

AN EVALUATION OF THE SUPERVISED TEACHING PROGRAM
FOR BUSINESS TEACHERS AT KANSAS STATE
TEACHERS COLLEGE, EMPORIA

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by
Shirley Temple Slaymaker
May, 1960

R. B. Russell

For the Division of Business
and Business Education

Harry J. Waters

For the Division of Business
and Business Education

Clairde Kauger

For the Division of Business
and Business Education

James L. Boyer

For the Graduate Council

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CHAPTER I

INTRODUCTION

The faculty of the Division of Business and Business Education of Kansas State Teachers College, Emporia, has long been concerned with the improvement of the content of the supervised teaching program so that it will meet the needs of the business teachers who graduate from the college.

The ideas and opinions of the former graduates should be of great value in planning the supervised teaching program for future students. The data for this study came from recent graduates who are teaching since they are the ones who are most aware of the difficulties they encountered as beginning teachers.

I. THE PROBLEM

Statement of the problem. Is the supervised teaching program of Kansas State Teachers College, Emporia, meeting the needs of the business teachers who graduate from this college?

The primary aims of this study were (1) to evaluate the content of the supervised teaching program, and (2) to make recommendations for improvement.

No previous study of the graduates of the Division of Business and Business Education with regard to the specific course offering of supervised teaching is known to have been made.

The major hypothesis for this study is that certain common problem areas which new teachers frequently encounter are being omitted from the theory presented to them during their supervised teaching experience.

A second hypothesis to be tested is that some areas that are being covered need greater emphasis than has previously been placed upon them.

A third hypothesis to be tested is that the theory the student teachers receive is of a great deal of value to them, and that those who have had their supervised teaching experience out in the field with little or no theory feel a definite inadequacy their first year of teaching because they did not receive this basic background information before beginning their teaching careers.

Importance of the study. It is generally assumed that the most important and critical phase of teacher training comes at the time when the prospective teacher is doing supervised teaching. The serious duty of properly training those who will in their turn influence the next generation falls upon the supervising teacher.

In order that the faculty of the Division of Business and Business Education, which includes the supervising teacher, may develop a supervised teaching program which will meet the needs of the business graduates of this college, they must be well-informed as to what these needs are so they may plan the course content accordingly.

This survey is designed to provide information for the evaluation of the present supervised teaching program in business at Kansas State Teachers College, Emporia, to see how well it is meeting the needs of the graduates who go into the teaching profession. Recommendations will be made for the improvement of the supervised teaching program from the facts gathered.

Limitations of the study. This study will be limited to those business teacher graduates who have received their supervised teaching experience under the auspices of Kansas State Teachers College, Emporia, during the past five years, either on the block system or the semester system. This includes those who have taken their supervised teaching at Roosevelt High School, Emporia High School, and elsewhere.

It will be limited to those who have had at least one semester of actual teaching experience in business since taking their supervised teaching.

The data contained in this report came from questionnaires completed by the graduates.

II. DEFINITIONS OF TERMS USED

Conference, group. The group conference is a meeting of a supervisor with a group of student teachers to discuss problems common to the group.

Conference, individual. An individual conference is a consultation between a student teacher and the supervising teacher for a discussion of problems encountered during the supervised teaching experience.

Division. According to President John E. King, the business department of Kansas State Teachers College, Emporia, was first referred to as a division in the Kansas State Board of Regents report of July, 1957. A "division" in education is the separation of the courses in a school curriculum pertaining to a certain field of study. The term "division" is used in this survey instead of "department."¹

Laboratory school. A laboratory school is a school largely or entirely under the control of the college, located on or near the college campus, which has been organized for the specific purpose of preparing teachers,

¹Harvey J. Cooke, "A Follow-Up Study of the Graduates of the Division of Business and Business Education From 1918 to 1958 Directed Toward Curriculum Evaluation in Business Education" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1959), p. 4.

with staff and facilities designed to serve this purpose. The laboratory school referred to in this study is Roosevelt High School located on the Kansas State Teachers College campus, Emporia, Kansas.

Lesson plan. Good's definition of a lesson plan is:

A teaching outline of the important points of a lesson arranged in the order in which they are to be presented; may include objectives, points to be made, questions to ask, references to materials, assignments, etc.²

Observation. This is the term used to denote the activity in which students from the college or in supervised teaching programs are required to observe demonstrations of teaching techniques and to study children in various learning situations.

Reference file. The reference file referred to in this study is the file constructed during a prospective business teacher's supervised teaching experience as partial fulfillment of the requirements for the course if the student's supervised teaching is taken on-campus. The file consists of professional readings in all areas of the business field, lists of audio-visual materials, bulletin board

²Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 240.

ideas, teaching tips, resource and supplementary material and theory notes.

Supervised teaching program. This is the period of guided teaching in which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.³ The supervised teaching program to be considered in this study is the program which has been in effect for business education majors for the past five years. A change was made from the eighteen-week semester system to the nine-week block system at the beginning of the fall term of 1957, but the content of both programs will be considered in this study.

Supervising teacher. A supervising teacher is a regular teacher in a laboratory school or a cooperating school in whose classes college students observe, participate, or do supervised teaching.

Theory course. Carter V. Good gives the following definition of a theory course:

A specific course in the teacher-training curriculum that has as its purpose the development of a broad view or grasp of a phase of education and

³ Shirley Engle and Donald M. Sharpe, "The Cooperating School: Current Functions in Teacher Education," Functions of Laboratory Schools in Teacher Education, Thirty-Fourth Yearbook of The Association For Student Teaching (Ann Arbor, Michigan: Edwards Brothers, Inc., 1955), p. xi.

life and that deals with the underlying assumptions or developments on which educational aims and practices are based and makes explicit the viewpoints and biases that determine procedures.⁴

The theory course referred to in this survey is the theory that is presented as a part of the supervised teaching program for on-campus student teachers in business. It consists of the theory which underlies only the practices of teaching business subjects.

III. METHOD OF PROCEDURE

In preparation for this study, related literature pertaining to such features of supervised teaching programs as their desired outcomes and objectives, their content, time and length of offering, hours credit given, and critical evaluations were reviewed and studied to form a background.

A complete list of business education graduates who took their supervised teaching under the auspices of Kansas State Teachers College, Emporia, during the past five years was secured from the official records at Roosevelt High School. This list showed that 190 people took part in this program. The names of these graduates were checked against the files in the Alumni Office for addresses and teaching

⁴Good, op. cit., p. 109.

experience. If the addresses could not be found in the active files in the Alumni Office, the inactive files were examined. It was found that out of the 190 who took part in the supervised teaching program, 132 had at least one semester of teaching experience. Addresses were secured for 124 of these people.

A questionnaire was developed that was thought would effectively evaluate the content of the supervised teaching program.⁵ It was developed by preparing questions about the specific items which have been included in the supervised teaching program during the past five years.

The questionnaire was presented to Dr. Alex Daughtry, Head of the Division of Education, for review and was then revised according to his suggestions. It was then presented to Dr. Adelaide Kauzer of the Division of Business and Business Education for criticisms and suggestions and was revised according to her suggestions.

The questionnaire was tested by sending out a trial run to twelve people who were included in the group to be surveyed. These twelve people were selected at random. Within a week and a half, 100 per cent of the questionnaires were returned. These were studied carefully as to the type of responses given. After a third revision, the

⁵See Appendix, p. 101.

questionnaire was drafted in final form and reproduced for mailing to graduates to be included in the study.

An introductory letter was drafted and sent to the 124 graduates for whom addresses were obtained. The purpose of the study was explained in this letter.⁶ Enclosed with the letter was a questionnaire and a self-addressed, postage-free envelope for their convenience in replying.⁷ Eight of these were returned with incorrect addresses and no further addresses could be found. The total number contacted, therefore, was 116.

Within two weeks after the letter and questionnaire were sent, 64 replies had been received. This was 55.17 per cent of the total 116 graduates contacted. A follow-up letter was sent to the 52 who had not replied.⁸ Another questionnaire and self-addressed, postage-free envelope were enclosed in case they had lost or misplaced the first ones.

An additional 23 responses were received from the follow-up letter. This brought the total responses to 87 which was a 75 per cent reply from the 116 graduates contacted. Of these 116 people, 23 took part in off-campus supervised teaching programs, and 93 took part in the

⁶ Ibid., p. 99.

⁷ Ibid., p. 100.

⁸ Ibid., p. 105.

on-campus program. Twenty-two, or 95.65 per cent of the off-campus people responded and 65, or 69.89 per cent of the on-campus people responded.

A work sheet for tabulating the results was set up before the returns were received. Space was provided on this work sheet for the tabulation of each separate question. For those questions which could not be tabulated easily, a space was provided for writing in answers. The information from the work sheet was set up in tables and is presented as a part of the final report.

The multilith process was used in the reproduction of the materials needed, but to make the correspondence appear more personal, the date, inside address, and salutation were typed on the letter which accompanied the questionnaire. The follow-up letters were not personalized.

To emphasize the importance of this survey, a statement was made in the letters reflecting the interest and authorization of this study by Mrs. Marjorie Kelly, Supervisor of Business Education, Roosevelt High School, Emporia, Kansas, and Dr. Raymond B. Russell, Acting Chairman of the Division of Business and Business Education, Kansas State Teachers College, Emporia.

This study is discussed under the divisions of review; supervised teaching program evaluation; and summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

There has been a great deal of research conducted in the field of education concerning the preparation of professionally-trained teachers. The findings of the many studies have been combined to form the framework for the present supervised teaching programs. In order to study and evaluate any specific supervised teaching program, one must review the previous research which has been conducted so that criteria may be established concerning the content of a successful program.

I. OUTCOMES AND OBJECTIVES OF SUPERVISED TEACHING PROGRAMS

In his book dealing with supervised teaching, Mead lists specific outcomes he believes must be considered in planning a supervised teaching program. He states that the bodies of information in subject matter courses and theory courses, the habits acquired, and the attitudes attained must be put to actual use, refined, corrected, and repeated many times. Many of the ideals held by the student teachers

must be strengthened. Some of their attitudes must be eliminated and others aroused and developed.¹

Mead feels student-teaching activities become the center of the integration of all the acquisitions needed in the process of becoming a master in the art and the science of teaching.²

Evenden and Butts state that the particular contribution of the supervised teaching program at Columbia University is threefold. It is (1) a testing ground for theory; (2) a field of activity, which, through raising questions and problems, points to the need for further study; and (3) a testing ground to study with the teacher his ability to function effectively when guiding actual teaching-learning situations. As such, supervised teaching draws upon experiences in subject-matter and theory courses and, in turn, refers new problems to those courses.³

Armentrout points out there is one fundamental difference between the preparation of teachers and that of most other professional workers; the teacher-training

¹Arthur Raymond Mead, Supervised Student-Teaching (Richmond, Virginia: Johnson Publishing Co., 1940), p. 78.

²Ibid.

³E. S. Evenden and R. Freeman Butts, Columbia University Cooperative Program for the Pre-Service Education of Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1942), p. 77.

institutions have to provide liberal education and, at the same time, professional training. The chief problem is maintaining a proper balance between the two.⁴

Armentrout also lists four major problems involved in the professional preparation of teachers. They are, first, equipping the prospective teacher with a thorough knowledge of the subject matter he will teach; second, helping him acquire a working knowledge of the method of presenting or imparting the subject matter; third, equipping him with a knowledge of children; and fourth, equipping him with a knowledge of society.⁵

In his study of supervised teaching programs, Mead came to the conclusion that the needs of the times demand three different types of teaching experience for the student teacher. These types of experience are (1) teaching in schools as they are; (2) teaching in schools under conditions as nearly ideal as can be secured; and (3) teaching more than one subject.⁶

Mead also points out four conditioning factors that affect the student teacher's performance and which must be

⁴Winfield Dockery Armentrout, The Conduct of Student Teaching in State Teachers Colleges (Colorado Teachers College Education Series, No. 2. Greeley, Colorado: Colorado State Teachers College Press, 1927), p. 15.

⁵Ibid., p. 32.

⁶Mead, op. cit., p. 154.

considered by the supervising teacher in planning the supervised teaching program. The conditioning factors are his physical status, previous preparation, attitudes and personal traits, and his native intelligence and other natural endowments.⁷

Adams feels the supervised teaching program should afford an ideal opportunity for directing student teachers toward the development of self-analysis and self-improvement as teachers and as students. This will promote their discovery of their strengths as teachers and reveal to them how to capitalize upon them.⁸

Four objectives Curtis and Andrews believe must be considered in planning the student teachers' activities are (1) the activity must identify the student as a co-worker with the supervisor, (2) the activity must immediately identify the student as an essential part of the school, (3) the activity must be a real learning experience for the student, and (4) the activity should be likely to aid the student in developing poise and confidence in teaching.⁹

⁷Ibid., p. 273.

⁸Harold P. Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York: American Book Company, 1956), p. 5.

⁹Dwight K. Curtis and Leonard D. Andrews, Guiding Your Student Teacher (New York: Prentice-Hall, Inc., 1954), p. 71.

II. ACTIVITIES INCLUDED IN SUPERVISED TEACHING PROGRAMS

In keeping with the desired outcomes and objectives, certain specific types of activities have been derived which should be included in a supervised teaching program.

Armentrout made an activity analysis of the work of student teachers in a state teachers college and then classified their activities into nine major headings, as follows:¹⁰

1. Activities pertaining to the setting in which the teaching and learning process takes place
2. Activities concerned with the organization of subject-matter
3. Activities concerned with the teaching of subject-matter
4. Activities pertaining to the discipline of pupils
5. Activities pertaining to professional growth
6. Activities concerned with the organization of the school
7. Community activities
8. Activities involved in the observation of the training teachers
9. Activities involved in conference with the training teacher.

Baughner has compiled a list in order of frequency of the most important items for student teachers to learn. The

¹⁰Armentrout, op. cit., p. 260.

three most important are planning, selection, and organization of subject matter; teaching pupils how to improve skills and abilities in methods of study; and planning methods of instruction.¹¹

Mead quoted a study made by Gray in which he stated that student teachers devoted over 60 per cent of their time to three types of activities. These activities were preparation of lesson plans, class teaching, and grading papers.¹²

In one of the studies conducted by Baugher, student teachers were asked to estimate on a uniform basis of 100 per cent the percentages of the distribution of time that is given to observation, participation, and to classroom teaching. The averages thus obtained show that 37.8 per cent of the time of the student teacher at the cooperating school is spent in observation; 12.8 per cent in participation; and 49.4 per cent in actual classroom teaching.¹³

Armentrout states that student teaching should include the following activities: class teaching, observation, supervising the study of pupils, teaching individual pupils,

¹¹Jacob I. Baugher, Organization and Administration of Practice-Teaching in Privately Endowed Colleges of Liberal Arts (New York: Bureau of Publications, Teachers College, Columbia University, 1931), p. 61.

¹²Mead, op. cit., p. 259.

¹³Baugher, op. cit., p. 38.

preparation of lesson plans, individual and group conferences with training teacher, and assigned professional readings.¹⁴

III. PROBLEMS AND WEAKNESSES OF BEGINNING TEACHERS AND STUDENT TEACHERS

Student teachers and beginning teachers encounter many similar problems. A knowledge of these problems is necessary for the adequate planning of the supervised teaching program, for through intelligent and inclusive planning these problems might be prevented.

Wall lists three major problems which seem to give student teachers and beginning teachers the most concern.¹⁵ First, they have difficulty with organizing their time and teaching materials; second, they have difficulty maintaining good classroom discipline; and third, they have difficulty acquiring self-confidence.

Armentrout sent a letter to seventy-five superintendents asking them for a list of specific defects in the training of their teachers who come from teacher-training institutions. From sixty replies, two of the most common defects listed were the inability to group pupils according

¹⁴Armentrout, op. cit., p. 73.

¹⁵R. C. Wall, "Problems of Beginning Teachers," Agricultural Education Magazine, 32:62-3, September, 1959.

to needs and the inability to correlate properly theoretical training with actual classroom practices.¹⁶

Mead reviewed Barr's study of characteristic differences between good and poor teachers of social studies. Mead reveals Barr found four major categories of weaknesses among poor teachers. They are as follows:¹⁷

1. Lack of mastery of subject matter
2. Inferior technique or procedure
3. Personal characteristics
4. Inability to discipline

Anderson found that the three chief difficulties that supervising teachers have with student teachers are a lack of responsibility, a lack of ability to teach, and incomplete mastery of the subject matter. He also states he feels one of the main weaknesses of the supervised teaching programs under present systems is too many student teachers per supervisor.¹⁸

¹⁶Armentrout, op. cit., p. 111.

¹⁷Mead, op. cit., p. 77.

¹⁸Robert Eugene Anderson, "A Survey Study of Teacher Training Activity" (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1934), p. 127.

IV. OFF-CAMPUS STUDENT TEACHING VS. ON-CAMPUS STUDENT TEACHING

There has been much debate as to how off-campus student teaching compares to on-campus student teaching. In a study conducted at Indiana State Teachers College, student teachers were asked as a group to identify the advantages and disadvantages of both types.¹⁹ Typical conclusions arrived at by these groups were that the laboratory school critics were better able to furnish complete evaluation of their teaching experience, and that their educational philosophy seemed more progressive. In the cooperating school, however, the student teachers felt they were considered more a part of the faculty and were more readily accepted by the students and community.

V. OBSERVATION

Most authorities agree that observation is absolutely necessary before a student teacher actually takes control of the classroom, but there is much difference of opinion as to how much time should be spent on this phase of the training.

¹⁹Shirley Engle and Donald M. Sharpe, "The Cooperating School: Current Functions In Teacher Education," Functions of Laboratory Schools In Teacher Education, Thirty-Fourth Year-book of The Association For Student Teaching (Ann Arbor, Michigan: Edwards Brothers, Inc., 1955), p. 37.

In a panel discussion at St. Mark's Academy, seniors who had just completed their student teaching came to the conclusion that the time spent in observation should be long enough to help student teachers become acquainted with methods of cooperating teachers, but short enough to avoid building up of unnecessary tension and a feeling of boredom. One or two weeks was considered to be sufficient.²⁰

VI. INDIVIDUAL AND GROUP CONFERENCES

Individual and group conferences are considered by most student teachers and supervisors alike to be the culminating phase of the supervised teaching program, but from the research reviewed, they also seem to be the most mistreated and criticized phase.

Mead found a frequent complaint of student teachers was that the individual conferences were too few and too brief to meet their needs. He states the aim of the conference should be to get the student teacher to make his own evaluation as far as he can do it.²¹

Baughner states that no adequate plans for supervised teaching can be worked out until the cooperating teacher can

²⁰A. E. DiLoreto and J. Sheehan, "Teacher-Training Students Discuss Their Teaching Experiences," Balance Sheet, 40:199-200, January, 1959.

²¹Mead, op. cit., p. 317.

find time to hold well-planned conferences with all her student teachers in which the student teacher can get real help in lesson planning together with a frank criticism of her classroom technique.²²

In Noble Garrison's study of the teacher training programs and training supervisors in 1927, one of the conclusions he arrived at was that definite, suitable conference periods should be regularly scheduled for both student teachers and supervisors so that ample time would be available for group and individual conferences as needed each day. He feels this conference work is too valuable to leave to chance.²³

Curtis and Andrews note six characteristics of a successful conference. They are (1) made by mutual arrangement, (2) deals with real problems, (3) clarifies procedure by which student grows, (4) contains objective discussion, (5) held at regularly scheduled periods, and (6) occurs spontaneously as opportunity arises or conditions demand.²⁴

²²Baughner, op. cit., p. 53.

²³Noble Lee Garrison, Status and Work of the Training Supervisor (Contributions to Education Series, No. 280. New York: Bureau of Publications, Teachers College, Columbia University, 1927), p. 97.

²⁴Curtis and Andrews, op. cit., p. 79.

VII. LESSON PLANNING

Lesson-planning is another activity often included in the supervised teaching program.

Baughner states that it is absolutely essential for every student teacher to prepare beforehand a rather definite plan of procedure for the teaching of every lesson undertaken. Such a plan insures more careful preparation of the main divisions of thought to be included, pivotal questions to be asked, and illustrations to be made. These plans should be discussed and evaluated by the cooperating teacher and the student teacher in conference.²⁵

VIII. GENERAL CRITICISMS OF EXISTING SUPERVISED TEACHING PROGRAMS

Many studies have been conducted in which student teachers have been asked to give general criticisms concerning existing supervised teaching programs.

In a study by Mead, he found the student teachers made the following adverse criticisms concerning supervised teaching programs:²⁶

1. The supervision is weak and not constructively helpful.

²⁵Baughner, op. cit., p. 54.

²⁶Mead, loc. cit.

2. The subject-matter and theory departments are not in sympathy with student teaching and fail to cooperate in the work.

3. There is too much work for the credit earned.

According to Mead, Boardman made a similar study at the University of Minnesota and found the same type of criticisms. Other frequently encountered criticisms were that the student teachers should be allowed to teach more consecutively, standards vary greatly with critics, and that critics are unable to judge adequately a student teacher's ability.²⁷

Anderson asked supervising teachers to list a number of changes or additional features which might bring about a better understanding and feeling of cooperation between the student teachers and the supervisors. The three most often suggested items were more time for student and supervisor to discuss work, opportunity to meet students in a social way, and a daily conference after each class.²⁸

Other suggestions for improvement of existing supervised teaching programs frequently offered by student teachers are to allow a full day for a full semester for student teaching in the high school, assign only one student teacher to a classroom, give speech training with particular

²⁷Ibid.

Anderson, op. cit., p. 131.

emphasis in one's teaching field, eliminate or at least reduce the campus classes which the student is required to take during his student teaching, and have frequent on-campus seminars with other student teachers and cooperating teachers for those students who are doing their supervised teaching off-campus.²⁹

Student teachers were asked to rate commendable features and weaknesses of the laboratory school program for student teachers at Kansas State Teachers College, Emporia. The first three commendable features in order of importance were well-planned supervision, weaknesses corrected before becoming habits, and a chance to observe, practice, and experiment. Listed as undesirable features in order of importance were too much time for credit earned, not enough actual teaching participation, and uncertainty as to desires of supervisor.³⁰

²⁹Harold Cannon and others, "The Student Teaching Program From the Point of View of the Student Teacher," The National Business Education Quarterly (United Business Education Association, Vol. XXIII, No. 2. Washington 6, D.C.: Educational Press Association of America, December, 1954), pp. 49-51.

³⁰Anderson, op. cit., p. 86.

IX. TIME OF OFFERING OF SUPERVISED TEACHING PROGRAM

Many opposing views are held concerning the specific time in a prospective teacher's training when the supervised teaching program should be offered.

Snedden contends that student teaching should come at the outset of the student's work. In this way, he maintains "it would constitute a concrete basis for technical study later."³¹

A similar view is held by Charters who believes "we have signally failed to recognize elements of preparation that are appropriate to the apprenticeship stage of teaching . . ."³²

Maxwell takes an entirely different view from that of Snedden and Charters. He says "before entering upon practice teaching, the student should be equipped with all the knowledge, both theoretical and practical, that is at the command of the institution in which he is trained."³³

³¹David Snedden, "Job Analysis, Needed Foundation of Teacher Training," Educational Administration and Supervision (Baltimore, Maryland: Warwick and York, Inc., 1924), X, 33.

³²Werret Wallace Charters, Curriculum Construction (New York: The Macmillan Company, 1923), p. 344.

³³Charles R. Maxwell, The Observation of Teaching (New York: Houghton-Mifflin, 1917), p. 5.

Dewey is also opposed to the idea that only "practice" can give motive and supply the material for educational courses.³⁴

The best illustration of a middle position is found in the view of Bagley, who recommends a series of very carefully graded and supervised contacts with the training school.³⁵ It appears the views of Bagley are rapidly finding expression in the majority of state teachers colleges.

X. LENGTH OF COURSE AND HOURS CREDIT

Controversy also exists concerning the length of the supervised teaching program and the number of hours of credit which should be received for it.

According to Mead, Douglass found in his study conducted in 1922 that student teachers are assigned to do an amount of student-teaching varying from no semester hours to a figure sometimes as high as ten, twelve, or fifteen semester hours, but with central tendencies about two and one-half to five semester hours.³⁶

³⁴John Dewey, "The Relation of Theory to Practice in Education," The Third Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: The University of Chicago Press, 1904), p. 17.

³⁵W. C. Bagley, "Preparing Teachers for the Urban Service," Educational Administration and Supervision (Baltimore, Maryland: Warwick and York, Inc., 1922), VIII, 400.

³⁶Mead, op. cit., p. 321.

Baughner believes that the length of the course should vary according to the individual needs of the student teachers. He feels it is more desirable to do the work in an intensive way in one semester, especially since the majority of institutions give only about three semester hours of credit for the course. Baughner also states he believes the actual credit given should be at least six semester hours.³⁷

³⁷Baughner, op. cit., p. 33.

CHAPTER III

SUPERVISED TEACHING PROGRAM EVALUATION

This chapter contains information relative to the supervised teaching program which has been in effect at Kansas State Teachers College, Emporia, during the past five years. The data were secured from a survey of the graduates who have participated in the program.

In examining the data one must take into account several important factors which may have a direct bearing on the reactions secured. One should note that 25.25 per cent of the graduates surveyed took their supervised teaching off-campus, and 74.75 per cent took their supervised teaching on-campus. It is quite likely the on- and off-campus programs differ in many respects. Also, all of the graduates did not have the same supervising teacher, which would have a definite effect on the program. In this report the term supervisor shall be used to denote both the on-campus supervisor and the off-campus cooperating teachers, as the graduates who participated in the off-campus program refer to the cooperating teacher as such.

The system of supervised teaching participated in, whether nine weeks, eighteen weeks, or six weeks summer session, affects the content of the program. Then, too,

certain specific activities have been included in some sessions of a supervised teaching program and not others as a matter of experimentation to determine if they were of value.

It must also be considered that in a survey of this type one does not always get facts, but rather opinions, frequently determined by the respondent's success or failure in the particular situation.

The data presented in this chapter were secured in an attempt to evaluate the supervised teaching program offered by Kansas State Teachers College, Emporia, for business teachers during the past five years.

This information will be presented under the following topics: teaching experience of graduates; location and system of supervised teaching in which graduates participated; activities which were included in the supervised teaching program as compared to those which graduates feel should be included; observation; theory; duplicated bibliography of teaching materials; graduates' reaction to the reference file; supervision; observation and criticism of teaching by other student teachers; individual conferences; supervisors' evaluation of student teachers; preparation-needed from college before supervised teaching; felt needs encountered in teaching experience not met by the business education curriculum; hours of supervised teaching that should be

required for future business teachers; and other suggestions for improvement of the supervised teaching program for business teachers.

I. TEACHING EXPERIENCE OF GRADUATES

Thirty of the graduates responding were first-year teachers. This is 34.48 per cent of the total responding. Twenty-five, or 28.74 per cent, were second-year teachers. Thirteen, or 14.94 per cent, were third-year teachers. Twelve, or 13.79 per cent, were fourth-year teachers, and only seven, or 8.05 per cent, were fifth-year teachers. These data are shown in Table I.

These data reflect the consistent increase in the number of students who have been graduated in business education each year during the past five years.

One might also note that nearly two-thirds of those responding have participated in the supervised teaching program during the past two years, and therefore, the experience is still quite fresh in their minds. Also, these people are closer to the problems of beginning teachers and might be assumed to be well-qualified to state these problems as they truly exist.

TEACHING IN WHICH GRADUATES
PARTICIPATED

were asked to indicate the number of years and
teaching in which they had participated.

used in Table I.

TABLE I

DISTRIBUTION OF REPLIES ACCORDING TO TEACHING
EXPERIENCE IN BUSINESS EDUCATION

Experience	Number Indicating	Per Cent Of Total Responding
First year teaching	30	34.48
Second year teaching	25	28.74
Third year teaching	13	14.94
Fourth year teaching	12	13.79
Fifth year teaching	7	8.05
Totals	87	100.00

Read Table thus: Thirty of the graduates responding, or 34.48 per cent were first-year teachers; twenty-five, or 28.74 per cent, were second-year teachers, and so on. Read remainder of Table in like manner.

II. LOCATION AND SYSTEM OF SUPERVISED TEACHING IN WHICH GRADUATES PARTICIPATED

The graduates were asked to indicate the location and system of supervised teaching in which they participated. These data are presented in Table II. Approximately one-fourth of the respondents participated in the off-campus program. Nineteen of these off-campus people took supervised teaching at Emporia High School; two at Lowther Junior High School, Emporia; and one at Olpe High School, Olpe, Kansas.

These data were secured so that certain aspects of the off-campus and on-campus programs might be compared.

It is interesting to note that slightly over three-fourths of the off-campus respondents took part in the nine-weeks program, while only approximately one-third of the on-campus respondents participated in this program. This is reflected in the type of responses each group gave to various questions, as more activities and classes were included in the nine-weeks program than in the eighteen-weeks or summer school sessions. This should be taken into account when reviewing the remainder of the data presented here.

The graduates were also asked to indicate if they felt the school where they took their supervised teaching was a typical school situation. Percentagewise, 43.08 per cent of the on-campus respondents indicated they felt the laboratory school was typical; whereas, 81.81 per cent of the off-campus

TABLE II
LOCATION AND SYSTEM OF SUPERVISED TEACHING
IN WHICH THE GRADUATES PARTICIPATED

	Off-Campus	On-Campus
Nine weeks	17	20
Eighteen weeks	5	34
Six weeks summer session	0	11
Totals	22	65

Read Table thus: Seventeen of the graduates participated in the off-campus supervised teaching program in the nine-weeks system, and twenty participated in the on-campus program in the nine-weeks system; five participated in the off-campus program in the eighteen-weeks system, and so on. Read remainder of Table in like manner.

people indicated the school systems in which they took supervised teaching were typical.

These data might indicate that the student teachers feel the off-campus schools are more ideal for supervised teaching as far as the students and the student teachers' place in the school system are concerned.

This conclusion might also be drawn from various comments made by the off-campus respondents, such as those which follow: "I was treated as a regular faculty member"; "I was accepted with respect by the students"; "I felt like a member of the faculty"; and "There was a wide range of ability among the students just like in most school systems."

III. ACTIVITIES WHICH WERE INCLUDED IN THE SUPERVISED TEACHING PROGRAM AS COMPARED TO THOSE GRADUATES FEEL SHOULD BE INCLUDED

The activities which were included in the supervised teaching program and the activities which the graduates believe should be included will be presented together so that a comparison might be made. These data are presented in Table III. These responses were divided into on- and off-campus groups so a comparison of these programs might be made one with the other.

All student teachers in both programs were required to observe before teaching, and all had at least some actual

TABLE III

ACTIVITIES WHICH WERE INCLUDED AND ACTIVITIES WHICH GRADUATES BELIEVE SHOULD BE INCLUDED IN SUPERVISED TEACHING

Activity	Included Off-Campus	Per Cent Of Off-Campus Responses	Included On-Campus	Per Cent Of On-Campus Responses	Should Be Included	Per Cent Of Total Responses
Observation	22	100.00	65	100.00	87	100.00
Theory	16	72.73	64	98.38	79	90.80
Discussion of discipline	16	72.73	46	70.77	83	95.40
Reference file	5	22.73	41	63.08	63	72.41
Professional reading	10	45.45	58	89.23	70	80.45
Assisting regular teacher	21	95.45	45	69.23	77	88.50
Lesson planning	18	81.82	65	100.00	84	96.55
Actual teaching experience	22	100.00	65	100.00	87	100.00
Individual conferences with supervisor	19	86.36	51	78.46	85	97.70
Group conferences with supervisor	10	45.45	57	87.69	73	83.90
Test construction	14	63.64	39	60.00	85	97.70
Grading of papers	19	86.36	56	86.15	82	94.25
Individual work with students	19	86.36	51	78.46	84	96.55
Working with organizations	4	18.18	4	6.15	53	60.91
Working with extra- curricular activities	9	40.91	23	35.38	58	66.66

TABLE III (continued)

Activity	Included Off-Campus	Per Cent Of Off-Campus Responses	Included On-Campus	Per Cent Of On-Campus Responses	Should Be Included	Per Cent Of Total Responses
In charge of study halls			1	1.54	1	1.15
Motivation			1	1.54	1	1.15
Audio-visual			1	1.54		
Bulletin board construction			1	1.54	1	1.15
Log of daily activities	1	4.55			1	1.15
Yearbook supervision					2	2.30
More actual teaching experience					1	1.15
More chance for conferences					5	5.75
More information on grading					1	1.15
Information on standards						
Actual problems of first-year teachers					1	1.15
Discipline					1	1.15
Conducting all classes at same time					1	1.15
Reference sources					1	1.15

Read Table thus: Twenty-two, or 100 per cent, of the off-campus student teachers took part in observation during supervised teaching; sixty-five, or 100 per cent, of the on-campus student teachers took part in observation during supervised teaching; eighty-seven, or 100 per cent, of all of the respondents indicated that observation should be included in the supervised teaching program, and so on. Read remainder of Table in like manner.

teaching experience. One hundred per cent of both groups felt these two activities should be included.

Approximately 73 per cent of the off-campus student teachers were given theory contrasted to slightly over 98 per cent of the on-campus student teachers. However, 90.8 per cent of the entire group of respondents indicated theory should be presented.

These data indicate the presentation of theory along with supervised teaching is being neglected by a number of off-campus supervisors. There appears to be a felt need for this theory which is not being adequately met in the off-campus programs. One-half of the off-campus students who did participate in theory indicated they took it on-campus while doing their supervised teaching off-campus.

Slightly over 70 per cent of each group took part in discussions on discipline. This is contrasted to a 95.4 per cent response indicating this should be included in the supervised teaching program. This appears to be another activity which is not being adequately covered in supervised teaching.

Only 5 of the 22 off-campus student teachers were required to compile a reference file, and these 5 people were the ones who took theory on-campus while student teaching off-campus. This group comprised only 22.73 per cent of the total off-campus group. Forty-one, or 63.08 per cent, of the

on-campus student teachers were required to compile a reference file. Of the total group of respondents, 72.41 per cent felt a prospective teacher should be required to compile a reference file. Further data on the reference file are given later.

Professional reading was required of only 45.45 per cent of the off-campus student teachers, but was required of 89.23 per cent of the on-campus student teachers. Slightly over 80 per cent of the entire group of respondents indicated this should be included in the program. Here again appears to be another activity which may be slightly neglected in the off-campus programs.

An activity in which the off-campus programs seem to stand out is having student teachers assist the regular teacher before doing actual teaching. Twenty-one of the twenty-two off-campus student teachers were required to do this, as contrasted to only 45, or 69.23 per cent, of the 65 on-campus student teachers. Slightly over 88 per cent of the graduates feel this activity should be included. These data indicate this activity may be slightly neglected in the on-campus program. It would seem this would be a logical and valuable step in the preparation of the student teacher to assume actual teaching duties.

Lesson planning was an activity recommended by all but 3 of the graduates responding. One hundred per cent of the

on-campus student teachers were required to do this and 18, or 81.82 per cent, of the off-campus teachers were required to do this. These data seem to indicate this is considered an important activity in both locations.

Individual conferences with the supervisor were recommended by 97.7 per cent of the graduates. This appears to be another activity felt to be of much value, as 86.36 per cent of off-campus student teachers and 78.46 per cent of the on-campus student teachers were required to take part in these conferences.

It is interesting to note that although over 86 per cent of off-campus student teachers took part in individual conferences with the supervisor, only 45.45 per cent took part in group conferences, contrasted to 87.69 per cent of the on-campus student teachers. There may be several explanations for this low rate of participation in group conferences off-campus. It is a possibility there may have been only one student teacher assigned to the off-campus supervisor and therefore, group conferences would be an impossibility. Then, too, if theory was not presented, most of the areas covered might be best presented in individual conferences. More data pertaining to individual conferences will be presented later.

An activity which 98 per cent of the graduates highly recommend being included in the supervised teaching program is information on test construction. However, it appears both

on- and off-campus supervisors have failed to do an adequate job here, as only slightly over 60 per cent of each group have participated in this activity. Many comments relating to this area were written on the questionnaire. A number of graduates stated they were at a complete loss when it came to testing and grading their first year. Some of them suggested prospective teachers should be well-informed as to the sources of suitable testing material before their first job. This area is closely related to grading, and appears to be another large problem area for beginning teachers.

Even though 86 per cent of each group participated in the grading of papers during their supervised teaching experience, over one-half of these people indicated they needed far more information on grading scales, standards, and methods of grading in general.

Nearly 97 per cent of the graduates recommend including individual work with students during supervised teaching. These data seem to indicate most supervisors are doing a fairly adequate job of having prospective teachers participate in this activity, as 86.36 per cent of the off-campus student teachers and 78.46 per cent of the on-campus student teachers did.

An activity which over 60 per cent of the graduates recommend appears to have been grossly overlooked by the supervisors. This is having student teachers work with or

help in the sponsorship of organizations. Only 18.18 per cent of the off-campus student teachers and 6.15 per cent of the on-campus student teachers participated in this activity during their supervised teaching experience. From a number of comments given by the graduates, many of them, especially the first-year teachers in the smaller school systems, are given the duty of sponsoring at least one club or organization. It would seem that even if the supervising teacher is not a sponsor of an organization, she could arrange for the student teachers to work with a teacher who is in the planning and activities of the organization.

Two-thirds of the graduates also recommend that student teachers be required to work with some extra-curricular activities of the school. Most teachers are required to do such things as selling tickets at ball games, sponsoring school classes, and sponsoring school parties. This appears to be especially true of the beginning teachers in a school system. Therefore, it seems these prospective teachers should be made aware of these things and be prepared to do them as part of their jobs. The supervising teachers could play an important role in helping the prospective teacher acquire a positive attitude toward these duties.

Various other activities were listed as being participated in, but since they are all write-in responses

indicated by only one graduate, they will not be given here. They are listed on Table III.

There was a little more consistency in the write-in responses of other activities which should be included in the supervised teaching program.

Five people, or 5.75 per cent of the respondents recommended more information on grading than was received. Two respondents recommended more actual teaching experience. Other write-in suggestions were as follows: information on motivation methods; audio-visual work; bulletin board construction; yearbook supervision; more chance for conferences; information on standards; information on actual problems of first-year teachers; information on discipline; opportunity to conduct all classes at the same time; and information on reference sources.

Many of these write-in suggestions would not be considered activities in themselves, but rather information which could be given to the student teachers in a thorough theory course, either along with or before supervised teaching.

IV. OBSERVATION

The graduates were asked to indicate whether they were required to observe before doing any actual teaching. As was expected, all of them were. This same information was derived from the data on Table III.

They were then asked to indicate how long they thought a prospective teacher should be required to observe before doing any actual teaching. These data are presented in Table IV. Nearly 50 per cent indicated two weeks was adequate time. This was the most highly recommended period. Three weeks was recommended by approximately 25 per cent, one week by 10 per cent, four weeks by 9 per cent, and six weeks by nearly 5 per cent. All other periods of time were only recommended by approximately 1 per cent of the respondents.

The data indicate that two weeks would seem to be highly adequate, as this would be long enough for the student teachers to become oriented and familiar with the students, the classroom procedures, and the methods of teaching in the various business subjects; yet, it would be a short enough time so that the student teachers wouldn't become bored and lose sight of the objectives of this observation period. In order for the observation period to be valuable, however, the student teachers must be carefully guided and instructed as to the things for which to look.

V. THEORY

Table V gives the data pertaining to the graduates' reaction to the theory presented in supervised teaching. The theory referred to here is formalized theory as presented by Mrs. Marjorie Kelly, Roosevelt High School, Kansas State

TABLE IV

RECOMMENDED LENGTH OF TIME STUDENT TEACHERS SHOULD
BE REQUIRED TO OBSERVE BEFORE DOING ACTUAL TEACHING

	Number Indicating	Per Cent Of Total Responding
One week	9	10.35
Two weeks	41	47.12
Three weeks	22	25.28
Four weeks	8	9.20
Five weeks	1	1.15
Six weeks	4	4.60
Nine weeks	1	1.15
One semester	1	1.15
Totals	87	100.00

Read Table thus: Nine, or 10.35 per cent, of the graduates responding recommend student teachers be required to observe one week before doing any actual teaching; Forty-one, or 47.12 per cent, recommend two weeks, and so on. Read remainder of Table in like manner.

Teachers College, Emporia. Along with the other experiences in the supervised teaching program, she presents lectures, discussions, and demonstrations on the methods of teaching the various business subjects.

Some off-campus supervisors also present this type of material to their student teachers, but usually in a more limited fashion, if at all.

From the data secured and the comments that were written, it appears most people use the terms theory and methods interchangeably. There appears to be a misnomer here, as it seems the term methods more adequately describes the material included.

Percentagewise, 98.46 per cent of the on-campus student teachers responding participated in this theory during supervised teaching. The one on-campus respondent who did not have theory took his supervised teaching during a six-weeks summer session. Fifteen, or 68.18 per cent, of the off-campus student teachers indicated they participated in theory. However, 5 of these people commented they took their theory on-campus while student teaching off-campus.

From these data it may be concluded that the off-campus supervisors have grossly neglected one of the most important phases of the program. There is a possibility some of these student teachers may have acquired this information given in theory in another college course, but from the responses to

TABLE V
GRADUATES' REACTION TO THEORY

	Yes	Per Cent Of Total Responding	No	Per Cent Of Total Responding
Supervised teaching theory a duplication of principles of business education theory	23	29.11	56	70.89
Prefer all theory in separate college course before supervised teaching	34	43.04	45	56.96
Theory of value in actual teaching experience	77	97.47	2	2.53

Read Table thus: Twenty-three, or 29.11 per cent, of the graduates responding felt the supervised teaching theory presented was a duplication of the principles of business education class theory; whereas, fifty-six, or 70.89 per cent, felt it was not. Read remainder of Table in like manner.

the question asking if they felt the theory presented in supervised teaching was a duplication of the theory presented in the principles of business education class, this doesn't appear very likely. Only approximately 30 per cent of the respondents felt there was any duplication. It is assumed the principles of business education class would be the one other class where undergraduates might receive any theory or methods pertaining directly to the business subjects.

A number of respondents commented they felt the principles of business education course was quite disappointing, as the material presented was either too vague or general to be useful. Three respondents indicated they felt this course was "useless."

The graduates were asked if they would have preferred to have all their theory in a separate college course before enrolling in supervised teaching. Their opinions seem to be fairly well divided, as 43.04 per cent indicated yes, and 56.96 per cent indicated no. However, 11 of the 45 respondents who indicated "no" qualified their answers with statements such as the following: "Only if taught as Mrs. Kelly teaches it."; "Most of it, but it should be reviewed again during student teaching."; and "Not if it's presented as it was in Principles of Business Education."

From these data and the qualifying statements to nearly one-fourth of the "no" answers, it might be concluded that the

type of theory or methods given in the principles of business education classes were inadequate to meet the needs of beginning teachers. It might also be concluded the theory or methods presented to those taking theory on-campus during supervised teaching were much more useful and practical in preparing students to teach the business subjects. It appears the graduates believe it would be good to have theory before supervised teaching, but either not all of it, or else have the course in which it is presented coordinated with the supervised teaching program and this theory reviewed and applied during their supervised teaching experience.

When asked if the theory presented had been helpful and of value in their teaching, approximately 98 per cent indicated it was. Only 2 out of the 79 respondents who participated in theory felt it was of no value.

The graduates were asked to list any areas they felt needed to be included and discussed in theory which had not been presented. These are shown in Table VI. A number of these areas were covered, but some of the respondents indicated areas which they felt had been inadequately discussed.

Here again, we see the data indicating a need for more information on grading, as 12 graduates wrote in this response.

Another area which has been perhaps overlooked in theory is presenting methods of grouping and teaching with

TABLE VI

AREAS GRADUATES INDICATE WERE OMITTED OR NOT
ADEQUATELY DISCUSSED IN THEORY

Area	Number Indicating
Grading	12
Adjusting to wide variance of students' abilities	5
Discipline	4
Basic business	3
Yearly planning	3
Test construction	3
Sponsorship of FBLA chapter	2
Overcoming improper facilities of some Kansas schools	2
Criteria for text adoption	2
Teaching of office practice	1
How to start off in the fall	1
Time-saving devices in grading	1
Bulletin board ideas	1
More methods	1
Small amount of distributive education	1
How to secure a job	1

Read Table thus: Twelve graduates indicated grading was an area which was either omitted or not adequately discussed in theory; Five graduates indicated adjusting to the wide variance of students' abilities was either omitted or not adequately covered, and so on. Read remainder of Table in like manner.

the objective of meeting the needs of each student. It appears the students are being taught how to teach to one group, perhaps the average, and not how to adjust their teaching materials so they will be of interest and a challenge to all their future students. Five graduates wrote in this suggestion.

Four respondents suggest more material be presented on discipline. Three indicate the need for more material on basic business subjects, yearly planning, and, once again, test construction. Two indicate the need for information on the sponsorship of FBLA Chapters and two others suggest information on methods of overcoming the limited facilities of some Kansas schools.

It would seem both the laboratory school and the cooperating schools of a college which prepares business teachers would be required to have well-organized FBLA chapters. The Future Business Leaders of America clubs are progressive clubs which do much in the preparation of students as good citizens and conscientious members of the business world. If handled properly, an FBLA chapter can also do much in the realm of guidance and in helping students see the opportunities available to them. The activities of this organization can also do much to enrich the business teacher's teaching and create greater interest in the area of business. However, it seems doubtful that business teachers going out

into the field who have had little contact with this organization and its values would be apt to organize one of these chapters at the high school level, or even be enthusiastic about sponsoring an existing chapter.

The data show a total of 8 respondents who did not participate in theory in some manner. These graduates were asked if they felt it would have been of value to them to have had this theory. All 8 responded in the affirmative.

From these data it can be concluded that these graduates felt a need for more knowledge of theory and methods so they could do a better job of teaching without so much experimentation to determine what is right or wrong and why.

VI. DUPLICATED BIBLIOGRAPHY OF TEACHING MATERIALS

The graduates were asked if they felt it would have been of value to have a bibliography of teaching materials duplicated and given them for future reference. Seventy of the 87 graduates responding specified they did. Ten of this 80 per cent who responded in the affirmative either put an exclamation mark, an asterisk, or a comment out to the side of this response indicating the importance of this list. Several wrote in statements saying this would be of great value.

Table VII lists the type of materials the graduates feel this bibliography should contain. As will be noted,

TABLE VII

MATERIALS GRADUATES BELIEVE SHOULD BE INCLUDED IN A
DUPLICATED BIBLIOGRAPHY OF TEACHING MATERIALS

Materials	Number Indicating
Sources of free and inexpensive materials	48
Films	16
Bulletin board ideas	14
Tests	10
Motivating devices	7
Dictation material	6
General business materials	6
Office practice materials	5
Grading devices	4
Timed writings	4
Workbooks	4
Standards	3
Samples of stationary and letterheads	2
Homework assignments	2
Publishers	2
Extra credit work	2
Awards	2
Visual aids	2
Forms	1
Legal documents	1
Projects in general business	1
Professional magazines and books	1
Typing drill books	1
Bookkeeping aids	1
Pamphlets	1

Read Table thus: Forty-eight graduates indicated a duplicated bibliography of teaching materials should contain sources of free and inexpensive materials; Sixteen thought this list should contain sources of films, and so on. Read remainder of Table in like manner.

48 of these respondents believe the listing should contain sources of free and inexpensive materials which may be used in the teaching of the business subjects. Other highly recommended items were sources of films, bulletin board ideas, tests, motivating devices, dictation material, general business supplementary material, and office practice materials.

From these data one might conclude that beginning teachers are not too familiar with all of the available sources of supplementary material, and that it would be of great value to them to have a duplicated bibliography to which they could refer in obtaining material to build up their files of resource material so they could do a more successful job of teaching.

VII. GRADUATES' REACTION TO THE REFERENCE FILE

In various sessions of supervised teaching during the past five years, those taking their supervised teaching on-campus, or at least their theory, have been required to compile a reference file consisting of the following sections: professional readings; teaching aids; theory notes; audio-visual information; and bulletin board ideas. The material included in the file was usually put on 5 X 8 cards and indexed in its proper section in a file box. Any supplementary material that would not fit into the file box was filed

into large manila file folders, and a cross-reference card was put in the file box.

The purpose of the section of data gathered concerning this reference file is to try to determine its value to the graduates who are now teaching, and to determine whether it should be a required activity in the supervised teaching program for business teachers.

The data state that 63.08 per cent of the respondents taking supervised teaching on-campus were required to compile a reference file, whereas only 22.73 per cent of those taking supervised teaching off-campus were required to compile one. The off-campus student teachers who were required to compile a reference file were the 5 who took theory on-campus while student teaching off-campus. A total of 46 respondents were required to compile a reference file. These people were the ones who were to evaluate this project.

Of the 46 people who were required to compile a reference file, only 2 responded they did not feel a prospective teacher should be required to compile this file.

When asked to indicate their use of the file, 43.48 per cent said they used their file frequently. Twenty-four, or 52.17 per cent, used their file occasionally, and only 4.35 per cent indicated they never used their file.

Those who never or only occasionally used their file were asked to check the reason they believed they did not

make more use of their file. Space was left for write-in responses. These data are presented in Table VIII.

Nearly one-half of these people checked they had made a poor selection of materials. Only two felt it was because the file idea in general was of little value. Various other reasons were written in, but since most are single responses they will not be given here.

It may be concluded from these data that although most of these people feel this project is of value and should be required, there should be closer supervision and more guidance in the selection of the materials while the student teachers are compiling their file. Perhaps too often the students place a greater emphasis on quantity than quality of material because the file is graded.

Eighty per cent of the graduates who compiled a reference file felt the time spent in making it has been justified by its use. From these data it might be concluded this is considered a worthwhile activity by the majority of graduates who were required to do it.

Table VIII

Read Table VIII. Twenty, or 25.13 per cent, of the graduates who were required to use their reference files indicated this was because of a poor selection of materials, two, or 2.52 per cent, indicated it was because the file idea in general is of little value, and so on. Read remainder of table in like manner.

TABLE VIII

REASONS GRADUATES NEVER OR ONLY OCCASIONALLY
USE REFERENCE FILE

	Number Indicating	Per Cent Of Total Responding
Poor selection of materials	12	46.13
File idea in general of little value	2	7.69
Lack of time	2	7.69
Material mostly 5 years old and haven't added much to it	2	7.69
Have most of it in mind	1	3.85
Frequently first year, but only occasionally now	1	3.85
Poor notes and disorganized	1	3.85
Haven't had occasion to	1	3.85
Should have larger file	1	3.85
Only have taught typing	1	3.85
Doesn't fit area teaching in	1	3.85
Material didn't always apply to what was being covered	1	3.85
Totals	26	100.00

Read Table thus: Twelve, or 46.13 per cent, of the graduates who never or only occasionally use their reference files indicated this was because of a poor selection of materials; Two, or 7.69 per cent, indicated it was because the file idea in general is of little value, and so on. Read remainder of Table in like manner.

Table IX lists the sections of the file the graduates believe should be omitted. As will be noted, teaching aids was listed on the questionnaire, but not one graduate felt this section should be left out. It might be concluded that this is the section the graduates use most in their teaching.

Six graduates felt the section on professional readings should be omitted. However, this is only 13.04 per cent of the total responding to this question.

Less than 10 per cent indicated that any of the other sections should be omitted. Nearly 80 per cent of the graduates indicated that no sections should be omitted.

A few suggestions were written in as to additional sections which should be added. There was little consistency in these responses. Several which at least two graduates suggested were sources for tests, grading, and extra-curricular activities.

It may be concluded that the graduates as a group are well-satisfied with the reference file as it is now designed. It appears it is a valuable project which is not considered "busy work," and that it has proved to be quite useful to the graduates after they are out in the field teaching.

Those who did not compile a reference file were asked if they felt it would have been of value to them to have done so. Thirty-five of the 41 people who were not required to do this indicated they felt it would have been of value.

TABLE IX
SECTIONS OF THE REFERENCE FILE WHICH
SHOULD BE OMITTED

	Number Indicating	Per Cent Of Total Responding
Professional readings	6	13.04
Teaching aids	0	.00
Theory notes	4	8.69
Audio-visual information	3	6.52
Bulletin board ideas	2	4.35
None should be omitted	36	78.26

Read Table thus: Six, or 13.04 per cent, of the total responding to this question indicated that the section on professional readings should be omitted from the reference file; none felt the section on teaching aids should be omitted, and so on. Read remainder of the Table in like manner.

Approximately 47 per cent of the graduates responding thought it would have been of value to have the other student observe and criticize their teaching, while 53 per cent replied in the negative.

From these data secured, it could be concluded that a reference file is a valuable project and that perhaps the off-campus supervisors should require their student teachers to compile one. This project might be explained and suggested to the off-campus supervisors by the on-campus supervisor in her visitations to these off-campus cooperating schools.

VIII. SUPERVISION

Approximately one-fourth of both the on-and off-campus groups of respondents felt they did not receive enough supervision during their supervised teaching experience. None felt they received too much supervision.

These data might indicate the need for a little closer supervision and more observation on the part of the supervising teacher while the student teachers are doing their actual teaching. As supervised teaching is the most important culminating phase of teacher preparation, the student teachers need much guidance in their work and much help in putting the theory and methods presented them into actual practice.

IX. OBSERVATION AND CRITICISM OF TEACHING BY OTHER STUDENT TEACHERS

Approximately 47 per cent of the graduates responding thought it would have been of value to have the other student teachers observe and criticize their teaching, while 53 per cent replied in the negative.

As the responses were so evenly divided, it is a little difficult to draw a conclusion as to the value of this procedure. However, one should consider that perhaps the caliber of student teachers who took supervised teaching along with each respondent might have a definite effect on his response. If the respondent felt the other student teachers were good teachers, he might likely consider their opinions of value, but if he felt they were poor teachers, he probably wouldn't feel their comments could be helpful.

There would appear to be value in this procedure for the student teachers doing the observing and criticizing, as they would most likely become more adept at seeing the effect certain teaching procedures have on the students, and they also might learn from others' mistakes.

X. INDIVIDUAL CONFERENCES

Eighty-two per cent of the off-campus student teachers responding participated in individual conferences with their supervisor, and 86 per cent of the on-campus group participated in these individual conferences. It appears the supervisors feel this is an important phase of supervised teaching. As most authorities state, it is the culminating phase of the entire teacher-training program.

However, as the data in Table X points out, this phase is often neglected. Over one-fourth of each group felt they

were not given the opportunity to take part in enough of these conferences. Some felt they participated in too many. A number of authorities suggest these conferences be held after out-of-class sessions in which the supervisor observes the student teacher. Many recommended these conferences also be held whenever a student is in the classroom.

TABLE X
FREQUENCY OF INDIVIDUAL CONFERENCES WITH SUPERVISOR

	Off-Campus	Per Cent Of Off-Campus Responding	On-Campus	Per Cent Of On-Campus Responding
Not enough	5	26.32	15	27.27
Adequate	14	73.68	40	72.73
Too many	0	.00	0	.00
Totals	19	100.00	55	100.00

Read Table thus: Five, or 26.32 per cent, of the off-campus graduates responding felt the number of individual conferences with the supervisor in which they took part was not enough; Fifteen, or 27.27 per cent, of the on-campus graduates responding indicated the number in which they took part was not enough, and so on. Read remainder of Table in like manner.

The student teachers' ability to motivate students was discussed in nearly 50 per cent of the off-campus conferences and 70 per cent of the on-campus conferences.

The questioning procedure of the student teachers was discussed in only 31.58 per cent of the off-campus students

were not given the opportunity to take part in enough of these conferences. None felt they participated in too many. A number of authorities suggest these conferences be held after each class session in which the supervisor observes the student teacher. Many recommend these conferences also be held whenever a student teacher feels there is a need for one, even though one is not scheduled. The student teachers should feel free to discuss any questions or problems with the supervising teacher which arise at any time.

The topics which were covered in these conferences are presented in Table XI. Nearly three-fourths of the off-campus student teachers replied that their ability to handle discipline was discussed. Approximately 64 per cent of the on-campus student teachers indicated this topic was discussed.

Grading was discussed with 84.21 per cent of the off-campus student teachers, and with 70.91 per cent of the on-campus student teachers. However, from comments written in and other data gathered pertaining to the area of grading, these discussions apparently were not adequate to meet the needs of these people.

The student teachers' ability to motivate students was discussed in nearly 80 per cent of the off-campus conferences and 70 per cent of the on-campus conferences.

The questioning procedure of the student teachers was discussed in only 31.58 per cent of the off-campus student

TOPICS COVERED IN INDIVIDUAL CONFERENCES
WITH SUPERVISOR

	Off-Campus	Per Cent Of Off-Campus Responding	On-Campus	Per Cent Of On-Campus Responding
Ability to handle discipline	14	73.68	35	63.64
Grading	16	84.21	39	70.91
Ability to motivate students	15	78.95	38	69.09
Questioning procedure	6	31.58	33	60.00
Ability to convey information to class	13	68.42	42	76.36
Appearance	8	42.11	25	45.45
Quality of voice	8	42.11	29	52.73
Poise	6	31.58	26	47.27
Individual work with students			1	1.82
Lesson planning			1	1.82
Personal problems of individual students			1	1.82
Dictation			1	1.82

Read Table thus: Fourteen, or 73.68 per cent, of the responding graduates who took supervised teaching off-campus had their ability to handle discipline discussed with them in individual conferences with their supervisor; Thirty-five, or 63.64 per cent, of the responding on-campus graduates had their ability to handle discipline discussed with them in individual conferences, and so on. Read remainder of Table in like manner.

teachers' conferences, as compared to 60 per cent of the on-campus conferences. The questioning procedure as referred to here is the student teachers' ability to question students in a manner that enables them to think through a problem and arrive at the correct solution. The ability to do this is particularly important in teaching bookkeeping.

These data seem to indicate that the off-campus supervisors are neglecting this important phase of the student teachers' training. The percentage of the on-campus students who have had this process discussed with them could be higher also. This is a very valuable teaching technique which should be worked upon and improved during supervised teaching.

Nearly 70 per cent of the off-campus student teachers had their ability to convey information to the class discussed with them. Slightly over 76 per cent of the on-campus teachers discussed this in individual conferences.

Of the three remaining topics discussed with any frequency, only the quality of the student teachers' voice was discussed in over 50 per cent of the individual conferences, and it was only discussed with 52.73 per cent of the on-campus student teachers. The off-campus percentage was 42.11 per cent.

The other two topics listed on the questionnaire, appearance and poise, were indicated by less than 50 per cent of either group.

From these data, it may be concluded that the personal characteristics of the student teachers are the topics most often omitted from the individual conferences. This might be due to the fact that these areas are more difficult to discuss with these people without causing hurt feelings. It would seem that no matter how difficult it is to present these areas tactfully, it should be the supervisors' duty to do so, as these characteristics have an important bearing on a future teacher's success.

Several graduates listed other topics which were included in these individual conferences. They were individual work with students, lesson planning, personal problems of individual students, and dictation.

Table XII lists the topics other than those already mentioned which the graduates believe should be included in these conferences. Only four were indicated with any consistency.

Five people responded they felt the problems of first-year teachers should be discussed in these conferences. Two thought discussions should be included covering the methods of overcoming limited facilities. Two indicated more information on starting off the classes at the beginning of the year should be discussed.

Only 6, or 8.1 per cent, of the respondents who took part in individual conferences felt they were not of value in

TABLE XII

OTHER TOPICS GRADUATES BELIEVE SHOULD BE
DISCUSSED IN INDIVIDUAL CONFERENCES

Topic	Number Indicating
Problems of first-year teachers	5
Overcoming limited facilities	2
More information on starting off classes at the first of the year	2
Grading	2
Extra-curricular activities	1
Curriculum organization	1
Sponsorship of school paper	1
Sponsorship of yearbook	1
Discipline	1
Motivation	1
Professional relations between teacher- administrator, teacher-teacher, and teacher-student	1
Strong and weak points of student teacher	1
Parent-teacher conferences	1

Read Table thus: Five of the 79 graduates responding to this question indicated that problems of first-year teachers should be discussed in individual conferences with the supervisor; two indicated methods of overcoming limited facilities should be discussed, and so on. Read remainder of Table in like manner.

helping them become better teachers. These data reflect the over-all opinion that this activity is highly important as the culminating phase of the supervised teaching and teacher-training program.

XI. SUPERVISORS' EVALUATION OF STUDENT TEACHERS

As was mentioned before, it might be assumed a person's responses could be influenced by his success or failure in a particular situation. It was interesting to note when tabulating the data presented in Table XIII concerning the supervisors' evaluation of student teachers how this assumption seemed to be borne out.

Only 6 on-campus and 3 off-campus respondents felt the supervisors' evaluation was biased, prejudiced, or inadequate. None of these responding as such received an "A" grade in supervised teaching. Most received "C's". Then, too, checking back over their questionnaires, these people appeared to be a great deal more critical of the supervised teaching program.

XII. PREPARATION NEEDED FROM COLLEGE BEFORE SUPERVISED TEACHING

Table XIV presents the write-in suggestions of the graduates as to the preparation they felt was needed before supervised teaching that was not provided by the college.

TABLE XIII
SUPERVISORS' EVALUATION OF STUDENT TEACHERS

	Off-Campus	Per Cent of Off-Campus Responding	On-Campus	Per Cent Of On-Campus Responding
Biased, prejudiced, or inadequate evaluation of students' teach- ing ability	3	13.64	6	9.23
Fair and adequate evaluation of students' teach- ing ability	19	86.36	59	90.77
Totals	22	100.00	65	100.00

Read Table thus: Three, or 13.64 per cent, of the responding graduates who took supervised teaching off-campus indicated the supervisor's evaluation of students' teaching ability was biased, prejudiced, or inadequate; Six, or 9.23 per cent, of the graduates who took supervised teaching on-campus indicated the supervisor's evaluation was biased, prejudiced, or inadequate, and so on. Read remainder of Table in like manner.

There was quite a lot of consistency on some suggestions. Forty-four respondents wrote statements suggesting more methods or theory. This constitutes slightly over one-half of the total group of respondents. Besides this suggestion, 5 respondents felt a specific methods course in typewriting was needed, 4 suggested a methods course in general business, and 1 suggested a methods course in shorthand. One respondent wrote, "The theory sessions held by Mrs. Kelly should be taught before supervised teaching."

Grading was once again mentioned with consistency. Seven graduates felt they needed information on grading in general before supervised teaching, and 8 stated they needed information on the specific area of grading transcription. Three felt they needed information on standards, which is tied in closely with the area of grading.

Eleven felt there was a definite need for training in dictating before supervised teaching. Two people felt they needed training in the selection of dictation materials, and one suggested training in marking material for dictation purposes.

Other preparation which was suggested to a lesser degree was information on test construction, unit planning, lesson planning, discipline, motivation techniques, methods of introducing the typewriter keyboard, subject method of filing, extra-curricular sponsorship, explanation of the

working parts of the typewriter, and a realistic approach to actual classroom problems encountered by beginning teachers.

TABLE XIV
PREPARATION NEEDED FROM COLLEGE
BEFORE SUPERVISED TEACHING

Preparation	Number Indicating
More methods and theory	44
How to dictate	11
Grading of transcription	8
Grading in general	7
Methods course in typewriting	5
Methods of teaching general business subjects	4
Standards	3
How to select materials to dictate	2
Test construction	2
Lesson planning	2
More realistic approach to actual classroom problems encountered by beginning teachers	2
Motivation techniques	2
Familiarity with all high school business texts	1
How to mark materials for dictation	1
Unit planning	1
Encouragement and enthusiasm on part of faculty	1
Methods of introducing keyboard	1
Subject method of filing	1
Training in extra-curricular sponsorship	1
Explanation of working parts of typewriter	1
Discipline	1
Methods course in shorthand	1
Theory sessions held by Mrs. Kelly taught before supervised teaching	1
More on actual daily problems of classroom	1

Read Table thus: Forty-four of the graduates responding to this question indicated a need for more methods and theory before enrolling in supervised teaching; Eleven indicated a need for more information on how to dictate, and so on. Read remainder of Table in like manner.

working parts of the typewriter, and a realistic approach to actual classroom problems encountered by beginning teachers.

It may be concluded from these data that the majority of the graduates felt inadequately prepared when they enrolled in supervised teaching. There appears to be a definite need for an undergraduate methods course. As most of the training suggested is training that could be included in a general methods course, it seems these inadequacies might all be taken care of in an undergraduate three-hour methods of instruction course for business teachers required on the junior level. In order for this course to be successful, however, there would have to be a great deal of coordination between it and the supervised teaching program. The instructor of the course and the supervisors of the student teachers in business education would have to work together closely to achieve the desired results.

XIII. FELT NEEDS ENCOUNTERED IN TEACHING EXPERIENCE NOT MET BY THE BUSINESS EDUCATION CURRICULUM

In Table XV data are presented on the felt needs the graduates have encountered during their teaching experience which were not met by the business education curriculum. It can be noted that there is quite a lot of similarity between these data and the data presented in Table XIV.

TABLE XV

FELT NEEDS ENCOUNTERED IN TEACHING EXPERIENCE
NOT MET BY BUSINESS EDUCATION CURRICULUM

Need	Number Indicating
Methods courses made available at undergraduate level	16
Better knowledge of theory for all business subjects	10
Yearbook sponsorship	6
Grading	6
Handling of differences in ability	5
Sponsorship of extra-curricular activities and organizations	5
Theory and methods in general business	3
Motivation methods for general business	3
Test construction	2
Grading of production work in office practice	2
Information on dictation	2
Organization and planning of procedures for year	2
Sources of money for educational purposes	2
Self-evaluation scale	1
Standards	1
Principles of business education should include more theory as preparation for student teaching	1
Timing of daily lessons	1
How to supervise student teachers	1
Discipline	1
Overcoming limited facilities	1
Teacher-community relations	1
Work experience outside major field	1

Read Table thus: Sixteen graduates indicated they felt there was a need for methods courses made available at the undergraduate level; ten felt there was a need for a better knowledge of theory for all business subjects, and so on. Read remainder of Table in like manner.

Sixteen graduates indicated a need for methods courses to be made available at the undergraduate level. Along the same line, 10 graduates felt they needed a better knowledge of theory for all business subjects. Three indicated the need for more theory and methods of teaching general business subjects. One graduate commented he felt the principles of business education course should include more theory as preparation for student teaching.

Training in the handling of differences in ability was a need 5 graduates expressed. Five also felt a need for training in the sponsorship of extra-curricular activities and organizations. Six indicated the need for training in yearbook organization and sponsorship.

Other needs the graduates felt were not met by the business education curriculum were training in test construction, self-evaluation, grading of office practice production work, dictation, motivation methods for general business, organization and planning of procedures for the year, timing of daily lessons, supervision of student teachers, discipline, overcoming limited facilities, and teacher-community relations. Two graduates felt they should be informed as to the sources of money for educational purposes, and one suggested the need for work experience outside a business teacher's major field.

Teachers will encounter this situation, and it seems the

From these data it may be concluded that many of the graduates feel they are definitely lacking in the basic methods of teaching business subjects. There appears to be a concensus of opinion that methods courses should be offered on the undergraduate level, rather than sending teachers out inadequately prepared to teach business subjects for several years by a trial-and-error method before coming back and receiving the preparation at the graduate level.

It seems nearly all of these needs could be met in a one-semester undergraduate methods course required of all business education majors.

From the number of times throughout the survey that the need for more training in test construction and grading has been mentioned, it would seem that the test and measurements course, if required of all prospective teachers and taught on a practical basis, could do much to alleviate this difficulty.

The one graduate who suggested training in the supervision of student teachers is a first-year teacher who has had several student teachers assigned to work under him. This seems a rather impractical situation, and if this type of training were offered, it would probably be best to offer it on the graduate level for those who are or will be engaged in this work. It is doubtful that too many first-year teachers will encounter this situation, and it seems the

undergraduate work should be concentrated on the training of teachers--not supervisors.

XIV. HOURS OF SUPERVISED TEACHING THAT SHOULD BE REQUIRED FOR FUTURE BUSINESS TEACHERS

The number of hours of supervised teaching that the graduates recommend as being adequate work experience for the beginning teacher is listed in Table XVI.

According to the established curriculum, business education majors are required to take six hours in secondary school teaching. These six hours are completed in a nine-week period, with the student teacher spending six hours each day in the classroom.

Thirty-six, or 41.38 per cent, of the 87 graduates who answered the question on the hours of supervised teaching that should be required, reported that the student teachers should spend five hours a day for nine weeks in the classroom. These graduates recommended approximately the number of hours that are now put in by student teachers.

Approximately 50 per cent of the graduates recommended from one hour a day for nine weeks to four hours a day for nine weeks. These recommendations are considerably lower than the number of hours now being required. However, there is a possibility some were referring to the actual number of hours a day they felt the student teacher should be teaching, and not the number of hours a student teacher should spend in

the classroom participating in such activities as observation, individual work with students, lesson or unit planning,

TABLE XVI
HOURS OF SUPERVISED TEACHING
RECOMMENDED BY GRADUATES

	Number Indicating	Per Cent Of Total Responding
One hour a day for nine weeks	1	1.15
Two hours a day for nine weeks	11	12.65
Three hours a day for nine weeks	18	20.69
Four hours a day for nine weeks	13	14.94
Five hours a day for nine weeks	36	41.38
Full semester	2	2.29
Two hours per week in each course	1	1.15
Half day for eighteen weeks	1	1.15
Three hours per day for full semester	1	1.15
Five hours daily for one semester	1	1.15
Full school day for at least six weeks	1	1.15
Two hours per day for three weeks	1	1.15
Totals	87	100.00

Read Table thus: One, or 1.15 per cent, of the graduates responding recommended prospective business teachers be required to spend one hour a day for nine weeks in supervised teaching; eleven, or 12.65 per cent, recommend two hours a day for nine weeks, and so on. Read remainder of Table in like manner.

satisfied with the existing program. Several people gave no suggestion.

the classroom participating in such activities as observation, individual work with students, and lesson or unit planning.

As can be seen in Table XVI, four of the graduates recommend the semester basis. This tends to point out these graduates feel the student teacher should be in contact with the classrooms over a longer period of time so that he will become better acquainted with the teaching procedures, the students, and the presentation of a greater variety of material.

XV. OTHER SUGGESTIONS FOR IMPROVEMENT OF THE SUPERVISED TEACHING PROGRAM FOR BUSINESS TEACHERS

Space was provided on the questionnaire for any other suggestions the graduates felt would improve the supervised teaching program for business teachers. These suggestions are presented in order of frequency of listing in Table XVII.

Only those indicated with consistency will be considered here because of the amount of space required for one-teacher responses. It is felt the graduates gave some suggestions worthy of consideration, and those felt to be the most important will be discussed.

Five of the 87 graduates stated they felt the supervised teaching program was quite adequate. Seven neither gave suggestions for improvement nor indicated they were satisfied with the existing program. Several people gave more than one suggestion.

TABLE XVII (continued)

OTHER SUGGESTIONS FOR IMPROVEMENT OF
THE SUPERVISED TEACHING PROGRAM

Suggestion	Number Indicating
Separate thorough theory course or courses before supervised teaching	16
Off-campus teaching to encounter more typical school situation	7
More information on grading	7
More stress on methods of teaching basic business	4
Undergraduate methods courses	4
Full week teaching in each course	4
Sponsorship of extra-curricular activities	3
Opportunity to teach in minor fields	3
Theory course to replace principles of business education	2
Theory connected with student teaching required for off-campus student teachers	2
One student teacher to each supervisor	2
Information on parent-teacher conferences	1
Small amount of distributive education theory for all	1
Advisement of students	1
More supervisors like Mrs. Kelly	1
Handling of variance of abilities	1
Duplicated bulletin board displays	1
Opportunity to teach in all business subjects	1
Teach more than one class a day	1
More specific, applicable theory in principles of business education	1
Opportunity to sit in on administrator-teacher conferences	1
Student participation in theory discussions	1
Lack of supervisors' time inhibits program	1
Coordination of on-campus theory and off-campus supervision	1
Visitation to different types and sizes of school systems for observation	1
Off-campus supervisors too lenient and uncritical	1

TABLE XVII (continued)

Suggestion	Number Indicating
Yearly planning	1
Week or two in Dean's Office to observe types of problems teachers encounter with students	1
Have young teachers in field come back and relate some of beginning experiences and problems	1
Semester of internship such as accounting majors have	1
Outside work experience	1
Better understanding of supply and demand situation as applied to teaching fields	1

Read Table thus: Sixteen graduates suggested a separate thorough theory course or courses before supervised teaching for the improvement of the supervised teaching program; seven suggested student teachers be required to do off-campus student teaching so they would encounter a more typical school situation, and so on. Read remainder of Table in like manner.

jects which would perhaps be required of all prospective teachers before taking their supervised teaching. This theory might possibly be taught in the principles of business education course, or perhaps take the place of principles of business education, as there seems to be much dissatisfaction with this course.

Seven graduates suggest more information on grading procedures. If a separate theory course were afforded, beginning teachers' problems in this area could possibly be solved or at least relieved in this course. Since this activity has been mentioned as a source of trouble so many

The most frequent suggestion, stated by 16 graduates, was that the college offer a separate theory course or courses before supervised teaching. Two suggested a theory course to replace principles of business education. One graduate stated there should be more specific, applicable theory presented in the principles of business education classes. Four others suggested separate undergraduate methods courses in the most frequently offered business subjects. Two graduates felt the theory connected with supervised teaching should be required for off-campus student teachers. A coordination of on-campus theory and off-campus supervision was suggested by one graduate. This tends to indicate once again that many beginning teachers feel inadequately prepared for teaching. It seems some consideration should be given to adding an undergraduate methods course in the teaching of business subjects which would perhaps be required of all prospective teachers before taking their supervised teaching. This theory might possibly be taught in the principles of business education course, or perhaps take the place of principles of business education, as there seems to be much dissatisfaction with this course.

Seven graduates suggest more information on grading procedures. If a separate theory course were offered, beginning teachers' problems in this area could possibly be solved or at least relieved in this course. Since this activity has been mentioned as a source of trouble so many

times throughout this survey, it would seem consideration should be given to trying to alleviate this difficulty either through a theory or methods course or the tests and measurements course.

Four graduates stated they felt more stress should be placed on the methods of teaching the basic business courses. As there appears to be a trend toward more basic business offerings in the high schools today, the area of training teachers to teach these subjects needs to be considered and improved. It would seem there should be either a separate methods course in teaching the basic business courses offered at the undergraduate level, or perhaps this information could be included in the general methods course for teaching business subjects suggested before.

Three graduates felt student teachers should have the opportunity to teach in their minor fields. On the questionnaires the graduates were asked to state their present position. It was noted that several are now teaching in areas other than business, and several are now working as guidance counselors. This perhaps explains these responses. At the present time student teachers are given the option of working in more than one area, at least to a degree.

Three graduates suggested there was a need for training in the sponsorship of extra-curricular activities. These respondents were chiefly concerned with the sponsorship

of clubs and organizations such as the Pep Club and FBLA chapters. Information along these lines could be included in the principles of business education classes or integrated into a methods course. Perhaps this type of instruction and instruction in the preparation of high school yearbooks and school newspapers could also be presented in a one-hour course or workshop at the undergraduate level. Since a majority of business teachers are required to sponsor activities, yearbooks, and a number are also required to sponsor the school newspaper, efforts should be made to see they have adequate instructions on the undergraduate level in these areas.

Seven graduates indicated they felt students should be required to do their student teaching off-campus so they would encounter a more typical school situation. However, the majority of these people did their supervised teaching off-campus, and therefore, it might be assumed their opinions are based on hearsay and not actual experience with the laboratory school. One graduate made a suggestion which could perhaps alleviate the above problem somewhat. He suggested the prospective teachers be required to visit different types and sizes of school systems for observation. This way they might become better acquainted with the various types, and knowing what they might expect when going out to teach, could better adjust to the different situations.

One graduate made a suggestion it is felt is worthy of consideration. He suggested having young teachers in the field come back to the college and relate some of their beginning experiences and problems. It would seem this would be very interesting and informative to the prospective teachers. This type of presentation could be employed in the principles of business education classes, a theory course, or possibly during scheduled conference periods in supervised teaching.

The needs of the graduates and to make recommendations for its improvement.

The evaluation of the supervised teaching program for business teachers was based on the suggestions advanced by the graduates who have participated in this program, both on- and off-campus, during the past five years, and recommendations will also be made for program improvement from these suggestions.

The information gathered is presented in summary form below:

1. Of the 47 graduates responding, 30 are first-year teachers, 17 are second-year teachers, 13 are third-year teachers, 12 are fourth-year teachers, and 7 are fifth-year teachers.

2. A majority of the graduates responding had their supervised teaching off-campus in the classroom system. Twenty had their supervised teaching on-campus in the

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to evaluate the content of the supervised teaching program for business teachers at Kansas State Teachers College, Emporia, to see how well it was meeting the needs of the graduates and to make recommendations for its improvement.

The evaluation of the supervised teaching program for business teachers was based on the suggestions submitted by the graduates who have participated in this program, both on- and off-campus, during the past five years, and recommendations will also be made for program improvement from these suggestions.

The information gathered is presented in summary form below:

1. Of the 87 graduates responding, 30 are first-year teachers, 25 are second-year teachers, 13 are third-year teachers, 12 are fourth-year teachers, and 7 are fifth-year teachers.

2. Seventeen of the graduates responding took their supervised teaching off-campus in the nine-weeks system. Twenty took their supervised teaching on-campus in the

nine-weeks system. Five took their supervised teaching off-campus in the eighteen-weeks system, and 34 took theirs on-campus in the eighteen-weeks system. Eleven took their supervised teaching on-campus during a six-weeks summer session.

3. The following activities were recommended by more than 50 per cent of the 87 graduates as being included in the supervised teaching program: observation (87), theory (79), discussion of discipline (83), reference file (63), professional reading (70), assisting regular teacher (77), lesson planning (84), actual teaching experience (87), individual conferences with supervisor (85), group conferences with supervisor (73), test construction (85), grading of papers (82), individual work with students (84), working with organizations (53), and working with extra-curricular activities (58). The number in parenthesis indicates the number recommending each activity.

4. Of the 87 graduates, 41 suggested at least two weeks observation before doing actual teaching during supervised teaching, and 22 suggested at least three weeks. All other suggestions were made by 10 per cent or less of the respondents.

5. Of the 79 respondents who had theory during supervised teaching, only 29.11 felt the theory presented in supervised teaching was a duplication of the theory presented

in principles of business education. Thirty-four of these graduates would have preferred all their theory in a separate college course before supervised teaching. Seventy-seven, or 97.47 per cent, of these graduates felt the theory was of value in their actual teaching experience.

6. The graduates indicated the following areas were either omitted or not adequately discussed in theory: grading (12), adjusting to variance of students' abilities (5), discipline (4), basic business (3), yearly planning (3), and test construction (3). These are the areas indicated by at least three or more graduates.

7. Approximately 80 per cent of the graduates felt it would have been of value to have a duplicated bibliography of teaching materials given them for future reference. Forty-eight of the graduates felt this list should contain sources of free and inexpensive materials such as films, bulletin board materials and ideas, tests, and motivating devices.

8. Forty-four of the forty-six graduates who were required to compile a reference file indicated they felt a prospective teacher should be required to compile one. Of the 52 per cent who use their files only occasionally, nearly one-half indicated it was because of a poor selection of materials. Approximately 78 per cent of these people felt none of the sections of the file should be omitted.

9. Approximately one-fourth of both the on- and off-campus groups of respondents felt they did not receive enough supervision during their supervised teaching.

10. Forty-seven per cent of the graduates indicated it would have been of value to have the other student teachers observe and criticize their teaching.

11. Over 80 per cent of both on- and off-campus student teachers participated in individual conferences. Slightly over 25 per cent of each group felt they were not given the opportunity to participate in enough conferences. The following topics were discussed with over 30 per cent of each group of respondents: ability to handle discipline, grading, ability to motivate students, questioning procedure, ability to convey information to class, appearance, quality of voice, and poise. The last three personal characteristics were discussed with the least frequency.

12. Only 9 of the 87 graduates responding felt the supervisors' evaluation of student teachers was biased, prejudiced, or inadequate.

13. The following preparation was recommended as being needed from the college before supervised teaching by at least 3 or more graduates responding: more methods and theory (44), how to dictate (11), grading of transcription (8), grading in general (7), methods course in typewriting (5),

methods of teaching general business subjects (4), and standards (3).

14. At least three or more of the graduates listed the following felt needs they had encountered in their teaching experience which were not met by the business education curriculum: methods courses made available at the undergraduate level (16), better knowledge of theory for all business subjects (10), yearbook sponsorship (6), grading (6), handling of differences in ability (5), sponsorship of extra-curricular activities and organizations (5), theory and methods in general business (3), and motivation methods for general business (3).

15. Of the 87 graduates, 36 recommended at least five hours of supervised teaching a day for nine weeks, 13 recommended four hours a day for nine weeks, 18 recommended three hours a day for nine weeks, and 11 recommended two hours a day for nine weeks. Other recommendations were indicated by only 1 or 2 respondents.

16. Of the 80 graduates writing in suggestions for the improvement of the supervised teaching program, 16 suggested a separate, thorough theory course or courses before supervised teaching; two suggested a theory course to replace principles of business education; one suggested more specific, applicable theory in principles of business education; four suggested separate undergraduate methods courses in the most

frequently offered business subjects; and two suggested the theory connected with supervised teaching be required for off-campus student teachers.

II. CONCLUSIONS

The following conclusions were made from the facts presented:

1. That the following activities should be included in the supervised teaching program: observation, theory, discussion of discipline, reference file, professional reading, assisting regular teacher, lesson planning, actual teaching experience, individual conferences with supervisor, group conferences with supervisor, test construction, grading of papers, individual work with students, work with organizations, and work with extra-curricular activities.
2. That the following activities have been more or less neglected in the supervised teaching program: theory, reference file, professional reading, assisting regular teacher, group conferences with supervisor, test construction, work with organizations, and work with extra-curricular activities.
3. That the beginning teachers need more information on grading and test construction. This appears to be a very weak area of beginning teachers. This is based on data from four different questions on the questionnaire.

4. That a two-week observation period prior to doing any actual teaching would appear to be quite adequate.
5. That the off-campus supervisors have neglected presenting theory to their student teachers during supervised teaching.
6. That the principles of business education course as it has been taught during the past five years has been of very little value to the graduates. This is based on the responses and comments of the graduates.
7. That the theory presented in supervised teaching has been of great value and more emphasis should be placed on this area of teacher-training.
8. That the graduates have not been properly trained in the methods of handling individual differences in students.
9. That a major problem area for beginning teachers is the handling of discipline.
10. That the students have not been properly oriented in the responsibilities of sponsoring organizations and extra-curricular activities while enrolled as an undergraduate.
11. That beginning teachers are not familiar with the many available sources of supplementary material.
12. That the compilation of a reference file is a worthwhile project of much value to teachers out in the field.
13. That there is a need for closer supervision of student teachers during their supervised teaching experience.

14. That the individual conferences with the supervising teacher do much in helping the student teachers become better teachers. It is also concluded that these individual conferences are often neglected by the supervisors.

15. That the students have not been properly instructed in the methods of teaching the business subjects while enrolled as an undergraduate.

III. RECOMMENDATIONS

The following recommendations are made:

1. That an undergraduate methods or theory course be established that would include instruction on how to teach typewriting, shorthand and transcription, bookkeeping, general business, and office practice. This could perhaps replace the principles of business education course, or be used for the content of this course.
2. That the undergraduate methods course be required of all business education majors during their junior year or at some time before enrolling in supervised teaching.
3. That the methods and materials presented in this methods course be closely coordinated with those used by the supervisors of the supervised teaching program.
4. That there be closer coordination between the on-campus and off-campus supervised teaching programs.

5. That the observation period of student teachers before doing any actual teaching be a minimum of two weeks and a maximum of three weeks.

6. That a one-hour course or workshop be established for instruction in yearbook and school newspaper sponsorship and organization. If this is not possible, arrangements should be made to have this material presented elsewhere.

7. That the laboratory school and all cooperating schools be required to have an established Future Business Leaders of America chapter, and that all student teachers be required to work with this organization or some other similar school organization.

8. That more applicable, practical material on grading and test construction be presented either in the tests and measurements course or in a methods course.

9. That all student teachers be required to compile a reference file similar to the one which is now required of on-campus student teachers, and that closer supervision be given in the selection of materials to be included.

10. That the present nine-weeks system of supervised teaching be maintained.

11. That more stress should be placed on the methods of teaching the basic business subjects.

12. That more emphasis be placed on the individual conferences during supervised teaching, and that they be held with more frequency.

13. That the student teachers be given a duplicated bibliography of sources of teaching materials for future reference during their supervised teaching experience.

14. That a study of this kind be accomplished by a graduate student every five years.

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APPENDIX

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The Division of Business and Business Education at the Kansas State Teachers College, Emporia, has always been proud of its program for the preparation of professionally-trained teachers in business education, but we are concerned about making this program even better. You can help with this improvement by cooperating in a study which is being undertaken at the present time. We are interested in obtaining your ideas concerning the supervised teaching program for business teachers which has been in operation during the past five years, both on- and off- campus.

This study has been authorized by Mrs. Marjorie Kelly, Supervisor of Business Education, Roosevelt High School, and Dr. Raymond B. Russell, Head of the Division of Business and Business Education, Kansas State Teachers College, Emporia. Your cooperation in this study will help us make vital improvements in the present supervised teaching program.

This study is directed toward an evaluation and revision of the present supervised teaching program for business teachers. Most of the questions on the enclosed form concern specific activities which have been included in the program at some time during the past five years. It should take you only twenty or twenty-five minutes to complete the form, as most of the questions have been set up in check-list form for your convenience. There are a few that could not be written in this form, but we felt they were vital to the study. Answer the questions to the best of your knowledge, and feel free to give your ideas and opinions on any or all activities.

Your answers will appear as a part of the total responses in the final written report. No names of people or schools will be used, and all information will be treated as strictly confidential.

We hope you will do your part to help us develop a program of which we can be even more proud. Please take time now to fill out the form and return it to us in the self-addressed, postage-free envelope.

Sincerely yours,

ROOSEVELT HIGH SCHOOL

(Mrs.) Shirley Slaymaker

Mrs. Shirley Slaymaker
Apartment D-4, Vet City
Emporia, KANSAS

Mrs. Shirley Slaymaker
Apartment D-4, Vet City
Emporia, KANSAS

DIVISION OF BUSINESS AND BUSINESS EDUCATION
Kansas State Teachers College
Emporia, Kansas

AN EVALUATION OF THE SUPERVISED TEACHING PROGRAM
FOR BUSINESS TEACHERS AT KANSAS STATE
TEACHERS COLLEGE, EMPORIA

Name _____
(last) _____ (first) _____ (middle or maiden)

Present address _____
(street) _____ (city) _____ (state)

Date _____
(month) _____ (day) _____ (year)

Position _____
School _____
Address _____
(city) _____ (state)

Date of graduation from Kansas State Teachers College _____
(month) _____ (year)

Please check the appropriate answer relative to the amount of teaching experience you have had in business education.

- | | |
|-------------------------------|-------------------------------|
| A. _____ None | E. _____ Fourth year teaching |
| B. _____ First year teaching | F. _____ Fifth year teaching |
| C. _____ Second year teaching | G. _____ Sixth year teaching |
| D. _____ Third year teaching | |

Did you take your supervised teaching off-campus? Yes _____ No _____
If off-campus, at what school? _____
(school) _____ (city) _____ (state)

Please check the appropriate answer relative to the system of supervised teaching in which you participated.

- A. _____ 9-weeks system B. _____ 18-weeks system C. _____ 6-weeks summer session

Did you feel the school where you took your supervised teaching was a typical school situation? Yes _____ No _____

Please check the following activities which were included in your supervised teaching experience. If an activity which was included is not listed, please list it under "other".

- | | |
|---|---|
| A. _____ Observation | J. _____ Group conferences with supervisor |
| B. _____ Theory | K. _____ Test construction |
| C. _____ Discussion of discipline | L. _____ Grading of papers |
| D. _____ Reference file | M. _____ Individual work with students |
| E. _____ Professional readings | N. _____ Working with organizations |
| F. _____ Assisting regular teacher | O. _____ Working with extra-curricular activities |
| G. _____ Lesson planning | P. _____ Other _____ |
| H. _____ Actual teaching experience | |
| I. _____ Individual conferences with supervisor | |

Please check the following activities you feel should be included in a supervised teaching program. If an activity not listed should be included, please list it under "other".

- | | |
|--|---|
| A. <input type="checkbox"/> Observation | J. <input type="checkbox"/> Group conferences with supervisor |
| B. <input type="checkbox"/> Theory | K. <input type="checkbox"/> Test construction |
| C. <input type="checkbox"/> Discussion of discipline | L. <input type="checkbox"/> Grading of papers |
| D. <input type="checkbox"/> Reference file | M. <input type="checkbox"/> Individual work with students |
| E. <input type="checkbox"/> Professional readings | N. <input type="checkbox"/> Sponsorship of an organization |
| F. <input type="checkbox"/> Assisting regular teacher | O. <input type="checkbox"/> Sponsorship of an extra-curricular activity |
| G. <input type="checkbox"/> Lesson planning | P. <input type="checkbox"/> Other _____ |
| H. <input type="checkbox"/> Actual teaching experience | |
| I. <input type="checkbox"/> Individual conferences with supervisor | |

Were you required to observe before doing any actual teaching during your supervised teaching experience? Yes _____ No _____

How long do you believe a prospective teacher should be required to observe before doing any actual teaching?

- | | | |
|-------------------------------------|-------------------------------------|---|
| A. <input type="checkbox"/> 1 week | C. <input type="checkbox"/> 3 weeks | E. <input type="checkbox"/> 5 weeks |
| B. <input type="checkbox"/> 2 weeks | D. <input type="checkbox"/> 4 weeks | F. <input type="checkbox"/> Other _____ |

If you took part in theory discussions and lectures during your supervised teaching experience, please complete the following items.

- A. Were you required to take the course entitled Principles of Business Education? Yes _____ No _____

If so, did you feel the theory presented in supervised teaching was merely a duplication of the theory presented in Principles of Business Education?

Yes _____ No _____

- B. Would you have preferred to have all your theory in a separate college course before enrolling in supervised teaching? Yes _____ No _____

- C. Were there any areas you feel need to be included and discussed in theory that were not covered? Yes _____ No _____

If so, please list. _____

- D. Has the theory presented to you been helpful and of value in your teaching? Yes _____ No _____

If you did not participate in theory as referred to above, do you feel it would have been of value to you? Yes _____ No _____

Do you feel it would have been of value to have a bibliography of teaching materials duplicated and given you for future reference? Yes _____ No _____

If so, what type of materials do you feel this list should contain? _____

7. If you were required to compile a reference file while taking your supervised teaching, please complete the following items.

A. Do you feel a prospective teacher should be required to compile a reference file?
Yes _____ No _____

B. Do you use your file?

A. _____ Never B. _____ Occasionally C. _____ Frequently

C. If you checked Never or Occasionally on B above, please indicate the reason you believe you do not make more use of your file.

A. _____ Poor selection of materials
B. _____ The file idea in general is of little value
C. _____ Other _____

D. Do you feel the time spent making your reference file has been justified by its use?
Yes _____ No _____

E. Please check any section of the file you believe should be omitted.

A. _____ Professional readings D. _____ Audio-visual information
B. _____ Teaching aids E. _____ Bulletin board ideas
C. _____ Theory notes F. _____ None should be omitted

F. If you believe any additional sections should be added, please list.

If you did not compile a reference file as referred to above, do you feel it would have been of value to you to have done so?
Yes _____ No _____

Please indicate the appropriate answer relative to the amount of supervision you received during your supervised teaching experience.

A. _____ Not enough B. _____ Adequate C. _____ Too much

Do you feel it would have been of help to you to have other student teachers observe and criticize your teaching?
Yes _____ No _____

Did you take part in individual conferences with your supervisor during your supervised teaching experience?
Yes _____ No _____

A. If so, please check the appropriate answer concerning the frequency of the conferences.

A. _____ Not enough B. _____ Adequate number C. _____ Too many

B. Please check the appropriate answers concerning the topics covered in these conferences.

A. _____ Ability to handle discipline F. _____ Appearance
B. _____ Grading G. _____ Quality of voice
C. _____ Ability to motivate students H. _____ Poise
D. _____ Questioning procedure I. _____ Other _____
E. _____ Ability to convey information to class

Hello Again!

As it has been a while since we first wrote you and we have not heard from you, we thought perhaps we should send you a little reminder.

We are still very interested in obtaining your ideas concerning the supervised teaching program for business teachers which has been in operation during the past five years, both on- and off- campus, at the Kansas State Teachers College, Emporia. We are sure your cooperation in this study will help us make vital improvements in the present supervised teaching program.

Please take time NOW to fill out the form and return it to us in the self-addressed, postage-free envelope. We know your comments will be of value, and we surely will appreciate your help!

Sincerely yours,

ROOSEVELT HIGH SCHOOL

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