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Training Cooperating Teachers to Conference with Students of University College of Education of Winneba during Teaching Practice

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TRAINING COOPERATING TEACHERS TO CONFERENCE WITH STUDENTS OF UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA DURING TEACHING PRACTICE

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Abstract

The purpose of the study was to train cooperating teachers to supervise student teachers during teaching practice at University College of Education of Winneba. The University College of Education of Winneba Cooperating Teachers' Feedback Instrument was used to collect data.

A total of five cooperating teachers and ten undergraduate students were utilized for the study. The cooperating teachers who had never done supervision of student teachers were trained to use The U.C.E.W -CFTI to collect data on student teachers' feedback which was used during conferencing to provide feedback on the student teachers' teaching.

The baseline data and Intervention revealed that frequency and quality of feedback increased with cooperating teachers as well as the feedback of student teachers during their teaching.

CHAPTER 1

INTRODUCTION

The purpose of the study was to verify the effects of training on cooperating teacher's supervisory skills at the University College of Education of Winneba. In this chapter, the following topics are discussed: 1) background 2) student teaching practicum.

Background

Teaching like any other profession require specific skills to enable the individual carry out his or her professional duties as a teacher. In professional preparation programs, prospective teachers gain general knowledge in education, academic knowledge of their teaching discipline and professional knowledge of such things as child development, effective teaching and classroom management through education (Cruickshank & Metcalf, 1990)

Professional skills as defined by (Cruickshank & Metcalf, 1990) are the ability to use professional knowledge in the solution of professional problems. For this reason, educational institutions are set up purposely to train teachers to acquire the requisite teaching skills needed to meet the challenges of the teaching profession. Such professional programs are planned to meet the national goals of teacher preparation and education as a whole.

The University College of Education of Winneba (U.C.E.W.) was established by the Provisional National Defense Council (P.N.D.C.) law 322 in 1992 to meet the growing demand of specialized qualified teachers in the country. The mission of the University College of Education of Winneba (U.C.E.W.) is to prepare teachers and other professionals for service to the nation through various pre- service and in- service programs.

The aim of the University is to prepare teachers for all levels of school education; Primary, Junior Secondary and Senior Secondary. Also to prepare

teachers for initial training colleges of the Regional Colleges of Applied Arts, Science and Technology (RECAAST) system and in other areas of Non-Formal and continuing education.

The University College of Education Law 1993 is as follows:

1. To provide higher education and foster the systematic advancement of science and art of teacher education.
2. To train tutors for the initial teacher training Colleges.
3. To provide teachers with professional competence for teaching in institutions such as preschool, basic, senior secondary and functionaries of the Non-formal Education Division institutions.

The broad goals of the University College of Education of Winneba (UCEW) are as follows:

1. To prepare teachers in the areas of science (including physical education), mathematics, languages, arts, home economics, agricultural science, business education, art and music for the three levels of education namely Primary Junior Secondary and Senior Secondary School.
2. To prepare teacher educators for the initial teacher training institutions.
3. To provide in-service programs for teachers, head teachers, supervisors and administrators concerned with education in the country.
4. To organize in-service education and training (INSET) programs through the means of distant education to up grades the undergraduates in the basic training Colleges to enable them to obtain degrees.

The University College of Education of Winneba (UCEW) is the amalgamation of seven already existing Teachers Diploma awarding institutions. This new University has the responsibility to upgrade the graduates from the ex-while diploma institutions and also train a new breed of B Ed. teachers for the classroom.

About 99% of students who enroll into the University are already certificated teachers. The types of professional training they receive at (UCEW) make them specialize in their choice of subject area. Much as the different subject areas teach content and pedagogy, the Education faculty has put in place 3 practical courses aimed at preparing students through practical teaching. These courses are; I) School Attachment Program (SAP), ii) On-campus Teaching Practice (ONCTP) and iii) Off-Campus Teaching Practice (OCTP).

The School Attachment Program is a two-credit course. Students are assigned to schools in Winneba. They are then assigned to classes where they work hand in hand with the school teachers. They spend a whole school day in a week at these schools. The main purpose of this course is for students to observe how the schools are run. Students develop instruments to capture some teacher and student behavior in the schools. At the end of the period students write reports on the experiences they had in the schools and these are discussed at a seminar with the tutors in charge of the program.

The On-Campus Teaching Practice (ONCTP) involves peer teaching. Students prepare lesson notes and take turns teaching with peers as pupils. While the teaching is going on some of the students are made to code some teacher and student behaviors: Conferences are held at the end of each session and students are made to critique the lessons taught.

Tutors in charge assess students using an assessment form designed by the University for this purpose. The evaluation form for assessing identifies 2 phases of a lesson and 10 competencies. Phase (A) relates to lesson planning. The competencies to be met under this phase include the following, objective, subject matter, organization, introduction and questioning. Phase (B) relates to skill development. The competencies to be met under this phase include:

application; class control and management, communication, evaluation and closure.

Off-Campus teaching practice is the culminating practical teaching experience, which occurs off campus. Students are sent out to schools to experience the real classroom situation. They spend 4 weeks in the public school setting teaching the classes they are assigned to. University supervisors go round to observe their lessons and assess the student teachers using the University's teaching practice assessment form 'A' which is similar to that for the on -camps teaching practice. The off-campus teaching practice assessment form identifies twenty competencies that are assessed when students teach. Marks are recorded on these forms and sent to the teaching practice coordinators who compile all the marks and assigned final grades. There is also an assessment form 'B' on which supervisors wrote down comments, points for discussion and suggestions. Form B is signed and given to the student teacher after the post lesson conference.

Student teaching Practicum

Student teaching is universally accepted as the most important component of teacher preparation (Guyton & McIntyre, 1990). Student teaching is a medium through which prospective teachers experience a critical step towards becoming a professional educator. Even though the experience is not as realistic as being a certificated teacher, it does give the beginner the opportunity to learn and practice the art of teaching. Indeed it gives the beginning teacher the opportunity to implement the theory, the ideas, and the skills of the craft. Essentially, the student teaching experience is foremost a learning experience with opportunities to learn from mistakes without an uncontrolled disruption in the learning processes of classroom students. It is an opportunity to grow in confidence and

to strive for competence without doing irreparable damage to the clients (Hopkins & Moore 1993).

The purposes of student teaching as outlined by Hopkins and Moore (1993), are first, to help prospective teachers become skillful and creative teachers, depending less and less on direct supervision, in preparation for the first professional teaching assignment under limited supervision. The second purpose is to provide many opportunities for prospective teachers to raise questions, problems, and issues that provide the basis for determining further needs and study. The importance of student teaching practicum as reflected by the purposes mentioned earlier, enables the student teacher to become self directed by utilizing realistic experiences in and out of the classroom. Such experiences help the student teachers develop their own philosophies in terms of variety of teaching and learning situations.

Additionally, student teachers are exposed to the utilization of different methods and techniques, and instructional materials. By participating in out of class activities, they get the opportunity to learn about individual differences among students. Another important experience gained is the application of human relations while working with pupils, faculty, parents and the community at large in a professionally supportive environment. Through the student teaching practicum, students experience the actual working conditions and the administrative set up of school, policies, regulations and other aspects of the school.

A viable student teaching program requires a collaborative effort on the part of a cooperating school, university and the community at large. Ideally, a successful student teaching requires a good working relationship and team effort among the student teacher, cooperating teacher and the university supervisor. The duties of the cooperating teacher and the university supervisor include

providing student teachers with appropriate supervisory feedback to allow the potential in student teachers to flourish. In the context of student teaching practicum supervision can be seen as helping prospective teachers to improve their instructional performance through systematic cycles of planning, observation and intensive intellectual analysis of teaching performances (Hopkins & Moore, 1993).

In the supervision of student teaching feedback is extremely important in communication. Feedback may be positive or negative, general or specific and may be immediate or delayed. Inter-personal communication between student teachers and their supervisors result in immediate feedback. However, feedback from written communication is usually delayed. Both cooperating teachers and university supervisors have defined roles and by their effective interaction with student teachers, the student teaching practicum becomes beneficial and worthwhile towards the needed experiences.

Thus, student teaching should provide growth experiences, with each experience furnishing the basis for the next step in the continual process of professional growth and development. These purposes are fundamental to the off-campus teaching practice of U.C.E.W. However, the experience is seriously restricted by time and resource. This study, in a small way, attempted to validate the efficacy of training of copperating teachers in the off-campus experience at U.C.E.W. It is hoped that a study of this nature will significantly influence the quality of supervision at U.C.E.W. within the limits of time and resources.

Significance of the Study

This study is significant for the following reasons:

1. At the current time supervision at U.C.E.W. is carried out primarily university supervisors. No cooperating teacher supervision is evident. Yet the literature

strongly supports the role of the cooperating teacher in the practical teaching process.

2. Training seem to be an invaluable component of the preparation for teaching practice supervision, yet at U.C.E.W. there is no evidence of efforts to train cooperating teachers for effective supervision.

3. This is a maiden study at U.C.E.W. and will provide basis for further studies in the teaching practice program at the college.

Statement of the Problem

There is no teacher training institution in Ghana that actively involves cooperating teachers in the supervision of student teachers during practice teaching. The University College of Education of Winneba is no exception. The purpose of this study was to verify the efficacy of training physical educators in Ghana to conference with student teachers in physical education during teaching practice. Specifically the study attempted to examine:

1. The types of feedback physical education teachers give to student teachers practice teaching.
2. Whether feedback types provided by cooperating teachers change after intervention.
3. Whether feedback emitted by student teachers change after intervention.

Assumption

1. Teaching practice is an important component in teacher training and cooperating teachers play a crucial role in the teaching practice process.

2. Student teaching can facilitate changes in the performance of student teachers.

Limitations

The study was limited by the following circumstances:

1. Physical education teachers who had their professional training at U.C.E.W.
2. Student teachers assigned to schools in Winneba.
3. The schools and student teachers were selected based on convenience and accessibility.
4. Data was collected for the four-week duration of scheduled teaching practice.

Definition of Terms

Conference: Discussion between supervisors or cooperating teachers and student teachers, before or after teaching lessons.

Cooperating teacher: A teacher in a cooperating school who is recognized by the public school and the university as qualified to work with student teachers. This individual agrees to the charge of and guidance as the teaching- learning process develops.

Corrective feedback: Verbal information that the individual receives that suggests a change in future performance. Example: "Next time you ask a student to demonstrate any activity for the class, tell the whole class the aspects of the activity to watch", " Your objectives were too broad, be specific in your objectives and make sure they can be achieved within the time frame".

Feedback: Verbal information an individual receives as a result of a response.

General feedback: Feedback that acknowledges performance or response but co conveys no specific information on the performance or response. Example: "Very good", " Good lesson"," Well done".

Group general feedback: Feedback that acknowledges behavior or performance of a group of learners within a class or the whole class but conveys no specific information on behavior or performance. Example: " Good job", " very good".

Group specific feedback: Feedback that conveys specific information to a group of learners within a class or the whole class on their behavior or performance. " You maintained a straight line throughout the activity", " This group is doing the volley very well".

Individual general feedback: Feedback that acknowledges behavior or performance of an individual in a class but conveys no specific information on the behavior or performance.

Individual specific feedback: Feedback that conveys specific information to an individual within a class.

Specific feedback: Feedback that conveys specific information on performance or response.

Student teacher: A student enrolled in teacher certification program, including period from course work through early field experiences to the end of student teaching.

Student teaching: The period of supervised teaching in which the university student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

Teaching practice: Another term used for describing student teaching.

University supervisor: The university faculty member who is responsible for supervising a student teacher or a group of students.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of the study was to verify the efficacy of training cooperating teachers in the supervision of student teachers at U.C.E.W. In this chapter pertinent literature is reviewed to support the purpose of the study. The literature reviewed is organized under the following topics: 1) the student teaching team 2) philosophies impacting on student teaching 3) the role of feedback in teaching physical education, 4) training cooperating teachers.

The Student Teaching Team

Student teaching is a team endeavor that involves: the student teacher, the cooperating teacher and the university supervisor. The purpose of the student teaching team is to develop the student teachers' full creative potential as a classroom teacher Hopkins and Moore (1993). Cooperating teachers are the dominant influence on the attitudes and behaviors of student teachers because they serve as role models throughout the student teaching experience, while university supervisors' visits are limited (Randall, 1992).

The focal point for providing successful student teaching experiences is the cooperating teachers with whom the student teachers are placed. This makes the role of the cooperating teachers a very sensitive one, because the interaction between this two is more than with the university supervisor. Studies by Pfeiffer and Dunlap (1982) and Guyton (1986) indicate that cooperating teachers are the most crucial factor in developing competent teachers. They also see them as being instrumental in student teachers' attitudes towards teaching and towards the students they teach.

Rikard and Veal (1996) investigated insights into cooperating teachers' preparation, beliefs and practices arguing that previous research on student teaching had primarily evolved from the student teachers' perspective. They looked at how cooperating teachers developed into supervisors of student teachers, and how they saw their roles as supervisors. The results indicated that most cooperating teachers were not trained as supervisors by the sponsoring universities and that they defined their supervisory roles through trial and error. They also relied on their experiences to learn to be supervisors: (a) receiving supervision as a student teacher; (b) receiving supervision from principal; (c) teaching experience as preparation for supervision and (d) learning from observing supervisors.

The main influence of their supervisory practices came from the behaviors of their own cooperating teachers and university supervisor. Cooperating teachers in this study relied mainly on the experience as teachers for becoming supervisors.

The researchers categorized the cooperating teachers' supervisory behaviors as (a) getting along and the importance of good inter-personal relationships: (b) giving feedback and evaluating student teachers, and (c) supervisory styles. Cooperating teachers viewed giving student teachers a positive experience as essential in motivating the student to enter the teaching profession. From experience they learned not to get too close to student teachers since that could interfere with their ability to offer advice and criticism.

Unfortunately, research shows that cooperating teachers are not especially critical or evaluative (Killian & McIntyre, 1986) and are overly disposed to superior ratings being influenced by the desire to enhance self-confidence of student teachers (Phelps, Schmitz & Boatright, 1986).

In their study, Rikard and Veal (1996) placed the evaluative role of 23 cooperating teachers on a 4-point continuum from very little feedback to the use of systematic data-based feedback. One group of 7 cooperating teachers refused to provide any form of criticism and preferred to allow students to learn from their mistakes. The next set of 3 cooperating teachers on the second point of continuum provided feedbacks only on the positive. Those in the middle of the continuum, 7 cooperating teachers constantly reported mentioning to their students both their good and bad points. Two cooperating teachers located at the systematic data-based end of the feedback continuum regularly provided their student teachers with systematic observation data.

The supervisory styles were identified by the researchers from the response of the cooperating teachers used in the study: First, do it my way and learn from a proven success; Second, do it your way and learn from trial and error and finally, we will do it together so we can learn and improve from each other. They saw trial and error as a legitimate way of learning to teach. This supports the finding of Richardson-Koehler (1988) who investigated norms of learning to teach by cooperating teachers, and the ways these norms were communicated to the student teacher.

The study by Richardson-Koehler (1988) examined classroom structures within which the student teachers were allowed to teach and how these aspects affected the role of the university supervisors. Fourteen elementary school student teaching triads were involved in this study. The researcher, as a participant observer used formal and informal observations and interviews to collect data from cooperating teachers. Student teachers were observed and provided with feedback every other week.

Based on the findings, Richardson-Koehler (1988), made the following conclusions concerning the barriers to effective supervision of student teaching:

(a) the cooperating teachers relied on learning by experience, this strongly affected the feedback they provided student teachers. Cooperating teachers' feedback implied that each classroom was unique and that each teacher had to rely on trial and error,

(b) cooperating teachers in the study lack the ability or were unwilling to engage in reflection of student teachers classroom practices nor their own. This situation the researchers contended contributed to the poor quality of feedback received by student teachers, (c) the university supervisors could not break the norms and the feedback processes by working with individual cooperating teacher and student teacher.

Richardson-Koehler (1988) noted that the context of most schools did not provide a supportive environment for rigorous analysis of teaching. She viewed learning to teach by trial and error as a barrier to effective supervision. Therefore, for teaching to be effective, specific approaches must be used to meet identified goals. This way, supervisors can give appropriate feedback to student teachers to help develop their teaching skills.

Philosophies Impacting on Student Teaching

Philosophies of student teachers on their perception of theory and practice have been documented by Rodriguez (1993). The study tried to explicate the beliefs of student teachers and the impact on the students in the field of practice. A baseline study of six science student teachers philosophies in teaching-learning science in a 12-month intensive teacher preparation program, addressing issues concerning the ongoing teaching, role models, beliefs, barriers and appropriate metaphors. Rodriguez (1993) then continued with two in-depth interviews after a practicum orientation and 8 weeks of extended practice.

This baseline study revealed four participants selecting the metaphor of the guide and the traveler to represent their views on teaching and learning. Their concern was to establish a positive relationship with cooperating teachers so as to give students the atmosphere where they could be innovative in the classroom. The practicum was, however, accepted in the sense that professional preparation is important component of their program.

The study by Rodriguez (1993) revealed that students' observation about five weeks experience into the practicum, indicated that the teaching experience was a necessity which needs to survive. However, they contrasted that academic work was too theoretical and does not practically meet their well-defined needs and expectations. Another observation was that the teaching of cooperating teachers opposed the philosophy of the university programs.

Despite the disagreement between perception of practicum and academic work students accepted the idea of the metaphor of a guide and the traveler in the student teaching-learning and the cooperating teacher as an indispensable technical advisor who moulds students' actions to fit the real world. In light of such a perception of the cooperating teacher, Rodriguez (1993) asked to what extent these cooperating teachers employ criteria set by the university in assessing student teachers in view of the assertion that their teaching is opposed to the philosophy of the program of the university.

A study utilizing12 physical education pre-service teachers in their second practicum was conducted by McCullick and Coulon (1998) to compare the effect of three different schedules of supervisory conferences focusing on pedagogy and implementation of written objectives. The students taught kindergarten through grade six and were randomly assigned to one of three groups: (a) no supervision, (b) once-a-week supervision and (c) every lesson supervision.

Subjects were trained in systematic observation of their lessons and a collaborative supervision approach five minutes after lesson was employed.

The analysis revealed that while the no-supervision group improved on many of their stated objectives, their written objectives were incomplete, vague and easily achievable. In addition the subjects focused on few instructional behaviors. As McCullick and Coulon (1998) observed; focusing on many behaviors may have been one of the reasons for the lack of consistent achievement for the group. The once-a-week supervision group did very well when supervised. It was noted that the lessons without supervision might have allowed each subject to reflect on their instructional behavior.

While the finding of McCullick and Coulon (1998) revealed that feedback given once a week resulted in meaningful progress in the writing of behavioral objectives, Smith and Steffen (1993) in a similar study postulated that feedback was effective when given everyday.

The above studies shows that feedback given to student teachers during supervision helps them to prepare for subsequent lessons and to improve upon their teaching skills. In this vein, this study also intend to find out how cooperating teachers' feedback to student teachers could influence their teaching.

The Role of feedback in the teaching of physical education

To examine the role of feedback in the teaching of physical education an attempt to look at its meaning is very essential. One general view of feedback should be understood from the perspective that it is information learners receive about their performance (Rink, 1998). Siedentop (1991) is supportive of the fact that feedback is necessary for learning and results are better with precise feedback than general. He also believes that the quickest way to develop teaching skills, is to have the opportunity to practice relevant skills with the

provision of systematic feedback. This construes the idea that irrespective of the type of feedback, it is meant to bring a change.

While student teachers give feedback in their teaching practicum, cooperating teachers supervise to give feedback that would bring improvement to the students' teaching. Glickman and Bey (1990) are of the view that, teachers perceived supervisory feedback as helpful when it stimulated their thinking about teaching. They emphasized that when teachers recognize and discuss potential improvements in practice as part of the supervisory process, they are much more likely to report that supervision is helpful in improving teaching.

Considering the assertion by Rink (1998) that teacher feedback maintains student focus on the learning task and serves to motivate and monitor student responses, feedback as given by supervisors should be consistent with this in order to help the student teachers improve their teaching. Since feedback aims at improving teaching /learning, one would agree with Rink (1998) that each type of feedback serves a different purpose in the instructional setting and therefore should be used with a very specific intent. This could be understood in the sense that feedback by the supervisor should be directed to various aspects of teaching of the student teacher, for example, his content teaching, his teaching behavior, feedback (various types), methods, his management, his relationship with his class and a host of others that make good teaching.

To cite an example, Tjeerdsma (1995) in a publication referenced that there are several schools of thought about the part feedback plays in the acquisition and learning of skills. There is the opinion that research has not supported the idea that teacher feedback is necessary for the learning of skills, but other views have that feedback may still play an important role in motivating students especially positive reinforcement. Rink (1998) asserts that although students who are not highly motivated can learn, it is certainly easier for a

teacher to facilitate learning if students are motivated. Furthermore, Tjeerdsma (1995) claimed several researchers expatiate that positive feedback alone may not be enough to keep students motivated except that the feedback is contingent and specific along with a balanced of corrective and evaluative information. Siedentop (1991) is supportive of the fact feedback is necessary for learning and results are better with precise feedback than general.

In a study by Tjeerdsma (1997) comparing teachers and students perspectives of task and feedback the results indicated that 56% of teachers and 60% of students were of the opinion that feedback improves performance and positively reinforces correct performance. The students believe that the purpose of feedback was to motivate and encourage them. Both teachers and students stated that feedback resulted in positive feelings for students and increased student effort at task.

The purpose and intent of feedback as Siedentop (1991) and Rink (1998) have exposed therefore makes it more important for teachers to acquire the skill of giving feedback. In view of this, students preparing to become teachers have to learn the art of giving feedback as a necessary tool of teaching. This means supervisors have to themselves give feedback to students about their teaching during their practicum. In a research conducted by Grant, Ballard and Glynn (1990) on teacher feedback Intervention, motor on-task behavior and successful task performance, the result showed that providing teachers with objective feedback about some of the events that occur in their classes can increase the amount of appropriate motor on-task behavior in physical education classes. It was also evident that none of the teachers who received feedback in the study was aware of their own teaching behavior or what transpired in their class prior to intervention. Both teachers who received feedback mentioned a higher level of

participation across the lesson in their post intervention class than was evident in the baseline classes.

The results confirm those of Ratlife (1986) and Siedentop (1981) who noted that teachers could modify their teaching if they receive accurate feedback about effects of their performance. In both studies, there was a controlled group of cooperating teachers. And it came out that the cooperating teachers that went through intervention, where they had feedback about their teaching, improved their teaching skills. While those who received no feedback about their teaching stuck to their way of teaching. It is evident that teaching skills can be learnt with the appropriate supervisory feedback .

Training Cooperating teachers

Field experience and contribution of cooperating teachers play very significant role in the professional preparation of teachers (O'Sullivan, 1996 & 1990). Ocansey (1988) and Tannehill and Zakrajsek (1990) writing on effective supervision emphasized that the cooperating teacher can be trained to provide more effective supervision to student teachers. They compared and determined the effects of a self-directed training program on the supervisory behaviors and practices, of a trained group of cooperating teachers in secondary physical education to a control group of similar teachers. Tannehill and Zakrajsek (1990) utilized an experimental protocol in the form of a self-instructed training manual. The manual had seven modules: developing a helping relationship; classroom management and control; planning for instruction and evaluation; teacher behavior; and developing personal style of supervision.

Instrumentation included daily supervision log, weekly wrap-up report coded by student teachers, and supervisory conference. The finding was that the experimental treatment was effective in improving the supervisory skills of

cooperating teachers. The conclusion was that cooperating teachers using the training manual would give more frequent and substantive feedback as well as more indirect conferencing behaviors than their untrained counterparts.

In another study by Ocansey (1988), a behavioral approach to supervision by cooperating teachers so as to be able to provide effective supervision consistent with the goals of teacher education program was the focus. Four cooperating teachers with previous supervisory experience were the participants who trained in a Behavioral Model of Supervision-Physical Education (BMS-PE). The training module focused on three performance objectives: monitoring, conferencing and follow-up monitoring.

The result of the study indicated that the BMS-PE was effective in increasing time spent in the planning incident category while decreasing time spent in unrelated incident category. Similarly the intervention resulted in increasing time spent discussing incidents related to teacher/pupil behaviors while decreasing time spent to discuss unrelated lesson issues.

Other results included explicitness of statements which indicated decrease in implicit statements verbalized by cooperating teachers as their explicit statements increased after intervention; mean number of type-1 accountability statements (statements containing information on student teacher task performance only) by cooperating teachers decreased while that of type-3 accountability statements (statements conveying information that include task performance, comparison with specific criteria and consequence of application) increased after intervention. The result reinforces the goals of teacher education programs. These studies indicated cooperating teachers could be trained in supervisory practices meeting the goals of teacher education programs.

Coulon and Byra (1997) analyzed the pedagogical focus, feedback types and amount of dialogue during post-lesson conferences between trained cooperating teachers and untrained teachers. The study comprised of two female cooperating teachers and two male student -teachers who volunteered as participants. The cooperating teachers received training in use of three different systematic observation instruments and some conferencing techniques which focused on (a) discussing student teachers' teaching performances, (b) identifying by both cooperating and student teacher of strength and weaknesses of the teaching which need to be improved, (c) the importance of assuming active rather than passive role by the student teacher during conferences and freedom to discuss own thoughts about the personal teaching with the cooperating teacher. An analysis of content from the transcription of audiotape of each post-lesson conference with respective student teacher was made.

The finding from this analysis revealed that the conferences by cooperating teachers were positive and focused on specific aspects of the lesson. This finding is supportive of earlier studies (Ocansey, 1988; Tannehill & Zakrajsek, 1990) that teacher education goals and objectives are reinforced more consistently when student teachers work under trained cooperating teachers. Another finding was that the cooperating teachers dominated the conversation during the post-lesson conferences. Contrary to this view, Coulon and Byra (1997) observed that student teachers needed to have the opportunity to express their ideas and opinions freely during conferences to enable the student to take ownership in the student teaching process. Additionally, "encouraging cooperating teachers to assist their students to reflect, analyze and express their summations openly may be the best way to extend the program's goals indefinitely" (Coulon & Byra, 1997)

It is evident from the literature that cooperating teachers can be trained to acquire supervisory skills. But then all these studies were carried out abroad. A study of this nature in Ghana, were cooperating teachers are not actively involved in the supervision of student teaching is necessary. The outcome of the above studies shows the contribution cooperating teachers can make to the supervision and development of teaching skills of student teachers during student teaching.

Summary

Student teaching is one of the most important aspects of the teacher preparation program. Supervision of student teaching, therefore, becomes very crucial because this is when the student teacher gains experience for professional growth and development.

This chapter discussed the student teaching team, were emphasis was placed on the collaboration among the traid, which is made up of, the student teacher, the cooperating teacher and the university supervisor. A healthy interaction between the three, makes student teaching meaningful and beneficial to the student teacher.

Philosophies impacting on student teaching and training cooperating teachers was also discussed. How students and supervisors perceived student teaching. Research on supervision of student teaching revealed that cooperating teachers relied on learning by experience to guide student teachers. The literature suggests that supervision of student teaching is effective.

The literature spelt out that feedback to teachers about their teaching help them to develop and acquire teaching skills.

Related research on the training of cooperating teachers and the effective use of feedback in the teaching of physical education were highlighted. Findings show that cooperating teachers could be trained to acquire supervisory skills.

CHAPTER 3

METHODS AND PROCEDURES

This chapter presents the methods and procedures used in verifying the effects of training on the behavior of cooperating teachers during practice teaching in Ghana.

The following are discussed in this chapter. Subjects and setting, training procedure, the University College of Education of Winneba-Cooperating Teachers' Feedback Instrument, validity and reliability of instrument and data analysis procedure.

Subjects and Setting

Subjects consisted of 5 physical education teachers, three males and two females. Three of them have taught physical education for over 10 years, and the other two have taught physical education for between 5 and 10 years. Also ten undergraduate pre-service teachers from U.C.E.W. doing their practice teaching in Winneba served as student subjects.

Cooperating teachers observed student teachers teach physical education utilizing Teaching Practice Assessment Forms A and B (Appendices A and B). Cooperating teachers had post-lesson conferences with student teachers lasting 5 to 10 minutes. Physical education lessons used in this study, as well as the conferencing sections were all video taped. In few cases, conferencing sections were recorded on audiotapes.

Each cooperating teacher worked with two student teachers. Cooperating teachers gathered information for post lesson conferences using the U.C.E.W. Teaching Practice Assessment Forms. After 3 conferences with each student

teacher, the researcher watched lessons and conferencing sessions and categorized the types of feedback cooperating teachers used.

Training Procedures

All five cooperating teachers received a 4-day training program which focused on the use of systematic observation techniques in collecting data for post lesson conferences. They spent four hours each day for a total of 16 hours during the training period. See (Appendix E) for training procedure.

The following were the steps followed:

1. Cooperating teachers watched a play back of the recorded physical education lessons as well as the conferencing sessions they had with student teachers.
2. Each cooperating teacher's frequency of feedback emitted was discussed by the whole group.
3. Cooperating teachers were briefed on the role of feedback in the teaching of physical education and the importance of feedback to the student.
4. Cooperating teachers were given the UCEW-CTFI (Appendix C) to study.
5. The various categories of the instrument was discussed with examples. Questions from cooperating teachers on the instrument were answered.
6. Video tapes were used to teach cooperating teachers to do systematic observation using the UCEW-CTFI instrument. The instrument limited them to time spent by student teachers in various phases of the lessons (introduction, main content and closure), and teacher interaction with students during each phase of the lesson.
7. After cooperating teachers were familiar with the use of the instrument, the training continued by coding live physical education lessons. Discussions were

held in between coding sessions for clarification and explanation of issues that came up during coding the sessions.

8. All 5 cooperating teachers observed the same physical education lessons and did independent coding, then compared their coded data to determine the degree of accuracy.

The practice continued until there was an inter observer agreement of over 80%.

The UCEW-CTFI

The University College Education of Winneba - Cooperating Teachers Feedback Instrument (UCEW-CTFI) was adopted and modified from Rink (1998) and was used in collecting data on cooperating teachers and student teachers feedback. The UCEW-CTFI focuses on the types of feedback emitted by teachers across three lesson phases including; a preparatory phase, a main content, and a closure. The description of the instrument is organized as follows: instruments, definition of categories, how to code using the instrument, and decision log.

Description of Components of Instrument

The instrument is made up of the following components: observer, time, and duration of lesson, event, or skill and on the right side class and number of students. The lower part of the instrument is divided into columns and rows. The top most column in the first row is the lesson focus which depicts the various phases of the lesson: preparatory phase, main content, and closure; the next row has time in that column and space under the segments of the lesson for recording the time spent at these phases. Under time is teachers' feedback to students. Four rows go with this column: group specific feedback, group general

feedback, individual specific feedback and individual general feedback. In the last column and is total for corresponding rows.

Beneath the table are behavior categories: teachers' feedback to students (TFS); group specific feedback (GS); group general feedback (GG); individual specific feedback (IS); individual general feedback (IG);

Category Definitions

Lesson focus: This comprises the various phases or segments of a lesson (preparatory phase, main content and closure).

Preparatory phase: This is the first segment of the lesson where students either by routine or under teacher's instruction start the activities planned for the day. These activities comprise set induction and warm up sections of the lesson.

Main content: This begins with the introduction of the main skill for the lesson. There is practice of isolated skills, combination of skills, scrimmages and/ or game play.

Closure: This is the segment after the main content where teacher brings students together to run off the lesson. There could be a summary of the lesson, followed by questions for students to teacher or teacher to students. Assignments may be given out at this time. Equipment used may be collected and the class is dispersed thereafter.

Teachers' feedback to students: Verbal information to students in response to their behavior or performance during lessons.

Group specific feedback (GS): Feedback that conveys specific information to a group of learners within a class or the whole class on their behavior or performance.

Group general feedback (GG): Feedback that acknowledges behavior or performance of a group of learners within a class or the whole class but conveys no specific information on behavior or performance.

Individual specific feedback (IS): Feedback that conveys specific information to an individual within a class.

Individual general feedback (IG): Feedback that acknowledges behavior or performance of an individual within a class but conveys no specific information on behavior and performance.

How to code using the instrument

The UCEW-CTFI focuses on teachers' feedback statements to students across the various phases of a lesson. Event recording technique is used in collecting data on feedback because these teacher behaviors occur as and when situations arise. Duration recording technique is used to collect data on the various segments of the lesson. Since lessons take place with a specified time frame it is possible to time the duration of activities.

The phases of lessons are timed with a stopwatch and recorded in minutes. The frequency of feedbacks is classified as general or specific and target as group or individual.

These are the steps in coding:

1. Provide observer information on the first part of the instrument.
2. Start timing when teacher sets the class off.
3. Tally the frequencies of feedback in the columns under lesson focus as they are issued out by student teachers.
4. Stop watch when the first phase of lesson terminates and record the time.
5. Start watch when teacher starts giving instructions pertaining to the main content.

6. Tally the frequency of feedback given under the main content in the corresponding columns.
7. Stop watch and record time when the main content phase is terminated.
8. Start watch when teacher gather students for the closing phase of the lesson and tally the frequency of feedback accordingly.
9. Stop watch and record time when the teacher officially ends the class.
10. At the end calculate the total frequency and time recorded.

Decision Log

To ensure that there is consistency and objectivity in the data collection some decisions were made: Watches were to be started when teacher starts giving instructions to students, and stopped when teacher gives instruction to end a segment of the lesson; Feedback directed to a group within the class or the whole class must be tallied under group feedback.

Validity and Reliability of the instrument

The instrument was adopted from Rink (1998). Since this was the first time involving cooperating teachers in the active supervision of student teachers the instrument was modified and simplified to make it easy to use. For the purpose of validity, three faculty members in teacher education at the Physical Education and Sports department at SUNY Brockport assessed and approved the use of the instrument for this study.

The researcher first trained one faculty member and two under graduate students to use the instrument. The training procedure followed the same steps as described for cooperating teachers earlier on. Throughout the training, reliability checks were conducted comparing inter-observer agreements using the general formula for computing reliability as described by Siedentop (1991).

$$\frac{\text{Agreements}}{\text{Agreements + Disagreements}} \times 100 = \% \text{ of agreement}$$

Table 1. Inter-observer agreement

Subjects	%
1 and 2	92
2 and 3	86
1 and 3	88
Mean	88.7

The inter-observer agreement indicated a reliability of 88.7%.

Data Analysis Procedures

The initial conference data for cooperating teachers and student teachers were analyzed using frequency count of feedback emitted to establish baseline using the UCEW-CTFI to establish a base line. Conferencing sessions that were held after the training produced intervention data and were similarly computed for frequency percentage of occurrences of feedback emitted using the SPSS program. (Appendix D) shows sample transcribed baseline and intervention data. Specifically, the data was analyzed to reveal frequency percentage count of feedback statements produced by cooperating teachers and student teachers.

CHAPTER 4

RESULTS AND DISCUSSIONS

The main purpose of the study was to verify the efficacy of training cooperating teachers in the supervision of student teachers at U.C.E.W. cooperating teachers involved in the study were trained to do systematic observation. They used the U.C.E.W - CTFI to collect data on feedback emitted by student teachers.

Baseline data for Cooperating Teachers

The first aspect of the study was to find out the types of feedback cooperating teachers gave student teachers during the initial post-lesson conferences before the intervention. Table 1a illustrates the distribution of the types of feedback cooperating teachers gave student teachers during their initial conference sessions. All 5 cooperating teachers commonly used general, specific and corrective feedbacks. On the average, cooperating teachers gave 7 feedback statements during conference sessions.

General feedback accounted for 21% of the total feedback statements given by cooperating teachers. For the most part, cooperating teachers feedback were mostly on competencies such as lesson objectives and the student teacher's appearance. They were also used when giving general overview of lessons taught. Specific feedback made up 29% of the total feedbacks and related to competencies like communication, class control and introductory activities. Corrective feedback statements produced was 52%, the highest constituted percentage of feedback statements feedbacks used by cooperating teachers.

Table 2a. Baseline data for Cooperating teachers

COOPERATING TEACHERS	CONFERENCE SESSIONS	FEEDBACK GF	SF	CF	TOTAL
1	1	2	1	3	6
	2	4	0	4	8
	3	2	1	5	8
2	1	3	2	2	7
	2	2	2	3	7
	3	0	3	3	6
3	1	0	0	4	4
	2	3	2	2	7
	3	2	2	4	8
4	1	1	3	1	5
	2	0	2	5	7
	3	0	4	3	7
5	1	1	2	5	8
	2	1	2	6	9
	3	0	3	2	5
TOTAL	15	21	29	52	102
PERCENT		20.59	28.43	50.98	100

In all a total of 102 feedback statements were recorded during 15 conferencing sessions and analyzed to establish a baseline. A mean of 6.8 and a standard deviation of 2.35 were realized from the data

Intervention Data for Cooperating Teachers

Following baseline cooperating teachers were trained to do systematic observation to collect types of feedback emitted by student teachers. They then used the data for post-lesson conferences. Table 2b shows the distribution of cooperating teachers feedback after intervention.

Table 2b. Intervention data for cooperating teachers.

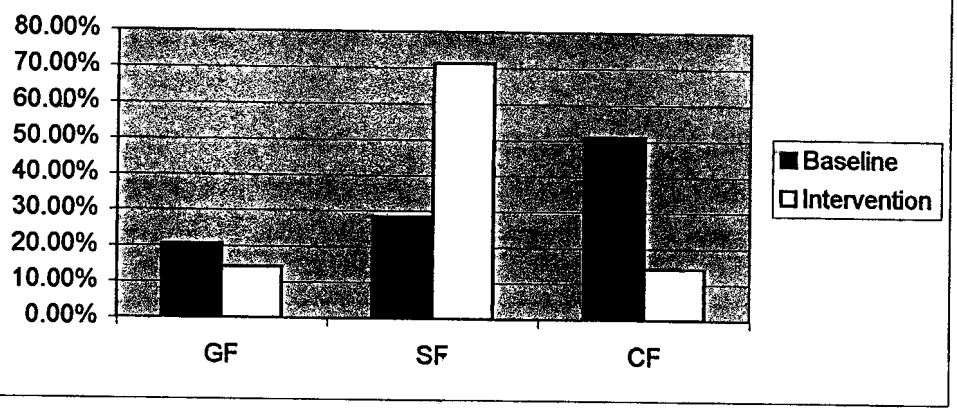
COOPERATING TEACHERS	CONFERENCE SESSIONS	FEEDBACK			TOTAL
		GF	SF	CF	
1	1	3	10	1	14
	2	1	6	0	7
	3	0	8	0	8
2	1	2	5	4	11
	2	2	5	1	8
	3	1	7	1	9
3	1	0	8	2	10
	2	0	5	1	6
	3	2	6	0	8
4	1	2	7	2	11
	2	2	4	2	8
	3	1	5	2	8
5	1	0	7	2	9
	2	2	8	1	11
	3	2	8	1	11
TOTAL	15	20	99	20	139
PERCENT		14.39	71.22	14.39	100

A total of 139 feedback statements from 15 post-lesson conferences were analyzed with a mean of 9 and standard deviation of 1.92. It came out that specific feedback was mostly given to student teachers. Cooperating teachers discussed data generated from the instrument used, giving student teachers objective information about their feedback behavior in practice teaching. Corrective and general feedback statements were both 20% each after the intervention.

Comparison of Cooperating Teachers' Baseline and Intervention Data

Data generated to establish the baseline for cooperating teachers was compared with that which was analyzed after the intervention. The graph below illustrates the baseline and intervention data collected for the study.

Fig. 2: Comparison between baseline and intervention data of cooperating teachers



Cooperating teachers general feedback statements (GF) dropped from 21% to14% and corrective feedback statements (CF) from 51% to 14%. Specific feedback statements went up to 71% from 28%. The data indicates that more specific feedback statements were emitted by cooperating teachers after the intervention was applied.

Baseline Data for Student teachers

The study also aimed at finding out if cooperating teachers could have any influence on the feedback statements student teachers gave the students they

taught after the intervention. The researcher used the U.C.E.W. - CTFI to collect data on student teachers feedback statements emitted before intervention. Data generated was used to establish baseline for student teachers, and was compared with data generated after the intervention, Table 3a shows the mean distribution of student teachers' feedback statements emitted during baseline. Means of feedback statements from three lessons observed were used for the analysis.

Table 3a. Baseline Data for Student Teachers

STUDENTS	GROUP SPECIFIC FEEDBACK	GROUP GENERAL FEEDBACK	INDIVIDUAL SPECIFIC FEEDBACK	INDIVIDUAL GENERAL FEEDBACK	TOTAL
1	1	3	3	3	10
2	0	2	0	2	4
3	2	2	0	2	6
4	2	3	0	4	8
5	0	2	2	2	6
6	3	2	3	3	11
7	0	2	0	2	4
8	1	2	0	1	6
9	0	2	0	3	5
10	0	2	0	2	4
TOTAL	8	22	10	24	64
PERCENT	12.5	34.38	15.62	37.5	100

Group feedback statements were 47%, 12.5% of the statements were specific while the other 34%feedback statements were of the general type. Individual feedback formed 53% of the total. General feedbacks were 37.5% and specific feedbacks were

16%. It was realized that under both group and individual feedback, student teachers gave more general feedback than specific feedback.

Intervention Data for Student Teachers

Cooperating teachers after learning to use the systematic observation instrument, observed student teachers teach and collected data on the feedback statements they gave which they used during post-lesson conferences. Table 3b shows the mean distribution of student teachers' feedback after the intervention.

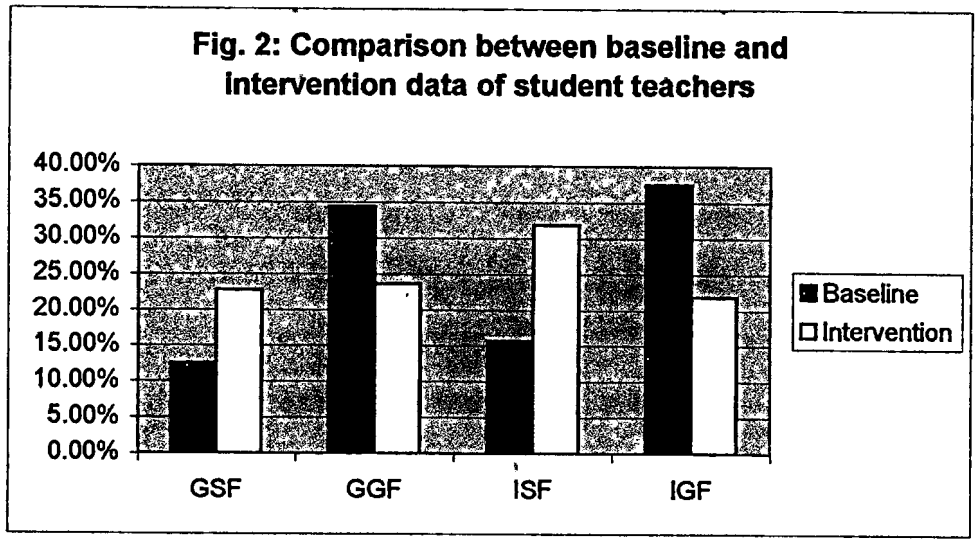
Table 3b. Intervention Data for Student Teachers

STUDENTS	GROUP SPECIFIC FEEDBACK	GROUP GENERAL FEEDBACK	INDIVIDUAL SPECIFIC FEEDBACK	INDIVIDUAL GENERAL FEEDBACK	TOTAL
1	3	3	5	3	14
2	2	2	3	2	9
3	3	3	4	2	12
4	2	4	5	4	15
5	2	3	5	2	12
6	4	2	4	2	12
7	3	2	3	3	11
8	2	1	2	1	6
9	2	4	2	2	10
10	2	2	2	3	9
TOTAL	25	26	35	24	110
PERCENT	22.73	23.63	31.82	21.82	100

Comparison of Student Teachers' Baseline and Intervention data

The distribution shows that 47% of feedback statements student teachers gave were to groups with 23% being general and 24% as specific. Individual feedback was 54%. General feedback statements was 23% and specific was 32%. According to the data, student teachers gave more specific feedback during the main content phase of the lesson when student were practicing motor skills.

Fig. 2: Comparison between baseline and intervention data of student teachers



The date from student teachers' feedback before and after intervention was compare to see the differences in the distribution of feedback. Group feedback before intervention was 47%, and after intervention was 46%, this does not show much difference in percentage of feedback to groups. But there was a reduction in general feedback and an increase in specific feedback. Feedback to individuals before the intervention were 53% and after the intervention was 54%.

As was with the group feedback, there was no significant difference in the percentage of individual feedback. There was increase in specific feedback and a reduction in general feedback.

Discussion

On the whole conference sessions lasted an average of 8 minutes and cooperating teachers gave a mean of 7 feedback statements during the initial conference sessions before intervention. Out of the 102 feedback statements used to establish cooperating teachers baseline only 2 were directed at the types of feedback student teachers gave their students. This may be because the assessment form did not spell it out. All the same cooperating teachers provided student teachers with feedback on their teaching. Three main types of feedback were given to student teachers: general, specific and corrective.

Cooperating teachers gave more corrective feedback at the initial conference sessions. Corrective feedback formed 50.99% of the total. Cooperating teachers tend to tell student teachers what they should have done rather than finding out from students why they had to do certain things during the lessons. Cooperating teachers did most of the talking during the initial conferences with student teachers coming in once or twice and thanking cooperating teachers at the end specific feedback was 28.43% and general feedback was 20.59%. For the most part related to competencies such as communication, class control, and introductory activities.

After intervention, 71.22% of the total feedbacks were specific. With corrective and general feedback getting 14.39% each. This was because cooperating teachers had data on the feedback student teachers gave their students and so they discussed the frequency types and quality of feedback. The result of a 't' test on cooperating teachers' baseline and intervention data

was (t=6.024; p=.001) implying that the change in quality and frequency of feedback may be attributed to the training cooperating teachers had.

The student teachers' means of feedback given to groups and individuals were used for their baseline. In the case of student teachers, Group specific feedback increased from 12.5% to 22.73% and the group general feedback dropped from 34.38% to 23.63%. In the same way individual specific feedback went up from 15.62% to 31.82% while the individual general feedback also went down from 37.5% to 21.82%. The analysis shows that there was an increase in percentage as well as the quality of feedback student teachers gave their students.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter gives a summary of the study and comes out with conclusions and recommendations drawn from the study.

Summary

The purpose of the study was to verify the efficacy of cooperating teachers training in the supervision of student teachers at U.C.E.W. Cooperating teachers were trained to do systematic observation. They used the U.C.E.W-CTFI to collect data on student teachers feedback that they used for post-lesson conferences with the students.

Chapter one gave a brief background of the study, and included the statement of the problem and the purpose of the study. Assumption, delimitation and limitation formed part of the chapter. Terms used in the study were defined to give their meanings as used in the study.

Chapter two was on review of literature. It dealt with literature on the student teaching team, philosophies impacting student teaching, the role of feedback in the teaching of physical education and assessing student teaching. The chapter also dealt with some related research on cooperating teachers' supervisory practices.

Chapter three dealt with methods and procedures employed in the study. Information was provided on subjects and setting, training procedure and observation and data analysis procedure. In all 5 cooperating teachers and 10 student teachers participated in the study. Data was generated to establish baseline for both cooperating teachers and student teachers, which was compared with data collected after intervention. The percentage of frequency of

the targeted behaviors of student teachers and cooperating teachers were analyzed using the SPSS program to generate descriptive statistics on mean percentages and standard deviation.

Chapter four was on the results and discussion of the study. This was presented under six headings: (a) Baseline data for cooperating teachers (b) Intervention data for cooperating teacher (c) comparison of cooperating teachers, baseline and intervention data, (d) Baseline data for student teachers (e) Intervention data for student teachers (f) comparison of student teachers baseline and intervention data.

Conclusions

The following were the conclusions drawn from the study

1. Cooperating teachers can be trained to be actively involved in the supervision of student teachers at U.C.E.W. if their roles are clearly defined to meet the objectives of the university and goals of the teacher education program. Similar studies by Ocansey, (1988) and Tannehill and Zakrajsek(1990) cited earlier in chapter 2, which involved the training of cooperating teachers, came out with same conclusions. That cooperating teachers can be trained to supervise student teachers.
2. Student teachers can improve on the quality and frequency of feedback if they have objective information about how they teach. Siedentop, (1991) suggests that, teachers in training can develop effective teaching skills if they get adequate practice and supervision. Findings from this study supports Siedentop (1991) about how to develop effective teaching skills, by having the opportunity to practice relevant skills with the provision of systematic feedback.
3. The frequency as well as the quality of feedback increased after the intervention for both cooperating teachers and students. This conclusion is in line with that of

Grant, Ballard and Glynn (1990) who also concluded in their study suited in chapter two, that teachers who received feedback maintained a higher level of participation across lesson during their post intervention class.

4. Student teachers gave few general feedbacks to both groups and individuals after the intervention.

Recommendations

It is recommended that, since student teachers spend most of the teaching practice time with the cooperating teachers than the university supervisors, cooperating teachers should be trained to supervise student teachers at U.C.E.W.

The department of Health Physical Education and sports should organize workshops for in-service teachers to equip them with effective supervisory skills to augment the teaching practice experience at U.C.E.W.

More studies should be carried out at U.C.E.W. in the area of supervision of student teaching and training of cooperating teachers to acquire supervisory skills. Evidence from these studies will make it possible for U.C.E.W. to involve cooperating teachers in the supervision of student teachers during practice-teaching as is done elsewhere as stated in the literature.

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APPENDIX A

UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA
DEPARTMENT OF PSYCHOLOGY AND EDUCATION

TEACHING PRACTICE ASSESSMENT FORM A

NAME OF STUDENT: ..... YEAR: ..... COURSE: .....

SCHOOL OF PRACTICE: ..... FORM/CLASS: .....

SUBJECT: ..... DATE ..... TIME .....
LESSON .....

DIRECTION: Indicate by means of a circle the degree to which the student - teacher measures up to the competency described below. Write the total at the end.

PHASES	COMPETENCIES	DESCRIPTION	0 ABSENT 1 WEAK 2 FAIR 3 SATISFACTORY 4 GOOD 5 OUTSTANDING
	A. Objective 1. Clarity	Clear, measurable and achievable	0 1 2 3 4 5
	2. Validity	Adequate, appropriate, significant	0 1 2 3 4 5
	B. Organization 3. Lesson Plan	Systematic and Clearly related	0 1 2 3 4 5
	4. Subject Matter	Creatively structured, logical and suitable.	0 1 2 3 4 5
	C. Set Induction (Introduction) 5. Motivation	Interesting and captivating	0 1 2 3 4 5
	6. Linkage	Clear and relevant to previous knowledge	0 1 2 3 4 5
	D. Instructional aids Learning Facilitators	Adequate and appropriate	0 1 2 3 4 5
	7. Provision of A-V Materials		0 1 2 3 4 5
	8. Organization and use	Careful and Competent	0 1 2 3 4 5
	9. Creativity & Usefulness	Creative imagination & innovative, A-V helpful	0 1 2 3 4 5
	E. Questioning 10. Framing & Distribution	Well framed; thought Provocative & well distributed	0 1 2 3 4 5
	11. Student-Response	Carefully & Sympathetically handed	0 1 2 3 4 5

	F. Pacing 12. Speed of delivery	Judicious- neither too Fast nor too slow for class.	0 1 2 3 4 5
	13. Student Participation	Adequate & appropriate Individual group or class participation (verbally & Non-verbally)	0 1 2 3 4 5
	14. Lesson Monitoring & Evaluation	Constant throughout, carefully graded & Appropriate.	0 1 2 3 4 5
	15. Closure Ending	Tidy, interesting, Precise and properly linked with present and future lesson. Assignment clear and Relevant	0 1 2 3 4 5
	16. Class Control	. Proper and careful identification and handling of desist behavior and distractors, ie. Noise lateness, inattention etc.	O 1 2 3 4 5
	17. Class Organization/ Management	Appropriate organization of instructional activities for individual, group, class and practical activities.	0 1 2 3 4 5
	18. Communication	Affluent, clear, audible and correct use of language	0 1 2 3 4 5
	19. Knowledge of Subject Matter	Adequate, mastery, relevant and accurate information given. Confident	0 1 2 3 4 5
	20. Appearance & Mannerism	Poise, dignified, friendly and cheerful. No distractive mannerism	0 1 2 3 4 5

GENERAL REMARKS ..... TOTAL .....
..... SCORE .....
..... GRADE .....

NAME OF SUPERVISOR ..... SIGN..... DATE.....

APPENDIX B

UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA
DEPARTMENTR OF PSYCHOLOGY AND EDUCATION

TEACHING PRACTICE ASSESSMENT FORM B

NAME OF STUDENT..... YEAR/COURSE.....

SCHOOL OF PRACTICE ..... FORM/CLASS.....

SUBJECT..... DATE..... TIME.....

LESSON/TOPIC.....
.....

COMMENTS

A. GOOD POINTS
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B. POINTS FOR DISCUSSION

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C. SUGGESTIONS

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NAME OF SUPERVISOR. .....

SIGNATURE.....

DATE: .....

APPENDIX C

UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA - COOPERATING TEACHERS FEEDBACK INSTRUMENT (UCEW - CTFI)

TEACHER..... CLASS.....

OBSERVER..... # ON ROLL.....

TIME..... DURATION .....

EVENT/SKILL.....

LESSON FOCUS		PREPARTRORY PHASE	MAIN CONTENT	CLOSURE	TOTAL
TIME					
TFS	GS				
	GG				
	IS				
	IG				

BEHAVIOR CATEGORIES

TEACHERS' FEEDBACK TO STUDENTS (TFS)

GROUP SPECIFIC FEEDBACK (GS)

GROUP GENERAL FEEDBACK (GG)

INDIVIDUAL SPECIFIC FEEDBACK (IS)

INDIVIDUAL GENERAL FEEDBACK (IG)

APPENDIX D

SAMPLE CONFERENCES AND HOW THEY WERE CODED

COOPERATING TEACHER - CT

STUDENT TEACHER - ST

GENERAL FEEDBACK - GF

SPECIFIC FEEDBACK - SF

CORRECTIVE FEEDBACK -CF

CONFERENCE 1 (A DANCE UNIT)

CT: You taught a dance (Apatampa). From the beginning, your voice was not clear and so were your instructions. This made student dance slowly considering the song that accompanied the dance. (SF)

CT: When you are teaching, at certain times you have to ignore inappropriate behavior since it may come from only one person that would not disturb the whole class. (SF)

CT: You did not use name of students. (SF)

CT: You did not demonstrate the activity for them to perform, but were insisting on correct performance.

CT: Preparatory phase was expertly performed. (GF)

CT: During the group work two groups were given time to cover the full distance. The others were cut short, next time, plan to work within the time so that students have equal opportunity to perform. (CF)

CT: When you asked students to mention songs, two or three student mention different songs at the same time. To avoid chorus answers, call them to talk one at a time. (CF)

CT: You encouraged the student who was shy to dance with his mates by dancing with him. Next time ask for his best friend and let them perform together then gradually he can get on with the rest of his mates. (CF)

CT: Closure was well done. (GF)

CT: Too much time was spent on warm up.(SF)

CT: There was no cool down activities.

ST: I mentioned a few names of the students who were performing well. I did not demonstrate because some of the students were doing well so I asked the others to watch them. Anyway this is the first time I am teaching a dance class I hope to do better next time.

CT: The students had a lot of fun, I think the lesson was interesting.(GF)

CONFERENCE 2 (GYMNASTICIS)

CT: Your class was very lively. (GF)

CT: You had a very good set induction. (GF)

CT: The way you organized the activities for the culminating phase of the lesson was very good. (SF)

CT: This time you gave a lot of feedback to your student during the skill practice. This is where they have more practice and they need the feedback to learn and master the skill. (SF)

CT: I heard you mention Dinah and co.

ST: Her group was making so much noise, as the group leader, I mentioned her name so that they know they were being watched.

CT: That was a good thing to do. (GF)

CT: I realized some students were working on mats while others were on the bare floor. Why?

ST: Maybe it was a mistake I over looked since it was on disturbing the teaching process.

CT: I am not happy with your explanation. (SF) The mat is to give them a soft surface to roll, it is a safety measure so next time make sure you have enough mats or group the students according to the number of mats available. (CF)

CT: At a point I realized that your voice was not clear enough. (SF)

ST: I am not aware of that, it may be during the competition when they were making so much noise.

CT: This means you have to find means of controlling the class anytime they have such competitions. (CF)

CT: You spent too much time on the warm up. (SF)

You are neatly dressed. (SF)You did well by asking student questions on the lesson taught at the end of the lesson. (SF)

CT: Finally, I would like to congratulate you for a lesson well taught. (GF) I hope to see a more controlled class next time. Thank you. (CF)

APPENDIX E

TRAINING PROCEDURE

Step 1: The University College of Education of Winneba- Cooperating Teachers' Feedback Instrument was explained to trainees.

Components of Instrument

Teacher: The name of the student teacher to be observed is written here.

Observer: The name of the one observing the particular lesson is written here.

Time: The time of the day allocated for the lesson is recorded here. For example 7:30am-8:05am.

Duration: How long the lesson is to last according to the time schedule.

Event/Skill: That activity or skill the student teacher has prepared to teacher is written down. This may be isolated skills of a major game, for example, dribbling in basketball, spiking in volleyball, Shooting in soccer. It could also be dance activities, gymnastic activities, such as forward roll, astride vault, or track and field events like a style in high jump, long jump or any of the throwing events.

Class: The grade level of the class to be taught is recorded here, for example, Junior secondary 1,2 or3.

Number on roll: The number of student in the class is recorded here.

Lesson focus: This comprises the various phases of a lesson.(preparatory phase, main content, and closure).

Preparatory phase: This is the first segment of the lesson where students either by routine or under the instructions of the teacher start the activities planned for the day. These activities comprise warm up sections and set induction. Set induction is a brief introduction to the days activities telling what it is, and its' usefulness

Main content: This begins with the introduction of the main skill for the lesson. There is practice of isolated skills, combination of skills, scrimmages and/or game play.

Closure: This is the segment after the main content where teacher runs off the lesson. Students are gathered for a summary of lesson, where student ask question for clarification by teacher and teacher may also ask few questions.

Teacher feedback to students: This refers to any verbal information student teachers give to their student in response to their behavior or performance during lessons. For example, "Good job", "Very good", "point your toes", "You are not extending your legs"," Next time bend more at the knee and see if you can jump higher".

Group specific feedback (GS): Feedback that conveys specific information to a group of learners within a class or the whole class on their behavior. For example," your group is first", " This group is making too much noise"," Very good team work".

Group general feedback (GG): Feedback that acknowledges behavior or performance of a group of learners within a class or the whole class but conveys no specific information about the behavior or performance. For example "Good play ", "Well done ".

Individual specific feedback (IS): Feedback that conveys specific information to an individual within a class. For example, "You are not stepping into the ball", "Keep your knees bent", " That was a good follow through"

Individual general feedback (IG): Feedback that acknowledges behavior or performance of an individual within a class but conveys on specific information on performance or behavior.

Step2: Trainees were given the instrument together with the description of the components and the category definitions with example. They studied them, and this was followed by a discussion to answer question trainee had about the materials given them for the training.

Step 3: How to code using the instrument:

1.Provide information on the first part of the instrument

2. Start timing when the teacher sets off the class.

3. Tally the frequencies of feedback in the columns under lesson focus as they are issued out by student teachers.

4. Stop watch when the first phase of the lesson terminates and record the time.

5. Start watch when teacher start to give instruction pertaining to the main content.

6. Tally frequency of feedback given under the main content in the corresponding column.

7. Stop watch and record time when the main content phase terminated.

8. Start watch teacher gather students for the closing phase of the lesson and tally the frequency of feedback accordingly.

9. Stop watch and record time when the teacher officially ends the class.

10. Calculate the total frequency of feedback and time recorded.

Decision log

To ensure that there is consistency and objectivity in the data collection, watchers were to be started when teachers start giving instruction to students. Stop watch when teacher instruction ends a segment of the lesson. Feedback directed to a group within the class or the whole class must be tallied under group feedback.

Step 4: Trainees were taught to code the instrument using a videotape. This videotape had already been coded by the trainer, so trainees compared their data to that one and the necessary discussions were made to iron out the differences.

Step 5. Trainees coded live Physical Education lessons, and inter observer reliability was calculated. Inter observer reliability determines the degree to which independent observer working with the same definitions viewing the same subjects at the same time record similar data. The formula used to calculate the reliability is

$$\frac{\text{Agreements}}{\text{Agreement + Disagreement}} \times 100 = \% \text{ of agreement}$$

When trainees attained a reliability of over 82%, They were then asked to collect data for the study. See sample coded instrument on the next page.

UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA - COOPERATING TEACHERS FEEDBACK INSTRUMENT (UCEW - CTFI)

TEACHER Felicia Takyi CLASS JS2

OBSERVER Emmanuel Addo # ON ROLL 42

TIME 8.05am - 8.40am DURATION 35mins

EVENT/SKILL Gymnastics (Forward roll)

LESSON FOCUS		PREPARTRORY PHASE	MAIN CONTENT	CLOSURE	TOTAL
TIME		6.43mis	23.75mins	3 mins	33.18mins
TFS	GS		//		2
	GG		////1	1	7
	IS		//		2
	IG	//	////		6

BEHAVIOR CATEGORIES

TEACHERS' FEEDBACK TO STUDENTS (TFS)

GROUP SPECIFIC FEEDBACK (GS)

GROUP GENERAL FEEDBACK (GG)

INDIVIDUAL SPECIFIC FEEDBACK (IS)

INDIVIDUAL GENERAL FEEDBACK (IG)