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A Comparative Study of Secondary Student Teacher Attitudinal Change and Satisfaction with Student Teaching

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A COMPARATIVE STUDY OF SECONDARY STUDENT TEACHER ATTITUDINAL CHANGE AND SATISFACTION WITH STUDENT TEACHING

by

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This dissertation submitted by Howard Glynn Freeberg 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.

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ABSTRACT

The purpose of this study was to investigate comparatively attitudinal change and satisfaction with student teaching of secondary student teachers in two different supervisory formats. A control group was supervised conventionally by periodic individual visitations of the college supervisor; the experimental project group participated in several half day seminars in lieu of regular classroom visitations. A subsidiary purpose was to assess the value of the Minnesota Teacher Attitude Inventory and college grade point averages as predictors of attitudinal change and satisfaction with student teaching.

The sample consisted of 47 subjects randomly selected from a population of 144 Winter Quarter 1969-70 secondary student teachers at Moorhead State College. 18 study subjects represented the project group and 29 conventionally supervised student teachers represented the control group.

Two hypotheses and four ancillary questions were designated to structure the investigation. Pre-student teaching MTAI scores were obtained for the entire study population by group testing during the regular orientation session prior to the commencement of student teaching. Post-test MTAI results were secured through the cooperation of college supervisors. Indices of relative satisfaction with

student teaching were found by administering the Nichols Modification of the Aikman Inventory of Satisfaction with Student Teaching to the subjects at the completion of student teaching.

Analysis of the data by the application of t-test and product-moment statistical procedures resulted in the following major findings:

1. There was a significant difference in attitude change toward teaching and children between the project and conventional groups during student teaching.

2. There was a significant decrease in the MTAI mean scores of the project group during student teaching.

3. There was no significant change in MTAI mean scores of the conventional group during student teaching.

4. There was no significant difference in satisfaction with student teaching between the two groups.

5. There was no significant correlation between MTAI scores and ratings of student teachers by supervisory classroom teachers.

6. There was a significant negative correlation in the control group between MTAI pre-student teaching scores and satisfaction with student teaching.

7. There was no significant correlation between MTAI post-student teaching scores and satisfaction with student

teaching in the control group.

8. There was no significant correlation between either the MTAI pre-test and post-test mean scores of the project group and satisfaction with student teaching.

9. There was a significant negative correlation between satisfaction with student teaching of the project group and professional education grade point averages.

10. There was no significant correlation between pre- and post-student teaching MTAI scores of the control group and grade point averages in professional education.

Several conclusions were supported within the limitations of this study.

1. The attitudes of student teachers toward teaching and children became more negative during the student teaching experience as measured by the MTAI.

2. The type of supervisory format did not significantly affect the feeling of satisfaction with the professional student teaching experience of student teachers.

3. The MTAI was not a useful instrument for predicting student teacher ratings of success or for predicting student teacher satisfaction with student teaching.

4. College grade point averages generally were not valid predictors of satisfaction with student teaching and student teacher attitudes toward teaching and children.

Specifically, though, professional education courses grade point averages showed a significant inverse correlation with student teacher satisfaction.

CHAPTER I

INTRODUCTION

Statement of the Problem

This study was an investigation of student teacher attitude change and satisfaction with student teaching between two types of supervisory formats. The problem was to ascertain the effect on student teachers of college supervision via a group seminar mode in comparison with the more traditional approach of classroom visitations and individual conferences. Subsidiary to the main problem was the evaluation of various pre-student teaching grade point averages and attitude scale scores as predictors of satisfaction with student teaching.

Background of the Study

Commencing Winter Quarter, 1968, the Education Department of Moorhead, Minnesota, State College and The Fargo, North Dakota, Public School system by mutual initiation and agreement, instituted a project developed to place more of the responsibility for the classroom supervision of student teachers on the supervising teacher. In lieu of regular classroom visitations by college supervisors periodic in-service seminars were planned and scheduled to be conducted during regular school hours for all student

teachers in the project and their supervising teachers.

Administration of the project was delegated to a Coordinating Committee consisting of two college supervisors and two public school classroom teachers. By the Winter Quarter of 1970 this committee was expanded to include two public school administrators. No individual functioned as chairman or chief coordinator. Public school members were appointed by the local public school chapter of The Association for Student Teaching and the college supervisors were assigned by the Director of Student Teaching.

Regular meetings were held to plan separate schedules for each quarter. About thirty elementary and thirty secondary student teachers are assigned to the Fargo Project each quarter. The remainder of the approximately 220 student teachers per quarter are assigned to various other centers and are supervised in the traditional manner of regular visitations by college supervisors. There is no preference given in assigning student teachers to either format. Both groups begin and end on the same date; take part in the same pre-student teaching orientation session; and are products of the same teacher education program.

The basic difference in the two programs is the amount of time devoted to in-service seminars in lieu of classroom visitations and individual conferences for those

in the experimental group compared to those in conventional assignments. Though college supervisory personnel did not conduct regular classroom visitations to the project group, access to them was provided as part of the seminar agenda. Also, they were always available on call for a conference and/or visitation.

From the student teacher's point of view the unique feature of being involved in the project was that he was released from the classroom every other week for half a day to attend group seminar sessions rather than being visited individually. Other implications were inherent from the college and public school point of view. Cost to the college was one half of that needed to finance the supervision of an equal number of student teachers conventionally. Since the classroom supervisors participated in the seminar sessions by virtue of substitutes furnished at local district expense, a precedent was set for in-service training during school hours.

Hypotheses and Ancillary Questions

Hypotheses stated in the null form tested in this study:

I. There is no significant difference in teacher attitude change as measured by the Minnesota Teacher Attitude Inventory between secondary student teachers parti-

cipating in a program of college supervision via seminars and those supervised in the traditional manner by regular classroom visitations.

II. There is no significant difference in satisfaction with student teaching of secondary student teachers as measured by the Nichols Modification of the Aikman Inventory of Satisfaction With Student Teaching participating in a program of seminars in lieu of regular college supervisory classroom visitations compared to those supervised conventionally.

Several considerations were of relevant concern in this study but research design problems did not justify their status as hypotheses. Ancillary questions considered in this study were:

1. Is the Minnesota Teacher Attitude Inventory a useful instrument for predicting future ratings of student teachers by supervising classroom teachers?

2. Is the Minnesota Teacher Attitude Inventory a useful instrument for predicting satisfaction of student teachers with student teaching?

3. What is the correlation between a student teacher's satisfaction with student teaching and his rating by the supervisory teacher?

4. Are college grade point averages useful predictors of satisfaction with student teaching and attitudes toward children and teaching?

Purpose of the Study

This study centers about the supervisory format of the student teaching component of teacher education at Moorhead State College. The purpose was to investigate whether there are significant differences in attitudinal change and satisfaction with student teaching of selected secondary student teachers participating in group supervisory seminars compared to student teachers in the conventional situation of individual supervision by college supervisors.

Need For the Study

Many studies have dealt with the influence of the colleges on the programs of the public school but few have been done regarding public school influence on teacher education programs. Historically this is likely due to the prestige gap between college and public school teachers based on different levels of preparation, salaries, and social acceptance. This gap has now virtually disappeared. Many public school staffs have a percentage of advanced degree holders comparable to many colleges and salaries equally commensurate. Teacher educators car no longer ignore this previously untapped source of added professionalism.

A need for this study is the result of the increased reliance placed on the classroom supervising teacher to supervise the day-by-day, hour-by-hour performance of the student teacher. This is one means of utilizing in teacher education the resources available in the public schools.

Of mutual interest in this project was the cooperative concern for teacher education fostered between the public school and the college. A major trend in teacher education is the increasing involvement of public schools in teacher preparation. Student teaching is the ideal vehicle to enhance this cooperation as only during this phase do the many facets of the total profession of education come together.[1] Public schools can justify cooperating in teacher education ventures only if their primary goal of educating children is enhanced. Owen sees three reasons for public school systems to join in student teaching programs:

1. To keep the teachers and other members of the school system's staff in contact with new ideas in education.

2. To fulfill an obligation to the profession which each of us incurred when some earlier teacher guided us through student teaching.

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[1]George H. Owen, "The View From the Other Side: The Role of the Public Schools in Student Teaching," in Partnership in Teacher Education, ed. by E. Brooks Smith, and others (Washington, D. C.: The American Association of Colleges for Teacher Education, 1967), p. 113.

3. To increase the base from which the school system recruits new teachers.[2]

Smith emphasizes the necessity for shared responsibility, shared involvement, and shared feedback. He believes that student teaching must be "a study of what teaching should be, given a reconstructed world view that centers education upon the task of knowing life."[3] Olsen[4] agrees that college-school district collaboration is required to provide the flexibility needed to meet individual student needs.

However, Amershek points to the weakness of joint responsibility and proposes giving the entire responsibility to the teacher education institution.

> Development and research with new techniques such as microteaching, simulation, and minicourses would enable the university to revise the work and make it more productive.[5]

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[2] Ibid., pp. 114-115.

[3] E. Brooks Smith, "What I Think Student Teaching Should Become," in Innovative Programs in Student Teaching, ed. by Roy A. Edelfelt (Baltimore: Maryland State Department of Education), 1969, p. 83.

[4] Hans Olsen, "What I Think Student Teaching Should Become," in Innovative Programs in Student Teaching, ed. by Roy A. Edelfelt (Baltimore: Maryland State Department of Education), 1969, pp. 69-72.

[5] Kathleen Amershek, "What I Think Student Teaching Should Become," in Innovative Programs in Student Teaching, ed. by Roy A. Edelfelt (Baltimore: Maryland State Department of Education), 1969, pp. 45-48.

Conant singled out student teaching as the only agreed upon phase of teacher education:

> . . .few of those in leadership posts would attempt to specify precisely what instruction should be required, except for practice teaching on which there is general agreement.[6]

Yet even those in agreement with Conant need not believe that future improvements will hinge on student teaching alone. Indeed, more laboratory experiences per se are not the answer to the demand for improved teacher education. This approach is too simplistic. Denemark reacts strongly on this issue:

> Whatever the scope, quality, duration, and structure of such experiences, some persons have equated improved teacher education with more of these and less of whatever else was being done. But unplanned laboratory experiences can turn out to be little more than 'rubbernecking' or wasteful repetition of a narrow band of teaching behavior and student response sandwiched between large slices of coming and going.[7]

Combs[8] suggests that the student teacher's emulation of a master teacher is not the purpose of clinical experiences; instead, he must learn to function in a dynamic

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[6]James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), p. 27.

[7]George W. Denemark, "Teacher Education: Repair, Reform, or Revolution?" Educational Leadership, XXVII (March, 1970), p. 541.

[8]Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1965), p. 67.

human relations setting which calls for an astute perception of himself, others, and their mutual goals. This developmental point of view differs from Conants' stress on the clinical teacher as a model; yet neither position is negated by the cooperative role of colleges and public schools in teacher education.

Research is much needed, not only at this institution, but throughout teacher education to serve as a basis for decisions regarding the direction of student teaching. The present climate of change and innovation makes it duly necessary that information be collected and utilized in assessing current practices relative to future improvements.

Of local significance will be the data collected upon students who have been involved in the two supervisory arrangements. A possible expansion locally of the shared responsibility between area schools and the college for guiding student teachers will be determined by the relative success of this initial project. Proposals for change must be examined as to nature and implications since as Wiggins stresses, "Change and progress are not identical."[9]

Delimitations

This study was limited to secondary student teachers

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[9]Sam P. Wiggins, Battlefields in Teacher Education (Nashville: George Peabody College for Teachers, 1964), p. 63.

of Moorhead State College during the Winter Quarter of 1969-70. The results were limited in possible application to the 1969-70 Fall and Spring Quarters secondary student teachers at the same institution and other institutions with programs operating under similar conditions. There have been no generalizations beyond the student population.

Limitations

Elements which limited the scope and findings in this study included (1) limitation of the sample, (2) limitation of the statistical procedure, and (3) limitation of the instruments.

The sample in this research design consisted of 47 student teachers with a diversity of age, sex, and academic majors. Elements common to the sample were teacher education background, length of the student teaching experience, and college requirements.

Statistical procedure techniques used to test the hypotheses and analyse the ancillary questions were the t-test for significant difference of the means and the product-moment correlation.

Attitude change measurement in this study was limited to the use of the Minnesota Teacher Attitude Inventory. The Nichols Modification of the Aikman Inventory of Satisfaction with Student Teaching was used to derive an index

of satisfaction with student teaching for the sample.

Definition of Terms

Clinical Experiences. Clinical experiences refer to the supervised activities of a teacher education student which involve him in the role of a teacher working with students. In this category are student teaching, micro-teaching, practicums, internships, teacher-aide work, etc.

College Supervisor. The college supervisor is "the designated faculty member of the teacher education institution who assumes the responsibility for supervising a number of student teachers. The college supervisor provides consultative assistance to both student teachers and cooperating teachers."[10]

Cooperating School. The cooperating school is the off-campus school which provides a scheduled, supervised, teaching experience for the student teacher.

Director of Student Teaching. The Director of student teaching is the college staff member

> . . .who has the responsibility for screening of student teachers, coordinating the work of college supervisors, and making official contacts with representatives of the public schools.[11]

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[10]William A. Bennie, Cooperation for Better Student Teaching (Minneapolis: Burgess Publishing Company, 1966), p. 17.

[11]Ibid.

Student Teacher. A student teacher is a college student nearing the end of his formal teacher education curriculum who is placed in a classroom situation under the supervision of a supervising teacher and a college supervisor.

Student Teaching. Student teaching is the phase of professional education in which a student is assigned to a supervised teaching situation for a considerable length of time to apply educational principles and develop competence.

Supervising Teacher. The supervising teacher is the public school classroom teacher who accepts the immediate responsibility of working directly with the student teacher.

Operational Definitions

Attitudes of Student Teachers. Student teacher attitude refers to feelings about working with children from a teacher role point of view. Positive attitudes mean that the student teacher has a feeling of security in his role, likes children, and enjoys his work. In this study attitudes are limited to those as measured by the MTAI. Basically this consists of the individual's location on a continuum scaled from democratic to authoritarian.

Inventory of Satisfaction. The Nichols Modification of the Aikman Inventory of Satisfaction with Student Teaching is a non-standardized instrument consisting of 35 items

designed to assess the general feeling tone of the student teacher towards his clinical experience of student teaching. It does not attempt to evaluate the adequacy of the experience.

MTAI. The Minnesota Teacher Attitude Inventory is a tested instrument of 150 items constructed to measure those attitudes of a teacher which predict his relative success in interpersonal relationships with pupils. A high ranking on the scale indicates a state of harmonious relationships and cooperative endeavor. The teacher scoring low would likely possess a predisposition to dominate inflexibly and lack rapport.

Satisfaction with Student Teaching. Satisfaction with student teaching in this study refers to the overall affective tone of the student teacher towards his student teaching experience.

Design and Organization

In this study the research design incorporated the comparison of an experimental project group with a control group. A population of 112 secondary student teachers was represented by a randomly selected sample of 47 students consisting of 18 in the project group and 29 in the control group.

A pre-test and post-test application of the Minnesota Teacher Attitude Inventory to both groups was used to determine changes in attitudes toward children and teaching. The Nichols Modification of the Aikman Inventory of Satisfaction with Student Teaching was utilized in a post-test only situation to derive a measurement of satisfaction with student teaching for both groups.

The study was conducted within the framework of the college student teaching program which served as a vehicle for test administration and application of the treatment. The project group members were supervised by the college supervisor through contact in regularly scheduled group seminars while the control group members were supervised in the conventional manner of individual visitations and consultations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Teacher Effectiveness

The past decade will be considered as the beginning period of a genuine movement toward developing teacher education as a discipline based on experimentation and intensified examination. Student teaching has historically been the least researched segment of the total teacher education program. Research in teacher education has been hampered by the lack of a profession-wide agreement on a definition of effective teaching.

Wilk[1] observed that a possible cause of this difficulty is the different frames of reference used by observers due to a lack of common understanding of the concepts involved in specific experiences. Getzels and Jackson[2] also stressed that supervising teachers, college supervisors, and students tend to differ on what constitutes effective teaching.

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[1]Roger E. Wilk and others, A Study of the Relationship Between Observed Classroom Behaviors of Elementary Student Teachers, Predictors of Those Behaviors and Ratings by Supervisors (Minneapolis: University of Minnesota College of Education, 1962).

[2]J. W. Getzels and Philip W. Jackson, "The Teachers Personality and Characteristics," in Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Company), 1963, pp. 506-810.

After reviewing research on teacher effectiveness published between 1900 and 1952, Morsch and Wilder concluded that:

> No single, specific, observable teacher act has yet been found whose frequency or percentage of occurence is invariably and significantly correlated with student achievement.[3]

A recent analysis by Flanders and Simon[4] stated that research during the past decade has begun to relate certain teacher behaviors to specific consequences in the climate of the classroom and in the academic achievement of pupils. The shift has been from subjective evaluation to a more objective analysis of teacher-pupil interaction by the use of more sophisticated instruments. A factor fostering this has been the evolvement of computers capable of efficiently processing large quantities of data.

In 1960 Howsam[5] concluded that research has failed to substantiage links between teacher effectiveness and characteristics such as intelligence, age, experience,

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[3]J. E. Morsch and E. W. Wilder, "Identifying the Effective Instructor: A Review of Quantitative Studies, 1900-1952," Research Bulletin No. AFPTRC-TR-54-44, (San Antonio: USAF Personnel Research Training Center, 1954).

[4]Ned Flanders and Anita Simon, "Teacher Effectiveness" in Encyclopedia of Educational Research, Fourth Edition, ed. by Robert L. Ebel and others (London: The MacMillan Company, 1969), p. 1423.

[5]R. B. Howsam, Who's a Good Teacher? Problems and Progress in Teacher Evaluation (California Teachers Association, 1960), 48 pages.

cultural background, socio-economic background, sex, martial status, aptitude scores, job interest, voice quality, and special aptitudes. Slightly positive correlations occur between scholarship and teaching effectiveness; however, no particular course or group of courses has been shown to be a predictor.

Anderson and Hunka[6] in 1963 went so far as to propose that studies using predictor or criterion variables had reached a dead end because even examples of best teaching may not provide the theoretical basis for the most effective teaching. Therefore, efforts that attempted to build a theory of teaching from a statistical description of what was happening failed to prescribe what should be happening.

Barr summarized the state of teacher effectiveness evaluation in 1953.

> The simple fact of the matter is that, after 40 years of research on teacher effectiveness during which a vast number of studies have been carried out, one can point to few outcomes that a superintendent of schools can safely employ in hiring a teacher or granting him tenure, that an agency can employ in certifying teachers or that a teacher education faculty can employ in planning or improving teacher education programs.[7]

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[6]C. C. Anderson and S.M. Hunka, "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, XXXIII, (Winter, 1963).

[7]A. S. Barr and others, "Second Report of the Committee on Criteria of Teacher Effectiveness," Journal of Educational Research, XLVI, p. 657.

In 1961, a report of the National Commission for Teacher Education and Professional Standards, New Horizons for the Teaching Profession,[8] focused attention on the need for professional procedures in the regulation of teacher education programs and certification of new teachers. Following in 1963 were Conants' The Education of American Teachers[9] and Koerners' The Miseducation of American Teachers. Koerner[10] stressed the poor credentials of education as a discipline while Conant posed the question of how could we best prepare teachers. Though unscientific in most respects, these works generated much activity in teacher education circles. This activity has resulted in new developments in the systematic study of teaching during the past decade.

These studies at the beginning were mostly descriptive but have progressed to controlled investigations leading

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[8]Margaret Lindsey (ed.), New Horizons for the Teaching Profession, (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1961).

[9]Conant, op. cit.

[10]James Koerner, The Miseducation of American Teachers (Boston: Houghton Mifflin, 1963).

in the direction of broad generalizations about the phenomenon of teaching based on what is actually occurring. Illustrative of this is the comment by Jackson during an ASCD seminar:

> But the moral cast of educational research -- its concern with 'good' teachers and 'good' methods -- seems to be changing slightly. In several of the more recent studies of teaching, and in some of the work-in-progress with which I am familiar, I detect a subtle but significant shift away from the prevailing focus of inquiry in education.[11]

The researcher is becoming more concerned with what is actually happening than he is with what ought to be happening. Jackson[12] cautions that the fact that researchers are more interested in describing conditions does not mean that they no longer care about what should be.

Gage[13] believed that researchers will continue to search for relationships between teacher characteristics and pupil growth even though rewards are meager because

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[11]Philip W. Jackson, "The Way Teaching Is", The Way Teaching Is, report of the Seminar on Teaching (Washington, D. C.: National Education Association, 1966), p. 8.

[12]Ibid., p. 9.

[13]N. L. Gage, "Desirable Behaviors of Teachers", Urban Education, I, pp. 85-95 cited by Ned Flanders and Anita Simon in Encyclopedia of Educational Research, Fourth Edition, ed. by Robert L. Ebel and others (London: The MacMillan Company, 1969), p. 1424.

the need for knowledge in this area is so great. He also professed that the upsurge in the amount and quality of research on teaching recently may have made research results prior to the past ten years obsolete. Based on a review of literature, Gage[14] concluded that five global characteristics seem to be components of effective teaching -- warmth, cognitive organization, orderliness, indirectness, and problem solving ability. Characteristics of this nature would tend to be influenced more by professional laboratory experiences than by an academic classroom setting.

Price[15] found that follow-up studies indicate that supervising teachers have a significant influence on their student teachers' behavior. Implicit, then, is the growing importance of the role of the public schools in the teacher education programs.

This reliance on the cooperation of the public schools to provide student teaching stations in quantity for teacher education programs is of recent origin. Until the 1950's only a few credits of student teaching were generally required for certification and these were usually taken in college-operated laboratory schools. The advent of the

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[14] Ibid., p.

[15] Robert D. Price, "The Influence of Supervising Teachers," Journal of Teacher Education, XII (December, 1961), p. 475.

enrollment boom after World War II increased the demand for teachers which forced the colleges to turn to the public schools for student teaching experiences.

By 1952, according to Steeves,[16] more than 90 percent of those prepared in colleges and universities for teaching obtained their student teaching experience in the public schools. When student teaching was provided under the direction of the laboratory school only a limited number of persons were involved. The use of the public schools to the extent that occurs today distributes the responsibility for the supervision of student teachers to many supervisors, principals, and teachers. But the major task of day-by-day contact and responsibility has become focused on the classroom supervising teacher.

A perusal of the literature on teacher education quickly revealed that the student teaching experience has evolved a triumvirate arrangement now common to most programs--the college supervisor, the supervising teacher, and the student teacher. It is stressed by Anderson and Saimond that "the apex is the student teacher."[17]

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[16]Frank L. Steeves, "A Summary of the Literature on the Off-Campus Cooperating Teacher," Educational Administration and Supervision, XXXVIII (March, 1952).

[17]Robert Anderson and Paul A. Saimond, "Student Teaching -- Gateway to the Profession," in Roles in Off-Campus Student Teaching, ed. by Leonard E. Kraft and John P. Casey (Champaign, Illinois: Stipes Publishing Company, 1967), p. 23.

Nichols Modification of the Aikman Inventory for Measuring Satisfaction with Student Teaching

The Aikman Inventory[18] is a tested instrument developed in the early 1950's. A modification of it which increased its applicability to current teacher education programs was developed by Nichols[19] during research on the team teaching experiences of student teachers at the University of Maine. He appropriated twenty-one of the original Aikman items, modified five of them, and added nine new items. A copy of the Inventory is in Appendix B.

Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory (MTAI) is the most widely used instrument for measuring teacher attitudes. Low scores indicate authoritarian, critical attitudes toward children and teaching; high scores suggest positive, uncritical attitudes.

A representative study by Ofchus and Gnagey[20] showed

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[18]Louis P. Aikman and Leonard M. Ostreicher, Development of an Inventory for Measuring Satisfaction with Student Teaching. New York: Office of Research and Evaluation, Division of Teacher Education, College of the City of New York, Publication 22, 1954.

[19]David L. Nichols, "The Relative Impact on Student Teacher Behavior of Two Patterns of Organization for Student Teaching" (Unpublished Ph. D. dissertation, The Ohio State University, 1966).

[20]Leon T. Ofchus and William J. Gnagey, "Factors Related to the Shift of Professional Attitudes of Students in Teacher Education," Journal of Educational Psychology, LIV (June, 1963), pp. 149-53.

a negative correlation between an individual's MTAI score and an authoritarian personality measure. Perhaps midrange scores may be optinal since they reflect a democratic, yet realistic, orientation toward teaching and pupils.

The MTAI was developed to measure teacher attitudes toward children and school work. Callis, Cook, and Leeds designed it at the University of Minnesota to:

> . . .measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation.[21]

It has had some support as a predictor of student teacher effectiveness. However, its utility as a predictor is limited to research uses due to contradictory evidence and inconsistent results.

Michaelis[22] concluded that the MTAI discriminated significantly between students with high and low ratings in student teaching. Stein and Hardy[23] correlated MTAI scores

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[21]Robert Callis, W. W. Cook and C. H. Leeds, The Minnesota Teacher Attitude Inventory: Manual (New York: Psychological Corporation, 1951), p. 3.

[22]John V. Michaelis, "The Prediction of Success in Student Teaching From Personality and Attitude Inventories," University of California Publications in Education, XI, Number 6, (1954), pp. 415-483.

[23]H. L. Stein and J. A. Hardy, "A Validation Study of the MTAI in Manitoba," Journal of Educational Research, L (1951), pp. 321-338.

with pupil ratings, advisor ratings, and combined ratings. They concluded that student teacher attitudes were thus measured with a fair degree of validity and reliability.

Other research of the 1950's does not support the MTAI as a predictor. Studies by Sandgren and Schmidt,[24] Oelke, [25] and Fuller[26] found no significant relationships between supervisory ratings and student teachers' MTAI results.

The same results were obtained by Munro[27] in comparing two groups of students in two different programs of secondary teacher training at the University of British Columbia. He found that the MTAI does not seem to have sufficiently high predictive validity for use in the selection of teacher candidates. But he did conclude that

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[24]D. L. Sandgren and L. G. Schmidt, "Does Practice Teaching Change Attitudes Toward Teaching?", Journal of Educational Research, XLIX (1956), pp. 673-80.

[25]M. C. Oelke, "A Study of Student Teachers' Attitudes Toward Children," Journal of Educational Psychology, XLVIII (April, 1956), pp. 193-196.

[26]Elizabeth M. Fuller, "The Use of Teacher-Pupil Attitudes, Self-Rating, and Measures of General Ability in the Pre-Service Selection of Nursery School-Kindergarten Primary Teachers," Journal of Educational Research, XLIV (1951), pp. 675-86.

[27]Barry C. Munro, "The Minnesota Teacher Attitude Inventory as a Predictor of Teaching Success," Journal of Educational Research, LVIII (November, 1964), p. 139.

the role of the MTAI as one of a number of predictors of teaching success does appear to have possible worth.

This present study was concerned primarily with the attitudinal change of student teachers during the clinical experience of student teaching; only as a subsidiary consideration was effectiveness and relative success a factor. Research findings vary regarding attitude change during student teaching.

Frank,[28] in a study of student teachers at Rice University, concluded that attitude changes occurred during secondary student teaching that were measureable in direction and degree. He found the change to be positive. Positive changes in MTAI scores were also found by Wilk[29] in research relating student teacher attitude change to choice of school and grade placement.

An earlier study by Sandgren and Schmidt[30] using the MTAI in a pre-test and post-test design found an improvement of attitudes during student teaching. A recent study

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[28]James Frank, "Attitude Change of Secondary School Student Teachers During Student Teaching," (Unpublished Ph.D. dissertation, University of Texas, 1967); Abstract: Dissertation Abstracts, XXVIII, p. 1717-A.

[29]Roger E. Wilk, "An Experimental Study of the Effects of Classroom Placement Variables on Student Teaching Performance," Journal of Educational Psychology, LV (December, 1964), pp. 375-80.

[30]Sandgren and Schmidt, op. cit.

by Holcomb[31] involving secondary education majors at the University of Houston indicated significant changes in attitudes as measured by the MTAI. In comparing an on-campus experimental program using kinescopes in comparison with the traditional method of public school observation he found both groups changed in a positive direction. The experimental group had the greatest change.

To complete the spectrum, several studies indicate lack of attitude change. Loy,[32] and Oelke,[33] in utilizing the MTAI to compare attitudes before and after student teaching found no significant change. Dahl,[34] in a study of student teachers during their professional laboratory experience with the lack of a University supervisor as the variable, found great individual fluctuations as measured

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[31]Jimmy David Holcomb, "The Effect of Two Observation Techniques on the Attitudes and Verbal Behavior of Secondary Teacher Trainees," (Unpublished Ed. D. dissertation, The University of Houston, 1969); Abstract: Dissertation Abstracts, XXX p. 1897-A.

[32]Hubert M. Loy, "Changes of Students During Student Teaching in Attitudes Toward Teaching and Pupils and in the Constructive Use of Principles of Behavior" (Unpublished Ed. D. dissertation, The University of Maryland, 1955); Abstract: Dissertation Abstracts, XV, p. 1210.

[33]Oelke, op. cit.

[34]Ivan J. K. Dahl, "Analysis and Evaluation of Certain Attitudinal and Behavioral Changes in Selected Student Teachers During the Professional Laboratory Experience with an Experimental Variable of Supervisory Personnel" (Unpublished Ed. D. dissertation, The University of North Dakota, 1968).

by the MTAI but no significant change by the control group. He did find, however, a significant decrease in MTAI scores in the experimental group. A decrease during student teaching was noted by Day[35] and Dunham[36] in studies of pre and post administration of the MTAI.

Closely Related Studies

An analysis of the literature revealed several studies germane to the problems of this study. Many recent studies were found which dealt with student teacher performance under two different assignment formats but very few were concerned with attitude change and satisfaction with student teaching except incidentally.

Nichols[37] compared student teacher performance and satisfaction between those placed on teaching teams and those placed conventionally with a single cooperating teacher. As an integral part of this study he compared the indices of satisfaction with student teaching of the two groups. Students who had just completed student

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[35]Harry P. Day, "Attitude Changes of Beginning Teachers After Initial Teaching Experiences," Journal of Teacher Education, X (September, 1959), pp. 326-28.

[36]D. R. Dunham, "Attitudes of Student Teachers, College Supervisors, and Supervising Teachers Toward Youth" (Unpublished Ed. D. dissertation, Indiana University, 1958); Abstract: Dissertation Abstracts, XIV, p. 1297.

[37]Nichols, op. cit.

teaching in a conventional setting responded much more positively than did those who had been placed on teaching teams. He concluded that

> the overall affective tone of the student teachers on teams is definitely and markedly more negative than is the affective tone of student teachers in conventional placements.[38]

Also investigating the effect of differences in placement was a study at the University of South Carolina by Veal[39] involving two groups of 14 randomly selected student teachers. One group was assigned to full-time student teaching for six weeks, the other group one hour per day for a complete semester. Along with other instruments was a pre-test and post-test administration of the MTAI. He found no significant differences in the effects of the two types of placement.

Recent research by Campbell[40] is somewhat related to

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[38] Ibid., p. 83.

[39] Leland Ramon Veal, "A Comparison of the Professional Growth of Student Teachers Under Two Different Time Arrangements for Student Teaching at the Secondary Level" (Unpublished Ph. D. dissertation, The University of South Carolina, 1964); Abstract: Dissertation Abstracts, XXV, p. 7105.

[40] Gene Virginia Campbell, "A Descriptive Study of the Effects of Student Teaching Upon Attitudes, Anxieties, and Perceived Problems of Student Teachers" (Unpublished Ed. D. dissertation, University of Houston, 1968); Abstract: Dissertation Abstracts, XXIX, p. 3890-A.

the present study. Student teaching experiences were analyzed by pre-test and post-test results relative to (1) attitude toward teaching, (2) anxiety levels of student teachers, and (3) perceived problems of student teachers. Some analysis was concerned with differences in teaching assignments. MTAI findings revealed a positive change in fifty percent, a negative change in attitudes toward teaching in twenty percent, and no change in the remainder of the student teachers.

CHAPTER III

DEVELOPMENT OF THE STUDY

Description of the Study Population

Secondary education majors of Moorhead State College enrolled for student teaching during the 1970 Winter Quarter constituted the population. Student teachers included numbered 112 out of a total of 144. As indicated in Table 1 the students excluded were 3 doing their student teaching in Europe, 10 assigned to inner city schools in Minneapolis and St. Paul, and 23 assigned to the Campus Laboratory School.

TABLE 1

DISTRIBUTION OF AND REASONS FOR STUDY POPULATION MORTALITY

Reasons for Mortality	Number of Students
Did not complete all the Instruments	3
European Student Teaching Assignment	3
Inner-City School Assignment	10
Campus Laboratory School Assignment	23
TOTAL	39

All secondary student teachers at Moorhead State have basically identical college backgrounds up to the commencement of student teaching. Future student teaching assignment is not a factor in determining a secondary majors' program of studies in either general education or professional education courses. Assignment to a student teaching station is administered by an associate director of clinical experiences under a policy of not giving preference to any particular project or location. It is random to the extent that consideration is seldom given to stated preferences by student teachers or supervising teachers except occasionally for an individual who has scheduling difficulties and must be on or near the campus. All are enrolled fulltime for 16 hours of credit for one twelve week academic quarter. Requirements for student teaching are a grade point average of 2.00 overall and 2.50 in the major on a 4.00 scale, successfully passing a health, speech, and hearing examination, and the recommendation of an advisor from the students' academic major. Of the 112 student teachers in the study, 39 were assigned to the Fargo Project experimental group while the remaining 73 were assigned to various off-campus positions in area schools. Table 2 illustrates the heterogeneity of the study sample as exemplified by grade point averages.

TABLE 2

DISTRIBUTION OF THE STUDY SAMPLE
BY CUMULATIVE GRADE POINT AVERAGES

	Cumulative Grade Point Average Range -- 4.0 Scale			
	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00
Project	4	9	3	2
Conventional	5	16	7	1
Total	9	25	10	3

Selection of the Study Sample

A sample of fifty student teachers were selected to represent the population for this study. Though random assignment was not possible, the basic assumption of randomness was preserved by utilizing a table of random numbers to select fifty from the total pool of 112.

This process resulted in a sample consisting of nineteen from the experimental group and thirty-one representing those assigned to the traditional supervisory format. As expected, this was approximately proportional to the ratio of 39 to 73 in the study population. One project group member and two control group members were later dropped due to lack of a complete set of data. Students 037 and 086 were absent during the post-test and student 079 missed the

pre-test session. Therefore the sample was comprised of eighteen experimental group members and twenty-nine control group members.

The study sample members were never separately identified from the population in any way during the duration of the data collection phase. Collection of data was always done within the framework of the total population. Students were not asked to volunteer nor were they aware of whether they were included in the sample.

Data Collection Procedures

Pre-student teaching MTAI scores were obtained for the entire study population by group testing during the regular orientation session held for those about to begin student teaching. The test was administered as an agenda item on the orientation program. Because of this a special session which would have identified the sample members was not necessary.

Post-student teaching results for the MTAI and the Inventory of Satisfaction with Student Teaching were acquired through the cooperation of the various college supervisors of student teachers. During the last few days of student teaching or immediately afterward they administered the MTAI and the Inventory of Satisfaction to the student teachers under their supervision during Winter Quarter

1969-70. The completed instruments were than submitted to the author for scoring and analysis. The supervisors did not know which student teachers were included in the sample.

Student names, of course, were required on all of the answer sheets; but, as part of the test administration instructions, the students were assured that the results would be coded for research use only. It was stressed that the results would not become a part of any individual's permanent record at the registrar or placement offices.

Instruments

In the original proposal of the study the intent was to use as instruments a locally developed questionnaire and the Adult Role and Adult Behavior sections of the Pupil Record of School Experiences (PROSE) published by Educational Testing Service.[1] Further study and reflection led to concern regarding the applicability of PROSE as an instrument best suited to the purposes of this study. It focused on the behavior of students as well as teachers. Since this study was designed to compare attitude changes and feelings of satisfaction with student teaching of student

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[1]Nancy P. Ames, Daniel M. Medley, and Carolyn E. Schluck, Recording Individual Pupil Experiences in the Classroom: A Manual for PROSE Recorders (Princeton: Educational Testing Service, 1968), 29 pages.

teachers with behavior and quality of teaching subsidiary considerations only, it was decided to use the Minnesota Teacher Attitude Inventory. As described in Chapter II of this study, this instrument was specifically developed for the purpose of measuring attitudes toward teaching of teachers and pre-teachers.

Preparation for a pilot study led to the discovery of the Nichols Modification of the Aikman Inventory of Satisfaction with Student Teaching. This appeared to adequately cover all of the areas that were considered necessary in the intended local questionnaire. A pilot study conducted during the 1969 Fall Quarter provided evidence that reinforced the decision to replace PROSE and a locally developed questionnaire as the basic instruments.

The Minnesota Teacher Attitude Inventory consists of 150 items developed from an initial pool of 756 items. Inventory items were constructed to discriminate between those teachers who have successful rapport with students and those who do not. The MTAI has been used in many studies of influences affecting student teacher attitudes. It has a validity coefficient of .63 when correlated with the criteria of observers' mean ratings, pupils' ratings, and principals' ratings of classroom social climate, teaching behavior, and attitudes. Responses to each item are

on a five point scale ranging from 'strongly agree' to 'strongly disagree.' The possible range of raw scores is from plus 150 to minus 150.[2]

The Inventory of Satisfaction with Student Teaching consists of thirty-five statements (Appendix B) followed by three responses. One response was considered positive, one neutral, and the other negative. Each individual index represents a percentage figure derived by dividing the number of positive responses by the total number of responses and rounding to two places. If a student teacher, for example, selected the positive choice in thirty-three of the thirty-five items his index of satisfaction would have been .94; and so on.

Statistical Treatment of the Data

Both hypotheses were analyzed by a t-test to determine the significance of the difference of means. Hypothesis I was tested by comparing the difference between pre and post MTAI scores for both groups. Hypothesis II was analyzed by comparing the difference in the means of the indices of satisfaction with student teaching of the two groups.

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[2]Callis, Cook, and Leeds, op. cit., p. 5.

Ancillary Question One was considered by the use of a t-test for mean difference significance. The Pearson product-moment statistic was computed to obtain correlations on data relevant to Questions Two, Three, and Four.

The five percent level of significance was selected as the point at which to accept or reject the null hypotheses. According to Galfo and Miller researchers in education generally use the five percent or one percent level of significance.[3] For this study the five percent level was considered stringent enough. It put the probability at or less than five times in one hundred that the observed differences or greater could occur by chance. Data for this study was processed by the Computer Center of Moorhead State College.

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[3]Armand J. Galfo and Earl Miller, Interpreting Educational Research (Dubuque, Iowa: William C. Brown Publishers, 1970), p. 149.

CHAPTER IV

ANALYSIS OF THE DATA

Findings

This study was an attempt to determine differences in attitude change and satisfaction with student teaching between two college supervisory formats. In addition, this investigation was concerned with the consideration of several ancillary questions dealing with supervising classroom teachers' judgment; the Minnesota Teacher Attitude Inventory as a predictor of satisfaction with student teaching; and college grade point averages as predictors of student teacher attitude and satisfaction with student teaching.

Two hypotheses were considered. Both were analyzed by a t-test for significance of the mean differences. A two-tailed approach was necessary since the direction of any possible significant change was not pre-determined. A table of values from a text by Edwards[1] was utilized to arrive at the five percent level of significance.

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[1]Allen L. Edwards, Experimental Design in Psychological Research (New York: Holt, Rinehart and Winston, 1960), p. 89.

Hypothesis I

There is no significant difference in teacher attitude change as measured by the Minnesota Teacher Attitude Inventory between secondary student teachers participating in a program of college supervision via seminars and those supervised in the traditional manner by regular classroom visitations.

The obtained results for consideration of Hypothesis I appear in Table 3.

TABLE 3

T-TEST COMPARISON OF MINNESOTA TEACHER ATTITUDE CHANGE SCORES

	N	Mean of the Difference	T Value
Project	18	-25.4	
			-2.13*
Conventional	29	-10.4	

*Significant at the .05 level.

The null hypothesis that the mean of the differences of the change scores for the MTAI equals zero was rejected at the .05 level of significance. The MTAI mean scores of the project group decreased 25.4 during student teaching; the conventional group decreased a mean average of 10.4 between pre-testing and post-testing.

TABLE 4

COMPARISON OF PRE AND POST SCORES FOR THE MINNESOTA TEACHER ATTITUDE INVENTORY

	Groups	
	Project	Conventional
N	18	29
t value pre vs. post	2.272*	1.294

*Significant at the .05 level.

Table 4 reports a significant change between MTAI pre and post scores for the control group and no significant change for the conventional group. This indicates that the rejection of the null hypothesis was primarily attributed to changes in the experimental project group rather than in the conventional group.

Hypothesis II

> There is no significant difference in satisfaction with student teaching of secondary student teachers as measured by the Nichols Modification of the Aikman Inventory of Satisfaction With Student Teaching participating in a program of seminars in lieu of regular college supervisory classroom visitations compared to those supervised conventionally.

Hypothesis II was also analyzed by the t-test technique. The inventory was administered to both groups at the completion of their student teaching experience. The means of the differences were compared. Table 5 reports the resulting t value.

TABLE 5

T-TEST COMPARISON OF INVENTORY OF SATISFACTION WITH STUDENT TEACHING SCORES BETWEEN PROJECT AND CONVENTIONAL GROUPS

	N	t value
Project	18	.357*
Conventional	29	

*Significant t value of 2.014 not established at .05 level.

As reported in Table 5 no significant different is apparent at the .05 level. The obtained t value of .357 is a conclusive distance from that needed for significance. Therefore the null hypothesis that there is no significant difference in satisfaction with student teaching between the control and experimental groups is not rejected.

Four ancillary questions were investigated as germane outgrowths of this study. Findings relative to them will be considered in order as listed in Chapter I. The product-moment statistic was chosen as most expedient for analysis of relatedness due to the linearity of the data.[2]

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[2]Galfo and Miller, op. cit., p. 180.

Ancillary Question One

Is the Minnesota Teacher Attitude Inventory a useful instrument for predicting future ratings of student teachers by supervising classroom teachers?

The product-moment technique was applied. Table 6 reports the results.

TABLE 6

PRODUCT-MOMENT CORRELATION BETWEEN MTAI SCORES AND RATINGS OF STUDENT TEACHERS BY SUPERVISING CLASSROOM TEACHERS

MTAI	Ratings By Supervising Teachers
Conventional Group	
Pre-Test	r = .28
Post-Test	r = .18
Project Group	
Pre-Test	r = -.15
Post-Test	r = .13

None of the correlations were significant at the .05 level. Only the MTAI pre-test and supervising teacher ratings of the conventional group approaches significance. The remaining three correlation coefficients from Table 6 are obviously low and indicate a prediction usefulness only slightly improved over chance.

Ancillary Question Two

Is the Minnesota Teacher Attitude Inventory a useful instrument for predicting satisfaction of student teachers with student teaching?

The product-moment coefficients of correlation showing relatedness of MTAI scores and Inventory of Satisfaction with Student Teaching raw scores are reported in Table 7.

TABLE 7

PRODUCT-MOMENT CORRELATION BETWEEN PRE AND POST MTAI SCORES AND THE INVENTORY OF SATISFACTION WITH STUDENT TEACHING RAW SCORES

MTAI	Inventory of Satisfaction with Student Teaching
Conventional Group	
Pre-Test	-.42*
Post-Test	-.16
Project Group	
Pre-Test	-.34
Post-Test	.16

*Significant at the .05 level.

A significant negative correlation between MTAI pre-student teaching scores and satisfaction with student teaching was found for the conventional group at the .05 level of significance. Nearly the same result occurred in the experimental project group; a coefficient of .456 was needed for significance at the .05 level. There is consistency between the two groups to the extent that both showed an inverse relationship between pre-test MTAI scores and satisfaction with student teaching.

Ancillary Question Three

What is the correlation between a student teacher's satisfaction with student teaching and his rating by the supervisory teacher?

Coefficients of product-moment correlation between student teacher satisfaction with student teaching and ratings by supervising classroom teachers are reported in Table 8.

TABLE 8

PRODUCT-MOMENT CORRELATION BETWEEN THE INVENTORY OF SATISFACTION WITH STUDENT TEACHING AND RATINGS OF STUDENT TEACHERS BY SUPERVISING CLASSROOM TEACHERS

Inventory of Satisfaction	Ratings By Supervising Teachers
Conventional Group	r = .92*
Project Group	r = .38

*Significant at .01 level.

The findings indicate a high degree of positive relationship between student teacher satisfaction and supervising teacher ratings for the conventional group. Significance easily surpassed the .463 needed for the .01 level. The project group also showed a positive correlation but did not attain the .456 necessary for significance at the .05 level.

Ancillary Question Four

Are College grade point averages useful predictors of (a) satisfaction with student teaching and (b) attitudes toward children and teaching?

Results of comparing satisfaction with student teaching to grade point averages appear in Table 9.

TABLE 9

PRODUCT-MOMENT CORRELATION BETWEEN THE INVENTORY OF SATISFACTION WITH STUDENT TEACHING RAW SCORES AND COLLEGE GRADE POINT AVERAGES

	Inventory Raw Scores	
Grade Point Averages	Conventional	Project
General Studies GPA	.45*	-.36
Cumulative GPA	.10	-.45
Academic Major GPA	.19	-.41
Professional Education GPA	.15	-.54*

*Significant at the .05 level.

Significant correlations were only found between satisfaction inventory scores and general studies grade point averages in the conventional group and between satisfaction scores and professional education courses grade point averages for the project group at the .05 level of significance. These findings were positive for the conventional group sample and in the negative direction for the project group. The three project group coefficients

that were not significant were all consistently negative and closely approached the .456 needed for significance at the .05 level. Of possible importance for consideration is the uniformly inverse relationship shown by the project group which contrasts with the uniformly positive coefficients evident from the conventional group.

Tables 10 and 11 report the obtained results of comparing MTAI pre and post student teaching scores with college grade point averages.

TABLE 10

PRODUCT-MOMENT CORRELATION BETWEEN PROJECT GROUP MTAI PRE AND POST SCORES AND GRADE POINT AVERAGES

	Project Group MTAI	
	Pre	Post
General Studies GPA	.51*	.21
Cumulative GPA	.65**	.43
Academic Major GPA	.49*	.35
Professional Education GPA	.37	.30

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 11

PRODUCT-MOMENT CORRELATION BETWEEN CONVENTIONAL GROUP MTAI PRE AND POST SCORES AND GRADE POINT AVERAGES

	Conventional Group MTAI	
	Pre	Post
General Studies GPA	.46*	.40*
Cumulative GPA	.56**	.61**
Academic Major GPA	.36*	.38*
Professional Education GPA	.21	.29

*Significant at the .05 level.
**Significant at the .01 level.

Significant correlations were generally consistent between the MTAI pre-test and post-test scores and college grade point averages for both groups. Identically significant correlation results for both groups occurred between the MTAI pre-test scores and general studies, cumulative, and academic major grade point averages. As evident from Table 11 these same grade point averages also correlated significantly with the MTAI post-test results of the conventional group.

Though Table 10 indicates that none of the MTAI post-test scores correlated significantly with any grade point averages, the cumulative GPA approaches the .456 necessary

for significance at the .05 level. The results reported in Tables 10 and 11 show that the only grade point average that does not significantly correlate with any pre-tests or post-tests is that derived from professional education courses.

In addition to data utilized in considering the hypotheses and ancillary questions the Nichols Modification of the Aikman Inventory of Satisfaction With Student Teaching yielded information relevant to this study. Pursuant to being the vehicle for obtaining indices of satisfaction with student teaching for the study the inventory also provided findings worthy of analysis. Table 12 graphically reports the distribution of indices for both groups.

TABLE 12

INDEX OF SATISFACTION WITH STUDENT TEACHING

	Frequency Distribution	
Index	Project	Conventional
1.00		
.97		
.94	1	
.91	3	1
.89	1	2
.86	1	3
.83	2	2
.80		4
.77		4
.74	1	1
.71		2

TABLE 12-Continued

Index	Frequency Distribution	
	Project	Conventional
.69		2
.66		
.63	2	
.60	1	1
.57		
.54		2
.51	1	
.49	2	
.46	2	
.43		
.40		
.37		1
.34		2
.31	1	
.23		1
.20		1
	N = 18	N = 29
	Median = 68.5	Median = .74

Each index represents a percentage figure computed by dividing the number of positive responses by the total number of items in the instrument. As is readily apparent in Table 12, there is no marked difference between the distributions of the two groups. The range, median, and distribution are very close between the groups.

A closer look at the data presented in Table 12 is provided by Table 13. Results are reported for each item in index form derived by tabulating the positive

responses to each item separately for each group and then dividing by the number of study subjects in each group. The difference figure for each item was found by subtracting the project group index from the conventional group index. Analytical discussion was arbitrarily limited to those items indicating a difference of sixteen or more. The project group differed negatively from the control group on fifteen items; positively on nineteen; and showed no difference on one item. Major differences were evident for items 1, 24, 27, and 29.

TABLE 13

QUESTION BY QUESTION ANALYSIS OF THE INVENTORY OF SATISFACTION WITH STUDENT TEACHING

Question	Subject	Index of Satisfaction With Student Teaching		
		Project	Conventional	Difference
1	Motivation of Pupils	33	49	-16
2	Freedom of Action	83	84	- 1
3	Clerical Work	94	88	6
4	Overall Experience Value	77	91	-14
5	Skills Experience Value	94	88	6
6	Planning Pupil Activities	66	67	- 1
7	Criticism Received	77	81	- 4
8	Subject Preparation	88	84	4
9	Choice of Placement	66	67	- 1
10	Personal Contribution	94	84	10

TABLE 13--Continued

Question	Subject	Index of Satisfaction With Student Teaching		
		Project	Conventional	Difference
11	Value of Experience	66	74	- 8
12	Student Teacher Duties	83	91	- 8
13	Supervisory Teacher's Methods	72	70	2
14	Evaluation of Pupil Outcomes	55	46	9
15	Personal Goals Attained	77	77	0
16	Evaluation of Methods Used	44	53	- 9
17	Planning Pupil Activities	66	60	6
18	Satisfaction With Experiences	61	70	- 9
19	Full Responsibility	55	49	6
20	Relations With Teachers	66	77	-11
21	Varied Assignments	88	74	14
22	Evaluation of Pupil Outcomes	72	70	2
23	Interest of Supervisor	88	84	4
24	Criticism Received	61	77	-16
25	Classroom Atmosphere	61	70	- 9
26	Own Views Accepted	83	81	2
27	Student Teacher Regulations	61	84	-23
28	Early Responsibility	77	74	3
29	After School Duties	94	67	27
30	Satisfaction with Teaching	83	81	2
31	Use of Learning Theory	22	21	1
32	Evaluation of Education Courses	39	49	-10

TABLE 13--Continued

Question	Subject	Index of Satisfaction With Student Teaching		
		Project	Conventional	Difference
33	Value of Lesson Plans	61	60	1
34	Affective Objectives	72	60	12
35	Teaching Satisfaction	61	49	12

Item One. The project group tended to consider that they had more trouble motivating students. They more often described the students as "indifferent" or "mildly resistant" than did the conventional group.

Item Twenty-Four. Though the project subjects described their supervising teachers comments as "too infrequent" or "not helpful" more than did the control group, sixty-one percent were positive on this question.

Item Twenty-Seven. The project group tended to consider the regulations to which they were expected to conform were "unnecessary" more than did the control group. Sixty-one percent answered positively from the control group which indicates no serious problem of a total group policy nature.

Item Twenty-Nine. The project subjects responded more positively regarding after school duties and require-

ments. Ninety-four percent felt these assignments and expectations were "appropriate and necessary."

Both groups were generally consistent in their responses to the other items. They agreed closely on item 31 which elicited the most negative reaction of the inventory. About eighty percent of both groups predominantly felt that learning theory was referred to "seldom, if at all."

Both groups were also generally mutually consistent in the items given a high number of positive responses as illustrated by items three and five. Item three indicates that neither group felt they were overburdened or exploited by clerical work. They predominantly agreed that the amount of clerical work during student teaching was "appropriate and helpful." According to the results of the responses to item five, both groups of student teachers considered the skills learned during student teaching to be of future "enormous value when teaching on my own."

This inventory of satisfaction with student teaching, though not a standardized instrument, accomplished its prime purpose of assessing the feeling tone of student teachers toward their student teaching experience.

Summary

On the basis of analyzing the results of this investigation as defined by two hypotheses and four ancillary

questions several findings can be stated.

1. There was a significant difference in attitude change toward teaching and children between the project and conventional groups during student teaching as measured by the mean change scores on the Minnesota Teacher Attitude Inventory. The experimental project group decreased significantly more than did the conventional control group.

2. There was a significant change in the mean scores of the project group on the Minnesota Teacher Attitude Inventory before and after the student teaching experience. The change was in the nature of a significant decrease.

3. There was no significant change in the Minnesota Teacher Attitude Inventory mean scores of the conventional group during student teaching.

4. There was no significant difference in satisfaction with student teaching between the project and conventional groups.

5. There was no significant correlation between Minnesota Teacher Attitude Inventory scores and ratings of student teachers by supervising classroom teachers.

6. There was a significant negative correlation in the control group between Minnesota Teacher Attitude Inventory pre-student teaching scores and satisfaction with student teaching.

7. There was no significant correlation between Minnesota Teacher Attitude Inventory post-student teaching scores of the control group and satisfaction with student teaching.

8. There was no significant correlation between the pre-test and post-test Minnesota Teacher Attitude Inventory mean scores of the project group and satisfaction with student teaching.

9. There was a significant correlation between ratings of the control group by supervising classroom teachers and satisfaction with student teaching.

10. There was no significant correlation between ratings of the project group by supervising classroom teachers and satisfaction with student teaching.

11. There was a significant positive correlation between satisfaction with student teaching of the control group and college general studies grade point averages.

12. There was a significant negative correlation between satisfaction with student teaching of the project group and professional education grade point averages.

13. There was a significant correlation between the project group Minnesota Teacher Attitude Inventory pre-student teaching scores and general studies, academic major, and cumulative grade point averages.

14. There was no significant correlation between the project group Minnesota Teacher Attitude Inventory pre-student teaching scores and professional education grade point averages.

15. There was no significant correlation between the project group Minnesota Teacher Attitude Inventory post-student teaching scores and college grade point averages.

16. There was a significant correlation between the Minnesota Teacher Attitude Inventory pre and post-student teaching scores of the control group and college general studies, academic major, and cumulative grade point averages.

17. There was no significant correlation between the Minnesota Teacher Attitude Inventory pre and post-student teaching scores of the control group and grade point averages in professional education courses.

Findings one, two, and three resulted from the investigation of Hypothesis I; Hypothesis II produced finding four. Analytical consideration of Ancillary Question one yielded finding five; findings 6, 7, and 8 are based on Ancillary Question two; 9 and 10 resulted from Question three; and findings 11 through 17 were products of Question four.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

> In making decisions regarding programs for preservice professional education of classroom teachers, basic principles derived from the role of the school and the teacher, the nature of learners and the learning process, and accepted values provide general guidance. However, specific questions on selection and organization of experiences and the guidance of learning must be answered through experimentation with alternative procedures or programs, any one of which may have potential for helping future teachers develop necessary abilities. Such experimentation with alternatives is common in teacher education. What is lacking is systematic gathering and validation of data on results of experimentation.[1]

This study was an investigation of an 'alternative procedure' within a teacher education program. Two student teacher supervisory formats at Moorhead State College were considered with the purpose of providing data and findings which would be of evaluative assistance in decision making.

The conclusions reached on the basis of this study may not be generalized to other teacher education programs

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[1]Margaret Lindsey, Leslie Mauth, and Edith Grotberg, Improving Laboratory Experiences in Teacher Education (New York: Columbia University Teachers College, Bureau of Publication, 1959), p. 18.

or student teachers at other levels without considering the limitations inherent in the design. The findings may be of value as indicators of the effect of the method of operation of college supervisors of student teaching but should be considered only on the basis that an important limitation of this study is that it is not known how much the experimental project supervising teachers' predisposition to cooperate was due to a strong local chapter of the Association for Student Teaching. A strong organization of this nature would not be present in most cooperating schools. This factor should be considered a limitation for generalization but should not be considered a limitation in this study because only the differences were considered, not the reasons for them.

A major advantage of the research design of this study was that student teacher assignments and data collection were implemented anonymously via the total student teaching phase of the teacher education program and directional alternatives were not predetermined. This eliminated the necessity of defending against non-random selection of volunteers and the Hawthorne Effect.

Perhaps this feature was, conversely, also a major weakness of the design and organization of the investigation. Future studies of this nature may well consider that as Dayton states:

> the experimenter can feel more confidence in his hypothesis decision if the contrasts which he tests are preplanned (or a priori) and directional alternatives are set up.[2]

The negative direction of the teacher attitude change scores of both groups as measured by the Minnesota Teacher Attitude Inventory was not unexpected. As alluded to in the review of literature in Chapter Two this has been a relatively common result in research when using this instrument in pre-test and post-test situations with student teachers. Therefore, this decrease in positive feelings toward teaching and children by student teachers during the student teaching experience is not of local concern per se. However, the significantly greater decrease found in the project group compared to those in the conventional group is likely an indication of some relevant difference in the two approaches.

A somewhat surprising finding was the significant negative correlation between satisfaction with student teaching and grade point averages in professional education courses. This finding was consistent with the results of the pilot study conducted by this investigator prior to the present study. This is not necessarily an indictment of

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[2]C. Mitchell Dayton, Design of Educational Experiments (New York: McGraw-Hill, Inc., 1970), p. 39.

the preparatory value of professional education courses. Indeed, it could be indicative of the opposite. Possibly this inverse relationship indicates that the higher the prospective student teacher's professional education course performance, the less satisfied he is with not being as effective as he expected to be. It could also possibly indicate that success in professional education courses develops a patina of idealism which when shattered or cracked leaves the student teacher generally dissatisfied. One attention getting aspect of this finding was that the other grade point averages were not likewise significantly negatively correlated. Why this condition was evident only for professional education courses can only be surmised within the limits of this study.

Conclusions

Several conclusions were supported within the limitations of this study.

1. The attitudes of student teachers toward teaching and children became more negative during the student teaching experience. There was a significant decrease in the attitude scores of the experimental project group but not in the control group.

2. The type of supervising format did not significantly affect the feeling of satisfaction with the profes-

sional student teaching experience of student teachers. The project group supervised by seminars in lieu of regular individual visitations were just as satisfied with student teaching as was the control group.

3. The Minnesota Teacher Attitude Inventory was not a useful instrument for predicting future supervising teacher ratings of student teacher success.

4. The Minnesota Teacher Attitude Inventory was not a useful instrument for predicting student teacher satisfaction with student teaching.

5. College grade point averages generally were not valid predictors of satisfaction with student teaching and student teacher attitudes toward teaching and children. Specifically, though, professional education courses grade point averages show a significant inverse correlation with student teacher satisfaction with student teaching.

Recommendations

Of much importance locally would be more research relevant to the reasons for the significant decrease in positive attitudes toward children and teaching by members of the project group. Added research may identify factors in the supervisory format causing this which, when identified, can be rectified. A replicative study using different

instruments such as the Purdue Student Teacher Opinionnaire, Flanders Interaction Analysis, Ryans Teacher Characteristics Schedule, etc. is suggested.

Also needed are more studies to assess the teaching effectiveness of student teachers in different supervisory formats. Parallel studies dealing with attitudinal change, satisfaction with student teaching, and teacher effectiveness should be conducted before decisions regarding major program changes are made.

On the basis of this study it is recommended that the present arrangement for student teacher supervision at the study institution be continued with the present ratio of project and conventional student teacher placements. Though it may be expedient from an economic efficiency rationale to expand the project, it is apparent thus far that student teacher attitudes are at least temporarily affected derogatorily.

The seriousness of this implication cannot be ascertained within the limits of this study. Locally, as is true generally in teacher education, more followup research on the graduates of teacher education programs is needed. It is recommended that a followup study of the subjects in this investigation be conducted within the next three years.

MOORHEAD STATE COLLEGE

October 1, 1969

Dr. David L. Nichols
College of Education
University of Maine
Orono, Maine

Dear Dr. Nichols:

Your modification of the Aikman Inventory for Measuring Satisfaction with Student Teaching apparently would be of much value as an instrument in my research with student teacher experiences and satisfaction at Moorhead State College. Since this project is part of my dissertation research at the University of North Dakota, it is likely that I will wish to include all or part of your modification as one of my instruments. You will be credited, of course.

Hopefully, this will meet with your approval.

Thank you.

Sincerely,

Howard Freeberg
Assistant Professor
Department of Education
Moorhead State College
Moorhead, Minnesota 56560

UNIVERSITY OF MAINE - ORONO, MAINE 04473

College of Education
Education Building

October 7, 1969

Professor Howard Freeberg
Department of Education
Moorhead State College
Moorhead, Minnesota 56560

Dear Professor Freeberg:

I received your letter concerning the use of my modification of the Aikman Inventory and will be most happy to have you use any or all of it in your research.

Sincerely,

David L. Nichols
Associate Professor
of Education
Education Building

DLN/bc

APPENDIX B

TO: Student Teachers

FROM: Howard Freeberg
Student Teaching Office
Department of Education
Moorhead State College

Please complete the following questionnaire.

Read each statement and mark as your choice the number of the one which most accurately indicates how you feel.

Please answer every item.

Data obtained from this questionnaire will be used in general research and <u>will in no way</u> be used to specifically evaluate you or your supervising teacher. It will <u>not</u> be part of your record in any form.

Your name on this cover sheet is necessary to permit us to code the information with several variables. Only anonymous numbers will be used after the data is coded.

Thank you.

NICHOLS MODIFICATION OF THE AIKMAN INVENTORY
OF SATISFACTION WITH STUDENT TEACHING

_____ 1. The pupils I had in my class:
   1. seemed indifferent to school activities
   2. mildly resisted my attempt to teach them
   3. were easily motivated

_____ 2. I was given complete charge of the class:
   1. not as often as I would have liked
   2. about the right number of times
   3. more often than I would have liked

_____ 3. The amount of clerical work given me by my supervising teacher was:
   1. too little for me to learn this aspect of the teaching job
   2. appropriate and helpful
   3. a little more than I considered necessary

_____ 4. As I evaluate my student teaching experience in light of my other college work, I am convinced that:
   1. it was one of my least valuable courses
   2. it was the most valuable course I have taken
   3. it was about as valuable as my other college courses

_____ 5. The skills I learned during student teaching:
   1. should be of enormous value when teaching on my own
   2. will probably be unimportant to my future teaching performance
   3. were actually too few in number to affect my future teaching

_____ 6. My own plans for using methods and materials:
   1. were employed a little too often
   2. were employed often enough
   3. were not employed often enough

_____ 7. The comments made by my supervising teacher regarding my mistakes were:
   1. just critical enough to be helpful
   2. overly critical
   3. not critical enough

_____ 8. My own subject matter preparation:
   1. seemed adequate for the teaching I was expected to do
   2. was largely of the wrong kind to help me much in student teaching
   3. was inadequate for the teaching I was expected to do

_____ 9. If I had the opportunity to do my student teaching over again, I would want to:
   1. have a more free choice of school and supervising teacher
   2. teach more in accord with the theory I learned
   3. do very much what I have done

_____ 10. I feel that the contributions I made to the class activity as a whole:
   1. were not usually effective
   2. were constructive and helpful
   3. were too infrequent to be effective

_____ 11. In preparing me to become a member of the teaching profession, student teaching has left me with a feeling of being:
   1. unqualified to enter the schools as a teacher
   2. barely prepared to start teaching in the schools
   3. adequately prepared to start teaching in the schools

_____ 12. When delegating tasks to me, my supervising teacher:
   1. proportioned my work according to the amount of time I had available
   2. was not too considerate of the amount of work I had to do
   3. was often unable to find enough things to keep me busy

_____ 13. The methods adhered to by my supervising teacher:
   1. were too subject-centered to meet the needs of enough children
   2. were too child-centered to effectively teach the necessary subject matter
   3. were appropriate for obtaining the desired pupil growth

_____ 14. When evaluating student outcomes, we generally:
   1. confined ourselves mainly to measurement of outcomes related to textbook knowledge
   2. usually took into account student growth toward a broad range of objectives
   3. seldom referred to the objectives of the course

_____ 15. The goals toward which I was striving in my student teaching:
   1. were generally attained to my satisfaction
   2. were seldom attained to my satisfaction
   3. were probably not appropriate to the pupils I taught

_____ 16. The kinds of activities in which pupils in my classes participated:
   1. were often too routine to stimulate the interests of the children
   2. were about like those I would like in my own classroom
   3. were lacking in purpose and meaning for most of the children

_____ 17. When planning the classroom activities, my supervising teacher:
   1. sometimes assigned the planning to me but often ignored my efforts
   2. usually had me participate in the planning with him
   3. seldom gave me a chance to participate in the planning

_____ 18. The amount of satisfaction I had from my student teaching experience made me wonder:
   1. whether student teaching couldn't be organized more satisfactorily
   2. whether some other activity shouldn't be substituted for it
   3. why some people dislike this experience

_____ 19. My supervising teacher:
   1. usually remained in the room while I was teaching
   2. often left me alone with a class for an entire period
   3. made me completely responsible for planning and teaching a class for several days at a time

_____ 20. I found that my personal relationships with school personnel during student teaching prompted me to:
   1. just coast along until the end of the quarter
   2. consider postponement of my teaching career
   3. put forth a great deal of effort

_____ 21. The assignments given to me by my supervising teacher:
   1. were about as varied as they should be
   2. were too varied to learn any one aspect of teaching
   3. were not varied enough to broaden my experience

_____ 22. When evaluating student outcomes my supervising teacher:
   1. seldom gave me a chance to participate
   2. had me participate but in a superficial way
   3. usually had me participate meaningfully

_____ 23. My supervising teacher's interest in my professional improvement and growth was:
   1. somewhat superficial
   2. sincere and helpful
   3. intense to the point of being annoying

_____ 24. The comments made by my supervising teacher regarding my teacher were:
1. too infrequent to be helpful
2. not usually helpful
3. constructive and helpful

_____ 25. In general the atmosphere of the classroom to which I was assigned was:
1. too easy going for maximum learning by children
2. about as democratic as it should be
3. overly dominated by the teacher

_____ 26. In discussions with my supervising teacher, my viewpoint:
1. was accepted too often without adequate understanding
2. was accepted and understood practically all of the time
3. was seldom accepted

_____ 27. The regulations to which I, as a student teacher, had to conform seemed:
1. unnecessary in many aspects
2. rather vague but not unreasonable
3. reasonable and agreeable to me

_____ 28. I was made responsible for conducting the class:
1. sooner than I would have liked
2. later than I would have liked
3. at just about the right time

_____ 29. The amount of time I had to spend at school after the end of the school day was:
1. excessive in terms of what was accomplished
2. appropriate and necessary
3. not sufficient to my needs

_____ 30. My student teaching experiences left me with a feeling that teaching is:
1. somewhat disorganized
2. very challenging and interesting
3. a little too routine

_____ 31. During planning sessions learning theory was referred to:
1. most often at my suggestion
2. most often at the suggestion of my supervising teacher
3. seldom, if at all

_____ 32. My pre-student teaching coursework in education:
1. proved to have been largely a waste of time
2. helped make my student teaching more successful
3. sometimes caused me to disagree with my supervising teacher

_____ 33. The lesson plans I was required to prepare:
1. were useful and valuable help to me
2. were not always necessary
3. were usually a waste of time

_____ 34. It seemed to me that my supervising teacher:
1. was overly concerned with whether or not students would enjoy the activities planned
2. was less concerned than I was about the feeling of students toward the work required of them
3. often failed to consider the effect of assignments and activities upon the students' feelings and attitudes toward the course

_____ 35. Student teaching gave me a feeling of:
1. personal inadequacy in some respects
2. achievement and personal satisfaction
3. discouragement with the gap between educational theory and practice

APPENDIX C

TABLE 14

INVENTORY OF SATISFACTION AND MINNESOTA TEACHER ATTITUDE INVENTORY SCORES

Project Group

SUBJECT	INVENTORY RAW	INVENTORY INDEX	MTAI PRE-TEST	MTAI POST-TEST	MTAI CHANGE
003	16	.46	23	-38	-61
005	32	.91	44	15	-29
009	26	.74	78	62	-16
012	22	.63	68	56	-12
014	17	.49	67	-27	-94
015	11	.31	73	13	-60
023	29	.83	-20	-57	-37
028	32	.91	0	-12	-12
043	31	.89	-4	- 1	3
044	18	.51	67	50	-17
055	16	.46	-1	-11	-10
063	29	.83	11	23	12
074	17	.49	53	32	-21
083	30	.86	62	44	-18
097	32	.91	2	-24	-26
100	22	.63	46	16	-30
107	33	.94	70	46	-24
112	21	.60	41	36	- 5

TABLE 15

INVENTORY OF SATISFACTION AND MINNESOTA TEACHER ATTITUDE INVENTORY SCORES

Control Group

SUBJECT	INVENTORY RAW	INVENTORY INDEX	MTAI PRE-TEST	MTAI POST-TEST	MTAI CHANGE
001	31	.89	65	66	1
002	27	.77	67	40	-27
007	8	.23	47	54	7
010	28	.80	23	20	- 3
017	26	.74	26	11	-15
024	29	.83	17	16	1
029	28	.80	-48	-29	19
030	25	.71	16	8	- 8
032	27	.77	91	26	-65
034	21	.60	55	17	-38
050	25	.71	61	39	-22
053	27	.77	70	68	- 2
054	12	.34	78	67	-11
056	27	.77	62	63	1
059	28	.80	36	2	-34
061	32	.91	23	-26	-49
067	29	.83	38	22	-16
070	19	.54	93	44	-49
072	30	.86	48	69	21
076	31	.89	46	49	3
082	30	.86	20	23	3
084	12	.34	43	40	- 3
090	7	.20	11	7	- 4
091	24	.69	75	87	12
095	30	.86	55	59	- 4
099	13	.37	26	36	10
103	28	.80	19	-17	-36
105	24	.69	5	32	27
110	19	.54	78	58	-20

TABLE 16

COLLEGE GRADE POINT AVERAGES AND SUPERVISING TEACHER RATINGS

Project Group

SUBJECT	GENERAL STUDIES GPA*	MAJOR GPA*	CUMULATIVE GPA*	PROF.ED. GPA*	SUPERVISING TEACHER RATING**
003	2.70	3.30	2.95	2.67	3.8
005	2.00	2.74	2.35	2.25	3.9
009	3.07	3.40	3.23	3.50	3.4
012	3.40	4.00	3.78	3.50	3.6
014	2.91	3.04	2.97	3.00	3.1
015	3.37	3.69	3.71	3.50	3.7
023	2.80	2.61	2.20	2.77	3.2
028	2.00	2.66	2.30	2.40	4.0
043	2.00	2.40	2.00	2.50	3.7
044	2.13	2.53	2.56	2.50	3.4
055	2.39	3.33	2.87	3.50	4.7
063	2.28	3.18	2.86	2.33	4.7
074	2.07	2.72	2.56	3.00	4.9
083	3.20	3.05	3.20	3.75	4.5
097	2.13	2.52	2.78	2.00	3.8
100	3.09	2.83	3.10	3.00	4.3
107	2.59	3.29	2.95	2.00	3.9
112	2.71	3.06	2.88	3.50	3.1

* 4.00 Scale
** 5.0 Scale with 5.0 being highest

TABLE 17

COLLEGE GRADE POINT AVERAGES
AND SUPERVISING TEACHER RATINGS

Control Group

SUBJECT	GENERAL STUDIES GPA*	MAJOR GPA*	CUMULA-TIVE GPA*	PROF.ED. GPA*	SUPER-VISING TEACHER RATING**
001	2.93	2.77	2.98	3.50	3.7
002	2.29	2.41	2.33	3.00	3.4
007	2.86	2.84	2.85	3.20	4.1
010	2.71	2.77	2.72	3.00	4.0
017	2.43	2.91	2.70	2.66	3.6
024	2.33	3.61	2.90	2.00	4.3
029	2.10	2.00	2.00	2.00	3.2
030	2.05	2.43	2.08	2.00	2.5
032	3.07	3.27	2.97	2.25	4.6
034	3.07	2.89	2.92	2.50	4.0
050	3.28	3.48	3.15	2.00	4.0
053	3.72	3.60	3.56	3.60	4.6
054	2.42	3.28	2.91	2.67	4.0
056	2.89	2.50	2.62	2.50	3.7
059	2.39	2.47	2.55	2.50	3.8
061	2.05	2.65	2.24	2.50	4.0
067	2.50	3.26	3.18	3.25	4.8
070	3.14	2.87	3.00	2.75	3.8
072	2.24	3.02	2.89	3.23	3.9
076	3.00	3.62	3.35	4.00	3.9
082	2.50	3.58	3.01	3.00	4.3
084	2.22	3.03	2.54	2.00	3.5
090	2.35	2.44	2.34	3.00	4.0
091	2.36	3.14	2.75	2.00	3.1
095	3.10	3.84	3.44	3.33	4.9
099	2.56	2.76	2.72	2.50	3.1
103	2.40	3.31	2.54	3.33	3.4
105	2.83	3.00	2.92	2.67	4.3
110	2.08	3.09	3.30	3.40	4.5

* 4.00 Scale
** 5.0 Point Scale with 5.0 as the highest

Form 16.3-1

MOORHEAD STATE COLLEGE
Supervisor's Student Teaching Evaluation

PLEASE TYPE

Name of Student_____

Grade, Subjects, and Number of pupils taught_____

1. Unsatisfactory 2. Below Average 3. Average
4. Above Average 5. Superior

I.	PERSONAL QUALITIES
	A. Voice
	B. Appearance
	C. Self expression and command and use of English
	D. Emotional stability
	E. Sense of humor
	F. Initiative and ambition
	G. Health
	H. Dependability
II.	MENTAL QUALITIES
	A. Understanding of subject matter
	B. Understanding of principles of learning
	C. Understanding of child development
III.	PROFESSIONAL QUALITIES
	A. Attitude toward children
	B. Professional attitude toward teaching and colleagues
	C. Reaction to suggestions
IV.	PERFORMANCE
	A. Directing activities (inadequate, adequate but teacher dominated, stimulates effective group participation)
	B. Obtaining desirable pupil reactions
	C. Classroom management
	D. Group and individual control (discipline)
	E. Formulating objectives and planning class work
	F. Providing for individual differences among pupils
	G. Evaluating pupil achievement
	H. Promise of growth

A WRITTEN EVALUATION IS REQUIRED ON THE ATTACHED FORM

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BIBLIOGRAPHY

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