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An investigation of the developmental stages of student teachers in the secondary business education classroom

Baker, Clora Mae, Ph.D.

The Ohio State University, 1989

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AN INVESTIGATION
OF THE DEVELOPMENTAL STAGES OF
STUDENT TEACHERS IN THE
SECONDARY BUSINESS EDUCATION CLASSROOM

DISSERTATION

Presented in Partial Fulfillment of the
Requirements for the Degree of Doctor
of Philosophy in the Graduate
School of The Ohio State
University

by
Clora Mae Baker, B.S., M.A.E.

** ** **
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1989

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To My Parents

Bethel and Howard P. Baker
In Memory

Dr. Anthony G. Porreca
1941 - 1988

My adviser, whose foresight and genius helped conceptualize this study.
ACKNOWLEDGMENTS

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CHAPTER I

Introduction

The Problem

This study examined the experience of becoming a teacher as perceived by seven business education student teachers as they were engaged in student teaching. The intent of this research was to provide a practical view of the problems and concerns as described by the primary stakeholders—the student teachers themselves. The study used the constant comparative method of developing grounded theory as a framework for discovering the significant concerns which emerge through multidimensional data. The study proposed to describe the practical ways of thinking and problem-solving used by these student teachers as they progressed through student teaching on their journey to become teachers.

Background of the Study

Student teaching is an integral part of the teacher education process. According to students, educators, and laymen, student teaching is considered to be the most dynamic component in the preparation of teachers (Parkay, 1980). Student teachers approach the experience with
various degrees of confidence, enthusiasm, and preparation as they enter the classroom. Even though these student teachers had spent approximately 16 years of their lives in the classrooms as students, the new role of teacher was confusing, challenging, and extremely complex as they learned during the initial weeks of the student teaching experience (Ricord, 1986). The student teachers' perceptions of "self", "task" and "impact" as described by Fuller (1969, 1975) changed during the period as their participation in teaching increased.

Student teaching is regarded by many educators as the key component in teacher preparation, but the quality of the student teaching experience depends upon many complex factors including sound preparation and prior field and on-campus clinical experiences of the student, the supervising teacher's expertise in school curriculum as well as teaching and in working with novice teachers, the college supervisor's competence in clinical analysis, forward-looking curriculum and organization of the college and the cooperating schools, flexible and accepting climate of the school, and easy communication among all persons involved (Blockhus, 1971). Other considerations which must be included are the clarity of goals established by the triad (student teacher, cooperating teacher, and university supervisor), and the
structured and unstructured events that are a part of daily life in the classroom that the student teacher must handle.

Usually, student teaching is the capstone experience of the undergraduate's teacher education program. Prospective teachers complete their professional education courses and content-specific methods courses prior to student teaching. At various times throughout their four years of work toward student teaching, they have visited field sites for brief periods of time to: (1) observe students at different levels of development (elementary, middle school and high school); (2) have a brief overview of different socioeconomic backgrounds of the schools (inner city, suburban, and rural); and (3) participate in tutorial situations with small groups or with individual students. Each of these situations allowed the prospective teacher insight into the complexities of education.

Applegate's (1987) study in early field experiences looked at the increasing emphasis this component has received in the last 25 years. While student, or practice, teaching under the leadership of a master teacher is the oldest form of teacher education, the need for earlier and more diverse experiences in school settings has led to increasing numbers of teacher
education programs implementing field experiences. Applegate (1987) identified five assumptions regarding field experience:

1. more experience in schools will make for more effective teaching;
2. more experience in the teacher's role will make the transition from student to teacher less painful;
3. more experience in schools will make campus-based theoretical knowledge more meaningful;
4. more experience in schools will "weed out" those individuals who find they do not enjoy teaching as much as they thought they would; and
5. more experience in schools will enable prospective teachers to recognize the social, cultural and political dimensions of the schools in which they will teach.

These assumptions have been used to emphasize the value of field experience prior to student teaching when prospective teachers have the opportunity to build upon their field experiences. One of the discrepancies between research in field experiences and student teaching was the conditions under which the studies took place. The majority of student teaching studies (Buchmann, 1985; Watts, 1987; Zeichner, 1986; Zimpher's review of studies, 1987) have looked at
the cognitive nature through surveys, questionnaires, or other measurable means.

By contrast, studies in pre-student teaching field experiences have depended upon the students' perceptions of those experiences. Applegate (1987) specifically cited studies by Buchanan, 1981; Gibson, 1976; Haddad, 1974; Palmer, 1980; Poole, 1972; Ross, 1980; and Thompson, 1982 as examples of work in early field experiences (p. 81). The different ways of looking at two related, sequential learning activities resulted in several questions that need to be answered by a better understanding of both pre-student teaching field experiences and student teaching. This study focused only on the student teaching experiences as perceived by the student teachers.

Many graduate students begin their dissertations by stating that very little study has been done in their selected areas. In contrast, the area of my study, student teachers, has been studied by many including Andrews (1964); Caruso (1977); Copeland and Atkinson (1978); Fuller and Bown (1975); Glassberg and Sprinthall (1980); Griffin and Edwards (1981); Iannaccone (1963); Lortie (1975); Mead (1930); Stratemeyer and Lindsey (1958); Turner (1975); and Zimpher, DeVoss, and Nott (1980). The research efforts have focused on various
facets of attitude and/or behavioral changes, socialization processes and the influence of the cooperating teacher on the development of teaching strategies by the student teacher. Some studies focused on the role of the university supervisor in the development of the student teacher. Watts (1987) raised several questions about the role of student teaching in the developmental process of becoming a teacher. Caruso (1977) and Lortie (1975) have studied the developmental stages of teachers as they become experienced in the profession. Berliner (1988) recently studied teaching from the perspective of the novice developing into the expert and the accompanying changes at each stage of the process.

Statement of the Problem

The purpose of the study was to look at the developmental process of student teachers as they experienced the transition from student to teacher, became adept at working with others in the classroom and cognizant of the problems related to dealing with teachers, students and administrators. The questions that will be studied include:

1. What are the problems and concerns of student teachers?
2. In what ways do these problems and concerns change during the course (eleven weeks) of student teaching?

3. Are the student teachers cognizant of the changes?

4. Can they account for what brings these changes about?

5. What do the student teachers discuss in terms of "commonplaces" or the core dimensions of the classroom?

6. What stage (or stages) of development does each student teacher exhibit?

These questions evolved from a review of literature dealing with what is known about teacher education with emphasis on one segment—student teaching—of the continuum of becoming a teacher. The study initially developed from an observational study of the seven student teachers described in the following chapters.

Purpose of the Study

Because there is a reported lack of a solid knowledge base regarding the student teaching experience (Griffin, 1983), the underlying purpose was to find out what happens during the student teaching experience as
seen and felt and observed by the major participants with regard to students' socialization into the role of teacher.

Tonne (1977) defined research as "the process of conscious premeditated inquiry for the purpose of making additions to our present stock of knowledge of or discovering new bases of knowledge." It was believed that an in-depth study of student teaching will provide the grounded theories as defined by Glaser and Strauss (1967) for future researchers in teacher education to assist the triad in optimizing the process of learning how to teach that occurs during the student teaching experience.

Justification of the Study

Secondary teacher preparation programs, like the recent literature on secondary schools, tend to focus on one issue at a time and too often never, or rarely, expose preservice teachers to "the big picture" that they will be expected to deal with once they sign their teaching contracts (Huling and Hall, 1982). Tyler (1984) contends that researchers do not have a full understanding of the nature of professional knowledge in education. The practice of every profession evolves informally and professional procedures are not generally derived from
systematic design based on research findings. Professional practice has largely developed through trial and error and intuitive efforts. The professional practice of teaching, as well as that of law, medicine, and theology, is largely a product of the experiences of practitioners, particularly those who are more creative, inventive, and observant than the average.

Because of the sparse amount of knowledge dealing with the high school student teacher and student teaching as well as the researcher's interest in learning what really happens during student teaching, this study focused on the developmental stages of secondary student teachers.

Developmental Theories

The process of learning how to teach is part of the developmental stages of life. Human development is a complex phenomena that has been studied for years. According to Rodgers (1980), "formal developmental theories are sets of interrelated propositions about how development occurs over the life span. No formal theory or set of theories can provide a totally adequate description of development or of how developmental change occurs (p. 11). Thus, theories are less than perfect and subject to change as more research is produced."
To help explain change in terms of developmental stages, several theorists (i.e., Sprinthall and Thies-Sprinthall) utilize cognitive developmental theories for studying change. The cognitive developmental theorists use a set of assumptions, or structures, to serve as a filter for discovering distinctions from simple to complex ideas (Rogers, 1980, p. 14). Cognitive development theorists see development resulting from change when one's ideas are challenged by a more advanced means of thinking. The challenge puts the person in a state of cognitive conflict and in order to resolve the conflict, the person has to journey through a series of stages to accommodate a new way of thinking. Each stage involves more complex ways of thinking, reasoning or making meaning of a situation (Witherell and Erickson, 1978). Sprinthall and Thies-Sprinthall (1980) have asserted that a theoretical framework must be established for educating teachers for continued cognitive development, and that consideration must be given in the training process for the teacher as an adult learner (Burden, 1986).

Developmental theorists who have influenced the way research has been conducted in education include Piaget
(1965), Perry (1970), Harvey, Hunt, and Schroeder (1961), looking at cognitive development. Change, according to cognitive development theory, occurs as a result of stress.

A second group of developmental theorists looked at social cognition for determining how change occurs. According to Kohlberg (1978), stages are defined by the structural dimension of social perspective, multiple aspects of moral reasoning and "moral orientations" (Rodgers, 1980, p. 29). Kohlberg's conceptualizations have been used in educational research because of their detail and specificity (Kohlberg, 1969, Kohlberg and Mayer, 1972).

A third group of developmental theorists looked at development as a sequence of stages in ego development. Loevinger (1966, 1976) identified eight stages: Pre-social; Symbiotic; Impulsive; Self-Protective; Conformist; Conscientious, Individualistic; Autonomous, and Integrated (Rodgers, 1980, p. 22).

While each of these theorists have developed frameworks through which to look at development, each has a pre-determined set of characteristics or categories into which subjects' actions or thoughts fit. They have the notion of prescribing what happens during each stage.
Each of these frameworks has merit and can provide a valuable method of looking at problems in student teaching.

**Fuller's Levels of Concerns**

The initial focus of the study dealt with the concerns verbalized by the student teachers. Fuller's studies of teacher concerns was one framework for studying the development of student teachers. Fuller's work evolved from early concerns in studies of teacher behavior conducted by McGuire and Peck (in Fuller, 1968) to define prospective teachers' needs and perceptions of their preparation and particularly their feelings and experience as teachers (p. 7). During the mid- and late-1960s, Fuller pursued a series of in-depth studies of the "concerns" of teachers (1967, 1970, 1972A, 1972B, 1973, 1974A, 1974B). Based on a series of group counseling sessions and longitudinal in-depth interviews of student teachers, Fuller (1969) proposed a developmental conceptualization of the concerns of teachers (Hall, 1977).

The broader literature on student teachers provide many independent studies concerned with the problems and concerns of teachers, that when combined with Fuller's
clinical assessments provide a basis for identifying the various concerns of preservice teachers. Furthermore, it appeared that concerns occurred in a natural sequence and were not simply a direct consequence of a particular teacher education program (Hall, 1977).

This literature on "teacher concerns" (Fuller, 1969; Fuller and Bown, 1975; and Katz, 1972) indicated several stages in the teacher development process distinguished according to the nature of the concerns that were dominant at a particular time. Fuller and Bown (1975) indicate three levels of teacher development: (1) survival or self-oriented concerns; (2) teaching-situation concerns; and (3) pupil concerns (as cited by Zeichner and Teitelbaum, 1982). These three levels support the notion that student teachers move through stages of concern in varying degrees.

Student teaching is also sometimes referred to as the "rite of passage" in teacher education programs. As Ryan (1982) so aptly pointed out, we have genie lamps and secret potions to help student teachers survive this rite of passage. We also have critics who advise for change.

Before we discard the student teaching program, perhaps we should attempt to study what really happens
during student teaching as seen through the eyes of the major stakeholders in the process—the student teachers themselves.

Griffin's Research in Teacher Education (RITE) Framework

A second conceptual framework utilized in this study was Griffin's clinical teacher education study (RITE). He suggested a comprehensive study more inclusive than studying only the student teaching component. Griffin saw teacher education as an on-going, developmental program with purposeful and articulated goals at pre-service, induction, and in-service levels. Griffin incorporated Fuller's levels of concerns in the Teacher Concerns Checklist, one of multiple inventory scales used in the RITE study (Griffin, 1983).

Griffin and his colleagues used a multi-site, multi-method investigation of student teaching to describe the people, practices, and outcomes of student teaching with attention given to the characteristics of the participants, their interactions, and the nature of the contexts within which student teaching took place (Hoffman and Edwards, 1986).

From those studies, the seven categories Griffin called "commonplaces" emerged. Griffin et al (1983, April) study evolved from Schwab's (1960) study of
commonplaces. Schwab acknowledged four such commonplaces—the subject matter, the learner, the teacher, and the milieu. The student teachers in the Griffin studies were to record those events, activities, ideas, concerns, and thoughts which were dominant for them at any time. Griffin's studies found seven commonplaces: curriculum planning, classroom management, instructional materials, instructional decision making, grouping of students, student evaluations and student assessment.

Novice-to-expert

A third framework was the novice-to-expert studies of skill development conducted by Dreyfus (1986) and supported by Berliner (1988). Areas outside of teacher education utilize a developmental stages continuum. The development of expert nurses (Benner, 1984) utilized five stages: (1) novice; (2) advanced beginner; (3) competent; (4) proficient; and (5) expert. As Berliner implied, teacher education programs have similar levels of development; however, few studies have been conducted in this area to determine if teacher education stages correspond with the stages in the medical and other professional fields. Teacher education can benefit
from looking at other fields to learn how other professions develop expertise.

Yinger's (1989) research in student teaching supports the novice-to-expert concept of Berliner (1988) and Benner (1984). The student teaching process includes a shift from observer in the classroom, what Yinger calls the "outsider framework", to the teaching phase where student teachers become "insiders."

Methodology

The study of student teachers utilized a naturalistic inquiry approach (Guba, 1985) for the collection of data. The student teachers were video-taped as they taught in the high school. They recorded their thoughts, concerns and/or problems in daily journals throughout their student teaching experience. These provided a richness of data from which several additional results were identified. The weekly, on-campus seminars were audio-taped; these provided a conversational dialogue between the student teachers and the university supervisor. These verbal comments provided the researcher with intonations and emphases of particular concerns that were not available through the written documentation. Each of these seminar tapes were transcribed and served
as the basic form of data analyzed. Each student also submitted daily lesson plans as well as follow-up self-evaluations of teaching on a weekly basis. These documents formed the basis for the discourse analysis to learn how student teachers are developing as they participate in student teaching.

**The Setting—Gaining Entry**

One of the best places to study the development of student teachers is in the classroom while they are actively engaged in working with students. The settings for this study were two large high schools near a large central Ohio city.

**Suburban High School.** During the winter quarter, 1986, the business education department chairman at Suburban High School was contacted about having five student teachers come to the school during spring quarter. The site was selected because of the large business department (12 teachers) and the variety of courses in the curriculum.

The faculty in the department was active in many professional organizations, including National Business Education Association (NBEA), Ohio Business Teachers Association (OBTA), and the American Vocational Association (AVA).
The department chairman was enthusiastic about the idea of having five student teachers during one quarter. The site would create, in effect, a "teacher center" to provide the opportunity for: (1) the student teachers to exchange ideas with each other as well as cooperating teachers, (2) the professional development of several business teachers as they observed and learned from the student teachers, and (3) the freedom to move between classes to observe various teaching techniques.

The department chairman presented the proposal for hosting five student teachers to the teachers and the principal. The results of the meeting was an enthusiastic agreement to work with the student teachers. The department chairman asked the area supervisor and the university supervisor to meet with the teachers and explain the proposed program.

During the initial meeting with prospective cooperating teachers, the perceived procedures and expectations were outlined. Throughout the quarter, periodic meetings were held with the teachers to discuss their perceptions of the project.

Mason High School. The second school setting was Mason High School, a large upper-class suburban school on the north side of the city. The school enrollment
approximately 2,000 in grades 9-12. The school curriculum emphasized academic tracks. The business education department was small with only six teachers.

The department chairman was anxious to have student teachers; however, he did not wish to participate in the videotaping of classes or teaching. The teachers in the department were also anxious to have student teachers. These teachers were active in several professional organizations.

The major difference between the two schools was the philosophy toward student teachers' teaching load. At Mason, student teachers were expected to teach a maximum of three class periods; the other four periods were devoted to tutoring, acting as teacher aides, or observing. In contrast, student teachers at Suburban had a full class load teaching seven of the nine class periods.

The university supervisor met with Mason teachers periodically during the quarter to discuss progress of the student teachers. Teachers in both schools were given the same information regarding the student teaching project.
Limitations of the Study

The study had the following limitations:

1. The length of the time for student teaching was eleven weeks; therefore, some of the developmental stages identified by Fuller may not be as evident as with longer student teaching experiences.

2. The number of participants was small; seven student teachers--five at Suburban High School and two at Mason High School.

3. All of the student teachers were female; two were married with no children; one was divorced and had a teenaged son, and four were single.

4. The study was conducted during spring quarter and the secondary students as well as the cooperating teachers were organized into their own class cultural patterns; therefore, the student teachers had to adapt to existing conditions.

Methodology

The data collected from these various sources were analyzed using the constant comparative method of developing theories explained by Glaser and Strauss (1967) and Strauss (1987). The constant comparative method provided multi-layering of data to develop
additional insights into thoughts and concerns of the student teachers.

The primary reason for utilizing these methods was the basic question—what occurs during the student teaching experience. The constant comparative method allowed for the study of the emerging of concerns, situations, and problems that cannot be preordained as in traditional research methods. The basic hypothesis was that student teachers do change as a result of their new environment and relationships with teachers—now their peers—and with students—now their subordinates.

**Researcher Background**

My apprehension with teaching at the high school level reached a turning point when I had a student teacher. While observing her prepare her lessons, teach classes and evaluate student progress, I became painfully aware that this person was not well prepared to assume the responsibilities of teaching even under supervised conditions. The young lady was intelligent, enthusiastic about teaching, had good rapport with the students but still had difficulties. So what was wrong? Was it my supervision of her work? Was it the fault of the university supervisor? Was it her own immaturity in teaching? Was it too much or too little cooperation from
other teachers? Was it the content of the business methods classes—were certain basic elements omitted by those professors? Or was it a combination of factors that caused the problems experienced by this student teacher?

Therefore, when I entered the doctoral program, I decided I wanted my research efforts to follow the guidelines set out by sociologists and anthropologists who view the subtleties that influence the thoughts and actions of people. Through my observational study of student teachers, I have come to a better understanding of the individual ways each of us develop into teachers.

Organization of the Dissertation

The first chapter presented a brief description of the research study, the significance of the problem and the purposes of the study. The conceptual frameworks through which the data was studied were identified. The limitations of the study were enumerated.

Chapter II was divided into two main parts. Part A included a review of literature regarding the development of business education in the public schools, and the development of business teacher education. Part B was a review of research dealing with student teaching in
general, and a review of the cognitive developmental theories of Fuller; Loevinger; Harvey, Hunt and Schroeder; Sprinthall and Thies-Sprinthall and Griffin which served as the lens through which the data analyses procedures were developed.

Because the study looked at the developmental stages of student teachers in business education, I reviewed the business education literature from the perspective of historical development of business education as well as student teaching in business education.

The usual literature review focused solely on the major topic; in this case, student teachers. The business education literature review was described as a distinct area to give the reader an understanding of the development and complexity of business education in relation to education. According to Duke (1984), teaching is what it is largely as a result of public expectations and accumulated pedagogical tradition. Through the years, business education has contributed to the pedagogical traditions for general education.

Chapter III detailed the methodology used in the study including the rationale for using Lincoln and Guba's naturalistic inquiry approach for collecting data; a description of the setting and the participants, the
methods of investigation, and the rationale for using Glaser and Strauss' constant comparative method of data analysis.

Chapter IV was the analysis of data with vignettes of dialogue to enhance the descriptions.

Chapter V included a discussion of the findings and conclusions of the study. It also included recommendations for further research as well as implications for the student teaching program.

The appendices contained copies of the student teaching packet that the researcher prepared for the student teachers to follow during their experience; the university guidelines for student teachers, etc.

Summary

In this chapter, the introduction to the study has been presented. The statement of the problem, its purpose and a justification for the study has been given. The setting was briefly described; more detail will be presented in Chapter III. Finally, the general organization of the dissertation was described.
CHAPTER II
Review of the Literature

Introduction

This study examined the developmental stages of student teachers in secondary business education as they experienced the transition from student to teacher, became adept at working with others in the classroom and cognizant of the problems in dealing with students, teachers, and administrators. In this chapter, the pertinent literature focused on four principal areas: (1) historical development of business education and business teacher education; (2) student teaching literature; (3) novice-to-expert literature; and (4) conceptual frameworks through which data could be analyzed.

The researcher believed in the need to review the historical development of business education and business teacher preparation literature separate from other literature dealing with student teaching to provide insight into the growth and development of a major segment of education that was responsible for the formation of the comprehensive high school. Knepper (1941) stated that "business education is the only field of education that has ever demonstrated sufficient virility to maintain itself wholly unsubsidized."
The historical perspective comprises the first section of this chapter. Along with the historical development of business education, a brief review of the history of student teaching examines the various forms of student teaching that parallel or influenced the preparation of business education teachers.

The second major area of review dealt specifically with literature pertaining to what is known about student teaching in general regardless of subject area and/or grade level.

Student teaching has served as a source of numerous research studies looking at the triad of student teacher, cooperating teacher and university supervisor in an effort to describe interactions, contexts, anticipated outcomes (Griffin, 1981), concerns (Fuller and Bown, 1975), teachers' personal knowledge of teaching (Clandinin, 1987) and others. This broad area was reviewed with two purposes: (1) to acquire additional insights into the existing knowledge base of student teaching beyond the researcher's own experiential knowledge from being in each of the triadic roles, and (2) to provide a theoretical framework of findings generated by studies using qualitative methodologies. The qualitative studies that could relate to this study were conducted in other disciplines, not in business education.
The third major area reviewed studies in the transition from novice to expert. This is a relatively recent theory in studies about teacher education. The literature base in several professions, such as medicine, has recognized the importance of their entering novices' knowledge and how they change as they advance along a continuum to become experts in their fields. The findings in the novice to expert studies could be paralleled with the student teachers' development as they began their journey to become professional teachers.

The fourth, and final, major area reviewed conceptual frameworks through which the data might be studied. In particular, the developmental theories of Fuller, Hall, Kohlberg, Loevinger, Sprinthall and Thies-Sprinthall and Griffin were reviewed. Each of these theorists provides a lens through which student teaching may be studied.

Part A. Historical Development of Business Education

Introduction

Before a study of the current status of student teaching could be done, I found it necessary to look at the historical development of business education and the changing curriculum of those persons preparing to be business teachers, or as Tonne (1977) pointed out, "you
have to understand the environment in which one is writing." While this may seem out of context and not relevant to my study, it was done for two specific reasons: (1) to review the long history of business education, and (2) to share an overview of that history with the reader. After all, I had to establish a starting point and only by looking at one's history can there be sound, logical decisions about where one is going and what route to take to improve the student teaching experience for future business education teachers.

Colonial America

Business education was a part of the American educational system long before the United States was established. The earliest recorded evidence of a form of business education consisted of casting accounts taught by schoolmaster James Norton in Plymouth Colony in 1635 (Wanous, 1957). Schoolmasters during that time had little formal education; if they knew how to read, write, do basic math and were of good character, they were hired. Early teachers had no training in child psychology or pedagogical techniques. Casting accounts developed into a single- and double-entry bookkeeping course taught in private "grammar schools" in Boston and
New York in the early 1700s. The course was recognized for its use in conducting business affairs. Accounting and its ancestors are recognized as the first business education courses.

Most early training for business was conducted via apprenticeship whereby the student worked alongside a master to learn before entering the chosen occupation—teaching. To facilitate learning about, and being able to cope with the changing conditions of society, government, and business, Franklin's Academy was established in Philadelphia in 1749 (Cubberly, 1934). Business subjects included in the curriculum were arithmetic, accounts; French, German, and Spanish for merchants; history of commerce; rise of manufacturing progress and changing seats of trade (Uhl, 1927). The primary aim of the curriculum was to prepare students (especially boys) to enter the business world.

Further growth in business education should be attributed to James A. Bennett, who began teaching bookkeeping in New York City in 1818 (Haynes and Jackson, 1935). Bennett's foresight in teaching bookkeeping as part of the normal curriculum inculcated the idea that the course was of value to every student regardless of profession or aspiration.
Bennett fostered the idea of the modern day "practice set" by teaching his students the principles of journalizing through the use of "facsimile business documents." In 1820, he published the *American System of Practical Bookkeeping Adapted to the Commerce of the United States and Exemplified in One Set of Books, Kept by Double Entry, Designed for Schools* (cited by Wanous, 1957).

Another major area of study, shorthand, was introduced by Thomas Lloyd in the late 1700s. Lloyd used shorthand as a reporter for the first United States Congress and thereby established its importance as a method for recording legislative sessions (Baldwin, as cited by Wanous, 1957, Gregg, 1964).

The first public high school was established in Boston in 1821. The high school concept was developed as a means of bridging the gap from the completion of elementary school and preparing for college. The first commercial course introduced in the high school was bookkeeping and became very successful. In 1827, the Massachusetts legislature passed a law requiring that every city with 500 or more families open a high school and, as part of the curriculum, were to include instruction in bookkeeping (Cubberly, 1934).
The primary reason for including bookkeeping was to make the high school as accessible and useful for the maximum number of people since public taxes were supporting the school.

Businessmen of the period held a favorable attitude toward business training and supported the establishment of mercantile libraries. The first of these to be sponsored by merchants was the Boston Mercantile Library which was begun in 1820. Another indication of the favorable attitude of businessmen toward business training was indicated in the interest which they showed in 1826 in securing legislative enactment for the institution later to be known as the Massachusetts Institute of Technology (Knepper, 1941).

Horace Mann, who is best known as a school man, but who was a statesman and a businessman before he became an educator, was very favorable to practical education. "Can any satisfactory ground be assigned why algebra, a branch which not one man in a thousand ever has occasion to use in the business life, should be studied by more than 2300 pupils, and bookkeeping which every man, even the day laborer, should understand, should be attended to by only a little more than half that number?" referred to the proportion of students taking academic courses versus practical courses in Boston.
The next few years saw the growth of the business schools. R. Montgomery Bartlett was recognized as one of the early leaders in the establishment of the business college in 1834. These schools emphasized clerical training and offered courses in bookkeeping and penmanship, often taught by practicing bookkeepers who recognized the need to train new people (Johnson as cited by Wanous, 1957).

The growth of business colleges continued at an ever increasing rate over the next 25 years. Business educators, such as Dolber and Jones began to organize business courses in a systematized course of study (Haynes and Jackson, 1935). The economy of teaching business subjects in schools as opposed to the apprenticeship method enabled more people to enter the work force. The business college instructors became more cognizant of effective teaching methods and began to write textbooks that were readily adopted by the high schools.

Business education, as a whole, paralleled the development of teacher education. Business education was at least acknowledged as part of the total curriculum when Herbert Spencer, English educator and philosopher, declared the purpose of education "... to prepare us for the complete living is the function which education
has to discharge" (1860). The legitimation of practical education for the office and the shortage of male clerks in federal government due to the Civil War provided for the entrance of women into the work force. The business college education provided opportunities for a student body with great variation in needs and capacities—returning soldiers from the Civil War, rural residents, and adult retraining.

The growth of enrollment in business classes during the early 1860s provided the impetus to add other vocational courses to the curriculum. Thus, business education provided the framework for the comprehensive high school concept. Teachers for these new courses had completed content-area courses, but there were still no business teaching methods courses.

Government legislation in the Morrill Act of 1862 provided for 30,000 acres for each state representative in Congress for the purpose of establishing a college for agricultural mechanical arts and business. The Morrill Act made it possible for many citizens who could not otherwise do so to prepare themselves for practical careers in agriculture and industry while at the same time acquiring the cultural and intellectual attributes associated with a general education (Calhoun and Finch, 1982). Henry Steele Commanger (1948) referred to the
Morrill Act as "the most important piece of legislation on behalf of education ever passed."

The Industrial Revolution brought about many changes in the educational needs of the country as well as technological changes that demanded better trained workers. Christopher Sholes' invention of the typewriter and Frank Baldwin's invention of the calculator paved the way for modern business education. While there was still a chasm between teaching methodology and business education that would not resolve itself, Frank McGurrin developed the "touch typewriting" method which became the accepted way to typewrite by 1900. By 1890, business colleges, still housed more than twice as many students in the commercial course as in the amanuesis course. The shifting population from rural to urban settings required job training and the commercial courses attracted many future employees.

The struggle for recognition by business educators as having a legitimate role in education continued. The Wharton School of Finance and Commerce was founded in 1881 as part of the University of Pennsylvania. According to Wanous (1957), the chief aim of collegiate business training was development of business leaders capable of making decisions based upon familiarity with economics, sociology, psychology, and related fields.
The loosely organized business education associations gained limited recognition by joining the National Education Association in 1892.

Until this time, business education was taught by practitioners in business with little or no pedagogical background. The emphasis was on imparting knowledge of content without considering learning styles of the students.

**Business Teacher Preparation**

The end of the 19th century saw two major sources of trained teachers. First was the normal school which prepared teachers for the elementary classrooms. These teachers were generalists and had some training in how to teach young children but virtually no training in dealing with high school students. The second major source of teachers was business schools. Graduates were well-prepared to handle the subject matter but they were not trained in pedagogy.

According to Lyon (1919), "... an examination of the general subjects required in the four-year commercial course showed that commercial work and academic training had not established intimate relations."
Leaders in the early twentieth century, such as Frederick Nichols (1933) and Paul Lomax (1929, 1935), advocated a systematic approach to business teacher education. They and others advocated using a research-based system for teacher preparation. The program of basing teaching strategies on guesswork or traditions were being questioned. In 1897, H. M. Rowe admonished, "... Teachers must know more than they teach. They should be encouraged toward original investigation, and should be required to keep themselves in close personal touch with the contemporary development of the times in their special lines of work." (Rowe, 1897).

For a short time, it was believed by some, that university schools of commerce might give some assistance in preparing commercial teachers. However, the schools of commerce displayed no desire to become closely associated with business teacher training for the secondary schools. In essence, there were no real programs of commercial teacher training.

Business educators, such as Lomax (1929), said there were three questions that lay at the foundation of effective commercial teaching: (1) What do we teach? (2) Why do we teach what we teach? and (3) How do we teach what we teach? These questions could only be answered through the development of a sound, research-
based teacher preparation sequence. Perhaps Superintendent Randall J. Condon of Cincinnati said it best: "The test of the success of education lies not so much in imparting knowledge on the subject at hand as in the power to enkindle the spirit of the student to apply it to life here and now through the interpretation of the teacher. . . . In the end, everything that is taught must be related to life." (Condon, 1927, p. 6).

Finally, business education was being recognized by administrators for its purpose in the overall development of students. Prior to this time, much of the weakness of the program for business training in the school was directly traceable to the failure of school administrators to adopt a sympathetic attitude toward vocational education (Knepper, 1941). The traditional concept of business education as a technical program was firmly entrenched.

Few studies directly focusing on business teacher education have been done. One of the first was Graham's (1933) work detailing the evolution of business education. According to Graham, the problem of discovering the implications of the evolution of secondary business education for the academic and professional
preparation of teachers of business subjects is so complex that its delimitation to definite phases which may be objectively studied is necessary. The preparation of teachers for successful participation in the present changing program of secondary business education requires a consideration of many factors including pedagogy; current business trends, child psychology, knowledge and competency in various business courses.

The school of business represents the adjustment of the university level of the educational system to the growing demands of the modern business world. Since 1880, the field of higher education has been greatly broadened and now includes among other specialized divisions, business education as a legitimate part of university study.

The first course definitely established for the training of teachers of business subjects was given by Drexel Institute of Philadelphia in 1898. During the next 25 years, only 37 schools started courses for "commercial teachers." In 1928, a questionnaire sent to administrators in 470 institutions revealed that in 66 schools, or 14 percent, courses for the training of teachers of business subjects was offered. In 1929, a search through 685 catalogues of degree-granting institutions revealed that in 138 institutions, or 20.1 percent,
courses in business teacher education were provided. Herrick (1904) wrote one of the first business education books emphasizing the need for businessmen to have a broad education. Burden's (1926) study revealed a lack of policies as to length of courses, content, and standards for business subjects.

Brinson's (1978) comprehensive analysis of business teacher education and NABTE (National Association for Business Teacher Education) guidelines presented several discrepancies in the area. As a result, everyone was reinventing the wheel, so to speak, but there seemed to be little concerted effort to take research in business teacher education in a specific direction. Some of Brinson's findings indicate evidence of a lack of clearcut objectives to which most business teacher education programs adhere. In addition, there was no common curriculum core in graduate business teacher education programs included in this study. Furthermore, Brinson reported most research conducted concerning business teacher education dealt with basic programs and the initial preparation of business teachers (1978).

Brinson's report of lack of concerted effort in business teacher education coincides with Sprinthall and Thies-Sprinthall (1983, p. 77), "... the current state
of the art reveals small clusters of researchers working independently and in relative isolation." This would put us in the 'committee' to which Ryan (1980, p. 73) is so vehemently opposed.

A Gallop Poll in 1940 reported that seven out of ten high school principals in a nationwide study believed "that teachers' colleges spend too much time on methods of teaching and too little time on the subjects what will be taught." Those engaged in business teacher education know that in both undergraduate and graduate preparation, we have great difficulty to provide in the curriculum adequate preparation in business content because of the heavy requirements in professional education. Our leadership in business teacher education will be put to a rigorous test in the re-appraisal of American teacher education. Business teachers need thorough preparation in the areas of liberal education, basic business education, and vocational business education as well as in the area of professional teacher education. If the business teacher education curriculum must be pinched in any one of those four areas, Lomax stated it had better be in the area of professional teacher education (Sapre, 1981, p. 90). To help alleviate this
problem, some business educators, including Adams (1957), Boggs (1956), and Tonne (1932) were advocating five years of college preparation for teachers.

Sapre's research into the development of business teacher education revealed the historical position of both business and business education has been one of liberalizing opportunities for individuals of all stations of life to share the mutual advantages of good living. Business leaders always have tended to play a significant part in the evolution of every great civilization. It was business leaders who stimulated the revival of commerce in the Middle Ages and who through this development "gradually evolved a comprehensive but effective series of international agreements and standards of commercial and industrial behavior which laid the foundations for the restoration of Western civilization after its dismal depression in the Dark Ages.

Tonne, in a December, 1947, speech stated that "Education is not a matter for children; it is a process which must go on through life. Apart from mathematics, metaphysics, logic, astronomy, and similar theoretical subjects, it is clear that comprehension comes only with experience." (Sapre, 1981, p. 283)
Tonne, one of the most prolific writers in business education, often addressed research. He defined research as "the process of conscious premeditated inquiry for the purpose of making additions to our present stock of knowledge or of discovering new bases of knowledge." He found two grave defects of educational research to be: first, it tries to measure precisely the obvious; second, it attempts to measure the immeasurable." (Sapre, 1981, p. 300). Moreover, one of the characteristics of a dynamic and forward looking group such as business education people is the tendency to ignore what has been done (Muse, 1943).

The country's first School of Pedagogy was established at New York University in 1890. New York University was also the site of one of the earliest schools of business, the School of Commerce, begun in 1900. In 1913, the first business teacher education course was offered jointly through the School of Commerce and the School of Pedagogy. Part of the School of Commerce's mission was to train men and women to teach commercial courses in the secondary schools. The collaborative efforts between the schools resulted in business education growing into one of the major divisions of secondary
and higher education. By 1927, the enrollment justified the organization of a separate Department of Business Education (Sapre, 1981).

Lomax, chairman of the department from its founding until 1955, was a strong proponent of research. He said, "true progress can come only when ways and means of finding facts and measuring results are devised." The method of educational research offered the ways and means. Commercial educators faced the necessity of becoming proficient in the use of the research method if they expected to build a program of commercial education that would square with best educational and business theory and practice. The method of educational research was the process of applying to school problems critical reflective thinking in terms of the most reliable data that can be had. Efficient commercial teachers must know the research method and how to make use of it for improved commercial education (Sapre, 1981, p. 47).

Some commercial educators professed that the university schools of commerce might be expected to render some assistance in the commercial teacher training problem. However, the schools of commerce displayed no desire to become closely associated with business education on the secondary level.
While pedagogical training was not always thought essential in the training of commercial teachers, many appeared to consider it so. William C. Stevenson (cited by Knepper, 1941) indicated that a properly qualified teacher must not only have been trained in a school of commerce but must know business as well, and in addition, that he/she should have studied those professional subjects bearing upon teaching and the laws of human thought.

In 1908, Cheesman A. Herrick advocated as training for a commercial teacher, a broad college education, travel, pedagogical training and continuous study. Some of the recommended courses included educational psychology, adolescent psychology, principles of education, general and specific methods of teaching, school organization, school management, and history of education (Knepper, 1941).

In the early 1900s, another early business leader, Frank Carlton, warned United States' education by referring to German educational leadership, "It is not her army of soldiers which other nations need to fear, but her army of scientifically trained directors of industrial enterprises and the highly educated commercial agents." (Knepper, 1941).
Carlton also referred to the work of the French commercial schools showing that these schools were giving instruction of a broader character, very much the same as that of the German schools and concluded that for the United States to compete successfully, "the most essential condition of our future material prosperity is a specific scientific training for the directors of each and every kind of manufacturing and commercial activity" (Knepper, 1941). Carlton's advice about training students in business, as well as preparing business teachers who were qualified to meet the challenges of the future went largely unheard in the world of academe.

In recent years, education for business teachers have undergone dramatic changes. While schools of business administration have responded to environmental demands by changing their mission, programs, curriculum, and delivery systems, business teacher education programs have suffered negative effects. Many schools of business administration have either discontinued their business teacher education programs or transferred them to the college of education. According to Langford et al (1977, p. 200),

"... the three main reasons for this movement apparently were the press by business schools for greater "academic respectability" within the university, the failure of business teacher education faculty to recognize the value of
requiring a broad foundation or "common body of knowledge" in business subjects or students preparing to teach vocational or skills-oriented subjects in high schools, and the press by many schools to achieve accreditation of their business programs in the American Assembly of Collegiate Schools of Business (AACSB)."

Enterline (1947) studied the problems of business teacher education and the lack of a well-defined direction and program for preparing teachers. He attributed a major part of the problem to the lack of a philosophy of business education as well as the lack of a philosophy of education in the United States (1947).

According to Lawrence (1940), educators in general and administrators were sincerely interested in an adequate understanding of the place and function of business education in the whole scheme of education, but they had difficulty in knowing just where to turn and when the business teachers attempted to guide them, they found only a maze of opinion not supported by facts and often influenced by some particular bias. There were many books, and many journals, but nowhere was there a statement of principles and policies to which a representative group of business teachers subscribed. One person saw the field from the point of view of an economic group, a cultural pattern, a geographical area, a
particular subject or vocation, a type of school, or from pure indoctrination. Almost every convention was characterized by several different and conflicting viewpoints. One speaker directly contradicted what the previous person said, and nowhere was there a synthesis of opinion for the individual teacher to formulate a sound philosophy of business education.

Enterline and other business leaders of the period believed training of business teachers should not be in courses which were offered for other than teacher training purposes. The practice of conducting classes for mixed purposes was not considered desirable. It appeared that business teachers should receive their training in institutions which had been set up primarily as teacher training institutions. The advisability of training business teachers in collegiate schools of business was questioned. In those instances, there had to be close coordination between the school of business and the school of education (1947, p. 265).

Furthermore, business teachers should possess the same qualities expected of teachers in any other area. All business teachers who planned to make teaching a profession should strive for advanced degrees. The
nature of business education called for the continuing preparation of teachers. In teaching, only the minimum requirements had been met when one began teaching. Because of constant changes in business, such as the development of multinational corporations and technology in the office, continuous training is more important for business teachers than for teachers in other areas.

Eyster (1944) found that business teachers who planned to teach in small high schools or in rural areas required a different type of training from that offered to those who would teach in large urban systems. They were frequently called upon to teach a wide variety of subjects. Therefore, the business teacher of the small high school was a generalist rather than a specialist and business teacher training programs should be adapted accordingly. On the other hand, the business teacher of the large high school, where departmental work was found, was a specialist rather than a generalist. But for an education to be well-rounded and of the greatest value, it must have both individual and social value. Business education related to a part of the world that can be brought into the school room with the least departure from reality. The methods and processes of the world of
commerce become the methods and processes of the schoolroom (Mendenhall, 1929, April).

Summary

This part of the review of literature presented a brief review of the historical development of business education. This background was included to describe the major ideas regarding the growth of business education and the role it assumed in the general education structure.
Part B. Student Teaching

Introduction

The literature review in the previous section looked at the history of business education and the related studies in business teacher education. Because of the relatively small number of studies that have dealt specifically with the student teaching component in business education, studies of student teaching at the secondary level are reviewed in this section. This will be a broader review of the multiple aspects of student teaching, beginning with a brief history to illustrate the parallels between business education and teacher education moving towards an understanding of the developmental concerns of student teachers. Because of the complex, diverse nature of learning to teach, the studies discussed in this section served as pieces of the mosaic as this study of the developmental stages of student teachers in the secondary business education classroom evolved. Each idea or concept added another thread to the pattern that was being woven.

Business education in this study was limited to the high school. Even though, business education was included as part of the curriculum in various settings--middle
school, college, business schools—the preponderance of business education was, and is, taught at the secondary level.

The history of student teaching

Griffin and his colleagues conducted an extensive study of student teaching as part of the teacher education program in the early 1980s. Before studying current student teaching practices, they looked at the historical development to examine the various forms of student teaching, and those events that influenced the current practice (Griffin, et al, 1981). By knowing where and how the practice evolved, student teaching could be improved.

According to Mead (1930, cited by Hughes, p. 4), teacher education was primarily practice teaching from the earliest recorded European histories. In sixteenth century Germany, teachers formed into guilds similar to other craftsmen (Robbins, 1912, cited by Hughes). The guild system allowed aspiring teachers to become apprentices to master teachers and learn how to teach through observation and supervised practice.

In England, the tutor system, whereby older students would tutor younger children and learn how to teach through practical experience was the principal method of teacher education. From the tutor system, there evolved a
prescribed curriculum and practice that led to the cornerstone of teacher education today (Griffin, 1982, January).

The development of teacher education in the United States came in the form of the normal school during the 19th century. The normal school had three major features: (1) thorough training in the subject matter to be taught; (2) a course of study on the science and art of teaching; and (3) a practice school (Armentrout, 1927, cited by Hughes, p. 5). Throughout the period when the normal schools were the primary source of teachers, the laboratory or model school served as the site for observation of master teachers, practice in teaching and class management, and learning about the teaching profession. Even during the formative stages of developing teacher training programs, some critics questioned the necessity of that component. Three objections to practice teaching were raised: (1) practice teaching was not realistic; (2) the degree to which the practice interfered with the learning of other necessary aspects such as subject matter; and (3) the logistical problems associated with using public schools as practice teaching sites (Hughes, p. 9).

During the late 1800s and early 1900s, the normal schools recognized their role in teacher education. They helped transform teaching into a profession and the
student teaching component was regarded as central to the teacher education process.

**Teachers College Period (1900-1948).** In the early part of the twentieth century, the training of teachers experienced further changes. Three major trends emerged: (1) the transformation of normal schools into teachers colleges and liberal arts universities; (2) the increased professionalism of teacher educators; and (3) the emergence of public school-teaching training institution cooperation. Within these events was continued debate about the nature of student teaching (Hughes, 1982, p. 10).

This period saw the transformation of normal schools into teachers colleges with four-year curriculums. The states also developed and implemented certification processes, a part of which was the successful completion of practice teaching. The development of professionalism in teacher education was enhanced by establishment of professional organizations including the National Association of Supervisors of Student Teaching and the American Association of Teachers Colleges.

The role of the public school in teacher training increased after 1920. The public schools provided training in realistic settings that teacher training institutions recognized as crucial to preparing teachers to meet the needs of a changing society.
Field-based period. The changing society after World War II was reflected in significant changes in the conduct of student teaching. Hughes (1981) cited the Flowers' report of 1948 as one of the major efforts to focus educators' attention on the role of student teaching in the preparation of teachers (p. 13). Flowers redefined the purpose of student teaching to include both professional laboratory experiences as well as the student teaching experience. By expanding the scope of student teaching, prospective teachers were initiated into the other activities of school life.

Summary

This brief history of the development of student teaching as a component of the teacher education process served to underscore the increasing importance placed upon experience under the direction of a master teacher. Learning to teach as an apprentice paralleled learning about business under the direction of a master. Both business and teacher education early on recognized the need for realism if students were to learn their respective professions. Both business and teacher education sought active participation in real sites—business or schools—in which to practice. Both business education and teacher education advocated increased standards—more professional
courses; increased study of liberal arts to provide breadth of subject matter knowledge. And, both business education and teacher education had opponents who questioned the necessity of supervised practice to learn about teaching.

**Student Teaching Literature**

Student teaching is the capstone experience for most prospective teachers. It is usually the final opportunity to practice the theories and teaching strategies learned in their education courses. This section of the literature review will focus on what is known about student teaching at the secondary level.

According to Byrne, Hines and McCleary (1978) (cited by Huling and Hall, 1982), it has been suggested that the high school is among the best known and least understood public institutions in America. There have been several studies by Boyer (1983); Goodlad (1984); Lightfoot (1983); Powell, Farrar and Cohen (1985); and Sizer (1984) which describe the various factions that comprise the high school environment. These studies looked at the students and the teachers and their relationships. Where these studies have looked at teachers in high school, they were full time teachers at various stages of professional ability.
Lortie's (1975) sociological study of schoolteachers in general looked at the ethos of the occupation.

Many studies have focused on student teaching. As noted by Zimpher (1987), previous work has focused on attitudes, behaviors, socialization factors, teacher planning, teacher thinking, and needed courses to improve teacher training. But very few, if any, studies looked at student teaching through the eyes of the major participants—the student teachers themselves—and what they learned from the experience. Haberman (1983, p. 98) reported that those who study student teaching were often unfamiliar with its basic nature and regard student teaching as teaching behavior rather than learning behavior. Furthermore, Haberman stated that researchers make the mistake of viewing student teaching as largely individual behavior driven by knowledge and personality rather than as organizational behavior driven by the press of various conditions, norms, and events in the school setting (1983, p. 98).

Grunkemeyer's (1971) review of literature yielded no comprehensive, theoretical base for teacher education in general. This supported the findings of Tonne (1932). According to Woodring (1962), the theory of teaching should provide a structure upon which the prospective teacher could relate theory to practice. The problem of
relating theory to practice seemed to be one of guiding the interns to realize their responsibility for moving independently from theory to practice (scholarship to method) and from practice to theory in the classroom (Grunkemeyer, p. 16).

According to Ross (1986), the number of deficiencies in teacher education and initiatives for their solution were many. The weakness of recently proposed programs for the reform of teacher education is the lack of fundamental knowledge about what takes place in teacher education. It is impossible to make constructive recommendations for the reform of teacher education without knowing more about what it is actually like. Sarason, Davidson, and Blatt (1962) described teacher education as "an unstudied problem" and called for more "detailed descriptions of how teachers are actually trained." This call for the study of teacher education was echoed in 1975 by Fuller and Bown who said, "...the appropriate question at this stage of our knowledge of teacher education is not 'Are we right?' only 'What is out there?'" (p. 52). Now, fourteen years later, the question remains: "What is out there?"

The student teaching experience

In 1983, Feiman-Nemser surveyed the existing plethora of research on how one learns to be a teacher and concluded: There were studies of teacher socialization and
teacher development. There was research on teacher education and teacher training at both the preservice and in-service levels. There were autobiographies and descriptive accounts by teachers about their teaching experiences over time. From all these sources together, one can begin to construct a general picture of how someone learns to teach. Rarely is this topic addressed directly, however, and what is known is far from adequate... With few exceptions, the existing research tell us very little about the actual conduct of teacher preparation (p. 151).

Conant (1963) described the field experience as the most important element in professional education (cited by McIntyre, 1983). Student teaching was one component of the field experience. The importance of field experiences has resulted in increased opportunities for prospective teachers to go into schools, observe teacher interaction with students, and participate in limited teaching experience prior to student teaching. Henry (1976) and Salzillo and Van Fleet (1977) questioned the significance of the pre-service teaching field experience, especially whether these experiences provide a connecting link between theory and practice. This study was not directed toward looking at that particular aspect; however, it cannot be discounted that the student teachers' experiences with cooperating teachers and university supervisors in
these settings may have had some influence on the way the student teachers approached their student teaching experiences which are the central foci of the study.

The development of student teachers into professionals was the essence of "clinical" field experiences. Hays' observation of a professional was an acquisition of special skills and a period of application of those skills to people in situations demanding the expertise of the professional (Hays, p. 70). The idea of clinical experience involves a mentor/student relationship that included the teaching by the master of techniques, values, and standards that are integral to the profession; hence the idea of the novice-to-expert transition.

**Student Teaching Stages**

Student teaching is a complex developmental process. Much literature about student teaching indicated a stage approach; i.e., the student teacher moves through a series of stages. This notion has been evident in the literature for over 40 years. Whitehead (1949) (cited by Green, in Griffin, 1982) talked about a "rhythm of education." He saw mental development in terms of cycles—freedom, discipline, freedom. He called the first period of freedom the "Stage of Romance", the intermediate period of discipline the "Stage of Precision" and the final period of
freedom the "Stage of Generalization" (p. 27-40). He described teaching as an on-going, cyclical process of being in the world and helping one's students understand and deal with the world and daily situations.

Caruso (1977) concluded that student teachers pass through six phases during student teaching. Phase One (Anxiety/Euphoria) was an uneasy period when students prepared to leave the college campus for the public school classroom. In Phase Two (Confusion/Clarity), students began to form cohesive notions about teaching although these perceptions of the classroom and of themselves as teachers remained narrow. Phase Three (Competence/Inadequacy) involved a fragile equilibrium between students' feelings of competence and inadequacy in working with students. Both the cooperating teacher and the university supervisor played vital roles during this phase in building students' confidence. In Phase Four (Criticism/Awareness), students devoted greater thought to children and professional issues. Concerns about survival in teaching faded in Phase Five (More confidence/Greater Inadequacy); although troubled by an inability to meet high personal standards, students sought greater responsibility and independence. In the final phase (Loss/Relief), students expressed both regret upon leaving their pupils and relief at having made it (McIntyre, 1983). As the
phenomena of student teaching developed, several researchers began looking at specified factors in the process of becoming a teacher (Johnson, 1974).

To help student teachers progress through their field experiences, the roles of the cooperating teacher and the university supervisor were studied. Ryan (1982) referred to the education of teachers as being of high purpose, little substance and even less intensity (p. 57). Furthermore, he stated that there was no more important work which received less critical attention and demanded so little of the participants. The role of the cooperating teacher as the principal evaluator of the student teacher was regarded as more important than that of the university supervisor. The cooperating teacher gradually introduced the student teacher into the teaching situation, sequencing the task in increasing levels of difficulty or complexity, until the student teacher was ready to take over full responsibility for instruction (p. 60).

Griffin's comprehensive RITE study looked at the participants in student teaching. When trying to identify the role of the cooperating teacher, Griffin and colleagues defined the major problem in selecting cooperating teachers as the lack of clear guidelines for what the cooperating teacher is to do. Griffin summed up the expectations for the cooperating teacher as:
Given the historical use of the apprenticeship method of preparation of teachers, it is surprising to find so little consensus regarding what the leader of that apprenticeship should do to make it worthwhile to and for the neophyte...[With regard to the various roles], there was some attention given to the cooperating teacher as a technician who can demonstrate, explain, and evaluate pedagogical activities. The cooperating teacher as a role model (in terms of practice) was advocated. The cooperating teacher as a sort of "mirror" in which student could reflect his or her practices and beliefs to determine degree of success...the cooperating teacher as a mediator who contributes to the synthesis of theory and practice...and, as one who provides opportunities for student teachers to begin the complicated journey of reflection and "making one's mark" (pp. 112-113).

Pogue (1966) described several student teaching programs and their attempts to maintain the status of formal education in the United States. One of his major concerns was how to supervise student teachers to help them improve their teaching. The supervisor's role had developed into two contrasting theories by the late 1960s.

One supervisory theory would hold that teaching was subject to scientific analysis. Early attempts to apply this theory led to the development of innumerable checklists and rating scales to indicate the presence or absence of some element that was thought essential to good teaching. For the most part, these elements were normative and produced instruments of very low reliability and validity. Attempts have been made to develop new concepts that were descriptive of what teachers actually do in the classroom. Flanders' techniques of interaction analysis
was perhaps the most widely known and simplest to use. Johnson's 1968 survey (cited by Pogue) revealed that Flanders was used "a good deal" or "extensively" in only 10 percent of student teaching programs. The potential of scientific analyses of teaching appeared to be largely unrealized in student teaching programs.

In contrast to the scientific-analysis study of teaching was the approach that emphasized the uniqueness of teaching situations. It placed major emphasis upon the emotional aspects of teaching. Given a teacher with strong commitments to the potentialities of the learner, to the use of intelligence in solving problems, to the need of children for emotional support, to the importance of what is being taught, to the conviction that teaching is the most important profession in our society, the teacher will find many more ways to achieve the goals than could possibly be taught in the study of the science of teaching (Pogue, pp. 27-28).
Personal Constructs Theory

Upon planning the research strategies for this study, an assumption was made that knowledge about the development of student teachers could be gained by: (1) observing them in the classroom as they interacted with students and their cooperating teachers, (2) discussing various activities and events in a non-threatening off-site (campus) location, and (3) by reviewing their daily journals on a weekly basis. Each of these would serve as a piece of the puzzle as the student teachers develop into their own "teaching selves" (Ricord, 1986). Perhaps Blumberg's (as cited by Sergiovanni, 1987) reference to a "mindscape"--the implicit mental images and frameworks through which an individual envisions the reality of schooling and one's place within these realities. One's mindscape guides one's practice in the classroom. The mindscape of this study focused on the student teacher's perceptions of teachers.

Part of making sense out of the various perceptions of the world involves developing personal constructs. Kelly (1963) described a construct as a way of construing the world as perceived by the individual. Furthermore, he defined "constructs as enabling man to chart a course of behavior, explicitly formulated or implicitly acted out, verbally expressed or utterly inarticulate, consistent
with other courses of behavior or inconsistent with them, intellectually reasoned or vegetatively sensed." (p. 9). Kelly emphasized the development of personal constructs as interactive between person and environment, were examined by the person and if the person felt comfortable or agreed with the results, adopted the construct as a personal construct.

Personal construct theories evolved from the scientific approach of Kelly (1963, 1955), are hierarchical in nature and are bounded by the individual's perceptions. He emphasized a significant concept of the personal construct theories that no two people would play precisely the same role in the same event (1963, p. 55) and, therefore, no two people could share exactly the same construct theory. As people experience events, their construct theories, or perceptions as this researcher prefers to refer to them, are tested and sometimes changed to meet the individual's new reality. This philosophical theory has implications for the experience of student teaching and learning to teach. As student teachers encounter various tasks, their perceptions change. Hence, their personal constructs of teaching change. These constructs can be identified by observing the student teacher in action. It is because of the particular set of understandings, values, and
experiences that cause a student teacher to act in a particular way (Oberg, 1986).

Teacher Thinking

Along with understanding how teachers develop personal constructs, several studies of teacher thinking have appeared. Olson (1979) argued that, "...we need to attend to problems as perceived by teachers and we need to learn to use their language..." (p. 8). Teacher thinking is a relatively recent area of study, notes Clandinin (1987) who compared terms used in studies reviewed by Clark and Peterson (1986) - "teachers' conceptions," "teachers' perspectives", "teachers' understandings", "teacher constructs", "teachers' principles of practice", "teachers beliefs principles", and "teachers' practical knowledge," -- and suggested that various researchers were studying the same concept using different terms.

Teachers, supervisors, and students bring to the classroom beliefs, assumptions, values, opinions, preferences and predispositions that have to be dealt with on a regular basis. Since uncertainty and complexity are normal aspects in the process of schooling, informed intuition becomes necessary to fill in the gaps of what can be specified as known and what cannot (Sergiovanni, 1987, p. xiii). As noted in the historical development of
business education, teachers have had to develop their own professional knowledge based on realities they perceived in the classroom rather than a research-based scientific knowledge. This came about as a result of having to face changing, ill-defined problems (Wyllie, 1973, p. 240).

What is difficult for the prospective teacher to realize is that not all situations, problems, and exigencies can be covered in the educational theory and practice courses, and that there is not a "common book of answers" to meet all contingencies in educational practice. Human behavior, though somewhat predictable, is quite complex; what works for one teacher in one particular environment and time setting may not work for another teacher or even the same teacher under different conditions (Wyllie, 1973).

**Practical knowledge/Tacit knowledge**

As student teachers learn about teaching in the high school classrooms, they begin thinking more about the context of teaching. Sternberg and Wagner (1986) refer to the thinking that is embedded in purposive activities of daily life and functions to achieve the goals of activities as practical thinking (p. 15). How one learns about a task is frequently through experience (Cornett, 1987; Pape, 1988).
Knowledge can be identified as academic or practical. Since many activities in the teacher's typical day require tacit knowledge, teachers develop a series of personal practical ways of knowing that are rarely learned in formal courses but serve as the foundation for many actions (Clandinin, 1987). Sternberg and Wagner (1986) categorized tacit knowledge into three categories: managing self (knowledge about self motivation and self organization), managing tasks (knowledge about how to do specific work-related tasks well), and managing others (knowledge about managing students and interactions with other teachers) (p. 64).

Novice to Expert Literature

Studies in tacit knowledge used in relation to academic intelligence provide cognitive psychologists insights into the ways experts differ from novices. Studies by Benner (1984); Berliner (1986); Carter, Cushing, Sabers, Stien and Berliner (1988); Carter, Sabers, Cushing, Pennigar, and Berliner (1987); Kennedy (1987) and Shulman (1987) have focused on the development from novice to expert. Each study looked at how persons at different developmental levels dealt with solving problems. In each, the consistent findings have been that experts differ from novices primarily in the amount and organization of their
knowledge about the task, rather than in underlying cognitive abilities (Sternberg and Wagner, p. 54).

This section reviewed the literature dealing with the ways student teachers and expert teachers process information, teacher thinking about the classroom, and novice-to-expert studies in the professions.

While student teaching is regarded as the capstone of the teacher education program, it is the initial practical step in learning how to teach. The education courses have imparted the theoretical knowledge or "knowing that" but it is through the daily activities of student teaching that student teachers begin to develop practical knowledge or "knowing how" to teach. Student teachers experience many changes during this time as they begin to make the transition from student to novice teacher on their way to becoming expert teachers.

The novice-expert paradigm has been recognized in literature of the professions (such as medicine) during the last several years. It is only recently that research dealing with education have begun to address the novice-expert paradigm and the ways novices differ from experts. What sets the expert apart from others in a particular field? How do novices become expert? Are there cross-discipline similarities that teacher educators can
incorporate into teacher education programs to encourage the notion of expert?

During the past 25 years several researchers have studied the nature of expertise and how it is manifested (Becker et al, 1961; Benner, 1984; deGroot, 1965; Chase and Simon, 1973). The most prevalent studies have been comparisons of experts and novices. These studies found experts to be more adept at remembering facts, features, and patterns than novices (Carter, et al, 1987). Because of their ability to encode information regarding positions on a chess board, Chase and Simon (1973) found that superior memory performance of master chess players was for meaningful information only (Carter, 1987, p. 147). The expert has to have both knowledge and experience to achieve the levels of performance found in studies of expertise.

Benner (1984) found the approach to handling situations differed dramatically between novice and expert nurses. The novice followed step-by-step instructions without looking at the broader situation. The expert, on the other hand, integrated prior knowledge and made decisions based on the current situation even if those decisions were not step-by-step procedures.

The stage theory of developing expertise led Benner (1984) to identify five levels of competency (based on the
Dreyfus and Dreyfus model of skill acquisition): novice, advanced beginner, competent, proficient, and expert. While role relationships and socialization have been studied, knowledge accrued over time to help the novice become expert have remained unstudied. Benner (1984) asserts because of the lack of systematic observation of what is learned from practical experience. Part of the problem has been a lack of understanding of the differences between practical and theoretical knowledge (Clandinin, 1987; Cornett, 1987). Kuhn (1962, 1979) and Polanyi (1958) both observed that theoretical knowledge, "knowing that", and practical knowledge, "knowing how", are different kinds of knowledge. As a person becomes expert with time and experience, perceptual changes are gradual and often the experts are unaware of how they gained the knowledge to allow them to make high level decisions.

The expert intuitively makes decisions with a brief glimpse of a situation. Calderhead and Miller's (1986) study of different cognitions between beginning and experienced teachers reinforced the earlier findings that student teachers often have limited understanding of classroom processes and lack the conceptual structures necessary to make sense of classroom life.

In an earlier study, Calderhead (1983) observed student teachers noting features as teacher's tone of
voice and rapport between students and teachers as significant. Student teachers rarely identified the nature of tasks or appropriateness of tasks as important due to their limited experience. Leinhardt (1983) referred to the experienced teachers' ability to diagnosis and/or remediate class routines/tasks as "the agenda" for a lesson. The lack of insightful knowledge about teaching led to the difficulties experienced by beginning teachers (Veenman, 1984; Calderhead, 1983).

The novices' approach to teaching, especially lesson planning and presentation, followed the cooperating teacher's examples for purposes of favorable assessment. The student teacher's verbal descriptions of their teaching indicated the development of professional thinking about their role as they attempted to develop their own personal model for the classroom. While inexperienced in episodic knowledge at first, the student teacher through critical reflective thinking attempted to make sense of the teaching role (Cruickshank, 1986, 1987).
Teacher Education and Business Education

Teacher education has a particularly strong history of efforts to define teaching expertise on the basis of the technical tasks of teaching (Kennedy, 1987). Research in other professions also indicates that technical skills can be taught (Dinham and Stritter, 1986). In their review of research on teaching skills, Joyce and Showers (1980) identified four levels of impact that training programs may have--awareness of the importance of an area, knowledge about it, acquisition of skills, and finally application of skills in the context of practice (Kennedy, 1987, p. 135).

The technical skills definition of expertise has been criticized for its assumptions about how technical skills contribute to professional practice. Technical skills orientation overlooks the decisions professionals make about whether or when to employ a particular skill. In a study of open education programs, Bussis, Chittenden, and Amarel (1976) found that teachers who knew techniques but not rationale were unable to improvise. They could emulate their cooperating teachers and could introduce practices into the classroom that their advisors recommended, but when the teacher left the room these teachers did not know how to carry on by themselves. Those who had learned both rationale and technique were able to move
back and forth between classroom activities and organizing priorities using a specific encounter to illustrate a broader concern and relating broader priorities back to specific concerns. The various stages of development displayed by student teachers could indicate that there was a lack of a "match" between what the student teaching program stated as goals and what may actually be occurring.

In the late 1950s, business education went through a soul-searching exercise similar to what teacher education is going through now. It became apparent that business education could not provide the myriad of skills necessary for the variety of positions business graduates would assume. Consequently, business schools had two choices: they could provide graduates with the knowledge and skills needed for one or two positions, in the hope that other business schools would concentrate on other positions or they could provide the broader principles on which practice was based—economics, marketing, or organizational behavior—and assume graduates would learn their job-specific skills on the job. In 1959, two major studies of business education (Gordon & Howell, 1959; Pierson, 1959) both argued for broader training and a movement away from specifics.

Business education as well as teacher education has followed a tradition of prescribing what the experts felt
was necessary for the novice to know to be successful. The recommendation from business that entering members of the profession would be more successful if they had a broader theoretical base from which to apply basic skills and make better decisions. In teacher education, as well, the novice to expert literature indicates that student teachers enter the profession with a set of preconceived ideas, go through the education program following predetermined curricula and perhaps do not have the opportunity to have their questions addressed. Feiman-Nemser and Buchman (1986) found that novice teachers could enter teaching without having their preconceptions challenged or altered and were impeded from learning how to learn to be effective teachers.

Summary

This section looked at the ways in which a perception of reality is developed through experience. Knowledge, whether it be theoretic, as student teachers learned in their on-campus classes, or tacit has been studied as an integral factor in a student’s growth in teacher education.
Conceptual Frameworks

In the earlier review of literature, the studies of the various facets of student teaching failed to view the process of becoming a teacher as developmental. Various psychologists have looked at teacher education as adult development and, as such, proceeded through a series of stages of increasing complexity.

Since the naturalistic nature of this study provided various approaches for looking at data and studying what was actually occurring during student teaching, I reviewed several theoretical frameworks to serve as lens for studying the development of student teachers. The theories of Fuller, Hall, Kohlberg, Loevinger, Sprinthall and Thies-Sprinthall and Griffin were selected to consider because of their structural progress in human development, interrelated concepts, and most importantly, applicability to education.

Although there is disagreement about what is involved in development and the way it occurs, there are a few general assumptions that almost all theorists would support: (1) People develop at different rates; (2) development is relatively orderly; and (3) development takes place gradually.
Fuller's Levels of Concerns

Frances Fuller's work in the late 1960s and early 1970s revealed a series of studies of teacher concerns that initially consisted of three specific phases: a pre-teaching phase, an early teaching phase, and a late teaching phase. The pre-teaching phase dealt with the individual's concerns with self. The early teaching phase dealt with concerns about materials and how to teach. The late teaching phase moved the student teacher's concerns to the achievement of the student. Fuller's work grew out of her interest in discovering what teachers were concerned about and whether these concerns could be conceptualized in some useful way across disciplines and grade levels. Earlier studies had focused on pre-determined checklists rather than Fuller's open-ended statements (Fuller, 1969).

The underlying premise of Fuller's research was that too little was known about what actually goes on during teacher preparation (Fuller, 1975). The task of exploring the teacher's life space was impeded by lack of standard terminology, defective instrumentation, and limited conceptualization. The life space of the teacher is probably a multi-dimensional space, but few points in it have been located, labeled, and related (Fuller, 1967, 1972, 1974a, 1974b).
Fuller's work was proposed as a framework from which to understand teacher education from the perspective of preservice students. She advocated the structuring of teacher education experiences in concert with the students' readiness to learn. This view was in conflict with existing teacher education programs. Additional information indicated that the original three phases were too broad and Fuller and her colleagues revised the Levels of Concerns to seven levels.

Table 1. Fuller's Expanded Levels of Concerns

Code 0 - non-teaching concern

1 - Where do I stand? (concerns with orientation to teaching)

2 - How adequate am I?

3 - How do pupils feel about me? (concerns about personal, social, emotional relations w/pupils)

4 - Are pupils learning what I am teaching?

5 - Are pupils learning what they need?

6 - How can I improve myself as a teacher?
Fuller thought teacher education programs did not address needs as they arose during the student teaching program. Students do not learn if they see no reason for it. Fuller's Concerns Model suggest that personalized teacher education occurs when teacher education experiences are designed in terms of context and process to address the concerns that students have at the time when they have them (1972).

Typically, teacher education programs have been designed from the point of view of teacher educators and their judgments about the knowledge and skills that the preservice teachers should acquire. Also components of these programs tend to be sequenced in ways that mirrored cognitive analyses of knowledge and skills bases. In general, they have not taken into account characteristics of the preservice teacher as learner--of which the student teachers themselves are aware. This is where the work of Fuller is key.

Hall's Stages of Concern

Out of Fuller's work, Hall and his colleagues capitalized on the expanded Levels of Concerns. Fuller's studies indicated a steady progression of concerns as individuals went through their student teaching programs. Student
teachers moved through a series of stages referred to as arousal and resolution of concerns.

The key, as Hall saw it, to improving the student teaching program was understanding the dynamics resulting from this arousal and resolution struggle. As one concern was resolved, another more advanced concern arose on the continuum. Therefore, the student teacher was faced with a series of peaks and valleys based upon multiple perspectives. Hall and his colleagues found that the concerns sequence was not a lock step approach that could be stereotyped. The whole idea of the learning staircase with the arousal and resolution of concerns with a gradual movement to more mature concerns openly acknowledged that movement, non-movement and downward movement was possible (Hall, 1985).

**Kohlberg's Theory of Moral Development**

Kohlberg's theory was an extension of Piaget's work in moral development. Kohlberg developed a series of hypothetical moral dilemmas and interviewed individuals to determine their stage of moral development. Moral development was categorized into three levels: (1) preconventional where judgment was based on the individual's own needs and perceptions; (2) conventional, where the expectations of society and law were considered; and (3) postconventional
where judgments were based on abstract, more personal principles that are not necessarily defined by society's laws. Each level was subdivided into two stages.

The development of moral reasoning was related to both cognitive and emotional development. While each form of development has identified stages, Kohlberg's stages of moral development do not seem to be as clearly differentiated as other theorists (Woolfolk, 1987, p. 111) and not as applicable to the student teaching study.

Loevinger's Theory of Ego Development

Loevinger's (1976, 1970) theory described qualitative changes in the development of self. Her model of ego development was based on qualitative changes of internal structures across four domains of the human personality. Loevinger viewed the ego as the central frame of reference and the basic master trait to human development. These changes were represented by seven stages and three transitional levels.

These characteristics occur at "qualitatively different turning points" (Loevinger, 1976, p. 55). Her theory was a structural theory of development and she differentiated it from the cognitive developmental theories. She viewed cognitive developmental theories as functional structures where consciousness and autonomy
became the central hallmarks of development (Witherell, 1978, p. 46).

**Sprinthall and Thies-Sprinthall's Cognitive Development**

The perspective of viewing teacher education from a broader base was advocated by Sprinthall and Thies-Sprinthall. Their work was based on Dewey as well as the developmental domains of their contemporaries. The cognitive developmental approach utilized a dual focus on highly specific behavioral teaching skills on one hand and general human development on the other (Sprinthall and Thies-Sprinthall, 1983, in Howey and Gardner).

**Summary**

This chapter contained a review of literature related to the study. The review was divided into four sections: (1) historical development of business education and business teacher education; (2) student teaching literature; (3) novice-to-expert literature, and (4) conceptual frameworks through which data could be analyzed.

The historical development of business teacher education and teacher education in general were parallel. Business teacher education has been traditionally concerned with learning the technical aspects of the profession. Teacher education has been developed by prescription.
rather than giving the student's current concerns about teaching as they are learning primary attention. Therefore, both areas have shortcomings in their approach to preparing entering professionals.

The novice-to-expert literature identified stages through which a person travels as one learns about a chosen profession. This literature suggested the need for a broader conceptualization in order to learn about this progression.

Each of the conceptual frameworks provide a lens for looking at some aspect of teacher development. For this study, Fuller's stages of concerns served as the primary lens for identifying the concerns of the business education student teachers as they perceive them.

Griffin's RITE study provided the initial categorial areas which related to the problems identified by the student teachers.
CHAPTER III
Methodology

Introduction

This chapter describes the design of the study and presents a rationale for using the naturalistic inquiry approach to the study. The terminology, the site, the participants, the instruments, and the types of data collected are described. In addition, the constant comparative method of data analysis will be discussed.

The purpose of the study was to examine the developmental process of student teachers as they experienced the transition from student to teacher, became adept at working with others in the classroom and cognizant of the problems in dealing with students, teachers, and administrators. Questions that were studied included:

1. What were the problems and concerns of student teachers?
2. In what ways did these problems and concerns change during the course (eleven weeks) of student teaching?
3. Were the student teachers cognizant of those changes?
4. Could they account for what brought those changes about?
5. What did the student teachers discuss in terms of "commonplaces" or the core dimension of the classroom?

6. What stage (or stages) of development did each student teacher exhibit?

Traditional Rationale

Before proceeding further into a discussion of the selection of a methodology, I would like to explain briefly the traditional research approach in business education. Research in business education has utilized a positivistic, quantified approach. Research studies have a priori hypotheses, utilize one of the four research categories: experimental (the most common form for determining skill development in subjects such as keyboarding and shorthand), ex post facto, descriptive (surveys being very common in determining attitudes in business), and historical. Research findings were usually reported in statistical format with narrative explanation.

While each of these research methods are well established in business education, I felt that my research agenda would not allow me to grasp the rich data available in student teaching if I followed one of the above methods and reported data in a reductionist, quantified format. In my research studies, I have developed the attitude that
these research forms should complement each other.
Business education can benefit from research that analyzes
the multiple perspectives within the field.

Table 2 lists the 49 studies that specifically
dealt with business teacher education that were reviewed
for this study. A major number of studies used survey
procedures.

Rationale

The rationale for selecting a particular methodology
is linked to the nature of the subject being investigated
and the goals of the inquiry (Ross, 1986, p. 85). This
study focused on the complex processes of student teachers
learning how to teach and the accompanying problems and
concerns that affected the progress of the student teachers
as they moved along the continuum.

As discussed in Chapter II, teaching is an extremely
complex activity. Student teaching, while being the topic
of many studies, has not been studied through the eyes of
the major participants—the student teachers themselves.
The study of the changes occurring in the student teachers'
attitudes, thoughts and feelings during their initial
teaching experience utilized a naturalistic
inquiry approach for collecting data. The underlying
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assumption was that student teachers do change as a result of their new environment and relationships with teachers—now their peers—and with students—now their subordinates. How student teachers adjust to and make sense of this experience is central to the study.

Because this study dealt with the changes in cognitive development and the resultant complexities of that process as the preservice teachers learn to teach, this researcher believed the methodology would have to incorporate the ideas, thoughts, feelings and actions of the student teachers themselves as the principal source of data for the study. According to Crowson (1987), "the philosophic cornerstone of qualitative methodology is its effort to describe and render understandable the world of subjective experiences rather than to discover the "truths" of generalizable cause-effect relationships" (p. 6).

Fuller (1969, 1975); Hoffman (1984); Hoffman and Edwards (1986); Tisher (1978, 1979) and others have compared the development of teachers to a continuum along which each person moves. Fuller (1969) and Fuller and Bown (1975) conceptualized the stages through which student teachers move as a series of steps:
As student teachers encounter new problems or concerns about teaching, they become aroused and experience cognitive dissonance until they learn how to cope with the problem or concern and thus resolve the problem. That learning becomes part of their repertoire of solutions for future use.

Because learning how to teach is a dynamic, complex, time-consuming human activity, and it involves everyone within the realm of the student teacher's environment—the cooperating teacher, the university supervisor, the students in and out of the classroom as well as peers, family, and friends—the student teachers serve as the primary source of data in attempting to make sense of what really happens during the student teaching experience.
Naturalistic inquiry

In *The Structure of Scientific Revolutions* (1970), Kuhn described a paradigm as a loose collection of logically held-together assumptions, concepts, or propositions that orient thinking and research. In this study, the naturalistic paradigm was used.

Lincoln and Guba (1985) described fourteen characteristics of operational naturalistic inquiry. They justified these characteristics in two ways: (1) by their logical dependence of the axioms that undergird the paradigm, and (2) by their coherence and interdependence (p. 39). Those fourteen characteristics of naturalistic inquiry were:

1. natural setting
2. humans as primary data-gathering instruments
3. utilization of tacit knowledge
4. qualitative methods
5. purposive sampling
6. inductive data analysis
7. grounded theory
8. emergent design
9. negotiated outcomes
10. case study reporting mode
11. idiographic interpretations of data
12. tentative application of findings
13. focused determined boundaries
14. special criteria for trustworthiness

Figure 2 presents an illustrative diagram of the flow of naturalistic inquiry utilizing these fourteen characteristics.

The overall purpose of using the qualitative approach and, therefore, incorporating each of the characteristics, was to try to understand, or as Becker et al (1961)
Carried out within problem, evaluand, or policy option determined boundaries.

All tested for:
- Credibility
- Transferability
- Dependability
- Confirmability

All tested for:
- Credibility
- Transferability
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- Confirmability

A diagram showing the flow of naturalistic inquiry, involving negotiated outcomes leading to a case report which is both idiomatically interpreted and tentatively applied. The diagram includes stages such as purposeful sampling, emergent design, and iterated until redundancy.

Figure 2. The flow of naturalistic inquiry.
indicated, "discovering phenomena whose existence we were unaware of at the beginning of the research." (p. 18). Certain data collection means are more congenial than others and humans tend toward the use of qualitative methods that "extend" human senses: seeing, hearing, and tacit "sixth-sensing" that lead the researcher to observation, interviews, and documentary analysis (Lincoln and Guba, 1985).

The phenomenological perspective was concerned with understanding the subjects from their own points of view. Researchers who utilize a phenomenological position:

...attempt to understand the meaning of events and interactions to ordinary people in particular situations...what phenomenologists emphasize is the subjective aspects of people's behavior. They attempt to gain entry into the conceptual world of their subjects in order to understand how and what meaning they construct around events in their daily lives. Phenomenologists believe that for human beings multiple ways of interpreting experiences are available to each of us through interacting with others and that it is the meaning of our experiences that constitute reality. Reality, consequently, is 'socially constructed'. (Bogdan and Biklen, 1982, p. 32).

Guba and Lincoln (1981) refer to the naturalistic paradigm as phenomenological, anthropological, or ethnographic (as cited in Ross, 1986, p. 86). Underlying the naturalistic paradigm are several basic assumptions that will direction the data collection and analysis of this study.
1. Naturalistic inquiry focuses upon multiple realities that nest within or complement each other. Each layer provides a different perspective of reality; no one perspective more 'true' than any other perspective. The phenomena under study are more likely to diverge into several meanings rather converge into singular meaning.

2. In naturalistic inquiry, the researcher interacts with the phenomena under consideration. This is more problematic in naturalistic inquiry than in quantitative studies and precautions need to be taken not to bias the data.

3. Naturalistic inquiry leads to idiographic knowledge to focus on certain events. The researcher is interested in subtle differences that emerge as the data is studied.

4. The views of reality are socially constructed and change according to the situation in the environment. (Cuba and Lincoln, 1981, p.56-62.)

Because this study sought to examine student teaching from an emic, or inside perspective, the comments of the student teachers during the seminars and in the journals determined the direction of the seminars. The student teachers provided an opportunity to view the process of learning to teach as a complex, constantly changing process.
Design of the Study

This study, utilizing the naturalistic inquiry approach, focused on the cognitive developmental changes the business education student teachers experienced during their eleven weeks of student teaching. The study, using an emergent design resulting from taped on-campus seminars and daily journals kept by the students, was dependent upon:

1. The development of an appropriate set of guidelines for student teachers to record various types of information while in the field.
2. The willingness of the business education teachers and the school corporation to participate in the study.
3. The willingness of the student teachers to participate.
4. The nature of previous research in the student teaching component of business education teachers.

Definition of Terms

The following definitions were used to explain terms in this study:

grounded theory - A theory that fit the situation being researched (i.e., is grounded in the data), and worked when put into use. "Fit" means that the categories must be
readily applicable to and indicated by the data under study. "Work" meant that the categories must be meaningfully relevant to and be able to explain the data:

**student teacher** - The business education student who was working in the secondary school for eleven weeks to practice teaching in traditional and laboratory classes to apply techniques and strategies learned in methods classes, under supervised conditions, prior to entering the teaching profession on a full-time basis.

**cooperating teacher** - The professional business education teacher who was assigned to work closely with the student teacher, guided the initial teaching experiences of the student teacher, critiqued his/her progress and made suggestions for improvement. The cooperating teachers served as resources for materials, problem solving, and classroom management techniques.

**university supervisor** - The professional business education instructor from the university who made periodic observations of the student teacher's performance, discussed problem areas, and made suggestions for improvement.

**business education** - Represents a broad and diverse discipline that is included in all types of educational delivery systems--elementary and secondary schools; one- and two-year schools and colleges and four-year colleges and universities. Business education includes education
for office occupations, distribution and marketing occupations, business teaching, business administration, and economic understandings.

**business teacher education** - The professional preparation for learning to be a business teacher.

**traditional business classes** - Those classes taught in a structured format such as accounting, general business and keyboarding, that are heavily teacher-directed and focus on specific subject matter areas.

**laboratory classes** - Those classes taught in an expanded time frame, usually at least two consecutive class periods, involving more student-directed activities. Some of these classes include the administrative assistant block, the secretarial block and the accounting block. Those block programs, which may be junior or senior level, allow for a broad integration of skills and knowledges that develop career entry skills in various business areas. The students work individually in simulated office-style classrooms. The teacher acts more as an office manager/facilitator with emphasis on individual teaching rather than group lecture/discussion.
The University Setting

The study was conducted at The Ohio State University. The student enrollment was over 55,000 students. Approximately 4,000 faculty and 6,000 support personnel were employed at the University, making it the largest single employer in Franklin County. The university was home to 14 undergraduate colleges and 5 professional colleges. The College of Education, where this study was conducted, offered 34 majors and several special one-of-a-kind programs leading to the bachelors degree. One of those 34 majors was business education.

Teacher Education Program

The teacher education program was a four-year program. Students generally take basic education courses during their freshman and sophomore years. By the end of the sophomore year, they apply for admission to the College of Education and a specific program area; in this case, business education. Requirements for admission to the program includes a 2.25 grade point average on a 4.00 scale and the completion of at least 45 credit hours including the freshman early field experience (FEEP).

The business education program planning guide, Appendix D, provided a tentative schedule of courses that the business education major had to complete.
The teacher education program was comprised of four specific phases: (1) freshman early field experience (FEFP); (2) professional introduction to education (PI); (3) special methods courses; and (4) student teaching. Each phase was designed to increase the student's knowledge of the teaching profession.

The freshman early field experience provided the opportunity for prospective teachers to explore teaching in a school grade level the student thinks he/she would like to teach. Prospective business teachers were placed in high school or perhaps middle school business classes. FEFP required students to work with their cooperating teachers in the field for 16 hours per week for the quarter. In many instances, the students had opportunities to teach and/or tutor students allowing them to gain experience in planning, teaching, evaluating, and reteaching.

During the sophomore or junior year, following admission to the College of Education, students enrolled in a general education methods sequence (Ed T & P 450/451) which were two six-hour courses. The first course in the sequence dealt with child psychology and development; the second course centered on teaching strategies and techniques, and classroom management as well as various
issues that were common for all teachers regardless of grade level or subject. These general course included 120 clock hours of clinical and field experiences. In the first course in the sequence, the students visited both elementary and high schools; in the second course, they visited middle schools. Experiences at all grade levels gave the prospective teachers insights into working with students of all ages.

The third major portion of the program was the content specific methods. In business education, students had the four options for licensure: comprehensive, accounting/computer, shorthand/general, vocational office education. Each option required a different sequence of business classes depending upon the individual. Students had at least two content-specific methods courses to complete prior to student teaching.

The fourth and final phase of the teacher education program was student teaching for one quarter. Since business education was taught primarily at the high school, all student teacher placements have been at the secondary level. Students were enrolled for 13 hours of credit during full-time student teaching.
Student Teaching Seminar

During the quarter of student teaching, the student teachers were required to meet with the university supervisor on campus once a week for a two-hour seminar. The purpose of the seminar was to provide for a dialogue among the student teachers and the university supervisor. The students had the opportunity to ask questions about any problems they encountered during the week, whether it be discipline, class management, test preparation, grading, or conflict with the cooperating teacher and receive suggestions for handling problems. These seminars also allowed student teachers to talk to each other about common concerns and they learn from each other's problems.

The seminar covered a variety of topics (Appendix E for syllabus) that were considered important for the beginning teacher to know. While the seminar was prescriptive, with several topics identified, it was also a flexible structure that encouraged students to bring up topics they thought were relevant and helpful to their teaching development. Much of the student teachers' thinking took on a practical nature as they began working with students in a variety of situations that required making decisions and solving problems with a "what works" approach. Sternberg and Wagner (1988) referred to this
tacit knowledge or the ability to learn and apply information that was intuitive or felt or not explicitly taught but was essential for success.

The School Setting

The schools selected for this study of student teacher development were two large suburban comprehensive high schools. Suburban High School was on the west side of a medium-size city. The high school housed grades 9 through 12. The student enrollment was approximately 1800, with slightly more than 50 percent of the student population female. There were 130 teachers 8 counselors, and 24 support staff in the building. The school offered a wide variety of courses, both academic and vocational, in thirteen departments. All of the courses were taught in one large building. The building had been constructed in the early 1970s, with a modified open concept approach. Classrooms were constructed with demountable walls that could be removed if and when the curricular changes and enrollment demands in the department warranted such changes. The department chairman remarked that the walls were supposed to be demountable but she doubted it they would ever be moved.

The second high school setting was Mason High School, located in an upper middle class suburb in the metropolitan
Two of the seven student teachers requested to do their student teaching in Mason.

**Socioeconomic status**

The socioeconomic status of the area served by Suburban was primarily lower middle class. Several nearby large manufacturing companies hired many of the graduates. Approximately 50 percent of the graduates continued their education at the nearby community college, one of the several technical schools in the city, or at the large state university. Many of the students the researcher talked to during the study indicated plans to continue their education and work in nearby businesses.

Approximately 40 percent of the student population was black or Asian. The other 60 percent was Caucasian. The school had a small percentage of mobile students, those who changed schools frequently because of their parents' employment. The senior class consisted of 357 students; most of whom had been in the district for their entire school career.

**The Business Education Department**

The business education department had 12 full-time teachers. Eleven of the teachers had been teaching in the school at least three years; one had been teaching there
for over 20 years. One beginning teacher was hired for the 1985-1986 academic year.

Curriculum. The curriculum included both traditional business courses and integrated laboratory courses. Course offerings included the administrative assistant block, which included training in typewriting/keyboarding, secretarial procedures, and computers; the accounting block which included accounting and computers; traditional courses such as basic business, shorthand, economic principles, business law, marketing education, and the cooperative office education program. The cooperative office education program was available to seniors only; it was a selective program with a limit of 18 students.

Students enrolled in the cooperative program attended regular classes, such as government and English, during the morning then were released to work in a local business office learning on-the-job skills during the afternoon. This program was directed by one of the business teachers (the only black teacher in the department) who placed students in 'training stations' according to their career choice, made frequent visits/observations of the students at work, and counseled the students for future employment. The students received grades and credit for participation in this program. Many of the students found this an excellent way to secure full-time employment after graduation.
**Equipment.** The business education department housed the latest, state-of-the-art equipment, including microcomputers with a variety of software, electronic typewriters, electronic calculators and other business equipment found in offices in the local geographic area. Prior to purchasing equipment, the business department chairman surveyed local businesses to learn what equipment was being used in their offices. The school district had a regular replacement schedule for equipment; therefore, very few pieces were more than five years old.

**Physical arrangement.** The physical layout of the classrooms in the business department allowed for free movement by both teachers and students between classes. The general appearance of the classroom arrangement duplicated the open concept found in many businesses. The floor diagram in Appendix C illustrates this layout.

**The Participants**

**Certified teachers.** Eleven of the twelve business teachers who would be working the student teachers during the eleven weeks were experienced teachers, that is, each had at least three years of teaching experience. The department had one first-year teacher who would not be an active participant (i.e., cooperating teacher) but would be observed by the student teachers during the quarter and
would share some of her ideas and frustrations about being a first-year teacher. The selection of the cooperating teachers was made with the assistance of the department chairman and the principal. A later section describes how the matching process occurred during the initial meeting between student teachers and prospective cooperating teachers.

**Student teachers.** The seven student teachers who were directly involved in this study are briefly described below. More complete descriptions of their personalities and 'teaching selves' (Ricord, 1986) will be discussed in the analysis section. The first five student teachers were assigned to Suburban High School.

Jennifer - age 23. Jennifer was a transfer student from a large school in the central United States. Her father was a high school principal for over 20 years thus Jennifer entered the program believing that she was well prepared for student teaching. Jennifer had been married a few weeks prior to moving to Columbus and enrolling at Ohio State. She had completed most of her business and education requirements at her previous university. During the transfer process, she had to enroll in accounting and basic business methods courses—the two courses she did not have previously. Following graduation, she
planned to move back to the Mountain-Plains region to teach.

Susan - age 22. Susan was born and raised in the metropolitan area. Her father was an insurance agent in the city. Susan was enthusiastic about teaching; she was conscientious and well organized. She had excellent rapport with both students and the teachers in her previous field experiences. Susan planned to find a teaching job in the area. After graduation, she was hired by another high school in the district.

Dana - age 22. Dana was from the southern part of the state; her father was an executive in a large legal firm in the city. Like Susan, Dana definitely wanted to teach. She was enthusiastic, well prepared for classes and frequently stayed after school to help students during her student teaching experience. She had excellent rapport with students and teachers. Following graduation, Dana was hired at Suburban mid-year due to the resignation of another teacher. She was hired permanently the following year.

Beverly - age 27. Beverly had worked full-time in an office for two or three years before pursuing her teaching certification. She was quiet, reserved and well prepared. Beverly could bring actual examples from her work experience into her classes. She, too, wanted to teach.
Following graduation, she was hired at a small, rural high school near her home town.

Andrea - age 23. Andrea was the least enthusiastic about teaching. Andrea did not yet understand the need for lesson plans so she was frequently unprepared for students' questions. The student teaching experience provided the opportunity for her to make some decisions about her future in teaching. After graduation, she moved back to her home town in the northern part of the state.

Two other student teachers were in Mason High School, the other suburban high school on the north side of the metropolitan area. These student teachers specifically requested this school site because of the proximity to their homes. These student teachers did not participate in the videotaping portion of the data collection procedure; however, they were participants in the seminar and completed the journals and other documentation.

Melissa - age 24. Melissa lived about 40 miles north of the university, was married and had recently had a baby. She had worked as a secretary prior to her marriage. Melissa was quiet, efficient in completing assignments and understood student problems in her classroom. She enjoyed teaching and working with students in a one-to-one situation.
Barbara - age 45. She had worked as a secretary for about 15 years before pursuing a teaching career. She lived in the city; was a divorced mother and her son was a senior in the high school where Barbara did her student teaching. She was energetic and enthusiastic but had difficulty in working with students in group situations.

Demographic implications. The backgrounds of the subjects providing the data for the study influenced what kinds of data are provided. In this study, all of the participants were female. Three of the student teachers had had previous full-time work experience in business and understood the organizational structure of their respective businesses. Six of the student teachers were considered to be traditional college age - about 22 or 23 years of age. One student teacher was older and was a returning student—someone who had one occupation for several years and now wanted to make a mid-life career change. Six of the students were from Ohio; one was from another state and had a slightly different view of education and teaching.

Cooperating teachers. Two of the student teachers had two cooperating teachers. All of the cooperating teachers had taught at least three years. Eight of the nine cooperating teachers were female. The male cooperating teacher was the department chairman in Mason High
School. Although the study was focused on the problems and concerns of the student teachers, the cooperating teachers' influence was observed as the student teachers attempted to make sense of the various actions in the classroom. The interactions between cooperating teacher and student teacher were most significant for helping the student teacher develop into a teacher (Zimpher, DeVoss, and Nott, 1980, Zeichner and Tabachnick, 1981)

University supervisor. In this study, the role of the university supervisor took on a multi-dimensional perspective. The university supervisor was also the researcher collecting and analyzing the data. The researcher had insider knowledge of teaching business education, since I was a high school business teacher for 15 years and understood the multiple roles of the teacher. The researcher utilized this background knowledge to build analytic deductions of what was occurring in the student teachers' understanding and development into teachers.

Since the qualitative researcher builds working hypotheses that are grounded in individual information and are both time- and context-bound, the research evolved from intuitive feelings of what was meaningful to the particular situation and discounted a priori theories as much as possible. However, the researcher had to be
aware of unwanted or unproductive biases from her own experiences that could filter into the analysis.

In addition, the university supervisor/researcher was the business methods instructor for the basic business and accounting methods courses. Therefore, she had had these students for two quarters prior to the student teaching quarter. During that time, she had developed a good working relationship with them, learned their strengths and weaknesses in class, and observed them working together. The student teachers, therefore, adjusted easily to the data gathering observations, videotaping their teaching, and questioning them during supervisory conferences.

University Student Teaching Procedures

Each student teacher was given a packet describing the university guidelines for student teachers. Information included working with cooperating teachers, responsibilities as guests in the schools, evaluation conferences and a sample personal competency rating scale. The student teachers were to read and comply with these guidelines (Appendix A).
Business Education Guidelines

In addition to the university guidelines, the business education area supervisor developed a packet of information and forms for the student teachers to complete during their field experience. Sample lesson plan forms and logs were included. See Appendix B for the record of student teaching experiences in business education. In addition to the evaluation instruments provided by the university, specific open-ended self-evaluations of the student teacher's performance were developed as for more insightful evaluation.

Data Collection

This study's purpose was to examine the developmental stages of business education student teachers as they participated in student teaching. The study was designed to collect data in multiple forms--written, verbal, and visual to provide records of developmental change in a variety of forms that would be used to substantiate findings.

Videotape. Throughout the data collection period, five student teachers at Suburban High School were videotaped. Three video cameras were placed in three rooms where the student teachers would be spending most of their teaching time--the accounting room, computer room, and
administrative block room. (See Appendix C for the room diagram and location of cameras.)

Because collecting and recording data in a naturalistic setting was both time and labor intensive, videotaping was selected as an option for collecting data in three locations simultaneously. Not only did videotaping allow the researcher flexibility in using multi-sites, it also freed one to make on-site field notes while capturing data that might be missed if attention were focused elsewhere (Niles and Huberman, p. 78). The videotapes could also be reviewed repeatedly as the bits and pieces of information evolved into meaningful data. This permitted closer analyses than field notes alone. In addition, the tapes provided visual records of the student teachers' interactions with students in the class.

Each student teacher was given a code number for video tapes. As each tape was used, the student teacher logged the tape number, class, date, time, and major activities into a specially prepared log register for future cross referencing.

The two student teachers at Mason High School were not videotaped because of their own personal objections. They strongly opposed having their work videotaped and felt it would be an intrusion into their obtaining a successful student teaching experience. Because I had
the dual role of university supervisor as well as researcher, I thought that a worthwhile student teaching experience with few extrinsic problems would be more beneficial in the long run to the students than the data the few hours of videotaping would produce. The student teachers were agreeable to completing all of the other forms and reports. As student teachers, they were required to attend the weekly on-campus seminar where their comments were audiotaped.

**Written Documents**

The data collection for the study included several forms of written documentation (instruments) that provided information about the student teaching process.

The goals of the student teaching experience included opportunities for the prospective teacher to plan and teach lessons, develop unit plans, learn how to manage instructional materials and time, develop classroom management strategies, learn how to evaluate student work and provide for remedial learning, develop professional attitudes toward teaching and many others. Each of the requirements for the business education student teachers was designed to allow them to meet the stated goals and objectives of the student teaching program. As a result of these activities, the student teachers prepared written plans and noted changes on the plans.
Each student teacher had to complete the activities in the Record of Student Teaching Experiences in Business Education (Appendix B). The guidelines required four types of reports in addition to the daily lesson plans and unit plans. Those included: (1) student teacher observations of other teachers (cooperating teachers and other teachers in the department and school); (2) observations of the student teacher by the cooperating teacher; (3) daily journals prepared by the student teachers; and (4) student teachers' weekly evaluations of their own teaching including strengths and weaknesses. Each of these forms allowed the student teacher the opportunity to observe events in the classroom and reflect on teaching strategies and classroom management techniques. The student teachers were required to submit these reports on a weekly basis during the on-campus seminar (Ericsson and Simon, 1980).

Cooperating Teachers' Journals

In addition, the cooperating teachers were asked to prepare daily journals with their thoughts and comments about the student teachers, teaching in general, and their own perceptions of their work. These cooperating teachers' journals were not shared with the student teachers, but served as additional lens for the emerging study.
On-campus seminar

During each two-hour weekly seminar, time was devoted to discussing individual problems or concerns of the student teachers that had surfaced since the previous session. Approximately one hour to an hour and a half of the time period was used to discuss pertinent issues and, therefore, provided the audiotaped information that served as the primary data source for study along with the student teachers' daily journals.

In the seminar, the researcher assumed the role of university supervisor/discussion leader. Questions that were asked to initiate discussion, and there were very few that had to be asked, were unstructured and encouraged the student teachers' participation. Since the supervisor had had several years' experience as teacher and university supervisor, the questions were directed towards the current needs of the student teachers. The unstructured questioning format allowed for maximum flexibility in uncovering problems and concerns. Since the basic premise of the study was to learn what was really happening in the student teaching experience, the problems were expected to arise from the student teachers' reactions to events in their daily activities in the school (Guba and Lincoln, 1981). This format followed the recommendation of Dexter (1970) by allowing the interviewee (in this instance,
student teachers) to make decisions about what information was important enough to share.

The discussion time proved to be valuable as student teachers used the opportunity to learn how to handle situations at or near the time when that learning could be utilized in their classrooms. According to studies by Fuller (1969, 1975) and Hall (1977, 1985), teacher education programs may need to be redesigned so that experiences in the field could be discussed during on-campus seminars when student teachers have a need to know how to handle a situation and could make sense or construct meaning from the experience. In the traditional teacher education sequence, many of the situations were discussed in earlier courses, but the students had difficulty conceptualizing the occurrence in the classroom with what was being described in a lecture. Therefore, student teachers sometimes complained that they did not learn anything in their early education courses when in fact, the material was covered; they didn't have the experiential base for it to be meaningful.

Levels of Data

For this study, the primary source of data consisted of the transcripts from the student teachers' weekly seminars with the university supervisor. These typed
transcripts provided a rich source of verbalized concerns and suggestions from the student teachers. Each tape was analyzed according to the framework developed for the study. While listening to each tape, speech inflection and emphasis provided additional meanings.

The secondary level of data, to help flesh out the verbal comments, were the daily journals of the student teachers. These provided a record of activities or questions that were considered important by the student teacher at or near the time of occurrence. Prior to the beginning of their field experience, the student teachers were asked to record thoughts throughout the day. Table 3 provided a chart of the concerns expressed by the student teachers across the ten weeks they were in the classrooms.

The tertiary level of data were the daily lesson plans developed and taught by each student teacher. The lesson plans included notes of progress, content to stress during review, and a time frame for completion of material.

The fourth level of data were the videotaped teaching of the five student teachers throughout the eleven-week period. These episodes were used to develop further insights into the student teachers' development as they conducted classes and worked with students. This data was not included as part of the primary method of generating information; it will be used during the audit process
<table>
<thead>
<tr>
<th>Session</th>
<th>Student</th>
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<tbody>
<tr>
<td></td>
<td>Jennifer</td>
<td>Questions if teaching is for her</td>
<td>Moved students who were loud</td>
<td>Revised teaching p before school</td>
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<td></td>
<td></td>
<td>Reading about computers before teaching them</td>
<td>Recognizes need for experience</td>
<td>Hesitated to assign homework; hates</td>
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<td></td>
<td></td>
<td>Felt overwhelmed and frightened</td>
<td>Began teaching</td>
<td>Spends up to 4 hours at night to</td>
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<td></td>
<td>Class management</td>
<td>Took over study hall</td>
<td>Discipline—sent students out of hall</td>
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<td></td>
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<td>How to answer students' questions</td>
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<td></td>
<td>Susan</td>
<td>Nervous</td>
<td>Began teaching</td>
<td>Began to think of an approach to teaching</td>
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<td>Transition after spring break</td>
<td>Good rapport w/students &amp; cooperating teacher</td>
<td>problems so students could do problems rate</td>
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<td>Student/teacher conflicts</td>
<td>Students accept her</td>
<td>Needs supplemental</td>
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<td>Communication with students</td>
<td>Well prepared to teach</td>
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<td>Observed individualized class—decided this kind of class was not for her</td>
<td>Exhausation!!</td>
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<td>&quot;Information overload&quot;</td>
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<td></td>
<td>Dana</td>
<td>Began teaching typewriting practice set — first day</td>
<td>Teaching more classes</td>
<td>Learning about student characteristics habits</td>
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<td>Observed cooperating teacher's lecture style—center of room</td>
<td>Talked with irate parents</td>
<td>Problems with explicit typing</td>
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<td>Problems with beginning class; keep on task</td>
<td>Problems with explicit typing</td>
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<td>Beverly</td>
<td>Nervous, apprehensive</td>
<td>Began teaching</td>
<td>Doesn't like giving passes—sees himself as the &quot;bad&quot;</td>
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<td>Have to get used to class schedule</td>
<td>Ran out of material/time remained</td>
<td>Feels rushed to get everything done</td>
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<td></td>
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<td>Problems with students in study hall; they don't bring homework to do</td>
<td>Interruptions/announcements are problem</td>
<td>Confidence improving</td>
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<td>Planning ahead</td>
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<td>Rapport with students</td>
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<td><strong>Revised teaching plans before school</strong>&lt;br&gt;Hesitated to assign graded homework; hates to grade&lt;br&gt;Sends up to 4 hours working at night to prepare&lt;br&gt;Discipline: sent three students out of study hall</td>
<td><strong>Students taken from classes</strong>&lt;br&gt;Students tired of making adjustments for them&lt;br&gt;Bad attitudes of students&lt;br&gt;Grading&lt;br&gt;Attempting to introduce new material—problems with students or understanding/not listening</td>
<td><strong>Lack of communication with cooperating teacher</strong>&lt;br&gt;Tired of grading&lt;br&gt;Frequently has to change lesson plans&lt;br&gt;Believes students are beginning to trust her</td>
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<td>Began to think of ways to approach computer problems so students could do problems at own rate&lt;br&gt;Needs supplemental material</td>
<td><strong>Gaining confidence</strong>&lt;br&gt;Fewer discipline problems&lt;br&gt;Attended school play—saw students in different environment</td>
<td><strong>Students asking questions</strong>&lt;br&gt;Students did well on her test&lt;br&gt;Works through problems to find trouble spots and to determine time to complete</td>
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<td><strong>Learning about student characteristics/work habits</strong>&lt;br&gt;Problems with explaining certain typing assignments</td>
<td><strong>Time management</strong>—what to do when finish early&lt;br&gt;Strength—prepares lots of handouts&lt;br&gt;Value of review/reinforcement in student learning</td>
<td><strong>Discipline</strong>&lt;br&gt;Building rapport&lt;br&gt;Class' physical layout—students spread out; difficult to maintain attention</td>
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<td>Does not like giving hall passes—sees this as being the &quot;bad guy&quot;&lt;br&gt;Feels rushed to get everything done&lt;br&gt;Confidence improving</td>
<td><strong>Learning to adjust lesson plans</strong>&lt;br&gt;Wants to get into a routine&lt;br&gt;Frustrated with lack of attention from students</td>
<td><strong>Flexibility</strong>&lt;br&gt;Learning to write on board&lt;br&gt;Needs to learn how to tell if students understand (nonverbal indicators)</td>
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<td><strong>Confused; tired</strong>&lt;br&gt;Feels press...</td>
<td><strong>Students working usually on</strong></td>
<td><strong>Discipline</strong>&lt;br&gt;Sent two students to principal 5-day detention</td>
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<td><strong>How to explain</strong>&lt;br&gt;Bogged down&lt;br&gt;Lack of cooperation&lt;br&gt;Tired of not being about things, etc&lt;br&gt;How to change active discipline in student</td>
<td><strong>Active discipline in student</strong></td>
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</table>
| 6 | Confused; trying to get everything done on time<br>Feels pressure---students' grading<br>Own work<br>Preparation for classes | Classes working hard<br>Pleasant students<br>Counting--4 weeks/3 days<br>Continue to build rapport with students<br>Questions self--is she too easy on students??<br>Preparing teaching applications<br>Too hot!!/Kids don't care! | Bad attitudes of students--"snippy"<br>Had to adjust plans<br>Lack of student motivation in business law<br>Bored with herself--she recognized problem<br>Overloaded with grading | Ready to quit<br>End of year<br>Notice grades<br>free<br>"Can't do"
Doubts about teaching |
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<td>7</td>
<td>Students working individually on practice sets</td>
<td>Frustrated with seniors who don't care about school</td>
<td>Lessons prepared in advance&lt;br&gt;Grading practice sets--boring/tedious</td>
<td>Adjusted for&lt;br&gt;Flexibility of</td>
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<td><strong>Bad attitudes of students—</strong>&lt;br&gt;&quot;snippy&quot;&lt;br&gt;Had to adjust plans&lt;br&gt;Lack of student motivation&lt;br&gt;in business law&lt;br&gt;Bored with herself—she&lt;br&gt;recognized problem&lt;br&gt;Overloaded with grading</td>
<td><strong>Ready for school to end</strong>&lt;br&gt;End of year banquet&lt;br&gt;Noticed difference in&lt;br&gt;grade levels—&quot;hyper&quot;&lt;br&gt;freshmen&lt;br&gt;&quot;Can't wait till it's over.&quot;&lt;br&gt;Doubts about going into&lt;br&gt;teaching</td>
<td><strong>Equipment breakdowns</strong>&lt;br&gt;Student frustration—end&lt;br&gt;of year&lt;br&gt;Cooperating teacher not&lt;br&gt;around to help&lt;br&gt;Other teachers 'watching'&lt;br&gt;for mistakes</td>
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<td><strong>Lessons prepared in</strong>&lt;br&gt;advance&lt;br&gt;Grading practice sets—&lt;br&gt;boring/tedious</td>
<td><strong>Adjusted class schedule</strong>&lt;br&gt;for senior activities&lt;br&gt;Flexibility</td>
<td><strong>Relief—it's over!!</strong></td>
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<td><strong>Good class interaction/ discussion</strong>&lt;br&gt;Good rapport/typing class&lt;br&gt;Had a quiz prepared; but&lt;br&gt;did not give it because&lt;br&gt;of time&lt;br&gt;Grading&lt;br&gt;Problems with group work; how to grade fairly&lt;br&gt;Communication with cooperating teacher&lt;br&gt;Don't want to reprimand&lt;br&gt;students in study hall&lt;br&gt;Depressed—feels like she&lt;br&gt;is running out of creative ideas</td>
<td><strong>Kids talking during class</strong>&lt;br&gt;Notes all classes are working on practice sets.&lt;br&gt;Little planning for&lt;br&gt;teacher.&lt;br&gt;Grading&lt;br&gt;&quot;spring fever&quot;&lt;br&gt;Objectives are being met&lt;br&gt;Discipline is main problem</td>
<td><strong>Attitude improved</strong>&lt;br&gt;Tries not to transfer bad attitude from one class to the next&lt;br&gt;Decided to lighten workload on seniors&lt;br&gt;Noted &quot;going away&quot; party from class/gift/cake&lt;br&gt;Hectic schedule—have to complete everything!</td>
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<tr>
<td><strong>Upset about poor student evaluations</strong>&lt;br&gt;Learning not to take things seriously</td>
<td><strong>Spent time observing others watched teaching styles</strong></td>
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<tr>
<td>Session</td>
<td>Student</td>
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<tr>
<td>Andrea</td>
<td></td>
<td>Few discipline problems.</td>
<td>Difficult to tell how long students need for assignments</td>
<td>Planning is time consuming.</td>
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<td></td>
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<td>Tries to keep &quot;subtle&quot; control</td>
<td>Taking over class</td>
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<td></td>
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<td>Questions about grading</td>
<td>Class seems bored</td>
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<td></td>
<td></td>
<td>Began teaching typewriting</td>
<td>Frustration with planning</td>
<td></td>
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<tr>
<td>Melissa</td>
<td></td>
<td>Nervous</td>
<td>Strict discipline</td>
<td>Teaching</td>
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<td></td>
<td></td>
<td>Talked with cooperating teacher</td>
<td>Students asked for help</td>
<td>Good rapport with students</td>
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<td></td>
<td></td>
<td>Apprehensive about unit plan</td>
<td>Tired</td>
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<td></td>
<td></td>
<td>Note age difference between her and students</td>
<td>Doesn't like idea of temporary job</td>
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<tr>
<td>Barbara</td>
<td></td>
<td>Discussed plans with cooperating teacher</td>
<td>Swamped with paper-work</td>
<td>Began teaching shorthand</td>
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<td></td>
<td></td>
<td>Methods courses didn't prepare her for these classes</td>
<td>Claims student teaching is not realistic</td>
<td>Concern w/review of teaching</td>
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<td></td>
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<td>Frustration with students</td>
<td>Flexibility</td>
<td>Assisted with standardized testing</td>
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<td></td>
<td>Socializing with teachers</td>
<td>Hectic schedule</td>
<td>Bomb threat to school</td>
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<td>Worked with Chinese student in shorthand</td>
<td>Began to teach personal finance</td>
<td>Gaining confidence of class</td>
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<td>Cooperating teacher says don't worry about kids—it's up to them</td>
<td>Good communication with cooperating teacher</td>
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<td><strong>Planning</strong></td>
<td><strong>Activities</strong></td>
<td>&quot;learn how to teach&quot;</td>
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<tr>
<td><strong>is time consuming</strong></td>
<td><strong>becoming</strong></td>
<td>need experience</td>
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<td><strong>Hesitant to plan in unfamiliar areas, i.e. telephone techniques</strong></td>
<td><strong>routine</strong></td>
<td>Lesson organization/presentation</td>
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<tr>
<td><strong>Hours of grading and planning</strong></td>
<td><strong>Frustrated with classes</strong></td>
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<td></td>
<td><strong>Typing easier to teach than accounting</strong></td>
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<td></td>
<td><strong>Confidence growing</strong></td>
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<tr>
<td><strong>Teaching</strong></td>
<td><strong>Doesn't like leaving students with substitute</strong></td>
<td>Anxious to end year</td>
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<tr>
<td><strong>Good rapport with students</strong></td>
<td><strong>Attended coordinators' meeting</strong></td>
<td>Learning how to break job down into small steps, i.e., typing tables</td>
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<td><strong>Frustrated repeating instructions</strong></td>
<td><strong>Realizes problems between regular teachers and COE coordinators</strong></td>
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<tr>
<td><strong>Kids don't listen</strong></td>
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<tr>
<td><strong>Began teaching shorthand</strong></td>
<td><strong>Organized, Prepared shorthand syllabus for remainder of year</strong></td>
<td>Discipline</td>
<td></td>
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<tr>
<td><strong>Concern w/review before teaching</strong></td>
<td><strong>Discipline</strong></td>
<td>Class management</td>
<td></td>
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<tr>
<td><strong>Assisted with standardized testing</strong></td>
<td><strong>Students not interested in passing tests</strong></td>
<td>Changed seating</td>
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<td><strong>Bomb threat to school</strong></td>
<td><strong>Students don't cooperate with regular teacher</strong></td>
<td>Felt she has no control over students</td>
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<td><strong>Gaining confidence in front of class</strong></td>
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<td><strong>Good communication with cooperating teacher</strong></td>
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<td>First period—difficult to have good discussion. Have to anticipate problems. Be more helpful.</td>
<td>Learn how to assign points to different parts of test. Additional review for EMR students.</td>
<td>High expectations for good test scores. Confidence in explaining assignments. Need to be better organized so students have most productive time. Flexible. Relate class to actual jobs.</td>
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<td></td>
<td>Grading. Difficulty getting students to listen.</td>
<td>BEGINNING TO THINK OF STUDENTS AS &quot;MY&quot; STUDENTS.</td>
<td>Discipline. Grading. Senses distance between herself and faculty and students. Wants to get student teaching over with.</td>
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<td>Difficult getting material ahead of time. Cooperating teacher won't let her add new information to units. Students taking advantage. Disrespectful/talkative.</td>
<td>BEGINNING TELLING STUDENTS OF HER EXPECTATIONS.</td>
<td>Discipline. No tardy policy in school.</td>
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<td>Grading.</td>
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<td></td>
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<tr>
<td>High expectations for good test scores</td>
<td>Completing accounting projects</td>
<td>Improved rapport</td>
<td></td>
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<tr>
<td>Confidence in explaining assignments</td>
<td>Grading</td>
<td>Figuring grades--fairness</td>
<td></td>
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<tr>
<td>Need to be better organized so students have most productive time</td>
<td>Failure to develop effective class discussion</td>
<td>Hectic end of the quarter--projects to grade</td>
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<tr>
<td>Flexible</td>
<td>Keeping students' attention</td>
<td>Time</td>
<td></td>
<td></td>
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<tr>
<td>Relate class to actual jobs</td>
<td>Use of chalkboard</td>
<td></td>
<td></td>
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<tr>
<td><strong>Discipline</strong></td>
<td><strong>Frustrated with student attitudes/behaviors</strong></td>
<td><strong>Grading</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Grading</strong></td>
<td><strong>Teaching going well</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senses distance between herself and faculty and students</td>
<td><strong>Discipline</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants to get student teaching over with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td><strong>Grading</strong></td>
<td><strong>Bored, nothing to do</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No tardy policy in school</strong></td>
<td></td>
<td><strong>Grading papers</strong></td>
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</table>
should there be discrepancies in the coding procedure of the transcripts and journals.

In addition, the daily journals provided by the cooperating teachers provided another lens for looking at a question or problem of the student teachers. These journals helped to confirm or disconfirm the problems discussed by the student teachers.

Data Decisions

The characteristics of the naturalistic research paradigm make it suspect in the perspective of the quantitative researcher. As data was collected, the researcher decided to layer the sources of data, so that the written documents—transcripts, journals, and lesson plans—would form the primary sources of information. As Lincoln and Guba (1985) have stated,

...printed documents provide a stable source of information, both in the sense that they may accurately reflect situations that occurred... in the past...can be analyzed and reanalyzed without undergoing changes in the interim... they are a rich course of information, contextually relevant and grounded in the contexts they represent. Their richness includes the fact that they appear in the natural language of the setting...they are often legally unassailable representing formal statements that satisfy some accountability requirement...they are nonreactive although what emanates from a records analysis still represents a kind of interaction between the sources and the analyzing investigator. (pp. 276-277)
Data Analysis

Therefore, by using these multiple sources of data, I used an inductive data analysis technique (also referred to as the constant comparative method by Glaser and Strauss, 1967). Inductive data analysis may be defined most simply as a process for "making sense" of field data (Lincoln and Guba, 1985, p. 203). From these analyses, grounded theories about the cognitive development of business education student teachers emerged. Ryans (cited in Grunkemeyer, 1971) explained that the chief function of theory was not to describe with finality how certain kinds of phenomena operate, but rather to provide a framework for observation and analysis. Because the literature review in Chapter II revealed very little had been done in the from-experience-toward-theory format in business education, this study should provide more understanding of what occurs during student teaching as seen through the eyes of the participants. As a result of this form of data collection and analysis, and the emerging knowledge base, perhaps others interested in helping preservice teachers may at least understand the multiple realities of student teaching.

Field Notes

During each observation in the classrooms, the researcher made notes regarding activities of the student
teachers. Some of these notes were later used during supervisory conferences with the student teacher. In addition, the notes were collected as part of the data for each student teacher's file. These notes provided an opportunity to reflect on teaching situations during the supervisory conferences (which were not recorded via video- or audiotapes) and identified recurrent problems observed in the student teachers' behaviors in the classroom. Also, these field notes were used during conferences with the cooperating teachers.

These notes served as critical incidents to the researcher as the data was to be analyzed and patterns emerged which could perhaps become theory. The field notes contained thoughts and concerns about: ways to make the seminar more useful; changes in the student teaching program; emerging patterns for determining individual success of each student teacher; questions to pursue at the university; researcher's insight into the study; and implications for a research agenda.

Transcribed tapes

All of the seminar sessions were tape recorded. Each tape was labeled with the date of the seminar. Following the conclusion of the data collection quarter, the tapes were transcribed. To protect the identity
of the student teachers, the researcher transcribed the tapes and changed the names as the dialogue was typed.

Initially, the transcripts were scanned for obvious patterns or categories as the data analysis procedure was evolving. Notes were made on the transcripts for further analysis.

Constant Comparative Method of Analysis

The transcripts and journals were analyzed according to a modified version of Glaser and Strauss' constant comparative method of analysis. The study has evolved following the naturalistic inquiry approach of Lincoln and Guba (1981, 1985) and, keeping in the same framework for analyzing data, they recommended a two-stage approach.

The first stage was to analyze the transcripts carefully and identify various incidents that could be significant later in the analysis process. Lincoln and Guba (1985) referred to the process as "unitizing". These units would later serve as the basis for categorical definitions.

After the units were identified in a "rough draft" analysis, each was listed on a 4" x 6" index card. Also listed was the source of the unit, the person responsible for the unit, and the identifying page number from the typed transcript or journal. The initial unit coding list
was small—only ten items—therefore, the second part of the constant comparative process—developing categories from which to organize the data into a sensible, reportable form. A matrix utilizing coding paradigms: conditions, interactions, strategies/tactics, consequences (recommended by Strauss, 1987) and the common problems of student teachers (reported by Griffin, 1983) was developed to assist with a logical, sequential analyzing procedure.

At this stage of the study, a primary concern was to include meaningful data to develop insights into the emerging problems of students teachers as they experienced new situations in the classroom.

A secondary concern was determining the priority of the categories. Guidelines to prioritize the categories included: (1) the frequency of its mention by the student teachers, and (2) the credibility given by others, especially the cooperating teachers (Guba and Lincoln, 1981, p. 94).

The final consideration in this level of analysis was judging the completeness of the categories established. Completeness was judged in relation to four criteria: (1) the classifications were internally consistent and externally presented a complete picture; (2) little unassigned data was left after categorizing; (3) the categories were acceptable to another competent judge in the audit process:
and (4) the categories were credible to those persons who provided the information (Guba and Lincoln, 1981, p. 96).

Throughout the analysis process, the researcher made marginal notations, or 'memos' according to Strauss (1987), to serve as "memory joggers" and to help create a more complete picture. These memos provided additional insights from the student teaching seminars that were visible only to the researcher in the role of university supervisor.

Trustworthiness

For naturalistic inquiry, meeting tests of rigor was a requisite for establishing trust in the outcomes of the study. In this study, it was a critical component of the study and the researcher's objective since naturalistic inquiry was not an established form of research in business education. The approaches to tests of rigor used in the naturalistic paradigm were different from those used in the scientific paradigm. Guba and Lincoln (1981, p. 103) identified the naturalistic analogues to the four major criteria of rigor in scientific inquiry (Table 4).
Table 4. Scientific and Naturalistic Terms
Appropriate to Various Aspects of Rigor

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Scientific term</th>
<th>Naturalistic term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truth value</td>
<td>Internal validity</td>
<td>Credibility</td>
</tr>
<tr>
<td>Applicability</td>
<td>External validity/</td>
<td>Fittingness</td>
</tr>
<tr>
<td></td>
<td>generalizability</td>
<td></td>
</tr>
<tr>
<td>Consistency</td>
<td>Reliability</td>
<td>Auditability</td>
</tr>
<tr>
<td>Neutrality</td>
<td>Objectivity</td>
<td>Confirmability</td>
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</table>


Truth value or credibility. The naturalistic inquirer deals with multiple realities and utilizes triangulation of the data to discover findings. By using a combination of reviewing the daily journals, scanning the lesson plans, and analyzing the pertinent seminar transcripts, indicators of emerging developmental patterns for each student teacher became evident. As a safeguard against possible bias, other teachers reviewed the transcripts to establish credibility for the major codes.

One teacher taught at the university level but had had high school business teaching experience. He read sections of transcript and coded comments; his ratings and the
researcher's ratings were compared to determine credibility. Since he did not know the student teachers, his decisions were based solely on the transcripts.

**Applicability or fittingness.** The second test of rigor--applicability to other similar situations--poses problems in teacher education. Lincoln and Guba argue that generalizability (i.e., external validity) may not be the most appropriate term. Instead, the term "fittingness" would be preferable to describe the incident within the surroundings where it occurred. The nature of teaching favors descriptions which link previous situations with approaching situations (Krathwohl, 1985; Glaser and Strauss, 1967).

**Consistency or auditability.** The third test of rigor the study had to meet was that of consistency or auditability. This was not a major concern of the researcher since business education research has previously involved a quantified approach, and there have not been many, if any, studies that this study would attempt to replicate. Since the study involved the developmental process of student teachers, consistency was tested through the audit checks for appropriateness of the categories established by the researcher. This issue comes down to whether subsequent naturalistic studies
following the same procedures, similar conclusions should be reached.

Neutrality or confirmability. The fourth test, neutrality, was probably the most difficult to deal with in view of the multiple realities that were made visible. The concern of the researcher was to maintain a neutral posture toward the emerging events and reduce biases from personal experience. The researcher's years of secondary teaching experience in the business education classroom provided insights that helped confirm information made visible through the student teachers' journals and seminars.

The Final Report

After completion of the research, the results must be reported. In a naturalistic study, the preferred report form was the case study. The case study was utilized because it allowed for a reconstruction of participant comments (emic). The second major reason for reporting information through the case study was that it presented a holistic description and the reader could more easily identify with the problems and concerns of learning how to teach as viewed by the student teachers. Through the brief vignettes, the researcher could convey knowledge that
another could use. Finally, the case study provided a vehicle for conveying contextual information (Lincoln and Guba, 1985, p. 360).

**Summary**

Chapter III contained a description of the design of the naturalistic inquiry study and the rationale behind the selection of this approach. The terminology regarding the student teaching experience were defined, the site was described, the participants were introduced. A fuller description of the student teachers will emerge in Chapter IV as part of the data report. Also, the constant comparative method of analyzing data was discussed.

The purpose of the methodology chapter was to describe the format that was used for gathering data to answer the basic question: What were the problems and concerns of student teachers as they learned how to teach? and the other subsequent questions that evolved from that question.
Chapter IV
Presentation and Analysis of Data

Introduction

The purpose of the study was to look at the developmental process of student teachers as they experienced the transition from student to teacher, became adept at working with others in the classroom and cognizant of the problems in dealing with teachers, students, and administrators. The problem was to find out what happens during student teaching as observed and experienced by the major participants—the student teachers themselves. The data was analyzed by a modified version of the constant comparative method (Glaser and Strauss, 1967).

Chapter IV opens with a discussion of experiences prior to student teaching. It then presents the analysis in the following format:

1. the development of each student teacher as expressed through their journals during the eleven-week quarter, and

2. the progression of problems and concerns expressed by the student teachers in the weekly, on-campus seminars,

On the following pages, the major concerns and/or problems of each of the seven business education student teachers are discussed in Part A. The primary source of these data consisted of the student teachers' daily
journals. In Part B, the major problems and concerns discussed in the seminars were briefly discussed. In Chapter V, the major conclusions and implications will be discussed.

The following table presents a brief overview of the characteristics of the seven student teachers.

Table 5. Characteristics of the Student Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Andrea | Least enthusiastic about teaching  
Unprepared to teach daily lessons  
From the northern part of the state  
Single, 23 |
| Barbara| Energetic, enthusiastic  
Had difficulty working with groups of students  
Previously a school secretary, 2 years  
Divorced, 45  
Her son was a senior in high school |
| Beverly| Well prepared to teach  
Worked full-time 2 or 3 years in an office  
From nearby small town  
Quiet personality  
Single, 27 |
| Dana   | Enthusiastic; well prepared to teach  
From large city in southern part of state  
Wanted to teach  
Single, 22 |
| Jennifer| Planned to move back to home state  
Father was a high school principal  
Transferred in senior year of college  
Married, 23 |
Table 5. Continued

<table>
<thead>
<tr>
<th>Name</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa</td>
<td>Had previous secretarial experience</td>
</tr>
<tr>
<td></td>
<td>Quiet, efficient</td>
</tr>
<tr>
<td></td>
<td>Enjoyed teaching</td>
</tr>
<tr>
<td></td>
<td>Married, 24; had a baby boy</td>
</tr>
<tr>
<td>Susan</td>
<td>Enthusiastic, conscientious, well organized</td>
</tr>
<tr>
<td></td>
<td>Born and raised in the city</td>
</tr>
<tr>
<td></td>
<td>Father was an insurance agent</td>
</tr>
<tr>
<td></td>
<td>Single, 22</td>
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Preliminary Discussion Prior to Student Teaching

Throughout the two quarters prior to student teaching, I had taught these seven students in the basic business and accounting methods classes. They had learned to work together and were comfortable discussing problems about teaching in the classes. During discussions of teaching strategies for various business concepts, it was not unusual to incorporate ideas, such as the use of practice set "help sheets" that would be useful in student teaching as well as teaching. These student teachers were inquisitive about the expectations of the cooperating teacher: "How much teaching will we do?" "Will the cooperating teacher be grading me?" "Will I know who the cooperating teacher is before the first day?" and so on. They were also interested in learning about the students: "What grade will I be teaching?" "Are these kids as bad as we've heard?" "How large are the classes?" and they
wanted to know about the school organization: "What time
do we have to be at school?" "Can we get out of school
for job interviews?"

Each of these questions provided insights into the
"mindscapes" that these future student teachers had
developed about the role of student teaching, their
responsibilities and their gradual change from student/
observer to taking control of the classes. The students
were beginning to formulate "practical knowledge" about
what they thought student teaching would be like.

Student teachers' initial practical knowledge about
teaching developed from their own experiences as students
and several years' observation of teachers. Their visions
of teaching were colored by how they thought their class­
rooms would be in a naive, optimistic "dream". Such
comments as "I won't have any discipline problems in my
class." "My students will pay attention to my lectures."
and "I know assignments will be turned in on time." give
credence to the disparity between the on-campus theoretical
knowledge and the classroom practical knowledge. Although
they had been students for 16 years, and had observed
thousands of hours of teaching, their conceptions were
quite different from the reality they would be experiencing
within a few weeks. Perhaps fantasizing about teaching is
a stage that all student teachers experience prior to the
actual experience.
Initial Meeting

During the eighth week of the quarter prior to student teaching, I held a meeting with the seven business education students for the purpose of orienting them to student teaching, explaining the procedures for videotaping and the expectations of the student teaching experience. The students began to make the transition from student to student teacher as the complexity of teaching became closer to reality for them. During this meeting and all subsequent meetings, the dialogue addressed the concerns raised by the student teachers. In several instances, excerpts of dialogue from the transcripts of audiotaped seminars were used to give meaning and context to the events.

Not only were the student teachers beginning their transition, but I was assuming the dual role of university supervisor as well as researcher. In conceptualizing the study, as a means of looking at what goes on during student teaching, a variety of themes, such as socialization, changes in attitudes and behaviors, expectations, classroom procedures, subject matter knowledge, and others would be dealt with as part of the student teachers' daily activities (Veenman, 1984). During the initial meeting, the reality of teaching was explained:
"... Although we have been preparing excellent business teachers here as well as at other institutions around the country, there is very little information known about what makes up teaching and the teaching act. People just assume things take place in the classroom so one of the things we will do this quarter is the study of teaching from the point of view of what is this experience about? What are we learning? What do we know about the student teaching process? Not just to go in there and say, "I'm going to observe discipline." Is this good teaching or bad teaching? We want to learn about teaching. No one becomes a perfect teacher as a result of taking a few methods classes. And our intention is not to make you the best business teacher after taking two or three methods classes. Nor are you going to become good teachers just by doing student teaching. You become a good business teacher by constantly improving yourself through a number of years and a number of experiences. (T, 3/6 - p. 2)

The student teachers in this study were to record thoughts and concerns on a daily basis as they observed cooperating teachers and others, and became socialized as Zeichner (1984) refers to the transitional process. The student teachers were reminded that:

"... there are more things that go on in the student teaching experience than just you interacting with the university supervisor and your cooperating teacher. You may have to get feedback from your cooperating teacher. Or you may have several learning experiences from another teacher you may be friendly with, like to have coffee with, or your lunch breaks are the same, and they can give you feedback, you see. You'll learn also from the other student teachers. ... all of that information is valuable information building you as a teacher ... " (T, 3/6 - p. 5)

... We can do so much to tell you these are the things you should be working with, but it is in the setting where you actually learn to interact
with students and with teachers. You may make a mistake and it is corrected, or you may do something that is really worthwhile which reinforces a positive experience." (T, 3/6, p. 5)

The meeting prepared the student teachers to meet with the cooperating teachers in the schools, answered some of their questions, and raised additional questions. The student teachers began to view teaching with anxiety about the unknown and concern about their own readiness to teach.

The data analysis initially consisted of open coding of the seminar transcripts and student teachers' journals to extract specific terms representative of their problems and concerns. Categories emerged around key terms that research has identified as the problems of student teachers.

Case Study Vignettes

The analysis of the data was presented in a series of case studies vignettes tracing each student teacher’s progression through the quarter--their verbalization of problems and concerns from the point of view of the principal actors in student teaching as they attempted to make sense of the many various events that occurred during a typical school day (Erickson, 1986, p. 119).

Each of the student teachers brought her own knowledge or "claims to know" to the experience and from their
comments about their views of teaching and themselves as teachers various images began to emerge.

Student teaching is a learning experience that has rarely been studied through the words of the student teachers as they participate in the experience. According to Haberman (1983, p. 98), student teaching studies usually focus on the teaching behaviors rather than the learner behaviors. During this experience, the student teachers learn more about teaching by watching others and teaching under supervised conditions than they had learned about teaching in their professional education courses. This assumption that student teaching is teaching, therefore, skips over some of the necessary learning information that is included in the novice-to-expert literature (Benner, 1984; Berliner, 1988).

When new teachers walk into the classroom, following the completion of student teaching, they are expected to perform in their classroom as well as the 20-year veteran in the room next door. The focus of this study is the complex problem of looking at teaching through the eyes of student teachers as they confront their daily problems, question about their preparation to enter the teaching profession, and learn how to solve problems in a practical, situational specific mode.
In the next few pages, each student teacher's salient remarks about problems and/or concerns will be studied within the context of the school environment. Since these vignettes include excerpts from the student teacher's daily journals, the grammatical errors were included as part of the document. The realities of the classroom and the theoretical ideas espoused in education courses create a conflict situation that the student teacher has to resolve.

Part A. Student Teachers' Journals

Jennifer

Jennifer's background afforded her the insights into teaching that the other student teachers did not have. Jennifer's family background in education (her father was a high school principal) would, on the surface, indicate that she had both a good theoretical understanding of teaching as well as a "teacher's personal practical knowledge" (Clandinin, 1985) of what the classroom should be. As will be seen in the following excerpts, Jennifer learned much about teaching, students, and herself.

During the first week, she felt inadequate to teach some classes, especially business law, because of the structured lectures. She reported that students were
bored and she, too, was bored with the subject. Perhaps this feeling was a result of her own reactions to the business law classes she had taken in college or high school and her own high school teachers' reactions to the subject. In one entry, she alluded to the similarity between this class and how she remembered her high school teacher lecturing from the book about business law.

Clandinin (1985) used the idea of "image" to foster the notion of how a teacher uses the "classroom as home" context to influence her professional actions. How the teacher envisioned the classroom environment influenced the direction she used in creating that environment. Being an influential actor within the classroom, the teacher's own personal biases can affect the student's receptivity for a given course. That student, in turn, may later become a teacher and subconsciously construct her own personal knowledge that a subject (in this instance, business law) is boring.

Also during the first week, Jennifer felt overwhelmed and frustrated by all of the work she had to do. The change from student to teacher meant adjusting her schedule from the typical university daily class schedule to being at work from 7:50 a.m. to 3:15 p.m. This new world of teaching was quite different from the world of the student; it was part of what Veenman (1984, p. 144)
referred to as "the reality 'shock' of becoming a teacher or the "assimilation of a complex reality which forces itself incessantly upon the beginning teacher, day in and day out."

Another problem that Jennifer faced was socialization with the teachers, especially those who were not cooperating teachers. In her journal, she recorded:

"Noticed one of the non-cooperating teachers was grumpy. I think the teachers' lounge is not a very good place to eat lunch. They aren't real open." (J, 4/8)

As the student teachers tried to acclimate themselves to the school environment, some of them, Jennifer especially became aware of this chasm between herself and full-time teachers. The teachers' lounge, traditionally, has been viewed as the place to socialize and get to know other faculty members. The actions of this particular teacher Jennifer inferred was a way of telling her she was still an outsider.

Jennifer began teaching during the second week of the quarter and worked diligently to prepare her lessons. Her initial concerns were that she would be prepared to teach and that the students would listen to her. The frustration of having to prepare supplemental materials and the continuous preparation were addressed in another of her journal entries:
"I'm really frustrated because the students are all the way through the curriculum in Business English. Therefore, I have to make all the materials myself. I don't mind that, but I don't know what to make up. I never get enough time to talk with my cooperating teacher. I feel sort of left out in the blue. . . I'm really getting sick of going home and working for 4 hours with no time to even think." (J. 4/23)

Jennifer's perceptions of lack of communication with her cooperating teacher only served to increase her frustrations and anxiety toward teaching. Jennifer was being forced to make some teaching decisions and she felt unprepared. As can be recognized in the excerpts, she did enjoy working with the students and was developing good rapport.

Part of the student teaching experience was observation by the cooperating teacher. Jennifer's feelings of aloneness were recognized by her cooperating teacher during her observation. She wrote the following note to Jennifer.

TO: Jennifer
FROM: Caroline Jameson, Cooperating Teacher
DATE: April 24
SUBJECT: First Business Law Observation

Jenny, from our previous talks, I know you are feeling uncomfortable with this class. However, your presentation of the chapter on "Consideration" went very well. Your lesson was also quite typical of those I have observed of others, and much like my own presentation would have been. As you progress through the year with these students, I feel you will become much more at ease and be able to
enjoy the class, and maybe even the content! Some things only get easier by doing. Hang in there!

Your mechanics are good and will only get better with experience. It pleased me when you applied a suggestion we spoke of earlier—repeating questions or answers for the class so all can hear. This might seem repetitious but usually helps keep everyone on task if they wish to be. Remember, we cannot control everything. Nice job!

This kind of reinforcement from the cooperating teacher helped Jennifer realize that teaching was a learning experience; that it takes time, and that it was an active process requiring the learner to take initiative. Student teaching needs to feed into and nurture the thinking process, the sense-making process to encourage the student teacher to continue to learn (Greene, cited by Griffin, 1983, p. 98). The problems that Jennifer had with this class provided her with the challenge to go beyond her own limited knowledge of the subject. She was beginning to move through a period of cognitive dissonance in trying to make sense of the subject and learn about the subject and teaching methods.

Jennifer was attempting to develop her own image of how a business law class should be taught. She particularly had difficulty researching information to include with her lessons.

As the weeks progressed, Jennifer's frustration from both lack of knowledge and inability to talk with her
cooperating teacher as needed caused her to question her own abilities as a teacher. She had envisioned the cooperating teacher as a resource who would be available any time to help her throughout the experience.

Jennifer's experience with organization, by trying to plan lessons, prepare copies of worksheets, develop quizzes as well as daily grading of papers led to part of her frustration with the hours she had to devote. These experiences were also part of the indoctrination process into the reality of the organizational conditions of high school. Each activity was a definitive part of the typical routine for secondary classes, not just business education classes.

Since this student teaching experience occurred during spring quarter, motivation was a recurrent theme in Jennifer's journals. For example:

"The kids in my block class simply don't care much about grades. Not all of the kids, but some of them are very apathetic about school in general. I really feel it has something to do with the heat in this place. I don't really want to work either. The only way to motivate some of these kids is to test them. I guess it's that way for all classes. (J, 5/7)

Jennifer realized that not all of the factors relating to how students work in class were within her control. Environmental concerns, such as temperature, affected the motivation of both teachers and students. In this
instance, Jennifer's reference to testing students in an effort to motivate them would be received as a negative motivator. The students would have seen the test as a punishment for something that was beyond their control.

Self-doubts about her teaching ability continued to affect her as in the following:

"... I don't know if it's me or what but I feel like they all hate me. They sit there and give me dirty looks and act bored. I don't think I was so blatant about my boredom when I was in school. It makes me feel really self-conscious and unhappy when the students make me feel that way, although I know I shouldn't be so sensitive. . . . I just wish the students were interested in what I was teaching. Maybe the problem is that I am bored with it myself. I don't really feel like I have control over the subject matter, so I can't know all material. It's not even really that; it's that I don't feel I have time to really find good materials (supplemental) to use. (J, 5/13)

Jennifer's sense of frustration was partially the result of the temporary status she had at the school. Student teachers, on the whole, know they'll be in that school for a short time and they seldom want to take the initiative to add to the curriculum. Unless they see a possible full-time position, where the materials would be used again, they won't expend the time and energy.

The relationship between Jennifer and her students helped her realize that the students are the reason she chose teaching. For example:
"Today started out kind of bad but it got better as it went on. I'm feeling a little overloaded as far as grading goes. Earlier today I was convinced that I was done with teaching and would never return. But, unfortunately, the kids were fun right after that and now I want to teach. I know there are good days and bad days. (J, 5/14)

Jennifer was very sensitive about teaching. She let the students' comments intimidate her. The end of the year proved to be difficult for her in trying to deal with the immaturity of her students as well as her own sense of immaturity as she was about to complete her own education program.

"Today was an emotional mess; the kids are uptight and tense with each other and they literally hate all their teachers. It's hard not to take it personally. I almost lost control with my block girls today. I mean I almost lost composure. A few of the students apologized. I've had it! I know I probably won't teach. It's horrible. I don't know why anyone would want to do it. (J, 5/20)
As Susan prepared to enter the classroom, her enthusiasm for teaching that she had shown in previous classes was still evident. Although she was 22, she was mature in her thinking about teaching. During the first week, Susan was nervous about teaching in front of a class of high school students; she spent her first few days getting to know the students. Susan knew she would be learning as much as the students since the accounting classes were not her primary interest. She decided before the quarter began to make the most of the learning situations encountered at Suburban.

The good working relationship Susan established with Mrs. Johnson, her cooperating teacher, during the first few days enabled her to make suggestions and validate her own conceptions of teaching.

"Today, I'm going to discuss with Mrs. Johnson the way in which I am teaching the computer class. I feel that they should be given a couple of assignments during class that have to be handed in at the end of the class period. This way they can do the lessons at their own pace and go ahead or do some other class assignment just as long as they get assigned work completed." (J, 4/17)

Not all student teachers follow the developmental stages of concern identified by Fuller and Bown (1969, 1974). The Fuller and Bown developmental conceptualization was a general framework in terms of a general human
tendency to be preoccupied with basic needs until they were satisfied (Feiman-Nemser and Floden, 1986). Student teachers, such as Susan, who are self-confident may not follow the developmental stages espoused by Fuller and Bown (1975) and later refined by Hall (1977, 1985).

Susan discussed her ideas for teaching with Mrs. Johnson for her advice and suggestions. When Susan wanted to try a different approach for teaching, she explained her reasons and what she expected of the students.

"Well, Mrs. Johnson and the girls agreed that doing individual work and handing in the specific assignments would be the best possible way in which the students would learn spreadsheets. Starting Monday, I'll begin teaching in a more casual manner for the computer class. I will always be in the classroom ready to help them if they come across any problems or errors instead of reading the steps they need to follow. I feel that this way they can become familiar with the Apple Computer and spreadsheet at their own rate." (J, 4/17)

Susan's concern for her students at this stage was obvious in her willingness to answer questions. She was becoming more responsible for her students' learning by adequately preparing lessons and providing the in-class support they needed. Throughout the quarter, Susan would stay at least one hour three days a week after school to help students with make-up work.

As Susan's enthusiasm for teaching grew so did her responsibility toward her classes. Lesson planning for the student teacher has been identified as a major concern (Griffin, 1983; McIntyre, 1983; Veenman, 1984).
Some student teachers either do not want to do it, believe that it takes too much time, or that it really is not important.

Student teachers had to adjust to a different schedule and occasionally had to be absent from school. Susan was ill one week after she had begun teaching. Instead of giving responsibility for planning back to her cooperating teacher, Susan prepared her lesson plans and had them delivered to the school so her classes could stay on schedule. During her illness, Susan's substitute was Mrs. Johnson, her cooperating teacher. This provided the test for lesson planning—if another person could teach successfully from your plans.

"Mrs. Johnson seemed very pleased that I left very well written lesson plans that were easy to follow. . . . This made me realize how important well written lesson plans are in case of an unexpected absence." (J, 4/22)

Susan's concern for her students again manifested itself when she was dictating shorthand. If her students were unable to take dictation, she questioned her ability to dictate properly rather than putting the responsibility on the students' study habits. She used a variety of teaching strategies, such as speed building and accuracy drills, ungraded practice to motivate students, and having students trade dictation and transcribe each other's notes.
Susan obviously enjoyed her student teaching. Her journal entries were usually positive such as:

". . . I'm really comfortable with all of my classes and I'm really having a good time with all of the teachers and faculty. They are all very nice and cooperative."  (J, 5/2)

The following week she made this reference to the administrative block class:

". . . I really like all of these girls, it is a pleasure to work with them."  (J, 5/5)

The above comment was made during the fifth week of student teaching. She had an easy going personality and she had the respect and cooperation of her students. She had "settled in" to the teaching role but was not complacent in learning. Calderhead (1987) found that student teachers' professional learning reached a plateau about mid-term. . . . "Their daily work had become routine--planning lessons, teaching, then writing up evaluations and planning lessons for the following day."

Again, Susan's journal indicated a sense of calmness and plateau:

"I really don't know why but this week is going at a very relaxed rate. Everyone seems really laid back. There have been no discipline problems."  (J, 5/4)

The problem of time was a concern of Susan's, especially in testing situations. Student teachers have difficulty determining the amount of time to allow for
in-class activities, such as tests. They usually do not know their students' working ability nor do they possess the insights into test taking to judge the time needed. Both of these problems decrease as the teacher gains experience.

Susan wrote the following about the students and her experiences with a major test:

"Well the big accounting test was today. To my surprise they all (except one) did very well. It makes me feel good when they successfully complete a test like this one. I even thought that it was hard when I worked through it. I really had no idea however, that it would take two full periods. I even helped them out by putting the account names for the different statements, departments, and income, on the board beforehand. If I had not done this for them, it probably would have taken them two periods for two days. (J, 5/8)

From this entry, Susan's consideration of her students was evident. She understood the negative effects of test anxiety along with the attitude of students at this time of the school year, and attempted to establish a situation environment that would encourage students to do well on the test. She compensated for the length of the test by writing account names on the board so students could copy them. Accommodation to the student's needs was Susan's way of establishing a working relationship.

During the last three weeks of the school year, Susan understood how the students felt and why their efforts were decreasing. Since she was wearing two hats—both
teacher and student—she, too, wanted the year to end, but she had to maintain a positive, encouraging attitude toward the students. She questioned her effectiveness in the classroom because students were not as interested or motivated as when she began teaching six weeks earlier. Susan rationalized that the time of year had more effect on student behavior than her teaching.

Susan rarely mentioned problems discussed by her fellow student teachers, such as discipline, motivation, grading until the last three weeks. Her occasional frustration with students also appeared in her journal.

"I don't know if it is because it is Monday or what but my students really got on my nerves today. Every time I give an assignment or a deadline on a paper assignment they whine and complain that I didn't give them enough time or that they can't do it for some reason. Today it just really got to me because I have given them more than enough time to complete their assignments. I guess I will just have to be a bit more strict and I know I can do it because they really ticked me off today. I also realize that they are ready to get out, especially the seniors, but they still have three full weeks of work to do, which if not completed could be very damaging to their grades. I understand the way they feel; I feel the same way, but they have to realize that they still have a commitment to fulfill. The sad thing is some of them just really don't care and the ones who don't care anymore are the ones who are giving me the most trouble." (J, 5/19)

From this excerpt, several of Susan's perceptions or constructs as Kelly (1963) refers to them, were illustrated. The changing attitude of students as the school
year neared the end challenged her motivation strategies to keep the students working. Her frustrations were internalized until the students began verbal complaints about the work; then as a defense mechanism, Susan indicated she would be stricter during the final few days. She thought the best way to handle students, even seniors, was to become more disciplinarian. Her observations about students who did not care about their school work creating problems corresponded to evidence in studies dealing with behavior.

As her student teaching experience was nearing completion, Susan was dealing with her personal as well as professional transition into teaching. She realized that her teaching personality was recognized by her friends.

"... I found it rather humorous. Every time one of my friends wanted to talk to me they would raise their hand and say, "Miss Adams"... I found it funny that they didn't realize that the students didn't call me Susan; I found it hard to respond to it at first. I had to think, "Miss Adams"... oh yea that's me." (J, 6/2)

Throughout her student teaching, Susan maintained a high level of concern for the academic achievement of her students. Silvernail and Costello (1983) made similar conclusions about teachers concerns for student achievement in their study. In addition, Susan was not particularly anxious about discipline or classroom management. She adapted easily to her role of teacher and recognized the multi-dimensionality of the profession.
Perhaps, Susan's whole perception of teaching and students and what it means to be a teacher was expressed in the final journal entries:

"Today was very special. The girls in my block class threw a little going away party for me. It made me feel great. They all signed a card and got me a 'precious moments' statue of a teacher. I almost started to cry; it really made me feel special. We had cake and sat around and talked. They really made my learning experience something special. They were very cooperative even though they did have their days, but don't we all." (J, 6/3)

Susan enjoyed these students and realized they liked her as well as the way she taught. This encouragement made her feel appreciated and her efforts for the students were rewarded. Perhaps more important was the tacit knowledge she gained by working with these students.

Susan had a realistic perception of learning and teaching. As she learned more, Susan's personal constructs of who owns the responsibility for learning changed.

"Well all of the seniors are ready to get out. I figured this out when I gave an accounting test to my block girls and only one passed. Well, it's not my fault they say that they understood as we went along on the board. I don't feel bad at all this time it was their fault. I must be learning because I don't feel guilty at all. (J, 6/5)

Susan's recognition that she was not responsible for her students' test performance gave her insight into her
responsibilities for teaching as well as the responsibilities of her students for learning. Finally, Susan wrote:

"Last day of classes, hard to believe. It really seemed to go quite quickly. I'm really glad we went out to Suburban H. S. because I don't feel that we could have had nicer, more cooperative teachers to work with. I feel I learned a lot from all of them, especially Mrs. Johnson and have come to fully realize the responsibilities, talents, and efforts it takes to effectively teach in a high school business program." (J, 6/6)

Susan saw herself as both a teacher and a student. Here, she seemed to indicate relief that the student teaching was over. She exuded the sense of "I made it!" while exhibiting concern about pupils (Fuller and Bown, 1975). Her experiences were positive, particularly because her cooperating teacher and the students provided encouragement and helpful critiques throughout the quarter.

When placed on the continuum devised by Fuller and Bown in their studies of student teachers, Susan would be on the right side or "concerned with others". As can be read in journal entries, she had self-confidence from the beginning and was able to negotiate meanings within the classroom. Her planning included well-organized lessons with high expectations for student achievement.
Melissa had quite a different experience with student teaching. She had to drive about 45 minutes to get to Mason High School. Melissa was one of the two student teachers not videotaped during teaching. Although she was an enthusiastic student in the methods classes, she was more reluctant in the classroom. As can be found in the following excerpts, Melissa's experiences created a different perception of student teaching.

"I'm ready to start doing more than just observe. I feel like a sore thumb that's just in the way and not doing anything. . . . Spent the afternoon with Marilyn [cooperating teacher] at another teacher's house grading competition papers for their classes. An awards banquet is being planned. . . . The conversation of six business education teachers is very enlightening." (J, 4/1)

Melissa established good communication with the business teachers early and quickly became included in various activities. Listening to the teachers discuss students and end-of-year activities as well as planning gave Melissa an insider's view of teaching. During the first few days, she questioned her choice of career but then became more convinced that she would enjoy teaching.

One of Melissa's concerns was how students should address her. This concern surfaced during the first few days as she was observing a health class.
"...the teacher lets the kids call him by his first name. I'm not sure if I like that or not. "Mrs. Phillips" sounds so formal and I'm not really used to it yet, but "Melissa" doesn't sound quite right either." (J, 4/3)

The dilemma forced Melissa to begin looking at how she viewed her role in the classroom--authority figure or friend. She had to solve this problem with identification before she could look at the broader perspective of the school.

Melissa vacillated between the role of teacher and remembering herself as a high school senior.

"Grading papers tonight has made me really feel like a teacher--I have to get a better red pen though. ... When I think about most of my students being 18 already, it seems like they should be older, yet they are still so young. Was I really that young at 18? or did I think I was as "old" as they think they are? (J, 4/6)

Melissa was searching her own experiences as a high school senior in an effort to make some sense of how to work with these students. The students, too, had to gradually accept Melissa as a teacher. In trying to make the transition, Melissa had to confront the theoretical knowledge she had acquired in her professional education courses as well as her own practical knowledge of what felt right. During the early weeks, Melissa viewed cooperation by students as an indicator of how she was doing as a teacher.

As many other student teachers at this stage have indicated, the temporary status negates a dedicated effort
to improve the curriculum. Student teachers know going into the schools that their tenure will be for a few weeks so they look at it as another in a series of experiences to help them learn to teach.

"I'm getting more comfortable about teaching. Although I wasn't nervous about it at all, I was uneasy about policies and procedures, etc. Now I'm getting used to the kids and they to me so I guess I'm settling in. However, I don't like the sense of all this being so temporary. I'll be glad to get my own job, my own place, my own classes, etc." (J, 4/10)

Even though Melissa apparently liked teaching, she found the transition into the classroom disturbing. She realized student teaching was a period of learning but was not prepared for the rapidity of change.

Melissa had a difficult time adjusting to the realities of the high school classroom during the spring. Her preference for structured organization was tested as she worked in the block program.

"I'm getting frustrated with the COE [cooperative office education] class—it's so unstructured and the girls never seem to want to do anything, or they already know it or something. The typing classes are going good but the grading is heavy." (J, 4/13)

Student teachers in cooperative office education classes have to learn how to handle "structured unstructure" of a class where students are employed in various offices in the immediate geographic area. Since the students spend the afternoons on the job, each has
different needs in terms of what would be most beneficial from the classroom that would help on the job. For example, a student working as a bank receptionist has a different set of questions from a student working as a legal secretary. For some student teachers, the variety and the frequency of change posed challenges they had not anticipated even in methods courses for vocational certification.

The end of the grading period gave Melissa experience in computing student grades and the chance to reflect on her teaching as well as what the students felt they wanted to learn.

"Tomorrow is the last day of the grading period and things are a little hectic trying to get make-up work graded. Sharon's [cooperating teacher] going to show me how to compute the grades tomorrow.

I talked with the COE girls today about what they would like to see the class cover in the next seven weeks. They want to learn more about budgeting, so I need to see what I can get together for them." (J, 4/15)

Melissa learned to be sensitive to the needs of her students and realized that the end of the school year would necessitate more effort to work with the students and incorporate their ideas into the curriculum. One of the critical aspects of COE instruction is including materials that is relevant to the students' current employment as well as future positions. Melissa believed
the best approach was to discuss with the students what they thought would be helpful. Melissa's concern for her students vasculated with her own concerns about finding a job as well as the time she had to spend in grading.

One of her concerns was the problem of dealing with students who were cheating in typing class. For example:

"I've been catching onto a few tricks my typing classes are pulling on their timings--like typing a full line before I start the timing. You should have seen their faces when I caught a few of them." (J, 4/21)

"Caught a boy cheating in typing class. I'm going to make a few changes next week on their timings." (J, 4/24)

Melissa tried a variety of methods to stop student cheating. Awareness of the problem prompted her to talk with her students and change her teaching strategies. This was one phase of her learning process as she attempted to make sense of teaching and develop her personal image of teaching.

The realities of working with teenagers and their changeableness frequently appeared in Melissa's journals. She had to constantly adapt her actions to the students' behavior in class.

"What a day! Fifth period wouldn't listen to instruction, 7th period complained about the work load, and 8th period needs to be muzzled! Maybe tomorrow will be better!

I have to be gone two afternoons this week and already I can see I won't like leaving my students for a sub. It seems to break the continuity of your lessons and thoughts." (J, 4/27)
The frustration of dealing with different students throughout a typical day made Melissa more aware of the various problems of high school students. She gradually realized that she could not allow problems encountered in one period to affect her teaching in subsequent classes.

Melissa's personal construction of teaching included dedication to her students. Her hesitation to leave students under the control of a substitute was indicative of her belief that the students were 'hers' and she didn't want to relinquish their learning to anyone else—even for a brief time.

About midway through the quarter, Melissa began to have a sense of complacency about lesson planning. She was overwhelmed with the grading aspects and occasionally prepared poorly for presenting new material.

"Well, I messed up today. I had prepared my lesson plans and knew what and how to do the topic, but I hadn't practiced on how to present it to the students. As a result, it really came across confusing to them, jumbled to me, and not very good at all. However, after fumbling through it once, I got better (a little) with the next class." (J, 5/4)

Melissa's experiences with lesson planning helped her to learn about the complexities of working with students. Clarity in lesson preparation and presentation are critical areas that student teachers have to deal with in order
to improve according to the research by Cruickshank (1988). Melissa experienced instant feedback from her students when they failed to understand her instructions.

One of the problems frequently encountered by student teachers in business education as they begin teaching is the way a task has to be divided into small components.

"I'm teaching typing tables and I'm sure learning how much you have to break down things for the kids--and how many times you have to go over and over something." (J, 5/5)

The repetition of instruction was a problem Melissa was not prepared to handle. As with many student teachers, she had forgotten that high school students' attention may not be on the teacher. Her problems with repeating instructions were related to classroom management as well as discipline and motivation. The students had difficulty understanding the relevancy of learning how to type tables.

During the final few days of student teaching, Melissa's concern changed from student-centered to once again concern for herself. Her journal entries provided clues to the way she perceived her role as a teacher as well as her doubts about achieving the level she wanted to achieve.

"I've been having a sense of detachment lately with the students as well as the faculty. Because I know I'm not going to [be] teaching around here, I
don't seem to care much about establishing any kind of relationship with any of the other teachers or the kids. At this point, I just want to be done."
(J, 5/19)

"I'm a little confused about how I feel about teaching right now. I seem to have lost all enthusiasm and drive. I can't help but think if this is how I feel now what will I feel like when I'm doing it all? I wanted to be so good at teaching and all I can think about now is just being done--I don't want to think like that when I hope to teach for the next 20 years." (J, 5/22)

Throughout student teaching, Melissa seemed to have feelings of apprehension about teaching although she rarely let her concerns be known. Her frequent references to the time spent in grading and the other areas of preparation indicated that she was interested in teaching and wanted to be an effective teacher.

Beverly

Beverly's experiences during student teaching were different because she was the most introverted of the seven. She had worked as a secretary for a few years before returning to school so she understood the content of her courses. Beverly also could draw from her work experiences to give her students valid reasons for accuracy and timeliness in completing assignments.

The first few days Beverly had to acclimatize herself to new surroundings and different people. She had been out of high school for eight years. She was nervous
and apprehensive about herself as a teacher. Her own office experiences enabled her to be flexible when interrupted during class. She was the only student teacher who referred to telephone interruptions in the business classes (business education block programs have telephones installed in the classrooms). Her classes were also interrupted by student office assistants bringing notes for individual students. As Beverly developed her perceptions about business teaching, she could incorporate many procedures she had used in the office into her classes.

"I was to teach the first period class, so on my way to school I rehearsed my lesson on budgeting. I felt that I did okay after it was all over. I thought I had plenty of material but I did not. There was 10 minutes left. My second class I taught was Administrative Assistant block. It was not so successful. I'm introducing a packet. I went too fast for the class. I will review tomorrow." (J, 4/14)

Very early in her teaching, Beverly carefully reflected on her teaching and was aware of her problems. She was motivated to improve and looked to her cooperating teacher for suggestions. She seemed to be more thoughtful about how her students were doing than whether or not they liked her. This was different from the concerns sequence developed by Fuller (1969, 1975) which indicated concern for self was the initial stage student teachers went through. Because Beverly was a few years older, it may be assumed that she had self-confidence and thus could move directly into the concern about teaching phase.
This was not to imply that at various times, she would not have concerns about how students liked or respected her but these concerns were minimized by her view of the students' learning. She tried different approaches to motivation and was flexible enough to change her methods during class. For example:

"Today I divided my Exploratory Business class into groups. This worked fairly well but they did not want to discuss answers (lost interest) so I broke them up and made them do a written exercise." (J, 4/18)

Part of Beverly's procedure for reducing discipline problems and keeping students involved was a variety of methods she used in class. Her flexibility made the students stay on task; otherwise, they knew she would change the format of the assignment.

"Because my cooperating teacher had to leave for part of the day, I had full responsibility of all the classes. Everything went well. Sometimes I feel like I just don't have any control. In my freshman class, I stopped right in the middle of what we were doing (reading) and gave a writing assignment. They just would not listen." (J, 4/24)

Beverly's perception of maintaining class discipline was to have all students working. When students were off-task, Beverly would change the activity. Later, she would talk with the student(s) who were instigating the problem.

Even with Beverly's work experience in an office, she knew she should work through problems so she would
anticipate students' problems. In this part of her learning to be a teacher, Beverly realized how much time was expended in lesson preparation. Her inability to formulate an easy explanation for typing a two-page report and the accompanying frustrations were shared in these journal entries:

"Again, I am learning you can never really make plans. I instructed in the morning then in the afternoon I worked on the memory typewriter. My students have to do a two-page report and my cooperating teacher and I spent the whole afternoon trying to figure out how to do the report ourselves. I ended up bringing the typewriter home. I had originally planned to do some observations but that did not occur." (J, 4/25)

Beverly's sense of responsibility to her students did not end with the school day or on Friday afternoon. She wanted to be an effective teacher and spent many additional hours in preparation for her classes.

"I spent the weekend working on the school typewriter to figure out how to do a two-page report for today's lecture. I felt really helpless. I can sit down and do it but I couldn't guide them (the students) through the process. I didn't feel successful. I began another packet. It's for Exploratory Business. I will be bogged down with grading. I had complete responsibility for all the classes but shorthand. The teacher disappeared so the students had to rely on me." (J, 4/28)

The shortcomings Beverly felt were caused because of her lack of experience in preparing instructions for guiding students through new learning. She had difficulty analyzing the problem and structuring step-by-step instructions for her students.
Another problem for Beverly was being recognized as a peer and included in faculty activities.

"I still feel left out when extra activities occur. My cooperating teacher never informs me and I don't feel like I can keep asking what is going on at this point. Our relationship is really good but I wish she would tell me more regarding meetings, etc." (J, 4/29)

The relationship with the cooperating teacher was crucial for the successful student teaching experience. Watts (1987, p. 155) states that the cooperating teacher may spend more time with the student teacher than the student teacher spent in all of the professional education courses combined. Beverly's problem related to the professional development context of student teaching. Research supports the negative aspects of the relationship between Beverly and her cooperating teacher. The Zimpher, deVoss and Nott study (1980) reported that many cooperating teachers perceived student teachers as aides who could lighten their duties. They did not consider them to be professional trainees to whom they had the responsibility of providing an appropriate practicum to develop pedagogical knowledge, skills, and attitudes (Watts, 1987, p. 155).

The problems Beverly had in communications with her cooperating teacher were not evident in the classes. Beverly's maturity enabled her to make decisions regarding class activities. As described in one of her earlier
journals, Beverly's flexibility was one of her strengths.

"We got off the subject but I feel it was worth it. We were reading an article about 'Dressing for an Interview'. Much discussion developed so I just continued with it. I originally was going to summarize the article but we never made it that far." (J, 4/30)

The continuing lack of communication frequently was included in the journals.

"I was evaluated by my cooperating teacher and she felt I was doing great. We filled out the forms after school; however, she works in the office so we had many interruptions. We never seem to be together in a quiet atmosphere." (J, 5/1)

The tendency for cooperating teachers to evaluate their student teachers favorably has been found in previous research (Zimpher, et al, 1980; Fink, 1976—cited by Watts, 1987). Some cooperating teachers allowed their student teachers to take over classes after the first week; then they (the cooperating teacher) rarely were available to help the student teacher.

The midpoint of the student teaching experience was filled with mixed emotions for Beverly. She was learning how to deal with all kinds of students.

"One of my students just got up and walked out of the room without permission. I didn't know what to do. I wrote up a discipline report. I did not want to make a scene. My cooperating teacher is going to call the mother. We suspect there are other factors involved. The end of the day really gave me a boost. My students talked me into going outside. I was really glad we did."
I never had so much attention. Anyway, we got off the subject. They started asking me about going to college and what I did, etc. They really complimented me and said they enjoyed having me as a teacher. I just hope they are learning something from me or my experiences. (J, 5/9)

In this entry, Beverly gave some insights about her relationships with her class. Discipline was still a problem and the involvement of a parent provided another learning experience for her. She also found how manipulative students can be. In this instance, the discussion about college life allowed Beverly to have a positive reaction to her students' questions and gave her the opportunity to talk about a familiar subject. She was interested in what the students were learning from her and had the impetus to be more enthusiastic in her classes.

Every teacher has a class that occasionally does not seem to be in sync with the lesson and/or subject. Beverly had a shorthand class that created problems. Shorthand requires much discipline to teach as well as to learn and Beverly did not have a strong background in the subject. She took their comments personally.

"I still cannot get in touch with my shorthand class. I just feel like they hate me. They moan and groan and try to take advantage of me. I keep telling myself it is not personal but it's hard to restrain myself." (J, 5/13)

The attitude of the high school students toward the student teacher influenced the learning that occurred in the class as well as the enthusiasm of the teacher.
Beverly reacted to the students and because she felt they did not like her, she had problems with credibility with the group. The students questioned if she did, in fact, know shorthand. The implication was that Beverly was teaching a subject she was unqualified to teach.

In one of her last journals, she wrote,

"I am learning you cannot take things that are said or students personally." (J, 5/28)

Throughout her student teaching, Beverly tried to make sense of the negative reactions she had from students. Overall, she had a successful experience, and learned more about the reality of how students feel about teachers. She did gain confidence in her ability to teach and in her knowledge of business subjects.

Andrea

Of the seven student teachers, Andrea entered the experience with the most questions about teaching. She was not sure that she wanted to teach, and as the quarter progressed, she questioned her abilities. Andrea took each day and tried to learn from her experiences and her self-confidence improved.

"Today was my first day of student teaching. As I was driving to school in the morning, I was anxious to begin this experience, and to find out what my responsibilities would be, as well as my abilities as a teacher. Throughout the day, I felt rather awkward at times because it is a new experience for me." (J, 4/7)
Andrea's apprehension was typical of student teachers. Even though they had spent 16 years in school, student teachers were fearful about being in an authority position. Andrea was anxious to make some sense out of her new role. She wanted to learn about school policy and procedures as soon as possible. In addition, she wanted to learn more about what Zeichner (1986) referred to as the context of the school. Andrea set goals for each day.

She had two cooperating teachers--Mrs. Stevens was the department chairman and Mrs. Fallon who had two classes with special education students. Andrea realized that working with two cooperating teachers could pose problems such as conflicts in time demands but could also be beneficial since she would have two different role models.

"I really noticed today that there is a good rapport between the students and teachers, and I am trying to figure out ways that I could model their teaching practices to enable students to adjust better to me." (J, 4/10)

Initially, Andrea was concerned about her ability to teach so students would continue learning from her as from their regular teachers. She soon settled into a routine as she learned the culture of the school.

"...it seems as though I am basically doing the same things day after day with modifications each day. I am getting used to the procedures and policies though almost every day I have to do something new." (J, 4/14)
As Andrea began teaching, she considered various approaches for presenting lessons. Her underlying goal was to have her students succeed in each lesson.

"I planned very carefully for this lesson and tried to ensure that I knew exactly what I would be covering in class, what I should explain and how I could best explain it so students will comprehend material most effectively." (J, 4/15)

Andrea continued to learn about her students— their abilities, interests, and learning styles. As she learned more about each student, she tried to prepare lesson plans to meet all needs.

"I am following my lesson plans very closely and have not had to deviate from them. I will probably have to modify lesson plans for 10th period because it is difficult to always predict how well they will perform because the range of ability is very large." (J, 4/17)

Andrea, who had the lowest grade point average of the seven student teachers, was able to construct a more realistic schema for dealing with her students' varying abilities. She could place herself in the position of student and use a problem solving approach to decide how to teach. Andrea's journals indicated she consciously reflected on her teaching and, based upon her perceptions of students' learning, she "reframed" her plans to meet the students needs. Andrea's journals were what Schoen (1983) called a "reflective conversation" between Andrea, the record of her teaching experiences, and her university supervisor (MacKinnon, 1987, p. 138).
"I am getting more used to teaching and hope to be getting better at know[ing] what and how to teach effectively. Each day I concentrate on practicing good disciplinary control—meaning that I try to keep classroom control in as subtle a way as possible. Thus far it has worked well.

Today was a little difficult because neither of my cooperating teachers were at school, and I would like to have asked them to clarify which exercises should be graded and recorded. I'm finding I have a lot of papers to grade as three classes type exercises every day. I'm sure grading procedures will become more clear in the future." (J, 4/21)

Andrea enjoyed working with her students in the skills (typewriting) classes. The daily grading posed problems as she attempted to evaluate each student's work and return papers the following day. She struggled with decisions about how to use her time efficiently to keep up with both planning and evaluation.

One of Andrea's major problems was how to teach a lecture class.

"I taught accounting today for the first time. This is a lecturing class and this is the area in which I need the most help. Hopefully, more practice will help." (J, 4/25)

As she worked to develop her own theories of teaching, Andrea found herself searching for better ways to deal with the additional responsibilities she gradually assumed in student teaching.

She recognized time as a factor on students' achievement in class and that her presentation of lessons had to be adjusted to motivate students.
"Planning lessons for the telephone unit is still difficult. The class seems very boring. Hopefully, experience will enable me to make the class more interesting and to involve students more. The class meets first period and, as a result, most of the students are dead to the world." (J, 4/25)

These various contextual influences--time, students, type of teaching method--all challenged Andrea to evaluate her own teaching. She was concerned with meeting objectives. Of particular concern was her work with the EMR (educable mentally retarded) class and how they learned.

"The EMR class is quite interesting. Students are so slow it is amazing that they have made it this far in school. Some can barely read the instructions on the screen. Some of the students are in the class due to behavioral problems. Others lack a good attention span. Others, however, are just plain slow learners. It is very challenging to work with these students." (J, 5/7)

Andrea was simultaneously challenged with individualizing instruction for the EMR students and feeling confident in her ability to teach accounting. The accounting students performed well on a chapter test so Andrea set her expectations higher for their success on the next test. She was pleased when over 75 per cent of her students did well on her second accounting test.

Throughout her teaching experience, she worked at having the students accept her as a knowledgeable teacher. Andrea worked well with her cooperating teachers as she
was gradually socialized into the school culture. The time of year may have created some problems for students' acceptance of Andrea. The evaluations that Andrea gave her students at the end of the year provided some insights into the thinking of high school students.

"I handed out most of my evaluation forms. Some of the comments are helpful, although unfortunately, not all. High school kids have a hard time being constructive." (J, 6/4)

Barbara

Barbara's experiences during student teaching were quite different from those of her peers. Barbara had been married, had a teen-aged son and had worked for over two years as a school secretary before deciding to pursue her degree in education. Her perspectives of the way a high school business education classroom should be and the reality she lived in her student teaching classroom were different and caused immediate conflict. Barbara had requested to work with a particular cooperating teacher because she was sure she would be an excellent role model. Her journal entries indicate her problems from the first day.

"Students just returned from spring break--most were not ambitious and did not want to settle down to work. So classes were a bit 'looser' than normal. By the end of this day, I could tell that none of my methods courses prepared me for any of these classes! But in the next ten weeks, I expect to learn how to teach them." (J, 3/31)
Barbara was concerned about various factors in teaching—classroom management, discipline, planning as well as teaching. In earlier conversations with Barbara in the methods classes, she thought that since her son was a senior, she knew all about high school students and would not have many managerial problems.

One of Barbara's responsibilities was tutoring a Chinese student in shorthand. Because of language problems, the student was having difficulty keeping up with the class. Barbara and her cooperating teacher agreed that tutoring might help the student as well as give Barbara an opportunity to work with individualization. In this school, student teachers usually taught only three periods during a seven-period day. The remainder of the time, cooperating teachers wanted student teachers to serve as aides, tutors, or they could observe other classes.

Barbara began to feel pressured before she started teaching.

"I'm feeling swamped with paperwork for OSU--observations, projected schedule, daily diary, weekly reports, etc.—really detracts from teaching. Can't really observe the actual teaching when so busy. Not looking forward to lesson plans and grading papers, etc., on top of all this other paperwork—too many full-time jobs. I know if I go to work as a teacher, I will not have all these observations and reports to write—then I can concentrate on teaching—but not now! It's not realistic now." (J, 4/7)
Barbara realized planning was an important, time-consuming part of teaching. She was not prepared for the additional paperwork that was part of student teaching. Her schedule of teaching three periods facilitated an unrealistic view of teaching. She repeatedly mentioned observing various classes and socializing with teachers.

When she began teaching, she experienced problems with students not being attentive and not doing homework. Barbara was organized in her own activities. The cooperating teacher did not follow good classroom management procedures in Barbara's view so she was determined to make the students responsible even during the last six weeks of school.

"Gave shorthand students a syllabus for the rest of the quarter--to avoid any further problems of them saying "I didn't know we were having a test on ____ today" (even though it had been announced). I put them on notice that they can't avoid tests by claiming ignorance of them anymore--and also that I won't play along with their game of "But Mrs. ____ wouldn't make us do that" etc. I had Sharon [cooperating teacher] stay in the room while I set the ground rules so that the students would know that Sharon knew what I was saying to them. I gave them a word quiz--all but one failed." (J, 4/21)

In this particular situation, Barbara was at odds with her cooperating teacher's methods of teaching, testing, discipline, etc. The students were manipulative and, according to Barbara, frequently got out of taking tests. Studies by Iannaccone and Button (1964) have
reported that the cooperating teacher was a significant influence in the development of the student teacher. Barbara felt her cooperating teacher was a negative influence. She had to make concessions to get along; frequently her journals as well as her comments in the seminars were negative.

The frustrations with class behavior continued. Barbara expressed her unhappiness about students to her cooperating teacher. She could not accept the fact that the class had been behaving this way for six months and attempts to change, she knew, were futile.

"Told Sharon I'm so fed up with third period behavior, I don't know what to do. She decided we should change their seating plan. So I cut up slips of paper with their names and Sharon moved them around on a chart until we were satisfied." (J, 5/1)

Besides class management problems, Barbara had difficulty getting lesson plans from her cooperating teacher. Sharon maintained half of her teaching schedule; she knew her material, but was reluctant to share with Barbara more than 24 hours in advance of the actual teaching. Barbara was not given the liberty of developing her own lessons. The problem repeatedly appeared in her journals.

"Finally got lecture notes for tomorrow's PF [personal finance] classes." (J, 5/5)

"Gave PF lecture the way I was told to--read definitions for 50 minutes for students to write on dittoes--students complained. Third period was ridiculous--students coming and going--one girl
made a scene because she didn't want to sit in her new assigned seat (where she couldn't talk). It isn't fair to me to leave me alone with that undisciplined bunch—they take even more advantage of me than Sharon.

"Just got notes for tomorrow's PF lecture." (J, 5/6)

"... Several students read magazines instead of taking notes—and I ignored them, just like yesterday—and just like Sharon says to do. ... This afternoon I got lecture notes for Friday's PF—notes inaccurate, incomplete, incomprehensible (re Social Security)." (J, 5/7)

"Just got solutions for tomorrow's PF quiz—need to work through it tonight." (J, 5/12)

Perhaps because Sharon was so familiar with her material, she did not realize that a student teacher needs extra time for preparation. Barbara felt helpless since she was not allowed to develop her own lesson plans, nor could she add materials to Sharon's existing plans.

The final entry in Barbara's journal perhaps says it all for this student teacher.

"No more classes,
No more books,
No more students' dirty looks!" (J, 6/5)

Barbara had difficulty working with a cooperating teacher who was unresponsive to her needs. As Barbara developed her own perceptions of school, she could not accept the philosophy of Sharon. The idea of a laissez-faire classroom atmosphere, where students could move around the room or talk while the teacher was trying to teach showed a disrespect for the teacher. Barbara's
image of teaching was one of quiet, hard working students who wanted to learn. This situation was a "mismatch" between the two personalities. Barbara’s attitude toward students was perceived as negative by them.

Dana

Dana began student teaching by teaching the first day. She was enthusiastic and eager to begin. Dana’s journals reflected her desire to learn as much as possible during the eleven weeks. Her cooperating teacher had already prepared the classes for a student teacher.

"The students were expecting me. I was expecting the entire day to be chaotic, but it wasn’t. During the first three periods, many students wanted to talk about their spring break. By the end of the day, more students were "willing" to work on class assignments. I was impressed with the rapport my teacher has with the students. The students seemed to enjoy talking with her, and being in her class. This is how I would like to one day be with my students." (J, 4/7)

The initial impression Dana had about her cooperating teacher was her rapport with the students. Dana was interested in observing how each teacher worked with the students to begin identifying the qualities she wanted to emulate in her own teaching personality.

She observed many teachers and teaching styles and learned from each. Dana also became aware of the importance of knowing each student and their individual problems that influence behavior and progress in school.
"The most interesting thing today occurred while I was observing a Home Economics class. The teacher pointed out a boy (freshman) and told me that it was his first year in a public school. He had been badly abused as a child (and it was obvious) and had been living in a home for abused children. This was his first experience in a "real" school. I was impressed with the way the teacher handled this student and in the way he reacted to her. This interaction showed me the importance of having a "good" relationship between the student and teacher at all levels of ability." (J, 4/8)

In one class period, Dana faced one of the realities of society--abused children--and the responsibility the teacher has for helping the child cope with his reality. She learned quickly about the emotional impact on the student as he had to quickly assimilate eight years' of socialization into one in order to adjust to the school culture. In this situation, Dana saw the role of the teacher to be a positive encourager for the student. She also recognized good student-teacher rapport as a foundation for dealing with the difficult problems encountered by teachers.

Dana had to learn how to deal with various personalities because one period a day she had office duty.

"I began answering the telephone today. I handled both irate parents and relatives of students as well as friends of the students." (J, 4/15)

The office duty gave Dana opportunities to see students who were not in her classes. She learned more
about the school environment as she saw students and teachers in situations outside the classroom. Her office duty was during lunch period so she had more situations to deal with as more people were in the office.

Dana was an organized person who set goals for each day; she planned in accordance with her goals. She had to learn to make adjustments. In the early part of student teaching she did not know students' capabilities well enough to determine how much to expect. She learned how to be flexible in her planning as well as expectations.

"Classes went well. I was able to accomplish most of my goals. The goals I was not able to reach were those that involved students' homework. The majority of my clerical students did not finish an assignment due today. I realize that this could be due to the fact that they were goofing off, not working. I will give the students the benefit of the doubt this time because only two students were able to finish it and also because I am still not fully aware of my students' characteristics in regards to completing work on time." (J, 4/22)

Learning how to plan was one of Dana's major concerns. She wanted to know her students and be able to plan efficiently so they could accomplish all goals every day. The idealistic conception of Dana's was replaced by the reality that a teacher deals with several factors beyond her control.

"Today I did not have a problem reaching my goals. My problem was that (in Exploratory Business) I ran out of material early in the class period. Instead of planning too much, I had planned too little. I could also tell that the student's interest had
decreased at this time. I now realize that possibly the material was too advanced for the students. (J, 4/23)

In this situation, Dana had to reevaluate the material and her method of presentation. She was conscientious about reflecting on her work each day in an attempt to improve. She was sensitive to the students and their responsiveness to the topic being discussed. Dana soon developed a variety of strategies to keep students interested.

The relationship with her cooperating teacher allowed Donna to use her own initiative and creativity. They talked on a daily basis about Dana's successes and shortcomings.

"Today my cooperating teacher and I sat down and determined the goals I should reach by the end of the school year." (4/28)

By taking the time and effort to plan for several weeks, Dana and her cooperating teacher were able to better understand each other, have an overview of what would still be taught, and evaluate the needs of the students. Dana also got an idea how each topic would fit with previous class activities. The planning process gave Dana information about what she would need to do to reach the course objectives.
Dana had some problems establishing class control. Her friendly, outgoing personality made the students think that they could 'get by' with more than their teacher would allow. The students soon learned that she would seek outside help if she had discipline problems.

"The one incident that did affect me took place during study hall. I had warned the students repeatedly not to talk during class and two decided not only to talk, but also to horse around. I immediately sent them to Mr. Keltner (the vice principal). Because I had already spoken with Mr. Keltner about these two students, he gave them 5-day detentions--no questions asked."  (J, 5/1)

In this situation, Dana had discussed her problem with an administrator, and had received advice about how to handle disruptive students. Because he supported her decisions in disciplining the students, Dana learned not only how to deal with problems in class but how to make judgments about when to inform others about problems. The students learned that she was fair but they had to comply with her instructions.

Dana encountered concerns about the organization of group projects. She decided to have students work in small groups (four or five students) to do a library research project and give oral reports in class. She learned how students respond to and complete group assignments.

"The only problem I had was in grading. One group had five students in it. Three of
the students informed me that the other two students did not do "their part". I have a feeling the two students did not do a lot (especially since they were both absent Friday!). Tomorrow, I plan on giving them an assignment to complete to make-up what they did not do."

(J, 5/13)

Dana was trying to solve the problem of fair and equitable grading and teach her students the importance of teamwork. She used the opportunity to teach them about working in an office as part of a team when a major project was due.

As the end of student teaching neared, Dana reflected on it as a positive, rewarding experience. She had few discipline problems—only three students were consistently disruptive.

Summary

In this section of Chapter IV, excerpts from each student teacher's journal provided insights into their development as they become increasingly involved in teaching. Each of these student teachers displayed different concerns and levels of enthusiasm during the quarter. Each had specific needs that had to be addressed as they began teaching. Their relationship with cooperating teachers and students, as well as the workload, created questions that affected the way they approached the teaching situations. In turn, the answers they received from the
cooperating teachers and the reactions from students influenced their personal conceptualization of teaching and their role as teachers. The ways in which student teachers synthesized the various daily activities resulted in construction of their personal knowledge of teaching.

The individual entries in the journals provided one level of knowledge construction from the student teachers. The discussions in the seminars provided additional insights.
Table 6: Problems and Concerns Discussed during Seminars

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Part B. Seminars

Introduction

This section of Chapter IV presents verbal representations of the student teachers' thoughts as they participated in the weekly, on-campus seminar. Each student teacher attempted to make sense of the activities and interactions between the students and teachers they worked with daily in the high school. A part of the developmental process that occurred during student teaching was a result of the exchange of ideas between the student teachers. Because of the varied experiences found among the seven student teachers, these exchanges of ideas provided each person with a slightly different lens through which to view their individual problems or concerns.

Because the study looked at the development of student teachers through their eyes, several excerpts from the seminar transcripts were included in this section. The seminars provided avenues for student teachers to express opinions and have questions answered. Table 6 provided a brief overview of topics discussed during the seminar by sessions.

The following major themes were discussed by the student teachers during the seminars throughout the quarter. The nature of teaching precludes each theme
being isolated from the other themes during any given session. They were repetitive, affected each other during a typical day in the classroom, and took on various dimensions of importance as the weeks progressed.

The first seminar was held at the conclusion of the first day of student teaching. The student teachers spent the day in their respective schools becoming oriented to the environment and observing classes they would be teaching within the next few days. The open nature of the seminar encouraged each person to participate. The role of the seminar was to provide an open forum for students to discuss theory, practical applications, and reflect on their experiences (Goodman, 1983, p. 41). For those problems that students preferred not to discuss, they had the daily journals as a means of communication.

**Discipline**

One of the primary problems of student teachers throughout the eleven weeks was how to handle discipline. Each day brought new situations that required the student teachers to make disciplinary decisions.

Beverly's reactions to her classes from the first day were that they were unruly.
"The teacher said there were some onery boys in there so they want to sit in the corner and talk to each other instead of listening. She had to keep telling them to pay attention." (S1, 5)

"... And she has given up and is just letting them do what they want to now. ... It was a wild period. One kid was scooting around the room on his chair making racing noises. There were lots of absent students." (S1, 7)

Beverly's initial perceptions of a well-behaved group of students was tested. She discussed her day at length and particularly emphasized what she saw as discipline was in opposition to her own philosophy of discipline in the classroom or from what she had learned in her professional education courses.

Dana also had concerns about how to discipline students in the study hall which was her duty period outside of the regular teaching schedule.

"It's hard because it's supposed to be a completely quiet study hall but she [the cooperating teacher] used to let them talk some times if they didn't get too loud so I have a hard time keeping them all quiet, no talking. So today I just had had it. I said I'm not going to sit here and yell for 20 minutes you can't talk, you can't talk. Since she used to let them talk if it didn't get too much out of hand, that's how I let it go today and it never got bad. I don't know how to handle it but I figured it never got bad. I never got real loud. They all whispered. (S1, 16)

The mixed signals Dana received about the school policy of quiet study halls being a time of quiet
study and the way the teacher handled possible disciplinary problems by letting the students talk quietly as long as they did not disturb other students who needed the study time confused her. The problem was part discipline and part school policy so she was beginning to deal with the complexity of teaching.

The question of the student teacher's responsibility for discipline in the classroom was an on-going concern for Beverly. The following comments were made several weeks into the quarter after Beverly had been teaching for four weeks.

"... I would tell her [a student] to get out of the class. I would never put up with that kind of talk in my class. The girl's attitude is terrible. If my cooperating teacher would have been there, she would have said something, but she didn't want me to say anything. She wanted me to ignore Connie and not have a confrontation with her because Connie is so nasty and sassy and would blow up and call attention to it and give me a worse time because I'm a student teacher. She doesn't let me have authority for any discipline and the kids know I have nothing to do with their grades and I can't send them to the office or give them detentions or kick them out of class. I've got the shorthand class alone but she lets the personal finance kids know she's still the teacher and I'm there to help her sometimes. (S6, 49)

One of the continuing problems for some of the student teachers was how much authority did they have to discipline students in the classes once they assumed teaching responsibilities. Since part of student
teaching was to provide students with many learning experiences, they were to maintain classroom discipline while they were teaching. The major problem for Beverly was her cooperating teacher who would not relinquish control in the class so Beverly could develop her own disciplinary style.

**Instruction**

The student teachers were concerned about their classroom instruction and questioned the techniques used by their cooperating teachers. Student teachers according to Zeichner and Tabachnick (1985) tend to follow the same methods exemplified by their cooperating teachers.

Along with discipline, Beverly was concerned about the techniques she observed students using in their skills classes and the philosophy of her cooperating teacher with respect to proper instruction for skill development. Her comments about a personal typewriting class reflected her concern.

"... There were a bunch of mainstream students in there who are not coordinated enough to type. The teacher doesn't know what to do with them. They were sitting wrong. ... I asked if they had learned to use the home keys. She said part of the trouble is these kids have grown up
with computers at home and they are still using
the computers with two fingers and they cannot
type. . . . And she has given up and is just
letting them do what they want to do now."  
(SI, 6) 

The cooperating teacher was telling Beverly that
she really was not teaching now—just letting the
students slide through without taking the time to try
to teach as well as correct improper techniques.
Beverly, who had been looking forward to working with
this cooperating teacher, was beginning to have doubts
since their ideas of discipline and instruction were at
odds.

The idea of individualized instruction as a means
of helping slower students understand the concepts being
taught in the class was a concern for Beverly. Several
of her students were having trouble with math problems
and her approach was to work with students on an indivi-
dualized basis.

"Last Thursday I told you that I had some
kids who refused to do their work on their own
and they were waiting for me to show them how and
so I switched and started helping them. Well,
Friday I made 'em do it on their own and come up
and show me. So if they don't get it that's their
problem but I kept announcing that it would be on
their test and they had better check and make sure
that they had it right and that was their last
chance because it was the last day they were going
to work on it....Come up to me and I'll give you
the same instruction I would on the board. . . .

Some of them came up in 1's, 2's or 3's and I
taught them how to do the things that they were
having trouble with and the kids that didn’t come up to check I went around late in the period when people were finished and putting things away and asked them if they got them all worked out and they said that they did and they got them all right and didn’t need to check so I looked at their papers and they had some wrong. So I said, you’ve got 5 and 6 wrong. Do you want to see how to do them? You’re going to have those on your quiz. Oh. So then I taught them. (S5, 4)

Some of the students resented Beverly being in their class. After she worked with them individually and helped them prepare for tests, the students began to realize that she wanted to help them.

Classroom Facilities/Supplies

The student teachers were placed in high schools that had adequate equipment and supplies for instructional purposes. Jennifer identified the amount of classroom equipment during one of the early seminar sessions as she tried to imagine teaching at Suburban.

"I thought it was...I can’t believe how much business education stuff they have. All the labs and everything. My high school isn’t anything like that. Seems like they’re so vocationally oriented. I cannot believe 45 brand new computers and all the correctable typewriters." (S1, 9)

Jennifer was already evaluating the success of the business education program in terms of equipment and facilities. Her comparison with her home high school’s facilities was typical as she tried to gain a perspective for the high school environment.
Grading and Evaluation

Another concern was grading of student work that the student teachers would be responsible for doing. Student teaching is supposed to provide the preservice teacher with opportunities for guided practice of all aspects of teaching, including how to grade students' work and evaluate their progress. Beverly learned quickly what her responsibilities for grading would include.

"My cooperating teacher told the students that she would still be doing all of the grades so not to worry. No one would be changing their grading procedures. She's going to teach me, I assume, how she figures the grades." (SI, 17)

The complexity of grading was discussed periodically throughout the quarter. The student teachers wanted to be fair as they evaluated student work and some of their discussions referred to ethical grading. The student teachers were comparing the use of various grading strategies to motivation since the students were tired of school and were looking forward to the end of the year.

Jennifer used the concept of an oral quiz to help her students stay motivated and participate in class.

"I did something last week that I thought was kind of fun. I had an oral quiz and tried to make it sort of like a game show. I didn't tape that day so if they answered they got a point and then if they couldn't answer it and someone else
could answer it, then that person got two points and it was just extra credit points and that got them involved and they'll do anything for points but if they don't get some points for it, they won't do it at all. (S5, 32)

The reality of grading each student fairly on written tests was discussed. Jennifer had difficulty separating feelings towards the students with objective grading.

"The thing is it kind of makes it hard to be objective. When you're grading a test you think "well, she was a real witch today. I'm going to shake her off. . . . They do get counted off on that for human relations. They do get counted off but like when I grade a test I can't look and see whose name it is because if I know its...

(S4, 26)

Beverly described how grading was connected with external motivation factors for one of her students.

"I had to go around and tell them what their grades were after two weeks and the highest I've got is 98% and the lowest is a 40% and so going around and telling them hopefully will motivate them to work harder. This one I really like but she's only got an 80% in there. Amy has got the highest and she is really working hard because when Amy does well, her parents buy her things and Amy didn't do well last week and she wants an A this six weeks." (S5, 33)

The student teachers discussed the techniques they were using for grading papers efficiently. Melissa used a blind grading procedure that seemed to work for her and allowed her to evaluate papers fairly.

"What I do on a finance test--that unit test is like three pages long. Sometimes, I'll start with the back page and I'll grade every-
body's back page and grade everybody's second page and grade everybody's first page through the whole stack without ever looking at any names so I have no idea what anybody is getting until I add the scores at the end. Oh, that's what they got. I don't have any idea whose paper I'm grading." (S5, 34)

Beverly also was beginning to develop shortcuts in grading that helped her learn about her students as well as learn how to evaluate effectively her own teaching or that of the cooperating teacher.

"That has helped me over the weeks I've graded quizzes or tests when [cooperating teacher] has created the test and I get it and grade it and I'll tell her 15 kids in the class all got this answer wrong and all said this or several said this and several said that. That point apparently didn't get across to most of the class because so many people are missing it and they think its this other answer so maybe you had better make it more clear to the other class. So I'll watch and see what things most of the kids are getting wrong. It may be a bad question or it wasn't taught to them well enough or for some other reason so many are missing it. If you go one page at a time you can kind of add up those things in your mind as you're going--you keep checking the same thing wrong, seeing the same wrong answers." (S5, 35)

The student teachers were looking at the problems of students and were empathetic and attempted to be as helpful as possible. Several of them were in the level of concern that Fuller (1975) identified as "concerns with students" and how they were learning.

Time Management

As the student teachers became involved in classroom activities, the time needed to complete each task became
a concern. They began to discuss the time that they were devoting to their classes. As they accepted additional roles daily, their perceptions about the complexity of teaching began to take shape. Melissa made the following comments:

"I started one class today--I mean taking over full. I start one today, one Wednesday and then the other three probably some time Friday or next week. Our block is split into three classes, three different sets of materials. So I feel a little... I know I'll learn a lot but I feel like we're just running all the time. We're busy." (S2, 9)

Andrea was somewhat concerned about all the time she was spending outside of the classroom in preparation for class.

"I can't believe how much time I need to get ready to teach. I spend every preparation period copying materials that I need for the next day. Then I have to go home and spend hours grading papers and as if that were not bad enough, I spend at least 2 to 3 hours each night going over lessons for the next day. It just takes too much time. I don't know if I want to do this every day for the next 20 years." (S5, 23)

This was a common problem for most student teachers. As they observed their cooperating teachers during the first week of the quarter, they did not perceive them spending much time in preparation for class. The cooperating teachers were organized and for the most part had their materials ready to teach. The cooperating teachers were able to devote much of their preparation
periods to grading student papers and, as a result, did not take much home for work in the evening. The student teachers thought their schedules would be similar and their first experiences with preparation as well as grading on a daily basis created several problems with time management. They did not realize the differences between student teachers' learning to teach and the expert teacher's amount of time spent on various aspects of teaching (Berliner, 1988; Clark and Peterson, 1986).

Not only did they have problems in managing their own time, but the high school students' management of time and completing assignments gave the student teachers a different set of problems associated with teaching. Dana was teaching in an administrative assistant block program and gave students directions for completing several jobs within a designated time period. In this class, time management was an integral part of the teaching process. Dana had concerns about her students' use of time.

"What do you do when they don't get it done? Do you still accept it? Mine never get all their work done."

"I told them the work was due last Friday but when nobody gets it done you know you're keeping them busy so I said you've got until tomorrow but I saw enough people talking today that should they not turn it in tomorrow I will deduct points for it."
"Tomorrow I will say something at the beginning of class because they've got two periods tomorrow to work on anything they need to work on. They've got a calendar. We sit down and say Monday you'll do this; Tuesday you'll do this and so on. I gave them a lot to do today. They've got all week to do it. I have more problems with the legal packet and I don't lecture. This is not a lecture class, but an application class. They already know most of it. (S4, 14)

A senior level class, such as the one Dana taught presented several time related problems. Students were primarily working at an individualized pace with designated times for completion of specific jobs. The students could use their time as they wished and Dana had trouble adjusting to this teaching approach.

Role Transition

Another concern of the student teachers, especially Susan, was being able to assume the role of teacher and have the background knowledge in each class to be able to answers the students' questions. The particular block program that Susan taught included accounting. Apparently, the cooperating teacher utilized both the textbook and the practice sets and varied the learning activities for the students. The students were ready to resume working on the practice set when Susan assumed the teaching role. Her conflict was obvious.

"...But the accounting--I want to talk to you about this--they've been doing a packet at the
beginning of January and then they quit and now they're starting the packet again and I have no idea how to help them with it at all. They come and ask me about it. Like Mrs. ______ has done it so many times and a kid asked me a question and I tried to find it and everything. She just flipped right to it. What am I supposed to do? I do not know this packet. They've been doing it since January.

I don't know why they stopped and started again. They just did it that way and they have like their second period is their own lab time. They can do whatever they want. They can do homework from other classes during that time as long as they have the majority of other work done in that class but I don't know. She just says give them the answer sheet because I can't expect you to understand all these transactions they did in January. I'm really going to have trouble. I don't understand how I'm supposed to be able to answer their questions." (S2, 12)

Susan had a real dilemma about how to answer her students' questions when she was not familiar with what they were doing. The reasons for doing part of the practice set early and then again later in the year were never explained to her. The cooperating teacher had taught several chapters in accounting at the beginning of the semester and then had the students apply their knowledge by completing two packets in the accounting practice set. Then she had her class return to the textbook to learn more accounting concepts before completing the practice set. When the students were ready to return to the practice set, Susan was in the classroom and beginning to teach.
As Susan began teaching the practice set, she had to borrow a student's set each night to review forms, go through the instructions and transactions as well as familiarize herself with the answer key. Eventually, she obtained a practice set and worked through the jobs.

The influence of Beverly's cooperating teacher also reflected on the composition of the classes. Some of the innuendos of the cooperating teacher about a student teacher were visible in what Beverly discussed during the seminars about role transitions. Not only could students be manipulative, but so could cooperating teachers if they were having difficulty with relinquishing their classes to another person.

[Describing the shorthand class] "She says those kids have been problems. They didn't want anything too strict. They didn't want to get down to work. She said she hates getting classes of all girls and sometimes she just refuses to take classes of all girls because they get so catty and get in cliques and give her so much trouble and that girls behave much better when it's a co-ed class." . . .

"I told her I need to be teaching the lesson. Not for her to get up and teach the lesson if she can help it. . . . I don't think she has the confidence to want to let me try it in the first place. Maybe I can't handle it. I say I've studied it. I've worked it all out. I think I understand it. . . . I don't think I'm having any trouble with the material in any of the classes. It's just the behaviors that I don't know what to do with them."
US: How many of you feel like your cooperating teachers are having difficulty letting go of their classes? <Question directed to Suburban student teachers.>

Susan: Not at all.

Dana: I'm on my own already. She's been in my room twice.

Andrea: Mine was in mine twice the whole time.

(S4, 13)

The transition from the cooperating teacher to the student teacher was a problem in some cases. The cooperating teacher at Mason exhibited the negative influences reported by previous research. Cooperating teachers apparently perceived student teachers as aides who could lighten their duties. They did not consider them to be professional trainees to whom they had the responsibility of providing an adequate practicum to develop pedagogical knowledge, skills, and attitudes (Watts, 1987, p. 155).

Planning

The end of the school year brought questions about how to prepare lesson plans to reflect the individual nature of the classes. Four of the five student teachers at Suburban were teaching in block programs. The diversity of the classes and the material covered prompted the students to question how to do lesson plans.
"Like for my block program, how do you write out an objective for students if all you're going to do is let them work on their own? Today she told me with the block students, with the group you just let it go with the flow. Today you'll give them something. If they've got a lot to do they'll make up on homework."

"It's like the same lesson plan day after day. What's the purpose?"

"Do we have to do a lesson plan--like typing practice on a daily basis? It would be easy to do it weekly but it's so hard to do it daily because everybody's at a different spot." (S2, 22)

"She doesn't really want to tell them anything because she thinks that they're this far along in typing II. She wants them to do it all on their own. Like if they were in the office doing it by themselves she says nothing to them." (S2, 23)

Here was a crucial learning situation for the student teachers. They had the idea that students would quiet while they lectured or asked questions. Instead, because of the time of year, most business education classes were busy completing practice sets that incorporated many of the concepts they had learned earlier in the year. The student teachers had to make adjustments to working with practice sets when they had not had the developmental experience of teaching from the textbook as a preface to applying the learned concepts (Crow & Crow, 1964, Enterline, 1949a, 1949b, Houston, Blackington, and Southworth, 1965). In their professional education courses, they had learned to prepare detailed lesson
plans; now with students working individually, the student teachers were faced with another challenge.

**Classroom Management**

As the student teachers began to feel comfortable with their classes and accustomed to the daily routine, they had concerns about classroom management.

"... I was surprised how well it works for most of the teachers who allow talking in the classroom. I would have thought more of them would want everybody to be quiet. The only teacher I saw who tried to keep everybody quiet had more trouble with them than the ones who let them talk—as long as their talking didn't get too far out of hand and they would say now be quiet a few minutes so you can listen to me and then you can chat again. That's the way my cooperating teacher does and that's the way with some of the other teachers I saw. I was surprised how well it worked letting them talk." (S2, 25)

The different methods teachers used to manage their classes began to make sense to the student teachers. They realized that the nature of the class and the personality of the teacher as well as the combined persona of the students in the class all worked together to create a class culture. The managerial methods of the teacher reflected the class culture. As the student teachers began taking over the classes, they also assumed the managerial structure the cooperating teacher had established.

"My teacher lets them talk and they get kind of loud and I tried to take over today and it was
like they were being just as loud. I felt like I'm really messing up here or something because they were talking so much and I told her about it and she said they weren't talking any more than they normally would but I think for me, I'm going to quiet them down and then gradually work up to a level of noise that I can handle. I just felt like I was totally out of control. I couldn't think. I couldn't even keep my head on straight." (S2, 25)

This student teacher wanted to establish her own class rules in a situation where the cooperating teacher had previously allowed students freedom to talk. The student teacher was equating a quiet work atmosphere with effective teaching and learning. Unfortunately, the students resented her attempts to change the rules in their class and refused to work with her (Green and Wallet, 1981).

Cheating

Aside from the previous concerns about classroom management and discipline, Andrea had a specific concern with student cheating on a test. She observed a student copying from another student and was unsure about how to deal with the situation.

"Well, I caught this girl cheating on a test. It was an accounting test I was giving. Initially, I say one girl but I think there was another one. This one girl was copying off another girl's paper.

US: What did you do?
"Well, I called the one girl up to the desk and told her not to look at Sharon's paper. I think the other girl knew that this one girl was close to failing. But, I, I think I am going to talk to the other one tomorrow. I mean, if she is going to sit there and cheat, she is going to fail, too.

US: Was it a test or a quiz?

"A test worth 100 points. You know, I was sitting right there, I just couldn't believe they were doing this right in front of me. I knew what they were doing. The one girl just looked at me--I stared at her. And she stopped. The other girl just went ahead; she ignored me." (S4, 10-11).

The students were not accepting Andrea as the teacher with the same authority as their regular teacher. Students try to take advantage of student teachers who are unfamiliar with their particular class culture. Either these students had a history of cheating and not being caught by the teacher or they were testing Andrea to see what she would do. The many variables that could create this situation were becoming visible to the student teachers as they discussed their individual concerns and listened to others.

Questions about Career Choice

Early in the student teaching experience, they began questioning their career choice. Several times throughout the seminars, the questions would arise as a result of a particularly frustrating day or from communication with the cooperating teacher.
"... It hit me the first day."

"I was ready to quit that night. I said I am quitting. I'm not going to be a teacher."

"I said I don't know if this is for me."

"I said do I want to do this the rest of my life?" (S2, 26)

Those questions were typical as the student teachers assumed more responsibility and began to see the teaching role in a more realistic setting. Their mindscapes were having to deal with real students in real situations. They had not expected to have the discipline or management problems they found during the first few weeks. Nor had they expected to hear and see the reactions of business teachers to the discipline problems.

Responsibility

The student teachers entered the high schools with ideas about their responsibility to their students along with learning to be effective teachers. During their classroom experiences and their conversations with the cooperating teachers, their concerns about who should take responsibility - teachers or students - began to surface. Beverly, who had several problems with her cooperating teacher, expressed more concern about responsibility than the other student teachers.
"... One boy wouldn't write anything down. The next day he didn't show up for the test. Today he was there. ... when everyone else started working on their own. ... said do you want to work with Steve or do you want to go around helping the rest of the class and I'll do the other. I'm not speaking to Steve. He wasn't trying today. He wouldn't do anything the other day. I'm not ready to deal with him. I'll take the rest of the class. (S4, 7)

The high school students would cut class instead of taking make-up tests, forge teachers' signatures on passes, and interrupt the student teachers as they were explaining the lessons. According to Beverly, the other teachers had similar comments about the student.

"All the teachers in the office were saying kids have been rotten to student teachers over the years and we don't know what to do about it. They're just rotten to student teachers." (S4, 8)

One argument about the responsibility for the students' attitudes toward student teachers might be to look at the school's philosophy for dealing with student teachers. Since the student teachers at Mason were assigned to teach for three periods only and then serve as aides the remainder to the time, the high school students were seeing the student teachers not as novice full-time teachers, but as part-time teachers. The Mason teachers remarked that they wanted the student teachers to partially learn about the school and teaching through the aide role.
Beverly attempted to handle the situation by accepting the responsibility for teaching the classes assigned to her.

"A couple of weeks ago, her suggestion to me was to get out of third period and to take over seventh period instead because seventh period behaved better than usual. I don’t want to get out of third period because I’ve known these kids for four weeks. She said, "seventh period was usually awful anyway and when I’ve seen them, they’ve been awful too so that wasn’t going to help anything. I want to know how to deal with them. I don’t want to walk away from the problems because I might teach a class like this some day. I can’t say I don’t like this class, I’m going to teach some other class instead." (S6, 50)

Communication

Student teachers had to learn how to communicate effectively with their students as well as their cooperating teachers. Throughout the quarter, communication in varying degrees appeared as a concern.

Beverly described her assignment as a tutor for a Chinese student who was enrolled in shorthand. Beverly’s conflict with her cooperating teacher and the disrespect she felt from other students were minimized as she worked on a one-to-one basis with this student.

"I tutor her in English a lot. She comes to me with her English lessons while the other girls are doing their shorthand homework. She did that today. She needed help before her English class the next period. She’s done that a number of times and when she has a study hall 7th period she comes to me for help, sometimes with shorthand but mostly with English."
US: "What kind of rapport do you feel you have with this girl?"

"Wonderful. That's one of the nice things—you see how they are the most interested in learning of anybody in the class and she really wants the help. She comes looking for it. (S3, 11)

"It's been neat to come up with ways of teaching, helping her figure out how to figure out what a word is in shorthand. I tell her read me the letters. Quit worrying about what the whole word is. Tell me what this letter is and tell me that the next letter is and so on and she can read me the letters. She still can't put it together in her mind when she's saying the letter. I say write them down. You said 'r', write down 'r'. You said 'e' write down 'e'. Write down all the letters and then read it phonetically. Tell me what you see there and that's how she figures it out. I said now do that every time you come to a word you can't read on the word test and really helped her and it had never occurred to her to do it that way before." (S3, 12)

The satisfaction that Beverly received by having this student learn how to decode English letters to form words made up for some of the other problems in her student teaching experience. Not only did Beverly's own grasp of the English language become clearer because she had to teach a foreign student, but her own means of communication improved.

Communication between the student teachers and the cooperating teachers continued throughout the quarter. The student teachers became more critical of their cooperating teachers' style of teaching and their
negative attitudes that were communicated in a variety of ways.

"I just feel like I never see my cooperating teacher. She's out getting ice cream and running all over town and doing her crochet. They just sit. It really bothers me. I know it shouldn't, but it does. Like she left today and was gone—I didn't see her again until the end of the day and if I have any questions, I'd like to talk about it right away. I never see her." (S5, 16)

Andrea was gaining confidence about her ability to teach, but she recognized when there were moments when she needed to talk with her cooperating teacher if only to reconfirm her own ideas. Her biggest problem was teaching business law. The cooperating teacher apparently did not have a comprehensive knowledge of business law and, therefore, it was primarily a text-oriented class. Andrea wanted to bring in additional information but was unsure how to start.

Even when the student teachers would devise different ways of presenting a lesson and try to add variety, some of the cooperating teachers felt that it would not work. The cooperating teachers' negative comments stifled the creativity of the student teachers. The student teachers felt they had to teach the same way as the cooperating teachers.

The student teachers also noticed the tendency for the cooperating teachers to quit teaching before the students have quit learning. The last few weeks of the
year created a specific set of problems that the student teachers had to handle.

"I'm in an office with six other business teachers and I hear several of them talking about just lately about how bad the kids are getting in their behavior and some of them say I give up. I'm not even going to try any more. They're so noisy in there I'm not going to do anything more with them the rest of the year. I heard that today. And any time I have any question about how to handle anything, 'oh I had that one in my class and they're really rotten.' You can't do anything with them. I don't get any guidance. All I get is how bad all the kids are and it will get worse as the year goes by and they keep getting worse every year and they're so rotten to student teachers you can't do anything with them and it's no help." (S5, 31)

"I expected advice from them that would be useful—not just that's the way it is. That's too bad and that's what we're all going through and we can't do anything about it either. That's really discouraging." (S5, 31)

At this stage of the experience, the student teachers were caught between students who wanted the school year to be over and were not concentrating on their studies and cooperating teachers who also wanted the year to end and saw the final few weeks as useless learning experiences. No wonder student teaching can be discouraging for preservice teachers.

During a seminar about the middle of the quarter, one of the student teachers remarked, "What we may have needed ahead of time that we never heard of in methods classes was how to deal with our cooperating teachers."
Summary

In Part B of Chapter IV, the comments of the student teachers as they participated in the weekly seminars provided additional insights into the various concerns and problems they encountered. Their comments were presented according to the various major themes that emerged during the student teaching experience. Twelve major categories, or themes, emerged: discipline, instruction, classroom facilities/supplies; grading and evaluation; time management; role transition; planning; classroom organization and management; cheating; questions about career choice; responsibility; and communication.

Other categories, such as teacher socialization and school policies, were embedded within these categories. The complexity of learning how to teach, as described by Boyer (1983); Conant (1963); Costa and Garmston (1986); Goodlad (1984); Lightfoot (1983); Lortie (1975); Powell, Garra, and Cohen (1985) and Sizer (1985) and others were evident to these student teachers as they faced the daily challenges.

The student teachers' perspectives of what it means to be a secondary business teacher changed as they interacted with their cooperating teachers, university supervisor, and other teachers in each school. The data
presented in Parts A and B provide insights into the thinking process of the student teachers as they moved along the continuum from novice preservice teacher toward becoming a certificated teacher. Those interactions provided the impetus for each student teacher to develop her own individual theories of action about teaching (Sanders and McCutcheon, 1986).

In Chapter V, the findings and conclusions will be presented. In addition, implications for teacher education and business education will be discussed. The position of each student teacher on the levels of concern continuum will be identified.
CHAPTER V
FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Introduction

The purpose of the study was to examine the developmental process of student teachers as they experienced the transition from student to teacher, became adept at working with others in the classroom and cognizant of the problems in dealing with teachers, students, and administrators. The problem was to find out what happens during student teaching as observed by the student teachers themselves. To guide the study, the following questions were studied:

1. What were the problems and concerns of student teachers?
2. In what ways did these problems and concerns change during the course (eleven weeks) of student teaching?
3. Were the student teachers cognizant of those changes?
4. Could they account for what brought those changes about?
5. What did the student teachers discuss in terms of "commonplaces" or the core dimensions of the classroom?

6. What stages or stages of development did each student teacher exhibit during the student teaching experience?

This chapter contained three sections. In the first section the major themes that emerged from the modified constant comparative analysis were discussed. From these major themes, the conclusions were discussed in the second section. The third section presented implications for business education and teacher education.

Findings

The first two questions under study: (1) What were the problems and concerns of student teachers? and (2) In what ways did these problems and concerns change during the course (eleven weeks) of student teaching? have been discussed through Chapter IV as the data from the student teachers was analyzed and discussed.

This study of developmental stages of student teachers followed the changes of seven business education student teachers. Building upon Fuller's levels of concerns and Griffin's "commonplaces", twelve concerns emerged in the seminars and journals that influenced the student teachers'
perceptions of the teaching profession. Those concerns were: discipline; instruction; classroom facilities/supplies; grading and evaluation; time management; role transition; planning; classroom organization and management; cheating; questions about career choices; responsibility; and communication. Individual development varied considerably during the quarter.

As the student teachers participated in the various activities in their respective high schools, discussed their problems and concerns and recorded their thoughts, several themes emerged. According to Applegate (1987), findings from studies of students' perceptions could be clustered into four domains: what student told about themselves; what students told about the schools in which they work; what students told about the profession of teaching; and what students told about their preparation for teaching (p. 27).

Preparation for student teaching. Each student teacher intimated a feeling of inadequacy in their preparation for teaching. Repeated comments about being overwhelmed with various aspects, such as grading, motivation, planning, referred to what the student teachers perceived as a lack of preparation in their methods courses and professional education courses. The student teachers began to understand the complex nature of teaching
on the first day. They began to question various aspects of teaching as well as their preparation when they began teaching.

**Development of practical knowledge regarding teaching.**

The student teachers, through reflection on their daily activities gradually developed a practical or "tacit" knowledge about teaching. Sternberg and Wagner (1986) defined "tacit" knowledge as "the ability to learn and then apply information that is never explicitly taught to workers but are essential for success in the job. Tacit knowledge is rarely verbalized but enables workers to meet the often unwritten and unspoken demands of the job" (p. 2). This tacit knowledge is different for each student teacher based upon their individual perception of teaching as well as their view of themselves as teacher.

**Development of the "teacher persona".**

As the student teachers moved through the initial stages of student teaching, they were making observations of different teaching styles. They were observing interactions between the teachers and students and were beginning to decide what attributes they wanted in their own teaching styles. As they assumed the role of teacher, their "persona" became authoritative as well as sensitive to their students' needs.

As the student teachers moved through their daily interactions with cooperating teachers and students, they
were aware of becoming more confident in the classroom. They could communicate with students in a professional role as teacher rather than as one student to another.

The student teachers believed they were better prepared to answer students' questions as they worked in laboratory classes where a major portion of work at the end of the year was individualized and self-paced. In the traditional classrooms, such as business law, the student teachers gradually became more knowledgeable about the subject as they had to teach it to their students.

Development of common sense. Buchmann (1984) referred to common sense as the "practical wisdom of teaching." The concept of common sense in handling daily routine situations emerged as the student teachers talked about doing what they thought was right or appropriate for their classes. They also related what they were teaching to real life skills needed for various jobs the high school students would qualify for upon graduation. An example would be the need for shorthand by a legal secretary or the need for machine transcription by a medical secretary.

Each of these themes evolved as the study progressed. As the student teachers participated in daily activities, became more confident in their roles, these themes emerged as necessary components of the student teachers' perceptions of teaching.
As the student teachers gained experience and confidence, they became more critical of the teaching and managerial procedures of cooperating teachers. They began looking at teaching as a profession and criticized those actions of others that they did not consider to be professional. The student teachers were aware of their own internal changes about teaching and their personal philosophy changed during this period.

The fourth question of the study was "could they account for what brought these changes about?" The student teachers did not verbalize about change except the comments they made about the experiences they had were allowing them to see the realities of teaching.

The student teachers referred to core dimensions of the classroom during their journal entries. They viewed the most important factor as the students, along with the curriculum to be taught and the environment conducive to learning as well as a knowledgeable, capable teacher to help students learn. From this study, it was not determined if previous professional education courses where these dimensions were discussed were responsible for their perceptions or if these evolved from the student teaching experience.

The final question guiding the study was what stage or stages of development did the student teachers exhibit?
Each of the seven student teachers moved through the levels of concerns defined by Fuller and Bown (1975). Each person displayed the concerns, but not necessarily in the order identified in the literature. Depending upon their individual experiences and backgrounds, each person approached student teaching on different levels.

**Collegiality**

Having more than one business education student teacher in each school helped each person develop a sense of camaraderie with another person feeling the same frustration, experiencing the inadequacies of the beginning teacher and celebrating the accomplishments. The student teachers shared concerns and helped each other throughout the eleven-week period.

**Theories of Teaching**

The experiences of the student teachers resulted in the development of personal practical theories about how to teach. Their conceptual understanding of what constitutes the practice of teaching developed. They began making sense out of the activities they observed in the classroom. Toward the end of the quarter, two of the student teachers began to understand the relational aspects of the end-of-year practice sets to the daily lessons taught earlier.
Conclusions

The major conclusions drawn from this study to examine what actually happens in student teaching will be discussed in this section. The journals and seminar transcripts provided a broad range of perspectives developed by each student teacher.

The major question, "What really goes on in student teaching in secondary business education?" seemed to be answered best by many complex activities. The student teachers reported on numerous occasions how much was occurring simultaneously. Earlier business education studies had considered specific components, i.e., attitudes, skills development, etc., whereas this study was designed to capture a sense of the total experience and its accompanying complexities.

Critical evaluation. A second conclusion was that business education student teachers want and need on-going critical evaluation of their planning and teaching along with positive recommendations for improvement from their cooperating teacher. The cooperating teacher has traditionally given favorable evaluations. These student teachers wanted critiques from a professional teacher's point of view to help them overcome deficiencies and be better prepared to teach. Along with the cooperating teacher's evaluation, the student teachers need similar critiques from their university supervisor.
Developmental Stages

The framework of the study was Fuller and Bown's conceptualization of stages of concern (1969, 1974). While this study found a similar progression in these student teachers, there were inconsistencies. The differences were found in the older student teacher who entered the program with a preconceived notion of what teaching was about.

As the end of student teaching approached, the student teachers went from student-oriented, concerned for student learning (Fuller's advanced stage on the continuum) back to a concern for self (the early stage). The student teachers experienced a sense of relief and accomplishment that they had survived student teaching. They did revert to a self-concern stage because they were thinking about graduation and applying for jobs.

Match vs. mismatch

The problem of match vs. mismatch between the cooperating teacher and the student teacher created problems and set up cognitive dissonance, especially for the student teacher. The mismatch could include personality conflict, differing philosophies of education as well as age. In this particular situation, the age factor seemed to be a
major source of mismatch between student teacher and cooperating teacher. The cooperating teacher and the student teacher were about the same age (within two years). Conflicts between two adult females whose perceptions of teaching and its respective components created a frustrating teaching-learning situation for one student teacher. A good match between the two principal participants in student teaching is crucial if a positive learning experience is to occur for the student teacher.

Collegial Support

Student teachers need to have a collegial support system to help them understand teaching and allow them to exchange ideas. The five student teachers at Suburban High School developed their own internal support system. They discussed concerns throughout the day. Because seven of the twelve business teachers were designated as cooperating teachers, each student teacher could obtain immediate answers from a cooperating teacher.

Knowledge/Skills

Business education student teachers are knowledgeable in their content areas. They are less prepared to accept the multiple responsibilities of full-time teaching. This conclusion then refers to a question about (1) how much
time should methods classes devote to pedagogy; and (2) who is responsible for teaching the various needed attributes— the business education methods instructor, the teacher education instructor, or the cooperating teacher as the student teacher has on-the-job experience.

Classroom Management

Finally, student teachers are critical of classroom management techniques of their cooperating teachers. One student teacher was particularly critical of her cooperating teacher; this was the 'mismatched' student who had difficulty getting lesson plans and materials. The other six student teachers began to emulate their cooperating teachers' methods of classroom management.

At this stage of their development, the student teachers have to use the "novice" approach of looking at each individual event within the classroom. They do not yet realize the broad picture of the expert (Benner, 1984).

Non-supervision by Cooperating Teachers

One of the principal conclusions from the study was the role of non-supervision by the cooperating teachers. In several instances, the cooperating teacher(s) left the
classroom leaving the student teacher(s) totally in charge of the class. While the cooperating teachers were indicating their confidence in the student teacher to handle the various situations that could occur, the student teachers perceived these actions as negligence on the part of the cooperating teachers.

From these situations, the problem of directed supervision vs. occasional non-supervision as part of the teaching process was important to help student teachers learn to make decisions and experience self-reliance in the classroom.

**Implications for Further Study**

The final section of this chapter will include a brief list of implications for (1) teacher education; (2) student teachers; (3) business teacher education; and (4) curriculum. As a result of the preceding study, four implications for additional study were developed.

**Implications for Teacher Education**

The selection of effective cooperating teachers to assist student teachers in developing their teaching selves should be studied. Too often, a cooperating teacher is selected because: (1) she hasn't had a student teacher; (2) she needs to become aware of newer teaching techniques, or
(3) she wants a student teacher to lighten her own teaching load for a short period of time. As this study has shown, the cooperating teacher can either positively or negatively influence the student teacher as she is making her final decisions about pursuing a teaching career.

The teacher education program should include a provision for educating the prospective cooperating teacher about her role in the learning process either through an in-service program or individualized instruction from the university supervisor.

Likewise, the university should provide training for university supervisors in classroom observation techniques, conference procedures as well as evaluation techniques. Too often, the university supervisor is a graduate student with limited teaching experience who is responsible for evaluating and making recommendations for improving teaching techniques.

The role of non-supervision on the part of the cooperating teachers should be studied and included as one factor in the student teaching program. Supervisors and student teachers need to be aware of the philosophy of the cooperating teacher toward on-site supervision and non-supervision.
Implications for Student Teachers

The student teachers, as principal stakeholders in the entire process, should be aware of the role of the cooperating teacher and the university supervisor well in advance of the beginning of student teaching.

More research should be done in the emerging categories of commonplaces or themes that the student teachers view as important. From Griffin's seven commonplaces, twelve themes emerged in this study. Teaching is an extremely complex activity and student teachers need to be aware of the kinds of problems and concerns they may encounter.

As part of the methods courses preceding student teaching or as part of the student teaching seminar, the student teachers should be taught how to work with the cooperating teacher. They need to understand the role of the cooperating teacher and their own responsibilities for working with this person.

Implications for Business Teacher Education

The study has shown that because student teaching is a complex learning process, business teacher education programs should not only teach the skills necessary for the business education classroom, but should integrate more general teaching techniques. For many years, business
education has emphasized skills development and how to teach the skills. Now, business education should pursue broader teaching techniques and should teach prospective business teachers how to integrate a variety of principles.

The study, while focusing on business education student teachers and their perspectives, is equally applicable to other fields of study. One of the most interesting findings of the study was the lack of references by the student teachers to needing to know how to teach a particular business skill. This lack of concern about business teaching skills would imply that business educators are doing an adequate job in teaching the technical skills.

Implications for Curriculum

The teacher education curriculum needs to be revised to reflect the needs of student teachers. As indicated in Chapter IV, student teachers often indicate they were not taught certain concepts in the methods or professional education classes. The curriculum should be changed to introduce the concepts nearer to the time of application in student teaching. Perhaps allowing students to take methods courses concurrently with student teaching would eliminate some of these discrepancies.
Reflections on Previous Studies

In Chapter II, a rather lengthy review of business education literature pertaining to student teaching was developed. After completing this study, a few comments should be made to discuss what those earlier studies have taught business educators.

Blanford's study (1951) looked at the relationship between problems of beginning business teachers and their experiences in methods classes. He found that teacher training institutions were seemingly unable to provide adequate laboratory experiences that would eliminate many difficulties encountered by beginning teachers during their first year of teaching. They seemed to find solutions to problems through trial and error. Blanford identified six major problems encountered by beginning teachers: instructional materials, measurement and evaluation; classroom teaching procedures; visual aids; facilities and supplies, and classroom management. He recommended more time be devoted to methods classes and coordinating these courses with student teaching for optimal learning.

Blanford's recommendation was reasonable and, as can be seen in the findings of the current study, student teachers could profit from such an arrangement.

Bell's (1952) study about the relationship between beginning teacher problems and the learning experiences of
professional education courses served as the basis for several successive studies in business education. Bell identified 26 problem areas from 63 beginning teachers. According to Bell, factors of the successful teacher included an understanding of how learning takes place, how to organize instructional materials, which methods may affect efficient learning, what the potentials of the students were and what behavior patterns students follow as well as several other considerations.

About nine years later, Durham (1961) replicated Bell's study and hypothesized that it might not be possible to provide effective pre-service preparation for all teaching problems. He also found that external sources of problems outside the classroom and school influenced the problems experienced by the beginning teachers.

In 1951, Gress studied the problems of beginning business teachers and the relationship with instruction in the undergraduate business curriculum. He surveyed 271 beginning teachers and identified eight areas of difficulties: testing and grading; discipline; teaching subject matter; classroom organization and management; student activities assignments; personal considerations; teaching aids and techniques; and administration.

Ford and Patterson's (1967) study of using Q-sort for determining the most characteristic problems of student
teachers in business education found several differences of perceptions between student teachers and the cooperating teachers and supervisors. For example, they found that methods courses were not meeting the needs of student teachers in how to motivate student learning. They also found that student teachers were not concerned with teaching methods and techniques. Both of these findings agreed with the perceptions of the student teachers in the current study.

Clow, in 1972, also studied the relationship of methodology courses and student teaching. As a result of his study, he recommended that methods students, student teachers, and first-year teachers should be involved in the planning process for the methods and student teaching experiences.

How do these studies affect the current study? Each of these earlier studies utilized a survey method of research which was contradictory to the current study. However, those researchers identified several of the same areas of concern that the current study describes. The recommendations for improving the business teacher education program were quite similar to the recommendations of the current study.
Suggestions for Further Study

Only a small portion of the data collected during the student teaching project of 1986 was included in this dissertation. A dissertation should be the initial step in a research agenda for several years. As a result of the findings of this study, several additional questions were raised for future study.

Cooperating teachers. The comments made by the student teachers about their cooperating teachers caused me to question whether an effective classroom teacher can be an equally effective cooperating teacher. Some of the cooperating teachers in this study were purported to be excellent teachers, but through the eyes of their student teachers, they were only average. One source of data collected were daily journals from the cooperating teachers. If those journals are as revealing as the student teachers' journals, the comparison could be interesting and informative to teacher education.

Student teachers. Additional studies should be done with other groups of student teachers using daily journals to record their perceptions. One of the tests of good research is if it can be replicated. The nature of qualitative studies prevent them from being truly replicated; however, another group of student teachers in large
high school should provide reasonable collaboration of the findings of this study.

Interactions between student teachers and students. As described in the methodology chapter, three cameras videotaped the student teachers as well as their cooperating teachers during the quarter. One other study that could be developed from this data is an ethnography of classroom interactions between these persons. From that ethnography, a comparative analysis between what the student teachers actually do in class (videotape record) and what they report are problems (journals) could be developed and perhaps provide more insights into the complexities of teaching.
Epilogue

As a follow-up to this study, the reader should be aware of what happened to those student teachers.

Jennifer and her husband moved back to the mountain plains area. Jennifer was able to secure a teaching job in a medium-sized high school and is teaching business education.

Susan was hired in the fall of 1986 at another high school in the district where Suburban was located. She is well liked and respected by the students and teachers and enjoys teaching word processing and computer applications.

Dana and her husband moved to Arizona where he entered graduate school at Arizona State. Dana is substitute teaching while he is in graduate school but plans to obtain a permanent business teaching position.

Beverly began teaching in the fall of 1986 in a small, rural high school in Ohio. She experienced reverse "technology shock" when she had to begin teaching on manual typewriters.

Andrea moved away from the area and I have been unable to locate her or learn of her employment situation.

Melissa is currently substitute teaching, doing part-time secretarial work and pursuing her Master's degree. She hopes to find a full time business teaching position as soon as she finishes the Masters.
Barbara decided not to pursue a teaching career. She felt she had experienced too many problems in student teaching. She is currently working for a publisher and is a proofreader.


APPENDICES
STUDENT TEACHING

UNIVERSITY GUIDELINES

The University is pleased to have the opportunity to place student teachers in elementary and secondary schools. As guests in these systems, we support the following operational rules as guidelines for student teachers in the schools:

A. Student teaching officially begins on the first day of each quarter.
   However, the actual day on which student teachers report to schools may vary, and will be announced quarterly.

NOTE: Included with permission, Field Placement Office, College of Education, The Ohio State University.
B. The student teaching experience at The Ohio State University is a full quarter (eleven week) experience, beginning when University classes begin and ending two days before commencement.

C. Absences must be kept to an absolute minimum. Student teachers may be excused by their cooperating teacher with advance approval of the University supervisor and principal for the following reasons:

1. personal illness;
2. illness or death in the immediate family; and/or
3. professional meetings

Excessive absences for any reason will result in an extension of the student teaching period.

D. Students must observe the vacation periods of the particular school to which they have been assigned, not the University vacation schedule.

E. In the event that the school to which student teachers are assigned is subject to jurisdictional dispute between a teachers' association and the school corporation, student teachers will occupy a position of neutrality which means:

"Since University students in the State of Ohio do not have the legal status of certified personnel, and since their proper role is that of learner and not substitute for certified personnel, they should not report for duty or be in or near the building of assignment in the event of strikes--or work stoppages." (From The Exchange of Services Agreement among The Ohio State University, the University Teacher Education Students, the Franklin County Area Administrators Association, and the Franklin County Council of Education Associations.)

F. Although school personnel carry legal responsibility for the classrooms in which student teachers serve, the University also carries personal and professional liability insurance on its student teachers for any bodily injury and property damage or other injuries or damages which might result from the conduct of their professional responsibilities.
ELIGIBILITY REQUIREMENTS AND RESPONSIBILITIES

The Student Teacher:

The teacher training program culminates in the student teaching experience, and may be taken as soon as the student has completed all prerequisite experiences for the practicum quarter. In order for a student to be eligible to student teach, the following requirements must be met:

1. completion of at least 75% of the credit hours for the major area in which the student teaching is to be done;
2. attainment of a point-hour ratio of at least 2.25 in the teaching major and required professional courses; and
3. completion of prerequisite methods courses.

Although the University supervisors and cooperating teachers assume the major responsibility for directing the student teachers in their work, the student teachers must realize that they, too, must assume certain responsibilities if they are to derive full benefits from the experience of student teaching. The student teachers' role is two-fold in nature:

1. they are learners, studying the teaching-learning process; and
2. they are co-teachers whose instructional duties increase from day to day.

The student teachers' responsibilities include:

1. providing their cooperating teachers with pertinent background information;
2. conducting themselves in a manner befitting their position in the school and conforming to the mores and customs, such as dress, speech and personal habits found in the school and community;
3. notifying the cooperating teacher, school principal and University supervisor of any absences or contemplated changes in the student teaching schedule;
4. refraining from discussion of confidential information in an unprofessional manner;
5. becoming acquainted with school personnel and their functions;
6. assisting in routine procedures, and co-curricular activities;
7. taking the initiative in seeking help from the cooperating teachers;
8. acquiring pertinent information about pupils for whom they are responsible and becoming acquainted with them;

9. gaining information about long-range and unit plans in current use, and developing daily unit plans for teaching with the help and guidance of the cooperating teacher;

10. attending school functions such as P.T.A. meetings, faculty meetings and other events that teachers normally are expected to attend;

11. gaining an understanding of the community life as it relates to the school district through visitation to local community agencies and attendance at various community activities;

12. attending seminars, conferences and workshops scheduled by the public schools or University;

13. continuing the development of a professional attitude;

14. keeping the University supervisor informed of progress made and problems encountered; and

15. learning and carrying out school policies and procedures.

A generic statement of the responsibilities of student teachers is also contained in The Exchange of Services Agreement:

Student teachers assigned to the school will be available to assist cooperating teachers in duties related to instruction. These duties include teaching under the supervision of the cooperating teacher, grading papers, keeping records, playground and lunchroom supervision, providing tutorial instruction for students who need special help, conferring with individual students, conducting home visits, attending professional meetings, and occasionally teaching classes when the cooperating teacher is absent from the classroom. Student teachers may also be requested to observe and participate with other student teachers in the same or different buildings. The cooperating teacher is then free to do other work in the school building. University students shall not serve as substitutes when the regular cooperating teachers are absent. Students shall be expected to comply with the regulations of the building to which they are assigned, to advise the principal of their presence in the building, or their absence from assigned responsibilities, and to serve in the field according to the school system calendar within any given quarter.

The Cooperating Teacher:

Eligibility requirements for cooperating teachers are clearly addressed in The Exchange of Services Agreement:

To qualify as a cooperating classroom teacher, the teacher shall hold the appropriate standard certificate, have a minimum of three
years of successful classroom teaching experience, including at least one year of experience in the field for which the service is being provided, with at least one year of experience in the system, and with the recommendation of the building principal. All cooperating teachers nominated shall have given their consent for nomination. Cooperating teachers will be provided opportunities to receive training in supervision as provided by the University. Preference will be given in the selection process to teachers who have participated in such training.

The cooperating teachers willingly accept the responsibility for daily guidance of student teachers, although they recognize their first responsibility to be the welfare and growth of the pupils entrusted to their care. They are aware that they occupy the key role in making the student teaching program a fruitful learning experience for student teachers.

The cooperating teachers assume responsibility for:

1. becoming thoroughly acquainted with the background of the student teachers;

2. preparing the class for the student teachers' arrival;

3. creating an atmosphere in which the student teachers have a definite feeling of belonging;

4. acquainting the student teachers with the school policies;

5. orienting the student teachers to the school and the community;

6. providing the student teachers with instructional materials, a personal desk, if possible, access to student records, audio-visual equipment and other materials;

7. acquainting the student teachers with the needs of children, the curriculum pattern, and the various types of plans for instruction used in the school;

8. demonstrating good teaching techniques;

9. assisting with the professionalization of the student teachers;

10. providing the student teachers with an understanding of the extent of their authority and responsibilities;

11. providing the students the opportunity to assume full teaching responsibilities under guidance for an appropriate period of time, when the student teachers are ready;

12. providing frequent encouragement, constructive criticism and recognition of success;
13. keeping records and writing evaluative reports about the
student teachers' progress and general promise as teachers;

14. providing continuous planning and supervision in the evaluation
of pupil growth and achievement.

From The Exchange of Services Agreement:

Cooperating teacher: As designated above, the term "cooperating
teacher" is used in a broad sense to include classroom teachers,
counselors, administrators and other professionals who have supervi­sory responsibility for the University student working in the
school system. Much responsibility for guiding the University
students through their laboratory experience rests with the coop­erating teacher; accordingly, the work of the cooperating teacher
is vital to the success of field-based experiences. The coopera­ting teacher will assist in assuring that opportunities exist for
the University student to assume the role of teacher in its broadest
sense; that is, not only in terms of school-aged youth in class­rooms, but in the community as well. The cooperating teacher will
be expected to evaluate in writing individual student achievement
and experience, on the basis of guidelines supplied by the Uni­versity and approved by the school system.

The University Supervisor:

Persons selected to serve as supervisors of student teachers are em­ployed by the University, have completed at least three years of school-
related experience, and have received training in supervision from the Uni­versity.

The University supervisors assume responsibility for the supervision of
the activities of student teachers. They work as the liaison person between
the Office of Program Development and public schools, through visitation to
the schools. However, the visitation of student teachers is only one aspect
of the many roles of University supervisors. The University supervisors also
have the important obligation of working directly with the cooperating per­sonnel to provide realistic, relevant laboratory experiences for University
students. This important role varies from faculty to faculty but can be classi­fied into these categories. One is to work cooperatively with school personnel
to provide high quality clinical experiences. The second is working effectively
with student teachers in the clinical setting, and the third can be
classified as administrative responsibilities. A specific outline of those responsibilities is:

A. The University supervisors work cooperatively with school personnel by:

1. serving as resource persons, or consultants, when called upon;

2. being available to cooperating personnel and assisting and advising them concerning problems involving students in the clinical setting;

3. continuously providing descriptive information about the setting in which the student teachers are placed;

4. visiting the cooperating teachers and administrators as often as possible to discuss the progress of the student teachers (the length and number of visitations should be based upon the needs of both the student teachers and the cooperating teachers);

5. providing methods of evaluation feedback to the cooperating teachers and the student teachers concerning the feelings of each;

6. assigning final grades through continuous evaluation and consultation with the cooperating teachers;

7. participation with other University supervisors in the study and improvement of the student teaching program;

8. assisting in the collection of research data considered pertinent to the student teaching program.

B. The University supervisors work effectively with student teachers by:

1. assisting in the assignment of student teachers;

2. conducting orientation meetings of the student teachers to acquaint them with their responsibilities;

3. visiting and observing the student teachers periodically to insure satisfactory progress on the part of the student teacher, and to effectively collaborate with the supervising teachers in the evaluation process;

4. assisting in the improvement of the student teachers' instructional skills through observation and conferences;

5. providing multi-faceted experiences during the quarter to enhance and promote the transition from student teacher to classroom teacher;
6. serving as discussion leaders at seminars for student teachers;

7. assisting the cooperating teachers and the student teachers in the process of continuous evaluation.

C. The University supervisors work cooperatively with the Office of Program Development by:

1. reporting critical changes in the normal operation of the student teachers they observe;

2. providing feedback to the Office as to the adequacy of each field site;

3. making every effort to meet deadlines on required forms, schedules, placements, meetings.

From The Exchange of Services Agreement:

University Supervisor: All students placed in field experiences will be assigned to a supervisor employed by the University, who will carefully assist and advise on matters related to the experience. The University supervisor will observe students and visit with the cooperating teacher as often as possible to discuss the progress of the student. The University supervisor will also provide for a system of continuous feedback for both the student and the cooperating teacher about the student's skills and abilities. The University supervisor shall be responsible for recording grades for the laboratory experience. Grades should be arrived at in consultation with the cooperating teacher.

COMPONENTS OF THE STUDENT TEACHING EXPERIENCE

Induction:

During the eleven week student teaching period, student teachers typically begin by making general observations, proceed to tutor individual students and small groups of students, and then assume partial and the full responsibility for instruction during a set period of time. This time may begin with one hour blocks, to half day blocks, and, if appropriate, to full day blocks. At the culmination of the student teaching experience, it may be appropriate for the student teacher to become observer once again. In this phase of observation, after having assumed the role of "teacher" for an extended period of time, the student teachers may make more effective use of observation opportunities.
A. Observation/Participation/Student Teaching

Many questions arise during the early weeks of student teaching. A frequent misunderstanding concerns the procedures through which the student teacher becomes a teacher. Frequently, observation, participation, and student teaching are erroneously considered to be separate and distinct stages through which student teachers progress at a predetermined rate. Actually, the student teachers' total experience involves all three of the stages inextricably interwoven.

Observation - a process which includes pre-observation planning, purposeful attention during the observation and post-observation reflection and discussion. The purpose of observation is to provide an opportunity for student teachers to learn, not to evaluate. Specifically, student teachers observe to find answers to questions posed by themselves, their cooperating teachers, or supervisors, and to become more informed about areas in which the student teachers' knowledge seems inadequate.

The student teachers may wish to observe:

1. the pupils;
2. their cooperating teacher;
3. other teachers in their grade or subject area;
4. teachers in other grade levels or subject areas both within their school and/or in other schools;
5. other student teachers;
6. school service personnel (guidance counselors, administrators, other resource personnel);
7. community groups

Particular topics for observation may include:

1. the variety of teaching techniques;
2. classroom administrative procedures;
3. classroom management procedures and techniques;
4. pupil interaction;
5. pupil-teacher interaction;
6. use of instructional media;
7. classroom environment.
Participation - involves tutoring individuals or working with small groups of pupils, helping with administrative routines, keeping records, preparing teaching materials, checking student work and other responsibilities involved in assisting the cooperating teachers.

Student Teaching - means that the student teachers are given an opportunity to conduct many types of learning activities for which they bear an increasing degree of responsibility. It is expected that through the process of gradual induction they will assume all, or nearly all, of the responsibilities of their cooperating teachers toward the end of the period.

B. Conferences

The conference is a most essential activity of student teaching. It is in the conference that elements of good teaching are clarified, constructive criticism is offered, and plans, including a commitment for change, are made. The ultimate goal of the conference is to help student teachers become self-analyzing, self-evaluative professionals. To achieve this objective, the participants must be prepared to learn from others and to contribute freely to their own ideas and perceptions. Whereas in the conference of the first few weeks, the planning, constructive criticism, and analysis of good teaching are the major responsibilities of the cooperating teacher and the University supervisor, in the later weeks student teachers should gradually assume a greater responsibility for those functions:

Frequency
Conferences should be held regularly, preferably at specified times. The amount of time needed will vary according to the topic to be discussed but sufficient time should be made available. At a
minimum, there should be an initial, introductory conference, a mid-quarter conference and a conference at the end of the quarter. These conferences should be three-way, including the student teacher, cooperating teacher and University supervisor.

Setting
The setting should provide a suitable working area which encourages a mutual exchange of ideas. Conferences should be held in a quiet, private area or room. They should be planned so that needed materials are available.

Focus
The focus of the conferences will vary from pre-observation to post-observation. In the pre-observation conference, objectives and techniques of the intended instruction are discussed and questions are formulated which will aid in the observation of the forthcoming instruction. The post-observation conference focuses upon perceived needs and/or questions of the student teacher, cooperating teacher, or University supervisor.

Participants
While more frequent conferences will occur between the student teacher and the cooperating teacher, because of their common location, the University supervisor should participate in a three-way conference several times a quarter, as necessary.

Procedures
Typically conferences include:
1. a statement of the purpose of the conference;
2. a restriction of the discussion to the stated purpose;
3. the use of questions to obtain information and to encourage reflection;
4. a summary and analysis of the information obtained during the observation.
Topics for conferences might include:

1. school policies and procedures
2. community
3. professional ethics
4. instructional methods
5. evaluation
6. classroom management
7. motivation
8. content of instruction
9. objectives
10. personal concerns

The most critical aspect of conferences is not concerned with topics or procedures, but rather the creation of an openness of exchange, which permits and encourages improvement. Techniques designed to create this openness are difficult to describe and impossible to prescribe for each individual situation. However, the student teacher, cooperating teacher, and University supervisor must recognize and accept responsibility for the success of and productivity of conferences.

Documentation

Forms will be provided by the University to help document the information shared at the major three-way conferences. A sample of this form is included in Appendix B.

C. Planning for Teaching

Effective planning is the basis of successful teaching. Planning begins with the goals of a particular teaching-learning situation, encompasses means of attaining those goals, including the materials and activities, and terminates with effective procedures for evaluating the degree to which the instructional goals have been achieved.

Types of Planning

It is suggested that cooperating teachers acquaint student teachers with the various types of plans during the first week. Basic types of planning include long-range plans for the year or semester, plans
for units of work relating to the larger plan, and plans for each day's work; all contributing to the accomplishment of the major objectives of education.

Cooperative Planning

Planning involves the efforts of both student teachers and cooperating teachers. In the early stages of student teaching, student teachers must rely heavily on cooperating teachers for suggestions as they plan their forthcoming teaching activities. Suggestions for materials, activities, evaluation and timing enable the student teachers to outline their projected plans with more competency until they have enough experience to originate plans of their own.

Careful, cooperative planning involves instruction and offers to cooperating teachers excellent opportunities for establishing a good working relationship and guiding the growth of student teachers.

D. Evaluation

There are essentially two purposes for evaluating the student teachers' work: (1) to assist the student teachers in improving and progressing in their instructional skills; and (2) to help the student teacher master skills of self-evaluation and self-analysis. Evaluation should be continuous and comprehensive. Through a variety of evaluative techniques, the student teachers can be kept informed of their progress and can develop competency in self-analysis, without which little or no improvement is possible. Evaluation, like most other components of student teaching, may entail a variety of criteria. It is recommended that the student teacher, cooperating teacher, and University supervisor establish, in advance, mutually-agreed-upon criteria.

Some suggestions for evaluation might be:

1. willingness to cooperate, carry out suggestions and perform routine classroom duties
2. preparedness in presenting the lesson
3. resourcefulness in securing and using teaching materials and visuals
4. utilization of various teaching techniques, adapted to the ability level of students
5. development of rapport with students and teaching staff
6. awareness of interactions and emotional reactions within the classroom
7. personal qualifications (appearance, neatness, attitude, sincerity)

Self-evaluation and growth are continuous and are best implemented through conferences. Formalized evaluation, however, is also a necessity. Several exemplary evaluation checklists are included in Appendix C for use during student teaching. Two specific opportunities for evaluation occur during the quarter in addition to the regular evaluations of students, cooperating teachers and University supervisors.

1. The College of Education's Office of Career Services (176 Arps Hall) processes the professional credentials of all teacher education students who desire to register in the Office. At the conclusion of the quarter, all University supervisors are requested to complete a letter of recommendation for each student teacher they have supervised. It is intended that this evaluation is written by the University supervisor in consultation with the cooperating teacher. As well, it is hoped that the student teacher will request an additional letter of recommendation from the cooperating teacher. In Appendix D are sample copies of the Office of Career Services' letter of recommendation forms, plus questions that should be asked in preparing these letters.

2. A second opportunity for evaluation occurs during the last week of the quarter through a questionnaire sent to all student teachers, cooperating teachers and University supervisors. The purpose of this questionnaire is to collect evaluative information regarding the total student teaching experience
SUMMARY

The Ohio State University's College of Education offers a myriad of opportunities for students to gain insights into the complex teaching-learning process through observation and/or participation in field settings. Support for such student experiences is clearly illustrated in Standards for Colleges or Universities Preparing Teachers, State of Ohio Board of Education, 1975 (effective as of 1980):

EDb 303-02 Curriculum

(D) Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be completed in a variety of urban and suburban or rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's regular schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching experience, shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

The Ohio State University's teacher education programs are fully accredited by the State of Ohio Board of Education and the National Council for Accreditation of Teacher Education. Each approved program must comply with standards of practice prepared by these agencies. More detailed information about the specific undergraduate teacher education programs is found in The Ohio State University Bulletin, Book 8, College of Education. Copies can be obtained from:

The Ohio State University
Office of Admissions
Lincoln Tower
1800 Cannon Drive
Columbus, Ohio 43210
1. List below the strengths of the student teacher:

2. List below student teacher behaviors/techniques that need improvement:

3. List here any concerns or comments that do not seem to fit well under questions #1 and #2 above:

Conference date: _________________________

Location: __________________________________

Participants: (sign below)

S.T. ______________________________________

C.T. ______________________________________

U.S. ______________________________________
STUDENT TEACHER EVALUATION (check lists)

Personal Qualities

Shows a genuine enthusiasm for the job.
Understands and likes children.
Possesses a genuine desire to be a successful teacher.
Is well poised; displays mental and emotional stability.
Has a happy mental attitude and sense of humor.
Is reasonable; fair and impartial in dealings with people.
Is dependable; follows through on an assignment until it is finished.
Uses effective oral expression in a well-modulated voice.
Dresses appropriately; is neat and well-groomed; has good posture.
Respects human relationships; is free from bias and prejudice.
Displays self-confidence tempered with humility.
Shows judgment and tact.
Has physical strength to meet demands.

Professional Qualities

Is a firm believer in American way of life and promotes an understanding of our heritage and our freedoms.
Possesses an understanding of and faith in our American system of public education.
Maintains a cooperative and harmonious relationship with co-workers.
Does a continuous job of self-evaluation and tries to strengthen obvious weaknesses.
Adheres to the accepted ethical standards of the profession.
Participates adequately in activities designed to meet the needs of this school.
Accepts responsibility willingly both inside and outside the classroom.
Complies with rules and administrative requests.
Accepts constructive criticism and suggestions graciously.

Teaching Performance

Maintains a warm and friendly atmosphere which promotes pupil confidence without loss of dignity.
Disciplines in a quiet, dignified, fair, and positive manner while helping each pupil achieve self-control; maintains a balance between individual freedom and responsible behavior.
Believes in the importance of the individual and provides for individual differences.
Encourages and guides pupils toward appropriate goals and helps them in evaluating their achievements.
Uses a variety of instructional methods to create interest, maintain attention and encourage self-direction.
To motivate pupils, assigns an adequate amount of meaningful homework and provides for adequate pupil participation in class activities.
Shows skill in organizing classroom activities.
Is willing to give additional time to the pupil who needs help.
Utilizes techniques that challenge pupils to think for themselves; assigns adequate written work for students.
Designs and administers frequent examinations so as to stimulate the pupil's learning experience and evaluate his progress.
Arranges the physical properties of the classroom attractively for a desirable learning environment.
Helps pupils to recognize, develop and live by moral and spiritual values.
# Student Teacher Appraisal Scale

## Personal Competency

### Personal Characteristics:

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Unfavorable impression generally; distracting mannerisms; untidy, etc.</th>
<th>Adequately dressed; satisfactory appearance.</th>
<th>Always well-groomed; impressive appearance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice Quality and Oral Expression</td>
<td>Voice irritating, weak, monotonous; uses poor grammar.</td>
<td>Agreeable quality; adequate enunciation; English satisfactory.</td>
<td>Pleading voice; appropriate choice of words; easily understood.</td>
</tr>
<tr>
<td>Health and Vitality</td>
<td>Little physical drive or energy; poor health condition.</td>
<td>Appears to have average health and energy.</td>
<td>Very energetic; excellent health condition evident.</td>
</tr>
</tbody>
</table>

### Professional Attitudes and Abilities:

#### Initiative - Leadership

| Not resourceful; does not assume responsibility; unable to follow through on suggestions. | Works well under supervision but requires suggestions. | Is creative and resourceful; minimum of supervision necessary. |

#### Dependability - Reliability

| Indifferent to engagements, duties, tasks; needs periodic urging. | Dependable, but sometimes fails to sense and assume responsibilities and tasks. | Accepts responsibilities readily with a minimum of supervision. |

#### Enthusiasm - Interest

<p>| Shows little genuine interest in teaching; just getting by. | Likes teaching, interest is evident; but infectious enthusiasm absent. | Pupils aware of teacher's enthusiasm; teaching dynamic, purposeful. |</p>
<table>
<thead>
<tr>
<th>Understanding</th>
<th>Lack understanding, sympathy, patience in meeting pupil problems.</th>
<th>Evidence some realization of children's problems; meets most pupil needs.</th>
<th>Sincere thoroughness, considerateness, sensitivity in handling pupils; very patient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self- Control</td>
<td>Impulsive; often nervous, tense or unresponsive; ill at ease.</td>
<td>Has control in ordinary situations, responsive; at ease.</td>
<td>Handles trying situations well; very poised.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Does not adapt well to changing conditions; makes poor decisions.</td>
<td>Unexpected situations fairly well met.</td>
<td>Sensitive, anticipates and prevents problems; takes things in stride.</td>
</tr>
<tr>
<td>Intellectual Discernment--</td>
<td>Displays little intellectual curiosity; accepts traditional ways of doing.</td>
<td>Occasionally challenging but customarily accepts the ideas of others.</td>
<td>Indicates strong desire to learn; creates better ways of thinking, doing.</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Self-Evaluation Ability</td>
<td>Unaware of weaknesses; satisfies with situation as it is; retreats from reality.</td>
<td>Usually judges own achievement correctly and avoids repeating mistakes.</td>
<td>Fairly evaluates worth; applies own high standards in locating, correcting weaknesses.</td>
</tr>
<tr>
<td>Attitude Toward Suggestions</td>
<td>Rationalizes; projects; reluctant to change behavior; uncooperative.</td>
<td>Can take and follow suggestions to a reasonable extent.</td>
<td>Seeks suggestions; cooperative; makes behavioral changes readily.</td>
</tr>
<tr>
<td>Social Participation with Adults</td>
<td>Repels others; makes few friends; insensitive to other's rights; sense of humor lacking.</td>
<td>Friendly but reserved; expresses humor; accepted by the group but not overly popular.</td>
<td>Attracts others; well-liked; concerned with individual welfare; cheerful; laughs easily.</td>
</tr>
</tbody>
</table>
III. Pupil Guidance:

A. Classroom Management

- Room noisy; disorganized; pupils confused, restless; little pupil response to teacher direction.
- Occasional confusion develops when teacher direction removed; generally is orderly.
- Confusion never allowed to continue; pupils know what to do; are self-directive; give teacher ready attention; class runs smoothly.

B. Pupil-Teacher Relationships

- Pupils dislike teacher, respect lacking; teacher antagonizes, tolerates pupils; insensitive to child behavior.
- Accepted by pupils; makes some attempt to understand child behavior; takes part in child activities.
- Teacher extremely popular; enjoys children and their activities; has their confidence, respect.

C. Arousal and Motivating Pupil Interest and Participation

- Pupils uninterested, indifferent; participate only under direction of the teacher.
- Promotes pupil interest and participation to some degree; usually holds children's interest through most activities.
- Considerable evidence of the pupils' active participation in planning and evaluating; stimulates critical thinking and pupil initiative.

D. Carrying on Discussions

- Fails to stimulate pupil's thinking; questions poorly constructed; teacher does most of talking.
- Students fairly responsive but answers to questions reveal little critical thinking.
- Uses thought-provoking questions; arouses and holds pupil interest; wide class discussion leads to planned goals.

E. Pupil Diagnosis—Evaluation

- Children have meager opportunity to evaluate conduct, achievement; test results are not used in teaching; scant basis for evaluation.
- Test information is used as basis for further teaching; judges progress in terms of the individual; usually aware of pupil problems.
- Uses evaluative devices which fit objectives; many opportunities for pupil self-evaluation; knows how to study children and identify their problems.
IV. Planning Learning Activities:

Selection and Organization

| Lesson plans are poor; teacher lacks ingenuity or logical organizational ability; little initiative in assembling materials. | Makes adequate plans; usually applies psychological knowledge of child growth, interest; and enriches the textbook occasionally with local and other learning occasions. | Utilizes variety of activities adapted to student needs; creative, resourceful; plans thoroughly. |

Provision for Individual Differences

| Poor understanding of how to plan for and meet varying individual abilities and interests. | Knows how to encourage individual expression and originality but action is lacking in many cases. | Definitely makes provisions for individual needs and interests in plans and actions. |

V. Teacher Responsibilities:

Scholarship Background

| Indicates limited background in curricular areas taught. | Shows adequate ability and achievement in subject matter for beginning teacher. | Reveals a thorough, rich, varied background in areas taught. |

Room Environment

| Seldom checks room health conditions; minimum effort spent in making room attractive; room disorderly. | Arranges bulletin boards and room environment as requested; conscious of heat, light, ventilation. | Stimulates pupil appreciation of neatness, beauty, and healthful living through attention to physical environment. |

Equipment--Record Care

| Parent indulges child misuse of supplies; poor room housekeeper. | Does a reasonable job of using supplies and equipment; checks children on materials use. | Helps children care for materials so as to provide for efficient use. Keeps excellent records on pupils and teaching activities. |
REGISTER'S NAME: ____________________________ Soc. Sec. # ____________________________

TO THE CANDIDATE: The Family Educational Rights and Privacy Act of 1974 gives you the right to read this reference or to make that right:

SELECT ONE OPTION BELOW: I request that this reference be:

☐ CONFIDENTIAL (open only to OBU officials and employees) ________________________________

☐ NON-CONFIDENTIAL. I may review this reference:

*******************************************************************************

TO THE WRITER: Since this statement will be reproduced photographically, we ask that this reference be typed. If more space is needed, please continue on additional sheets of the same size.

SUPERVISOR'S EVALUATION

signature

DATE

SUPERVISOR: ____________________________ type or print name ____________________________

Building in which student taught: ____________________________ School system: ____________________________

Subject, Grade Level taught: ____________________________ Final grade: ____________________________
Appendix B

RECORD OF STUDENT TEACHING EXPERIENCES
IN
BUSINESS EDUCATION

ED-VOTEC 587.23

Department of Educational Policy and Leadership
College of Education
The Ohio State University

1986

Student Teacher: ______________________
School: ______________________________
Cooperating Teacher: __________________
Date: ________________________________

Professor Anthony G. Porreca
Chief Area Supervisor of
Business Education Student Teachers

Clora Mae Baker
University Supervisor

College of Education
The Ohio State University
Columbus, OH 43210
422-5181

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Introduction

Student teaching in business education is available to majors in business education in the College of Education, The Ohio State University. Student teaching is a major function of undergraduate education in the College of Education and is fully supported as essential to teacher certification by the Ohio State Department of Education.

The student teaching program is available Autumn, Winter, and Spring Quarters and must be completed within a secondary school business education program in Franklin County, Ohio. All methods courses must be taken prior to student teaching. With permission from the Chief Area Supervisor for Student Teaching in Business Education, one course, other than methods courses, may be taken during student teaching after normal high school class hours. This course must not interfere with the Business Education Student Teaching Seminar, which meets once per week for two hours sessions. Attendance at the seminar is required.

Student teachers earn 15 undergraduate quarter hours as a result of the public school teaching experience, the seminar participation, and the completion of this Record of Student Teaching Experiences in Business Education. A recommendation is completed by the Chief Area Supervisor of Student Teaching in Business Education, along with a recommendation of a Satisfactory or an Unsatisfactory grade.
THE PROFESSIONAL PORTFOLIO

At the beginning of student teaching, you should begin to develop and maintain a professional portfolio. The student teaching experience provides you with the opportunity to organize the many resources and teaching aids that you have prepared as part of your methods courses as well as those that you will develop during this quarter while student teaching.

Examples of the kinds of ideas, materials, and teaching resources that your portfolio may contain are as follows:

--lists of sources of materials and teaching ideas,
--teaching plans (both unit and daily),
--instructional games,
--teaching suggestions,
--suggestions for bulletin boards,
--sample tests,
--field trips ideas, and
--teaching evaluations.

In short, your portfolio should include all ideas and teaching aids that prove to be valuable in the future. (Portfolios are excellent evidence of your competence for future employers and, as such, are valuable for job interviews.)
EVALUATING YOUR STUDENT TEACHING PROGRESS

Basic Principles of Evaluation

- The fundamental purpose of evaluation is to promote growth.
- Evaluation involves appraisal of agreed upon values and goals.
- Evaluation is an integral and important part of the learning process and should be continuous.
- Evaluation should be based on both quantitative and qualitative evidence and employ a variety of techniques for recording and interpreting behavior.
- Evaluation is a cooperative process in which the learner and all those concerned with his or her growth should participate.
- Evaluation takes into account both the ability of the learner and the standards and competency generally required in the situations in which the individual will be engaged.
- Evidence on which to base evaluation: (1) maintain daily log or weekly log, (2) record behaviors, (3) ideas expressed, and (4) samples of work.

NEEDS AND SUGGESTIONS FOR NEXT STEPS

PROGRAM MODIFICATION

ASSIGMENTS
CRITERIA FOR SELECTION OF CLASSROOM TEACHERS

AS COOPERATING TEACHERS

* Has a positive, professional attitude and a real liking and respect for teaching

* Is a responsible and willing participant in the affairs of the school

* Is basically a learner, striving always to improve his or her ability to carry out his or her tasks

* Perceives the opportunity to work with future teachers as a professional responsibility, one which he or she is glad to have a chance to assume

* Is attractive because of his or her scope of interests, the wholesome way in which he or she meets his or her problems, participation in community activities, and zest for living and working

* Mastery of principles of learning and teaching and ability to verbalize these in working with a novice

* Work effectively with another adult in the classroom--share rewards and joys as well as problems with another person

* Ability to teach through another person

COOPERATING TEACHER'S RESPONSIBILITIES

1. Student teacher orientation

2. Professional image

3. Evaluation--planning and implementation

4. Demonstrations of lessons

5. Explanation of teacher's roles: manager of learning, manager of classroom activities, and manager of change

6. Classroom organization

7. Classroom control
COOPERATING TEACHER'S CLASSROOM OBSERVATION REPORT

Summary Observation

Teacher: ____________________________  Time: ____________________________
Date: ____________________________  Room #: ____________________________
Class: ____________________________  Activity: ____________________________
Observer: _________________________

1. Objectives:

____________________________________________________________________

2. Student Characteristics/Evaluation:

____________________________________________________________________

3. What are the students doing? (Indicate how many students are involved. Then make general notes.)

Describe working at desks:

Describe activity:
  Group work with teacher?  Individual work with teacher?
  Whole group activity?  Individual work?

4. What is the teacher doing?

Moving around the room to talk with individuals?  Working with one student?  Helping student(s) with problem? (If so, what kind of problem?) Leading small group?  Directing action from one spot?  Talking to whole group?  Sitting at desk working?

Then, make general notes.
COOPERATING TEACHER'S CLASSROOM OBSERVATION REPORT

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Patterns -

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physical

Verbal

Recommendations:

Signatures:

Teacher

Observer

Pattern summary sheet.
COOPERATING TEACHER'S CLASSROOM OBSERVATION REPORT

SAMPLE CLASSROOM DIAGRAM

CHALKBOARD

TEACHER  Mrs. P.
OBS. NO.  1
DATE  10/20/
TIME  10:31-11:31

CODE:
V Teacher initiated question
S Student initiated question
↔ Interaction between students
CR Choral response

Student teacher interaction during inquiry lesson.
COOPERATING TEACHER'S CLASSROOM OBSERVATION REPORT

Teacher: __________________
Observation No. ___________
Date: ____________________
Time: ____________________

TRADITIONAL CLASSROOM

CODE:
V  Teacher initiated question
S  Student initiated question
<-> Interaction between students
CR  Choral response
COOPERATING TEACHER'S CLASSROOM OBSERVATION REPORT

SAMPLE LABORATORY AWARENESS
COOPERATING TEACHER'S CLASSROOM OBSERVATION REPORT

Teacher: ________________________________
Observation No. _________________________
Date: ________________________________
Time: _________________________________

LABORATORY CLASSROOM

CODE:
V Teacher Initiated question
S Student Initiated question
↔ Interaction between students
CR Choral response
The purpose of this activity is designed to help the student teacher become aware of the physical organization of the classroom and to observe the interaction between the teacher and students during instruction.

During your student teaching experience, you will be making six observations; three in a traditional classroom setting and three in a laboratory setting.

The classroom physical organization varies in subtle ways during different activities even though the physical structure of the room remains the same. By focusing on physical movement and interaction between the teacher and the students, the student teacher will explore strategies in structuring for instruction, form hypotheses about structuring for instruction in business education classes, and explore how teachers vary their organizational patterns in the classroom according to activities.

Complete the demographic information required at the top of each map. (See pages 13 and 14.)

Master Map. Prior to the observation, draw a master map of the classroom that includes:

1. placement of furniture,
2. location of doors, windows, cabinets, etc.,
3. placement of educational materials (dictionaries, supplies, etc.), and
4. placement of teacher's desk, conference area (if applicable).

Activity Map. Utilizing the Master Map you developed, construct an activity map during the classroom observation. On the map, include:

1. placement of students (include sex of students; also names, if known)
2. movement and interaction of teacher with students during the class (Use the code on the map to indicate activities.)

Observe how the students and the teacher interact within the class. Note especially the activities occurring outside the major activity (such as student movement to the pencil sharpener, return to desk, and subsequent activity).

Following your observation, complete the SUMMARY OBSERVATION REPORT.
STUDENT TEACHER'S CLASSROOM OBSERVATION REPORT

SUMMARY OBSERVATION

Respond to the following summary tasks on a separate sheet of paper. Give specific examples to illustrate your responses. When completed, attach your typed summary sheet(s) to this form.

1. List all activities you observed.

2. For each activity listed in #1, specify:
   a. the general organization the teacher used (whole class, small group, individual);
   b. the type of activity; and
   c. the patterns of teacher movement.

3. Summarize what you discovered about the rules for student interaction with the teacher and other students. Indicate specific changes as activities change.

4. What did you discover about the way the teacher organizes for instruction within (and across) activities. Note transition organization when activities are changing. Discuss how the classroom organization differs according to activity.
STUDENT TEACHER'S CLASSROOM OBSERVATION REPORT

Teacher:
Class:
Observation No.
Date:
Time:

TRADITIONAL CLASSROOM

CODE:
T Teacher initiated question
S Student initiated question
→→ Interaction between students
CR Choral response
STUDENT TEACHER'S CLASSROOM OBSERVATION REPORT

Teacher: __________________________
Class: __________________________
Observation No. ___________________
Date: ____________________________
Time: ____________________________

LABORATORY CLASSROOM

CODE:
- V Teacher initiated question
- S Student initiated question
- Interaction between students
- CR Choral response
STUDENT TEACHER'S CLASSROOM OBSERVATION REPORT

Summary Observation

Teacher: ____________________________
Date: ______________________________
Class: _____________________________
Observer: __________________________
Time: ______________________________
Room #: ___________________________
Activity: __________________________

1. Objectives:

_____________________________________________________________________

2. Student Characteristics/Evaluation:

_____________________________________________________________________

3. What are the students doing? (Indicate how many students are involved. Then make general notes.)

Describe working at desks:

Describe activity:
Group work with teacher? Individual work with teacher?
Whole group activity? Individual work?

4. What is the teacher doing?

Moving around the room to talk with individuals? Working with one student? Helping student(s) with problem? (If so, what kind of problem?) Leading small group? Directing action from one spot? Talking to whole group? Sitting at desk working?

Then, make general notes.
Student Teaching Evaluation

By Student Teacher

Name

By Cooperating Teacher

Date Shared with Cooperating Teacher/Student Teacher:

Scale 1-5 with 5 being the highest
(Three is the usual rating.)

OSU Supervisor

A. Planning - Short- and Long-Range

1 __ Well-organized, comes prepared, brings in material
2 ___ Provides written plans for individual/small group and large group
3 ___ Can relate subject matter to students' interests and developmental levels
4 ___ Involves students in planning learning experience
5 ___ Can adjust plans when needed
6 ___ Provides for follow-through, including evaluation

B. Learning Environment and Classroom Management

1 ____ Is aware of the room's physical condition
2 ____ Helps students to learn to care for room
3 ____ Values students' work by displaying their work well
4 ____ Provides a rich variety of materials
5 ____ Constructs bulletin boards
6 ____ Uses audio-visual equipment to supplement teaching

C. Working with Students

1 ____ Rapport with students
2 ____ Encourages quality work according to the developmental levels of students
3 ____ Is aware of total group needs even when working with a small group
4 ____ Helps students learn to evaluate their own and other's work
5 ____ Can anticipate problems and knows how to avoid them
D. Human Relations
1 ___ Asks for and accepts criticism and suggestions
2 ___ Maintains a good working relationship with cooperating teachers and other school personnel
3 ___ Respects confidentiality and does not talk about other students or teachers

E. Personal Qualities
1 ___ Enthusiastic about teaching
2 ___ Is a responsible person, arrives on time, follows through with plans
3 ___ Is creative, shows originality of ideas
4 ___ Is professional, moving towards commitment

F. Professional Involvement Experiences
1 ___ Attend a full faculty meeting
2 ___ Attend a department meeting
3 ___ Attend a staff development workshop
4 ___ Attend a PTA meeting
5 ___ Attend a parent/teacher conference
6 ___ Attend a school board meeting
7 ___ Attend a curriculum committee meeting
8 ___ Attend an extra-curricular student activity

G. Special Contributions
1 ___ Unique talents or contributions
2 ___ Describe any special contribution of student teacher
GUIDELINES FOR SELF-INTERVIEW  
(Teacher and Student Teacher)

When completing the self-interview form, please refer to the guidelines stated below. Please describe events as you wish; however, use the following guidelines if they help you structure your responses.

Consider school-day events in three segments that occur in the normal school day. You may, or may not, have responses through this self-interview technique for each of the segments. That's just fine. It may, however, be of assistance to you if you reflect on the day's events in the order in which they have occurred or in reverse order; that is, record the last event first. This latter reverse-order reflection may be beneficial to you.

Segment #1

Before the school day began . . . During the preschool session had you established any specific goals for the day? Were they instructional goals? Where (physical location) did you construct these goals? Did you write these down or mentally record them? Describe these goals.

. . . During the preschool session did you organize your day's activities? Any specific organization?

. . . During the preschool session did you encounter administrative directives, special incidents, or immediate action requests that altered, or would alter, the pre-determined goals for instruction, your planned activities for the day, or your organization for the day's classroom activities, planning period activities, or other plans.

Segment #2

During the school day . . . What comments do you have about anything special that occurred during the day? How did you cope with events that altered your plans for the day? Describe visitors to the room. Why were they there? Any interruptions? Changes in routine? Changes in objectives? What interaction occurred between you and the student teacher(s) and/or students? Describe interaction that was important to you that occurred with fellow teachers and/or administrators that could contribute to more knowledge about classroom teaching.

Segment #3

After school day . . . Make notes about the day's events as they relate to your role as a classroom teacher. Did you notice any interaction among teachers, student teachers, and/or teachers that made an impact on you? Note any events that altered your preschool goals or organization. Describe your feelings about the day.
DAILY LESSON PLAN  (Duplicate)

Class:  
Periods:  
Room:  
Objectives:  
Assignment for Today:  

Teaching Materials:  

Procedures:  
Evaluation or expected outcomes:  

Assignment for Next Day:  
STUDENT TEACHING EXPERIENCE
(to be placed in folder)

Business Education

Name: ___________________________________________ Last __________ First __________ Middle __________

Local Address: _____________________________________________________________ ZIP ______ Telephone: ________

Home Address: _____________________________________________________________ ZIP ______ Telephone: ________

School Location: ___________________________________________________________ ZIP ______

Primary Cooperating Teacher's Name: __________________________________________ Title: ______

Telephone to Reach You: _____________________________________________________

Other Cooperating Teachers: __________________________________________________

School Principal's Name: _____________________________________________________

Courses of Major Interest in Teaching: ________________________________________

__________________________ ____________ ____________________________ ____________

Are most of these courses reflected in your proposed Student Teaching Experience? Yes ______ No ______

COMMENTS: __________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
STUDENT TEACHING RULES AND REGULATIONS

1. If you are going to be absent from your student teaching assignment for any reason, you must do the following:

   a. Notify your cooperating teacher between 7-7:30 a.m. on the day you will be absent or before, if appropriate and possible to do so.

   b. Notify the school that you will be absent on that day—call the principal's office or the appropriate person who takes care of the matter school-wide.

   c. Notify your university supervisor between 7-7:30 a.m. on the day you will be absent.

2. Lesson plans must be turned in to the cooperating teacher by Friday before the next week's classes or consistent with school policy. Failure to turn in lesson plans on Friday will delay your teaching the following Monday, and you will have to make up that day at the end of your student teaching experience.

3. You are responsible for students in the classes that are assigned to you. That means that you are not to leave the room unless you have your cooperating teacher cover for you. This rule also applies to any event that you have been assigned to chaperone along with your cooperating teacher.

4. One of the greatest determining factors in seeking future employment will be the recommendation letter written by your cooperating teacher; however, your cooperating teacher is not required to write a letter for you.

5. You must meet an acceptable level of performance to receive a satisfactory grade. Your final grade and letter of recommendation will be submitted by the Chief Area Supervisor for Student Teaching in Business Education.

6. Be willing to take on new duties. Student teaching is a full-time job, which requires 3-4 hours of work each night in preparing for the next day's classes. Be willing to accept criticisms from your cooperating teachers, and try to incorporate any suggestions they give you. Be hard working, and show initiative during your student teaching experience; it will pay off in the end.

7. Weekly quizzes and tests must be turned in to your cooperating teacher by Monday at noon. Please turn in a copy of your weekly quizzes and tests to your university supervisor at each weekly seminar.
REQUIREMENTS
Education 587.23
Student Teaching in
BUSINESS EDUCATION

TEACHING RESPONSIBILITIES
You should be responsible for the equivalent of three classes either in a
traditional curriculum or in a block program.

PARTICIPATION
Participation beyond teaching but involving instruction will be for 30
periods. (Note: One class represents approximately one hour of time; 30
periods will represent 30 hours.) See page 23.

OBSERVATIONS
Your observations outside of the business education program will be at least
20 periods. Most of these should be in classes/activities outside of business
education, since you will have the opportunity within the business program to
see a wide variety of business activities. See page 25.

NON-INSTRUCTIONAL ACTIVITIES (See pages 26, 30, 31, and 32.)
Participation should be for at least 15 activities but may go up to 20.
Complete the form and the statement on evaluating these activities
on page 24. Examples are: homeroom, field trip,
dance, concession stands
plays, bus duties
concerts

USE OF AUDIO-VISUAL MATERIALS (See pages 27 and 28.)
Complete Items 1 through 5.

EVALUATION SUMMARY (See page 29.)
Complete the evaluation statements.

Modifications to these requirements will be made with the consent of the
University supervisor and the cooperating teacher.
**RECORD OF STUDENT TEACHING PARTICIPATION**

*for University Supervisor*

Your Name (as used on OSU records): ________________________________

School to which assigned: ________________________________________

Class or classes to which assigned for teaching:

<table>
<thead>
<tr>
<th>Class or classes, grade level</th>
<th>Class Hour</th>
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Name of High School Cooperating Teacher: ____________________________

Hours spent in the school daily: From _______ to _______

Participation (Minimum Requirements) Beyond Teaching

In at least one class, for 30 periods

Note: Participation should not begin until the student has been in the school for at least two weeks.

<table>
<thead>
<tr>
<th>Subject and Level</th>
<th>Class Hours</th>
<th>Inclusive Date</th>
<th>Supervising Teacher</th>
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Participation may include (after formal class instruction):

- individual instruction
- tutoring
- small group work/assistance
- outside of class help (before school or after school)
### CLASS OBSERVATIONS
(Minimum Requirements)

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<thead>
<tr>
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**NOTE:**
- Minimum of 20; Maximum of 25.
- Minimum of 20 is permissible if teaching and/or participation are increased.
**NON-INSTRUCTIONAL ACTIVITIES**

<table>
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<tr>
<th>Date</th>
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<th>Date</th>
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**Evaluation of Non-Instructional Activities**

Do you feel that you understood the school better--what it does for and with students--because of your observations of these activities? Have they helped you to see the business program as part of education, not as a thing set off by itself? Did you observe enough? Too much?
USE OF AUDIO-VISUAL MATERIALS

1. List the materials YOU MADE for use in your classes. (Posters, bulletin board displays, charts, graphs, headings for chalkboard for bookkeeping, tape recordings, handouts, etc.) Give the date used and type of material.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. List the materials YOU SECURED FROM OTHER SOURCES (including other student teachers, the Teaching Aids Laboratory, the school, the community) that you used in your class. In addition to the things listed above, include speakers or demonstrators, movies, recordings, filmstrips, supplementary printed materials, published charts and graphs, advertising materials, materials from credit agencies, banks, etc., magazine articles, bookkeeping charts, tape recorded material, and so on. Give the date and type used, and, if you borrow from other student teachers, give the name of the student teacher.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. List the aids, such as the above and including dramatizations, demonstrations, role playing, etc, that YOU ENCOURAGED YOUR STUDENTS TO PREPARE AND PRESENT.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. Individual help to students outside of class. Important opportunity not only to help students but to increase your understanding of individual students and their problems; to check with students who do not give attention in class or who are absent frequently or who have personal problems that interfere with their work. List the dates on which you have had such interviews or given help with work and indicate the nature of your contact. Use the back of this page for additional items.

5. Evidence of initiative on your part. Although you will learn much from your cooperating teacher and other teachers, you must not depend upon them too much. You may show the initiative by preparing and using materials such as those indicated above, by adapting procedures used in other classes to the needs of your own class, by introducing procedures not previously used in the class, by volunteering for work in classes in which you participate, by using your own ideas gained from reading, conversations, etc. What are some of the ways in which you have shown initiative?
EVALUATION SUMMARY

Evaluation of participation. Describe briefly your activities in the class or classes in which you participated. What were you allowed to do; what were you able to learn from the experience? Were there other things that you would like to have done in the class?

Evaluation of class observations. Indicate some of the outstanding items that will contribute to your effectiveness as a teacher. Do you understand your students' problems better because of your non-business observations? Did you observe enough? Too much?

Evaluation of teaching. Evaluate your learning from teaching. In what ways could student teaching be made more meaningful to student teachers in the future?
SUGGESTED NON-INSTRUCTIONAL ACTIVITIES

Your "requirements" say that "the remaining time in the school should be used for the following activities: (1) preparation for classes; (2) extra-class activities related to the work of teachers, such as study halls, extracurricular activities, preparation for tests, grading papers, keeping records; (3) general and administrative school activities such as assisting other teachers with clubs, work in the school office, work with specialized personnel such as the librarian, music teacher, school nurse, placement officer, and guidance director or counselor."

The following are suggested for visits. In some, you might be able to participate. Both visits (observations, interviews with personnel) and participation should be reported (card reports) and listed (on the preceding page).

Assemblies: Who is responsible for organization; how program is presented; student reactions—what types of programs do students like best; what part do students have in planning and presenting the assembly programs?

Cafeteria: Who is responsible for organization; teachers' responsibilities for conduct of students, for cashiering or ticket sales, student workers' duties, general attitude of students in cafeteria; adequacy of diet.

Commencement Rehearsals: How organized; teachers' responsibilities.

Faculty Meetings: (Attended upon invitation only). Type of meeting; participation of teachers.

Fire Drills: How conducted; teachers' responsibilities.

Guidance Program: Your information may be gained through conference with director of counseling; all student teachers in a school should arrange together for such a conference. What activities are engaged in; what materials are available; what tests are administered; what conferences with students are arranged? How is the relationship of the homeroom teachers with the guidance office? How is information distributed to them and how do they make referrals to guidance counselors?

Attendance Officer; Truant Officer: How are absences checked; contact with parents; excuses required; responsibilities of teachers in relationship to attendance.

Hall Duty of Teachers: Teachers' responsibilities between classes; teachers assigned to hall duty; student monitors' duties; types of hall passes used.

Movie Duty: If noon movies are shown, purpose; charge; organization; teachers' responsibilities.

Health Program (School Nurse): Procedure when student becomes ill; physical examinations given; eye examinations; ear examinations; reports given to parents; provision for help to needy students where health is concerned.
Homeroom or Registration Room Activities: Checking attendance, reading notices, reconciling grades, making reports for school officer and/or state department of education, checking books in and out, selling supplies, scheduling for new semester, control of conduct. Homeroom teachers' responsibilities for guidance of students. If you are in a school at the beginning of the day, it is recommended that you participate in the homeroom activities of your cooperating teacher, if possible.

Home Visitations: Purposes; procedures.

Library: Organization of library, when and how students use, securing materials for your own classes, orientation of new students, way students are checked in and out of library (do they go to study hall first or directly to the library), records kept of student attendance, student conduct control.

Orientation Program for New Students: Familiarizing students with building plan, libraries, conduct, procedures, etc.

Preparation of Exhibits for Open House: Types of exhibits, by whom prepared; student or teacher planned; by homerooms or by classes, etc. Type of program at open house for parents, teachers' responsibilities; student participation.

Professional Meetings: OBTA, OVA, OEA, COTA.

School Functions Held in the Evenings: Athletic events, school plays or musical programs, parent-teacher meetings, open house, etc. If you are able to attend such events, you may be able to learn student attitudes, teacher responsibilities, organization and administration.

School Office: Information available to teachers through student records; schedules of teachers and students; distribution of mail and notices, student workers' duties; duplication of materials for teachers; scheduling procedures; permanent records, etc.

School Newspaper (or Magazine) and Student Yearbook: Since business teachers often are asked to supervise the school paper, this should be included in your observations and perhaps in your participation; how financed; if advertising space is sold, by whom; what connection with a journalism class; with a business class or business teacher. What are the procedures in getting out a yearbook? Who is responsible? How are students selected to work on these publications? How are officers selected?

Student Council: Student court; organization; membership; duties; activities sponsorship; relationship to administration.

Study Halls: Checking attendance, disposition of absence slips, requirements after absence, methods of getting students to settle down to work quickly and quietly, procedures in honor study halls, methods of checking students out who wish to go to the library or elsewhere or of checking on students who went directly to the library; seating, seating charts; differing personnel from day to day. It is said that beginning teachers have more trouble with study hall organization and management than with classes, so you should become familiar with procedures and, if possible, have some experience.
Substituting: Teaching additional classes because a teacher is absent, but only with permission of the principal. During the Spring Quarter, teachers sometimes ask their student teachers to "take over" for them while they attend the Ohio Business Teachers Association Convention. If you can do this, it will be a good experience for you.

Others: There are, no doubt, other activities in and out of the school. Feel free to add to this list. (Visit and/or participate in club activities in or out of school. Attend professional meetings, OBTA).
WEEKLY REPORT
(Photocopy 10 Copies)
STUDENT TEACHING IN SECONDARY SCHOOLS
BUSINESS EDUCATION
587.23

WEEKLY REPORT OF STUDENT TEACHING ACTIVITIES:
Student Teacher __________________ Coordinating School __________________
Coordinating Teacher __________________ Week Ending __________________

Brief Summary of Activities:
MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

Days Absent and Reason for Absence:

Comments of Coordinating Teacher:

Coordinating Teacher
# Class and Room Schedule

One for 10 Weeks  
(Photocopy 10 Copies)

- **Student Teacher:**
- **Telephone Number:**
- **School:**
- **Week:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>Time and Period</td>
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**Comments**
SELF-EVALUATION OF 5-DAY TEACHING
(Duplicate 10 copies)

Student Teacher: ____________________________
Week of: _________________________________

(Note: Submit this self-evaluation to the university supervisor at each seminar.)

Respond to the following questions:

1. Which days' lessons did you feel went especially well? Why?

2. Which days' lessons did you feel were not too successful? Why?

3. What do you see as the strength(s) in your presentation of a lesson?
   On what do you base this impression?

4. What do you see as strengths in the content of your lesson? Why?

5. Discuss specific aspects of your teaching that seemed to improve during the week. Why or how do you think this improvement occurred?
Self-evaluation, cont.

6. How successful was your instruction? That is, how well did your lessons meet your objectives for them? Cite specific evidence from your assessment procedures?

7. What aspects of your plans would you now change, especially as a result of the feedback you received from the assessment procedure? Why?

8. Discuss specific aspects of your presentation which you think need improvement.

9. What grade would you give yourself for this week's work? Why?
1. List below the strengths of the student teacher:

2. List below student teacher behaviors/techniques that need improvement:

3. List here any concerns of comments that do not seem to fit well under questions #1 and #2 above:

Participants: (sign below)

Conference date: ___________________ S.T. ___________________
location: ___________________ C.T. ___________________
D.T. ___________________
STUDENT TEACHING EVALUATION

Business Education - Spring, 1986

You've made it!!!

In reflecting on your student teaching experience, please answer the following questions to help me evaluate my role as your university supervisor.

1. Did you find the weekly seminars helpful to you as you planned your daily work? Please explain.

2. Do you feel you received adequate visits and support from your university supervisor? Please explain.

3. What do you believe should be done to improve the support from the university supervisor? More visits, longer conferences, etc.

4. Did you receive helpful supplementary materials during the seminars? What additional materials would have been beneficial for you?

5. As a result of the work you've done this quarter, do you feel confident to enter the classroom as a regular teacher in September? Why or why not?

6. Please list any suggestions for improving the total student teaching experience.
College of Education  
Curriculum Plan for Business Education

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Appendix E

STUDENT TEACHING SEMINAR
BUSINESS EDUCATION

Spring, 1986
Monday, 4-6:30 p.m.
Ramseyer 019

Clora Mae Baker
Office - 400 Ramseyer
Ph. 422-1799 (office)
846-6917 (home)
Office hours - 3 - 5 p.m.

March 31
Orientation to Student Teaching
Discussion - Procedures, Expectations,
Materials, Reports
School orientation, development of resource file

April 7
Discussion, Problems encountered
Attitudes, Management, Classroom discipline
Planning effective lessons

14
Discussion
Weekly Report #1 & Class/Room Schedule
Lesson plans for previous week
Planning effective units, supplemental

21
Discussion
Weekly Report #2
Two observations due

28
Discussion, Teaching to different achievement levels
Weekly Report #3

May 5
Individualized instruction, make-up strategies
Weekly Report #4
Unit plan due
Midterm reports

12
Human relations/working atmosphere
Weekly Report #5
Professional activities
Two observations due

19
Alternative teaching methods
Weekly Report #6

26 Legalities of teaching
Weekly Report #7
June 2  
Short- and long-term planning  
Evaluation techniques  
Weekly Report #8

9  
General discussion  
Weekly Report #9  
Two observations due

Final evaluation