effectively.

Problem 2: Does the concept of learning in the program compel students to assess their objectives and practices in teaching?

Participants in the program felt that student teachers experienced the process of learning developed for the program. Student teachers experienced the process of planning a lesson, carrying it out in a classroom, evaluating, and replanning for another occasion. It compelled student teachers to assess their objectives and practices in teaching.

Problem 3: What benefits and non-benefits (drawbacks, inconveniences) do the school systems (i.e. teachers, principals, superintendents) and community derive from the integrated program?

The main benefits to the school systems appear to be the infusion of new ideas and theories, new materials, new people, new enthusiasm. The program has also stimulated some re-evaluation of teaching by cooperating teachers. There were no major reported benefits derived by the general community.

The main non-benefits to the school systems focus on inconveniences incurred due to disrupted weekly schedules, and on the cost to Boards. There were no major reported non-benefits to the community.

Problem 4: What benefits and non-benefits (drawbacks, inconveniences) do student teachers and cooperating teachers derive from the integrated program?

Student teachers felt that the major benefits of the program were the "warm, sympathetic, and very helpful" atmosphere of the project, the extended period of time for the practicum, and the freedom to try ideas in the classroom. The major non-benefit focused on student teacher desire to see the faculty consultant more frequently.

Cooperating teachers felt that the major benefits of the program were the new ideas and techniques obtained, and the stimulus which caused a number of cooperating teachers to re-assess their own teaching. The major non-benefits focused on the need for a more complete definition of the cooperating teacher's role, and on problems associated with a fractured weekly schedule.

In general, the program was successful. A measure of that success was obtained when student teachers and cooperating teachers were asked if they would recommend the program to their respective colleagues. The mean response for student teachers was 4.93; for cooperating teachers, 4.45. In addition, some Boards wrote to the Faculty of Education expressing their willingness to participate again in a similar program. One example is included in Appendix Q.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

The purpose of this study is to describe:

1. the organization and operation of an Education Curriculum and Instruction 354 (Ed. C.I. 354) and Education Practicum 350-353 (Ed. Pra. 350-353) integrated program as developed and implemented by Dr. J. Bell for English majors on a Bachelor of Education program in the Department of Secondary Education, University of Alberta.
2. the effectiveness of the integrated program in terms of the participants' perceptions as gathered and analyzed by the investigator.

The information provided and the recommendations suggested are intended as a basis for improvement and further experimentation in teacher education.

Thirty-one third year English majors on a Bachelor of Education program volunteered to spend fourteen weeks practice teaching in a total of six school systems in Central Alberta. Approximately five students went to each system. Each student-teacher week included one day for Curriculum and Instruction (C.I.), one day to complete Ed. C.I. assignments, and three days of

practice in the schools. Cooperating teachers were selected and prepared for their role and encouraged to attend the Ed. C.I. classes with their student teachers. Supervision of the program was accomplished by the Ed. C.I. instructors and cooperating teachers. Evaluation of student teachers was carried out cooperatively by the Ed. C.I. instructors and cooperating teachers.

By structuring the Ed. C.I. to occur in conjunction with the practicum and by involving the supervisory personnel in both the Ed. C.I. and practicum, it was hoped that the concept of learning and the concept of supervision outlined in this study would be accomplished. The concept of learning involves a process of trying, evaluating, restructuring and trying again. The concept of supervision involves participants in supportive triadic relationships. By blending these features, it was hoped that the environment to develop a transactive teacher and a student of teaching might be created.

Two survey instruments, the Student Teacher Opinionnaire and the Cooperating Teacher Opinionnaire, were developed by the investigator to elicit student teacher and cooperating teacher perceptions of the program's effectiveness in integrating theories and practice, in utilizing the concept of learning and the concept of supervision, and in providing benefits to participants. Semi-structured interviews were used with Superintendents and Principals of the cooperating school systems to obtain their perceptions of the program.

The findings of the study indicate that the integration of

Ed. C.I. 354 and Ed. Pra. 350-353 was perceived by both student teachers as having a favorable influence on experimentation with theories and instructional procedures in the classroom. The flexibility/cooperativeness of the cooperating teacher was regarded as a key factor in this integration. The concept of learning was rated as effective by the participants. Student teachers considered the "warm, sympathetic and very helpful" supervisory atmosphere of the program, the extended period of time for the practicum, and the freedom to try ideas in the classroom to be the major benefits of the program. Cooperating teachers, Principals, and Superintendents considered the major benefits to the school system to be the infusion of new ideas, materials, people and enthusiasm. These people also felt the program stimulated some re-evaluation of teaching by the cooperating teachers. Major drawbacks or inconveniences focused on disrupted weekly classroom schedules due to the program's organization, the cost to Boards, and a need for a more complete definition of the cooperating teacher's role. In general, the program was rated successful.

On the basis of this study, recommendations are presented to the Department of Secondary Education, University of Alberta, regarding some general considerations for teacher education, specific recommendations for the integrated program, and possible avenues for further research.

### Recommendations

The recommendations presented are based on both the findings of this study and on the investigator's observations arising from participation in the study. The recommendations might be applicable to the teacher education programs of the Faculty of Education generally, and to the improvement of the integrated program and data collection instruments specifically. Recommendations for further research are also presented. There has been no attempt made to prioritize the recommendations for the investigator realizes that implementation of many of the suggestions is dependent upon factors such as financing and personnel availability which are variable at any given point in time.

General Recommendations. The recommendations in this section arise from the investigator's observations of the integrated program and from observations of participants. These recommendations do not arise directly from the findings of the study but are related to them.

1. Any teacher education program is premised on an inherent concept of a desired teacher. The concept in the integrated program described in this study is that of a transactive teacher and a student of teaching. Is this concept of the teacher the most professional concept? Are other programs in the Faculty premised on a concept of a desired teacher? What are the concepts other programs may be attempting to create? It is



recommended that the Faculty of Education consider the concept of the desired type(s) of teachers it wishes to create and make those concepts or styles known to students. Concept descriptions may assist students to identify and pursue a teaching style consistent with their personal characteristics and style, and pursue courses of study most suitable to developing that specific teacher concept or style. It is recognized by the investigator that if a course of action is undertaken to establish specific concepts and tailor programs to individuals to assist them to adopt a particular concept or style, a re-organization of the Faculty of Education programs might be required.

2. Some Principals in the integrated program did not allow cooperating teachers to leave student teachers alone in the classroom to teach because of the school's legal liability when a certified teacher is not present in the classroom. Under such circumstances it is conceivable that a prospective teacher will never have assumed full responsibility for a classroom until actual assumption of a teaching position. It is recommended that an investigation of methods of solving this dilemma be undertaken by representatives of the Department of Education and Faculty of Education.
3. Some cooperating teachers, Principals, and Superintendents expressed a desire to have the program expanded to

include more student teachers in other subject areas and grade levels. Such expansion should be accomplished carefully, possibly as a research project examining the use of such a program in larger urban settings, or in a subject area other than the social sciences. It is recommended that the Faculty of Education consider continuing and expanding the integrated program.

Recommendations for the Integrated Program. The recommendations in this section arise from the investigator's findings regarding perceptions of the effectiveness of the integrated program.

1. Supervision is a key feature of the integrated program. Faculty consultants and cooperating teachers undertaking the task of a supervisor should participate in a seminar to develop supervisory skills. Such a seminar could be made a part of a workshop for preparing cooperating teachers and faculty consultants for their role in the program.
2. The cooperating teacher selection process might be further refined. This might be accomplished by asking principals and superintendents to select suitable candidates according to criteria established by the Faculty of Education. Faculty consultants might then contact the selected teachers and interview them for their suitability. For the purposes of the integrated

program, part of the suitability of the teacher might rest upon the teacher's willingness to agree to attend a preliminary inservice session regarding cooperating teacher role, to attend Ed. C.I., to assist in presenting the Ed. C.I. course, to assist student teachers in lesson and program development and to formatively evaluate student teachers and the program.

If the teacher is considered a suitable cooperating candidate and is willing to participate in the program, he/she should be designated as a cooperating teacher.

While such a process would take a considerable amount of time, it might forestall some of the problems involving cooperating teachers found in the integrated program described in this study.

3. There appear to have been some communication difficulties from one level of the program to another, particularly concerning the desirability of cooperating teacher attendance at Ed. C.I. classes. To eliminate communication problems Bards should be encouraged to develop a written statement of policy regarding the program which would be sent to all participating principals and cooperating teachers in the ward's jurisdiction. The faculty consultant should act only in an advisory capacity in the development of such a statement.
4. To facilitate cooperating teacher attendance at Ed. C.I.

classes, consideration might be given to relieving Boards of their financial burden in the program caused by the payment of substitute teachers for cooperating teachers released to attend Ed. C.I. A feasible approach might be to establish Provincial subsidy of substitutes for Boards who participate.

5. A reorganization of the weekly schedule seems necessary.

The Ed. C.I. might be carried on during one afternoon and evening session. This will cut down on expenses to Boards and decrease classroom disruption. Further, the one day allowed student teachers for preparation might be reduced to one-half day, preferably on the morning of the day when Ed. C.I. classes will be given. This would mean student teachers would teach in the schools for four days in the week.

6. Student teachers considered the faculty consultant supervision to be insufficient and recommended a once-a-week visit in addition to contact made in the Ed. C.I. class. To accomplish this in a program which requires extended travel time for the faculty consultant, it is suggested that a faculty consultant be responsible for no more than two or three student teacher supervisions per day. This would mean a minimum of six student teacher supervisions per week under the current structure of the integrated program to a maximum of twelve student teacher supervisions per

week under the structure of the integrated program suggested in the previous recommendation. The faculty consultant should not be expected to assume any Faculty responsibilities beyond the supervision and the instruction of the related Ed. C.I. class.

7. Evaluations in the integrated program should be formative and should be undertaken by triad members. Such a move would be consistent with the conceptual base for the integrated program and with suggestions by student teachers and cooperating teachers. The formative-cooperative evaluation conflicts with the current institutional need for summative evaluation by the faculty consultant and cooperating teacher. In lieu of a summative evaluation at the conclusion of each Round, triad members (faculty consultant, cooperating teacher, student teacher) could evolve cooperatively a profile of student teacher strengths and weaknesses over the period of the practicum. A copy of the profile can be submitted to the Field Services Division. If a student teacher satisfies the faculty consultant and cooperating teacher as to having achieved minimum requirements established beforehand for the practicum, the student teacher would receive credit for the practicum. If the student teacher does not reach the minimum requirements, he/she should have the opportunity to continue in a practicum until the

requirements are reached. Requirements may vary depending upon the type of program in which the student teacher is participating. Some students may never succeed.

Recommendations for Instrument Improvement. The recommendations in this section arise from the investigator's observations regarding the effectiveness and usefulness of the data collection instruments used in this study.

1. In the Cooperating Teacher Opinionnaire, items 1 and 4 of the Personal Data Sheet and items 1c, 2b, 9, 14, and 16 may be omitted. They provide no useful or relevant information. Other items such as 1e and 8b could be changed into a checklist of options. This would make the opinionnaire more efficient by more quickly obtaining desired information. Items 3a and 3b require a scale to measure the impact of the benefits or drawbacks of the program upon the cooperating teachers. Item 17 should specify half or full day attendance. Item 3 could be revised to include items 4 and 5. Many of the responses in items 4 and 5 duplicated responses given in item 3. In item 1a, the time spent in hours should be indicated. A checklist of options could be provided.
2. In the Student Teacher Opinionnaire, items 1 and 4 of the Personal Data Sheet may be omitted. They provide no useful or relevant information. In item 6, 10b, and 18b the response explanation is unnecessary. Items 21

and 22 obtained no useful data and either should be revised or omitted. In items 13a and 13c a checklist of options would perhaps obtain the desired information more efficiently. Item 13a and 14a should indicate the amount of time spent in hours for greater accuracy. Items 14c and 14d could be converted into checklists for greater accuracy and efficiency.

3. Based on the information obtained from the interviews with Principals and Superintendents, interview schedules could be revised. In both instances, items 1 and 2 should be combined as they provide duplicate information. Item 5 of the Principals' schedule and items 5 and 6 of the Superintendents' schedule could be omitted as they provide redundant information. "What improvements would you recommend?" might be added to the Principals' schedule. By so doing, the investigator could obtain a quick insight into the drawbacks of and inconveniences created by the program.

Principals' and Superintendents' responses in the future might be collected more quickly and efficiently by mail although a decrease in the percentage of returns should be anticipated.

For Future Research. The recommendations in this section arise from the investigator's awareness that various aspects of the integrated program require additional attention.

1. A follow-up study for the integrated program seems indicated. Such a study could attempt to confirm the

findings of this study and might be designed to elucidate:

- a. differences between the student teacher and cooperating teacher perceptions of various aspects of the program.
- b. reasons for the effectiveness of the concept of learning.
- c. effects of a rural setting on the student teacher experience.
- d. bases of effective triadic relationships, particularly in terms of their effect on formative evaluation techniques.

In each instance, procedures and instruments beyond the scope of this study of the integrated program would be necessary.

2. A comparative study of the integrated program and a program where the Ed. C.I. and the practicum are separate might be undertaken to determine which is more effective and for what reasons. Such a study might be an extension of Roy's (1972) study.
3. ~~A~~ comparative study of the integrated program in a rural setting and an urban setting seems indicated. Information obtained from such a study may give direction to the Faculty of Education concerning future settings for student teaching and would help to assess the influence of the rural setting upon the



"milieu" of the integrated program.

4. A follow-up study of the integrated program student teachers seems indicated. The study could assess the student teacher's success as a teacher and examine the impact which the program had upon the student. That impact might be assessed by comparing the student teacher's teaching habits with the concepts which were proposed for the integrated program. Such a study would be difficult, though valuable, because no record was kept from the integrated program regarding the student teacher's initial acceptance or rejection of the philosophy of the integrated program.
5. A study is required to further identify behaviors of a transactive teacher in addition to those perceived to have been established in this study. The identified behaviors may be used as a base for an empirical assessment of the degree to which a prospective teacher becomes a transactive teacher. The empirical assessment might involve some form of pre-treatment and post-treatment evaluation.

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APPENDIX A  
OBJECTIVES OF STUDENT TEACHING: ALBERTA

STUDENT TEACHING HANDBOOK, 1972-73, p. 9.

## OBJECTIVES OF STUDENT TEACHING

\*Note: The investigator has underlined comments relevant to the study.

### 1. General Purposes

In general terms the field experience known as Student Teaching may be useful to the student of education in these ways:

- 1.1 Student Teaching should tend to complement or at least supplement other facets of the teacher education program. It should help the student understand and see the relevance of the other courses which make up his preparatory program. It should help him to place his academic work in context.
- 1.2 Student Teaching should provide the student of education with an opportunity to evolve and test theories or hypotheses relative to the profession of teaching.
- 1.3 Student Teaching should introduce the student to the role of the teacher from the professional as opposed to the lay of student point of view.

### 2. Specific Objectives

In more specific terms it is hoped that Student Teaching should help the student in the following ways:

- 2.1 Student Teaching should help the student reach valid decisions relative to his continuance in the teacher education program, to his choice of program or options, and to his ultimate placement in a teaching position.
- 2.2 Student Teaching should help the student develop his basic teaching and communicating skills.
- 2.3 Student Teaching should help the student become aware of his specific needs in the area of professional preparation.
- 2.4 Student Teaching should help the student to appreciate the complexity of the teaching-learning process and thus ready him for more study of the theoretical background to teaching. Student Teaching should also serve the teaching

profession and the educational institutions associated with the program.

- 2.5 Student Teaching should provide the profession and the preparatory institution with a means for screening entrants into the profession.
- 2.6 Student Teaching should provide a channel through which ideas may flow which may improve both the cooperating school systems and the Faculty of Education.

APPENDIX B  
GUIDELINES TO THE COOPERATING TEACHER AND  
THE PRINCIPAL

## GUIDELINES: THE COOPERATING TEACHER AND THE PRINCIPAL

## 1. THE COOPERATING TEACHER

- (1) Meet with the beginning teacher to discuss interests and concerns.
- (2) Arrange a period of observation.  
The length and kind will vary from student to student.
- (3) Arrange simple experiences. Allow the beginning teacher
  1. to help students individually
  2. to work with groups
  3. to prepare AV equipment for a lesson
  4. to teach a part of a lesson  
e.g., Miss Jones will read the poem.
  5. In the light of the purposes of a lesson, the student teacher might prepare an assignment, mark the assignment, and help those who need help.
- (4) Allow the student to prepare and present a one period lesson. Although advice will be needed, the cooperating teacher might allow the student considerable freedom in setting goals and choosing methods.
- (5) An opportunity for the student to re-evaluate his goals and methods in view of his success or failure is vitally important. The cooperating teacher might gather evidence that will help the student see what he has done.
  - types of questions
  - distribution of questions
  - response to student answers
  - amount of teacher talk
- (6) Discuss with the student some practices that might work--ones that have worked for you or for others.
  - questioning
  - motivation
  - guiding discussions
  - giving assignments
- (7) Allow him to try to improve the part of his teaching that he feels a need to improve. Teacher improvement is a teacher function in which supervisors cooperate.
- (8) When he is ready, allow him to teach on his own. Beginning teachers learn about teaching and about themselves through success as well as through failure.

- (9) Keep the students fully informed regarding the progress.
- (10) In cooperation with the supervisor (Bell or Young), write a report on the student.

## 2. THE PRINCIPAL

- (1) Arrange an orientation program to inform the beginning teachers about the organization of the school and what is expected of them. For example, students should be made aware of school starting time, attendance, staff activities, extracurricular programs, staff meetings, ATA meetings. Beginning teachers should experience a large part of the total school program.
- (2) Arrange for substitute teachers to replace those cooperating teachers who wish to attend Ed. C.I. 354 classes for a half or a full day.
- (3) Principals at Wetaskiwin and Lacombe are asked to make one room (preferably with tables) available for the Ed. C.I. 354 class.
- (4) Principals may wish to discuss classroom experiences with the beginning teacher and the cooperating teacher.

APPENDIX C

ED. C.I. 354 (JANUARY-APRIL, 1973) FOR STUDENT  
TEACHERS AND COOPERATING TEACHERS

ED. C.I. 354 (January - April, 1973)

for

STUDENT TEACHERS

and

COOPERATING TEACHERS

Note: (F) The details of each day's activities are not included. The information provided is meant to serve as a guide that will help cooperating teachers plan times for attending and participating in Ed. C.I. 354 classes.

(2) Time devoted to each general area in Ed. C.I. classes:

<u>LITERATURE</u>	<u>SCREEN EDUCATION</u>	<u>LANGUAGE-COMPOSITION</u>	<u>THEME DEVELOPMENT</u>
Jan. 8 - Feb. 6	Feb. 12 - 13	March 19 - 20	April 9 - 10

(3) In December a brief, informal visit will be made to discuss this plan with cooperating teachers.



9 a.m. January 8-9

Review of experimental program  
Questions  
Evaluation of course Work  
Plan of course activities

10 a.m.

#### BACKGROUND

1. Curriculum - Society  
Individual  
Subject

2. Worth Report - Society  
Individual  
Modes of Operation

#### Discussion

Questions - What is needed?

- How can we use Literature to help?
- Are these things that we are doing getting us where we want to go?

3. Objectives or Intended Learning Outcomes  
(a) Behavioral objectives?  
(b) Discipline - a barrier. Why? How?  
(c) How people learn - the route to objectives.

4. Reaching objectives  
(a) Student activities  
(b) Teacher activities

5. Lesson planning  
Why? How?

#### Assignment:

1. Plan a lesson
2. Try your plan with a class

---

Read

3. (a) L. R. & S. --  
(b) Hook --  
(c)

9 a.m. January 15-16

- Students report on lesson planning and implementation
- Discussion - evaluation - revision

10 a.m.

#### BACKGROUND

1. Basic Approaches to teaching literature - Hook & L. R. & S.
2. Questioning techniques in teaching literature

3. Questions and thought levels
4. Eliciting kinds of responses

Discussion: Poetry and Short Stories

1. Why do students dislike poetry?
2. What are your objectives?
3. How would you teach?
4. What is motivation? How?

Question: What can be done by way of teacher activities, student activities and materials to bring about desirable learning outcomes?

5. Unit lesson planning

Assignment - (1) Plan a series of 3 lessons

- (2) Material - poetry and/or short stories
- (3) Try unit with a class

Read (a) L. R. & S. --

- (b) Two media articles
- (c) Two novels

9 a.m. January 22-23

- Students report on planning and teaching the unit
  - Discussion - evaluation - revision
- 10 a.m.

#### BACKGROUND

1. The place of media - print and non-print
  2. The influence of media
  3. The educators responsibilities.
- Discussion: How can we use nonprint media to get us where we want to go? How?
- (1) Film - The Multi-Media Response to Poetry - J. D. McFetridge
  - (2) The Process is important.
  - (3) How to operate media - overhead, slide projector, V.T.R. etc.
  - (4) Examples of how media is used by students to interpret novels.
  - (5) Explain Multi-Media Response process.
- Student Activity
- (1) In groups reach consensus on the theme of the novel.
- Assignment
- (1) Prepare for presentation your interpretation. Must use nonprint media.

9 a.m. January 29 - 30

- Students report on preparing M.M.R.
- What educational benefits for you?
- What benefits for your students?

10 a.m.

1. Presentation of Multi-Media Response to Novel.
  2. After each of the three presentations:
    - (1) What theme were they showing?  
How do you know?
    - (2) Discussion
    - (3) Evaluation and suggestions for change.
- Group Discussion:
- Is this thing we are doing getting us where we want to go?
  - Report.
  - Response.
- Other ways to teach the Novel
1. 2. 3. 4. etc.
- Assignment: Read articles on
1. Reading
  2. Drama
  3. Shakespearean plays

9 a.m. February 5 - 6

- Report on readings
- Discussion

10 a.m.

Background - Reading  
(1) The Reading Process

or

What is reading?

- (2) Reading problems
- (3) Reading programs

How? - Detection - Tests

- Use of materials (SRA)

- Fader - Hooked on Books

Background - Drama

- 1. What is drama?

- 2. Why teach drama?

How? - How we can use drama in the classroom.

Background - Shakespearean Plays

- 1. Why teach Shakespearean plays?

What are we trying to do for the student?

How? - Shakespearean Plays

- 1. Teacher and student activities that are of benefit to the student?

Assignment: Read articles on Screen education.

9 a.m. February 12 - 13

- Report on readings
- Discussion

10 a.m.

SCREEN EDUCATION  
(Background materials will be provided)

INTRODUCTION:

1. MEDIA ECOLOGY:

- the media century
- the role of the English teacher in film study

2. USES OF FILM IN ENGLISH

- film as an aid
- film as film
- film and language
- film and literature

3. HOW TO READ FILM

- the film language
- what to watch for and how to see it

4. WORKSHOP

- discussion of short films  
(both content and classroom potential)

5. ASSIGNMENT -

9 a.m. February 19 - 20

- Students report on readings
- Discussion

10 a.m.

#### BACKGROUND

1. Separation or integration of literature and composition?

- subject centered (structure)
  - student centered (Squire-Applebee)
- Why do we integrate?  
How do we integrate?

#### Student Activity

- an exercise on integrating literature and composition for a specific educational purpose.

#### 2. Imaginative Writing

1. What is creativity?
2. Why do we help students to develop creative powers?

#### 3. How?

- (a) Classroom climate
- (b) Teacher's role
- (c) Some ideas that have worked.

#### Assignment -

- (1) Do a piece of writing that you would classify "creative".

What process did you experience?

- Read - (1) L. R. & S. - Chapter 10  
(2) Three articles on communication.



9 a.m. February 26 - 27

- Report on process experienced during writing creatively.
- Discuss and identify educational benefits.
- Exchange ideas as to "How".

10 a.m.

#### BACKGROUND

- The theory of communication
- meaning of communication
- Factors involved in communicating

#### Discussion

1. How do these factors apply to the teaching of written communication?
2. What are some of the ways that composition has been taught?
3. Are these things that we are doing in the composition classes getting us where we want to go?

The Writing or Composing Process

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_
6. \_\_\_\_\_

Assignment -

9 a.m. March 5 - 6

- Report on assignment  
- Discussion

10 a.m.

#### BACKGROUND

Factors that determine choice of examples and language, that dictate the tone and form for those people planning effective communication

1. Purpose
2. Audience
3. Subject
4. Situation

Discussion - Consider the factors in

- (a) Advertising
- (b) Script writing
- (c) Letter writing
- (d)
- (e)

How? - Pre-writing activities - topics, ideas, discussion, create situations, develop strategies, etc.

#### Student Activity

- (1) Write a letter - the audience and situation will be dictated students will develop a strategy that will result in effective communication.
- (2) Discussion of process and strategies.

#### Assignment

9 a.m. March 12 - 13

- Report on assignments
- Discussion
- Suggestions

10 a.m.

#### BACKGROUND - Research

- The interest factor in learning
  - Using "interest" in composition (Research Study)
  - Marking and its effectiveness (Research study)
  - Interviews (Squire & Applebee) How?
  - Topics of interest
  - Qualities of a good assignment
  - Commenting on written work. Why? How?
  - Evaluating. Why? How?
- Student Activity
- (1) Construct an assignment and discuss
  - (2) Write comments and discuss
  - (3) Evaluate paper and discuss
- Assignment - Readings on grammar and usage.

9 a.m. March 19 - 20

- Report on assignment
- Discussion
- Suggestions

10 a.m.

BACKGROUND

Grammar and its contributions  
(Research studies)  
Usage - Research studies

Discussion

1. What is grammar?
  2. Why teach grammar?
- How?

1. Teaching traditional grammar
2. Teaching structural grammar

Discussion

1. What is standard usage?
2. Correct or appropriate?
3. Levels of language
4. What is "good English"?

Student Workshop

1. Answer a complaint about language teaching.

How?

1. Teaching usage
  2. Spelling and punctuation, etc.
- Assignment -

Read articles on depth electives and modules.

9 a.m. March 26 - '27

- Report on assignment
- Discussion
- Suggestions

10 a.m.

#### BACKGROUND

What are depth electives?  
Why do we have depth electives?

How?  
How do we plan depth electives?  
How are depth electives used?  
How do we integrate in depth electives?  
What is the relationship between depth electives and the Department of Education proposal for 1973-1974?

#### Workshop

1. Develop a thematic unit
2. Work individually or with a partner.

#### Assignment

1. Complete the unit
2. Have unit mimeographed  
(20) copies

#### Read

3. Two articles on the thematic approach.

9 a.m. April 2 - 3

- Report on assignment
- Discussion
- Suggestions

10 a.m.

- Distribute thematic units
- Discuss and evaluate units in terms of purpose, materials, procedure and form of evaluation suggested
- Suggestions
- Revision of units
- Exchange 20 units

Noon

Discussion and evaluation of the Ed. C.I. 354 and Ed. Pra. 350 experimental project.

Note:

- Cooperating teachers may attend the Ed. C.I. 354 classes of their choice.

- All Cooperating teachers will be supplied with copies of the mimeographed materials and the student-teacher assignments given out during and at the end of each Ed. C.I. 354 class.

APPENDIX D

PRE-VALIDATION STUDENT TEACHER OPINIONNAIRE

STUDENT TEACHER

OPINIONNAIRE



This opinionnaire consists of 31 items which relate to different aspects of the experimental program in which you have participated. Please respond to each item. KEEP IN MIND THAT THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. The only thing of importance is your opinion about the items in question.

You may find it difficult to state concisely your exact thoughts in many of the items. Nevertheless, attempt to be as precise as possible in your responses.

Your replies will be kept strictly confidential and will be available only to the consultants from the University of Alberta. You have been asked to write your name and to give other pertinent information because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the group reports that will be made.

## PERSONAL DATA SHEET

1. NAME: \_\_\_\_\_  
Surname Christian Names

2. (Check one) MALE FEMALE

3. (Check one) MARRIED SINGLE

4. TEACHING ASSIGNMENT:

ROUND ONE

ROUND TWO

School - \_\_\_\_\_ School - \_\_\_\_\_

Subject(s) - \_\_\_\_\_ Subject(s) - \_\_\_\_\_

Cooperating Teacher(s) - \_\_\_\_\_ Cooperating Teacher(s) - \_\_\_\_\_

5. State your reasons for participating in this program.

6. How often did you return to Edmonton during the program?

(Check one) 0 \_\_\_\_\_

1-3 \_\_\_\_\_

4-8 \_\_\_\_\_

9-12 \_\_\_\_\_

More than 12 \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. State activities within school or community, other than classroom instruction, in which you participated eg. supervision, curling.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## OPINIONNAIRE

Directions: Please answer briefly, but completely, the questions below.

If you need more space than is provided, use the back of the page. If you have comments related to an item, but not a direct part of it, respond at the end of this opinionnaire in the section entitled "Open Statement".

GENERAL

1. What are the major benefits, if any, you received from this program?

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2. What are the major drawbacks or inconveniences, if any, you encountered in this program?

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3. Did your attitudes toward the program follow any pattern from the beginning to the end of the experiment? (Underline one): negative to positive, positive to negative, fluctuating, others: \_\_\_\_\_

Why did you react as you did?

4. Did you think that in your relationships with the staff that:  
(Underline one): you became an important staff member, you were a  
somewhat useful staff member, you were considered to be an "outsider"?

Other: \_\_\_\_\_

Explain your response. \_\_\_\_\_

5. What sorts of experiences that you expected from this program  
actually turned up? \_\_\_\_\_

6. What sorts of experiences surprised you the most, i.e. they were  
unexpected? \_\_\_\_\_

7. In your opinion, has this program assisted you to become more confident in pursuing your own ideas of teaching?

(Circle one):    1     2       3       4       5  
Definitely                                  Definitely  
No    Yes

Explain your response.

[illegible]

8. Would you recommend this program to other student teachers?

(Circle one):    1         2         3         4         5  
                    Definitely                                  Definitely  
                    No    Yes

Explain your response.

[illegible]

## LEARNING THEORY

- 9a. Have you experienced the process of planning a lesson, carrying it out in your classroom, evaluating, and replanning (in your mind or on paper) for another occasion?

(Circle one):    1         2         3         4         5  
                    Never    Always

9b. If you have, briefly describe one example.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9c. Would you recommend the process, described in 9a, to other teachers?

(Circle one):    1      2      3      4      5  
Definitely                                  Definitely  
No    Yes

Explain your response.

Blank lined paper with horizontal ruling lines.

10. In your opinion, did the process outlined in 9a. compel you to

a. to define lesson objectives? 1      2      3      4      5  
Definitely      No      Yes

b. to research, select and prepare materials? 1 2 3 4 5  
Definitely . . . Definitely  
No Yes

c. to examine questioning strategies? 1 2 3 4 5  
Definitely No Definitely Yes

d. to consider how to adapt to situations? 1 2 3 4 5  
Definitely No Definitely Yes

- e. to question your purposes in a lesson? 1 2 3 4 5  
 Definitely No Definitely Yes

### THEORY INTO PRACTICE

12. Did you have an opportunity to experiment with ideas obtained in your C.I. course? (Circle one): 1 2 3 4 5  
 Never Always

Explain your response.

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- 13a. Did you find a relationship between the theory and background materials (e.g. articles, lectures) presented in class and your teaching? Example: The Communication Process related to teaching Composition.

(Circle one): 1 2 3 4 5  
 Never Always

- 13b. Outline the relationship between theory and practice as you see it.

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- 14a. Did the instructional materials i.e. handouts, texts, of the C.I. class assist you in developing instructional strategies for your



classes?

(Circle one): 1 2 3 4 5  
Never Always

14b. If they assisted you, give one example.

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14c. If they did not assist you, why didn't they?

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15a. Was there any conflict between ideas suggested in the C.I. course and those generally practiced by the cooperating teacher in the classroom?

(Circle one): 1 2 3 4 5  
Never Always

15b. If there was a conflict, give one example and explain how it was resolved.

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16. Did the availability or lack of availability of materials ie. books, A.V. equipment, affect your teaching? Explain your response.

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- things impress you as most important:

- Explain your response.

2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- List what you think are the disadvantages, if any, suffered by the school system and community as a result of this program.



Mainly from whom? (Underline one): Consultants, teachers, fellow students. Explain your response.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

23. What things about the supervision (faculty consultant and cooperating members) did you find most helpful?

members) did you find most helpful?

24. What things about the supervision (faculty consultant and cooperating teacher) did you find least helpful?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small dark specks and faint smudges scattered across the surface, likely due to the scanning process or the age of the paper. No text or other markings are present.

25a. On the average, how often, in a period of one week, did you have supervisory conferences, either formal or informal, with your cooperating teacher(s)?

[illegible]

25c. If no, how often would you recommend? 5-6

25d. How did you usually view these conferences? eg. helpful, threatening, useful, frustrating. \_\_\_\_\_

26a. On the average, how often, in a period of one month, did you have supervisory conferences with your faculty consultant(s)?

26b. Was this frequent enough? (Circle one):     1      2      3      4      5  
                    Definitely                    Definitely  
                        No                            Yes

26c. If no, how often would you recommend?

26d. How did you usually view these conferences? e.g. helpful, threatening, useful, frustrating.

27a. Reports at the conclusion of Round I and Round II were written cooperatively by your cooperating teacher and the faculty consultant. Do you think this is a fair method of evaluation?

(Circle one):    1      2      3      4      5  
Definitely                                  Definitely  
No    Yes

27b. If not, what alternative(s) would you suggest?

28. Comment on how helpful the supervisory feedback was in terms of improving what went on in your classes. Give examples of helpful feedback, relating to content, organization, teaching approach, etc., which improved your teaching.

COOPERATING TEACHERS

29. Answer the following question only if your cooperating teacher attended three or more C.I. classes. Was the cooperating teacher helpful in relating C.I. concepts to your classroom practice?

Round One: (Circle one):    1      2      3      4      5  
Definitely No                          Definitely Yes

Round Two: (Circle one): 1 2 3 4 5  
Definitely No Yes

Explain your response.

- [illegible]

30b. If so, in what ways?

30c. If not, why not?

31. To what extent did your cooperating teacher(s) permit you to plan and carry out activities suggested in the C.I. course?

OPEN STATEMENT

There are usually comments one wishes to add to any questionnaire.

At this point, add any type of statement, question or comment regarding any aspect of this experiment that you may wish to make.



APPENDIX E

STUDENT TEACHER OPINIONNAIRE

STUDENT, TEACHER

OPINIONNAIRE

This opinionnaire consists of 25 items which relate to different aspects of the experimental program in which you have participated. Please respond to each item. KEEP IN MIND THAT THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. The only thing of importance is your opinion about the items in question.

You may find it difficult to state concisely your exact thoughts in many of the items. Nevertheless, attempt to be as precise as possible in your responses.

Your replies will be kept strictly confidential and will be available only to the consultant from the University of Alberta. You have been asked to write your name and to give other pertinent information because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the group reports that will be made.

## PERSONAL DATA SHEET

1. NAME: \_\_\_\_\_
- | Surname | First Name | Initial |
|---------|------------|---------|
|---------|------------|---------|

2. (Circle one) MALE FEMALE

3. (Circle one) MARRIED SINGLE

- #### 4. TEACHING ASSIGNMENT:

## ROUND ONE

ROUND TWO

School - \_\_\_\_\_ School - \_\_\_\_\_

Subject(s) - \_\_\_\_\_ Subject(s) - \_\_\_\_\_

Cooperating Teacher(s) - Cooperating Teacher(s) -

5. State your reasons for participating in this program.

6. How often did you return to Edmonton during the program?

(Check one) ☐ 0.

1-3

4-8

9-12 \_\_\_\_\_

More than 12 \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. State activities within school or community, other than classroom instruction, in which you participated eg. supervision, curling, etc.
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OPINIONNAIRE

Directions: Please answer briefly, but completely, the questions below. If you need more space than is provided, use the back of the page. If you have comments related to an item, but not a direct part of it, respond at the end of this opinionnaire in the section entitled "Open Statement".

- 1a. Have you experienced the process of planning a lesson, carrying it out in your classroom, evaluating, and replanning (in your mind or on paper) for another occasion?

(Circle one):    1      2      3      4      5  
Definitely                                  Definitely  
No    Yes

- 1b. Once you are teaching full-time, would you recommend the process, described in 1a, to other teachers?

(Circle one):    1         2         3         4         5  
                    Definitely                                  Definitely  
                    No    Yes

Describe why you would, or would not, recommend this process.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. A vertical line runs down the left side, creating a margin. The paper appears slightly aged or off-white. There are some small dark spots and faint smudges scattered across the surface, particularly near the bottom and right edges. No text or other markings are present on the page.

2. In your opinion, did the process of planning a lesson, carrying it out in your classroom, evaluating, and replanning compel you:

a. to define lesson objectives? 1 2 3 4 5  
 Definitely No Definitely Yes

b. to research, select and prepare materials? 1 2 3 4 5  
 Definitely No Definitely Yes

c. to consider how to adapt to situations? 1 2 3 4 5  
 Definitely No Definitely Yes

d. to evaluate your purposes in a lesson? 1 2 3 4 5  
 Definitely No Definitely Yes

e. to improve your planning and procedures in future lessons?

1 2 3 4 5  
 Definitely No Definitely Yes

3a. Did you have an opportunity to use ideas and instructional materials, obtained in the C.I. course, in the classroom?

(Circle one) 1 2 3 4 5  
 Never Always

3b. If you did, what made the opportunity possible?

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3c. If you did not, what prevented this happening?

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4a. Did you find a relationship between the theory and background materials presented in class (eg. articles, lectures) and your teaching?

(Circle one): 1 2 3 4 5  
Never Always

4b. If you see any relationship, describe one example of the transfer of theory and/or background materials into practice.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. Out of the total program you have just completed, describe a few of the things which impressed you as most important. \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

6. Were you introduced to new teaching responsibilities when you felt



ready for them? (Circle one): 1 2 3 4 5  
 Never / Always

Explain your response.

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7. Identify some of the benefits, if any, that you think the school system and community derived from this program. \_\_\_\_\_

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8. Identify what you think are the disadvantages, if any, suffered by the school system and/or community as a result of this program. \_\_\_\_\_

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9. Identify some of the benefits that the community brought to this program, if any. \_\_\_\_\_

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- 10a. In your opinion, did you feel free to ask questions of and make statements to faculty consultants and cooperating teachers?

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Faculty consultants (Circle one): 1    2    3    4    5

Definitely                      Definitely  
No                                      Yes

Cooperating teacher(s) (Circle one): 1      2      3      4      5  
Definitely No                          Definitely Yes

Explain your responses. 4.

[illegible]

10b. Did you feel that you obtained constructive comments on your teaching performance from:

Faculty consultants (Circle one): 1      2      3      4      5  
Never    Always

Cooperating teacher(s) (Circle one):    1      2      3      4      5  
Never    Always

Fellow students (Circle one): 1 2 3 4 5  
Never Always

Explain your responses.

[illegible]

11. What things about the supervision did you find most helpful?

a. Faculty consultant supervision - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Cooperating teacher(s) supervision - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. What things about the supervision did you find least helpful?

a. Faculty consultant supervision - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Cooperating teacher(s) supervision - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13a. On the average, how often, in a period of one week, did you have either formal or informal discussions, regarding any aspect of your teaching, with your cooperating teacher(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13b. Was this frequent enough? (Circle one): 2 3 4 5  
 Definitely No Definitely Yes

13c. If you circled 1 or 2 in question 13b, how often would you recommend? Why? \_\_\_\_\_  
 \_\_\_\_\_

13d. How did you usually view these discussions? eg. helpful, threatening, useful, frustrating, etc. \_\_\_\_\_  
 \_\_\_\_\_

13e. How could these discussions be made more helpful? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14a. What would be the average number of either formal or informal discussions in a month, including the C.I. class, that you had with your faculty consultant regarding any aspect of your teaching? \_\_\_\_\_  
 \_\_\_\_\_

14b. Was this frequent enough? (Circle one): 1 2 3 4 5  
 Definitely No Definitely Yes

14c. If you circled 1 or 2 in question 14b, how often would you recommend? Why? \_\_\_\_\_  
 \_\_\_\_\_

14d. How did you usually view these discussions? eg. helpful, threatening, useful, frustrating, etc. \_\_\_\_\_  
 \_\_\_\_\_

14e. How could these discussions be made more helpful?

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15a. Reports at the conclusion of Round I and Round II were written cooperatively by your cooperating teacher and the faculty consultant. Do you think this is a fair method of evaluation?

(Circle one): 1 2 3 4 5  
 Definitely No Definitely Yes

15b. What alternative(s) would you suggest, if any?

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16a. Do you think your cooperating teachers have benefited from this program? (Circle one): 1 2 3 4 5

Definitely No Definitely Yes

16b. If so, in what ways?

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16c. If they did not benefit, what are some of the more important reasons why they did not?

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18. Answer the following question only if your cooperating teacher attended three or more C.I. classes.

a. Because of the cooperating teacher's attendance in C.I. class, was he/she helpful in relating C.I. concepts in your classroom practice?

Round One: (Circle one):    1      2      3      4      5  
                                Definitely                                  Definitely  
                                No    Yes

Round Two: (Circle one):    1      2      3      4      5  
                                 Definitely                                  Definitely  
                                 No    Yes

b. Can you think of specific illustrations which stand out in your mind as you recall your experience?

19. What were the major benefits that you received from this program,

if any?

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20. What are the major drawbacks or inconveniences that you encountered in this program, if any? \_\_\_\_\_

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21. What experiences seemed most important in influencing the development of your attitudes? \_\_\_\_\_

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22. Consider your relationships with the staff in your schools. Indicate events or incidents which come to mind when you assess your changing relationships to those staff(s). \_\_\_\_\_

23. What sorts of experiences surprised you the most, i.e. they were unexpected? \_\_\_\_\_

24. In your opinion, has this program assisted you in becoming more confident to pursue your own ideas of teaching?

(Circle one):    1    2    3    4    5  
                  Definitely                    Definitely  
                  No                                    Yes.

Develop your response, with emphasis on the conditions which most helped or hindered you in pursuing your own ideas. \_\_\_\_\_



25. Would you recommend this program to other student teachers?

(Circle one): 1    2    3    4    5  
Definitely                      Definitely  
No                                      Yes

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#### OPEN STATEMENT

There are usually comments one wishes to add to any questionnaire. At this point, add any type of statement, question or comment regarding any aspect of this experiment that you may wish to make.

APPENDIX F

PRE-VALIDATION COOPERATING TEACHER OPINIONNAIRE

COOPERATING TEACHER

OPINIONNAIRE

This opinionnaire consists of a maximum of 19 items which relate to different aspects of the experimental program in which you have participated. Please respond to each applicable item. KEEP IN MIND THAT THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. The only thing of importance is your opinion about the items in question.

You may find it difficult to state concisely your exact thoughts in many of the items. Nevertheless, attempt to be as precise as possible in your responses.

Your replies will be kept strictly confidential and will be available only to the consultants from the University of Alberta.

You have been asked to write your name and to give other pertinent information because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the group reports that will be made.

1. NAME: \_\_\_\_\_
- | Surname   | First Name                 | Initial |
|---|----------------------------|---------|
| 2. (Circle one): MALE FEMALE                            |                            |         |
| 3. (Circle one): MARRIED SINGLE                         |                            |         |
| 4. Cooperating Teaching Assignment:                     |                            |         |
| ROUND ONE   | ROUND TWO                  |         |
| School - _____  | School - _____             |         |
| Subject(s) - _____                                      | Subject(s) - _____         |         |
| Student Teacher(s) - _____                              | Student Teacher(s) - _____ |         |
| 5. State your reasons for participating in this program |                            |         |
| _____   |                            |         |
| _____   |                            |         |
| _____   |                            |         |
| _____   |                            |         |
| _____   |                            |         |

## OPINIONNAIRE

Directions: Please answer briefly, but completely, the questions below. If you need more space than is provided, use the back of the page. If you have comments related to an item, but not a direct part of it, respond at the end of this opinionnaire in the section entitled "Open Statement".

1a. On the average, how often, in a period of one week, did you have either formal or informal discussions with your student teacher(s) regarding any aspect of his/their teaching? \_\_\_\_\_

1b. Was this frequent enough? (Circle one): 1 2 3 4 5  
 Definitely No Definitely Yes

1c. If you circled 1 or 2 in question 1b, how often would you recommend? Why? \_\_\_\_\_

1d. How did you usually view these discussions? eg. helpful, threatening, useful, frustrating, etc. \_\_\_\_\_

1e. How could these discussions be made more helpful? \_\_\_\_\_

- 2a. Reports at the conclusion of Round I and Round II were written cooperatively by you and the faculty consultant. Do you think this is a fair method of evaluation?

(Circle one):    1       2       3       4       5  
                  Definitely                    Definitely  
                  No                                    Yes

- 2b. What alternative(s) would you suggest, if any?

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3. A part of your task in this experiment has involved "supervision" of student teachers. Such supervision may have advantages and disadvantages for the supervisor.

- a. What benefits did you obtain from the activity of being a supervisor, if any?

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- b. What drawbacks or inconvenience did you suffer, if any, from the activity of being a supervisor?

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4. In your opinion, did your student teacher experience the process of planning a lesson, carrying it out in your classroom, evaluating, and replanning (in his/her mind or on paper) for another occasion?

(Circle one):    1       2       3       4       5  
                   Definitely                    Definitely  
                   No                                    Yes

5. In your opinion, did the process of planning a lesson, carrying it out in your classroom, evaluating, and replanning compel your student teacher(s):

a. to define lesson objectives?    1       2       3       4       5  
     Definitely                    Definitely  
     No                                    Yes

- b. to research, select and prepare materials?

                  1       2       3       4       5  
                   Definitely                    Definitely  
                   No                                    Yes

- c. to consider how to adapt to situations?

                  1       2       3       4       5  
                   Definitely                    Definitely  
                   No                                    Yes

- d. to evaluate your purposes in a lesson?

                  1       2       3       4       5  
                   Definitely                    Definitely  
                   No                                    Yes

- e. to improve your planning and procedures in future lessons?

                  1       2       3       4       5  
                   Definitely                    Definitely  
                   No                                    Yes

- 6a. Did your student teacher(s) have an opportunity to use ideas and instructional materials, obtained in the C.I. course, in the classroom?

(Circle one):    1      2      3      4      5  
Never    Always

6b. If they did, what made the opportunity possible?

6c. If they did not, what prevented this happening?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7a. Have you benefited from this program?

(Circle one):    1      2      3      4      5  
Definitely                                  Definitely  
No    Yes

7b. If so, in what ways?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7c. If you did not benefit, what are some of the more important reasons why you did not?

... ..

8. What are the major drawbacks or inconveniences that you encountered in this program, if any? \_\_\_\_\_

9. What experiences or events seemed most important in influencing the development of your attitude towards this experimental program? \_\_\_\_\_

10. What sorts of experiences surprised you the most, i.e. they were unexpected? \_\_\_\_\_

11. Out of the total program you have just completed, describe a few of the things which impressed you as most important. \_\_\_\_\_

12. Identify some of the benefits, if any, that you think the school system and community derived from this program. \_\_\_\_\_

13. Identify what you think are the disadvantages, if any, suffered by the school system and/or community as a result of this program. \_\_\_\_\_

14. Identify some of the benefits that the community brought to this program, if any. \_\_\_\_\_

15. Outline the arrangements that were made in your school system and school so that you could attend C.I. classes. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

16. Would you recommend this program to other teachers?

(Circle one):    1       2       3       4       5  
                  Definitely                    Definitely  
                  No                                    Yes

ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ATTENDED ONLY ONE OR TWO  
C.I. CLASS(ES).

17. What were the main reasons why you were unable to attend C.I. classes more frequently? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 18a. Do you think there was any conflict between the ideas or philosophy suggested in the C.I. course and those generally practiced by you in the classroom?

(Circle one):    1       2       3       4       5  
                  Definitely                    Definitely  
                  No                                    Yes

- 18b. If there was a significant conflict, describe how the conflict was resolved, if it was. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANSWER THE FOLLOWING QUESTIONS ONLY IF YOU ATTENDED THREE OR MORE C.I. CLASSES.

19a. In your opinion, did your attendance at C.I. classes help you to assist your student teacher(s) to relate C.I. concepts to the student teacher's classroom practice?

(Circle one): 1 2 3 4 5  
 Definitely No Definitely Yes

19b. If your attendance did assist in relating C.I. concepts to practice, describe one or two specific illustrations which stand out in your mind. \_\_\_\_\_

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19c. If your attendance did not assist in relating C.I. concepts to practice, outline why you think it did not. \_\_\_\_\_

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20a. What advantage is there, if any, in attending C.I. class with your

student teacher(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20b. What disadvantage is there, if any, in attending C.I. class with your student teacher(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21a. Did you find a relationship between the theory and background materials presented in the C.I. class (eg. articles, lectures) and your student teacher's teaching?

(Circle one): 1 2 3 4 5  
Never Always

21b. If you saw any relationship, describe one example of the transfer of theory and/or background materials into practice by the student teacher. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21c. If there was no relationship, can you suggest how the theory and



practice could be drawn together more closely?

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## OPEN STATEMENT

There are usually comments one wishes to add to any questionnaire. At this point, add any type of statement, question or comment regarding any aspect of this experiment that you may wish to make.

APPENDIX G

COOPERATING TEACHER OPINIONNAIRE

COOPERATING TEACHER

OPINIONNAIRE

This opinionnaire consists of a maximum of 22 items which relate to different aspects of the experimental program in which you have participated. Please respond to each applicable item.

KEEP IN MIND THAT THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. The only thing of importance is your opinion about the items in question.

You may find it difficult to state concisely your exact thoughts in many of the items. Nevertheless, attempt to be as precise as possible in your responses.

Your replies will be kept strictly confidential and will be available only to the consultants from the University of Alberta. You have been asked to write your name and to give other pertinent information because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the group reports that will be made.

## PERSONAL DATA SHEET

1. NAME: \_\_\_\_\_  
Surname First Name Initial

2. (Circle one): MALE FEMALE

3. (Circle one): MARRIED SINGLE

4. Cooperating Teaching Assignment:

ROUND ONE

ROUND TWO

School - \_\_\_\_\_ School - \_\_\_\_\_

Subject(s) - \_\_\_\_\_ Subject(s) - \_\_\_\_\_

Student Teacher(s) - \_\_\_\_\_ Student Teacher(s) - \_\_\_\_\_

5. State your reasons for participating in this program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



1e. How did you usually view these discussions? eg. helpful,  
threatening, useful, frustrating, etc. \_\_\_\_\_

1f. How could these discussions be made more helpful? \_\_\_\_\_

2a. Reports at the conclusion of Round I and Round II were written  
cooperatively by you and the faculty consultant. Do you think  
this is a fair method of evaluation?

(Circle one): 1      2      3      4      5  
Definitely                      Definitely  
No                                      Yes

2b. What alternative(s) would you suggest, if any?

3. Supervision of student teachers may have advantages and  
disadvantages for the supervisor.

a. What benefits did you obtain from the activity of being a  
supervisor, if any?



b. What drawbacks or inconveniences did you suffer or what problems did you have to cope with, if any, as a result of the activity of being a supervisor?

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4a. In other than the supervisory aspects mentioned in 3a, have you benefited from this program?

(Circle one):    1         2         3         4         5  
                    Definitely                                  Definitely  
                    No    Yes

4b. If so, in what ways?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4c. If you did not benefit, what are some of the more important reasons why you did not? \_\_\_\_\_

reasons why you did not? \_\_\_\_\_

5. In other than the supervisory aspects mentioned in 3b, what are the major drawbacks or inconveniences that you encountered in this program, if any?

this program, if any? \_\_\_\_\_

- (Circle one):    1      2      3      4      5  
Definitely                          Definitely  
No    Yes

- a. to define lesson objectives?    1     2     3     4     5
- Definitely                                  Definitely  
No    Yes

- | 1                | 2 | 3 | 4 | 5                 |
|------------------|---|---|---|-------------------|
| Definitely<br>No |   |   |   | Definitely<br>Yes |

- | 1                | 2 | 3 | 4 | 5                 |
|------------------|---|---|---|-------------------|
| Definitely<br>No |   |   |   | Definitely<br>Yes |

- 1 2 3 4 5  
Definitely No Definitely Yes

- e. to improve his/her planning and procedures in future lessons?

1      2      3      4      5  
 Definitely      Definitely  
 No      Yes

8a. Did your student teacher(s) have an opportunity to use ideas and instructional materials, obtained in the C.I. course, in the classroom?

(Circle one):    1      2      3      4      5  
                     Never      Always

8b. If they did, what helped to make the opportunity possible?

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8c. If they did not, what prevented this happening?

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9. What experiences or events seemed most important in influencing the development of your attitude towards this experimental program?

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10. What sorts of experiences surprised you the most, i.e. they were unexpected? \_\_\_\_\_

11. Out of the total program in which you have participated, describe a few of the things which impressed you as most important. \_\_\_\_\_

12. Identify some of the benefits, if any, that you think the school system and/or community derived from this program. \_\_\_\_\_

13. Identify what you think are the disadvantages, if any, suffered by the school system and/or community as a result of this program. \_\_\_\_\_

14. Identify some of the benefits that the community brought to this program, if any. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

15. Would you recommend this program to other teachers?

(Circle one):    1       2       3       4       5  
                   Definitely                    Definitely  
                   No                                    Yes

16. Outline the arrangements that were made in your school system and school so that you could attend C.I. classes. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

17. How often did you attend the C.I. class(es)?

(Check one):    0 \_\_\_\_\_  
                          1 \_\_\_\_\_  
                          2 \_\_\_\_\_  
                          3 \_\_\_\_\_  
                          4 \_\_\_\_\_  
                          5 or more \_\_\_\_\_

18. What were the main reasons why you were unable to attend C.I. classes more frequently? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 19a. Do you think there was any conflict between the ideas or philosophy suggested in the C.I. course and those generally practiced by you in the classroom?

(Circle one): 1 2 3 4 5  
 Definitely No Definitely Yes

- 19b. If there was a significant conflict, describe the conflict and how it was resolved, if it was. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 20a. In your opinion, did your attendance at C.I. classes help you to assist your student teacher(s) to relate C.I. concepts to the student teacher's classroom practice?

(Circle one): 1 2 3 4 5  
 Definitely No Definitely Yes

20b. If your attendance did assist in relating C.I. concepts to practice, describe one or two specific illustrations which stand out in your mind. \_\_\_\_\_

20c. If your attendance did not assist in relating C.I. concepts to practice, outline why you think it did not. \_\_\_\_\_

21a. What advantage is there, if any, in attending C.I. class with your student teacher(s)? \_\_\_\_\_

21b. What disadvantage is there, if any, in attending C.I. class with your student teacher(s)? \_\_\_\_\_

materials presented in the C.I. class (eg. articles, lectures)  
and your student teacher's teaching?

(Circle one): 1 2 3 4 5  
Never Always

22b. If you saw any relationship, describe one example of the transfer of theory and/or background materials into practice by the student teacher.

22c. If there was no relationship, can you suggest how the theory and ~~practice~~ could be drawn together more closely?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text visible on the paper.



## OPEN STATEMENT

There are usually comments one wishes to add to any questionnaire. At this point, add any type of statement, question or comment regarding any aspect of this experiment that you may wish to make.

APPENDIX H

DIRECTIONS TO JUDGES REGARDING OPINIONNAIRE VALIDATION

Directions to Judges regarding Opinionnaire Validation.

Examine the rationale of the study. In the context of that rationale, your task is to examine the content of the items in this questionnaire according to the following criteria:

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get at something which is typical of an individual or situation? Is it insufficient or irrelevant?
4. Do the response categories show a reasonable range of variation?
5. Is the item sufficiently inclusive while remaining precise?
6. Is the question content biased?
7. Is the question led up to in a natural way?

(Adapted from Good, 1972, 235;  
Selltitz, et. al., 1959, 552-  
553).

When you have accomplished your examination of the items, list the questions from each category which you consider should be revised, or should be deleted. State your reasons in each case. If there are items which you consider should be included, in any category, state what they are. Specify why they should be included.

APPENDIX I

LETTER TO VALIDATING COOPERATING TEACHERS

Dear Mrs. (Cooperating Teacher):

You have recently participated in an experimental student teaching program which was developed and implemented by Dr. J. Bell. On behalf of Dr. Bell and the Faculty of Education, thank you once again for your participation and cooperation.

Every experimental program must undergo some form of evaluation. Enclosed is an opinionnaire relating to the experiment with which you were working. The opinionnaire is designed to obtain the opinions of participants regarding the program. Prior to distributing it to all cooperating, I want to try a "test run" with a few teachers. I am hoping I can impose this one additional task on your goodwill. Based on the responses from these teachers, including yourself, I will make revisions.

In particular, I would like you to respond as completely as possible to the items. However, if there are questions:

- 1) where the meaning seems unclear;
- 2) where you feel you are simply duplicating answers previously given;
- 3) which you feel don't allow you sufficient scope for responses;
- 4) where the question leads you into a response you don't wish to make,

I would appreciate it if you would make a marginal note indicating the problem(s) with the question. If you wish, you may change the wording of the question that you feel you can more accurately answer the intent of the item.

I realize that this request may loom somewhat formidably in terms of the demands on your time which it will make, particularly at

Mrs. (Cooperating Teacher)

Page 2

April 6, 1973

this time of year. If you prefer not to do this, please phone me collect in St. Albert at 459-8019 after 6:00 P.M. and let me know. I might add that once you have gone through this opinionnaire, you will not be asked to go through the revised edition when it is completed.

If you agree to examine this opinionnaire, I ask one more boon. Please return it to me in the enclosed envelope before April 20. I know this is rushing you, but I am hoping to use the Easter Holidays to compile the finished product and have it for your colleagues on their return to school post-Easter.

Should you have any questions whatsoever regarding this request, please phone me collect and I'll clarify anything that I can.

Yours sincerely,

David G. Young.

DGY:ls

Enclosure.

APPENDIX J

COVERING LETTER FOR THE COOPERATING TEACHER OPINIONNAIRE

April 30, 1973

Dear (Cooperating Teacher):

You have recently participated in an experimental student teaching program which was developed and implemented by Dr. J. Bell. On behalf of Dr. Bell and the Faculty of Education, thank you once again for your participation and cooperation.

Every experimental program must undergo some form of evaluation. Enclosed is a questionnaire relating to the experiment in which you have been working. The questionnaire is fairly extensive and is going to take some time and consideration on your part if it is to have any validity. I hope I can impose this one additional task on your good will.

I will be travelling to all of the participating schools within the next two or three weeks. I have enclosed my "visitation schedule." I will be in your school on April at and will pick up the questionnaire from you, in the staff room, at that time. If you have questions regarding the questionnaire or anything else related to the experiment, I hope you will take the opportunity to query me at that time.

Yours,

David Young,  
Department of Secondary Education,  
Faculty of Education.

DY:ls

Enclosures.



APPENDIX K

INTERVIEW SCHEDULE AND OPINIONNAIRE PICKUP



APPENDIX L

INTERVIEW TOPICS AND COVERING LETTER FOR PRINCIPALS

INTERVIEW TOPICS

1. What was the school board's policy regarding release time for cooperating teachers who wished to attend the C.I. class with their student teacher(s)?
2. What arrangements were made in your school so that cooperating teachers could attend the C.I. classes?
3. What are the major benefits, if any, that you think your cooperating teachers, other staff members, school, school system, and community derived from this experiment?
4. What are the major drawbacks or inconveniences, if any, that you think your cooperating teachers, school, school system, and community suffered in this experiment?
5. In what ways can your school and the teachers in it help in the education of a prospective teacher?

April 30, 1973

Dear (Principal):

You, and members of your staff, have recently participated in an experimental student teaching program which was developed and implemented by Dr. J. Bell. On behalf of Dr. Bell and the Faculty of Education, thank you once again for your participation and cooperation.

Every experimental program must undergo some form of evaluation. I have enclosed a number of questionnaires for members of your staff who participated in Dr. Bell's experiment. If I may ask you to do so, please distribute the questionnaires to the individuals whose names are listed on the questionnaires.

I will be travelling to all of the participating schools within the next two or three weeks. Enclosed is my "visitation schedule". I will be in your school on April at to pick up the questionnaires from your staff. I am hoping that on that same day at I can intrude on your time for approximately 45 minutes in order to discuss the enclosed topics related to the experimental program.

If for some reason the time mentioned is inconvenient, please notify me as to a time that would be more suitable. If I do not hear from you, I will assume that the appointment time is suitable.

Yours sincerely,

David Young,  
Department of Secondary Education,  
Faculty of Education.

DY:ls  
Enclosures.

APPENDIX M

PRELIMINARY STATEMENT FOR PRINCIPAL INTERVIEWS

STUDENT TEACHING  
EXPERIMENT  
INTERVIEW FORMAT

Interviewer: David G. Young

PRELIMINARY STATEMENT

The purpose of this study is to provide information to the Faculty of Education, University of Alberta, Edmonton, by describing one of the experimental student teaching programs in the Department of Secondary Education. It has been a program requiring the active participation and cooperation of a variety of schools in a number of school systems in Alberta. As part of the evaluation of that program, I'm interested in the reactions of principals. Possibly I could begin by obtaining your opinions related to a number of topics which, earlier, you have had mailed to you for consideration.

Interviewee: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Tape No. \_\_\_\_\_ Start: \_\_\_\_\_ Finish: \_\_\_\_\_

APPENDIX N

SAMPLE PRINCIPAL INTERVIEW: C87



C87

I = Interviewer

P = Principal

I: What was the school board's policy regarding release time for cooperating teachers who wished to attend the C.I. class with their student teachers?

P: Well, I didn't really check, but I don't believe there was.

I: No specific policy?

P: No.

I: Did you get some kind of a directive. . . a written statement. . .

P: Well, the Superintendent, Mr. \_\_\_\_\_, he came in and he said that Mr. Bell had been down to his office and that they were proposing that this sort of a project for the schools here in Central Alberta, sort of thing, and that we could expect to get two or three teachers, and he explained what the situation was about and we were informed--at least I was informed--that this was already set up.

I: I see, so you were simply sort of told you would be getting some. .

P: Right! We didn't have--and I think at the luncheon that we had, I think I indicated at that time when Mr. \_\_\_\_\_ was there representing the county--that the next time something like this was to be proposed to the schools that we would be approached and have a chance--the teachers in particular, would be involved--would have a chance to discuss the pros and cons about any time off they might have as a result of this, and so on, which we didn't have a chance to do.

I: Great. So that just didn't exist really then.

P: And this became quite evident, if we're going on to number two, what arrangements can be made in your school--because I think they're kind of related--so that cooperating teachers could attend the C.I. class? So, the two teachers that we have here, Mrs. \_\_\_\_\_ and Miss \_\_\_\_\_ were involved. They came to me. We had an outline of the C.I. courses that were being taught in Wetaskiwin. . .

I: That's right.

P: . . . and, they thought that they would like to go to this

particular one so I got on the phone and I phoned Mr. \_\_\_\_\_ and I said that our teachers would like to go. Of course he questioned why and what not and I said that I thought this would be an in-service sort of thing and I understood that this was available to them. However, although I didn't get a flat "no", I was more or less informed that when these teachers left, substitutes would be required, and the school board, being on a pretty tight budget, that this would have to be kept to a bare minimum. But he did let those two people go and substitutes were hired. See, Mr. Bell came in and said, "Well everything's ready. The advantage to the teachers would be that they could go in the C.I." I thought, "All right. Fine. If the school board, through a policy of some sort had allotted a certain amount of funds for this sort of thing, fine." But I found out later it wasn't so at all. Now, whether Mr. Bell was misleading me or whether he was misled by Mr. \_\_\_\_\_ in the first place, that this would be available to the teachers. But it didn't turn out that way, and, of course, once I mentioned this to the teachers that it was just like pulling hen's teeth to try and get time off for these people, then they weren't overly anxious to go because it was a battle to get time off. It just didn't pan out too well in that way.

I: Well, okay, maybe we can skip number three for just a minute and take a look at number four because it more or less ties in to what we're talking about. What are the major drawbacks or inconveniences to cooperating teachers?

P: Well. . . I don't know. I suppose you have some questions very similar to this, asked of them, I don't know, and my answer is that I didn't have time to get involved. I just didn't have time. I thought that the three teachers who--and they did volunteer--they said, "All right, we'll try it." Well, when Mr. \_\_\_\_\_ was down and said we could have this, it so happened there was a staff meeting coming up shortly so I did mention it to them and, although they were not overexuberant about the fact that this was coming, they very cautiously said, "All right, we'll try it." But they could foresee that it would be an inconvenience in terms of setting up programs, setting up timetables for these people. I met with them once before the first two came, I believe, and, we had a number of suggestions to each other as to how it might be done and from there on one of the girls did it on the weekend or at noon. I know they spent a number of noonhours working out schedules for these teachers.

I: Well, in addition to those drawbacks that you're mentioning to the cooperating teachers, what do you see as some of the drawbacks to the school, possibly the school system, and the community?

P: Well, I don't think there's any drawbacks to the school or the school system or the community. I can't see it being a bad thing because the teachers are there and if something is not going right

then, of course, they can still repair any damage--and I lack a better term--if a lesson being taught by the practicing teacher didn't go over too well. They could always pick it up so I don't think there's anything lost in terms of anything to the student or the school, the school system, and, of course, no, I can't see any relation to that and the community whatsoever.

I: What about the other end of the scale, and that's going back to question three? Do you think there are any benefits to, well, cooperating teachers? We'll start with them first of all. . .

P: Oh, I think so, because--mind you, the teachers that were involved, one of them, Mrs. \_\_\_\_\_, of course, who's been in the classroom for many, many years and teachers; I believe, have a tendency to get into a bit of a rut; now, the other two have built up four or five years of experience--I think that they were looking to this with. . . with the hopes that some new ideas, coming fresh out of University sort of thing, could be incorporated into their own teaching. Because no doubt these people coming out, are very theoretical and, of course, some of this theory isn't all that bad, and that these people are practical and so there had to be an exchange of ideas between the teacher who was in the classroom and the one just out of University.

I: Now, you're saying that they were hoping for new ideas. . .

P: Yes. . .

I: . . . do you think they actually obtained some, or is that something that remained as a hope?

P: I've never asked my people this question as such, but, overhearing some of the conversations that they had with them, you know, in the staff room, in the morning, at noon, and they spent some of their spare time with them, there seemed to be a good exchange of ideas and communication between these people, and so I would have to say--I'm hazarding a guess here--there there was some good come out of it. The only thing is that, there is no doubt in my mind that whether they looked at it that way or not, that it was an interference with their routine. They had to make arrangements with other teachers, then just about the time they got somebody going on Wednesday, Thursday, and Friday, Bingo! Nobody there. There was a vacancy on Monday and Tuesday and, all of this I think becomes rather frustrating. It would be to me. . .

I: Um hm.

P: . . . it would be to me. I remember we used to get our student teachers from the University years ago and I usually undertook to take one along, but these people were there all the time and you could give them an assignment--and they could carry through, to

the end sort of thing--of a particular concept and sometimes you had to reteach it on your own after the teacher went to work with somebody else. But this was one of the things that always stymied the program as such.

- I: Once again related to this idea of benefits, if any, it talks a little bit about the cooperating teachers and some of the drawbacks that were attached to their aspects of it. Do you think staff members in general, obtained anything from this program, or maybe from having the student teachers in the school?
- P: Well, no one commented as such other than the fact that they did talk about their experiences when they went to the University and, you know, talking about some of the changes maybe that took place in the courses since they took them. Now, whether this was any kind of benefit or not is very doubtful in my own mind but they certainly didn't mind speaking to them and visiting with them about this kind of thing.
- I: Do you think that in terms of the school, you know, in total context from your point of view that there were any benefits that, you know, accrued to the school as a result of the program?
- P: Well, as I said before, I didn't ask the three teachers responsible, as such because if any benefits were to accrue to anyone, it would be those people. I can't see the whole school involved.
- I: Mainly just the actual teachers themselves who were cooperating.
- P: I know that some of them, of course--and they're new in the game--they lost control a few times with the classrooms. This much I know, that, all in all, I think the kids respected these people, particularly the people who really had something to offer. This much I can find out through the students, that if the teacher came in prepared, if the student teacher really had something to offer, they had no problems. Those that weren't necessarily prepared because they didn't realize--there were some--who didn't realize that they had to be prepared. . . I think that some of them maybe were of the idea that "Oh well, this is just a Junior High School, you can feed them almost anything and get away with it." And this of course is a big misconception on the part of these people. And we had some in here who, I think, who had been out in the world of work. They knew just about what they could expect, and I think they were preparing themselves and they would do a pretty good job.
- I: Good. Well, let's skip a little bit and go down to this fifth one now. This may seem like a peculiar question, but anyway, in what ways can you, your school and the teachers in it, help in the education out of prospective teachers aside from, you know, providing a location and personnel?

P: Well, I would have to say that if these people listened to the cooperating teachers and the advice that they had offer them, it is bound to help them and some of them I know, some of them, they didn't hesitate to say, "Well, how did I do? How did things go?" Some of them didn't. Now, if you're referring to the five that we have here, would it help them? I think the program, I think the idea of putting people into schools in the manner in which this was done, has got to be an improvement over the other methods of student teaching previously.

I: Why?

P: Well, I think that, there was possibly. . . I could be wrong. You'd know more about it. We hear about all these things. We hear that the Edmonton. . . You know, we don't get them out in the country any more. They're all going to the city.

I: Right.

P: . . . and, word gets back to us one way or another that the teachers in the city systems are not too happy with this. Let's face it. And, I think by placing them into situations like this I think both the teacher--the cooperating teacher--and the prospective teacher. . . Possibly it is more meaningful because it is more structured, I think, than what I think is happening in the city. Very little of the time was spent by these teachers by themselves in the classroom because this was part of my job, I thought, that these people who didn't have teacher's certificates shouldn't be left alone too long in the classroom. The idea of them going out into an area and staying in the one school rather than jockeying around, as sometimes they are in the city, it should be an improvement.

I: Well you're saying then, generally, this particular program seems to be better, from what you can guesstimate, than the one in the city. But, at the same time, I'm sure you can always improve on any particular program. Are there any recommendations that you might make for the improvement of this particular program?

P: Well, I think if we were to go into it again, these are some of the things I would like to have happen. Number 1, is that whoever is making the arrangements should possibly get permission from the superintendent to go into the schools and talk to the teachers first, so that there isn't a sort of a foisting of this sort of thing onto the teachers, rather than coming from the Superintendent saying, "Well, how would you like this, I've already made arrangements," because the names of the teachers and all are handed to you already, you know. I think this is one thing: better communication between the faculty and the school rather than the office, the senior administrators. Number two, I think that any jurisdiction that undertakes this sort of a program should be prepared to spend a few

more dollars on it in order to get more out of it. You know, I think, my teachers should have gone to more of these C.I. courses, and yet this wasn't really available to us.

I: Right. For financial reasons.

P: Right. Now, whether the finances are to be borne locally or whether they should be borne by some other source, I don't know. And, thirdly, I think the big improvement in the program would be if it could be arranged so that the program isn't intermittent as it was, three days, two days off, three days, two days off.

I: More continuous kind of experience.

P: . . . because then the teachers who are planning the program can say, "All right, they can go this far in a month's time." This way they would teach three days, then the teacher has to go back for two days and they're right in the middle of something where a new teacher coming in, inexperienced, can't really go back a couple of days in five minutes and sort of review the whole thing and say, "All right, now we go." It just doesn't work that way, at least with these new teachers. They haven't got the experience.

I: That's good. Well, I had a couple of other questions I didn't mail out to you at all. I'm after one or two things. One, how would you summarize the role of the school in, you know, in this particular experiment? If you had to make that kind of summary, how would you go about doing it?

P: . . . Well, I think I would summarize it in the same sense as I would talking about the pros and cons of the program. We've lived through it once. We now can see how we can improve the program from our viewpoint if it's at all possible, you know. . . this continuation. I think that the teachers should be given some consideration--because they did spend an awful lot of time--that they should be given some consideration for some of their duties possibly. Now, how they can be compensated for this, I don't know. Of course, the compensation was to take in a few C.I. courses.

I: Right.

P: Good or harm to the school, I don't think I would ever say that it was any kind of harm or disadvantage because it had to do, with teachers involved, some good. Whether they realized it immediately or whether they will realize it in their future planning, somebody had to come up--with the five people that we had here--somebody had to have some ideas that these people never thought of before.

I: Right.

P: And, so this is the good. Now, in a business like education, you can't measure immediately the good or the bad, can you?

I: You have to wait a while.

P: Yes, you know, they might try something on their own that they had these people try.

I: That's really good.

P: Yes but. . . it doesn't, you know, . . . it might not be an immediate source. It might not be till next fall or something when they're going through the same sort of thing again. You know, that part of the program where they're going to do something different and anything that they would try different, of course, is an improvement.

I: Good. Okay, well those were the main questions I wanted to ask. Are there any concerns you maybe might like to add?

P: No.

APPENDIX O

INTERVIEW TOPICS AND COVERING LETTER FOR SUPERINTENDENTS



INTERVIEW TOPICS

1. What was the school board's policy regarding release time for cooperating teachers who wished to attend the C.I. class with their student teacher(s)?
2. What specific arrangements were made in your school system so that cooperating teachers could attend the C.I. classes?  
i.e. what instructions were given to schools regarding the student-teaching experiment?
3. What are the major benefits, if any, that you think the cooperating teachers, staff members, school, school system, and community derived from this experiment?
4. What are the major drawbacks or inconveniences, if any, that you think the cooperating teachers, school, school system, and community suffered in this experiment?
5. How would you summarize the role of the board and your system in this experiment?
6. In what ways can your system and school board help in the education of a prospective teacher?
7. How much did this experimental program cost your system? Do you think the returns on the dollar were sufficient to merit trying the program again?
8. What improvements to the program would you recommend?

May 4, 1973

Dear (Superintendent):

Your school system has recently participated in an experimental student teaching program which was developed and implemented by Dr. J. Bell. On behalf of Dr. Bell and the Faculty of Education, thank you for your participation and cooperation.

Every experimental program must undergo some form of evaluation. I have sent a number of questionnaires to members of your staff who participated in Dr. Bell's experiment. I will also be interviewing principals sometime between May 9 and May 18 regarding their views of the program.

In order to obtain a record of the County's participation in the program, and its assessment of the experiment, I would like your office to respond as completely as possible to the attached list of questions. If there are comments which you would like to make, but which are not covered by the questions, please feel free to add anything you wish.

I will pick up your responses in your County office:

May 22 - 9:00 - Red Deer  
          11:00 - Lacombe  
          2:00 - Ponoka  
May 23 - 9:00 - Leduc  
          11:00 - Wetaskiwin  
          2:00 - Camrose

If you wish to discuss any of the responses, we could possibly do so at that time.

(Superintendent)

Page 2

May 4, 1973

Once again, a warm thank you for your cooperation and assistance.

Yours sincerely,

David Young,  
Department of Secondary Education,  
Faculty of Education,  
Phone 432-5347.

DY:ls

Enclosure.

APPENDIX P  
SAMPLE SUPERINTENDENT RESPONSES

C. I. Experiment in English

Red Deer Public School District No. 104

1. At least one teacher from each school was to be released to attend each half-day weekly session. (Later, the full day was sometimes considered necessary, and was granted when requested.)

2. The co-operating teachers chose sessions in which they were particularly interested, and informed their principals. Substitutes were provided as requested, with a total limit as outlined in 1.

3. Benefits:

To Co-operating Teachers - exposure to latest theories in instructional methods; opportunity consciously to combine theory and practice in lesson preparation and presentation, as well as in demonstrations of both.

To Staff Members - contact with young people entering the profession, full of idealism and enthusiasm.

To School - experience in dealing with the needs of student teachers and of co-operating teachers; providing an organizational set-up in which the program could operate successfully.

To School System - accepting the responsibility for providing assistance in teacher training and, at the same time, the opportunity to work closely with the Faculty of Education.

Community - none that were particularly evident.

4. Major Drawbacks - Possibility that the classes of co-operating teachers may have suffered from the lack of continuity inevitable in being handled by teacher, substitute, and student teacher, particularly as the C.I. breaks were in the middle of the week. The lack of experience of the co-operating teachers undoubtedly had some effect as well.

5. Board and System - willing to co-operate. The role of the local school and school system is basically that of a participation in the preparation of teachers, a matter that must be of concern to school systems.

6. Our system can and does accept as interns first and second year

education students from Red Deer College.

7. Cost approximately \$150. Worth trying again? No, in terms of immediate return for the dollars invested, but definitely yes, in terms of long-range benefits to education. Costs probably should be met provincially, not locally.
8. Improvements - Perhaps have one week of intensive C.I. lectures and demonstrations of methods; then leave the students and teachers a solid, continuous period during which they can truly "take hold" of the situation with maximum effect.

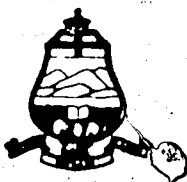
STUDENT TEACHING PROJECT

1. The School Committee was willing to release cooperating teachers occasionally. Cooperating teachers were instructed to contact central office when they wished to be released. In general, cooperating teachers sent to only two such classes.
2. Substitutes were provided. The program was introduced at a principals' meeting.
3. The major benefit was that the students were allowed the benefit of having a student teacher in their classrooms. New ideas, new methods were introduced.
4. Major drawback is the difficulty of releasing teachers. This causes a considerable disruption.
5. The School Committee did not actively get involved. The members, however, were aware of the program.
6. It seems that the program has much promise. Financial assistance for the program must be provided, however, from the University or government. Without this, it is doomed.
7. The program cost about \$200 - \$300. It does not seem likely that our school committee will participate unless funding is made available.
8. A. The points-of-view of the cooperating teachers must be considered more than they were.  
  
B. Our County is presently carrying a school debt of about \$150,000. Certainly, the Committee will take a dim view of expanding our participation in the program if the cost continues to be borne locally.  
  
C. The faculty advisor should outline more clearly the role of the cooperating teachers in the experiment.

- R. MacDonald

APPENDIX Q  
A LETTER OF REQUEST





# RED DEER PUBLIC SCHOOL DISTRICT No. 104

Offices 4747 53rd Street

Phone 347-1101

RED DEER, ALBERTA

T4N 2E6

G de KLEINE  
Secretary-Treasurer

G H DAWE  
Superintendent of Schools

May 18, 1973

Dr. James Bell  
Associate Professor of Education  
Faculty of Education  
University of Alberta  
Edmonton, Alberta

Dear Dr. Bell:

The experiment in Ed.C.1.354 and Ed.Prac.350 has met with a very favourable response from the staff of the English Department of Lindsay Thurber Comprehensive High School. If a program of this sort is conducted again, the English teachers of our senior high school would like very much to be included. A copy of a letter from Mr. Meeres, Head of the Department, expressing this wish, is enclosed.

Mr. Young has sent us a number of interview topics, which will be discussed with him when he comes on May 22. Undoubtedly, he will convey to you the benefits of the program, and a few drawbacks, as we see them. A fair summary is to state that the experiment has been successful and that it should be continued.

Yours sincerely,

G. H. Dawe,  
Superintendent of Schools.

GHD/kr

cc - ✓ Mr. David Young  
- Mr. L. Meeres  
- Mr. W. T. Brownlee, Princ.  
L.T.C.H.S.