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A Proposed Plan of Supervision for Bethel Woman's College Demonstration School

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Early,

Vera Kathryn

1936

A PROPOSED PLAN OF SUPERVISION
FOR
BETHEL WOMAN'S COLLEGE DEMONSTRATION SCHOOL

By

VERA KATHRYN EARLY

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

AUGUST, 1936

Approved:-

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CHAPTER I
INTRODUCTION

Few thoughtful educators would deny that supervision is the most important agency for improving the quality of teaching in our schools. When rightly conducted no other means of improving a teacher's work yields results so quickly or in such large quantities as does supervision.

A broader concept of the purposes and nature of supervision now exists than was formerly held. The inspectional type of visiting where the supervisor flutters in hurriedly to count pupils, desks, windows, chairs, books and materials, and look after ventilation and lighting has been abandoned and in its place has been substituted the creative or scientific kind where objective standards, built upon the findings of research and the best in educational theory and practice, are applied subjectively with the human element in mind.

During the school year of 1935-36, the writer undertook to improve through a program of supervision the classroom activities of teachers in service and student-teachers in Bethel Woman's College Demonstration School. The results reported in this study concern the activities of the teachers in service, the student-teachers, and the improvement made by the pupils they were teaching. An evaluation of the proposed program for improvement is undertaken.

Evaluation of the program is attempted by self-ratings of teachers and student-teachers, by their rating of each other, by the ratings of the supervisor, and by measuring pupil improvement in the grades taught. Intelligence, reading, and achievement tests on the subjects taught were

given at the beginning and end of the second semester of each year during which this study was carried out. Results of the tests given to the first four grades have been studied. The results show a slight improvement for all the control groups.

Statement of the Problem. - This study is an attempt:

1. To present the supervisory program now in use
2. To set up a proposed supervisory program
 - (a) To improve the instruction of teachers in service that they may be able to direct the pupils' learning activities.
 - (b) To train student-teachers in order that they may make better teachers.

Scope of the Study. - The scope of this study is limited to the effort of Bethel Woman's College to train teachers in service and student-teachers by the use of its supervisory program in the demonstration school. It is so limited in order to make a more thorough study of these factors. It does not come within the scope of a study of this nature to include all the factors that one might wish to include. This supervisory program includes only the first four grades of the demonstration school.

Source of Data. - The data for this thesis have been obtained from county, city, and state supervisors, critic teachers, directors of demonstration schools, data collected in Bethel Woman's College Demonstration School, and the Department of Teacher Training for the State of Kentucky.

Method of Treatment. - This study is an analysis of the present situation and a presentation of the proposed program of supervision for Bethel Woman's College Demonstration School and a scheme of evaluation of the program.

Definition of terms. - There seems to be such a variation in use of terms among students of education and others, that the writer feels that some

terms should be defined in a study of this nature. Such terms as critic teacher, demonstration teaching, observation, outcomes, participation, student-teaching, supervision, and supervisory program are defined:

1. Critic teacher is the term used to designate a person who is employed as a regular classroom teacher in the demonstration school under the control of, or affiliated with, a college which offers curricula for the training of teachers, and who, in addition to the duties as a teacher, directs the observation, participation, and teaching done by student-teachers.
2. Demonstration teaching is to show observers "how to teach;" to present sound and approved procedure, devices and technique. In so far as possible, then, demonstration lessons should adhere rather closely to ordinary classroom conditions in subject matter, method, time allotment, and the like.
3. Observation is a method of acquiring information about the teaching process in which the student-teacher observes the critic or master teacher at work.
4. Outcomes will be used to mean the final product sought by individual workers.
5. Participation is a period of active service as a helper or assistant to the regular teacher.
6. Student-teaching means the teaching of a beginner, under supervision, during which time the beginner intensively studies the teaching process and makes rapid progress in learning to teach.
7. Supervision, by revealing to teachers the proper methods, techniques, and devices, and making these possible of attainment, enables them

to do better the desirable classroom activities they will do anyway.

8. Supervisory program refers to plans by means of which the supervisor hopes to move practice forward, securing the adoption of broader aims and more progressive procedure.

A brief review of some similar studies. - In reviewing these studies the following form has been used: the problem, source of data, method, findings and conclusions, and evaluations.

1
Spencer R. Emmons' Study

Problem. - The purpose of this study is to evaluate a supervisory program inaugurated in the high schools of Webster Parish.

Source of data. - The data upon which this study is based were secured at Springhill, Louisiana. Ten teachers and approximately 300 pupils were used. The study ran for seven months during the school year of 1929-30.

Method. - This study is an analysis of the supervisory program and evaluation of the results obtained.

Findings and conclusions. - A summary of the improvements after supervision as evidenced from data in this study includes:

1. More basal learning exercises, and fewer test questions.
2. More time given to directed study.
3. Better distribution of learning exercises.
4. More recognition of individual differences.
5. Better balance between home and school work.
6. Better balance in activities of the pupils.
7. Better group control.

¹ Spencer R. Emmons, To Evaluate a Supervisory Program (George Peabody College, Nashville, 1931).

8. Formulation of definite immediate objectives in terms of abilities to be engendered.
9. Considerable improvement in achievement shown by standard tests.
10. More good responses.
11. More pupils asking questions.
12. Provisions for summaries of the lessons.
13. Help given to more pupils by teachers.
14. Fewer unclassified exercises.
15. More pupils volunteering relevant responses.

Evaluation. - This study is a good summarization of results obtained from a comparison of each type of data secured in the fall with similar data secured in the spring. A comparison has been made of the teaching in the fall with teaching in the spring. An analysis of teaching showing the weak and strong points followed the reports made on teaching in the fall.

William Jefferson Smith's
Analysis²

Smith attempted to evaluate teaching by an analysis of the learning exercises. He found the following improvements made after supervision:

1. More thought questions and fewer test questions.
2. Better distribution of time.
3. Better distributions of learning exercises.
4. More recognition of individual differences.
5. Better balance between home and school work.
6. Learning exercises more of a challenge to students.
7. Conditions of learning more satisfactory.
8. Differentiation by teachers between the doing of learning exercises and the outcome.
9. Activities of students better balanced.
10. Special effort to teach ideals, interests, attitudes, and the like.

² William Jefferson Smith, Evaluation of Teaching by Analysis of Learning Exercises (George Peabody College, Nashville, 1929).

Guy Whitehead's Study³

Problem. - This study was undertaken in an attempt to measure the value of supervision.

The following steps comprised the cycle of supervision.

1. Measurement and diagnosis.
2. Putting into effect remedial instruction.
3. Checking results by standardized tests.
4. Comparison of improvement made by the supervised and unsupervised groups.

Source of data. - Data for this study were secured from a testing program carried on at Springfield, Tennessee, and the comparison of the progress made there with that made at Gallatin, Tennessee. The teachers of Springfield were supervised, while the teachers of Gallatin were an unsupervised group.

Method. - The method is experimental and statistical with definite plans for the control of all the factors entering into the product of supervision.

Chapter I gives the plan of study.

Chapter II discusses spelling. The method of testing and analyzing the results of the test is described. The supervisory activities for its improvement are detailed. Results of the final tests are given and improvement of the group compared.

Chapter III is devoted to arithmetic. The tests used for measurement and diagnosis are described. The activities are recorded.

Chapter IV discusses the program for the improvement of silent reading.

Findings and conclusions. - The units of measure are defined and their derivation is given. Tables and graphs set forth the results of the first and second

³ Guy Whitehead's Study, A Study in the Value of Supervision (George Peabody College, Nashville, 1923).

tests for both groups. Each group shows a slight gain in all subjects except reading. In silent reading, Springfield shows a decided loss in comprehension and a slight loss in the rate of reading. Gallatin shows some loss in comprehension and rate of reading, but not so much as Springfield. However, the results of the tests taken collectively are in favor of the supervised group.

Evaluation. - This study is especially significant since there are few other studies that have gone into so much detail in evaluating a program of supervision. Its chief value has been to try out in part what is believed to be a good program. It objectifies the aims and goals of supervision and teaching.

Summary. - All of the authors whose works were studied agreed that their supervisory program had raised the quality of instruction. This decision was reached, after testing and measuring the students and finding that those supervised rated higher than the unsupervised groups.

CHAPTER II

SET UP IN THE PRESENT PROGRAM OF SUPERVISION

As supervision has developed in importance there have been involved periodic definitions characteristic of the period out of which they came. Some of the earliest definitions Coffman says were "grimly humorous." He cited the following gathered from writers of distinction:¹

"Supervision is taking the broad view, the general view, and seeing the back and middle grounds as well as the foreground with its details."

"The supervisor, in relation to the scholarship of his school, is as a traveler going into a far country to earn wages and to bring back treasures from its vast stores of wealth. In relation to the children and youth, the supervisor is as a pioneer going into a great wilderness of primeval forests to make there a home of civilization. In relation to the schools, the supervisor is as a sea captain of the medieval time upon a chartless sea."

From these definitions, one would not get the vaguest conception of the work of the supervisor, or a point of departure for a working program.

More recent definitions of supervision show a growing tendency toward concreteness of statement and a greater agreement upon the central functions of supervision. Nutt builds his definition around eight functions.²

Supervision has to do with:

1. Laying the basis for cooperative teaching.
2. Selecting and organizing subject matter.

¹ A. S. Barr and W. H. Burton, The Supervision of Instruction (New York, D. Appleton & Co., 1926), p. 1.

² Ibid., p. 14.

- 3. Teaching for the purpose of experimentation and demonstration.
- 4. Directing systematic observation of expert and inexpert teaching performance.
- 5. Directing teaching activities.
- 6. Checking pupil progress.
- 7. Measuring progress and efficiency of teachers.
- 8. Measuring the efficiency of supervision."

Strayer and Englehardt emphasized five points:³

- "1. Maintaining a uniform and workable course of study.
- 2. The improvement of teaching.
- 3. Experimental work.
- 4. Improvement of teachers in service.
- 5. Rating of teachers.

Burton has proposed a popular definition which includes five points:⁴

- "1. Improvement of the teaching act.
- 2. Improvement of teachers in service.
- 3. Selecting and organizing subject matter.
- 4. Testing and measuring.
- 5. Rating teachers."

These later definitions show that there is a tendency toward agreement on the major points. Strictly speaking, the entire field might be included under the first heading, "The Improvement of the Teaching Act," since that is the immediate aim of supervision. The ultimate aim, of course, is the improvement of the products of learning. It enables the teachers to do better the desirable classroom activities, they will do anyway, by revealing to them the proper methods, techniques, and devices, and making

³ Ibid., pp. 14-15.

⁴ William H. Burton, Supervision and the Improvement of Teaching (New York, D. Appleton & Co., 1929), p. 17.

these possible of attainment; and to the extent that supervision contributes to that end is the program of supervision effective and justifiable.

The supervisor must have an ideal of an end which she wishes to accomplish, an ideal of the method by which the goal will be best attained, and an ideal of the obstacles to be overcome in adjusting means to teach the end. An ideal of an end necessitates that a supervisor see the end from the beginning: in other words, that she set up a long time program by which she hopes to gain terminal results. In the second place, an ideal of the method by which the goal will be best attained presupposes not only a program of procedure, but also a choosing of the techniques best suited to accomplish effectively the ideals of supervision sought.

With this brief sketch as a background, it is necessary to turn to the situation at hand, the set-up for this experiment.

The Set-up. - A year ago last September, the writer found herself confronted with the responsibility for the supervision of a small off-campus demonstration school. I refer to the demonstration school as a rural school where the county board of education pays part of the salaries of the personnel, keeps pupils' records, and furnishes books, bulletins, and such general information and announcements as are given to all the schools of the county. It is supervised by the supervisor of the demonstration school. The training institution owns the equipment, operates the plant, selects the personnel, with the approval of the county superintendent, and pays a greater part of the salaries. The student-teachers of the college observe and do practice teaching under the supervision of the critic teachers and the supervisor of elementary education. The dean of the college teaches all education courses and is director of the demonstration school.

This school consists of the principal, five teachers, and approximately one hundred and fifty rural students. The six-six plan is used, there being three teachers for the high school and junior high school including the principal. The three remaining teachers each teach two grades. The supervisor teaches two of these grades along with her other duties. The part of the program which shall be dealt with in this study will be that pertaining to the first four grades. The first and second grades were taught by Miss A. while the third and fourth grades were taught by Miss B. throughout the whole period. There was one student teacher the first semester and eleven the second semester. Each semester consisted of eighteen weeks.

The principal and Miss A. cooperated with the supervisor in every way possible. The remaining three teachers were rather neutral in regard to the supervisory proceedings; at least there was not any open opposition from them, though so much cannot be said for the community. Many of the patrons had a decided distaste for the demonstration school and for anyone who was sent out to supervise in particular.

Requirements for directed teaching. - Some of the requirements of the State Department of Education follow:⁵

The school in which observation, participation and supervised student teaching is done shall be:

1. Composed of normal children of public school age.
2. Shall be a regularly organized school.
3. The school shall be either on the campus of the institution, or an urban, village, or rural school.
4. Shall meet the standards of efficiency prescribed by the State Board of Education for such schools.

⁵ James H. Richmond, "Teacher Training and Certification Laws and Regulations" Department of Education, Bulletin, No. 7, Vol. III, (Frankfort, 1934), pp. 15-17.

To meet these standards the school shall be:

1. Appropriately and adequately housed in a building that is sanitary, and equipped with suitable furniture, libraries and teaching supplies.
2. Each classroom shall provide conditions where pupils may learn effectively, where students may observe, participate and practice effectively, and shall be taught by a teacher meeting the standards set-up by the State Department of Education.

A three semester hour course in supervised teaching shall consist of a minimum of fifty-four periods of at least fifty minutes in length. At least fifty per cent of the time shall be devoted to class teaching.

A person pursuing the curriculum for the Provisional Certificate shall not be permitted to do supervised teaching until the second year in college.

Before a student is admitted to the training school to do supervised student teaching he shall have met the following prerequisites:

1. The attainment of a scholastic standing of one or "C" in all courses completed at the time student teaching begins.
2. For two-year curricula.
 - (a) The completion of at least one-half of the minimum requirements in English for the curriculum pursued.
 - (b) The completion of at least one-half of the minimum requirements in Education courses.
3. The completion of a minimum of 32 semester hours of required courses in the two-year elementary curriculum.

The spirit and organization of the training school should be such that learning may take place effectively and economically."

Most of these requirements were met without question but the following item, "Shall meet the standard of efficiency prescribed by the State Board of Education for such schools," gave the writer much concern.

It was evident that someone must get acquainted with the boys and

girls and do it as well and as quickly as possible in order to make certain adjustments that seemed to be necessary.

This need was brought forcibly to the attention of the writer when it was learned that many students had failed and many others were too weak to do the work of their grade.

After considerable thought on the matter, it was decided that any program which might be carried out should be, not only an administrative device, but a teaching aid as well, if it were to be justified from the pupil standpoint. It appeared that if it were to be effective the point of departure began with the teacher and some problem that she felt needed attention. The elementary teachers met and made a list of the problems which had presented themselves in their particular situations.

The problems listed ranged over the whole field of those prevalent in the school, and gave the supervisor a starting point.

The General Objectives. - After making a general survey of the elementary school situation, the existing conditions caused the supervisor to form the following general objectives for the first year:

- (a) Securing the cooperation of the teachers in service, student-teachers, and the community
- (b) Determining the median grade for 3rd and 4th grade pupils.
- (c) Determining the improvement in the different school subjects during a slated time.
- (d) Discovering the weakness in our program of instruction.

Procedures Used in Attaining these Objectives

School Exhibit and Pageant. - Each teacher completed a project on

Tuesday before Thanksgiving Day. On Wednesday "open house" was observed, and the pupils' work was exhibited throughout the day. In the afternoon a pageant was given as a completion of the project. All the children took part in both the project and the pageant. They took great pride in pointing out to their fond parents the portions of the exhibit for which they were responsible. Most of the parents and many friends visited the school during the day and were delighted with their children's part in the program. The high school students were trained to do most of the costuming of the pupils who were in the pageant in order that the teachers might remain as hostesses in their rooms renewing acquaintances, explaining projects, and discussing pupil difficulties. Care was exercised to guard against sham and show in preparation for this event. All of the work exhibited should be products from the regular classroom work, and not manufactured for the occasion. On the preceding Friday, the children had taken home a special invitation to their parents to visit school on this day, and an invitation to all interested in the school was extended by means of the county newspaper. It was an "event" in the life of the school, and people in the community say that it was the finest attempt ever made here. While this was strenuous work for the teachers, it also was beneficial in many ways. It gave the teacher a chance to advertise and demonstrate her ability; it gave the parents and public a chance to become better acquainted with the operation of the school, it stimulated the pupils to better performance and renewed their interest in their work, and probably it stimulated the teachers to a renewed interest in their work. The student-teacher spent the entire day at the demonstration school and was a valued assistant with the music. Cooperation throughout the school system and cooperation of the community with the school system practically were secured.

The testing program. -- At the beginning of the second semester the Haggerty Intelligence Examination and the Metropolitan Achievement Tests were given to the third and fourth grades in order to accomplish the last three objectives. After determining the median and grade equivalent the data for each case were recorded. These test data were carefully studied and compared with the teacher's and student-teachers' rankings. In each case where deviation was noticeable, possible causes for the maladjustment were suggested. Educational growth was used with the teacher's judgment and the pupil's term report grades as a basis for promotion. The average growth for a grade was also indicative of the teacher's efficiency. This information was used for diagnostic purposes rather than for evaluation purposes. The most obvious weakness was in reading vocabulary, which produced many individual cases of maladjustment.

TABLE I
RESULTS OF HAGGERTY INTELLIGENCE EXAMINATION, DELTA 2

JANUARY 1930				
Grade	Chronological Age	Age Norm	Grade Norm	Median Score
3	9.7	53	40	40.5
4	9.11	57	64	60

TABLE II
METROPOLITAN ACHIEVEMENT TESTS PRIMARY II BATTERY, GRADE III

Test	JANUARY 1936		MAY 1936		Gain in Months
	Class Score	Grade Equivalent	Class Score	Grade Equivalent	
Reading Compl.	13	3 3	15	3 7	4
Paragraph Reading	20	3 5	24	3 9	4
Vocabulary	10	2 10	15	3 7	7
Arithmetic Fund.	45	3 5	52	3 9	4
Arithmetic Prob.	8	3 2	12	3 10	6
Language Usage	13	3 5	17	4 1	6
Spelling	19	2 10	26	3 7	7
Total Average					5.42

TABLE III
METROPOLITAN ACHIEVEMENT TEST INTERMEDIATE BATTERY - COMPLETE
FORM A, GRADE IV

Test	JANUARY 1936		MAY 1936		Gain in Months
	Class Score	Grade Equivalent	Class Score	Grade Equivalent	
Reading	5	3 9	16	4 5	6
Vocabulary	15	4 2	21	4 6	4
Arithmetic Fund.	13	4 5	18	4 10	5
Arithmetic Prob.	7	4 4	19	4 8	4
Language Usage Punct. & Capitals	17	4 3	26	5 1	8
Literature	18	4 5	13	4 10	5
History & Civics	3	4 2	14	4 8	6
Geography	7	4 1	18	4 7	6
Spelling	22	4 3	28	4 9	6
Total Average					5.55

The median scores for the ~~H~~ggerty Intelligence Test averaged below norm.

According to data on the Metropolitan Test the 3rd grade pupils made improvement equivalent to 5.42 months in 4.5 months while the 4th grade pupils made improvement equivalent to 5.55 months in 4.5 months.

CHAPTER III

THE PROPOSED PROGRAM OF SUPERVISION

In this proposed program of supervision are found descriptions of some of the things that were actually carried out in the demonstration school and it is suggested that they be used in the proposed program. It was not possible to do many things which are essential to the success of such a program. These are discussed here with suggestions for future use.

There were some few changes in the set-up at the beginning of the second year of this study. The most noticeable was an increase in the enrollment of some thirty pupils, due to the consolidation of some smaller schools with the demonstration school. Since most of the incoming pupils were of high school age the primary department was not materially affected. During this year there were eighteen first grade, twenty second grade, thirteen third grade, and eighteen fourth grade children and five student teachers. There was not any change in the teachers-in-service. Although school began on the second day of September, the actual supervision began the thirteenth day of January, which was the beginning of the second semester.

The contributions this study will attempt to make will be confined largely to that part of the program planning which has to do with objectives and the selection of techniques and means of evaluation which seem practical in the small demonstration school. W. W. Theisen says:¹ "One of the best known ways to prepare for the work of supervision is to make out a definite program of objectives to be attained. Let the major emphasis of the year center upon a few important ends."

¹ W. W. Theisen, "A Ways and Means Program of Supervision," American School Board Journal, Vol. 69, (October, 1924), p. 43.

It is suggested to call a meeting of the primary teachers as soon as possible. Make a list of the problems which present themselves in their particular situations. Study and compare these with the problems which existed during last school year in an effort to locate the problems that are most prevalent and most in need of immediate solution. Select a few objectives for special emphasis. This is done on the assumption that better results will be secured if the attention is centered upon a few things at a time. It does not mean, however, that a point is to be emphasized for a short time and then dropped, for if a correct practice is once established, it should be followed continuously.

Objectives selected for special emphasis. -

1. For teachers in service:
 - (1) To place increased emphasis upon pupil adjustment and development.
 - (2) To place more emphasis on reading abilities and skills.
 - (3) To check on the efficiency of the supervisory procedure.
2. For student teachers:
 - (1) To establish methods, techniques, and devices for student teaching.
 - (2) To place emphasis on reading abilities and skills.
 - (3) To check on the efficiency of the supervisory procedure.

Means are suggested for securing the objectives of supervision.

Place Increased Emphasis Upon Pupil

Adjustment and Development

1. Standardized texts to adjust pupils according to groups or grades.

2. Integration of all teaching.
3. Increased use of curriculum aids.
4. Increased cooperation with the community.

Standardized tests to adjust pupils according to groups or grades.-

Since the pupils in the fourth grade had been given tests last year when they were in the third grade and graded accordingly, they seemed to be fairly well adjusted. This cannot be said of the first three grades. At a teachers' meeting it was decided that each primary teacher would rate the pupils in her grade.

They were rated on four things:

1. The rank of each pupil in each grade on the basis of achievement.
2. The grouping of pupils into A, B, C, D, and E groups for each grade.
3. The ability of each pupil, as A, B, C, D, and E ability.
4. The average grade of achievement.

A space was provided for remarks.

A sample sheet was like the following.

Name	Class		All Grade	Ability	Remarks
	Rank	Group			
James L.	1	A	A-	A	Timid
Stanley M.	2	A	B ⁺	A	Careless
Betty N.	3	B	B-	B	Lazy
Douglas N.	4	A	A-	A	Careless
Mattie E.	5	B	B	B ⁺	Slow

It was decided to find out how these same pupils would rank on an intelligence test and to see whether they would rank true to form. The tests given last year were given to all four grades. The teachers were anxious to see the results as soon as they were tabulated, and many surprises were in store for them. The results were of assistance in the classification of pupils. The same tests were administered at the close of the semester, and the results show that something had been accomplished toward pupil adjustment. The writer believes that these tests will be of valuable assistance toward securing pupil adjustment in the proposed program.

Integration of all teaching. - Upon studying the objectives listed in the courses of study under the different subjects there is found much overlapping. This indicates that many objectives are to be emphasized in all subjects. If desirable habits are to be formed, correct practice must be required at all times. Most likely this will not happen if the teacher thinks of each subject as a distinct division of subject matter to be emphasized only when the subject is being taught. Correct speech habits will not be formed if correct speech is emphasized only during the language period. Skill in writing will not be secured if it is emphasized only during the writing period. If the development of the child is not considered more important than the accomplishment of a given subject many desirable outcomes of education will not be attained.

If the development of the child is considered the ultimate aim of education, it seems reasonable to assume that his needs should be made the determining factor in planning instruction. This cannot be done if the teacher is required to cover a definite amount of subject matter.

a given time. Likewise, it cannot be done unless each subject is made a supplement to the others.

It is well for the requirements of the courses of study to be interpreted liberally and for all subjects to be taught by the same teacher. The correlation of all subjects through an activity program is a desirable way of integrating all teaching.

Increased use of curriculum aids. - If best teaching and best learning are to be achieved, the teacher and the child must have vital parts in making the curriculum.

There is no implication here that courses of study and textbooks should be abandoned. The mastery of knowledge and skills is very important. However, it is far more important that children be taught how to use knowledge and skills in solving their own problems, in understanding incidents and events significant to their own communities, and in deciding upon right conduct.

Phases of curriculum enrichment suggested for this program are the following:

1. The addition of books to the library and a wider use of the library.
2. Collection and organization of materials for future use in all subjects.
3. Development of three major activities during the semester.
4. Organization of unit libraries of materials for activity program.

Increased cooperation with the community. - "Open house" was observed all day again this year followed by a play in the evening. Every child in

the primary department took part. During book week a book shower was given at the college and pupils from the demonstration school were taken in to participate in the program given in connection with the shower. The community assisted in every way possible toward making these events a success.

It should be emphasized that every opportunity was utilized to bolster and build a spirit of complete cooperation from the community, teachers, and student teachers concerned in the movement.

Many of the parents and friends of the school were present, however. I suggest that "open house" be observed during an entire week. This gives everyone an opportunity to attend and to understand how the work is carried on from day to day. This understanding on the part of the parents helps them to see the school needs of the child, and to see his accomplishments and bring about a spirit of cooperation between the home and school.

The child spends only about ten per cent of his time in the school room even during his school years. During much of the remainder of the time, he is meeting various experiences all of which are educational. Many of these experiences are under the direction of such agencies as the home, the church, and the Boy-and Girl-Scout movements; all of which are interested in the development of the child.

There is much wasteful duplication of effort and even some working at cross purposes. If the waste in such a situation is to be eliminated, closer cooperation must be brought about among all such agencies. The school cannot and probably should not accept sole responsibility for bringing about this cooperation, but school leaders must recognize the problems and participate in the inevitable movement in this direction. It is probably

desirable that they initiate it in many communities. The writer recommends that the supervisor will call a meeting of all who are directly responsible for the children while attending church functions, scout gatherings, and other similar meetings. Each participant in the discussion should make an outline of the things he will make an effort to accomplish.

Methods, Techniques, and Devices for Student Teachers

Supervision of student-teaching has developed some means, devices, and procedures which differ from the usual teaching devices. To be effective, they must be usable, and must be mastered by the critic teacher and the supervisor. Some of the means, devices, and procedures that are usually considered most important, and those to be used in this supervisory program in an effort to obtain the objectives will be discussed here.

The student teacher must be used to improve the learning situation and not to retard it. To this end, the critic teacher will prepare the student teacher to do the various acts of teaching well. This certainly involves more careful planning than would otherwise be done.

The teaching period for student teachers. - If we attempt to say that all students shall spend a certain number of hours actually teaching, whether the number be sixty or ninety, we risk sacrificing the welfare of the children they attempt to teach unless we extend the teaching period if necessary. A sound program safeguards the interests of the children as well as those of students. With our present requirements of a semester of practice, one or two hours daily, it is sometimes necessary

to let a student start teaching before she is properly prepared through observation and participation in order that she may spend the required number of hours in actual teaching. In consequence there is the attendant feeling of failure which a student may have great difficulty in overcoming, whereas if she had had a longer period of observation first she need not have failed in her first attempts.

What then is the answer? Can we not propose that before a student may be permitted to teach, she must first demonstrate her ability to teach successfully? Can we not provide an elastic student teaching period stretching over more than one semester in case of need?

If we recognize the difference in the abilities of the individual students, the ratio of time given to observation, participation and directed teaching may vary with each individual. Then who shall determine this distribution in each case? The persons who know the student: that is, the college instructors in subject matter and professional fields, the director of training, the supervisor, and the critic. At the beginning of the practice period or before, all information about the student should be available to these people. The student's needs should be considered in placing her. By studying these records, if they are comprehensive enough, the critic may go far in forecasting the student's success.

Suggested standards to aid student teachers in directed observation.-

1. What was the child's aim in this lesson?
2. How did the teacher so guide the situation that the pupils felt a strong social motive for best effort?
3. How was the instruction closely related to the previous experience of the pupils?

4. Were the pupils encouraged to show initiative ?
- (a) By offering suggestions as to procedure?
 - (b) By freely questioning and criticizing one another?
 - (c) By supplementing the thought?
 - (d) By providing materials?

Give concrete examples.

5. Were the pupils encouraged to evaluate and organize?
- (a) Subject matter?
 - (b) Opinions?
 - (c) Conduct?

Give concrete examples.

6. What was the character of the teacher's questions and the pupils' answers?
7. Was opportunity provided for application of lesson?
8. Was there a general summary?
9. Were there evidences of further valuable activity?
10. Give three points to imitate in any procedure.
11. Give two points to avoid in any procedure and suggest ways of improvement as well as why such procedure should be avoided.

Suggestions to student-teachers on lesson planning.- During the recitation you will be expected to make every minute count. You must be prepared for every emergency. Hesitation on your part will lead to inattention on the part of the children. Your pupils will crave action; therefore, one of the prerequisites of a successful recitation is a well-prepared plan. Try to think through every situation or reaction which is likely to arise when you plan your lesson, so that you may be prepared for what may happen. This is something even an experienced teacher must do if

her teaching is to be worthwhile. As a beginner your lesson plan will, of course, have to be much more comprehensive than that of an experienced teacher. After you have given evidence of successful planning your training teacher will be less exacting in this matter.

Your daily lesson plan should show:

1. Aim or result sought in:
 - (a) Habits or skills.
 - (b) Information or knowledge.
 - (c) Attitudes, appreciation, or ideals.
2. Devices, subject matter needed, references, illustrative materials.
3. The plan of work, method, pivotal questions, and procedures.
4. A summary of what happened.

You may be asked to make plans for work that will take a week or even a quarter to cover with your class.

In planning lessons on the basis of units you will need to ask yourself:

- (a) What is likely to happen in the probable order of happening?
- (b) What subject matter, references, and illustrative material will I find valuable?
- (c) What are the needs of the children?
- (d) What information is to be acquired? Skills? Habits? Attitudes?
- (e) Of what value is the subject matter? What phase of it is of the greatest value?
- (f) What is the standard achievement for this period?

In initiating the activity on a large unit basis questions like the following will necessarily arise in your mind.

- (a) How may the pupils be helped to realize what they know and what they do not know? What tests may be used to show this?
- (b) Upon what experience or interests of the pupil may this work be based so that the class will accept it wholeheartedly as their problem?
- (c) How may the pupils' environment be enriched so that worthwhile needs and desires are aroused?
- (d) What study habits shall the pupil be helped to form?
- (e) What instruction material is to be used?
- (f) What is the nature of the material outlined in the Course of Study for the children of this grade?

Some of the advantages in planning large units of subject matter:

- (a) Development of subject matter on the basis of needs and interests of children.
- (b) Purposeful activity of children.
- (c) Progressive development of subject matter.
- (d) Emphasis on consideration of relative values.
- (e) Correlation of subjects.

Before attempting the actual organization of a unit, wide preliminary reading will be necessary in order that there may be a thorough understanding of the problem. Creative thinking is dependent upon a rich background of knowledge; it may mean many hours of work in the library. No amount of information on a subject is too much for an active child-mind, provided it is on a level with his experiences and thoughts.

Visitation. - It is suggested that the supervisor make it clear to all concerned that visits are made with the intention of looking for ways of being of real help and service to the teachers and student-teachers in their work. Commendable work as well as that needing correction is noted. A schedule of visitation is made by an effort to see samples of each type of work. Visitation by call is the ideal to be achieved.

The first visits of the supervisor are for the purpose of becoming familiar with the group under supervision, as to ability, special problems, and general routine. As these points become clearer the supervisor's attention is directed toward the accomplishment of objectives which have been set up for this particular program.

There is always need for visitation other than that scheduled. Often teachers, and especially those who are inexperienced, need special time and attention. The supervisor pays this teacher frequent informal visits. Each visit is followed by a conference. The teachers and student-teachers are rated on a check-list the results of which will be found later in this chapter.

Demonstration teaching. - It is suggested that demonstration lessons be taught by the critic-teachers and supervisor in all subjects using the actual subject matter from the courses of study for the student-teachers to observe. Classroom conditions should be kept as natural as possible. Student-teachers should take their seats quietly in the rear of the room. The lesson taught, its aim, method, and technique should be explained to them in advance. An outline for checking the procedures should be provided. The type of lesson which the supervisor sees is most needed or the teacher asks for should be taught. The observer should take rather complete notes

on the actual performance of the demonstration lesson which should be checked with the outline of the plan given them by the supervisor to see whether or not it has been carried out.

It is during the demonstration lesson that the student glimpses more clearly the relationship that exists between teaching and learning, that she sees lesson materials carefully selected and artistically presented, that she sees the skilled instructor using certain underlying principles of all good teaching. It is here that the pupil becomes methods-conscious, and has an opportunity to observe how the principles taught in her theory courses agree with actual practice. The demonstration lesson, moreover, tends to eliminate, or at least to shorten, the period of trial and error when the student begins her practice teaching. More important still, the demonstration lesson brings the college student in contact with children, and gives her an opportunity to observe children's behavior.

In order to foster a closer relationship between the college department and the training school and in order to make the demonstration lesson of more practical value, the critic teacher might send a lesson plan to the theory class before the demonstration lesson is given. This would give the observer an opportunity to watch the adjustment of the plan to the needs as they arise. In the lesson analysis the students could consider whether the teacher achieved her purpose, or if not, whether the purpose achieved was a worthy one, and whether the plan was flexible enough to meet the varying needs of twenty or more children.

Similar results might be obtained by the critic teacher's participation at times in the lesson analysis. The critic teacher could slip into a theory class occasionally for a few minutes' discussion of her demonstration

lesson with the observers. In this manner the demonstration lesson could be seen in its relationship with what had gone before and with the lessons to follow.

For more effective training through demonstration pupils should have opportunity to observe in the field of their specialty after they have observed the underlying principles of all good teaching. Some observations in the public schools would be helpful. Since we learn by the mistakes as well as the successes of others, the observation of one or two poor demonstration lessons would be helpful if properly analyzed. The greatest benefit of the demonstration lessons comes, no doubt, when it supplements the work of practice teaching. When the critic teacher allows the student teacher to pause for a while and watch her teach, the demonstration is coupled with a definite need and takes on a new significance..

Soon after the lesson is given, while the points are fresh in mind, the lesson should be discussed. The points which the observers have checked or taken notes of will be used. This procedure develops keenness of insight and skill in evaluating teaching performances.

Conferences. - After each classroom visit an individual conference is held with the teacher. These prove most helpful to both teacher and supervisor. The notes are discussed and often means of improvement suggested. Where weaknesses are agreed upon, possible remedies are suggested that the teacher may try to help the condition. Sometimes it seems better to refer the teacher to certain books or authors where various suggestions are made and she may choose the one that most appeals to her. In this case there should always be a follow-up to ascertain whether the teacher has made a fair trial, to learn how effective the suggestion has been, and

to let the teacher know that her problem received consideration. The individual conference should be definite and clear-cut. One should have all points carefully thought through before time. The conference has to be a friendly give-and-take proposition which often assumes a different slant after the teacher's contribution. That is why a final rating should not be made until after the conference. This same procedure applies to the individual conference with the student-teacher, but here the responsibility falls on the supervisor to lead and direct.

A conference is held by the critic teacher with the student teachers each afternoon for thirty minutes. A group conference is held each Tuesday afternoon from four to five o'clock. The director of training, teachers, student teachers, and supervisor are present. Mead says,¹

If the period of visitation and observation is one used to secure data of teaching, it would necessarily follow that the observer should study the data and make an analysis of it before having a conference after the period of observation. If the student has made such a study and analysis of his data he is ready for the conference. The student-teacher and critic teacher make their respective statements, giving an analysis of the work. There will be differences in statements; these serve as points at which the critic teacher may resort to questions, suggestions, etc., to cause the student to think out a better analysis.

The group conference becomes the center of integration.

Emphasis on Reading Abilities or Skills

Since many children reach high school with inadequate study habits, abilities, and skills, emphasis is placed on reading abilities and skills.

¹Arthur R. Mead, Supervised Student Teaching (Johnson Publishing Co., Chicago, 1930), p. 211.

After tabulating the results of the standardized tests given in January, it was decided that a program of work which would attack certain common reading deficiencies would be desirable.

Since reading abilities and skills are secured in the same way by teachers in service and the student-teachers, except that the student-teacher needs to receive more assistance and guidance, this study will deal with them collectively.

Realizing that over-emphasis on one aspect of reading may result in some lack in another, the writer used a check list for reading objectives by Browning.²

A check of the cases where these objectives were prominent in a reading lesson should be made.

Suggested check list for reading objectives.-

- I. Ability to locate material quickly requires:
 1. Ability to use table of contents
 2. Ability to use an index
 3. Ability to use a dictionary
 4. Ability to use reference material
 5. Ability to use maps and tables
 6. Ability to skim
- II. Ability to comprehend quickly what is read requires. -
 1. The establishment of rhythmic and rapid eye-movement
 2. The elimination of lip reading
 3. Acquiring a vocabulary of accurate meanings
 4. Acquiring the habit of vigorous reading

²Mary Browning, Creative Supervision, unpublished material, (Louisville City Schools, 1935), p. 4.

III. Ability to select and evaluate material needed requires. -

1. Judging the validity of a statement
2. Formulating thought questions on the lesson
3. Discovering different ideas in different sources
4. Deciding whether or not a given question has been answered.
5. Delineating characters

IV. Ability to organize what is read requires. -

1. Practice in picking out central ideas
2. Practice in selecting main topics
3. Practice in outlining
4. Practice in summarizing

V. Ability to remember what is read requires. -

1. An understanding of the best way to memorize
2. An understanding of the necessity for drill
3. Practice in remembering

Lessons on vocabulary building shall be taught. The following outline of standards for evaluating a reading lesson on enlarging the vocabulary is suggested for observers to compare with their notes on the demonstration lesson.

Suggested standards for evaluating a reading lesson for enlarging vocabulary. -

1. Was the teacher's aim evident?
2. Did the pupils have a motive?
3. How were the pupils made conscious of a need to increase their vocabularies?
4. How were individual differences cared for?

5. Were the words developed and drilled upon in context so that:
 - (a) meaning might assist in fixing the impression
 - (b) the habit of taking in as much at one eye-sweep as possible would be fixed.
6. What use was made of judgment questions to help fix words?
7. Was the central thought of the selection grasped quickly by the class in recognizing what was important and what was trivial?
8. Was the situation pleasurable?
9. Was repetition with variety afforded rather than monotonous drill?
10. What use was made of the law of multiple association?
Cite instances.
11. Were habits of concentrated attention being developed?
12. Did the teacher have other objectives than vocabulary enlargement in mind?
13. Was emphasis being placed on the most frequently used words?
14. Is the child's vocabulary up to the standard of accomplishment?

Suggested analysis at the end of your day. -

1. What the children did :
 - (a) What pupil activities did you observe?
 - (b) What did the children gain in information?
 - (c) What did the children gain in skill?
 - (d) What did children gain in attitude?
 - (e) Was there any gain in habit formation?
- II. Value of each one of these gains in terms of the aims of education:

- (a) Toward what was it headed?
- (b) Did it help toward health?
- (c) Did it help toward command of the fundamental processes?
- (d) Did it help toward a vocation?
- (e) Did it help toward citizenship?
- (f) Did it help toward well-spent leisure?
- (g) Did it help toward ethical character?

III. What happened to achieve the aim of the lesson?

- (a) What points of technique got the children started?
- (b) What technique helped the children to do some good thinking?
- (c) What technique helped to accomplish the big things in each lesson?
- (d) Was the best technique employed?

IV. How can we improve next time?

- (a) On what do we need to work more?
- (b) What is to be studied?

Special emphasis was placed on oral reading after finding that pupils were word-conscious but broke up sentences with no regard to proper word grouping. They seemed to be unfamiliar with sentence structures and language forms. The ability to recognize words had been overstressed.

Suggested standards for oral reading. - 1. Read as you talk. To read as you talk you must read at the proper rate. You must combine the words into suitable phrase and thought units. You must place emphasis on the proper words and phrases and you must express the feeling or emotions

that you wish to show. To interpret correctly the feeling or emotions that should be expressed, it is necessary for you to know who is speaking, why he is speaking, to whom he is speaking, what the situation is at the time, and how the speaker would talk in that situation. The teacher should explain fully that different tones are used to express different emotions and should give examples of tones that express fear, secrecy, sorrow, anger, joy, surprise, and doubt.

2. Pronounce each word clearly. Pronouncing each word clearly includes placing the emphasis on the proper syllable.

3. Read loud enough for all to hear. Attention should be given to modulation and clearness as well as to volume. Speech is most effective when it is loud enough for everyone to hear but not loud enough to annoy the audience. The pupil should be taught to regulate his voice so it will carry well without excessive volume.

4. Do not omit, add, substitute, or repeat words. Probably no further explanation is needed for this standard unless it is necessary to define some of the words used. To be able to comply with the standard, however, it is necessary that the child have the thought well in mind before he begins the oral reading. It is also necessary that he be able to recognize and to pronounce readily every word.

5. Assume the proper posture. The explanation of this standard should include the following points: stand erect but at ease; keep shoulders reasonably well back, abdomen in, and chest up; stand with feet relatively close together (one foot may be a little in advance of the other); stand reasonably still with the weight of the body on both feet; face the audience; hold the book a reasonable distance from the eyes (this distance will vary with different pupils); hold the book in the

left hand (if the book is heavy, the right hand should probably be placed on the right edge of the book); do not hold the book so high that it comes between the mouth of the speaker and the ear of the listener; and do not hold the book or the arms against the body.

In developing the explanation for the different standards, the teacher should have the children contribute as much of the information as possible. It is a good plan to write the points on the board as they are developed in class. They should be reviewed from day to day until they are thoroughly understood.

Evaluation of the Supervisory Program

Criteria for evaluating supervisory program.- The evaluating of teaching and learning procedures attempted in this study is undertaken with the full knowledge that such procedures cannot be measured objectively. A more accurate measuring stick than is now available must be devised before such an undertaking will be accurate in results. But it would be unfortunate to neglect such objective measures as we now have.

The Fourth Yearbook of the Department of Supervisors and Directors of Instruction of the National Educational Association presents a discussion of the evaluation of supervision. It is the expressed opinion of this group that, "By evaluation is meant appraisal or judgment of the worth of an item as a whole, with reference to some adopted purpose."³

Accepting this interpretation of evaluation it is the purpose of this study to appraise and judge the worth of the supervisory program in regard

³Clifford Woody, and others, The Evaluation of Supervision, Fourth Yearbook of the Department of Supervisors and Directors of Instruction of National Educational Association, (New York, Columbia University, 1931), p. 12.

to the teachers, student-teachers, and pupils in the demonstration school, for the purpose of determining points of weakness, strength and needed improvement.

The determining of the results of supervision is undertaken from two approaches. The first of these is demonstrated pupil change. The other approach is demonstrated teacher and student teacher change. The pupil change is reckoned on the results of an experiment performed as a part of this study. The teacher and student-teacher change is measured by ratings of the supervisor, self-ratings by the teacher, and the student-teacher, and other descriptive data which were employed during the period of supervision.

In short, the problem is contained in this one sentence which is taken from the Eighth Yearbook of the Department of Superintendence of the National Education Association: "The most important criterion by which the work of supervision may be judged is found in the answer to this query," "Have those who have been associated with the supervisor grown professionally?"⁴

Student change. - It is important to know the improvement in quality of pupil material before attempting to evaluate a program of supervision. To determine the improvement in the quality of pupil material used in this study the scores made on standardized tests were evaluated. The Haggerty Intelligence Examination, Delta 1, was given to the first and second grades. This test in Delta 2 form was given to the third and

⁴Eighth Yearbook, Department of Superintendence (Washington, D. C., 1930), p. 22.

fourth grades. All intelligence tests were given in January of this year. The Metropolitan Achievement Test, Primary I Battery was given the first grade and Primary II Battery to the second and third grades and Intermediate Battery Complete was given to the fourth grade.

All achievement tests were administered at the beginning of the second semester in January and again just before the close of school in May in order to determine the student change.

Ruch states:⁵ "The criteria of a good test are validity, reliability, ease of administration, objectivity of scoring, possession of norms for comparisons, and availability of equivalent forms." After an evaluation by the application of these criteria these tests are suggested for use in the proposed program of supervision.

⁵ G. M. Ruch, The Objective or New Type Examination (New York, The Scott, Foresman Co., 1929), p. 103.

TABLE IV
RESULTS OF HAGGERTY INTELLIGENCE EXAMINATION, DELTA 1

JANUARY 1936				
Grade	Chronological Age	Age Norm	Grade Norm	Median Score
1	7.4	57	54	48
2	8.8	70	67	63

TABLE V
RESULTS OF HAGGERTY INTELLIGENCE EXAMINATION, DELTA 2

JANUARY 1936				
Grade	Chronological Age	Age Norm	Grade Norm	Median Score
3	9.3	48	40	39
4	10.10	68	64	61

TABLE VI
METROPOLITAN ACHIEVEMENT TEST PRIMARY I BATTERY, GRADE I

Test	JANUARY 1936		MAY 1936		Gain in Months
	Class Score	Grade Equivalent	Class Score	Grade Equivalent	
Word Picture	7	1 3	15	1 7	4
Word Recognition	7	1 4	14	1 10	6
Word Meaning	5	1 3	12	1 7	4
Numbers	20	1 5	33	1 10	5
Total Average					5.2

TABLE VII
METROPOLITAN ACHIEVEMENT TEST PRIMARY II BATTERY, GRADE II

Test	JANUARY 1936		MAY 1936		Gain in Months
	Class Score	Grade Equivalent	Class Score	Grade Equivalent	
Reading Compl.	9	2 4	11	2 8	4
Paragraph Reading	7	2 4	10	2 10	6
Vocabulary	5	2 1	8	2 6	5
Arithmetic Fund.	24	2 5	37	2 10	5
Arithmetic Prob.	4	2 4	7	2 10	6
Language Usage	5	2 5	9	2 9	4
Spelling	9	2 2	15	2 6	4
Total Average					4.84

TABLE VIII
METROPOLITAN ACHIEVEMENT TEST PRIMARY II BATTERY, GRADE III

Test	JANUARY 1936		MAY 1936		Gain in Months
	Class Score	Grade Equivalent	Class Score	Grade Equivalent	
Reading Compl.	14	3 5	16	3 10	5
Paragraph Reading	20	3 5	24	3 9	4
Vocabulary	12	3 2	16	3 9	7
Arithmetic Fund.	41	3 3	49	3 7	4
Arithmetic Prob.	9	3 4	12	3 10	6
Language	13	3 5	16	3 10	5
Spelling	21	3 2	28	3 10	8
Total Average					5.57

TABLE IX
METROPOLITAN ACHIEVEMENT TESTS, INTERMEDIATE BATTERY COMPLETE
FORM A, GRADE IV

Test	JANUARY 1936		MAY 1936		Gain in Months
	Class Score	Grade Equivalent	Class Score	Grade Equivalent	
Reading	15	4 ⁴ / ₂	24	4 ¹⁰ / ₁₀	6
Vocabulary	19	4 ⁴ / ₂	28	5 ¹ / ₁	7
Arithmetic Fund.	13	4 ⁵ / ₅	19	4 ¹⁰ / ₁₀	5
Arithmetic Problem	6	4 ³ / ₃	10	4 ⁹ / ₉	6
Language Usage	20	4 ⁶ / ₆	27	5 ² / ₂	6
Punct. & Capitals		4 ⁶ / ₆		5 ¹ / ₁	
Literature	9	4 ⁶ / ₆	14	5 ¹ / ₁	5
History & Civics	7	4 ⁴ / ₄	21	4 ⁹ / ₉	6
Geography	11	4 ³ / ₃	21	4 ⁹ / ₉	6
Spelling	25	4 ⁶ / ₆	31	5 ³ / ₃	7
Total Average					5.88

These data indicate that the following improvements have been made in four and one-half months of school.

1. First grade pupils made improvement equivalent to 5.2 months.
2. Second grade pupils made improvement equivalent to 4.85 months.
3. Third grade pupils made improvement equivalent to 5.57 months.
4. Fourth grade pupils made improvement equivalent to 5.88 months.

This is an average improvement equivalent to 5.62 months on the combined subjects of the Metropolitan Achievement Test which was made in 4.5 months. This shows that demonstrated student change was made.

Teacher rating scales.- If a supervisory program is to be beneficial and complete, growth should occur on the part of teachers as well as on the part of the pupils. Measuring and judging the teachers' ability to instruct often causes dissatisfaction among the teachers. Yet, whether the idea of being rated is liked or not, the fact remains that teachers, student-teachers, and supervisors are rated by pupils, parents, fellow teachers, supervisors, and the casual observer. Most of this type of rating is subjective and therefore unreliable. The teacher should welcome any attempt at objective teacher-rating. Of the teacher-rating scales examined, the Torgerson Diagnostic Teacher Rating Scale seems to be the best suited to this study. Therefore, it was selected for use. This scale sets forth eighteen general aspects of teaching. Under each are five statements of teacher and pupil activities. In analyzing the teaching procedures, it is necessary to concentrate on one item at a time. It is scored to the key and therefore becomes objective. For the purpose of evaluating the improvement of teaching, this scale was administered twice during the year, the first time in February and again in May. Each teacher and student-teacher rated herself and in conference the ratings were discussed.

This scale was evaluated according to key. The possible score is 90. Your deviation from 90 indicates the room for improvement. The fact that the scores on the first test range from 41 to 75 for critic teachers and student-teachers inclusive indicates that there is room for improvement. The teacher becomes aware of the points wherein she was not employing the best accepted teaching practices, and these set up a challenge

to her to work out ways and means for improvement.

The tabular results as revealed by these ratings follow:

TABLE X
TORGERSON DIAGNOSTIC TEACHER RATING SCALE

Teacher	Score in February	Score in May
A	67	73
B	75	83
C	56	64
D	61	65
E	41	47
F	48	60
G	52	57

From a final analysis of the rating scores as checked the following points of improvement are noted:

1. Individual differences were more accurately measured.
2. Pupil diagnosis became more scientific.
3. Pupil attention was increased.
4. Ability to measure results was increased.

Check list to determine results of this program on teachers, students, and supervisors. - The supervisor feels that an expression from the teachers and the student-teachers stating their opinions concerning the supervision would help to show what was accomplished. On February 17, 1936, two weeks after the student-teachers began teaching, blank forms of the check list for self-analysis and check list on the supervisory procedures were distributed. They were checked by teachers in service and student-teachers. Again on May 8, 1936, the same lists were checked. The teachers in service were designated as A and B, while the student-teachers were C, D, E, F, and G.

The check lists were taken from the Evaluation of Supervision, Fourth Yearbook, with a few minor changes.⁶ Each item is followed by descriptive terms which suggest the degrees of achievement. The forms were accompanied by instructions for marking the check lists.[#]

⁶Clifford Woody, and others, The Evaluation of Supervision, Fourth Yearbook of the Department of Supervisors and Directors of Instruction (New York, Bureau of Publications, Teachers College, Columbia University, 1931), pp. 103-105.

[#]The instructions were: Please place a check (✓) under the letter which you think most nearly shows your teaching ability. Checks for February are made in black while those for May are in red.

Let "E" equal failure
Let "D" equal poor
Let "C" equal fair
Let "B" equal good
Let "A" equal excellent

TABLE XI
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		February 17, 1936				
Miss A.		May 8, 1936				
		A	B	C	D	E
1.	<u>Understanding of Pupil Nature</u> How adequate is your knowledge and understanding of pupil nature?	✓				
2.	<u>Understanding of Human Relations</u> What ability have you to recognize and respect the personalities of other people, particularly your pupils?	✓				
3.	<u>Understanding of Educational Values</u> What is your understanding of the larger issues of education? Of current educational problems?	✓				
4.	<u>Recognition and Diagnosis of Teaching Difficulties</u> How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?	✓				
5.	<u>Improvement in Technique of Classroom Instruction</u> Do you have an intelligent understanding of approved methods in your teaching field?	✓				
6.	<u>Use of Materials and Equipment</u> How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?	✓				
7.	<u>Management of Routine Matters</u> Does schoolroom machinery run smoothly? Little attention, but high efficiency?	✓				
8.	<u>Voluntary Requests for Supervisory Assistance</u> Have you the ability and disposition to make intelligent requests for supervisory assistance?	✓				

TABLE XII
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		February 17, 1936				
Miss B.		May 8, 1936				
		A	B	C	D	E
1.	<u>Understanding of Pupil Nature</u> How adequate is your knowledge and understanding of pupil nature?		✓	✓		
2.	<u>Understanding of Human Relations</u> What ability have you to recognize and respect the personalities of other people, particularly your pupils?			✓		
3.	<u>Understanding of Educational Values</u> What is your understanding of the larger issues of education? Of current educational problems?					
4.	<u>Recognition and Diagnosis of Teaching Difficulties</u> How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?				✓	
5.	<u>Improvement in Technique of Classroom Instruction</u> Do you have an intelligent understanding of approved methods in your teaching field?				✓	
6.	<u>Use of Materials and Equipment</u> How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?				✓	
7.	<u>Management of Routine Matters</u> Does schoolroom machinery run smoothly? Little attention, but high efficiency?				✓	✓
8.	<u>Voluntary Requests for Supervisory Assistance</u> Have you the ability and disposition to make intelligent requests for supervisory assistance?				✓	

TABLE XIII
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		February 17, 1936				
		May 8, 1936				
Miss C.		A	B	C	D	E
1.	<u>Understanding of Pupil Nature</u> How adequate is your knowledge and understanding of pupil nature?			✓	✓	
2.	<u>Understanding of Human Relations</u> What ability have you to recognize and respect the personalities of other people, particularly your pupils?			✓		
3.	<u>Understanding of Educational Values</u> What is your understanding of the larger issues of education? Of current educational problems?			✓		✓
4.	<u>Recognition and Diagnosis of Teaching Difficulties</u> How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?			✓		✓
5.	<u>Improvement in Technique of Classroom Instruction</u> Do you have an intelligent understanding of approved methods in your teaching field?			✓	✓	
6.	<u>Use of Materials and Equipment</u> How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?			✓		✓
7.	<u>Management of Routine Matters</u> Does schoolroom machinery run smoothly? Little attention, but high efficiency?			✓		✓
8.	<u>Voluntary Requests for Supervisory Assistance</u> Have you the ability and disposition to make intelligent requests for supervisory assistance?			✓		✓

TABLE XIV
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		A	B	C	D	E
Miss D.						
	February 17, 1936					
	May 8, 1936					
1. <u>Understanding of Pupil Nature</u>	How adequate is your knowledge and understanding of pupil nature?		✓	✓		
2. <u>Understanding of Human Relations</u>	What ability have you to recognize and respect the personalities of other people, particularly your pupils?		✓	✓		
3. <u>Understanding of Educational Values</u>	What is your understanding of the larger issues of education? Of current educational problems?			✓		✓
4. <u>Recognition and Diagnosis of Teaching Difficulties</u>	How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?			✓		✓
5. <u>Improvement in Technique of Classroom Instruction</u>	Do you have an intelligent understanding of approved methods in your teaching field?		✓	✓		
6. <u>Use of Materials and Equipment</u>	How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?			✓		✓
7. <u>Management of Routine Matters</u>	Does schoolroom machinery run smoothly? Little attention, but high efficiency?			✓		✓
8. <u>Voluntary Requests for Supervisory Assistance</u>	Have you the ability and disposition to make intelligent requests for supervisory assistance?		✓			✓

TABLE XV
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		February 17, 1936				
Miss E.		May 8, 1936				
		A	B	C	D	E
1.	<u>Understanding of Pupil Nature</u> How adequate is your knowledge and understanding of pupil nature?		✓		✓	
2.	<u>Understanding of Human Relations</u> What ability have you to recognize and respect the personalities of other people, particularly your pupils?		✓	✓		
3.	<u>Understanding of Educational Values</u> What is your understanding of the larger issues of education? Of current educational problems?		✓		✓	
4.	<u>Recognition and Diagnosis of Teaching Difficulties</u> How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?		✓	✓		
5.	<u>Improvement in Technique of Classroom Instruction</u> Do you have an intelligent understanding of approved methods in your teaching field?		✓	✓		
6.	<u>Use of Materials and Equipment</u> How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?		✓	✓		
7.	<u>Management of Routine Matters</u> Does schoolroom machinery run smoothly? Little attention, but high efficiency?		✓	✓		
8.	<u>Voluntary Requests for Supervisory Assistance</u> Have you the ability and disposition to make intelligent requests for supervisory assistance?		✓		✓	

TABLE XVI
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		February 17, 1936				
Miss F.		May 8, 1936				
		A	B	C	D	E
1.	<u>Understanding of Pupil Nature</u> How adequate is your knowledge and understanding of pupil nature?		✓			✓
2.	<u>Understanding of Human Relations</u> What ability have you to recognize and respect the personalities of other people, particularly your pupils?		✓			✓
3.	<u>Understanding of Educational Values</u> What is your understanding of the larger issues of education? Of current educational problems?			✓		✓
4.	<u>Recognition and Diagnosis of Teaching Difficulties</u> How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?		✓			✓
5.	<u>Improvement in Technique of Classroom Instruction</u> Do you have an intelligent understanding of approved methods in your teaching field?		✓			✓
6.	<u>Use of Materials and Equipment</u> How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?		✓			✓
7.	<u>Management of Routine Matters</u> Does schoolroom machinery run smoothly? Little attention, but high efficiency?			✓		✓
8.	<u>Voluntary Requests for Supervisory Assistance</u> Have you the ability and disposition to make intelligent requests for supervisory assistance?		✓			✓

TABLE XVII
CHECK LIST FOR SELF-ANALYSIS OF TEACHERS AND STUDENT-TEACHERS

		February 17, 1936				
Miss G.		May 8, 1936				
		A	B	C	D	E
1.	<u>Understanding of Pupil Nature</u> How adequate is your knowlede and understanding of pupil nature?		✓			✓
2.	<u>Understanding of Human Relations</u> What ability have you to recognize and respect the personalities of other people, particularly your pupils?		✓			✓
3.	<u>Understanding of Educational Values</u> What is your understanding of the larger issues of education? Of current educational problems?		✓			✓
4.	<u>Recognition and Diagnosis of Teaching Difficulties</u> How well do you recognize the difficulties which daily confront you? Can you evaluate and diagnose them?		✓			✓
5.	<u>Improvement in Technique of Classroom Instruction</u> Do you have an intelligent understanding of approved methods in your teaching field?		✓			✓
6.	<u>Use of Materials and Equipment</u> How skillful are you in the choice and use of instructional materials? Can you evaluate these materials?		✓	✓		
7.	<u>Management of Routine Matters</u> Does schoolroom machinery run smoothly? Little attention, but high efficiency?		✓	✓		
8.	<u>Voluntary Requests for Supervisory Assistance</u> Have you the ability and disposition to make intelligent requests for supervisory assistance?		✓			✓

TABLE XVIII
CHECK LIST FOR SUPERVISORY PROGRAM

		February 17, 1936				
		May 8, 1936				
Miss A.		A	B	C	D	E
1.	<u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?		✓	✓		
2.	<u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?		✓			
3.	<u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?		✓	✓		
4.	<u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?			✓	✓	
5.	<u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?		✓	✓		
6.	<u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?			✓		
7.	<u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?		✓	✓		
8.	<u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?			✓		
9.	<u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?		✓		✓	

TABLE XIX
CHECK LIST FOR SUPERVISORY PROGRAM

		February 17, 1936				
Miss B.		May 8, 1936				
		A	B	C	D	E
1.	<u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?			✓		
2.	<u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?			✓		
3.	<u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?			✓		
4.	<u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?			✓		
5.	<u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?			✓		
6.	<u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?			✓		
7.	<u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?			✓		
8.	<u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?			✓		
9.	<u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?			✓		

TABLE XX
CHECK LIST FOR SUPERVISORY PROGRAM

Miss C.	February 17, 1936				
	May 8, 1936				
	A	B	C	D	E
1. <u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?		✓	✓		
2. <u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?	✓	✓			
3. <u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?		✓	✓		
4. <u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?		✓	✓		
5. <u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?		✓			
6. <u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?		✓	✓		
7. <u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?		✓			
8. <u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?		✓	✓		
9. <u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?		✓	✓		

TABLE XXI
CHECK LIST FOR SUPERVISORY PROGRAM

		February 17, 1936				
Miss D.		May 8, 1936				
		A	B	C	D	E
1.	<u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?	✓	✓			
2.	<u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?	✓	✓			
3.	<u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?	✓	✓			
4.	<u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?	✓	✓			
5.	<u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?	✓	✓			
6.	<u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?				✓	
7.	<u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?	✓	✓			
8.	<u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?	✓	✓			
9.	<u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?					✓

TABLE XXII
CHECK LIST FOR SUPERVISORY PROGRAM

		February 17, 1936				
Miss E.		May 8, 1936				
		A	B	C	D	E
1.	<u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?		✓			
2.	<u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?			✓	✓	
3.	<u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?			✓	✓	
4.	<u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?			✓		
5.	<u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?		✓	✓		
6.	<u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?			✓	✓	
7.	<u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?		✓		✓	
8.	<u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?		✓		✓	
9.	<u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?		✓		✓	

TABLE XXIII
CHECK LIST FOR SUPERVISORY PROGRAM

		February 17, 1936				
Miss F.		May 8, 1936				
		A.	B.	C.	D.	E.
1.	<u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?	✓		✓		
2.	<u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?		✓	✓		
3.	<u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?	✓	✓			
4.	<u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?		✓	✓		
5.	<u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?	✓		✓		
6.	<u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?			✓		
7.	<u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?	✓		✓		
8.	<u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?		✓	✓		
9.	<u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?			✓		

TABLE XXIV
CHECK LIST FOR SUPERVISORY PROGRAM

		February 17, 1936				
Miss G.		May 8, 1936				
		A	B	C	D	E
1.	<u>Initiative</u> Are the children growing in ability to initiate worthwhile activities?		✓			
2.	<u>Responsibility</u> What ability and willingness have the children to assume responsibility for the successful outcome of school activities?		✓			
3.	<u>Methods of Study and Work</u> Is there growth in ability to see problems in life situations and in ability to plan and carry out the solution of these problems?			✓		
4.	<u>Use of Leisure</u> Is there a decrease in aimless activity and an increase in wholesome enterprises outside of school hours?			✓		
5.	<u>Health Habits</u> What habits are the children acquiring which produce and maintain good health?		✓	✓		
6.	<u>Achievement in the "Three R's"</u> How satisfactory is the children's achievement in reading, writing, arithmetic, language and spelling?				✓	
7.	<u>Interest in School</u> Is interest maintained by keeping the community informed concerning the activities and objectives of the school?			✓		
8.	<u>Appraisal of the School</u> Is the criticism of school activities intelligent and constructive?				✓	
9.	<u>Cooperation with School Officials</u> Does a spirit of cooperation exist between the school and the community?		✓		✓	

The self-analysis check list shows a decided improvement. The most outstanding improvements were twelve A's in May, whereas there were only four in January. There were no F's in May and there were sixteen in January.

The check list for the supervisory program shows forty-two A's in May and eleven in January. There were no D's or E's.

Summary. - The following is a list of helps derived from the proposed program of supervision:

1. Many suggestions for increasing pupil adjustment and improvement.
2. A broader understanding of methods of teaching reading.
3. Communication of the better features of the work to other teachers and student-teachers of the system.
4. Higher efficiency in the management of schoolroom.

The continuation of the rating scale is suggested for the proposed program.

CHAPTER IV
GENERAL SUMMARY AND CONCLUSIONS

In Chapter I the problem is stated as follows:

1. To present the supervisory program now in use.
2. To set up a proposed supervisory program
 - (a) To improve the instruction of teachers in service in order that they may be able to direct the pupils' learning activities.
 - (b) To train student teachers in order that they may make better teachers.

Chapter II gives the present set-up in this program of supervision. The existing conditions caused the following general objectives to be selected:

1. To make a general survey of the elementary school situation, which included:
 - (a) Securing the cooperation of the teachers in service, student-teachers, and the community.
 - (b) Determining the median score for third and fourth grade pupils.
 - (c) Determining the improvement in the different school subjects during a stated time.
 - (d) Discovering the weakness in our program of instruction.

Chapter III gives the proposed program of supervision. The following objectives were selected for special emphasis.

1. For teachers in service:
 - (a) To place increased emphasis upon pupil adjustment and development.

- (b) To place more emphasis on reading abilities and skills.
 - (c) To check on the efficiency of the supervisory procedure.
2. For student teachers:
- (a) To establish methods, techniques, and devices for student teaching.
 - (b) To place emphasis on reading abilities and skills.
 - (c) To check on the efficiency of the supervisory procedure.

This program states the proposed means by which these objectives are to be worked out. Evaluation is attempted by data collected from standardized tests, ratings by the supervisor and self-ratings by the teacher and student-teachers.

There are indications that the following improvements have been made:

1. The attitude of the teachers, parents, and community as a whole changed decidedly in favor of supervision. They think that it has been a valuable aid to the pupils.

2. Data collected on the Metropolitan Achievement Test show pupil improvement made in four and one-half months equivalent to 5.62 months.

3. The improvement in reading is slightly above the norm.

4. The results of the ratings of student-teachers by the supervisor show that in every case the student teacher made considerable gain. The self-ratings of student-teachers show even more gain. No one can

measure the inspiration that comes to the young teacher-to-be as she watches the master teacher at work.

5. The teachers' self-ratings and supervisory rating showed gain. The supervisor was of the opinion that the teachers had profited even more through the supervisory program than the student-teachers; however, there is not any known measure by which this gain can be measured.

The writer believes that the contribution of this study lies in the fact that it is a record of supervisor-teacher, student-teacher, and pupil activities. Data such as are provided here would furnish a base upon which to build a set of procedures for the supervision of other demonstration schools.

In answer to the question, "Have those who have been associated with the supervisor grown professionally?" the reply is in the affirmative.

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