AN ABSTRACT OF THE THESIS OF

LINDA KAY STANWOOD for the MASTER OF SCIENCE
(Name) (Degree)
in Home Economics Education presented on May 24, 1972
(Major) (Date)

Title: ATTITUDES AND BELIEFS OF OREGON STATE UNIVERSITY
HOME ECONOMICS STUDENT TEACHERS AND COOPERATING
TEACHERS TOWARD THE RESPONSIBILITIES OF COOPERATING
TEACHERS

Redacted for Privacy

Abstract approved: / Dr. Sylvia L. Lee

The student teaching experience is a major determinant in the future professional success of the students involved; therefore it is important that the experiences and the supervision of those experiences be of the highest quality.

The cooperating teacher is directly responsible for providing activities which contribute to a meaningful experience. By providing helpful guidance, or little or no guidance, the cooperating teacher plays a major role in determining the outcome of the student teaching experience.

In order to formulate a more complete picture of the responsibilities of the cooperating teacher, the writer needed to determine which experiences provided by the cooperating teacher were most helpful in developing the student teachers' professional growth.
To gather data to survey the beliefs, opinions, or attitudes of former Oregon State University Home Economics Education student teachers, as well as their cooperating teachers, a combination rating scale and questionnaire was developed. The total population for the study was 140, 63 cooperating teachers, and 77 former student teachers. Data analysis was based on 103 responses.

Cooperating teachers were asked to respond to whether certain student teaching activities were "Essential," "Desirable," "Nice to Provide," or "Not Necessary." The student teachers were asked to respond to the same activities in terms of whether their cooperating teachers were "Most Helpful," "Helpful," or "Least Helpful" in facilitating those activities. Student teachers were also able to rate certain personal and professional characteristics of their cooperating teachers and the ideal cooperating teacher as low, average, or high.

Data obtained from cooperating teachers and former student teachers regarding student teaching activities or experiences were analyzed by the chi square test of significance. Only those experiences on which cooperating teachers and student teachers differed significantly at the .001 level on a two-tailed test were discussed. Responses were grouped into the same categories that appeared on the questionnaires: teaching skills and methodology, curricular and extracurricular duties, professional growth, orientations and observations, evaluation, and interpersonal relationships.
Findings showed that there were some differences in what cooperating teachers said ought to be provided for student teachers, and in what student teachers said their cooperating teachers actually provided. Although cooperating teachers rated providing the opportunity to guide small group work, to use audio-visual aids and equipment, to gain insights into department budgets and financing, and to hold four-way conferences as "Essential" or "Desirable," student teachers indicated that they did not receive as much help and guidance in these areas as they would have liked to have had.

While student teachers and cooperating teachers differed significantly on some experiences, the data indicated strong agreement among student teachers and cooperating teachers toward the desirability of participating in certain experiences, and toward the help received from the cooperating teachers in facilitating the opportunity to have these experiences.

Student teachers' ratings of personal and professional characteristics of their cooperating teachers and the ideal cooperating teacher were analyzed by the t test of significance. Cooperating teachers were rated as less than ideal in all instances except one, "Preparation to teach in an area outside major."

The writer believes that the Home Economics Education Department staff could effectively use orientation seminars to provide cooperating teachers with insights into guiding student teaching
experiences. Helping cooperating teachers to increase their skills in listening, in communication, and in interpersonal relationships would enable them to guide their student teachers' experiences more effectively, and to develop a working relationship that encourages mutual trust and respect. Guidelines for home economics cooperating teachers were developed for this purpose.

Student teachers must also be provided with insights into the responsibilities of cooperating teachers, so that they are better able to understand the role of the cooperating teacher during the student teaching experience, and are not overly critical if their cooperating teachers do not come up to their expectations.
Attitudes and Beliefs of Oregon State University
Home Economics Student Teachers and
Cooperating Teachers toward the
Responsibilities of Cooperating Teachers

by

Linda Kay Stanwood

A THESIS
submitted to
Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Science

June 1971
APPROVED:

Redacted for Privacy

Associate Professor, Head of Department of Home Economics Education
in charge of major

Redacted for Privacy

Dean of Graduate School

Date thesis is presented

Typed by Mary Jo Stratton for Linda Kay Stanwood
ACKNOWLEDGEMENTS

The writer wishes to express appreciation to the persons who have contributed information to this study, and to those who have provided assistance and encouragement throughout the past year.

To Dr. Sylvia L. Lee, a most sincere thank you for her guidance, friendship, patience, and inspiration in completing this study. Working with her and with her staff in the Home Economics Education Department at Oregon State University has been both a personal and professional challenge to the writer. The opportunity to supervise student teachers and take an active part in the teacher education program at Oregon State has been an invaluable experience.

Appreciation is expressed to Dr. May DuBois, Miss Marilyn A. Adix, and Mrs. Mary Jane Grieve for their helpful comments and suggestions.

To Mr. Clifford L. Ferry, who voluntarily gave of his time and professional advice in editing this study, and for his many worthy comments, the writer extends a special thank you.

The writer is deeply grateful for the encouragement and understanding of her family and friends during the past year.
# TABLE OF CONTENTS

## I. INTRODUCTION

<table>
<thead>
<tr>
<th>Statement of the Problem</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>6</td>
</tr>
</tbody>
</table>

## II. REVIEW OF LITERATURE

<table>
<thead>
<tr>
<th>Student Teaching Experience</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cooperating Teacher</td>
<td>12</td>
</tr>
<tr>
<td>Selection of the Cooperating Teacher</td>
<td>12</td>
</tr>
<tr>
<td>Responsibilities of the Cooperating Teacher</td>
<td>16</td>
</tr>
</tbody>
</table>

## III. METHODS OF PROCEDURE

| Introduction                  | 28|
| Selection of the Population   | 28|
| Construction of Preliminary Questionnaires | 30|
| Pretest of Preliminary Questionnaires | 31|
| Pilot Study                   | 31|
| Results of the Pilot Study    | 32|
| Construction of the Final Questionnaires | 32|
| Distribution of the Questionnaires | 33|
| Procedure for Analysis of Data| 34|

## IV. RESULTS AND CONCLUSIONS

<p>| Profile of Cooperating Teachers | 36|
| Profile of Former Student Teachers | 38|
| Student Teaching Experiences    | 39|
| Teaching Skills and Methodology | 41|
| Team Teaching                   | 41|
| Guiding Small Group Work        | 42|
| Using Audio-Visual Aids and Equipment | 43|
| Using Another's Daily Lesson Plans | 44|
| Teaching a Co-educational Class | 45|
| Curricular, Extracurricular Duties | 46|
| Coordinate an Open House, Tea, or Fashion Show | 46|</p>
<table>
<thead>
<tr>
<th>Professional Growth</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Observations</td>
<td>47</td>
</tr>
<tr>
<td>Insight into Department Budget and Financing</td>
<td>48</td>
</tr>
<tr>
<td>Participate in Opening and/or Closing the Department</td>
<td>48</td>
</tr>
<tr>
<td>Visit Other Schools Within the District</td>
<td>49</td>
</tr>
<tr>
<td>Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>50</td>
</tr>
<tr>
<td>Hold Four-Way Conferences</td>
<td>51</td>
</tr>
<tr>
<td>Student Teaching Experiences Identified as Not Significant</td>
<td>51</td>
</tr>
<tr>
<td>Teaching Skills and Methodology</td>
<td>52</td>
</tr>
<tr>
<td>Teaching a Full Day</td>
<td>52</td>
</tr>
<tr>
<td>Helping Students Plan and Carry Out Home or Extended Experiences</td>
<td>52</td>
</tr>
<tr>
<td>Teaching a Boys Homemaking Class</td>
<td>53</td>
</tr>
<tr>
<td>Gradually Assuming Teaching Responsibilities</td>
<td>53</td>
</tr>
<tr>
<td>Curricular, Extracurricular Duties</td>
<td>54</td>
</tr>
<tr>
<td>Making Home Visits</td>
<td>54</td>
</tr>
<tr>
<td>Planning, Carrying Out, Evaluating Field Trips</td>
<td>54</td>
</tr>
<tr>
<td>Creating Bulletin Boards</td>
<td>54</td>
</tr>
<tr>
<td>Assuming Routine Duties</td>
<td>55</td>
</tr>
<tr>
<td>Assuming Study Hall and Cafeteria Supervision, Hall Duty</td>
<td>55</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>55</td>
</tr>
<tr>
<td>Attending Faculty Meetings, Professional Meetings</td>
<td>55</td>
</tr>
<tr>
<td>Orientations, Observations</td>
<td>56</td>
</tr>
<tr>
<td>Orientation to the School and Its Policies</td>
<td>56</td>
</tr>
<tr>
<td>Orientation to the Total Homemaking Program</td>
<td>56</td>
</tr>
<tr>
<td>Observing the Cooperating Teacher</td>
<td>56</td>
</tr>
<tr>
<td>Visiting Other Departments Within the School</td>
<td>56</td>
</tr>
<tr>
<td>Evaluation</td>
<td>57</td>
</tr>
<tr>
<td>Evaluating Public School Students</td>
<td>57</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>57</td>
</tr>
<tr>
<td>Using the Cooperative Notebook</td>
<td>57</td>
</tr>
<tr>
<td>Holding Conferences with the Cooperating Teacher and Student Teacher Pair</td>
<td>57</td>
</tr>
</tbody>
</table>
Student Teacher Ratings of Personal and Professional Characteristics of Cooperating Teachers and the Ideal Cooperating Teacher

Ideal Cooperating Teacher

Cooperating Teachers

Reactions of Cooperating Teachers toward the Oregon State University Home Economics Education Cooperating Teachers' Orientation

Summary

Cooperating Teachers

Student Teachers

Teaching Skills and Methodology

Team Teaching

Guiding Small Group Work

Using Audio-Visual Aids and Equipment

Using Another's Daily Lesson Plans

Teaching A Co-educational Class

Curricular, Extracurricular Duties

Coordinate an Open House, Tea, or Fashion Show

Professional Growth

Orientations and Observations

Insight into Department Budget and Financing

Participate in Opening and/or Closing Department

Visit Other Schools Within the District

Evaluation

Interpersonal Relationships

Hold Four-Way Conferences

Student Teaching Experiences Identified as Not Significant

Teaching Skills and Methodology

Curricular, Extracurricular Duties

Professional Growth

Orientations, Observations

Evaluation

Interpersonal Relationships

Student Teacher Ratings of Personal and Professional Characteristics of Cooperating Teachers and the Ideal Cooperating Teacher
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide an opportunity to team teach.</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>Provide an opportunity to guide small group work.</td>
<td>43</td>
</tr>
<tr>
<td>3</td>
<td>Provide an opportunity to use audio-visual aids and equipment.</td>
<td>43</td>
</tr>
<tr>
<td>4</td>
<td>Provide an opportunity to use another's daily lesson plan.</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>Provide an opportunity to teach a co-educational class.</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>Provide an opportunity to coordinate an open house, tea, or fashion show.</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>Provide insight into department budget and financing.</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>Provide an opportunity to participate in opening and/or closing department.</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>Provide an opportunity to visit other schools within the district.</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Hold conferences with cooperating teacher, student teacher pair, and university supervisor.</td>
<td>51</td>
</tr>
</tbody>
</table>
### LIST OF APPENDIX TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respondents' personal data.</td>
<td>140</td>
</tr>
<tr>
<td>2</td>
<td>Respondents' attitudes toward student teaching experiences.</td>
<td>142</td>
</tr>
<tr>
<td>3</td>
<td>Student teaching experiences identified as not significant.</td>
<td>145</td>
</tr>
<tr>
<td>4</td>
<td>Student teacher ratings of personal and professional characteristics of cooperating teachers and ideal cooperating teacher.</td>
<td>148</td>
</tr>
</tbody>
</table>
ATTITUDES AND BELIEFS OF OREGON STATE UNIVERSITY HOME ECONOMICS STUDENT TEACHERS AND COOPERATING TEACHERS TOWARD THE RESPONSIBILITIES OF COOPERATING TEACHERS

CHAPTER 1. INTRODUCTION

The student teaching experience is the practical application of educational principles and theories. It is basically a professional growth experience. During this time student teachers are developing professional competencies and gaining self-confidence as teachers. They are establishing satisfactory and rewarding relationships with their students as they plan learning experiences to meet their students' needs. The student teaching experience is a major determinant in the future professional success of the students involved; therefore it is important that the experiences and the supervision of those experiences be of the highest quality.

Public schools cooperate with teacher education institutions by providing the setting in which the experience takes place. The success of the student teaching experience is, in large part, the responsibility of the cooperating teacher. Although the university supervisor observes the student teachers several times throughout the term, it is the cooperating teacher who is directly responsible for providing activities which contribute to a meaningful experience. By providing helpful guidance, or little or no guidance, the cooperating teacher plays a major role in determining the outcome of the student teaching
experience.

The cooperating teacher serves as a model for the student teachers. She should be highly qualified both personally and professionally, enthusiastic about her job, and able to provide the student teachers with insights into the teaching profession. In order to fulfill her responsibilities, she needs more than the basic knowledge and skills which are required for the classroom. Her selection is based upon her outstanding competencies, as well as her willingness to guide the professional growth of student teachers.

Statement of the Problem

Anything less than quality supervision does not provide student teachers with the kinds of experiences they need. Those student teaching experiences and effective teaching behaviors which were of most value to the student teachers greatly influence their success as beginning teachers, and guide the formulation of an individual teaching style and the continued development of a philosophy of education.

Through determining which experiences provided by the cooperating teacher were most helpful in developing the student teachers' professional growth the writer was able to formulate a more complete picture of the responsibilities of the ideal cooperating teacher. After teaching one or two years, former student teachers may have a different perception than that which they had at the end of the student
teaching experience as to which experiences provided by the cooperating teacher were valuable in helping them to develop as professionals. The compilation of the ideal personal characteristics and professional qualifications of the cooperating teachers was based on these perceptions.

Because teacher education programs are concerned with developing the maximum potential of all future teachers, it would be most beneficial to teacher educators to learn which activities provide the most valuable student teaching experiences. In order to accomplish this objective, the role the cooperating teacher played in facilitating or hindering the provision of particular opportunities must be known.

Objectives

The purpose of this study is to develop a guide for Oregon State University Home Economics Education cooperating teachers based on written evaluations of former home economics student teachers at the end of their student teaching experience, their reflections of the student teaching experience after they have taught at least one year, and the opinions of home economics cooperating teachers as they perceive their responsibilities during the student teaching experience. This guide will not only aid in orienting new cooperating teachers to the student teaching program, but will also provide additional guidelines for experienced cooperating teachers.
Specifically, the objectives of this study are:

1. To define the responsibilities of the ideal home economics cooperating teacher during the student teaching experience, as perceived by cooperating teachers and former student teachers who are presently teaching, or who have taught for at least one year.

2. To determine which activities proved to be most valuable to student teachers as they began their professional careers, and the role of the cooperating teacher in facilitating these activities.

3. To specify the ideal personal characteristics and professional qualifications of a home economics cooperating teacher, based on opinions of former student teachers.

4. To ask Oregon State University Home Economics Education cooperating teachers for an evaluation of the cooperating teacher orientation program.

When the above objectives have been met, the writer will then be able to use the data:

5. To develop guidelines to be used by Oregon State University Home Economics Education cooperating teachers during their supervision of the student teaching experience.

6. To prepare suggestions for improving the Oregon State University Home Economics Education orientation program.
for cooperating teachers.

Procedures

A review of current literature in the area of supervision of student teachers provided the framework for developing instruments through which former Oregon State University Home Economics Education student teachers and their cooperating teachers could each express opinions.

The former student teachers who were presently teaching or who had taught at least one year, were able to evaluate, by means of a rating scale, which experiences were most valuable to them in their professional growth, as well as their perceptions of the responsibilities of the ideal cooperating teacher.

A second instrument was constructed and sent to Oregon State University Home Economics Education cooperating teachers to determine which activities they felt should specifically be provided for student teachers.

The data from both instruments were compiled and analyzed separately, and then a comparison of the results of the two instruments was made. The analysis of these data was incorporated into guidelines for cooperating teachers to use during the student teaching experience.
Definition of Terms

The terminology of teacher education varies with each student teaching situation. Throughout this study, the following definitions were used:

**Student teaching:** the full-time observation, participation, and actual teaching in a public school setting by a student teacher, under the guidance and direction of a cooperating teacher and the university supervisor.

**Student teacher:** a university or college student who is acquiring practical teaching experience under the guidance of a public school cooperating teacher and the university supervisor.

**Student teacher pair or partner:** two student teachers under the guidance and direction of one cooperating teacher at one time.

**Student teaching center:** the public school in which student teachers are placed for student teaching experience.

**Cooperating teacher:** an experienced teacher employed in a public school system who observes, guides, and directs university students in accordance with the objectives of the university teacher education program during their student teaching experience. Synonym: supervising teacher.

**University (or college) supervisor:** A Home Economics Education
staff member who regularly visits, observes, and confers
with the student teacher and the cooperating teacher.
CHAPTER 2. REVIEW OF LITERATURE

In an age when the rapid expansion of knowledge makes it very difficult to keep abreast of current developments, the need of providing for excellence in teacher education is recognized. Witherow (1967) believes this includes the need:

1. To be versatile in subject matter.
2. To motivate students.
3. To evaluate students objectively and fairly.
4. For logical classroom procedures; continuity, uniformity.

The present writer believes that there is also a need for establishing effective interpersonal relationships between teacher and students, as well as between cooperating teacher and student teacher.

Teacher education institutions are faced with the challenge of meeting these needs.

Professional education courses teach the methods that promote learning, but the classroom teacher determines how to put principle into practice. In this respect, she is influenced by the interests and abilities of her students, the needs of the community, and assisted by her co-workers and administrative staff.

Good teachers are familiar with a variety of methods and materials available to them, and possess the ability to select the most satisfactory method to suit the particular learning experience or situation.

In order for teacher education students to become familiar with
the actual classroom setting and the role that they will assume as professionals, they are required to participate in a student teaching experience for a specified length of time.

Student Teaching Experience

The student teaching experience is the culmination of all basic educational principles learned in the professional education sequence. Leading educators and most teacher education institutions recognize the value of the student teaching experience.

Of all the prospective teacher's professional preparation, the clinical experience is the one aspect of teacher preparation that is without exception recognized as the most meaningful by both prospective teachers and the teacher training institution (Blankenburg, 1969, p. 244).

The student teaching experience can be an invaluable asset in guiding the student teacher's development of teaching style. It is the most important aspect of the prospective teacher's professional preparation because:

1. More time is devoted to student teaching than to any other specific undergraduate course.
2. The experience takes place in an actual teaching environment.
3. The student works under a teacher experienced in subject matter and classroom procedures.
4. The student identifies with her public school, its students and faculty, and the community (Brekke, 1967).

The student teaching experience also provides prospective
teachers with a means for evaluating their vocational goals. If, during this time, the prospective teacher finds that teaching is not the field in which she chooses to remain, her talents are then directed toward a field which is more compatible with her abilities and interests.

In order to provide the most meaningful clinical experience for prospective teachers, colleges and universities are aided by the cooperation of public schools. Student teachers are placed in public schools for six weeks or more, and are guided in their experience by a cooperating teacher. Student teaching may be on a part-time or full-time basis, although the latter is deemed far superior (Davis, 1966). During the full-time experience, the student concentrates her efforts on becoming a professional teacher. By the end of the student teaching experience, the amount of time the student teacher spends preparing for those classes which she teaches is equivalent to the time a full-time teacher would spend in preparation for the same classes.

Qualified public school teachers who wish to guide and direct the student teacher in her professional growth are selected as cooperating teachers. The selection is made with the consent of the administrator as well as the cooperating teacher. This procedure, however, may not always be followed. When a teacher's consent has not been given, she may often accept a student teacher as a matter of duty and as a result, may feel that the student teacher has been forced on her. The teacher's unwilling attitude is quickly relayed to the student teacher.
If a quality student teaching experience is the goal, then the cooperating teachers must be volunteers to the program (Kruszynski, 1968).

Those cooperating teachers who willingly desire to work with a student teacher find the experience equally as rewarding and satisfying for them as it is for the student. Teacher and student teacher share experiences and learn from each other.

O'Hanlon (1967a) believes that the success of the student teaching experience is, in large part, determined by the cooperating teacher. Providing effective guidance, or little or no guidance, can help or hinder the situation. It takes a perceptive cooperating teacher to recognize and meet the needs of the student teacher.

The student teacher needs recognition as an individual and as a teacher; she needs to feel accepted, to be understood, to have direction and independence. If these needs are met, she will experience success (Williams, 1966). This situation demands the guidance of a cooperating teacher with insight and enthusiasm.

A team consisting of cooperating teacher and student teacher is recognized as the most effective approach for the benefit of the public school students as well as for the professional growth of the student teacher. The public school students gain from the combined efforts of two teachers, and the student teacher has the opportunity to work and learn under the guidance of an experienced, successful
teacher (O'Hanlon, 1967a).

The results of a team approach surpass those of a "sink or swim" attitude. As a team, the student teacher and cooperating teacher work together on instruction. The cooperating teacher is the leader, but both are active participants (O'Hanlon, 1967a). With the team approach the student teacher is given status as "a" teacher, rather than "the" teacher, and is able to gradually assume responsibilities as she is ready for them.

The Cooperating Teacher

Brekke states, "...the cooperating teacher is probably the most unsung, unrewarded, unrecognized, and yet, most important person in teacher education" (Brekke, 1967, p. 30). While the truth of this statement is generally accepted, it is also recognized that the selection of cooperating teachers is not an easy task. High standards have not always been emphasized in the selection of cooperating teachers in recent years because of the large, and ever-increasing, college enrollments. There are simply not enough superior teachers available for each teacher education student (Kruszynski, 1968; O'Hanlon, 1967a).

Selection of the Cooperating Teacher

There are many factors influencing the selection of a cooperating
teacher. The willingness to work with a student teacher, to help her
to develop her potential as a professional teacher, has been discussed
previously in this chapter.

One of the responsibilities of the teacher education institution
is to provide in-service programs to prepare outstanding public school
teachers to work as cooperating teachers (Ishler, 1968; Lowther,
1968; Pautz, 1966; Suttle, 1966; Wesley, 1966). This is one way of
assuring quality supervision, even though the number of superior
public school teachers is limited. In-service programs orient the
prospective cooperating teacher to her role and responsibilities.
They also provide an opportunity for her to ask questions of the teacher
educators, as well as share ideas with other cooperating teachers.

Misinformed, unqualified cooperating teachers are often a result
of improper preparation and orientation by the teacher education
institute. A lack of understanding of supervisory responsibilities is
usually conveyed to the student teacher, and may influence her
attitude toward the student teaching experience.

The result of the public school teacher not clearly
understanding the role and responsibility of being a
supervising teacher has caused some ineffective work
with student teachers and a good deal of hesitation on
the part of many public school teachers to accept the
joint responsibility for the preparation of teachers
(Quick, 1967, p. 16).

The cooperating teacher is selected, ideally, on the basis of her
outstanding personal and professional qualities. She needs to have a
better than average mastery of basic classroom skills, and she needs to have confidence in her own abilities so that she might share methods and techniques with a student teacher.

To perform her role effectively, the cooperating teacher needs to be a reasonably secure person: one who exhibits warmth and friendliness, who is somewhat outgoing and open (Lamb, 1966). She maintains good interpersonal relationships with faculty and students, and exemplifies the ideals of the profession.

The cooperating teacher has the ability to work through another person to help students grow and develop. She receives satisfaction from seeing her public school students admire and respect the student teacher.

Personal characteristics of a good cooperating teacher should include a sense of humor, a considerate manner, an appreciative attitude, self-understanding, and an understanding of others. A physically and emotionally healthy person helps to make an ideal cooperating teacher. Another desirable characteristic is flexibility and willingness to experiment with new ideas and methods. As a supervisor of student teachers, she will need to be willing to allow them to try a variety of teaching techniques, and be able to help them to evaluate the effectiveness of these methods. Cooperating teachers should be fair and empathetic, democratic rather than autocratic, and able to perceive a situation from the student's point of view.
A good cooperating teacher has the skills to practice good teaching techniques. According to Milanovich (1966), she is adaptable, considerate, diplomatic, compatible, emotionally stable, and happy in her work. She is aware of the needs of her students and plans learning experiences to meet these needs. She does not give the impression that teaching is a soft job, but does justice to her supervisory duties in the role of a cooperating teacher.

Supervision is a challenge to the professionally-oriented teacher. A good cooperating teacher is able to compensate her weaknesses with her strengths, and to use these strengths to their greatest advantage. The cooperating teacher sets an example and is, in every sense of the word, a "master" teacher (Caskey, 1966). She serves as a professional model for each prospective teacher that she guides and directs. The image that she projects makes a lasting impression on the student teachers.

Student teachers will both consciously and unconsciously absorb the standards and ideals of the supervising teacher. If this impact is to be a positive one, the need for quality in supervision must be emphasized (Hayes, 1966, p. 4).

Although student teachers may admire and emulate their cooperating teacher, she needs to possess the ability to help them recognize and develop their own individual teaching style.
Responsibilities of the Cooperating Teacher

The cooperating teacher has a variety of responsibilities, all of which demand a person highly qualified both professionally and in interpersonal relationships. The responsibilities of the cooperating teacher to the student teacher, as summarized by Bradley (1966), are that she:

1. Responds warmly to the student teacher's ideas.
2. Is able to permit the student teacher's expression of ideas much of the time.
3. Adjusts explanations to fit correctly with the student teacher's ability and knowledge.
4. Responds to the student teacher's ideas in an accepting manner.
5. Is sympathetic about the student teacher's problems in teaching.
6. Conveys through her manner a willingness to accept and work with controversial issues.
7. Greatly encourages and reassures the student teacher.
8. Sees the student teacher as a coworker on a common problem.
9. Improves her working relationship with the student teacher by taking him to professional meetings and in-service experiments.
10. Actively encourages the pupils to respond to the student teacher as a person of authority.
11. Directs the student teacher in procedures to use in correcting errors that may be made inadvertently during class recitations (Bradley, 1966, p. 93).

The importance of the role of the cooperating teacher may sometimes be overlooked.

The cooperating teacher is probably the most important
person in the training of the student teacher. What the cooperating teacher does, and the way in which he does it has...a most impressionable effect upon the student teacher's pattern of behavior in the classroom situation (Wolfgramm, 1966b, p. 171).

Although the cooperating teacher is concerned with quality supervision of her student teacher, she also continues to be responsible to her public school students and to the school's administration and staff, in addition to the university student teaching program (Binkley, 1966; Williams, 1966).

The cooperating teacher must, at all times, maintain the objectives and goals of the university program (Jordan, 1967b). This should be remembered when planning prior to the arrival of the student teacher, and during the entire experience. Improving and clarifying relationships between the public school and the university provides advancement toward achieving the goal of a quality student teaching experience. The preservice and in-service programs of the university will help the cooperating teacher to understand the role she plays in upholding and maintaining university goals (Quick, 1967; Wolfgramm, 1966b).

Southworth (1968) stresses that the public school pupils must understand the status and role of the student teacher. If they are aware of the purpose of the student teaching experience as well as the role that they play, they will adapt more easily to the transition of classroom control from the teacher to the prospective teacher.
Pupils in student teaching settings need thorough orientation to the rationale for a student of education sharing their environment. They need to realize their responsibilities in helping prepare new teachers (Southworth, 1968, p. 25).

In order for them to understand these responsibilities, the cooperating teacher should prepare the pupils for the date and arrival of the student teacher in advance. If the student teacher is respected and treated as a professional by the cooperating teacher, the pupils will react to her presence in the same manner (Wesley, 1966; Wolfgramm, 1966b). When the student teacher is accepted in this manner, she will develop a more positive self concept, and be able to establish meaningful relationships with her students. It is the cooperating teacher's responsibility to introduce the student teacher to the school's administration, faculty, and nonteaching staff. This will not only acquaint them with her arrival, but will also help the student teacher to feel welcome and accepted as part of the faculty.

The cooperating teacher has a duty to herself to continually evaluate and improve her supervisory role.

The supervising teacher can be helped to develop the understanding and skills required in the supervision of student teaching through meeting with other supervising teachers and college supervisors (Hontz, 1964, p. 134).

Through her own self-evaluation, the cooperating teacher will develop a more positive self concept and therefore will have more freedom to express her own professional commitment as she possesses a greater ability to relate to the students she teaches as well as to the
professionals with whom she works.

Before the student teacher arrives at the school, the cooperating teacher should become familiar with her personal background (Williams, 1966; Wolfgramm, 1966b). This may be accomplished through the use of autobiographical information, if this is a university policy, or it may be through a letter or personal conference between the student teacher and herself. In the latter case, the cooperating teacher would usually take the initiative in arranging a conference. As previously stated, the cooperating teacher also prepares her students for the date of arrival of the student teacher, as well as the role of the public school students in the student teaching experience.

In addition, preparations of the cooperating teacher should include defining her own role with the principal and university supervisor, and encouraging teachers and administrators to accept the student teacher as a co-worker. She should also write her goals and expectations of and for the student teacher, and prepare information concerning the public school students and the school's policies so that it is available to the student teacher, as well as set aside working space for the student teacher's belongings (Wolfgramm, 1966b).

It is important that the student teacher have a place to work within the homemaking department. If this is not possible, then the cooperating teacher should obtain permission for the student teacher to work in the faculty lounge or other suitable location within the
school. This provides her the opportunity to use facilities and equipment available to the faculty, and again aids her in assuming the role of a professional.

In defining expectations of and for the student teacher, the cooperating teacher needs to realize that she is dealing with a whole person, and thus establish a relationship which allows open communication and understanding.

It is apparent that student teachers respond most favorably to a professional relationship containing generous amounts of trust, support, understanding and consideration... (Lowther, 1968, p. 43).

Within the framework of this kind of a relationship, the student teacher is more likely to be able to objectively evaluate her strengths and weaknesses, as well as to build upon these strengths as tools with which she can alleviate the weaknesses.

Wolfgramm (1966b) believes that with the student teacher's arrival she should be given a general orientation to school rules and policies by the principal; and by the cooperating teacher, an orientation to the school building and its facilities, and to the curricular and extracurricular programs. She needs an orientation to an overall survey of units being taught, as well as an introduction to each class. It is imperative that the cooperating teacher acquaint the student teacher with her responsibilities and duties, and that the student teacher fully understands what is expected of her. This is also an opportune time for the cooperating teacher to become aware of the
student teacher's expectations.

Together the cooperating teacher and student teacher work as a team to set up attainable goals, both for themselves and their students, during the student teaching experience. The cooperating teacher should recognize the leadership abilities of the student teacher and encourage her to take the initiative in setting up these goals (True, 1966). The team approach is enhanced as cooperating teacher and student teacher become aware of each other's goals and expectations, as well as those with which they are mutually concerned.

It might be said that a team, the student teacher and the supervising teacher, is made up of individuals, who, having joined together because they perceive common and valued goals, supplement and complement each other as they work cooperatively toward their mutually agreed upon goals (Lindsey, 1966, p. 42).

Besides emphasis on the attainment of mutually determined goals, Lindsey (1966) also stresses that the team approach encourages free and open communication. Each member of the team feels that her contributions are valued, respected, and important. There evolves a feeling of professional cooperation.

Lindsey (1966) further believes that the team approach promotes the optimum development of the student teacher, and provides continuity of high quality experience for the public school students. The team approach is not only utilized on a one-to-one basis between cooperating teacher and student teacher, but also includes the university supervisor when she visits the student teaching center. No
matter what the size of the team, they are all working together toward the attainment of specific goals.

Exactly when the student teacher begins her actual teaching experience is an individual matter based on her abilities and readiness to accept added responsibilities (Edwards, 1966; Jordan, 1967b; O'Hanlon, 1967a, b; Quick, 1967; Wesley, 1966). A short observation period is usually provided so that the student teacher may become familiar with the classroom setting and pupils. The length of the observation period may vary from one to four weeks, again based on individual abilities and readiness. The cooperating teacher needs to provide observation guidelines so that the student teacher will know what specific things she should look for. The observations provide a basis for discussion and help the student teacher to familiarize herself with the characteristics of the public school students as she also becomes aware of classroom routines and policies. Gradual involvement with teaching and pupils will slowly increase the teaching load and responsibilities of the student teacher as she demonstrates her ability and competence.

The observation period and gradual involvement of the student teacher with pupils allows her to question the "hows" and "whys" of teaching methods. Although the cooperating teacher should be a "best" example during the student teacher's observation, she should not expect the student teacher to develop a mirror image of her teaching
If you encourage the student teacher's initiative, and are receptive to questions, even critical ones, the student teacher will develop his own teaching 'style' and his own philosophy of teaching (Lamb, 1966, p. 51).

Student teachers must not only practice application of principles, but they should also be able to understand why it is important to bring theory and practice together. It is beneficial for the prospective teachers to have the opportunity to observe various teaching techniques and pupil responses under different situations.

Because the cooperating teacher is a reasonably secure person, she will be able to release her hold on a class as the student teacher is ready to assume control (Lamb, 1966). "If he is confident of his student teacher, the supervisor should be able to absent himself gradually without undue concern about the class" (Wesley, 1966, p. 114).

The responsibilities of the cooperating teacher to the student teacher include sharing experiences and encouraging her to use a variety of materials and teaching methods. When she is ready to assume teaching responsibilities, it is best that the student teacher begins with a unit that she is especially interested in. Wolfgramm (1966b) states that the student teacher should not be given excess amounts of "busy work," and even though the cooperating teacher may leave the room at times, it is also her responsibility to always be available in case difficulties are encountered. In addition to guiding
the student teacher's teaching methods and techniques, the cooperating teacher needs to encourage firm, fair, and consistent discipline. This may be one of the areas in which the student teacher will need most assistance. The transition from college student to professional teacher may not always be easy.

The cooperating teacher can meet many of her responsibilities and reinforce the student teacher's sense of self-confidence through regular conference periods. Time should be set aside, in a location that offers privacy and a relaxed atmosphere, for frequent conferences (Wolfgramm, 1966b).

There should be specific reasons for each conference, with an atmosphere of teamwork prevailing. It is the responsibility of the cooperating teacher to facilitate the standards, quality, and time allowed for the conference.

Keeping a record of important points covered during a conference will provide guidelines for a three-way conference with the university supervisor, as well as aid the cooperating teacher in the evaluation process. "Silent" conferences may be held through the use of a cooperative notebook, as well as through visual symbols, such as facial expressions or gestures by the cooperating teacher. However, these comments should also be discussed during conference time.

Pre- and post-conferences concerning teaching activities present the "whys" of what was good, not good, and a better way of handling
the situation (Binkley, 1966). It is most beneficial if the cooperating teacher asks questions which direct the student teacher toward the goal of self-evaluation. One of the most rewarding aspects of supervision occurs when the student teacher is able to objectively evaluate her own abilities and performance. Previously cooperatively planned teacher-student teacher goals and objectives should be discussed and evaluated in terms of the degree of attainment.

Evaluation and constructive criticisms should be continuously provided by the cooperating teacher. A student teacher should not be criticized in front of a class (Wolfgramm, 1966b). The cooperating teacher can use conference time most effectively if she guides the student teacher toward correcting the errors that she may have made during a presentation. This process aids the student teacher in becoming aware of her own strengths and weaknesses.

The cooperating teacher should help the student teacher to understand the purpose of evaluation. It is not simply to pass judgment or summarize behavior in terms of a grade, but rather to promote growth. The student teacher grows as she recognizes the accomplishment of previously defined goals or objectives. To achieve growth, it is necessary to measure the quality and degree of goal attainment by the student teacher, as well as by her students. Evaluation must be both qualitative and quantitative in order to promote the full growth of the learner and to help her to achieve maximum potential. Evaluation
is, therefore, based on evidences of teaching effectiveness and the attainment of previously defined goals or objectives. It is a continuous process with the goal of self-evaluation, and is a means of interpreting evidences of goal attainment into planning next steps (Stratemeyer, 1958).

Evaluation is a very difficult task because the cooperating teacher's recommendation is a major determinant in the future professional life of the student teacher.

After the student teacher leaves the school, the cooperating teacher should promptly submit her formal recommendation to the university or the university supervisor (Wolfgramm, 1966b). The cooperating teacher is encouraged to keep a record of her evaluation of the student teacher's performance for future reference. Maintaining contact with the student teacher shows her that the cooperating teacher is still interested in her success as a teacher.

Throughout the student teaching experience, it is the duty of the cooperating teacher to present the total role of the teacher (Hontz, 1964; Ishler, 1968). She accomplishes this task through her relationships with staff and students, her personality, her demonstrated excellence in teaching, her school and extracurricular activities, her attendance at professional meetings, her interests, her attitudes toward teaching, and her skill and willingness to work with a student teacher. Her supervisory duties are enhanced by her outstanding
personal and professional qualities, and her knowledge and skills beyond that which is required for the classroom.
CHAPTER 3. METHODS OF PROCEDURE

Introduction

The responsibilities of the cooperating teacher during the student teaching experience, and the activities which she may or may not provide for the student teacher, may be interpreted differently by the cooperating teacher and by the student teacher.

To gather data which indicated the extent to which the cooperating teacher provided experiences which contributed to the growth of the student teacher during the student teaching experience, the writer surveyed the beliefs, opinions, or attitudes of former Oregon State University Home Economics Education student teachers, as well as their cooperating teachers.

Selection of the Population

In order to provide the most pertinent data, the writer chose to use only those Home Economics Education student teachers from 1966-67, 1967-68, and fall term 1968. This included the total population of the Home Economics Education graduates from the classes of 1967 and 1968, who have taught for at least one year, as well as those who graduated in the fall of 1968 and were placed in teaching positions shortly following graduation.

The writer believed that these recent graduates would be able to
adequately recall those activities provided by their cooperating teachers which were of most value to them as they began their professional careers. The population of former student teachers included 58 from 1967, 59 from 1968, and nine from fall 1968, for a total of 126.

Of the total population of the former student teachers, 44 have not taught or have not taught for a full year, and five are former student teachers who served as cooperating teachers during the 1968-69 academic year. The writer believed that the latter group would be able to respond better as cooperating teachers since they have been accustomed to this supervisory role. This reduced the representative number of former student teachers to 77.

Public school home economics teachers who assumed supervisory responsibilities as cooperating teachers for the Oregon State University Home Economics Education Department were represented in the population. They were asked to respond to those activities which they felt should be provided for student teachers, as well as give their evaluations of the Oregon State University Home Economics Education orientation program for cooperating teachers. Those selected were cooperating teachers during the 1966-67, 1967-68, and 1968-69 academic years. The number of cooperating teachers over this three year period was 63.

The total population for the study was 140, 63 cooperating teachers, and 77 former student teachers.
Construction of Preliminary Questionnaires

The instruments developed for gathering the data were a combination rating scale and questionnaire. The instruments were developed, primarily, for ease of administration and for the purpose of obtaining the most relevant data. A rating scale was developed as a part of the instrument for former student teachers because the writer believed that this would enable respondents to record the degree of feelings, beliefs, or attitudes toward the responsibilities of the cooperating teacher during the student teaching experience.

A review of current literature provided the basis for constructing the instruments. A survey and compilation of written evaluations of the student teaching experience from the former student teachers of 1967, 1968, and 1969 also contributed background information for the instruments. All items collected were grouped into six categories: teaching skills and methodology, curricular and extracurricular duties, professional growth, orientations and observations, evaluations, and interpersonal relationships. It was the writer's belief that the items collected and categorized in these areas would provide an overview of activities which the cooperating teacher may or may not have provided during the student teaching experience, and the extent to which these items were perceived as having contributed to the student teacher's professional growth.
Pretest of Preliminary Questionnaires

The preliminary questionnaires were constructed and reviewed by graduate students in Home Economics Education, as well as by members of the Home Economics Education staff at Oregon State University. After consultation and group discussion with these people, the writer revised the instruments.

Pilot Study

The purpose of the pilot study was to determine whether the respondents were able to understand the purpose and objectives of the study as well as the directions for completing the questionnaires, and if the proposed format made the questionnaires easy to complete.

Fifteen copies of the questionnaire for cooperating teachers, and 15 copies of the questionnaire for former student teachers were sent to Dr. Ednell Snell, Head of the Home Economics Education Department at the University of New Mexico, Albuquerque, New Mexico. She then distributed these copies for evaluation to persons who met the criteria of the proposed population.

Eleven Oregon State University home economics graduate students, and five members of the Home Economics Education staff were also asked to complete the questionnaires. In addition to written evaluative comments, the writer was able to consult with the respondents on the Oregon State campus for a more complete evaluation and
for clarification of their suggestions for improving the instruments.

Results of the Pilot Study

Of the 30 questionnaires sent to the University of New Mexico, 23 (76.6 percent) were completed and returned. Eleven of the 15 (73.3 percent) instruments sent to cooperating teachers were completed, as well as 12 (80 percent) of the instruments sent to former student teachers who were presently teaching. Fifteen (93.75 percent) of the 16 questionnaires distributed at Oregon State University were completed and returned. This made a total return of 82.6 percent.

Evaluative comments indicated that a revision of format was needed on the rating scale section of the former student teacher questionnaire if the writer was to obtain pertinent data. This revision also meant a clarification of instructions for completing that particular section. All other comments indicated that a further change in format was not necessary.

The questionnaire for cooperating teachers required approximately 15 minutes to complete, while that for the former student teachers required about 20 minutes. Respondents agreed that the length of the questionnaires was sufficient for the purpose of the study.

Construction of the Final Questionnaires

The final questionnaires were constructed on the basis of the
results of the pilot study (Appendix A).

The rating scale included in the questionnaire for former student teachers was revised so that the respondents could indicate the extent (high, average, or low) to which their cooperating teachers possessed certain personal and professional characteristics. The directions for completing this section were clarified so that the respondents would be able to understand exactly what characteristics and qualities they were rating.

Distribution of the Questionnaires

The questionnaires were mailed to 63 cooperating teachers, and 77 former student teachers in late January, 1970. This date was selected because it was immediately following the end of the first semester of the public schools, and teachers would be able to complete the questionnaires during a period when the demands on their time would not be too great. The writer believed that this was the most opportune time to obtain a high response of significant data.

The questionnaires were mailed in a form such that, upon completion, all the respondents would need to do was refold, staple or scotch tape them, and put them into the mail. Postage and the writer's return address were affixed to the back of the questionnaires. A reminder post card (Appendix A) was sent to those who had not responded by one week prior to the date by which the writer had
requested the questionnaires be returned.

Procedure for Analysis of Data

Descriptive data on the total group of cooperating teachers and former student teachers were obtained through a compilation of background information provided by the respondents on their completed questionnaires. Standard procedures for determining percentage were used.

After the descriptive analysis of the respondents was completed, the attitudes of cooperating teachers and former student teachers toward the responsibilities of the cooperating teacher during the student teaching experience were tested.

The chi-square test was used to analyze the data to determine the significance between the responses of the cooperating teachers and the former student teachers.

The t test of differences between the means was utilized in analyzing the student teachers' evaluations of the personal and professional characteristics of their cooperating teachers and the ideal home economics cooperating teacher. Standard procedures for determining mean and standard deviation were used.

The detailed procedures for the analysis of data are described in Chapter 4.
CHAPTER 4. RESULTS AND CONCLUSIONS

After teaching at least one year, former student teachers may have a different perception than that which they had at the end of the student teaching experience regarding which student teaching experiences were most valuable to them in guiding the formulation of an individual teaching style, and the development of a philosophy of education.

In order to formulate a more complete picture of the responsibilities of the cooperating teacher during the student teaching experience, the writer believed it necessary to determine which experiences were most valuable to former home economics student teachers, and the role their cooperating teachers played in facilitating or providing those experiences.

Questionnaires were sent to public school teachers who had served as cooperating teachers for the Oregon State University Home Economics Education Department during the academic years 1966-67, 1967-68, and 1968-69. Former home economics student teachers from 1966-67, 1967-68, and fall 1968, were also asked to complete questionnaires. The total population for the study was 140, 63 cooperating teachers, and 77 former student teachers.

Returned questionnaires totaled 79.28 percent of the population. Due to incomplete information, six instruments were not used, and two instruments were returned after data analysis was in process.
Cooperating teachers returned 56 of the questionnaires, or a total of 88.88 percent, with 52 used for analysis. Former student teachers returned 55 of the questionnaires. The return from former student teachers was 71.29 percent, with 51 used for analysis.

The writer believes that the response to the questionnaires was high because the respondents were interested in the purpose of the study, and because the study was directly related to the teaching of home economics, and the education of future home economics teachers. The questionnaires were mailed at the end of the first semester of the public schools, giving teachers ample opportunity to complete the instruments. Another factor which may have influenced a high response is that the respondents had all had close contact with the Oregon State University Home Economics Education Department within the last three years.

Profile of Cooperating Teachers

Teaching experience of the 52 cooperating teachers ranged from two to 28 years (Appendix B). The responses indicated that 74 percent of the cooperating teachers have taught ten years or less, 14 percent had taught from 11 to 19 years, and the remaining 14 percent have taught 20 or more years.

The highest degree attained by this group of teachers was the master's degree. Nineteen (34 percent) held a master's degree, and
many had completed additional hours of course work beyond the master's. Thirty-three (64 percent) cooperating teachers held a bachelor's degree, and all respondents in this group had course work, ranging from three to 90 hours, beyond this degree.

The majority (65 percent) had been at their present schools five years or less. Four teachers indicated that it was their first year at that particular school. The longest any one teacher had been at her school was 19 years. Four teachers gave no response to the question.

Nine had been cooperating teachers for six to 14 years, including one respondent who had 14 years of experience as a cooperating teacher. Twenty had served as cooperating teachers for one year.

The data revealed that these cooperating teachers had supervised a total of 330 student teachers. One cooperating teacher had supervised 50 student teachers over a period of years. Forty-two (81 percent) cooperating teachers had supervised from one to ten student teachers, while the remaining ten had supervised over ten student teachers.

None of the cooperating teachers taught below the seventh grade level, 21 percent taught at the junior high level, 69 percent taught at the senior high level, and ten percent were presently teaching at both the junior and senior high levels.

A course in the supervision of student teachers had been completed by 35 percent of the cooperating teachers. Another 63
percent have not had such a course, and one cooperating teacher did not respond to the question.

Thirty-three cooperating teachers reported that chapters of the Future Homemakers of America were found in their schools. Within this number, 25 of the cooperating teachers, approximately 50 percent of the total number, were chapter advisors.

Fifteen cooperating teachers included home visits in their homemaking program. This was 29 percent of the 52 respondents. Home projects or extended experiences, as a part of the total homemaking program, were included in the schools of 88 percent of the cooperating teachers. Twenty-four teachers (46 percent) included a unit in the World of Work or career-oriented opportunities in home economics.

Profile of Former Student Teachers

Questionnaires were returned by 71 percent of the 77 former student teachers. The data presented were based on the responses of 51 former student teachers (Appendix B).

One of the respondents was teaching for the first year. Twenty-six (51 percent) had completed one year of teaching, 23 (45 percent) had taught for two years, and one had taught three years. During the present school year, 70 percent of the respondents were teaching.

While 14 percent of the respondents were teaching at their
schools for the first year, 45 percent were teaching in the same school for the second year, and 29 percent were in their third year of teaching at the same school. Six respondents did not provide this information.

One former student teacher taught at the elementary level, grades six through eight. While 21 percent taught junior high, and 49 percent taught senior high, the data revealed that six percent taught at both the junior and senior high levels. Six respondents did not answer the question. One teacher taught a special education class in addition to her homemaking classes.

Fourteen teachers reported that Future Homemakers of America chapters were in their schools. In these schools, 11 of the former student teachers were the chapter advisors.

Former student teachers including home visits as a part of the homemaking program totaled 12 percent. Home projects or extended experiences were included by 64 percent of the 51 teachers. Units in the World of Work or career-oriented opportunities in home economics were found in 20 percent of the teachers' programs.

Student Teaching Experiences

The data obtained from cooperating teachers and former student teachers regarding the responsibilities of the cooperating teacher in facilitating or providing certain student teaching experiences were
analyzed by the chi square test of significance.

The cooperating teachers were asked to respond to whether it was "Essential," "Desirable," "Nice to Provide," or "Not Necessary" to facilitate the opportunity for student teachers to have experiences with certain activities during the term of student teaching.

The student teachers were asked to respond to the same activities in terms of whether their cooperating teachers were "Most Helpful," "Helpful," or "Least Helpful" in facilitating those activities. The student teachers were also asked to indicate whether the activity was "Not Available" in their student teaching centers.

In determining the chi square for each of the student teaching activities, the writer chose to combine the "Nice to Provide" and "Not Necessary" responses of the cooperating teachers into one category. Because the cooperating teachers were not asked to indicate whether or not the activity was available in their schools, the writer believed that all of their responses should be included in the data analysis. The "Nice to Provide" and "Not Necessary" responses did not actually indicate that the activities should not be provided for student teachers, but rather that they were less essential or less desirable to provide than other activities.

The responses of cooperating teachers were, therefore, analyzed as "Essential," "Desirable," and "Nice to Provide or Not Necessary." The responses identified by student teachers as "Most Helpful,"
"Helpful," and "Least Helpful" were also used in data analysis. These responses were categorized on a sixfold contingency table to determine the chi square of significance.

In analyzing the data shown on the following pages the writer has chosen to discuss only those experiences which were significant at the .001 level on the chi square test.

The results of all data are listed in Appendix B.

Responses are grouped into the same categories as appeared on the questionnaires for cooperating teachers and former student teachers. The categories are: teaching skills and methodology, curricular and extracurricular duties, professional growth, orientations and observations, evaluation, and interpersonal relationships.

**Teaching Skills and Methodology**

The student teaching experiences which were significant at the .001 level were having the opportunity to team teach, guide small group work, use audio-visual aids and equipment, gain insight into department budget and financing, and hold conferences with cooperating teacher, student teacher pair, and university supervisor.

**Team Teaching**

The data in Table 1 indicate the majority of the cooperating teachers rate providing the opportunity for student teachers to team
teach as either "Desirable" or "Nice to Provide or Not Necessary."

Table 1. Provide an opportunity to team teach (N = 94).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>3</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Most helpful</td>
<td>Helpful</td>
<td>Least helpful</td>
</tr>
<tr>
<td>Student teachers</td>
<td>16</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>

\[ x^2 = 14.2941 \text{ df 2 Significant at .001 level on two-tailed test.} \]

Although cooperating teachers did not think that it was "Essential" for student teachers to have the opportunity to team teach, the responses of student teachers indicated that most of the cooperating teachers were either "Most Helpful" or "Helpful" in providing this opportunity. Approximately one-fourth of the student teachers who responded to this question reported that their cooperating teachers had been "Least Helpful" in facilitating the opportunity to team teach.

Guiding Small Group Work

The data in Table 2 indicated that cooperating teachers placed much emphasis on providing the opportunity for student teachers to guide small group work.

Although the majority of the cooperating teachers rated this as an "Essential" opportunity, responses of student teachers would indicate that their cooperating teachers were either "Most Helpful" or
Table 2. Provide an opportunity to guide small group work (N = 97).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>39</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Student teachers</td>
<td>21</td>
<td>18</td>
<td>9</td>
</tr>
</tbody>
</table>

\[ x^2 = 13.86 \text{ df 2 } \text{ Significant at .001 level on two-tailed test.} \]

"Helpful," and that a number of cooperating teachers were "Least Helpful."

Using Audio-visual Aids and Equipment

The data in Table 3 show that there was a significant difference in what the cooperating teachers said was "Essential" to provide, and the degree to which they facilitated the opportunity for their student teachers to have this experience.

Table 3. Provide an opportunity to use audio-visual aids and equipment (N = 98).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>46</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student teachers</td>
<td>17</td>
<td>25</td>
<td>7</td>
</tr>
</tbody>
</table>

\[ x^2 = 33.993 \text{ df 2 } \text{ Significant at .001 level on two-tailed test.} \]
While all except three cooperating teachers indicated that it was "Essential" that they provided the opportunity for student teachers to use audio-visual aids and equipment, the majority of the student teachers indicated that their cooperating teachers had been "Helpful" or "Least Helpful" in facilitating this opportunity. About one-third of the student teachers reported their cooperating teachers as "Most Helpful."

Using Another's Daily Lesson Plans

Most cooperating teachers indicated that it was "Nice to Provide or Not Necessary" for student teachers to use another's daily lesson plans. The data is listed in Table 4.

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Most helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Least helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teachers</td>
<td>8</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>

\[ x^2 = 15.2901 \quad \text{df } 2 \quad \text{Significant at .001 level on two-tailed test.} \]

The responses of student teachers would indicate that their cooperating teachers had been "Least Helpful" in facilitating this opportunity. The student teachers' responses were in agreement with
the cooperating teachers' responses that this opportunity is "Nice to Provide or Not Necessary." While 16 cooperating teachers indicated that this experience was "Desirable," only five student teachers reported that their cooperating teachers had been "Helpful." Although only three cooperating teachers rated the experience as "Essential," eight student teachers reported that their cooperating teachers had been "Most Helpful." This indicates that some of the cooperating teachers facilitated the opportunity for their student teachers to teach from someone else's lesson plans even though the cooperating teachers did not agree with this philosophy.

Teaching a Co-educational Class

The majority of the cooperating teachers indicated that it was "Nice to Provide or Not Necessary" that student teachers have the opportunity to teach a co-educational class. The responses of all respondents are reported in Table 5.

Table 5. Provide an opportunity to teach a co-educational class (N = 58).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>3</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Student teachers</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Most helpful</td>
<td>Helpful</td>
<td>Least helpful</td>
</tr>
<tr>
<td>Cooperating teachers</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Student teachers</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 15.6651 \quad df = 2 \quad \text{Significant at .001 level on two-tailed test.} \]
A few cooperating teachers rated the experience as "Essential," and slightly more than one-third rated it as "Desirable." Those student teachers who had the opportunity to teach a co-educational class indicated that their cooperating teachers had either been "Most Helpful" or "Least Helpful." Most of the student teachers reported that this opportunity was "Not Available" in their student teaching centers.

**Curricular, Extracurricular Duties**

The ratings of the respondents toward the activities in this category were significant at the .001 level in only one instance.

**Coordinate an Open House, Tea, or Fashion Show**

The data in Table 6 indicated a significant difference between the rating of cooperating teachers for this experience, and the rating of student teachers toward the degree of helpfulness of their cooperating teachers.

The majority of the cooperating teachers reported that this experience was either "Desirable" or "Nice to Provide or Not Necessary." While only four cooperating teachers rated this as an "Essential" experience, 13 of the student teachers reported that their cooperating teachers had been "Most Helpful" in facilitating this opportunity. About one-third of the student teachers reported that
Table 6. Provide an opportunity to coordinate an open house, tea, or fashion show (N = 83).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most helpful</td>
<td>4</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Helpful</td>
<td>13</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Least helpful</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\chi^2 = 15.7699$ df 2 Significant at .001 level on two-tailed test.

their cooperating teachers had been "Least Helpful" in facilitating the opportunity for them to coordinate an open house, tea, or fashion show.

Professional Growth

None of the experiences in this category were found to be significant at the .001 level on the chi square test. The levels of significance for the responses in this category are reported in Appendix B.

Orientations and Observations

Those activities in this category which were found to be significant at the .001 level on the chi square test were: insight into department budget and financing, participate in opening and/or closing the department, and visit other schools within the district.
Insight into Department Budget and Financing

The data in Table 7 indicate that most cooperating teachers rated this experience as "Essential" or "Desirable," and six rated it as "Nice to Provide or Not Necessary."

Table 7. Provide insight into department budget and financing (N = 97).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>28</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Most helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpfulness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Least helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teachers</td>
<td>9</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>x² = 15.2633</td>
<td>df 2</td>
<td>Significant at .001 level on two-tailed test.</td>
<td></td>
</tr>
</tbody>
</table>

Although most cooperating teachers seemed to be in favor of this opportunity, the student teachers indicated that very few cooperating teachers were "Most Helpful" in facilitating the opportunity. Most of the student teachers reported that their cooperating teachers had either been "Helpful" or "Least Helpful" in providing insights into department budget and financing.

Participate in Opening and/or Closing the Department

Table 8 indicates the respondents' beliefs toward providing this experience, and toward the help received in participating in this experience.
Table 8. Provide an opportunity to participate in opening and/or closing the department (N = 86).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>4</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Most helpful</td>
<td>21</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Student teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of the cooperating teachers thought that this experience was either "Desirable" or "Nice to Provide or Not Necessary." Only four cooperating teachers indicated that the experience was "Essential." However, the majority of the student teachers reported that their cooperating teachers had either been "Most Helpful" or "Least Helpful" in facilitating this opportunity. Only four student teachers indicated that their cooperating teachers had been "Helpful."

Visit Other Schools Within the District

Table 9 indicates the attitudes of the respondents toward this particular experience.

While the majority of the cooperating teachers indicated that this experience was either "Desirable" or "Nice to Provide or Not Necessary," the majority of the student teachers reported that their cooperating teachers had been either "Most Helpful" or "Helpful" in
Table 9. Provide an opportunity to visit other schools within the district (N = 90).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teachers</td>
<td>8</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Most helpful</td>
<td>8</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Helpful</td>
<td>16</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Least helpful</td>
<td>16</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student teachers</td>
<td>19</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

\[ x^2 = 14.9050 \quad df = 2 \quad \text{Significant at } 0.001 \text{ level on two-tailed test.} \]

facilitating this opportunity. Eight cooperating teachers rated the experience as "Essential," and three student teachers indicated that their cooperating teachers had been "Least Helpful."

**Evaluation**

None of the activities or experiences listed under Evaluation were found to be significant at the .001 level on the chi square test. The levels of significance for the experiences in this category are reported in Appendix B.

**Interpersonal Relationships**

Only one experience listed under this category was found to be significant at the .001 level. The data obtained from respondents is listed in Table 10.
Table 10. Hold conferences with cooperating teacher, student teacher pair and university supervisor (N = 91).

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to provide or not necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating teacher</td>
<td>43</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Most helpful</td>
<td>12</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Least helpful</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ x^2 = 24.6253 \quad \text{df} \ 2 \quad \text{Significant at .001 level on two-tailed test.} \]

Hold Four-Way Conferences

Cooperating teachers almost unanimously rated this as an "Essential" experience. None of the cooperating teachers believed it to be "Nice to Provide or Not Necessary."

Although all cooperating teachers indicated that the experience was either "Essential" or "Desirable," nine student teachers reported that their cooperating teachers had been "Least Helpful" in facilitating the opportunity. The majority of the student teachers reported that their cooperating teachers had either been "Most Helpful" or "Helpful."

Student Teaching Experiences Identified as Not Significant

Some of the student teaching experiences were found to be not
significant on the chi square test. The responses for these experiences are listed in Appendix B.

A number of experiences were found to be not significant on the chi square test. The writer, however, believes that the responses do indicate relationships between the attitudes of cooperating teachers toward certain experiences, and the responses of student teachers toward the degree to which their cooperating teachers facilitated the opportunity to participate in those experiences. Each of the experiences will be discussed in terms of the general agreement between cooperating teachers and student teachers.

Teaching Skills and Methodology

Teaching a Full Day

Having the opportunity to teach a full day was highly favored by cooperating teachers. The majority rated the experience as "Essential" or "Desirable." About half of the student teachers reported their cooperating teachers as "Most Helpful" in this respect.

Helping Students Plan and Carry Out Home or Extended Experiences

There was general agreement between cooperating teachers that helping students plan and carry out home or extended experiences was an "Essential" or "Desirable" opportunity for student teachers.
Student teachers were almost equally divided in their opinions as to whether their cooperating teachers had been "Most Helpful," "Helpful," or "Least Helpful."

Teaching a Boys Homemaking Class

This experience might not be regarded as necessary to be provided for student teachers because few schools offer a boys homemaking class in the curriculum. The data indicated that those student teachers who were able to teach a boys homemaking class were equally divided as to whether their cooperating teachers were "Helpful" or "Least Helpful." The majority of the student teachers indicated that the experience was "Not Available." Only three cooperating teachers rated the experience as "Essential." The majority regarded it as "Desirable" and "Nice to Provide or Not Necessary."

Gradually Assuming Teaching Responsibilities

The student teacher will have greater self-confidence as she is assisted by the cooperating teacher in gradually assuming teaching responsibilities. All respondents were in favorable agreement regarding this practice. Eighty percent of the cooperating teachers rated it as "Essential," and the majority of the student teachers reported that their cooperating teachers had been "Most Helpful" or "Helpful."
Curricular, Extracurricular Duties

Making Home Visits

Most of the cooperating teachers believed that this experience was "Desirable" or "Nice to Provide," rather than "Essential." The student teachers were almost equally divided in the opinion that cooperating teachers had been "Most Helpful," "Helpful," or "Least Helpful."

Planning, Carrying Out, Evaluating Field Trips

The majority of the cooperating teachers rated this as "Essential" or "Desirable." About one-third of the student teachers reported that their cooperating teachers were "Most Helpful." The remainder were "Helpful" or "Least Helpful."

Creating Bulletin Boards

There was very high agreement between cooperating teachers and student teachers that the opportunity to create bulletin boards is an essential part of the student teaching experience. The majority of the cooperating teachers rated the experience as "Essential" or "Desirable," while the student teachers reported their cooperating teachers as "Most Helpful" or "Helpful."
Assuming Routine Duties

Cooperating teachers and student teachers were in high agreement that student teachers should assume routine duties, such as signing hall passes, taking attendance, and recording absences. The majority of the cooperating teachers believed that this experience was "Essential" or "Desirable," and were reported to have been "Most Helpful" or "Helpful" in this respect.

Assuming Study Hall and Cafeteria Supervision, Hall Duty

There was general agreement among cooperating teachers that this was "Desirable" or "Nice to Provide or Not Necessary." The majority of the student teachers reported that their cooperating teachers had been "Helpful" or "Least Helpful." Fourteen student teachers reported the experience as "Not Available."

Professional Growth

Attending Faculty Meetings, Professional Meetings

There was high agreement that student teachers should be provided with these experiences. The majority of the cooperating teachers rated this as "Essential" and "Desirable," and their student teachers reported them as having been "Most Helpful" and "Helpful."
Orientations, Observations

Orientation to the School and Its Policies

Cooperating teachers were in high agreement that this is an "Essential" experience. Student teachers rated cooperating teachers as "Most Helpful" and "Helpful."

Orientation to the Total Homemaking Program

Cooperating teachers agreed that this experience was very "Essential" for student teachers. The majority of the student teachers reported that their cooperating teachers had been "Most Helpful" and "Helpful."

Observing the Cooperating Teacher

There was general agreement among cooperating teachers that this experience was "Essential," and among student teachers that cooperating teachers were "Most Helpful" and "Helpful."

Visiting Other Departments Within the School

Cooperating teachers are in high agreement that this experience is "Essential" and "Desirable." Data obtained from student teachers indicated cooperating teachers were "Most Helpful" and "Helpful."
Evaluation

Evaluating Public School Students

There was high agreement among all respondents that student teachers should have the opportunity to evaluate their students. The majority of the cooperating teachers rated the experience as "Essential" and "Desirable," while student teachers reported cooperating teachers as "Most Helpful" and "Helpful."

Interpersonal Relationships

Using the Cooperative Notebook

The data indicated that cooperating teachers regarded this experience as "Essential" and "Desirable." However, student teachers were equally divided as to whether their cooperating teachers were "Most Helpful," "Helpful," or "Least Helpful."

Holding Conferences with the Cooperating Teacher and Student Teacher Pair

There was general agreement that it was necessary for student teachers to have the opportunity to participate in three-way conferences. Cooperating teachers indicated that this experience was "Essential" and "Desirable," and student teachers rated their cooperating teachers as "Most Helpful" and "Helpful."
Student Teacher Ratings of Personal and Professional Characteristics of Cooperating Teachers and the Ideal Cooperating Teacher

The student teachers were asked to rate certain personal and professional characteristics of their cooperating teachers and the ideal cooperating teacher as low (1), average (3), or high (5).

Mean scores for each item were determined by assigning a value (1, 3, or 5) to the rating, adding the values for each characteristic, and determining the mean. The t test of significance was used to analyze the mean ratings of the respondents for their cooperating teachers and the ideal cooperating teacher. Data obtained from the respondents are shown in Appendix B.

Those characteristics which were significant at the .001 level on the t test were:

1. Sincere desire to work with student teachers.
2. Open to suggestions.
3. Enjoys working with all kinds of students.
4. Skill in listening.
5. Plans lessons to meet students' needs.

Ideal Cooperating Teacher

The mean scores for the ideal cooperating teacher ranged from 2.77 (below average) to 4.96 (high). Only one characteristic, "preparation to teach in an area outside major," was rated as below
Two characteristics were rated less than high average, "professional affiliations" and "uses cooperative planning." The remaining 42 personal and professional characteristics were rated as 4.0 or above for the ideal cooperating teacher. The highest rating (4.96) was attributed to a "sincere desire to work with student teachers."

Analysis of the data indicated that the ideal cooperating teacher possessed those personal characteristics which required insight and skill in interpersonal relationships, such as understanding, empathetic, fair, patient, sincere, tactful, diplomatic, encouraging, reassuring, and skill in communication. These characteristics are necessary in all relationships, but would be especially important when guiding the professional growth of a student teacher. Student teachers are often overly concerned and anxious, especially during the beginning stages of student teaching, and need reassurance and understanding.

One of the characteristics which student teachers rated as high for the ideal cooperating teacher was the "sincere desire to work with student teachers." If the cooperating teacher was willing to work with student teachers, and if she had a positive attitude toward the student teaching experience, it seems that she would have placed strong emphasis on developing a relationship with the student teacher that encouraged open communication and mutual respect.
Cooperating Teachers

The mean scores for the cooperating teachers ranged from 2.79 (below average) to 4.45 (high average). Only one characteristic, "preparation to teach in an area outside major," was rated higher than the ideal cooperating teacher, but was still less than average.

Thirty-three of the personal and professional characteristics were rated below 4.0. Eleven characteristics were rated above 4.0. This indicates that the majority of the student teachers believed that their cooperating teachers were above average in the personal and professional characteristics described, but less than ideal. The characteristic which received the highest rating (4.45) for cooperating teachers was "makes one feel welcome."

Those professional characteristics which cooperating teachers should stress seem to be those which require giving individual attention to students, and planning to meet the needs of all students.

One characteristic that was identified at a below average level, for both cooperating teachers and the ideal cooperating teacher, was "preparation to teach in an area outside major." The data indicated that student teachers did not feel that even the ideal cooperating teacher was prepared to teach in a subject matter other than home economics.
Cooperating teachers were asked to react to three open-ended questions concerning the orientation program of the Home Economics Education Department. The questions are listed below, along with the responses obtained from cooperating teachers. The number in parentheses after each response indicates how many of the cooperating teachers gave similar responses.

1. In what ways did the Oregon State University Home Economics Education staff help you to understand your role and responsibilities as a cooperating teacher?
   
   A. Seminars for cooperating teachers (30).
   B. Use of the student teacher guide (26).
   C. Personal visits by the university supervisor (23).
   D. Conferences (11).
   E. Communiques from the Home Economics Education Department (8).
   F. Information sent well in advance (8).
   G. Advice on student teachers' personal backgrounds (5).
   H. Suggestions for helping student teachers (3).
   I. Course in supervision of student teachers (3).

   Nine other ways were listed by one or two cooperating teachers.

2. What more could the staff have done to help you understand
your role as a cooperating teacher?

A. Did all they could; no improvements needed (16).

B. Tell role expectations of cooperating teachers before student teachers arrive (9).

Thirteen other ways were listed by one or two cooperating teachers.

3. What are your suggestions for extending the Oregon State University Home Economics Education orientation program for cooperating teachers?

A. No suggestions (8).

B. Meeting of cooperating teachers prior to the term they have student teachers (7).

C. Seminars for all cooperating teachers (5).

D. One day seminar for new cooperating teachers, one term before student teachers arrive (4).

E. Short course or seminar to prepare cooperating teachers, where they analyze situations (4).

F. More time to share ideas with other cooperating teachers (4).

Fifteen other ways were listed by one or two cooperating teachers.
Summary

The total population for the study was 140, 63 cooperating teachers, and 77 former student teachers. Completed questionnaires were returned by 79.28 percent of the population. Six instruments were not used or were too late to be used in data analysis. The number of completed questionnaires used for analysis was 103, 52 cooperating teachers, and 51 former student teachers.

Cooperating Teachers

The teaching experience of the cooperating teachers ranged from two to 28 years. Thirty-three held a bachelor's degree, and 19 held the master's degree. Many of the 52 teachers had completed additional hours of course work beyond their last degrees.

Forty-one of the teachers had been at their present school ten years or less. The longest length of teaching experience at one school was 19 years, and the shortest was one semester. Eleven taught at the junior high level, 36 taught at the senior high level, and five taught at both the junior and senior high levels. No one taught in an elementary school, or at a grade level below the seventh.

Those respondents who had been cooperating teachers for six years or less represented 89 percent of the population. The number of student teachers supervised by an individual teacher was as many as 50, and as few as one. Eighty percent of the cooperating teachers had
supervised from one to ten student teachers. Over one-third of the cooperating teachers (35 percent) have had a course in the supervision of student teachers.

Of the cooperating teachers represented, 63 percent had chapters of the Future Homemakers of America in their schools, and 25 cooperating teachers were advisors to such chapters.

Home visits by the teachers were included in 29 percent of the homemaking programs. The majority (88 percent) of the homemaking programs in the schools included home projects or extended experiences, and 46 percent of the cooperating teachers provided a unit in the World of Work or career-oriented opportunities in home economics.

**Student Teachers**

The former student teachers from the classes of 1966-67, 1967-68, and fall 1968 have taught from one semester to three years. Seventy percent of the respondents are presently teaching.

This is the first year of teaching at their present schools for 14 percent of the respondents. The data indicate that 45 percent have been at the same school two years, and that 29 percent have taught in the same school three years. Six did not respond to the number of years they had been at their present school.

One respondent teaches in an elementary school, 16 teach junior high, 25 teach senior high, and three teach at both the junior and
senior high levels. Again, six did not provide the information.

Of the 51 former student teachers represented, 28 percent reported Future Homemakers of America chapters in their schools, 12 percent included home visits as a part of the homemaking program, 20 percent included a unit in the World of Work or career-oriented opportunities in home economics, and 64 percent included home projects or extended experiences.

**Teaching Skills and Methodology**

The data obtained from cooperating teachers and former student teachers regarding the responsibilities of the cooperating teacher in facilitating or providing certain student teaching experiences were analyzed by the chi square test of significance.

Analysis of data revealed that a number of experiences were significant at the .05, .02, .01, and .001 levels on a two-tailed test, with two degrees of freedom. The writer chose to discuss only those activities which demonstrated the most marked differences on the chi square test. These were the activities which were significant at the .001 level.

**Team Teaching**

Most cooperating teachers believed that it was either "Desirable" or "Nice to Provide or Not Necessary" that student teachers have the
opportunity to team teach. Responses of student teachers indicated that their cooperating teachers were either "Most Helpful" or "Helpful" in providing this opportunity. Approximately one-fourth of the student teachers reported that their cooperating teachers had been "Least Helpful."

Guiding Small Group Work

The majority of the cooperating teachers believed it "Essential" for student teachers to guide small group work. None of the cooperating teachers rated the experience as "Nice to Provide or Not Necessary." The student teachers were almost equally divided as to whether their cooperating teachers had been "Most Helpful," "Helpful," or "Least Helpful" in facilitating this opportunity. Although most cooperating teachers rated this as an "Essential" experience, the data indicated that the majority were not "Most Helpful" in facilitating the opportunity.

Using Audio-Visual Aids and Equipment

All but three cooperating teachers indicated that it was "Essential" for student teachers to use audio-visual aids and equipment. However, the majority of the student teachers indicated that their cooperating teachers had been "Helpful" or "Least Helpful" in facilitating this opportunity.
Using Another's Daily Lesson Plans

The majority of the cooperating teachers believed the opportunity to use another's daily lesson plans was "Nice to Provide or Not Necessary," and the majority of the student teachers reported that their cooperating teachers had been "Least Helpful" in facilitating this opportunity. Eight student teachers did report that their cooperating teachers had been "Most Helpful," even though only three cooperating teachers rated the experience as "Essential."

Teaching a Co-educational Class

Cooperating teachers indicated that it was "Nice to Provide or Not Necessary" for student teachers to teach a co-educational class. This rating is probably due to the fact that most cooperating teachers do not teach a co-educational home economics class. Of the six student teachers who had had this opportunity, three indicated that their cooperating teachers had been "Most Helpful," and three reported that their cooperating teachers had been "Least Helpful."

Curricular, Extracurricular Duties

The ratings of the respondents toward the activities in this category were significant at the .001 level in only one instance.
Coordinate an Open House, Tea, or Fashion Show

Most cooperating teachers believed this experience to be "Desirable" or "Nice to Provide or Not Necessary." However, the majority of the student teachers reported that their cooperating teachers had been either "Most Helpful" or "Least Helpful" in providing this opportunity.

Professional Growth

None of the experiences in this category were found to be significant at the .001 level on the chi square test.

Orientations and Observations

Three experiences under this category were significant at the .001 level on the chi square test.

Insight into Department Budget and Financing

The majority of the cooperating teachers regarded this experience as "Desirable" or "Essential," while most of the student teachers reported that their cooperating teachers had been "Helpful" or "Least Helpful" in facilitating the opportunity.

Participate in Opening and/or Closing the Department

Student teachers reported that their cooperating teachers had
been either "Most Helpful" or "Least Helpful" in facilitating this opportunity. These responses were in accordance with the cooperating teachers' beliefs that the experience is either "Desirable" or "Nice to Provide or Not Necessary." Although only four cooperating teachers rated this experience as "Essential," two-thirds of the student teachers reported that their cooperating teachers had been "Most Helpful."

Visit Other Schools Within the District

While the majority of the cooperating teachers indicated that this experience was either "Desirable" or "Nice to Provide or Not Necessary," the majority of the student teachers reported that their cooperating teachers had been either "Most Helpful" or "Helpful."

Evaluation

None of the activities or experiences listed under this category were found to be significant at the .001 level on the chi square test.

Interpersonal Relationships

Only one experience listed under this category was found to be significant at the .001 level.
Hold Four-Way Conferences

Cooperating teachers almost unanimously rated this as an "Essential" experience. The majority of the student teachers reported that their cooperating teachers had been "Most Helpful" or "Helpful," but that nine had been "Least Helpful."

Student Teaching Experiences Identified as Not Significant

While the results of the chi square test were not statistically significant at any level, the data revealed that cooperating teachers and student teachers responded similarly on each of the experiences listed.

In instances where the majority of the cooperating teachers responded "Essential and Desirable," the majority of the student teachers reported that their cooperating teachers had been "Most Helpful and Helpful." Where the majority of the cooperating teachers responded as "Desirable and Nice to Provide or Not Necessary," the majority of the student teachers reported that their cooperating teachers had been "Helpful or Least Helpful."

The responses did indicate positive relationships between the attitudes of cooperating teachers and student teachers toward the necessity of facilitating or providing certain opportunities during the student teaching experience.

The experiences which were not significant on the chi square
test are listed below.

**Teaching Skills and Methodology**

Provide an opportunity for the student teachers:

1. To teach a full day.
2. To help students plan and carry out home experiences.
3. To teach a boys homemaking class.
4. To assume gradual teaching responsibilities.

**Curricular, Extracurricular Duties**

Provide an opportunity for the student teachers:

1. To make home visits.
2. To plan, carry out, evaluate field trips.
3. To create bulletin boards.
4. To assume routine duties.
5. To assume study hall and cafeteria supervision, hall duty.

**Professional Growth**

Provide an opportunity for the student teachers:

1. To attend faculty meetings.
2. To attend professional meetings.
Orientations, Observations

Provide an opportunity for the student teachers:

1. To become oriented to the school, its staff and policies.
2. To become oriented to the total homemaking program.
3. To observe the cooperating teacher.
4. To visit other departments within the school.

Evaluation

Provide an opportunity for the student teachers:

1. To grade and evaluate public school students.

Interpersonal Relationships

Provide an opportunity for the student teachers:

1. To use the cooperative notebook.
2. To hold conferences with the cooperating teacher and student teacher pair.

Student Teacher Ratings of Personal and Professional Characteristics of Cooperating Teachers and the Ideal Cooperating Teacher

The student teachers were asked to rate certain personal and professional characteristics of their cooperating teachers and the ideal cooperating teacher as low (1), average (3), or high (5). The t test of significance was used to analyze the mean ratings of the respondents
for their cooperating teachers and the ideal cooperating teacher.

The range for the mean scores for the ideal cooperating teacher was 2.77 to 4.96, with 42 characteristics rated above 4.0. The mean scores for the cooperating teachers ranged from 2.79 to 4.45, with only 11 characteristics rated above 4.0.

Five characteristics were significant at the .001 level on the t test. These characteristics were:

1. A sincere desire to work with student teachers.
2. Open to suggestions.
3. Enjoys working with all kinds of students.
4. Skill in listening.
5. Plans lessons to meet students' needs.

All of these characteristics involve understanding, mutual respect, and open communication when dealing with others.

The ideal cooperating teacher possessed to a very high degree those characteristics which required insight and skill in interpersonal relationships. While cooperating teachers were rated as less than ideal in all characteristics except one, "preparation to teach in an area outside major," they were still rated as above average by their student teachers.
CHAPTER 5. DISCUSSION AND RECOMMENDATIONS

Analysis of data indicated that there are both differences and similarities between the attitudes of student teachers and cooperating teachers regarding the responsibility of the cooperating teacher in facilitating or providing certain opportunities during the student teaching experience.

The cooperating teachers indicated whether a specific opportunity was "Essential," "Desirable," or "Nice to Provide or Not Necessary." Student teachers indicated whether their cooperating teachers had been "Most Helpful," "Helpful," or "Least Helpful" in facilitating the same opportunities.

The student teachers' ratings of personal and professional characteristics of their cooperating teachers and the ideal cooperating teacher were assigned values of low (1), average (3), and high (5). Analysis of data revealed many insights into how student teachers perceived their cooperating teachers in comparison with the ideal cooperating teacher.

Discussion

The chi square test of significance was used to analyze the responses of cooperating teachers and student teachers. Although a number of responses were significant at the .05, .02, .01, and .001 levels on a two-tailed test, the writer chose to discuss only those
responses which demonstrated the most significance. These were the responses which were significant at the .001 level.

Responses indicated that there may be a difference in what cooperating teachers said ought to be provided for student teachers, and in what student teachers said their cooperating teachers actually provided.

Cooperating teachers rated providing the opportunity to guide small group work, to use audio-visual aids and equipment, to gain insights into department budget and financing, and to hold four-way conferences, as "Essential" or very "Desirable." Student teachers reported that they did not receive as much help and guidance in these areas from their cooperating teachers as they would have liked to have had.

The writer believes that the Oregon State University Home Economics Education Department staff could effectively use orientation seminars to provide cooperating teachers with insights into guiding student teachers' experiences in these areas. It would also seem that cooperating teachers, in turn, should spend more time in assisting their student teachers in developing insights and skills in these areas. The data indicated that when former student teachers become beginning teachers, they would greatly benefit from having had background experiences in these areas.

Student teachers' ratings indicated that the ideal cooperating
teacher would rate highly in her sincere desire to work with student teachers, her skills in communication and listening, and in interpersonal relationships. In addition, the ideal cooperating teacher was identified as being understanding, patient, sincere, tactful, encouraging, open to suggestions, as having consistent expectations of students, and as being available for conferences with student teachers.

The cooperating teachers were rated as less than ideal by their student teachers on all of these characteristics. This, however, does not indicate that the cooperating teachers were lacking in certain personal and professional characteristics. It does indicate that there were characteristics, particularly skill in interpersonal relationships, which student teachers recognized as being important for cooperating teachers to possess to a relatively high degree. These characteristics or abilities would assist cooperating teachers in guiding their student teachers' experiences and in establishing effective working relationships.

In discussing the results of student teachers' ratings of their cooperating teachers, one must keep in mind the fact that one student teacher who may have consistently rated her cooperating teacher as below average would have skewed the results for the entire group.

Another factor which may have influenced the student teachers' ratings is their perceptions of the characteristics and responsibilities of the ideal cooperating teacher. If student teachers have a
preconceived idea of what kind of person a cooperating teacher should be, of what her responsibilities are, and if their cooperating teachers did not come up to these expectations, then they would tend to rate their cooperating teachers as less than ideal.

Student teachers may also be overly critical of their cooperating teachers if they did not understand the role of the cooperating teacher during the student teaching experience. They might not have understood that all cooperating teachers do not work, or fulfill their responsibilities, in exactly the same manner.

If the student teachers were to have rated themselves on the same characteristics, and also rated the ideal student teacher, the writer believes that the student teachers would indeed have rated themselves less than perfect, or less than the ideal.

Recommendations

As a result of this study, the writer is able to make suggestions and recommendations for the Oregon State University Home Economics Education Department for the purpose of strengthening the student teacher program.

Based on the analysis of data and the opinions obtained from cooperating teachers toward their orientation program, the writer recommends that an orientation seminar or workshop for cooperating teachers be conducted prior to the term they work with student teachers.
The purpose of this seminar would be to acquaint the cooperating teachers with their total role and responsibilities as supervisors of student teachers. This seminar should include:

1. Guidelines for the cooperating teachers to use during the student teaching experience.
2. Suggestions for establishing an effective working relationship between cooperating teacher and student teacher.
3. Case studies or video tapes of conferences between student teacher and cooperating teacher or university supervisor. These would serve as examples of conference atmospheres, settings, and topics.
4. Introduction to various classroom observational techniques which would enable the cooperating teacher to increase her skills in observing the student teacher.
5. Techniques for evaluating the student teacher's progress.
6. Guidelines for developing the cooperating teacher's skills in communication and in listening.
7. Suggestions for developing a team approach in which cooperating teacher and student teacher work cooperatively together in planning the goals for public school students.
8. Suggested experiences, which have been rated as valuable by former student teachers now teaching, which provide the student teacher with a broad background of classroom
experiences.

A general orientation meeting for both cooperating teachers and student teachers prior to the term of student teaching would benefit all concerned. Student teachers would gain insights into the role and responsibilities of the cooperating teacher, and the cooperating teachers would know what is expected of student teachers and what kinds of activities or experiences would be most helpful in orienting the student teacher to the student teaching experience.

The writer recommends that the Home Economics Education Department continue to conduct a midterm seminar for cooperating teachers for the purpose of sharing ideas and experiences.

The writer further suggests:

1. An annual one-day seminar for all home economics cooperating teachers and university supervisors for the purpose of evaluating the cooperating teacher orientation program, and to make suggestions for improvement.

2. An evaluation meeting of cooperating teachers immediately after the term in which they have worked with student teachers. This meeting would enable them to evaluate their responsibilities and share suggestions and methods for working effectively with student teachers.

3. A college credit course in the supervision of student teachers, offered in more locations than the Oregon State
campus.

4. Recognition of outstanding home economics cooperating teachers, and their contribution to the teacher education program. This recognition could be a part of the annual seminar.

5. A questionnaire, or other instrument, for following up student teachers after they have taught at least one year. This follow up would determine those student teaching experiences which were judged to be most valuable to beginning teachers.

Suggested Research

The writer recognizes the need for research in the area of interpersonal relationships between cooperating teachers and student teachers. The extent to which the cooperating teacher stressed open communication and mutual respect may determine the success of the student teaching experience. Methods and suggestions for establishing effective working relationships would provide cooperating teachers and student teachers with many helpful insights.

This study made the writer aware of the need for establishing criteria for the selection of cooperating teachers. Research in this area could do a great deal toward recognizing those teachers who possess more than the basic classroom skills, and the qualities
necessary for guiding the professional growth of a student teacher. Certainly there is a need for detailed study into the opportunities and experiences which are most essential to provide for student teachers. This study should include more than the cooperating teacher's responsibility in facilitating these experiences, and would stress those experiences which would be most valuable to the student teachers as they begin their teaching careers.

Other research might be conducted in the area of systems of interaction analysis and observation, and in the area of evaluation of student teachers.
CHAPTER 6. GUIDELINES FOR HOME ECONOMICS COOPERATING TEACHERS

Preface

The cooperating teacher plays a major role in the success of the student teaching experience. She is directly responsible for providing activities which contribute to a meaningful experience.

The information presented in the following pages will aid in orienting Oregon State University Home Economics Education cooperating teachers to the student teaching program and to their supervisory responsibilities.

The guidelines are based on the written evaluations of former home economics student teachers at the end of their student teaching experience, their reflections of the student teaching experience after they have taught at least one year, the opinions of home economics cooperating teachers as they perceive their responsibilities during the student teaching experience, and a review of current literature in the field of supervision.

The guidelines were developed for use with Oregon State University Home Economics Education cooperating teachers, but sections of the chapter may be applicable to other subject matter areas as well.
Part I. Introduction

Student teaching is recognized by leading educators as the most valuable aspect of teacher education programs. The student teaching experience is the culmination of the preservice education course sequence. During the student teaching experience, the prospective teacher is placed in an actual public school setting under the guidance and direction of a teacher experienced in both subject matter and classroom rapport.

A good teacher has knowledge of a variety of teaching techniques, and is able to apply specific techniques to the appropriate learning situation. She is able to guide the student teacher in putting theories and principles into practical application in the classroom. With the guidance of the cooperating teacher, the student teacher is able to recognize her own strengths and identify what changes and improvements can be made in her teaching, or how the situation might be handled under different circumstances.

Oregon State University Home Economics Education Student Teaching Program

In selecting student teaching centers, the Home Economics Education Department makes initial contact with the superintendents of
school districts or their designated representatives. This first contact is to secure permission to place home economics student teachers in schools within that particular district.

The second step in the placement procedure is to contact principals of schools within the districts which expressed a willingness to serve as student teaching centers. The principals will then indicate whether or not it is possible to place student teachers in their schools during a particular term or academic year. However, if the superintendent, or his designated representative, has indicated that he will inform the principal regarding the placement of student teachers, the principal will not be contacted by the Oregon State University Home Economics Education Department. Instead, he will receive carbon copies of letters and materials sent to the prospective cooperating teacher in his school.

Potential cooperating teachers are also contacted by the Home Economics Education Department. The teachers are asked to complete a form indicating their willingness to work with student teachers, the academic term in which they would prefer placement, and whether they choose to work with one or two student teachers during one term.

Once the list of possible student teaching centers has been compiled, each potential home economics student teacher can then be placed. Each student teacher indicates her three choices for placement and her three choices for a student teacher partner. Considering
the student teacher's choices for placement and a partner, the student teacher's abilities and personality, the personality of the cooperating teacher, and the type of school and program, placement is made by the Home Economics Education staff. The seeming appropriateness of the best possible working relationship between potential student teacher and cooperating teacher is kept in mind for these decisions.

If a cooperating teacher has indicated that she prefers to work with only one student teacher, but if no student teacher indicates that she prefers to work alone, then the Home Economics Education staff may omit an assignment of a student teacher to that center for that particular term. This decision may also be made in light of the visitation schedule of the university supervisors. If the supervisory load is particularly busy during one term, the time available for visitations and travel will be better utilized if the university supervisor is able to work with two student teachers at one school for an entire day, rather than traveling between two schools to work with two student teachers in one day.

Student Teaching in Pairs

Most frequently, student teachers are assigned in pairs to the same cooperating teacher for a full term. The Oregon State University Home Economics Education staff believes that the cooperating teacher should teach her own classes for the majority of the school
year. Therefore, she will usually work with two student teachers (if she has indicated that she prefers to work with two) during one term only, rather than working with one student teacher one term and with a second student teacher another term.

The student teachers also benefit by working with a partner. Through sharing equipment, facilities and ideas, they have the experience of learning what it is like to work within a department that has more than one teacher, as well as exploring team teaching possibilities. If a student teacher indicates that she prefers to be placed alone, she still has the opportunity to share teaching experiences with her cooperating teacher.

Home Economics Education student teachers participate in a full-time experience. This means that, if at all possible, they live in the community, are at the school five full days a week, and gradually assume responsibilities that are equivalent to half the teaching load of a full-time teacher. In addition, each student teacher usually has the experience of teaching at least one day by herself, and the experience of teaching from lesson plans prepared by her student teacher partner or the cooperating teacher.

Univeristy Student Teacher Regulations

The student teacher's attention is to be focused on her total responsibility to student teaching. An intensive full-time experience
is believed to be far superior to a part-time experience because the student teacher has an opportunity to become fully acquainted with the school, community, and the total picture of being a teacher.

Oregon State University School of Education policies, effective as of January, 1970, require that the student teacher will accept and follow established policies of the district in which she does her student teaching.

While she is student teaching, the student is expected to:

1. Devote full time to student teaching.
2. Refrain from participating in all major campus extracurricular activities that would interfere with her effectiveness as a student teacher.
3. Refrain from "work for pay" activities during the week that would interfere with her teaching assignment.
4. Refrain from enrolling in or working on correspondence, Division of Continuing Education or university or adult education courses, unless approved by her department and/or division.
5. Continue teaching through the university final examination week. (In the case of home economics teachers, a seminar for student teachers is usually held on the campus.)
Home economics student teachers indicate their choice of the term in which they would prefer to be placed in the student teaching center. Although the length of each term varies, the student teaching experience can provide valuable experiences in any term.

Student teaching during the fall term provides an extended experience for the prospective teacher. The fall term experience begins during the last week of August when the student teachers attend a two-day seminar on the Oregon State University campus. The purpose of the seminar is to orient the students to the student teaching experience.

Whether or not they have attended school during the summer months, the student teachers appear apprehensive concerning expectations during their experience in the student teaching center. At this point, they may not clearly picture themselves in the role of the teacher. The seminar can serve the purpose of helping to relieve anxieties, as well as orienting the student teachers to their responsibilities during the term. After the August seminar, they report to the student teaching centers where they begin working with their cooperating teachers during in-service preparations.

In addition to the opportunity to see what goes on "behind the scenes" before school begins, the student teacher becomes acquainted with the school and its facilities, the faculty, staff, and administration,
and becomes involved in plans for the total homemaking program. The
fall term experience also provides the student teachers with an
extended observation period and a more gradual assumption of teaching
responsibilities. By the time the student teachers return to the campus
in the fall for official registration and the first seminar of the term,
they have assumed a beginning role in the classroom, and could have
assumed some responsibility in a class and/or be team teaching a
class.

Because the winter and spring term student teachers have been
on the campus for one or two terms of course work prior to the student
teaching term, they attend an orientation meeting where general
guidelines are given for that term. However, they also attend a two-
day seminar at the beginning of each term after registration procedures
are completed. This seminar provides a thorough explanation of what
is expected, and what to expect, during the first weeks of the student
teaching experience. In the past, student teachers have found a
question-and-answer session with the previous term's student teachers
to be most helpful.

Winter term student teachers have the unique experience of being
in the student teaching centers during the time in which the public
schools end their first semester and begin their second. This enables
the student teachers to participate in the various activities that are
involved at semester's end. In addition, some homemaking classes
are one semester in length, and therefore, the student teachers may have the experience of planning for and beginning a new class, just as though it were the opening day of school again.

**Usualy spring term student teachers will have their course work completed before they begin student teaching.** This gives them the advantage of most likely having had preparation in all areas of home economics subject matter. They may also take part in the activities and preparations involved in closing the department and ending the school year, and participate in any in-service meetings that may be held for teachers then.

**University Supervisor Visits**

Although the student teacher is under the direct daily guidance of the cooperating teacher, the university supervisor is in continuing contact with both of them as she visits the school regularly throughout the term. Each term, supervisors from the Oregon State University Home Economics Education Department usually plan four full-day visits in each student teaching center where there are two student teachers. If a student teacher has been placed alone, the university supervisor will also visit her four times during the term, although the visit may be for one-half day if the supervisory load is particularly heavy.

The purpose of the visits is to assist both cooperating teachers
and student teachers in making this a meaningful and beneficial experience. In addition to observing the student teachers' classes, the university supervisor holds two-, three-, and four-way conferences with the participants.

The two-way conference is between one student teacher and the university supervisor, or between the university supervisor and cooperating teacher. When the supervisor meets with both student teachers at one time, it becomes a three-way conference. Another three-way conference may involve student teacher, cooperating teacher, and university supervisor. A discussion between the university supervisor, both student teachers, and the cooperating teacher becomes a four-way conference.

These conferences serve to identify the needs and professional growth of the student teacher, and enable the supervisor and cooperating teacher to discuss and plan ways of meeting her needs. Conferences guide the student teacher in the process of self-evaluation as she is able to identify her strengths, and recognize how to most effectively use these strengths to alleviate her weaknesses. Conferences will be discussed in detail in Part IV.

University Seminars

In addition to the visits of the university supervisor, seminars are held on campus, or at a centrally located place, at different times
throughout the term to provide an opportunity for home economics student teachers to share their experiences with each other. They learn from one another, and soon realize that there are similar problems shared by all beginning teachers. The first two-day seminar is held at the beginning of the term during registration, or it may be held after the student teachers have had a brief stay in the community of their student teaching center. At a mid-point in the term a second one-to-two-day seminar is held. The final seminar, which provides an evaluation and summary of the term's learning experiences, is held at the end of the student teaching experience during the university final week.

During the term, a seminar may be planned and conducted for the cooperating teachers. The purpose of this seminar is to provide an opportunity for the cooperating teachers to share ideas and experiences and also to supplement their supervisory skills, and gain insight into their work with student teachers.

The cooperating teacher appears to be the most important person during the student teaching experience. The role that she plays greatly determines the success of the experience and is influential in the professional growth and outlook of a student teacher.
Part II. The Cooperating Teacher

The cooperating teacher is selected on the basis of her personal and professional qualities. Her classroom skills, professional attitude, confidence in herself and in her ability, rapport with faculty and students, and enthusiasm for teaching and for the field of home economics should set an example for the student teacher.

Responsibilities of Cooperating Teachers

The cooperating teacher has a variety of responsibilities, each of which requires a teacher who is highly qualified in her professional ability as well as in interpersonal relationships. The most rewarding student teaching experiences, for both cooperating teacher and student teacher, are those which occur within a relationship of open communication, mutual trust and respect, encouragement, understanding, and consideration.

Although the cooperating teacher will be greatly concerned with her supervisory responsibilities, she continues to be responsible for her public school students and to the school's administration and staff. She is assisted in maintaining the goals and objectives of the university student teaching program through preservice and in-service seminars which help her to understand the importance of her role.

The cooperating teacher will consider the objectives and goals of the university program as she plans for the arrival of her student
Preparations for the Arrival of the Student Teachers

Setting the stage for the student teachers' arrival is most important. The enthusiasm and attitude of the student teachers is greatly affected by the reactions of the cooperating teacher, the students, and the staff toward their arrival. The cooperating teacher sets an example by treating the student teachers as fellow professionals, and by encouraging her students and co-workers to do the same.

Before the student teachers arrive, it is the cooperating teacher's responsibility to:

1. Become familiar with the student teachers' backgrounds. At one time, autobiographical information on student teachers was supplied by the Home Economics Education Department. However, concern for students' individual rights has caused the staff to give the cooperating teachers and/or student teachers increasing responsibility to seek and provide this information through personal letters and visits.

2. Complete and return student teaching center information to the Home Economics Education Department. This explains briefly about the homemaking program, the school, the students, and the cooperating teacher.

3. Extend an invitation to the student teachers to visit the school
and the department, and to meet the cooperating teacher before they begin their student teaching experience.

4. Initiate a conference between the university supervisor and the principal on the supervisor's first visit to the school. This will familiarize him with the responsibilities of the cooperating teacher and the objectives of the home economics student teaching program.

5. Inform faculty members and staff of the student teachers' arrival, and encourage them to accept the student teachers as professional associates.

6. Prepare the students for the arrival of the student teachers, the purpose of the student teaching experience, and the part that they play in the education of prospective teachers. Stress that the student teachers will be their teachers during this time, although the cooperating teacher will remain in the classroom and be available for consultation.

7. Compile information for the student teachers regarding the total homemaking program, the management of the department, the school, its extracurricular activities, its staff, and the student body.

8. Obtain permission for the student teachers to have access to student records and other confidential information available to teachers.
9. Obtain permission for the student teachers to use school equipment and facilities that are available to the staff.

10. Set aside a place in the department for the student teachers’ belongings, and an area in which they can work. If work space is not available within the department, obtain permission for them to use the faculty lounge or another suitable location.

11. Write goals and expectations of and for the student teachers, so that they may be discussed with the student teachers after their arrival.

When the Student Teachers Arrive

With the arrival of the student teachers the cooperating teacher assumes her major responsibilities. During the next eight to 12 weeks, the guidance given to the student teachers, and the experiences facilitated by the cooperating teacher, will greatly influence the student teachers' professional growth as they gain self-confidence as teachers and develop an individual teaching style.

Through sharing experiences and working as a team, cooperating teacher and student teachers learn from each other. The team approach implies that both cooperating teacher and student teachers work cooperatively together as they plan learning experience for the students. It does not imply team teaching, although this form of
instruction could be utilized very effectively during the student teaching experience. The team approach is recognized as being most effective for the benefit of student teachers, cooperating teachers, and pupils. As the student teachers work and learn under the guidance of an experienced classroom teacher, the public school students can benefit from the combined efforts of two teachers.

The results of a team approach surpass those of a "sink or swim" attitude because the student teachers are able to gradually assume teaching responsibilities as their abilities and self-confidence develop. They receive the guidance and direction of the cooperating teacher throughout the experience.

Make the Student Teachers Feel Welcome. The reception that they receive will greatly influence their attitude throughout the term.

1. Introduce them to the administrators, faculty, staff, and students as professional associates.

2. Arrange a conference between the student teachers and principal so that he may discuss the school's philosophy, objectives, and policies with them.

3. Arrange for a homemaking student or Future Homemaker of America member to give the student teachers a tour of the school.

4. Show the student teachers where they may keep their personal belongings, and where they may work during the
5. Familiarize the student teachers with the school's resources: library, instructional materials center, audio-visual equipment, resource centers, guidance department, etc.

6. Give the student teachers information regarding students' personal files and other confidential information they may use. Stress the importance of discussing this information with a counselor or qualified staff member.

Orientation to the School and the Department. A thorough introduction to the school and the management of the homemaking department will help the student teachers to feel welcome and aid them in the transition from student teacher to classroom teacher.

1. Acquaint the student teachers with the facilities and equipment within the homemaking department. Encourage them to open drawers, cupboards, and closets and to become familiar with their contents.

2. Explain the total homemaking program to them, including course outlines or curriculum materials, and relate specific information concerning the area in which each class is presently involved.

3. Explain the department budget and financing, including forms and records kept. The student teachers will be expected to keep an accurate account of finances and equipment for the
classes which they teach.

4. Help the student teachers become aware of the relationship between the homemaking department, the school, the home, and the community.

5. Acquaint the student teachers with classroom routines and forms, such as recording absences and signing hall passes.

6. Cooperatively plan goals for the public school students. Discuss the student teachers' expectations and goals for the student teaching experience, as well as the goals of the cooperating teacher.

7. Discuss the use of a cooperative notebook. This is a notebook, provided by the student teachers, in which a line is drawn vertically down the center of each page. A spiral stenographic notebook is ideal. The main purpose of the notebook is for silent conferences. As the student teachers begin their initial observation period, they can jot down comments and questions about their observations on one side of the page. The cooperating teacher reads these comments, and writes her reactions on the opposite side of the page. The cooperative notebook is also used by the cooperating teacher when she observes the student teachers.

8. Establish a relationship that encourages free and open communication. Cooperating teacher and student teachers
should both be able to initiate conferences and discuss questions or concerns.

9. Help the student teachers to understand their responsibilities in relation to the total school program as well as to the university student teaching program.

10. Set a good example for the student teachers in personal appearance and professional attitude. Demonstrate a sincere interest in, and respect for, teaching. The enthusiasm displayed by the cooperating teacher will be an inspiration to the student teachers.

11. Encourage the student teachers to visit other departments within the school.

Assuming Teaching Responsibilities. Because student teachers are not prepared to take an active part in classroom instruction the first day at their student teaching center, an observation period is highly recommended. The observation period may last for a few days, or a few weeks, depending on the readiness of each individual student teacher and the term in which she student teaches. Sometimes they may observe the cooperating teacher as she works with a class that is ending a particular unit, and the student teachers will then begin the next unit of instruction. During this time the student teachers are provided with the opportunity to observe the cooperating teacher, and perhaps another homemaking teacher.
1. Suggest what the student teachers should look for in their observations; give them guidelines. Be aware of the observational materials with guidelines suggested to the student teachers by the Oregon State staff.

2. Share the student teachers' observational experiences. Explain to them what was being done and why it was done in that particular manner. A copy of the cooperating teacher's lesson plan will enable them to follow along with the class presentation.

3. Discuss the objectives of the cooperating teacher's lesson plans.

4. Create a democratic setting for learning, one in which the students cooperatively plan with the teacher.

5. Assist the student teachers in recognizing the many theories that are practiced in the classroom.

A more complete discussion of observations and observational guidelines will be found in Part III.

The cooperating teacher can guide the student teachers in gradually assuming teaching responsibilities in a number of ways:

1. Allow the student teachers to take roll for a particular class or classes so that they will become familiar with the students' names.

2. Include the student teachers in small group work, and
encourage them to lead a discussion or participate in a particular class activity. This experience will enable them to assume responsibility for the class without difficulty.

3. Ask the student teachers to present a part of a lesson or to give a demonstration. The students will become accustomed to having them teach a part of the class.

4. Share in planning lessons with the student teachers. Planning learning experiences for an actual class is different from planning for a hypothetical situation in a university methods class.

5. Encourage creative thinking and planning by the student teachers.

6. Help the student teachers to understand their own strengths and weaknesses in terms of teaching competencies. Encourage and build the student teachers' self-confidence.

7. Continue to assist the student teachers to recognize theories in practice, such as child development and educational psychology.

8. Demonstrate to the student teachers, through your own planning, that the students' needs and experiences are the basis for planning classroom activities.

As the student teachers gain self-confidence, they are ready to gradually assume teaching responsibilities. Because the first day as a
teacher and the "trying out" of their own lesson plans are vitally important to the student teachers, it is best that they begin in an area which is interesting, and with a class that each has selected herself. If this arrangement is not possible, then the cooperating teacher needs to encourage the student teachers to be as creative and enthusiastic as they can in whatever unit they are preparing to teach. When the student teachers feel relaxed and comfortable, the tensions and anxiety of facing a class for the first time will be lessened.

Student Teachers as Teachers. Contrary to popular misunderstanding, the cooperating teacher does not have a "free" term to do as she likes when the student teachers assume full responsibility in the classroom. A conscientious, responsible cooperating teacher finds that she spends just as much time in guiding the student teachers as she would in preparing lesson plans and teaching a full class load.

Now that the student teachers have assumed the practical application aspect of their student teaching experience, they will need continuous guidance and assistance. The student teachers will need help in identifying their professional growth experiences.

There are a number of guidelines that will aid the cooperating teacher in fulfilling her supervisory responsibilities.

1. Keep in contact with the university supervisor. Discuss your observations, concerns, and responsibilities with her.

2. Provide continuous, specific evaluation and constructive
criticisms for the student teachers.

3. Encourage the student teachers' creativity. Be open-minded to new techniques and methods. Allow the student teachers to experiment. Remember that they are developing their own educational philosophy and teaching style, and should not be a mirror image of their cooperating teacher.

4. Be understanding and sympathetic of the student teachers' problems.

5. Don't give the student teachers "busy" work in excess (i.e., revising the department's filing system). Managing their time wisely is a learning experience in itself. When they assume their initial teaching responsibilities, they will need and want all the preparation time available to them. As they become accustomed to their classes and their role as a teacher, they will probably need less time for planning lessons.

6. Make good use of the cooperative notebook. Your observations of the student teachers serve as "silent" conferences, and enable them to gather their thoughts and put them into writing. The cooperative notebook also has a reciprocal purpose in that the student teachers can ask questions of the cooperating teacher. The use of the cooperative notebook should not be restricted to criticisms, however, but may be
used for any purposes of communication between cooperating teacher and student teachers.

7. Encourage the student teachers to use firm, fair discipline. Student teachers often need more guidance in this particular aspect of student teaching than any other.

8. As the student teachers exhibit more confidence in their ability, the cooperating teacher may feel free to leave the room on occasion. However, she should never be too far away or stay away for an extended period of time in the event that her presence in the classroom is necessary. An exception to this procedure is when the student teacher is given responsibility for teaching an entire day by herself while her partner and the cooperating teacher take the day to visit another school and other community resources.

9. Assist the student teachers in setting reasonable standards and expectations for their classes. Encourage them to involve students in planning and in assuming classroom responsibilities.

10. Continue to define and re-define the student teachers' responsibilities with them and with the students as the term progresses. Their responsibilities will gradually increase as their teaching load increases.

11. When necessary, recognize and help relieve tensions in the
students and/or in the student teachers.

12. Invite the student teachers to participate in professional and social activities of the faculty, as well as the school's extracurricular activities for students. Help them to recognize the total role of a teacher.

13. Encourage the student teachers to become familiar with the community in which the school is located. Attending a school board or PTA meeting, or participating in parent conferences will be an invaluable experience for them. They may wish to enroll in a noncredit adult education class, or observe an adult group that meets in the school.

14. Throughout the term, help the student teachers to recognize and understand the role of the homemaking department in relation to the entire school program, and to the needs of the community.

15. Toward the end of the term the student teachers may be left in complete charge of the classroom for an entire day or two. This experience, however, should be carried out with administrative approval.

16. Allow the student teachers to teach a class for which her student teaching partner or cooperating teacher has prepared the lesson plans.

17. The student teachers are encouraged to visit another school,
which may or may not be in the same district, and observe
a grade level other than the ones they are teaching. If they
are student teaching in a junior high, they would then visit a
senior high school.

18. Tape record or video tape a classroom presentation of the
student teachers. Use the evaluation and analysis of this
presentation during a conference.

19. Hold frequent conferences with the student teacher pair.

20. Encourage the student teachers to participate in Future Home-
maker of America activities and in planning the Program of
Work with the students.

21. Assist the student teachers to incorporate home projects or
extended experiences in their teaching.

22. Aid the student teachers in planning, carrying out, and
evaluating field trips. Stress the importance of using field
trips to supplement classroom learning.

23. Suggest resource persons that the student teachers can
invite into the classroom for a presentation.

24. Include the student teachers when making home visits. If
home visits are not a part of the homemaking program, initi-
ate contact with students and parents who are willing to
allow the student teachers to visit their homes.

The cooperating teacher is a professional example to the student
teachers in her personal appearance, grooming, mannerisms, professional relationships with others, and as she reflects a positive and enthusiastic attitude toward home economics and toward teaching.

The cooperating teacher who clearly understands her role and responsibilities as a supervisor will be able to guide the professional growth of student teachers most effectively.

After the Student Teachers' Visit

At the end of the student teaching experience, the cooperating teacher should promptly submit a formal recommendation to the Oregon State University Home Economics Education Department, on the form supplied by the university. The recommendation is sent directly to the department so that a record may be kept of those who have submitted recommendations. A copy of the recommendation is kept in the student's permanent file in the office of the School of Home Economics. From the Home Economics Education Department, the recommendations are sent to the Office of Educational Placement, where they will be placed in the student teachers' confidential files.

If the student teachers request a recommendation before the term is completed, the cooperating teacher may obtain a temporary recommendation form for this purpose.

The cooperating teacher is encouraged to keep a copy of the recommendation for her own future reference.
After the student teachers have left the school, and perhaps for years to come if they have developed a personal friendship, the cooperating teacher may remain in contact with the student teachers. This assures the student teachers that the cooperating teacher is still interested in them as professional associates and as friends.
Part III. Observations

Observations play a vital role in the student teaching experience. By observing the cooperating teacher, the student teachers become accustomed to classroom routines, learn students' names, see educational principles in practice, and witness the techniques and methods of a teacher experienced in classroom rapport. As the student teachers gradually assume teaching responsibilities, they will be observed by both the cooperating teacher and the university supervisor.

Purpose of Observations

In Part II, the cooperating teacher was encouraged to be her own best example during the student teachers' observation period. It is suggested that the cooperating teacher provide guidelines for the student teachers so that they have specific situations or techniques to observe. Discussing the student teachers' observations is an important factor in the teaching-learning process. Because student teachers acquire a great deal of insight into professional competence through observation, they need to be guided in the planning, carrying out, and evaluating of their observations.

It has been suggested that the observer needs to look at the total teaching-learning situation before examining a specific part of it, and that the degree to which transfer of learning takes place should be more significant than the technique or method used. This point is worth
emphasizing because the technique or method used may be executed beautifully, even though very little transfer of learning may take place. Therefore, it is vitally important that the comments of the observer be discussed.

As the student teachers assume a more active role as teachers, they will want to discuss and compare their reactions to their classroom presentations with the reactions of the observer. The cooperating teacher will usually keep a written record of her observations in the cooperative notebook. It will be most beneficial to the student teachers to discuss these observations with them as soon as possible. They will be better able to understand the teaching-learning process and improve their own teaching as they discuss the observation notes with the cooperating teacher, and as they are guided toward the goal of self-evaluation.

In essence, there are two or three observation periods during the student teaching experience. The first of these is when the student teachers observe the cooperating teacher. To direct their observation, the student teachers are furnished with some guidelines from Oregon State University at the first seminar of the term. In order for them to get the most out of their observations, the student teachers will need to discuss their comments, questions, and concerns with the cooperating teacher. The cooperating teacher may also have supplied the student teachers with observational guidelines, or may have
suggested that the student teachers observe some particular situations or students.

The second observation period begins when the student teachers assume increased classroom responsibility and are observed by the cooperating teacher. The cooperating teacher may wish to use the same guidelines that the student teachers had used previously, or she may wish to use those of a more theoretical nature.

A third observation period may occur at the end of the term if the student teachers again observe their cooperating teacher.

Although there are many theories that can be used by the cooperating teacher, one author’s (Hyman, 1968) theory for observational frameworks is discussed on the following pages. Certainly it would be to her advantage to become familiar with a number of observational techniques, and utilize the one which she finds most effective for her and for her student teachers.

Observational Frameworks

The cooperating teacher will need to train herself to decide upon a framework for her observations which encompasses the total teaching-learning situation.

Hyman suggests six frameworks for observing. These include communication skills, games, aesthetics, and sociological, psychological, and cognitive frameworks.
Communication skills should include the feedback to the student teacher as well as the extent of interaction between the student teacher and pupils. Feedback is important if the teacher wants to know whether or not the students received the same message that she had transmitted. The cooperating teacher can observe the student teachers' communication skills by concentrating her attention on the interaction aspects of the classroom. She may use Flanders' system of interaction analysis, or another similar device, if she is skilled in this area.

One of the more vital aspects of observations is that within the cognitive framework. This not only includes intelligence and the ability to think, but content and subject matter as well. The student teachers will need to become aware of the abilities and levels of intelligence of their students so that they can present material that will meet the intellectual level of each student, and challenge their abilities.

The sociological framework of observation includes group processes and interaction, and also considers the concepts of the power and authority structure in the classroom. The roles of leadership and influence constitute a part of the authority structure. These concepts can be discussed during a conference with the student teachers, and the cooperating teacher can then assist them in adjusting their lesson plans to meet the needs and abilities of all the students. Leadership roles are especially important to consider when planning a laboratory period or group work.
Whether one is conscious of it or not, teachers and students engage in a number of games in the classroom. These games include competition (the struggle to be number one in class), excitement, win-lose, penalty (a lowered grade for a late assignment), referee (resolving disagreements, maintaining school and classroom rules), coach (motivating the learner), and strategy (trying to foresee the next move of an individual or class). If the cooperating teacher is observing within this framework, she will undoubtedly become aware of a number of classroom games.

The aesthetic framework of observing includes the degree of creative expression by student teacher and students. Certainly in home economics there are a number of media through which creativity can be expressed. The cooperating teacher should encourage and praise creative efforts of her student teachers. Students appreciate a lesson that is taught with a "new" approach.

The personalities and emotions of the students and the student teachers may be observed within a psychological framework. The interpersonal relationships between student teachers and pupils are an influential factor in the learning process. Whether or not they are skilled in teaching methods, if the student teachers are unable to relate to their students, the transfer of learning is slowed down. Meaningful interpersonal relationships are just as important in the classroom as they are in business transactions, in industry, or in one's
personal or home life.

Summary

There is a very important place for observations within the student teaching setting. A structured observation provides both the student teachers and cooperating teacher with guidelines with which they can interpret the teaching-learning process that is taking place within the classroom setting.

Observations, and the reactions of the observer, are the basis for many conference topics. In order for the student teachers to fully understand the educational process, they must discuss their observations with the cooperating teacher, and vice-versa. Through these discussions, the cooperating teacher aids the student teachers in realizing the need to relate specific learning activities and teaching techniques to a particular classroom situation.
Part IV. Conferences

Conferences may vary in length and purpose, but they need to be held on a regular basis if they are to be helpful to both cooperating teacher and student teachers. Many unscheduled, unplanned conferences will take place every day, but this does not eliminate the necessity for scheduled conference time. It is wise to set aside a definite time and location for regular conferences.

Purposes of Conferences

A dictionary definition of a conference is "an interchange of views." This is certainly one of the major purposes of a conference, for it presents a situation in which cooperating teacher and student teachers may discuss and exchange ideas, as well as evaluate lesson plans and teaching techniques.

The purpose of a conference is not limited to evaluation alone. For example, a conference may be held to discuss the progress of a particular student, or to discuss the student teachers' perception of their first faculty meeting or parent conference.

There should be a specific reason for each conference and there should be an atmosphere of teamwork prevailing. Rather than dominate the conversation, the cooperating teacher needs to guide the student teachers toward the goal of self-evaluation. Let the student teachers take the initiative in discussing how they felt about a
particular lesson or presentation. As the student teachers are able to identify their own strengths and weaknesses, and to evaluate their teaching objectively, they are gaining self-confidence, developing their own philosophy of education, an individual teaching style, and growing as professionals.

The purpose of each conference will vary as the term progresses. At first, they may be held to help the student teachers adjust to the school setting. This will include school and classroom routines, questions concerning pupils' backgrounds, and questions concerning the student teachers' observations of the cooperating teacher or other teachers. These first conferences will help the student teachers to perceive the total role of the homemaking teacher as well as help them to recognize educational principles at work in the classroom. In other words, they will enable the student teachers to discuss the "hows" and "whys" of teaching with an experienced classroom teacher.

As the student teachers gradually assume teaching responsibilities, the nature of the conferences will change. Quite often the purpose of each conference will be to discuss the cooperating teacher's observations of the student teachers, or the student teachers' lesson plans, teaching techniques, and methods. It is at this point that the purpose of each conference will be primarily directed toward the goal of student teacher self-evaluation.

In order to accomplish this goal, the cooperating teacher will
need to provide continuous constructive criticisms. Areas in which the student teachers need to continue to grow professionally, as well as those areas in which they show definite strengths, will be identified by the cooperating teacher during conference time.

As the working relationship between cooperating teacher and student teachers develops, a conference may also include counseling or advising of personal problems and concerns, or the discussion of a topic of common interest.

The cooperative notebook is one basis for conference discussions. Together the cooperating teacher and student teachers can review specific classroom situations and discuss their reactions. Or, the cooperating teacher can use the cooperative notebook as a silent conference in which she can write down her immediate concerns and questions. The cooperative notebook is a continuing record of important views and thoughts that the university supervisor can review when she comes to visit. As a result, she will be able to identify areas in which she can also help the student teachers, and see what experiences have taken place since her last visit.

As the student teachers develop more competence in the classroom, conferences may be less frequent. However, they should not cease.
In addition to an informal, open, relaxed atmosphere, the setting is an important determinant of conference success.

Whether conferences are held within the department, in the faculty lounge, or in a conference room, privacy is of utmost importance. The student teachers may not be willing to openly discuss criticisms of their teaching style if there are three, five, or ten other people listening to the conversation. And who can blame her?

Privacy is also needed so that as many interruptions as possible can be avoided. The ability to concentrate on specific questions and concerns and make the best use of time can accomplish more satisfactory results than leaving discussions unfinished because of interruptions.

When conferences are held in a setting that allows for informality, and are away from the bustling activities of a public school, then the people involved will feel more relaxed and at ease, and will usually find it much easier to talk freely and openly.

Types of Conferences

As was discussed previously in this chapter, there are different purposes and objectives for conferences. The writer identifies conferences as four types: structured, spur-of-the-moment, "mini," and silent. These types of conferences have been identified for
clarification purposes only, and to demonstrate that all conferences need not be formal and rigid.

The first of these, a structured conference, is one in which a time and place have been set aside for a specific purpose. For instance, the cooperating teacher may have told her student teacher, "I want to go over next week's lesson plans with you after school on Wednesday." Although the conference may include other matters, it has been planned for a specific purpose, and the cooperating teacher probably has a number of definite questions she wishes to ask the student teacher. This will also enable the student teacher to prepare her materials and questions in advance of the conference.

The second type of conference, spur-of-the-moment, may occur quite often. The cooperating teacher may say, "I'd like to discuss your response to Susie's question with you next period," or, "The schedule for tomorrow has been changed. Let's see how this will affect your lesson plans."

Some spur-of-the-moment conferences or thoughts may be the basis for a "mini" conference. This conference is extremely short and unstructured, and may often take place between classes. It may include a comment about a lesson that was just presented, a question from the student teacher, "What shall I do if the students aren't finished with foods lab by the end of the period?" or a helpful suggestion from the cooperating teacher, "If you arrange the chairs in a
semi-circle before next period, the students will be able to see your demonstration much better."

Silent conferences are those unspoken words that take place through the use of the cooperative notebook. They may also be in the form of a gesture or a look exchanged between the cooperating teacher and the student teacher that says, "You're doing fine!" or "Watch out for Jean today. She looks as though she's mad at the world."

All conferences will not fall into these categories, and the cooperating teacher may find that there are many types of conferences that will overlap into two or more of these classifications.

**Conference Topics**

The subject for each conference, whether preplanned or unplanned, need not deal specifically with the school situation or the student teachers' lesson plans and classroom presentations.

Suitable conference topics are any matters that are of interest or concern to the student teachers, the cooperating teacher, or all three. Subjects cover a broad spectrum, and may range from concern over the motivation of a slow-learner to the proper dress for an informal faculty picnic. Any concern that is real to the student teachers deserves conference time.

Some general topics which might be discussed during a conference include:
1. The school and its community.

2. Public school students.
   A. Student teachers' observations of pupils.
   B. Providing for individual differences of students.
   C. Student motivation.

   A. Orientation of students to a laboratory class.
   B. Planning learning experiences to meet students' needs.
      The cooperating teacher should review the student teachers' lesson plans at least two days in advance of the day on which they will be presented to the students, so that she may make comments and discuss concerns with the student teacher.
   C. Assignments and homework.
   D. Problems in guiding pupil learning.
   E. Organizing and directing various classroom activities.
   F. Confidential information about a student.

   A. Audio-visual aids and equipment.
   B. Questioning techniques.
   C. Leading group discussions; planning group work.

5. Grades and pupil evaluation.

6. Professional activities.
A. School records and reports.

B. Parent-teacher conferences and/or meetings.

C. Professional growth and ethics.

D. Faculty cooperation.

7. Seeking a job; teacher qualifications.

8. Experiences which the student teacher considered to be most and least worthwhile.


The preceding list is merely a brief overview of general topics. The cooperating teacher and student teachers will identify innumerable topics of concern and interest. Conference topics will vary with each individual student teaching situation, and with the persons involved.

If the cooperating teacher takes the initiative to build a relationship based on mutual trust and respect, if the conference is held frequently and in a private, informal setting, then this time will be used most effectively for the benefit of cooperating teacher and student teachers alike.
Part V. Evaluation and Recommendations

Evaluation of the student teachers is an on-going process, rather than a final judgment. It is an integral and vital part of the student teaching experience. Evaluation needs to be made on both a qualitative and quantitative basis by student teacher and cooperating teacher.

Purpose of Evaluation

Evaluation is a growth process. It is the degree of attainment of previously defined goals or objectives. Together, the cooperating teacher and student teachers will discuss their individual goals for the student teachers during the term. As the term progresses, they will obtain evidences, usually through observations, conferences, and the cooperative notebook, of progress toward these goals. The final step is the analysis of the student teachers' progress throughout the term. Student teachers are furnished with an evaluation form on which they and the cooperating teacher record their progress throughout the term.

The cooperating teacher and the student teachers will also set up mutually agreed upon goals for the public school students. The student teachers' evaluation of their students will be based upon specific evidences of growth, and degree of goal attainment, as determined by both them and their cooperating teacher.

Evaluation involves the efforts of the total team: the student
teachers, the cooperating teacher, and the university supervisor. Frequent conferences are required so that the student teachers can discuss their progress with their supervisors. This is a vital part of guiding the student teachers toward the goal of self-evaluation.

**Self-Evaluation**

As the student teachers share in each step of the evaluation process with their cooperating teacher, they will be developing an important aspect of their professional growth. Because the student teachers want to know specifically how they are doing, they should be involved in all phases of evaluation so that they can assess their own progress.

Self-evaluation can be attained only if the student teachers are guided step by step along the way. By emphasizing their strengths, the cooperating teacher can first increase the student teachers' self-confidence. As the student teachers become more competent, and as they are able to evaluate their performance with more objectivity, the cooperating teacher can then lead them to identify their weaknesses, and to think in terms of using their strengths to alleviate these weaknesses.

It has been said that the evaluation of the student teachers' performance should lead to a more realistic understanding and acceptance of "self," and to the development of a positive emotional
approach to teaching, learning, and living. This is vitally important if the student teachers are to continue their professional and personal growth throughout their teaching careers.

The final evaluation not only summarizes the attainment of, or lack of attainment of, previously defined goals, but also serves as an indication of performance to prospective employers.

Recommendations Written by Cooperating Teacher

It is recognized that the student teaching experience is the major determinant in the future professional success of the student teacher. By recording concrete and specific examples of the student teacher's methods and teaching behaviors, the cooperating teacher forms the basis of the written recommendation.

Based on continuous evaluation throughout the student teaching experience, the recommendation should be fair, truthful, honest, and explicit. This means that it includes an objective evaluation of the student teacher's weaknesses and strengths. Areas in which the student teacher needs to show extended professional growth should be explained.

A written recommendation need not be exceptionally long. Concise, clear statements and key words and phrases can describe the total experience of the student teacher.

Prospective employers will want to know the following
information:

1. The capacity in which the cooperating teacher knows the student teacher. The levels of students, areas of homemaking, and size of classes that she taught.

2. Her personal characteristics, such as self-control, appearance, grooming, mannerisms, and open-mindedness.

3. Her qualities of leadership and individuality. The extent to which she draws out the best abilities of each student. Her initiative and ability in solving problems.

4. The extent to which she cooperates with faculty and pupils, and is willing to accept responsibility and to help others.

   Her rapport with parents and the community.

5. How she adjusts under various circumstances and to different environments.

6. Her professional attitude and her interest in teaching.

7. Her methods of instruction, lesson planning, teaching techniques, classroom control, and ability to stimulate thinking.

8. The management of the classroom, and care of the room and equipment.

9. Knowledge and skills in subject matter, and her ability to interpret the homemaking program to the students, school, and community.
10. Discretion and use of good judgment; ability to make wise decisions.

11. The size of school, the grade levels, the community in which the student teacher will be most effective.

A summary paragraph, which gives the cooperating teacher's prediction of the student teacher's future success, is also helpful to the prospective employer. The cooperating teacher can best provide this information by asking herself, "How do I see the student teacher as a professional?"

During the terms in which placement activities are at a peak, the student teacher may ask the cooperating teacher to submit a temporary midterm recommendation. This recommendation form may be requested directly from the Office of Educational Placement, 108 Benton Hall, Oregon State University, Corvallis, Oregon, 97331, or may be obtained from the Home Economics Education Department. When the cooperating teacher's final recommendation is submitted at the completion of the student teaching experience, the temporary recommendation is removed from the student teacher's personal file.

For the benefit of all those concerned, the cooperating teacher should submit her formal written recommendation as soon as possible after the end of the student teaching experience.
Part VI. Professional Growth

The student teaching experience is primarily a growth process. It is during this time that the student teachers become aware of the total role of the homemaking teacher as they assume the responsibility for teaching the students of their cooperating teacher.

The student teachers become aware of the role of the professional home economist through close contact with their cooperating teacher. The cooperating teacher exhibits her professionalism through her willingness to work with student teachers. She accepts this opportunity as a professional responsibility.

Other ways in which the cooperating teacher guides the professional growth of student teachers are:

1. By participating in local, state, and national teacher organizations as the American Home Economics Association, Oregon Home Economics Association; American Vocational Association, and the Oregon Vocational Association; and Department of Home Economics of the Oregon Education Association.

2. Through her participation in workshops, seminars, and in-service programs, and her attendance in classes offered by the Division of Continuing Education, adult education classes, or a summer session at a university.

3. Her willingness to accept responsibility for guiding
extracurricular activities, in addition to Future Home-makers of America.

4. By attending faculty meetings and serving on professional committees for the school and the district.

5. Her awareness of current trends and journals in the fields of home economics, education, and vocational education.


7. By participating in curriculum development.

The cooperating teacher is guiding the student teachers' professional growth each time they have a conference or an informal discussion, and each time that she makes suggestions about the student teachers' lesson plans and teaching techniques. Her relationship with, and attitude toward, her students is another way in which the cooperating teacher demonstrates her professional attitude.

As the student teachers gain self-confidence and competence in the classroom, and as the cooperating teacher guides them toward the goal of self-evaluation, they too are growing professionally. Expressing and showing enthusiasm and loyalty for teaching, for the field of home economics, and toward the school in which they teach, are certainly ways in which the student teachers exhibit their professional attitude.

As with any other stage of development, professional growth is a
continuous process, and one that must be nurtured at each step along the way. Keeping abreast of current trends, knowledge, and events in today's world is as essential for professional growth as it is in meeting the needs of the students.
BIBLIOGRAPHY


Thomas, Mary Lou. 1967. The interpersonal relationships of home economics student teachers with their college supervisors and cooperating teachers. Master's thesis. Columbus, The Ohio State University. 54 numb. leaves.


Dear Colleague,

As a recent Oregon State University Home Economics Education graduate, you submitted a written evaluation at the end of your student teaching experience. After teaching one or two years, you may have a different perception of which student teaching experiences were valuable. Your evaluation at this time will help me, and the Oregon State University Home Economics Education department, define the role of the cooperating teacher in helping the student teacher develop as a professional.

I am gathering information for a Master of Science thesis defining the most and least helpful activities of cooperating teachers during the student teaching experience. The thesis will also include the compilation and formulation of guidelines for cooperating teachers, based on your reactions of the student teaching experience, and the reactions of cooperating teachers.

The study is under the guidance and approval of Dr. Sylvia Lee, Head, Home Economics Education, Oregon State University.

The number at the top of the page is coded for identification purposes as the instrument is returned. Your information will be treated confidentially; respond as honestly and completely as possible. It should take approximately twenty minutes to complete. The questionnaire has my name, address, and postage on the back so that when it is completed you need only refold and staple or scotch tape it before it is mailed. Please return the instrument by February 16, 1970.

Your help and information is greatly appreciated. Thank you for your time, thoughts, and reflections.

Sincerely,

(Miss) Linda Stanwood
Graduate Assistant
Home Economics Education
Oregon State University
Directions

The following rating scale is composed of experiences that may be provided for a student teacher. The cooperating teacher plays a major role in facilitating or hindering, in providing helpful guidance or providing little or no guidance for these experiences.

In completing the rating scale, please respond in terms of the role your cooperating teacher enacted with regard to these experiences. Remember, you are rating your cooperating teacher's role, and not the experience itself. Place a check (✓) in the column which rates the cooperating teacher as Most Helpful, Helpful, and Least Helpful.

For example, your student teaching center provided a Special Education class for slow learners. Your cooperating teacher made a special effort to provide the opportunity for you to work with the Special Education students. Therefore, she was Most Helpful in providing this experience, whether or not you felt the experience was worthwhile. You would place a check in Most Helpful. Had your cooperating teacher made no effort to provide the opportunity for you to work with Special Education students, she would have been Least Helpful, and you would place a check in the corresponding column.

Check the column marked Not Available if this experience, such as video tape, could not have been provided in your student teaching center due to lack of facilities, equipment, or some other reason.

I. Rate the role of the cooperating teacher in facilitating the following activities during your student teaching experience, and which contributed to your growth as a teacher:

A. TEACHING SKILLS AND METHODOLOGY

1. Provided an opportunity for you to:
   a. Plan for individual differences of students.
   b. Team teach.
   c. Teach in these areas: Check and rate the areas in which you taught. Check NA for those areas which you did not teach.
      - Child Development
      - Family Relationships
      - Consumer Education
      - Foods, Nutrition
      - Clothing, Textiles
      - Home Furnishings
      - Management
      - Other (please specify)
   d. Use another's daily lesson plans.
   e. Teach a full day.
   f. Video tape or tape record a class presentation.

2. Guided you the student teacher in:
   a. Using resource people in the classroom.
   b. Assuming gradual teaching responsibilities.
   c. Constructing unit blocks, lesson plans.
   d. Using audio-visual aids and equipment.

B. CURRICULAR, EXTRACURRICULAR DUTIES

1. Provided an opportunity for you to:
   a. Make home visits.
   b. Supervise extracurricular activities.
   c. Coordinate an open house, tea, or fashion show.
   d. Plan, carry out, evaluate field trips.
   e. Participate with a class in guiding FHA experiences.
   f. Create bulletin boards.

2. Guided you the student teacher in:
   a. Routine duties, such as hall passes, attendance.
   b. Study hall and cafeteria supervision, hall duty.

C. PROFESSIONAL GROWTH

1. Promoted professional growth by providing opportunities for you to:
   a. Participate in curriculum planning or workshop.
   b. Attend department meetings.
   c. Attend faculty meetings.
   d. Attend professional meeting.
II. Using the double check list below, rate the extent of the characteristics which your cooperating teacher possessed, and the extent to which you feel the ideal cooperating teacher should possess the same characteristics. Rate the characteristics from low to high, 1 to 5, respectively.

<table>
<thead>
<tr>
<th>Your Cooperating Teacher</th>
<th>Ideal Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Average</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

- Enthusiastic
- Creative, imaginative
- Understanding, empathetic, fair
- Has outside interests
- Self-confident
- Patient
- Sincere
- Usefulness
- Makes me feel welcome
- Good physical, emotional health
- Considerate, appreciative
- Sincere desire to work with student teacher
- Well-groomed
- Friendly, cheerful, warm
- Tactful, diplomatic
- Encouraging, reassuring
- Trusting
- Compatible, good personal relationships
- Organized
- Perceptive
- Gives praise when needed
- Mature, responsible
- Sense of humor
- Empathetic
- Open to suggestions

---

D. ORIENTATIONS, OBSERVATIONS
1. Provided you the student teacher an:
   a. Orientation to school, staff.
   b. Orientation to the department.
   c. Insight into department budget and financing.
2. Facilitated the opportunity for you to:
   a. Visit other schools.
   b. Visit other departments within the school.
   c. Visit other homemaking departments.
   d. Observe the cooperating teacher.
   e. Observe another homemaking teacher.
   f. Observe adult education class.
   g. Participate in opening and/or closing the department.

E. EVALUATION
1. Promoted professional competencies by guiding you in:
   a. Personal self-evaluation.
   b. The grading and evaluation of public school students.
2. Provided you:
   a. Access to student records.
   b. Opportunity to discuss student progress with counselors.

F. INTERPERSONAL RELATIONSHIPS
1. Increased your understanding of professional cooperation in the way she:
   a. Worked with your student teacher pair.
   b. Conducted parent conferences.
   c. Held two-way conferences with you.
   d. Held three-way conferences with you and the university supervisor.
   e. Held four-way conferences with you, the university supervisor, and your student teacher pair.
   f. Used the cooperative notebook.
Your Cooperating Teacher

Low Average High
1 3 5

Ideal Cooperating Teacher

Low Average High
1 3 5

5. Grade level(s) you teach: 6 _ 7 _ 8 _ 9 _ 10 _ 11 _ 12 __

6. Does your school have an FHA chapter? Yes _ No _ If yes, are you the adviser? Yes _ No _

7. Does your program include home visits? Yes _ No __

8. Does your program include home projects or extended experiences? Yes _ No __

9. Does your program include a unit related to the World of Work or career-oriented opportunities in home economics? Yes _ No __

III. Other comments or suggestions you wish to include:

Background Data

1. Graduation date ____________ 19 __

2. What term did you student teach? ____________ 19 __

3. How many semesters or years have you taught? ____________ Are you teaching now? Yes _ No __

NOTE: If you have taught, but are not teaching now please answer the following questions with reference to your last teaching experience.

If you have not taught at all, please return this instrument without answering any more questions.

4. How many years have you been at your present school? ____________
Dear Colleague,

As a cooperating teacher for the Oregon State University Home Economics Education Department, you determine, in large part, the value and success of the student teaching experience. Your perception of the role of the cooperating teacher is of utmost importance.

I am gathering information for a Master of Science thesis concerning the most and least helpful activities provided by cooperating teachers during the student teaching experience. Your completed instruments, as well as the evaluation of the student teaching experience by past Oregon State University Home Economics Education student teachers, who are now teaching, will serve as the basis for developing guidelines for cooperating teachers.

You will be helping the Oregon State University Home Economics Education Department in defining which experiences are of most value in helping the student teacher develop as a professional. In addition, by completing the instrument, you will be giving us a more complete picture of the role of the cooperating teacher.

The study is under the guidance and approval of Dr. Sylvia Lee, Head, Home Economics Education, Oregon State University.

The number at the top of the page is coded for identification purposes as the instrument is returned. Your information will be treated confidentially; respond as honestly and completely as possible. It should take approximately fifteen minutes to complete. The questionnaire has my name, address, and postage on the back so that when it is completed you need only refold and staple or scotch tape it before it is mailed. Please return the instrument by February 16, 1970.

Your help and information is greatly appreciated. Thank you for your time, thoughts, and suggestions.

Sincerely,

(Miss) Linda Stanwood
Graduate Assistant
Home Economics Education
Oregon State University
It is widely recognized and accepted that the student teaching experience is the most valuable aspect of teacher education programs. As much as college supervisors and public school teachers would like to provide an ideal setting for the student teacher, it is impossible due to the various limitations of each setting.

The following are activities which are ideally provided for student teachers by a cooperating teacher. Do you feel, as a cooperating teacher yourself, that these activities are Essential, Desirable, Nice to Provide, or Not Necessary?

In rating, place a check (√) in the column which best describes your personal reaction as to the activities a cooperating teacher provides for student teachers.

### I. As you perceive the ideal student teaching experience, which of the following opportunities ought to be provided for the student teacher?

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Nice to Provide</th>
<th>Not Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan for individual differences of public school students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Team teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gain experience in teaching three of the areas listed below. Please rate those three which are most desirable to provide.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Child Development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Family Relationships.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Consumer Education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Foods, Nutrition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Clothing, Textiles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Home Furnishings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Other (Please specify).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use another's daily lesson plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teach a full day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Video tape or tape record a class presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Make personal unit block, lesson plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Try a variety of teaching techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Guide small group work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use resource people in the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use audio-visual aids and equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Plan, carry out, evaluate field trips.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Make bulletin boards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Help students plan and carry out home or extended experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teach a Special Education class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Teach a co-educational class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Teach boys' homemaking class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. CURRICULAR, EXTRACURRICULAR DUTIES

1. Make home visits.
2. Supervise extracurricular activities.
3. Coordinate an open house, tea, or fashion show.
5. Assume routine duties, such as hall passes, attendance procedures.
6. Assume study hall and cafeteria supervision, hall duty.

### C. PROFESSIONAL GROWTH

1. Attend faculty meetings.
2. Attend professional meetings.

### D. ORIENTATIONS, OBSERVATIONS

1. Orientation to the school and its policies.
2. Introduction to staff and faculty.
3. Introduction to the homemaking students.
4. The opportunity to observe other grade levels.
5. Orientation to the total homemaking program.
6. Explanation of facilities and equipment for her use.
7. Visit other schools within the district.
8. Visit other departments within the school.
9. Visit other homemaking departments.
10. Observe the cooperating teacher.
11. Observe another homemaking teacher.
12. Participate in opening and/or closing the department.

13. Observe adult education class.

14. Gain insight into department budget and financing.

E. EVALUATION/CONFERENCES
1. Use a cooperative notebook.
2. Evaluate public school students.
3. Hold conferences with parents; attend PTA
4. Hold regular two-way conferences with cooperating teacher.
5. Hold conferences with cooperating teacher and student teacher pair.
6. Hold conferences with cooperating teacher, student teacher pair, university supervision.

Other opportunities not listed:

II. In what ways did the Oregon State University Home Economics Education staff help you to understand your role and responsibilities as a cooperating teacher?

III. What more could the staff have done to help you understand your role as a cooperating teacher?

IV. What are your suggestions for extending the OSU Home Economics Education orientation program for cooperating teachers?

Comments and suggestions concerning study:

Background Data
1. Are you an OSU graduate? Yes ______ Other (please identify) ______
2. Highest degree attained ______ Number of hours beyond this degree ______
3. How many years have you taught homemaking? ______
4. How many years have you been at your present school? ______
5. How many years have you been a cooperating teacher? ______ How many student teachers have you supervised? ______
6. Have you had a course in supervision? Yes ______ No ______
7. Grade level(s) you teach: 6 ______ 7 ______ 8 ______ 9 ______ 10 ______ 11 ______ 12 ______
8. Does your school have an FHA chapter? Yes ______ No ______ If yes, are you the adviser? Yes ______ No ______
9. Does your program include home visits? Yes ______ No ______
10. Does your program include home projects or extended experiences? Yes ______ No ______
11. Does your program include a unit related to the World of Work or career-oriented opportunities in home economics? Yes ______ No ______
Reminder Postcard

Dear Colleague:

Your help is still needed in gaining a clearer perception of the role of the cooperating teacher during the student teaching experience. I hope you can find time soon to complete and return the questionnaire that I mailed to you recently. If you have already returned the questionnaire to me, please excuse this notice.

Thank you for your cooperation and assistance.

Linda K. Stanwood
Graduate Assistant
Home Economics Education
Oregon State University
Appendix Table 1. Respondents' personal data. *

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teachers' Responses</th>
<th>Student Teachers' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 52</td>
<td>N = 51</td>
</tr>
<tr>
<td>A. Experience</td>
<td>1-10 years</td>
<td></td>
</tr>
<tr>
<td>Number of years taught?</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Years at present school?</td>
<td>44</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FHA in school?</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>FHA advisor?</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>Include home visits?</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>39</td>
</tr>
<tr>
<td>Include home projects?</td>
<td>46</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Include unit in World of Work?</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Now teaching?</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Course in Supervision</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

*May be less than total number of responses because "No Responses" not listed.
Appendix Table 1 (continued)

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teachers</th>
<th>Student Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Seventh</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Eighth</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Ninth</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>Tenth</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>Eleventh</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td>Twelfth</td>
<td>35</td>
<td>20</td>
</tr>
</tbody>
</table>

**More than total number of responses due to multiple responses.

C. Cooperating Teachers' Experience

<table>
<thead>
<tr>
<th></th>
<th>Cooperating Teachers' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-10 years</td>
</tr>
<tr>
<td>Years a cooperating teacher</td>
<td>50</td>
</tr>
<tr>
<td>Number of student teachers supervised</td>
<td>41</td>
</tr>
<tr>
<td>Highest degree</td>
<td>33</td>
</tr>
</tbody>
</table>
Appendix Table 2. Respondents' attitudes toward student teaching experiences.

<table>
<thead>
<tr>
<th>Student teaching experiences</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an opportunity to:</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>Teaching Skills and Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Plan for individual differences of students. **</td>
<td>38 10 2 0 2 52</td>
<td>19 21 5 1 5 51</td>
</tr>
<tr>
<td>2. Team teach. *</td>
<td>3 25 18 5 1 52</td>
<td>16 16 11 6 2 51</td>
</tr>
<tr>
<td>3. Use another's daily lesson plans. *</td>
<td>3 16 13 17 3 52</td>
<td>8 5 23 14 1 51</td>
</tr>
<tr>
<td>4. Video tape or tape record a class presentation. ****</td>
<td>8 33 9 2 0 52</td>
<td>10 10 8 22 1 51</td>
</tr>
<tr>
<td>5. Make personal unit blocks and lesson plans. **</td>
<td>45 6 0 0 1 52</td>
<td>31 16 4 0 0 51</td>
</tr>
<tr>
<td>6. Guide small group work. *</td>
<td>39 10 0 0 3 52</td>
<td>21 18 9 3 0 51</td>
</tr>
<tr>
<td>7. Teach a special education class. ****</td>
<td>2 10 27 13 0 52</td>
<td>3 2 6 40 0 51</td>
</tr>
<tr>
<td>8. Teach a co-educational class. *</td>
<td>3 18 22 9 0 52</td>
<td>3 0 3 45 0 51</td>
</tr>
<tr>
<td>9. Use resource people in the classroom. **</td>
<td>28 17 5 0 2 52</td>
<td>14 14 23 0 0 51</td>
</tr>
</tbody>
</table>

(Continued on next page)
Appendix Table 2. (Continued)

<table>
<thead>
<tr>
<th>Student teaching experiences</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an opportunity to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>10. Use audio-visual aids and equipment.*</td>
<td>46 2 1 0 3 52</td>
<td>17 25 7 2 0 51</td>
</tr>
<tr>
<td>Curricular, Extracurricular Duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Supervise extracurricular activities.***</td>
<td>10 32 8 1 1 52</td>
<td>13 13 15 9 1 51</td>
</tr>
<tr>
<td>2. Guide students in planning FHA Program of Work.**</td>
<td>7 25 18 2 0 52</td>
<td>11 12 1 27 0 51</td>
</tr>
<tr>
<td>3. Coordinate an open house, tea, or fashion show.*</td>
<td>4 30 16 2 0 52</td>
<td>13 8 10 20 0 51</td>
</tr>
<tr>
<td>Observations, Orientations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Insight into department budget, financing.*</td>
<td>28 18 5 1 0 52</td>
<td>9 17 19 5 1 51</td>
</tr>
<tr>
<td>2. Visit other schools within the district.*</td>
<td>8 28 14 2 0 52</td>
<td>19 16 13 3 0 51</td>
</tr>
<tr>
<td>3. Visit other homemaking department.***</td>
<td>7 34 11 0 0 52</td>
<td>15 16 15 4 1 51</td>
</tr>
<tr>
<td>4. Observe another homemaking teacher.**</td>
<td>16 34 2 0 0 52</td>
<td>15 16 11 8 1 51</td>
</tr>
</tbody>
</table>

(Continued on next page)
Appendix Table 2. (Continued)

<table>
<thead>
<tr>
<th>Student teaching experiences</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>Provide an opportunity to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Observe adult education class.**</td>
<td>2 20 21 9 0 52</td>
<td>3 1 21 26 0 51</td>
</tr>
<tr>
<td>6. Participate in opening and/or closing the department.*</td>
<td>4 31 11 6 0 52</td>
<td>21 4 9 17 0 51</td>
</tr>
</tbody>
</table>

Interpersonal Relationships

<table>
<thead>
<tr>
<th>Interpersonal Relationships</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>1. Hold conferences with parents; attend PTA meetings.****</td>
<td>10 27 10 5 0 52</td>
<td>7 8 16 20 0 51</td>
</tr>
<tr>
<td>2. Hold two-way conference of cooperating teacher and student teacher.****</td>
<td>44 7 1 0 0 52</td>
<td>31 14 6 0 0 51</td>
</tr>
<tr>
<td>3. Hold conferences with cooperating teacher, student teacher pair, university supervisor.*</td>
<td>43 9 0 0 0 52</td>
<td>12 18 9 11 1 51</td>
</tr>
</tbody>
</table>

*. 001 level  
**. 01 level  
***. 02 level  
****. 05 level  
df 2
Appendix Table 3. Student teaching experiences identified as not significant.

<table>
<thead>
<tr>
<th>Student teaching experiences</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an opportunity to:</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

**Teaching Skills and Methodology**

1. Teach a full day.  
   - Cooperating: 34 Essential, 14 Desirable, 3 Nice to provide, 0 Not necessary, 1 No response  
   - Total: 52  
   - Student: 26 Most helpful, 8 Helpful, 13 Least helpful, 4 Not available, 0 No response  
   - Total: 51

2. Help students plan and carry out home experiences.  
   - Cooperating: 14 Essential, 23 Desirable, 12 Nice to provide, 3 Not necessary, 0 No response  
   - Total: 52  
   - Student: 15 Most helpful, 19 Helpful, 11 Least helpful, 6 Not available, 0 No response  
   - Total: 51

3. Teach a boys homemaking class.  
   - Cooperating: 3 Essential, 14 Desirable, 23 Nice to provide, 12 Not necessary, 0 No response  
   - Total: 52  
   - Student: 2 Most helpful, 1 Helpful, 2 Least helpful, 46 Not available, 0 No response  
   - Total: 51

4. Assume gradual teaching responsibilities.  
   - Cooperating: 42 Essential, 8 Desirable, 1 Nice to provide, 0 Not necessary, 1 No response  
   - Total: 52  
   - Student: 30 Most helpful, 17 Helpful, 4 Least helpful, 0 Not available, 0 No response  
   - Total: 51

**Curricular, Extracurricular Duties**

1. Make home visits.  
   - Cooperating: 7 Essential, 20 Desirable, 17 Nice to provide, 8 Not necessary, 0 No response  
   - Total: 52  
   - Student: 13 Most helpful, 11 Helpful, 17 Least helpful, 10 Not available, 0 No response  
   - Total: 51

2. Plan, carry out, evaluate field trips.  
   - Cooperating: 18 Essential, 22 Desirable, 9 Nice to provide, 0 Not necessary, 3 No response  
   - Total: 52  
   - Student: 11 Most helpful, 16 Helpful, 17 Least helpful, 7 Not available, 0 No response  
   - Total: 51

3. Create bulletin boards.  
   - Cooperating: 30 Essential, 12 Desirable, 5 Nice to provide, 3 Not necessary, 2 No response  
   - Total: 52  
   - Student: 28 Most helpful, 15 Helpful, 7 Least helpful, 1 Not available, 0 No response  
   - Total: 51

4. Assume routine duties.  
   - Cooperating: 25 Essential, 22 Desirable, 3 Nice to provide, 2 Not necessary, 0 No response  
   - Total: 52  
   - Student: 22 Most helpful, 22 Helpful, 7 Least helpful, 0 Not available, 0 No response  
   - Total: 51

5. Assume study hall and cafeteria supervision, hall duty.  
   - Cooperating: 10 Essential, 19 Desirable, 5 Nice to provide, 18 Not necessary, 0 No response  
   - Total: 52  
   - Student: 9 Most helpful, 17 Helpful, 11 Least helpful, 14 Not available, 0 No response  
   - Total: 51

(Continued on next page)
Appendix Table 3. (Continued)

<table>
<thead>
<tr>
<th>Student teaching experiences</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>Provide an opportunity to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Attend faculty meetings.</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>2. Attend professional meetings.</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>Orientation, Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Orientation to school, staff, policies.</td>
<td>43</td>
<td>8</td>
</tr>
<tr>
<td>2. Orientation to the total homemaking program.</td>
<td>47</td>
<td>5</td>
</tr>
<tr>
<td>3. Observe the cooperating teacher.</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>4. Visit other departments within the school.</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Grade and evaluate public school students.</td>
<td>25</td>
<td>17</td>
</tr>
</tbody>
</table>

(Continued on next page)
Appendix Table 3. (Continued)

<table>
<thead>
<tr>
<th>Student teaching experiences</th>
<th>Cooperating teachers' responses</th>
<th>Student teachers' responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use the cooperative notebook.</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>2. Hold conferences with the cooperating teacher and student teacher pair.</td>
<td>34</td>
<td>15</td>
</tr>
</tbody>
</table>

Not significant on two-tailed test

df 2
Appendix Table 4. Student teacher ratings of personal and professional characteristics of cooperating teachers and ideal cooperating teacher.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Ratings of cooperating teachers</th>
<th>Ratings of the ideal cooperating teacher</th>
<th>t test</th>
<th>p =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>4.16</td>
<td>50</td>
<td>4.80</td>
<td>51</td>
</tr>
<tr>
<td>Creative, imaginative</td>
<td>3.51</td>
<td>51</td>
<td>4.41</td>
<td>51</td>
</tr>
<tr>
<td>Understanding, empathetic, fair</td>
<td>3.67</td>
<td>51</td>
<td>4.57</td>
<td>51</td>
</tr>
<tr>
<td>Has outside interests</td>
<td>3.67</td>
<td>51</td>
<td>4.02</td>
<td>51</td>
</tr>
<tr>
<td>Self-confident</td>
<td>3.86</td>
<td>51</td>
<td>4.37</td>
<td>51</td>
</tr>
<tr>
<td>Patient</td>
<td>3.98</td>
<td>51</td>
<td>4.76</td>
<td>51</td>
</tr>
<tr>
<td>Sincere</td>
<td>3.86</td>
<td>51</td>
<td>4.76</td>
<td>51</td>
</tr>
<tr>
<td>Unselfish</td>
<td>3.94</td>
<td>51</td>
<td>4.33</td>
<td>51</td>
</tr>
<tr>
<td>Makes one feel welcome</td>
<td>4.45</td>
<td>51</td>
<td>4.67</td>
<td>51</td>
</tr>
<tr>
<td>Good physical, emotional health</td>
<td>3.86</td>
<td>51</td>
<td>4.37</td>
<td>51</td>
</tr>
<tr>
<td>Considerate, appreciative</td>
<td>4.10</td>
<td>51</td>
<td>4.49</td>
<td>51</td>
</tr>
<tr>
<td>Sincere desire to work with student teacher</td>
<td>3.88</td>
<td>51</td>
<td>4.96</td>
<td>51</td>
</tr>
<tr>
<td>Well-groomed</td>
<td>3.94</td>
<td>50</td>
<td>4.14</td>
<td>51</td>
</tr>
<tr>
<td>Friendly, cheerful, warm</td>
<td>4.10</td>
<td>51</td>
<td>4.49</td>
<td>51</td>
</tr>
</tbody>
</table>

(Continued on next page)
Appendix Table 4. (Continued)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Ratings of cooperating teachers</th>
<th>Ratings of the ideal cooperating teacher</th>
<th>t test</th>
<th>p =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactful, diplomatic</td>
<td>4.02 51</td>
<td>4.80 51</td>
<td>2.3103</td>
<td>.05</td>
</tr>
<tr>
<td>Encouraging, reassuring</td>
<td>3.90 51</td>
<td>4.84 51</td>
<td>3.1937</td>
<td>.01</td>
</tr>
<tr>
<td>Trusting</td>
<td>3.94 51</td>
<td>4.37 51</td>
<td>1.4609</td>
<td>.2</td>
</tr>
<tr>
<td>Compatible; good personal relationships</td>
<td>3.96 50</td>
<td>4.26 51</td>
<td>.3298</td>
<td>.8</td>
</tr>
<tr>
<td>Organized</td>
<td>3.36 50</td>
<td>4.22 51</td>
<td>.9455</td>
<td>.4</td>
</tr>
<tr>
<td>Perceptive</td>
<td>3.43 51</td>
<td>4.26 51</td>
<td>2.8199</td>
<td>.01</td>
</tr>
<tr>
<td>Gives praise when needed</td>
<td>3.80 50</td>
<td>4.49 51</td>
<td>.7586</td>
<td>.5</td>
</tr>
<tr>
<td>Mature, responsible</td>
<td>4.22 51</td>
<td>4.53 51</td>
<td>1.0534</td>
<td>.3</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>3.98 51</td>
<td>4.18 51</td>
<td>.6795</td>
<td>.5</td>
</tr>
<tr>
<td>Empathetic</td>
<td>3.43 51</td>
<td>4.22 51</td>
<td>2.6841</td>
<td>.01</td>
</tr>
<tr>
<td>Open to suggestions</td>
<td>3.71 51</td>
<td>4.67 51</td>
<td>3.4330</td>
<td>.001</td>
</tr>
<tr>
<td>Has concern for youth</td>
<td>4.06 51</td>
<td>4.80 51</td>
<td>2.5141</td>
<td>.02</td>
</tr>
<tr>
<td>Enjoys working with all kinds of students</td>
<td>3.23 51</td>
<td>4.49 51</td>
<td>4.2809</td>
<td>.001</td>
</tr>
<tr>
<td>Flexible, well-rounded</td>
<td>3.71 51</td>
<td>4.41 51</td>
<td>2.3922</td>
<td>.02</td>
</tr>
</tbody>
</table>

(Continued on next page)
Appendix Table 4. (Continued)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Ratings of cooperating teachers</th>
<th>Ratings of the ideal cooperating teacher</th>
<th>t test</th>
<th>p =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Skill in communication</td>
<td>3.44</td>
<td>50</td>
<td>4.72</td>
<td>51</td>
</tr>
<tr>
<td>Fulfills your role expectations</td>
<td>3.39</td>
<td>51</td>
<td>4.00</td>
<td>51</td>
</tr>
<tr>
<td>Good classroom rapport</td>
<td>3.86</td>
<td>51</td>
<td>4.80</td>
<td>51</td>
</tr>
<tr>
<td>Has a personal educational philosophy</td>
<td>4.02</td>
<td>51</td>
<td>4.06</td>
<td>51</td>
</tr>
<tr>
<td>Participates in curriculum development</td>
<td>3.82</td>
<td>51</td>
<td>4.06</td>
<td>51</td>
</tr>
<tr>
<td>Encourages creativity</td>
<td>3.47</td>
<td>51</td>
<td>4.37</td>
<td>51</td>
</tr>
<tr>
<td>Skill in listening</td>
<td>3.62</td>
<td>51</td>
<td>4.72</td>
<td>51</td>
</tr>
<tr>
<td>Aware of current trends in the field</td>
<td>4.10</td>
<td>51</td>
<td>4.67</td>
<td>51</td>
</tr>
<tr>
<td>Available for conferences</td>
<td>4.18</td>
<td>51</td>
<td>4.57</td>
<td>51</td>
</tr>
<tr>
<td>Professional affiliations</td>
<td>3.69</td>
<td>49</td>
<td>3.28</td>
<td>50</td>
</tr>
<tr>
<td>Knowledge of subject matter</td>
<td>4.24</td>
<td>50</td>
<td>4.57</td>
<td>51</td>
</tr>
<tr>
<td>Plans lessons to meet student needs</td>
<td>3.65</td>
<td>49</td>
<td>4.84</td>
<td>50</td>
</tr>
<tr>
<td>Uses cooperative planning</td>
<td>3.19</td>
<td>51</td>
<td>3.96</td>
<td>50</td>
</tr>
</tbody>
</table>

(Continued on next page)
Appendix Table 4. (Continued)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Ratings of cooperating teachers</th>
<th>Ratings of the ideal cooperating teacher</th>
<th>t test</th>
<th>p =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Rapport with adults</td>
<td>3.96</td>
<td>50</td>
<td>4.22</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill in working with young people</td>
<td>3.60</td>
<td>50</td>
<td>4.72</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent expectations of students</td>
<td>3.87</td>
<td>49</td>
<td>4.55</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation to teach in an area outside major</td>
<td>2.79</td>
<td>47</td>
<td>2.77</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Levels of significance were determined at df 120 because this was closer to the df of the means than was df 60.

*M = Mean  
N = Number