

2000

## **An Analysis Of Student Teachers' Perceptions Of The University Supervisor'S Role**

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AN ANALYSIS OF STUDENT TEACHERS' PERCEPTIONS  
OF THE UNIVERSITY SUPERVISOR'S ROLE

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A Dissertation  
Presented to  
The School of Graduate Studies  
Department of Educational Leadership,  
Administration, and Foundations  
Indiana State University  
Terre Haute, Indiana

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy

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by  
Violet A. Lanis  
December 2000

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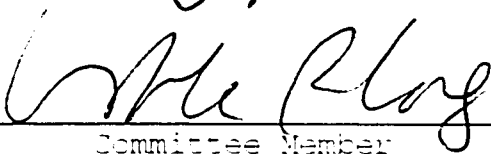
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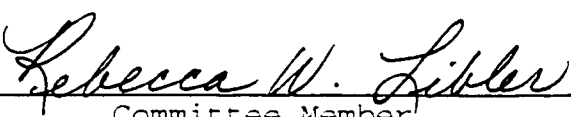
## APPROVAL SHEET

The dissertation of Violet A. Lanis, Contribution to the School of Graduate Studies, Indiana State University, Series III, Number 827, under the title *An Analysis of Student Teachers' Perceptions of the University Supervisor's Role* is approved as partial fulfillment of the requirements for the Doctor of Philosophy Degree.

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## ABSTRACT

The purpose of this study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience. Student teachers' perceptions regarding effective teaching performance were based on achieving the INTASC standards. Student teachers' perceptions regarding the quality of the student teaching experience were based on the functions consistently performed by the university supervisor as a mentor, a professional, and a facilitator.

The population in this study consisted of elementary and secondary student teachers registered in the Teacher Education Program at a major public university in Indiana who were completing their student teaching experience during the 2000 spring semester. A Spearman Rho correlation was used to test the two null hypotheses which were:

H<sub>01</sub>: There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards.

Ho2: There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience.

An alpha level of .05 was used as a basis of accepting or rejecting the null hypotheses. The data analysis focused on the perceptions of student teachers relative to the university supervisor's involvement in promoting a quality student teaching experience as well as having an influential role on their effective teaching performance. Significant positive relationships were found in each of the two null hypotheses.

From a review of the literature and the stated findings of this study there is indication that the role of the university supervisor must be recognized as both a beneficial and integral component in the growth and effective teaching development of student teachers. It was concluded that the university supervisor's effective and direct supervision is noted to be a significant and vital component of the entire teacher training experience.

## ACKNOWLEDGMENTS

I would like to take the opportunity to express appreciation to those persons who have assisted and encouraged me during my doctoral endeavor at Indiana State University.

Special gratitude is extended to Dr. Gregory Ulm, who was able to continuously guide me with wisdom, inspiration, and compassion. Appreciation is also extended to the members of my committee, Dr. Noble Corey and Dr. Rebecca Libler, for their constructive comments and contributions as well as their dedicated support on my behalf.

Sincere appreciation is extended to Dr. Rose Ray for serving as my statistical consultant and for her contribution to my data analysis. To my friends and colleagues, Dr. Rose Adesiyan, Dr. Sofia Valenzuela, and Susan Katz for their on-going encouragement which helped me stay focused on my goal. Special thanks to Jack for never doubting my capabilities and for caring and overlooking my shortcomings during the most demanding times of my educational journey. Much gratitude to my sister, Donna, for her optimism and reassurance and for believing in me.

Most importantly, I dedicate this thesis to my parents, Steve and Donna Bayus, for their unconditional love, support, and understanding. I thank them for a lifetime of inspiration and for teaching me how to face new challenges and how to succeed.

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## Chapter 1

### THE PROBLEM

#### Introduction

For centuries, the practicum experience of a student teacher has been recognized as an essential element to the development of the professional teacher. The earliest records of a required student teaching experience have been traced to Godshouse College, the first teacher education school, established in 1439 by William Byngham in England (Morris, 1974). The student teaching experience has been expanded and enhanced during the past centuries and continues to be required in over 1,200 teacher education programs in the United States. Student teaching is often considered the most important component of a future teacher's professional preparation (Guyton & McIntyre, 1990). Giddings (1998) emphasizes that student teaching is a unique and invaluable learning experience which could not be achieved in a college classroom. It provides significant opportunities for practice in the development and demonstration of the



qualities, characteristics, and abilities necessary to become an effective classroom teacher.

According to Diamonti (1977), supervision of student teachers is so vital to the student trainee's development yet is so inadequate in terms of performance enhancement. Knowles, Cole, and Presswood (1994) maintain that the student teacher's professional development is influenced by close supervision that leads to successful accomplishments during the student teaching experience. It has always been recognized that the cooperating teacher and the university supervisor will collaboratively share in the guidance of the student teacher's performance (Henry & Beasley, 1996, 1989).

However, university supervisors are often criticized for not fulfilling their role in executing a positive influence toward improving the abilities of the teacher trainee nor fulfilling their role of instructional leader (Diamonti, 1977). Morris (1974) indicates that there are some educators who question the effectiveness of university supervision in the student teaching program. There are some who have suggested eliminating the role of the university supervisor because of having so little influence on the student teacher's pedagogical development, attitudes, and behaviors (Bowman, 1979; Morris, 1974).

According to Marrou (1989), there have been very few studies which have solely and thoroughly examined the role of the university supervisor. Most credit is given to the

cooperating teacher as being the individual who influences the student teacher's potential development within the classroom. In a comprehensive study conducted by Griffin, Barnes, Hughes, O'Neal, Defino, Edwards, and Hukill (1983), findings indicated that the cooperating teacher plays the most prominent role regarding the supervision of student teachers during the practicum experience.

On the other hand, some other researchers who have closely examined the student teaching experience, suggest that the role of the university supervisor is most beneficial and developmentally necessary for influencing the growth of professionalism and the teaching abilities of the student teacher (Knowles et al., 1994; Richardson-Koehler, 1988; Zimpher, DeVoss, & Nott, 1980; Friebus, 1977; Bennie, 1972).

#### Statement of the Problem

Ongoing criticism of the effectiveness of the university supervisor's role regarding the influence on the professional abilities and performance of student teachers has led to the need to more closely examine the traditional functions of the university supervisor. The desire and need to better prepare student teachers to be more capable of handling a classroom environment that is both productive and stimulating is the ultimate goal of the teacher education program. There seems to be consensus among educators that the required practical training experience must provide the trainee with a variety of professional opportunities necessary in order for the

student teacher to be able to establish a repertoire of experiences that will allow him/her to meet the needs of all the children in the classroom.

Morris (1974) indicates that administrators of teacher education programs realize that "student teachers perform more satisfactorily if they are supported, aided, supervised, and evaluated by a clinical professor from the university and by the practitioner in the classroom" (p. 358). Allen (1986) and Karmos and Jacko (1977) maintain that a positive student teaching experience is ultimately influenced by the shared efforts of guidance from the cooperating teacher as well as the university supervisor.

However, according to Richardson-Koehler (1988), the roles of both cooperating teachers and university supervisors are rather ambiguous and not always clearly defined. Both Morris (1997) and Zahorik (1988) state that the criticisms regarding the ineffectiveness of the college supervisor are a result of many problems in the actual design of the student teaching program which can be related to inconsistencies regarding supervisory procedures as well as a lack of adequate professional preparation for supervising student teachers. It is recognized that the interaction between the cooperating teacher and the teacher trainee is more prominent due to the mere fact that regular daily contact influences the development of the trainee's teaching abilities (McIntyre, Byrd, & Foxx, 1996; Morrow & Lane, 1983).

Therefore, studies have mainly concentrated on the responsibilities and activities that have been directly influenced by the cooperating teacher. There is no doubt of the powerful impact the cooperating teacher potentially has upon the student teacher's performance in the classroom.

Because of this impact, Richardson-Koehler (1988) expresses the concern that student teachers simply model the behavior of the cooperating teacher and do not actually learn how to teach in a variety of classroom situations. She cites that approximately 40-80% of the trainee's teaching techniques and practices have been influenced by the cooperating teacher. Griffin et al. (1983) noted that student teachers were told by their cooperating teachers to "learn my way of conducting instruction" (p. 49).

Decades earlier, Dewey (1904 in Zahorik, 1988) cautioned that the close contact and relationship that is established between the student teacher and the cooperating teacher may prevent the trainee from developing reflective inquiry skills. Literature does support this fact by which teacher trainees express that their assignments are not settings where they have been able to be reflective and analytical about their performance (AACTE, 1991; Griffin et al., 1983). In fact Griffin et al. cites student teachers reporting that their university supervisor "could have been more helpful" (p. 50) in what is described as a "lonely" and "isolated" experience (p. 60).

Friebus (1977) emphasizes the necessity of having a "coach" who encourages and guides the student teacher to constantly explore the development of new learning activities that will ultimately intrigue and capture the interest of all the students. He found that such coaching contributions offered by the university supervisor provides a supportive means to challenge, enhance, and refine the student teacher's professional performance qualities in order for the trainee to function successfully in the classroom.

The contributions of the university supervisor are being scrutinized to determine the direct effectiveness on student teacher progress, behavior, and development. The Interstate New Teachers Assessment and Support Consortium (INTASC) recognizes and stresses the need for beginning teachers to practice responsibly in order to become board-certified, highly-accomplished teachers (INTASC, 1999). Since the status of the teaching profession is contingent on the preparation of new teachers introduced into the field of education, more emphasis is being placed on closely examining the responsibility and the influence of the role of university supervisors. The outcome of this type of analysis will obviously become the basis of determining the need to redesign and restructure the supervisor's functions and interrelationships with student teachers in many teacher education programs.

### Purpose of the Study

The purpose of this study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience.

### Research Questions

The following research questions had been formulated to guide this study:

1. Is there a relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards?

2. Is there a relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience?

### Null Hypotheses

There were two null hypotheses in this study. The two null hypotheses were:

H<sub>01</sub>: There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards.

Ho2: There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience.

Quantitative survey data from a major public university located in the state of Indiana was collected and analyzed with appropriate statistical procedures to indicate how student teachers perceive the influence and the relevant involvement of the university supervisor's role and to accept or reject each null hypothesis.

#### Defining the Role of the University Supervisor

The identification of the exact role of the college supervisor has been rather ambiguous. The Association for Student Teachers [AST], which was formed in 1920 and later renamed the Association of Teacher Educators (ATE), recognizes that the university supervisor is an individual who is in a position to provide appropriate teacher education experiences for student teachers and assist them with appropriate professional advice (AST, 1968; Guyton & McIntyre, 1990).

#### Traditional Role in Influencing a Quality Experience

Typically the student teaching experience combines the efforts of three individuals--the student teacher, the cooperating teacher, and the university supervisor. These three people, known as the supervisory triad, are expected to

work closely together for the common purpose of developing pedagogical skills (Enz, Freeman, & Wallin, 1996). Even though there is considerable inconsistency among researchers regarding the relevance of the university supervisor as one of the triad members, literature does identify specific classifications which offer general descriptions of the role of the university supervisor. Most often, the clinical professor is recognized as a liaison, a facilitator, and a mentor (Henry & Beasley; 1996, 1989; Enz et al., 1996; McIntyre et al., 1996; Knowles et al., 1994; Wentz, 1994; Koehler, 1984; Zimpher et al. 1980).

The most common functions which have consistently been the responsibility of the university supervisor include those as noted by Giddings, 1998; Henry and Beasley, 1996; Borko and Mayfield, 1995; Knowles et al., 1994; Wentz, 1994:

- defining goals and expectations;
- acting as liaison between the university and the school;
- observing and holding conferences;
- counseling the student teacher and providing feedback regarding instructional planning, time management, teaching skills, and classroom management; and
- evaluating the student teacher

It should be noted that the university supervisor's responsibilities are not limited to these functions (Henry & Beasley, 1996). However, it has been recognized that these



customarily performed functions are intended to promote a high quality student teaching experience. The Research About Teacher Education (RATE) study defined the quality of teacher preparation experience in terms of functions such as general teaching ability, classroom management, planning for instruction, and understanding and accommodating differences (AACTE, 1991). Student teachers were noted as measuring quality as it related to the processes that could enable his/her growth in the areas listed above.

For purposes of this research, the university supervisor's responsibilities was categorized into the following three domains with respective functions as:

1. Mentor Domain--includes functions and activities that relate to instructional enhancement and feedback;
2. Professional Domain--includes functions and activities that relate to proficient training and growth;
3. Facilitator Domain--includes functions and activities that focus on making the student teaching experience run more smoothly and with less difficulties.

The functions and activities within each domain were those that have been consistently recognized by researchers which are customarily performed as noted above.

#### Role in Influencing the Achievement of Professional Standards

The Interstate New Teacher Assessment and Support Consortium (INTASC) was established in 1987 to provide a means for the consistent collaboration and development of

teacher education programs in order to enhance the pedagogical preparation and the effective development of teachers. According to INTASC (1999), it has one basic premise: "An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels" (p. 1).

A set of performance-based standards had been developed by INTASC in 1992 that "define the knowledge, dispositions, and performances that are essential for all beginning teachers" (INTASC, 1999, p. 1). These specific standards are compatible with the National Board for Professional Teaching Standards (NBPTS) and have been incorporated into the licensing policies maintained by numerous states within the nation. Indiana is among those states that has adopted the standards developed by INTASC. In addition, The National Council for Accreditation of Teacher Education (NCATE) has also incorporated this set of core standards into the accreditation process for colleges and universities (INTASC, 1999).

To meet the licensing and accrediting responsibility, teacher education programs must provide quality preparation for all education students--the student teaching experience being no exception. The university must be certain that all student teachers achieve a minimum level of teaching effectiveness as set by the INTASC standards. Therefore, for

purposes of this study, the INTASC standards were used to measure effective teaching performance.

### Theoretical Perspective

As Henry and Beasley (1996) maintain, the university supervisor assumes a unique, complex role as a member of the student teaching triad. Even though there are conflicting findings about the impact of the influence and the involvement of the university supervisor, Henry and Beasley stress that students "seem to want and need support from someone from the university" (p. 68). They also indicate that the role of the university supervisor is critical in the instructional, interpersonal, and managerial dimensions of the student teaching experience.

As applied to this study, the role of the university supervising teacher concentrated on those contributions that influence the successful development of the student teacher in the area of effective teaching performance and the contributions that are involved in the promotion or enhancement of a quality clinical training experience.

The theory is that if a student teacher perceives the university supervisor's influence and involvement as favorable, then a positive and productive high quality experience would be attainable during the student teaching assignment. In addition, if the interaction between the university supervisor and the student teacher is not superficial, but rather intense and prolific, the student

teacher will benefit from the university supervisor's role by achieving a significant level of effective teaching performance during a rewarding clinical training period.

#### Definitions of Terms

Student Teacher. The individual who has intensely studied the field of pedagogy and is assigned to a K-12 school to have the opportunity to develop, strengthen, and refine personal instructional techniques (Richardson-Koehler, 1988).

Student Teaching. A required practical experience assignment at a K-12 school in some academic subject that emphasizes the preparation of a future teacher to present teaching units and assume full classroom responsibility under the supervision of a classroom teacher and a supervisor from the university (AACTE, 1991).

University Supervisor. The individual employed by a college and/or university to oversee the teacher training process of a student teacher (Henry & Beasley, 1996, 1989; AACTE, 1991).

University Supervisor's Role. The complex functions and activities which are shared with the student teacher in order to positively influence teaching performance and enhance the student teaching experience (Henry & Beasley, 1996, 1989; Koehler, 1984; AST, 1968; Neal et al. 1967).

Quality Student Teaching Experience. A positively and productively enhanced teacher training process in terms of

teaching ability, classroom management, instructional planning, and understanding differences (AACTE, 1991).

Professional Growth. The enhancement of the student teacher's teaching performance, character, and interpersonal skills (Koehler, 1984).

College Supervisor. For the purpose of this study, college supervisor is synonymous with university supervisor.

Cooperating Teacher. The K-12 teacher in the classroom where the student teaching occurs (Henry & Beasley, 1989).

Practicum Experience. For the purpose of this study, practicum experience is synonymous with student teaching.

Teacher Trainee. For the purpose of this study, teacher trainee is synonymous with student teacher.

Clinical Professor. For the purpose of this study, clinical professor is synonymous with university supervisor.

Clinical Training Assignment. For the purpose of this study, clinical training assignment is synonymous with student teaching.

### Delimitations

Delimitations of the study existed in the following manner:

1. The surveys were distributed to all elementary and secondary student teachers within three weeks of the completion of their student teaching clinical training experience.

2. Approximately 190 student teachers were included in this study.

### Limitations

Generalizations from the study were limited to the degree that:

1. The student teachers surveyed in the population of this study were representative of one major public university located in the state of Indiana.

2. The sample population was representative of student teachers completing their student teaching experience at the end of the 2000 spring semester at that institution.

### Summary and Organization of the Study

This study is divided into five chapters. Chapter One has provided an introduction for the study, a statement of the problem, the purpose of the study, the research questions, the null hypotheses, and definition of terms. Chapter Two presents a review of the related literature that summarizes research on student teachers' pedagogical development, attitudes, and behaviors and the influence and involvement of the university supervisor during the student teaching experience. Chapter Three presents information about the participants, methodology and procedures followed in the research, and the instrument used in this study. Chapter Four presents results to answer the hypotheses and questions that were presented in Chapter One. Chapter Five

presents a summary of the findings of the surveys, interpretations and conclusions, a discussion of the implications of those findings, and recommendations for further research.

## Chapter 2

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose of this study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience.

This chapter presents an overview of the student teaching experience, the implications of student teaching supervision, and the role of the university supervisor. It also presents a review of the related literature that summarizes the research regarding the pedagogical development and behaviors of student teachers and the university supervisor's influence and involvement during the clinical training period.

#### History of the Student Teaching Experience

Student teaching is a widely accepted component of teacher preparation. Although schools have existed for over



4,000 years, some type of formal teacher education programs have only existed for less than 300 years (Guyton & McIntyre, 1990). During the mid-1800's, the process of student teaching in the United States emerged as an apprenticeship which consisted of imitating and repeating a particular method of instruction that had been taught by the professor to a prospective teacher.

Until the 1920's, the practical experience known as student teaching was only required of elementary education majors. Secondary majors were not required to have any formal teacher preparation. Finally, between 1920 and 1940, most states in the union began to require student teaching and other professional education courses as prerequisites to teacher certification. In more recent decades, campus laboratory schools, early field experiences, professional development schools, and extended internships have provided education students with more opportunities to participate in natural and realistic teaching activities in an attempt to better prepare future teacher candidates (Guyton & McIntyre, 1990).

#### Implications of Student Teaching Supervision

Student teaching is a necessary and required experience in all schools of education. It is considered by many to be the most critical and significant element of the teacher education program (Rand & Shelton-Colangelo, 1999; Fulwiler, 1996; Henry & Beasley, 1996, 1989; Richardson-Koehler, 1988;

Morris, Hawk, & Drake, 1981; Ryan, Newman, Mager, Applegate, Lasley, Flora, & Johnston, 1980; Diamonti, 1977; Friebus, 1977; Bennie, 1972). Reported data indicates that the positive interaction between the student teacher and the classroom students is contingent upon the interaction and influence of both the cooperating teacher and the university supervisor (Zimpher, DeVoss, & Nott, 1980; Frenzel, 1977; Morris, 1974). These contributions--both separate and collective--make the most direct impact on the student teacher's attitudes, performance, and perceptions toward the profession (Friebus, 1977).

As indicated by Fulwiler (1996), supervision should work as the means of developing and creating individual professional insights and understandings. She supports the social theory of practice originated by Paulo Freire who entitled it *praxis* [italics added]--the critical intersection of theory and practice" (Fulwiler, 1996, p. 21). Being that the student teaching experience is the ultimate procedure in the teacher training process, student teachers must receive precise, closely scrutinized supervision in order to be afforded the most valuable experience possible.

A study by Bowman (1979), however, suggests that university supervisors are often ineffective. In fact he concluded: "Since, according to some evidence, the supervisor doesn't have a significant role in the development of student teachers, the most sensible plan would be to stop

supervising" (p. 30). In opposition to Bowman's conclusion, Zimpher et al. (1980) emphasizes that "without the motivating presence of the supervisor, student teaching would simply be an experience in which the student tried, as quickly as possible, to duplicate everything the cooperating teacher did without analysis" (p. 12).

In support of this fact, Biberstine (1976) concludes that "the work of the student teacher can be improved by more thorough work with the student teacher by the university supervisor" (p. 25). It is realized, however, that the interaction between the teacher trainee and the clinical professor often differs greatly which may adversely affect the quality of the training a student teacher receives.

According to Guyton and McIntyre (1990) the student teaching experience is being more criticized in recent years for "lacking a theoretical and conceptual framework and for lacking common goals" (p. 516). They maintain that a correlation between the courses taught on campus and the clinical training experience is essential if student teachers are to have an effective teaching experience. As defined by Barnes and Edwards (1984 in Guyton & McIntyre, 1990), an effective student teaching experience is that "in which the acquisition of technical skills of teaching was accompanied by the development of a concomitant ability to make appropriate judgments with regard to the application of those skills" (p. 528).

### The Role of the University Supervisor

As has been indicated, the clinical training experience has long been accepted as the most universally valued activity of every teacher education program. The student teaching practicum experience is based on the assumption that the prospective teacher has been taught the essential theories in prior college courses and is then expected to practice these theories in a designated classroom until his/her teaching abilities develop into acceptable performance (Bennie, 1972).

Many attempts have been made to more clearly identify and understand the functions and responsibilities of the university supervisor. Research concerning the work of the university supervisor is limited, and the identification of the role of the college supervisor has been particularly inadequate. Nevertheless, literature supports the fact that general characteristics distinguish university supervisors from all other individuals in supervisory positions. According to The Association for Student Teachers (1968) these include: (1) providing appropriate teacher education experiences for student teachers; and (2) offering appropriate professional advice to student teachers.

### Role Classifications

Even though there is considerable confusion and inconsistency associated with the relevance of the role of the university supervisor, literature does identify numerous

classifications which serve as general descriptions of the role of the university supervisor. Traditionally, the clinical professor is considered to be a counselor, consultant, liaison, evaluator, facilitator, observer, advisor, manager, confidante, director, instructor, mediator, and professional resource person (Giddings, 1998; Henry & Beasley; 1996, 1989; Enz, Freeman, & Wallin, 1996; McIntyre et al., 1996; Cole & Knowles, 1995; Knowles, Cole, & Presswood, 1994; Wentz, 1994; Koehler, 1984; Zimpher et al. 1980; Lang, 1975; and AST, 1968).

Biberstine (1976) stereotyped the university supervisor as being a "self-appointed critic, glad-hander, and misplaced transient" who has the tasks of correcting faults or offering superficial good news in a temporary, routine manner (p. 24). Zahorik (1988) classified the college supervisor as (1) a behavior prescriber who emphasizes instructional and classroom management skills; (2) an idea interpreter who presents beliefs as to what classrooms and schools ought to be like and suggests ways to make changes; and (3) a person supporter who encourages student teachers to think for themselves. In addition, Enz et al. (1996) suggested the university supervisor's role can be subdivided into three general categories: (1) the mentor role which involves instructional guidance; (2) the professional resource role which offers professional support; and (3) the interpreter

role which includes mediating tensions and facilitating communication.

#### Responsibilities of the University Supervisor

Regardless of the classifications given to the role of the university supervisor, there is agreement among researchers regarding the functions and activities consistently recognized as the traditional responsibility of university supervisors (Henry & Beasley, 1996, 1989, 1982, 1972; Koehler, 1984; Lang, 1975; AST, 1968; Neal, Kraft, & Kracht, 1967). These are the following:

1. orient student teachers to the school environment in which they are assigned to do their student teaching;
2. define goals and expectations of the practicum experience with the student teacher;
3. act as a liaison person between the university and the community school system;
4. help to reduce conflicts in the practicum setting and act as mediator whenever necessary;
5. observe and hold conferences with the student teacher in order to provide feedback regarding teaching progress and development;
6. support student teachers and facilitate their development related to professional practices;

7. acquaint the cooperating school personnel with the philosophy, objectives, and content of the teacher education program at the university;
8. consult with the cooperating teachers and other professionals from the school community in order to analyze the performance of the student teacher;
9. counsel student teachers regarding problems i.e., instructional planning, time management, professional skills, and classroom management; and
10. evaluate the student teacher in terms of the final grade assessment.

Guyton and McIntyre (1990) recognize that teacher educators must fulfill their primary responsibility to their students in an attempt to have a significant influence on the structure of field experiences. They uphold Dewey's definition (1938 in Guyton & McIntyre, 1990) that:

A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, they should know how to utilize the surroundings, physical and social, that exists so as to extract from them all they have to contribute to building up experiences that are worthwhile. (p. 530)

University Supervisor's Relationship with Cooperating  
Teachers and the Assigned School

The interconnected events of the student teaching experience which are influenced by both the cooperating teacher and the university supervisor is a complex issue in respect to the nature of the entire practicum assignment. Findings suggest that communication between the university and the public school personnel (the principal, counselors, staff, etc.) regarding the expectations and activities of the student teacher is the responsibility of the university supervisor (Henry & Beasley, 1982). They suggest that the university supervisor is the individual who is responsible for interpreting the university program to the cooperating school. Without receiving precise definitions of the requirements needed to be fulfilled, the public school and the cooperating teacher would have little direction as to the continuity of activities required by the university's teacher education program.

In an observation study by Richardson-Koehler (1988), barriers that affected the supervision of student teachers were identified. She found that student teachers believed that their cooperating teachers simply allowed them to learn from experience in a process of trial and error. In addition, cooperating teachers were unwilling to engage in reflection of the student teacher's practices which led to poor feedback received by the student teacher.



With these barriers in mind, it was noted that the university supervisor must be responsible for developing trust among both the cooperative teacher and the student teacher. Richardson-Koehler (1988) emphasizes that this trust is necessary in order to begin to critique the cooperating teacher's routines and offer suggestions to the student teacher as how to adapt to these routines. In addition, she stresses that this trust is also needed so as to develop an effective feedback process that is productive and constructively developmental for the student teacher.

Henry and Beasley (1996, 1989) maintain that the university supervisor must be responsible for facilitating a team in which all members of the student teaching triad will foster professional growth based on specific goals and a common set of objectives. They support the fact that one of the chief responsibilities of the university supervisor is to define and communicate these objectives to all public school personnel involved in the practicum assignment. Most often, however, time constraints due to teaching responsibilities and other university obligations (AACTE, 1991; Richardson-Koehler, 1988) limit the opportunities for the university supervisor to thoroughly discuss such goals and objectives. As a result, the cooperating teacher may have a misunderstanding which can lead to a limited or less-structured clinical experience.

As noted by Guyton and McIntyre (1990), communication between the cooperating teacher, the university supervisor, and the cooperating school personnel has been a serious, on-going problem. Not only must common goals and objectives be linked in the student teaching process by the collaborative efforts of the university supervisor and the cooperating teacher, all personnel involved in the student teaching experience must be completely familiar with the components that must be met according to newly established standards. The performance-based standards regarding student teachers which have been developed by the INTASC, NCATE, and the Professional Standards Boards must be adhered to (Weeks, 1996). Therefore, the university--and any representative of the teacher education program--has a major responsibility of communicating these standards and being absolutely certain that all state and university requirements are met by the student teacher during the practicum experience.

Public relations has been noted as another aspect of the role of the university supervisor in relation to the activities conducted between the university and the cooperating teacher and the cooperating school site. According to Knowles et al. (1994), the university supervisor "acts as a conceptual link and liaison between the university and the field" (p. 191). He/She is most often the only contact that the cooperating teacher and the public school personnel will have with the university. Henry and Beasley

(1989) emphasize the fact that the university may be judged solely on the basis of the university supervisor's actions while visiting the school site. Therefore, as a representative of the university, the supervisor is responsible for promoting good relationships between the public school and the institution of higher learning.

It is, therefore, recognized that in order to promote the goals and objectives of the teacher education program, to ascertain that teaching performance standards are met, and to maintain a high level of public relations rapport with the public school, the university supervisor must be committed to developing collaborative, constructive opportunities to meet with all professionals involved with the student teacher's assignment. Henry and Beasley (1996) propose that the routine procedure of holding regularly scheduled conferences, having periodic phone conversations, and making informal contacts with the cooperating teacher and the school's administration will provide a strong foundation upon which all individuals will feel secure in their understanding of the specific directions that must be followed which will contribute towards the positive development of the student teacher.

#### Relationship with the Student Teacher

Richardson-Koehler (1988) maintains that the student teaching experience is "critical to the development of preservice teachers' pedagogical skills" (p. 22). Karmos and

Jacko (1977) reaffirm that supervisors of student teachers must help them to become competent teachers. However, student teachers often deal with anxiety in the beginning stage of their practicum assignment which is basically caused by mixed feelings of being uncertain of the relationship they will foster with their university supervisor with whom they may not be familiar as well as with their newly assigned cooperating teacher who is probably also a stranger (Knowles, Cole, & Presswood, 1994). Research supports the fact that teacher trainees are preoccupied with concerns about survival as a teacher and about the supervisor's opinions (Karmos & Jacko, 1997).

Therefore, Zimpher et al. (1980), recommend that at the onset of the practicum assignment it is necessary for the university supervisor to implement the phasing-in process with regard to the activities--either instructional and/or social--to be performed by the trainee while at the assigned school site. A study by Frenzel (1977) identified that student teachers responded most often that they needed encouragement and positive support from their university supervisor in order to deal with adjustments, anxiety, and stress.

#### Liaison Responsibilities

Zimpher et al. (1980), Neal et al. (1967), and McIntyre et al. (1996) have recognized the importance of communicating the expectations and purposes of the student teaching

assignment. Their data also supports the need for both the cooperating teacher and the student teacher to thoroughly understand their obligations and commitments to the university and to the public school so that the practicum assignment can operate smoothly and be managed successfully. Henry and Beasley (1996, 1989) suggest that the university supervisor must act as a liaison person who interprets and communicates the best procedures that will achieve the goals and objectives of the teacher education program.

In addition, Zimpher et al. (1980) recognized the importance of having the university supervisor suggest or establish the most ideal procedure in which to move the teacher trainee into full-time classroom responsibilities. Research supported by Dutt (1996) indicates that student teachers feel abandoned in the early stages of their practicum experience because too often the cooperating teacher would simply leave the classroom during the first week and rarely return during the entire practicum. It has traditionally been recognized as the university supervisor's responsibility to offer suggestions regarding the best techniques to follow that will provide a meaningful experience; yet Zimpher et al. (1980) realize that cooperating teachers accept the university supervisor's suggestions but many times do not appreciate them.

### Observations and Feedback

Henry and Beasley (1996, 1989) support the fact that the university supervisor should be closely involved in helping the student teacher with his/her new teaching assignment. They emphasize that the university supervisor's "availability and his knowledge of the teaching process can be of inestimable assistance to the student teacher" (Henry & Beasley, 1972, p. 52). Therefore, observations and conversations with student teachers by their respective university supervisor is believed to be a necessary interaction by which effective teaching performance is developed during the educational practicum.

Data is available supporting the fact that this interaction will influence an individual's social conduct, techniques, and performance (Cole & Knowles, 1995; Braude, 1974; Karier, 1967). A report by Biberstine (1976) supports the fact that student teacher performance can be improved when the teacher trainee is routinely observed on a regular basis; and that positive reinforcement of behavior and performance by the university supervisor is essential for continuous psychological growth and development of the student teacher.

A study by Borko and Mayfield (1995) indicates that student teachers reported they have received little influence by their university supervisors during their practicum experience. They reported that visitations were infrequent

and that many clinical professors had limited knowledge about their content area. In addition, they expressed that since they spent so little time in conferences with their supervisors, they actually became less interested in getting any feedback from the university supervisor.

In a report by Guyton and McIntyre (1990), it is noted that feedback is a necessary process for helping the student teacher identify his/her strengths or weaknesses in order to improve teaching effectiveness. Koehler (1984) also stresses the importance of feedback for professional growth. However, her study, which identified the barriers to effective supervision of student teachers, reports that she found feedback sessions involving all triad members most awkward (Richardson-Koehler, 1988).

In fact, she found that three-way discussions conducted by the university supervisor often brought out "defensive reactions" (p. 32) by cooperating teachers who wished not to discuss problem issues in front of the student teacher. Zimpher et al. (1980) also reported that cooperating teachers did not provide necessary critical feedback, and that the direct involvement by the university supervisor appeared to enhance communication among the triad members. It was concluded in the study by Zimpher et al. (1980) that the university supervisor appeared to be the "only one making any critical contributions to the student teacher's progress" (p. 14).

In a study by Zahorik (1988) concerning observation and conferencing styles of university supervisors, it was found that there are three types of general supervision:

(1) behavior prescription style in which university supervisors directly offered suggestions on how to improve teaching performance;

(2) idea interpretation style in which university supervisors actively suggest how to make changes in classroom procedures according to their own beliefs on how schools should operate;

(3) person support style in which university supervisors encourage student teachers to think for themselves and to reflect on their practices.

He concludes that a student teacher could benefit from each supervisory style at different times of the practicum experience depending on the stages of a beginning unskilled student trainee, to a progressive growing student trainee, and finally to a skilled student trainee who has the confidence to personalize his/her teaching practices.

While these various observing-conferencing styles may lead to some confusion or misunderstanding among the triad members (especially if the cooperating teacher's style is different), it is generally agreed by both the university supervisor and the cooperating teacher that it is important and essential that student teachers have opportunities to



practice a variety of teaching strategies and methods and to receive accurate feedback (AACTE, 1991).

#### Influencing Effective Teaching Performance

While observing and assessing the student teacher's progress is a crucial element in the trainee's professional growth, it is essential to constantly reinforce theory and practice which would lead to the enhancement of the student teacher's classroom performance (Knowles et al. 1994). By being assertive and direct in offering new ideas regarding effective teaching procedures and practices to be utilized by the teacher trainee, the university supervisor can have a tremendous, positive impact on the student teacher's experience (Henry & Beasley, 1996).

Zimpher et al. (1980) reported that cooperating teachers often do not provide substantial critical feedback to student teachers when evaluating lesson preparation and performance in the classroom. Since many cooperating teachers feel the student teacher often replicates their actions, the cooperating teachers often do not notice negative teaching practices (Higgins, 1993-94). Therefore, it was noted that the university supervisor is in a valuable position that allows him/her the freedom to be more analytical and constructively critical (Henry & Beasley, 1989; Zimpher et al., 1980).

In fact, studies by Griffin et al. (1983) and Koehler (1984) report that student teachers expressed that even

though their practicum experience was valuable, it did not allow them opportunities to be reflective about their own teaching performance and practices. Richardson-Koehler (1988) and Zimpher et al. (1980) express the concern that student teachers simply duplicate or model the behaviors of their cooperating teachers and are not encouraged to apply theory and principles that would permit them to teach in a variety of situations. Dutt (1996) reported that student teachers express the fact they feel they become a "clone" of the cooperating teacher because of lack of flexibility to implement their own strategies.

Griffin et al. (1983) reported that cooperating teachers had the attitude that "the student teacher needs to learn my way of conducting instruction" (p. 49). In view of this, Richardson-Koehler (1988) stresses the need to develop "reflective habits" sessions between the student teacher and the university supervisor that would allow the student teacher a chance to be more analytical about his/her own work and performance. Even though the availability of much needed time may hinder the clinical professor's number of visitations at the designated school site, it is recognized that the college supervisor possesses an expertise to be able to offer numerous suggestions for the improvement of instruction and the development of teaching competencies (Henry & Beasley, 1996).

### Evaluating Student Teachers

Guyton and McIntyre (1990) maintain that evaluation of student teachers is one of the most essential components of the teacher education preparation. Evaluation involves the assessment of performance for the purpose of formative growth while student teaching and determining the potential of the individual to succeed as a teacher (Henry & Beasley, 1989).

Even though it is recognized that the cooperating teacher may be the individual most closely associated with the day-to-day progress of the teacher trainee, it is also recognized that the university supervisor is often considered to be the evaluator who assigns the final grade (Henry & Beasley, 1996). In a study by Koehler (1984) it is noted that university supervisors evaluated their students based on their observations in regards to performance, motivation, and growth.

Since it is the university supervisor who must substantiate whether or not the student teacher has met the minimum professional standards and be recommended for teacher certification, Henry and Beasley (1996) emphasize that the university supervisor must be skilled in identifying whether or not the primary goals of the student teaching experience are achieved. Giddings (1998) suggests that the final evaluation of student teachers should be based on collaborative information shared between both the cooperating teacher and the university supervisor.

Finally, Guyton and McIntyre (1990) urge that the cooperating teacher and the university supervisor use the same standards for evaluation purposes so as to have significant evidence of validity as related to the student teacher's achievement. They strongly advocate that the student teacher should be assessed in terms of the goals and objectives of the student teaching experience as identified by the teacher education program.

#### Personal Assistance

Personal and social support is often needed by the teacher trainee. Research indicates that many times student teachers have felt they needed guidance so that they could function in a professionally acceptable manner (Friebus, 1977). As noted by Henry and Beasley (1989), Weeks (1996), and Dutt (1996), student teachers are concerned about the respect they will receive from the classroom students, their cooperating teacher, and the faculty and administration at the public school. Griffin et al. (1983) reports that student teachers report feeling lonely and also expressed that they would have liked their university supervisor to have been more helpful. With this in mind, it is obvious that the university supervisor is in a position to offer support and personal assistance in an attempt to constantly encourage the trainee with a strong sense of optimism (Henry & Beasley, 1989).

In addition, the literature indicates that the university supervisor may act as a mediator in the event that any disputes occur between the student teacher and the cooperating teacher. Zimpher et al. (1980) recognizes the university supervisor to be "a facilitator of relationships" (p. 14). While negotiating problem situations, the university supervisor must be able to counsel the student teacher as to the best professional approach to be maintained while completing the practicum experience (Henry & Beasley, 1996, 1989, 1982, 1972; the AST, 1968; Neal, 1967). Even though the student teacher and the cooperating teacher may have different viewpoints regarding teaching philosophies, it is suggested that the university supervisor be able to render solutions to conflicting opinions so that the credibility of both the cooperating teacher and the student teacher is not diminished (Dutt, 1996).

#### Validating Student Teacher's Achievement of Professional Standards

During the 1980s and 1990s, the federal government established National Education Goals in an attempt to influence the ways state and local governments regulate public education. The Reagan, Bush, and Clinton administrations have focused attention on how educational achievement among students in all states compares nationwide. In an effort to positively reform public education, goals and

standards have been established and are being considered and reviewed by school districts.

The Interstate New Teacher Assessment and Support Consortium (INTASC) was established in 1987 to provide a forum for all states to collaborate on the development of educational programs in order to enhance the preparation and the professional development of teachers. According to INTASC (1999), it has one basic premise: "An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels" (p. 1).

A set of core standards was established by INTASC in 1992 that define the knowledge, dispositions, and performances that determine competence among teachers (Weiss & Weiss, 1998). This set of standards are now recognized by 18 states within the nation as providing a framework for reforming many aspects of teacher education programs, for licensing policies, as well as for professional development. In addition, The National Council for Accreditation of Teacher Education (NCATE) has incorporated this set of core standards into the accreditation process (INTASC, 1999; Weiss & Weiss, 1998; Guyton & McIntyre, 1990). Since it has become necessary to achieve these standards in the teacher preparation programs of accredited colleges and universities, the student teaching experience must also actively meet the

teaching performance requirements as has been established for licensing and accreditation purposes.

The INTASC standards were developed to help all students meet the knowledge and skills that are necessary with the advanced certification standards of the new National Board of Professional Teaching Standards (INTASC, 1999). Even though the INTASC standards (known as principles) had been developed primarily for the beginning teacher, they cover knowledge that any teacher may need to use during all aspects of the teaching profession. According to INTASC (1999), the standards are:

Principle 1: The teacher understands the central concepts, content, and structures of the discipline(s) he/she teaches and can create learning experiences that are meaningful for students.

Principle 2: The teacher understands the developmental levels of learners and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates an effective variety of instructional opportunities that are adapted to the diverse learner.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage

students to develop critical thinking and problem solving skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create and encourage positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans effective instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher continually reflects and evaluates the effects of his/her choices and actions and actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the entire school community to support students' learning and well-being.

It is necessary that the university supervisor thoroughly understand and be completely familiar with each of



these standards. As an employee of the university and a member of the teacher education program, the university supervisor must also be responsible for influencing all their student teachers to achieve the requirements set by the INTASC's standards in order for them to obtain licensing approval by the university granting their degree in the field of education.

#### Qualifications and Training of University Supervisors

Since many authorities consider the student teaching experience to be the most critical and significant element of the teacher education program, supervision should be recognized as highly valued work by the university faculty (Weeks, 1996). However, according to Fulwiler (1996), the university supervisor's responsibility is often recognized as having little importance due to the fact that the duty is assigned to individuals employed by the university who may not be full-time faculty members. In fact, it is noted that full-time professors regularly decline supervision duties because they may consider it beneath their realm of responsibilities (Fulwiler, 1996; Horton and Harvey, 1979). Biberstine (1976) contends that the quality and effectiveness of the role of the university supervisor regarding student teacher productivity can be due to one of the following variables:

- (1) the university supervisor is a full-time faculty member holding a doctoral degree;

(2) the university supervisor may be a doctoral student who is a graduate assistant or be an individual who may be at a lower level of professional preparation;

It appears that most teacher education departments select the university supervisor based on availability. If the university supervisor is not a full-time faculty member in the education program, then he/she could often be an adjunct faculty member, a retired college faculty person, graduate students who are fulfilling their program requirements, or retired public school teachers and/or administrators (Bennie, 1972). Recognizing the vast scope of individuals who may serve as student teaching supervisors, he suggests that there is a lack of consistency in the selection of the university supervisor.

Thus, Biberstine (1976) and Morris et al. (1981) maintain the fact that there needs to be more qualified, conscientious supervising teachers available in order for supervision to have a productive impact on the student teaching experience. It was reported by Koehler (1984) that most supervisors admitted that the knowledge upon which they formed evaluative judgments was primarily based on their past experience as teachers.

It appears that many researchers are concerned about the professional attitudes and professional competencies of university supervising teachers. According to Marrou (1989) and Bennie (1972) it is imperative that teacher education

departments develop a set of criteria for the selection of competent supervisors from the college.

French and Plack (1982) suggest that competent supervisors should exhibit the following characteristics:

- (1) master the skill of translating theory into practice to influence effective performance;
- (2) have refined public relations and effective communication skills for beneficial conferences and feedback;
- (3) develop sharp supervisory skills in terms of observing, analyzing, and intervening which are necessary for constructive growth;
- (4) be allowed the time necessary for adequate and comprehensive visitations.

In addition, Morris et al. (1981) strongly urge that it is necessary for all university supervisors to demonstrate a positive attitude which is essential for providing necessary encouragement and reinforcement to the teacher trainee. Basically, the college supervisor must have the kind of personality that radiates cooperation, flexibility, and commitment in order to contribute to the teaching-learning process of the practicum experience (Bennie, 1972; Koehler, 1984; Marrou, 1989).

According to Koehler (1984), most supervisors have had little, if any, formal training in the area of human relations and problem solving. She suggests that refining their ability to work with a diversified group of public

school personnel would be beneficial especially when needed to facilitate conferences that deal with conflicting personalities.

Offering regular training sessions for the university supervisor is also suggested by Kauffman (1992) in order to enhance communication skills and to be competent in the area of human relationships. This could prove to be extremely advantageous for the university supervisor as he/she assumes the responsibility of guiding the effective development of performance and professional growth of the teacher trainee during the student teaching experience.

#### Summary

Student teaching has been a necessary and required component of teacher education programs for many decades. Educators consider the student teaching experience to be a valuable, necessary, and critical factor in the pedagogical development of pre-service teachers.

The university supervisor, the cooperating teacher, and the student teacher complete the triadic relationship that typically characterizes the practicum experience. Literature reveals that the objective of supervising student teachers is to assist, guide, and support them in developing, improving, and refining their teaching ability, character, and interpersonal skills. The goal of the student teaching

experience is to provide productive opportunities by which the student teacher can reach and maintain a desirable level of teaching competency.

Studies have supported the fact that the cooperating teacher has the most significant influence on the development of the student teacher. While there are discrepancies among researchers regarding the relevance or degree of impact of the university supervisor's influence as a member of the student teaching triad, the review of literature supports the fact that the university supervisor's involvement has tremendous potential of influencing teaching performance and of enhancing the climate of the practicum experience to be more effective and beneficial.

This research study has attempted to analyze student teachers' perceptions regarding the university supervisor's influence and involvement during the student teaching experience and focus on the nature of his/her contributions.

## Chapter 3

### RESEARCH METHODS

#### Introduction

The purpose of this study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience. The analysis of the study was based on the following two questions:

1. Is there a relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards?

2. Is there a relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience?

### Null Hypotheses

There were two null hypotheses in this study. The two null hypotheses were:

Ho1: There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards.

Ho2: There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience.

Quantitative survey data from one major public university located in the state of Indiana was collected and analyzed with appropriate statistical procedures to indicate how student teachers perceive the influence and the relevant involvement of the university supervisor's role and to accept or reject each null hypothesis. The alpha level of .05 was used to reject the null hypotheses.

### Data Sources

Approximately 190 elementary and secondary student teachers registered in the Teacher Education Program at a major public university in Indiana were included in the research sample. A survey questionnaire was distributed to all student teachers who were completing their student

teaching experience during the 2000 spring semester. Their participation in this research was anonymous, completely confidential, and voluntary.

### Survey Instrument

A survey instrument (included in Appendix B) was used to determine if student teachers believe that the university supervisor is significantly involved in promoting a quality student teaching experience as well as having an influential role on their effective teaching performance as a teacher. The instrument, containing two sections was used to identify the perceptions of student teachers relative to the university supervisor's influence and involvement during their clinical training assignment. These sections are:

Section I: Effective teaching performance based on the university supervisor's influence on achieving the INTASC standards; and

Section II: The functions and activities necessary to promote and enhance the quality of the student teaching experience based on the university supervisor's involvement.

The items in Section I pertain to the set of core standards which have been established by INTASC that define the knowledge, dispositions, and performances that are essential for all beginning teachers. The INTASC standards were used as the measurement to analyze student teachers' perceptions regarding effective teaching performance.



The items in Section II relate to the functions and activities routinely performed by the university supervisor as determined from a comprehensive review of related literature and from having examined the items most often found on evaluation forms that student teachers in major public universities in Indiana complete at the end of their clinical training. In addition, the collective information from this literature review and from discussions with university supervisors and directors of field experiences suggested to this researcher that the university supervisor's role could be subdivided into three specific domains: mentor, professional, and facilitator. The mentor domain includes functions that relate to instructional enhancement and feedback. The professional domain includes functions or activities that are necessary for proficient training and growth. The facilitator domain relates to functions that focus on making the student teaching experience run more smoothly with less difficulties.

The questionnaire was designed consisting of 35 Likert-style questions with a dual four-point response scale. In Section I, the scale identifying the student teacher's perceptions of personal achievement level is as follows: Distinguished (D)--(exceptional display of cited principle); Proficient (P)--(competent display of cited principle); Basic (B)--(minimal display of cited principle); and Unsatisfactory (U)--(no display of cited principle). The higher the rating,

the more favorable the response. The following values had been assigned to each response:

Distinguished (D)	=	4
Proficient (P)	=	3
Basic (B)	=	2
Unsatisfactory	=	1

Also in Section I, the scale identifying the student teacher's perceptions of the university supervisor's influence on personal achievement is as follows: Very Positive (VP); Positive (P); Negative (N); and Very Negative (VN). The higher the rating, the more favorable the response. The following values had been assigned to each response:

Very Positive (VP)	=	4
Positive (P)	=	3
Negative (N)	=	2
Very Negative (VN)	=	1

For items one through twenty-one in Section I, the respondents were asked to identify their perceived level at which the university supervisor influenced the INTASC standards as well as the level at which the student teacher perceived his/her achievement of each standard.

Section II was also designed containing Likert-style questions using the following scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The higher the rating, the more favorable the response. The

following values had been assigned to each response:

Strongly Agree (SA)	=	4
Agree (A)	=	3
Disagree (D)	=	2
Strongly Disagree (SD)	=	1

Items twenty-two through twenty-six in Section II relate to the first subdivision of the university supervisor's role: the mentor domain. Items twenty-seven through thirty-one relate to the second subdivision of the university supervisor's role: the professional domain. Items thirty-two through thirty-five relate to the third subdivision of the university supervisor's role: the facilitator domain. For all items in Section II--numbers twenty-two through thirty-five--respondents were asked to identify their perceptions as to the level they regard these functions and activities necessary for a quality student teaching experience as well as their perceived level of the university supervisor's involvement of each function and activity.

Section I addressed the first null hypothesis:

Ho1: There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards.

Section II addressed the second null hypothesis:

Ho2: There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality

of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience.

In addition, at the end of the questionnaire, the student teachers were asked demographic questions regarding their specific student teaching assignment which was necessary to provide a more accurate description of the sample participants involved in this research.

#### Testing the Questionnaire

A testing inventory questionnaire was specifically designed for the purpose of gathering data on student teachers' perceptions regarding the influence and involvement of the university supervisor's role during the student teaching experience. The items tested were derived from a comprehensive review of related literature, examination of evaluation forms student teachers in major public universities in Indiana complete at the end of their clinical training, and formal discussions with university supervisors and directors of field experiences. The content was specifically designed to gauge each student teacher's attitudes and dispositions towards the university supervisor's role in two specific categories: (1) Effective Teaching Performance; and (2) Functions and Activities Necessary to Promote and Enhance a Quality Student Teaching Experience.

The questionnaire was tested for content validity and clarity by a variety of 12 judges consisting of university supervisors, directors of field experiences, and faculty members in the School of Education at a public university campus. These specialists reviewed the instrument and agreed that the items listed on the questionnaire are appropriate for measuring what is intended by this research study. There was positive feedback regarding the terminology and ease of responding to each item. In addition, it was stated that the instrument assesses the pertinent skills of all involved. The test is not included in this study. Internal consistency reliability of the survey was generated by using Cronbach's alpha test (Cronbach, 1951).

#### Data Collection

A Human Research Subject Form was filed as required by the Federal government at the major public university where the student teachers who participated in this research were registered. This approval form is included in Appendix A of this study. In addition, letters to the directors of both the elementary and the secondary field experiences at the participating university were sent requesting their support for this researcher to conduct this study and utilize the participation of their student teachers. These request letters are also included in Appendix A of this study.

The survey questionnaire was delivered to each student teacher by his/her university supervisor. Each questionnaire had an official university business reply envelope stapled to it to ensure confidentiality during the return mailing process and delivery to the office of the director of field experiences to the attention of this researcher. A pre-determined number of questionnaires had been collectively inserted in large manila packets that were distributed to each elementary and secondary university supervisor.

The distribution to the secondary university supervisors was conducted at a field experience meeting which was held at the university campus prior to the final contact the university supervisors had with their respective student teachers. The researcher explained the rationale of this research study, the procedures to be followed, and requested every university supervisor's participation to deliver the survey questionnaire to each student teacher at their next visit. The director of secondary field experiences was present and endorsed this research request.

The elementary university supervisors received their packets containing the questionnaires and instructions from the director of elementary education field experiences who had contact with them while on campus on a regular weekly basis. The director had personally explained and endorsed this research request to each university supervisor.

The following procedures were thoroughly explained as well as outlined in detail in a letter (in Appendix A) that accompanied each manila envelope packet containing the survey questionnaires:

(1) Encourage and allow each student teacher ample time to complete the survey instrument at your next visit;

(2) Reassure each student teacher that the student teaching grade will not be affected by participating in this research and that participation is voluntary;

(3) Emphasize the importance of this research and stress that responses to all questionnaires will be anonymous and will remain completely confidential;

(4) Instruct each student teacher to place the completed questionnaire in the postage-paid, return business reply envelope that will be stapled to it;

(5) Encourage all student teachers to mail their questionnaire to this researcher as soon as possible.

A total of 190 survey questionnaires were distributed for this study. This researcher had expected to receive approximately 70% return of all the surveys directly distributed to the 2000 spring student teachers realizing that there would be some individuals who would choose not to participate in this research project.

### Analyzing Data

Each participant's responses to the 35 Likert-style questions were identified and entered individually within each of the two specific perception sections. In Section I, ten correlations had been run that addressed the ten INTASC standards. In Section II, three correlations had been run that addressed the three specific domains of the university supervisor's role which are identified as: Mentor Domain, Professional Domain, and Facilitator Domain.

The first hypothesis, "There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards," was tested by using a Spearman correlation.

The second hypothesis, "There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience" was also tested by using a Spearman correlation.

### Summary

Chapter Three presented the methodology and procedures that were used in this research study. The following design components were included and described: (a) the research methods; (b) the data sources; (c) the survey instrument used; and (d) the data collection. The main purpose of this



study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience.

## Chapter 4

### ANALYSIS OF DATA

#### Introduction

The purpose of this study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience.

This analytical study was based on the following two questions:

1. Is there a relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards?

2. Is there a relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience?

Overall, the design involved the following basic procedures:

1. Approximately 190 elementary and secondary student teachers registered in the Teacher Education Program at a major public university in Indiana were included in the research sample.

2. A survey questionnaire was distributed to all student teachers who were completing their student teaching experience during the 2000 spring semester.

This chapter provides the findings which resulted from the statistical analysis as described in Chapter Three. Statistical analysis of the data includes descriptive statistics regarding the mean, standard deviation, and reliability. A Spearman Rho correlation was used to test the null hypotheses, and the level of significance was set at .05. The statistical procedures were all performed using the SPSS computer program.

#### Descriptive Analysis

The research survey was distributed to 190 student teachers during mid-April, 2000 approximately two weeks prior to the completion of their student teaching assignment following the procedure format as outlined in Chapter Three. The survey was anonymously distributed to 77 elementary and 113 secondary student teachers registered in the Teacher Education Program at a major public university in Indiana.

A total of ninety-two (92) surveys were returned, for a return rate of 48%. Of the ninety-two (92) returned surveys, only ninety (90) surveys were valid since two (2) surveys had incomplete responses with numerous items not answered. Therefore, only ninety (90) surveys were valid, which represents a 47% usable return for accurate analysis.

A review of the valid returned surveys indicated that the majority of the responses came from female student teachers and also from those who were elementary majors. Table 4.1 shows the frequency of returned surveys in terms of gender.

Table 4.1

Gender of Student Teachers Responding to Survey

Gender	Frequency	Percent
Female	72	80.00
Male	15	17.00
Unspecified	3	3.00
Total	90	100.00

Table 4.2 identifies respondents in terms of student teaching assignment. The elementary classification includes those student teachers with assignments in either Kindergarten and/or through fifth grade classes. The K-12 classification includes those student teachers with

assignments that required teaching responsibilities at all grade levels (i.e. physical education or special education majors). The secondary classification includes those student teachers with assignments in classrooms at either middle school and/or high school levels.

Table 4.2

Teaching Assignment of Student Teachers Responding to Survey

Assignment	Frequency	Percent
Elementary	59	66.00
K-12	8	9.00
Secondary	21	23.00
Unspecified	2	2.00
Total	90	100.00

Hypotheses Testing and Analysis of Data Gathering

The following hypotheses were tested in this study:

Ho1: There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards.

Ho2: There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the

university supervisor in promoting a quality student teaching experience.

An investigation of the perceptions of student teachers was conducted to determine if student teachers believe that the university supervisor was significantly involved in promoting a quality student teaching experience as well as having an influential role on their effective teaching performance as a teacher. Data was collected by means of a survey questionnaire (Appendix B) containing 35 Likert-style questions that identified student teachers' perceptions along with three other questions that targeted factual demographics.

The instrument was divided into two sections as follows:

Section I: Effective teaching performance based on the university supervisor's influence on achieving the INTASC standards; and

Section II: The functions and activities necessary to promote and enhance the quality of the student teaching experience based on the university supervisor's involvement.

In Section I, there were 21 Likert-style questions that required two responses from the participants for a total of 42 items. In this section, student teachers were asked to identify their perceptions of the level at which the university supervisor influenced each of the ten INTASC standards as well as their perceptions of the level at which

each of them believed he/she achieved each standard. The response scale identifying the university supervisor's influence was Very Positive (4), Positive (3), Negative (2), and Very Negative (1). The response scale identifying the student teacher's achievement level was Distinguished (4), Proficient (3), Basic (2), and Unsatisfactory (1). The reliability analysis for Section I is reflected in Table 4.3.

In Section II, there were 14 Likert-style questions that also required two responses from the participants for a total of 28 items. In this section, student teachers were asked to identify their perceptions as to the level they regarded specific functions and activities necessary for a quality student teaching experience as well as their perceived level of the university supervisor's involvement of each function and activity as categorized and listed into the Mentor Domain, the Professional Domain, and the Facilitator Domain. The response scale was Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Table 4.3 also reflects the reliability analysis for Section II.

As is indicated in Table 4.3, the Spearman Rho correlation results produced nearly the same scores for the entire student teacher survey as well as for Section I and for Section II independently. With the high reliability scores reflected in Table 4.3, the correlation appears to be strong and positive.

Table 4.3

Reliability Analysis for Student Teacher Survey

	Number of Items	Reliability Coefficient
INTASC Standards	42	.97
DOMAINS--Functions and Activities	28	.98
Total Survey Test	70	.98
Section I: University Supervisor's Influence on INTASC Standards	21	.98
Section I: Student Teacher's Achievement of INTASC Standards	21	.94
Section II: University Supervisor's Involvement in Functions and Activities	14	.97
Section II: Student Teacher's Beliefs on Necessity of Functions and Activities	14	.97

The following data will present information relative to the statistical treatment of the data for each null hypothesis. Section I of the survey instrument was used to test the first null hypothesis:

H<sub>01</sub>: There is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards.

Table 4.4 shows the means and standard deviations for student teachers' perceptions of the university supervisor's



influence of each INTASC standard and for student teachers' perceptions of their achieved level of each INTASC standard which was used as a measurement in Section I to identify effective teaching performance. This researcher divided each SPSS composite score by the number of questions relative to the INTASC standard in order to reflect the original values that were assigned to each response as was described in Chapter Three. The mean scores in Table 4.4 indicate a high level of proficiency in both the university supervisor's influence and the achieved level of effective teaching performance as perceived by student teachers.

Table 4.4

Means and Standard Deviations of Student Teachers' Perceptions of Their Achieved Level of Effective Teaching Performance and the Influence of the University Supervisor in Achieving the INTASC Standards (N=90)

	Mean	Std. Dev.
INTASC 1		
University Supervisor Influence	3.43	.53
Student Teacher Achievement	3.42	.49
INTASC 2		
University Supervisor Influence	3.42	.53
Student Teacher Achievement	3.34	.52
INTASC 3		
University Supervisor Influence	3.33	.56
Student Teacher Achievement	3.34	.50

(table continues)

	Mean	Std. Dev.
INTASC 4		
University Supervisor Influence	3.36	.60
Student Teacher Achievement	3.42	.52
INTASC 5		
University Supervisor Influence	3.45	.54
Student Teacher Achievement	3.50	.45
INTASC 6		
University Supervisor Influence	3.46	.60
Student Teacher Achievement	3.40	.46
INTASC 7		
University Supervisor Influence	3.39	.59
Student Teacher Achievement	3.36	.50
INTASC 8		
University Supervisor Influence	3.35	.60
Student Teacher Achievement	3.41	.52
INTASC 9		
University Supervisor Influence	3.44	.58
Student Teacher Achievement	3.51	.51
INTASC 10		
University Supervisor Influence	3.33	.62
Student Teacher Achievement	3.24	.53

Table 4.5 describes the results of null hypothesis one. A Spearman Rho correlation was used to test null hypothesis one which was "there is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards." Table 4.5

reflects the results of this correlation, and the items in boldface identify the strength of this relationship for the INTASC standards as addressed in null hypothesis one.

Table 4.5

Results of Testing H<sub>01</sub>: Correlations Between Student Teachers' Perceptions of Their Achieved Level of Effective Teaching Performance and the Influence of the University Supervisor in Achieving the INTASC Standards

Univ. Supv. Influence on INTASC Standards	Student Teacher's Achieved Level of INTASC Standards				
	1	2	3	4	5
1	<b>.56**</b>	.40**	.40**	.31**	.29**
2	.56**	<b>.36**</b>	.40**	.33**	.36**
3	.45**	.36**	<b>.54**</b>	.29**	.32**
4	.48**	.34**	.45**	<b>.34**</b>	.24*
5	.43**	.35**	.40**	.27*	<b>.35**</b>
6	.44**	.24*	.38**	.22*	.29**
7	.50**	.39**	.45**	.34**	.28**
8	.44**	.31**	.34**	.24*	.27**
9	.46**	.34**	.40**	.26*	.25*
10	.42**	.25*	.37**	.20	.22*

(table continues)

Univ. Supv. Influence on INTASC Standards	Student Teacher's Achieved Level of INTASC Standards				
	6	7	8	9	10
1	.33**	.30**	.30**	.37**	.43**
2	.36**	.30**	.28**	.43**	.49**
3	.42**	.35**	.26*	.39**	.47**
4	.36**	.33**	.35**	.44**	.40**
5	.39**	.33**	.27*	.33**	.41**
6	.42**	.30**	.30**	.46**	.43**
7	.40**	.43**	.39**	.49**	.43**
8	.36**	.41**	.41**	.42**	.47**
9	.40**	.32**	.33**	.49**	.39**
10	.32**	.23*	.34**	.31**	.49**

\* $p < .05$ , \*\* $p < .01$

A significant relationship was found between student teachers' perceptions of their achieved level of the INTASC standards and the influence of the university supervisor in helping them achieve these standards. This indicates that student teachers who perceive having achieved an effective level of teaching performance are more likely to value the university supervisor's positive influence and reinforcement on their teaching efforts. Therefore, null hypothesis one is rejected.

Section II of the survey instrument was used to test the second null hypothesis:

Ho2: There is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience.

Table 4.6 shows the means and standard deviations for student teachers' perceptions of the university supervisor's involvement of specific functions and activities within the Mentor Domain, Professional Domain, and the Facilitator Domain (as described in Chapter Three) and for student teachers' perceptions of the necessity of these functions and activities in order for a quality student teaching experience to be promoted. This researcher divided each SPSS composite score by the number of questions relative to each domain in order to reflect the original values that were assigned to each response as was described in Chapter Three: Strongly Agree (4); Agree (3); Disagree (2); and, Strongly Disagree (1). The mean scores in Table 4.6 indicate a strong level of agreement with both the university supervisor's involvement and the necessity of such involvement in order to promote a quality experience as perceived by student teachers.

Table 4.6

Means and Standard Deviations of Student Teachers' Perceptions of The Level of the Functional Domains Necessary for a Quality Student Teaching Experience and the Level of the University Supervisor's Involvement (N=90)

	Mean	Std. Dev.
MENTOR DOMAIN		
University Supervisor Involvement	3.26	.79
Student Teacher Regards Necessary	3.45	.66
PROFESSIONAL DOMAIN		
University Supervisor Involvement	3.38	.70
Student Teacher Regards Necessary	3.50	.65
FACILITATOR DOMAIN		
University Supervisor Involvement	3.39	.72
Student Teacher Regards Necessary	3.50	.65

Table 4.7 describes the results of null hypothesis two. A Spearman Rho correlation was used to test null hypothesis two which was "there is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience." Table 4.7 reflects the results of this correlation.

Table 4.7

Results of Testing Ho2: Correlations Between Student Teachers' Perceptions of the Functional Domains Necessary to Enhance the Quality of the Student Teaching Experience and the Involvement of the University Supervisor in Promoting a Quality Experience

Univ. Supv. Involvement in Each Domain	Student Teacher Regards Domain Necessary for a Quality Experience		
	Mentor	Professional	Facilitator
Mentor	.72**	---	---
Professional	---	.67**	---
Facilitator	---	---	.76**

\*\*p < .01

A significant relationship was found between student teachers' perceptions of the functional domains necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality experience. This indicates that student teachers who perceive the functions and activities as defined in Chapter Three and outlined in the Mentor Domain, the Professional Domain, and the Facilitator Domain as being necessary for promoting a successful experience are more likely to value the university supervisor's involvement in their student teaching experience. Therefore, null hypothesis two is rejected.

### Summary

Chapter Four presented a review of the data. Analyses of the two null hypotheses involving the survey questionnaire consisting of 35 Likert-style questions were depicted. The data analysis was reflected in tables as well as in narrative format. The summary of the data included in Chapter Four was derived from the perceptions of student teachers in the following areas: (1) achievement of their effective teaching performance as influenced by the university supervisor based on the INTASC standards; and (2) the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience. Chapter Five includes a summary of the findings, interpretations and conclusions, implications of the study, and recommendations.



## Chapter 5

### SUMMARY, INTERPRETATIONS AND CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### Summary of the Study

This chapter is divided into four sections. The first section presents a summary of the study. The second section discusses interpretations and conclusions drawn from the study. Section three identifies the implications of the study. The fourth section identifies recommendations for further research based on the study.

The purpose of this study was to analyze student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience.

This analytical study was based on the following two questions:

1. Is there a relationship between student teachers' perceptions of their achieved level of effective teaching

performance and the influence of the university supervisor in achieving the INTASC standards?

2. Is there a relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience?

Overall, the design involved the following basic procedures:

1. Approximately 190 elementary and secondary student teachers registered in the Teacher Education Program at a major public university in Indiana were included in the research sample.

2. A survey questionnaire was distributed to all student teachers who were completing their student teaching experience during the 2000 spring semester.

A review of related literature was conducted in the following areas: implications of student teaching supervision; the role of the university supervisor; the university supervisor's relationship with cooperating teachers and the assigned school site; relationship with the student teacher; and validating student teacher's achievement of professional standards.

Literature revealed that the objective of supervising student teachers is to assist, guide, and support them in developing, improving, and refining their teaching ability,

character, and interpersonal skills. While discrepancies are evident among researchers regarding the relevance or degree of impact of the university supervisor's influence, the review of literature supported the fact that the university supervisor's involvement has a tremendous potential of influencing teaching performance and of enhancing the climate of the student teaching experience to be more effective and beneficial for the student teacher.

#### Interpretations and Conclusions of the Study

Two research questions were included in this study and were statistically analyzed as null hypotheses using a Spearman Rho correlation to determine the existence of significance set at an alpha of .05. The data analysis focused on the perceptions of student teachers relative to the university supervisor's involvement in promoting a quality student teaching experience as well as having an influential role on their effective teaching performance.

Null Hypothesis One was: there is no relationship between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC standards. The study concluded that a significant positive relationship existed between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving all ten INTASC standards which were used as a measurement by which to

identify teaching performance. The analysis was significant (.01) at alpha .05; therefore, this null was rejected.

The results in Chapter 4 reflected the highest correlation between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC Standards existed with INTASC Standard No. 1 which dealt with the student teachers' understanding of the central concepts of the discipline(s) they taught and in creating meaningful learning experiences for students. This can be interpreted to mean that the student teachers achieved mastery knowledge in their respective disciplines and were extremely comfortable and apt in providing meaningful learning experiences to the students in their classes.

The lowest correlation between student teachers' perceptions of their achieved level of effective teaching performance and the influence of the university supervisor in achieving the INTASC Standards existed with INTASC Standard No. 4 which dealt with the student teachers' use of a variety of instructional strategies to encourage their students to develop critical thinking and problem-solving skills. This can be interpreted to mean that student teachers lack the experience needed to promote critical thinking skills among the students in their classes and more direct guidance from the university supervisor would be effective.

Based on the significant, positive results of the study in the area of the university supervisor's influence on the INTASC Standards and the student teacher's achieved level of the INTASC Standards, the relationship can be interpreted to mean that student teachers who perceived having achieved an effective level of teaching performance are more likely to have valued and benefited from the university supervisor's positive influence and reinforcement on their teaching efforts.

Null Hypothesis Two was: there is no relationship between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience. The study concluded that there was a significant positive relationship which also existed between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the direct involvement of the university supervisor. The analysis was significant (.01) at alpha .05; therefore, this null was rejected.

The results of study showed that the highest correlation between student teachers' perceptions of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience was reflected in the Facilitator Domain. The Facilitator Domain

dealt with the following areas: providing moral support and encouragement; encouraging open communication and fostering trust so as to provide easy discussion between student teacher and university supervisor; assisting both the cooperating teacher and the student teacher with the phasing-in process; and managing and organizing timelines for accurate completion of requirements and responsibilities. This can be interpreted to mean that student teachers appreciated and depended on the university supervisor's managerial expertise to accurately guide them during their practicum experience.

Based on the significant, positive results of the study in the area of the functions necessary to enhance the quality of the student teaching experience and the involvement of the university supervisor in promoting a quality student teaching experience, the relationship can be interpreted to mean that student teachers who perceived that the university supervisor's direct involvement and presence as essential attained and enjoyed a quality student teaching experience and appreciated the benefits thereof.

#### Implications of the Study

The university supervisor is a catalyst in contributing to the establishment of a productive climate that is conducive for an effective student teaching experience. From review of the findings of the study, it is suggested that the role of the university supervisor's involvement is necessary

to ensure that the teacher trainee be consistently influenced in acquiring and developing effective teaching competence in the classroom as well as within the school community.

The significance of the perceptions of student teachers regarding the necessity of a supportive professional and technical relationship with the university supervisor has been reflected in the analysis of this study. The university supervisor's effective and direct supervision is noted to be an important aspect of the entire teacher training experience. Therefore, the supervisor's role aids in the promotion of a quality student teaching experience.

While cooperating teachers and university supervisors share the goal of preparing students to be effective teachers, the findings of this study indicate that the student teacher-university supervisor relationship has significant potential of positively affecting the teacher trainee's performance. The role of the university supervisor must be recognized as both a beneficial and integral component in the growth and effective teaching development of student teachers.

The university supervisor must be offered continued professional development in the areas of supervisory and interpersonal skills. Also, a thorough understanding of the teacher education program and current performance standards, techniques, strategies, and procedures must be attained as educational trends and conditions change. This will allow

the university supervisor the opportunity to refine his/her expertise in the area of practicum experiences in order to continue to make valuable contributions toward and be recognized as a necessary asset for the development of the effective teaching skills of student teachers.

#### Recommendations for Further Research

Research exploring the relationship between student teachers' perceptions of the university supervisor's role in regards to influencing the development of the effective teaching performance of the teacher trainee and to being involved in promoting a quality student teaching experience is very limited. Further research needs to be conducted to determine if the stated relationships that were reflected in this study would appear in additional studies involving student teachers. Based on this research, this author believes additional research is needed in order to consider the differences that exist due to different models of supervision employed and the various forms of training university supervisors receive.

From reviewing the literature, the analysis of the interpretations and the conclusions of the study, the following recommendations for further research are suggested:

1. This study could be replicated in a controlled environment that takes into consideration the required number of visitations conducted by the university supervisor, the frequency of constructive conferences conducted among the



triad members, and the means of communicating the evaluation of the student teacher's performance and progress in order to determine if there are differences in perceptions among student teachers.

2. Further analysis of this study could be conducted to determine if there is a relationship between student teachers' perceptions of the functions necessary for a quality student teaching experience and the achievement of each specific INTASC standard.

3. This study could be replicated as a qualitative study in which in-depth interviews could be conducted with student teachers to determine student teachers' genuine feelings regarding the beneficial impact of the university supervisor's role as a mentor, a professional, and a facilitator.

4. This study could also be replicated to determine the differences between student teachers' perceptions of the cooperating teacher's influence and involvement and that of the university supervisor's influence and involvement.

5. This study could be replicated to analyze cooperating teachers' perceptions of the university supervisor's role.

6. This study could be replicated with student teachers from several universities to determine differences of perceptions due to the fact that teacher education programs vary tremendously.

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## APPENDIXES



APPENDIX A  
CORRESPONDENCE

INDIANA STATE UNIVERSITY

FORM B-FOR STUDENT USE  
(To Be Attached To Your Proposal)

TO: Associate Dean for Administrative & Instructional Services, School of Education

FROM: Violet Lewis

SUBJ: Approval for the use of human subjects in student research entitled  
An Analysis of Student Teachers' Perceptions of the University Supervisor's Role

DATE: 3/31/2000

The attached proposal has been examined to provide assurances of the protection of the rights of human subjects. It has been determined that the subjects (circle appropriate one) will ~~will not~~ be at risk in this project and that the proposed procedures are considered accepted practice. It has also been determined that this project will satisfy the following criteria: (Please check each criteria.)

- Each subject will be informed, verbally or in writing, of the features of the research that reasonably might be expected to influence the subject's willingness to participate and to explain all other aspects of the research about which the subject inquires. Where scientific considerations dictate withholding of information, provisions will be made to protect the welfare and dignity of the research subject.
- Each subject will be informed that he/she may decline to participate in the study or to discontinue to participate without giving a reason and without penalty.
- Each subject will consent, either verbally or in writing, to participate voluntarily in the study. For persons under 18 years of age, consent will be given by the parent or legal guardian. If subjects are not "at risk," voluntary participation by subjects of all ages is acceptable and written permission of parent or guardian is not required.
- The anonymity of subjects will be carefully preserved throughout the study.
- Where methodological requirements of a study necessitate concealment or deception, provisions will be made to ensure the subject's understanding of the reasons for such and to restore the quality of the relationship with the investigator.
- Where the nature of the study was not disclosed for purposes of scientific or humane values, subjects will be provided full clarification of the nature of the study to remove any misconceptions which may have arisen following the collection of data.
- Provisions will be made to protect each subject from physical and mental discomfort, harm, and danger.

Signed	<u>Violet A. Lewis</u>	Student
	<u>Dale D. Dindley</u>	Advisor
	<u>W. R. King</u>	Committee
	<u>James P. Lytle</u>	Committee
	<u>Edward W. Lytle</u>	Committee
	_____	Committee

Revised 11/85

March 8, 2000

Dr. Noble R. Corey  
Director of Field Experiences  
CIMT Department  
School of Education  
Indiana State University  
Terre Haute, IN 47809

Dear Dr. Corey:

As a Ph.D. candidate in the ELAF Department at Indiana State University, I have decided to research and analyze student teachers' perceptions of the university supervisor's role in regards to influencing the effective teaching performance of the teacher trainee and promoting a quality student teaching experience.

I believe that this research could prove extremely beneficial as the outcome of the analysis may serve as the basis of determining the need to redesign and restructure the supervisor's functions and interrelationships with student teachers in many teacher education programs in an attempt to enhance and improve the student teaching experience.

I am seeking your permission and approval to conduct this research with the secondary student teachers presently completing their clinical training experience during the 2000 spring semester. I would welcome the opportunity to meet with your university supervisors in order to inform and discuss with them the distribution and the administering procedures of the survey instrument.

I assure you that all research data will be anonymous and totally confidential. Your support and assistance are greatly appreciated.

Sincerely yours,

Violet A. Lanis  
Doctoral Student at  
Indiana State University

March 8, 2000

Mrs. Sharron Watkins  
Director of Field Experiences  
Elementary & Early Childhood Education Dept.  
School of Education  
Indiana State University  
Terre Haute, IN 47809

Dear Mrs. Watkins:

As a Ph.D. candidate in the ELAF Department at Indiana State University, I have decided to research and analyze student teachers' perceptions of the university supervisor's role in regards to influencing the effective teaching performance of the teacher trainee and promoting a quality student teaching experience.

I believe that this research could prove extremely beneficial as the outcome of the analysis may serve as the basis of determining the need to redesign and restructure the supervisor's functions and interrelationships with student teachers in many teacher education programs in an attempt to enhance and improve the student teaching experience.

I am seeking your permission and approval to conduct this research with the elementary student teachers presently completing their clinical training experience during the 2000 spring semester. I would welcome the opportunity to meet with your university supervisors in order to inform and discuss with them the distribution and the administering procedures of the survey instrument.

I assure you that all research data will be anonymous and totally confidential. Your support and assistance are greatly appreciated.

Sincerely yours,

Violet A. Lanis  
Doctoral Student at  
Indiana State University

April 4, 2000

Dear University Supervisor:

As a Ph.D. candidate in the Department of Educational Leadership, Administration, and Foundations at Indiana State University, I have decided to research and analyze student teachers' perceptions of the university supervisor's role in regards to influencing the effective teaching performance of the teacher trainee and promoting a quality student teaching experience.

I believe that this research could prove extremely beneficial as the outcome of the analysis may serve as the basis of determining the need to redesign and restructure the supervisor's functions and interrelationships with student trainees in an attempt to enhance and improve the student teaching experience.

I am seeking your cooperation to assist me in distributing and administering the survey questionnaire during the next visit with each of your student teachers prior to the end of their 2000 spring semester teaching assignment.

I would greatly appreciate your assistance as follows: **PLEASE**

- give each student teacher one questionnaire;
- encourage and allow student teachers to take ample time for completion (*approximately 15- 20 minutes*);
- emphasize the importance of this research;
- reaffirm that the survey is voluntary, anonymous, and all responses will be totally confidential;
- reassure that the student teacher's grade will not be affected;
- inform student teachers that there are two (2) responses for each statement;
- remind the student teachers to mail the questionnaire to the researcher in the attached *postage-paid, business reply envelope* **as soon as possible (no later than May 1, 2000).**

Your support and assistance are greatly appreciated. Thank you very much.

Sincerely yours,

Violet A. Lanis  
 Doctoral Student at  
 Indiana State University

Dr. Gregory R. Ulm, Chair  
 Department of Educational Leadership,  
 Administration, and Foundations  
 Indiana State University *and*  
 Doctoral Committee Chair

Dr. Noble R. Corey, Director  
 Field Experiences, CIMT  
 Indiana State University *and*  
 Doctoral Committee Member

April 4, 2000

Dear University Supervisor:

As a Ph.D. candidate in the Department of Educational Leadership, Administration, and Foundations at Indiana State University, I have decided to research and analyze student teachers' perceptions of the university supervisor's role in regards to influencing the effective teaching performance of the teacher trainee and promoting a quality student teaching experience.

I believe that this research could prove extremely beneficial as the outcome of the analysis may serve as the basis of determining the need to redesign and restructure the supervisor's functions and interrelationships with student trainees in an attempt to enhance and improve the student teaching experience.

I am seeking your cooperation to assist me in distributing and administering the survey questionnaire during the next meeting with your group of assigned student teachers prior to the end of their 2000 spring semester teaching assignment.

I would greatly appreciate your assistance as follows: ***PLEASE***

- give each student teacher one questionnaire;
- encourage and allow student teachers to take ample time for completion (*approximately 15- 20 minutes*);
- emphasize the importance of this research;
- reaffirm that the survey is voluntary, anonymous, and all responses will be totally confidential;
- reassure that the student teacher's grade will **not** be affected;
- inform student teachers that there are two (2) responses for each statement;
- remind the student teachers to mail the questionnaire to the researcher in the attached *postage-paid, business reply envelope* **as soon as possible (no later than May 1, 2000).**

Your support and assistance are greatly appreciated. Thank you very much.

Sincerely yours,

Violet A. Lanis  
 Doctoral Student at  
 Indiana State University

Dr. Gregory R. Ulm, Chair  
 Department of Educational Leadership,  
 Administration, and Foundations  
 Indiana State University

Mrs. Sharron Watkins, Director  
 Elementary & Early Childhood  
 Field Experiences  
 Indiana State University

APPENDIX B  
DATA COLLECTION INSTRUMENT

**STUDENT TEACHER SURVEY QUESTIONNAIRE**

The following items deal with your views about the student teaching experience you have completed. Consider each item carefully and circle the number that comes closest to your opinion. Please follow the directions for each section.

*All responses to this survey will remain anonymous and thoroughly confidential.*

*Participation in this study will NOT affect your grade and is voluntary.*

**Directions:** For each item in Section I circle one number on the left side to identify the level of your university supervisor's influence and one number on the right side to identify the level of your achievement with regard to each principle stated.

<p><b>Use the Following Marking Scale for Rating Your University Supervisor's Influence</b></p> <p>4 = VP = Very Positive</p> <p>3 = P = Positive</p> <p>2 = N = Negative</p> <p>1 = VN = Very Negative</p>	<p><b>Use the Following Marking Scale for Rating Your Level of Achievement</b></p> <p>4 = <b>Distinguished (D)</b> = Displays exceptional professionalism in knowledge and practice of the principle.</p> <p>3 = <b>Proficient (P)</b> = Demonstrates competency in the knowledge and practice of the principle.</p> <p>2 = <b>Basic (B)</b> = Displays minimal understanding and knowledge of the principle.</p> <p>1 = <b>Unsatisfactory (U)</b> = Does not display minimal knowledge or ability of the principle.</p>
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**SECTION I**  
**INTASC STANDARDS**

What Kind of Influence Did the University Supervisor Have on Your Achievement?

What was the Level at Which You Achieved the INTASC Standards?

VP    P    N    VN

D    P    B    U

**\*Subject Knowledge/Learning Experiences**

4    3    2    1

1. Displays knowledge and understanding of subject matter.

4    3    2    1

4    3    2    1

2. Creates meaningful and relevant learning experiences.

4    3    2    1



What Kind of Influence Did the University Supervisor Have on Your Achievement?					What was the Level at Which You Achieved the INTASC Standards?			
<u>VP</u>	<u>P</u>	<u>N</u>	<u>VN</u>		<u>D</u>	<u>P</u>	<u>B</u>	<u>U</u>
				<u>•Developmental Learning/Supportive Opportunities</u>				
4	3	2	1	3. Understands the various ranges of individual learner development.	4	3	2	1
4	3	2	1	4. Uses activities and assignments that support learners' needs.	4	3	2	1
				<u>•Learning Approaches/ Diversity</u>				
4	3	2	1	5. Uses a variety of instructional strategies that address learning differences and difficulties.	4	3	2	1
4	3	2	1	6. Respects and recognizes the cultural diversity of all students.	4	3	2	1
				<u>•Instructional Strategies/ Critical Thinking</u>				
4	3	2	1	7. Uses multiple learning strategies that engage students in active learning experiences.	4	3	2	1
4	3	2	1	8. Uses instructional strategies that promote critical thinking and problem solving skills.	4	3	2	1
				<u>•Motivation/ Social Interaction</u>				
4	3	2	1	9. Motivates and encourages individual students.	4	3	2	1
4	3	2	1	10. Encourages interactive discussions and cooperative learning.	4	3	2	1
4	3	2	1	11. Uses a variety of techniques to promote effective classroom management.	4	3	2	1

What Kind of Influence Did  
the University Supervisor  
Have on Your Achievement?

What was the Level at  
Which You Achieved  
the INTASC Standards?

<u>VP</u>	<u>P</u>	<u>N</u>	<u>VN</u>		<u>D</u>	<u>P</u>	<u>B</u>	<u>U</u>
<u>*Communication Techniques</u>								
4	3	2	1	12. Articulation is clear and appropriate to learner understanding.	4	3	2	1
4	3	2	1	13. Uses a variety of effective verbal, non-verbal, and media communication techniques.	4	3	2	1
<u>*Instructional Planning</u>								
4	3	2	1	14. Objectives are relevant with clearly stated outcomes.	4	3	2	1
4	3	2	1	15. Unit and lesson plans are well structured to meet the diverse needs of learners.	4	3	2	1
<u>*Assessment Strategies</u>								
4	3	2	1	16. Uses an appropriate variety of assessment techniques to evaluate student progress.	4	3	2	1
4	3	2	1	17. Assessment instruments are appropriately related to goals and learning outcomes.	4	3	2	1
<u>*Reflection/ Professional Growth</u>								
4	3	2	1	18. Reflects and applies self-evaluation on teaching practices in order to enhance effective teaching performance.	4	3	2	1
4	3	2	1	19. Seeks opportunities and uses resources available in order to grow professionally.	4	3	2	1
<u>*Community/ Rights and Responsibilities</u>								
4	3	2	1	20. Uses community resources to enhance the learning environment.	4	3	2	1
4	3	2	1	21. Understands and implements laws related to students' rights and to teacher's responsibilities.	4	3	2	1

**Directions:** For each item in Section II circle one number on the left side to identify your university supervisor's involvement and one number on the right side to identify how you perceive each function being necessary for a quality experience.

*Use the following marking scale:*

<b>Strongly</b>				<b>Strongly</b>
<b>SA=</b>	<b>Agree</b>	<b>A=Agree</b>	<b>D=Disagree</b>	<b>SD=Disagree</b>
(4)	(3)	(3)	(2)	(1)

**SECTION II**

**FUNCTIONS AND ACTIVITIES**

<u>University Supervisor's Involvement</u>					<u>Necessary for a Quality Experience</u>			
<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>		<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
4	3	2	1	22.	4	3	2	1
				Observe student teacher on a regular basis and provide constructive feedback.				
4	3	2	1	23.	4	3	2	1
				Evaluate and critique student teacher's lesson plans.				
4	3	2	1	24.	4	3	2	1
				Offer productive time management recommendations.				
4	3	2	1	25.	4	3	2	1
				Offer ideas how to improve classroom management skills.				
4	3	2	1	26.	4	3	2	1
				Discuss and review strategies with student teacher in order to improve instructional skills.				
4	3	2	1	27.	4	3	2	1
				Orient student teacher and cooperating teacher about goals and expectations of the student teaching experience.				
4	3	2	1	28.	4	3	2	1
				Hold conferences with both the student teacher and the cooperating teacher to productively discuss progress and achievement.				
4	3	2	1	29.	4	3	2	1
				Act as a liaison who fosters a professional link between the university and the public school community.				
4	3	2	1	30.	4	3	2	1
				Evaluate student teacher's teaching capabilities, performance, and progress.				