

Supervising Student Teachers the Professional Way: A Guide for Cooperating Teachers (3rd ed.)

Marvin A. Henry & W. Wayne Beasley
Terre Haute, Indiana: Sycamore Press, 1982

Reviewed by:

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Just as the title implies, this volume was written by university people about the "future" teacher for the classroom practitioner. On the surface it appears logical and appropriate—perhaps too much so. Will classroom teachers who have any experience with student teachers really sit down and read these real or hypothetical incidents and observations about their own experiences? This is debatable, but it does not mean they shouldn't. What is needed by the supervisory cadre is an analysis and synthesis of information and data to allow the local practitioner to make his/her decisions based on the known range and his/her own situation. Much of what constitutes this volume is common knowledge (i.e., "common sense") to cooperating teachers and university personnel. Ranges and reasons are what is needed.

Also needed are the limits of appropriate behavior and the substantive whys. The term "professional way" was defined to meet this need, but little real scientific knowledge or theoretical constructs are evident. Even the chapter references leave few options to practitioners at the various levels. Little here will raise the standards, base, or practice of our profession.

In reviewing each of the chapters, there are some challenges needing responses. For example, in Chapter 1, it is stated, "There is evidence which shows that the teaching model established by the supervising teacher becomes the actual pattern followed by the student teacher" (p. 2). This statement has footnote credit but nothing else. The implications and ramifications

of this are one of the core considerations that both the cooperating teacher and the colleges *should* be sensitive to, yet it is nothing more than a sentence in a paragraph. It could constitute an entire chapter if one really pursued the professional way and sought scientific knowledge and theoretical considerations in an attempt to improve the act of teaching as well as extending supervisory practices to new dimensions.

The point made in Chapter 2 about an appropriate introduction and setting the tone/environment is certainly important to the fledgling. The suggestion of the relationship between self-concept of student teachers and success (Chapter 3) is also well taken as most of us feel unless the student teacher has his own act together the odds for a successful experience are severely limited. But why are the references dated 1970? Much has been done regarding self-concepts and its potential relationships to other areas which could enhance and expand this area.

Chapters 4, 5, and 6 provide useful ideas and assistance to the cooperating teacher. Chapter 7, "Guiding Teaching," has room for expansion and updating. Why was Sharpe's Teacher Classroom Activity Profile included? Is it that good? What is the evidence available since 1969? A problem evident throughout many of the chapters is reflected in the references, which seem remote from reality. What about such issues as teacher effectiveness and school effectiveness, learning styles and teaching models, affective vs. cognitive objectives, and other pertinent observation systems such as Flanders?

Chapters 8 and 9 will supplement current practices and probably are helpful to the first year supervisor, but they do not shed much light on the issue for experienced cooperating personnel. Again, care needs to be exercised about perceptions. The statement "he felt that teaching is highly correlated with the ability to be successful in directing extracurricular activities," is not sup-

ported by evidence or data. It is one example of gross overgeneralization!

Chapter 10 is one of the major strengths of the book, but it alone will not sell the book. It is well done and very useful to *all* involved in the supervisory process. Even though the bibliography is short, it reflects a contemporary bent. It should, however, be reviewed, updated, and analyzed within each state to clarify the current status. The authors should be commended for this addition.

The concluding two chapters are in tune with the basic objective—a listing of the most obvious problems associated with supervision and the evaluation process. They will provide general assistance to the cooperating teacher.

In conclusion, the Epilogue suggests the examples are composites of the experiences of many supervisors and student teachers. It was hoped the content would broaden professional conceptions, provide the many alternatives available to cooperating teachers in terms of the decisions they must make related to options and techniques for guiding student teachers, and improve supervision by the supervising teacher. In this regard the text has done its basic job, but to this reader its usefulness is limited to the neophyte in the supervisory field because of its void in substantive support the the range of alternatives.

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Curriculum Planning: The Dynamics of Theory and Practice

Dale L. Brubaker
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The central thrust and one of the main contributions of this book on curriculum planning is its focus on settings. Most treatments of curriculum planning, and of education in