

AN ABSTRACT OF THE THESIS OF

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Title: Evaluation and Supervision of Student Teachers in Business Subjects

Abstract approved _____

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Major Professor

This study is a presentation of information concerning early programs for the training of business teachers, typical supervised teaching requirements for state certification, other legal aspects of supervised teaching programs. The development of the program of supervised teaching in business subjects at Oregon State College is sketched, and current trends and programs throughout the United States are studied.

The purposes of the study are: (1) to investigate the contributing factors that lead to adequate supervision of student teachers in business subjects; (2) to review the constantly changing methods of supervision of student teachers in business subjects; (3) to study new and improved programs in supervision of student teachers in business subjects; and (4) to assist in the improvement of the quality of supervised teaching in business subjects.

Statement of Procedure

A list of institutions of higher learning where business teachers are prepared was compiled by contacting state superintendents of public instruction. The heads of the departments of business education in these institutions were contacted to obtain information regarding the procedures followed in their schools. A group of 135 departments of business education was studied.

Statement of the Results

Public schools are used as laboratories, at least for part of the student teachers, in 83.5 per cent of the colleges and universities studied, and exclusively in 63.4 percent.

Training schools are maintained by 37.3 per cent of the group, and are used exclusively in 17 per cent of the institutions studied.

In 39.7 per cent of the reporting schools, supervised teaching is done in a community other than that of the college. Of this group, 79.2 per cent commute daily to the cooperating school.

The largest group of programs provides for lesson plans prepared for one week at a time. Only 10.4 per cent of the training programs require the preparation of unit plans, while nearly that number permit preparation from day to day.

Supervising teachers assign the method or form for preparing lesson plans in 74.4 per cent of the reporting institutions.

Many types of evaluation systems and forms were found in use in institutions training business teachers. There were three general types of forms: those using 5-point scales, column headings, or commentary records. Rating scales used for evaluating student teachers are frequently used also by the college and other placement bureaus, sent directly to prospective employers, and are available to other faculty members.

Conclusions of this Study

There is serious need for the development of a type of student teaching program which provides more time for conferences and participation in extracurricular activities.

One of the apparent deficiencies in the training of business teachers is the lack of lesson planning in advance of the time the plans are to be used.

It would seem that the practice of having supervising teachers assign the method or form for preparing lesson plans would tend to decrease the possibility of preparing plans lacking in originality and individuality, and help to fit the plan to the specific teacher, lesson, and conditions.

Thorough knowledge of subject matter is considered on more evaluation forms than any other quality. Speech and teaching voice is the second most important quality. Other constituents of personality, as well as teaching techniques, are considered on a majority of the evaluating forms.

Recommendations

As a result of this study, the following items are recommended for consideration:

1. The development of a student teaching program in which the participants reside in the community and take part in all of the activities of the school and community should be considered by administrators of training programs.

2. Student teachers in business subjects should be given more experience in unit or long range planning of lessons. The responsibility for continuity of subject matter should be shared between the supervising teacher and the student teacher.

3. In addition to a high grade-point average in subject matter to be taught, training in speech and diction should be a prerequisite to student teaching.

4. A form should be used which is easily completed and understood by all because of the fact that people other than the supervising teacher and the student teacher are using the evaluation form. A profile-type form is recommended for this use.

EVALUATION AND SUPERVISION OF STUDENT TEACHERS
IN BUSINESS SUBJECTS

by

Claudia Buck Cleveland

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EVALUATION AND SUPERVISION OF STUDENT TEACHERS IN BUSINESS SUBJECTS

CHAPTER I

INTRODUCTION

The supervised teaching program is the climax of the future teacher's preparation for actual classroom experience. It is in the supervised teaching program that the teacher is given the first opportunity to apply principles and techniques learned in training classes. It is in the supervised teaching program that he is first confronted with an actual set of problems, involving real personalities and tangible responsibilities. It is also in the supervised teaching program that the teaching techniques of the future instructor may be observed.

It can be shown that leaders in the field of education have indicated the importance of supervised student teaching as a phase of teacher education:

Probably three national organizations in the United States include those who are leaders in teacher-preparation. They are the American Association of Teachers Colleges, the National Society of College Teachers of Education, and the Supervisors of Student Teaching. The first requires student-teaching facilities as a condition for membership. The second voted unanimously that supervised student-teaching is valuable for teachers. The third is devoted to the expansion, establishment, and improvement of supervised student-teaching as the most important of all teacher-preparing activities.

In 1916 fourteen out of sixteen professors of education in Ohio colleges favored the retention of the state's requirement that supervised student-teaching must be included in the preparation of

teachers. The report of the Committee of Seventeen on the Training of Secondary Teachers recommended supervised student-teaching. (13:111)

In a comparatively recent letter written to a critic teacher by a beginning teacher, certain short-comings of the program in which she had done her supervised teaching were discussed at length. She indicated with some feeling that she considered a more adequate program of supervised teaching would have prepared her to be a more efficient teacher the first year of her actual experience. In reply, a critic teacher stated:

...I was greatly interested in your situation, and now I'll tell you why. I have of course the professional interest which any critic teacher would have in your article, but I have also a personal interest. My university offered no course in directed teaching, and for that reason I find myself filled with the wildest envy of you. I too had my severe...problems during my first few years of teaching, and--oh, bitter loss--I had no critic teacher to blame. (18:108)

Statement of the Problem

In the training of teachers of business subjects, is adequate preparation given prior to the first classroom experience? What is the nature and scope of existing programs? What are some of the trends in supervised teaching for business teachers?

As indicated in Table I, page 3, business subjects are an important part of the secondary school curriculum. The increased percentage of schools offering business subjects during the period between 1910 and 1934 was

Table I - Growth of business education in
public secondary schools of the United States

Year	Total Schools Reported (22:19-21)	Schools Offering Business Subjects (6:50)	% of Total	Total Enrollment (22:19-21)	Enrollment in Business Subjects (6:50)	% of Total
1910	10,213	1,440	14.09	915,061	81,249	8.87
1914	11,515	2,191	19.02	1,218,804	161,250	13.23
1920	14,326	2,953	20.61	1,934,188	270,000	13.95
1924	14,827	3,724	25.11	3,389,878	2,155,460	63.58
1930	22,237	15,000	67.45	4,354,815	2,896,630	66.51
1934	24,714	17,879	72.34	6,886,533	4,496,514	65.29
1938	27,383	not available	-----	6,226,934	not available	-----
1942	25,123	not available	-----	6,387,805	not available	-----
1946	24,314	not available	-----	5,622,197	not available	-----
1948	25,285	not available	-----	5,653,305	not available	-----

spectacular, as was the increased percentage of students who were enrolled in business subjects. No national study indicating the number of schools offering business subjects or enrollment in business subjects has been made since 1934 but Cross indicated in a thesis that all of the states included in her study reported an increase in the number of commercial students during the period 1931-1941. (3:11-12) There is reason to believe that this trend will continue; therefore, it may reasonably be expected that the demand for well-trained teachers of business subjects will increase. There rests with the teacher-training institution a most grave responsibility to provide an adequate program of supervised teaching so that these urgent needs may be filled.

Purpose of the Study

In this study there is presented information concerning early programs for the training of teachers, typical supervised teaching requirements for state certification, other legal aspects of supervised teaching programs, the development of the program of supervised teaching in business subjects at Oregon State College, and current trends and programs throughout the United States.

The fundamental purposes of this study are: (1) to investigate the contributing factors that lead to adequate supervision of student teachers in business subjects;

(2) to review the constantly changing methods of supervision of student teachers in business subjects; (3) to study new and improved programs in supervision of student teachers in business subjects; and (4) to assist in the improvement of the quality of supervision of student teachers in business subjects.

Value of the Study

The value of this study is its compilation of data particularly pertinent to the supervision of student teachers in business subjects. Much has been written about observation and student teaching procedures in elementary grades and in academic subjects on the secondary level. However, little material is available for the guidance of the classroom teacher of business subjects who finds herself for the first time in the position of a supervising teacher in cooperation with a college supervisor of student teachers. This study should be of value to such classroom teachers in orienting themselves to their new role.

This study should also be of value to college and university supervisors of student teachers preparing to teach business subjects, because of their interest in an interchange of ideas, procedures, and techniques being followed in other institutions.

Methods of Procedure

Since no list of institutions of higher learning where business teachers are trained was readily obtainable, the cooperation of the state superintendents of public instruction was secured in furnishing the names of institutions within their states where such training is given.¹

The head of the department, or dean of the school, as the case might be, was contacted and information secured regarding the training program at his institution.

Personal contacts were made with college supervisors whenever possible.

In addition, the facilities of the Oregon State College Library were secured, as well as material in private collections of Oregon State College faculty members.

Sources of Data

The information for this study was secured primarily from: (1) college supervisors of business-teacher training, through both the questionnaire and the personal interview methods²; (2) writers in the field of general supervision of student teachers; and (3) writers in the field of business education.

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1. See Appendices A and B.
 2. See Appendices C and D.

CHAPTER II

HISTORICAL BACKGROUND

The greatest growth of the organized program of supervised teaching has taken place within the past hundred and fifty years, but it is of interest and value to note here something of the evolution of supervised teaching.

Early Apprenticeship-Teacher Programs

Apprenticeship is one of the earliest known techniques of job preparation. Just when, where, and how apprenticeship among teachers became a practice is not known; it seems to have been a rather recent development. (13:5) It may be that the practice of using older pupils to teach younger pupils was the first step in this direction. Examples of this practice have been noted in Germany in the sixteenth century. Teachers' guilds founded in Germany in about 1595 required that only teachers who were "masters" could keep school for the teaching of the elementary subjects. It was necessary to go through a period of apprenticeship, to pass an examination, and to teach for several years as an assistant until a vacancy for a "master" should arise in the guild.

It is in Germany, in the state of Gotha, that we find the first record of a model or practice school where future teachers observed lessons given by directors, gave lessons under the observation of the directors, and

conferred at later hours for the purpose of receiving guidance regarding practices which the experienced director had found successful. This was in 1698. There seems to have been little growth and development in supervised teaching until the 1800's, when both France and Germany developed the training school in formal schools and seminaries. In 1819, Prussia enacted a law which required the maintenance of normal schools where pupil-teachers, aged sixteen to eighteen years, attended school for three years, binding themselves to public school teaching afterwards.

In 1825 a training school was established by the Primary Normal School of Potsdam, to be used for directed, supervised student teaching. It was a free school for boys, supported partly by the normal school and partly by the town.

The French normal schools came into existence in 1833, and by 1839 the third-year students were sent out into the field for six or eight weeks of contact with real school conditions.

The English system of supervised teaching evolved in part from the practice of having older students monitor or tutor the younger students, in many cases for a stipend, and in part from the influence of continental systems which were quite well started by the time the first group of pupil-teachers came into the English

training colleges in 1852. The first model and training school in England was organized at Lancaster.

On the secondary level, it should be noted that the Prussian system was the outstanding example. In 1826, candidates to teach in the Prussian Gymnasium, after having passed an examination, were required to teach for a year in an approved school, under the supervision of the director or head of the school. They were also, during this time, expected to fulfill certain requirements concerning visiting classes taught by regular teachers, preparation of lessons, supervision of scholars, attendance at examinations and teachers' conferences, and participation in all the practical workings of the school.

The first state normal schools in the United States were at Lexington, Barre, and Bridgewater, Massachusetts, and had laboratory schools for teacher preparation in 1839-1840. The most successful of the early programs in the United States was at Worcester, where the public school of the city was used, with the student teachers spending a period of six months in observation and teaching.

Since about the time of the Civil War, several colleges and universities whose graduates were placed in secondary schools have had some sort of plan for practice teaching. Probably the first well-organized system of supervised teaching on the secondary level in the United

States was at Brown University, Providence, Rhode Island, in 1895. Growth of the practice of supervised teaching on the secondary level has, since that time, been remarkable. In 1914-1915 there were at least 117 colleges and universities which provided supervised student teaching in either their own or cooperating public schools. By 1926 this number had grown to a total of 169 colleges and universities offering such work.

Beginning Vocational Teacher Training in the United States

Some kind of business training has been available to young Americans since the earliest Colonial days. Knepper says that, for the most part, business teachers of the Colonial period were trained in Europe, especially in England, and the textbooks were written and published there. (11:5) The subjects commonly offered during the period were bookkeeping, arithmetic, and writing. There seems to have been at least 200 teachers conducting private classes or schools in the colonies, between the years 1709 and 1775.

Probably the most influential factor in colonial business education was the founding of Franklin's Academy in Philadelphia in 1751. Training for commerce and industry was one of the purposes for the founding of the Academy. Following the establishment of Franklin's

Academy, others were founded in rapidly increasing numbers. The curricula of nearly all the academies included arithmetic; bookkeeping; French, German, and Spanish for merchants; history of commerce; rise of manufactures; and progress of trade and change of its seats.

With the development of economic independence, all of American education showed diminution of foreign influence in general. Knepper lists the following authors and educators who, during the early years of our country, were influential in the field of business education: Warren Colburn, M. Walsh, R. Turner, William Jackson, Daniel Adams, B. Booth, Patrick Kelley, B. Sheyes, I. Alger, and James A. Bennet. (11:23)

Warren Colburn was the author of several arithmetic and grammar texts, which showed the influence of his study of Pestalozzi while Colburn was a student at Harvard College. The contributions of William Jackson were in the field of business and finance. His elementary education was received in town schools and supplemented by systematic reading and study. Daniel Adams wrote textbooks on language, geography, agriculture, reading, arithmetic, and bookkeeping. He was a graduate of the class of 1797, Dartmouth College. Thus we see at least three of the men who are remembered as benefactors of

early business education in the United States were educated entirely in the United States.

The first evidence of collegiate preparation for teachers in public schools appeared during the time when the business college dominated the field of business education, 1852-1893. Three teacher-training institutions which offered or required at least bookkeeping were the Normal School of St. Louis, the State Normal School of California, and the State Normal School at Winona, Minnesota.

The first successful collegiate school of business was the Wharton School of Finance and Economics of the University of Pennsylvania. It was established in 1881 with a \$100,000 gift from Joseph Wharton, a wealthy philanthropist, who later increased the amount to \$500,000. While the Wharton School has never been a teacher-training institution, it is noteworthy that it continues to produce outstanding leaders in commerce and finance, especially in civil government. It is considered to be the pioneer and leader in university training for business.

When the first successful marketing of the typewriter began in about 1880, a new type of business training developed. The first typing teachers were, for the most part, self-taught, though there were texts and systems available.

By 1893 the business colleges were still training more than two-thirds of the business students in the United States. The balance were trained by institutions as follows:

Universities and colleges ----	7,300
Normal schools -----	7,771
Private secondary schools ----	4,466
Public high schools -----	15,220
	(11+91)

According to these figures, the public high schools were training only 10 per cent of all commercial students.

With the establishment of schools of commerce at the University of Chicago and the University of California in 1898, and at the Amos Tuck School of Administration and Finance at Dartmouth College, and at Harvard University soon after, new dignity and standing were given to business education.

As we have previously indicated, several normal schools had offered some courses in business subjects as early as the period between 1852 to 1893. It was not until the period between 1900 and 1917 that normal schools generally offered training for public school teachers of business subjects. The chief deterrant to growth of this phase of teacher training seems to have been the opposition to permitting normal schools to train secondary school teachers, and hence to their training of business teachers. However, since the normal schools had been requiring some form of supervised teaching for approximately a decade, it

may be presumed that the first supervised teaching in business subjects was done in this period. Certainly, the first organized business-teacher training was done in this period, as evidenced by the fact that the first texts on methods of commerce appeared then. A list of some of these early texts follows:

Hooper, Frederick and Graham, James. Commercial Education at Home and Abroad. London, Macmillan, 1901.

Herrick, Cheesman A. The Meaning and Practice of Commercial Education. New York, Macmillan, 1904.

Kahn, Joseph and Joseph J. Klein. Principles and Methods in Commercial Education. New York, Macmillan, 1914.

Thompson, Frank V. Commercial Education in Public Secondary Schools. New York, World Book Company, 1915.

The Hooper-Graham text is described as "A Comprehensive handbook, providing materials for a Scheme of Commercial Education in the United Kingdom, including suggested curricula for all grades of commercial institutions, with illustrations and plans." (8:248)

Cheesman A. Herrick studied for six years at the Wharton School of the University of Pennsylvania, and at the time of publication of his Meaning and Practice of Commercial Education was a director of the school of commerce of Central High School in Philadelphia. This was undoubtedly the first valuable text for business teachers published in the United States by an American-

trained author. After discussing the lack of adequately prepared business teachers, Herrick described as follows early attempts to remedy the situation:

Already there are evidences of efforts to furnish special preparation for commercial teachers. First there is the training in the subject-matter of commercial studies by the higher schools of commerce. In many instances courses in these schools are made consciously to deal with the problems of presentation; in all cases methodology is involved. Certain of the departments of education in universities are beginning to give attention to both the meaning and practice of commercial education. Normal schools are not indifferent to present demands for commercial teachers...It is probable that...a large number of normal schools...have started or contemplate starting normal commercial departments. (7:297-298)

In the preface to Principles and Methods in Commercial Education, Kahn and Klein express the feeling that "...it will help to raise the standards of the commercial teacher and give the business man an appreciation of the value of a theoretical education in correlation with practical work," and that it was their hope "...that this work will aid university schools of pedagogy and normal schools to realize the importance of devoting more attention to the training of efficient teachers in the field of commercial education." (10:vi) Joseph Kahn was an instructor of the New York University Graduate School, and both Kahn and Joseph J. Klein were associated with the College of the City of New York.

In 1915, F. V. Thompson indicated need for improvement of training of business teachers. He stated that

higher schools of commerce (colleges and universities) had attained some prominence and that they could probably train sufficient teachers for secondary schools of commerce. He suggested that the requirements of teachers in secondary commercial schools in Germany be followed, so that teachers would be required either to be graduates of higher commercial schools or to have had actual commercial experience.

At about the same time, Professor Edward O. Jones of the University of Michigan indicated, on behalf of that institution, the willingness to encourage University students to "...become candidates for positions as principals of commercial high schools, and for other of the higher administrative positions in connection with that line of work." (21:96)

The first collegiate schools which attempted to fill the needs of secondary school business teachers were the Drexel Institute of Arts, Science, and Industry at Philadelphia (1898), and Simmons College in Boston (1899). Drexel Institute offered two courses, one in commerce and finance and another, a commercial normal course, to prepare young men and women for positions as commercial teachers. The School of Secretarial Studies of Simmons College prepared young women for the duties of a private secretary, registrar, or office assistant, or to teach commercial subjects. (11:115)

The first complete statement of the now-recognized needs for training of commercial teachers was made in 1912 before the convention of the Eastern Commercial Teachers' Association. It is to be noted that the statement, quoted below, contains most of the general requirements in the present curriculum for the training of business teachers:

A successful commercial teacher should know something more of life than the one subject he is teaching, and more of his subject than is contained in the particular text he happens to be teaching from. A commercial teacher should have the broadest and most varied education possible to be procured because he is ranked with and compared to high school teachers who are college graduates, and have technical as well as liberal education. His professional training should consist of those clearly defined but not distinct lines of work, the science of education, and the art of teaching. The former should include physiology with special reference to personal and school hygiene, educational psychology, and the psychology of adolescence; and the latter should include the purpose and principles of education, general and special methods of teaching, school organization, school management, and the history of education.

The technical training of a commercial teacher should consist of a careful study of all subjects taught in a well-organized high school commercial department, together with the methods of teaching these subjects, and as many broad and cultural subjects as it is possible to acquire. The commercial teacher of the future will have heavy demands placed upon him and will be required to do much more than he has had to do in the past. With the extra training will come extra compensation, and extra satisfaction to the faithful and hard-worked commercial teacher. (14:70)

While this dissertation did not specifically mention the need for supervised teaching in business subjects, as

in other subjects, it is to be remembered that during this period the practice of student teaching was growing in colleges and universities to a remarkable extent.

By 1923, courses for business teachers had been started in 37 schools of higher learning. In 1928, training for teachers of business subjects was offered in 66 schools, and in 1929 this number had grown to 138.

Legal Status of Supervised Teaching

Most of the statutes, state regulations, and judicial decisions regarding supervised teaching in the United States appeared after 1880. While institutions had included such work in their curriculum before that time, it was regulated by local, extra-legal conditions.

Statutes. Most states now have enacted statutes which provide model or practice schools in conjunction with the state normal schools. Some of the statutes include provisions for cooperation with local public schools, administration of practice schools, status of student teachers, and attendance at the schools. The Oregon statute regulating supervised teaching is quoted:

Any school board may at its discretion authorize the use of all or any part of the public schools under its jurisdiction for training school purposes, and for this purpose may enter into a contract with the board of regents for normal schools upon such terms as may be mutually agreed upon.

Any student of a state normal school who is assigned to teach in a training school is hereby invested with full authority to teach, during the time such student is so assigned, and such assignments shall have the same effect in all respects as if such student were the holder of a valid teacher's certificate. Any contract entered into by such school district board and such board of regents shall in all other respects have the same effect and be subject to the same requirements as a contract between a teacher and a school district board. (15:198,200)

Judicial Interpretations. The first noteworthy judicial decision regarding laboratory work of teacher-preparation is found in the case of Abraham M. Hasbrouck v. School District No. 1 of the town of New Paltz, in the county of Ulster, State of New York. The issue was: were officers of the school district empowered to reopen the district school and employ teachers as authorized by an annual district meeting? The facts in the case were: the laws of the State of New York provided that the district school of New Paltz was to be closed and indebtedness discharged. They also directed the District to pay to the managers of the State Normal School located at New Paltz any funds remaining with the District; and, thereafter, children of New Paltz were to attend the practice department of the State Normal. Such arrangements would provide better and less expensive education for the children of the District, and practice facilities for teacher trainees. The trustee of the school district called a school meeting which was held on August 4, 1891,

and proceeded to employ teachers and reopen the district school. The decision in the case was made by the State Commissioner of Education, constituted authority in such matters. Accordingly, said trustee had not acted within his rights and was ordered to close the district school, discharge any indebtedness, and pay any remaining funds to the managers of the State Normal School.

This case clearly defined the rights of the State in the establishment and operation of practice schools operated in connection with state normal schools.

In the Iowa Student-Teaching Case (J. B. Clay et al., Appellees, vs. The Independent School District of Cedar Falls, Iowa, et al., Appellants) the Supreme Court of Iowa discussed at length many phases of the program of student teaching. It decreed that student teachers were to be issued provisional certificates before their period of practice teaching was begun. It sanctioned the practice of dividing the supervising teacher's time and salary between classroom teaching and supervising of student teachers, provided that the plan was mutually agreeable to both the school district and the college involved. It left to the discretion of the school directors the determination of whether or not there was a correct proportion of supervising and student teachers.

The North Dakota Case (State of North Dakota, Respondent v. Valley City Special School District, A

Public Corporation, Appellant, 1919) clearly affirmed the constitutional provision that the state normal schools were intended to be a part of the public school system. It recognized the right and need of state normal schools to secure enrollment and attendance of students in their training schools, and the right and need to payment of tuition by the school district for students attending such schools.

In the Tempe Teachers College Case, the Superior Court of Maricopa County, Arizona, rendered decision on October 29, 1925, as follows:

1. A child cannot be forced to attend a laboratory school for teacher preparation when there is another school in the district.

2. Children cannot be segregated on account of race, in laboratory schools, unless such segregation is expressly provided in the statutes.

The practice of making attendance at laboratory schools optional when other facilities are available is to be preferred over the plan of compulsory attendance, inasmuch as it would tend to challenge the teachers to give the best possible quality of education and thereby maintain satisfactory enrollment and attendance.

The laws enacted in the United States regarding the laboratory school and the supervised teaching program show

a wide variety of conditions.

Requirements for Certification

It was proposed by Mead in his study of supervised student teaching in 1930 that three types of teacher certificates be issued by state superintendents of public instruction, to be known as A, B, and C certificates. The proposed C-grade certificate would be valid for one year and renewable by completion of more training than the minimum allowed for certification. A B-grade certificate would be valid for three years, and issued to persons who completed all the training prescribed by the state, including student teaching and observation work or demonstration teaching. An A-grade certificate would be valid for ten years, granted to holders of B-grade certificates upon completion of three years of successful teaching. (13:747)

The first teachers' certificates issued in Oregon were granted by county superintendents upon the passing of certain examinations, which varied greatly from one county to another. Those certificates were not transferrable to other counties. State certification was provided by law in 1872, but it was not until 1911 that all certification was on a state basis. (9:12-13)

The thirty-ninth Oregon Legislative Assembly 1937 enacted certification laws which provided that "...after

September 1, 1937, elementary teachers shall have completed five term hours of supervised teaching...and high school teachers shall complete three term-hours of supervised teaching" in order to be eligible for state certification. (16:35-2537)

Certification regulations vary from state to state to a certain extent.

CHAPTER III

THE STUDY OF EVALUATION AND SUPERVISION OF STUDENT TEACHERS IN BUSINESS SUBJECTS

Student teaching is defined as the group of experiences in the preservice education of teachers which provides for the participation of the prospective teacher in classroom activities under the continuous guidance and supervision of the teacher-education institution. It is usually given at the undergraduate level, and includes experiences of observing, assisting, and teaching. It is to be differentiated from the program of teacher internship. Internship is done under the supervision of the teacher-education institution, in cooperation with public schools but provides for full-time participation and related study for a given period. Internship is usually done at the graduate level or as a probationary teaching assignment. Some institutions of higher learning, which are engaged in the training of teachers of business subjects, require both student teaching and internship. This study will be limited to programs of supervised teaching.

General Principles and Procedures

Since there are terms and titles which are used synonymously in the study of supervised teaching, it seems imperative at this point to clarify their usage

in this thesis.

Two types of laboratory facilities are found in general practice among teacher-training institutions. In one type of program, supervised teaching is done in a school controlled by the teacher-training institution for the purpose of training teachers. Such a school is variously called a training, model, campus, practice, or laboratory school. In the other type of program, an off-campus school is used as a laboratory school and is usually a public school used in cooperation with public school authorities.

In the training school situation, it is common to have the responsibility for the supervision and guidance of the student teacher divided among the classroom (critic) teachers, the principal of the training school, the director of supervised teaching, and subject-area supervisors.

In the public school situation, the student teacher is usually guided and directed by a teacher of the public school system, who is variously called a supervising teacher, critic, directing, or cooperating teacher. In a few cases, however, such teachers are appointed jointly by the school district and the teacher-training institution. Agreements between the school district and the college usually provide for subject-area supervision by a college supervisor and for observation by the director

of supervised teaching.

The student teacher is also occasionally called a cadet teacher, a teacher trainee, or prospective teacher.

The Program at Oregon State College

Oregon State College was a pioneering institution in the collegiate training of teachers of business subjects. Courses in education necessary for the preparation of teachers of commerce were added to the offerings of the Department of Industrial Pedagogy in the college year 1911-1912. A course in General Methods was given, as prerequisite to courses in special methods, which covered the following topics:

- Methods of recitation

- Preparation of lesson plans

- Observation of model teaching

- Library references relating to commerce in public schools

By the year 1916-1917, a student who was planning to teach business subjects was given some experience in teaching by allowing him to teach the beginning class at college under the supervision of the regular teacher. The college instructor taught the class himself on Friday, at which time the student observed his methods.

In 1918-1919 the Department of Industrial Pedagogy

became the School of Vocational Education. A year later, a minor in Commercial Education was offered at Oregon State College, and since then courses have been added and requirements changed until the present program for the training of business teachers has been developed.

Supervised teaching in business education is done at Oregon State College under the direction of the Head of the Department of Commercial Education who cooperates with the Director of Supervised Teaching. All student teaching is done in cooperating public schools, under the supervision of cooperating, supervising teachers who are subsidized in part by Oregon State College.

In preparation for student teaching, the student gets his general education, his preparation in his teaching field, and in his methods of teaching. The student must have a grade-point average of 2.5 in business courses at the beginning of the term in which he does supervised teaching. The student usually teaches, for a full term, two hours in business classes and during the third hour either observes or assists in a class. For this half day of participation, he receives nine credits. The student who wishes six credits teaches one class in business subjects, observes one in business and another in his minor teaching field.

Evaluation is done by the high school supervising teacher and the Head of the collegiate Department of

Business Education. Each supervising teacher reports directly to the collegiate placement office in making recommendations for individual student teachers.

Supervision of Student Teachers in Business Subjects in Other States

In June, 1950, the questionnaire in Appendix D was sent to 287 colleges and universities where secondary business teachers are trained. A total of 162 replies was received, 57 per cent of the number sent. Of these, a few were not considered in this study either because they were not completed or because no secondary business teachers were trained there. Of the questionnaires returned, 83 per cent were considered in the study.

More than half (53.7%) of the 135 institutions studied also train elementary teachers, and 27.6 per cent also train college teachers. Table II, page 29, indicates that of the institutions reporting from the Northwestern¹

1. References herein to geographical areas are from Goode's School Atlas, as follows: Northwestern states: Washington, Oregon, Idaho, Montana, Wyoming; Southwestern states: Utah, California, Nevada, Colorado, Arizona, New Mexico, Texas; Northern Interior states: North Dakota, South Dakota, Nebraska, Minnesota, Wisconsin, Iowa; Central states: Oklahoma, Kansas, Missouri, Arkansas; Southeastern states: Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, Tennessee, Kentucky, Virginia; Northeastern states: Illinois, Indiana, Ohio, Michigan, West Virginia, Maryland, District of Columbia, Pennsylvania, New York, New Jersey, Connecticut, Massachusetts, Maine, New Hampshire, Vermont, Rhode Island, Delaware. (4:70-85)

and Central states, a considerably higher percentage also train elementary teachers than those reporting from other areas; and a higher percentage of institutions reporting from the Southeastern states prepare college teachers. It is to be remembered that the first supervised teaching in business subjects was done in normal school training, and it is of interest to note that such a large proportion of teacher training institutions continues to train both elementary and secondary school teachers.

Table II
Percentages of Institutions Which Train
Elementary and College Teachers as well as
Secondary Business Teachers

Area	Elementary	College
Southwestern states	50.0	55.5
Northwestern states	66.6	33.3
Northern Interior	50.0	12.5
Central states	63.6	18.2
Southeastern states	54.0	83.0
Northeastern states	53.7	22.5
Percentages of total	53.7	37.5

Table II also shows that teachers of business subjects are being trained in a significant number of

institutions where graduate work in the field may be taken, where college teachers are being prepared.

It has been observed previously that the growth of business education in secondary schools of the United States has been remarkable.¹ According to the last available statistics, 65.29 per cent of all public secondary students in the United States enroll in some business subject or subjects. In the earliest year of this study, 1945-1946, only 9.9 per cent of all teachers prepared in reporting institutions were business teachers.² Total enrollment in secondary schools was lower during the period between 1946 and 1948, and a similar decrease was noted in the percentage of teachers who were prepared to teach business subjects. During the academic year 1949-1950, the percentage of all teachers trained who were prepared to teach business subjects had not only increased but was higher than any year during the period studied.

It is to be noted that the data used in Table III were obtained from institutions which offer a course in preparation for teachers in business subjects. Therefore, the statistics may be considered valid within that group

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1. See Table I.
 2. See Table III.

TABLE III - Percentages of all teachers trained by reporting institutions who were prepared to teach business

	1945-46	1946-47	1947-48	1948-49	1949-50
Southwestern states	10.5	15.7	13.0	13.6	12.5
Northwestern states	<u>1</u>	<u>1</u>	8.0	6.6	12.5
Northern Interior	6.0	6.4	6.5	7.0	6.0
Central states	8.8	4.9	5.0	4.7	13.7
Southeastern states	16.4	32.4	12.4	12.7	12.4
Northeastern states	7.8	8.6	7.0	6.9	6.5
Percentages of totals	9.9	9.0	9.9	8.5	10.6
<u>1. Statistics not available</u>					

of institutions, but since a large number of institutions of higher education do not offer such courses the number of all teachers trained in all institutions during that period would probably include an even lower proportion of teachers prepared to teach business subjects.

Table IV, page 33, indicates that an increasingly larger number of business teachers has been trained in each of the five years studied. Considered with the analysis of Table III, these figures show that even though the proportion of teachers trained who were prepared to teach business subjects decreased during certain academic years of the five-year period, the total number of business teachers prepared increased each year. The one exception to this statement is that the number of business teachers prepared in reporting institutions of the Northern Interior states decreased slightly (1.9%) in the year 1946-1947.

The year in which the greatest percentage of increase in number of business teachers trained was 1947-48. That year was also the one in which the lowest percentage of teachers trained were business teachers. Probably the reason for this occurrence is that a large number of World War II veterans completed their undergraduate teacher-training courses that year, but only a small proportion were preparing to teach business subjects.

Table IV - Business Teachers Trained in Reporting Institutions, Indicating Percentage of Increase Each Year and Over a Five-year Period.

	1945-46 number	1946-47 num- ber	1947-48 -% of incr.	1948-49 num- ber	1949-50 -% of incr.	Total % of incr.
Southwestern states	308	403	30.8	706	75.1	982 39.1 1,211 23.3 293.1
Northwestern states	8	10	25.0	14	40.0	15 7.1 45 20.0 462.5
Northern Interior	69	68	-1.9	74	8.8	98 32.5 161 64.2 133.3
Central states	136	153	2.5	236	54.2	247 46.6 516 108.9 276.6
Southeastern states	491	615	25.2	726	18.0	889 22.4 1,080 20.3 117.9
Northeastern states	687	774	26.6	971	25.5	1,219 25.5 1,431 17.4 108.2
Totals	1,692	2,013		2,713		3,435 4,380
Average percentage of increase		18.9		34.7		26.6 27.5 158.8

The spectacular increase (462.5%) in the Northwestern states must be discounted somewhat because the number of reporting institutions was small. One college in that area trained no secondary teachers until 1946-1947, and another trained no business teachers until the academic year 1949-1950.

A study of Table V on the following page indicates that the majority of institutions which train business teachers (83.5%) use public schools as laboratories for student teaching, while a minority group (37.3%) maintains training schools, controlled by the college or university, for the purpose of training teachers. It is to be noted that of the entire group 20.1 per cent of the institutions follow a combination of training-school and public-school laboratory plan, so that only 17 per cent of the entire group trains all teachers in training schools and 63.4 per cent train all teachers in public schools.

The only geographical area where the majority of teachers are trained in training schools is in the Central states, where 90.9 per cent of the institutions maintain training school facilities, and only 36.3 per cent use public schools for supervised teaching. Because 27.2 per cent of these colleges and universities use both their own training school and cooperating public schools for supervised teaching, the situation is somewhat modified. Sixty three and seven tenths per cent of the reporting

Table V - Types of training-laboratory facilities available in reporting institutions

	Maintain training school		Use public schools		Use both training and public schools	
	Number	Percent	Number	Percent	Number	Percent Total
Southwestern states	6	33.3	16	88.8	4	22.2 18
Western states	2	66.6	2	66.6	1	33.3 3
Northern Interior	2	12.5	16	100.0	2	12.5 16
Central states	10	90.9	4	36.3	3	27.2 11
Southeastern states	14	58.3	19	79.1	9	37.5 24
Northeastern states	15	24.1	55	88.8	8	12.9 62
Totals	50		112		27	134
Percentages of totals		37.3		83.5		20.1

institutions of the Central states train all of their teachers in training schools and 9.1 per cent send all of their student teachers to public schools for their supervised teaching.

The area which is the most completely opposite from the Central states, with regard to training laboratory facilities, is the Northeastern. In this section, 88.8 per cent use the public schools to some extent, and 75.9 per cent use the public schools exclusively. Only 24.1 per cent of the reporting institutions maintain training schools and just 11.2 per cent use training schools exclusively. It is probably safe to assume that one of the most influential factors in bringing about the conditions which cause this contrast is population distribution. The population of the Northeastern states is greater in density than that of the Central states; therefore, it would seem that public school facilities would be more conveniently available to the training institution than in the Central states.

Table VI indicates that the trend in the United States is toward unselected groups of pupils in training schools. In most cases, the training school is attended by all of the children who live in its district, as is the case in public schools. One institution indicated that enrollment in the training school there was open to any who could afford to pay the tuition charged. Several

Table VI - Type of group enrolled in training school; adequacy of facilities to prepare student teachers for meeting public school situations.

	Maintain training school	Student body "selected," superior group	Student body "unselected," average group	Provides inadequate preparation
Southwestern states	33.3	33.3	66.6	66.6
Northwestern states	66.6	50.0	50.0	100.0
Northern Interior	12.5	50.0	50.0	50.0
Central states	90.9	20.0	80.0	70.0
Southeastern states	58.3	14.3	85.7	42.8
Northeastern states	24.1	6.6	60.0	46.6
Average percentages	37.3	14.0	68.0	54.0

Shown in relation to total number and percentage of institutions maintaining training schools. All figures are in percentages.

others indicated that, though they made no direct attempt to select their student body, their pupils were above average in intelligence.

In response to the question, "If student teaching is done in a training school, do you feel that the student teachers are fully prepared to meet all situations in regular public schools?" 54 per cent of the administrators responding (heads of departments of business education, primarily) gave negative replies. It is significant to note that this percentage was higher (70%) in the area which trains the highest percentage of teachers in training schools, i.e., in the Central states. Some of the reasons for this feeling were indicated on the questionnaire. Common reactions were:

Same problems do not exist. However, it is hoped that the student can readily adjust.

Our classes are much smaller than many beginning high school teachers find. Average in our school is 25. Curriculum is limited.

Situation not typical as to class size, students enrolled, activities available, etc.

Too piecemeal--one period at a time not a real situation.

Experience limited to teaching one class in one subject for one semester only.

Not entirely normal situation.

Some who indicated that a training school program is not a satisfactory solution to the student teaching problem suggested that no student teaching program is

completely adequate:

A laboratory situation is never perfect.

No teacher can ever be prepared to meet all situations.

I doubt that any student can be fully prepared to meet all situations. Some of them cannot be anticipated.

Much has been written about supervisory plans in student teaching programs. Members of the supervisory staff should be thoroughly qualified in academic preparation, trained in the field of supervision, and have a breadth of experience. Supervision of student teaching should be considered as a regular part of the service load of supervising teachers and university supervisors.

Strebel indicates two important factors which are against a student teaching program in public, cooperating schools: too often the university has little control over practices and facilities in the public school, and too often the supervising teacher is called upon to perform additional duties which either detract from the quality of her classroom teaching or cannot be performed to the advantage of the student teacher. (19:22-23)

Table VII indicates the types of supervisory plans followed in the institutions studied which train teachers of business subjects. The largest percentage (44.8%) follow a combination plan, in which student teachers are

Table VII - Percentages of reporting institutions having various supervisory plans

Area	Supervised by college staff only	Supervised by public school teachers co-operating with college staff	Combination plan	Supervised by public school teachers only
Southwestern states	5.5	33.3	55.5	5.5
Northwestern states	33.3	33.3	0	0
Northern Interior	25.0	37.5	75.0	6.2
Central states	72.7	18.1	9.1	0
Southeastern states	37.5	29.1	33.3	0
Northeastern states	16.1	33.8	45.7	3.4
Percentage of totals	23.9	29.7	44.8	2.9

supervised either by members of the college staff exclusively, or by public school teachers in cooperation with the college staff. In several institutions, a training school is maintained by the university, and the student teachers who teach there are supervised entirely by the university staff members. The training school facilities, however, are not entirely adequate, so some student teachers teach in public schools where they are supervised by public school teachers in cooperation with the university staff. In 23.9 per cent of the institutions studied, supervision is done by the college or university staff alone. And in 29.7 per cent of the institutions, supervision is entirely by public school teachers in cooperation with the college staff. In only 2.9 per cent of the institutions did the full load of supervision fall upon the public school teachers. It should be noted that the Central states area was the only group indicating a high percentage of cases where supervision was done entirely by the college staff; most of these institutions maintain training schools and use the public schools for training only in a limited number of instances.

On the basis of many surveys studied, Mead recommended in 1930 the following minimum requirements for prospective secondary teachers: 90 high school class periods of actual supervised teaching, preceded by 90 hours of observation and participation, or a total of

approximately 180 periods spent in observation, parti-⁴²
cipation, and teaching. (13:461)

An analysis of Table VIII shows that business teachers in three areas (Northwestern, Central and Northeastern) receive considerably more than this amount of training, even presuming that observation time was included in the number of periods and weeks indicated as required. Since Mead signifies that the amount of time needed for mastery of desirable traits and abilities varies considerably, depending upon such factors as the individual student teacher, the subject matter, and the desired outcomes, the average number of periods devoted to supervised teaching in business subjects (175.2) should not necessarily be considered insufficient.

Haertter and Smith, in a study of student teaching and observation in 32 colleges and universities (1926), found that the maximum number of quarter credits given for student teaching was 15, the median number 5, and the minimum number was 2. (13:438) The average number of credits earned by student teachers in business subjects in institutions studied in this thesis (6.8) is slightly higher than the median number determined in the earlier survey.

A total of 78.6 per cent of the reporting colleges require that some time outside of teaching periods be spent in participation in an extracurricular activity

Table VIII - Average time and credit received in student teaching; percentage of institutions requiring or recommending participation in extracurricular activities of training school.

	Periods taught daily	Weeks taught	Total periods taught	Credits earned	Percentage requiring activity	Percentage of balance noting desirable
Southwestern states	1.6	15.0	120.0	6.4	61.1	71.4
Northwestern states	3.1	16.5	255.7	10.6	100.0	----
Northern Interior	1.8	11.8	106.2	4.7	90.0	66.6
Central states	2.6	14.7	198.4	4.0	80.0	0.0
Southeastern states	2.3	14.4	165.7	7.8	87.5	100.0
Northeastern states	2.7	15.2	205.2	7.4	76.6	44.4
Averages	2.4	14.6	175.2	6.8	78.6	61.9

such as P. T.-A., school paper, clubs, or dramatics. Of the 21.4 per cent not making such requirements, 61.9 per cent gave indication that such requirements are desirable. One added the statement that "It would give the student more training," and another mentioned that if supervised teaching were done in a fifth year program, more participation in activities would be possible than in an undergraduate course where, as several others mentioned, time is limited. In 39.7 per cent of the cases, supervised teaching is done in a community other than that of the college. Of this group, 79.2 per cent commute daily to the cooperating school, thus further decreasing the limited time available for participation in extracurricular activities.

Claude C. Crawford, Professor of Education at the University of Southern California, said in his excellent text for upper grade and secondary teachers:

"Lesson plans" are not very important. But planned lessons are. Note the quotation marks. We use the expression "lesson plans" here to describe a particular stereotyped kind of document which has been required of thousands of practice and beginning teachers during the decades past, as contrasted with a much more functional thing which we shall call "readiness to teach." Obviously, what is not planned is planless, and what is planless is likely to be valueless. Lessons should be planned, just as courses should be planned. (2:128)

Table IX indicates the length of time for which student teachers in business subjects are required to plan lessons. Only 10.4 per cent are required to make

Table IX - Length of time for which student teachers are required to prepare lesson plans.

Area	Daily	One week	Two or more weeks	Varies with supervising teacher	Unit Plan
Southwestern states	13.3	60.0	6.6	20.0	0
Northwestern states	0	66.6	0	33.3	0
Northern Interior	22.2	27.8	16.6	22.2	11.1
Central states	7.7	53.8	7.7	23.0	7.7
Southeastern states	28.5	28.5	3.5	24.1	14.3
Northeastern states	20.5	36.7	5.8	25.0	17.6
Percentages of totals	20.1	38.8	6.9	23.0	10.4
					45

unit plans, while 20.1 per cent plan for one day in advance. This supports Crawford's theory that "Too many plans are made the night before the lessons are to be taught." (2:128) Such last-minute planning detracts from the continuity of the course, causes the teacher more worry about planning, and does not provide for such emergencies as illness or unexpected interruptions.

The largest group of institutions training business teachers (38.8%) require lesson plans to be completed for a week in advance. A comparatively large group of institutions indicated that the length of time for which lessons are planned varies with different supervising teachers, but even if more accurate statistics were available on the length of time for which lessons are planned in this group, it is not expected that the entire picture would be much different.

On the subject of phases or items to be included in lesson plans, Crawford states: "Any rigid system of lesson planning that fits all courses into one rigid stereotyped form merely results in wooden teaching." (2:131) This is almost inevitably true, since each teacher is a different individual, and items that are important to one course are unnecessary in another. Plans even for different days in the same course may call for very different items. Table X indicates that the number and percentage where the supervising teacher assigns the method

Table X - Numbers and percentages of reporting institutions which have a uniform procedure or pattern for preparing lesson plans, and numbers and percentages where supervising teacher assigns method of preparing lesson plans.

Area	Uniform plans for department		Method assigned by supervising teacher	
	Number	Percentage	Number	Percentage
Southwestern states	4	23.5	13	76.5
Northwestern states	1	33.3	2	66.6
Northern Interior	4	28.6	10	71.4
Central states	1	10.0	9	90.0
Southeastern states	5	20.8	19	79.2
Northeastern states	17	29.8	40	70.2
Totals	32	25.6	98	74.4

of preparing lesson plans is a majority. In 74.4%, the supervising teacher makes the assignment of method, so it would seem that the student teachers would be preparing lesson plans that are not "stereotyped" but are actually acquiring a "readiness to teach."

Several training schools which have definite lesson plan forms to be used by student teachers enclosed copies. Three of these are included in this study as Appendix E. Use of any of these forms would not necessarily result in "wooden teaching," since they seem to be flexible enough to fill the needs of classes in business subjects and to encourage the student teacher to consider in advance every possible problem that might arise during the class period.

Evaluation of Student Teachers in Business Subjects in other States

Supervised student teaching is usually an undergraduate course, taken for college credit and to fulfill academic requirements. It calls for a careful evaluation of the student teacher's abilities and scholastic achievements. There are many systems of evaluation of teachers, many traits, qualities, and factors to be considered in evaluating. Part of the purpose of this study is to determine what systems of evaluation are most frequently used by the institutions training business teachers, and what traits, qualities, and other factors are considered

in evaluating.

A point system or rating is any system using points as indices of ratings. All letter ratings like A, B, C, D, and E are examples of such a system. If 5, 4, 3, 2, and 1 were used instead, it would still be a point system. The percentage system of rating in common use some years ago was a point system of one hundred points. If instead of A, B, C, D, and E, terms like superior, good, average, pass, and failure are used, the system is a point system of five gradations. A score-card system consists of a list of qualities, traits, or factors to be judged and rated by some point system, the number of points varying from two to as large a number as the maker of the card desired to use.

In 1917, Mead (12:319) found the following facts about different methods then used for rating teachers in secondary education:

Method Used	Frequency
Letter rating system	63
Percentage system	23
Some other point system	11
Analytical score card	24
Other methods	12

It was found in the present study that the largest group of institutions training business teachers (40.2%) rates the student teachers by the use of column headings such as excellent, very good, good, etc. See Table XI.

This is the system which is used by the supervising teachers in business education at Oregon State College. A copy of the rating scale used in this department is included as Appendix F.

Table XI

Percentages of Training Programs in which
Student Teaching is indicated by rating Symbols,
Column Headings, and Comments

Area	Rating Symbols	Column Headings	Comments
Southwestern	31.2	56.2	12.5
Northwestern	33.3	33.3	33.3
North. Interior	71.4	35.7	57.1
Central	33.3	33.3	33.3
Southeastern	31.8	50.0	18.1
Northeastern	43.6	49.1	26.2
Percentages of total	35.9	50.2	23.7

Among the forms of this type which were submitted with the completed questionnaires there was an amazing amount of variety in style and content. One important point which was included on all of the forms of this type was space for explanatory remarks and statements to supplement the rating scale. Four of this type of form are found in Appendix G. These were selected because

each illustrates a certain point which makes it distinctly different from the others. Appendix G-1 allows a space for checks to indicate more minute degrees of quality under the three main headings, superior, average and low. This form also provides for a summary tabulation which should aid the supervising teacher in determining an academic grade for the student teacher. Appendix G-2 also provides space for checking quite minutely each trait to be evaluated, but has the additional advantage of space for correlated written evaluations about each trait. The form reproduced in Appendix G-3 requires the use of only four degrees of quality but has extended descriptions of the prototype of each trait. Appendix G-4 has one distinct value over the other forms reproduced, i.e., brevity!

Table XI indicates that the second largest group of training programs (35.9%) use rating scales with such symbols as A, B, C, D, F, or 1, 2, 3, 4, 5, indicating the quality of various traits. Each form differs only slightly from the others, the greatest differences being found in the variety of traits evaluated, and the extent to which certain types of qualities are studied. The form reproduced in Appendix H is typical of those received which use 5-point scales of gradations. On many of these forms, there was a brief explanation of the

value of each symbol, such as:

- A or 1 - Superior
- B or 2 - Average, above
- C or 3 - Average
- D or 4 - Average, below
- E, F or 5 - Poor (or failing)

In a few cases, the scale was opposite from the above, 5 being a superior rating and 1, poor or failing.

One form added a sixth column for "X, no opportunity to observe."

Another form used rating symbols which were simply abbreviations of values corresponding to the ones above:

- S - Superior
- E - Excellent
- G - Good
- A - Average
- P - Poor

Three forms which use neither rating symbols nor column headings, but require comments or statements regarding certain items are included in this study in Appendix I. It is to be remembered that 23.7 per cent of the responding schools use this type of report form in evaluating the work of student teachers. Note that Appendix I-1 is a "progress report," and that Appendix I-2 is an "observation report." The third form of this group

was printed on a heavy card suitable for vertical filing as a permanent record.

The response to the request for copies of rating scales was most gratifying. In addition to the large number of forms received which could be classified in one of the previously discussed groups, two other kinds of forms were received.

The factors considered in evaluating apprentice teachers on the form Appendix J are "weighted," i.e., assigned a maximum number of points, so that each factor may be considered in relation to its importance to teaching success. In addition, the student's total number of points compared with the maximum would give quite an accurate conception of the student's abilities in general.

Since, in most instances, the profile record includes the use of rating symbols, the institutions which use profile records for evaluating student teaching were included in the 35.9 per cent which use rating scale symbols. Nine different forms were received which were of the profile-record type. Some of these included very detailed characterizations of the factors to be evaluated, requiring the use of fine print or a separate key to supply details. The form which is reproduced in Appendix K is more typical, however. It could be easily adapted to consider any traits or qualities and is simple to

duplicate. In an analysis of ratings made on similar forms, Hartson decided that "indifferent, careless, prejudiced, and capricious judgments" were reduced. (5:4-61)

The qualities upon which student teachers in business education at Oregon State College are rated by supervising teachers were listed on the questionnaire which was sent to colleges and universities where business teachers are trained. This list was used because it contains most of the qualities which are considered necessary for a successful teacher, rather than with the intent to compare the list with those of other institutions. The number of institutions which consider each quality was noted according to geographical area. A tabulation of these figures is found in Table XII.

Knowledge of subject matter was the one item which was considered on more rating scales for student teachers (95.7%) than any other item. Furthermore, it is important to notice that this quality is found frequently in a high place on similar studies. A study of causes of failure among teachers lists "Deficient in scholarship" third on a list of 27 qualities. (1:439-452) In a study of forms used in placement bureaus of 121 institutions, Osburn listed "Scholarship" as fourth of twelve qualities ranked according to frequency of listing. (17:74)

Table XIII - Percentages of institutions evaluating certain qualities which are considered necessary for a successful teacher

	Southwestern states	Northwestern states	Northern Interior.	Central states	Southeastern states	Northeastern states	Percentage of total	Rank
1. General appearance before class	100.0	66.6	92.9	88.8	90.0	94.5	92.4	3
2. Poise	81.2	33.3	92.9	77.7	80.0	94.5	86.4	8
3. Speech and teaching voice	100.0	100.0	100.0	88.8	90.0	94.5	94.1	2
4. Health - vitality and enthusiasm	81.7	66.6	92.9	88.8	95.0	83.6	85.6	9
5. Initiative	87.5	100.0	92.9	77.7	95.0	92.7	89.8	4
6. Tact	81.2	66.6	85.7	77.7	80.0	89.9	83.8	11
7. Emotional stability	87.5	66.6	85.7	66.6	90.0	80.0	81.3	12
8. Leadership	62.5	66.6	78.6	66.6	75.0	81.8	75.4	15
9. Knowledge of subject matter	100.0	100.0	100.0	88.8	95.0	94.5	95.7	1
10. Skill in classroom management	81.2	100.0	100.0	100.0	85.0	89.1	89.8	5
11. Skill in selection and organization of subject matter	87.5	100.0	92.9	55.5	95.0	94.5	89.8	6
12. Ability to secure and retain interest of students	87.5	100.0	92.9	77.7	80.0	87.3	85.6	10
13. Ability to cooperate	100.0	66.6	85.7	77.7	85.0	92.7	88.9	7
14. Adjustment to class conditions	68.7	66.6	85.7	66.6	65.0	83.6	66.2	18
15. Skill in use of methods of instruction	75.0	66.6	78.6	66.6	75.0	85.4	78.8	14
16. Understanding of pupils	81.2	66.6	78.6	88.8	75.0	83.6	80.5	13
17. Interest in community affairs	82.5	33.3	57.1	77.1	50.0	52.7	61.0	20
18. Interest in extracurricular activities of students	50.0	66.6	57.1	66.6	50.0	45.4	50.0	21
19. Secures cooperation and respect of students	68.7	66.6	57.1	66.6	60.0	83.6	72.0	16
20. Scholastic achievement - growth of pupils	62.5	66.6	57.1	55.5	55.0	74.5	65.2	19
21. Personal growth	68.7	66.6	42.9	88.8	45.0	80.0	67.7	17

Shown by regions and with percentage of total
and rank.

The second item which was considered most frequently is speech and teaching voice (94.1%). The lack of this quality is not specifically mentioned in the study of causes of failure among teachers, noted above; however, it might be a contributory factor in four of the first nine causes of failure: weakness in discipline, poor methods, too nervous, deficient in social qualities. In other words, if a teacher had difficulty in expressing herself clearly and pleasantly, she might as a result develop any of those four weaknesses which lead to failure among teachers.

Nine of the qualities listed (42.8%) are constituents of personality: speech and teaching voice, general appearance before class, initiative, ability to cooperate, poise, health - vitality and enthusiasm, tact, emotional stability, and leadership. These qualities are evaluated by a minimum of 75.4 per cent of the supervising teachers of business subjects.

One of the inconsistencies of rating forms is shown by a comparison of two complementary qualities. Understanding of pupils is considered on 80.5 per cent of the forms used in evaluating student teachers in business subjects; but only 61.0 per cent consider interest in community affairs and only 50 per cent consider interest in extracurricular activities of students.

In general, the rating scales which were returned with the questionnaires evaluated approximately the same qualities as the form used in the Department of Business Education at Oregon State College. Some variations in terminology were noted. A few forms, however, included others which are listed here: use of English, interest in teaching, general culture, discipline, integrity and sincerity, and response to criticism.

One unique form, a "record of student teacher and report on directed teaching," requires an analysis of the philosophy of the teacher. It is submitted here as Appendix L.

A wide variety has been observed among the various forms used for evaluating supervised teaching in business subjects. We have seen earlier that in 67.2 per cent of the colleges and universities preparing teachers of business subjects, at least part of the supervision of these teachers is done by public school teachers. Especially in these situations, where the supervising teacher is probably a comparative stranger to the student teacher, it would seem only just that the student teacher know exactly what standards the supervising teacher has set before he begins his student teaching assignment. Table XIII indicates that in 77.9 per cent of the cases studied, the student teacher is given a copy of the rating scale

upon which his teaching will be evaluated, before he is in full control of the classroom. Furthermore, the student teacher is given the opportunity to improve his work by being made aware of his rating during conferences, in 64.4 per cent of the institutions contacted.

Table XIII

Percentages of Institutions where Student Teachers are given Copies of Rating Scale Previous to Teaching assignment, and rated in conferences

Area	Student teacher receives copy of scale	Rating done in conference
Southwestern states	75.0	75.0
Northwestern states	66.6	33.3
Northern Interior	85.7	42.9
Central states	66.6	77.7
Southeastern states	95.0	75
Northeastern states	74.5	65.4
Percentages of totals	77.9	64.4

In addition to the conferences with the supervising teacher for evaluation, 92.5 per cent of the schools studied provide other conferences, 49.6 per cent regularly and 42.9 per cent occasionally. College staff members preside in 80.8 per cent of such conferences. More than

a fourth (27.2%) have conferences with principals of the school, and a small group (7.2%) obtains the cooperation of outside speakers for conferences with student teachers.

Frequently the complaint is heard that forms are completed, filed, and never used again. Table XIV gives some information about the usefulness of the rating scales completed for student teachers. In 85.6 per cent of the cases, they are made available to the college placement bureau. Few (26.2%) will send these forms to bureaus other than the college-sponsored one. The evaluations are available in 67.7 per cent of the colleges directly to prospective employers or for the reference of other faculty members; but in only 36.4 per cent of the institutions is the file available to the student teacher himself. As 64.4 per cent of the evaluations are made in conference, it is unnecessary in those cases to make copies available to the student teacher.

Mead says that enough copies of each final rating should be made to supply the director of supervised teaching, the registrar, the placement bureau, the supervising teacher, and the student teacher. He "makes a special plea, based upon his own experience, that student teachers should have the right to possess copies of their final ratings." (13:564) While the most important use of the rating scale should be to help the student teacher

make progress, the scale may also be helpful to the supervising teacher in maintaining consistency in evaluation, and to the placement bureau in making comparative studies of success in student teaching and in-service teaching.

Table XIV

Percentages of Reporting Institutions
Making Rating Scales Available to
Various Agencies and Individuals

Area	College Placement Bureau	Other Placement Bureaus	Directly to Employer	To Student Teacher	To Other Faculty
Southwestern states	87.5	50.0	62.5	50.0	68.7
Northwestern states	66.6	0	0	0	33.3
Northern Interior	100.0	11.1	71.4	57.1	78.6
Central states	100.0	28.6	33.3	22.2	33.3
Southwestern states	80.0	25.0	50.0	40.0	40.0
Northeastern states	81.8	23.6	41.8	30.9	40.0
Percentages of total	85.6	26.2	67.7	36.4	67.7

In addition to the regular rating scale used mainly for evaluation, 87.2 per cent of the colleges and universities which train teachers of business subjects also prepare special recommendations for placement bureaus.

In most cases, this recommendation is in the form of a letter including information about the student's potentialities, interests, abilities, personality, and capacity. Some schools use forms which provide space for writing such comments. The one found in Appendix M is an example of this type of form. Other institutions use more complex forms, requiring detailed analysis and evaluation of the student, as well as of his supervised teaching.

Table XV
Percentage of Institutions Preparing
Special Forms for use of
Placement Bureaus.

Area	Number	Percentages
Southwestern states	14	87.5
Northwestern states	3	100.0
Northern Interior	13	92.9
Central states	9	100.0
Southeastern states	17	85.0
Northeastern states	40	72.7
Percentage of total	96	87.2

CHAPTER IV

GENERAL SUMMARY AND CONCLUSIONS

Summary of Preceding Chapters

Historical background. Supervised teaching serves several purposes in the culmination of the program of teacher preparation. It provides opportunity for applying principles and techniques learned previously, under the guidance of experienced teachers. The student teacher's skill in methods of instruction may be developed and observed during this time.

With the continued demand for well-qualified teachers of business subjects, the student teaching program for prospective business teachers has assumed considerable importance. This study serves chiefly as a compilation of information about current trends in the supervised teaching programs offered to students preparing to teach business subjects. It also includes material in the nature of historical background to help in interpreting these current trends.

The organized program of supervised teaching has evolved from the practice of using older pupils to teach younger pupils, through the period when most trades were learned through apprenticeship and professional status was acquired through membership in guilds. The practice of correlation of apprenticeship with classes in pedagogy

is of comparatively recent origin, having begun on the secondary level in Prussia in 1826.

The first business teachers in the United States were trained in Europe, mostly in England. A few contributors to the field of business education were trained entirely in the United States as early as 1797, but it was not until the latter half of the nineteenth century that teachers of business subjects were trained in American Colleges. During that time, several normal schools offered some courses in business, and several universities established schools of commerce. By 1895, more than 350,000 students were enrolled in business subjects in public high schools of the United States. (20:44) Two collegiate schools of business attempted to fill the needs of secondary business teachers, the Drexel Institute of Arts, Science, and Industry at Philadelphia (1898), and Simmons College in Boston (1899).

From that time until the present, university and college departments of business have expanded to meet the growing demand for secondary business teachers. Legislation has been enacted to regulate training schools and supervised teaching to a certain degree, and to require in some instances that certain student teaching requisites be fulfilled in order to obtain teaching certificates.

Training facilities. A group of 135 institutions which train secondary business teachers was studied to

65

obtain information regarding current trends in supervision and evaluation of student teachers preparing to teach business subjects. More than half of these colleges and universities also train elementary teachers, and more than a fourth also train college teachers, indicating that the institutions offer graduate work.

In the academic year 1949-1950, a total of 4,380 business teachers were trained in the reporting institutions. This number indicated a 158.7 per cent increase over the number prepared in the year 1945-1946. Only about 11.6 per cent of all teachers trained in reporting institutions were business teachers.

Public schools are used as laboratories, at least for part of the student teachers, in 83.5 per cent of the colleges and universities studied, and exclusively in 63.4 per cent.

Training schools are maintained by 37.3 per cent of the group, and are used exclusively in 17 per cent of the institutions studied. In the Central states where population is comparatively scattered, 90.9 per cent of the teacher training schools maintain campus laboratory schools, and 63.7 per cent of all business teachers prepared there do supervised teaching in such schools. Training schools maintained by the university for the purpose of providing facilities for supervised teaching are not considered satisfactory by 54 per cent of those

completing the questionnaire. This percentage is even higher (70%) in the area where training schools are more commonly used. In general, the reasons given for this reaction were that a training school is not a typical school situation, and that experience is too limited.

With the exception of the area where most supervised teaching is done in training schools, the largest amount of supervision is done by public school teachers cooperating with members of the college staff. In many cases (44.8%) a combination plan is followed. Students teaching in the training school are supervised exclusively by college staff members. But because the training school does not meet the needs of all students, some are sent to public schools. There they are supervised by public school teachers in cooperation with members of the college staff.

Training period and activities. The amount of time spent in supervised teaching, and the number of credits earned, by students preparing to teach business subjects does not vary much from the usual time and credits of other secondary teachers. Participation in extracurricular activities is recommended or required by 78.6 per cent of the schools training business teachers. Of the 21.4 per cent not making such recommendations or requirements, 61.9 per cent indicated that participation in extracurricular activities is desirable whenever conditions

permit. The most common reason for not making such recommendations or requirements is lack of time on the part of the student teachers.

Supervision. In 39.7 per cent of the institutions studied, supervised teaching is done in a community other than that of the college. Of this group, 79.2 per cent commute daily to the cooperating school.

Only 10.4 per cent of the training programs require the preparation of unit plans, while nearly that number require preparation only from day to day. The largest group of programs provides for lesson plans prepared for a week at a time. It is possible that in some of the schools not requiring unit plans, student teachers are given unit plans prepared by the supervising teacher for the sake of continuity.

Supervising teachers assign the method or form for preparing lesson plans in 74.4 per cent of the reporting institutions.

Many types of evaluation systems and forms were found in use in institutions training business teachers. The type most commonly used lists certain desirable traits for successful teaching, to be evaluated by placing a mark in a column headed excellent, very good, good, etc. The second type of form commonly used requires the rating of certain traits by the use of a 5-point scale. Most of the forms of these two types provided space for comments

or explanations. Some forms (23.7%) consist entirely of⁶⁸
lists of traits to be evaluated only by comments.

Of the qualities upon which student teachers in business subjects are evaluated, knowledge of subject matter is considered more frequently than any other. Speech and teaching voice is the second most important quality considered. Nine of the qualities listed (42.8%) are constituents of personality: speech and teaching voice, general appearance before class, initiative, ability to cooperate, poise, health, tact, emotional stability, and leadership. These qualities are evaluated by a minimum of 75.4 per cent of the supervisors of student teachers in business subjects.

In the majority of instances (77.9%), the student teacher is aware of the qualities on which his work will be evaluated, because he receives a copy of the rating scale before he begins his assignment. And he is aware of his progress, or lack of it, in a majority of cases (64.4%) because ratings are made in conference.

Through the rating scale the student teacher is assisted in advancing to a higher level of attainment. The scale serves also to help the supervising teacher maintain consistency in evaluation and as a basis for making recommendations for positions. These rating scales are supplemented in 86.2 per cent of the reporting schools by special forms for use in the college placement bureau.

Conclusions of this Study

The program for the training of business teachers in the United States has developed from a situation where all teachers were trained in business colleges or abroad, with little or no pedagogical training. At the present time, business teachers meet the same professional standards that are required of secondary teachers in general.

Administrators of programs of training of business teachers are aware of the importance of student teaching. They are attempting to offer student teaching programs which will adequately prepare business teachers. Many institutions have subject-matter specialists in the field of business education, who are constantly revising practices to improve the programs. Most business teachers are now being trained in colleges and universities where a wealth of cultural background may be acquired, as well as sound technical and pedagogic training.

In an attempt to give student teachers the most satisfactory type of experience in their training program, several plans for laboratory work are being practiced.

Where the campus training school is used, more time is left free for the student teacher to participate in extracurricular activities of the school or to share experiences through conferences. Supervisors in this type of situation, however, say that it is not completely

satisfactory because experience is too limited and a training school is not a typical situation.

If the students commute to a nearby public school, they are teaching in a situation more like that in which they will eventually be engaged; but the time available for conferences and participation in extracurricular activities is shortened. The expense of transportation to the off-campus school is an item of considerable magnitude.

A possible solution to the problem is the plan where student teachers move to another community for the entire period of their supervised teaching assignment. This would certainly permit a wider realm of experience.

One of the apparent deficiencies in the training of business teachers is the lack of lesson planning in advance of the time the plans are to be used. Unless the supervising teacher prefers to have her own unit plan followed, for the sake of continuity and consistency, student teachers should be required to make unit plans for as long a time and in as much detail as is practical in the specific situation.

It would seem that the practice of having supervising teachers assign the method or form for preparing lesson plans would tend to decrease the possibility of preparing plans lacking in originality and individuality, and help to fit the plan to the specific teacher, lesson and conditions.

The wide variety of evaluation systems and forms found in this study suggests that too much clerical work is involved in the administration of programs of supervised teaching. Several comments noted on the questionnaires completed by heads of departments of business education indicated the need for evaluation forms which are detailed enough to be clearly understood by anyone using them, but simple enough that they might be quickly completed. Since a high percentage of these forms will be used jointly with the placement bureau, more time could be saved by having a type of form which could be easily fitted into the records of the placement bureau. A profile-type of evaluation form could very easily be adapted to fill all of these requirements.

It would seem from a study of the frequency with which **certain** qualities were considered in evaluation, that if a student thoroughly mastered the subject field in which he will teach, acquired a pleasant and expressive teaching voice, and had the other constituents of personality which are desirable, his background for beginning his supervised teaching assignment would be most desirable. He could then devote his energy toward improving the other important traits during his student teaching program.

Recommendations

As a result of this study, the following items are recommended for consideration:

1. The development of a student teaching program in which the participants reside in the community and take part in all of the activities of the school and community should be considered by administrators of training programs.
2. Student teachers in business subjects should be given more experience in unit or long range planning of lessons. The responsibility for continuity of subject matter should be shared between the supervising teacher and the student teacher.
3. In addition to a high grade-point average in subject matter to be taught, training in speech and diction should be a prerequisite to student teaching.
4. A form should be used which is easily completed and understood by all because of the fact that people other than the supervising teacher and the student teacher are using the evaluation form. A profile-type form is recommended for this use.

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APPENDICES

Appendix A

Letter to State Superintendents

of Public Instruction



ADVANCE BOND

C. M. LEBROWN, Secy.

OREGON STATE COLLEGE
Corvallis, Oregon

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Department of
Secretarial Science

March 1, 1950

A. R. Meadows
Superintendent of Public Instruction
Montgomery, Alabama

Dear Mr. Meadows:

In an effort to improve the quality of supervision of commercial student teachers at our school, I am making a study of methods of supervision in each institution of higher learning where student teachers may practice teach in business subjects. It is hoped that the results of this investigation will be of real assistance to the practice teaching program in the state of Oregon.

Which institutions of higher learning in your state provide supervised teaching for students who plan to teach business subjects? If your state has a supervisor of business education, you may want to ask that person to provide this information.

I have enclosed a form for your convenience in answering these questions, and a stamped, self-addressed envelope. Your help will be deeply appreciated.

Cordially yours,

Mrs. Claudia Cleveland

Appendix B

Form sent to State Superintendents
of Public Instruction

- I. The name and address of the state supervisor of commercial education is:

Name _____
SPECIFIC TITLE _____
Street _____
City and State _____

The State of _____ has no supervisor of commercial education. _____

- II. The institutions of higher learning in the state of _____ which provide supervised teaching for students who plan to teach business subjects are:

Department Head or Dean _____
Department or School _____
College or University _____
City and State _____

Department Head or Dean _____
Department or School _____
College or University _____
City and State _____

Department Head or Dean _____
Department or School _____
College or University _____
City and State _____

Department Head or Dean _____
Department or School _____
College or University _____
City and State _____

Department Head or Dean _____
Department or School _____
College or University _____
City and State _____

Appendix C

Letter sent to College Supervisors

OREGON STATE COLLEGE
Department of
Secretarial Science

80

June 7, 1950

Hugh Graham, Head
Department of Education
Ursuline College
Cleveland, Ohio

Dear Doctor Graham:

Your name has been given to me by the superintendent of public instruction of your state, as a director of supervised teaching for student teachers preparing to teach business subjects.

In an effort to improve the quality of supervision of commercial student teachers in Oregon, I am making a study of methods of supervision in each institution of higher learning where student teachers may practice teach in business subjects. It is hoped that the results of this investigation will be of real assistance to the practice teaching program in the state of Oregon

If your college does train teachers of business subjects, won't you please complete the inclosed questionnaire and return it to me by June 20? If you do not train teachers in the business field, it will be appreciated if you will so indicate on the questionnaire and return it anyway.

Cordially yours,

Mrs. Claudia Cleveland

Appendix D

Form sent to College Supervisors

I. Level and Type of Training: Do you train students to teach in:

- A. elementary____; secondary____; college____; business subjects____?
- B. Number of student teachers in past five years:
- | | | |
|---------|---|-------|
| 1949-50 | How many prepared to teach business subjects? | _____ |
| 1948-49 | | _____ |
| 1947-48 | | _____ |
| 1946-47 | | _____ |
| 1945-46 | | _____ |

II. The Training School and Staff

- A. Is supervised teaching done in a training school? (That is, in a school controlled by the college or university for the purpose of training teachers.) _____
1. If student teaching is done in a training school, do you feel that the student teachers are fully prepared to meet all situations in regular public schools? _____
Why? _____
 2. Are students of the training school a "selected" group of superior ability, or an "unselected" or average group? _____
- B. Is supervised teaching at your institution done in regular public schools? _____
1. If in public schools, are these schools in the college community? _____
 2. Or in other communities? _____
 - a. If the supervised teaching is done in communities other than that of the college, do your student teachers commute daily to the other community? _____
 - b. Or do they move to the other community for the period of their student teaching? _____
 - c. If a combination of these two, or another plan is followed, please explain here: _____
- C. Is student teaching supervised by members of the college staff? _____ Or by public school teachers in cooperation with the college staff? _____ Or entirely by teachers in the public schools? _____

III. The Training Period and Activities

- A. How many periods per day are taught by the student teachers? _____
For how many weeks? _____
- B. How many college credits are earned by most student teachers for their work in supervised teaching? _____
- C. Do student teachers participate in activities other than classroom teaching? _____ (Such as P.T.A., extracurricular activities, etc.) Please explain: _____
If your answer is "no," do you think they should? _____

- A. Do you have a uniform procedure or pattern for preparing lesson plans? ___ Or does each supervising teacher assign the method of preparing lesson plans according to his preference? ___ (If you have a duplicated instructions sheet for preparation of lesson plans, it would be appreciated if you would attach a copy.)
- B. For how long a period in advance are lesson plans prepared? one day ___; one week ___; two weeks ___; more than two weeks ___. Explain _____
- C. Is a conference period held after the supervising teacher has read the lesson plans, but before they have been taught? _____
- D. Is a conference period held regularly for the purpose of evaluating lessons taught? ___ If so, how often? daily ___; weekly ___; every two weeks ___; whenever supervisor feels need ___; other, please explain: _____
- E. Are other conference periods held regularly? ___; occasionally? ___
1. With whom do the students confer, if conferences are held other than those with the supervising teacher? members of college staff ___; principal of school ___; outside speakers ___; other, please explain: _____
 2. Please explain the purpose of any conference periods held except for planning and evaluating lessons. _____

V. Teacher Ratings and Recommendations

- A. Please place a check (✓) before the qualities which you consider on your rating scale for student teaching: (It would be appreciated if you would enclose a copy of your rating scale.)
1. ___ General appearance before class
 2. ___ Poise
 3. ___ Speech and teaching voice
 4. ___ Health - vitality and enthusiasm
 5. ___ Initiative
 6. ___ Tact
 7. ___ Emotional stability
 8. ___ Leadership
 9. ___ Knowledge of subject matter
 10. ___ Skill in classroom management
 11. ___ Skill in selection and organization of subject matter
 12. ___ Ability to secure and retain interest of students
 13. ___ Ability to cooperate
 14. ___ Adjustment to class conditions

15. ☐ Skill in the use of methods of instruction
 16. ☐ Understanding of pupils
 17. ☐ Interest in community affairs
 18. ☐ Interest in extracurricular activities of students
 19. ☐ Secures cooperation and respect of pupils
 20. ☐ Scholastic achievement - growth of pupils
 21. ☐ Personal growth
- B. Are these qualities evaluated by the use of rating symbols such as A (high), B, C, D, F (not passing) ☐; by column headings such as excellent, very good, good, etc. ☐; or other ☐, please explain: _____
- C. Are student teachers given copies of the rating scale before they start their period of supervised teaching? ☐
- D. Does the supervising teacher check the rating scale in the conference period, and discuss the rating with the student teacher? ☐
- E. Are copies of the rating scale for each student teacher available to the college placement bureau? ☐; other placement bureaus? ☐; directly to prospective employers? ☐; to the individual student teacher? ☐; to other faculty members? ☐.
- F. Do supervising teachers file recommendations other than rating scales or check lists with the college placement bureau? ☐. If so, please explain briefly the nature of such recommendations: _____

If you have any comments or additions which might give a better understanding of your program of supervised teaching for business teachers, they will be very much appreciated.

Appendix E
Lesson Plan Forms

Date: _____

DAILY LESSON PLAN

Day Number 86

Teacher _____

Unit Topic _____

Aims

Material Needed

Text References

Assignment Test

Review

Motivation

New Subject Matter -- Main Points Outlined

Illustrations

Pivotal Questions

Class Exercises

Summary of Main Points

Assignment

Teacher Reactions for Future Reference

Tomorrow's Assignment _____

What is the student to do with the assignment _____

Evaluation of today's lesson in terms of student growth _____

Remedial Needs Shown _____

Comments and Suggestions:

Supervising Teacher

Daily Lesson Plan

Unit: _____

Name: _____
Date: _____

I. Outcomes To Be Achieved (intellectual,
emotional, skills):

II. Bibliography and Special Learning Aids:

III. Subject-Matter and Activities (WHAT is to
be done during the period):

IV. Procedure (HOW the material under Topic III
is to be implemented):

V. Summary and Evaluation

VI. Assignment (for next class meeting):

1. Resource materials:

Appendix F

Rating Scale

Business Education

Oregon State College

RATING SCALE
BUSINESS EDUCATION

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Supervising teacher _____ Subject taught _____

Student teacher _____ Date _____

Characteristics	Good	VERY GOOD	Excellent
A. Personal equipment			
1. General appearance before class			
2. Poise			
3. Speech and teaching voice.....			
4. Health - vitality and enthusiasm.....			
5. Initiative.....			
6. Tact.....			
7. Emotional stability.....			
8. Leadership.....			
B. Professional equipment			
1. Knowledge of subject matter.....			
2. Skill in classroom management.....			
3. Skill in selection and organization.....			
of subject matter.....			
4. Ability to secure and retain.....			
interest of students.....			
5. Ability to cooperate.....			
6. Adjustment to class conditions.....			
7. Skill in the use of methods of.....			
instruction.....			
8. Understanding of pupils.....			
9. Interest in community activities.....			
10. Interest in extracurricular activities..			
C. Results			
1. Secures cooperation and respect.....			
of pupils			
2. Scholastic achievement - growth.....			
of pupils.....			
3. Personal growth.....			

Appendix G

Rating Forms Using Columnar

Headings

Last name	First	Grade and Subject Taught		
		Superior	Average	Low
A. Personal Qualities				
1. Voice	-----			
2. Health	-----			
3. Personal appearance	-----			
4. Personality	-----			
5. Evident culture	-----			
6. Initiative	-----			
7. Resourcefulness	-----			
8. Dependability	-----			
9. Enthusiasm	-----			
10. Cooperation	-----			
11. Industry	-----			
12. Emotional stability	-----			
13. Social intelligence	-----			
B. Teaching Techniques and Skills				
1. Command of subject matter, basic	-----			
2. Command of subject matter, general	-----			
3. Command of English--expression	-----			
4. Class control	-----			
5. Selection and organization of subject matter	-----			
6. Making assignments	-----			
7. Motivation of work	-----			
8. Formulation of objectives	-----			
9. Diagnosis and remedial work	-----			
10. Measuring results	-----			
11. Use of available materials	-----			
12. Understanding of children	-----			
13. Stimulating creative work	-----			
14. Responsibility for maintaining proper physical environment	-----			
C. Results				
1. Pupils' achievement	-----			
2. General influence on pupils	-----			
3. Growth of teacher	-----			
Summary	-----			
Recommended for placement in				
		Grade	Subject	Locality
Remarks:				
Date		Supervisor		
Director of Student Teaching				

STUDENT TEACHING EVALUATION FORM
UNIVERSITY SCHOOL

95

Summary Report

Education Mark Absences

150 _____
151 _____
250 _____
155 _____
156 _____
157 _____
255 _____

Student Teacher _____

Teaching Subjects
or Activities _____

Date _____

Supervisor _____

Grades Level _____

		Poor		Fair		Average		Good		Excellent		Written Explanation	
		0	1	2	3	4	5	6	7	8	9		10
156	_____												
157	_____												
255	_____												
I. Personal Equip- ment	1. Leadership - - - - -												
	2. Appearance - - - - -												
	3. Self Control - - - - -												
	4. Enthusiasm - - - - -												
	5. Voice- - - - -												
	6. Sympathy - - - - -												
	7. Health - - - - -												
II. Profes- sional Equip- ment	1. Scholarship- - - - -												
	2. Knowledge of Subject - - -												
	3. Command of English - - - -												
	4. Use of Professional literature- - - - -												
III. General Classrm. Manage- ment	1. Planning and organization-												
	2. Arrangement of materials -												
	3. Discipline - - - - -												
	4. Management of routine- - -												
	5. Housekeeping - - - - -												
IV. Skill in stimula- ting pupils	1. Pupil participation- - - -												
	2. Effectiveness- - - - -												
	3. Motivation - - - - -												
	4. Use of good judgement- - -												
V. Evidence of pupil growth	1. Fusion of knowledge- - - -												
	2. Specific Objectives- - - -												
	3. General Development- - - -												
	4. Desirable Attitude - - - -												
	5. Clear Understanding- - - -												

VI. Conference Notes Following Observation:

Next Page: Type or write a concise but complete paragraph description of the progress made and achievement reached by the student teacher. Give details needed by a future employer of teacher.

RATING OF STUDENT TEACHERS

96

Name of Student _____ (G-3) _____ Quarter _____ 19 _____

Class(es) Taught _____

Cooperating Teacher _____ Recommended Grade _____

Poor Average Good

I. PERSONAL QUALITIES

A. Appearance (Wears becoming and appropriate clothes. Is well-groomed and has good posture.)				
--	--	--	--	--

B. Physical fitness (Is physically vigorous. Is consistent in attendance. Does not easily become nervous, or quickly overcomes nervousness.)				
---	--	--	--	--

C. Voice and speech (Voice is well-modulated and pleasant. Enunciation and pronunciation are good. Vocabulary is adequate and appropriate. Total impact of speech is convincing.)				
--	--	--	--	--

D. Use of English (Speaks and writes the English language correctly and effectively.)				
--	--	--	--	--

E. Initiative (Takes initiative in effective ways. Makes suggestions concerning better ways to plan, to teach, and to evaluate. Attempts to study through accepted techniques the children with whom he works. Seeks experiences that will enrich his student-teaching experience for him. Takes hold when he is needed. Evidences originality in planning.)				
---	--	--	--	--

F. General attitudes (Seeks aid and judgment from those with whom he works. Accepts and evaluates criticism. Mixes well. Readily adapts himself to any situation. Is interested in a variety of things. Is continuously learning. Appears to be well adjusted.)				
--	--	--	--	--

II. PROFESSIONAL EQUIPMENT

A. Knowledge of subject matter (Knows subject-matter and materials; has satisfactory general education.)				
---	--	--	--	--

	Poor	Average	Good
B. Effectiveness of methods			
(Has thorough knowledge of methods of instruction, and evidences progress in learning more. Adapts methods well to materials and aims of instruction, to pupils, and to his own personal abilities. Plan thoroughly and competently both long and short learning units, and daily work. Consistently evaluates instruction, and plans further on basis of such evaluation. His teaching shows results in development of pupils in both tangible and intangible outcomes of learning.)			

C. Professional attitudes			
(Demonstrates that he is proud of his profession. Uses publications in his field and in general educational practice and research. Is loyal to the policies and administrative organization. Has developed or is developing a constructive, definite philosophy in education, harmonious with democratic principles.)			

III. THE TEACHING SITUATION

A. Organization of teaching routine			
(Does not spend needless time in inefficient handling of routine. Attends conscientiously and promptly to routine. Gives constant and intelligent attention to favorable health factors. Assumes his share of responsibility for care of the room, equipment, and materials.)			

B. Pupil-teacher relationships			
(Is approachable, and is interested in the problems of pupils. Deals with children in a manner fair and sympathetic. Inspires confidence and respect in children. Secures pupils' cooperation in planning and evaluation. Maintains control through well-chosen material presented through well-planned procedures and through a practical understanding of children.)			

DESCRIPTIVE STATEMENT:

STUDENT TEACHER RATING BLANK (G-4)

Date: _____ Mark: _____

Name of student teacher: _____ No. of absences: _____

Class: _____ Size of class: _____ Period taught: _____

Improvement in student teaching is shown by the daily performance of the student. Basing your judgment upon what you know of the work of other student teachers at this stage of the term, evaluate this student teacher's performance. Indicate the quality of his achievement by checking the appropriate column for each item.

: *S: G: F: P:	:
: : : : :	:
: : : : : I. Personal relations with students and teachers.	:
: : : : :	:
: : : : : II. Command and use of subject matter.	:
: : : : :	:
: : : : : III. Teaching skill.	:
: : : : :	:
: : : : : IV. Class management.	:
: : : : :	:
: : : : : V. Participation in out-of-class activities.	:
: : : : :	:

1. Give a brief word picture of this individual as a teacher, including his personal characteristics and any other traits which distinguish him from other student teachers.
2. Describe briefly the type of class taught - if it has a bearing upon this student teacher's successes or difficulties.

*S--Superior
G--Good
F--Fair
P--Poor

Supervising Teacher _____

Supervisor _____

Appendix H
Rating Form Using
5-point Scale

Name of Student Teacher _____

School _____ Grade _____ Subject _____

	A	B	C	D	E
INSTRUCTIONAL SKILL					
1. Definiteness of aim					
2. Clarity of explanation					
3. Power to hold interest					
4. Use of examples					
5. Use of blackboard, visual aids					
6. Originality					
7. Adaptation to pupil ability					
8. Good diction					
9. Resourcefulness					
10. Quality of assignment					
PUPIL RELATIONSHIP					
1. Encouragement of pupil participation					
2. Skill in questioning					
3. Stimulation of pupil questioning					
4. Treatment of answers					
5. Provisions for group response					
6. Respect for pupil opinion					
PERSONAL FITNESS					
1. Neatness					
2. Appropriate clothing					
3. Promptness					
4. Courtesy					
5. Self-control; poise					
6. Patience					
7. Sociability					
8. Sense of humor					
9. Voice (check one of each set)					
_____ too fast _____ too slow					
_____ too loud _____ too soft					
10. Mannerisms					
Gestures					
Pet phrases					
Posture					
DISCIPLINE					
1. Consistency					
2. Impartiality					
3. Degree of control					

Remarks:

Date _____ Critic Teacher _____

Appendix I
Rating Forms Using
Commentaries

Student Teacher _____

(I-1)

Supervising Teacher _____

Directions:

1. Give definite statements of growth evidenced by the student teacher in each of the areas listed below.
2. Supervising teacher and student may find it helpful to fill out this report together or each may wish to fill out a separate report sheet to be used in a conference with possible resulting changes in the summary filed with the director of training.
3. The use of the last heading, "Recommendations for Further Growth," is for a particular type of study or for the development of specific techniques. Use the back of this page or an additional sheet if you need more space.

PERSONAL-PROFESSIONAL RELATIONSHIPS

TEACHER-PUPIL RELATIONSHIPS

USE OF MATERIALS AND TECHNIQUES

ROOM ORGANIZATION AND ROUTINE

COMMUNITY PARTICIPATION

RECOMMENDATIONS FOR FURTHER GROWTH

Observation report - Practice Teaching
Department of Business Education
(I-2)

103

Student _____ Date _____ School _____

Subject _____ Type of Lesson _____

Check List

Criticism and Suggestions

THE LESSON

Connection of new lesson
with previous learning _____
Steady progress _____
Prompt attack _____
Economy of time _____
Definite aim _____

QUESTIONING

Thought provoking _____
Sustained answers _____
Well distributed _____
Clearly stated _____
Repetition avoided _____

CONCEPTS CLINCHED

By illustrations _____
By application _____
Individualization _____
Resume, summary of lesson
or generalization _____

NEW ASSIGNMENT

Definite, motivated _____
Well timed _____

CLASS

Attentiveness _____
Activity, interest _____
Self-control _____
Use of English _____

GENERAL CONDITIONS

Light, books, boards _____
Ventilation, floor _____
Illustrative material _____

STUDENT TEACHER RATING CARD

104

(I-3)

Instruction: Give your estimate of this person for each item listed below.

I. SCHOLARSHIP

II. USE OF ORAL AND WRITTEN ENGLISH

III. SKILL IN TEACHING

IV. CLASSROOM MANAGEMENT

V. ABILITY TO GET ALONG WITH PEOPLE

VI. WORK HABITS

VII. OUTSTANDING STRENGTH OR WEAKNESS

VIII. INDICATE YOUR OPINION OF THIS PERSON AS AN ALL AROUND TEACHING PROSPECT BY UNDERLINING ONE OF THE FOLLOWING:

OUTSTANDING EXCELLENT AVERAGE FAIR

IX. INDICATE TYPE OF COMMUNITY THIS PERSON WILL PROBABLY SUCCEED BEST IN BY UNDERLINING ONE OF THE FOLLOWING:

CITY VILLAGE RURAL EITHER TYPE

DATE _____ SIGNATURE OF SUPERVISOR _____

Name: _____
County: _____
Grade Taught: _____
Subject Taught: _____
No. of Course: _____

Appendix J

Rating forms Using

"Weighted" factors

FACTORS FOR EVALUATING APPRENTICE TEACHERS

106

Points	Maximum Points	Items
		<u>Section A - Adjustment</u>
	10	1. Tried to understand and pleasantly complied with all school policies.
	15	2. Became an integral part of the school, participated in all functions.
	20	3. Gained confidence, respect and liking of all students.
	15	4. Accepted apprentice teaching as a real job, happily and eagerly.
	15	5. Worked happily with the supervising teacher. Looked to supervising teacher as guide and friend.
		<u>Section B - Personal Qualities</u>
	10	1. Was prompt and accurate.
	15	2. Was self-assured, poised and courteous.
	15	3. Successfully met new problems with intelligent planning and sound judgment.
	10	4. Sought additional responsibilities
	10	5. Had a well-modulated voice, good enunciation and spoke good English.
	10	6. Always looked neat and attractive. Wore the appropriate attire for every occasion.
	15	7. Did the right thing at the right time. Set a high standard of behavior.
	15	8. Had a desirable attitude toward criticism and suggestion.
	15	9. Was interested in people and work.
		<u>Section C - Teaching Qualities</u>
	10	1. Able to diagnose and correct distracting classroom influences.
	15	2. Able to organize and plan lesson to be taught.
	5	3. Maintained proper physical environment.
	10	4. Had all equipment and materials ready before class. Began and ended class on time.
	15	5. Had an adequate knowledge of subject matter. Was familiar with the materials he used.
	10	6. Showed evidence of adequate vocational experience.
	5	7. Administered classroom routine satisfactorily, such as calling roll, recording grades, etc.

Points	Maximum Points	Items
		8. Skill in teaching processes:
	15	a. Skill in use of motives--problems--objectives.
	15	b. Ability to secure pupil interest and participation.
	15	c. Ability to stimulate pupil judgment and evaluation.
	15	d. Ability to secure thoughtful and definite responses.
	15	e. Effective use of illustrative materials, well arranged and related to class.
	25	9. Professional growth--desire to achieve professional success.
360		

What part, if any, of this student's work was unsatisfactory?

In what respects can this apprentice teacher improve most?

What were this student's outstanding attributes?

What items were not covered in this evaluation device?

Please suggest ways in which the apprentice teaching program can be improved.

Name of Apprentice Teacher	Name of Training School	Supervising Teacher
Approximate number of days student observed _____		
Approximate number of days student taught _____		



ADVANCE BOND

Appendix K

Profile Record Form

RATING SHEET FOR SUPERVISED TEACHING 109
(Confidential Report to College Supervisor at End of Semester)

Student-teacher _____ School _____ Date _____

Subject or grade taught _____ Supervising-teacher _____

(Place an "X" at the proper place on scale) Sem. Grade _____

1. ATTRACTIVENESS: Capacity to engage the minds or attention of pupils by influence of personal appearance or charm.

A	B	C	D	F
.....				
Pleasing appearance, well groomed	Little attention to appearance		Repulsive, untidy slovenly	

2. ENTHUSIASM: Lively manifestation of zeal and earnestness.

A	B	C	D	F
.....				
Animated, inspiring self-starter, eager	Moderately zealous		Dead, inanimate	

3. FORCEFULNESS: Power to effect strongly the activities of pupils.

A	B	C	D	F
.....				
Shows firmness, purpose- fulness, decisiveness	Sometimes forceful		Indecisive, vacillating	

4. HEALTH: State of being hale, sound, whole in body.

A	B	C	D	F
.....				
Evinces vigorous health	Occasionally ill		Sickly, complains	

5. CONSIDERATENESS: Carefulness of the rights and feelings of others

A	B	C	D	F
.....				
Personal interest in wel- fare of pupils, sympa- thetic appreciative	Tries to under- stand, but fails at times		Indiscrete, rude, impolite, commands rather than requests	

6. ACCURACY: Freedom from mistakes.

A	B	C	D	E
.....				
Shows precision in thinking very rarely makes mistakes, well grounded in subject	Sometimes makes mistakes		Obviously manifests loose, careless thinking	

7. REFINEMENT: Excellence, elegance, or fineness, in manners, taste

A	B	C	D	E
.....				
Highly cultured, pol- ished, morality	Moderately refined generally observes conventions		Impolite, ill-bred lack of gentility poor taste	

8. **PROMPTNESS:** Ready and quick to act as occasion demands.
- | A | B | C | D | F |
|--------------------------------|---|-----------------|------------------------|---|
| Meets all requirements on time | Occasionally hesitates or is not punctual | Seldom punctual | thinks and acts slowly | |
9. **FLUENCY:** Readiness of words at command or ability to speak with facility and smoothness.
- | A | B | C | D | F |
|---|-------------------------------|---|---|---|
| Good command of English readiness of utterance, voluble | Speaks in satisfactory manner | Hesitates in speaking, lacks ready vocabulary | | |
10. **ORIGINALITY:** Power to produce new thoughts or combinations of thoughts.
- | A | B | C | D | F |
|--|---|--|---|---|
| Shows individuality, imaginative, goes ahead | Fairly creative, can carry out plans of another | Reproduces subject matter of tests, unable to adjust | | |
11. **INTEREST:** Concern for work being done.
- | A | B | C | D | F |
|-----------------------------------|------------------------|---------------------------|---|---|
| Absorbed in work, enjoys teaching | Seems mildly concerned | Work seems irksome, bored | | |
12. **TRUSTWORTHINESS:** Assured reliance on integrity, veracity, justice
- | A | B | C | D | F |
|---------------------------------------|----------------------------|---|---|---|
| Thoroughly reliable in all situations | Occasionally disappointing | Can never confidently be trusted with class | | |
13. **LEADERSHIP:** Ability to guide or show the way in conduct, opinion, or understanding.
- | A | B | C | D | F |
|--|---|---------------------|---|---|
| Secures cooperation, shows ability in guiding activities of pupils | Influence on pupil activities is slight | Shows no initiative | | |
14. **COOPERATION:** The act of working jointly with another.
- | A | B | C | D | F |
|--|--|--------------------------------|---|---|
| Helpful, carries out plans of teacher, loyal | Passive, will do what he is told to do | Influence is negative-disloyal | | |
15. **HONESTY:** Freedom from guile or fraud.
- | A | B | C | D | F |
|---|---|---|---|---|
| | | | | |

16. TACT: Ability to deal with others without giving offense.

A	B	C	D	F
Develops friendliness, does not give offense	Ordinarily gets along well with others	Superficial and in- adequate in school situations		

17. SELF-CONTROL: Restraint exercised over one's self.

A	B	C	D	F
Calm, dignified, poised, reserved	Fairly calm, dignified	Has emotional out- bursts, disturbed when routine upset		

18. GROWTH (during semester): Increase in power to instruct effectively, ability to handle classroom situations, perfection of teaching techniques.

A	B	C	D	F
Development as a teacher is very evident	Improvement is satisfactory	No improvement		

Additional Information:

1. Number of days student taught under your supervision_____.
Length of periods_____.
2. Number of days student observed classroom teaching_____.
Length of periods_____.
3. Number of extra-curricular periods student observed under
your direction_____. Length of periods_____.
4. Has the student any special weaknesses he will need to watch?
5. Please write a brief statement about this student's strong
points, and his probability of success in teaching.

Appendix L

Rating Form Requiring

Analysis of Philosophy

113

RECORD OF STUDENT TEACHER AND REPORT ON DIRECTED TEACHING

Student _____ Mark on student teaching _____
 Date _____ Year _____ Semester _____
 Curriculum _____ Semester Hours Credit _____
 Majors _____ Training School _____
 Minors _____ Grade (Elementary School) _____
 Extra Curricula _____ Courses (High School) _____
 Signature _____ Signature _____
 (Supervisor) (Director of Teacher Education)

Assets of Teacher

	A	B	C	D	E	I		A	B	C	D	E	I
1. In Personality							4. Social						
a. Physical fitness							attitude						
b. Emotional stability							5. Professional						
c. Intellectual integrity							attitude						
d. Creative originality							6. Teaching						
e. Personal appearance							interest						
f. Forcefulness							7. Technical						
2. In Scholarship							skills						
3. In Language							8. Physical						
							conditions						

Philosophy of Teacher

(If the attitude which the teacher exemplifies with respect to any one of the items listed below is mainly "educational authoritarianism," mark it Ea; if it is mainly "educational laissez-faire," mark it El; if it is mainly "educational experimentalism," mark it Ee; if it is mainly some widely recognized system of general philosophy, such as idealism or realism, use the whole word for a mark. It may exemplify some widely recognized system of philosophy even when it can be clearly marked Ea, El, or Ee. In such case, it may be given both marks. In the final mark, consider the consistency rather than the particular philosophy of the teacher.)

- | | |
|------------------------------|-----------------------------------|
| 9. Educative Experience----- | 12. Subject Matter----- |
| 10. Pupil Guidance----- | 13. Educational organization----- |
| 11. Pupil Discipline----- | 14. Teaching Procedures----- |

Improvement of Pupils

	A	B	C	D	E	I		A	B	C	D	E	I
15. In Subjects							16. Attitudes						
a. Information and skill							a. School						
b. Understanding							b. Teacher						
c. Practical application							c. Other						
d. Methods of study							pupils						

Explanations, Comments, and Recommendations
 (Use other side of sheet)

APPENDIX M

Rating Form, Combination Type

Confidential Teaching Report

115

Student _____ Degree _____ Date _____ Major _____
 Subject or Grade Taught _____ Directed Teaching Grade _____ Final Grade _____
 Will you kindly give your frank opinion as to this candidate's
 qualifications.

Statements concerning factors:	Excel.	Good	Aver.	Fair	Poor
Attitude					
Preparation					
Ability to select and organize material					
Classroom management					
Ability to direct pupil activities					
Teaching personality					

Remarks:

Date _____ Signed _____
 School and Location _____ Position _____