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A DETERMINATION AND EVALUATION OF PRE-CLINICAL COMPETENCIES: THE OPINIONS OF STUDENT TEACHERS, COOPERATING TEACHERS, AND PROFESSIONAL EDUCATORS

by

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Bachelor of Science, Wisconsin State University, Eau Claire 1963
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A Dissertation

Submitted to the Faculty

of the

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in partial fulfillment of the requirements

for the degree of

Doctor of Education

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This dissertation submitted by Roger W. C. Rasmussen in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

(Chairman)

Dean of the Graduate School

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Title A DETERMINATION AND EVALUATION OF PRE-CLINICAL COMPETENCIES: THE OPINIONS OF STUDENT TEACHERS, COOPERATING TEACHERS, AND PROFESSIONAL EDUCATORS

Department Education

Degree Doctor of Education

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Signature Roger W. Casmus

Date June 17, 1971

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This study is dedicated to those people who never lost faith in me, most especially my family.

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ABSTRACT

Purpose of the Study

The purpose of this study was twofold: (1) to determine specific competencies student teachers should possess prior to the start of the clinical experience, (2) to determine how well prepared student teachers are in these competencies. These determinations were based on the opinions of University of North Dakota secondary student teachers who completed their clinical experience during the Fall 1970, the opinions of their cooperating teachers, and the opinions of selected faculty from the College of Education at the University of North Dakota.

The research was concerned with generating answers to the following questions:

1. In the opinion of each of the three groups, student teachers, cooperating teachers, and professional educators, what competencies should secondary student teachers possess prior to the clinical experience?
2. In the opinion of student teachers and cooperating teachers, how well prepared were student teachers in these competencies prior to the clinical experience?
3. Will the opinions of cooperating teachers differ significantly from those of the student teachers with respect to specific competencies student teachers should possess, and with respect to how well prepared the student teachers were in these competencies?

Procedures

The instrument used in this study was a Likert type questionnaire developed by the researcher, validated by educators, and proven reliable using the coefficient alpha test of reliability. The questionnaire contained one hundred competencies effective teachers may be expected to possess. These competencies were categorized into seven sections representing seven major competency areas: roles and responsibilities, planning, subject matter, skills, teaching and methodology, motivation and learning, and evaluation. The instrument contained two scales with four possible responses for each scale: (1) Scale 1 was to be used by the respondents to express their opinion toward each competency as a necessary prerequisite to the clinical experience. (2) Scale 2 was to be used by student teachers and cooperating teachers to express their opinion concerning the degree to which student teachers were adequately prepared in each competency.

Completed and usable questionnaires were received from sixty-three student teachers, eighty-seven cooperating teachers, and twenty professional educators.

Statistical procedures employed in the study included the tally and the related *t*-test.

Conclusions

In light of the data generated from this study, the following conclusions seem appropriate:

1. Student teachers were of the opinion that they should possess a basic understanding in ninety-one of the one hundred competencies included in the instrument.

2. Cooperating teachers were of the opinion that student teachers should possess a basic understanding in ninety-six of the one hundred competencies included in the instrument.
3. Professional educators were of the opinion that student teachers should possess a basic understanding in ninety-four of the one hundred competencies included in the instrument.
4. In the composite opinion of all three groups of respondents, all secondary student teachers should possess a basic understanding in ninety-six of the one hundred competencies included in the instrument.
5. Student teachers believed they were adequately prepared in one of the one hundred competencies; inadequately prepared in ninety-nine competencies.
6. Cooperating teachers believed student teachers were adequately prepared in none of the one hundred competencies; somewhat prepared in thirty competencies; inadequately prepared in seventy competencies.
7. In the composite opinion of student teachers and cooperating teachers, student teachers were inadequately prepared in all one hundred competencies.
8. Student teachers and cooperating teachers do not differ significantly with respect to competencies student teachers should possess prior to the clinical experience, or with respect to how adequately prepared student teachers were in these one hundred competencies prior to the clinical experience.

CHAPTER I

INTRODUCTION

Historically, American educators and institutions of higher education have endeavored to prepare highly competent teachers for secondary schools. Success in this quest has been dependent on agreement among educators as to the competencies required for an effective teacher. That success has been sporadic tests to the disagreement among educators as to what constitutes the competent teacher. Past attempts to identify and evaluate competencies teachers should possess have not been prolific or contributed significantly to improving the quality of teacher preparation.

Purpose of Study

The purpose of this research was twofold: (1) to determine specific competencies student teachers should possess prior to the start of the clinical experience, (2) to determine how well prepared student teachers are in these competencies. These determinations were based on the professional experiences and opinions of student teachers, their respective cooperating teachers, and selected faculty of the College of Education at the University of North Dakota.

The research was concerned with generating answers to the following questions:

1. In the opinion of secondary student teachers, what competencies should all student teachers possess prior to the start of the clinical experience?

2. In the opinion of cooperating teachers, what competencies should all student teachers possess prior to the start of the clinical experience?
3. In the opinion of professional educators, what competencies should all student teachers possess prior to the start of the clinical experience?
4. Will the opinions of cooperating teachers differ significantly from those of student teachers with respect to the competencies student teachers should possess prior to the start of the clinical experience?
5. In the opinion of secondary student teachers, how well prepared were they with respect to specific teacher competencies?
6. In the opinion of cooperating teachers, how well prepared was their last student teacher with respect to specific teacher competencies?
7. Will the opinions of cooperating teachers differ significantly from those of student teachers with respect to the students' preparation in specific competencies?

Background of the Problem

Since 1839, when Cyrus Peirce was appointed principal of the first state normal school in the United States, professional educators have concerned themselves with teacher competencies. Two major problems have perplexed educators since the inception of teacher preparing institutions: (1) What competencies should the teacher possess before starting the clinical experience? (2) How does the student, the employing school,

and the preparing institution know if the teacher is adequately prepared? To the first question, no answers are presently available. To the second question, the answers have been available, but educators have not made adequate use of the results to improve the preparation of future teachers.

Today, a highly concerned American public is demanding accountability from teacher educators and their institutions for the teachers they prepare. Education and the educative processes are being criticized incessantly by a public that has lost the awesome reverence it once bestowed on the teacher. Unhappy with burdening school taxes, discontent with excessive teacher demands bolstered by strikes and walk-outs, emphatic concern by local-state-and-federal officials for the high dropout rate, criticism by school administrators of the incompetent beginning teacher, and disenchantment by high school students who find schools and teachers impersonal, disinterested, boring and uninformed, has resulted in parental, public, and governmental demands for an in-depth review and analysis of teacher education.

If teacher educators and their institutions are to meet the challenge of accountability, it is imperative they assume major roles and responsibilities. The challenge has been made; unheeded, responsibility and control of teacher preparation will be assumed by non-educators or agencies outside teacher preparing institutions. Consequently, many educators and their institutions have promoted plans for evaluating the teacher education programs and the products, hopeful of identifying competencies teachers need if they are to function effectively within the classroom.

Methods employed in the past to determine desirable competencies, and to evaluate the degree to which they were possessed by teachers,

include the follow-up questionnaire and the interview. The follow-up study employing questionnaires has been used to obtain the personal opinions of graduates in the field concerning the adequacy of their preparation for teaching.

Two assumptions undergird the use of the questionnaire:

1. An important test of any program which prepares individuals to assume certain responsibilities is its importance in the actual life situation for which the training or preparation was designed.
2. The most direct way to determine such effectiveness is to ask the individuals who were prepared in the program the extent to which they felt prepared to meet their responsibilities.

This approach permits reaching a large number of respondents, simplifies the tabulation of data, permits easy follow-up of the respondent when the questionnaire is not completed, and permits the respondent to complete the items at a workable pace.

The personal interview has been used extensively to obtain the personal opinions of graduates in the field concerning the adequacy of their preparation. Its use is supported by the same assumptions as the questionnaire. The interview may provide more complete information, but lack of time, qualified interviewers, and failure to permit the respondent to work at his own pace limits the use of the interview to small populations and simple questions.

A combination of the questionnaire and interview has been used, but the additional expense, time, and number of people required has discouraged its use.

Need for the Study

An intensive and extensive survey of the literature, research studies, and a review of the unpublished theses and dissertations dealing with teacher preparation revealed no study had ever attempted to identify teacher competencies deemed essential for the student teacher prior to the start of the clinical experience. Past studies have attempted to determine what the first year teacher should know after completing student teaching, but no study has focused on prerequisites to student teaching.

There is no real evidence that the competencies required to be an effective teacher are being taught or developed by teacher educators or education departments. Rather, there seems to be evidence that much of the learning that develops the competent teacher has occurred after the student departs the college or university. Thus, it is difficult to determine if the educator or education department has prepared the teacher, or if the public or private school has made the major contribution to the preparation of the teacher. Credit has been given to the university or college, but the public schools and teachers are questioning who performs the greatest role.

The purpose of this investigation was to survey student teachers, their respective cooperating teachers, and selected teacher educators to determine their opinions concerning which teacher competencies student teachers should possess prior to the start of the student teaching experience. No study of this type has ever been attempted at the University of North Dakota, or to the writer's knowledge any other college or university. In light of the public's demand for more competent teachers, this study is inaugurated.

It is the writer's contention that the methods employed in this study are not the only means of investigating teacher competencies deemed essential for the student teacher. However, it is hoped the results of this investigation will contribute to a better understanding of the competencies required for a student teacher and to new programs that will prepare competent educators.

The Questionnaire

The questionnaire used in this research was designed to elicit responses from student teachers, cooperating teachers, and professional educators concerning their opinions toward teacher competencies student teachers should be expected to possess prior to the clinical experience. Responses were also solicited from student teachers and their respective cooperating teachers concerning the degree to which the student was prepared in each competency.

The items comprising the questionnaire were based upon the California Statement of Teacher Competence, the 1962 AACTE publication, Student Evaluation of Teaching and Learning, Vander Werf's How to Evaluate Teachers and Teaching, The Purdue Student-Teacher Opinionaire, McKeachie's "Characteristics of Effective Teaching," and evaluative instruments developed by teacher training institutions. An intensive and extensive investigation of the literature dealing with teacher competence, and the writer's experience with student teachers helped in the final determination of the 100 items and their subsequent classification into seven categories.

The 100 items comprising the questionnaire deal with skills and understandings required of the effective teacher rather than statements

about the teachers' personality, honesty, or professional and community affiliations. The Association for Student Teaching in its Twenty-eighth Annual Yearbook pointed out very clearly the need for concern in evaluating student teacher competency. Michaelis, Kinney and Bush (1949) state:

> Evaluation of student teaching is the continuous process of appraising growth of students in teaching competence as they guide the learning of children under professional supervision.
>
> In order to evaluate student teaching, clear conceptions should be developed regarding the functions of student teaching, the functions, principles, and techniques of evaluation, teaching competence, and the situation in which teaching may be observed (p. 5).
>
> A statement of teaching competence should serve to elaborate the function of student teaching and to give direction to evaluation (p. 6).

The California Council on Teacher Education developed one of the most comprehensive statements concerning the study of teaching competence.

> It is believed by the council that a statement of behavior, what the teacher actually does, is more helpful than vague reference to qualities such as personality, intelligence, appearance and character (p. 6).
>
> The foregoing statement(s) of teaching competence may be used in many ways as evaluation is carried on in the teacher-education program. It may be used to evaluate the comprehensiveness of the program and to determine whether or not all aspects of the competencies needed by successful teachers are being given attention. It may be used for self-evaluation by the student in order to determine strength and weaknesses and to make plans for improvement. It may be used as a guideline for the development of many different kinds of evaluating devices, such as charts, check-lists, rating devices.
>
> In order to be effective, evaluation must provide information as to the degree to which the purposes of the program are being achieved; identify needed revisions in practices and aims; and create a better learning situation through clarification of goals, both for instructional staff and students (p. 11).

The questionnaire developed for this study may be used to obtain opinions concerning desirable teacher competencies, and as a means of evaluating student preparation by the public school, cooperating teacher, and the teacher preparing institution.

Definition of Terms

1. Student teaching--also referred to as practice teaching, cadet teaching, apprentice teaching, teacher training, and clinical experience. The period of guided teaching during which the student takes increasing responsibility for the learning of a given group of high school students over a period of consecutive weeks.
2. Clinical experience--same as one (1) above.
3. Student teacher (ST)--also referred to as practice teacher, cadet teacher, apprentice teacher, student, and college student. The college student who is student teaching.
4. Cooperating teacher (CT)--also referred to as supervising teacher, consulting teacher, master teacher, and critic teacher. The public or private school classroom teacher to whom the student teacher is assigned and under whose supervision the student will work.
5. Professional educator (PE)--also referred to as educator, college faculty, and university faculty. The college or university teacher who works with secondary students in gaining and developing competencies in teaching.
6. Competencies--also referred to as components or competency. The skills and understandings deemed essential for efficient and effective teaching.
7. Scale 1--the portion of the questionnaire in which respondents are requested to indicate the degree to which they believe a competency should be possessed by a student.

8. Scale 2--the portion of the questionnaire in which respondents are requested to indicate the degree to which they believe the student teacher possessed preparation in the competency.
9. Basic understanding--the student teacher possesses sufficient knowledge enabling him to fulfill his role as a teacher with a minimum of supervision and assistance.
10. Basic skills--the student teacher possesses sufficient proficiency enabling him to fulfill his role as a teacher with a minimum of supervision and assistance.
11. Respondent--also referred to as participant, student teacher, cooperating teacher and professional educator. The individuals who completed each segment of the questionnaire and returned it to the writer.
12. Questionnaire--the research instrument used to obtain personal data and responses to teacher competency statements.

Delimitations

This study was concerned with determining and evaluating, through a questionnaire, competencies student teachers should possess prior to the student teaching experience. Certain delimitations are inherent in a study of this type:

1. The student teacher population was limited to those University of North Dakota secondary students who completed their experience during the Fall 1970, and who responded to all segments of the questionnaire.

2. The cooperating teacher population was limited to those teachers who worked with secondary student teachers during the Fall 1970, and who responded to all segments of the questionnaire.
3. The professional educator population was limited to those University faculty who taught or worked with secondary student teachers prior to or during the clinical experience.
4. The accuracy and completeness by each participant in the study was limited by their understanding of and experience with the competency.

Limitations

1. The large number of student teachers and their widely dispersed residence made it necessary to use the questionnaire. Failure to locate all students resulted from graduation and residence change without a forwarding address.
2. The study was limited by the interest of the respondents toward investigating and improving teacher preparation.
3. The number of items in the questionnaire (100), may have resulted in the "halo effect." Thus, responses may have been influenced by the time required to complete the questionnaire, and the repetitious nature of the items.
4. The study was limited by the number of teacher competencies included in the questionnaire. All known competencies were not included, only those consistently evident in the literature, and those a panel of fourteen experts in the field of student teaching considered as suitable for this study.

5. The findings of this study are limited by and to the respondents whose questionnaires were usable.

Procedures

This study was concerned with determining teacher competencies student teachers should possess prior to the start of their clinical experience, and the degree to which these competencies were possessed by the student prior to the experience. To secure this information it was necessary to survey the people directly involved in the preparation and clinical experience of the student. Each person involved in this study received the same type questionnaire. However, the personal data page for each group was different so as to obtain data that pertained to the training and experience of each person.

Three groups of teachers contributed directly to the determination of teacher competencies: student teachers, cooperating teachers, and college teachers. Two groups of individuals contributed to evaluating the degree to which the student possessed these competencies: student teachers, cooperating teachers. Professional educators were not requested to evaluate the preparation of each of the student teachers involved in this study with whom they worked. To request each educator to evaluate their former students on each of the 100 competencies in the questionnaire seemed unwise. The "halo" effect seemed almost a certainty.

All incomplete questionnaires were returned to the respondent with a request and directions for completing the portion left blank. A respondent returning an incompleted questionnaire was provided with a new one and with a clarification of directions.

Follow-up letters and new questionnaires were mailed to those respondents who had not returned the questionnaire within four weeks of the initial mailing date.

The raw data were extracted from the questionnaires and processed through the University of North Dakota Computer Center.

Organization of the Remainder of the Dissertation

The remainder of this research is organized into five parts. Chapter II contains a review of the literature related to this research. Chapter III contains a description of the population, a discussion of the instrument used to obtain the opinions of the respondents, a discussion of the procedures employed in handling the data, and an examination of the statistical methods employed in the analysis of the data. Chapter IV contains an analysis of the data concerned with determining competencies student teachers should possess prior to the clinical experience, and in the process provides answers to questions one through four indicated under the Purpose of Study. Chapter V contains an analysis of the data concerned with evaluating the degree to which student teachers were prepared in the competencies included in the questionnaire, and in the process provides answers to questions five through seven indicated under the Purpose of Study. Chapter VI contains conclusions, a summary of the total study, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study was concerned with determining competencies student teachers should be expected to possess prior to their clinical experience. An intensive and extensive search for literature on this subject revealed a void of information and a lack of interest by researchers in this topic. The review of dissertations, research studies, and secondary sources disclosed real interest by researchers in first year teacher competence; an indifference and definite neglect for determining and evaluating teacher readiness for the clinical experience was evident.

The deficiency of research and literature on student teacher competencies required a review of literature related to the topic. Hence, this chapter will dwell on literature related to student teacher evaluation, teacher preparation, and teacher competencies in general.

Review of Literature Related to Student Teaching

The literature is rich with information on student teaching; however, most writers have used a global approach to describe the process and the product. Writing in the 28th Annual Yearbook of the AST, Michaelis, Kinney and Bush (1949, p. 6) concluded the function of student teaching to be: ". . . bring together in teaching-learning situations the processes and understandings developed in basic courses so that increasingly higher levels of competence may be developed."

Michaelis, Kinney and Bush (1949) like many other writers concerned with evaluating student teaching viewed the clinical experience as a refinement of competencies already developed via professional and academic courses. Any attempt to evaluate student teaching will fail unless it gives attention to all aspects of teaching competence. Michaelis, Kinney and Bush (1949, p. 5) concluded:

> To evaluate student teaching, clear conception should be developed regarding the function of student teaching, the functions, principles and techniques of evaluating teacher competence(s).

Historically, clinical experience and student teaching have been synonymous terms. Blankenburg (1969, p. 244), deviating from this dated view expressed a more comprehensive and encompassing view of the clinical experience:

> Assuming clinical experience is the most valid means of conveying teaching skills, an appropriate clinical experience should be one requirement of each professional education course. And periodically (at least once a week) the prospective teacher should be required to describe how his professional course work has been implemented in his concurrent clinical experience.

Goodlad (1965) strikes out at typical aims of the clinical experience. His suggestions counteract criticisms levied at Dewey's concept of the "field" experience. Goodlad (1965) implied that too often the clinical experiences were "oriented toward the development of specific teaching or survival techniques." He suggests the experience should aim at an "understanding of education on which practice is based, rather than a refinement of skills learned in courses" (pp. 263-64).

Thompson (1970, p. 267) challenged traditional-professional education by claiming, "a misconception is that competencies can be defined in terms of courses and credits." Any teacher education program must start,

as Thompson claims, "with some conception of the kinds of competencies to be developed in teacher candidates." He concluded:

> In short, one can estimate that if teacher education institutions were to list the behavioral objectives they legitimately could set for all teacher education graduates and were to link each to a proper vehicle, the learning experience would be more varied . . . than those now obtained (p. 268).

A study by Brinegar and Schimizzi (1969) attempted to find out in what competencies student teachers were most often weak. In their study of 645 Indiana public school teachers who had taught at least five years and had supervised at least two student teachers, they sought opinions regarding which positive qualities were lacking among student teachers. The research revealed:

1. 68 per cent of the teachers believed student teachers were lacking in ability to maintain firm, but flexible discipline (p. 68).
2. 36 per cent were lacking in ability to arouse and sustain interest of pupils of varying abilities (p. 68).
3. 39 per cent lacked personal writing skills (p. 69).
4. 27 per cent lacked skills and understandings in testing and evaluation (p. 70).
5. 29 per cent lacked ability in oral expression (p. 70).

To compound the problem, Brown (1967, p. 207) found in his study of 407 student teachers at six colleges throughout the nation that 60 per cent of the student teachers' practices were in basic conflict with what they believed or would practice as a teacher.

In an extensive and intensive investigation of student teacher preparation covering a three year period, Alm (1963) made the following conclusions:

1. 41 per cent of the secondary student teachers felt inadequately prepared to understand the way students learn (p. 69).
2. 50 per cent felt inadequately prepared to motivate students to learn (p. 68).
3. 55 per cent felt inadequately prepared in developing study skills in their students (p. 73).
4. 57 per cent felt inadequate in developing effective discussions with their students (p. 73).
5. 71 per cent felt inadequate in constructing and interpreting diagnostic tests (p. 77).
6. 70 per cent felt inadequate in aiding students to evaluate their own achievement (p. 78).
7. 55 per cent felt inadequately prepared to work with parents (p. 82).
8. 56 per cent felt inadequately prepared to help students to understand and appreciate their cultural heritage (p. 81).
9. 49 per cent felt inadequately prepared to plan cooperatively with students (p. 69).
10. 33 per cent felt inadequately prepared for using effective teaching procedures (p. 72).
11. 77 per cent felt inadequate in planning and using remedial procedures (p. 77).
12. 50 per cent felt inadequately prepared for organizing the classroom for effective democratic living (p. 82).

These responses were provided by experienced teachers as they reflected back on their first year of teaching.

When the school administrators who were now employing these teachers were asked to evaluate the adequacy of their preparation, Alm (1963) found 60 per cent of the employers responding that the teachers were above average in these competencies. A serious question is raised regarding the accuracy of the teachers' perceptions. Equally important, the results of this study question the perceptions of school administrators toward competencies possessed by the teachers they hire.

Ehrhorn's study (1949) also concerned itself with the opinions of school administrators concerning what they perceived as the greatest strengths and weaknesses of recently employed teachers. The greatest strengths in the opinions of administrators were: (1) subject matter competence, (2) desire to be a teacher, (3) understanding of methods and techniques of teaching. The most significant weaknesses in the opinion of school administrators were: (1) lack of discipline, (2) failure to understand the age group (p. 2).

Ehrhorn (1949) was concerned with strengths and weaknesses of teachers. The checklist questionnaire employed in his study involved reactions to eleven teacher traits. An analysis of the questionnaire indicated very few of the traits could actually be considered competencies; rather, they were more concerned with the human-relations aspect of teaching.

A comparison of Ehrhorn's (1949) study to that of Brinegar and Schimizzi (1969) indicated the latter study found students equally inept in discipline, and in providing for the interest of pupils of a particular age group. Like Alm (1963), Ehrhorn (1949) found a lack of understanding and skill in discipline, weakness in working with students in developing study skills, hesitancy in developing effective discussions

with students, and inadequate preparation in understanding the way students learn.

Many of the writers concerned with student teaching evaluation sense a futility in determining how to evaluate the student or the experience. More importantly there seems to be a complete disagreement among authorities as to what competencies student teachers should possess both before and after the student teaching experience. This disagreement is deepened and expanded by the vast philosophical positions among teacher educators and non-educators regarding the questions: What is teaching? What does it mean to teach? What qualities does one need to teach? and, Who should be permitted to teach? The research indicates that if there is an area of agreement among the investigators who have focused on the strengths and weaknesses of student teachers, and the means for evaluating them, it would be an agreement to disagree on the question: What are the positive and negative traits found in the beginning teachers? This study attempts to determine precisely what competencies student teachers should possess prior to their clinical experience.

Review of Literature Related to Teacher Preparation

The literature on teacher preparation is vast, interesting, provocative, and contradictory. Ryans (1949, p. 691), perhaps the most prolific writer and researcher in teacher preparation and competence, admitted:

> Some of us believe good teachers to be a function of having enrolled in certain courses, some believe it to be a matter of a pleasing personality, and some that it is revealed in the discipline a teacher may be able to maintain in the classroom.

> So there exists a situation in which we are constantly engaged in selecting teachers for training and educating them professionally, and selecting them for appointment to teacher positions, while at the same time we do not really know the requirements for the job for which they are being selected and trained.

Barr and others (1952, p. 238) reaffirmed Ryans' beliefs when they criticized teacher preparation:

> To satisfy the need for (competent teachers) we have created systems for the selection and training of persons for the teaching profession. We have devised programs designed to develop these persons into the best teachers possible. We have set up procedures for supervising and training to improve teachers after they have gone to work.

Likewise, Wiersma and Vergiels (1969, p. 476) in their study of the "Relationship Between Professional Variables: A Study of Secondary Teacher Education Students" concluded: "Traditional teacher education programs often appear to be structured on the premis that the program as presented will develop the characteristics desired for effective writing."

Meierhenry (1966, p. 214) implied we must not start with a predetermined curriculum and program of teacher education, presented via the lecture/textbook approach, but rather, teacher education must start with "what constitutes the teaching act" and what behaviors are evident in the successful execution of that act, and then decide the programs and activities which the "neophyte teacher" must engage in to become competent, and to achieve the desired objectives of the program.

As Wiersma and Vergiels (1969, p. 476) concluded, "if teacher education programs are to be justified, there should be empirical evidence that they prepare the teacher for his future task."

The late Dean M. E. Haggerty of the University of Minnesota defined the effective college preparation curriculum as being, not what the instructor taught, but what the student learned.

Conant (1963), in his famous twenty-seven recommendations, hinted we should consider alternative programs and policies other than those that have become "common place" among too many teacher preparing institutions.

Combs and Mitzel (1964) were ahead of their time when they proposed we "cannot ask for more and more money" unless we can prove it is resulting in a better teacher (p. 73).

Wiersma and Vergiels (1969), like most educators concerned with improving teacher candidates, admit that preparing a teacher is a much more complex process than most educators or citizens are willing to admit. To adequately prepare competent teachers may require "unraveling the complexities of the process" and creating and "designing program components" that are teachable, testable, and achievable.

It seems logical to conclude, no profession can evade its responsibilities for "indoctrinating" new members into its ranks. This obligation becomes more demanding when public scrutiny questions the quality of the "indoctrination" and the competence of the new members. Combs and Mitzel (1964) responding to teacher evaluation concluded:

> It seems reasonable to assume that we should be able to find out what constitutes good teaching by examining what good teachers do (p. 34).
>
> It is much easier to measure what the teacher does than what he thinks or believes (p. 73).
>
> Insisting that we can not judge serves only to frighten the public. Who wants to send his child to a school where the teachers don't know what good teaching is (p. 73).

Ryans (1949, p. 691) properly placed the blame for not developing or applying adequate criteria to teaching competency; he suggested educators were "too complacent or too soft" to submit their teaching performance to appraisal by others.

Past follow-up studies by schools of education of their graduates have seldom focused on the competencies developed in the teacher preparation program. Fawcett (1965, p. 1) suggested "the evaluation of a school's effectiveness should be made in terms of professional skills that teachers display at work" rather than membership in organizations, publications, or appearance.

Evaluation of entire teacher education programs, or of portions of programs, or special areas of programs, has been haphazard and incomplete. Ebel (1966, p. 15) presented four uses of tests in evaluating teacher education programs: (1) in selection of students, (2) in advising and counseling students, (3) in evaluating the achievement in courses, (4) in helping to certify their (teachers) competence to teach.

The first and perhaps only intensive program aimed at evaluating a teacher education program for a major university was attempted by McNaughton (1944) when he developed plans for evaluating specific courses in teacher education at Stanford University. He suggested four procedures a school might use to determine its major objectives (p. 143):

1. Each course should be examined to determine to which of the broad aims of the School of Education it makes a contribution.
2. The objectives of each course should be stated in terms of student behavior.
3. The specific experience and activity each course provides in the attempt to realize its objectives should be listed.
4. The kind and variety of evidence each course uses, or might use, in verifying student achievement of the objectives should be studied.

McNaughton (p. 168) provides three questions that each teacher and department might use to determine the competencies to be developed for each course:

1. What are the objectives which you hope your students will accomplish in your course?

2. What experienes do you provide in your course in order to make possible the attainment of these objectives?
3. What methods of evaluation do you use to measure the attainment of these objectives (competencies)?

It is interesting to note that in 1944, McNaughton recommended teachers be prepared in planning lessons that will result in behavioral changes in their students. Some thirty years later educators are still puzzled over how to implement this suggestion.

To date, all major studies focusing on teacher preparation were concerned with what competencies teachers should possess once they are employed in a public or private school. It seems logical to conclude that few educators or institutions deemed it necessary to evaluate the influence and success of professional courses and experiences before the student becomes affiliated with a public or private secondary school.

Some studies have attempted to determine, within prescribed limits, what competencies teachers should possess, but fail to specify where or when in the training sequence these qualities should be developed or evaluated. Schmid (1968) attempted to study 275 college graduates in California over a three year period. A questionnaire was used to solicit the responses of women physical education teachers concerning the extent to which their college courses and experiences were relevant and provided for adequate preparation. Graduates tended to rate their preparation as average. However, a comparison of the quality of preparation and the skills needed in their present job tended to discredit their preparation.

The most comprehensive study of teacher characteristics was Ryans' (1960) "The Teacher Characteristics Study." According to Getzel and Jackson (1963, p. 567), the two major objectives of the study were:

(1) comparisons of teacher characteristics of a random sample of American teachers, (2) comparisons of teacher characteristics of teachers rated as superior or inferior by their principals.

The Study, covering six years, involved 100 separate research projects, 6000 teachers, 1700 schools, and approximately 450 school systems. The Study involved direct observations of classroom teachers by trained observers. Using paper and pencil inventories, the observer judges the teachers' abilities, preferences, and attitudes. Getzel and Jackson (1963, p. 566).

Ryans (1960) believed the qualities of good teachers were not absolutes; rather, they depended on the personality and life style of the teacher. The patterns of behavior he identified as being related to the competent teacher include: (1) warm, understanding, and friendly, (2) responsible, systematic and business-like, (3) imaginative, stimulating, and exciting. Significant differences were found among teachers of different subjects; especially evident were the variances in personality characteristics.

Getzel and Jackson (1963, p. 570) have reviewed the most relevant studies concerned with the identification and evaluation of teacher characteristics (competencies) and admit that Ryans' study is the most impressive research ever undertaken. They admit, however, that many of the shortcomings raised by other studies of this type apply equally to Ryans' study.

In a more restricted study of 701 teacher trainees, Gillis (1964, p. 595) compared teacher trainees to a non-teacher college population and found the former to be less interested in intellectualism and less inclined toward discussion, objectivity, problem solving and abstract

thinking; yet, trainees had a greater need for cognitive organization, a desire for order and attention to details, and a greater drive for emotional expression.

Thomas (1969) attempted to obtain college graduates' appraisal of their teacher preparation and concluded that the course content of teaching majors should be modified to prepare teachers for the level at which they are to teach.

Luchsinger (1969) likewise attempted to discover student teachers perceptions of their education program. He concluded that the teacher preparation program of Colorado State College did not provide the students with experiences in working effectively with pupils in unfamiliar classroom situations.

Whether educators and their institutions use the traditional approach to teacher education in which students become specialists in their subject matter, or the functional approach in which teachers learn the major functions they are required to perform within the classroom, it is essential that either approach include: (1) a determination of competencies necessary for the teacher of today and tomorrow, (2) a means of determining where in the educational process these will be learned, (3) a specific program to evaluate the competence of the student in this process, and the success of the program in achieving its objectives during the process.

Teacher preparation differs with each teacher, each institution, and each state. Teacher educators and non-educators disagree on what is effective teaching and who is the effective teacher. Students and teacher educators have polar positions concerning course requirements and course content. Public school personnel and teacher educators do

not agree on how to best prepare teachers. The views presented in this section of the review of literature indicate an active concern, by all people interested in preparing teachers, for upgrading teacher preparation programs. If teacher training institutions are to retain control of teacher preparation, it is imperative they take the initiative in meeting the needs and demands of public and private schools. To accomplish this task, the writers presented in this review claim it is necessary that each institution analyze its product, program, philosophy of teacher preparation, and then proceed to develop programs that will prepare competent teachers.

Review of Literature Related to Teacher Competencies

The literature is replete with studies on competencies required of the effective experienced teacher; it is void of significant and relevant research on competencies essential for the student teacher if he is to function effectively as a neophyte.

Teacher evaluation whether used to hire, fire, promote, demote, or to call in question past practices has been criticized by some, encouraged by few, and avoided by most. As Wagner (1969, p. 280) so skillfully stated:

> Teacher evaluation is even more than a perplexing problem-it is often an explosive one. It is imperative that measures be taken to identify the components of good teaching, and despite the difficulty and complexity of this problem, it must be assumed that what exists can be measured.

Combs and Mitzel (1964) would disagree with Wagner. They claim that objective measurement of the good teacher is impossible. They support the belief, that it is the use a teacher makes of his unique self, rather than a predetermined set of competencies all effective teachers possess in common, that results in effective teaching.

Beggs (1965, p. 106), approaching teacher competence from another perspective, suggests that "professional competence should be built upon a solid foundation of knowledge and tough scholarly acume." Intelligence is the mark of the effective and competent teacher.

Barr (1953) would not agree with Beggs' claim that the effective teacher resulted from the one dimensional-intelligent man. Barr criticized past researchers who believe they would discover the characteristics of the effective teacher. He disputes their contention that effective teaching was generally assumed to depend on one or more qualities which held true regardless of the personality or life style of the teacher, and regardless of the ability, personhood, or needs of the students.

Howsam (1969) and Fattu (1969) reviewed the research on teacher effectiveness and concluded (p. 1424):

> Research has failed to substantiate links for such characteristics as intelligence, age, experience, cultural background, socio-economic background, sex, marital status, scores on aptitude tests, job interest, voice quality, and special aptitudes.

Their review of research to 1962 revealed that those traits educators have viewed as desirable, even necessary for teachers, have little relationship to teacher effectiveness.

Kurth and Gianini (1967, p. 12) attempted to determine the influence of educational background variables in determining the competency of technical education teachers. Their study centered around 106 full time technical education teachers in Florida. They concluded from their investigation that "relatively few educational factors actually contributed greatly to the professional competencies of teachers of technical education" (p. 61).

One of the most intensive and extensive investigations in teacher education was the Charter and Waples' (1929) study of teacher traits and activities. They admit the folly of attempting to compile a definitive list of teacher competencies because the methods available to formulate objectives have not been successful or acceptable by educators (p. 10). After their investigation they concluded:

> No clear and complete picture of the duties performed by teachers has been available. . . . Nor do teacher-training instructors know which teaching duties are the most frequent, which are the most difficult to learn, and which are most important (p. 19).

Although the researchers were able to produce a composite of 1000 traits and activities characteristic of teachers, they suggest each institution must derive its own institutional objectives. Furthermore, they suggest:

> Since objectives (competencies) cannot be scientifically evaluated, and since some kind of teacher must be trained, the faculty is compelled to decide upon the educational objectives that shall dominate the teachers' activities in the public school classroom, and elsewhere (p. 13).

The data compiled in their study may be used to evaluate training courses or as a basis for building a new course. The tables (lists of traits and activities) "may be used to check the adequacy of any type of training course." However, the type of course they seem most suitable for "is the course in observation and practice teaching" (p. 30).

Comparisons of student teachers with experienced teachers is dangerous and usually unwise. Schmid and others (1962, p. 74) attempted to compare the traits of 102 experienced (although not necessarily effective) teachers with 122 inexperienced student teachers. They concluded that the characteristics of the experienced and neophyte teachers were less interrelated than was expected (p. 14).

Conant (1963, p. 54) in his attack on teacher preparation, proposed:

> For certification purpose the state should require only . . . (b) that he (student) submit evidence of having successfully performed as a student under the direction of college and public school personnel in whom the State Department has confidence, and in a practice-teaching situation of which the State Department approved.

Brown (1969) attempted to field test and demonstrate Conant's recommendation that teacher competence should determine certification. To accomplish this, Brown proposed a field test of the judgment of teacher competence in classroom performance as the potential basis for certification. The study of mammoth portions involved three phases: (1) Phase I involved training 539 observer-judges through their observations of video tapes of the teaching of five master teachers, (2) Phase II involved 569 observer-judges who made 2,859 observations, 953 evaluations of 407 student teachers from five states, (3) Phase III involved 100 of the above student teachers who were now employed as regular teachers, and 100 colleagues.

Three hundred observer-judges from the school districts where the 100 former student teachers and 100 experienced teachers worked made a total of 1892 observations and ratings. Brown (1969) made the following observations:

1. Experienced teachers were given higher ratings than beginning teachers, although no significant differences were found in their observed classroom behavior (p. 92).
2. Evaluation of teacher competence was influenced by the sex of the observer-judge and the student teacher (p. 92).
3. The older the observer the more experimental teaching he saw (p. 90).

4. First year teachers were observed to use significantly more experimental teaching practices than they did as student teachers (p. 93).
5. Observer-judge beliefs appear to strongly influence both the observational description and the evaluation rating of teacher behavior (p. 93).
6. Observational description of teachers' classroom behavior seem to be the most powerful single predictor of ratings of teacher competence (p. 93).
7. A serious belief gap was found between colleges of education and the public schools, with the student teacher caught in the middle (p. 94).

The most significant finding from this study was that there were no significant differences in the student teacher ratings during the clinical experience and those received during the first year of teaching. Hence, student teacher evaluations tended to be good predictors of anticipated future performance, at least for the first year of teaching. Brown (1969, p. 93) concludes his study by admitting, "the evaluation of teachers in terms of global competencies seems to lack justification." Teacher evaluation must consider the complex interaction of multiple components (p. 94). He would dispute Conant's recommendation based on the evidence from the study.

Researchers concerned with teacher competencies have had difficulty defining and evaluating the good (effective) teachers. Ryans (1949, p. 692) suggests two alternative methods to determine teacher effectiveness: (1) rating of teacher ability, (2) measurements of pupil change. To measure pupil change requires a longitudinal study over an extended

period of time; it requires research tools and tests to measure pupil change. The cost, time, and large number of people required to complete a task of this magnitude has discouraged such an undertaking. Thus, evaluation of teacher effectiveness (competence) has depended on "teacher ability ratings."

One small research project that attempted the awesome task of using pupil change as the criteria of teacher effectiveness was undertaken by Popham (1968) at the University of California at Los Angeles. The study involved a comparison of student performance (skills) when taught by a group of teachers and a group of non-teachers. Twenty-eight auto mechanic teachers, twenty-eight non-auto mechanic teachers, sixteen electronic teachers, and sixteen non-electronic teachers comprised the teaching group. Teacher competence was to be judged by student performance on criterion tests of job performance. An analysis of the data for the two groups revealed that students taught by teachers did not score significantly higher than those taught by non-teachers (p. 19).

One could quickly, but erroneously, conclude that evaluation of teacher effectiveness through a student performance test is an invalid and unreliable method.

Popham (1968) used student performance as his rais-on d' etre:

> If pupils do not leave a teacher's classroom markedly modified in important ways, the teacher has been unsuccessful, no matter how rhapsodic his lectures, no matter how insightful his discussions, no matter what merit his administrators believes his classroom performance to be (p. 20).

Whether one attempts to assess teacher performance or competence with a checklist of desired traits, through subjective evaluation of teacher classroom behavior, or through an evaluation of student

performance or behavioral change, the first step is to determine what to test or evaluate, and where in the learning process this evaluation will occur. Teacher education, as of yet, has not specified what to test, but it has still continued to test.

The review of literature concerned with teacher competence revealed general disagreement among researchers and writers as to whether it is possible to evaluate teacher competence with precision. The views presented in this section of the review of literature are conflicting and often times contradictory. A basis for this disagreement is a lack of agreement on the questions: What is teaching? How best might it be evaluated? Most of the writers presented in this review believe evaluation of the subjective qualities of the teacher is almost impossible; they are less pessimistic toward evaluating the skills and understandings (competencies) required for effective teaching.

Conclusions

This chapter focused on a review of literature related to student teacher competencies. Because of a void of literature dealing specifically with this topic, a review of student teacher evaluation, teacher preparation, and teacher competencies in general was undertaken. The review revealed a sense of futility among educators and researchers in determining what qualities should be evaluated and how this evaluation should be accomplished. More importantly there is a general disagreement among educators and researchers on what teacher qualities (competencies) the effective teacher should possess. While there seems to be an active and persistent concern among educators and non-educators for upgrading the teacher preparation program and improving the quality of the teachers

being prepared, there is a corresponding lack of direction and responsibility exercised by those concerned. The views presented on teacher preparation indicate program improvement and evaluation must be undertaken by each school and each state.

Since there seems to be a resistance among teachers toward attempts to evaluate their competence, determining and defining the highly effective teacher must wait until teachers feel more competent and professional. As yet, few teachers truly view themselves or their field as professional.

This study attempts to generate answers to the questions confronting writers and researchers who investigate teacher preparation: What competencies should the effective teacher possess? More specifically, what competencies should student teachers possess prior to the clinical experience? How adequately prepared are students in these competencies? If this experience is to be beneficial to the student teacher, the public school, and to the teaching profession that is attempting to professionalize itself and its practitioners, then the qualifications and competencies for admission to this experience should be determined in precise, not vague, terms.

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of this research was twofold: (1) to determine specific teacher competencies student teachers should possess prior to the start of the clinical experience, (2) to determine how well prepared student teachers are in these competencies. These determinations were based on the professional experiences and opinions of student teachers, their respective cooperating teachers, and selected faculty of the College of Education at the University of North Dakota.

This chapter contains a description of the respondents included in this study, a discussion of the instrument used to obtain the opinions of these respondents, a discussion of the procedures employed in handling the data, and an examination of the statistical methods employed in the analysis of the data.

Description of the Population

Three groups of individuals were involved in this research: (1) student teachers who had recently completed their student teaching, (2) cooperating teachers who had worked with these student teachers, (3) and professional educators who helped prepare these students for teaching. Questionnaires were mailed to all secondary education student teachers from the University of North Dakota who had completed their clinical experience during the Fall semester 1970.

The second group of respondents involved in this study were the cooperating teachers who had worked with the student teachers during their clinical experience. Questionnaires with return postage and a return envelope were provided to cooperating teachers residing outside the Grand Forks area. The teachers working within the Grand Forks school system were sent questionnaires through the school mail. Their questionnaires were returned in the same envelope to the Assistant Superintendent's office. Each of the cooperating teacher's questionnaires was numbered to make possible a careful check of returns and to facilitate the pairing of the teacher's responses with his respective student teacher's responses.

The third group involved in this research were professional educators. Questionnaires were mailed to 24 professional educators who were serving in some capacity with the Department of Secondary Education at the University of North Dakota.

Instrument

The instrument used in this study (see Appendix C) was a Likert type questionnaire/opinionnaire developed by the researcher after a thorough investigation of the literature dealing with teacher evaluation and test and evaluative instruments (questionnaires and opinionnaires). Instruments used by past researchers were reviewed and those related to this study became a part of the initial instrument. The initial instrument contained 225 competencies. This list was later modified and reduced to 100. The teacher competencies comprising the final instrument were determined after an intensive analysis of competencies found in the literature and used by other researchers. The final list of

competencies were judged by authorities in the field of teacher evaluation as desirable traits to be possessed by the effective teacher.

The instrument used in this study was tested for reliability using the coefficient alpha test. This test of reliability evaluates the inter-item homogeneity of the sub-scales (sections) of a test. The coefficient alpha test was performed on the seven sections of Scale 1 concerned with identifying competencies student teachers should possess prior to the clinical experience, and this test was performed on Scale 2 concerned with evaluating the extent to which student teachers were prepared in these competencies.

Although no attempt was made to determine the reliability of the total instrument, the reliability of a total instrument can be estimated from the reliability of the sub-scales (sections) of the instrument. The total reliability for each of the two scales can be estimated to be no less than the reliability coefficient of the section with the highest coefficient.

It is obvious from an analysis of Table 1 that the coefficients for Scale 1 ranged from .7297 to .8977. The reliability for the total instrument on Scale 1 can be estimated at .8977. The reliability for Scale 2 ranged from .8655 to .9236. The reliability for the total instrument on Scale 2 can be estimated at .9236.

It is evident from Table 1 that the alpha coefficients for the seven sections of Scale 1 are all above generally accepted reliability standards, especially for instruments of this type. Likewise, Table 1 reveals that the alpha coefficients for the seven sections on Scale 2 are all above generally accepted reliability standards for questionnaire type instruments. Each of the estimated alpha reliability

TABLE 1.--ALPHA RELIABILITY COEFFICIENTS FOR THE SEVEN SECTIONS OF SCALE 1 AND 2 OF THE RESEARCH INSTRUMENT.

Section	Competency statement	Reliability*	
		Scale 1	Scale 2
I	Understanding the roles and responsibilities of people involved with school, teaching and learning.	.7975	.8983
II	Planning for effective teaching and learning	.7295	.8655
III	Understanding subject matter.	.7709	.8740
IV	Skills in teaching and learning.	.8232	.9236
V	Understanding teaching and methodologies.	.9877	.8839
VI	Human motivation and learning.	.7883	.8735
VII	Evaluation of teaching and learning.	.7793	.8667
Total	Student teacher competencies	.8977@	.9236@

*Scale 1: Competencies student teachers should possess prior to the clinical experience.

*Scale 2: How well prepared were student teachers in the specific competencies in the questionnaire?

@Estimate of the total alpha reliability coefficient for the seven sections on Scale 1 of the instrument and for the total seven sections on Scale 2.

coefficients for Scale 1 and Scale 2 is well above accepted reliability standards. Thus, it would seem as though Scale 1 of the instrument would be quite reliable for obtaining the opinions of individuals concerning what competencies they believe student teachers should possess

prior to the clinical experience. Likewise, Scale 2 of the instrument would be quite reliable for obtaining the opinions of individuals concerning the extent to which an individual was adequately prepared in specific competencies.

Prior to the final determination of the 100 competencies, the 225 tentative competencies were placed into seven categories representing the seven major areas of teacher responsibility: (1) roles and responsibilities, (2) planning, (3) subject matter, (4) skills, (5) teaching and methodology, (6) motivation and learning, (7) evaluation. Within each group, the competencies were checked against those found in other instruments, and those used by other researchers, to determine if they fit within the context and purpose of this study.

Besides containing 100 competencies effective teachers could be expected to possess, the instrument used in this study contained two scales to be completed by the respondent: Scale 1 was to be used to express opinions toward the competency as a necessary trait to be possessed by the student teacher prior to the clinical experience. The respondent was to decide whether he strongly agreed, agreed, disagreed, or strongly disagreed that the competency should be possessed by the student teacher prior to the clinical experience.

Scale 1 had four possible responses (see Appendix C):

1. Strongly agree (SA)--A response given by a respondent toward a competency indicating the degree to which that person believed the competency should be possessed by a student teacher prior to the start of the clinical experience. By circling this response, the respondent indicated his belief

that all secondary student teachers should possess this competency, without question.

2. Agree (A)--A response given by a respondent toward a competency indicating the degree to which that person believed the competency should be possessed by a student teacher prior to the start of the clinical experience. By circling this response, the respondent indicated his belief that all secondary student teachers should possess this competency (generally) prior to student teaching.
3. Disagree (D)--A response given by a respondent toward a competency indicating the degree to which that person believed the competency should be possessed by a student teacher prior to the clinical experience. By circling this response, the respondent does not believe a student teacher should possess this competency prior to student teaching.
4. Strongly disagree (SD)--A response given by a respondent toward a competency indicating the degree to which that person believed the competency should be possessed by a student teacher prior to the clinical experience. By circling this response, the respondent definitely does not believe this competency should be possessed by a student teacher prior to the clinical experience.

Scale 1 was completed by the three groups involved in this study. Their responses were checked by two individuals at two different phases of the research; first, when the questionnaires were received; second, when the raw data was taken from the questionnaire and put on Fortran coding sheets. For statistical purposes, a numerical value was given

to each of the four possible responses on Scale 1: strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 1. These values correspond to the symbols used in the questionnaire for the four possible responses: (SA) = strongly agree; (A) = agree; (D) = disagree; (SD) = strongly disagree.

Scale 2 of this instrument (see Appendix C) was used by student teachers and cooperating teachers to indicate the degree to which they felt the student teacher was prepared in the competency. Because of the possible number of student teachers each professional educator could have worked with, it was decided not to ask this group to complete scale two; the "halo" effect was a certainty. There were four possible responses for each competency on Scale 2:

1. No preparation--Equal to 1 in the questionnaire. A response given by a respondent toward a competency indicating the degree to which the student possessed preparation in this competency. By circling this response the respondent believed the student possessed no preparation in this competency prior to the clinical experience.
2. Some preparation--Equal to 2 in the questionnaire. A response given by a respondent toward a competency indicating the degree to which the student teacher possessed preparation in the competency. By circling this response the respondent believed the student possessed some preparation in the competency, but lacked an adequate preparation.
3. Adequate preparation--Equal to 3 in the questionnaire. A response given by a respondent toward a competency indicating the degree to which the student teacher possessed

preparation in the competency. By circling this response the respondent believed the student possessed sufficient preparation in this competency to function effectively in the teacher role.

4. Considerable preparation--Equal to 4 in the questionnaire. A response given by a respondent toward a competency indicating the degree to which the student teacher possessed preparation in the competency. By circling this response the respondent believed the student teacher possessed more preparation than is normally expected from student teachers.

The responses to Scale 1 were checked by the writer and an assistant employing the same method used with Scale 2.

Attached to the front of each questionnaire was a personal data sheet (see Appendix B) requesting the respondent to provide personal data that could be used, if the researcher so desired, to make statistical comparisons. The data sheet for each group of respondents was different even though the competency questionnaire was the same for all groups. The biographical data was coded on Fortran coding sheets with the data from Scale 1 and Scale 2.

Procedures

After arriving at a composite list of student teachers, cooperating teachers, and professional educators, the instrument previously described was given a coded number. This number identified the respondent. Each student teacher and his respective cooperating teacher was given the same number. To distinguish them different color ink was used to identify which group they belonged to. Identification was also

provided by the distinct personal data sheet that was attached to the front of each questionnaire. The questionnaires of the student teacher and his cooperating teacher were paired as soon as both forms were returned. The number attached to the questionnaire mailed to the professional educator served only to indicate the group to which they belonged and to tabulate the number of returns.

Follow-up questionnaires were mailed after two weeks. In many cases a questionnaire was returned by the student teacher and not his cooperating teacher; the reverse was equally evident. Of the 115 student teachers who were sent questionnaires a total of 70 responses were secured. Of this number, it was necessary to return 10 questionnaires to the respondents who had not completed particular questions. Three of the 10 questionnaires were returned completed, resulting in a total of 63 usable questionnaires. Forty-four of the 115 student teachers graduated immediately after their clinical experience and may have moved away from the campus or their home. This may have been a factor influencing the low return.

Questionnaires were mailed to 105 cooperating teachers rather than 115, since 10 of these teachers were working with more than one student teacher. A total of 87 questionnaires were returned, representing an 80 per cent return.

Questionnaires were given to 24 professional educators. Twenty (20) completed questionnaires were received, representing an 83 per cent return. Follow-up questionnaires were sent when necessary.

Since one portion of this study involved a comparison of the student teachers' response to the cooperating teachers, a large number of paired questionnaires was desired. Of the 63 usable questionnaires

returned by the student teacher group, 12 fell into the unmatched category. Of the 87 cooperating teachers who returned usable questionnaires, 36 fell into the unmatched category. In the final analysis it was possible to match 51 pairs of student teachers and cooperating teachers. The unmatched questionnaires for both groups were used in statistical treatments not concerned with specific comparisons of student teachers and cooperating teachers.

All questionnaires, regardless of the group to which they belonged, were included in this study if they had: (1) a completed personal data sheet, (2) all required scales completed, (3) each competency statement (100) for each scale completed.

The data from each questionnaire was transposed on Fortran coding sheets, keypunched on IMB cards, and verified through the services of the University of North Dakota Computer Center and by this writer. The data was processed through an IBM 360 computer.

Statistical Treatment of the Data

The nature of the questions which this study attempted to answer required the use of the following statistics: (1) numbers, per cents, means and standard deviations, (2) related t-tests.

The following types of data were collected:

1. total number and per cent of all student teachers who responded to each of the four choices on Scale 1
2. total number and per cent of student teachers who responded to each of the four choices on Scale 2
3. total number and per cent of all cooperating teachers who responded to each of the four choices on Scale 1

4. total number and per cent of all cooperating teachers who responded to each of the four choices on Scale 2
5. total number and per cent of professional educators who responded to each of the four choices on Scale 1
6. total number and per cent of all respondents who responded to each of the four choices on Scale 1
7. total number and per cent of all respondents who responded to each of the four choices on Scale 2
8. means and standard deviations for student teachers on Scale 1
9. means and standard deviations for student teachers on Scale 2
10. means and standard deviations for cooperating teachers on Scale 1
11. means and standard deviations for cooperating teachers on Scale 2
12. means and standard deviations for professional educators on Scale 1
13. grand mean and standard deviation for all respondents on Scale 1
14. grand mean and standard deviation for all respondents who responded to Scale 2

Related *t*-tests were performed on the 51 pairs of student teachers-cooperating teachers to determine the relationship between their responses to each competency on Scale 1 and Scale 2. The *t*-value based on a two-tailed test of significance at the .05 level was

used as the basis for determining if a significant difference existed between the student teachers' responses and the cooperating teachers' responses.

The data from the tallies were used to answer the five questions posed in Chapter I which comprise the major portion of this research. The data from the related *t*-tests were used to answer the two questions posed in Chapter I which comprise the ancillary portion of this research.

CHAPTER IV

ANALYSIS OF THE DATA - PART I

The purpose of this research was twofold: (1) to determine teaching competencies student teachers should possess prior to the start of the clinical experience, (2) to determine the degree to which student teachers actually possessed these competencies. This portion of the study is concerned with generating answers to the following four questions related to purpose one above and indicated as question 1 through 4 in the Purpose of Study in Chapter I: (1) In the opinion of secondary student teachers, what competencies should all student teachers possess prior to the clinical experience? (2) In the opinion of cooperating teachers, what competencies should all student teachers possess prior to the clinical experience? (3) In the opinion of professional educators, what competencies should all student teachers possess prior to the clinical experience? (4) Will student teachers and cooperating teachers agree on competencies student teachers should possess prior to the clinical experience?

This chapter is concerned with the opinions of student teachers, cooperating teachers, and professional educators toward those competencies, listed in the seven sections of the questionnaire which student teachers should possess prior to the clinical experience. This chapter is concerned with identifying specific competencies student teachers should possess according to the perceptions of each of the three groups of respondents, and according to the combined opinions of all respondents.

Tables in this chapter contain data relevant to the purposes of this chapter.

A four point scale was used upon which the respondents were to express their opinions toward the competencies as prerequisites to the clinical experience. Number 1 represented strongly disagree, number 2 disagree, number 3 agree, and number 4 strongly agree.

The following procedures will be used throughout this chapter in presenting the data: (1) Section I contains the opinions of student teachers and is presented first. (2) A list of all 100 competencies ranked from most needed to least needed concludes Section I. (3) Section II contains the opinions of cooperating teachers and is presented second. (4) A list of the competencies cooperating teachers believe student teachers should possess in rank order from most needed to least needed concludes this section. (5) Section III contains the opinions of professional educators. (6) A list of the competencies educators believe student teachers should possess concluded Section III of the chapter. (7) Section IV contains a master list of the competencies all respondents believed student teachers should possess in rank order from most needed to least needed. This ranking is based on the grand mean for each competency. (8) Section V of this chapter contains the results from a comparison of student teacher opinions with those of their respective cooperating teachers with respect to which competencies students should possess. (9) The exact wording for each of the 100 competencies included in the questionnaire and discussed in this chapter may be found in Appendix C.

Section I: Opinions of Student Teachers

This section of Chapter IV is concerned with generating answers to question 1 of Chapter I: In the opinion of secondary student teachers, what competencies should all student teachers possess prior to the start of the clinical experience? The opinions of student teachers toward the competencies in each of the 7 sections of the questionnaire are found in Tables 2 through 8.

Roles and responsibilities of school personnel

Table 2 contains the data on student teachers' opinions toward the need for competence in understanding the roles and responsibilities of people involved directly or indirectly with school, teaching, and learning. It is evident from an analysis of the data that a minimum of 56 per cent of the students at least agreed all 15 competencies were necessary. More than 80 per cent agreed to strongly agreed student teachers should possess a basic understanding in all competencies but numbers 9, 10, and 14.

More specifically, 70 per cent strongly agreed students needed competence in understanding the high school student, 83 per cent expressed the need to understand the roles and responsibilities of the cooperating teacher, and 86 per cent the student teachers. Surprisingly, only 17 per cent strongly agreed students needed an understanding of the principal in the total education program. Likewise, 14 per cent expressed strong agreement toward competency 14 concerned with understanding the roles and responsibilities of the superintendent. In light of the data expressed toward competencies 4 and 14, it would

TABLE 2.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PEOPLE INVOLVED WITH SCHOOL, TEACHING, AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
1	38	60	24	38	1	2			3.587	.528
2	30	48	30	48	3	4			3.429	.588
3	41	65	21	33	1	2			3.635	.517
4	11	17	42	67	10	16			3.016	.582
5	14	22	42	66	6	10	1	2	3.095	.615
6	26	41	35	56	2	3			3.381	.551
7	11	17	41	65	10	16	1	2	2.984	.635
8	21	33	30	48	12	19			3.143	.715
9	8	13	35	56	19	30	1	2	2.794	.676
10	8	13	27	43	26	41	2	3	2.651	.744
11	54	86	9	14					3.857	.353
12	41	65	22	35					3.651	.481
13	52	83	11	17					3.825	.383
14	9	14	41	65	12	19	1	2	2.921	.630
15	44	70	18	28	1	2			3.683	.502

seem as though a small per cent of student teachers believed they needed a basic understanding of the roles and responsibilities of the chief administrative officers of a school or school district.

Planning competencies

It may be seen from Table 3 that 49 per cent of the student teachers expressed strong agreement toward all 10 competencies. Eighty-eight per cent expressed agreement to strong agreement toward the need to possess competence in the planning competencies. More specifically,

TABLE 3.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN PLANNING FOR EFFECTIVE TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
16	35	55	25	40	1	2	2	3	3.476	.692
17	35	56	20	32	4	6	4	6	3.365	.867
18	41	65	20	32	2	3			3.619	.551
19	44	70	17	26	1	2	1	2	3.651	.600
20	50	79	12	19	1	2			3.778	.456
21	48	76	14	22	1	2			3.746	.474
22	44	70	17	27	2	3			3.667	.539
23	31	49	30	48	2	3			3.460	.563
24	48	76	15	24					3.762	.429
25	47	75	16	25					3.746	.439

79 per cent expressed strong agreement toward understanding how to incorporate a variety of teaching techniques in a daily lesson, while 76 per cent expressed strong agreement toward understanding how to plan for the needs and abilities of slow learners, and how to incorporate the needs and wishes of the students into meaningful and achievable objectives.

Ninety-five per cent of the students expressed agreement to strong agreement with the need to understand competency 16, and competencies 18 through 25.

Subject matter competence

It is obvious from Table 4 that at least 81 per cent of the students expressed agreement to strong agreement toward all of the competencies. Other than for competencies 32 and 34, more than 90 per cent of the students expressed the belief they should possess a basic understanding of the subject matter competencies included in Section III of the questionnaire. No students expressed strong disagreement toward these competencies, while more than 37 per cent expressed strong agreement.

TABLE 4.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN SUBJECT MATTER AREA.

Compe-	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
26	49	78	11	17	3	5			3.730	.545
27	33	52	25	40	5	8			3.444	.642
28	50	79	11	18	2	3			3.762	.499
29	48	76	14	22	1	2			3.746	.474
30	39	62	20	32	4	6			3.556	.616
31	45	71	16	25	2	3			3.683	.534
32	23	37	28	44	12	19			3.175	.730
33	54	86	9	14					3.857	.353
34	26	41	27	43	10	16			3.254	.718
35	45	71	17	27	1	2			3.698	.496

Less than a majority of students expressed strong agreement toward the need to understand the historical development of the subject matter area, or to understand various theories concerning the major area of study.

A minimal per cent of disagreement was expressed by students; a maximum per cent of agreement was evident. Students were of the opinion they needed a basic understanding of the 10 competencies concerned with subject matter.

Skills in teaching and learning

Table 5 contains the data on the opinions of student teachers toward competencies 36 through 55. It is evident that more than 67 per cent of the students expressed agreement to strong agreement with the need to possess a basic understanding in the skill competencies. Eighty per cent expressed at least agreement with 17 of the 20 competencies.

The per cent who expressed strong agreement toward these competencies ranged from a low of 21 per cent for competency 54 dealing with developing and displaying bulletin boards to 71 per cent for competency 38 which was concerned with skills in questioning that stimulate critical thinking. Students expressed strong agreement toward competencies 38, 52, and 53. These 3 competencies were concerned with skills in creating thinking in students.

It is evident from the data in Table 6 that student teachers by a sizable majority believed they needed to possess basic skills in teaching and learning before they begin their student teaching.

Teaching and methodology

The opinions of student teachers toward competencies 56 through 80 are presented in Table 6. It is evident from the data that a small

TABLE 5.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN SKILLS REQUIRED IN TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
36	33	52	27	43	2	3	1	2	3.460	.643
37	29	46	29	46	5	8			3.381	.633
38	45	71	15	24	3	5			3.667	.568
39	21	33	31	49	10	16	1	2	3.143	.737
40	29	46	32	51	2	3			3.429	.560
41	32	51	28	44	2	3	1	2	3.444	.642
42	16	25	28	44	13	20	6	10	2.857	.913
43	22	35	28	44	13	21			3.143	.737
44	42	66	20	32	1	2			3.651	.513
45	41	65	20	32	2	3			3.619	.551
46	22	35	34	54	5	8	2	3	3.206	.722
47	35	56	24	38	4	6			3.492	.619
48	25	40	31	49	7	11			3.286	.658
49	17	27	34	54	11	17	1	2	3.063	.716
50	32	51	27	43	4	6			3.444	.616
51	31	49	25	40	6	10	1	2	3.365	.725
52	36	57	22	35	5	8			3.492	.644
53	41	65	21	33	1	2			3.635	.517
54	13	21	30	47	13	21	7	11	2.778	.906
55	27	43	28	44	8	13			3.302	.687

TABLE 6.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN TEACHING AND METHODOLOGIES.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
56	43	68	17	27	3	5			3.635	.576
57	37	59	25	40	2	2			3.571	.530
58	29	46	29	46	5	8			3.381	.633
59	35	56	26	41	2	3			3.524	.564
60	28	44	28	44	6	10	1	2	3.317	.714
61	34	54	28	44	1	2			3.524	.535
62	30	48	31	49	2	3			3.444	.562
63	36	57	23	37	4	6			3.508	.619
64	44	70	18	28	1	2			3.683	.502
65	28	44	34	54	1	2			3.429	.530
66	34	54	27	43	2	3			3.508	.564
67	38	60	22	35	3	5			3.556	.590
68	21	33	35	56	7	11			3.222	.634
69	18	29	29	46	12	19	4	6	2.968	.861
70	35	55	25	40	2	3	1	2	3.492	.644
71	49	77	13	21	1	2			3.762	.465
72	39	61	23	37	1	2			3.603	.525
73	35	55	27	43	1	2			3.540	.534
74	36	57	25	40	2	3			3.540	.563
75	30	48	33	52					3.476	.503
76	37	59	22	35	4	6			3.524	.618

TABLE 6--CONTINUED

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
77	28	44	30	48	5	8			3.365	.630
78	35	56	25	40	3	5			3.508	.592
79	26	41	31	49	5	8	1	2	3.302	.687
80	52	83	10	16	1	2			3.810	.435

per cent of disagreement was expressed toward 4 competencies. Larger per cents of disagreement were expressed toward 14 of the 25 competencies. Most noticeable of these was the 25 per cent disagreement to strong disagreement shown toward competency 69 which was concerned with understanding how to modify or change values. Likewise, the next largest per cent of disagreement was shown toward understanding how to modify or change attitudes. It would seem as though students either disagreed with these competencies as the rightful responsibility of the teacher, or student teachers did not believe they needed a basic understanding in these 2 competencies prior to the clinical experience.

The per cent of students who expressed agreement to strong agreement toward all 25 competencies ranged from a low of 75 per cent for competency 69 to a high of 100 per cent for competency 75. More specifically, all students believed they should have a basic understanding of how to use dissention, discussion, and dialogue in teaching and learning. Ninety-eight per cent expressed agreement to strong agreement for competencies 57, 61, 65, 66, 71 through 73, and 80. In fact, 83 per cent

expressed strong agreement toward competency 80--how to work with individuals. Seventy-seven per cent expressed strong agreement toward competency 71--understanding how to communicate what one knows in a manner that makes sense to students. Seventy per cent expressed strong agreement toward competency 64--understanding the value and use of illustrations and examples in teaching.

Table 6 presents evidence to substantiate the claim that all students should possess a basic understanding of competencies 56 through 80 concerned with teaching and methodology.

Motivation and learning

The data on students' opinions concerning competence in motivation and learning, as it related to the functions of teachers, is presented in Table 7. It was clear that 86 per cent of the students agreed to strongly agreed with the need for a basic understanding in these competencies. Only one student expressed strong disagreement with any of the 10 competencies. Fourteen per cent expressed disagreement with the need for competence in understanding motivation theories as they related to teaching. Less than 10 per cent of the students expressed disagreement toward the remaining 9 competencies.

The per cent of students who expressed strong agreement toward motivation and learning competencies were exceedingly high. More specifically, 81 per cent expressed strong agreement with competency 81--understanding how to develop rapport with students. Seventy-one per cent expressed strong agreement with the need for competence in understanding how to develop a relationship with students which is warm and inspiring, yet professional.

TABLE 7.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN UNDERSTANDING HUMAN MOTIVATION AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
81	51	81	12	19					3.810	.396
82	29	46	29	46	5	8			3.381	.633
83	43	68	18	26	2	3			3.651	.544
84	27	43	27	43	9	14			3.286	.705
85	35	56	25	40	2	3	1	1	3.492	.644
86	30	48	32	51	1	2			3.460	.534
87	41	65	21	33	1	2			3.635	.517
88	45	71	16	25	2	3			3.683	.534
89	31	49	29	46	3	5			3.444	.590
90	37	59	25	40	1	2			3.571	.530

Less than 50 per cent expressed strong agreement that student teachers need understanding in how to develop a readiness for learning in their students. Likewise, only 49 per cent expressed strong agreement with the need for competence in understanding the value and use of reward, punishment, and reinforcement in learning.

It is evident from Table 7 that a majority of the students believed they needed a basic understanding of the competencies associated with motivation and learning.

Evaluation competencies

It may be seen from Table 8 that at least 76 per cent of the students agreed to strongly agreed they should possess a basic understanding of evaluation as it relates to teaching and learning. More specifically, 98 per cent of the students were of the opinion they should possess a basic understanding of self evaluation and how to use it to improve teaching. The same per cent believed they needed competence in understanding how to help students recognize their weaknesses, strengths, and progress; 68 per cent express strong agreement toward this competency.

TABLE 8.--OPINIONS OF STUDENT TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN EVALUATION OF TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
91	17	27	37	59	7	11	2	3	3.095	.712
92	39	61	23	37	1	2			3.603	.525
93	31	49	29	46	3	5			3.444	.590
94	18	28	30	48	13	21	2	3	3.016	.793
95	43	68	19	30	1	2			3.667	.508
96	16	25	32	51	14	22	1	2	3.000	.741
97	22	35	36	57	4	6	6	1	3.254	.647
98	22	35	26	41	14	22	1	2	3.095	.797
99	28	44	33	52	1	2	1	2	3.397	.610
100	30	48	28	44	5	8			3.397	.636

Less than 30 per cent of the students expressed strong agreement with the need to understand the normal learning curve, the I. Q. myth, or the meaning of intelligence scores and achievement scores, and their interpretation. At least 20 per cent expressed strong disagreement with the need to possess competence in the above competencies.

It is evident from Table 8 that a majority of student teachers believed they needed a basic understanding of evaluation as it relates to teaching and learning.

Ranking of competencies by student teachers

Table 9 contains a master list of competencies ranked in order of perceived importance by student teachers. Ranking was based on the mean of each competency according to the 4 point scale used by the respondents to express their opinions toward the competences as prerequisites to the clinical experience. According to this scale, 1 represented strongly disagree, 2 represented disagree, 3 represented agree, and 4 represented strongly agree. Expressing these numbers in means of 3.000 and 4.000, and using 3.000 as the minimum base of agreement, it was apparent that student teachers agreed that 93 of the competencies should be possessed by them prior to the start of the clinical experience.

Forty-six per cent of the competencies had means beyond 3.500 and therefore were closer to the strongly agree response category than to agree. This could be interpreted to mean that student teachers strongly agree that they should possess competence in the first 46 competencies in Table 9. Forty-seven competencies had means between 3.500 and 3.000, and therefore were below the strongly agree response

TABLE 9.--RANKING OF COMPETENCIES IN ORDER OF PERCEIVED IMPORTANCE BY STUDENT TEACHERS.

Rank	Competency Number	Mean	Standard Deviation
1	11	3.857	.353
2	33	3.857	.353
3	13	3.825	.383
4	81	3.810	.396
5	80	3.810	.435
6	20	3.778	.456
7	24	3.762	.429
8	71	3.762	.465
9	28	3.762	.499
10	29	3.746	.404
11	25	3.746	.439
12	21	3.746	.474
13	26	3.730	.545
14	35	3.698	.496
15	15	3.683	.502
16	64	3.683	.502
17	88	3.683	.534
18	31	3.683	.534
19	95	3.667	.508
20	22	3.667	.539
21	38	3.667	.568
22	44	3.651	.213
23	12	3.651	.481
24	3	3.651	.517
25	83	3.651	.544
26	19	3.651	.600
27	53	3.635	.517
28	87	3.635	.517
29	56	3.635	.576
30	18	3.619	.551
31	45	3.619	.551
32	72	3.603	.525
33	92	3.603	.525
34	1	3.587	.528
35	57	3.571	.530
36	90	3.571	.530
37	67	3.556	.590
38	30	3.556	.616
39	73	3.540	.534
40	74	3.540	.563
41	61	3.524	.535
42	59	3.524	.564
43	76	3.524	.618
44	66	3.508	.564
45	78	3.508	.592

TABLE 9--Continued

Rank	Competency Number	Mean	Standard Deviation
46	63	3.508	.619
47	47	3.492	.619
48	70	3.492	.644
49	85	3.492	.644
50	22	3.492	.644
51	75	3.476	.503
52	16	3.476	.692
53	86	3.460	.534
54	36	3.460	.643
55	23	3.460	.692
56	62	3.444	.562
57	93	3.444	.590
58	89	3.444	.590
59	50	3.444	.616
60	41	3.444	.642
61	27	3.444	.642
62	2	3.429	.588
63	40	3.429	.560
64	65	3.429	.530
65	99	3.397	.610
66	100	3.397	.636
67	6	3.381	.551
68	37	3.381	.633
69	58	3.381	.633
70	82	3.381	.633
71	77	3.365	.630
72	51	3.365	.725
73	17	3.365	.867
74	60	3.317	.714
75	79	3.302	.687
76	55	3.302	.687
77	48	3.286	.658
78	84	3.286	.705
79	97	3.254	.647
80	34	3.254	.718
81	68	3.222	.634
82	46	3.206	.722
83	32	3.175	.730
84	8	3.143	.715
85	39	3.143	.737
86	43	3.143	.737
87	5	3.095	.615
88	91	3.095	.712
89	98	3.095	.797
90	49	3.063	.716
91	4	3.016	.582

TABLE 9--Continued

Rank	Competency Number	Mean	Standard Deviation
92	94	3.016	.793
93	96	3.000	.741
94	7	2.984	.635
95	69	2.968	.861
96	14	2.921	.630
97	42	2.857	.913
98	9	2.794	.676
99	54	2.778	.906
100	10	2.651	.744

category, but beyond the disagree category. This could be interpreted to mean that student teachers agree that they should possess these competencies, but possession was not absolutely necessary.

Competencies with means below 3.000 represent disagreement on the part of the student teacher, and therefore are not believed to be necessary prerequisites to the clinical experience.

Section II: Opinions of Cooperating Teachers

This section of Chapter IV is concerned with generating answers to question 2 of Chapter I: In the opinion of cooperating teachers, what competencies should all student teachers possess prior to the start of the clinical experience? The opinions of cooperating teachers toward the competencies in each of the 7 sections of the questionnaire will be presented in this portion of Chapter IV.

Roles and responsibilities of school personnel

It is evident from the data presented in Table 10 that a minimum of 74 per cent of the cooperating teachers believe student teachers should

TABLE 10.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PEOPLE INVOLVED WITH SCHOOL, TEACHING, AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
1	64	74	21	24	2	2			3.713	.504
2	34	39	49	56	4	5			3.345	.567
3	70	80	17	20					3.805	.399
4	34	39	49	56	4	5			3.345	.567
5	42	48	41	47	4	5			3.437	.585
6	30	34	49	56	8	9			3.253	.614
7	17	20	47	54	21	24	2	2	2.908	.725
8	30	34	47	54	10	11			3.230	.642
9	17	20	51	59	16	18	3	3	2.943	.721
10	18	21	51	58	16	18	2	2	2.977	.698
11	68	78	18	21	1	1			3.770	.450
12	55	63	31	36	1	1			3.621	.511
13	68	78	18	20	1	1			3.770	.450
14	27	31	48	55	11	13	1	1	3.161	.680
15	63	72	23	26	1	1			3.713	.480

possess a basic understanding of the 15 competencies in Section I of the questionnaire. Except for competencies 7 through 10, and 14, more than 90 per cent of the cooperating teachers expressed agreement with the need for competence in the other 10 competencies.

More specifically, 80 per cent of the teachers expressed strong agreement toward understanding the role and responsibilities of the classroom teacher in discipline. Seventy-eight per cent expressed strong agreement for a basic understanding of the student teacher, and the cooperating/supervising teacher.

Less than 32 per cent of the cooperating teachers strongly agreed students needed a basic understanding of the roles and responsibilities of the superintendent, while 39 per cent expressed this opinion toward understanding the roles and responsibilities of the principal in the total education program. Cooperating teachers are of the opinion that student teachers do not absolutely need to understand the functions of the chief administrative officers of a school or school district.

Although cooperating teachers expressed strong disagreement toward 4 competencies, the per cent expressing this view was minimal.

Planning competencies

It may be seen from Table 11 that a minimum of 86 per cent of the cooperating teachers believed students needed a basic understanding of the 10 competencies concerned with planning for effective teaching and learning. More specifically, 97 per cent expressed at least agreement toward competencies 16, 17, and 19 through 25. Eighty per cent were of the strong opinion that students needed a basic understanding of how to incorporate a variety of teaching techniques into a daily lesson plan. Seventy-five per cent expressed strong opinions toward the need for understanding the importance and use of weekly, unit or daily lesson planning, while 74 per cent expressed strong agreement toward understanding how to put flexibility into lessons.

TABLE 11.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN PLANNING FOR EFFECTIVE TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
16	65	75	18	21	3	3	1	1	3.690	.597
17	63	72	18	21	6	7			3.655	.607
18	41	47	34	39	11	13	1	1	3.322	.755
19	61	70	24	28	2	2			3.678	.517
20	70	80	15	17	2	2			3.782	.468
21	58	67	27	31	2	2			3.644	.528
22	57	66	28	32	2	2			3.632	.531
23	49	56	35	40	3	3			3.529	.567
24	49	56	35	40	3	3			3.529	.567
25	64	74	21	24	2	2			3.713	.504

An insignficant per cent of teachers expressed strong disagreement toward competencies 16 and 18. Thirteen per cent expressed disagreement with the need for student teachers to possess a basic understanding of how to involve students in lesson planning. While a minimum per cent of the teachers expressed any type of disagreement, a maximum per cent expressed agreement to strong agreement toward the 10 competencies in Section II of the questionnaire.

Subject matter competence

Table 12 reveals that a minimum of 90 per cent of the cooperating teachers were of the opinion that all student teachers needed a basic

TABLE 12.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN SUBJECT MATTER AREA.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
26	64	74	23	26					3.736	.444
27	54	62	32	37	1	1			3.609	.514
28	67	77	20	23					3.770	.423
29	63	72	24	28					3.724	.450
30	46	53	38	44	3	3			3.494	.568
31	60	69	26	30	1	1			3.678	.492
32	27	31	51	59	9	10			3.207	.613
33	56	64	29	33	2	2			3.621	.534
34	29	33	51	59	5	6	2	2	3.230	.659
35	59	68	28	32					3.678	.470

understanding of the 10 competencies in Section III of the questionnaire concerned with subject matter. More specifically, 100 per cent believed students needed competence in understanding: (1) the contribution of the subject area to the overall development of the student, (2) why the subject is being taught and why students take it, (3) how to put the subject into practical and understandable terms, (4) his subject aside from book knowledge.

Although some disagreement was expressed toward 6 of the 10 competencies, only competency 32 received 10 per cent or more disagreeing responses. The remaining five competencies received a minimal per cent of disagreeing responses.

Skills in teaching and learning

The opinions of cooperating teachers toward competencies 36 through 55 are found in Table 13. It is evident from an analysis of the data that a minimum of 78 per cent and a maximum of 100 per cent of the cooperating teachers believed student teachers should possess competence in the 20 competencies in Section IV of the questionnaire. All respondents believed students needed basic skills in: (1) oral and written communication, (2) selecting and organizing materials that are adaptable to pupil needs, interests, and capabilities, (3) operating a record player, tape recorder, film strip/slide projector and 16mm sound projector.

Although 6 competencies were given strongly disagreeing responses, the per cent of teachers expressing this opinion was less than 3 in all cases. Twenty-two per cent of the teachers expressed disagreement to strong disagreement with the need for student teacher competency in organizing and conducting a classroom debate. Likewise, 16 per cent indicated disagreement with the need for a basic understanding in organizing and conducting a field trip.

On the positive side, 70 per cent of the teachers expressed strong agreement with the need for competence in selecting and organizing materials that are adaptable to pupil needs, interests, and capabilities.

In excess of 60 per cent of the teachers expressed strong agreement with the need for competence in constructing meaningful quizzes and tests. Fifty per cent of the respondents expressed strong agreement with 10 of the 20 competencies.

TABLE 13.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN SKILLS REQUIRED IN TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
36	46	53	40	46	1	1			3.517	.525
37	46	53	37	42	3	3	1	1	3.471	.626
38	53	61	33	38	1	1			3.598	.516
39	16	18	52	60	17	20	2	2	2.943	.688
40	40	46	44	51	3	3			3.425	.563
41	45	52	40	46	2	2			3.494	.547
42	33	38	46	53	5	6	3	3	3.253	.719
43	38	43	45	52	4	5			3.391	.578
44	55	63	32	37					3.632	.485
45	61	70	26	30					3.701	.460
46	32	37	51	59	4	5			3.322	.560
47	53	61	34	39					3.609	.491
48	42	48	40	46	5	6			3.425	.603
49	20	23	53	61	11	13	3	3	3.034	.706
50	55	63	31	36	1	1			3.621	.511
51	45	52	41	47	1	1			3.506	.525
52	31	36	47	54	7	8	2	2	3.230	.694
53	45	52	39	45	3	3			3.483	.568
54	29	33	48	55	9	10	1	1	3.207	.667
55	21	24	53	61	13	15			3.092	.622

A minimum of teachers expressed disagreement toward any of the competencies; a maximum expressed agreement to strong agreement. It is evident that cooperating teachers believe all student teachers should possess a basic understanding of the skills required in teaching and learning.

Teaching and methodology

It is evident from a review of Table 14, that without exception, a sizable majority of the cooperating teachers believed student teachers needed a basic understanding of the teaching and methodology competencies in Section V of the questionnaire. Except for competency 69 in which 15 per cent of the teachers expressed disagreement, the remaining competencies were given agreement to strong agreement responses by at least 92 per cent of the respondents.

A minimum of 65 per cent expressed strong agreement with the need for a basic understanding in: (1) how to present ideas in a clear and convincing way, (2) the value and operation of small group instruction, (3) the value and use of illustrations and examples in teaching, (4) how to communicate what one knows in a manner that makes sense to students.

While a minor per cent of cooperating teachers expressed strong disagreement toward 3 competencies, a sizable per cent expressed disagreement toward the need for competency by student teachers in how to change or modify values. Surprisingly, only 8 per cent expressed disagreeing opinions toward the need for competence in how to modify or change attitudes.

Although teachers expressed some type of disagreement toward 18 of the 25 competencies, the percentages were so low, except for competency 69, that it would be accurate to assume that without question,

TABLE 14.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN TEACHING AND METHODOLOGIES.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
56	57	66	30	34					3.655	.478
57	59	68	26	30	2	2			3.655	.524
58	37	43	43	49	6	7	1	1	3.333	.659
59	50	57	34	39	3	3			3.540	.567
60	36	41	44	51	6	7	1	1	3.322	.656
61	56	64	30	34	1	1			3.632	.508
62	43	49	40	46	4	5			3.448	.586
63	44	51	41	47	2	2			3.483	.547
64	61	70	26	30					3.701	.460
65	42	48	42	48	3	3			3.448	.566
66	48	55	36	41	3	3			3.517	.568
67	52	60	33	38	2	2			3.575	.542
68	36	41	44	51	7	8			3.333	.623
69	30	34	44	51	13	15			3.195	.679
70	46	53	39	45	2	2			3.506	.547
71	63	72	24	28					3.724	.450
72	41	47	42	48	4	5			3.425	.583
73	54	62	30	34	3	3			3.586	.561
74	36	57	25	40	2	3			3.575	.542
75	43	49	38	44	6	7			3.425	.622
76	42	48	41	47	3	3	1	1	3.425	.622

TABLE 14--Continued

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
77	43	49	41	47	3	3			3.460	.567
78	47	54	37	43	3	3			3.506	.568
79	37	43	43	49	7	8			3.345	.626
80	66	76	19	22	2	2			3.736	.493

most cooperating teachers believe student teachers need a minimum basic understanding of the 25 teaching and methodology competencies.

Motivation and learning competencies

The data on cooperating teachers' opinions toward the 10 competencies concerned with motivation and learning is presented in Table 15. It is very evident that more than 90 per cent of the teachers agree student teachers should possess a basic understanding of motivation and learning. More specifically, a minimum of 41 per cent expressed strong agreement toward all 10 competencies. Sixty-eight per cent expressed strong agreement toward the need for a basic understanding of how to make his authority understood and accepted in a gracious manner, while 67 per cent indicated strong agreement toward the need for competency in understanding the value and methods of creating favorable learning environments. Seventy-one per cent expressed strong opinion toward the need for a basic understanding of how to develop a relationship with students which is warm and inspiring, yet professional.

TABLE 15.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN UNDERSTANDING HUMAN MOTIVATION AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
81	57	66	30	34					3.655	.478
82	36	41	45	52	5	6	1	1	3.333	.641
83	50	57	34	39	3	3			3.540	.567
84	42	48	41	47	4	5			3.437	.585
85	59	68	27	31	1	1			3.667	.498
86	48	55	38	44	1	1			3.540	.524
87	53	61	33	38	1	1			3.598	.516
88	62	71	24	28	1	1			3.701	.485
89	50	57	29	33	7	8	1	1	3.471	.696
90	58	67	29	33					3.667	.474

Disagreement toward 8 of the 10 competencies was expressed, but the per cent indicating this opinion was minimal. The largest disagreement was expressed toward competency 89, understanding the value and use of reward, punishment, and reinforcement in learning.

Evaluation competencies

It is evident from a review of Table 16 that teachers disagreed quite strongly in 3 cases with the need for competency in evaluation of teaching and learning, although it is equally evident that more than 75 per cent of the teachers expressed agreement to strong agreement toward the 10 competencies.

TABLE 16.--OPINIONS OF COOPERATING TEACHERS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN EVALUATION OF TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
91	25	29	53	61	9	10			3.184	.601
92	45	52	41	47	1	1			3.506	.525
93	36	41	47	54	4	5			3.368	.573
94	23	26	45	52	18	21	1	1	3.034	.723
95	53	61	33	38	1	1			3.598	.516
96	20	23	50	57	14	16	3	3	3.000	.731
97	35	40	48	55	4	5			3.356	.570
98	22	25	44	51	20	23	1	1	3.000	.731
99	39	45	45	52	3	3			3.414	.561
100	38	44	43	49	5	6	1	1	3.356	.647

The per cent of teachers who expressed strong agreement toward the need for competence in the 10 competencies was not high. More specifically, less than 50 per cent of the teachers indicated strong agreement toward the need for student teacher competence in understanding the value of evaluation in grading, promotion, reward, punishment, reinforcement, and retention. Forty-four per cent indicated strong agreement toward the need for competence in how to evaluate evaluating instruments, but only 29 per cent strongly believed student teachers needed a basic understanding of the meaning of intelligence scores and achievement scores and their interpretation.

On the other hand, the table indicates 61 per cent of the supervising teachers strongly believed student teachers needed a basic understanding of how to help students recognize their weaknesses, strengths, and progress.

More than 19 per cent of the teachers expressed disagreement toward the need for competence in understanding: (1) the I. Q. myth, (2) the normal learning curve, (3) how to develop or construct non-grading evaluative instruments and how to use these instruments and interpret the results.

Ranking of competencies by cooperating teachers

Table 17 contains a master list of competencies in rank order of perceived importance by cooperating teachers. Ranking was based on the mean of each competency according to the 4 point scale used by the respondents to express their opinions toward the competencies as prerequisites to the clinical experience. According to this scale, 1 represented strongly disagree, 2 represented disagree, 3 represented agree, and 4 represented strongly agree. Expressing these numbers in means of 3.000 and 4.000, and using 3.000 as the minimum base of agreement, it was apparent that cooperating teachers agreed that 96 of the competencies should be possessed by the student teacher prior to the start of the clinical experience.

Fifty-one per cent of the competencies had means beyond 3.500 and therefore were closer to the strong agreement than agreement. This could be interpreted to mean that cooperating teachers strongly agreed that student teachers should possess competence in the first 51 competencies.

TABLE 17.--RANKING OF COMPETENCIES IN ORDER OF PERCEIVED IMPORTANCE BY COOPERATING TEACHERS.

Rank	Competency Number	Mean	Standard Deviation
1	3	3.805	.399
2	20	3.782	.468
3	28	3.770	.423
4	11	3.770	.450
5	13	3.770	.450
6	26	3.736	.444
7	80	3.736	.493
8	29	3.724	.450
9	71	3.724	.450
10	15	3.713	.480
11	1	3.713	.504
12	25	3.713	.504
13	45	3.701	.460
14	64	3.701	.460
15	88	3.701	.485
16	16	3.690	.597
17	35	3.678	.470
18	31	3.678	.492
19	19	3.678	.517
20	90	3.667	.474
21	85	3.667	.498
22	81	3.655	.478
23	56	3.655	.478
24	57	3.655	.524
25	17	3.655	.607
26	21	3.644	.528
27	44	3.632	.485
28	61	3.632	.508
29	22	3.632	.531
30	12	3.621	.511
31	50	3.621	.511
32	33	3.621	.534
33	47	3.609	.491
34	27	3.609	.514
35	38	3.598	.516
36	87	3.598	.516
37	95	3.598	.516
38	73	3.586	.561
39	67	3.575	.542
40	74	3.575	.542
41	86	3.540	.524
42	83	3.540	.567
43	59	3.540	.567
44	23	3.529	.567
45	24	3.529	.567

TABLE 17--Continued

Rank	Competency Number	Mean	Standard Deviation
46	36	3.517	.525
47	66	3.517	.568
48	51	3.506	.525
49	92	3.506	.525
50	70	3.506	.547
51	78	3.506	.568
52	41	3.494	.547
53	30	3.494	.568
54	63	3.483	.547
55	54	3.483	.568
56	37	3.471	.626
57	89	3.471	.696
58	77	3.460	.567
59	65	3.448	.566
60	62	3.448	.586
61	84	3.437	.585
62	85	3.437	.585
63	40	3.425	.563
64	72	3.425	.583
65	48	3.425	.603
66	75	3.425	.622
67	76	3.425	.622
68	99	3.414	.561
69	43	3.391	.578
70	93	3.368	.573
71	97	3.356	.570
72	100	3.356	.647
73	2	3.345	.567
74	4	3.345	.567
75	79	3.345	.626
76	68	3.333	.623
77	82	3.333	.641
78	58	3.333	.659
79	46	3.322	.560
80	60	3.322	.656
81	18	3.322	.755
82	6	3.253	.614
83	42	3.253	.719
84	8	3.230	.642
85	34	3.230	.659
86	52	3.230	.694
87	32	3.207	.613
88	54	3.207	.667
89	69	3.195	.679
90	91	3.184	.601
91	14	3.161	.680

TABLE 17--Continued

Rank	Competency Number	Mean	Standard Deviation
92	55	3.092	.622
93	49	3.034	.706
94	94	3.034	.731
95	96	3.000	.731
96	98	3.000	.731
97	10	2.977	.698
98	39	2.943	.688
99	9	2.943	.721
100	7	2.908	.725

Forty-five competencies had means between 3.500 and 3.000, and therefore were below strong agreement but above disagreement. This could be interpreted to mean that cooperating teachers agreed that student teachers should possess these competencies, but possession was not absolutely necessary.

Competencies with means below 3.000 represent disagreement on the part of the cooperating teacher, and therefore are not believed to be necessary prerequisites to the clinical experience.

Section III: Opinions of Professional Educators

This section of Chapter IV is concerned with generating answers to question 3 of Chapter I: In the opinion of professional educators, what competencies should all student teachers possess prior to the start of the clinical experience? The tables in this portion of the chapter contain the opinions of professional educators toward the competencies in each of the 7 sections of the questionnaire.

Roles and responsibilities

It is very evident from the data presented in Table 18 that professional educators did not agree on what competencies student teachers should possess. Although more than 65 per cent of the professional educators agreed all 10 competencies were necessary prerequisites to

TABLE 18.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PEOPLE INVOLVED WITH SCHOOL, TEACHING, AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Main	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
1	16	80	4	20					3.800	.410
2	4	20	15	75	1	5			3.150	.489
3	12	60	7	35	1	5			3.550	.605
4	7	35	9	45	3	15	1	5	3.100	.852
5	6	30	12	60	1	5	1	5	3.150	.745
6	6	30	12	60	1	5	1	5	3.150	.745
7	1	5	14	70	4	20	1	5	2.750	.639
8	7	35	11	55	2	10			3.250	.639
9			13	65	6	30	1	5	2.600	.598
10			13	65	5	25	2	10	2.550	.686
11	18	90	2	10					3.900	.308
12	12	60	8	40					3.600	.503
13	18	90	2	10					3.900	.308
14	1	5	13	65	5	25	1	5	2.700	.657
15	15	75	5	25					3.750	.444

the clinical experience, the per cent who at least agreed ranged from 100 per cent for competencies 1, 11, 12, 13, and 15 to 65 per cent for competencies 9 and 10. Likewise, the per cent of professional educators who strongly agreed ranged from 90 per cent for competency 13 and 11 to 0 per cent for competencies 9 and 10. It would seem as though few professional educators strongly believed students needed to understand the roles and responsibilities of the secretarial staff or the janitorial staff. Likewise, only 5 per cent strongly believed the student needed a basic understanding of the roles and responsibilities of the guidance counselor in discipline, or those of the superintendent.

Educators expressed disagreement with 10 of the 15 competencies ranging from 5 per cent to 30 per cent. Other than those previously mentioned, 20 per cent expressed disagreeing to strongly disagreeing opinions toward the need for competence in understanding the roles and responsibilities of the principal in the total education program. Interestingly, only 35 per cent expressed strong agreement with this same competency.

A wide range of opinions was evident with regards to those competencies in which educators expressed strong agreement. A complete lack of strongly agreeing responses was evident in the table for competencies 9 and 10. Ninety per cent expressed strong agreement toward a basic understanding of the roles and responsibilities of the student teacher, and the cooperating teacher, while 80 per cent expressed this opinion toward competency 1. Surprisingly, only 75 per cent of the educators expressed the opinion that students definitely need to understand the high school student. Likewise, only 60 per cent were of the

strong opinion that students should understand the functions of the college supervisor.

The wide variance of opinions expressed toward these 10 competencies indicated a lack of agreement among professional educators concerning the need to understanding the roles and responsibilities of people involved directly or indirectly with school, teaching, and learning.

Planning competencies

The data for competencies 16 through 25 comprising Section II of the questionnaire and concerned with planning for effective teaching and learning are found in Table 19. It is evident from a review of the

TABLE 19.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN PLANNING FOR EFFECTIVE TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
16	18	90	2	10					3.900	.308
17	19	95			1	5			3.900	.447
18	8	40	10	50	2	10			3.300	.657
19	12	60	8	40					3.600	.503
20	19	95	1	5					3.950	.224
21	11	55	9	45					3.550	.510
22	9	45	11	55					3.450	.510
23	13	65	7	35					3.650	.489
24	11	55	8	40	1	5			3.450	.759
25	17	85	3	15					3.850	.366

data contained in the table that professional educators, with minor exceptions, unanimously agreed that student teachers needed a basic understanding in all of the planning competencies.

It may be further noted from Table 19 that no less than 40 per cent of the educators expressed strong agreement with any of the competencies. More notable in this category, 95 per cent believed students needed a basic understanding in daily lesson planning with meaningful and achievable objectives, and an understanding of how to incorporate a variety of teaching techniques into a daily lesson. In addition, 85 per cent expressed strong opinions toward understanding the importance and use of weekly, unit or chapter lesson plans, and 85 per cent were of the strong opinion that students needed to know how to put flexibility into lessons.

Although disagreement was expressed toward competencies 17, 18, and 24, the per cent who expressed this opinion was minimal.

Subject matter competence

It may be seen in Table 20 that 95 per cent of the educators agreed the competencies found in Section III of the questionnaire, concerning competence in subject matter, are necessary prerequisites to student teaching.

It may be noted that 55 per cent of the respondents strongly agreed student teachers needed a basic understanding in all of the competencies except numbers 32 and 34. Most notable among the competencies that received a large per cent of strongly agreeing responses was competency 33 concerned with understanding how to relate subject matter to students' lives and experiences. A majority of the educators

TABLE 20.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN SUBJECT MATTER AREA.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
26	16	80	4	20					3.800	.410
27	13	65	7	35					3.650	.489
28	17	85	3	15					3.850	.366
29	17	85	3	15					3.850	.366
30	11	55	9	45					3.550	.510
31	14	70	6	30					3.700	.470
32	5	25	14	70	1	5			3.200	.523
33	19	95	1	5					3.950	.224
34	8	40	11	55	1	5			3.350	.587
35	16	80	4	20					3.800	.410

did not strongly agree that students needed to understand the historical development of the subject, or understand the various theories concerning his subject. These 2 competencies were the only ones to receive any type of disagreeing response, and then, the per cent expressing this opinion was insignificant.

Skills in teaching and learning

Table 21 contains the data on the opinions of professional educators toward the 20 competencies in Section IV of the questionnaire concerned with skills in teaching and learning. It is evident from the data that professional educators do not agree among themselves on what competencies student teachers should possess prior to student teaching. The

TABLE 21.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN SKILLS REQUIRED IN TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
36	5	25	12	60	3	15			3.100	.641
37	12	60	8	40					3.600	.503
38	18	90	1	5	1	5			3.850	.489
39	6	30	8	40	6	30			3.000	.795
40	11	55	9	45					3.550	.510
41	11	55	9	45					3.550	.510
42	6	30	12	60	2	10			3.200	.616
43	7	35	12	60	1	5			3.300	.571
44	16	80	4	20					3.800	.410
45	16	80	4	20					3.800	.410
46	7	35	12	60	1	5			3.300	.571
47	7	35	12	60	1	5			3.300	.571
48	4	20	13	65	3	15			3.050	.605
49	6	30	10	50	4	20			3.100	.718
50	14	70	6	30					3.700	.470
51	6	30	13	65	1	5			3.250	.550
52	7	35	13	65					3.350	.489
53	15	75	5	25					3.750	.444
54	2	10	16	80	2	10			3.000	.459
55	3	15	13	65	4	20			2.950	.605

per cent of educators who expressed strong agreement toward the need for a basic understanding ranged from 10 per cent for competency 54, to 90 per cent for competency 38, with less than 30 per cent expressing this opinion toward 13 of the 20 competencies.

Even though 70 per cent of the educators expressed a minimum of agreement toward all of the competencies, it was evident some differences in opinion exist regarding the need for skills in: (1) organizing and conducting classroom debates, (2) producing A-V materials, (3) operating A-V equipment, or (4) conducting parent-teacher conferences. Even in light of the disagreement expressed toward the above competencies, it is very evident from Table 21 that a significant per cent of respondents agreed that student teachers should possess the basic skills required in teaching and learning comprising Section IV of the questionnaire.

Teaching and methodology competencies

It is obvious from a review of Table 22 that a minimum of 80 per cent of the professional educators agreed to strongly agreed that students need a basic understanding in the teaching and methodology competencies found in Section V of the questionnaire. Other than for 7 of the 25 competencies, 100 per cent of the educators were of the opinion that student teachers needed competency in 13 specific competency areas.

The range of strongly agreeing responses varied from 20 per cent for competency 79, which was concerned with understanding the value and use of the lecture, to a maximum of 90 per cent for competency 71 which was concerned with understanding how to communicate what one knows in a manner that makes sense to the student.

TABLE 22.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN TEACHING AND METHODOLOGIES.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
56	16	80	4	20					3.800	.410
57	14	70	6	30					3.700	.470
58	6	30	11	55	3	15			3.150	.671
59	12	60	8	40					3.600	.503
60	13	65	7	35					3.650	.489
61	11	55	9	45					3.550	.510
62	12	60	6	30	2	10			3.500	.688
63	15	75	5	25					3.750	.444
64	15	75	5	25					3.750	.444
65	8	40	11	55	1	5			3.350	.587
66	15	75	5	25					3.750	.444
67	16	80	4	20					3.800	.410
68	8	40	12	60					3.400	.503
69	6	30	12	60	2	10			3.200	.616
70	12	60	8	40					3.600	.503
71	18	90	2	10					3.900	.308
72	16	80	4	20					3.800	.410
73	13	65	7	35					3.650	.489
74	13	65	7	35					3.650	.489
75	9	45	10	50	1	5			3.400	.598
76	12	60	8	40					3.600	.503

TABLE 22--Continued

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
77	8	40	10	50	2	10			3.300	.657
78	10	50	10	50					3.500	.513
79	4	20	12	60	4	20			3.000	.649
80	16	80	4	20					3.800	.410

A minimum of 50 per cent of the respondents expressed strong agreement with 18 of the 25 competencies, while 0 per cent expressed strong disagreement toward any of the competencies. Even in light of the fairly high per cent who expressed disagreement toward 7 of the competencies, it was evident a sizable majority of professional educators were of the opinion that student teachers need a basic understanding of the competencies associated with teaching and methodology contained in the instrument used in this study.

Motivation and learning competencies

The data in Table 23 indicates that no less than 85 per cent of the respondents were of the opinion that students needed a basic understanding in the competencies associated with human motivation and learning. Other than for competency 85 and 89, the remaining 8 competencies were selected by 100 per cent of the educators as prerequisite competencies to the clinical experience.

The per cent of educators who expressed strong agreement ranged from 20 per cent for the competency concerned with presenting old ideas

TABLE 23.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN UNDERSTANDING HUMAN MOTIVATION AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
81	17	85	3	15					3.850	.366
82	4	20	16	80					3.200	.410
83	12	60	8	40					3.600	.503
84	11	55	9	45					3.550	.510
85	12	60	5	25	3	15			3.450	.759
86	10	50	10	50					3.500	.513
87	17	85	3	15					3.850	.366
88	16	80	4	20					3.800	.410
89	13	65	6	30	1	5			3.550	.759
90	15	75	5	25					3.750	.444

in a new light to 85 per cent for competency 81 concerned with understanding how to develop rapport with students, and 85 per cent for competency 87 concerned with understanding how to use pupil experiences to enrich and give meaning to content/subject matter. Interestingly, only 50 per cent of the educators were of the strong opinion that students needed a basic understanding on how to develop a readiness for learning in high school students.

A insignificant 15 per cent of the educators expressed disagreement toward the competency concerned with understanding how to make ones authority understood and accepted in a gracious manner.

Evaluation competencies

Although the data in Table 24 indicates that 75 per cent of the educators at least agreed with the need for student teacher competence in evaluating learning and teaching, it was evident real disagreement was shown toward competency 91 concerned with understanding the meaning of intelligence scores, achievement scores, and their interpretation, and competency 96 concerned with understanding the normal learning curve.

TABLE 24.--OPINIONS OF PROFESSIONAL EDUCATORS CONCERNING COMPETENCIES STUDENT TEACHERS SHOULD POSSESS IN EVALUATION OF TEACHING AND LEARNING.

Competency	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
91	7	35	8	40	4	20	1	5	3.050	.887
92	15	75	5	25					3.750	.444
93	8	40	12	60					3.400	.563
94	7	35	10	50	2	10	1	5	3.150	.813
95	13	65	7	35					3.650	.489
96	2	10	13	65	3	15	2	10	2.750	.786
97	8	40	11	55	1	5			3.350	.587
98	7	35	12	60	1	5			3.300	.571
99	12	60	6	30	2	10			3.500	.688
100	11	55	9	45					3.550	.510

The per cent of educators who expressed strong agreement ranged from 10 per cent for competency 96 to 75 per cent for competency 92.

Educators are saying they do not believe student teachers need a basic understanding of the normal learning curve, but they do need a basic understanding of self evaluation and how to use it to improve teaching. While the data indicated a majority of professional educators believed students needed competency in evaluating teaching and learning, in 6 of the 10 competencies this belief was not exceedingly strong.

Ranking of competencies by professional educators

Table 25 contains a master list of competencies in rank order of perceived importance by professional educators. Ranking was based on the mean of each competency according to the 4 point scale used by the respondents to express their opinions toward the competencies as prerequisites to the clinical experience. According to this scale, 1 represented strongly disagree, 2 represented disagree, 3 represented agree, and 4 represented strongly agree. Expressing these numbers in means of 3.000 and 4.000 and using 3.000 as the minimum base of agreement, it was apparent that professional educators agreed that 94 of the competencies should be possessed by the student teacher prior to the start of the clinical experience.

Fifty-nine competencies had means between 3.500 and 4.000, and therefore were closer to strong agreement than agreement. This could be interpreted to mean that professional educators strongly agreed that student teachers should possess competence in the first 59 competencies listed in Table 25.

Thirty-five competences had means below 3.500, but above 2.999, and therefore were below strong agreement, but above disagreement. This could be interpreted to mean that professional educators agreed

TABLE 25.--RANKING OF COMPETENCIES IN ORDER OF PERCEIVED IMPORTANCE BY PROFESSIONAL EDUCATORS.

Rank	Competency Number	Mean	Standard Deviation
1	33	3.950	.224
2	20	3.950	.224
3	71	3.900	.308
4	13	3.900	.308
5	11	3.900	.308
6	16	3.900	.308
7	17	3.900	.447
8	25	3.850	.366
9	28	3.850	.366
10	29	3.850	.366
11	81	3.850	.366
12	87	3.850	.366
13	38	3.850	.489
14	88	3.800	.410
15	80	3.800	.410
16	56	3.800	.410
17	67	3.800	.410
18	72	3.800	.410
19	44	3.800	.410
20	45	3.800	.410
21	26	3.800	.410
22	35	3.800	.410
23	1	3.800	.410
24	15	3.750	.444
25	53	3.750	.444
26	63	3.750	.444
27	64	3.750	.444
28	90	3.750	.444
29	92	3.750	.444
30	66	3.750	.444
31	57	3.700	.470
32	50	3.700	.470
33	31	3.700	.470
34	95	3.650	.489
35	60	3.650	.489
36	73	3.650	.489
37	74	3.650	.489
38	27	3.650	.489
39	23	3.650	.489
40	83	3.600	.503
41	76	3.600	.503
42	59	3.600	.503
43	70	3.600	.503
44	37	3.600	.503
45	12	3.600	.503

TABLE 25--Continued

Rank	Competency Number	Mean	Standard Deviation
46	19	3.600	.503
47	21	3.550	.510
48	30	3.550	.510
49	40	3.550	.510
50	41	3.550	.510
51	61	3.550	.510
52	84	3.550	.510
53	100	3.550	.510
54	3	3.550	.605
55	89	3.550	.759
56	86	3.500	.513
57	78	3.500	.513
58	99	3.500	.688
59	62	3.500	.688
60	22	3.450	.510
61	24	3.450	.759
62	85	3.450	.759
63	68	3.400	.503
64	93	3.400	.563
65	75	3.400	.598
66	52	3.350	.489
67	97	3.350	.587
68	65	3.350	.587
69	34	3.350	.587
70	98	3.300	.587
71	43	3.300	.571
72	46	3.300	.571
73	47	3.300	.571
74	77	3.300	.657
75	18	3.300	.657
76	51	3.250	.550
77	8	3.250	.639
78	82	3.200	.410
79	32	3.200	.523
80	42	3.200	.616
81	69	3.200	.616
82	2	3.150	.489
83	58	3.150	.671
84	5	3.150	.745
85	6	3.150	.745
86	94	3.150	.813
87	36	3.100	.641
88	49	3.100	.718
89	4	3.100	.852
90	48	3.050	.605
91	91	3.050	.887

TABLE 25--Continued

Rank	Competency Number	Mean	Standard Deviation
92	54	3.000	.459
93	79	3.000	.649
94	39	3.000	.795
95	55	2.950	.605
96	96	2.750	.786
97	7	2.750	.639
98	14	2.700	.657
99	9	2.600	.598
100	10	2.550	.686

that student teachers should possess these competencies, but possession is not absolutely necessary.

Competencies with means below 3.000 represent disagreement on the part of the professional educator, and therefore are not believed to be necessary prerequisites to the clinical experience.

Section IV: Master List of Competencies

Table 26 contains a master list of competencies in rank order of perceived importance by all 3 groups of respondents. Ranking was based on the mean of each competency according to the 4 point scale used by respondents to express their opinions toward the competencies as prerequisites to the clinical experience. According to this scale, 1 represented strongly disagree, 2 represented disagree, 3 represented agree, and 4 represented strongly agree. Expressing these numbers in means of 3.000 and 4.000, and using 3.000 as the minimum base of agreement, it was apparent that all respondents agreed that 96 of the competencies should be possessed by the student teachers prior to the start of the clinical experience.

TABLE 26.--RANKING OF COMPETENCIES IN ORDER OF PERCEIVED IMPORTANCE BY ALL RESPONDENTS.

Rank	Competency Number	Mean	Standard Deviation
1	11	3.818	.402
2	13	3.806	.411
3	20	3.800	.443
4	28	3.776	.445
5	80	3.771	.462
6	71	3.759	.443
7	29	3.747	.449
8	33	3.747	.462
9	25	3.741	.465
10	26	3.741	.478
11	81	3.735	.442
12	3	3.712	.480
13	15	3.706	.482
14	88	3.706	.494
15	35	3.700	.472
16	64	3.700	.472
17	45	3.682	.492
18	31	3.682	.504
19	1	3.676	.506
20	21	3.671	.508
21	56	3.665	.510
22	44	3.659	.488
23	19	3.659	.545
24	38	3.653	.536
25	90	3.641	.493
26	87	3.641	.505
27	16	3.635	.622
28	12	3.629	.496
29	95	3.629	.508
30	57	3.629	.520
31	22	3.624	.532
32	24	3.606	.558
33	67	3.594	.549
34	83	3.588	.550
35	61	3.582	.518
36	73	3.576	.541
37	85	3.576	.593
38	17	3.576	.720
39	92	3.571	.520
40	53	3.571	.542
41	74	3.571	.542
42	50	3.565	.554
43	27	3.553	.565
44	59	3.541	.556
45	66	3.541	.567

TABLE 26--Continued

Rank	Competency Number	Mean	Standard Deviation
46	72	3.535	.556
47	47	3.529	.557
48	63	3.524	.567
49	30	3.524	.578
50	23	3.518	.557
51	70	3.512	.578
52	86	3.506	.525
53	78	3.506	.568
54	41	3.482	.578
55	76	3.482	.608
56	89	3.471	.663
57	62	3.453	.586
58	37	3.453	.616
59	36	3.447	.596
60	40	3.441	.554
61	75	3.441	.575
62	65	3.429	.553
63	18	3.429	.678
64	51	3.424	.613
65	99	3.418	.593
66	77	3.406	.601
67	93	3.400	.569
68	84	3.394	.628
69	100	3.394	.628
70	60	3.359	.667
71	2	3.353	.570
72	52	3.341	.663
73	58	3.335	.652
74	82	3.335	.615
75	48	3.329	.632
76	97	3.318	.600
77	68	3.294	.612
78	6	3.288	.610
79	43	3.288	.648
80	79	3.288	.657
81	5	3.276	.634
82	46	3.276	.625
83	34	3.247	.669
84	8	3.200	.667
85	4	3.194	.628
86	32	3.188	.643
87	55	3.153	.653
88	91	3.135	.679
89	69	3.112	.749
90	42	3.094	.801
91	98	3.071	.742

TABLE 26--Continued

Rank	Competency Number	Mean	Standard Deviation
92	49	3.047	.712
93	94	3.041	.756
94	54	3.029	.773
95	39	3.024	.721
96	14	3.018	.675
97	96	2.971	.741
98	7	2.918	.683
99	9	2.847	.697
100	10	2.806	.732

Fifty-three competencies had means between 3.500 and 4.000, and therefore were closer to strong agreement than agreement. This could be interpreted to mean that all respondents strongly agreed that student teachers should possess a basic understanding in the first 53 competencies listed in Table 26.

Forty-three competencies had means below 3.500, but above 2.999, and therefore were below strong agreement, but above disagreement. This could be interpreted to mean that all respondents agreed that student teachers should possess these competencies, but possession was not absolutely necessary.

Competencies with means below 3.000 represent disagreement on the part of the respondents, and therefore these competencies were not believed to be necessary prerequisites to the clinical experience.

Section V: A Comparison of Student Teacher Responses to Cooperating Teachers on Scale 1 of the Questionnaire

Section V of Chapter IV is concerned with comparing the opinions of student teachers to the opinions of cooperating teachers on Scale 1 of

the questionnaire. To make this comparison, it was necessary to have the opinions of a student teacher and his respective cooperating teacher. In the final analysis, only 51 pairs of student teachers and cooperating teachers were possible due to the failure of some student teachers and cooperating teachers to return their questionnaire. Thus, the data included in Table 27 is on 51 pairs of student teachers and cooperating teachers, not the 87 cooperating teachers or the 63 student teachers included in the data for Sections I, II, and III of this chapter.

A related *t*-test was applied to the data for each competency to determine if a significant difference existed between the means of the two groups. The critical value of *t* using a two-tailed test at 50 degrees of freedom is 2.011. All *t*-values reported in Table 27 are at the .05 level of significance.

It is evident from Table 27 that there were very few competencies in which student teachers and cooperating teachers differed significantly. Significant differences were found in 11 of the 100 competencies. Five of the 11 competencies were in Section I of the questionnaire, and were concerned with understanding the roles and responsibilities of various school personnel. Significant differences were found in 3 of the Section IV competencies concerned with skills required in teaching and learning. The remaining 3 competencies were scattered throughout the other 5 sections of the questionnaire. The competencies with significant differences are presented according to their number in the questionnaire. These competencies are:

4. Understanding the roles and responsibilities of the principal in the total educational program.

TABLE 27.--*t*-TEST RESULTS FOR 51 PAIRS OF STUDENT TEACHERS AND COOPERATING TEACHERS FOR EACH OF THE COMPETENCIES ON SCALE 1

Competency	Scale 1 S.T. Mean	Scale 1 C.T. Mean	*t* Score
1	3.558	3.647	- .602
2	3.412	3.255	1.320
3	3.647	3.745	-1.054
4	2.980	3.314	-2.944*
5	3.078	3.373	-2.480*
6	3.353	3.275	.734
7	2.980	2.902	.605
8	3.098	3.216	- .957
9	2.784	2.863	- .546
10	2.686	2.882	-1.250
11	3.882	3.686	2.354*
12	3.686	3.647	.472
13	3.863	3.686	2.458*
14	2.843	3.196	-2.859*
15	3.686	3.667	.193
16	3.471	3.667	-1.580
17	3.412	3.608	-1.270
18	3.588	3.353	1.870
19	3.647	3.667	- .169
20	3.784	3.725	.579
21	3.765	3.686	.951
22	3.647	3.686	- .448
23	3.471	3.510	- .354
24	3.784	3.569	2.698*
25	3.765	3.784	- .230
26	3.725	3.706	.209
27	3.392	3.588	-1.666
28	3.784	3.725	.628
29	3.765	3.745	.209
30	3.510	3.529	- .160
31	3.667	3.686	- .290
32	3.078	3.216	-1.434
33	3.863	3.647	1.945
34	3.196	3.255	- .481
35	3.686	3.686	.393
36	3.471	3.549	- .334
37	3.373	3.549	-1.471
38	3.686	3.627	.602
39	3.137	3.000	1.200
40	3.471	3.431	.354
41	3.490	3.510	.164
42	2.882	3.235	-2.555*
43	3.078	3.314	-2.017*

TABLE 27--Continued

Competency	S.T. Mean	Scale 1 C.T. Mean	t Score
44	3.686	3.608	.789
45	3.608	3.667	- .657
46	3.157	3.333	-1.726
47	3.510	3.627	- .689
48	3.314	3.412	-1.200
49	3.118	3.039	.317
50	3.471	3.549	- .354
51	3.353	3.431	- .325
52	3.471	3.275	2.786*
53	3.667	3.490	1.719
54	2.843	3.118	-1.960
55	3.235	3.137	1.471
56	3.627	3.627	0
57	3.569	3.667	- .731
58	3.431	3.353	- .153
59	3.569	3.490	0
60	3.314	3.373	- .749
61	3.549	3.627	-1.148
62	3.510	3.373	- .169
63	3.608	3.412	.760
64	3.745	3.549	1.243
65	3.471	3.353	.343
66	3.549	3.510	.393
67	3.588	3.608	- .230
68	3.275	3.294	-1.357
69	2.961	3.196	-1.587
70	3.529	3.490	.366
71	3.804	3.647	2.083*
72	3.588	3.412	1.785
73	3.588	3.549	.393
74	3.549	3.569	- .193
75	3.490	3.431	.579
76	3.549	3.373	1.512
77	3.373	3.373	0
78	3.490	3.529	- .409
79	3.294	3.314	- .160
80	3.804	3.725	.902
81	3.843	3.549	3.683*
82	3.392	3.314	.652
83	3.686	3.490	1.960
84	3.275	3.451	-1.471
85	3.471	3.667	-1.767
86	3.451	3.510	- .602
87	3.686	3.569	1.443

TABLE 27--Continued

Competency	S.T. Mean	Scale 1 C.T. Mean	t Score
88	3.706	3.647	.691
89	3.451	3.412	.302
90	3.588	3.647	- .602
91	3.039	3.216	-1.471
92	3.588	3.510	.734
93	3.471	3.314	1.357
94	3.000	3.098	- .632
95	3.667	3.647	.278
96	3.000	3.039	- .317
97	3.235	3.294	- .494
98	3.078	3.039	.283
99	3.392	3.353	.354
100	3.373	3.314	.524

*Significance at .05 level using two-tailed test at df = 50 is 2.011.

5. Understanding the roles and responsibilities of the principal in discipline.

11. Understanding the roles and responsibilities of the janitorial staff in school programs.

13. Understanding the roles and responsibilities of the superintendent.

14. Understanding the roles and responsibilities of the cooperating/supervising teacher.

24. Understanding how to incorporate the needs and wishes of the students into meaningful and achievable objectives.

42. Possess skills in handling necessary housekeeping chores.

43. Possess skills in administering teacher made or standardized tests.

52. Possess skills in creating dissention, discussion and dialogue among/between students.

71. Understanding how to communicate what he knows in a manner that makes sense to his students.

81. Understand how to develop rapport with students.

The negative sign before the t-scores in Table 27 indicated the differences were a result of the high value given by the cooperating teachers, while a competency with a significant t-score, but without a negative sign indicated the differences resulted from the high value attached to the competency by the student teachers. Five of the 11 differences resulted from the high value given by cooperating teachers; 6 of the differences resulted from student teachers. It was evident from the table that one group did not consistently express opinions that were significantly different from the other. According to the results shown in the table, it would seem as though cooperating teachers and student teachers generally agreed on which competencies student teachers should possess, and those they need not possess. However, these conclusions are limited to the 51 pairs of student teachers and cooperating teachers, and are not necessarily applicable to all the student teachers and cooperating teachers in the study; although, the data represent the opinions of approximately 60 per cent of the cooperating teachers and 84 per cent of the student teachers.

CHAPTER V

ANALYSIS OF THE DATA - PART II

The purpose of this research was twofold: (1) to determine teaching competencies student teachers should possess prior to the start of the clinical experience, (2) to determine the degree to which student teachers actually possess these competencies. This portion of the study was concerned with generating answers to the following three questions related to purpose two above: (1) In the opinion of secondary student teachers, how well prepared were they in these competencies? (2) In the opinion of the cooperating teachers, how well prepared was their last student teacher in these competencies? (3) Will the opinions of cooperating teachers differ significantly from those of student teacher with respect to the students' preparation in these specific competencies?

This chapter was concerned with the opinions of student teachers and cooperating teachers toward the student teachers' preparation in all of the competencies included in the questionnaire found in Appendix C. All tables in this chapter represent data relevant to the evaluation of student preparation in the 7 sections of teacher competencies found in the questionnaire.

A 4 point scale was used upon which the student teacher and cooperating teacher were to indicate the degree to which they believed the student was prepared in each competency. Number 1 represented no

preparation, number 2 some preparation, number 3 adequate preparation, and number 4 considerable preparation.

The following procedures were used throughout this chapter in presenting the data: (1) Section I contains the opinions of student teachers concerning the degree to which they felt prepared in the competencies. (2) A list of all competencies ranked from most preparation to least preparation, based on the mean for each competency, concludes the first section of the chapter. (3) Section II contains the opinions of cooperating teachers concerning the degree to which they felt their last student teacher was prepared in the competencies found in the questionnaire. (4) A list of competencies ranked from most preparation to least preparation concludes Section II of the chapter. (5) Section III contains a master list of competencies ranked from those in which the students were most prepared to least prepared. This ranking was based on the grand mean for each competency. (6) Section IV of this chapter contains the results from a comparison of student teacher opinions of their preparation with those of their respective cooperating teachers. (7) The exact wording for each of the 100 competencies included in the questionnaire and discussed in this chapter may be found in Appendix C.

Section I: Opinions of Student Teachers

This section of Chapter V is concerned with generating answers to question 5 of Chapter I listed under the Purpose of Study: In the opinion of secondary student teachers, how well prepared were they with respect to specific teacher competencies? Tables 28 through 34 contain the data on student opinions.

Roles and responsibilities of school personnel

It may be seen from Table 28 that student teachers do not feel adequately prepared in all of these competencies. However, 50 per cent felt at least adequately prepared in understanding the roles and responsibilities of (1) student teachers, (2) the cooperating teacher, (3) the high school student.

TABLE 28.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PEOPLE INVOLVED WITH SCHOOL, TEACHING, AND LEARNING.

Competency	Considerable		Adequate		Some		None		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
1	6	10	17	26	35	56	5	8	2.381	.772
2	5	8	19	30	31	49	8	13	2.333	.803
3	7	11	19	30	22	35	15	24	2.286	.958
4	1	2	11	17	21	33	30	48	1.730	.807
5			12	19	25	40	26	41	1.778	.750
6	4	6	18	29	23	37	18	29	2.127	.907
7	1	2	10	16	27	43	25	40	1.794	.765
8	2	3	11	17	16	25	34	54	1.698	.873
9	1	2	15	24	21	33	26	41	1.857	.840
10			11	17	12	19	40	63	1.540	.779
11	17	27	26	41	16	25	4	6	2.889	.882
12	12	18	19	30	23	37	9	14	2.540	.964
13	12	19	24	38	20	32	7	11	2.651	.919
14			11	17	21	33	31	49	1.683	.758
15	11	17	30	48	16	25	6	10	2.730	.865

The data concerning the 15 competencies, when broken down into specifics, revealed that more than 50 per cent of the students felt inadequately prepared in competencies 1 through 10, and competencies 12 and 14. Seventeen per cent of the students believed they had been at least adequately prepared to understand the roles and responsibilities of: (1) the principal in the total educational process, (2) the janitorial staff, (3) the superintendent. Table 28 revealed that 63 per cent of the students felt less than adequate preparation in understanding the role and responsibility of the principal in discipline. The per cent of students who felt their preparation has been more than adequate was minimal.

Student teachers felt less than adequately prepared in 12 of the 15 competencies related to understanding the roles and responsibilities of school personnel.

Planning for effective teaching and learning

Table 29 contains data on the 10 competencies in Section II of the questionnaire concerned with planning for effective teaching and learning. Fifty per cent of the students felt at least adequately prepared in understanding: (1) the importance and use of weekly, unit or chapter lesson planning, (2) daily lesson planning with meaningful and achievable objectives, (3) how to incorporate A-V materials into lessons, (4) how to put flexibility into his lessons. Ten per cent or more of the student teachers indicated considerable preparation in competencies 16 through 20, and competencies 22, 24, and 25.

More than 24 per cent of the student teachers indicated no preparation in: (1) understanding how to involve students in lesson

TABLE 29.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN PLANNING FOR EFFECTIVE TEACHING AND LEARNING.

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
16	18	29	25	40	15	24	5	8	2.885	.880
17	20	32	19	30	19	30	5	8	2.857	.965
18	6	10	21	33	21	33	15	24	2.286	.941
19	11	17	22	35	23	37	7	11	2.587	.909
20	11	17	27	43	20	32	5	8	2.698	.854
21	6	6	15	24	26	41	18	29	2.079	.885
22	7	11	14	22	24	38	18	29	2.159	.971
23	2	3	16	25	22	35	23	37	1.952	.869
24	6	10	19	30	23	37	15	24	2.254	.933
25	10	16	28	44	17	27	8	13	2.635	.903

planning, (2) how to develop a unit of study and diffentiated assignments to meet the needs and abilities of slow learners, (3) how to plan activities and experiences to challenge the above average student, (4) how to develop lessons that will bring about behavioral changes in students, (5) how to incorporate the needs and wishes of the students into meaningful and achievable objectives. Forty per cent of the students indicated less than adequate preparation in incorporating a variety of teaching techniques into a daily lesson.

Although no less than 28 per cent of the student teachers expressed adequate to considerable preparation in all 10 competencies, the per cent of students who felt more than adequate was minimal.

Subject matter competency

It can be seen from Table 30 that more than 55 per cent of the student teachers felt adequately to considerably prepared in the competencies found in Section III of the questionnaire concerning subject matter. Thirty per cent of the students indicated considerable preparation in 7 of the 10 competencies. Thirty-seven per cent indicated considerable preparation in understanding the contribution of his subject to the overall development of the student, while 46 per cent indicated considerable preparation in understanding why his subject is being taught and why students take it.

TABLE 30.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN SUBJECT MATTER AREA.

Competency	Considerable		Adequate		Some		None		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
26	23	37	18	29	16	25	6	10	2.921	1.005
27	19	30	16	25	15	24	13	21	2.651	1.124
28	29	46	19	30	6	10	9	14	3.079	1.067
29	13	21	33	52	12	19	5	8	2.857	.840
30	20	32	18	29	19	30	6	10	2.825	.993
31	16	25	26	41	17	27	4	6	2.857	.877
32	19	30	16	25	19	30	9	14	2.714	1.054
33	19	30	29	46	10	16	5	9	2.984	.889
34	15	24	23	37	18	29	7	11	2.730	.954
35	19	30	17	27	19	30	8	13	2.746	1.031

The general satisfaction of students with their preparation in subject matter was encouraging; yet, it was evident that a minimum of 10 per cent of the students indicated no preparation in 7 of the 10 competencies. Forty-four per cent indicated less than adequate preparation in understanding the historical development of his subject, while 43 per cent indicated less than adequate preparation in his subject matter aside from book knowledge.

Skills in teaching and learning

Table 31 provides data revealing the extent to which student teachers felt prepared in skills associated with teaching and learning. It was apparent from the data in the table that 50 per cent of the students indicated less than adequate preparation in 14 of the 20 competencies. Students expressed adequate preparation in: (1) administering teacher-made or standardized tests, (2) oral and written communication, (3) selecting and organizing materials that are adaptable to pupil needs, interest, and capabilities, (4) operating duplicating machines, (5) constructing meaningful quizzes and tests.

In excess of 25 per cent of the students indicated no preparation in competencies 38, 39, 40, 42, 46, 47, 48, 49, 51, 54, and 55. Forty-six per cent of the students indicated no preparation in organizing and conducting a field trip, and 67 per cent revealed no preparation in conducting parent-teacher conferences.

The per cent of student teachers who indicated their preparation was more than adequate was minimal for all 20 competencies, although more than 29 per cent indicated considerable preparation in operating audio visual equipment and duplicating machines.

TABLE 31.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN SKILLS REQUIRED IN TEACHING AND LEARNING.

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
36	9	14	15	24	24	38	15	24	2.286	.991
37	5	8	20	32	22	35	16	25	2.222	.924
38	8	13	20	32	28	44	7	11	2.460	.858
39	5	8	9	14	28	44	21	33	1.968	.897
40	5	8	16	25	18	28	24	38	2.032	.983
41	10	16	20	32	21	33	12	19	2.444	.980
42	10	16	19	30	14	22	20	32	2.302	1.087
43	11	17	24	38	20	32	8	13	2.603	.925
44	15	24	26	41	17	27	5	8	2.810	.895
45	11	17	22	35	20	32	10	16	2.540	.964
46	3	5	16	25	25	40	19	30	2.048	.869
47	19	30	10	16	17	27	17	27	2.492	1.190
48	22	35	12	19	8	13	21	33	2.556	1.280
49	5	8	5	8	18	28	35	56	1.683	.930
50	11	17	24	38	17	27	11	17	2.556	.980
51	10	16	18	29	16	25	19	30	2.302	1.072
52	4	6	15	23	30	48	14	22	2.143	.844
53	6	10	22	35	25	39	10	16	2.381	.869
54	6	10	15	24	24	38	18	28	2.143	.948
55	3	5	9	14	9	14	42	67	1.571	.911

Teaching and methodology competencies

Table 32 provides data concerning students' reaction to their preparation in the competencies found in Section V of the questionnaire. The statements in this section of the questionnaire were believed to concern competencies student teachers may or may not possess about teaching and methodologies. More than 50 per cent of the students expressed adequate to considerable preparation in understanding: (1) how to present ideas in a clear and convincing way, (2) the value and operation of small group instruction, (3) the value and use of drill and review in learning, (4) the value and use of illustration and examples in teaching, (5) how to communicate what is known in a manner that makes sense to students, (6) how to use non-verbal clues to encourage students to participate and to reward student performance, (7) how to use a test as a learning experience, (8) how to work with individuals.

Ten per cent of the students expressed considerable preparation in 20 of the 25 competencies. Twenty-one per cent indicated considerable preparation in how to introduce a daily lesson. Yet, more than 50 per cent indicated less than adequate preparation in this competency.

Twenty per cent or more of the student teachers expressed no preparation in understanding: (1) the relationship of teaching theory to practice, (2) how to develop critical thinking in their students, (3) how to modify or change attitudes and values, (4) how to develop appreciation for others in students, (5) the value and use of dissention, discussion, and dialogue in teaching and learning, (6) how and when to use resource people to promote interest and learning. Ten per cent or more of all student teachers indicated no preparation in 20 of the 25 competencies.

TABLE 32.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN TEACHING AND METHODOLOGIES.

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
56	8	13	28	44	18	29	9	14	2.556	.894
57	9	14	23	37	23	37	8	13	2.524	.895
58	12	19	22	35	24	38	5	8	2.651	.883
59	7	11	19	30	29	46	8	13	2.397	.853
60	7	11	13	21	27	43	16	25	2.175	.943
61	13	21	17	27	24	38	9	14	2.540	.981
62	6	10	24	38	28	44	5	8	2.492	.780
63	5	8	17	27	30	48	11	17	2.254	.842
64	15	24	26	41	20	32	2	3	2.851	.820
65	6	10	22	35	25	39	10	16	2.381	.869
66	4	6	16	25	33	52	10	16	2.222	.792
67	4	6	19	30	27	43	13	21	2.222	.851
68	3	5	11	17	30	48	19	30	1.968	.822
69	3	5	10	16	26	43	23	37	1.889	.845
70	7	11	24	38	15	24	17	27	2.333	1.000
71	14	22	24	38	19	30	6	10	2.730	.919
72	9	14	29	46	20	32	5	8	2.667	.823
73	10	16	23	37	27	43	3	5	2.635	.809
74	10	16	16	25	30	48	7	11	2.460	.895
75	7	11	19	30	23	37	14	22	2.302	.944
76	6	10	19	30	26	41	12	19	2.302	.891
77	6	10	17	27	28	44	12	19	2.270	.884

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
78	7	11	16	25	24	38	16	25	2.222	.958
79	9	14	16	25	27	43	11	17	2.365	.938
80	15	24	23	39	18	29	7	11	2.730	.954

The per cent of student teachers who indicated more than adequate preparation was minimal. A minimum of 20 per cent of the students expressed considerable preparation in competencies 61, 64, 71, and 80. Less than 20 per cent of the students expressed considerable preparation in the remaining 21 competencies.

Motivation and learning competencies

It may be seen from Table 33 that competencies 81, 87, and 89 were the only ones in which more than 50 per cent of the students believed they were at least adequately prepared. Less than 63 per cent of the students believed they were adequately prepared in understanding the value and use of reward, punishment, and reinforcement in learning.

It is worth noting that 64 per cent of the students indicated less than adequate preparation in understanding motivation theories as they relate to teaching. Likewise, 73 per cent indicated inadequate preparation in how to develop a readiness for learning in students. Seventy-three per cent indicated inadequate preparation on how to hold the attention of the slow learner. Table 33 revealed that 35 per cent of the students indicated no preparation in this competency.

TABLE 33.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN UNDERSTANDING HUMAN MOTIVATION AND LEARNING.

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
81	7	11	26	41	22	35	8	13	2.508	.859
82	4	6	19	30	28	44	12	19	2.238	.837
83	3	5	14	22	24	38	22	35	1.968	.879
84	7	11	16	25	27	43	13	21	2.270	.919
85	10	16	15	23	25	40	13	21	2.349	.986
86	4	6	13	21	29	46	17	27	2.063	.859
87	7	11	27	43	26	41	3	5	2.603	.752
88	8	13	21	33	22	35	12	19	2.397	.943
89	7	11	32	51	21	33	3	5	2.683	.737
90	7	11	21	33	27	43	8	13	2.429	.856

Although students indicated adequate preparation in 3 competencies, only competency 89 was selected by more than 60 per cent of the students as one in which they received adequate preparation.

Although no less than 27 per cent indicated adequate to considerable preparation in all the 10 competencies concerned with understanding motivation and learning, the per cent of students who felt their preparation had been more than adequate was minimal for all competencies save number 89.

Evaluation competencies

The competencies found in Section VII of the questionnaire were concerned with evaluation of teaching and learning. Table 34 contains

TABLE 34.--OPINIONS OF STUDENT TEACHERS CONCERNING THE EXTENT OF THEIR PREPARATION IN EVALUATION OF TEACHING AND LEARNING.

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
91	4	6	23	37	26	41	10	16	2.333	.823
92	6	10	16	25	29	46	12	19	2.254	.879
93	5	8	32	51	19	30	7	11	2.556	.799
94	9	14	15	24	24	38	15	24	2.286	.991
95	5	8	23	36	25	40	10	16	2.365	.848
96	10	16	20	32	21	33	12	19	2.444	.980
97	10	16	20	32	23	36	10	16	2.476	.948
98	3	5	9	14	21	33	30	48	1.762	.875
99	7	11	24	38	23	37	9	14	2.460	.877
100	5	8	14	22	25	40	19	30	2.079	.921

the data on how adequately prepared students felt in these 10 competencies. Students indicated adequate to considerable preparation in one competency. Only competency 93 dealing with understanding how to use tests as a learning tool and an evaluative instrument was indicated by more than 50 per cent of the students as one in which they felt adequately prepared. Thus, more than 50 per cent of the student teachers indicated less than adequate preparation in all evaluative competencies other than number 93.

More than 15 per cent of the student teachers indicated no preparation in competencies 91, 92, 94, 95 through 98, and 100. In fact, more than 10 per cent of the student teachers indicated no preparation in all 10 competencies concerned with evaluation.

It was obvious from the data presented in Table 34 that the per cent of students who indicated their preparation had been more than adequate was minimal for all competencies; in fact, less than 17 per cent indicated considerable preparation in any of the 10 competencies.

Ranking of competencies by student teachers

Table 35 contains a list of competencies in the order in which students were prepared in them as perceived by student teachers. Ranking was based on the mean of each competency according to the 4 point scale used by the respondents to express their opinions concerning their preparation. According to this scale, 1 represented no preparation, 2 represented some preparation, 3 represented adequate preparation, and 4 represented considerable preparation. Expressing these numbers as means of 1.000, 2.000, 3.000, and 4.000, and using 3.000 as the minimum base of preparation, it was apparent that student teachers were adequately prepared in only 1 of the 100 competencies.

Thirty-seven competencies had means between 3.000 and 2.500, and therefore were closer to adequate preparation than some preparation, although not at the adequacy level. This could be interpreted to mean that student teachers did not feel adequately prepared in these 37 competencies prior to the clinical experience, but they did feel as though they had received some type of preparation.

Forty-eight competencies had means between 2.500 and 2.000. This could be interpreted to mean that student teachers believed they had some training in competencies ranked from 38 to 85, but the preparation was not adequate.

TABLE 35.--RANKING OF COMPETENCIES IN ORDER OF STUDENT TEACHER PREPARATION IN THEM AS PERCEIVED BY STUDENT TEACHERS.

Rank	Competency Number	Mean	Standard Deviation
1	28	3.079	1.067
2	33	2.984	.889
3	26	2.921	1.005
4	11	2.889	.882
5	16	2.885	.880
6	29	2.857	.840
7	17	2.857	.965
8	31	2.857	.877
9	64	2.851	.820
10	30	2.825	.993
11	44	2.810	.895
12	35	2.746	1.031
13	15	2.730	.865
14	34	2.730	.954
15	71	2.730	.919
16	80	2.730	.954
17	32	2.714	1.054
18	20	2.698	.854
19	89	2.683	.732
20	72	2.667	.823
21	58	2.651	.883
22	13	2.651	.919
23	27	2.651	1.124
24	25	2.635	.903
25	73	2.635	.809
26	87	2.603	.752
27	43	2.603	.925
28	19	2.587	.909
29	93	2.556	.799
30	56	2.556	.894
31	50	2.556	.980
32	48	2.556	1.280
33	45	2.540	.964
34	12	2.540	.964
35	61	2.540	.981
36	57	2.524	.895
37	81	2.508	.859
38	62	2.492	.780
39	47	2.492	1.190
40	97	2.476	.948
41	38	2.460	.858
42	99	2.460	.877
43	74	2.460	.895
44	96	2.444	.980
45	41	2.444	.980

TABLE 35--Continued

Rank	Competency Number	Mean	Standard Deviation
46	90	2.429	.856
47	59	2.397	.853
48	88	2.397	.943
49	1	2.381	.772
50	53	2.381	.869
51	65	2.381	.869
52	84	2.370	.919
53	95	2.365	.848
54	79	2.365	.938
55	85	2.349	.986
56	2	2.333	.803
57	91	2.333	.823
58	70	2.333	1.000
59	76	2.302	.891
60	75	2.302	.944
61	51	2.302	1.072
62	42	2.302	1.087
63	18	2.286	.941
64	3	2.286	.958
65	36	2.286	.991
66	94	2.286	.991
67	77	2.270	.884
68	63	2.254	.842
69	92	2.254	.879
70	24	2.254	.933
71	82	2.238	.837
72	66	2.222	.792
73	67	2.222	.851
74	37	2.222	.924
75	78	2.222	.958
76	60	2.175	.943
77	22	2.159	.971
78	52	2.143	.844
79	54	2.143	.948
80	6	2.127	.907
81	21	2.079	.885
82	100	2.079	.921
83	86	2.063	.859
84	46	2.048	.869
85	40	2.032	.983
86	68	1.968	.822
87	83	1.968	.879
88	39	1.968	.897
89	23	1.952	.869
90	69	1.889	.845
91	9	1.857	.840

TABLE 35--Continued

Rank	Competency Number	Mean	Standard Deviation
92	7	1.794	.765
93	5	1.778	.750
94	98	1.762	1.762
95	4	1.730	.807
96	8	1.698	.873
97	14	1.683	.758
98	49	1.683	.930
99	10	1.540	.779
100	55	1.571	.911

Fifteen competencies had means below 2.000, but above 1.500, and therefore were above the no preparation level, but not at the some level of preparation. This could be interpreted to mean that student teachers believed their preparation in these competencies was minimal.

Section II: Opinions of Cooperating Teachers

Section II of Chapter V is concerned with generating answers to question 6 of Chapter I listed under the Purpose of Study: In the opinion of cooperating teachers, how well prepared was their last student teacher with respect to specific teacher competencies? Tables 36 through 42 contain the data on cooperating teacher opinions.

Roles and responsibilities of school personnel

It may be seen from Table 36 that 50 per cent of the cooperating teachers believed their past student teacher was adequately to considerably prepared to understand the roles and responsibilities of: (1) the student teacher, (2) the cooperating teacher, (3) the college supervisor, (4) the high school student. Other than for these 4 competencies less

TABLE 36.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PEOPLE INVOLVED WITH SCHOOL, TEACHING, AND LEARNING.

Competency	Considerable		Adequate		Some		None		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
1	4	5	40	46	38	43	5	6	2.494	.680
2	2	2	18	21	57	66	10	11	2.138	.632
3	7	8	29	33	40	46	11	13	2.368	.809
4	5	6	22	25	50	57	10	11	2.253	.735
5	5	6	27	31	37	42	18	21	2.218	.841
6	3	3	19	22	46	53	19	22	2.069	.759
7	1	1	18	21	35	40	33	38	1.851	.785
8	2	2	23	26	41	47	21	24	2.069	.774
9	1	1	21	24	31	36	34	39	1.874	.818
10	2	2	17	20	41	47	27	31	1.931	.774
11	13	15	36	41	33	38	5	6	2.655	.804
12	13	15	42	48	28	32	4	5	2.736	.769
13	15	17	48	55	21	24	3	3	2.862	.734
14	6	7	20	23	41	47	20	23	2.138	.851
15	12	14	32	37	36	43	6	7	2.575	.816

than 50 per cent of the teachers believed their student teacher was adequately prepared in the remaining 11 competencies.

It may be noted from Table 36 that 48 per cent of the teachers believed their student teacher was given no preparation in understanding the role of the principal in the total educational program. More than

60 per cent of the teachers indicated their student had no preparation in understanding the role of the janitorial staff in the school program. Surprisingly, close to 50 per cent of the teachers indicated their student teacher had no preparation in understanding the role and responsibility of the superintendent.

Unexpectedly, only 27 per cent of the cooperating teachers indicated their student teacher had considerable preparation in understanding the role and responsibility of the student teacher. Sixty-eight per cent of the teachers indicated their student had adequate to considerable preparation in understanding their own position. Thus, more than 30 per cent of the cooperating teachers believed their student teacher was less than adequately prepared in understanding their own position as a student teacher.

Planning competencies

It was obvious from an analysis of Table 37 that a majority of student teachers were not adequately prepared in any of the planning competencies. Fifteen per cent of the cooperating teachers believed the students had received considerable preparation in understanding the importance and use of weekly, unit or chapter lesson plans. Less than 12 per cent of the students were considerably prepared in competencies 17 through 25.

Table 37 shows that 27 per cent of the student teachers had received no preparation in how to develop units of study or assignments to meet the needs and abilities of slow learners. Likewise, 24 per cent had no preparation in how to develop lessons that would bring about behavioral changes in students.

TABLE 37.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN PLANNING FOR EFFECTIVE TEACHING AND LEARNING.

Competency	Considerable No.	Considerable %	Adequate No.	Adequate %	Some No.	Some %	None No.	None %	Mean	Standard Deviation
16	13	15	30	34	38	44	6	7	2.575	.830
17	9	11	33	38	36	41	9	10	2.483	.819
18	3	3	22	25	44	51	18	21	2.115	.769
19	4	5	35	40	39	45	9	10	2.391	.737
20	9	10	24	28	46	53	9	9	2.391	.798
21	4	5	18	21	42	48	23	26	2.034	.813
22	6	7	16	18	50	57	15	17	2.149	.785
23	5	6	14	17	47	53	21	24	2.034	.799
24	7	8	20	23	50	57	10	11	2.276	.773
25	8	9	24	28	44	50	11	13	2.333	.816

The per cent of cooperating teachers who believed their student teachers' preparation had been at least adequate was minimal. The majority of student teachers were not adequately prepared to plan for effective teaching and learning.

Subject matter competency

Table 38 indicates that a minimum of 47 per cent of the cooperating teachers believed their student teacher was adequately prepared in the 10 competencies concerned with subject matter. A further refinement of this major competency reveals that students were adequately prepared in competencies 25 through 28, 31 through 33, and competency 35. Less

TABLE 38.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN SUBJECT MATTER AREA.

Competency	Considerable No.	Considerable %	Adequate No.	Adequate %	Some No.	Some %	None No.	None %	Mean	Standard Deviation
26	14	16	38	44	34	39	1	1	2.747	.735
27	9	10	36	41	41	47	1	1	2.609	.688
28	18	21	36	41	25	29	8	9	2.736	.895
29	15	17	36	41	31	36	5	6	2.701	.823
30	10	11	33	38	39	45	5	6	2.552	.774
31	16	18	34	39	29	33	8	9	2.667	.885
32	14	16	32	37	34	39	7	8	2.609	.854
33	15	17	33	38	31	36	8	9	2.632	.878
34	11	13	30	34	40	46	6	7	2.529	.805
35	18	21	30	34	34	39	5	6	2.701	.864

than 22 per cent of the cooperating teachers expressed the opinion that their student teacher was given considerable preparation in any of the 10 competencies prior to commencing the clinical experience.

Less than 9 per cent expressed the opinion that their student teacher had no preparation in the 10 competencies. Forty-eight per cent of the student teachers were less than adequately prepared in competency 27 concerned with understanding the relationship of his subject to the total school program. Likewise, 51 per cent believed their student teacher was inadequately prepared in understanding the relationship between his subject area and other courses.

Skills in teaching and learning

Table 39 contains the data on competencies 36 through 55 found in Section II of the questionnaire. According to the opinions of cooperating teachers, 50 per cent of the student teachers were at least adequately prepared to: (1) administer teacher-made or standardized tests, (2) speak and write effectively, (3) construct meaningful quizzes and tests, (4) keep records. Less than 17 per cent of the students were considerably prepared in any of the 20 competencies. The competency concerned with administering teacher-made or standardized tests was the only one in which more than 15 per cent of the students were considerably prepared.

It may be noted from Table 39 that from 3 to 38 per cent of the cooperating teachers believed the students received no preparation in the 20 competencies concerned with skills in teaching and learning. Thirty-eight per cent of the cooperating teachers expressed the opinion that their student teacher had no preparation for conducting parent-teacher conferences. Twenty-four per cent indicated inadequate preparation for operating duplicating machines. In addition: (1) 68 per cent believed the student teacher was less than adequately prepared to produce A-V materials for classroom use, (2) 77 per cent indicated inadequate preparation for organizing and conducting a classroom debate, and (3) 60 per cent lacked adequate preparation for asking classroom questions necessary to stimulate critical thinking.

The per cent of cooperating teachers who believed their student teachers' preparation had been adequate was minimal except for competencies 43, 44, 50, and 51 where at least 50 per cent of the teachers indicated adequate preparation. The majority of student teachers were

TABLE 39.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN SKILLS REQUIRED IN TEACHING AND LEARNING.

Competency	Considerable		Adequate		Some		None		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
36	4	5	23	26	45	51	15	17	2.184	.771
37	9	10	25	29	41	47	12	14	2.356	.849
38	2	2	33	38	45	52	7	8	2.345	.662
39	2	2	18	21	48	55	19	22	2.034	.723
40	3	3	32	37	42	48	10	11	2.344	.723
41	8	9	35	40	40	46	4	5	2.540	.728
42	7	8	31	36	33	38	16	18	2.333	.872
43	14	16	40	46	29	33	4	5	2.736	.784
44	9	10	45	52	30	34	3	3	2.690	.704
45	6	7	33	38	44	51	4	5	2.471	.696
46	3	3	23	26	51	57	10	11	2.218	.689
47	14	16	25	29	35	40	13	15	2.460	.938
48	13	15	22	25	31	36	21	24	2.310	1.004
49	4	5	21	24	44	51	18	21	2.126	.790
50	11	13	44	51	28	32	4	5	2.713	.746
51	9	10	39	45	28	32	11	13	2.529	.847
52	3	3	26	30	48	55	10	11	2.253	.702
53	2	2	33	38	44	51	8	9	2.333	.676
54	8	9	25	29	38	44	16	18	2.287	.875
55	1	1	11	13	42	48	33	38	1.770	.710

not adequately prepared in the basic skills required in teaching and learning, according to the opinions expressed by cooperating teachers.

Teaching and methodology competencies

The 25 competencies in Section V of the questionnaire were concerned with effective teaching and methods of teaching. Table 40 showed that a minimum of 50 per cent of the cooperating teachers expressed the opinion that student teachers were adequately prepared in competencies 56, 61, 64, 65, 70, 71, 73, and 80. In the opinion of cooperating teachers, student teachers were not adequately prepared in 17 of the 25 competencies.

A more detailed analysis of the data revealed that 61 per cent of the teachers believed the students were inadequately prepared to understand: (1) how to develop a new topic, (2) teaching methodologies appropriate to the learning level of his students, (3) how to develop concepts in students, (4) how to develop critical thinking in students, (5) how to modify or change attitudes and values, (6) the value and use of dissention, discussion, and dialogue in teaching and learning, (7) how and when to use resource people to promote interest and learning, and finally, (8) the value and use of the lecture.

In only 3 competencies, 57, 61, and 71, did 10 per cent or more of the student teachers possess considerable preparation. In light of the data presented in Table 40, it would seem as though the majority of student teachers were given adequate or some preparation, with smaller percentages found in the two extremes.

TABLE 40.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN TEACHING AND METHODOLOGIES.

Competency	Considerable No.	Considerable %	Adequate No.	Adequate %	Some No.	Some %	None No.	None %	Mean	Standard Deviation
56	7	8	45	52	29	33	6	7	2.609	.737
57	9	10	34	39	32	37	12	14	2.460	.860
58	7	8	29	33	43	49	8	9	2.402	.769
59	4	5	30	34	46	53	8	7	2.356	.698
60	7	8	28	32	42	48	10	11	2.368	.794
61	10	11	35	40	34	39	8	9	2.540	.818
62	7	8	32	36	42	48	6	7	2.460	.744
63	4	5	31	36	47	54	5	6	2.391	.671
64	8	9	38	44	34	39	7	8	2.540	.775
65	6	7	40	46	32	37	9	10	2.494	.776
66	2	2	32	37	41	47	12	14	2.276	.726
67	3	3	21	24	53	61	10	11	2.195	.679
68	4	5	14	16	59	68	10	11	2.138	.668
69	2	2	16	18	56	64	13	15	2.080	.651
70	5	6	40	46	36	41	6	7	2.506	.713
71	13	15	40	46	27	31	7	8	2.678	.828
72	7	8	28	32	43	49	9	10	2.379	.781
73	8	9	38	44	38	44	3	3	2.586	.708
74	8	9	35	40	36	41	8	9	2.494	.791
75	4	5	29	33	50	57	4	5	2.379	.651
76	1	1	33	38	47	54	6	7	2.333	.623
77	7	8	31	36	42	48	7	8	2.437	.758

TABLE 40--Continued

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
78	4	5	30	34	40	46	13	15	2.287	.776
79	6	7	25	29	50	57	6	7	2.356	.715
80	5	6	40	46	35	40	7	8	2.494	.729

Motivation and learning

It may be noted from Table 41 that student teachers were adequately prepared in only 1 of the 10 competencies concerned with human motivation and learning. Other than competency 8 concerned with how to develop rapport with students, student teachers lacked adequate preparation in understanding motivation and learning as it related to teaching.

A more detailed analysis of the data revealed that 60 per cent or more of the cooperating teachers believed their students lacked adequate preparation in understanding: (1) how to present old ideas in a new light, (2) how to hold the attention of the slow learner, (3) motivation theories as they relate to teaching, (4) how to develop a readiness for learning, (5) how to use pupil experiences to enrich and give meaning to subject matter, (6) the value and use of reward, punishment, and reinforcement in learning, (7) the value and methods of creating favorable learning environments.

Even in light of the many competencies in which students lacked adequate preparation, it was interesting that so few teachers believed their student had no preparation in these 10 competencies. The per cent of cooperating teachers who believed their student teachers' preparation

TABLE 41.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN UNDERSTANDING HUMAN MOTIVATION AND LEARNING.

Competency	Considerable No.	%	Adequate No.	%	Some No.	%	None No.	%	Mean	Standard Deviation
81	8	9	37	43	34	39	8	9	2.517	.790
82	4	5	21	24	55	63	7	8	2.253	.669
83	3	3	21	24	40	46	23	26	2.046	.806
84	7	8	22	25	47	54	11	12	2.287	.791
85	8	9	29	33	39	45	11	13	2.391	.826
86	2	2	25	29	51	58	9	10	2.230	.659
87	6	7	27	31	45	52	9	10	2.345	.760
88	10	11	32	37	38	44	7	8	2.517	.805
89	3	3	29	33	50	57	5	6	2.345	.644
90	4	5	26	30	50	57	7	8	2.310	.687

had been adequate was minimal. The majority of students were not adequately prepared in the motivation and learning competencies, according to cooperating teachers.

Evaluation competencies

It was obvious from the data presented in Table 42 that there was no unanimity among cooperating teachers with respect to how well student teachers were prepared in the evaluation competencies in Section VII of the questionnaire. Fifty per cent or more of the cooperating teachers expressed the opinion that student teachers were adequately prepared to understand: (1) tests as learning tools and evaluative

TABLE 42.--OPINIONS OF COOPERATING TEACHERS CONCERNING THE EXTENT OF STUDENT TEACHER PREPARATION IN EVALUATION OF TEACHING AND LEARNING.

Competency	Considerable		Adequate		Some		None		Mean	Standard Deviation
	No.	%	No.	%	No.	%	No.	%		
91			21	24	56	64	10	11	2.126	.587
92	4	5	27	31	49	56	7	8	2.322	.690
93	5	6	38	44	40	46	4	5	2.506	.680
94	3	3	31	36	41	47	12	14	2.287	.746
95	4	5	36	41	41	47	6	7	2.437	.694
96	1	1	38	44	41	47	7	8	2.379	.651
97	7	8	40	46	37	43	3	3	2.586	.691
98			25	28	42	48	20	23	2.057	.721
99	4	5	36	41	40	46	7	8	2.425	.709
100	3	3	25	29	44	51	15	17	2.184	.755

instruments, (2) how to use teacher-made and standardized tests. Cooperating teachers believed the majority of student teachers were inadequately prepared in the 8 other competencies.

A very small per cent of the teachers believed the students were considerably prepared in the evaluation competencies, while a much larger per cent indicated no preparation. Seventeen per cent expressed the opinion that their student teacher had no preparation in how to evaluate instruments.

Not too surprisingly, in light of the data in Table 43, the per cent of cooperating teachers who believed their student teachers' preparation had been adequate was minimal.

Ranking of competencies by cooperating teachers

Table 43 contains a list of competencies in the order in which students were prepared in them as perceived by cooperating teachers. Ranking was based on the mean of each competency according to the 4 point scale used by the respondents to express their opinions concerning the extent of their preparation. According to this scale, 1 represented no preparation, 2 represented some preparation, 3 represented adequate preparation, and 4 represented considerable preparation. Expressing these numbers in terms of means of 1.000, 2.000, 3.000, and 4.000, and using 3.000 as the minimum base of preparation, it was apparent that student teachers were inadequately prepared in all of the 100 competencies.

Thirty competencies had means between 3.000 and 2.500, and therefore were closer to adequate preparation than some preparation, although not at the adequacy level. This could be interpreted to mean that cooperating teachers did not feel their student teachers were adequately prepared in these competencies, but they did feel as though the students had received some preparation.

Sixty-six competencies had means between 2.500 and 2.000. This could be interpreted to mean that cooperating teachers believed their students had some training in competencies 31 through 96 in Table 43, but the preparation was not adequate.

Four competencies had means below 2.000, but above 1.500, and therefore were above the no preparation level, but not quite at the some level of preparation. This could be interpreted to mean that

TABLE 43.--RANKING OF COMPETENCIES IN ORDER OF STUDENT TEACHER PREPARATION IN THEM AS PERCEIVED BY COOPERATING TEACHERS.

Rank	Competency Number	Mean	Standard Deviation
1	13	2.862	.734
2	26	2.747	.735
3	12	2.736	.769
4	43	2.736	.784
5	28	2.736	.895
6	50	2.713	.746
7	29	2.701	.823
8	35	2.701	.864
9	44	2.690	.704
10	71	2.678	.828
11	31	2.667	.885
12	11	2.655	.804
13	33	2.632	.878
14	56	2.609	.737
15	27	2.609	.688
16	32	2.609	.854
17	9	2.586	.691
18	73	2.586	.708
19	15	2.575	.816
20	16	2.552	.774
21	30	2.552	.774
22	41	2.540	.728
23	64	2.540	.775
24	61	2.540	.818
25	34	2.529	.805
26	51	2.529	.847
27	81	2.517	.790
28	88	2.517	.805
29	93	2.506	.608
30	70	2.506	.713
31	1	2.494	.680
32	80	2.494	.729
33	65	2.494	.776
34	74	2.494	.791
35	17	2.483	.819
36	45	2.471	.696
37	62	2.460	.744
38	57	2.460	.860
39	47	2.460	.938
40	95	2.437	.694
41	77	2.437	.758
42	99	2.425	.709
43	58	2.402	.769
44	63	2.391	.671
45	19	2.391	.737

TABLE 43--Continued

Rank	Competency Number	Mean	Standard Deviation
46	20	2.391	.798
47	85	2.391	.826
48	96	2.379	.651
49	75	2.379	.651
50	72	2.379	.781
51	60	2.368	.794
52	3	2.368	.809
53	59	2.356	.698
54	79	2.356	.715
55	37	2.356	.849
56	38	2.345	.662
57	89	2.345	.644
58	87	2.345	.760
59	40	2.344	.723
60	76	2.333	.623
61	53	2.333	.676
62	25	2.333	.816
63	42	2.333	.872
64	92	2.322	.690
65	90	2.310	.687
66	48	2.310	1.004
67	94	2.287	.746
68	78	2.287	.776
69	84	2.287	.791
70	54	2.287	.875
71	66	2.276	.721
72	24	2.276	.773
73	82	2.253	.669
74	52	2.253	.702
75	4	2.253	.735
76	86	2.230	.659
77	46	2.218	.689
78	5	2.218	.841
79	67	2.195	.679
80	100	2.184	.755
81	36	2.184	.771
82	22	2.149	.785
83	2	2.138	.632
84	68	2.138	.668
85	14	2.138	.851
86	91	2.126	.587
87	49	2.126	.790
88	18	2.115	.769
89	69	2.080	.651
90	8	2.069	.774
91	6	2.069	.759

TABLE 43--Continued

Rank	Competency Number	Mean	Standard Deviation
92	98	2.057	.721
93	83	2.046	.806
94	39	2.034	.723
95	23	2.034	.799
96	21	2.034	.813
97	10	1.931	.774
98	9	1.874	.818
99	7	1.851	.785
100	55	1.770	.710

cooperating teachers were of the opinion that the student teachers' preparation in these 4 competencies was very minimal.

Section III: Master List of Competencies

Table 44 contains a master list of competencies in order of student preparation in them as perceived by student teachers and cooperating teachers. Ranking was based on the mean of each competency according to the 4 point scale used by the respondents to express their opinions toward the student teachers' preparation. According to this scale, 1 represented no preparation, 2 represented some preparation, 3 represented adequate preparation, and 4 represented considerable preparation. Expressing these numbers in means of 1.000, 2.000, 3.000, and 4.000, and using 3.000 as the minimum base of preparation, it was apparent that student teachers were adequately prepared in none of the 100 competencies.

Thirty-three competencies had means between 3.000 and 2.500. These competencies were closer to adequate preparation than to some preparation although not at the adequacy level. This could be

TABLE 44.--RANKING OF COMPETENCIES IN ORDER OF STUDENT TEACHER PREPARATION IN THEM AS PERCEIVED BY STUDENT TEACHERS AND COOPERATING TEACHERS.

Rank	Competency Number	Mean	Standard Deviation
1	28	2.880	.983
2	26	2.820	.860
3	33	2.780	.896
4	13	2.773	.820
5	29	2.767	.831
6	11	2.753	.843
7	31	2.747	.884
8	44	2.740	.789
9	35	2.720	.935
10	16	2.707	.879
11	71	2.700	.865
12	43	2.680	.846
13	64	2.673	.807
14	30	2.667	.880
15	12	2.653	.859
16	32	2.653	.941
17	50	2.647	.852
18	15	2.640	.838
19	17	2.640	.900
20	27	2.627	.894
21	34	2.613	.873
22	73	2.607	.750
23	80	2.593	.836
24	56	2.587	.804
25	97	2.540	.808
26	61	2.540	.887
27	93	2.527	.730
28	20	2.520	.833
29	81	2.513	.817
30	58	2.507	.825
31	72	2.500	.809
32	45	2.500	.817
33	41	2.500	.841
34	89	2.487	.702
35	57	2.487	.873
36	74	2.480	.833
37	62	2.473	.757
38	19	2.473	.817
39	47	2.473	1.047
40	88	2.467	.864
41	25	2.460	.864
42	87	2.453	.765
43	1	2.447	.719
44	65	2.447	.815
45	99	2.440	.781

TABLE 44--Continued

Rank	Competency Number	Mean	Standard Deviation
46	70	2.433	.847
47	51	2.433	.951
48	48	2.413	1.130
49	95	2.407	.761
50	96	2.407	.803
51	38	2.393	.750
52	59	2.373	.765
53	85	2.373	.894
54	77	2.367	.814
55	90	2.360	.762
56	79	2.360	.813
57	53	2.353	.761
58	75	2.347	.786
59	63	2.333	.748
60	3	2.333	.872
61	76	2.320	.745
62	42	2.320	.965
63	37	2.300	.880
64	92	2.293	.723
65	94	2.287	.854
66	60	2.287	.862
67	84	2.280	.844
68	24	2.267	.841
69	78	2.260	.885
70	66	2.253	.753
71	82	2.247	.741
72	36	2.227	.868
73	54	2.227	.906
74	2	2.220	.713
75	91	2.213	.701
76	67	2.207	.753
77	52	2.207	.762
78	40	2.200	.851
79	18	2.187	.847
80	86	2.160	.752
81	22	2.153	.865
82	46	2.147	.772
83	100	2.140	.828
84	6	2.093	.822
85	68	2.067	.739
86	21	2.053	.842
87	4	2.033	.806
88	5	2.033	.831
89	83	2.013	.835
90	39	2.007	.798
91	69	2.000	.742

TABLE 44--Continued

Rank	Competency Number	Mean	Standard Deviation
92	23	2.000	.827
93	14	1.947	.842
94	49	1.940	.876
95	98	1.933	.800
96	8	1.913	.835
97	9	1.867	.825
98	7	1.827	.775
99	10	1.767	.798
100	55	1.687	.804

interpreted to mean that all respondents did not feel as though the student teachers were adequately prepared in these 33 competencies, but they did have some preparation.

Fifty-nine competencies had means between 2.500 and 2.000. This could be interpreted to mean that student teachers had some preparation in competencies 34 through 92 listed in Table 44, but the preparation was not adequate.

Eight competencies had means below 2.000, but above 1.500, and therefore were above the no preparation level, but not at the some level or preparation. This could be interpreted to mean that student teachers and cooperating teachers were of the opinion that the student teachers' preparation in these competencies had been minimal.

Section IV: A Comparison of Student Teacher Responses to Cooperating Teacher Responses on Scale 2 of the Questionnaire

Section IV of Chapter V is concerned with comparing the opinions of student teachers with those of their cooperating teachers on Scale 2 of the questionnaire. To make the type of comparison desired, it was

TABLE 45.--t-TEST RESULTS FOR 51 PAIRS OF STUDENT TEACHERS AND COOPERATING TEACHERS FOR EACH OF THE COMPETENCIES ON SCALE 2

Competency Number	Scale 2 S.T. Mean	Scale 2 C.T. Mean	t Score
1	2.333	2.412	- .579
2	2.333	2.059	1.902
3	2.255	2.314	- .356
4	1.647	2.255	-4.563*
5	1.706	2.118	-2.902*
6	2.098	2.039	.405
7	1.784	1.784	0
8	1.608	2.000	-2.824*
9	1.863	1.784	.501
10	1.549	1.843	-2.608*
11	2.804	2.706	.643
12	2.412	2.725	-2.016*
13	2.569	2.882	-2.120*
14	1.627	2.098	-3.187*
15	2.686	2.608	.448
16	2.824	2.510	2.198*
17	2.784	2.529	1.580
18	2.255	2.078	1.096
19	2.627	2.471	1.010
20	2.745	2.471	1.721
21	2.078	2.059	.117
22	2.089	2.235	- .730
23	1.882	2.039	- .890
24	2.157	2.314	.925
25	2.549	2.275	1.428
26	2.843	2.686	.925
27	2.529	2.529	0
28	3.020	2.667	1.968
29	2.784	2.627	.890
30	2.745	2.529	1.328
31	2.765	2.667	.643
32	2.588	2.529	.104
33	2.941	2.647	1.714
34	2.627	2.510	.501
35	2.627	2.647	- .100
36	2.333	2.235	.130
37	2.176	2.373	-1.132
38	2.412	2.333	.272
39	1.980	2.020	- .239
40	2.000	2.373	-2.469*
41	2.392	2.510	-1.291

TABLE 45--Continued

Competency Number	Scale 2 S.T. Mean	Scale 2 C.T. Mean	t Score
42	2.372	2.216	.579
43	2.529	2.686	-1.026
44	2.765	2.667	.421
45	2.471	2.510	- .258
46	2.000	2.196	-1.414
47	2.490	2.510	- .338
48	2.549	2.353	.602
49	1.725	2.039	-2.222*
50	2.510	2.760	-1.422
51	2.216	2.451	-1.800
52	2.235	2.151	- .564
53	2.451	2.235	.130
54	2.098	2.157	- .239
55	1.686	1.686	-1.584
56	2.510	2.529	- .711
57	2.471	2.431	.267
58	2.667	2.392	1.390
59	2.392	2.235	0
60	2.176	2.353	-1.580
61	2.549	2.569	- .246
62	2.510	2.471	0
63	2.294	2.412	-1.146
64	2.863	2.569	2.109*
65	2.392	2.392	- .230
66	2.235	2.137	.718
67	2.235	2.098	.391
68	2.000	2.039	- .935
69	1.863	1.922	- .373
70	2.255	2.529	-1.584
71	2.608	2.608	0
72	2.686	2.392	1.896
73	2.529	2.529	0
74	2.431	2.353	.556
75	2.294	2.214	.124
76	2.216	2.275	- .429
77	2.235	2.255	- .128
78	2.255	2.137	.793
79	2.333	2.176	.879
80	2.647	2.373	1.776
81	2.431	2.471	- .254
82	2.235	2.157	.448
83	1.941	2.000	- .338
84	2.275	2.275	0
85	2.275	2.451	-1.113

TABLE 45--Continued

Competency Number	Scale 2 S.T. Mean	Scale 2 C.T. Mean	t Score
86	2.000	2.235	-1.968
87	2.627	2.373	1.967
88	2.294	2.529	-1.383
89	2.686	2.294	2.459*
90	2.471	2.275	1.336
91	2.314	2.118	1.621
92	2.176	2.255	- .567
93	2.490	2.431	.438
94	2.255	2.333	- .479
95	2.294	2.353	- .373
96	2.392	2.392	0
97	2.412	2.569	-1.081
98	1.725	2.020	-2.198*
99	2.451	2.393	.398
100	2.000	2.118	- .731

*Significance at .05 level using two-tailed test at df = 50 is 2.011.

necessary to have the opinions of student teachers and their respective cooperating teachers. In the final analysis, only 51 pairs of student teachers and cooperating teachers were possible due to the failure of some respondents in returning their questionnaires. Thus, the data included in Table 45 was on 51 pairs of student teachers and cooperating teachers, not the 87 cooperating teachers or the 63 student teachers included in the data for Sections I and II of this chapter.

A related t-test was applied to the data for each competency to determine if a significant difference existed between the means of the two groups. The critical value of t using a two-tailed test at 50 degrees of freedom is 2.011. All t values reported in Table 45 are at the .05 level of significance.

It was evident from Table 45 that there were few competencies in which student teachers and cooperating teachers expressed significant differences of opinions regarding how well prepared the student was in the competency. Significant differences were found in 13 of the 100 competencies. Seven of the 13 competencies in which differences were found were in Section I of the questionnaire. This section was concerned with the roles and responsibilities of various school personnel. The remaining 6 competencies toward which differences of opinion were expressed were scattered throughout the remaining sections of the questionnaire. The competencies with significant differences are presented here according to their number in the questionnaire. These competencies were:

4. Understanding the roles and responsibilities of the principal in the total education program.
5. Understanding the roles and responsibilities of the principal in discipline.
8. Understanding the roles and responsibilities of the department head/chairman in the total education program.
10. Understanding the roles and responsibilities of the janitorial staff in school programs.
12. Understanding the roles and responsibilities of the college supervisor.
13. Understanding the roles and responsibilities of the cooperating/supervising teacher.
14. Understanding the roles and responsibilities of the superintendent.

16. Understanding the importance and use of weekly, unit or chapter lesson planning.

40. Possess skills in evaluating students' verbal work.

49. Possess skills in organizing and conducting a field trip.

64. Understanding the value and use of illustrations and examples in teaching.

98. Understanding how to develop/construct non-grading evaluative instruments and how to use these instruments and interpret the results.

The negative sign before a significant t score in Table 45 indicated the differences were a result of the high value given by the cooperating teacher. A competency with a significant t-score, but without the negative sign resulted from the high value attached to the competency by the student teacher. Ten of the 13 differences resulted from the high value given by cooperating teachers. It was evident from the table, when significant differences were expressed, they were more often those of the cooperating teacher. According to the data, cooperating teachers attached higher value to the degree of student preparation in the competencies with significant difference than did the student teachers. Since this data represented the opinions of only 51 pairs of students and teachers, any attempt at generalizing these differences should consider the limited group involved in the comparisons. However, the data represented approximately 60 per cent of the cooperating teachers and 84 per cent of the student teachers.

CHAPTER VI

CONCLUSIONS, SUMMARY, AND RECOMMENDATIONS

As has been stated in Chapter I, the purpose of this study was twofold: (1) to determine specific competencies student teachers should possess prior to the start of the clinical experience, (2) to determine how adequately prepared a specific group of student teachers were in these competencies. The basis for determining the competencies and evaluating the preparation were the opinions of student teachers, their cooperating teachers, and professional educators. As has been mentioned in Chapter I, this research was concerned with generating answers to the following seven questions:

1. In the opinion of secondary student teachers, what competencies should all student teachers possess prior to the start of the clinical experience?
2. In the opinion of cooperating teachers, what competencies should all student teachers possess prior to the start of the clinical experience?
3. In the opinion of professional educators, what competencies should all student teachers possess prior to the start of the clinical experience?
4. Will the opinions of cooperating teachers differ significantly from those of student teachers with respect to the competencies student teachers should possess prior to the start of the clinical experience?

5. In the opinion of secondary student teachers, how well prepared were they with respect to specific teacher competencies?
6. In the opinion of cooperating teachers, how well prepared was their last student teacher with respect to specific teacher competencies?
7. Will the opinions of cooperating teachers differ significantly from those of student teachers with respect to the students' preparation in specific competencies?

Answers to these seven questions were obtained through the use of a questionnaire composed of one hundred competencies authorities in the field of teacher education believed effective teachers may or may not possess. The final instrument used in this study was developed by the researcher after a thorough review and analysis of existing instruments, and after a review of the literature dealing with teaching competencies. The instrument was administered to those student teachers who completed their student teaching during the Fall 1970 at the University of North Dakota. The same instrument was administered to the cooperating teachers who served these student teachers. Likewise, this instrument was administered to professional educators who helped prepare these students as teachers.

The validity of the instrument was ascertained by a group of authorities in the field of teacher education. The reliability of the seven sections for each of the two scales was determined using the coefficient alpha test of inter-item homogeneity. The total reliability for each of the two major scales in the instrument, while only estimated, was well within acceptable limits.

Conclusions Concerning Specific Competencies Student Teachers Should Possess Prior to the Start of the Clinical Experience: Scale 1

One of the specific purposes of this study was to identify specific competencies student teachers should be expected to possess prior to the start of their clinical experience. The following conclusions seem appropriate in light of the findings of this study.

Student teacher opinions

The first question for which this study attempted to generate answers concerned itself with: In the opinion of secondary student teachers, what competencies should all student teachers possess prior to the start of the clinical experience? The findings of this study indicate student teachers expressed strong opinions in favor of forty-six of the competencies listed in the questionnaire, agreement toward forty-seven competencies, and disagreement toward seven competencies. It would seem that student teachers desire a basic understanding in the same competencies authorities in the field of teacher education believe the effective teacher should have.

In light of the small standard deviations generated from the data, it would seem as though student teachers generally agreed on those competencies they should possess, but quite strongly disagreed on those they should not possess.

While general agreement was expressed toward ninety-three competencies, it is somewhat disturbing to find a lack of strong agreement shown toward more than forty-six competencies. It seems logical to conclude student teachers are not positive of what competencies they

definitely should have, but they have some vague notion of competencies teachers in general have, good or bad as they may be.

Four of the competencies with the lowest means, those below 3.000, were concerned with understanding the roles of people involved with the learning process or the operation of the school. In light of the value attached to these competencies, it seems appropriate to conclude student teachers are less concerned with understanding the functions of other people and more concerned with understanding the teaching process.

Three sections of Scale 1 were well represented among the forty-six competencies toward which students expressed strong agreement. Section II had 70 per cent of its competencies ranked above 3.500. Section III also had 70 per cent of its competencies ranked in the strong agreement range. Section V had fifty-six per cent of its competencies rated strong agreement. The remaining four sections had smaller per cents represented in the rank list of competencies. Consistent with the opinions they expressed, it would seem logical to conclude students definitely believe they should have basic understandings in: (1) planning for effective teaching and learning, (2) subject matter, (3) teaching and methodologies.

Less importance was attached to those major competencies concerned with: (1) understanding roles and responsibilities of people involved with teaching, learning, and schools, (2) skills required in teaching and learning, (3) motivation and learning, (4) evaluation of teaching and learning. Thus, it seems appropriate to conclude student teachers are less concerned with understanding factors influencing why and how the learner learns and more concerned with subject matter.

It would seem as though student teachers have lost sight of the real subject matter in the teaching and learning process--the student.

Cooperating teacher opinions

Question two of this study, as indicated in Chapter I, concerned itself with: In the opinion of cooperating teachers, what competencies should all student teachers possess prior to the start of the clinical experience? The findings of this study indicate teachers strongly agreed student teachers needed a basic understanding in fifty-one competencies, generally agreed they needed a basic understanding in forty-five competencies, and disagreed with the need for understanding in four competencies. On the basis of these findings, the following additional conclusions seem appropriate: (1) The conservative response given to one-half of the competencies indicates cooperating teachers are not sure what competencies student teachers definitely should have. (2) Cooperating teachers realize students can not be expected to be prepared in all of the competencies possessed by the effective experienced teacher. (3) Cooperating teachers do not know what competencies the effective teacher should or does possess. (4) Cooperating teachers do not know in what competencies student teachers are prepared before they begin the clinical experience. (5) Cooperating teachers are unaware of the teaching competencies the teacher preparing institutions are attempting to engender in student teachers.

Three of the four competencies with the lowest means, those toward which disagreement was expressed, were concerned with the roles and responsibilities of people involved with teaching, learning, and schools. It seems appropriate to conclude that cooperating teachers place little value in the students' understanding of these competencies.

Sections II, III, and VI are well represented among the fifty-one competencies given strong agreement. Each of these sections had a minimum of seventy per cent of their competencies included in the strong agreement ranking; Section II had one hundred per cent representation. Lesser per cents of the other four competencies were found in the top fifty-one competencies. It seems appropriate to conclude that cooperating teachers definitely believe student teachers should have a basic understanding of the competencies in the planning, subject matter, and motivation and learning sections; less enthusiasm was expressed toward the other sections.

Professional educator opinions

The third question this study attempted to generate answers to concerned itself with: In the opinion of professional educators, what competencies should all student teachers possess prior to the start of student teaching? The findings of this study indicate that educators strongly believed a need exists for a basic understanding of fifty-nine of the one hundred competencies. Agreement was expressed toward thirty-five competencies--disagreement expressed toward six. On the basis of the data resulting from the study, it seems appropriate to make the following conclusions: (1) Professional educators strongly believe sixty per cent of the competencies included in the questionnaire are essential qualities necessary for all student teachers before they begin their clinical experience. (2) Professional educators did not deem it absolutely necessary that student teachers possess a basic understanding in forty per cent of the competencies.

Sections II, III, and VI of the questionnaire were well represented among the fifty-nine competencies given strong agreement. Seventy

per cent of the competencies in each of these three sections were included among the top fifty-nine competencies. Section III competencies were related to basic understandings in subject matter. One could conclude from the high value attached to these competencies that professional educators place more value on what is taught than on planning for teaching, methods used in teaching, or the skills required in teaching and learning. It is appropriate to conclude from the few evaluation competencies with means above 3.500, that educators place minimal value on the evaluation of teaching and learning. Thus, in light of the value attached to subject matter, and the lack of emphasis placed on evaluation, it seems evident that professional educators are very concerned with knowledge in subject matter, and not overly concerned with evaluating teaching or the extent of student learning.

Comparison of opinions of students and teachers

Will student teachers and cooperating teachers agree on competencies student teachers should possess prior to the clinical experience? In terms of the data generated to answer question four, it is very evident that student teachers and cooperating teachers do not differ significantly on eighty-nine of the one hundred competencies. It may be concluded from the comparisons that student teachers and cooperating teachers generally agree on competencies students need before they begin student teaching.

Conclusions Concerning Student Teacher Preparation: Scale 2

The second major purpose of this study was to evaluate the extent to which student teachers possess a basic understanding of the competencies

included in the questionnaire. The following conclusions seem appropriate in view of the findings that evolved from the data.

Student teacher opinions

The fifth question this study attempted to generate answers to concerned itself with: In the opinion of student teachers, how well prepared were they in the competencies included in the questionnaire? The findings of this study indicate students had received considerable preparation in none of the competencies, adequate preparation in one competency, some preparation in eighty-four competencies, and less than some preparation in fifteen competencies. If the mid-point of the mean between adequate preparation and some preparation is used as the minimum base to indicate those competencies in which the student received adequate preparation then it is appropriate to conclude that student teachers believed they were adequately prepared in thirty-seven of the one hundred competencies.

As previously reported in Chapter V, a mean value of 3.000 was used as the minimum base for adequate preparation. Using this value it is appropriate to assume that students believed they were inadequately prepared in ninety-nine of the one hundred competencies.

The higher standard deviations reported in Table 35 indicated some real difference of opinion by student teachers. The extremely high deviations could be interpreted to represent a lack of agreement among student teachers as to the adequacy of their preparation in the competencies listed in the instrument. These differences of opinion held regardless of the rank and regardless of the sections. Thus, it is appropriate to conclude that students disagreed with respect to all of the competencies concerning the degree of their preparation.

Those competencies with the lowest means, indicating less than some preparation, tended to have some of the lowest standard deviations. This could be interpreted to mean that students consistently agreed when they were inadequately prepared in these competencies.

It may be appropriate to conclude that either student teachers were inadequately prepared in these competencies, or they were unable to accurately evaluate their preparation in these competencies. Because this instrument was administered to students immediately after their clinical experience, it may be their negative feelings about student teaching biased their opinions, and therefore contributed to the low value they attached to their preparation. On the other hand, it may be their experience was good, but their preparation for this experience was bad, and therefore they may have been more than generous in estimating the extent of their preparation.

Cooperating teacher opinions

Question six of this study, as indicated in Chapter I, concerned itself with: In the opinion of cooperating teachers, how well prepared was their last student teacher in the competencies included in the questionnaire? The findings of this study, using the criteria established in Chapter V as the minimum base representing adequate preparation, indicated student teachers were inadequately prepared in all one hundred competencies.

If a more liberal criteria is used as the minimum base for adequate preparation, for example, 2.500, the mid-point between adequate and some preparation, it may be appropriate to assume that student teachers were somewhat adequately prepared in thirty competencies and unprepared in seventy.

The standard deviations were mildly high regardless of the rank of the competency and regardless of the section to which it belonged. It is appropriate to conclude, in light of the consistency of the standard deviations, that cooperating teachers consistently disagreed with respect to the adequacy of the student teachers' preparation.

It seems consistent with the opinions of cooperating teachers to conclude that either student teachers were inadequately prepared in these competencies or cooperating teachers were not able to accurately evaluate the extent of preparation. Because this instrument was administered to cooperating teachers after the student teachers had terminated their assignment, it may be that cooperating teachers could not recall how well prepared their students were in these competencies. It may be the general negative feeling toward the student teacher biased the evaluation and therefore contributed to the low value attached to the preparation. On the other hand, it may be the teachers were overly generous in their evaluation because of the friendship generated during the clinical experience. These last two observations point up the difficulty encountered when attempting to evaluate the competence or preparation of members of a closely related group, especially when the evaluation may be a reflection of the adequacy or inadequacy of one member or a reflection of the ability or inability of one member to accurately and consistently evaluate another.

Furthermore, it may be accurate to conclude that cooperating teachers were overly generous in their evaluation of the students' preparation because of the positive reflection it would have on the institution doing the preparing. On the other hand, the low value attached to the preparation may be an accurate reflection of the

students' preparation, or it may be a reflection of the negative feelings the cooperating teachers have toward student teachers, or the teacher training institution. Considering the air of negativism generated by many cooperating teachers toward the adequacy of student teacher preparation, the reflections of the cooperating teachers may be interpreted as their signal to colleges and universities to upgrade the preparation of student teachers or change the training programs.

Comparison of opinions of students and teachers on Scale 2

The seventh and last question this research attempted to generate answers to concerned itself with: Will student teachers and cooperating teachers agree on how well the student teachers were prepared in the competencies listed in the questionnaire? In terms of the data generated to answer this question, it seems evident that student teachers and cooperating teachers do not differ significantly on eighty-seven of the one hundred competencies; they do differ significantly on thirteen competencies. It may be concluded from the comparisons that student teachers and cooperating teachers generally agreed on how well prepared student teachers were in the competencies listed in the questionnaire.

Summary

This study was inaugurated with two purposes in mind: (1) to determine what specific competencies student teachers should have a basic understanding in prior to the start of the clinical experience, (2) to determine how well prepared student teachers are in these competencies. More specifically, this study attempted to generate answers

to the seven questions posed in Chapter I that serve as the corner-stones from which support is built for reaching conclusions relevant to the purposes mentioned above.

In light of the multitude of data generated in this study, and the conservative analysis made of this data, the following summary statements seem appropriate: (1) The three groups of respondents involved in this study believed all student teachers should have a basic understanding of the one hundred competencies included in the instrument developed by the researcher, validated by authorities in the field of teacher education, and proven reliable using the coefficient alpha test of reliability. (2) The two groups of respondents involved in the portion of the study concerned with evaluating student teacher preparation generally believed student teachers were inadequately prepared in the one hundred competencies included in the instrument developed by the researcher. (3) Student teachers and their respective cooperating teachers consistently agreed, not disagreed, with respect to specific competencies student teachers should possess before they begin their student teaching and with respect to how well student teachers were prepared in the one hundred competencies used as the basis for evaluating student teacher preparation. (4) The list of competency statements, and the two scales used with these statements comprise a reliable instrument that may be used to duplicate a study of this type, evaluate teacher preparation, and evaluate the adequacy of a teacher preparing program. (5) Finally, this instrument may serve as a guide to educators or teacher preparing institutions who desire to develop a competency based teacher education program.

Recommendations

Based on the findings and conclusions reported in this study the following recommendations are suggested for those interested in further research in this virgin area of teacher education:

1. Conclusions drawn from this study indicate that additional research is necessary using a variety of diverse teacher preparing institutions serving both large urban schools and smaller rural schools.
2. Conclusions drawn from this study indicate that objective measurement of student competency be made prior to the time they actually begin their clinical experience.
3. Conclusions drawn from the data in this study indicate that evaluation of student preparation might better be made by unbiased and trained observers who are familiar with the criteria and the evaluative scales.
4. Conclusions drawn from the data in this study should be compared with those evolving from similar research with elementary student teachers.

APPENDIX A

Fellow Educator:

I would appreciate your assistance in helping me determine which teaching competencies student teachers should possess prior to their clinical experience. I have enclosed a questionnaire with 100 competencies effective/competent teachers may or may not possess. Please respond to each competency statement in a manner which best reflects your experience as a student teacher, cooperating/supervising teacher, or professional educator.

Please follow the directions provided in the questionnaire as best you can. Included is a general information form to be completed by you. All secondary education student teachers who completed their clinical experience during the Fall Semester - 1970, their cooperating/supervising teachers, and selected faculty members of the College of Education at the University of North Dakota will be asked to complete the personal data form and scale one (1) of the questionnaire. Scale two (2) will be completed by student teachers and their cooperating/supervising teachers only.

The results of this study should help to determine what student teachers should know prior to their clinical experience if this experience is to be of maximum value. Hopefully this study will contribute to the movement toward a competency based program for secondary education student teachers.

Please do not put your name or that of any other person you have worked with this past semester on the questionnaire form.

The purpose of the numbers in the right hand corner of the front page of your questionnaire is to identify the particular group of educators you belong to and to help simplify the statistical comparisons.

If you are returning the questionnaire by mail, for your convenience, use the same envelope received. Place the enclosed return label over your address and attach the enclosed postage.

Prompt return of your questionnaire will aid greatly in making this study of significant value.

Professionally yours,

Roger W. Rasmussen

Enclosures

APPENDIX B

PERSONAL DATA
STUDENT TEACHER

1. AGE:

____ 20-22

____ 23-25

____ 26-30

____ 30+

2. SEX:

____ Male

____ Female

3. MARITAL STATUS:

____ Single

____ Married

4. MAJOR AREA OF CONCENTRATION:

____ Art

____ Business Education

____ English

____ Foreign Language

____ Home Economics

____ Industrial Technology

____ Physical Education

____ Science

____ Social Studies

5. LEVEL AT WHICH YOU TAUGHT:

____ Junior High (Grades 7-9)

____ Senior High (Grades 10-12)

6. PROGRAM OF STUDENT TEACHING:

____ Full Day 1st Block

____ Full Day 2nd Block

____ Half Day Mornings

____ Half Day Afternoons

7. PRIOR PUBLIC SCHOOL TEACHING EXPERIENCE:

____ Yes - # of Years ____1-5
____6-10
____ No ____10+

____ Mathematics

____ Speech

____ Other

PERSONAL DATA
COOPERATING TEACHERS

1. AGE:

____ 24-30

____ 31-40

____ 41+

2. SEX:

____ Male

____ Female

3. MARITAL STATUS:

____ Single

____ Married

4. YEARS OF TEACHING EXPERIENCE:

____ 1-5

____ 6-10

____ 11-15

____ 16+

5. PRESENT TEACHING:

____ Junior High

____ Senior High

6. HIGHEST DEGREE EARNED:

____ B. S.

____ M. S.

____ Ed.D. - Ph.D.

7. NUMBER OF STUDENT TEACHERS SUPERVISED TO DATE:

____ 1-2

____ 3-5

____ 6-10

____ 11+

PERSONAL DATA
PROFESSIONAL EDUCATORS

1. AGE:

____ 25-30

____ 31-40

____ 41+

2. SEX:

____ Male

____ Female

3. MARITAL STATUS:

____ Single

____ Married

4. YEARS OF COLLEGE TEACHING EXPERIENCE:

____ 1-5

____ 6-10

____ 11-20

____ 21+

5. YEARS OF PUBLIC SCHOOL TEACHING EXPERIENCE:

____ 1-5

____ 6-10

____ 11-20

____ 20+

6. RANK:

____ G.T.A.

____ Instructor

____ Assistant Professor

____ Associate Professor

____ Professor

7. HIGHEST DEGREE:

____ M. S.

____ Ed.D.

____ Ph.D.

APPENDIX C

DETERMINING TEACHING COMPETENCIES
STUDENT TEACHERS SHOULD POSSESS
PRIOR TO THEIR CLINICAL EXPERIENCE

INSTRUCTIONS: READ CAREFULLY

This instrument contains a list of 100 competencies (skills and understandings) effective/competent teachers may or may not possess. Some or all of these competencies might be possessed by a student teacher prior to his clinical experience.

Your role in this study is to identify those competencies you believe student teachers should possess prior to their actual student teaching, and the extent to which these same competencies were possessed by you as a student teacher, or the student teacher you supervised this Fall-1970.

To the left of each statement is Scale 1 (((SA) (A) (D) (SD))). Please circle the response that indicates the extent to which you believe this competency should be possessed by student teachers prior to the clinical experience. Immediately beneath each statement is Scale 2 ((1 2 3 4)). Please circle the response that best indicates the extent to which you believe this competency was possessed by you as a student teacher, or the student teacher you supervised this Fall-1970.

SCALE 1 LOOKS LIKE THIS: (SA) (A) (D) (SD)

KEY: (SA) If the statement describes a competency you believe a student teacher should possess prior to his clinical experience, circle (SA), "I Strongly Agree."

(A) If the statement describes a competency you believe a student teacher might be able to use, but does not absolutely need prior to the clinical experience, circle (A), "I Generally Agree."

(D) If the statement describes a competency you do not believe is necessary for a student teacher to possess prior to his clinical experience, circle (D), "I Generally Disagree."

(SD) If the statement describes a competency you definitely do not believe is necessary for a student teacher to possess prior to the clinical experience, circle (SD), "I Strongly Disagree."

SCALE 2 LOOKS LIKE THIS: 1 2 3 4*

KEY: 1. If the statement describes a competency you as a student teacher, or the student teacher you supervised had no preparation in, circle 1, "No Preparation."

2. If the statement describes a competency you as a student teacher, or the student teacher you supervised had some preparation in, circle 2, "Some Preparation."

3. If the statement describes a competency you as a student teacher, or the student teacher you supervised had adequate preparation in, circle 3, "Adequate Preparation."

4. If the statement describes a competency you as a student teacher, or the student teacher you supervised had considerable preparation in, circle 4, "Considerable Preparation."

*Scale 2 is to be completed by student teachers and cooperating/supervising teachers only. Professional educators will complete scale 1 only.

DESCRIPTIVE STATEMENTS OF STUDENT TEACHER COMPETENCIES

KEY 1: Strongly agree = (SA) Agree = (A)
Disagree = (D) Strongly disagree = (SD)

KEY 2: No preparation = 1 Some preparation = 2
Adequate preparation = 3 Considerable preparation = 4

SECTION I: Roles and Responsibilities

The statements in this section are believed to concern competencies student teachers may or may not possess about the roles and responsibilities of people involved directly or indirectly with school, teaching, and learning.

I believe all secondary education student teachers should possess a basic understanding of the roles and responsibilities of:

(SA) (A) (D) (SD) 1. the classroom teacher in the total educational program.
1 2 3 4

(SA) (A) (D) (SD) 2. the classroom teacher in the guidance program.
1 2 3 4

(SA) (A) (D) (SD) 3. the classroom teacher in discipline.
1 2 3 4

(SA) (A) (D) (SD) 4. the principal in the total educational program.
1 2 3 4

(SA) (A) (D) (SD) 5. the principal in discipline.
1 2 3 4

(SA) (A) (D) (SD) 6. the guidance counselor in the total educational program.
1 2 3 4

(SA) (A) (D) (SD) 7. the guidance counselor in discipline.
1 2 3 4

(SA) (A) (D) (SD) 8. the department head/chairman in the total educational program.
1 2 3 4

(SA) (A) (D) (SD) 9. the secretarial staff in the total educational/administrative program.
1 2 3 4

(SA) (A) (D) (SD) 10. the janitorial staff in school program.
1 2 3 4

(SA) (A) (D) (SD) 11. the student teacher.
1 2 3 4

(SA) (A) (D) (SD) 12. the college supervisor.
1 2 3 4

(SA) (A) (D) (SD) 13. the cooperating/supervising teacher.
1 2 3 4

(SA) (A) (D) (SD) 14. the superintendent.
1 2 3 4

(SA) (A) (D) (SD) 15. the high school student.
1 2 3 4

SECTION II: Planning

The statement in this section are believed to concern competencies student teachers may or may not possess in planning for effective teaching and learning.

I believe all secondary education student teachers should possess a basic understanding of:

(SA) (A) (D) (SD) 16. the importance and use of weekly, unit or chapter lesson planning.
1 2 3 4

(SA) (A) (D) (SD) 17. daily lesson planning with meaningful and achievable objectives.
1 2 3 4

(SA) (A) (D) (SD) 18. how to involve students in lesson planning.
1 2 3 4

(SA) (A) (D) (SD) 19. how to incorporate A-V materials into lessons.
1 2 3 4

(SA) (A) (D) (SD) 20. how to incorporate a variety of teaching techniques into a daily lesson.
1 2 3 4

(SA) (A) (D) (SD) 21. how to develop a unit of study and differentiated assignments to meet the needs and abilities of slow learners.
1 2 3 4

(SA) (A) (D) (SD) 22. how to plan activities and experiences to challenge the above average student.
1 2 3 4

(SA) (A) (D) (SD) 23. how to develop lessons that will bring about behavioral changes in students.
1 2 3 4

(SA) (A) (D) (SD) 24. how to incorporate the needs and wishes of the students into meaningful and achievable objectives.
1 2 3 4

(SA) (A) (D) (SD) 25. how to put flexibility into his lessons.
1 2 3 4

SECTION III: Subject matter

The statements in this section are believed to concern competencies student teachers may or may not possess in their subject matter area.

I believe all secondary education student teachers should possess a basic understanding of:

(SA) (A) (D) (SD) 26. the contribution of his subject to the overall development of the student.
1 2 3 4

(SA) (A) (D) (SD) 27. the relationship of his subject to the total school program.
1 2 3 4

(SA) (A) (D) (SD) 28. why his subject is being taught and why students take it.
1 2 3 4

(SA) (A) (D) (SD) 29. how to put his subject into practical and understandable terminology.
1 2 3 4

(SA) (A) (D) (SD) 30. the relationship between his subject area and other courses.
1 2 3 4

(SA) (A) (D) (SD) 31. recent developments in his field.
1 2 3 4

(SA) (A) (D) (SD) 32. the historical development of his subject.
1 2 3 4

(SA) (A) (D) (SD) 33. how to relate his subject to students' lives and experiences.
1 2 3 4

(SA) (A) (D) (SD) 34. various theories concerning his subject.
1 2 3 4

(SA) (A) (D) (SD) 35. his subject aside from book knowledge.
1 2 3 4

SECTION IV: Skills

The statements in this section are believed to concern competencies in basic skills required in teaching and learning.

I believe all secondary education student teachers should possess basic skills in:

(SA) (A) (D) (SD) 36. producing A-V materials for classroom use.
1 2 3 4

(SA) (A) (D) (SD) 37. construction of effective evaluative instruments to measure classroom learning.
1 2 3 4

(SA) (A) (D) (SD) 38. classroom questioning necessary to stimulate critical thinking.
1 2 3 4

(SA) (A) (D) (SD) 39. organizing and conducting a classroom debate.
1 2 3 4

(SA) (A) (D) (SD) 40. evaluating student verbal work.
1 2 3 4

(SA) (A) (D) (SD) 41. evaluating student written work.
1 2 3 4

(SA) (A) (D) (SD) 42. handling necessary housekeeping chores.
1 2 3 4

(SA) (A) (D) (SD) 43. administering teacher made or standardized tests.
1 2 3 4

(SA) (A) (D) (SD) 44. oral and written communication.
1 2 3 4

(SA) (A) (D) (SD) 45. selecting and organizing materials that are adaptable to pupil needs, interests and capabilities.
1 2 3 4

(SA) (A) (D) (SD) 46. gathering information about students learning capabilities.
1 2 3 4

(SA) (A) (D) (SD) 47. operating a record player, tape recorder, film strip/slide projector and 16 mm sound projector.
1 2 3 4

(SA) (A) (D) (SD) 48. operating duplicating machines.
1 2 3 4

(SA) (A) (D) (SD) 49. organizing and conducting a field trip.
1 2 3 4

(SA) (A) (D) (SD) 50. constructing meaningful quizzes and tests.
1 2 3 4

(SA) (A) (D) (SD) 51. record keeping (reports, grades, etc.)
1 2 3 4

(SA) (A) (D) (SD) 52. creating dissention, discussion and dialogue among/between students.
1 2 3 4

(SA) (A) (D) (SD) 53. asking thought provoking questions.
1 2 3 4

(SA) (A) (D) (SD) 54. developing and displaying bulletin boards.
1 2 3 4

(SA) (A) (D) (SD) 55. conducting parent-teacher conferences.
1 2 3 4

SECTION V: Teaching and methodology

The statements in this section are believed to concern competencies student teachers may or may not possess about teaching and methodologies.

I believe all secondary education student teachers should possess a basic understanding of:

(SA) (A) (D) (SD) 56. how to present ideas in a clear and convincing way.
1 2 3 4

(SA) (A) (D) (SD) 57. the value and operation of small group instruction.
1 2 3 4

(SA) (A) (D) (SD) 58. the value and use of drill and review in learning.
1 2 3 4

(SA) (A) (D) (SD) 59. how to develop a new topic.
1 2 3 4

(SA) (A) (D) (SD) 60. the relationship of teaching theory to practice.
1 2 3 4

(SA) (A) (D) (SD) 61. how to introduce a daily lesson.
1 2 3 4

(SA) (A) (D) (SD) 62. the value and techniques of summarizing daily lessons.
1 2 3 4

(SA) (A) (D) (SD) 63. teaching methodologies appropriate to the learning levels of his students.
1 2 3 4

(SA) (A) (D) (SD) 64. the value and use of illustrations and examples in teaching.
1 2 3 4

(SA) (A) (D) (SD) 65. how to use a text as a learning tool.
1 2 3 4

(SA) (A) (D) (SD) 66. how to develop concepts in his students.
1 2 3 4

(SA) (A) (D) (SD) 67. how to develop critical thinking in his students.
1 2 3 4

(SA) (A) (D) (SD) 68. how to modify/change attitudes.
1 2 3 4

(SA) (A) (D) (SD) 69. how to change/modify values.
1 2 3 4

(SA) (A) (D) (SD) 70. how to develop appreciation for others.
1 2 3 4

(SA) (A) (D) (SD) 71. how to communicate what he knows in a manner that makes sense to his students.
1 2 3 4

(SA) (A) (D) (SD) 72. how to use non-verbal cues to encourage student participation and to reward student performance.
1 2 3 4

(SA) (A) (D) (SD) 73. how to use a test as a learning experience.
1 2 3 4

(SA) (A) (D) (SD) 74. the value and use of supplemental texts and materials in teaching.
1 2 3 4

(SA) (A) (D) (SD) 75. the value and use of dissention, discussion, and dialogue in teaching and learning.
1 2 3 4

(SA) (A) (D) (SD) 76. how to present various sides or positions of an issue or argument.
1 2 3 4

(SA) (A) (D) (SD) 77. how to use quizzes to promote interest, understanding, competition and self evaluation.
1 2 3 4

(SA) (A) (D) (SD) 78. how and when to use resource people to promote interest and learning.
1 2 3 4

(SA) (A) (D) (SD) 79. the value and use of the lecture.
1 2 3 4

(SA) (A) (D) (SD) 80. how to work with individuals.
1 2 3 4

SECTION VI: Motivation and learning

The statements in this section are believed to concern competencies student teachers may or may not possess about human motivation and learning.

I believe all secondary education student teachers should possess a basic understanding of:

(SA) (A) (D) (SD) 81. how to develop rapport with students.
1 2 3 4

(SA) (A) (D) (SD) 82. how to present old ideas in a new light.
1 2 3 4

(SA) (A) (D) (SD) 83. how to hold the attention of the slow learner.
1 2 3 4

(SA) (A) (D) (SD) 84. motivation theories as they relate to teaching.
1 2 3 4

(SA) (A) (D) (SD) 85. how to make his authority understood and accepted in a gracious manner.
1 2 3 4

(SA) (A) (D) (SD) 86. how to develop a readiness for learning.
1 2 3 4

(SA) (A) (D) (SD) 87. how to use pupil experiences to enrich and give meaning to content/subject matter.
1 2 3 4

(SA) (A) (D) (SD) 88. how to develop a relationship with students which is warm and inspiring, yet professiona.
1 2 3 4

(SA) (A) (D) (SD) 89. the value and use of reward, punishment, and reinforcement in learning.
1 2 3 4

(SA) (A) (D) (SD) 90. the value and methods of creating favorable learning environments.
1 2 3 4

SECTION VII: Evaluation

The statements in this section are believed to concern competencies student teachers may or may not possess about evaluation.

I believe all secondary education student teachers should possess a basic understanding of:

(SA) (A) (D) (SD) 91. the meaning of intelligence scores and achievement scores and their interpretation.
1 2 3 4

(SA) (A) (D) (SD) 92. self evaluation and how to use it to improve teaching.
1 2 3 4

(SA) (A) (D) (SD) 93. tests as a learning tool and an evaluative instrument.
1 2 3 4

(SA) (A) (D) (SD) 94. the I.Q. myth.
1 2 3 4

(SA) (A) (D) (SD) 95. how to help students recognize their weaknesses, strengths, and progress.
1 2 3 4

(SA) (A) (D) (SD) 96. the normal learning curve.
1 2 3 4

(SA) (A) (D) (SD) 97. how to use teacher made and standardized tests.
1 2 3 4

(SA) (A) (D) (SD) 98. how to develop/construct non-grading evaluative instruments (sociograms, etc.) and how to use these instruments and interpret the results.
1 2 3 4

(SA) (A) (D) (SD) 99. the value of evaluation in grading, promotion, reward, punishment, reinforcement and retention.
1 2 3 4

(SA) (A) (D) (SD) 100. how to evaluate his evaluation instruments.
1 2 3 4

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A DETERMINATION AND EVALUATION OF PRE-CLINICAL COMPETENCIES: THE OPINIONS OF STUDENT TEACHERS, COOPERATING TEACHERS, AND PROFESSIONAL EDUCATORS

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The University of North Dakota, 1971

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Purpose of the Study

The purpose of this study was twofold: (1) to determine specific competencies student teachers should possess prior to the start of the clinical experience, (2) to determine how well prepared student teachers are in these competencies. These determinations were based on the opinions of University of North Dakota secondary student teachers who completed their clinical experience during the Fall 1970, the opinions of their cooperating teachers, and the opinions of selected faculty from the College of Education at the University of North Dakota.

The research was concerned with generating answers to the following questions:

1. In the opinion of each of the three groups, student teachers, cooperating teachers, and professional educators, what competencies should secondary student teachers possess prior to the clinical experience?
2. In the opinion of student teachers and cooperating teachers, how well prepared were student teachers in these competencies prior to the clinical experience?

3. Will the opinions of cooperating teachers differ significantly from those of the student teachers with respect to specific competencies student teachers should possess, and with respect to how well prepared the student teachers were in these competencies?

Procedures

The instrument used in this study was a Likert type questionnaire developed by the researcher, validated by educators, and proven reliable using the coefficient alpha test of reliability. The questionnaire contained one hundred competencies effective teachers may be expected to possess. These competencies were categorized into seven sections representing seven major competency areas: roles and responsibilities, planning, subject matter, skills, teaching and methodology, motivation and learning, and evaluation. The instrument contained two scales with four possible responses for each scale: (1) Scale 1 was to be used by the respondents to express their opinion toward each competency as a necessary prerequisite to the clinical experience. (2) Scale 2 was to be used by student teachers and cooperating teachers to express their opinion concerning the degree to which student teachers were adequately prepared in each competency.

Completed and usable questionnaires were received from sixty-three student teachers, eighty-seven cooperating teachers, and twenty professional educators.

Statistical procedures employed in the study included the tally and the related *t*-test.

Conclusions

In light of the data generated from this study, the following conclusions seem appropriate:

1. Student teachers were of the opinion that they should possess a basic understanding in ninety-one of the one hundred competencies included in the instrument.
2. Cooperating teachers were of the opinion that student teachers should possess a basic understanding in ninety-six of the one hundred competencies included in the instrument.
3. Professional educators were of the opinion that student teachers should possess a basic understanding in ninety-four of the one hundred competencies included in the instrument.
4. In the composite opinion of all three groups of respondents, all secondary student teachers should possess a basic understanding in ninety-six of the one hundred competencies included in the instrument.
5. Student teachers believed they were adequately prepared in one of the one hundred competencies; inadequately prepared in ninety-nine competencies.
6. Cooperating teachers believed student teachers were adequately prepared in none of the one hundred competencies; somewhat prepared in thirty competencies; inadequately prepared in seventy competencies.
7. In the composite opinion of student teachers and cooperating teachers, student teachers were inadequately prepared in all one hundred competencies.

8. Student teachers and cooperating teachers do not differ significantly with respect to competencies student teachers should possess prior to the clinical experience, or with respect to how adequately prepared student teachers were in these one hundred competencies prior to the clinical experience.