

DOCUMENT RESUME

ED 045 559

SP 004 439

TITLE The Impact of Student Teaching Programs Upon the Cooperating Public Schools in Michigan. A Survey of Opinions of Supervising Teachers, Student Teachers and School Administrators.

INSTITUTION Michigan Council of State College Presidents, Lansing.

PUB DATE Jun 70

NOTE 38p.

EDRS PRICE MF-\$0.25 HC-\$2.00

DESCRIPTORS Administrator Attitudes, \*Affiliated Schools, Cooperating Teachers, Instructional Programs, Principals, \*Student Teaching, Teacher Attitudes, Teaching Load, Working Hours

IDENTIFIERS \*Michigan

ABSTRACT

To determine the effect of student teaching programs upon cooperating public schools, a questionnaire survey was conducted of all student teachers in Michigan (fall 1969) and all their supervising teachers and building principals. Responses to the three separate 80-item instruments were received from 4,397 supervisors, 4,483 student teachers, and 1,001 principals. General findings include these: Student teachers make possible significantly more individual contact with pupils by both supervisors and student teachers. Positive effects on specific instructional activities often include more small group instruction, better provisions for make-up work and exam follow-up, better supervision of study periods, playgrounds, and hallways. Negative effects or no effect were more common on amount of material covered, discipline, and motivation of pupils. A high majority of supervisors were thought by themselves and their principals to be more effective teachers as a result of contact with student teachers, who bring new ideas, materials and teaching aides. Supervisors' total workload (timewise) is not greatly affected by student teachers. Relieved of approximately 40 percent of classroom teaching responsibilities, supervisors most often engaged in increased professional reading and writing, work with other staff members or principal, increased committee work, and research activities. A student teaching program was endorsed by all three groups. (All questionnaire items and percentage responses are included.) (JS)

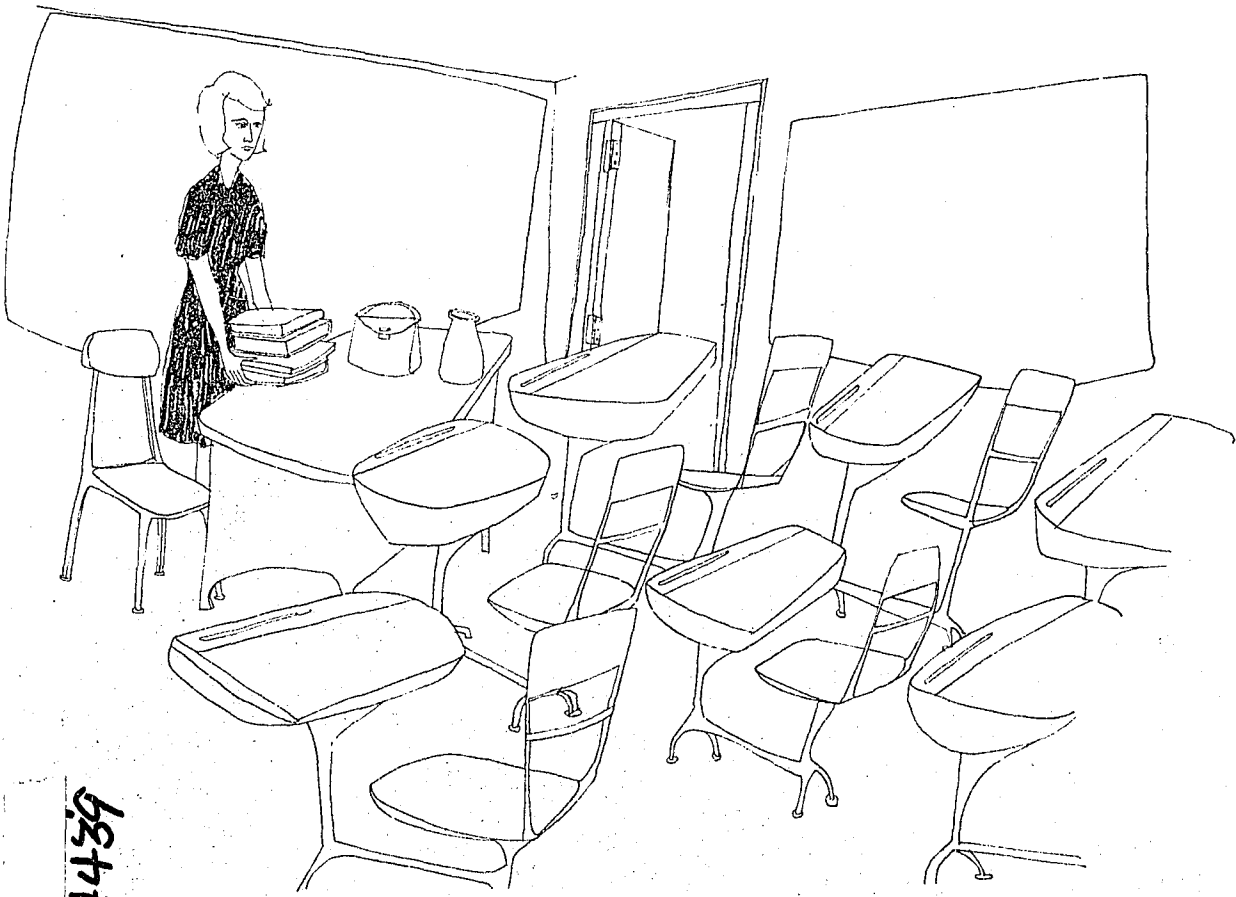
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# STUDENT TEACHING PROGRAMS:

## QUESTIONS AND ANSWERS

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THE IMPACT OF STUDENT TEACHING  
PROGRAMS UPON THE COOPERATING  
PUBLIC SCHOOLS IN MICHIGAN

A Survey of Opinions  
of  
Supervising Teachers, Student Teachers and School Administrators

Conducted by  
Deans and Directors of Teacher Education  
in Michigan

June 1970

## FOREWORD

For the first half of this century, teacher preparation institutions depended largely upon campus laboratory schools to provide opportunities for future teachers to work directly with children. Following World War II, the rapidly rising birth rate increased the need for teachers and caused teacher education programs to expand rapidly. Campus laboratory schools were no longer able to provide opportunities for the larger numbers of prospective teachers to work with children as a part of their pre-service preparation; thus teacher-education institutions were forced to seek stations for student teachers in public schools away from college campuses.

During the last two decades the student teaching portion of teacher education programs has moved almost entirely to public school settings. Not only has this provided for the increased numbers but it has offered a much more realistic experience for students than did the often atypical student body and the artificial social setting of the private laboratory schools.

The move of student teaching from campus to public schools was done with the assumption that both could profit from the relationship. However, over the years little attention has been given to measuring the effect on the school in which students are placed. Consequently, questions have arisen as to the nature and extent of the benefits accruing to each of the partners.

At a meeting of the Council of State College Presidents of Michigan in December of 1968 when student teaching was under review, the question was asked, "What is the impact of a student teaching program upon the public school cooperating in such a venture?"

Since hard data were not available to answer this question, the investigation commonly referred to as the Student Teaching Impact Study was born.

The assignment to conduct such a study was given to the Deans and Directors of Teacher Education Programs group which had been meeting regularly in Michigan for the past four years. More than 10,000 teachers, student teachers, and school administrators were involved in what is probably the most comprehensive study of student teaching ever conducted in this country. It is a pleasure to present the results in this report to the Council.

It is recognized the information gathered in this study represents the responses of supervising teachers, principals, and student teachers who worked together during the fall quarter or semester of 1969. The study was designed in this manner because it was believed the information sought could only be supplied by those most directly connected with the student teaching program. The attitudes of other teachers in the building toward a student teaching program would be an interesting subject for further study.

Special recognition should be given to Dr. W. Henry Kennedy, of Michigan State University, who served as chairman of the study committee and provided the leadership necessary to successfully complete the investigation.

Leland W. Dean  
Director, School of Teacher Education  
Michigan State University  
*Past Chairman of Deans & Directors Group*

## STUDENT TEACHING IMPACT STUDY

The Presidents of state-supported baccalaureate institutions in Michigan last year requested their Deans of Education and Directors of Student Teaching to determine the effect of student teaching programs upon cooperating public schools. The committee established to initiate and conduct such a study was made up of Dr. Malcolm A. Lowther, Chairman of the School of Education Undergraduate Committee, University of Michigan; Dr. Alan F. Quick, Director of Student Teaching, Central Michigan University; and Dr. W. Henry Kennedy, Director of Student Teaching, Michigan State University, *Chairman*.

Educational researchers from the three institutions were involved by the committee in the planning of the study, and the research consultation service of the Michigan State University College of Education was used extensively in the design of the study and development of the survey instruments. Among the factors given special attention was the need for complete objectivity in the instruments used for data gathering.

In the winter of 1969, instruments were developed and reviewed by the parent group, student teaching faculties of the various institutions, and members of the profession. During the spring term of 1969, eight institutions participated in a pilot study to test the instruments and procedures. They were then refined, limitations were corrected, and procedures sharpened.

At several stages during the development of the pilot study, as well as in the preparation of the final version of the instruments, Michigan Education Association officials and the committee on teaching from the Detroit Federation of Teachers were involved and appraised of the progress. Each of these groups provided suggestions and both groups made contributions to the items in the instruments.

### **Methods and Procedures**

#### *Population*

Since the distribution of student teachers in Michigan represents such a wide range of subject areas and grade levels, institutional programs, geographic areas in the state, socio-economic differences, and varying lengths of experiences, the judgment of the research consultants was that drawing a stratified random sample of the population would be extremely difficult. Thus, the decision was made to survey the entire population of student teachers assigned for student teaching by Michigan institutions during the fall quarter or semester of 1969, all the supervising teachers working with these student teachers, and all the building principals in which student teachers were assigned. A total of 4,397 supervising teachers, 4,483 student teachers, and 1,001 principals responded to the survey.

#### *Instrumentation*

Separate instruments were developed for supervising teachers, student teachers, and administrators. The supervising teacher and student teacher versions were printed in parallel form except as they reflected a viewpoint from the two different positions.

Although anonymity of respondents was assured, a system was developed to match the supervising teacher-student teacher pairs to make possible the eventual statistical analysis of the data. It is intended that, subsequent to the publication of this report, appropriate correlation techniques will be employed in conducting a comprehensive analysis of the data collected.

The administrator version of the instrument was in some respects similar to the supervising teacher and student teacher instruments to make possible the comparison of the three groups on some items.

## SUMMARY OF FINDINGS

### **Effect on the Instructional Program in the School**

The first responsibility of the public schools is to the development of children enrolled there, not to serve as a training facility for prospective teachers. It is important then to learn how student teachers in a school affect the instructional program offered. One measure of this effect is the extent to which the individual attention given to pupils in the classroom was altered.

It appears evident that student teachers make possible significantly more individual contact with youngsters in the classroom by both the supervisor and the student teacher. Ninety-four percent of the supervising teachers reported increased individual attention to pupils through the student teacher. In addition, more than half of the supervisors said they themselves were able to devote more time to individual students because of the presence of a student teacher.

Pupils also received more individual help and counseling outside of class than when student teachers were not present, according to 38 percent of the supervising teachers. Only five percent reported less individual attention than usual. When questioned as to whether conferring and planning with the student teacher took time that might have been devoted to the pupils in the classroom, approximately one in four of the supervising teachers reported that it frequently (4%) or sometimes (21%) did. The others reported these activities seldom or never detracted from their time with pupils. About the same percentages estimated that re-teaching was sometimes necessary after the student teacher taught.

As reported by teachers, the effect of student teachers on specific instructional activities indicates that more small group instruction was provided in 54 percent of the cases, less in five percent of the cases; the provision for make-up work was better in 44 percent of the cases, poorer in three percent; exams were followed-up better in 35 percent of the cases, poorer in less than four percent of the cases. Study periods were better supervised in 30 percent of the cases, less well supervised in about five percent of the cases; playgrounds and hallways were better supervised according to 24 percent of the respondents, less well supervised according to four percent; the amount of material covered in the class was greater as reported by 28 percent of the supervising teachers, was less as reported by about 24 percent. Twenty-eight percent of the teachers reported more material cov-

ered, 24 percent estimated they had covered less; discipline was thought to be better in ten percent of the cases and poorer in 43 percent of the classrooms; motivation of pupils was reported to be improved in 34 percent of the cases and poorer by 22 percent of the supervisors. All the other respondents on each question reported either that these activities were unaffected by the presence of student teachers or that the particular item did not apply to their situation. (See Table I)

**TABLE I**  
**EFFECT OF STUDENT TEACHERS ON INSTRUCTIONAL ACTIVITIES**  
**AS REPORTED BY SUPERVISING TEACHERS**

ACTIVITY	POSITIVE	NEUTRAL	NEGATIVE
Small group instruction	54.0%	40.2%	4.5%
Make-up work	43.8	51.1	2.9
Exam follow-up	25.1	56.4	3.8
Tutoring	70.9	23.4	4.0
Study period supervision	30.6	34.9	5.4
Playground, hallway supervision	23.8	39.4	4.0
Amount of material covered	28.0	46.8	23.6
Discipline	9.9	45.3	43.3
Motivation of pupils	34.4	41.9	21.7

Although it is clear that parents and pupils sometimes react negatively to student teachers, the results of this study show that the negative reactions come from a minority of the clients of the school. Fewer than five percent of the pupils and less than ten percent of the parents were reported by principals to react negatively to the presence of student teachers. On the other hand, the principals reported that pupils (73%) and parents (46%) react positively to the presence of student teachers. The remainder in each case were reported to be neutral about their presence in the school.

The principals of cooperating schools have a high regard for those serving as supervising teachers since more than 85 percent reported these teachers to be above average for their staff. In fact, 45 percent of the principals reported supervising teachers to be among their most outstanding staff members. Only one-tenth of one percent regarded them to be below average.

Despite the fact that supervising teachers are already held in such high regard by building principals, the findings from the study indicate that working with student teachers caused these faculty members to become still more effective. When asked the question of how working with student teachers had affected the performance of their teachers, 87 percent of the principals reported it made them more effective teachers. Among the supervisors themselves, 78 percent felt they became more effective teachers because of their contacts with student teachers.

About three-fourths of the principals and a similar proportion of the supervising teachers reported that student teachers bring to the school new ideas, materials, and teaching aids. Evidently these ideas are welcomed and contribute to the instructional program since 71 percent of the teachers and nearly 90 percent of the principals reported that the teachers use these materials, ideas, and instructional aids.

## Workload of Teacher

Teachers normally work on their job both at the school and at home. The study attempted to find out how the length of the work day of the teacher at school was affected and also what happened to the job-related teacher was affected by the presence of a student teacher. Teachers themselves were asked to estimate the number of hours spent at school and in job-related activities away from school as a result of having a student teacher working with them. Seventy percent of them estimated the length of their work day at school was unaffected or actually reduced. The other 30 percent felt their time spent at school was increased from one to six or more hours per week because of a student teacher.

Approximately 23 percent of the teacher respondents reported an increase in their job-related activities performed at home. The other 77 percent indicated they felt the student teacher had no effect or actually reduced their time spent on job-related activities outside of regular school hours. (See Table II)

TABLE II  
CHANGES IN WORKLOAD WHEN STUDENT TEACHER IS PRESENT  
AS REPORTED BY SUPERVISING TEACHERS

	HOURS PER WEEK SPENT BY SUPERVISOR AT SCHOOL	HOURS PER WEEK SPENT BY SUPERVISOR ON JOB-RELATED ACTIVITIES AWAY FROM SCHOOL
Added 6 hours or more	1.7%	1.8%
Added 3 to 6 hours	6.0	4.2
Added 1 to 3 hours	13.7	9.9
Added up to 1 extra hour	6.3	6.7
Had no effect	63.5	56.2
Reduced by up to 1 hour	3.1	4.7
Reduced by 1 to 3 hours	3.2	10.0
Reduced by 3 to 6 hours	.8	3.7
Reduced by 6 hours or more	.1	.9

Another important measure of how the student teacher affected the workload of a supervising teacher is the determination of how much the actual teaching done by the supervising teacher was altered. Teachers estimate that student teachers taught their classes an average of approximately ten hours per week. If the teacher's normal teaching load is about 25 hours of teaching per week, this would indicate that the student teacher relieved the regular teacher of approximately 40 percent of his classroom teaching responsibilities.

Teachers were also asked how many hours per week, on the average, they were able to be away from the classroom while a student teacher was teaching their assigned classes. The largest number, 46 percent, indicated they averaged from one to five hours per week away from the classroom. Another 40 percent estimated they were absent from six to more than twenty hours per week. (See Table III)



**TABLE III**  
**EFFECT OF PRESENCE OF STUDENT TEACHER ON THE CLASSROOM**  
**TEACHING LOAD OF SUPERVISING TEACHER**

	Hours Per Week Student Teacher Taught Classes Assigned To Supervisor As Reported By:		Hours Per Week Teacher Able To Be Away From Classroom While Student Teacher Taught As Reported By:	
	Supervising Teachers	Administrators	Supervising Teachers	Administrators
	Less than 1 hour	.7%	.9%	12.8%
1 to 5 hours	13.7	18.8	45.6	50.0
6 to 10 hours	31.9	35.7	26.5	23.5
11 to 15 hours	30.5	26.6	9.3	9.2
16 to 20 hours	14.9	12.4	2.7	3.0
More than 20 hours	6.5	3.4	1.2	1.0

Five activities were indicated by teachers as those which they engaged in most often during the time the student teacher was filling in for them in their classroom. Approximately three-quarters said they were able to engage in increased professional reading and writing during this released time; almost as many indicated they used the extra time to work with other staff members. Assisting the principal or other teachers was referred to by approximately two-thirds of the teachers as a way they used some of this extra time. More than half indicated that the time was used to increase the committee work they did in the school with the pupils and/or staff. Seventy percent said they engaged in more research activities during their released time.

Almost half of the teachers indicated that student teachers enabled them to be absent from their classroom for purposes other than student teaching business sometime during the term. About 30 percent of them reported having one or more days away from the classroom which would ordinarily not have been available to them.

Other teachers in the building who were not directly assigned to a student teacher also benefitted occasionally from the student teacher's presence. Supervising teachers estimated that about one of five of their student teachers occasionally replaced other teachers in the building enabling those teachers to be away from their class. (See Table IV)

**TABLE IV**  
**DAYS STUDENT TEACHERS HANDLED CLASSES WHILE REGULAR TEACHERS**  
**WERE ABSENT FOR REASONS OTHER THAN STUDENT TEACHING BUSINESS**

	For Supervising Teacher As Reported By:		For Other Teachers As Reported By:	
	Student Teacher	Supervising Teacher	Student Teacher	Supervising Teacher
None	39.6%	52.4%	72.8%	77.2%
One or less days	10.5	14.1	14.6	12.0
1 to 3 days	34.3	24.6	8.0	6.9
4 to 7 days	9.8	5.5	1.9	1.1
8 to 10 days	1.6	.9	.6	.3
More than 10 days	2.5	.8	.7	.6

Teachers reported the time spent on certain school activities were changed quite markedly because of the presence of a student teacher. Almost two-thirds of them reported a reduction in time spent on paper grading, a reduction in teaching and an increase in help to individual students. Lesson-planning responsibilities were estimated to be increased by 28.4 percent of the supervisors and reduced by another 37.4 percent of them. (See Table V)

**TABLE V**  
**CHANGES IN TIME SPENT ON SCHOOL ACTIVITIES BECAUSE OF**  
**THE PRESENCE OF A STUDENT TEACHER AS REPORTED BY SUPERVISING TEACHERS**

ACTIVITY	INCREASED	NO CHANGE	REDUCED
Teaching	9.5%	15.6%	73.6%
Lesson Planning	28.4	32.7	37.4
Paper Grading	7.1	24.1	65.8
Help to Individual Pupils	60.7	25.4	12.2

### Other Evaluative Criteria

It was noteworthy that when asked if they would be willing to accept another student teacher with similar credentials from the same institution under the same general circumstances another time, 86 percent of the supervising teachers said they would accept. Actually, 45 percent indicated that they would accept with enthusiasm.

A student teaching program in the school was strongly endorsed by both teachers and administrators who were working with student teachers when the study was made. Only four-tenths of one percent of the teachers indicated their belief that their school should resist having student teachers, and not one teacher from among the approximately 4,500 involved with student teachers said that their school should refuse to have student teachers.

When asked why a student teacher was assigned to them, more than half of the supervising teachers replied that they volunteered because they felt a professional obligation to help prepare future teachers. Another 11 percent said they volunteered because they thought a student teacher would be helpful to them in performing their school duties. Almost a third of them indicated that they did not volunteer but that they were requested by an administrator to take a student teacher, but only one percent indicated that they volunteered only because they felt pressure from an administrator to do so. Only one-tenth of one percent of the teachers involved in the study said that they were forced to work with a student teacher against their will.

Supervising teachers generally thought highly of the students with whom they worked since three out of four indicated they would like to have their student teach in their building or system next year.

Students, too, were generally happy with their assignment in student teaching. When asked what recommendation they would make to their friends about accepting a teaching assignment at the same school with the same supervising teacher, 60 percent indicated that they would recommend acceptance of the assignment. Nine percent said they would recommend that a different assignment be sought or that the one they had should be rejected entirely.

The generally fine treatment of the student teachers by the supervising teachers and other school personnel was indicated when students were asked how helpful the school personnel had been on matters not related to student teaching directly. Three out of four of the students indicated the teachers had helped when asked or even gone out of their way to be helpful. Less than 4 percent were unhappy with the helpfulness displayed by the school personnel.

Sixty percent of the students indicated they would accept a teaching position if offered for next year in the building or system in which they did their student teaching. Only five percent said they would not accept a job there for professional reasons.

## CONCLUSION

Copies of the questionnaires used in the study are included in this report. The figures shown beside each possible answer to the questions indicates the percentage of respondents choosing this answer. Errors and omitted answers occasionally cause the percentages for each question to total less than 100.

## STUDY OF STUDENT TEACHING IN MICHIGAN

This study is being conducted at the request of the Council of State College Presidents for the purpose of analyzing the effect of student teaching programs on the schools of Michigan. The study is being conducted by all the teacher preparation institutions in Michigan and will involve all student teachers, supervising teachers, and building principals working with student teachers during the fall quarter or semester of 1969.

The instruments were developed with guidance from the research departments of three Michigan institutions, and have been reviewed by Michigan Education Association officials, and the Student Teaching Committee of the Detroit Federation of Teachers. Both groups have made contributions to the items in the instrument and have expressed interest in the findings.

It is expected that the results of this study will be given wide distribution and no doubt will provide a basis for the improvement of student teaching and teacher education programs in Michigan over the next decade.

### DIRECTIONS TO RESPONDENTS

1. Use the IBM answer sheet provided. The pre-coding in the upper right block in the answer sheet identifies the teacher education institution and the instrument number for purposes of statistical analysis. There will be no way for your specific answer sheet to be identified once you turn it in. The responses will be machine scored and tabulated on Michigan State University equipment. Since your responses will be combined with those from other institutions it is essential that all respondents use the same procedure.
2. Use the scoring pencil provided and mark the spaces to indicate your answer to each item. Blacken the space completely. Be careful not to put any other marks on the answer sheet.
3. Mark no more than one answer for each item. Please answer every item unless instructed otherwise on the instrument.
4. In the instrument "University" means either "college" or "university" as appropriate. "Supervising teacher" also means "cooperating teacher," "sponsoring teacher," or "critic teacher." Student teacher also means "associate teacher."

## STUDENT TEACHER QUESTIONNAIRE

1. Which of the following are you now?

- 66.9 1. A single student teacher  
51.8 2. A married student teacher  
.2 3. A supervising (cooperating, sponsoring) teacher  
- 4. A supervising teacher but with a part-time administrative assignment in addition to teaching  
- 5. A school administrator

2. What is your sex?

- 27.1 1. Male 71.9 2. Female

3. Which statement below best describes the community in which you are doing student teaching?

- 20.2 1. Large central city (e.g., Detroit, Grand Rapids)  
22.7 2. Large suburban community (e.g., Livonia, Flint Carmen)  
11.8 3. Small suburban community (e.g., Okemos, Essexville)  
17.7 4. Medium sized city (e.g., Battle Creek, Kalamazoo)  
26.4 5. Small city or rural area (e.g., Niles, Ithaca)

4. What was your status as a student in your college or university when you began this student teaching assignment (contact)?

- 3.1 1. Had junior standing  
88.2 2. Had senior standing  
7.4 3. Had the BA or BS degree

5. What is your all-college grade point average?  
(Scale: A=4, B=3, C=2, D=1, F=0)

- .2 1. Below 2.0 24.6 4. 3.0 - 3.5  
28.0 2. 2.0 - 2.5 6.2 5. Above 3.5  
39.6 3. 2.5 - 3.0

6. How old were you at the beginning of this student teaching assignment (contact)?

- 20.8 1. 21 years or under 25.4 4. 22 to 23 years  
19.2 2. 21 to 21½ years 18.0 5. Over 23 years  
15.3 3. 21½ to 22 years

7. How many times have you student taught including the current assignment (contact)?

- 85.7 1. One 11.0 2. Two 1.9 3. Three

8. In this assignment (contact), how much time were you scheduled in student teaching?

- 51.5 1. Full-time  
13.6 2. Full-time except was also enrolled in a non-student teaching credit course  
29.1 3. Half-days  
4.0 4. Less than half-days

Student Teacher Questionnaire

9. In this assignment (contact), how were you placed?

- 22.41. With a single supervising teacher
- 4.22. In a team-teaching situation (two or more team members)
- 8.13. With two or three different teachers (but not team-teaching)
- 1.54. In a flexible cluster arrangement
- .85. In a campus laboratory school
- 1.66. In a special program or project different from any of the above

10. How many weeks long is your current assignment (contact)?

- .11. 5 weeks or less
- 1.22. 6 or 7 weeks
- 13.63. 8 or 9 weeks
- 18.34. 10 or 11 weeks
- 22.55. 12 to 14 weeks
- 42.46. More than 14 weeks

11. What is your primary current student teaching assignment (contact)?

- 18.91. Grades K, 1, 2
- 11.62. Grades 3, 4
- 9.73. Grades 5, 6
- 3.74. All elementary grades
- 1.55. Middle School
- 16.76. Junior High School
- 34.07. Senior High School
- 1.78. All grades K - 12

12. To what subject area or teaching field were you primarily assigned for student teaching (check one answer only from item 12 and 13)

- 32.81. All elementary subjects (K-5 or K-6)
- 3.72. Art
- 11.43. Business Education
- 10.64. English
- 3.45. Elementary departmental or block program
- 2.76. Elementary ungraded program
- 2.97. Foreign language
- 2.48. Home Economics
- 4.89. Mathematics
- 3.710. Music
- 13.1. Physical Education (Elementary)
- 5.12. Physical Education (Secondary)
- 11.03. Science (Biology, Chemistry, Physics)
- 1.54. Science (General, Natural, Earth)
- 12.25. Social Studies (including History)
- 2.96. Social Science -- English combination
- 2.97. Special Education
- 2.08. Speech
- 2.39. Vocational or Industrial Arts Education
- 4.810. Other

QUESTIONS 14 THROUGH 18 deal with any changes in individualized instruction provided for the pupils which may have resulted from your presence.

14. To what extent did you work with (e.g., instruct, counsel, tutor) individual pupils?

- 33.61. A great deal
- 39.72. To some extent
- 21.93. A little bit
- 3.34. Not at all

15. To what extent did your supervising teacher work with individual pupils as compared to when he does not have a student teacher?

- 8.11. Much more than usual
- 17.22. Somewhat more than usual
- 33.03. About the same as usual
- 10.64. Somewhat less than usual
- 10.85. Much less than usual
- 18.36. Don't know

16. To what extent was individual help or counseling provided the pupils during non-class hours as compared to what would have been possible if you had not been present?

- 6.11. Much more than usual
- 17.52. Somewhat more than usual
- 46.53. About the same as usual
- 1.74. Somewhat less than usual
- 1.15. Much less than usual
- 25.06. Don't know

Student Teacher Questionnaire

17. To what extent did conferring with you take time of the teacher so he had less time for individual work with pupils?

<i>.8</i>	1. Frequently	<i>49.4</i>	4. Never
<i>6.4</i>	2. Sometimes	<i>4.2</i>	5. Don't know
<i>37.7</i>	3. Seldom		

18. To what extent did planning with you take the time of the teacher so he had less time for individual work with pupils?

<i>.4</i>	1. Frequently	<i>58.6</i>	4. Never
<i>14.7</i>	2. Sometimes	<i>3.4</i>	5. Don't know
<i>31.2</i>	3. Seldom		

19. To what extent was re-teaching necessary after you taught?

<i>1.2</i>	1. Frequently	<i>43.7</i>	4. Never
<i>9.9</i>	2. Sometimes	<i>16.0</i>	5. Don't know
<i>27.3</i>	3. Seldom		

QUESTIONS 20 THROUGH 28

To what extent were any of the following instructional activities for the pupils in your supervising teachers assigned classes changed because of your presence?

20. Amount of small group instruction.

<i>13.4</i>	1. Much more	<i>1.3</i>	4. Somewhat less
<i>28.8</i>	2. Somewhat more	<i>.5</i>	5. Much less
<i>46.9</i>	3. No change	<i>7.6</i>	6. Don't know

21. Provision for make-up work.

<i>5.7</i>	1. Much greater	<i>1.3</i>	4. Somewhat less
<i>22.7</i>	2. Somewhat greater	<i>.6</i>	5. Much less
<i>58.6</i>	3. No change	<i>9.4</i>	6. Don't know

22. Follow-up of exams.

<i>4.7</i>	1. Much better	<i>1.5</i>	4. Somewhat poorer
<i>18.6</i>	2. Somewhat better	<i>.6</i>	5. Much poorer
<i>56.0</i>	3. No change	<i>16.0</i>	6. Don't know

23. Individual attention to, or tutoring of, pupils.

<i>18.7</i>	1. Much more	<i>1.4</i>	4. Somewhat less
<i>41.3</i>	2. Somewhat more	<i>.5</i>	5. Much less
<i>30.0</i>	3. No change	<i>6.7</i>	6. Don't know

24. Supervision of study periods.

<i>8.3</i>	1. Much better	<i>.5</i>	5. Much poorer
<i>16.8</i>	2. Somewhat better	<i>27.4</i>	6. Does not apply
<i>33.1</i>	3. No change	<i>7.9</i>	7. Don't know
<i>3.2</i>	4. Somewhat poorer		

Student Teacher Questionnaire

25. Supervision of playgrounds, hallways, etc.

- |      |                    |      |                   |
|------|--------------------|------|-------------------|
| 4.5  | 1. Much better     | .5   | 5. Much poorer    |
| 13.5 | 2. Somewhat better | 28.8 | 6. Does not apply |
| 42.4 | 3. No change       | 6.8  | 7. Don't know     |
| 1.2  | 4. Somewhat poorer |      |                   |

26. Amount of material covered.

- |      |                  |      |                  |
|------|------------------|------|------------------|
| 4.9  | 1. Much more     | 9.3  | 4. Somewhat less |
| 25.0 | 2. Somewhat more | .4   | 5. Much less     |
| 47.2 | 3. No change     | 11.5 | 6. Don't know    |

27. Discipline.

- |      |                    |      |                    |
|------|--------------------|------|--------------------|
| 2.9  | 1. Much better     | 23.8 | 4. Somewhat poorer |
| 12.8 | 2. Somewhat better | 1.9  | 5. Much poorer     |
| 47.9 | 3. No change       | 8.9  | 6. Don't know      |

28. Motivation of pupils.

- |      |                    |      |                    |
|------|--------------------|------|--------------------|
| 6.9  | 1. Much better     | 5.7  | 4. Somewhat poorer |
| 33.1 | 2. Somewhat better | .4   | 5. Much poorer     |
| 35.7 | 3. No change       | 16.0 | 6. Don't know      |

QUESTIONS 29 THROUGH 33 deal with the contributions you may have made to the school program. Did you make any specific contributions to the school, pupils, or teachers, such as:

29. Supervise youth groups in meetings, programs, trips, tours, etc.?

- |     |          |      |              |      |       |
|-----|----------|------|--------------|------|-------|
| 6.4 | 1. Often | 29.5 | 2. Sometimes | 62.8 | 3. No |
|-----|----------|------|--------------|------|-------|

30. Give talks to parent's group?

- |    |          |      |              |      |       |
|----|----------|------|--------------|------|-------|
| .8 | 1. Often | 14.5 | 2. Sometimes | 83.2 | 3. No |
|----|----------|------|--------------|------|-------|

31. Perform recess, lunch, gymnasium, playground, or hall duty?

- |      |          |      |              |      |       |
|------|----------|------|--------------|------|-------|
| 21.4 | 1. Often | 26.3 | 2. Sometimes | 50.7 | 3. No |
|------|----------|------|--------------|------|-------|

32. Did you bring, develop, provide, or suggest any new or different instructional materials?

- |      |                 |      |                  |
|------|-----------------|------|------------------|
| 11.8 | 1. A great many | 9.3  | 3. No            |
| 67.1 | 2. Some         | 10.4 | 4. I am not sure |

33. Did you suggest or provide any other kinds of aid or ideas?

- |      |                 |     |                  |
|------|-----------------|-----|------------------|
| 9.9  | 1. A great many | 7.0 | 3. No            |
| 72.6 | 2. Some         | 9.2 | 4. I am not sure |

34. How do you feel your contributions (32 and 33) were received?

- |      |                       |     |   |
|------|-----------------------|-----|---|
| 81.6 | 1. They were used     | 4.8 | 3. I was discouraged from making such contributions |
| 2.9  | 2. They were not used | 8.1 | 4. I really did not have much to offer              |

35. How many hours per week on the average did you teach your supervising teacher's assigned classes?

- |      |                               |      |                                     |
|------|-------------------------------|------|-------------------------------------|
| 1.0  | 1. Less than an hour a week   | 30.0 | 4. Eleven to fifteen hours per week |
| 7.9  | 2. One to five hours per week | 18.9 | 5. Sixteen to twenty hours per week |
| 24.3 | 3. Six to ten hours per week  | 16.1 | 6. More than twenty hours per week  |



Student Teacher Questionnaire

36. How many hours per week on the average was your supervising teacher able to be away from the classroom while you were teaching his assigned classes?

6.8	1. Less than 1	19.9	4. 11 - 15
22.6	2. 1 - 5	12.0	5. 16 - 20
28.4	3. 6 - 10	8.0	6. More than 20

QUESTION 37 THROUGH 44

To what extent did your supervising teacher engage in any of the following additional activities during the time you were teaching his assigned classes?

37. Visitation in other classrooms or schools.

3.9	1. A great deal	44.4	3. Not at all
29.5	2. To some extent	21.8	4. Don't know

38. Committee work in the school with pupils and/or staff.

13.5	1. A great deal	24.8	3. Not at all
37.0	2. To some extent	23.3	4. Don't know

39. Research.

7.9	1. A great deal	22.1	3. Not at all
35.4	2. To some extent	33.3	4. Don't know

40. Professional reading or writing.

7.7	1. A great deal	21.5	3. Not at all
31.3	2. To some extent	38.1	4. Don't know

41. Work with staff of school or department.

16.8	1. A great deal	15.0	3. Not at all
42.9	2. To some extent	23.7	4. Don't know

42. Participating in supervising teacher seminars or other in-service activities dealing with student teaching.

8.9	1. A great deal	33.3	3. Not at all
32.5	2. To some extent	23.7	4. Don't know

43. Assisting the principal or other teachers.

10.0	1. A great deal	21.6	3. Not at all
39.0	2. To some extent	27.9	4. Don't know

44. Social or recreational activities.

8.0	1. A great deal	30.0	3. Not at all
26.5	2. To some extent	34.0	4. Don't know

QUESTION 45 THROUGH 49

To what extent did you relieve other regular staff members who did not have student teachers of the following activities?

45. Teaching.

4.2	1. Many times	29.1	2. Once or a few times	65.3	3. Not at all
-----	---------------	------	------------------------	------	---------------

Student Teacher Questionnaire

46. Chaperoning.
- |     |               |      |                        |       |               |
|-----|---------------|------|------------------------|-------|---------------|
| 2.1 | 1. Many times | 21.2 | 2. Once or a few times | 75.13 | 3. Not at all |
|-----|---------------|------|------------------------|-------|---------------|
47. Supervision of lunch duty.
- |      |               |     |                        |      |               |
|------|---------------|-----|------------------------|------|---------------|
| 11.1 | 1. Many times | 7.1 | 2. Once or a few times | 87.4 | 3. Not at all |
|------|---------------|-----|------------------------|------|---------------|
48. Supervision of study hall.
- |      |               |     |                        |      |               |
|------|---------------|-----|------------------------|------|---------------|
| 11.9 | 1. Many times | 8.5 | 2. Once or a few times | 84.7 | 3. Not at all |
|------|---------------|-----|------------------------|------|---------------|
49. Supervision of playground.
- |      |               |      |                        |      |               |
|------|---------------|------|------------------------|------|---------------|
| 10.1 | 1. Many times | 11.8 | 2. Once or a few times | 76.5 | 3. Not at all |
|------|---------------|------|------------------------|------|---------------|

QUESTION 50 THROUGH 53

To what extent were other staff members able to engage in any of the following activities because of your presence in the building?

50. Visitation in other classrooms or schools.

- |      |                   |      |               |
|------|-------------------|------|---------------|
| 1.5  | 1. Many times     | 52.6 | 3. Not at all |
| 12.0 | 2. To some extent | 32.1 | 4. Don't know |

51. Committee work in the school.

- |      |                   |      |               |
|------|-------------------|------|---------------|
| 1.3  | 1. A great deal   | 49.0 | 3. Not at all |
| 10.9 | 2. To some extent | 37.4 | 4. Don't know |

52. Research.

- |     |                   |      |               |
|-----|-------------------|------|---------------|
| 1.0 | 1. A great deal   | 48.7 | 3. Not at all |
| 8.2 | 2. To some extent | 40.4 | 4. Don't know |

53. Professional reading or writing.

- |     |                   |      |               |
|-----|-------------------|------|---------------|
| .8  | 1. A great deal   | 47.8 | 3. Not at all |
| 7.4 | 2. To some extent | 42.3 | 4. Don't know |

54. How many hours per week on the average do you estimate you spent in the physical presence (close enough to see or talk with) of your supervising teacher?

- |      |                 |     |                 |
|------|-----------------|-----|-----------------|
| 17.6 | 1. Less than 10 | 9.8 | 5. 26 to 30     |
| 26.6 | 2. 10 to 15     | 7.5 | 6. 31 to 35     |
| 15.7 | 3. 16 to 20     | 6.7 | 7. 36 to 40     |
| 11.1 | 4. 21 to 25     | 3.0 | 8. More than 40 |

55. How did your presence as a student teacher affect the average number of hours per week your supervising teacher spent at school as compared to when he does not have a student teacher?

- |      |  |      |   |
|------|--|------|---|
| .6   | 1. Added more than six hours per week. | 3.5  | 6. Reduced by up to one hour per week.      |
| 1.0  | 2. Added three to six hours per week.  | 4.27 | 7. Reduced by one to three hours per week.  |
| 2.8  | 3. Added one to three hours per week.  | 2.18 | 8. Reduced by three to six hours per week.  |
| 3.1  | 4. Added up to one hour per week.      | 1.4  | 9. Reduced by more than six hours per week. |
| 60.6 | 5. Had no effect.                      | 18.8 | 10. I am unable to judge.                   |

Student Teacher Questionnaire

56. How did your presence affect the average number of hours per week your supervising teacher worked on job related activities away from school?

- |      |    |                                     |      |     |  |
|------|----|-------------------------------------|------|-----|--|
| 2.4  | 1. | Added more than six hours per week. | 1.4  | 6.  | Reduced by up to one hour per week.      |
| 2.4  | 2. | Added three to six hours per week.  | 3.5  | 7.  | Reduced by one to three hours per week.  |
| 4.3  | 3. | Added one to three hours per week.  | 2.4  | 8.  | Reduced by three to six hours per week.  |
| 3.3  | 4. | Added up to one hour per week.      | 1.6  | 9.  | Reduced by more than six hours per week. |
| 36.0 | 5. | Had no effect.                      | 39.7 | 10. | I am unable to judge.                    |

QUESTION 57 THROUGH 60

To what extent was the time your supervising teacher spent on the following activities changed because of your presence?

57. Teaching

- |     |    |                          |      |    |                        |
|-----|----|--------------------------|------|----|------------------------|
| .6  | 1. | Increased a great deal   | 34.6 | 4. | Reduced to some extent |
| 2.1 | 2. | Increased to some extent | 51.3 | 5. | Reduced a great deal   |
| 6.6 | 3. | Remained about the same  | 3.3  | 6. | Don't know             |

58. Lesson Planning

- |      |    |                          |      |    |                        |
|------|----|--------------------------|------|----|------------------------|
| 1.5  | 1. | Increased a great deal   | 33.7 | 4. | Reduced to some extent |
| 4.7  | 2. | Increased to some extent | 31.4 | 5. | Reduced a great deal   |
| 20.6 | 3. | Remained about the same  | 6.1  | 6. | Don't know             |

59. Paper grading

- |      |    |                          |      |    |                        |
|------|----|--------------------------|------|----|------------------------|
| 1.2  | 1. | Increased a great deal   | 33.1 | 4. | Reduced to some extent |
| 2.5  | 2. | Increased to some extent | 41.8 | 5. | Reduced a great deal   |
| 13.8 | 3. | Remained about the same  | 5.8  | 6. | Don't know             |

60. Help to individual students

- |      |    |                          |      |    |                        |
|------|----|--------------------------|------|----|------------------------|
| 9.3  | 1. | Increased a great deal   | 15.0 | 4. | Reduced to some extent |
| 29.0 | 2. | Increased to some extent | 8.4  | 5. | Reduced a great deal   |
| 28.7 | 3. | Remained about the same  | 8.0  | 6. | Don't know             |

QUESTION 61 THROUGH 68

To what extent did your supervising teacher engage in the following activities because of your presence?

61. Planning with you

- |      |    |                          |      |    |                |
|------|----|--------------------------|------|----|----------------|
| 5.6  | 1. | A great many extra hours | 25.4 | 3. | No extra hours |
| 67.6 | 2. | Some extra hours         |      |    |                |

62. Evaluating your progress and activities

- |      |    |                          |      |    |                |
|------|----|--------------------------|------|----|----------------|
| 6.2  | 1. | A great many extra hours | 18.6 | 3. | No extra hours |
| 73.6 | 2. | Some extra hours         |      |    |                |

63. Holding casual and/or personal conversations not really a part of student teaching.

- |      |    |                          |      |    |                |
|------|----|--------------------------|------|----|----------------|
| 13.9 | 1. | A great many extra hours | 19.6 | 3. | No extra hours |
| 65.0 | 2. | Some extra hours         |      |    |                |

64. Fulfilling social obligations resulting from your presence

- |      |    |                          |      |    |                |
|------|----|--------------------------|------|----|----------------|
| 1.7  | 1. | A great many extra hours | 27.2 | 3. | No extra hours |
| 25.1 | 2. | Some extra hours         | 34.5 | 4. | Don't know     |

Student Teacher Questionnaire

65. Finding housing for you

<i>.1</i>	1. A great many extra hours	<i>91.0</i>	3. No extra hours
<i>1.0</i>	2. Some extra hours	<i>5.6</i>	4. Don't know

66. Preparing additional reports

<i>1.4</i>	1. A great many extra hours	<i>27.8</i>	3. No extra hours
<i>47.5</i>	2. Some extra hours	<i>21.8</i>	4. Don't know

67. Making additional preparations for teaching

<i>1.7</i>	1. A great many extra hours	<i>58.4</i>	3. No extra hours
<i>19.4</i>	2. Some extra hours	<i>18.9</i>	4. Don't know

68. Holding telephone conversations or other conferences with you

<i>2.5</i>	1. A great many extra hours	<i>48.4</i>	3. No extra hours
<i>44.9</i>	2. Some extra hours	<i>2.7</i>	4. Don't know

69. How many times per week on the average did you have contact with your supervising teacher outside of regular working hours at school? (Telephone, conferences, social engagements, etc.)

<i>67.5</i>	1. Less than one	<i>.9</i>	4. Seven to nine
<i>22.7</i>	2. One to three	<i>1.4</i>	5. Ten or more
<i>5.8</i>	3. Four to six		

70. How many days during student teaching did you handle classes for your supervising teacher while he was away for reasons other than student teaching business (professional work, request of principal or other people, personal or private affairs outside of school) in which a substitute teacher would have had to be hired if you had not been there?

<i>39.6</i>	1. None	<i>9.8</i>	4. Four to seven
<i>10.5</i>	2. Less than one	<i>1.6</i>	5. Eight to ten
<i>34.3</i>	3. One to three	<i>2.5</i>	6. More than ten

71. During student teaching how many days did you handle classes for any teacher(s) other than your supervising teacher, while that teacher was away from class?

<i>72.8</i>	1. None	<i>1.9</i>	4. Five to seven
<i>14.6</i>	2. One or less	<i>.6</i>	5. Eight to ten
<i>8.0</i>	3. Two to four	<i>.7</i>	6. More than ten

72. How many hours do you estimate you spent doing volunteer work in the community where you were assigned for student teaching (youth groups, home service, church work and the like) during your student teaching period?

<i>81.8</i>	1. None at all	<i>1.4</i>	4. Sixteen to thirty hours
<i>10.8</i>	2. One to five hours	<i>1.5</i>	5. More than thirty hours
<i>3.0</i>	3. Six to fifteen hours		

73. What effect do you feel working with student teachers has had on the performance of your supervising teacher?

<i>4.5</i>	1. Has made him a much more effective teacher
<i>31.7</i>	2. Has made him a more effective teacher
<i>23.6</i>	3. Has had no effect on his teaching
<i>.8</i>	4. Has made him a less effective teacher
<i>.3</i>	5. Has made him a much less effective teacher
<i>37.2</i>	6. I am unable to judge

## Student Teacher Questionnaire

74. What do you think should be the attitude of the administration and teachers in the school to which you were assigned about working with student teachers?

- 15.9 1. Should aggressively seek student teachers
- 45.1 2. Should seek student teachers
- 25.2 3. Should accept student teachers if asked
- 1.2 4. Should resist having student teachers in the school
- .6 5. Should refuse to have student teachers in the school
- 10.4 6. I am unable to judge

75. What recommendation would you give your friends about accepting a student teaching assignment in the same school with the same supervising teacher (or in the same project)?

- 61.5 1. Accept with enthusiasm
- 20.5 2. Accept
- 7.5 3. Be neutral
- 6.3 4. Try for a different assignment
- 2.6 5. Reject the assignment

76. How many times has the university coordinator or supervisor of student teaching been in your school during your student teaching contact?

- 2.3 1. Not at all
- 23.9 2. 1 to 2 times
- 37.0 3. 3 to 4 times
- 12.4 4. 5 to 6 times
- 5.4 5. 7 to 8 times
- 4.4 6. 9 to 10 times
- 2.1 7. 11 to 12 times
- 2.3 8. 13 to 15 times
- 8.3 9. 16 times or more

77. How much help has the university coordinator (supervisor) provided you?

- 46.4 1. All the help I felt was necessary
- 16.1 2. Most of the help I felt was needed
- 19.3 3. Some of the help I felt I needed
- 6.6 4. Little of the help I felt was needed
- 9.9 5. No help at all

78. To what extent have your supervising teacher and/or other school personnel been helpful to you on matters not directly concerned with student teaching?

- 40.4 1. They have gone out of their way to be helpful
- 33.4 2. They have helped when asked
- 3.8 3. They have not helped
- 20.4 4. No such help was needed

79. Would you accept a teaching position if offered for next year in the building or system in which you did your student teaching?

- 59.8 1. Yes
- 5.4 2. No, because I intend to go to graduate school
- 21.3 3. No, because I plan to live in another geographic area
- 5.0 4. No, for personal reasons
- 5.3 5. No, for professional reasons
- 1.1 6. No, because I have decided not to teach

80. Why were you assigned to this particular student teaching station?

- 52.0 1. I requested this school or area.
- 9.3 2. I requested this kind of program or project.
- 22.0 3. I had no particular preference and was placed in this assignment by my college or university.
- 12.7 4. I really preferred a different assignment but was placed in this one by my college or university.
- 2.2 5. I was required to accept this assignment even though I expressed a strong preference for a different one.

## TEACHER QUESTIONNAIRE

1. Which of the following are you now?

- |  |   |
|--|---|
| <i>1.8</i><br><i>1.1</i><br><i>90.9</i><br><i>5.8</i><br><i>.3</i> | 1. A single student teacher<br>2. A married student teacher<br>3. A supervising (cooperating, sponsoring) teacher<br>4. A supervising teacher but with a part-time administrative assignment in addition to teaching<br>5. A school administrator |
|--|---|

2. What is your sex?

- |             |         |             |           |
|-------------|---------|-------------|-----------|
| <i>34.9</i> | 1. Male | <i>64.1</i> | 2. Female |
|-------------|---------|-------------|-----------|

3. Which statement below best describes the community in which you teach?

- |             |   |
|-------------|---|
| <i>20.7</i> | 1. Large central city (e.g., Detroit, Grand Rapids)       |
| <i>21.4</i> | 2. Large suburban community (e.g., Livonia, Flint Carmen) |
| <i>14.1</i> | 3. Small suburban community (e.g., Okemos, Essexville)    |
| <i>17.9</i> | 4. Medium sized city (e.g., Battle Creek, Kalamazoo)      |
| <i>24.5</i> | 5. Small city or rural area (e.g., Niles, Ithaca)         |

4. How many years of teaching have you completed including this year?

- |             |                        |             |                           |
|-------------|------------------------|-------------|---------------------------|
| <i>8.6</i>  | 1. Three or less years | <i>24.4</i> | 3. Eight to twelve years  |
| <i>25.2</i> | 2. Four to seven years | <i>40.8</i> | 4. More than twelve years |

5. How many different colleges or universities have been represented by the student teachers with whom you have worked?

- |             |             |            |                  |
|-------------|-------------|------------|------------------|
| <i>56.9</i> | 1. Only one | <i>5.7</i> | 4. Four to six   |
| <i>24.8</i> | 2. Two      | <i>.8</i>  | 5. More than six |
| <i>10.6</i> | 3. Three    |            |                  |

6. With how many student teachers have you worked in the last 5 years?  
(Include your current student teacher)

- |             |          |             |                  |
|-------------|----------|-------------|------------------|
| <i>27.0</i> | 1. One   | <i>8.8</i>  | 5. Five          |
| <i>17.7</i> | 2. Two   | <i>14.3</i> | 6. Six to ten    |
| <i>13.9</i> | 3. Three | <i>6.8</i>  | 7. More than ten |
| <i>10.3</i> | 4. Four  |             |                  |

7. How well do you feel your present student teacher was prepared to enter student teaching?

- |             |                            |             |                          |
|-------------|----------------------------|-------------|--------------------------|
| <i>14.1</i> | 1. Extremely well prepared | <i>13.0</i> | 4. Minimally prepared    |
| <i>36.1</i> | 2. Well prepared           | <i>2.6</i>  | 5. Inadequately prepared |
| <i>33.0</i> | 3. Adequately prepared     |             |                          |

8. In this assignment (contact), how was your student teacher scheduled in student teaching?

- |             |  |             |                        |
|-------------|--|-------------|------------------------|
| <i>50.8</i> | 1. Full-time   | <i>29.4</i> | 3. Half-days           |
| <i>13.6</i> | 2. Full-time except he was also enrolled in a non-student teaching credit course | <i>4.5</i>  | 4. Less than half-days |

9. In this assignment (contact) how was your student teacher placed?

- 80.6 1. With you as the single supervising teacher.  
 4.8 2. In a team-teaching situation (two or more team members).  
 10.0 3. With two or three different teachers (but not team-teaching).  
 1.4 4. In a flexible cluster arrangement.  
 .8 5. In a campus laboratory school.  
 1.3 6. In a special program or project different from any of the above.

10. How many weeks is your student teacher scheduled in this assignment (contact)?

- .6 1. 5 weeks or less  
 1.6 2. 6 or 7 weeks  
 12.7 3. 8 or 9 weeks  
 20.1 4. 10 or 11 weeks  
 29.0 5. 12 to 14 weeks  
 33.8 6. More than 14 weeks

11. What is your own current teaching assignment?

- 18.4 1. Grades K, 1, 2  
 11.5 2. Grades 3, 4  
 9.4 3. Grades 5, 6  
 3.9 4. All elementary grades  
 1.3 5. Middle School  
 16.8 6. Junior High School  
 35.0 7. Senior High School  
 1.1 8. All grades K - 12

12. To what subject area or teaching field are you primarily assigned? (Check one answer only from item 12 and 13.)

- 32.6 1. All elementary subjects K-5 or K-6  
 3.4 2. Art  
 4.3 3. Business Education  
 10.2 4. English  
 3.3 5. Elementary departmental or block program  
 3.3 6. Elementary ungraded program  
 2.8 7. Foreign Language  
 2.5 8. Home Economics  
 4.9 9. Mathematics  
 2.8 10. Music  
 13.  
 1.6 1. Physical Education (Elementary)  
 4.8 2. Physical Education (Secondary)  
 3.8 3. Science (Biology, Chemistry, Physics)  
 1.3 4. Science (General, Natural, Earth)  
 12.3 5. Social Studies (including History)  
 2.3 6. Social Science - English combination  
 2.4 7. Special Education  
 1.7 8. Speech  
 2.8 9. Vocational or Industrial Arts Education  
 4.1 10. Other

QUESTIONS 14 THROUGH 18 deal with any changes in individualized instruction for the pupils which may have resulted from your student teacher's presence.

14. To what extent did your student teacher work with (instruct, counsel, tutor) individual pupils?

- 27.2 1. A great deal  
 42.7 2. To some extent  
 24.6 3. A little bit  
 4.0 4. Not at all

15. To what extent did you work with individual pupils as compared to when you do not have a student teacher?

- 16.9 1. Much more than usual  
 35.9 2. Somewhat more than usual  
 30.1 3. About the same as usual  
 11.1 4. Somewhat less than usual  
 4.7 5. Much less than usual

16. To what extent was individual help or counseling provided your pupils during non-class hours as compared to what would have been possible if you had not had a student teacher?

- 9.4 1. Much more than usual  
 29.1 2. Somewhat more than usual  
 54.4 3. About the same as usual  
 3.9 4. Somewhat less than usual  
 1.1 5. Much less than usual

Teacher Questionnaire

17. To what extent did conferring with your student teacher take your time so you had less time for individual work with pupils?

4.2	1. Frequently	43.9	3. Seldom
21.6	2. Sometimes	29.0	4. Never

18. To what extent did planning with your student teacher take your time so that you had less time for individual work with pupils?

3.9	1. Frequently	41.7	3. Seldom
19.6	2. Sometimes	32.9	4. Never

19. To what extent was re-teaching necessary after the student teacher taught?

2.8	1. Frequently	42.6	3. Seldom
25.2	2. Sometimes	27.2	4. Never

QUESTION 20 THROUGH 28

To what extent were any of the following instructional activities for your pupils changed because of your student teacher's presence?

20. Amount of small group instruction.

15.4	1. Much more	4.0	4. Somewhat less
38.6	2. Somewhat more	.5	5. Much less
40.2	3. No change		

21. Provision for make-up work

10.1	1. Much greater	2.4	4. Somewhat less
33.7	2. Somewhat greater	.5	5. Much less
51.1	3. No change		

22. Follow-up of exams

8.5	1. Much better	3.5	4. Somewhat poorer
26.6	2. Somewhat better	.3	5. Much poorer
56.4	3. No change		

23. Individual attention to, or tutoring of, pupils

18.5	1. Much more	3.5	4. Somewhat less
52.4	2. Somewhat more	.5	5. Much less
23.4	3. No change		

24. Supervision of study periods

11.0	1. Much better	4.6	4. Somewhat poorer
19.6	2. Somewhat better	.8	5. Much poorer
34.9	3. No change	25.5	6. Does not apply

25. Supervision of playgrounds, hallways, etc.

7.9	1. Much better	3.2	4. Somewhat poorer
15.9	2. Somewhat better	.8	5. Much poorer
39.4	3. No change	30.3	6. Does not apply



Teacher Questionnaire

26. Amount of material covered

- |         |               |         |               |
|---------|---------------|---------|---------------|
| 5.3 1.  | Much more     | 22.1 4. | Somewhat less |
| 22.7 2. | Somewhat more | 1.5 5.  | Much less     |
| 46.8 3. | No change     |         |               |

27. Discipline

- |         |                 |         |                 |
|---------|-----------------|---------|-----------------|
| 1.9 1.  | Much better     | 39.1 4. | Somewhat poorer |
| 8.0 2.  | Somewhat better | 4.2 5.  | Much poorer     |
| 45.3 3. | No change       |         |                 |

28. Motivation of pupils

- |         |                 |         |                 |
|---------|-----------------|---------|-----------------|
| 5.3 1.  | Much better     | 19.9 4. | Somewhat poorer |
| 29.1 2. | Somewhat better | 1.8 5.  | Much poorer     |
| 41.9 3. | No change       |         |                 |

QUESTIONS 29 THROUGH 31 deal with the contributions your student teacher may have made to the school program. Did your student teacher make any specific contributions to the school, pupils, or teachers, such as

29. Supervise youth groups in meetings, programs, trips, tours, etc.?

- |         |           |         |            |
|---------|-----------|---------|------------|
| 4.9 1.  | Often     | 59.4 3. | No         |
| 30.7 2. | Sometimes | 3.2 4.  | Don't know |

30. Give talk to parent's group?

- |         |           |         |            |
|---------|-----------|---------|------------|
| .6 1.   | Often     | 85.2 3. | No         |
| 10.0 2. | Sometimes | 2.3 4.  | Don't know |

31. Perform recess, lunch, gymnasium, playground or hall duty?

- |         |           |         |            |
|---------|-----------|---------|------------|
| 16.0 1. | Often     | 51.7 3. | No         |
| 28.7 2. | Sometimes | 1.6 4.  | Don't know |

32. Did your student teacher bring, develop, provide, or suggest any new or different instructional materials?

- |         |              |         |      |         |    |
|---------|--------------|---------|------|---------|----|
| 12.4 1. | A great many | 63.4 2. | Some | 22.9 3. | No |
|---------|--------------|---------|------|---------|----|

33. Did your student teacher suggest or provide any other kinds of aid or ideas?

- |        |              |         |      |         |    |
|--------|--------------|---------|------|---------|----|
| 9.8 1. | A great many | 66.9 2. | Some | 21.9 3. | No |
|--------|--------------|---------|------|---------|----|

34. What use were you able to make of the contributions (32 & 33) of your student teacher?

- |         |                     |         |   |
|---------|---------------------|---------|---|
| 71.2 1. | I used them.        | .5 3.   | I had to discourage him from contributing too freely. |
| 7.0 2.  | I did not use them. | 17.5 4. | My student teacher really did not have much to offer. |

35. How many hours per week on the average did your student teacher teach your assigned classes?

- |         |                             |         |                                   |
|---------|-----------------------------|---------|-----------------------------------|
| .7 1.   | Less than an hour a week.   | 30.5 4. | Eleven to fifteen hours per week. |
| 13.7 2. | One to five hours per week. | 14.9 5. | Sixteen to twenty hours per week. |
| 31.9 3. | Six to ten hours per week.  | 6.5 6.  | More than twenty hours per week.  |

36. How many hours per week on the average were you able to be away from the classroom while your student teacher was teaching your assigned classes?

- |         |               |        |              |
|---------|---------------|--------|--------------|
| 12.8 1. | Less than one | 9.3 4. | 11 - 15      |
| 45.6 2. | 1 - 5         | 2.7 5. | 16 - 20      |
| 26.5 3. | 6 - 10        | 1.2 6. | More than 20 |

## Teacher Questionnaire

To what extent did you engage in any of the following additional activities during the time your student teacher was teaching?

37. Visitation in other classrooms or schools.					
3.2	1. A great deal	40.6	2. To some extent	54.8	3. Not at all
38. Committee work in the school with pupils and/or staff.					
9.1	1. A great deal	48.5	2. To some extent	41.0	3. Not at all
39. Research.					
11.9	1. A great deal	57.6	2. To some extent	29.0	3. Not at all
40. Professional reading or writing					
12.6	1. A great deal	62.8	2. To some extent	23.1	3. Not at all
41. Work with staff of school or department					
14.6	1. A great deal	57.5	2. To some extent	26.2	3. Not at all
42. Participating in supervising teacher seminars or other in-service activities dealing with student teaching.					
4.5	1. A great deal	38.8	2. To some extent	55.0	3. Not at all
43. Assisting the principal or other teachers					
7.7	1. A great deal	55.1	2. To some extent	35.5	3. Not at all
44. Social or recreational activities					
1.9	1. A great deal	30.2	2. To some extent	66.0	3. Not at all

### QUESTION 45 THROUGH 49

To what extent did your student teacher relieve other regular staff members who did not have student teachers of the following activities?

45. Teaching			
3.7	1. Many times	67.0	3. Not at all
25.2	2. Once or a few times	2.6	4. Don't know
46. Chaperoning			
2.0	1. Many times	73.9	3. Not at all
18.8	2. Once or a few times	3.7	4. Don't know
47. Supervision of lunch duty			
3.7	1. Many times	86.2	3. Not at all
6.0	2. Once or a few times	2.1	4. Don't know
48. Supervision of study hall			
4.2	1. Many times	83.1	3. Not at all
7.3	2. Once or a few times	2.6	4. Don't know

Teacher Questionnaire

49. Supervision of playground

9.6	1. Many times	74.3	3. Not at all
11.5	2. Once or a few times	2.3	4. Don't know

QUESTION 50 THROUGH 53

To what extent were other staff members able to engage in any of the following activities because of the presence of student teachers in the building?

50. Visitation in other classrooms or schools

1.9	1. Many times	51.3	3. Not at all
23.5	2. To some extent	21.4	4. Don't know

51. Committee work in the school

1.5	1. A great deal	52.2	3. Not at all
23.3	2. To some extent	21.0	4. Don't know

52. Research

2.0	1. A great deal	49.0	3. Not at all
20.5	2. To some extent	26.5	4. Don't know

53. Professional reading or writing

2.2	1. A great deal	45.6	3. Not at all
21.6	2. To some extent	28.6	4. Don't know

54. How many hours per week on the average do you estimate you spent in the physical presence (close enough to see or talk with) of your student teacher?

10.3	1. Less than 10	11.5	5. 26 to 30
29.9	2. 10 to 15	6.9	6. 31 to 35
19.6	3. 16 to 20	4.0	7. 36 to 40
14.0	4. 21 to 25	1.6	8. More than 40

55. How did the presence of a student teacher affect the average number of hours per week you spent at school as compared to when you do not have a student teacher?

1.7	1. Added more than six hours per week	3.1	6. Reduced by up to one hour per week
6.0	2. Added three to six hours per week	3.2	7. Reduced by one to three hours per week
13.7	3. Added one to three hours per week	.8	8. Reduced by three to six hours per week
6.3	4. Added up to one extra hour per week	.1	9. Reduced more than six hours per week
63.5	5. Had no effect		

56. How did your student teacher's presence affect the average number of hours per week you worked on job-related activities away from school?

1.8	1. Added more than six hours per week	1.7	6. Reduced by up to one hour per week
4.2	2. Added three to six hours per week	10.0	7. Reduced by one to three hours per week
9.9	3. Added one to three hours per week	3.7	8. Reduced by three to six hours per week
6.7	4. Added up to one hour per week	.9	9. Reduced more than six hours per week
56.2	5. Had no effect		

Teacher Questionnaire

QUESTION 57 THROUGH 60

To what extent was the time you spent on any of the following activities changed because of your student teacher's presence?

57. Teaching

1.5	1. Increased a great deal	50.4	4. Reduced to some extent
8.0	2. Increased to some extent	23.2	5. Reduced a great deal
15.6	3. Remained about the same		

58. Lesson Planning

5.2	1. Increased a great deal	29.3	4. Reduced to some extent
23.2	2. Increased to some extent	8.1	5. Reduced a great deal
32.7	3. Remained about the same		

59. Paper Grading

2.3	1. Increased a great deal	46.8	4. Reduced to some extent
4.8	2. Increased to some extent	19.0	5. Reduced a great deal
24.1	3. Remained about the same		

60. Help to individual students

15.7	1. Increased a great deal	10.5	4. Reduced to some extent
45.0	2. Increased to some extent	1.7	5. Reduced a great deal
25.4	3. Remained about the same		

QUESTION 61 THROUGH 69

To what extent did you engage in the following activities because of the presence of the student teacher?

61. Planning with or for your student teacher

10.4	1. A great many extra hours	9.5	3. No extra hours
78.8	2. Some extra hours		

62. Evaluating your student teacher's progress or activities

6.0	1. A great many extra hours	8.1	3. No extra hours
84.3	2. Some extra hours		

63. Holding casual and/or personal conversations not really a part of student teaching.

6.7	1. A great many extra hours	18.2	3. No extra hours
73.6	2. Some extra hours		

64. Fulfilling the social obligations resulting from your student teacher's presence.

8	1. A great many extra hours	60.9	3. No extra hours
35.9	2. Some extra hours		

65. Finding housing for your student teacher.

3	1. A great many extra hours	96.5	3. No extra hours
1.4	2. Some extra hours		

66. Preparing additional reports.

1.9	1. A great many extra hours	21.1	3. No extra hours
75.7	2. Some extra hours		

Teacher Questionnaire

67. Making additional preparation for teaching.

- |      |    |                          |      |    |                |
|------|----|--------------------------|------|----|----------------|
| 3.2  | 1. | A great many extra hours | 44.3 | 3. | No extra hours |
| 50.9 | 2. | Some extra hours         |      |    |                |

68. Holding telephone conversations or other conferences with your student teacher.

- |      |    |                          |      |    |                |
|------|----|--------------------------|------|----|----------------|
| 3.0  | 1. | A great many extra hours | 45.3 | 3. | No extra hours |
| 50.1 | 2. | Some extra hours         |      |    |                |

69. How many times per week on the average did you have contact with your student teacher outside of regular working hours at school? (Telephone, conferences, social engagements, etc.)

- |      |    |               |     |    |               |
|------|----|---------------|-----|----|---------------|
| 64.4 | 1. | Less than one | .7  | 4. | Seven to nine |
| 26.1 | 2. | One to three  | 1.3 | 5. | Ten or more   |
| 5.9  | 3. | Four to six   |     |    |               |

70. How many days during student teaching did your student teacher handle classes for you while you were away for reasons other than student teaching business (professional work, request of principal or other people, personal or private affairs outside of school) in which a substitute would have had to be hired if the student teacher had not been there?

- |      |    |               |     |    |               |
|------|----|---------------|-----|----|---------------|
| 52.4 | 1. | None          | 5.5 | 4. | Four to seven |
| 14.1 | 2. | Less than one | .9  | 5. | Eight to ten  |
| 24.6 | 3. | One to three  | .8  | 6. | More than ten |

71. During student teaching how many days did your student teacher handle classes for any teacher other than yourself while that teacher was away from his class?

- |      |    |             |     |    |               |
|------|----|-------------|-----|----|---------------|
| 77.2 | 1. | None        | 1.1 | 4. | Five to seven |
| 12.0 | 2. | One or less | .3  | 5. | Eight to ten  |
| 6.9  | 3. | Two to four | .6  | 6. | More than ten |

72. How many hours do you estimate your student teacher spent doing volunteer work in the community where he was assigned for student teaching (youth groups, home service, church work and the like) during his student teaching period?

- |      |    |                      |     |    |                         |
|------|----|----------------------|-----|----|-------------------------|
| 80.6 | 1. | None at all          | .8  | 4. | Sixteen to thirty hours |
| 11.5 | 2. | One to five hours    | 1.0 | 5. | More than thirty hours  |
| 2.6  | 3. | Six to fifteen hours |     |    |                         |

73. What effect do you feel working with student teachers has had on your own teaching performance?

- |      |    |   |
|------|----|---|
| 10.9 | 1. | Has made me a much more effective teacher |
| 67.3 | 2. | Has made me a more effective teacher      |
| 19.1 | 3. | Has had no effect on my teaching          |
| 1.0  | 4. | Has made me a less effective teacher      |
| .0   | 5. | Has made me a much less effective teacher |

74. What do you think should be the attitude of the administrators and teachers in your school about working with student teachers?

- |      |    |   |     |  |
|------|----|---|-----|--|
| 14.1 | 1. | Should aggressively seek student teachers | 44. | Should resist having student teachers in the school  |
| 36.0 | 2. | Should seek student teachers              | .0  | Should refuse to have student teachers in the school |
| 47.7 | 3. | Should accept student teachers            |     |  |

Teacher Questionnaire

75. If you were starting over, would you accept another student teacher with similar credentials from the same institution under the same general circumstances?

- |      |                                   |     |                             |
|------|-----------------------------------|-----|-----------------------------|
| 44.9 | 1. I would accept with enthusiasm | 4.5 | 4. I would probably decline |
| 41.1 | 2. I would accept                 | 1.8 | 5. I would refuse           |
| 6.3  | 3. I feel neutral about it        |     |                             |

76. How many times has the university coordinator or supervisor of student teaching been in your school during this student teaching contact?

- |      |                         |     |                              |
|------|-------------------------|-----|------------------------------|
| 1.3  | 1. Not at all           | 4.7 | 6. Nine to ten times         |
| 18.9 | 2. One to two times     | 2.7 | 7. Eleven to twelve times    |
| 37.0 | 3. Three to four times  | 3.0 | 8. Thirteen to fifteen times |
| 15.3 | 4. Five to six times    | 9.0 | 9. Sixteen or more times     |
| 6.9  | 5. Seven to eight times |     |                              |

77. How much help has the university coordinator (supervisor) provided you?

- |      |                                       |      |  |
|------|---------------------------------------|------|--|
| 53.1 | 1. All the help I felt was necessary  | 4.7  | 4. Little of the help I felt was needed. |
| 16.0 | 2. Most of the help I felt was needed | 11.9 | 5. No help at all                        |
| 12.3 | 3. Some of the help I felt I needed   |      |  |

78. Has the university coordinator been helpful to you with any matters not directly concerned with student teaching?

- |      |   |      |                            |
|------|---|------|----------------------------|
| 15.5 | 1. He has gone out of his way to be helpful | 45.3 | He has not helped          |
| 24.3 | 2. He has helped when asked                 | 53.7 | 4. No such help was needed |

79. Would you want your student to teach in your building or system next year?

- |      |  |
|------|--|
| 75.6 | 1. Yes   |
| 15.1 | 2. No, but would recommend him in a different system or building |
| 6.9  | 3. No  |

80. Why was this student teacher assigned to you?

- |      |   |
|------|---|
| 54.3 | 1. I volunteered since I feel a professional obligation to help prepare future teachers.                    |
| 1.0  | 2. I volunteered but only because I felt pressure from an administrator to do so.                           |
| 10.7 | 3. I volunteered because I thought a student teacher would be helpful to me in performing my school duties. |
| 31.3 | 4. I did not volunteer but was requested by an administrator to take the student teacher.                   |
| .1   | 5. I was forced to work with the student teacher against my will.   |

## ADMINISTRATOR QUESTIONNAIRE

1. Which of the following are you now?

- .1* 1. A single student teacher
- 0* 2. A married student teacher
- .4* 3. A supervising (cooperating, sponsoring) teacher
- 1.0* 4. A supervising teacher but with a part-time administrative assignment in addition to teaching
- 16.8* 5. A single school administrator
- 80.9* 6. A married school administrator

2. What is your sex?

- 73.3* 1. Male
- 26.0* 2. Female

3. What is your present administrative assignment?

- 54.4* 1. Building Principal - elementary school
- 2.8* 2. Building Principal - middle school
- 14.0* 3. Building Principal - junior high school
- 2.9* 4. Building Principal - combined junior-senior high school
- 16.7* 5. Building Principal - senior high school
- 8.0* 6. Other

4. Which statement below best describes the community in which your school is located?

- 19.9* 1. Large central city (e.g., Detroit, Grand Rapids)
- 25.0* 2. Large suburban community (e.g., Livonia, Flint Carmen)
- 19.0* 3. Small suburban community (e.g., Okemos, Essexville)
- 12.6* 4. Medium sized city (e.g., Battle Creek, Kalamazoo)
- 22.6* 5. Small city or rural area (e.g., Niles, Ithaca)

5. For how many years have you been a school administrator?

- 10.6* 1. Two or less
- 21.6* 2. Three to five
- 23.2* 3. Six to nine
- 13.6* 4. Ten to twelve
- 30.3* 5. More than twelve

6. For how many years have you been an administrator in your present building?

- 27.1* 1. Two or less
- 33.3* 2. Three to five
- 19.1* 3. Six to nine
- 7.8* 4. Ten to twelve
- 11.7* 5. More than twelve

Administrator Questionnaire

7. How many pupils are assigned to your building?

5.5	1.	0 - 300	5.4	6.	1101 - 1300
23.7	2.	301 - 500	3.7	7.	1301 - 1500
27.6	3.	501 - 700	1.7	8.	1501 - 1700
15.7	4.	701 - 900	1.7	9.	1701 - 1900
8.9	5.	901 - 1100	5.4	10.	1901 or more

8. How many teachers are assigned in your building?

3.6	1.	10 or less	5.7	6.	51 to 60
25.3	2.	11 to 20	2.6	7.	61 to 70
29.9	3.	21 to 30	2.2	8.	71 to 80
13.1	4.	31 to 40	1.3	9.	81 to 90
10.8	5.	41 to 50	4.8	10.	91 to more

9. For how many years have student teachers been assigned in the building in which you are presently the administrator?

21.0	1.	Three or less	13.7	4.	Ten to twelve
21.7	2.	Four to six	6.1	5.	Thirteen to fifteen
16.8	3.	Seven to nine	18.3	6.	More than fifteen

10. How many student teachers are assigned to your building at the present time?

25.9	1.	One	4.4	6.	Six
20.3	2.	Two	3.1	7.	Seven
16.7	3.	Three	2.4	8.	Eight
9.8	4.	Four	1.7	9.	Nine
7.3	5.	Five	6.0	10.	Ten or more

11. What is the optimum number of student teachers you can accommodate in your building each year?

.1	1.	None	4.7	6.	Thirteen to fifteen
17.4	2.	One to three	2.9	7.	Sixteen to eighteen
37.0	3.	Four to six	1.8	8.	Nineteen to twenty-one
15.8	4.	Seven to nine	1.7	9.	Twenty-two to twenty-five
13.9	5.	Ten to twelve	3.4	10.	More than twenty-five

12. How many different colleges or universities have been represented by the student teachers assigned to your building in the last two years?

30.3	1.	One	14.0	4.	Four to six
31.7	2.	Two	1.1	5.	More than six
22.0	3.	Three			



Administrator Questionnaire

13. How well do you feel the student teacher(s) presently assigned to your building were prepared to enter student teaching?

- |      |                            |     |                          |
|------|----------------------------|-----|--------------------------|
| 7.2  | 1. Extremely well prepared | 8.7 | 4. Minimally prepared    |
| 35.2 | 2. Very well prepared      | .8  | 5. Inadequately prepared |
| 45.5 | 3. Adequately prepared     |     |                          |

14. For what proportion of their time are the majority of the student teachers assigned to your building scheduled by their institution to student teaching?

- |      |                        |
|------|------------------------|
| 63.4 | 1. Full days           |
| 32.6 | 2. Half days           |
| 2.0  | 3. Less than half days |

Question 15 through 26 deal with the contributions student teachers may have made to the school program in your building. Use the following code for question 15 through 21:

1. Often
2. Sometimes
3. No
4. Does not apply
5. Don't know

Have student teachers made any specific contributions to the school, pupils, or teachers, such as:

	1	2	3	4	5
15. Supervise youth groups in meetings, programs, trips, tours, etc.?					
	10.2	64.5	19.3	4.0	.8
16. Give talks to parents group?					
	1.2	13.6	74.8	7.1	2.1
17. Perform recess, lunch, gymnasium, playground or hall duty?					
	18.0	41.0	33.9	5.7	.5
18. Chaperone social activities for pupils?					
	4.4	40.8	36.6	16.3	.8
19. Supervise study halls?					
	4.1	14.7	39.1	40.1	.8
20. Coach or assist in interscholastic or extracurricular activities?					
	3.3	32.4	32.0	30.4	.9
21. Assist in handling discipline problems?					
	13.0	* 57.2	* 23.7	* 2.7	* 2.3

22. How many new or different instructional materials have student teachers brought, developed, provided, or suggested to the school teachers?

- |      |                 |
|------|-----------------|
| 3.7  | 1. A great many |
| 18.1 | 2. Quite a few  |
| 53.7 | 3. Some         |
| 19.5 | 4. A very few   |
| 3.0  | 5. None         |

Administrator Questionnaire

23. To what extent have student teachers suggested or provided any other kinds of aids or ideas?

- 8.2 1. Often
- 64.2 2. Sometimes
- 23.5 3. Seldom
- 2.3 4. Never

24. What use have your teachers been able to make of the contributions (22 & 23) of student teachers?

- 9.8 1. They always use them
- 79.8 2. They sometimes use them
- 1.8 3. They do not use them
- .3 4. They discourage student teachers from contributing too freely
- 6.2 5. Student teachers really do not have much to offer

25. How many hours per week on the average do student teachers in your building teach their supervising teachers assigned classes?

- .9 1. Less than an hour a week
- 18.8 2. One to five hours per week
- 35.7 3. Six to ten hours per week
- 26.6 4. Eleven to fifteen hours per week
- 12.4 5. Sixteen to twenty hours per week
- 3.4 6. More than twenty hours per week

26. How many hours per week on the average are your teachers able to be away from their classroom while student teachers teach their assigned classes?

- 10.8 1. Less than one
- 50.0 2. One to five
- 23.5 3. Six to ten
- 9.2 4. Eleven to fifteen
- 3.0 5. Sixteen to twenty
- 1.0 6. More than twenty

Questions 27 through 39 - To what extent are any of the following instructional activities for pupils changed because of the presence of the student teachers in your building?

27. Amount of small group instruction.

- 25.9 1. Much more
- 52.2 2. Somewhat more
- 20.0 3. No change
- .9 4. Somewhat less
- .1 5. Much less

28. Provision for make-up work.

- 14.1 1. Much greater
- 55.6 2. Somewhat greater
- 28.6 3. No change
- .3 4. Somewhat less
- .1 5. Much less

Administrator Questionnaire

29. Follow-up of exams.

11.6	1. Much better	.3	4. Somewhat poorer
50.1	2. Somewhat better	.1	5. Much poorer
36.3	3. No change		

30. Individual counseling of pupils.

19.7	1. Much more	.5	4. Somewhat less
64.0	2. Somewhat more	.1	5. Much less
14.6	3. No change		

31. Supervision of study periods.

16.1	1. Much better	1.0	4. Somewhat poorer
34.7	2. Somewhat better	.2	5. Much poorer
45.4	3. No change		

32. Supervision of playgrounds, hallways, etc.

6.2	1. Much better	.9	4. Somewhat poorer
26.0	2. Somewhat better	-	5. Much poorer
65.0	3. No change		

33. Amount of reteaching necessary.

2.1	1. Much more	14.0	4. Somewhat less
28.4	2. Somewhat more	1.1	5. Much less
51.9	3. No change		

34. Discipline.

2.5	1. Much better	19.9	4. Somewhat poorer
17.9	2. Somewhat better	.1	5. Much poorer
58.3	3. No change		

35. Motivation of pupils.

6.1	1. Much better	6.9	4. Somewhat poorer
49.3	2. Somewhat better	.2	5. Much poorer
36.0	3. No change		

36. Use of audio visual materials

7.4	1. Much more	2.2	4. Somewhat less
42.6	2. Somewhat more	-	5. Much less
46.7	3. No change		

37. Use of field trips.

1.7	1. Much more frequent	1.1	4. Somewhat less frequent
16.3	2. Somewhat more frequent	.2	5. Much less frequent
79.5	3. No change		

Administrator Questionnaire

38. Individual instruction or tutoring of pupils.

17.8	1. Much more	.5	4. Somewhat less
69.1	2. Somewhat more	-	5. Much less
11.2	3. No change		

39. Overall quality of instruction.

5.7	1. Much better	7.9	4. Somewhat poorer
52.6	2. Somewhat better	.1	5. Much poorer
32.1	3. No change		

Questions 40 through 50 - How do you feel the availability of the following university services has influenced the attitude of your staff concerning working with student teachers?

Use the following code for questions 40 through 50:

1. Has had a very positive effect
2. Has had a positive effect
3. Has had no effect
4. Has had a negative effect
5. Has had a very negative effect
6. This service has not been available and would have had no effect if available
7. This service has not been available but would have had a positive effect if available
8. This service has not been available but would have had a very positive effect if available
9. I do not know whether or not this service is available

	1	2	3	4	5	6	7	8	9
40. Tuition free university credit courses.	3.7	11.1	14.4	.2	.1	3.9	26.3	12.9	24.0
41. University library privileges.	3.3	20.9	29.6	-	.2	7.3	11.4	2.6	21.8
42. Faculty identification cards.	1.2	7.6	23.9	.2	.1	13.6	12.9	5.8	32.0
43. Recognition certificate from the University.	2.7	19.2	20.0	.2	.2	10.6	16.0	4.4	23.9
44. Consultant services from the University.	5.4	34.1	15.4	.9	-	2.8	14.3	4.4	19.6
45. Instructional materials from the University.	2.9	29.1	16.1	.1	-	2.2	16.9	6.2	23.9
46. Tickets to university events - athletics, cultural events, etc.	1.5	5.7	13.7	-	-	7.8	25.0	13.4	30.1
47. Hospitalization services.	.7	1.4	14.1	-	.1	23.6	12.5	6.2	37.9
48. Cash stipends to the supervising teacher.	12.0	37.7	16.4	.9	.1	4.7	9.8	8.4	7.5
49. Seminars, workshops or meetings in your school or school area.	4.7	36.2	15.4	.4	-	3.9	16.8	6.4	13.5
50. Seminars, workshops or meetings on the University campus.	3.4	34.0	20.6	1.6	.3	8.5	10.4	2.8	14.8

Administrator Questionnaire

Questions 51 through 56 - To what extent does the presence of a student teacher change the supervising teacher's participation in the following activities:

Use the following code for questions 51 through 56:

1. Much more than usual
2. More than usual
3. No change
4. Less than usual
5. Much less than usual

	1	2	3	4	5
51. Visitation in other classrooms or schools.	7.2	36.9	53.6	.7	.1
52. Committee work in the school with pupils and/or staff.	5.2	46.0	46.3	.9	-
53. Research.	1.5	29.6	66.8	.5	-
54. Professional reading and/or writing.	2.6	45.7	48.8	1.0	.1
55. Work or meet with staff members of school or department.	7.3	49.3	41.5	.1	.3
56. Assistance to the principal or to other teachers.	5.5	48.0	44.0	.7	.1
	*	*	*	*	*

Use the following code for questions 57 through 60:

1. Very positively
2. Somewhat positively
3. Neutral
4. Somewhat negatively
5. Very negatively

	1	2	3	4	5
57. How has the presence of student teachers in your building affected staff morale?	18.9	47.6	30.8	1.3	-
58. Generally, how do parents of your pupils react to having student teachers in the building?	15.1	31.2	43.3	8.6	.3
59. Generally, how do the custodial, cafeteria and clerical staff react to having student teachers in the building?	17.5	28.0	51.4	1.4	-
60. Generally, how do the pupils react to having student teachers in the building?	26.0	47.0	21.0	4.5	.2
	*	*	*	*	*

Administrator Questionnaire

Question 61 through 73 deal with any changes in your own work load because of having student teachers in your building.

61. To what extent has having student teachers in your building affected the average number of hours per week you work?

- 2.2 1. Added more than six hours per week
- 13.6 2. Added two to five hours per week
- 35.7 3. Added one hour or less per week
- 46.1 4. Made no change
- .4 5. Reduced by one hour or less per week
- 6. Reduced by two to five hours per week
- .1 7. Reduced by six or more hours per week

Question 62 through 73 - What has been the cause of any change in your own work load brought about by student teachers?

Use the following code for questions 62 through 73:

- 1. Increased your work load
- 2. Made no change
- 3. Decreased your work load
- 4. Does not apply

	1	2	3	4
62. Additional reports regarding student teaching or student teachers.				
63. Finding housing and transportation for student teachers.	47.0	46.2	1.0	4.0
64. Counseling student teachers.	5.7	50.7	1.2	40.3
65. Selection of supervising teachers.	55.0	37.2	1.6	4.1
66. Orientation of student teachers.	49.8	39.5	1.5	7.1
67. Finding instructional materials.	62.9	31.5	1.4	2.4
68. Counseling supervising teachers.	15.6	73.8	.8	7.9
69. Communication with parents about activities related to student teachers.	56.8	37.5	1.3	2.7
70. Student teacher's assistance in counseling students.	17.0	74.2	1.2	5.7
71. Student teacher's assistance with routine clerical tasks in the school.	10.4	71.7	4.7	11.2
72. Time of supervising teachers being made available by the student teachers' teaching of classes.	5.5	73.3	6.4	12.7
73. Time of other teachers being made available by student teachers' handling some of their assigned responsibilities.	6.0	67.0	16.8	7.9
	3.9	67.2	12.3	14.5
	*	*	*	* * *

Administrator Questionnaire

74. To what extent has the university coordinator or supervisor of student teaching been available to you and your staff during the student teacher contact?

- 26.9 1. Has always been available
- 31.2 2. Has usually been available
- 32.2 3. Has been available on call when needed
- 6.9 4. Has been generally unavailable
- 1.0 5. Has never been available

75. To what extent do your supervising teachers encourage student teachers to have a variety of experiences outside the assigned classroom?

- 38.3 1. A great deal
- 49.0 2. To some extent
- 9.3 3. To a limited degree
- .9 4. Not at all

76. What effect do you feel working with student teachers has had on the teaching performance of your teachers?

- 14.4 1. Has made them much more effective
- 73.0 2. Has made them more effective
- 10.0 3. Has had no effect
- .7 4. Has made them less effective
- 5. Has made them much less effective

77. What is the maximum number of student teachers a supervising teacher should have in one year?

- 37.6 1. One
- 51.8 2. Two
- 6.4 3. Three
- 1.9 4. Four or more

78. Which of the following do you consider to be the most important contribution of supervising teachers to student teachers?

- 7.7 1. Providing cognitive information in the psychology and sociology of teaching and learning.
- 57.5 2. Sharing the classroom and pupils to provide teaching experiences for the student teachers.
- 14.7 3. Providing instruction and experience in lesson planning and methods of teaching.
- 12.9 4. Providing a climate for developing a wholesome professional attitude.
- 4.8 5. Providing informal counseling and advice in one-to-one conference sessions.

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