A Guide For the College Supervisor of Business Education in Training Student Teachers at the College of Southern Utah

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A GUIDE FOR THE COLLEGE SUPERVISOR OF BUSINESS EDUCATION IN TRAINING

STUDENT TEACHERS AT THE COLLEGE OF SOUTHERN UTAH

by

Larry A. Olsen

A report submitted in partial fulfillment of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Utah State University
Logan, Utah

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CHAPTER I

THE PURPOSE AND THE ORGANIZATION OF THE STUDY

The first and most serious concern for the college supervisor is the lack of a definite description of his job.\(^1\) Perhaps the cause of this dilemma is the divergent practices of the different teacher education programs offered by teacher training institutions.

Student teaching is considered to be the pinnacle of the education spiral for student teachers who are training to become professional teachers. The college supervisor of student teachers is one of the most influential individuals in guiding the student through the teacher-training program. An efficient college supervisor is one who is aware of his responsibilities and who practices effective guidance and supervision in developing the professional growth of the student teacher.

**Purpose of the Study**

The purpose of this study was to develop a guide to be used by the business education college supervisor in training student teachers at the College of Southern Utah. The guide will be used in implementing a program of supervising the business student teachers in the secondary education program.

\(^1\)The College Supervisor--Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: State College of Iowa, 1964), p. 11.
Need and Importance of the Study

The College of Southern Utah was granted a four-year liberal arts program by the 1965 Utah Legislature. In this program the business education department at the college was given the responsibility of developing a teacher education program as a part of secondary education. The challenge of creating a program that will attempt to accomplish the goals of teacher education is complex, but guidelines are necessary to facilitate a program that will insure adequate training for the student teacher.

The college supervisor has one of the most influential roles in the teacher education program. The relationships of the college supervisor among the district administration, cooperating teacher, and student teacher vary in practice and intensity in the different institutions of teacher education. Each institution has given birth to teacher education systems through ideas of other schools and through the efforts of ideas unique to the area and the institution.

This study was chosen to develop a guide for the college supervisor of business education in understanding his role and responsibilities as well as understanding the responsibilities of the people involved in the student teaching process.

Analysis of the Study

The study attempted to establish a guide for the college supervisor of business education student teachers by interpreting methods and philosophy related to the following topics:

1. Business Education's Relationship with the Education Division.
2. Qualifications of a College Supervisor.
3. Defining the Supervisor's Role with the Student Teaching Personnel.
4. Selection of Cooperating Teachers.
5. Assignment of Student Teachers to Cooperating Teachers.
6. Visits and Observations to the Cooperating School.
7. Conferences with Student Teachers and Cooperating Teachers.
8. Student Teaching Seminar Class.

Limitations of Study

The study has the following limitations:

1. This study is limited to the objectives and policies established at the College of Southern Utah.
2. The guide will be developed from those practices the writer selects and believes to be pertinent to the College of Southern Utah situation.

Definitions of Terms

1. College supervisor of business education student teachers or college supervisor of student teachers or college supervisor or supervisor--In order to avoid repetition of a term that is used frequently in this study, the four terms will be used synonymously. These terms refer to the college faculty member responsible for the supervision of a student teacher(s) in business education.
2. Cooperating school--an off-campus school which by agreement provides facilities for the teacher education institution for student teachers, observations, or research.
3. Director of student teaching--the individual in the teacher preparation institution responsible for directing or coordinating the student teaching program.
4. Student teaching or practice teaching—the period of guided teaching during which the college student takes increasing responsibility over a period of time for the work of a group of pupils.

5. Student teacher—the college student who is acquiring practical teaching experience under supervision and guidance.

6. Cooperating teacher—an off-campus teacher in a cooperating school in whose classroom the student teacher is placed for supervision, guidance, and evaluation during the student teaching experience.

Research Design

The data for this study were gathered from a review of literature published during the last ten years, studies on teacher education made at various universities, teacher education programs of various universities, and policies and objectives established by the secondary education department of the College of Southern Utah.

A refinement of responsibilities and methods was developed from the review of literature and placed into a guide for the College of Southern Utah situation.

The guide was duplicated and sent for evaluation and comment to ten authorities in the field of business education, a superintendent, a secondary principal, a cooperating teacher, and a former business education student teacher.

The guide was then reconsidered in the light of the comments made from the evaluation and appears in revised form in the Addendum of this study.

Organization of the Study

In order to facilitate the reading of this study, a brief description of the organization of the material is presented here.
Chapter I has introduced the purpose of this study.

Chapter II reviews the available literature in the area of supervising student teachers.

Chapter III presents a review of the comments made by the evaluation team.

Chapter IV consists of a summary of the findings and recommendations for future study.

The Addendum presents the guide that has been evaluated and refined, which will be used to implement a program of supervising the business education student teachers at the College of Southern Utah.
CHAPTER II
REVIEW OF LITERATURE

Student teaching has become a widely accepted practice in training student teachers to become professional workers in the American educational system. Bennie writes of the importance of student teaching as follows:

The required student teaching experience which has long been the climax of teacher preparation has been moved en masse into the public classroom. Its importance has long been attested to by experienced teachers and by hundreds of student teachers who yearly experience their baptism of fire in this way.²

The practice of student teaching has evolved out of our educational system. In the early dawn of education in America..."very little respect was accorded teaching or teachers, particularly on the elementary level, most teachers being selected because they had spare time or were unable to succeed at other work."³

Development of Teacher Education in America

The Colonial Period. A few of the current methods of student teaching may be identified with some of the practices in the colonial period. A relationship between student teaching and the apprenticeship method of teaching appeared as early as 1792, as evidenced by the following notice:

This indenture (apprenticeship) witnesseth that John Campbell hath put himself...apprentice to George Brownell

schoomaster to learn the art, trade, or mystery of teaching
... And the said George Brownell doth hereby covenant and
promise to teach or instruct... the said apprentice in art,
trade, or calling of a schoolmaster by the best measure he or
his wife may or can.4

Instruction in business education is often thought of as a product
of the twentieth century, but business education has roots going back into
early history. The use of bookkeeping dates back over four thousand years,
and Douglas states that "over one thousand shorthand systems are reported
to have been devised for the English language alone."

Even during the colonial period of the United States, business
education made progress in the schools.

During the colonial period some bookkeeping was taught
in the Latin Grammar schools in addition to arithmetic and
penmanship. In large cities many private teachers taught
bookkeeping and penmanship. Otherwise, any business training
was on an apprenticeship basis; the bookkeeper hired an
assistant who learned on the job.6

As to when formal training of teachers began, Walter Beggs states:
"It is not known exactly when consensus was reached that if the school
were to have a supply of reasonably well-prepared teachers, special
localized institutions for their education would have to be developed."

The Normal Schools in the United States. The first private normal
school in America is generally credited to the Reverend Samuel Hall's

4Jane Ellen McAllister, "Glimpses from the Past," The Outlook in Student
Teaching, Forty-first Yearbook of The Association for Student Teaching
(Cedar Falls, Iowa: Iowa State Teachers College, 1962), p. 3.

5Lloyd V. Douglas, Business Education (Washington D. C.: The Center

6Herbert A. Tonne, M. Herbert Freeman, and Estelle L. Popham, Methods

7Walter K. Beggs, The Education of Teachers (New York: The Center
School which in the year 1823 allowed a training teacher to work with a few children for demonstration and practice purposes.

The normal schools were the beginning of formal teacher education; but according to Beggs, the normal schools were held in disrepute to other educational institutions. "The early normal schools certainly left much to be desired. They were generally held in contempt by the colleges. They were opposed by the academies, a number of which offered their own short courses for teachers." ⁸

While the beginnings of professional education for teachers may be traced to a quarter-century before the Civil War when state normal schools were first established in New England, it was after the war that teacher education in the professional sense became a part of higher education. Beggs describes teacher education after the Civil War era as follows:

After the Civil War the industrialization of the nation progressed rapidly, the need for literacy was great; and the demand for people educated beyond the literacy level was growing sharply. A comparable market for teacher in the common schools was developing, particularly in the Middle West. ⁹

During the period of 1865 and 1900, higher education institutions commenced to establish teacher education programs. Woodring writes:

A few universities and colleges, mostly in the Middle West, established chairs of 'pedagogy' or 'didactic,' usually found in departments of philosophy. Most of our university schools and departments of education did not come into being until after 1900. ¹⁰

Business Education in the United States. In the field of business education, the period from 1850 to around 1893 is referred to as the

⁸Ibid.
⁹Ibid., p. 10.
business college era in business education. During this period the typewriter was perfected and shorthand became a popular skill for secretaries in the business office. The enrollment in the business schools was mostly masculine until 1900, at which time the feminine sex began to dominate the secretarial field. Douglas states: "These early teacher managers of business schools had, usually, no formal education preparation for their roles as teachers and educational leaders in a new and rapid expanding field of education."11

The twentieth century brought a demand for clerical workers with the expanding business economy of our nation. Because of the increased demand for clerical workers, business education became an issue for public education. The era when business education became a part of the public high school is described as follows:

The public business schools had a virtual monopoly in the training of business students in the period up to 1910. When public high school enrollments increased, there was a demand that vocational business training be provided at public expense instead of parents having to pay tuition in private schools. The early public high school business courses were almost carbon duplicates of the private school offerings. The first public business teachers were recruited from the private schools. . . . A course in the methods of teaching business did not exist, because teacher-training institutions did not prepare business teachers.12

The first collegiate program of business teacher education in the United States was started in the 1898 at the Drexel Institute in Philadelphia.13

The establishment of a formal program of study for business teachers was

12 Tonne, Freeman, and Popham, op. cit., p. 2.
a hallmark in upgrading business education. Douglas describes the professional growth of business education during the twentieth century:

By 1927 business education had an almost phenomenal professional growth. It had taken its place as a fully respected phase of American education, with matured philosophies, and organized professional groups, and a resulting large group of well-prepared and professionally-minded business teachers in the classroom of the nation.¹⁴

Twentieth Century Education in the United States. Before 1940, teacher education consisted of one-year and two-year programs. These short training periods limited the student teaching experience; but by 1942, there was a growing trend to require the bachelor degree and to use the public schools for student practice teaching to supplement the facilities of campus laboratories.

At the present time, teachers are better trained; and the field of education has become a recognized, respectable profession. Sharp relates a few statistics on education as a profession:

Teacher education in the United States involves more than 1,200 colleges and universities, fewer than 100 of which have teacher preparation as their primary function. Of the 1,200 approximately 690 belong to the American Association of Colleges for Teacher Education (AACTE) and 422 have been accredited by the National Council for Accreditation of Teacher Education.¹⁵

The profession of education is rapidly expanding because of the increase in population and the need for a better trained and educated people for our economy and defense of our nation. Sharp indicates that:

When one realizes that approximately 200,000 college seniors are engaged in student teaching during the current year, almost triple the number for 1954, the rapid growth and the vastness of the enterprise are apparent... It has been estimated that

more than 300,000 well-qualified supervising teachers will be needed before 1970. To provide high-quality teaching experiences for college seniors, more than 30,000 newly prepared supervising teachers will be needed each year.\footnote{Ibid.}

Beggs summarizes the first half of the twentieth century of teacher education as follows:

Thus, the twentieth century has been a period in which there was a remarkable rise in the quality of teacher education programs. First, a floor of general liberal education was placed under the preparation program. Second, the development of post-graduate work in specialization added strength. Finally, a much more careful screening, selection, and retention of candidates was established for the training and certification of teachers.\footnote{Seggs, \textit{op. cit.}, p. 11.}

The education profession, like most other professions, is not content with the "status quo." New innovations are contributing to stimulate the profession to even higher levels. Watters and Holsted indicated a few of the innovations that have recently helped to establish trends and revise programs.

Changes in teacher education programs in relatively recent years have reflected the influences stemming from varied sources. Several dominant trends can be noted in close examination of the innovations incorporated into revised programs. Among these trends are: (1) the application of guidance principles and policies, (2) an increased interest in content and methods of teacher education courses, (3) provision for more professional laboratory experiences, (4) a realization that programs must be extended, and (5) changes in student teacher-supervisor relationships.\footnote{McAllister, \textit{op. cit.}, p. 32.}

\textbf{Qualifications of a College Supervisor}

In terms of criteria for selecting a good college supervisor for business education student teachers, Ruth Woolschlager suggests that "we should surely expect several years of successful high school teaching
experience, including most of the business subjects. A master's degree or more and an interest in teacher education are essential."\(^{19}\)

The supervisor was described in the literature as a person that should be keenly aware of human relations. He is a person that becomes a liaison between the college and the cooperating school. There are many people involved in the training of a student teacher; therefore, the supervisor should be a congenial person that can handle conflicts of personalities and differences in point of view. Neal outlines seven points to improve human relations with the student teaching personnel:

A supervisor who is a master at developing good teachers contends that one of the important functions of the supervisor is to have a clear-cut understanding of good human relations. Success is attributed to the following points: (1) Developing a warm, sincere personality; (2) being courteous at all times; (3) respecting individual personalities and remembering respect must be mutual; (4) helping each student teacher feel secure in his endeavor; (5) being a good listener to all of the student teacher's problems; (6) considering and acknowledging socialized activities among the student teachers and faculty members; (7) maintaining respect for children.\(^{20}\)

The supervisor should be a person with genuine interest in teacher education and one that views public school teachers as colleagues rather than educators with lower mentality and ability.

In a study made at the State University for Teachers at Buffalo, New York, a sample of 72 students was randomly selected from a group of 160 student teachers and each was asked to fill out a questionnaire on the ways the college supervisor helped them the most.

The greatest number of the students said they were helped more by encouragement from their college supervisors. They were grateful for the personal interest supervisors showed,


An effective supervisor will be one that possesses a likeable personality. The personal attributes of the college supervisor should be those characteristic of any good supervisor. Briggs portrays the personal attributes that a college supervisor should possess:

Certainly he should possess the following qualities: sincerity, empathy, tact, openmindedness, intellectuality, good personal appearance, creativity, objectivity, inspiration, habits of good workmanship, and a respect for people, to these may be added several other specific traits desirable in a college supervisor, a genuine interest in and a respect for public school teaching, and a firm conviction of the serious responsibility in preparing young people to enter the teaching profession.

In certain ways the role of the college supervisor is a teaching one. In the place of a class, he has a number of individual students. Rather than following a syllabus or course of study, he observes the behavior of each of these students who are actively trying to apply what they have learned to the teaching situation.

**College Supervisor's Role with the Student Teaching Personnel**

"The supervision of student teaching is predicated on the belief that supervision is a creative enterprise based upon the capacity of human beings

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to work together in a program of continuous growth.\textsuperscript{24} One of the responsibilities of the college supervisor is to help to clarify the role of all persons involved in the student teaching program.

The college supervisor is often defined as a person involved in public relations. As liaison between the college staff and the public school, the college supervisor has the responsibility of interpreting the student teaching program to the public school and bringing back to the college any problems that may develop concerning the student teaching program in the cooperating schools.

As a public relations person, the college supervisor would identify his publics as follows:

1. Director of student teaching.
2. District administrations of the cooperating schools.
3. Principals of the cooperating schools.
5. Student teachers.

\underline{Relationship with the Director of Student Teaching.} The role of the college supervisor should be one of the consultant for the director of student teaching. One of the primary responsibilities of the supervisor will be to recommend student teachers to a secondary laboratory school. The business education supervisor would be in a better position to know the student teachers more intimately than would the director of student teaching. The college supervisor should have the opportunity of teaching the student teacher in at least one methods course. Since the college supervisor would know the capabilities, personality, and interest of his

\textsuperscript{24}Helen M. Reed, "The College Supervisor in a Multi-Purpose University in a Rural Setting," \textit{The College Supervisor--Conflict and Challenge}, Forty-third Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: Iowa State Teachers College, 1964), p. 11.
student teachers, the director of student teaching should use the supervisor in recommending the assignment of teachers to cooperating schools and cooperating teachers.

If the supervisor is a professional person in his field, he will be acquainted with his colleagues in the secondary schools in his area. The supervisor should become acquainted with the program and facilities of each secondary school surrounding the campus. With this knowledge he will be in a position to suggest to the director of student teaching which schools would be most effective as training centers.

The director of student teaching should be made aware of any problems that may arise in the cooperating school. It is imperative that the best relations be maintained between the student teacher and the cooperating teacher. If a serious problem exists between the cooperating school and the college, the director of student teaching should be alerted so that reassignment can be made.

The college supervisor should assist the director of student teaching in any reports, meetings, workshops, or visitations to the cooperating schools.

Edwards sums up the relationship of the college supervisor and the director of student teaching as follows:

The college supervisor works closely with the director of student teaching in the placement of the student teacher, and confers with the director if incipient problems are apparent in the classroom situation. It is the supervisor's responsibility to keep the student teaching director informed in regard to the possibilities and problems inherent in the student teaching program of a cooperating school.25

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Relationship with the District Administration. Usually the director of student teaching will have more contact with the district administration than the college supervisor. The service that a college supervisor may offer a district administration is stated by Helen Edwards:

The college supervisor may be responsible for or participate in printing handbooks, bulletins, or other printed materials for the cooperating school administrators and the supervising teachers. He may teach or be instrumental in providing a class or workshop for supervising teachers. He may be asked to act as a consultant for the cooperating school in curriculum planning or evaluation. He never forgets that he is a representative of the teacher training institution and as such is responsible to it for all of his supervisory functions.26

Relationship with the Principal. The principal is the key person in the education of student teachers. The examples he establishes in guiding his own faculty and the local school program and the assistance he provides the teacher-to-be will contribute greatly to the development of the high quality of inspired teaching so necessary for the schools of today.

Perrodin has defined the principal's role in fostering student teaching, and these principles should be understood by every principal and supervisor:

1. The principal can assist in creating in the school and the community favorable and constructive attitudes toward the student teaching program.

2. The principal can recommend and encourage the best qualified teachers in the local school to participate in the supervising of student teachers.

3. The principal can make a conscientious effort to become well acquainted with the college supervisor, with the policies of the teacher education institution, and with the state program of teacher education.

4. The principal needs to orient the college supervisor to the local school situation and to avail himself of his potential services for the benefit of the school.

26 Ibid., p. 6.
5. The principal can accept the student teacher as a participating member of the school faculty.

6. The principal can assist the supervising teacher in arranging for appropriate school and community lab experiences for the student teacher.

7. The principal can arrange to acquaint the student teacher with the roles of the principal and the school administration.

8. The principal can keep informed about the student teacher's progress and can be available for counseling and guidance when needed.

9. The principal can avoid the temptation to exploit services of the student teacher.\(^\text{27}\)

**Relationship with Cooperating Teacher.** The cooperating teacher and the college supervisor should have a relationship of equal status. The professional ethics of education should be practiced by both parties. The college supervisor should help the cooperating teacher work out realistic goals for the student teacher. As each student teacher has different abilities, the college supervisor should help the cooperating teacher bring out the best performance in each student teacher.

Workshops and college credit classes in supervising student teachers should be offered at the college level for cooperating teachers. The college supervisor has an excellent opportunity to build a solid program by training cooperating teachers in the art of supervising a student teacher. Cooperating teachers should be encouraged to enroll in a course or workshop of this type.

One of the important requirements for the supervisor to remember in his relationship with the cooperating teacher is to not criticize or give uninvited advice about the cooperating teacher or his program.

\(^{27}\)Alex F. Perrodin, "The Principal and the Student Teacher," *Education Administration and Supervision*, XLII (March 1956), pp. 149-52.
Gail Inlow defines in his study the relationship of the college supervisor and the cooperative teacher:

The college supervisor should add to and enforce the strengths of the supervising teacher and remove all possible barriers that block good relations between the student and the classroom teacher or administrator. The college supervisor should follow strict rules of loyalty in his professional duties. He should not undermine the cooperating teacher in any way or injure his prestige with the student. If the student criticizes certain aspects of the classroom situation or the teacher as a professional person, good advice to the student is to look for positive values, appraise what appears to be negative, but refrain from premature judgments. Obviously, if the college supervisor is also critical about the situation, a failure in placement has been made. Regardless of circumstances, the college must not get into the business of professional character assassination.28

Relationship with the Student Teacher. One of the responsibilities of the college supervisor of business teacher education is to make certain that the student teacher is as thoroughly prepared as possible before he goes to his student-teaching station. Malsbary suggests that before assigning a student to a cooperative school the student should have:

1. Obtained a broad general education.
2. Obtained a strong background in the subject content of his major field.
3. Obtained a good background in professional education.
4. Passed inspection as a likely teaching candidate.29

The supervisor has a major function in a support role as a morale builder of the intern. "When the intern enters a school in the completely


new role of teacher rather than of student, he definitely needs a familiar figure to lend support.\(^{30}\)

The college supervisor can become a vital force in the student's life during the student teaching experience. Inlow describes the relationship of the supervisor and the student teacher in this way:

His role should be one of friend and counselor—a partner in student teaching. With each successive visit, he should judge the student's readiness to profit from constructive criticism. As the student becomes more confident, the college supervisor, with proper rapport, can delve into suggestions for improvement. But sound principles of counseling should be followed.\(^{31}\)

Inlow summarizes the college supervisor's relationship with the student teacher. The college supervisor should:

- Help the student teacher evaluate his progress.
- Help the student teacher solve his adjustment problems.
- Act as counselor of student teachers.
- Serve as a specialist in teaching methods.
- Define the role of the student teacher in the school.
- Conduct challenging seminars.
- Make a final evaluation of the entire experience.
- Be responsible for other miscellaneous duties.\(^{32}\)

Selection of Student Teaching Centers

The selection of a cooperating school is one of the most important tasks of the college supervisor. Every student teacher is entitled to


\(^{32}\) Ibid., p. 215.
be placed in a desirable school that will allow him to receive the best possible training.

The college supervisor has the responsibility to survey the schools surrounding the campus and select very carefully those schools which meet standards acceptable to student teaching.

Blanchard suggests the following criteria be evaluated before selecting a cooperating school for a student teaching center:

1. That there are good working relationships between the local school administrator and the local board of education.
2. That there are good working relationships between the local school administrator and the high school teaching staff.
3. That the local board of education be willing to expend time and energy to facilitate the student teaching program.
4. That the local high school faculty be desirous of having student teachers in their school and classroom.
5. That student teachers have privileges similar to those members of the local high school staff; that is opportunity to participate in faculty meetings, committee activities, extra-curricular activities, curriculum revision, extension courses, etc.
6. That the local high school faculty and high school students work together effectively in solving common problems.
7. That the high school staff should participate occasionally in community affairs.
8. That the local school provide maximum services for its staff, such as systematic salary schedules, sick leave, professional library, etc.
9. That pupils are provided an opportunity to participate in planning their learning activities.
10. That specific objectives as well as general outcomes are set up in a cooperative manner relative to learning activities.
11. That evaluation is an integral part of the teacher-learning activity.
12. That pupils may sometimes participate in the evaluation of their own achievements.
13. That the results of evaluation are made the basis for planning further instruction.
14. That individual differences of pupils are considered in selecting, planning, and conducting learning experiences.

15. That instructional activities are integrated whenever possible with other subject matter areas of the pupils.

16. That the curriculum be broad enough to provide a variety of experiences for the student teacher.

17. That there is an operating budget which allows for acquisition and maintenance of desirable equipment and supplies for a well-rounded program.

18. That the quality of facilities and equipment in the school, though it may be at a minimum, at least equals that found in the better schools of the State.

19. That there are available such items as charts, globes, films, film strips and other visual aids with devices for projecting them.

20. That there is available in the school some professional literature which the student teacher may have access to from time to time.33

**Selection of Cooperating Teachers**

The cooperating teacher has great influence upon the life of a student teacher. The attitudes toward the profession, the techniques employed in teaching, and the education philosophy of the cooperating teacher are reflected upon the life of the student teacher.

When the college supervisor begins his search for a supervising teacher, he looks for a person who:

Has a positive professional attitude and a real liking and respect for teaching.

Is basically a learner, striving always to improve his ability to carry out his tasks.

Perceives the opportunity to work with future teachers as a professional responsibility, one which he is glad to have a chance to assume.

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Is attractive because of his scope of interest, the wholesome way in which he meets his problems, his participation in community activities--his zest for living and working.

Is able to deal with basic principles of learning and training and to verbalize them in working with a novice.

Can work effectively with another adult in the classroom; is able to share rewards and joys as well as problems with another person, is able to teach through another person.  

A procedure for evaluating a cooperating teacher is suggested by Barter.

In selecting cooperating teachers the college supervisor should interview the candidate and, if at all possible, observe the teacher at his work. An hour's observation would allow the college supervisor to know something about the quality of the candidate's teaching, his ability to control groups of children, and the techniques the teacher would most likely expect the student to adopt. In the interview that would follow the observation, the supervisor could evaluate the teacher in terms of his maturity, his insight into understanding of student teacher's needs, and his ability to communicate with others.

**Assignment of the Student Teachers to Cooperating Teachers**

Because a student teacher has a right to expect to be assigned to a capable cooperating teacher in a school administered by a competent principal, one of the primary responsibilities of the college supervisor is that of assignment. "The profession cannot continue to risk potentially poor student teaching experience due to chance methods of matching student teachers, supervising teachers, and college supervisor."  


The college supervisor should consider the following factors in assigning student teachers to cooperative teachers:

1. The age and maturity level of boys and girls with whom the student teacher would like to work.
2. The particular subject the student teacher would prefer to teach.
3. The kind of teacher with whom the student teacher thinks he can best work. (Male or female, personality type)
4. The student teacher's out-of-school responsibilities. (Transportation, course work, part-time job)
5. Making assignments tentative. (Helps to make adjustments without anyone losing face.) This may constitute rather important protection for both the student teachers and the critic teachers.37

Woolschlager advocates that assignments be made by a business education person who is familiar with the student teachers as well as the cooperating schools.

... a business education person who has supervised in the school and knows the college students makes the assignments. Sometimes two persons who combine these knowledges cooperate on this phase. Here more than anywhere else, individual differences are considered, in terms of each student's ability, personality, and needs in light of existing conditions within a certain school.38

Careful placement can greatly aid a student-teaching program.

Inlow suggests a few common sense "don'ts" in placement.

A college should not place a shy student with an aggressive teacher; an aggressive, outspoken student with a relatively insecure teacher; a student who has a liberal education philosophy with an ultraconservative teacher, or vice versa; a slow-moving, plodding student with an energetic, fast-moving teacher; an insecure student with an insecure teacher; or an aggressive individualist with an individual of like temperament. Knowledge of teachers and students and a reasonable understanding of the factors that help people work together effectively will lay the

38 Woolschlager, op. cit., p. 46.
groundwork for a successful student-teaching program. Ideally, all staff members of a teacher education institution should have a personalized relationship with teachers and classrooms in cooperating schools.39

The college supervisor should recommend to the director of student teaching the assignment of a student teacher to a cooperating teacher. The actual administration of the assignment is usually accomplished by the director of student teaching. Assignments should be planned in advance. Horton recommends, "The assignment of a student teacher should be established perhaps from three weeks to a month, if possible, before the time he will report. By no means should the assignment come as a surprise to the supervising teacher."40

Visits and Observations to the Cooperating School

The number of visits made by the college supervisor to the participating school will depend upon the number of student teachers that must be supervised, the distance that must be traveled in each case, and the teaching load of the college supervisor in addition to his supervising activities. Shirley Barber indicates some of the arrangements that college supervisors utilize in observing student teachers as follows:

1. One day a week is free for supervision.
2. Three to five half-days are assigned for supervision.
3. One full day and several half-days are allocated.
4. Entire schedule is devoted to supervision with no teaching responsibility.41

39Inlow, op. cit., p. 12.
The length of the college supervisor's observation of the student teacher is a practice that has wide variance at the different teacher training institutions. The visit to the student teacher may be as short as 15 minutes or as long as a full school day. Several factors determine the length of the supervisor's visits.

1. The philosophy of the college supervisor in regard to supervision is a factor that determines the length of visit. There are supervisors who feel that several short visits can offer an overall view of the student teacher's ability as a teacher. On the other side of the issue, there are supervisors who feel that anything other than a full-day supervision is incomplete supervision.

2. Each student teacher presents his own challenge to the supervisor. There are some student teachers who are very mature and are able to accept the responsibilities of the classroom without the control and supervision of the college supervisor. Then, there are some student teachers that are slow to accept the teaching responsibility or may be having trouble with the cooperating teacher. The college supervisor must devote more time and supervision to this type of student teacher.

3. The teaching load and distance the supervisor must travel determines the length of time the college supervisor can spend observing the student teacher. Usually, if distance becomes a factor, the director of student teaching will try to cluster student teachers in nearby schools. The clustering of student teachers will enable the supervisor to make several visits on a long trip. It is a common practice for some supervisors to lodge over night and continue observing the next day.

The personnel involved as college supervisors during the student teaching experience vary at different institutions. Supervisors for student teachers may be:
1. A delegate from the education division.

2. A staff member of the subject matter area.

3. A team composed of a member from the education division and a subject matter specialist.

4. A cooperating teacher who has been given all the responsibility for supervision.

Shirley Barber has written several articles on supervising business education student teachers. In one of her articles she writes the following concerning visits to the student teachers:

Every effort should be made to arrive for such visits before the classes start and find a strategic spot from which the entire room is easily observable. The supervising teacher should be as inconspicuous as possible in the classroom and should make as few notations as possible.

Visitation by the college supervisor should be unannounced. If the student teacher knows in advance of an impending visit, it may result in an artificial exhibition. The disadvantage of this indefiniteness is the possibility of arriving at a time when the students are engaged in a study period, a testing period, or an assembly. If the college supervisor can remain for more than one period, this problem is somewhat alleviated. Also, it may be possible to make the necessary arrangements through the supervising teacher without the student teacher's knowledge.42

Conferences with Student Teachers and Cooperating Teachers

The critique of the observational visit is usually given during a conference with the student teacher. "A conference with the student teacher should be held the same day as the visitation during which emphasis should be placed upon the special abilities and strengths of the student teacher as well as his weaknesses."43

The college supervisor must be skilled in counseling because the conference may include problems other than the presentation of material

42Ibid., p. 46.
43Ibid.
in the classroom. The supervisor should be prepared to counsel the student teacher on ethics, child development, human relationships, grooming, etiquette, and personal problems. The college supervisor may have to "initiate severe action when it is necessary, such as making pointed suggestions regarding dress, inadequate preparation, unprofessional behavior of any kind, or the removal from student teaching."44

The conference session should not be a supervisor's lecture of the teaching situation. The approach used by successful counselors seems to be indirect counseling. This type of counseling is described by Inlow:

- Start interviews with positive comments. Refrain from telling-listenting type of counseling. Don't always suggest 'the right way' but ask probing questions which will help the student to arrive at acceptable answers. Whenever possible, act as an interested, but professional, human being in your role of counselor. The garments of diety will not fit very well or inspire the student.45

Three-way conferencing with the student teacher, the cooperating teacher, and the college supervisor has proven to be very effective in helping to clear issues and to set new goals for the student teacher. Whenever possible, the three-way conference should be held after the observation visit of the student teacher.

At the conclusion of student teaching, in addition to a group meeting, each student teacher should have an individual conference with his college supervisor.

At this time he can talk over general outcomes of his experience and learn his grade, if the system requires that the grade be given in student teaching. He can also be appraised of the nature of his teaching recommendation which will be placed in the placement folder. I believe that every individual will do better in his next teaching if he knows what was said about his student teaching performance. If this cannot be done without destroying

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44Inlow, op. cit., p. 13.

confidence of the cooperating teacher, then that person should be included in this conference as well. This is a particularly good device to use in case of any question, or if the student teacher has had many problems of which he has not been made aware.46

Student Teaching Seminar Class

The college supervisor should arrange for seminars to be held as frequently as the commuting problem will permit. If cooperating schools are clustered together geographically there may be an advantage to have the supervisor travel to conduct the seminar near the students.

The purpose of group seminar meetings is to provide students with an opportunity "...to identify and deal with significant problems which they were facing in the student teaching experience and to assist them in relating their theoretical course work to the practical aspects of classroom teaching."47

Planning for group conferences or seminars must be done carefully and painstakingly. "It is necessary to identify problems that are common to the group and to plan ways to stimulate thinking about the problems that have been encountered to deepen understanding of them and to help students develop good solutions for them."48

Shirley Barber, a supervisor of business education student teachers, indicates a few of the problems that are often discussed in her seminar classes:

46Woolschlager, op. cit., p. 47.


During these sessions such problems as the accommodation of individual differences, relations with faculty and students, counseling and guidance techniques, student motivation, testing and evaluation, use of educational aids, management of home-rooms and study halls, parent conferences, and teaching procedures may be discussed.49

In the Association for Student Teaching Yearbook for 1964, a college supervisor describes the practice of using recording tapes as a means of discussion and evaluation of student teaching.

One of the major features of the seminar meetings was the use of specific teaching episodes recorded on tape by the student teachers in the classrooms to which they were assigned. Each student was presented with a tape and asked to record several of his lessons. Throughout the semester, each student had an opportunity to select one of these lessons and present it to the seminar group for analysis and evaluation.58

The student teachers and the college supervisor should jointly plan the seminar discussions. Usually, the topics will develop from the experience and needs of the students. In preparation for seminar meetings, students should be expected to engage in outside reading related to the discussion topics.

The seminar class is taught on an informal approach; however, some formal presentations may be given by the college staff or the student teachers in the nature of reports.

**Evaluation of Student Teachers**

Evaluation should be a continuous process from the beginning to the culmination of the student teaching experience. Through careful evaluation, the student teacher may be guided through the training period with the type of experiences that will develop the student in becoming an effective

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49Barber, *op. cit.*, p. 45.

50Hontz, *op. cit.*, p. 137.
teacher. The student teacher should learn his strengths and weaknesses
early in the training period so that corrective practice may be made on
areas of weaknesses.

The student teachers should be encouraged to evaluate his own teaching.
Each lesson plan should have space for the student to comment on the weak-
nesses and strengths of the teaching performance. Student teaching logs
can be used by student teachers to evaluate the day's work. If a student
is taught to evaluate his work, the student can be a vital link in the
evaluation of the training experience.

Periodically, the cooperating teacher should meet with the student
teacher in conference sessions to evaluate the student's progress. Almost
daily the cooperating teacher will be offering informal evaluation concern-
ing student teacher performance. A frequent complaint of student teachers
is that their cooperating teachers neglect to indicate their weaknesses
either as teachers or persons until the final evaluation. To remedy the
situation some institutions have requested a formal mid-term evaluation
be made by the cooperating teacher and sent to the college supervisor.

The college supervisor should offer an evaluation of his observational
visit before leaving the cooperating school. Preferably an oral conference
would be most desirable, but oftentimes this is not possible with conflicting
schedules of supervisor and student teacher. If an oral evaluation is not
possible, a written evaluation concerning the visit would help to relieve
some of the anxiety of the student teacher.

Areas in which a student should be evaluated are as follows:

1. **Teaching Personality.** Does the student dress and give the
appearance of a professional teacher?

2. **Scholarship.** Does the student understand his subject thoroughly
and have the ability to communicate his message to others?
3. **Professional Attitude.** Does the student speak well about the education profession and show interest in professional literature and organizations?

4. **Teaching Ability.** Does the student plan thoroughly his lesson materials and use a variety of teaching aids and methods?

The evaluation for the final mark should rest upon the college supervisor.

Because his relationship with the student teacher may be more objective than that of the supervising teacher, the college supervisor assumes the responsibility for assigning letter grades for student teaching when this is required. The recommendation that the college supervisor writes for the student teacher is one of the most if not the most crucial in his credentials.\(^{51}\)

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\(^{51}\) Curtis, *op. cit.*, p. 50.
CHAPTER III

OUTCOMES OF THE STUDY

The purpose of this chapter is to offer a summary of the comments made by the evaluation team who read and commented on the guide. There were many helpful suggestions that have been implemented into the revised guide. Comments were also made by the evaluation team that needed further study before implementing them into the College of Southern Utah program.

The following educators and administrators participated in the evaluation of the guide:

Mr. John M. Chrismer, Business Education and Office Administration, Colorado State College, Greeley, Colorado

Mr. Eugene Holman, Director of Student Teaching, Division of Education, College of Southern Utah, Cedar City, Utah

Mr. Ted Ivarie, Head of Business Education and Office Administration, Utah State University, Logan, Utah

Miss Helen Lundstrom, Assistant Professor, Major Chairman on the writer's committee, Utah State University, Logan, Utah

Miss Janean Lyman, a former student teacher from the College of Southern Utah, Cedar City, Utah

Dr. Vernon A. Musselman, President of the National Association of Business Teacher Education, a department of the National Business Education Association, University of Kentucky, Lexington, Kentucky
Dr. Joe Reidhead, Superintendent of the Iron County School District, Cedar City, Utah

Mr. Glen Saunders, President of the Utah Business Education Association and a cooperating teacher at Clearfield High School, Clearfield, Utah

Mrs. Edith Smith, Head of Business Education, Lewis and Clark College, Portland, Oregon

Dr. John Tootle, College Supervisor of Business Education Student Teachers, University of Georgia, formerly held a position at San Jose State College

Miss Brenda Wilde, Cooperating Teacher, Bonneville High School, Ogden, Utah

The organization of this chapter will list the comments offered by the evaluation team on each section of the guide. Indication will be given if the comment was accepted or rejected in the revised guide.

The Relationship of the Department of Business Education to the Education Division

A. Two members of the evaluation team commented that the first quarter of the junior year was "too late" to be screening students and that their institutions screen students during the freshman and sophomore years. The nature of the screening program at the College of Southern Utah requires that the student complete his general education requirements before taking the qualification tests. Because of this requirement, the earliest a student could be tested would be the third quarter of the sophomore year. The guide was revised to read "third quarter of the sophomore year."
B. A notation was made by one member of the evaluation team that the business education majors should be screened in the business subject matter area by the use of a comprehensive test. This suggestion has merit, but there is a problem of the student having to complete approximately three-fourths of his major requirements after the sophomore year. If the test is given during the senior year, the student is too far in his program for disqualification. An aptitude test should be devised to help channel students who do not have the interest and potential in business education into other fields.

C. The overall 2.5 grade point average that must be maintained by the student was felt to be too low in the major field by one member, and she recommended that the grade point should be raised to 3.0. At the present time, the Division of Business has a standard of not accepting any "D Credit" in the major field. The comment made by the team member is worthy of future consideration in the program at College of Southern Utah.

D. The composition of the Education Admissions Committee was another topic that received comment from one team member. Another team member recommended that a member of the committee should be a representative of the business education department. The committee is composed of two members from the Education Division and three members from the academic division of the College. A member of the business education staff is presently serving on the committee. The committee screens both elementary and secondary admissions. The policies and procedures for the committee are set in such a manner that all divisions of the College would not have to be represented.
Qualifications of a College Supervisor

Several of the participants gave affirmative recognition to the qualification that the college supervisor have approximately three years of public secondary teaching experience. The consensus was that a college supervisor without the secondary experience would tend to be ineffective in guiding a student teacher.

Defining the Supervisor's Role with the Student Teaching Personnel

A. Director of Student Teaching. The evaluation team did not offer any comments on this section. The section was read by the Director of Student Teaching at the College of Southern Utah, and he was in agreement with the relationship of his position and the college supervisor.

B. District Administration. There were no comments made by the evaluation team.

C. Principals of the Cooperating Schools.

1. The role of the principal was a topic that the evaluation team made a few contrasting statements. One member wrote, "I feel your section dealing with the responsibilities of the principal of the school is excellent--I believe this has been a neglected area in the past." Another member wrote, "I question this somewhat as some principals may refuse to play one or more of the following roles." The section certainly stresses the ideal situation, and perhaps all principals will not accept this role. However, since the purpose of the guide is to stress the ideal situation, the goal is worth striving to obtain.

2. Several comments were made on the college supervisor obtaining permission from the principal to enter the classroom to observe the student teacher. One person wrote, "This may not be practical--how
about just visiting the principal at the beginning and the end of the quarter?" Another person commented, "How often does this occur—not very realistic for the large school?" The principal is a vital person in the student teaching program. The literature that was reviewed for the study mentioned the need for good public relations between the university and the administration of the public schools. The college supervisor should visit the principal as often as he can to cement the ties of the student teaching program. If the principal is to play the vital role in the student teaching program, the college supervisor should respect his office and help the principal understand the student teaching program. Calling upon the principal before entering the classroom has been a successful practice at the College of Southern Utah.

D. Cooperating Teacher.

1. The cooperating teachers on the evaluation team felt that the college supervisor should make more than three visits to the classroom. They felt that some of the student teachers needed more help than three visits could offer. The guideline states "at least three visits" and was to be interpreted to mean additional visits over the minimal if the student teacher needed additional help.

2. One team member gave the following comments on his experience as a cooperating teacher. "I personally feel that a student teacher should have the opportunity of working with two cooperating teachers for the following reasons:

   a. The student can glean from the methods and suggestions of two experienced teachers, not only in subject matter presentation, but also in classroom control.

   b. The cooperating teachers can work together in analyzing the performance and needs of the student."
c. It is sometimes difficult for the cooperating teacher to get back into the swing of things after a student teacher leaves. I believe most teachers would prefer to continue to teach at least two or three classes while the student teacher is assigned."

The comments of this cooperating teacher are excellent, and the student teachers at the College of Southern Utah have commented that they enjoyed the experience of working with two teachers.

E. Student Teachers.

Several comments were made in this section but were applicable to other sections of the guide. To enable consistency to the study, these comments were moved to the appropriate sections.

Selection of Student Teaching Centers

The survey instrument which was designed to select cooperating schools was revised according to suggestions of several team members. (See Addendum, Appendix A of the guide, page 69). A line indicating name and title of person completing the form was added, and the business subject lines were increased from 8 to 12. The survey instrument was prepared for two objectives: (1) to find the most desirable schools having adequate business programs and equipment, and (2) to ascertain information that would be helpful for student teachers before they get to their assignment. The dual purpose of the survey instrument has been incorporated into the guide.

Selection of Cooperating Teachers

A. Several comments were made in regard to how a college supervisor can learn a cooperating teacher's philosophy, attitudes, and capabilities before assigning a student teacher. Perhaps this is a problem in populated areas where it would almost be impossible to know the cooperating teachers
on an intimate basis. However, in the rural area of the College of Southern Utah, the business teachers have become a group that has associated with each other informally. The College sponsors a Vocational Day event where the business teachers bring their business students to skill contests. During the contests, the college supervisors have an opportunity to become acquainted with the philosophy and teaching methods of the various business teachers of the area. The professional organizations, workshops, and attendance at conventions help the college supervisor to become acquainted with the cooperating teachers. Visits to the cooperating schools have offered insights into the business program that the business teacher has helped to build.

B. One team member made the following comment concerning the placement of a student teacher with an experienced cooperating teacher: "This is generally desirable. There have been situations in which a first-year teacher could very easily handle a student teacher." Usually district policy prevents assigning student teachers with first-year teachers. The assigning of a student teacher with a first-year teacher would be as a last choice.

C. Nearly all of the participants had comments concerning the following statement from the guide: "The college supervisor will make a visit to each prospective school to evaluate the school as well as the cooperating teacher. The supervisor will observe the business teacher in a classroom situation and also interview the teacher concerning the acceptance of a student teacher before assigning a student teacher at that particular training station."

A few of the comments made by team members were, "Sounds good, but I've never known this to take place. Usually the teacher is assigned to a student teacher by the principal after recommendations by the
department head." "Sounds good, but may be difficult to accomplish." "Is this possible? Will cooperating teachers agree to this? What about talking with administrative personnel about the teacher?" Superintendent Reidhead, Iron County, indicated that this procedure would not be permitted in the Iron County Schools.

Because of the responses to this practice by the evaluation team and the Superintendent of Iron County Schools, this section of the guide was rewritten.

**Assignment of Student Teachers to Cooperating Teachers**

A. A team member mentioned that the minor area of the student teacher should be considered in the assignment to a particular cooperating school. Business education students at the College of Southern Utah have had at the present time composite majors in business education which required no outside minor area. However, the minor area should be considered in the guide to give expansion into the major and minor programs in business education.

B. A comment was made by a team member that principals should not be solicited in helping students find suitable living quarters away from the college campus. The college supervisors of the College of Southern Utah have found the principals very willing to help find housing for student teachers. This could be a problem in other areas, and other means of finding housing would have to be used.

**Visits and Observations to the Cooperating Schools**

A team member requested a statement be put into this section concerning the absences of the student teacher. He wrote, "Student Teachers should be requested to let the supervisor know of any times when they
will not be at the cooperating school for reasons of illness. Illness and
death in the immediate family should be the only reasons for a student
teacher not appearing at the cooperating school--be sure to inform the
student teachers."

This has not been a problem during the first year of student
teaching at the College of Southern Utah. However, this could be a
serious problem if the college supervisor traveled 120 miles to find
the student teacher out of the school. This statement was placed in
the guide, "Student teachers should inform the college supervisor in
cases of illness or other serious problems that would cause the student
teacher to be absent from his assignment."

B. The evaluation team felt that the first visit to the student
teacher by the college supervisor should be an announced visit rather
than an unannounced visit. The first visit was changed to be an
"announced visit" in the guide. A former student teacher at the College
of Southern Utah wrote that when student teachers are far away from
campus it would not hurt to let the cooperating teacher know each
time in order to avoid making trips when the student teacher is absent.
The cooperating teacher would not need to inform the student teacher. This
comment is particularly applicable to the situation at the College of
Southern Utah where distance between cooperating schools may be over a
hundred miles. The revised guide included this comment.

C. The observation team approach, using a member from the Education
Division and a member from the business education staff to observe student
teachers, was criticized by several team members. One team member wrote,
"Impractical and unnecessary. Business Education teacher should be a
specialist in methods and have complete understanding of psychology in-
volved in teaching skills." Another team member commented, "Is this how
it is working and in actual practice? Seems like a waste of time to have two supervisors observing one student teacher."

The College of Southern Utah has been working under this policy. Several problems have resulted in scheduling team visits to the cooperating schools. Normally, the team has been able to make one visit together and separate visits were made by both the business education supervisors and a secondary supervisor from the Education Division. The Education Division at the College would prefer to sponsor at least one team visit. In accordance with the policy of the Education Division, the team visits will be a part of the student teaching program at the College of Southern Utah.

I. One member of the evaluation team felt that the college supervisor should be introduced to the class by the student teacher. He states, "Don't you think it is less disturbing to students if they know who you are? The way of introduction may be questionable, but unless the students know you already, an introduction would seem advisable."

The literature stated that the schools often have so many visitors that introductions interrupt the program. The supervisor should be as inconspicuous as possible. Most of the students will sense that the college supervisor has a connection with the student teacher without any formal introduction.

E. A guideline requesting the student teacher to present the college supervisor with a lesson plan was suggested by one team member. "Student teachers should provide visiting college supervisors with a lesson plan of the day's activities." This guideline has been implemented into the guide.
Conferences with Student Teachers and Cooperating Teachers

A. Several team members commented on the three-way conference with the student teacher, cooperating teacher, and the college supervisor. One person wrote, "Good, but usually not practical." Another team member indicated, "At least the student should be talked to, or conferred with. Sometimes, or many times, the three-way conference is impossible."

Theoretically, the practice is ideal, but college supervisors at the College of Southern Utah have found that because of schedules of the three parties concerned, the three-way conference does create a problem.

B. Favorable comments were given for the final conference with the student teacher. During this conference the college supervisor evaluates with the student teacher the student teaching experience, apprises the student teacher of the recommendation that will be placed in his placement folder, and informs the student of his grade.

Student Teaching Seminar Class

A. A comment on when the seminar classes were to be held was asked by one team member. "Will the students be released from their training stations that day or will these seminars be held on Saturday?" This issue has been debated at the College of Southern Utah. During one quarter, the students were brought to the campus every Monday for a three o'clock seminar meeting. This type of schedule for seminar meetings kept many student teachers away from their cooperating schools on Mondays because of the distance from the campus. Travel expense for the student teachers was another disadvantage. The college supervisors at the College have proposed three seminar meetings be organized. The first meeting would be held before the student teachers are sent to the
cooperating schools. The second meeting would be held during the middle of the quarter. The third meeting would be held after the student teaching had been completed. Additional seminar meetings could be scheduled on Saturdays if the need should arise.

B. The use of the tape recorder to tape actual classroom situations for replay in the seminar group received contrasting opinions. One person wrote, "I question this practice because I believe that the use of tape and recording apparatus will inhibit student teachers." Two other team members thought that the idea was good.

This practice was followed at the College of Southern Utah. The students commented favorably on the device. Some of the comments made by the students were on little mannerisms of speech that they did not know they were using. The students reported that the mannerisms were distracting from the lesson and that through the use of the tape recorder these distractions were made known to them. The use of tape recordings worked very well in this situation and will continue to be a part of the seminar class.

C. One team member suggested that the college supervisor use a portable tape recorder to record the lesson he observes and then play portions back to the student teacher for evaluation. This suggestion was written into the guide under the caption of "Conferences with Student Teachers".

**Evaluation of the Student Teacher**

A. One team member wrote concerning the assignment of the student teaching grade, "I have really found it helpful to have students indicate their own grade and why." This person included a form that he uses as a final examination which asks the student the following questions:
1. What kinds of things have you done in the classroom to contribute to the total learning situation?

2. What growth have you made?

3. What obstacles have you overcome?

4. If you were working on an A - B - C - D - E basis, what grade would you give yourself for this experience? This will not necessarily be the grade you will receive.

5. Why do you think you should receive the grade you have given yourself?

B. Two team members suggested that the cooperating teacher place a letter of recommendation in the file of the student teacher in addition to the letter written by the college supervisor. This suggestion has merit and was written in the guide.

Letter of Instructions sent to the Cooperating Teacher

(Addendum, Appendix B)

A. One person made the comment, "This letter strikes me as being too long, I believe that it would be better to include part 3 in a separate enclosure or memo to be sent later on." The letter was a three-page letter to the cooperating teachers explaining an overview of the student teaching program, evaluation forms, and suggestions to guide the student teacher. The letter has been revised, shortened, and part 3 has become Enclosure 2 to the letter. The revised letter and the enclosures are found in Appendix B.

B. The following instructions were suggested to be offered to cooperating teachers in addition to the instructions mentioned in the first draft of the guide.
1. Participate, if possible, in Parent Teacher Association, Parents' Night, Open House, or something similar.

2. Maintain under the supervision of cooperating teacher—all attendance records, financial records, library records, and all the other trivia for which teachers are usually held responsible.

3. Assist cooperating teacher (or other faculty members) in chaperoning student socials, athletic events, etc.

One person wrote concerning the time when the student teacher took over the responsibility of a class: "It has been my experience that many students need an opportunity to do some observing after they have had the privilege of teaching for a few days—their observations tend to take on new meaning. Also, many students dive into their teaching with such enthusiasm that they tend to overdo themselves physically; on others, the tension and mental strain of the first few days get them somewhat 'tied up.' I personally feel that the establishment of a minimum number of hours that the student must teach, with encouragement to the cooperating teacher to let the student teach as many hours over and above the minimum as possible would be a better policy."

The experience the college supervisors of business education student teachers have had at the College of Southern Utah in regard to observational time of student teachers has been that the student teachers have been put before the class too soon, perhaps the second day. More time is needed for observation as the cooperating teacher should be a master teacher from which the intern can observe correct teaching techniques. This suggestion was incorporated into the instructions to cooperating teachers which is found in Appendix B, Enclosure 2.
D. Enclosure 2 of the letter of instructions to cooperating teachers, which contains the midterm evaluation form, received this comment from one team member, "I feel that you would get a better response from the cooperating teacher if a form or checklist were used. Most teachers would be too busy or involved to answer this evaluation the way you want it done."

This form was used successfully for four quarters at the College of Southern Utah. There were returns on every student teacher, and there were no complaints made to the college supervisors concerning the evaluation form. Student teachers received an effective critique of their teaching because the student teachers were given comments on what they were doing right or wrong instead of a "very good," "good," "fair," ratings. This type of form will continue to be used for a midterm evaluation.

E. Enclosure 3 of the letter of instructions to cooperating teachers contains the final evaluation form, and an evaluation team member commented, "It might be well to give operational definitions to what is meant by "outstanding," "very good," "good," "fair," and "poor," on the student teaching final evaluation form. Cooperating teachers have a tendency to overrate student teachers. Likewise, since they have only limited experience, with student teachers (only 2-3 a year at the most) it is difficult for them to gain a sense of relative perspective."

This has been a problem in using the form, and operational definitions have been developed as follows:

Outstanding--a quality that needs little or no improvement.

Very Good--a quality that is commendable in relationship to the experience of the student.
Good--a quality that would meet the standard of acceptable teaching but that can be improved through experience.

Fair--a quality that is not fully acceptable, but with work can be improved.

Poor--a quality that is not acceptable in our profession.

The following are general comments made by members of the evaluation team:

Vernon Musselman wrote, "What you have written corresponds with practices in operation here at University of Kentucky. I find nothing radical, nor out of line, nor especially forward looking. I would say these are traditional practices."

Mr. John M. Chrismer wrote, "Reads well and seems sound. Since I was late, I am returning this guide but did not analyze it in detail."
Summary

The training of business education teachers is of vital importance in meeting the demands of a well-trained work force for the technological requirements of the business world. With the increased demand for more clerical workers, the demand for competent business instructors also increases. This is not a time to relax standards or quality of teaching personnel. Therefore, the college supervisor has an important role in supervision of the student teacher during the student teaching internship.

The student teaching internship is a period of time to test the prospective teacher to discern if the candidate meets the qualifications of a business teacher. If the student teacher has weaknesses that can be strengthened to meet acceptable standards, the job of the college supervisor is to aid the student in developing these standards.

The college supervisor is not alone in supervising and developing the prospective teacher. The college supervisor works with and through the cooperating teacher, principal, and other school personnel with whom the student teacher may have contact.

The responsibility of understanding the roles that each of the school personnel play with the student teacher must be understood by the college supervisor. With this understanding, he will be able, with the help of the school personnel, to successfully guide the student teacher through the internship.
Another essential responsibility of the college supervisor is to know each cooperating school's program, facilities, and business teachers. This knowledge will aid the college supervisor in recommending placement of a student in a situation that will give the student the greatest development.

The college supervisor's role takes him into human relations. He must be able to perceive the feelings of the student teacher and the cooperating teacher. With a delicate touch of diplomacy, he must be able to bridge problems that may arise between the student teacher and the cooperating school.

The college supervisor must keep current in the field of business education and in secondary teaching methods and materials. He should encourage the student teacher to develop lesson plans that will incorporate a variety of teaching experiences. Through visits to the cooperating school and through student teaching seminar classes, the supervisor will be able to help the student overcome stereotype teaching.

Evaluating the student teaching experience with the student teacher is an important responsibility of the college supervisor. Cooperating teachers should be encouraged to counsel with the student teacher concerning the student's strengths and weaknesses. A midterm evaluation of the student teacher indicates to the student his areas of teaching that need to be improved. The student should be encouraged to continually make self-evaluations of his lesson plans after instructing a class. The college supervisor should conduct an oral evaluation with the student at the conclusion of the internship.
Conclusions

The evolution of innovations in the student teaching program is slow because of the number of people involved in this program. Some of the cooperating schools are easier to administer the student teaching program than are other schools. Therefore, a modification of the program will have to be adopted to fit the philosophies of some cooperating schools. Diplomacy must be exercised by the college supervisors to ensure secure ties between the college and these cooperating schools.

Since the business education staff at the College of Southern Utah has had no previous experience in supervising student teachers, the guidelines have aided the staff in setting standards and policies in administering the program.

The guide has been used for four training periods. Although the guide has not been followed rigidly, the guide has helped define the role of the college supervisor of business education student teachers.

Recommendations

The following recommendations are suggested for further study and improvement of the student teaching program at the College of Southern Utah:

1. Cooperating teachers need to be better oriented into the program of working with a student teacher.

   A. A student teaching handbook for the cooperating teacher needs to be developed.

   B. Cooperating teachers should be encouraged to enroll in a workshop or class in supervising student teachers.
2. A student teaching handbook for student teachers needs to be developed to indicate to the student teacher his responsibilities and procedures to follow in the student teaching program.

3. An aptitude test could be developed to screen prospects for business education.

4. The college supervisors of business education student teachers need to follow the guidelines that are established in order to keep the program uniform and to prevent chaos.

5. Further study and development of new guidelines will be needed to meet new problems and challenges which will ultimately arise through the student teaching program.
BIBLIOGRAPHY


ADDENDUM
A GUIDE FOR THE COLLEGE SUPERVISOR OF BUSINESS EDUCATION IN TRAINING
STUDENT TEACHERS AT THE COLLEGE OF SOUTHERN UTAH

Written and Compiled
by
Larry A. Olsen

Research Project for Partial Fulfillment of the
Requirements of a Master's Degree

Utah State University
Logan, Utah
1967
PREFACE

Teacher education programs are different on every campus where the training of teachers is offered. The cause of the divergency in programs is the result of many factors--such as budget problems, teaching loads, distance to cooperating schools, the number of satisfactory training stations, and controls placed by state departments of education, accrediting agencies, and school district philosophies.

Student teaching programs have evolved out of institutions doing the best they can with what they have. Many of these institutions have given birth to new ideas which have made the divergency of programs a healthy situation over a standard program for all institutions to follow. The danger lies in the fact that some institutions remain stagnant and never research to find efficient procedures for administering a student teaching program.

The College of Southern Utah is a new institution in the training of business education teachers. Because no established procedures or policies regarding the supervision of business student teachers at the College of Southern Utah has ever been published, the writer selected this topic for research. Educational literature offers many ideas and philosophies concerning the training of student teachers. The basic groundwork for a new program to emerge should be built upon the successful work that has previously been accomplished. This method of preliminary research was conducted and this guide was developed from a thorough review of the literature concerning this study.
The College of Southern Utah is a small college located in Cedar City, Utah, a rural area of the state, which makes distance a great factor in supervising student teachers. The members of the business education staff, which currently consists of three persons, have full teaching loads. The business education staff have agreed to cooperatively administer the supervision of student teachers under the direction of the Division of Education. Each staff member will have the opportunity to teach a business education methods course so that he will become acquainted with business students entering the secondary education program in business education. Additional teaching help has been budgeted to aid in lower division classes in business education. This aid will enable the present staff to allocate more time to the upper division program.

The ideas and philosophy in this guide have been selected for the college supervisors of business education student teachers to utilize in establishing policy and procedures in working with students at the College of Southern Utah. Through actual trial of the guide and increased insights into the training of business teachers, the guide will be revised to meet the needs of the student teaching program at this College.
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A. Business Education majors will register and be assigned an advisor through the Division of Business.

B. Before a Business Education student is admitted into the secondary education program, the student will be screened by the Education Division. The following tests will be administered the last quarter of the student's sophomore year:

1. Education Qualification Test (This test was devised at the College of Southern Utah to measure proficiency in the academic areas of English, biological science, physical science, and social science.)

2. Handwriting and speech tests (These tests were devised by the Education Division of the College of Southern Utah.)

3. Personality Test (This test is the Minnesota Multiphasic Personality Inventory, published by the Psychological Corporation.)

4. Aptitude Test (This test is the Scholastic Cooperative School and College Ability Test, published by the Educational Testing Service.)

5. Medical Examination.

In addition to the tests the student must maintain at least a 2.5 grade point average. A five-member committee composed of two members from the Education Division and three members from the academic divisions act as a Selective Admissions Committee. This committee examines the results of the students' test scores and the students' course records. After careful examination, the committee recommends one of the following actions:

1. Full status--the student may proceed into his professional education courses without any delay.

2. Provisional status--the student must make up any deficiency in areas of weaknesses. Full status may be reached by extra course work and/or increase in grade point average.

3. Deferred status--the student has several deficiencies in areas that would tend to make him a weak teacher. The student is not allowed to continue in the teacher education program until improvement of these weaknesses has been indicated. At this time the student may apply for re-admission.

4. Decline status--the student has been refused by the committee to continue in the teacher education program. Counseling the student into another area of study is recommended.
C. The Education Division cooperates by offering courses in professional education which will complete the qualifications for the state teaching certificate.

D. The Education Division will contact the cooperating school in placing student teachers in the various secondary schools in the area. However, suggestions on assigning the student teacher to the cooperating teacher are made to the director of student teaching by the college supervisor of business education before the director contacts the cooperating school.

E. The college supervisors from both the business department and the Education Division work as a team in observing the student teacher.

Qualifications of a College Supervisor

The college supervisor should have the following qualifications:

A. Experience in the secondary schools teaching most of the business subjects.

B. A master's degree or more.

C. Genuine interest in teacher education and a view of public school teachers as being colleagues.

D. Personality traits of tact, open-mindedness, sincerity, and empathy.

E. A reservoir of teaching methods and ability to impart these methods to the student teacher.

F. An understanding of human relations and a comprehension of the role of each person concerned with the student teaching experience.

Defining the Supervisor's Role with the Student Teaching Personnel

A. Director of Student Teaching

1. The college supervisor's position is under the direction of the director of student teaching.

2. The supervisor will select the cooperating schools and cooperating teachers that will give the most effective student teaching experience. This information will be offered to the director of student teaching for the placement of student teachers.
3. The primary role of the supervisor with the director will be to recommend an assignment of a student teacher to a particular cooperating school.

4. The supervisor should inform the director of any problems that may arise in the cooperating school.

5. The supervisor should assist the director in any reports, meetings, workshops, or visitations the director believes are necessary.

B. District Administration

1. Usually the director of student teaching will have more contact with the district administration than the college supervisor.

2. The supervisor may be called upon by the district administration to act as a consultant in planning school plants, curriculum, or office equipment.

3. The supervisor may be utilized in helping the administration write handbooks and conduct workshops on supervising student teachers.

C. Principals of Cooperating Schools

1. The principal is a key person in the student teaching program. Ideally, the principal's role in the student teaching program is to:
   a. Create a favorable attitude within the school and the community toward the student teaching program.
   b. Recommend and encourage the best qualified teachers to participate as cooperating teachers in his school.
   c. Acquaint himself with the policies of the teacher education program.
   d. Orient the college supervisor to the school plant, policies, and resources of the community.
   e. Accept the student teacher as a member of his faculty.
   f. Assist the student in finding living accommodations and keep a watchful eye on the student's welfare while the student is assigned to the community.
   g. Arrange to acquaint the student with the principal's role in the school.

2. The supervisor should receive permission from the principal to observe the student teacher before entering the classroom.
D. Cooperating Teachers

1. The relationship between the cooperating teacher and the college supervisor should be one of equal status.

2. Professional ethics should be practiced by both parties.

3. The supervisor should help the cooperating teacher work out realistic goals for the student teacher.

4. The entire responsibility of supervision should not be given to the cooperating teachers; therefore, the supervisor will make at least three visits to the student teaching station.

5. Workshops and college credit classes for the purpose of improving the supervision of student teachers are offered at the College for cooperating teachers.

6. The supervisor should offer consultation about the cooperating teacher's program only when asked by the cooperating teacher.

E. Student Teachers

1. Before the student teacher arrives at his cooperating school, the supervisor should orient the student to the training experience. A student teaching handbook is an excellent aid in helping subdue the fear of the unknown.

2. The supervisor's role with the student teacher should be one of a good friend, a counselor, a person that can build confidence and help the student to release his full potentials during the student teaching process.

3. Constructive criticism should be made to the student teacher to help him to strengthen his weaknesses and to try new approaches to his teaching.

4. During each visit to the school, the supervisor should, if possible, hold a three-way conference with the student teacher and the cooperating teachers.

5. Seminars for the student teachers should be conducted at least every three weeks to enable the students to bring out problems they have encountered and for the seminar class to suggest methods that may be used.

Selection of Student Teaching Centers

A. The supervisor should have current information of the cooperating schools surrounding the college campus. This information would
indicate which schools would be most effective for training stations. A survey should be made to ascertain the following information:

1. Business subjects offered in the curriculum.
2. Number of sections of repeat classes in the curriculum.
3. Class organization on semester or full-year basis.
4. Class enrollment in each business subject.
5. Textbooks used in the class.
6. Instructor's name for each business subject.
7. Office machines used for instructional purpose.
8. Typewriter ratio of electrics to manual.
9. Selection of typewriters used for instructional purposes.

The questionnaire used to obtain this information is found in Appendix A.

B. The supervisor should select schools that are progressive and will allow the student teacher to be creative and develop self-expression.

C. A cooperating school should be equipped with modern office equipment.

D. The size of the school and the size of the business education department are contributing factors in selecting a cooperating school. There are high schools in southern Utah that are at the present time too small to carry on an adequate business education program.

E. The staff of the cooperating school should have high morale for their school.

F. The secondary schools of southern Utah are listed in Appendix A. A map showing the relationship of distance from the CSU campus is also found in Appendix A.

Selection of Cooperating Teachers

A. The supervisor must know the cooperating teacher's philosophy, attitudes, and capabilities before recommending the assignment of a student teacher to a cooperating teacher.

B. For a business teacher to qualify as a cooperating teacher, the teacher must be:
1. Fully certified.

2. Teaching his second or more year in his present school.

3. Professional in his attitude toward business education and the field of business education.

4. Desirous of having a student teacher and possessing the ability to work with a student teacher.

5. In harmony with the administration and faculty of his school.

6. Effective in his teaching methods.

C. After the initial experience of a cooperating teacher training a student teacher, the college supervisor will be able to further evaluate the effectiveness and attitudes of the cooperating teacher for future work with student teachers.

Assignment of Student Teachers to Cooperating Teachers

A. The college supervisor will recommend to the director of student teaching the assignment of a student teacher to a cooperating teacher.

B. Assignments for student teachers will be established from three weeks to a month prior to the reporting date to the cooperating school or by letter before the student's arrival at the school.

C. The factors in which the college supervisor should consider in assigning student teachers are:

1. Would the student teacher work best in the junior high school or the senior high school?

2. What business subjects would the student teacher prefer to teach?

3. Under what type of cooperating teacher would the student teacher work best--male, female, personality type?

4. What obligations has the student in his own personal life--family, part-time job, course work, transportation?

D. The Business Education Department of the College will send a letter to the cooperating teacher after the teacher has accepted the student teacher. The purpose of this letter is to build good will and to further explain the philosophy of the student teaching program. A copy of this letter is in Appendix B.
E. Schools that are beyond commuting distance to the campus will pose the problem of finding living accommodations for the student. Principals of cooperating schools will be asked to help obtain suitable living quarters away from the campus. Students will be required to pay their own board and room.

**Visits and Observations to the Cooperating School**

A. The number of visits made by the college supervisor to the cooperating school will depend on the number of student teachers that must be supervised, the distance the supervisor must travel, the need for supervision of particular students, and the teaching load assigned to the supervisor. However, a minimum of three visits should be made to the cooperating school. Additional visits will be made if the situation should demand more visits.

B. The supervisor will have to be released from part of his teaching load to adequately supervise the student teaching program. The ideal situation would be to release the college supervisor one day a week for supervision. The supervisory load of a college supervisor should be equated to one credit per student teacher.

C. The first visit to the student teacher should be an announced visit. Subsequent visits should not be announced. The unannounced visit will tend to find the student teacher in a more natural environment. However, if the supervisor has had previous visits where there has been no display of actual teaching--such as tests, assemblies, or study periods; then the college supervisor should check with the cooperating teacher before making a visit. Cooperating schools over a 50-mile radius of the campus should be contacted to ascertain if the normal school program will be interrupted on the day the supervisor plans to visit.

D. The observation visits to the cooperating schools will be made with a team approach as much as possible. The team will consist of a college supervisor from business education and a member of the college's secondary education staff. The business education supervisor will be a specialist in subject matter content and the secondary education member will be a specialist in methods and psychological skills of teaching.

E. Before the supervisor visits the classroom, permission from the principal of the cooperating school should be obtained. This procedure is for the building of good relations, and to let the principal know the supervisor is in the school.

F. The college supervisor should try to arrive at the school before a class begins. The supervisor should be as inconspicuous as
possible in the classroom. Student teachers should be advised that introducing the college supervisor to the class is not advisable.

G. Student teachers should inform the college supervisor in cases of illness or other serious problems that would cause the student teacher to be absent from his assignment.

H. Student teachers should provide visiting college supervisors with a lesson plan of the day's activities.

Conference with Student Teachers and Cooperating Teachers

A. A conference with the student teacher should be held the same day as the visitation during which emphasis should be placed upon the strengths and weaknesses of the student teacher.

B. Three-way conferences with the student teacher, cooperating teacher, and college supervisor should be held. After each visit to the training station, evaluation of the teaching experience will be under close critique when viewed from all three parties.

C. To have an effective and rewarding conference, the supervisor should conduct a well-organized conference. When conducting a conference, the supervisor should:

1. Start interviews with positive comments.

2. Strive to let the student derive a solution to his own problem.

3. Get the student to talk about his experiences.

4. Be a listener; evaluation will take place as a result of intelligent listening and responding.

5. Encourage the student to look for positive elements in teaching.

6. Initiate action in regard to improper dress and grooming, inadequate preparation, or unprofessional behavior of any kind.

D. The college supervisor may utilize a portable recording machine to record portions of the student's lesson and then replay the tape with the student for evaluation.

E. A final conference at the conclusion of the student teaching training should be conducted. At this conference the college supervisor should:
1. Evaluate with the student teacher his student teaching experience.

2. Apprise the student of the recommendation that will be placed in his placement folder.

3. Inform the student of his grade.

---

Student Teaching Seminar Class

A. Because of the distance of commuting back to the campus, a minimum of three group seminar meetings will be conducted by the college supervisor during the ten weeks of student teaching.

B. Seminar meetings should be well planned and used to identify problems that are common to the group. However, students should have the opportunity to express significant problems that the group may grasp and help offer solutions.

C. Each student will be presented with a recording tape and asked to record several lessons while student teaching. The student will select a lesson to be analyzed and evaluated by the seminar group.

D. Topics and seminar activities that may be discussed or be assigned as individual student reports are suggested below:
   1. Professional ethics.
   2. Classroom management and discipline.
   5. Motivation for effective learning.
   6. The job interview.
   7. Getting ready for the first week of school.

---

Evaluation of Student Teachers

A. The cooperating teacher has the responsibility of evaluating the student's work in class and holding conferences with the student to evaluate his work.

B. The student teacher should be encouraged to make a self-evaluation of each lesson plan listing the strengths and weaknesses of his teaching. The student may be required to keep a
teaching log of his experience. These experiences could be reviewed in the seminar class.

C. The cooperating teacher should evaluate the student's teaching ability at the middle and again at the end of the training period. Forms for evaluating the student should be filled out in a conference session with the student and sent to the college supervisor. The midterm and final evaluation forms for cooperating teachers are listed as enclosures to the letter found in Appendix B. The final evaluation form will be placed in the student's placement file.

D. The college supervisor will observe the student teacher a minimum of three visits. During these visits the college supervisor will evaluate the student's effectiveness with the class. The college supervisor should give to the student a critique of his teaching through a conference session.

E. A check sheet is advantageous in writing a critique of the observation. This list will refresh the mind of the supervisor on the points he should observe. After the observation the supervisor could use the sheet as an aid for an oral evaluation with the student. A checklist used in evaluating observation visits is found in Appendix C.

F. The college supervisor has the responsibility of assigning the grade for student teaching which will be based on his observations, evaluation of the cooperating teacher, and the student teaching seminar class.

G. The college supervisor will write a recommendation for the student placement file. This recommendation will probably be the most important document in the student's file.

H. Cooperating teachers should be encouraged to write a letter of recommendation for the student teacher and have the letter placed in his student placement file.
Appendix A

Survey for Cooperating School

List of Cooperating Schools

Map of Cooperating Schools Surrounding College of Southern Utah
# QUESTIONNAIRE

Name of High School ____________________________ Enrolment ____________

Name of Person Completing Form ____________________________ Title __________________

Please complete the chart below concerning your high school business education curriculum:

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<th>Business Subjects Taught</th>
<th>No. of Sections</th>
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<th>Total Class Enrollment</th>
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<th>Teacher</th>
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**Questionnaire Continued**

**Please indicate the number of typewriters in your department:**

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<tr>
<td>Remington Manual</td>
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<tr>
<td>Olympia Manual</td>
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<tr>
<td>Other (Please Specify)</td>
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<td>Remington Electric</td>
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<td>Other (Please Specify)</td>
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</table>

**Please check the office machines you have access to in your department:**

- Ten Key
- Spirit Duplicator
- EDL Skillbuilder
- Rotary Calculator
- Offset Duplicator
- Tachistoscope
- Key Driven Calculator
- Stencil Duplicator
- Machine Transcription
- Printing Calculator
- Photocopier
- Other (Please Specify)
- Bookkeeping Machine
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<tr>
<td>2. Cedar City Junior High School</td>
<td>Cedar City</td>
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<td>3. Parowan High School</td>
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<tr>
<td>4. Dixie High School</td>
<td>St. George</td>
<td>Washington</td>
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<td>5. Woodward Junior High School</td>
<td>St. George</td>
<td>Washington</td>
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</tr>
<tr>
<td>6. Hurricane High School</td>
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<td>Washington</td>
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<tr>
<td>7. Enterprise High School</td>
<td>Enterprise</td>
<td>Washington</td>
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<td>8. Beaver High School</td>
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<td>9. Milford High School</td>
<td>Milford</td>
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<td>11. Piute High School</td>
<td>Junction</td>
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<td>12. Kanab High School</td>
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<td>Kane</td>
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<td>13. Valley High School</td>
<td>Orderville</td>
<td>Kane</td>
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<td>14. Delta High School</td>
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<td>15. Millard High School</td>
<td>Fillmore</td>
<td>Millard</td>
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<td>Richfield</td>
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<tr>
<td>17. Bryce Valley High School</td>
<td>Tropic</td>
<td>Garfield</td>
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<td>18. Lincoln County High School</td>
<td>Panaca</td>
<td>Lincoln (Nev)</td>
<td>76</td>
</tr>
<tr>
<td>19. Virgin River High School</td>
<td>Mesquite</td>
<td>Clark (Nev)</td>
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</tr>
<tr>
<td>20. Las Vegas High Schools*</td>
<td>Las Vegas</td>
<td>Clark (Nev)</td>
<td>186</td>
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*There are five senior high schools in Las Vegas, Nevada
MAP OF SOUTHERN UTAH AND NEVADA COUNTIES INDICATING LOCATIONS OF PARTICIPATING SECONDARY SCHOOLS.
Appendix B

Letter to Cooperating Teacher with Enclosures:

1. C.S.U. Teacher Education Policy
2. Suggested Experiences
3. Midterm Evaluation Form
4. Final Evaluation Form
Dear

Your willingness to work with is very much appreciated. We hope that the experiences that you share together will be profitable for both of you.

You will find enclosed with this letter the following documents:

1. General Statement of the College's Student-Teaching Program.
   This is an overview of the program and is designed to acquaint you with its nature and objectives.

2. Student-Teacher Evaluation Sheets. If you wish to discuss with the student teacher the ratings you assign, please feel perfectly free to do so. This is often a good technique and provides a fine learning experience for the student teacher. Two forms are provided to evaluate the student's performance during the training period.

   a. The Midterm Evaluation Form is to be filled out during the week of and returned to our office the same week. This will enable the student to learn of his weaknesses and strengths and adjust his teaching for a better performance.

   b. The Final Evaluation Form should be rated at the end of the student teaching experience and returned to our office to be placed in the student's placement file.

3. Suggested Experience for the Student Teacher. These suggestions may be of some assistance in order to provide a complete and well-rounded teaching experience under competent supervision. If the student teacher has these experiences, you will be able to complete the evaluation forms objectively.

   We plan to visit the school at least three times a quarter to observe the student teacher—a short visit the second week the student teacher is with you, and then two longer visits during the later stages of the student teaching experience. However, the work and supervision done by the cooperating teacher who works closely with the student teacher is far more important in producing a good teaching experience than the college supervisor's visits. There is no substitute for a good high school cooperating teacher—he or she is the most important person in the supervision aspect of the program, as the College is greatly aware.
Thank you again so much for assisting us in giving our business teacher trainee careful, complete, and thorough preparation to teach. The student teacher and the Business Education staff of C. S. U. look forward to working with you.

Sincerely yours,

A. W. Stephenson, Chairman
Business Education Department

Enclosures:

1. C. S. U. Teacher Education Policy
2. Suggested Experiences
3. Midterm Evaluation Form
4. Final Evaluation Form
POLICY ON THE TEACHER EDUCATION PROGRAM AT CSU

APPROVED April 26, 1965

EXTRACT

A. BASIC PHILOSOPHY OF THE CSU TEACHER EDUCATION:

1. All students come to CSU with the expectation to progress toward the achievement of a full, productive, and responsible adulthood. Many succeed with little difficulty, but some become frustrated because of an inadequate background and their inability to cope with college problems.

Our culture and civilization in general is upgraded by the infusion of the citizenry with college graduates, so we have the dual problem of improving the individual and the culture.

Our thinking becomes confused in trying to determine whether the welfare of the individual is more important than the maintenance of "high standards," and we are kept in a constant state of mental fatigue when forced to make decisions involving this issue. We believe in the dignity and welfare of the individual, yet are forced to legislate against those whose backgrounds are weak--the ones who need help. We believe in the dignity and welfare of the individual yet are forced by outside pressures to hold to a position of "high standards." Mentally, we refuse to compromise, but officially we must subscribe and, therefore, eliminate students with many mental reservations about our actions. These mental gymnastics ought not to deter us from doing what we basically believe is the right thing to do. We believe the fundamental philosophy of Teacher Education at this college ought to be:

"TO HELP STUDENTS BECOME WHAT THEY CAN BECOME"

To implement this, then we:

1. Need to provide opportunity for self-expression and growth in our classes.

2. Use a broad base to judge progress of a student in class and help him to correct his errors.

3. Do not eliminate students from our program because of basic weaknesses, but we provide the student with a program to help him correct his weaknesses and to help him meet basic standards of achievement. Some may never meet these standards but they should not be denied the privilege of trying or denied our help in correcting their weaknesses. In this process, many will be guided into other vocational channels in which they might enjoy success.
B. SELECTIVE ADMISSIONS:

1. All students planning to become elementary or secondary teachers must be screened by a selective admissions program.

2. An Admissions Committee consisting of five (5) faculty members shall be appointed and shall include two (2) members from the Education Division (one of which shall be the chairman of this committee), and three (3) members representing other academic divisions of the college.

3. Students who do not meet the minimum requirements shall be informed of their specific weaknesses and guided into a program to help correct their deficiencies or guided into some other field through the cooperation of the counseling service and other agencies concerned.

4. Only those students with a GPA of 2.5 and other characteristics desirable for successful teaching will be admitted to the Teacher Education Program.

C. STUDENT TEACHING:

1. Public school teachers may be eligible to serve as "cooperating teachers." However, assignments will be made on an individual basis after careful consideration by the school administrators and the college personnel.

2. One college professor from the Education Division should be appointed to serve as "student teaching coordinator." He should coordinate all student teaching activities including both elementary and secondary. Placement of all college students in the student teaching program and the general coordination and the entire student teaching program would be under his direction. He would be the "contact" or the liaison man between the college and the public schools on all problems relating to the student teaching experiences.

3. The student teaching experience involving student teachers should come during the senior year and after other experiences involving the college student in the public school classrooms.

4. Student teachers can be expected to share responsibility in the conduct of some "extra-curricular" activity in the school. Moderation and judgment are to be exercised in making these assignments. These should not take precedence over the classroom experiences but some "extra-curricular" activity is expected. They should also be given experiences in administrative details such as ordering and issuing supplies, etc.
5. The cooperating teacher and the student teacher should work together as a team. They should plan the lessons together, handle the class together, and evaluate progress together. Each should share classroom responsibilities according to a pre-arranged plan. Associate teachers should have an opportunity to assume full responsibility of the class, but not for extended times nor as a "substitute" teacher except in rare instances.

6. College supervisors should work closely with the cooperating teacher in planning, conducting, and evaluating their visits to the classroom. They should work as a team in making the student teaching experience as rewarding as possible for the student teachers.

7. All cooperating teachers should receive stipends for their work based on a single formula.

8. In most situations, classroom teachers should not be a cooperating teacher more than twice during the school year.
SUGGESTED STUDENT TEACHING EXPERIENCES

Enclosure 2

These suggestions may be of some assistance in order to provide a complete and well-rounded teaching experience under competent supervision. If the student teacher has these experiences, you, as a cooperating teacher, will be able to complete the evaluation forms objectively.

1. During the first week, the student teacher should be learning the names of the students and something of each student's interests, background, and abilities. He should observe the cooperating teacher's teaching methods and techniques, and review the particular subject content of the unit of work being taught. He can assist the cooperating teacher by giving help to individual students, marking papers, checking attendance, and working closely in other ways with the cooperating instructor.

2. After the first week the student teacher should have, under the direction of the cooperating teacher, full responsibility for the instruction of one class. That is, the student teacher should teach the class each day for the full time, make all assignments, manage the class, mark, return, and discuss written work and tests, assign special reports, plan committee work, and the like. The student should receive additional classes at your discretion until he has taken over three different subject matter preparations. A maximum of five classes a day with three subject preparations is recommended for the latter part of the training.

3. After a few days of teaching a class, some student teachers could profit by observing you teach the class again. By using this team effort, the student teacher will be able to receive new ideas for his teaching. Some student teachers will need this rest from the tension and mental strain of the first few days.

4. During this quarter period, it is suggested the student teacher engage in the following activities in order to gain experience in the various aspects of the teaching process:

   a. Prepare complete lesson plans on the material to be taught. The student teacher should provide the cooperating teacher with a copy of each unit and/or daily plan prepared.

   b. Present the day's lesson under the supervision of the cooperating teacher.

   c. Have conferences with the cooperating teacher who can bring to his attention phases of the student teacher's teaching that need to be improved and offer other suggestions to assist him in becoming a good teacher. (Some cooperating teachers follow the practice of supplying the student teacher with written comments and criticisms, a practice that is quite effective, particularly if the student teacher has several classes in a single day with little time for individual discussion with the cooperating teacher.)
d. Be completely alone and in charge of the class, with but occasional help from the cooperating teacher during the last two or three weeks of the student teaching experience.

e. Construct and administer one or more tests or examinations covering material that has been taught and measuring degree to which objectives were realized.

f. Mark, return, and discuss the tests or examinations and assign student grades.

g. Conduct drills and exercises for specific purposes (as in typewriting: for building speed, increasing accuracy, increasing finger dexterity, increasing efficiency in the use of various parts of the typewriter, etc.)

h. Plan work with student committees. It is suggested the student teacher should do some planning and work with a bulletin board committee.

i. Use audio-visual aids as an integral part of the instructional process.

j. Provide for individual differences within the class, differentiating assignments and giving individual help to slower students and individual attention to the brighter students.

k. Make and follow-up on outside assignments. It is suggested homework assignments be carefully planned and previewed with the class.

l. Plan and conduct at least one student discussion, perhaps a panel on a topic appropriate to the unit being taught.

m. Participate, if possible, in P. T. A. or Parents' Night or Open House or something similar.

n. Maintain wider supervision of cooperating teacher, all attendance records, financial records, library records, and all other trivia with which teachers are usually swamped.

o. Assist cooperating teacher (or other faculty members in chaperoning student socials, athletic events, etc.)
A frequent complaint of student teachers is that their cooperating teachers neglect to indicate where they are weak either as persons or as teachers until the quarter's end--too late for them to do anything about it. This form should prove helpful at a mid-point in student teaching in taking a look at your student teacher to determine where he stands and to plan further experiences with him.

Use your own standards when answering the questions. Where possible, it would help if you can give specific incidents or statements made by the student teacher, the classroom pupils, or other sources that make the point.

1. What does the student need to learn to become a better teacher?

2. What strong points characterize the student's teaching?

3. Has the student been making the best possible use of school materials, facilities, and opportunities? Indicate specific instances.

4. Has the student shown any evidence of ability to learn from experience? Illustrate.

5. Has the student taught and observed in more than one subject matter area? Comment.

6. Does the student appear to really understand and appreciate students? Illustrate.
7. Will discipline difficulties seriously interfere with the student's teaching efficiency during the first year of teaching? Explain.

8. What personality traits or habits of the student might interfere with his success as a teacher and need to be improved upon?

9. Has the student built some principles to guide and evaluate his teaching? Illustrate.

10. What steps should now be undertaken to make the student a better teacher?
STUDENT TEACHING FINAL EVALUATION

(Please Read Before Marking the Evaluation)

Instructions: Before evaluating your student teacher, would you please read the following definitions of categories for evaluation. A description of the categories will aid you in your decisions concerning the effectiveness of your student teacher.

Outstanding - a quality that needs little or no improvement.

Very Good - a quality that is commendable in relationship to the experience of the student.

Good - a quality that would meet the standard of acceptable teaching but can be improved through experience.

Fair - a quality that is not acceptable in our profession.

You will not need to show the evaluation form to the student teacher unless you desire to show it to him. However, would you please indicate to the student his strong areas as well as areas he should strive for improvement.
STUDENT TEACHING FINAL EVALUATION
(Please type or use dark ink or pencil)

Student Teacher ___________________ Date ______________________
Cooperating Teacher _______________ Cooperating School ____________

Number of days or weeks trainee was under your supervision ___________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. TEACHING PERSONALITY:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Is neatly and appropriately dressed</td>
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<td>2. Has pleasant voice</td>
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<td>3. Is dependable</td>
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<td>4. Maintains poise and emotional stability</td>
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<td>5. Displays vitality and enthusiasm</td>
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<td>6. Is industrious</td>
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<td>7. Is creative</td>
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B. SCHOLARSHIP:
1. Has wide background of factual information
2. Uses acceptable English
3. Reads well orally
4. Spells correctly
5. Writes well (cursive - manuscript)
6. Thoroughly competent in subject matter areas:
   1. 
   2. 
   3. 
   4. 
   5. 

(Please list subjects taught)

C. PROFESSIONAL ATTITUDE:
1. Is enthusiastic about teaching as a profession
2. Takes and uses criticism intelligently
3. Maintains good rapport with teachers and administrators
4. Shows evidence of ability to grow in the profession
5. Reads professional books and magazines

D. TEACHING ABILITY:
1. Keeps classroom clean and attractive atmosphere
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>2. Is able to diagnose student's difficulties and prescribe corrective procedures</td>
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<tr>
<td>3. Displays thoroughness in daily planning</td>
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<td>4. Uses class time economically and wisely</td>
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<td>5. Is effective in drill procedures in building skills</td>
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<td>6. Meets unexpected or unusual situations competently</td>
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<td>7. Emphasizes basic concepts, attitudes and understandings</td>
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<td>8. Makes good use of motivational devices and audiovisual aids</td>
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<tr>
<td>9. Maintains good classroom control and discipline</td>
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<td>10. Displays ability to vary the teaching routine without losing aim</td>
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</table>

E. OUTSTANDING QUALITIES OR SPECIAL SKILLS AND ABILITIES OF STUDENT TEACHER:

F. SPECIFIC WEAKNESSES OR AREAS IN WHICH STUDENT NEEDS SPECIAL HELP:

G. OTHER COMMENTS:

H. FINAL RATING:

In light of your overall evaluation, how do you rate this student as a prospective teacher?

   1. Totally unacceptable
   2. Barely acceptable
   3. An average prospect
   4. A good prospect
   5. An unusually good prospect

(Date) ___________________________ (Signed) ___________________________

Cooperating Teacher
Appendix C

Summary of Supervisor's Visit
SUMMARY OF SUPERVISOR'S VISIT

Supervisor ________________________________

Student Teacher ____________________________

Date ________________________________

PERSONAL AREAS

1. Personal Appearance

2. Speech Habits

3. Poise

4. Personal Vitality

PROFESSIONAL AREAS

1. Knowledge of lesson

2. Knowledge and use of basic skills
PROFESSIONAL AREAS  (Cont'd)

3. Atmosphere of Room---Displays, bulletin boards, etc.

4. Quality of planning exhibited

5. Consistent control

6. Use of special techniques

7. Attention to individual differences

8. Skill building techniques

9. Other comments
A GUIDE FOR THE COLLEGE SUPERVISOR OF BUSINESS EDUCATION IN TRAINING

STUDENT TEACHERS AT THE COLLEGE OF SOUTHERN UTAH

by

Larry A. Olsen

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Utah State University
Logan, Utah

1967