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ABSTRACT

The Student Teaching Department of Eastern Illinois University developed a survey instrument in 1972 to assess attitudes of public school cooperating personnel regarding supervision of student teachers. Survey data consisted of 755 responses from school principals, district administrators, area supervisors, and classroom teachers. Results indicated cooperation from public school personnel mainly involved contact with special coordinators. Responses indicating the experience cooperating personnel have with both general and special supervisors, have special significance in six areas. (The informational survey is attached to the document.) (D.M)

SPECIALISTS OR GENERALISTS AS UNIVERSITY SUPERVISORS OF STUDENT TEACHERS--AN ANSWER

by
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During the spring quarter of the 1972 school year the staff of the Student Teaching Department, Eastern Illinois University, assessed attitudes of public school cooperating personnel regarding supervision of student teachers. Although studies were available in the areas or attitudes toward student teaching or coursework prior to student teaching, information dealing specifically with supervision by "specialists" or "generalists" from the university was not available.

At the university level the rationale in support of special or general supervision reflected the value position of the respondent in terms of his own experience. It was the department consensus that feedback from public school personnel was important. In order to secure this information a special survey instrument was developed. With the survey as designed it was hoped that responses from public school personnel would give a different perspective from which to look at the roles of university supervisors classified as "generalists" or "specialists."

"Special Coordinators" were defined as: a student teacher supervisor from the university who is trained and has taught in the same area or subject in which his student teacher is working.

"General Coordinators" were defined as: a student teacher supervisor from the university who, regardless of his subject matter preparation and teaching experience, works with all student teachers in all subjects in a given school or district.

The following information is a summary of the survey responses:

Total surveys distributed		1,000
Total returns		755
(a)	school principals	75
(b)	district administrators	30
(c)	area supervisors	28
(d)	classroom teachers	613
(e)	blank	9

Most recent year of work with student teachers:

1972	551
1971	114
1970	23
1969	13
1968	19
Blank	35

A key question sought information where cooperation from public school personnel involved:

(a) contact solely with general coordinators
(b) contact solely with special coordinators
(c) contact with both general and special coordinators

Returns for group (a)	- 133
Returns for group (b)	- 435
Returns for group (c)	- 179
Blank	- 8

In terms of this item, where cooperating personnal have had experience with both general and special supervisors, the responses had special significance.

For instance,

(a) In the "analysis of the process of teaching," 155 responses favored specialized supervision as contrasted to 22 responses favoring generalized supervision.

(b) In providing "feedback to departments" 71 responses favored specialists as contrasted to 10 excellent responses for generalists.

(c) Regarding being "current in materials and developments in teaching process" 106 responses favored specialists as contrasted to 26 respondents who favored generalists.

(d) In the evaluation of "teaching behavior and student teachers" there were 104 responses noted for specialists as against 23 responses favoring generalists.

(e) In terms of "judging subject matter competence" the generalist received 11 responses; specialized supervisors received 169 responses.

(f) Regarding assistance to public schools in the areas of program and staff development, special coordinators received 78 positive responses, general coordinators 33 "yes" responses.

To the question "All things considered and given the opportunity to work with or accept students who would be supervised by special or by general coordinators, what would be your preference?"

The responses were:

General Coordinator	70
Special Coordinator	530
Undecided	103
Blank	51

Every attempt was made to prepare an instrument that would not be skewed in favor of one form of supervision. If replicated, no doubt refinement of some of the questions would occur. Section III of the instrument was open-ended and therefore difficult to tabulate in statistical form. The responses to this section, however, supported the advantages of specialized supervision for student teachers.

The total results of the survey also supported the specialist as a positive element in teacher education programs.

February 16, 1972
INFORMATIONAL SURVEY
DEPARTMENT OF STUDENT TEACHING
EASTERN ILLINOIS UNIVERSITY

I. Please place the letter of the answer you select on the line to the left.

____ 1. The following designation best describes my present position:
  a. school principal
  b. district administrator
  c. special instructional program or area supervisor
  d. classroom teacher (cooperating teacher)

2. Please indicate your major academic area of responsibility:

_____

3. The county in which I presently work is: _____

____ 4. The most recent year that I have worked with student teachers from any university: a. 1972 b. 1971 c. 1970 d. 1969 e. 1968 or earlier

II. For the purpose of clarity, the following information is given concerning terminology used in this survey:

Special Coordinator: a student teacher supervisor from the university who is trained and has taught in the same area or subject in which his student teacher is working.

General Coordinator: a student teacher supervisor from the university who, regardless of his subject matter preparation and teaching experience, works with all student teachers in all subjects in a given school or district.

____ 5. My participation in student teaching programs has involved cooperation
  a. solely with general coordinators
  b. solely with special coordinators
  c. with both general and special coordinators

IF YOU ANSWERED "C" TO QUESTION FIVE, PLEASE CONTINUE WITH THE FOLLOWING QUESTIONS; IF YOU ANSWERED "A" OR "B", PLEASE PROCEED TO SECTION III, QUESTION FOURTEEN.

____6a. University supervision of student teachers by special coordinators provides a more careful analysis of the process of teaching.
  a. yes b. no c. undecided

____6b. University supervision of student teachers by general coordinators provides a more careful analysis of the process of teaching.
  a. yes b. no c. undecided

____7a. Supervision of student teachers by general coordinators provider . . (?) . . opportunity for feedback to academic departments responsible for subject area preparation:
  a. excellent b. adequate c. inadequate d. undecided

____7b. Supervision of student teachers by special coordinators provides . . (?) . . opportunity for feedback to academic departments responsible for subject area preparation:
  a. excellent b. adequate c. inadequate d. undecided

_____8a. Supervision of student teachers by special coordinators provides .(?). opportunity for feedback to the Education Department:
a. excellent b. adequate c. inadequate d. undecided

_____8b. Supervision of student teachers by general coordinators provides .(?). opportunity for feedback to the Education Department:
a. excellent b. adequate c. inadequate d. undecided

_____9a. General coordinators are more current regarding materials and developments in the teaching process.
a. yes b. no c. undecided

_____9b. Special coordinators are more current regarding materials and developments in the teaching process.
a. yes b. no c. undecided

____10a. Special coordinators have demonstrated they are better able to evaluate classroom behavior and to analyze difficulties encountered by the student teacher.
a. yes b. no c. undecided

____10b. General coordinators have demonstrated they are better able to evaluate classroom behavior and to analyze difficulties encountered by the student teacher.
a. yes b. no c. undecided

____11a. General coordinators tend to be of more assistance for in-service activities involving public school personnel.
a. yes b. no c. undecided

____11b. Special coordinators tend to be of more assistance for in-service activities involving public school personnel.
a. yes b. no c. undecided

____12a. Special coordinators are better able to judge the student teacher's subject matter competence than general coordinators.
a. yes b. no c. undecided

____12b. General coordinators are better able to judge the student teacher's subject matter competence than special coordinators.
a. yes b. no c. undecided

____13a. Special coordinators tend to be of greater assistance in the school regarding the development or strengthening of programs, staff morale and instructional innovation.
a. yes b. no c. undecided

____13b. General coordinators tend to be of greater assistance in the school regarding the development or strengthening of programs, staff morale and instructional innovation.
a. yes b. no c. undecided

III. The following additional information would be of great value at this time. Kindly express your views.

_____14. The policy of university supervision (i.e. specialist or generalist) makes little difference in the success or lack of success of the student teacher.
a. yes b. no c. undecided

Explanation:

_____15. All things considered and given the opportunity to work with or accept students who would be supervised by special or by general coordinators, what would be your preference?
a. general coordinator b. special coordinator c. undecided

Explanation:

16. What do you regard as one main strength of a policy that provides for supervision of student teachers by special coordinators from a university?

17. What do you regard as one main strength of a policy that provides for supervision of student teachers by general coordinators from a university?

18. What do you regard as one main drawback of a policy that provides for supervision of student teachers by special coordinators from a university?

19. What do you regard as one main drawback of a policy that provides for supervision of student teachers by general coordinators from a university?

Additional Comments: