



Physical education student teaching : an evaluative process
by Jeffrey Forrest Jarvi

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE
in Physical Education
Montana State University
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Abstract:

The purpose of this study was to evaluate the student teaching experience in physical education at Montana State University. Specifically, this study attempted to: (1) develop a questionnaire for collection of data; (2) to collect and analyze data; (3) to make recommendations for the evaluation of the student teaching experience; and (4) to provide the basis for further study in the evaluation of physical education student teachers.

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It was further delimited to the data collected from the respondents' answers to the questionnaire.

Questionnaires were sent to 131 physical education students and graduates. The questionnaire was completed and returned by 105 subjects. The percentage of participation by the students and graduates was 80 percent.

A questionnaire was designed and developed by the investigator to collect data needed for this study. Results from the questionnaire support the following conclusions: (1) the cooperating teacher was consistently rated good or excellent with respect to all phases of his/her role, (2) the evaluation of cooperating teachers was a definite weak spot in the student teaching experience, (3) the university supervisors were not consistently completing their duties, (4) most student teachers were not allowed to evaluate their university supervisor, (5) discipline was a major weak point of the student teaching experience, (6) most student teachers felt that their biggest success was the entire teaching experience, (7) to improve the student teaching experience, many student teachers suggest that students should have teaching experience earlier in their preparation program, and (8) the student teaching office was rated high by the respondents.

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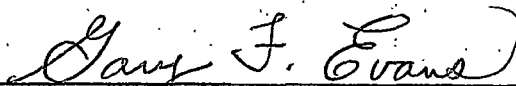
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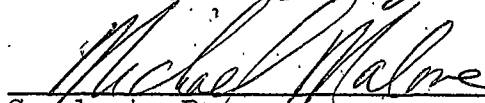
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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
Vita	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables	v
Abstract	vii
1 INTRODUCTION	1
Statement of the Problem.	1
Definitions.	2
Delimitations.	3
Justification of the Study	3
2 REVIEW OF LITERATURE	6
3 ANALYSIS OF DATA	13
4 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	42
Summary	42
Conclusions	47
Recommendations	48
LITERATURE CITED.	51
APPENDICES.	54
A Questionnaire.	55
B Cover Letter	59
C Follow-Up Cover Letter	61

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Assisted and Helped Prepare for the Student Teaching Experience.	16
2	Was Available for Conferences to Help Develop Programs and Lesson Plans.	17
3	Provided a Curriculum Guide or Other Guidance for Preparation of Teaching Plans.	18
4	Allowed Time for Observation Before Actual Teaching Started.	19
5	Encouraged and Allowed You to Try New Techniques and Ideas	20
6	Discussed Final Evaluation Forms With You.	21
7	Were You Given the Chance to Evaluate Your Cooperating Teacher?.	22
8	If You Evaluated Your Cooperating Teacher, In What Way?	23
9	How Many Times Did Your Cooperating Teacher Observe You in a Classroom Situation?.	24
10	After These Observations, Did Your Cooperating Teacher Provide Feedback?.	24
11	Assisted You During Your Student Teaching Experience	26
12	Was Available for Conferences.	27
13	Conducted Quality Observations	28
14	Discussed Final Evaluation Forms With You.	29

<u>Table</u>		<u>Page</u>
15	Made Seminars a Usable Tool (If He/She Were Involved in Seminars)	30
16	Were You Given the Chance to Evaluate Your University Supervisor?.	30
17	If You Were Given the Chance to Evaluate, In What Way?	31
18	How Many Times Did the University Supervisor Observe You in a Classroom Situation?.	32
19	After These Observations, Did Your University Supervisor Discuss Strengths and Weaknesses With You?	32
20	Did You Write and Use Lesson Plans?.	38
21	Were You Allowed Input Into Where You Were Assigned for Your Student Teaching?.	40
22	Did You Understand What Was Expected of You for the Assignment?.	40
23	Were You Treated Fairly and Consistently?.	41

ABSTRACT

The purpose of this study was to evaluate the student teaching experience in physical education at Montana State University. Specifically, this study attempted to: (1) develop a questionnaire for collection of data; (2) to collect and analyze data; (3) to make recommendations for the evaluation of the student teaching experience; and (4) to provide the basis for further study in the evaluation of physical education student teachers.

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Questionnaires were sent to 131 physical education students and graduates. The questionnaire was completed and returned by 105 subjects. The percentage of participation by the students and graduates was 80 percent.

A questionnaire was designed and developed by the investigator to collect data needed for this study. Results from the questionnaire support the following conclusions: (1) the cooperating teacher was consistently rated good or excellent with respect to all phases of his/her role, (2) the evaluation of cooperating teachers was a definite weak spot in the student teaching experience, (3) the university supervisors were not consistently completing their duties, (4) most student teachers were not allowed to evaluate their university supervisor, (5) discipline was a major weak point of the student teaching experience, (6) most student teachers felt that their biggest success was the entire teaching experience, (7) to improve the student teaching experience, many student teachers suggest that students should have teaching experience earlier in their preparation program, and (8) the student teaching office was rated high by the respondents.

Chapter 1

INTRODUCTION

Student teaching programs have been in existence for many years. They are an integral part of any teacher education curriculum. The practical experience provided by these programs is an effective and efficient way to develop the skills necessary to become a competent educator.

The quality of many student teaching programs has been challenged for years and many educators are concerned. In physical education, as in other curriculums, there is much interest in improving the student teaching experience. With the need to show that physical education is worthy of its time and existence, it becomes increasingly important to evaluate existing programs of student teaching. Is there a need to change the current student teaching practices? Before this question can be answered, it is necessary to identify the quality of the physical education student teaching program presently being offered to students at Montana State University.

Statement of the Problem

The general purpose of this study was to evaluate the

student teaching experience in physical education at Montana State University.

Specific problems of this study were:

1. to develop a questionnaire which was used to evaluate the student teaching experience in relation to the student teacher, the cooperating teacher, and the university supervisor;
2. to collect, treat, and analyze the data collected from these questionnaires;
3. to make recommendations for the evaluation of the student teaching experience;
4. to provide the basis for further study in the evaluation of physical education student teachers.

Definitions

The following terms used in this study were defined by the investigator for use in this study and may not have the same meaning as in everyday usage.

Student Teacher. Student teacher was defined as a Montana State University student who completed a student teaching assignment in physical education between the years 1976 and 1980.

Student Teaching Experience. Student teaching

experience means the total range of experiences covered by the student teacher during the field experience.

Cooperating Teacher. Cooperating teacher refers to the public school elementary and secondary staff members who supervise and aid the student teacher during the assignment period.

University Supervisor. University supervisor was defined as the representative of Montana State University who served as the liason between the university, the cooperating teacher, and the student teacher.

Delimitations

This study was delimited to 131 selected physical education students and graduates of Montana State University whose student teaching assignment took place from 1976 to 1980. It was further delimited to the student teaching questionnaire designed and developed by the investigator and the data collected from the respondents' answers. (See Appendix A)

Justification of the Study

Teachers often rate their student teaching experience as the most valuable and pertinent experience during their undergraduate professional preparation program. The

university makes an attempt to provide situations for the student teachers which will provide success, satisfaction, and confidence in teaching.

The success of the student teaching experience depends on many individuals. These individuals, which include the cooperating teacher, the university supervisor, and the school administrator, determine whether the teaching experience is one of poverty or prosperity.

Freeland (1977) spoke of the need to evaluate not only the student teacher, but also the cooperating teacher and the university supervisor as well.

One weakness that is apparent in the evaluation of student teachers is that:

... student teachers receive incredibly little feedback on their performance, that supervision tends to be perfunctory, sporadic, and concerned with the minutiae of the classroom, and often student teaching is a process of imitating a model that may well be less than desirable -- the classroom supervisor. (Fremont:1976)

Because of the role that the cooperating teachers have in the student teaching experience, they need to be aware of their influence on the social and emotional acclimation of the student teacher. This awareness comes about through an evaluation by the student teacher. Baer (1977) suggests that the evaluation be over the full range of supervision,

for example, from constructive criticism to providing feedback on the entire field experience. The need for evaluation of cooperating teachers stems from the fact that their attitudes and teaching patterns affect the performance of the student teachers. (Mawson:1978)

Studies have shown that personnel in teacher training institutions need to become more aware of the problems perceived as major by the student teacher. (Seiferth:1979)

By making use of the evaluations of the entire student teaching experience, the university can attempt to alleviate these problems and meet the needs of the future students in their preparation for the teaching profession.

All phases of student teaching, from the college preparation program to the university supervisor, can benefit from the results of this study. One must remember that every person that graduates from a "teaching institution" is allowed to seek a position teaching our children. One must also remember that teachers teach as they have been taught. (Sartorius:1971)

Chapter 2

REVIEW OF LITERATURE

Evaluation of the student teaching process is by no means a new topic. Many studies have discussed the need for the evaluative process not only for the student teacher but also the cooperating teacher and the university supervisor as well. The following review of literature provides examples of studies in the evaluation of these individuals.

The Student Teacher

Student teacher evaluation can take on many forms. The Canadian Teachers Federation (1977) identified eight variables from which evaluations can be made. These variables, which were found to have some relation to student teacher achievement, include:

... 1) clarity or organization of lessons, 2) flexibility and adaptability, 3) enthusiasm, 4) task oriented or business-like behavior, 5) use of student ideas, 6) use of structuring comments, 7) multiple levels of questions, and 8) constructive use of criticism.

This study also found that student teachers should be allowed to try new ideas and teaching methods in contrast to modeling themselves after the cooperating teacher.

In his study, Blackman (1978) identified nine

performance variables that should be used in the evaluation of student teachers.

... 1) enthusiasm, 2) english usage, 3) poise, 4) classroom control, 5) teaching skills, 6) organization, 7) command of subject, 8) general information, and 9) overall teaching performance.

Blackman concluded that supervisors' ratings of student teaching performance tend to be consistent with cumulative academic achievement, that the sex of the student teacher had little influence on performance, and elementary student teachers received consistently higher ratings than secondary teachers.

The studies by Rosenstein and Hase (1971) indicate that the purpose for the evaluation of student teachers is to provide a foundation for a cooperative relationship for the continuous growth and development of the student teacher. They also suggest that the evaluation be used to provide motivation so that the student teacher has a desire for self-appraisal and self-evaluation, and to determine the strengths and weaknesses of the student teacher.

Rosenstein and Hase identified four general areas for evaluating student teachers. These include:

... 1) personal qualities - appearance, health and vitality, voice, communication, emotional stability, responsibility and dependability, interpersonal

relationships, 2) professional qualities - knowledge of subject matter, desire, attitude, interest toward community relations, 3) classroom competencies and techniques - planning, concepts, generalizations, ability to analyze learning problems, classroom management, measurement and evaluation, and 4) professional potentiality.

The Cooperating Teacher

The evaluation of the cooperating teacher is an important concern for the success of future student teachers. Baer (1977) suggests that the evaluation process be completed by the student teacher and given to the cooperating teacher after the experience is completed. A second copy of the evaluation is given to the teaching center for further study. The form for evaluation could include availability for conference, giving constructive criticism, and providing feedback on teaching styles and methods. Baer concludes that, "the role of the cooperating teacher is perhaps the most crucial factor in determining the success or failure of the student teaching experience."

Hardingham (1977) approached the selection of cooperating teachers in his research. He cited a study completed by Gregory (1970) which identified the criteria for the selection of cooperating teachers. The survey found that 23 percent of the cooperating schools required the

supervising teacher to have a masters degree while 57 percent of the schools allowed a bachelors degree. Only 7 percent of the schools required the supervising teacher to have a course in supervision and 56 percent required three years of teaching experience before being assigned a student teacher.

The evaluation of cooperating teachers helped Hardingham identify several reasons for no longer asking a teacher to be a cooperating teacher.

... 1) personality conflicts, 2) inability to get along with students, 3) ineffective performance, 4) incompetence, 5) extreme behaviors, 6) outdated teaching methods, 7) unable to adapt to sharing a classroom, and 8) inability to accept and carry out the duties of a supervising teacher.

In his study, Garner (1971) found that the role of the cooperating teacher should be one of facilitation, that the cooperating teacher must be an active part of the total experience. Garner described several areas in which the cooperating teachers can improve their role.

... 1) the working relationship is greatly improved when the cooperating teacher takes the student teacher to faculty and professional meetings, 2) the amount of time spent in the student teacher-cooperating teacher conferences correlates with the extent of rapport between these two, 3) improved relations are experienced as the student teacher assumes greater responsibility for teaching, 4) opportunities to use his/her own ideas increases the confidence of the student teachers, and

5) because discipline is such a significant concern among student teachers, they are especially open and receptive to helpful suggestions from cooperating teachers on handling discipline.

Garner concludes that communication between the student teacher and cooperating teacher is an important factor in the effectiveness of the teaching experience. The cooperating teacher should be concerned with providing the student teacher with suggestions and support during the student teaching experience.

In a study identifying the role of significant others during the student teaching experience, Karmos (1977) found that the cooperating teacher was considered the most important. She states that,

... cooperating teachers need to be aware of their influence on the social and emotional acclimation of the student teacher. Since cooperating teachers deal with student teachers' personal growth, they might profit from training in counseling skills, conference techniques, and interpersonal skills. It is essential that cooperating teachers be aware of the influences they have on the teaching confidence of the student teachers they supervise.

Karmos also found that since student teaching is the major unifying experience of most teacher training programs, it is necessary for the student teacher to explore, experiment, and tie everything together before becoming a professional.

The University Supervisor

The selection of university supervisors is a result of an evaluative process. Dyer (1976) identified six individuals who are selected to be university supervisors. These individuals are:

... 1) an instructor who is not yet ready to handle theory courses, 2) current graduate students, 3) professors who like a break from regular classroom routine, 4) college teachers who live in the vicinity of the cooperating school, 5) teachers who are not carrying enough teaching hours, and 6) professors who have been away from public schools too long and need to get re-acquainted there.

Dyer suggests that university supervisors need to receive competency training to be successful in their supervisory role. An evaluation can be useful to the university supervisor in finding weaknesses and strengths and providing feedback on their ability to supervise.

The role of the university supervisor, as suggested by Rosenstein and Hase (1971), takes in several areas.

... 1) to assist in the assignment of student teachers, 2) to orient the student teacher with the school environment in which they will do their student teaching, 3) establish and maintain good relationships between the university and cooperating schools, 4) acquaint cooperating schools with the philosophy, objectives, organization, and content of the teacher education program, 5) assist the cooperating teacher, 6) observe and confer with student teachers, 7) counsel student teachers, and 8) conduct seminars.

The authors conclude that the evaluation process must be a cooperative effort and should lead to self-evaluation and that it is not a separate aspect, but an integral part of the total student teaching experience.

Zimpher (1980) completed a study attempting to find the relationship between the university supervisor, the student teacher, and the cooperating teacher. The findings show that without a university supervisor, there would not be direction and continuity throughout the experience. Since the supervisor is an outsider, not personally involved with either of the others, the feeling is that the evaluation process is better.

Zimpher has also found that mid-quarter evaluations made by a supervisor confirming satisfactory progress tends to give the students a signal that changes in behavior and attitude were not necessary in order to pass student teaching. The end effect tended to be a continuation by student teachers of initial teaching styles.

Through this review of literature, the investigator could only hope to clarify the point that evaluation is necessary to the success of the student teaching process.

Chapter 3

ANALYSIS OF DATA

A questionnaire was developed by the investigator to procure information about the effectiveness of the student teaching program in physical education at Montana State University. A questionnaire was used for data collection because it was impractical to complete a personal interview with each graduate and it provided the investigator with a means for easy analysis.

A pilot study was completed during November of the 1980 school year. The questionnaire was given to thirteen graduate students who were members of the PE 512 Research in Physical Education class. Respondents in the pilot study were asked to respond to any problems, ambiguities, or unclear questions in the questionnaire. A final copy of the questionnaire was completed in the weeks following the pilot study.

With the assistance of the Student Teaching Office at Montana State University, the investigator identified 162 graduates who completed student teaching assignments in physical education between January, 1976 and December, 1980. Of those 162 graduates, the current addresses of thirty-one

could not be determined.

The finalized questionnaire was mailed to the 131 subjects January 19, 1981. Accompanying the questionnaire (Appendix A) was a letter of introduction (Appendix B), instructions for completing the questionnaire, and a self-addressed, stamped envelope in which to return the completed questionnaire. For current students at Montana State University, the investigator made personal contact, at which time the subjects were given the questionnaire and a letter of introduction.

The first mailing brought in seventy-two responses or a 55 percent return. For those subjects who did not respond to the first mailing, a follow up letter (Appendix C) and another questionnaire were sent February 23, 1981. The follow up brought in an additional thirty-three responses or a 25 percent return, which brought the total to 105 responses or an 80 percent return.

The investigator made use of tally sheets which were constructed with sufficient space to record all tallies. The investigator and an assistant carefully marked the appropriate blanks on the tabulation sheets. Open ended questions were tabulated in list form on the basis of common response.

The data was interpreted by the use of frequency of response. A calculator was used to aid the investigator in statistical analysis.

The data from the questionnaire was placed in tables and presented in four major areas:

1. cooperating teacher;
2. university supervisor;
3. student teacher self-evaluation;
4. student teaching office.

Cooperating Teacher

The data presented in Tables 1 through 10 relate specifically to the cooperating teacher. Six of the respondents evaluated two cooperating teachers.

Table 1 indicates that the cooperating teacher played a role in assisting the student teacher in preparing for the experience, with sixty, or 54.04 percent, of the student teachers rating the cooperating teachers good or excellent. Twenty-two, or 19.81 percent, of the student teachers considered the cooperating teachers weak or unsatisfactory in the assisting role.

Table 1 Cooperating Teacher
Assisted and Helped Prepare for the
Student Teaching Experience

	N	Percent
Unsatisfactory	7	6.30
Weak	15	13.51
Competent	29	26.12
Good	29	26.12
Excellent	31	27.92
N=111		

Table 2 shows that seventy-two, or 64.86 percent, of the student teachers rated their cooperating teacher good or excellent in being available as a resource for the experience, while twenty-one, or 18.92 percent, of the student teachers considered the cooperating teachers weak or unsatisfactory with respect to availability for conference.

Table 2 Cooperating Teacher
Was Available for Conferences to Help
Develop Programs and Lesson Plans

	N	Percent
Unsatisfactory	3	2.70
Weak	18	16.22
Competent	18	16.22
Good	30	27.03
Excellent	42	37.83
N=111		

The data in Table 3 reveals that fifty-six, or 50.44 percent, of the subjects rated the cooperating teachers good or excellent with respect to providing a curriculum guide or similar guidance for preparation of unit and lesson plans. The table also reveals that thirty-three, or 29.72 percent, of the student teachers considered their cooperating teacher weak or unsatisfactory in assisting the student teacher in this area.

Table 3 Cooperating Teacher
Provided a Curriculum Guide or Other Guidance
for Preparation of Teaching Plans

	N	Percent
Unsatisfactory	13	11.71
Weak	20	18.01
Competent	22	19.82
Good	20	18.01
Excellent	36	34.42
N=111		

The information in Table 4 shows that seventy-two, or 64.86 percent, of the subjects rated the cooperating teacher good or excellent in allowing the student teachers to observe classroom techniques before actual teaching duties began. Twenty-four, or 21.52 percent, of the student teachers felt that the cooperating teacher was weak or unsatisfactory in allowing observation time.

Table 4 Cooperating Teacher
Allowed Time for Observation Before
Actual Teaching Started

	N	Percent
Unsatisfactory	7	6.30
Weak	17	15.22
Competent	15	13.51
Good	22	19.82
Excellent	50	45.04
N=111		

The data presented in Table 5 indicates that the student teachers were encouraged and/or allowed to try new techniques, rating seventy-eight, or 70.27 percent, of the cooperating teachers good or excellent while twenty-one, or 18.92 percent, of the cooperating teachers were considered weak or unsatisfactory in allowing student teachers to try new ideas.

Table 5 Cooperating Teacher
Encouraged and Allowed You to Try New
Techniques and Ideas

	N	Percent
Unsatisfactory	10	9.01
Weak	11	9.91
Competent	12	10.81
Good	33	29.73
Excellent	45	40.54
N=111		

Table 6 denotes that seventy-two, or 64.86 percent, of the cooperating teachers were considered good or excellent in discussing the final evaluation forms with the student teachers. Twenty-three, or 20.72 percent, of the student teachers rated their cooperating teacher weak or unsatisfactory in discussing final evaluation forms.

Table 6 Cooperating Teacher
Discussed Final Evaluation Forms With You

	N	Percent
Unsatisfactory	12	10.81
Weak	11	9.91
Competent	16	14.41
Good	25	22.52
Excellent	47	42.34
N=111		

Most of the student teachers who answered this question, (N=96), were not given the chance to evaluate their cooperating teacher as revealed in Table 7. Eighteen, or 18.75 percent, of the subjects were allowed to evaluate their cooperating teacher.

Table 7 Cooperating Teacher

Were You Given the Chance to Evaluate
Your Cooperating Teacher?

	N	Percent
Yes	18	18.75
No	78	81.25
N=96		

Table 8 indicates that of the eighteen student teachers who were allowed to evaluate their cooperating teacher, ten, or 55.56 percent, gave verbal evaluations and eight, or 44.44 percent, of the student teachers gave written evaluations of their cooperating teachers.

Table 8 Cooperating Teacher
If You Evaluated Your Cooperating
Teacher, In What Way?

	N	Percent
Written	8	44.44
Verbal	10	55.56
N=18		

The results presented in Table 9 show that sixty-eight, or 65.39 percent, of the cooperating teachers observed their student teachers ten times or more during the assignment period, while eighteen, or 17.31 percent, observed student teachers two or three times, and two, or 1.92 percent, observed less than twice during the student teaching assignment.

Table 9 Cooperating Teacher

How Many Times Did Your Cooperating Teacher
Observe You in a Classroom Situation?

	N	Percent
0 - 1	2	1.92
2 - 3	18	17.31
4 - 5	13	12.50
6 - 7	3	2.88
10 or more	68	65.39

N=104

Table 10 indicates that eighty-nine, or 89.00 percent, of the cooperating teachers provided their student teachers with feedback after classroom observations, while eleven, or 11.00 percent, did not provide feedback.

Table 10 Cooperating Teacher

After These Observations, Did Your Cooperating
Teacher Provide Feedback?

	N	Percent
Yes	89	89.00
No	11	11.00

N=100

From the data presented in Tables 1 through 10, the investigator found that the majority of the cooperating teachers are completing their duties. One area, the evaluation of cooperating teachers, is severely lacking and only a very small percentage of the student teachers were given the opportunity to provide formal feedback to their cooperating teachers.

University Supervisor

Tables 11 through 19 present data collected from the student teachers relating specifically to the university supervisor.

The results shown in Table 11 indicate that forty, or 38.09 percent, of the university supervisors rated good or excellent in assisting student teachers during the assignment period. Thirty-six, or 34.29 percent, of the university supervisors were considered weak or unsatisfactory by the student teachers in relation to assisting the student teachers during the assignment.

Table 11 University Supervisor
Assisted You During Your Student
Teaching Assignment?

	N	Percent
Unsatisfactory	21	20.00
Weak	15	14.29
Competent	29	27.62
Good	26	24.76
Excellent	14	13.33

N=105

Table 12 illustrates that the university supervisors were rated good or excellent by forty-two, or 40.00 percent, of the student teachers with respect to availability for conference, while thirty-three, or 31.43 percent, of the university supervisors were considered weak or unsatisfactory in providing conference time.

Table 12 University Supervisor
Was Available for Conferences

	N	Percent
Unsatisfactory	12	11.43
Weak	21	20.00
Competent	30	28.57
Good	27	25.71
Excellent	15	14.29
N=105		

The student teachers rated forty-six, or 43.81 percent, of the university supervisors good or excellent in providing quality observations, as shown in Table 13. This table also shows that forty, or 38.09 percent, of the student teachers considered the university supervisors weak or unsatisfactory in conducting quality observations.

Table 13 University Supervisor
Conducted Quality Observations

	N	Percent
Unsatisfactory	23	21.90
Weak	17	16.19
Competent	19	18.10
Good	28	26.67
Excellent	18	17.14
N=105		

The results shown in Table 14 indicate that fifty-two, or 49.52 percent, of the university supervisors rated good or excellent in discussing final evaluations with the student teachers while thirty-eight, or 36.19 percent, were considered weak or unsatisfactory in the discussion of final evaluations.

Table 14 University Supervisor
Discussed Final Evaluation Forms With You

	N	Percent
Unsatisfactory	24	22.86
Weak	14	13.33
Competent	15	14.29
Good	25	23.81
Excellent	27	25.71
N=105		

Table 15 reveals that for those university supervisors who were involved in seminars, thirty-three, or 44.59 percent, were weak or unsatisfactory in making seminars a useful tool and twenty-eight, or 37.84 percent, proved good or excellent in making seminars a usable tool.

Table 15 University Supervisor
 Made Seminars a Usable Tool
 (If He/She were Involved in Seminars)

	N	Percent
Unsatisfactory	22	29.73
Weak	11	14.86
Competent	13	15.57
Good	17	22.97
Excellent	11	14.87
N=74		

Of the subjects who completed this question (N=93), eighty-five, or 91.40 percent, of the student teachers were not able to evaluate their university supervisor while eight, or 8.60 percent, were allowed to complete an evaluation of their university supervisor.

Table 16 University Supervisor
 Were You Given the Chance to Evaluate
 Your University Supervisor?

	N	Percent
Yes	8	8.60
No	85	91.40
N=93		

Of the eight student teachers who evaluated their university supervisor, seven, or 87.50 percent, made use of a written evaluation, as shown in Table 17.

Table 17 University Supervisor
If You Were Given the Chance to Evaluate,
in What Way?

	N.	Percent
Written	7	87.50
Verbal	1	12.50
N=8		

The results in Table 18 indicate that the student teachers were observed one or two times by forty-one, or 42.27 percent, of the university supervisors and three to four times by forty-five, or 46.39 percent, of the supervisors. Two, or 2.06 percent, of the student teachers were not observed by a university supervisor. This occurred because the student teachers were in foreign schools (Ireland and Scotland) and no college supervisors were hired by the university.

Table 18 University Supervisor

How Many Times Did the University Supervisor
Observe You in a Classroom Situation?

	N	Percent
0	2	2.06
1 - 2	41	42.27
3 - 4	45	46.39
5 - 6	5	5.15
7 or more	4	4.12
N=97		

Table 19 shows that seventy-five, or 79.78 percent, of the university supervisors provided feedback on the student teachers' classroom behavior. Nineteen, or 20.22 percent, of the student teachers were not provided with feedback after classroom observations.

Table 19 University Supervisor

After These Observations, Did Your University Supervisor
Discuss Strengths and Weaknesses With You?

	N	Percent
Yes		
No		
N=94		

The results presented in Tables 11 through 19 indicated that the University Supervisor was not performing his/her duties. The investigator feels that the guidelines for completing the duties of university supervisor should be more clearly defined to provide consistency. One area, the evaluation of university supervisors by student teachers, was severely lacking.

Student Teacher

The data presented in this section relates specifically to the student teacher in the form of self-evaluation.

Item A. What were the weak points of your student teaching experience?

The investigator found that of the students who answered Item A (N=96), eighteen, or 19.15 percent, of the student teachers considered discipline a weak point of their teaching experience, fourteen, or 14.89 percent, had problems with their cooperating teacher, twelve, or 12.77 percent, of the subjects felt that they were not adequately prepared for the experience, and eleven, or 11.70 percent, considered the inability to write lesson and unit plans as a weak point.

Specific comments from the student teachers on Item A:

- classroom management

- control of large classes
- knowing what to do with "trouble makers"
- discipline at the elementary level
- I didn't know how to discipline kids
- that I had to do everything myself and did not receive closer guidance
- I had a personality conflict with one supervisor so we were always on edge with each other
- my cooperating teacher stayed in the classroom all of the time
- my supervising teacher hadn't had a student teacher before and she left me alone
- my supervising teacher lowered my confidence in myself, she was self centered
- not being fully prepared
- I felt very unprepared for my teaching experience
- had little experience in front of a class teaching
- experience was limited
- lack of experience
- writing good lesson plans
- preparation of lesson plans
- lesson planning--not distinctive enough
- poor lesson plans--no continuity

Item B. Strong points?

Of the strong points identified by student teachers

who answered Item B (N=90), nineteen, or 21.11 percent, felt that the "ability to get along" with the students was a strong point, twelve, or 13.33 percent had good classroom organization, and ten, or 11.11 percent felt that a good cooperating teacher was a strong point.

Specific comments from the student teachers on Item B:

- working with kids
- ability to get along with students
- was able to get along with most of the students
- excellent rapport with students
- control and good relationships with students
- organization
- well prepared--could change lesson plans readily
- organization of classes
- good programs--unit and lesson plans
- I learned a lot about organization and execution of a physical education class
- open minded classroom supervisor
- good elementary supervisor--let me try new ideas
- I had an excellent elementary supervising teacher
- I feel the confidence shown by my cooperating teacher was a strong point
- the cooperating teacher was very helpful

Item C. What was your biggest problem?

The investigator found that of the student teachers who answered Item C (N=88), thirty-seven, or 42.04 percent, believed that discipline was the biggest problem of their student teaching experience, while eight, or 9.99 percent, of the student teachers considered their cooperating teacher as the biggest problem.

Specific comments from the student teachers on Item C:

- getting respect and control of the classes
- discipline--I was too easy on them
- the different ways of handling discipline between the junior high and high school
- an effective discipline technique--detention was not the answer
- taking over cooperating teachers discipline problems
- learnign how to discipline. (and when)
- personality problems with my cooperating teacher
- working for six weeks with a lady who was a master teacher--there was no deviation from the way she taught--had to do things her way
- poor secondary supervisor
- dealing with my elementary supervisor--made me lack confidence

Item D. What was your biggest success?

The student teachers (N=90) identified their biggest success which occurred during the student teaching assignment. Thirty-one, or 34.44 percent, of the student teachers believed that their biggest success came from working with groups of students in a classroom situation and nine, or 10.00 percent, felt that their success came from working with one student, not necessarily in the classroom.

Specific comments from the student teachers on Item D:

- my rapport with students and staff
- relating to students
- enjoying working with students
- experience and joy of several student successes
- what I learned about the teaching field and the experience with working with students
- student involvement in class and students' positive attitudes
- the relationships I gained working with students
- respect I got from students and teaching a handicapped student to shoot an arrow at a target and hit it consistently from ten yards
- having a girl come to class every day who previously hadn't come at all
- taking away a switchblade without disrupting or losing my class
- helping a girl who told me she was pregnant

Item E. Did you write and use lesson plans?

The results in Table 20 show that eighty-nine, or 87.25 percent, of the student teachers wrote and used lesson plans while thirteen, or 12.75 percent, did not.

Table 20 Student Teacher

	N	Percent
Yes	89	87.25
No	13	12.75
N=102		

Item F. What could be done to improve a student teaching experience?

The investigator found that of the student teachers who completed Item F (N=91), twenty-eight, or 30.77 percent, suggested that students should have teaching experience earlier in their college preparation program and nineteen, or 20.88 percent, of the student teachers believed that more care should be taken in placing student teachers and selection of cooperating teachers.

Specific comments from the student teachers on Item F:

- getting the future graduates involved in the schools earlier in their college curriculum
- provide more background experience

- have teacher candidates involved in a good paraprofessional program when they are sophomores and juniors so they get a better feeling for teaching
- could have had more experience sooner in our curriculum before actual teaching experience
- more in-school (classroom) exposure before actual student teaching experience
- to have this type of experience occur during the entire four years of teacher preparation
- let the students have more practical and realistic experiences while in college
- find teachers that really want to help student teachers
- evaluation of student teacher supervisors prior to placement
- use a better selection system for supervising teachers
- making sure that the cooperating teacher does indeed want a student teacher

The student teacher self-evaluation identified several areas in the student teaching process which can be improved upon or clarified. The major areas of concern are the selection of cooperating teachers, how to handle discipline problems, and providing teaching experience throughout the entire preparation program.

Tables 21 through 23 provide data that relates specifically to the Student Teaching Office at Montana State

University.

Table 21 indicates that eighty-seven, or 87.00 percent, of the student teachers felt that they were allowed input into student teaching placement while thirteen, or 13.00 percent, felt that they did not.

Table 21 Student Teaching Office

Were You Allowed Input Into Where You Were Assigned for Your Student Teaching?

	N	Percent
Yes	87	87.00
No	13	13.00
N=100		

The results in Table 22 show that ninety-one, or 91.00 percent, of the student teachers understood what was expected during the assignment while nine, or 9.00 percent, did not.

Table 22 Student Teaching Office

Did You Understand What Was Expected of You for the Assignment?

	N	Percent
Yes	91	91.00
No	9	9.00
N=100		

Table 23 denotes that ninety-three, or 93.00 percent, of the student teachers felt that they were treated fairly and consistently and seven, or 7.00 percent, believed that they were not treated fairly.

Table 23 Student Teaching Office

Were You Treated Fairly and Consistently?

	N	Percent
Yes	93	93.00
No	7	7.00
, N=100		

The data presented in Tables 21 through 23 indicate that the Student Teaching Office was successfully rated high in the three areas questioned.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to evaluate the student teaching experience in physical education at Montana State University.

Specific problems of this study were:

1. to develop a questionnaire which was used to evaluate the student teaching experience in relation to the student teacher, the cooperating teacher, and the university supervisor;
2. to collect, treat, and analyze the data collected from these questionnaires;
3. to make recommendations for the evaluation of the student teaching experience;
4. to provide the basis for further study in the evaluation of physical education student teachers.

This study was delimited to selected physical education students and graduates of Montana State University whose student teaching assignment took place from 1976 to 1980. It was further delimited to the questionnaire designed and developed by the investigator.

A questionnaire was used to collect data for this study. Questionnaires were sent to 131 individuals, 105 were returned. The data collected was tabulated, totaled, and percentages were computed for presentation in table form.

The questionnaire response, review of literature, and the authors background provided the basis for drawing conclusions and making recommendations for improving the quality of evaluation of the student teaching experience in physical education at Montana State University.

A summary of the findings follows.

A. Cooperating Teacher

1. Student teachers considered 54.04 percent of the cooperating teachers good or excellent in assisting them in preparation for the experience.
2. The cooperating teacher was rated good or excellent by 64.86 percent of the student teachers with respect to availability for conference.
3. Cooperating teachers were considered good or excellent by 50.44 percent of the student teachers with respect to providing a curriculum guide or other guidance for preparing teaching plans.
4. Cooperating teachers were rated good or excellent

- by 64.86 percent of the student teachers in relation to allowing observation time before the actual experience began.
5. The student teachers considered 70.27 percent of the cooperating teachers good or excellent in allowing student teachers to try new techniques.
 6. Student teachers discussed final evaluation forms with 64.86 percent of the cooperating teachers.
 7. Eighteen student teachers were allowed to evaluate their cooperating teacher. Of the student teachers who evaluated the cooperating teacher, 44.44 percent gave written evaluations.
 8. Student teachers were observed ten or more times by 65.39 percent of the cooperating teachers.

B. University Supervisor

1. The university supervisors, in assisting the student teachers during the teaching assignment, were rated good or excellent by 38.46 percent of the subjects.
2. With respect to availability for conference, 40.38 percent of the university supervisors rated good or excellent.
3. University supervisors were considered good or

excellent by 44.23 percent of the student teachers in response to conducting quality observations.

4. The student teachers rated 50.00 percent of the university supervisors good or excellent in discussing final evaluation forms with the student teachers.
5. University supervisors who were involved in seminars were considered weak or unsatisfactory by 44.59 percent of the student teachers in making seminars a usable tool.
6. Eight student teachers were given the chance to evaluate their university supervisor. Of the eight student teachers who evaluated their university supervisor, seven made use of a written evaluation.
7. The student teachers were observed once or twice by 42.27 percent of the university supervisors and three to four times by 46.39 percent of the supervisors.
8. After classroom observations of student teachers, 79.78 percent of the supervisors provided feedback.

C. Student Teacher Self Evaluation

1. Discipline was considered a weak point of the

student teaching experience by 19.15 percent of the student teachers.

2. The ability to get along with the students was a strong point of the student teaching experience.
3. The biggest problem encountered by student teachers was discipline, as identified by 42.04 percent of the subjects.
4. The biggest success, as stated by 34.44 percent of the student teachers, came from working with groups of students in a classroom situation.
5. Lesson plans were written and used by 87.25 percent of the student teachers.
6. Student teachers suggest that students should have teaching experience earlier in their college preparation program.

D. Student Teaching Office

1. Many of the student teachers felt that they were allowed input into student teaching placement.
2. The majority, 91.00 percent, of the student teachers understood what was expected during the assignment.
3. The Student Teaching Office treated 93.00 percent of the student teachers fairly and consistently.

Conclusions

Data received from the questionnaire and presented in the tables in Chapter 3 supports the following conclusions:

1. The cooperating teacher was consistently rated good or excellent with respect to all phases of his/her role.
2. The evaluation of cooperating teachers was a definite weak spot in the student teaching experience.
3. The majority of the student teachers were observed ten or more times by the cooperating teachers.
4. Cooperating teachers were providing student teachers with feedback after classroom observations.
5. Many of the university supervisors involved in seminars were not successful in making seminars a usable tool.
6. Most student teachers were not allowed to evaluate their cooperating teacher or their university supervisor.
7. The majority of the university supervisors were observing the student teachers one to four times.
8. The student teaching office was successfully completing their duties.

The following conclusions were drawn from open ended questions and percentages may be higher if the questions were asked directly.

1. Discipline was a major weak point of the student teaching experience.
2. Some student teachers considered the ability to get along with the students as a strong point of their assignment.
3. The biggest problem encountered by the student teachers was discipline.
4. Most student teachers felt that their biggest success was the full range of teaching experiences.
5. The majority of student teachers prepared and used lesson plans.
6. The subjects felt that students should have teaching experience earlier in their preparation program to improve the student teaching experience.

Recommendations

The author proposes the following recommendations based on the results of this study:

1. A similar evaluation of the student teaching experience should be completed on a yearly basis.
2. The evaluation of the student teaching experience

should include an individual evaluation of the cooperating teacher and the university supervisor as well as the student teacher.

3. The student teachers' evaluation should be more completely discussed by university supervisors, cooperating teachers, and student teachers.
4. An effort should be made to provide teaching experience earlier in the teacher preparation program.
5. Methods of handling discipline problems should be experienced during the preparation program.
6. Cooperating teachers should be required to participate in a professional course in supervision techniques.
7. Outstanding and weak cooperating teachers should be identified.

The following recommendations relate specifically to the questionnaire designed and developed by the investigator for this study.

1. The rating system should eliminate "competent" and be replaced by "average" or some similar phrase.
2. The questionnaire should include the year of the experience.

3. The type of experience, elementary, secondary, or both, should be included in the questionnaire.
4. A statement relating specifically to discipline should be added to receive a rated response.
5. Eliminate the statement "made seminars a usable tool" since most university supervisors are no longer involved in seminars.
6. More specific questions should be asked about the effectiveness of the Student Teaching Office.

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LITERATURE CITED

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APPENDICES

APPENDIX A

Directions.

Listed below are the individuals who were integral parts of your student teaching experience. Rate the individuals on each of the statements using the one to five scale. (Circle the appropriate answer.)

1-Unsatisfactory 2-Weak 3-Competent 4-Good 5-Excellent

Next answer the open ended questions and write any comments that you feel applicable to your student teaching experience.

I. Cooperating Teacher - the school staff member who supervised you during the assignment period.

- | | | | | | |
|--|---|---|---|---|---|
| A. Assisted and helped prepare for the student teaching experience | 1 | 2 | 3 | 4 | 5 |
| B. Was available for conferences to help develop programs and lesson plans | 1 | 2 | 3 | 4 | 5 |
| C. Provided a curriculum guide or other guidance for preparation of teaching plans | 1 | 2 | 3 | 4 | 5 |
| D. Allowed time for observation before actual teaching started | 1 | 2 | 3 | 4 | 5 |
| E. Encouraged and allowed you to try new techniques and ideas | 1 | 2 | 3 | 4 | 5 |
| F. Discussed final evaluation forms with you | 1 | 2 | 3 | 4 | 5 |

Were you given the chance to evaluate your cooperating teacher? If so, in what way?

How many times did your cooperating teacher observe you in a classroom situation? ____ After these observations, did your cooperating teacher provide feedback?

Comments:

II. University Supervisor

- | | | | | | |
|---|---|---|---|---|---|
| A. Assisted you during your student teaching experience | 1 | 2 | 3 | 4 | 5 |
| B. Was available for conferences | 1 | 2 | 3 | 4 | 5 |
| C. Conducted quality observations | 1 | 2 | 3 | 4 | 5 |
| D. Discussed final evaluation forms with you | 1 | 2 | 3 | 4 | 5 |
| E. Made seminars a usable tool (if he/she was involved in seminars) | 1 | 2 | 3 | 4 | 5 |

Were you given the chance to evaluate your university supervisor? If so, in what way?

How many times did the university supervisor observe you in a classroom situation? ____ After these observations, did your university supervisor discuss strengths and weaknesses with you?

Comments on university supervisors:

III. Self Evaluation

- A. What were the weak points of your student teaching experience?
- B. Strong points?
- C. What was your biggest problem?
- D. What was your biggest success?
- E. Did you write and use lesson plans?
- F. What could be done to improve a student teaching experience?

IV. Student Teaching Office

- A. Were you allowed input into where you were assigned for your student teaching?
- B. Did you understand what was expected of you for the assignment?
- C. Were you treated fairly and consistently?

Comments:

APPENDIX B



COLLEGE OF EDUCATION

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

MONTANA STATE UNIVERSITY, BOZEMAN 59717

January 19, 1981

Dear Graduate:

The purpose of this study is to evaluate the student teaching experience in physical education at Montana State University. The attached questionnaire can be completed in a very short time and any comments that you have will be welcomed. This questionnaire is an integral part of my masters thesis which is a requirement for my masters degree in physical education. The information gained from this questionnaire will not in any way be used to evaluate specific individuals. No names of schools, cooperating teachers or individuals will be identified and the data will remain anonymous.

It would be appreciated if the questionnaire could be completed and returned within one week of the above date. Your cooperation is sincerely appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Jeffrey F. Jarvi".

Jeffrey F. Jarvi
Graduate Teaching Assistant

A handwritten signature in cursive script that reads "Gary F. Evans".

Dr. Gary F. Evans
Coordinator of Graduate Study

APPENDIX C



COLLEGE OF EDUCATION

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

MONTANA STATE UNIVERSITY, BOZEMAN 59717

February 23, 1981

Dear Graduate:

Recently, you were sent a letter asking you to complete a short questionnaire concerning your student teaching experience. I would appreciate your completing the questionnaire and returning it as soon as possible. Your response is very important as I am attempting to evaluate the student teaching experience in physical education at Montana State University. A large number of returns is essential in order to draw sound conclusions.


If you have already mailed the questionnaire, please disregard this letter.

I would like to thank you for taking the time to complete this questionnaire. Your cooperation is greatly appreciated.

Sincerely,



Jeffrey F. Jarvi
Graduate Teaching Assistant



Dr. Gary F. Evans
Coordinator of Graduate Study

JFJ:GFE/co

Enc.

