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Congruity between Assessment Criteria and Cooperating Teacher Assessment of Student Teachers

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DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

Title of Thesis: Congruity Between Assessment Criteria And
Cooperating Teacher Assessment
of Student Teachers

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CONGRUITY BETWEEN ASSESSMENT CRITERIA AND
COOPERATING TEACHER ASSESSMENT
OF STUDENT TEACHERS

A Thesis

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Seidu Sofu

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Seidu Sofo

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ABSTRACT

This study investigated the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment during student teaching. The study also examined the substance of the comments of cooperating teachers about student teachers' performances.

The final evaluation forms submitted by the cooperating teachers to the student teaching coordinator served as the main source of data. These forms were content analyzed to determine the congruity of cooperating teachers' assessment and the set of assessment criteria. The researcher developed the Brockport Supervision Analysis System- Physical Education (BSAS-PE) instrument for data analysis.

Subjects for the study included 41 cooperating teachers (27 males and 14 females) who supervised 32 student teachers for the period Fall 1995 through Spring 1998. The student teachers (22 males and 10 females) were enrolled in the physical education teacher certification program at SUNY Brockport. The student teachers in this study taught in 34 different schools during the period covered by the study. These included 17 elementary schools, 11 middle schools, and six high schools.

The results indicated that while most cooperating teachers awarded outstanding and highly competent grades to their student teachers, it was incongruent with the set of assessment criteria established by the university. However, the assessment of one student teacher awarded a non competent grade was congruent with assessment criteria. It was also found that the cooperating teachers' comments were related to the competencies under which they were written. The study showed that cooperating teachers' comments differed with the grade levels taught by student teachers.

There is the need for further research to ascertain why most cooperating teachers' assessments were not congruent with established assessment criteria, even though they had the ability to make comments related to the major competencies for student teaching.

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CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 1
INTRODUCTION
BACKGROUND TO THE STUDY

Student teaching is universally accepted as the most important component of teacher preparation (Guyton & McIntyre, 1990). Student teaching is also called teaching practice, practice teaching, field experience, and practicum. To maintain consistency, the term student teaching is used in this thesis.

Student teaching involves teaching real pupils in actual classrooms over an extended period of time, during which the student teacher assumes a near full responsibility for the class (Tinning, 1983). The concept of student teaching is grounded in the notion that learning is facilitated by doing, and that real experiences rather than simulated experiences bring about better improvement. However, the effectiveness of the experience depends upon the quality of the experience. As Dewey (1938) put it, the quality of any experience has influence on later experiences. He therefore called on educators to provide experiences that do not repel the student, but rather those that are enjoyable and promote desirable future experiences.

The processes of student teaching supervision is linked to a triad that consists of the university supervisor, the cooperating teacher, and the student teacher (Glickman & Bey, 1990). The student is expected to work under the guidance of a cooperating teacher in his or her school of placement. In addition to the cooperating teacher, the student teacher is usually under the supervision of the university supervisor from the teacher education institution. The critical role of field experiences and significant contribution of cooperating teachers in the professional preparation of teachers has being documented in the literature (O'Sullivan, 1996 & 1990; Schempp, 1989). Cooperating teachers are the

dominant influence on the attitudes and behaviors of student teachers because they serve as role model throughout the student teaching experience, while university supervisors' visits are limited (Randall, 1992). Student teachers see cooperating teachers as an important technical advisor, in readjusting their actions to fit the real world (Rodriguez, 1993). Some studies indicate that cooperating teachers in physical education can be trained to provide more effective supervision to student teachers (Tannehill & Zakrajsek, 1990; Ocansey, 1988). However, lack of university follow-up may weaken skills acquired from training programs (Tannehill & Zakrajsek, 1990).

Student teacher evaluation is very important because student teachers are required to attain a certain level of competence in teaching performance prior to joining the profession as beginning teachers. Most teacher preparation programs have defined levels of competence established for completion. In SUNY Brockport for example, levels of competence are defined in three dimensions including (a) outstanding (b) highly competent, and (c) competent. The distinction between outstanding and non-competent levels of performance in field experiences has been problematic (McIntyre & Byrd, 1998) due to the varying perceptions regarding levels of performance. In fact, most evaluations during field experiences have shown a lack of common regard to distinctions between outstanding and non competent teaching performance (McIntyre & Byrd, 1998). The lack of commonality regarding the distinction between outstanding and non competent teaching performance pose serious validity and reliability questions. Thus, reliability and validity of evaluation become crucial in the recruitment of potentially effective teachers (Guyton & McIntyre, 1990). In fact, some researchers (Thies-Sprinthall, 1980) argue that there is evidence that differences in cooperating teachers' and student teachers'

conceptual levels of thinking lead to incongruity between cooperating teachers' subjective evaluations and objective performance measures.

In spite of the valuable role cooperating teachers play in supervision, there is limited research on the extent to which their assessment of student teachers are consistent with the objectives and expectations of teacher education programs (Coulon, 1991). Numerous studies have found that cooperating teachers are not especially critical nor evaluative (Killian & McIntyre, 1986; McIntyre & Killian, 1986). One factor that minimizes the validity of cooperating teachers' evaluation is that these teachers are reluctant to give low ratings (Phelps, Schmitz, & Boatright, 1986). As noted by Phelps et al. (1986), cooperating teachers are influenced by the desire to enhance self-confidence of student teachers and are therefore overly disposed to superior ratings.

Each of these findings points out the pitfalls in the evaluation process in student teaching. Perhaps, the general absence of clearly defined assessment criteria levels might have contributed to the incongruities in cooperating teachers' evaluation of student teachers. It might therefore, be safe to say that when cooperating teachers are trained and predisposed to sets of assessment criteria regarding levels of performance, student teaching evaluations by cooperating teachers will show congruity. This study looked at the practices of cooperating teachers in the SUNY Brockport student teaching program and examined the congruity between cooperating teachers' assessment of student teachers and set of assessment criteria established by the college for assessing student teachers during student teaching.

Researchers have strongly advocated competency-based evaluation as a model for student teaching, perhaps in view of the incongruities in evaluation. They argue that the provision of immediate and objective feedback, based on identified criteria is essential

for the effective supervision of student teachers (Randall, 1992). This model of evaluation, shaped largely by accountability and personalization, has influenced the development of teacher education programs (Stolworthy, 1986). At the State University of New York College at Brockport (SUNY Brockport), the context for this study, this model has greatly influenced the teacher preparation program in physical education. The program leads to the New York State provisional teaching and coaching certification for PreK-12, and requires that students demonstrate a competent level of performance in all major competencies through professional course work and field experiences. In order to distinguish between outstanding and non competent performance, and to enhance uniformity and objectivity in assessment of student teachers, sets of criteria for assessment of each of the 10 competencies have been established (SUNY Brockport, 1997). The 10 competencies include, planning, instructional formats, relationships, communication skills, classroom management, instructional skills, evaluation, inclusion, coaching, and professional development (Appendix A). Thus, for each of the competencies, the sets of criteria sought to discriminate among the outstanding, highly competent, competent, and non competent performance are distinct (Appendix B).

STATEMENT OF THE PROBLEM

The primary purpose of this study was to investigate the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment of teaching and coaching competencies in the student teaching program at SUNY Brockport. A secondary purpose was to examine the substance of the comments and/or perceptions of cooperating teachers about student teachers' performances.

Specifically, this research addressed the following questions:

1. To what extent are cooperating teachers' written comments consistent with the grade profile they award student teachers?
2. To what extent do cooperating teachers make comments that are related to teaching competencies that student teachers are expected to develop?
3. Do cooperating teachers' comments differ with the grade levels taught by student teachers?

ASSUMPTIONS

The study of the congruity between cooperating teachers' of student teachers and criteria is based on three assumptions:

1. Student teaching is a teaching and learning situation in which the supervisor is the teacher and the student teacher the learner.
2. Cooperating teachers in this study have been trained in the use of the SUNY Brockport Department of Physical Education and Sport Student Teaching Handbook.
3. The 10 teaching competencies student teachers are expected to develop are related to teaching and coaching effectiveness, and that the set of assessment criteria discriminate among the outstanding, highly competent, competent, and non competent teachers.

DELIMITATIONS

The study was delimited to cooperating teachers who supervised SUNY Brockport physical education student teachers for the period Fall 1995 to Spring 1998 semesters. The main sources of data for the study were the Final Evaluation Forms that the cooperating teachers completed and submitted to the coordinator for student teaching, Department of Physical Education and Sport at SUNY Brockport.

LIMITATIONS

The main limitation of the study was the unequal number of subjects for the different semesters, as a result of the sampling procedure.

DEFINITION OF TERMS

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

Outstanding: The student teacher is rated as satisfactory in each of the 10 competencies on the evaluation form (FORM-FE), and all the sub-competencies listed within the major competencies (Appendix C). The outstanding student teacher will meet all the expectations listed in the sets of criteria for competent and highly competent and should fulfill the additional criteria for outstanding. Should differ from other student teachers by an increased ability to work autonomously and function effectively as a decision maker. Will receive an "A or A-" grade on Form-FG.

Highly Competent: Rated as satisfactory in each of the 10 major competencies, and in all of the subskills within each major competency. Will meet all expectations listed in the set of criteria for competent and should fulfill the additional expectations for highly

competent. The student teacher will display a level of autonomy, consistency, and sustained teaching effectiveness. Will receive a "B+, B, or B-" grade on Form-FG.

Competent: Rated as satisfactory in each of the 10 major competencies, but may not have completed every one of the subskills satisfactorily within the major competencies. The student teacher will display a level of autonomy based on the understanding that limited but appropriate support will be needed during the first year of teaching (Appendix C). Will receive an "C+ or C" grade on Form-FG.

Non Competent: Represents either unwillingness or inability to pursue assigned tasks adequately or to meet professional standards during the student teaching experience. No recommendation for certification for student teachers rated non competent (Appendix C). Will receive a "C-" or lower grade.

Congruity: At least a mean of 50% of cooperating teachers' comments should be related to the grade profile awarded student teachers and/or should have satisfied other requirements contained in the definition of the grade profile (Appendix C).

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

The purpose of the study was to determine the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment of teaching competencies in the student teaching program at SUNY Brockport.

This chapter reviewed related literature in course work and field experiences components of teacher education program. Organization of knowledge that would enable prospective teachers to become effective teachers was also reviewed. Some empirical studies were reviewed on student teaching supervision. Specifically, literature on the participants involved in the student teaching experience was examined. This addressed the attitudes, concerns, and relationships among the participants involved in student teaching. Some of the studies in this area examined the impact of the student teaching experience on the beliefs, concerns, and teaching and coaching competencies of the student teachers. Finally, this chapter reviewed research evidence on assessment practices of supervisors during student teaching.

THEORETICAL FRAMEWORK

The goal of every teacher education program is to prepare effective teachers. However, many student teachers leave their institutions the way they entered it. In other words, most universities do not make a difference (Graham, 1990). This is manifested in the practice whereby when students become full-time teachers they abandon what the university tried to teach them about good teaching. In Graham's (1990) theoretical proposition, he argued that a teacher education program that does not take into consideration the student teachers' predispositions during earlier schooling is likely to

have little impact on them, that is, they would leave the program “untouched.” Some may be untouched because their teacher education program is ineffective, and for others, they refuse to accept a model that is dissonant with their past experiences in education (Graham, 1990). It was for this reason that Rodriguez (1993) stated that to understand better the impressions (which serve as barriers) student teachers’ bring into teacher education programs, we must first pay close attention to the language of perception that students use to attach meaning to their experiences in two different contexts, the coursework and student teaching components. That is, we must first understand the student teachers’ belief systems before attempting to alter their conceptions.

Even though student teaching is the most universally approved course (Guyton & McIntyre, 1990), teacher educators differ as to what should occur during the period of practice. There are four orientations that direct teacher education programs, which in turn determine the student teaching experience (Zeichner, 1983). The behavioristic orientation views student teaching as a place to emphasize the development of specific and observable skills of teaching. The second, the personalistic orientation, seeks to promote the psychological maturity of student teachers, and focuses on reorganization of perceptions and beliefs rather than mastery of specific skills and knowledge. The traditional-craft orientation encourages student teachers to view teaching as a craft, and student teaching as a process of apprenticeship. The inquiry-oriented approach, according to Zeichner (1983), prioritizes the development of inquiry about teaching and teaching contexts. That is, inquiry-oriented educators view student teachers in an active, rather than passive sense.

THE TEACHER PREPARATION PROGRAM AT SUNY BROCKPORT

An insight into the physical education teacher preparation program would provide the proper perspectives in interpreting the results of the present study. The teacher preparation program at SUNY Brockport is an academically oriented program, leading to the New York State provisional teaching and coaching certification for PreK-12. The program provides sequential pedagogical opportunities and experiences that culminate in student teaching. The student teaching program comprises the Student Teaching/Coaching Seminar and Student Teaching practicum. The student teaching practicum lasts for one semester, during which student teachers are expected to be placed at two teaching sites. Student teachers are required to spend seven to eight weeks at each teaching site, depending on the calendar for each year.

Pre-qualification requirement includes a cumulative 2.5 GPA or better in all three required components of the major, the professional core, and the performance sequence. An overall Brockport cumulative GPA of 2.25 is required for acceptance to the student teaching program. Candidates to the program must also satisfactorily complete all components of the Brockport Health-Related Fitness Test.

Student teachers are required to prepare unit and daily lesson plans at each placement site. Assessment of student teacher performance includes a progress report (Appendix D) and a final evaluation (Appendix E) at each site. The purpose of the progress report is to give the student teacher an indication of progress and offer constructive suggestions for improvement. The final grade to be awarded at each placement site is a criterion-referenced assessment. It reflects the quality of completion of the required competencies for student teaching for the 10 major competencies (Appendix A).

COURSE WORK AND EARLY FIELD EXPERIENCES

The importance of field experiences in the preparation of future teachers abound in the literature. It is crucial that teacher education programs unify all components of a program, including course work and field and laboratory experiences (McIntyre & Byrd, 1998). One way of helping student teachers to develop appropriate teaching behaviors is to combine practical teaching experience with course work early in the sequence of a teacher preparation program (Brawdy & Byra, 1995; Siedentop, 1991). A review of literature in these components of the teacher preparation program follows.

Strand (1992) examined teacher preparation, pre-student teaching, and student teaching experiences in physical education. He specifically investigated the common practices that colleges and universities use in the preparation of physical education teacher education majors.

The researcher analyzed a 21-item questionnaire completed by 131 institutions. The questionnaire was designed to gather a variety of data on: (a) skill courses, (b) pre-student teaching practices, and (c) student teaching practices.

Results of the study revealed that K-12 physical education certification was the most frequently offered followed by certification in secondary physical education. These were followed by elementary physical education and coaching. The researcher also reported that 40.5 percent of the institutions required coaching credits for physical education majors while 50.6 percent recommended a field coaching experience prior to graduation. It was found that equal number of peer teaching experiences tend to occur in skill as well as pedagogy courses. Another finding was that the most common site for pre-student teaching field experiences was in urban settings. Lastly, the study revealed

that student teachers received approximately five visits from university supervisors during student teaching experiences.

Graber (1995) studied how student teachers believed they were able to incorporate general pedagogical knowledge and pedagogical content knowledge into their lessons, and to examine their beliefs regarding those elements of teacher education that most directly influenced that process. The researcher's primary concern was to understand the perceptions and interpretations of individual participants.

Twenty physical education student teachers from two universities were interviewed to determine general pedagogical knowledge, pedagogical content knowledge, and their beliefs about program impact on their current practice. Teacher educators and cooperating teachers were also interviewed to determine their assessment of the student teachers' beliefs, progress in the program, and potential teaching ability. Documents related to the participants' course work and field experiences were also gathered and analyzed.

Results of the study revealed that student teachers' abilities to incorporate general pedagogical knowledge into practice appeared to be related to how well they had acquired the knowledge. The setting in which they have been placed and the influence of the cooperating teacher also appeared to influence student teachers' ability to translate general pedagogical knowledge into their lessons. Also, student teachers in both universities had difficulty describing their understanding of pedagogical content knowledge. Most of them indicated they had no specific training for determining what pedagogical strategies to use for particular types of physical education subject matter. Participants at both universities indicated the need for practicum experiences for building confidence and providing hands-on experience with real pupils. However, while student

teachers at one university believed they had undergone excellent practicum experiences, those at the other university did not undertake in a public school practicum experience before student teaching.

Graber (1995) concluded that the participants relied on general pedagogical knowledge during their teaching. A second conclusion was that the extent to which student teachers put knowledge acquired from teacher education program into teaching depended on the student teaching setting, the support of the cooperating teacher, and the level at which the student teacher was teaching. According to Graber (1995), the influence of teacher educators on students, previous field experiences, and individual inclinations and beliefs of the student teachers also affect how student teachers utilize knowledge from the university.

ORGANIZATION OF KNOWLEDGE

There has been varying opinions among teacher educators regarding what prospective teachers need to know to become effective teachers. Most critics and educational reformers agree on the need for major changes in the way prospective teachers are prepared. However, there is little consensus on the nature and scope of the change (O'Sullivan, 1996). Commenting on the reforms, Metzler and Tjeerdsma (1998) asserted that “. . . we still have little evidence that they are making preservice teacher education ‘more effective’ in achieving programs’ goals and outcomes” (p. 469).

Rink (1993) proposed five orientations to physical education teacher education: (a) academic orientation, (b) practical orientation, (c) technological orientation, (d) personal orientation, and (e) critical /social orientation.

An academic orientation emphasizes the subject matter of physical education such as games, sport, dance, fitness, and gymnastics. The practical orientation heavily relies on field experience and practice. A technological orientation focuses on teacher effectiveness skills and research-based teaching skill development. A personal orientation emphasizes personal-meaning to growth as a teacher. A critical orientation focuses on the moral basis of teaching and on equity and the social dimensions of teaching. Rink (1993) also suggested that the orientations can and do coexist in different aspects of the same program. In light of this, some teacher education programs tend to adopt eclectic models of teacher education. Many of the criticisms against existing teacher preparation programs have been directed at the technocratic view of teacher education (O'Donoghue & Brooker, 1996). O'Donoghue and Brooker (1996) noted that implicit in these attacks are apprenticeship models of teacher education. They added that these models reduce the knowledge that new teachers require to a set of classroom skills acquired in single school, and reduce teaching itself to a simple process of passing on what the master teacher knows. Zeichner (1992) observed that in this model, learning to teach and to improve one's teaching meant to make one's classroom practice more closely match either the practices advocated in college courses or those exhibited by cooperating teachers, and the two conflicted.

As a result of the reforms, there appears to be a trend emerging toward models that develop teachers who are reflective decision makers, and not mere technicians (McIntyre & Byrd, 1998; O'Donoghue & Brooker, 1996; Tsangaridou & O'Sullivan, 1994; Gore & Zeichner, 1991). These models focus on producing teachers who are able to identify and articulate their purposes, who can choose the appropriate instructional strategies, who understand the social experiences and cognitive orientations of their

students, and who can articulate their actions (Liston & Zeichner, 1991). Supervision is the major means through which theory and practice can be merged. Thus, supervision processes are vital during the student teaching experience (Guyton & McIntyre, 1990). In light of this, the following section reviews the literature on the impact of supervision in preparing reflective teachers.

O'Donoghue and Brooker (1996) investigated the importance of supervisors promoting reflection in their pre- and post-practice teaching meetings with student teachers in one Australian University. They interviewed six university supervisors before and after a student teaching experience. Each supervisor observed two students teaching on three occasions.

Evidence from the data showed that these supervisors saw themselves as mediators, counselors, coordinators, and support persons providing a link between the university and the schools. They indicated that cooperating teachers had the primary responsibility to award grades, with the university supervisor assuming a moderating role. This finding does not concur with Veal and Rikard's (1998) study in which university supervisors determined student teacher grades. The findings also showed that the university supervisors focused on the development and refinement of technical skills during pre- and post-lesson conferences. Another finding was that the university supervisors placed importance on student teachers' self-evaluation. The researchers expressed surprise that no supervisor in the study indicated possession of a clearly formulated and comprehensive position on reflectivity. They were surprised in view of the importance of reflection in teaching and teacher education literature and in the university's student teaching documents. However, in isolated cases, the supervisors showed concern for the promotion of critical reflection among student teachers. Even

then, they had neither clearly thought out these ideas nor were guided by theoretical positions on critical reflection (O'Donoghue & Brooker, 1996).

In light of the findings, O'Donoghue and Brooker (1996) commented, "Reflection is in danger of coming into disrepute if the practices aimed at its promotion among student teachers do not match the rhetoric in teacher education course documents" (p. 107). They called on teacher education programs to prepare faculty for the effective promotion of reflection in their supervisory practices.

Tsangaridou and O'Sullivan (1994) described how specific reflective pedagogical strategies influenced preservice physical education teachers to reflect on their practice during a field experience. They examined (a) the nature of preservice teachers' reflection on their teaching, (b) preservice teachers' value of systematic reflection on their teaching, and (c) the degree to which preservice teachers perceived that their supervisors influenced them to analyze their teaching. Six preservice teachers (5 male and 1 female) participated in the study. The preservice teachers were supervised by both university supervisors and cooperating teachers. The protocol involved two levels of reflective practice assignments under which participants were asked to reflect about their teaching. The experimental group completed new reflective assignments, and the control group completed the regular course's reflective assignments. The new reflective assignments asked preservice teachers to describe, analyze, and criticize different aspects of their own teaching and the teaching they observed.

Tsangaridou and O'Sullivan (1994) made three conclusions, based on the results of the study. They asserted that the act of reflection can be a learned enterprise that can lead to professional growth and development. Their second conclusion was that the prospective teachers placed unequal emphasis on the focus of reflection. The focus of

reflection for the preservice teachers was mostly dominated by technical issues of teaching as distinct from situational and sensitizing issues. Third, the supervisory process is critical in promoting preservice teachers' reflective capabilities. Participants in the study favored an indirect type of supervisory process. The preservice teachers perceived that supervisors in the study did not use supervisory strategies that promoted reflection extensively. This finding is consistent with O'Donoghue and Brooker's (1996) study reviewed earlier in this chapter. Their study also found that university supervisors did not promote critical reflection among student teachers.

Based on the findings, the researchers recommended that supervisors should receive theoretical and practical knowledge on ways to enhance preservice teachers' reflective abilities (Tsangaridou & O'Sullivan, 1994).

SUPERVISION OF STUDENT TEACHING

Richardson-Koehler's (1988) study investigated norms related to learning to teach held by cooperating teachers, and the ways these were communicated to the student teacher. The researcher also examined classroom structures within which the student teachers were allowed to teach, and how these aspects affected the role of the university supervisor.

The sample for the study comprised 14 elementary school student teaching triads. As a participant observer, the researcher used formal and informal observations and interviews to collect data from the cooperating teachers. The student teachers were formally observed and provided with feedback every other week.

Based on the findings, Richardson-Koehler (1988) made three conclusions concerning the barriers to effective supervision of student teaching. First, the cooperating

teachers' relied on learning by experience; this strongly affected the feedback they provided student teachers. These cooperating teachers conveyed the message to the student teachers that each classroom was unique, and that each teacher had to rely on trial and error. Consequently, Richardson-Koehler (1988) wrote, "The student teachers were not exposed in the schools to a model of learning to teach that relied on rigorous analysis of teaching and collegiality" (p. 33). Second, the cooperating teachers in this study lacked the ability or were unwilling to engage in reflection of theirs or their student teachers' classroom practices. This situation, Richardson-Koehler (1988) contended, contributed to the poor quality of feedback received by student teachers. Third, the university supervisor could not break the norms and the feedback process by working with the individual cooperating teacher and student teacher. The researcher further noted that the context of most schools did not provide a supportive environment for rigorous analysis of teaching.

These findings raise concerns regarding cooperating teachers' assessment of student teachers. What standards do cooperating teachers use to assess student teachers in the absence of rigorous analysis of student teachers' teaching?

Participants Involved in Student Teaching

This section reviewed literature on the attitudes and concerns of participants involved in the student teaching experience. It also examined the relationships among the participants, and how the relationships affect the student teaching experience.

Rikard and Veal (1996) investigated insights into cooperating teachers' preparation, belief, and practices, arguing that previous research on student teaching had primarily evolved from the student teacher's perspective. Their study explored how

cooperating teachers developed into supervisors of student teachers, and how they viewed their roles as supervisors.

The researchers interviewed 23 (9 males and 14 females) cooperating teachers in physical education. The participants all had at least six years of teaching experience.

The results showed that most of the cooperating teachers were not trained as supervisors by the sponsoring universities. Thus, they defined their supervisory roles through trial and error. Consequently, they relied on their past experiences in learning to be supervisors: (a) receiving supervision as a student teacher, (b) receiving supervision from principals, (c) teaching experience as preparation for supervision, and (d) learning from observing supervisors. The primary influences for their supervisory practices came from the positive and negative behaviors of their own cooperating teachers and university supervisors. The cooperating teachers in this study relied heavily on their experiences as teachers for becoming supervisors.

The researchers categorized the cooperating teachers' supervisory behavior as (a) getting along and the importance of good interpersonal relationships, (b) giving feedback and evaluating student teachers, and (c) supervisory styles. The participants viewed giving student teachers a positive experience as instrumental in motivating the students to enter the teaching profession. However, they learned from experience not to get too close to the student teacher since that can interfere with their ability to offer advice and criticism. How successful are cooperating teachers in resisting this tendency to temper friendship with student teachers and retain their supervisor status? Unfortunately, research shows that they are not not especially critical nor evaluative (Killian & McIntyre, 1986; McIntyre & Killian, 1986), and are overly disposed to superior ratings, being influenced by the desire to enhance self-confidence of student teachers (Phelps et al., 1986).

Rikard and Veal (1996) placed the 23 cooperating teachers' evaluative role on a 4-point continuum, from very little feedback to the use of systematic, data-based feedback. One group (7) refused to provide any form of criticism and preferred to allow student teachers to learn from their own mistakes. Teachers (3) on the second point of the continuum provided feedback only on the positive. Those in the middle of the continuum (7) constantly reported mentioning to student teachers 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 researchers identified three distinct supervisory styles from the participants' responses (a) do it my way and learn from a proven success, (b) do it your way and learn from trial and error, and (c) we will do it together so we can learn and improve from each other. The "do it my way" cooperating teachers preferred as little disruption as possible to their classroom routines and encouraged student teachers to adopt their cooperating teachers' time-tested routines and teaching styles. This is what Lortie (1975) referred to as the apprenticeship of observation. O'Donoghue and Brooker (1996) criticized this model for reducing teaching to a simple process of passing on what the master teacher knows. Cooperating teachers who expressed the "do it your way" style of supervision recognized the individual aspect of teaching and supported student teachers in establishing their own styles. They viewed trial and error as a legitimate way of learning to teach. This supports Richardson-Koehler's (1988) study reviewed earlier in this chapter. She regarded learning to teach by trial and error as a barrier to effective supervision.

Veal and Rikard's (1998) study investigated cooperating teachers' perspectives on the student teaching triad. They examined how one group of cooperating teachers described their interaction and relationships with university supervisors and student teachers. The researchers also suggested an alternative model for improving triad interactions. Twenty-three experienced physical education teachers were interviewed. The semistructured interview protocol was designed such that the cooperating teachers were provided the opportunity to describe their concerns, experiences, and perspectives on student teaching.

Their data showed that during the regular routine of school, a triad emerged involving the cooperating teacher, the student teacher, and the pupils. The cooperating teacher was at the apex of power, the student teacher was second, and the pupils were third in the hierarchy with the least amount of power. Veal and Rikard (1998) labeled it the functional triad, because "a hierarchical order of power seemed predominant on a daily basis" (p. 111). Deriving from the triad theory, the researchers noted that the visit of the university supervisor brought about a shift in power within the functional triad. With this shift, the university supervisor is positioned at the apex, the cooperating teacher moves to second in power, and the student teacher assumes role of student. Veal and Rikard (1998) called this second triad the institutional triad. They noted that "the existence of these two triads causes the cooperating teacher to be caught in two shifting triads, depending on the presence or absence of the university supervisor" (p. 111).

According to Veal and Rikard (1998), the cooperating teacher and student teacher are often passive members of the institutional triad which is often characterized by tension. The cooperating teachers in this study indicated they did not usually collaborate with university supervisors because the latter did not visit the school sites often enough.

The data indicated that grades were also a source of power to the university supervisor. Two interview segments from Veal and Rikard (1998) showed how some cooperating teachers believed the university supervisor assigned a grade unfairly:

[My ST] was one of the finest people that ever lived. She was hard working dedicated and she never lost energy. The kids loved her, and she loved the kids. And then she got ripped in her grade and we tried to get it changed and people over there [at the university] wouldn't change it. (p. 112)

Another cooperating teacher lamented, "I would have given [my ST] an A++ if I had given grades. I think he got a B. When one of my colleagues found out he called the university to complain" (p. 112).

The cooperating teachers in this study strongly recommended that university supervisors must spend more time in public schools as both observers and teachers. As Veal and Rikard (1998) put it, "Some cooperating teachers thought this would help supervisors be more empathetic and understanding of the daily challenges faced by their student teacher" (p. 115). This recommendation supports Byra's (1998) study which reported the physical education teacher education faculty in one university engage in teaching public school children each year.

Veal and Rikard proposed a shared model of supervision in which all three members of the triad share decision-making and have an equal voice in the student teaching experience.

The results of Veal and Rikard's (1998) study raise three important questions. First, why do some universities change student teaching grades submitted by cooperating teachers? Second, are cooperating teachers sensitive to criteria for assessing student

teachers? The third unanswered question involves the extent to which cooperating teachers follow set criteria for grading during student teaching.

Teacher Concerns

One of the early studies that investigated intensively into the concerns of student teachers was by Fuller (1969). Two studies were conducted, after which the researcher (Fuller, 1969) regrouped data of other investigators and then developed a conceptualization of teacher concerns.

In the first study, six student teachers were told to discuss anything they wanted to talk about during a student teaching semester. All the sessions were tape recorded and typescripts were made of the recordings. The same procedure was followed with a group of eight student teachers the following semester. The statements in the typescripts of the two groups were categorized according to their main topics. A third group was also counseled and tape recorded in the third semester. However, their statements were not categorized.

Analysis of the data revealed that student teachers during the first three weeks of the semester concerned mostly with themselves. They shifted to more concern with pupils toward the end of their student teaching.

The second study involved 29 different student teachers, supervised by four different supervisors. The student teachers were asked to write "what you are concerned about now." Some responses were secured near the beginning of the semester and some near the end of the semester. Results of the study showed that the participants were all concerned with self-adequacy and/or class control.

Fuller (1969) next regrouped the data of previous investigators, and then formulated a conceptualization of teacher concerns. She suggested a developmental

conceptualization comprising of three phases; (a) pre-teaching phase or non-concern, (b) early teaching phase or concern with self, and (c) late concerns or concerns with pupils. The pre-teaching phase is the time span between first actual contact with pupils in classrooms during student teaching and experience on the job. Fuller (1969) identified this period as “. . . a period of non-concern with the specifics of teaching, or at least a period of relatively low involvement in teaching” (p. 219). The researcher described the early teaching phase as a period of concern with self. Student teachers during this period were uncertain about the parameters of the school situation - they did not know how much support would be forthcoming from the principal and the supervisor. However, these concerns were covert, and did not show in either written statements or in routine interviews. Student teachers in the early phase also expressed overt concern about self adequacy - concerns with class control, knowledge of subject matter, and supervisor evaluation. Late concerns are concerns with pupils - concerns about whether or not pupil learning is taking place.

Influence of the Student Teaching Experience

Rodriguez (1993) attempted to add to the debate on the pervasive dichotomy the students themselves perceive between theory and practice as they undertake the complex process of learning to teach. Specifically, the study tried to discern student teachers' prior beliefs and how these beliefs were affected as students progressed through their program.

The study involved six science student teachers beginning their university course work as part of 12-month intensive teacher preparation program. First, Rodriguez (1993) conducted baseline profiles of the student teachers' philosophies on teaching and learning science by discussing reasons for going into teaching, role models, beliefs, expected

barriers and most appropriate metaphors. He next conducted two in-depth interviews, after practicum orientation and eight weeks of extended practicum.

The baseline data showed that four of the participants selected the metaphor of the guide and the traveller to represent their views on teaching and learning. They were concerned about establishing a positive relationship with the cooperating teachers so that they could try new and creative things in the classroom. They also perceived the practicum as the most important component of their professional preparation.

Five weeks in the program, students indicated they were being ready to play the game to survive the student teaching experience, and that the academic work was too theoretical and unresponsive to their well-defined needs and expectations. They also discovered that their cooperating teachers taught in a manner opposed to the university program's philosophy.

Mid-way in the student teaching experience, students all held their previously selected metaphor in spite of the perceived dissonance between academic course work and student teaching experience. They also saw the cooperating teacher as an important technical advisor, in readjusting their actions to fit the real world. To what extent do cooperating teachers employ criteria set by the university in assessing student teachers, in view of the finding that their teaching is opposed to the university's program philosophy (Rodriguez, 1993)?

McCullick and Coulon (1998) compared the effects of three different schedules of supervisory conferences on preservice teachers specifically, on pedagogical focus and implementation of written objectives. The subjects were 12 physical education preservice teachers in their second practicum. They taught classes from kindergarten to grade six. Participants were randomly assigned to one of three groups; (a) no supervision,

(b) once-a-week supervision, and (c) every lesson supervision. The researchers employed the collaborative approach to supervision five minutes after lesson. The subjects were trained in systematic observation of their lessons.

Analysis of the data indicated that the no-supervision group did improve upon many of their stated objectives. However, their written objectives were incomplete, vague and easily achievable. Subjects in this group also focused on few instructional behaviors. The daily supervision group wrote the most specific objectives, but were least successful at achieving the specified objectives. Participants in this group focused on the greatest number of behaviors. McCullick and Coulon (1998) observed that focusing on many behaviors may have been one of the reasons for the lack of consistent achievement for this group. Results of the study also showed that the once-a-week group did very well when they were supervised. The researchers noted that the lessons without supervision may have allowed each subject to reflect more on their instructional behavior.

This finding supports Smith and Steffen (1993) that supervision of student teachers was effective. Smith and Steffen's (1993) study showed that feedback was effective when given everyday. McCullick and Coulon (1998) revealed that feedback given once-a-week also resulted in meaningful progress in the writing of behavioral objectives.

Assessment Practices in Student Teaching

The critical role of field experiences and significant contribution of cooperating teachers in the professional preparation of teachers has been documented in the literature (O'Sullivan, 1996 & 1990; Schempp, 1989). Some studies indicate that cooperating teachers in physical education can be trained to provide more effective supervision to student teachers (Ocansey, 1988; Tannehill & Zakrajsek, 1990).

Tannehill and Zakrajsek (1990) conducted a study to determine 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 as compared to a control group of similar teachers. They employed an experimental protocol in the form of a self-instructed training manual that consisted of seven modules, namely, developing a helping relationship; providing guidance through effective communication; the supervisory conference; classroom management and control; planning for instruction and evaluation; teacher behavior; and developing your personal style of supervision.

Data collection instruments included daily supervision log, weekly wrap-up report coded by student teachers, and supervisory conference analysis system designed to analyze audiotaped dialogue from the supervisory conference. Analysis of the data showed that the experimental treatment was effective in improving the supervisory skills of cooperating teachers. The authors concluded that cooperating teachers using this supervisory training manual would give more frequent and more substantive feedback and would use more indirect conferencing behaviors than their untrained counterparts (Tannehill & Zakajsek, 1990).

Ocansey (1988) provided training for cooperating teachers in a behavioral approach to supervision so that they could provide effective supervision consistent with the goals of the teacher education program.

Participants for the study included four cooperating teachers with previous supervisory experience. The study was to train cooperating teachers in a behavioral model of supervision-physical education (BMS-PE) so that they would exhibit supervisory behaviors compatible with the goals of the teacher education program. The

training module for the BMS-PE focused on three performance objectives; monitoring, conferencing, and follow-up monitoring.

The results of the study indicated that the BMS-PE was effective in increasing the time spent in the planning incident category, and decreasing the time spent in the unrelated incident category. The intervention also resulted in increasing the time spent discussing incidents related to teacher and pupil behaviors, and a decrease in time spent to discuss issue unrelated to the lesson.

Data on the explicitness of statements indicated that implicit statements verbalized by cooperating teachers decreased, the same time, their explicit statements increased. Mean number of type-1 accountability statements verbalized by the cooperating teachers decreased, while the mean number of type-3 accountability statements increased following the intervention. Type-1 accountability statements are statements that contain information on student teacher task performance only. Type-3 accountability statements contain information that include task performance, comparison with specified criteria, and consequences of application. These results are consistent with the goals of teacher education programs. Thus, Ocansey (1988) concluded that, "... the BMS-PE provides a unique self-instructional package that offers knowledge and practice compatible with the goals of the teacher education program" (p.59).

Even though the two preceding studies indicated that cooperating teachers can be trained in supervisory practices consistent with the goals of teacher education programs, these teachers were found to teach in a manner opposed to the philosophy of university programs (Rodriguez, 1993).

Coulon and Byra (1997) analyzed the pedagogical focus, type of feedback, and amount of dialogue during post-lesson conferences between trained cooperating

teachers and student teachers . Two female cooperating teachers and two male student teachers volunteered to be participants. The cooperating teachers were trained in the use of three systematic observation instruments and several conferencing techniques. The techniques focused on (a) discussing student teacher's teaching performances, (b) the need for the cooperating teacher and student teacher to jointly identify teaching strengths and weaknesses which needed to be improved, (c) the importance of the student teacher to assume an active rather than passive role during conferences, and (d) allowing the student teacher to discuss his or her thoughts about teaching with the cooperating teacher. The cooperating teachers audiotaped each post-lesson conference with their respective student teacher. The audiotapes were transcribed and then content analyzed.

The researchers found out that both cooperating teachers engaged in post-teaching conferences that were positive and focused on specific aspects of the lesson. This supports earlier studies that teacher education goals and objectives are reinforced more consistently when student teachers are placed with trained cooperating teachers (Ocansey, 1988; Tannehill & Zakrajsek, 1990). The study also revealed that the cooperating teachers dominated the conversation during post-lesson conferences. Coulon and Byra (1997) observed that student teachers need to have the opportunity to express their ideas and opinions freely during conferences to enable them to take ownership in the student teaching process. Furthermore, knowledgeable and effective cooperating teachers can help insure that physical education teacher education program goals are extended to the student teaching experience. In their concluding remarks they indicated, "Encouraging Cts to assist their Sts to reflect, analyze, and express their summations openly may be the best way to extend the program's goals indefinitely" (p. 9).

Summary

The review of literature shows that student teachers have difficulty describing their understanding of pedagogical content knowledge. They have had no specific training in pedagogical strategies for particular types of physical education subject matter, hence relied on pedagogical content knowledge.

The studies reviewed supported the notion that reflection can be a learned enterprise that can lead to professional growth and development. However, research evidence suggests that university supervisors and cooperating teachers do not use reflective strategies during their pre- and post- lesson conferences with student teachers.

Research on supervisory practices revealed that cooperating teachers relied on learning by experience to guide student teachers. Also, the context of schools did not encourage the rigorous analysis of teaching.

In contrast to views held by early student teaching supervision researchers, two types of triads exist during student teaching. The functional triad operates on day to day basis comprising cooperating teacher, student teacher, and pupils. The institutional triad is created when the university supervisor visits the school, eliminating pupils from the triad.

Literature on student teaching supervision suggests that supervision of student teachers is effective. Although cooperating teachers can be trained in supervisory practices consistent with teacher education goals, their teaching is found to be opposed to the philosophies of the universities. Their grading patterns have also been shown to differ from that of university supervisors.

To what extent are assessment standards used by cooperating teachers congruent with the set criteria established by the teacher education program? There is limited data

to indicate that cooperating teachers follow sets of criteria established by universities for assessing student teachers. The present study was an attempt to explore this area of cooperating teachers' supervisory practice.

CHAPTER 3
METHODS AND PROCEDURES

CHAPTER 3

METHODS AND PROCEDURES

The purpose of the study was to examine the degree of congruity between assessment criteria and cooperating teachers' assessment of student teachers. A content-analytic instrument was utilized for reducing the data.

This chapter presents the methods and procedures used to collect and analyze the data. It included sections on subjects and setting, analytic instrument, and data analysis.

SUBJECTS AND SETTING

Subjects for the study included 41 cooperating teachers (27 males and 14 females) who supervised 32 student teachers for the period Fall 1995 through Spring 1998. The student teachers (22 males and 10 females) were enrolled in the physical education teacher certification program at SUNY Brockport. The student teachers in this study taught in 34 different schools during the period covered by the study. These included 17 elementary schools, 11 middle schools, and six high schools in the New York State.

Selection of subjects was dependent on the availability of the Final Evaluation Form, the Progress Report Form, and the Final Grade Form on a student teacher at a particular placement site for the period of the study (refer to Appendix B).

DATA COLLECTION

The main sources of data for the study included the Final Evaluation Forms (Form-FE) and the Recommended Final Grade Form (Appendix F). The cooperating teachers submitted Final Evaluation Forms on each student they supervised to the student

teaching coordinator at SUNY Brockport. The written comments of the cooperating teachers in these forms served as the primary source of data for the study. The cooperating teachers awarded the student teachers a final grade at the end of the student teacher experience. The final grades were entered in the Recommended Final Grade Form (Form-GF).

ANALYTIC INSTRUMENT

The Brockport Supervision Analysis System -Physical Education (BSAS - PE) (Appendix G), developed by the researcher, was used to analyze data for the study. The instrument was used to content analyze cooperating teachers' written comments about student teachers' performance.

Description

The purpose of the Brockport Supervision Analysis System-PE (BSAS-PE) was to explore the substance of supervisors' assessment comments during student teaching. Specifically, the BSAS-PE explored the degree to which supervisors' final evaluation of student teachers was consistent with the set criteria for assessment of teaching and coaching competencies, as contained in the SUNY College at Brockport (Department of Physical Education and Sport) Student Teaching Handbook (Ocansey, 1997).

The first part of the BSAS-PE contains demographic data in relation to the supervisor's serial number (to maintain anonymity) and gender, the student teacher's serial number and gender, the grade level taught, the name of the coder, and the date on which data were coded.

The system consists of a six-column table under each of ten competencies considered to be related to effective teaching: planning, instructional formats, relationships, communication skills, classroom management, instructional skills,

evaluation, inclusion, coaching and professional development. The columns or subcategories, from the first to the sixth, have the headings; outstanding, highly competent, competent, non competent, unrelated, and remarks.

Space is provided below the table for the coder to indicate supervisors' overall evaluation of the student teacher, by referring to the Final Grade Form (Appendix F). In the space for general comments, the coder writes down comments on issues that are not captured by the BSAS-PE.

Definition of categories of the BSAS-PE

Planning: Describes the scope and objectives as contained in the student teacher's unit and lesson plans.

Instructional Formats: Refers to specific approaches to learning, for example command and discovery.

Relationships: Includes positive relationships with pupils, creating positive learning climate, and creating positive relationships amongst pupils.

Communication skills: Includes voice articulation, presentation, coherence, and written communication

Classroom Management: Includes student teacher's clarity of directions, monitoring on-task behavior, and class control.

Instructional Skills: refers to set induction, goal setting, motivation, demonstration, use of resources, closure and self-direction.

Evaluation: The design and use of formal and informal techniques of evaluating pupils' performance.

Inclusion: Refers to specific approaches to teaching in a diversified classroom.

Professional Development: Includes maintenance of positive attitude towards work, pupils, faculty, and parents.

Definition of subcategories on the BSAS-PE

Outstanding: The student teacher is rated as satisfactory in each of the 10 competencies on the evaluation form (FORM-FE), and all the subskills listed within the major competencies. The outstanding student teacher will meet all the expectations listed in the sets of criteria for competent and highly competent and should fulfill the additional criteria for outstanding

Highly Competent: Rated as satisfactory in each of the 10 major competencies, and in all of the subskills within each major competency. The student teacher will display a level of autonomy, consistency, and sustained teaching effectiveness (Appendix B).

Competent: Rated as satisfactory in each of the 10 major competencies, but may not have completed every one of the subskills satisfactorily within the major competencies. The student teacher will display a level of autonomy based on the understanding that limited but appropriate support will be needed during the first year of teaching (Appendix B).

Non Competent: Represents either unwillingness or inability to pursue assigned tasks adequately or to meet professional standards during the student teaching experience. No recommendation for certification (Appendix B).

Unrelated: Statement which does not fit description of the competency under which it has been written. An unrelated statement may also be one which is ambiguous, and does not specify the competence level of the student teacher.

Coding

The BSAS-PE is basically a three-level decision system. The system is used to analyze a completed student teaching Final Evaluation Form (Appendix E). The coder completes the demographic information in the first part of the instrument before starting to code.

For each competency, the coder determines whether the statements written by the supervisor are related to the competency under which they are stated, that is by referring to the sub-skills under each competency and “set of criteria” for determining relatedness and level of competence (Appendix B). If a statement does not relate to the competency under which it was indicated, it is coded “unrelated”. The next step is to categorize related statements as outstanding, highly competent, competent, or non competent criteria set. The coder records supervisor’s statements as key phrases in the appropriate columns (subcategories). For example, a supervisor writes the statement “Frequently demonstrates abilities to monitor pupils’ progress and understanding during the learning experiences” under the competency “evaluation”. This statement according to the “set of criteria”, is related to “evaluation” under which it was written.

Next, the coder determines the level of competency of the supervisor’s comment. The set of criteria for assessment of the competency evaluation, has “Demonstrates the ability to check pupil’s development and understanding of learning objectives by a variety of techniques, many of which should occur informally during learning experiences”, rating the student teacher’s performance as “competent”. The phrase, “Frequently monitors pupils’ progress and understanding” is therefore recorded in the column (subcategory) headed “competent”.

Under the remarks column for each competency, the coder indicates;

a) the cooperating teacher's evaluation of the student teacher's performance in that competency as either satisfactory (S) or unsatisfactory (US), by referring to the Final Evaluation Form (Appendix E).

Overall evaluation: A space is provided below the table for the coder to record the overall evaluation assigned by the cooperating teacher by the cooperating teacher. The coder refers to the Recommended Final Grade Form (Form-FG), to determine the overall evaluation in terms of outstanding, highly competent, competent, and non competent.

General comment: General comments related to the nature of cooperating teacher's statements which are not captured by the BSAS-PE are entered in this space. (Refer to completed sheet in Appendix H).

Decision Logs

The following decisions were made to ensure objectivity and consistency in coding the BSAS-PE:

1. The following classifications were made for generic terms supervisors used to describe student teacher performance:

Outstanding - "excellent", "oustanding", "great", and "super".

Highly competent - "very good",

Competent - "good"

Non competent - "very poor", "poor".

2. Cooperating teachers' statements that were ambiguous were coded as "unrelated". For example a statement that merely implies improvement in student teacher performance was coded "unrelated".

BSAS-PE Data Presentation

Data generated by the BSAS-PE were most appropriately presented using descriptive statistics to quantify frequencies of events and rate of occurrence of statements. The data generated in this study was analyzed using the Statistical Program for Social Sciences (SPSS), and presented as descriptives. The data was presented as:

- a) percentages of statements made under each category that can be described as outstanding, highly competent, competent, non competent, and unrelated.
- b) percentages of statements unrelated to each category under which they were written. The values were indicated for each subcategory of outstanding, highly competent, competent, non competent, and unrelated.

Construction of the Instrument

In developing the BSAS-PE system, the researcher first constructed a theory-driven system of categories and subcategories based on the teaching and coaching competencies and set of criteria of assessment in the SUNY Brockport Department of Physical Education and Sport Student Teaching Handbook (Ocansey, 1997). Next, the researcher read through samples of the Final Evaluation Forms completed by cooperating teachers and submitted to the teacher certification program coordinator. Based on the empirical material, the system of categories and subcategories was modified. Thus, the BSAS-PE is a result of a combination of theory-driven and data-driven categories. Whereas the “a priori” theoretical construction ensured theoretically significant categories, later modification of the system of categories on the basis of empirical material ensured empirical significance (Roller, Mathes, & Eckert, 1995).

VALIDITY AND RELIABILITY OF THE INSTRUMENT

Validity

The instrument was submitted to seven physical education experts for validation. All the experts were University Professors, each of whom held a doctorate degree. Six of them were in the area of teacher education. The seventh expert was at the time of the study teaching a course in research design and data analysis.

The researcher served each of the experts with a copy of the initial version of the instrument, and the research proposal. Each expert studied the instrument independently after which they provided the researcher with their feedback and suggestions. The experts were instructed to ascertain that the instrument matches the purpose of the study. They were also instructed to give feedback on the clarity of definitions of the categories and subcategories, and also relevance of the categories and subcategories.

The researcher then followed up to discuss the comments with each of the experts. The initial version of the instrument was then revised based on the comments and suggestions from the follow up discussions with the experts. Next, the researcher submitted the revised version of the instrument to each of the experts for further study. Based on the modifications made to the initial version, each of the experts accepted the instrument in its present form as one that could generate information to answer the questions that the study purported to answer.

Reliability

The researcher discussed the definitions of the categories and subcategories with a graduate assistant enrolled in teacher education. The two then coded a sample of the final evaluation form together. Next, they coded another sample, this time independently and attained percent interobserver agreement of 86.00%.

The researcher then proceeded to code the actual final evaluation forms used for the study. The researcher randomly selected one sample from the middle third of the serially arranged 41 final evaluation forms for coding with the graduate assistant. The coding was done independently, and interobserver reliability of 82.00% was achieved.

Next the investigator presented three randomly selected samples of the Final Evaluation Forms to one of the physical education experts in teacher education for verification. In addition, the researcher conducted two intra-observer reliability checks, and obtained values of 88.00% and 84.00% respectively.

The following formula was used in calculating the inter-observer and intra-observer reliability:

$$\% \text{ Agreement} = \frac{\text{Number Agree}}{\text{Number Disagree} + \text{Number Agree}} \times 100 \text{ (Siedentop, 1991).}$$

DATA ANALYSIS

The researcher content analyzed the cooperating teachers' written comments in the Final Evaluation forms they submitted on each student teacher.

Dane (1990) defines content analysis as "a research method used to make objective and systematic inferences about theoretically relevant messages" (p. 170). This methodology can employ unobstrusive and indirect measures to produce more valid information than direct methods such as interview or questionnaire (Borg & Gall, 1996). The limitation with these direct methods of data collection is that the subjects might "impression manage" (Lawson, 1983). That is, they may tend to give information the researcher expects from them. The use of this method is even more crucial against the backdrop that university supervisors and cooperating teachers have overt and covert expectations of student performance. Prosser (1964) succinctly supported this view in

these words, “. . . but there is still no [person] who would not accept dog tracks in the mud against sworn testimony of a hundred eye-witnesses that no dog passed by” (p.216). This statement implies that material evidence of cooperating teachers’ assessment practices are more representative of what they actually do than what they perceive to do.

CHAPTER 4
RESULTS AND DISCUSSION

CHAPTER 4

RESULTS AND DISCUSSION

This study investigated the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment of teaching competencies in the student teaching program at SUNY Brockport. The study further examined the substance of the comments and/or perceptions of cooperating teachers about student teachers' performances. The data were represented in tabular form using descriptive statistics.

The results were analyzed on the basis of the specific questions that the study sought to answer: (a) To what extent are cooperating teachers' written comments consistent with the grade profile they award to student teachers? (b) To what extent do cooperating teachers write comments that are related to the teaching competencies that student teachers are expected to develop? (c) Do cooperating teachers' written comments differ with the grade levels taught by student teachers?

RESULTS

Congruity of Cooperating Teachers' Written Comments

The first question examined by this study was "To what extent are cooperating teachers' written comments consistent with the grade profile they award to student teachers?" Data on this question was analyzed on the basis of student teachers awarded outstanding, highly competent, and non competent grades by grade levels taught by the student teachers. Specifically, to what extent are cooperating teachers' written comments consistent with the grade profile they award student teachers?

Table 1a

Descriptive data of cooperating teachers' written comments about student teachers awarded outstanding grades at the elementary schools.

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	13.79	0.46	3.45	0.26	65.52	1.16	6.90	0.35	10.34	0.41
Instructional Format	6.90	0.41	3.45	0.41	51.72	0.83	13.79	0.26	24.14	0.46
Relationship	16.00	0.46	8.00	0.35	72.00	0.86	4.00	0.26	0.00	0.00
Communication Skills	3.57	0.26	3.57	0.26	39.29	0.88	32.14	0.83	21.43	0.51
Classroom Management	6.25	0.35	3.12	0.26	46.88	1.13	12.50	0.59	31.25	0.72
Instructional Skills	2.86	0.26	8.57	0.41	65.71	1.25	8.57	0.41	14.29	0.49
Evaluation	12.00	0.41	8.00	0.31	56.00	0.80	16.00	0.46	8.00	0.35
Inclusion	8.33	0.35	20.83	0.62	54.17	0.83	4.17	0.26	12.50	0.41
*Coaching	12.50	0.45	37.50	0.90	50.00	0.84	0.00	0.00	0.00	0.00
Professional Development	14.89	0.74	17.02	0.74	65.96	2.15	0.00	0.00	2.13	0.26
Mean	9.71	4.774	11.35	11.00	56.73	10.30	9.81	9.59	12.41	10.54

n = 15; *n = 5.

Table 1a represents data on cooperating teachers' comments on the performance of student teachers awarded final grade of outstanding at the elementary school placement site. The figures show that the relationship category had the highest value (16%) of statements that conformed to the descriptors for outstanding performance, followed by professional development with 14.89%. The lowest values for statements categorized as outstanding were instructional skills (2.86%) and communication skills (3.57%). Table 1a also shows that the combined mean value of the subcategory

outstanding was 9.71%. Cooperating teachers' comments for the non competent subcategory were highest for communication skills (32.14%) and evaluation (16.00%).

Table 1b

Descriptive data of cooperating teachers' written comments about student teachers awarded outstanding grades at the middle schools

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	3.70	0.28	0.00	0.00	81.48	1.03	7.41	0.56	7.41	0.38
Instructional Format	14.29	0.28	5.71	0.38	68.57	0.96	0.00	0.00	11.43	0.38
Relationship	3.45	0.28	10.34	0.44	72.40	1.39	7.00	0.55	6.90	0.55
Communication Skills	13.33	0.63	0.00	0.00	60.01	1.12	13.33	0.85	13.33	0.48
Classroom Management	5.00	0.87	12.50	0.38	60.00	1.21	0.00	0.00	22.50	0.63
Instructional Skills	7.32	0.60	17.07	0.66	68.29	1.34	0.00	0.00	7.32	0.44
Evaluation	18.18	0.63	18.18	0.48	54.55	0.76	9.09	0.38	0.00	0.00
Inclusion	3.85	0.28	23.08	0.52	61.53	0.83	3.85	0.28	7.69	0.38
*Coaching	6.06	0.38	15.15	0.65	78.79	1.68	0.00	0.00	0.00	0.00
Professional Development	16.67	1.44	16.67	0.75	61.11	1.45	1.85	0.28	3.70	0.38
Mean	9.19	5.80	11.87	7.81	66.67	8.81	4.25	4.71	6.56	6.88

n = 13; * n = 5.

Table 1b shows data regarding cooperating teachers' comments on student teachers they awarded final grade of outstanding. The category evaluation had the highest value (18.18%) of comments under it that could be described as outstanding performance. This was followed by professional development (16.67%). The lowest value was 3.45% or relationship, and 3.70% for planning. A combined mean value of 9.19% of the cooperating teachers statements for the 10 categories were labeled outstanding.

1. Communication skills had the highest value of non competent statements of 23.53% followed by evaluation (9.09%).

Table 1c

Descriptive data of cooperating teachers' written comments about student teachers awarded outstanding grades at the high schools

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	11.11	0.46	5.56	0.35	72.22	0.92	0.00	0.0	11.11	0.46
Instructional Format	2.94	0.35	2.94	0.35	91.98	7.36	0.00	0.00	2.94	0.35
Relationship	6.25	0.35	6.25	0.35	87.50	1.04	0.00	0.00	0.00	0.00
Communication Skills	11.76	0.46	0.00	0.00	64.71	1.41	23.53	0.93	0.00	0.00
Classroom Management	30.77	0.76	0.00	0.00	46.15	0.89	15.38	0.71	2.86	0.35
Instructional Skills	14.29	0.52	0.00	0.00	85.71	1.98	0.00	0.00	0.00	0.00
Evaluation	7.69	0.35	7.69	0.35	84.62	1.30	0.00	0.00	0.00	0.00
Inclusion	8.33	0.35	16.67	0.46	58.33	1.13	0.00	0.00	16.67	0.46
*Coaching	5.88	0.38	5.88	0.38	82.36	1.82	0.00	0.00	5.88	0.38
Professional Development	3.13	0.35	3.13	0.35	93.75	3.15	0.00	0.00	0.00	0.00
Mean	10.25	8.10	4.81	5.04	76.73	15.82	3.892	8.42	3.95	5.74

n = 8; *n = 7.

Table 1c shows comments cooperating teachers wrote on student teachers placed at the high school during student teaching. Classroom management had the highest mean value of 30.77% of statements under it coded as outstanding, followed by instructional skill (14.29). The categories with the lowest values were instructional format (2.94%) and professional development (3.13%). Conversely, 15.38% of statements under

classroom management were in the non competent subcategory, following communication skills (23.53%).

Table 2a

Descriptive data of cooperating teachers' written comments about one student teacher awarded a final grade of highly competent at the elementary school

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	0.00	0.00	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
Instructional Format	0.00	0.00	0.00	0.00	60.00	0.00	0.00	0.00	40.00	0.00
Relationship	0.00	0.00	0.00	0.00	66.67	0.00	33.33	0.00	0.00	0.00
Communication Skills	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100	0.00
Classroom Management	0.00	0.00	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
Instructional Skills	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Evaluation	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Inclusion	0.00	0.00	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
Coaching	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Mean	0.00	0.00	0.00	0.00	65.17	37.20	3.33	10.54	21.50	31.36

n = 1

The data in Table 2a shows mean percent of cooperating teacher's statements in each category for one student teacher supervised at the elementary school and awarded a highly competent grade. None of the statements was coded as highly competent in all the 10 categories. For the non competent subcategory, relationship had a value of 33.33% and 0.00% for the other nine categories.

Table 2b

Descriptive data of cooperating teachers' written comments about student teachers awarded a final grade of highly competent at the middle schools

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	25.00	0.71	0.00	0.00	50.00	1.00	0.00	0.00	25.00	0.71
Instructional Format	20.00	0.71	20.00	0.71	60.00	0.71	0.00	0.00	0.00	0.00
Relationship	66.67	0.00	0.00	0.00	33.33	0.71	0.00	0.00	0.00	0.00
Communication Skills	25.00	0.71	0.00	0.00	25.00	0.71	0.00	0.00	50.00	1.41
Classroom Management	0.00	0.00	33.33	0.71	33.33	0.71	33.33	0.71	0.00	0.00
Instructional Skills	0.00	0.00	50.00	0.71	50.00	0.71	0.00	0.00	0.00	0.00
Evaluation	0.00	0.00	0.00	0.00	66.67	0.00	33.33	0.71	0.00	0.00
Inclusion	0.00	0.00	50.00	0.71	50.00	0.71	0.00	0.00	0.00	0.00
*Coaching	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00		0.00
Professional Development	25.00	0.71	0.00	0.00	75.00	2.12	0.00	0.00	0.00	0.00
Mean	16.17	21.36	15.33	21.50	54.33	22.35	6.67	14.05	7.50	16.87

n = 2, *n = 1,

Cooperating teachers' comments on the performance of student teachers who taught at the middle school level and were awarded highly competent grade are presented in Table 2b. The highest values for the highly competent category were 50.00% each for instructional skills and inclusion. There were no comments in this subcategory for planning, relationship, communication skills, evaluation, coaching, and professional development. The combined mean value for the ten categories in the highly competent subcategory was 15.33%.

Table 2c

Descriptive data of cooperating a teacher's written comments about a student teacher awarded a final grade of highly competent at the high school

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	0.00	0.00	0.00	0.00	66.67	0.00	33.33	0.00	0.00	0.00
Instructional Format	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
Relationship	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Communication Skills	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Classroom Management	0.00	0.00	0.00	0.00	33.33	0.00	33.33	0.00	33.33	0.00
Instructional Skills	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Evaluation	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
Inclusion	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Coaching	-	-	-	-	-	-	-	-	-	-
Professional Development	0.00	0.00	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
Mean	0.00	0.00	0.00	0.00	47.22	41.25	46.30	43.92	6.48	13.68

n = 1

The data in Table 2c represents a cooperating teacher's comments on one student teacher supervised at a high school, and awarded a highly competent final grade. Each of the 10 categories had a value of 0.00% for comments that were coded as highly competent (according to the set criteria).

However, the non competent subcategory had values of 100.00% each for communication skills, instructional skills, and evaluation. Thus, the combined mean values for the highly competent and non competent subcategories were 0.00% and 46.30% respectively.

Table 3

Descriptive data of cooperating teachers' written comments about one student teacher awarded a final grade of non competent at the elementary school.

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	0.00	0.00	0.00	0.00	20.00	0.00	80.00	0.00	0.00	0.00
Instructional Format	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Relationship	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00
Communication Skills	0.00	0.00	0.00	0.00	33.33	0.00	66.67	0.00	0.00	0.00
Classroom Management	0.00	0.00	0.00	0.00	40.00	0.00	60.00	0.00	0.00	0.00
Instructional Skills	0.00	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00	0.00
Evaluation	0.00	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00	0.00
Inclusion	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
Coaching	-	-	-	-	-	-	-	-	-	-
Professional Development	0.00	0.00	0.00	0.00	20.00	0.00	80.00	0.00	0.00	0.00
Mean	5.56	16.67	0.00	0.00	40.37	35.52	48.58	36.93	5.56	18.90

n = 1

Table 3 contains comments made by a cooperating teacher on one student teacher who was awarded a non competent grade. Planning and professional development each had a value of 80.00% in the non competent subcategory, followed by instructional skills an evaluation (75.00% each). There was no comment coded as non competent in the instructional format, relationship, and inclusion categories. The mean value of non competent statements for the nine categories (student did not coach at the elementary level) was 48.52%.

Relatedness of Cooperating Teachers' Written Comments to the Categories

The study also examined the relatedness of cooperating teachers' statement to the categories under which they were written. The data is presented below.

Table 4

Mean percentages of cooperating teachers' written comments unrelated to categories

Categories	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	8.79	0.40	2.20	0.22	69.23	1.10	9.89	0.73	9.89	0.42
Instructional Format	6.00	0.36	6.00	0.36	72.00	3.37	6.00	0.65	10.00	0.49
Relationship	11.54	0.42	7.69	0.36	73.07	1.10	3.85	0.35	3.85	0.35
Communication Skills	8.05	0.44	2.29	0.22	48.28	1.08	24.14	0.87	17.24	0.66
Classroom Management	11.96	0.30	4.35	0.30	56.52	1.16	11.96	0.67	15.21	0.57
Instructional Skills	6.19	0.44	8.86	0.49	69.91	1.51	7.96	0.69	7.08	0.40
Evaluation	11.27	0.46	9.86	0.38	60.56	0.92	15.49	0.59	2.82	0.22
Inclusion	5.48	0.30	20.55	0.54	60.27	0.93	2.74	0.22	10.96	0.40
*Coaching	6.78	0.36	15.26	0.62	76.27	1.60	0.00	0.00	1.69	0.19
Professional Development	11.62	0.95	11.62	0.67	70.97	2.37	3.23	0.64	2.56	0.30
Mean	8.76	2.62	8.87	5.81	65.71	8.87	8.53	7.22	8.13	5.46

n = 41, *n = 27

Table 4 features percentage values of cooperating teachers' statements that were unrelated to the categories (competencies) under which they were written. The categories under which the most unrelated statements were written were communication skills (17.24%), and classroom management (15.21%). The categories with the least unrelated

statements were coaching (1.69), and professional development (2.56). The combined mean value for statements unrelated to the competencies is 8.13%.

Analysis of Cooperating Teachers' Written Comments by Grade Levels

The data was also analyzed to determine if cooperating teachers' comments differed at the three grade levels. Data was presented as mean percentages of cooperating teachers' written comments in each of the categories by grade levels.

Table 5a

Mean Percentages of cooperating teachers' written comments about student teachers supervised at elementary schools

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	10.26	.44	2.56	.24	61.54	1.28	15.38	1.00	10.26	.44
Instructional Format	8.82	.39	8.82	.39	50.00	.94	14.71	.99	17.65	.61
Relationship	17.25	.47	6.90	.33	68.97	.88	3.45	.24	3.45	.24
Communication Skills	2.94	.24	2.94	.24	35.29	.85	32.35	.86	26.46	.80
Classroom Management	5.26	.33	2.63	.24	52.63	1.18	18.42	.87	21.05	.62
Instructional Skills	2.04	.24	16.33	.64	59.18	1.45	10.25	.47	12.25	.79
Evaluation	9.38	.39	6.25	.33	56.25	.90	21.87	.80	6.25	.33
Inclusion	6.67	.33	16.67	.59	60.00	.97	33.33	.90	13.33	.43
Coaching	18.18	.49	27.27	.79	54.55	.90	0.00	0.00	0.00	
Professional Development	11.48	.71	13.11	.71	67.21	2.65	6.56	.97	1.64	.24
Mean	9.23	5.42	10.35	8.00	56.56	9.58	15.63	11.28	11.23	8.69

Table 5a contains the mean percent values of cooperating teachers' written comments on student teachers they supervised at the elementary grade level. Values for competent subcategory were highest in relationships (68.97%) followed by professional development (67.21%); and the lowest for communication skills (35.29%). The category with the highest figure of non competent statements was inclusion (33.33%), with communication skills 32.35%) being the next highest.

Table 5b

Mean Percentages of cooperating teachers' written comments about student teachers supervised at middle schools

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	6.45	.35	0.00	.00	77.42	1.06	6.45	.52	9.68	.41
Instructional Format	6.67	.35	6.67	.35	76.66	.99	0.00	.00	10.00	.41
Relationship	9.38	.41	9.38	.33	68.75	1.36	6.25	.52	6.25	.52
Communication Skills	11.76	.59	2.94	.26	55.58	1.10	11.76	.80	17.65	.63
Classroom Management	13.15	.81	7.89	.41	65.79	1.23	2.63	.25	10.57	.59
Instructional Skills	6.52	.56	17.39	.64	59.18	1.39	6.12	.77	6.12	.41
Evaluation	16.00	.50	16.00	.46	56.00	.70	12.00	.41	0.00	.00
Inclusion	3.57	.26	25.00	.52	60.71	.83	3.57	.26	7.15	.35
Coaching	3.85	.29	19.23	.67	84.62	1.75	0.00	.00	0.00	.00
Professional Development	17.24	.33	15.52	.33	62.07	2.86	1.72	.00	3.45	.33
Mean	9.46	4.88	12.00	7.87	66.68	9.96	5.05	4.32	7.09	5.31

Table 5b represents data on cooperating teachers' comments about student teachers' performance at the middle school level. Coaching had 84.62% of statements under it as competent, followed by instructional format (76.66%). With regards to the non competent subcategory, evaluation and communication skill had similar values of 12.00% and 11.76% respectively.

Table 5c

Mean Percentages of cooperating teachers' written comments about student Teachers supervised at the high schools

Category	Outstanding		Highly Competent		Competent		Non Competent		Unrelated	
	%	SD	%	SD	%	SD	%	SD	%	SD
Planning	9.52	.44	4.76	.33	71.44	.87	4.76	.33	9.52	.44
Instructional Format	2.78	.33	2.78	.11	88.88	6.90	2.78	.33	2.78	.33
Relationship	5.88	.33	5.88	.33	88.24	1.00	0.00	.00	0.00	.00
Communication Skills	10.53	.44	0.00	.00	32.35	1.39	31.58	.00	0.00	.00
Classroom Management	13.15	.73	7.89	.00	65.79	.83	2.63	.71	10.57	.44
Instructional Skills	11.54	.50	0.00	.00	80.77	1.87	0.00	.00	7.69	.44
Evaluation	7.14	.33	7.14	.33	78.58	1.30	7.14	.33	0.00	.00
Inclusion	7.13	.33	14.29	.44	64.29	1.12	0.00	.00	14.29	.44
Coaching	5.00	.35	5.00	.35	85.00	1.73	0.00	.00	5.00	.35
Professional Development	2.78	.33	2.78	.33	91.67	2.96	0.00	.00	2.78	.33
Mean	7.55	3.58	5.05	4.22	74.70	17.71	4.89	9.70	5.26	5.05

Table 5c shows that with cooperating teachers' comments at the high school, professional development, instructional format, and relationships had values 91.67%,

88.88%, and 88.24% respectively for the competent subcategory. For this subcategory, communication skills had the lowest value of 31.58%.

The data also showed that communication skills had the highest mean percent (31.35%) of statements in the non competent subcategory, followed by evaluation (7.14%).

DISCUSSION

The study investigated the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment of teaching competencies in the student teaching program at SUNY Brockport. The study further examined the substance of the comments and/or perceptions of cooperating teachers about student teachers' performances.

The results were analyzed on the basis of the specific questions that the study sought to answer, congruity of cooperating teachers' assessment and set of assessment criteria, the relatedness of cooperating teachers' comments, and the substance of the comments.

Congruity of Cooperating Teachers' Written Comments and Assessment Criteria

The first question addressed by the study was "To what extent are cooperating teachers' written comments consistent with the grade profile they award student teachers?" Data related to this question were presented in Tables 1, 2, and 3.

The results showed that only 9.71% of cooperating teachers' statements on the 15 student teachers awarded outstanding grades were congruent with the assessment criteria

for outstanding (Table 1a). Most of the statements (56.73%) that described the student teachers' level of performance belonged to the competent subcategory.

The results also indicated that only 9.19% of cooperating teachers' statements about student teachers they awarded outstanding grades at the middle school level were congruent with the descriptors of outstanding performance (Table 1b). This figure is even lower than that at the elementary school.

Table 1c reveals that 10.25% of comments about 13 students awarded outstanding grades at the high school level were congruent with the descriptors of outstanding performance as contained in the Student Teaching Handbook (Appendix B). This finding is similar to those found with students at the elementary and middle schools. The BSAS-PE data showed that cooperating teachers made comments coded as non competent in 17 (42.22%) of the 36 final evaluations of outstanding grades for at least one sub-competencies within the major competencies. However, the profiles for the nomenclature of grades requires that for an outstanding performance, a student teacher is rated satisfactory in each of the 10 major competencies and all sub-competencies listed within the major competencies (Appendix C). This seems to suggest that the cooperating teachers' assessment did not match the criteria for awarding an outstanding grade.

This finding concurs with other studies that cooperating teachers award student teachers grades that differ from grades awarded by university supervisors (Rodriguez, 1993; Veal & Rikard, 1998). There are striking similarities in some of the comments made by cooperating teachers in this study and those reported by Veal and Rikard (1998), reported in chapter two of this study. For example, one of the participants in Veal and Rikard's (1998) study lamented the inability to give the student teacher an A++ because they (cooperating teachers) did not award grades. Interestingly, in the present study, a

cooperating teacher awarded a student an A++ even though there is no such grade on the Final Grade Form (Final Evaluation Form, cooperating teacher # 24; student teacher # 18). As noted by Phelps et al (1986), cooperating teachers are reluctant to give low ratings. The researchers explained that the cooperating teachers are influenced by the desire to enhance the self-confidence of student teachers and therefore overly disposed to superior ratings.

For students awarded highly competent grades at the elementary, middle, and high school levels, 0.00%, 0.00%, and 15.33% of cooperating teachers' statements matched the assessment criteria for highly competent at the respective grade levels (Tables 2a, 2b, 2c). The BSAS-PE data revealed that two (66.67%) of the three that got grades of highly competent, also had some sub-skills within at least one major competency categorized as non competent. In the case of one student, the sub-skills categorized as non competent were within as many as six major competencies (Coded BSAS-PE, cooperating teacher # 10, student teacher # 8). Again, the cooperating teachers' assessment did not seem to match the established assessment criteria.

A possible reason for the incongruity between cooperating teachers' assessment and assessment criteria may be their inability to distinguish between the "higher order subskills" from the "lower order subskills" within the major competencies. The "higher order subskills" are associated with outstanding performance and decrease in complexity through competent to non competent performance (Appendix B). For example, teacher appearance (subskill under professional development) is a "lower order" skill, and therefore a comment depicting an excellent teacher appearance cannot be coded as outstanding performance. Thus, "lower order" subskills are a necessary but not sufficient condition for outstanding teacher performance.

The results showed that one student teacher who was awarded a non competent grade had 48.58% of cooperating teachers' comments match the description of non competent performance (Appendix B). For this student the combined mean value for outstanding, highly competent, and competent was 46.93% (Table 3). According to the coded BSAS-PE data sheet for the student, the cooperating teachers' comments indicated satisfactory performance in only two of nine competencies.

Some of the cooperating teachers' comments seem to suggest that the student was either unwilling or unable to perform assigned tasks adequately (Appendix C). For example they wrote, "He asks for advice, but often does not apply what is given to help him" (Final Evaluation Form, cooperating teachers #s 21 & 22; student teacher # 16). The statement suggests that the student teacher was either unwilling or unable to carry out assigned tasks adequately during the student teaching experience. This matched the assessment pattern for non competent performance (Appendix C). Hence it is safe to say the cooperating teachers' assessment matched the established criteria for non competent performance.

This study revealed that to a greater extent, the cooperating teachers' assessment of student teachers was not congruent with the assessment criteria established by the university. It is very important that cooperating teachers follow the guidelines established by teacher education institutions regarding assessment criteria for student teaching. Accurate information regarding student teachers performance would be useful in determining the level of support they require during their first year of teaching.

Relatedness of Cooperating Teachers' Written Comments to the Categories

The study also determined the extent to which cooperating teachers made comments that were related to teaching competencies that student teachers were expected to develop? Table 4 showed that only 8.13% of all comments written by the cooperating teachers were unrelated to the competencies under which they were written. Thus, most (91.87%) of the comments written by the cooperating teachers in this study were related to the competencies they addressed. The finding is consistent with Coulon's (1991) study that cooperating teachers' addressed most of the teacher education program goals during post-lesson conferences with student teachers. The cooperating teachers were provided with a list of broad program goals prior to student teaching. However, unlike Coulon's (1991) study, cooperating teachers in the present study were provided with descriptions of specific major competencies and subskills student teachers were expected to develop. It is likely that the detailed descriptions of the major competencies and subskills in the Student Teaching Handbook, facilitated the cooperating teachers' ability to match written comments with the related competencies. It is positive that cooperating teachers are able to write comments related to competencies under which they were written. Because they are likely to provide quality feedback when their comments are related to the competencies they address.

Table 4 also revealed that the competencies in which the cooperating teachers in this study wrote the most unrelated comments were in communication skills (17.24%) and classroom management (15.21%). The data further showed that the cooperating teachers wrote the least unrelated statements in coaching (1.69%) and professional development (2.56%). These figures suggest that communication skills and classroom management were the areas in which the cooperating teachers had the most problems in

making related statements. Conversely, they had the least problems in making related comments in coaching and professional development.

Analysis of Cooperating Teachers' Written Comments by Grade Level

The third question for this study was “Do cooperating teachers’ comments differ with the grade levels taught by student teachers?” The results in Tables 5a, 5b, and 5c showed that the categories relationship (68.97%), coaching (84.62%), and professional development (91.67%) had the highest values for the competent subcategory at the elementary, middle, and high school levels respectively. The highest values for the non competent subcategories for the elementary, middle, and high schools were in communication skills, with 32.35%, 11.76%, and 31.58% respectively. The value for evaluation subcategory at the middle school was 12.00%.

The finding that student teachers in this study were perceived by the cooperating teachers to have the most problems in communication skills is consistent with Graham’s (1992) assertion that beginning teachers find it difficult to use the language that is appropriate to the level of pupils at the elementary level. However, the finding that cooperating teachers in this study perceived the student teachers to be less competent in communication skills at the high school level (31.58%) than at the middle school level (11.76%) was a surprise to the researcher. Pupils at the high school are more cognitively developed than pupils at the middle school. It is thus expected that student teachers would find it easier to communicate with more effectively with pupils at the high school level. This probably was due to the small number of subjects at the high school (6) as against 17 subjects in the elementary and 11 from the middle schools. The results also

indicated that the non competent subcategory for evaluation (12.00%) was similar to that of communication at the middle level.

The high values of non competent statements for the communication skills category at the three grade levels is a source of concern, in view of the crucial role of communicating subject matter to students during physical education classes (Graham, 1992). The teacher should be able to communicate the objectives of the lesson explicitly, and also at a level that the students would understand.

CHAPTER 5
SUMMARY AND CONCLUSIONS

CHAPTER 5

SUMMARY AND CONCLUSION

SUMMARY

Primarily, this study investigated the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment of teaching competencies in the student teaching program at SUNY Brockport. The study further examined the substance of the comments and/or perceptions of cooperating teachers about student teachers' performances.

Chapter two reviewed related literature in course work and field experiences components of teacher education programs. Organization of knowledge that would enable prospective teachers become effective teachers was also reviewed. Some empirical studies were reviewed on student teaching supervision. Specifically, literature on the participants involved in the student teaching experience was examined. This addressed the attitudes, concerns, and relationships among the players involved in student teaching. Some of the studies in this area examined the impact of the student teaching experience on the beliefs, concerns, and teaching and coaching competencies of the student teachers. Finally, chapter two reviewed research evidence on assessment practices of supervisors during student teaching.

Chapter three examined the methods and procedures employed in data collection, analysis and presentation. The chapter also discussed procedures used in developing and validating the analytic instrument.

Subjects for the study included 41 cooperating teachers (27 males and 14 females) who supervised 32 student teachers for the period Fall 1995 through Spring 1998. The

student teachers (22 males and 10 females) were enrolled in the physical education teacher certification program at SUNY Brockport. The student teachers in this study taught in 34 different schools during the period covered by the study. These included 17 elementary schools, 11 middle schools, and six high schools in the New York State.

The Brockport Supervision Analysis System -Physical Education (BSAS - PE), developed by the researcher, was used to gather data for the study.

The purpose of the Brockport Supervision Analysis System-PE (BSAS-PE) is to explore the substance of supervisors' assessment comments during student teaching. Specifically, the BSAS-PE explores the degree to which supervisors' final evaluation of student teachers is consistent with the set criteria for assessment of teaching and coaching competencies.

The results showed that for students awarded outstanding grades at the elementary, middle, and high schools, the respective combined mean values for statements coded as outstanding were, 9.71%, 9.19%, and 10.25%. The combined mean values for the three grades categorized as highly competent were 0.00%, 15.33%, and 0.00% respectively. To a greater extent, cooperating teachers' assessment of student teachers awarded outstanding and highly competent grades were not congruent with the set of assessment criteria.

The student awarded a non competent grade had 48.58% of the cooperating teachers' comments coded as non competent. The comments also indicate that the student teacher was either unwilling or unable to carry out assigned tasks during the student teaching experience. The finding was that for this student teacher, the cooperating teachers' assessment was congruent with the set of assessment criteria.

Another finding of the study was that most (91.87%) of the comments written by the cooperating teachers in this study were related to the competencies they addressed. Only 8.13% of their comments were unrelated to the major competencies.

It was also found out that the categories relationship (68.97%), coaching (84.62%), and professional development (91.67%) had the highest values for the competent subcategory at the elementary, middle, and high school levels respectively. The highest values for the non competent subcategories for the elementary, middle, and high schools were in communication skills, that is 32.35%, 11.76%, and 31.58% respectively. Thus, to a greater extent cooperating teachers' comments differed with the grade levels taught by student teachers.

CONCLUSIONS

The study investigated the congruity between cooperating teachers' assessment of student teachers and established set of criteria for assessment of teaching and coaching competencies. It further examined the substance of the comments and/or perceptions of cooperating teachers about student teachers' performances.

Based on the results it was concluded that to a greater extent, the assessment of student teachers by the cooperating teachers in this study was not congruent with assessment criteria established by the university. The results should however be accepted with caution, since the design of the Final Evaluation Form (Appendix E) could have influenced the nature and number of comments written by the cooperating teachers. The design of this form has since being changed (SUNY Brockport, 1998). It should also be

noted that the question as to whether the grade profiles awarded student teachers matched their objective performance during student teaching was beyond the scope of this study. It was also concluded that cooperating teachers' in this study to a greater extent were able to write comments that were related to the major competencies. Perhaps the guidelines contained in the Student Teaching Handbook was useful helping cooperating teachers relate their comments to the major competencies and subskills.

Another conclusion was that cooperating teachers' comments differed with the grade levels taught by student teachers. However, communication skills was perceived by the cooperating teachers to be an area student teachers in this study had most problems with, regardless the grade level taught.

SUGGESTIONS FOR FURTHER RESEARCH

The study found that the cooperating teachers could make comments that were related to the major competencies, but most of their assessments of student teachers were not congruent with the assessment criteria established by the university. There is the need for further research to determine why cooperating teachers' assessments of student teachers are not congruent with established assessment criteria, even though their written comments were related to the major competencies.

Another area for further research is to find out to what extent cooperating teachers follow through the comments they make in the Progress Report (mid-placement report). It would be useful to gain insight into how they follow through suggestions they offer for student teacher improvement.

The present research did not examine student teachers' performance at the two placement sites during the student teaching experience. It would be worthwhile to for

future research example, to examine a student teacher's performance at the elementary level as against his or her performance at the high school. Another dimension of this kind of study is to compare student teachers' performance at the first placement site with that of the second placement site.

RECOMMENDATIONS

It is recommended that cooperating teachers be made to submit the Progress Report to the coordinator of student teaching. This would make them accountable to the comments they make in the final evaluation, hence the final evaluation. Cooperating teachers at the time of the study were not required to submit these forms to coordinator of student teaching.

The professional preparation course work needs to prepare student teachers adequately to be able to communicate well with the students at the various grade levels that they would be teaching. Student teachers should be able to adjust their communicating skills to the levels of the pupils they teach, especially at the elementary level.

Another recommendation was that subsequent workshops for cooperating teachers should adequately address the distinction between "high order" subskills and "lower order" subskills to enhance their ability to make comments that match the objective performance level of the student teachers. For example, the descriptor for outstanding performance in the "planning" category is "Displays evidence of working toward a thorough personal knowledge and command of content in physical education and sport" (refer to Appendix B). One of the descriptors for competent performance is "Selects learning resources and structures the environment to contribute consistently to the

achievement of objectives". These descriptors indicate different levels of competency, and it is crucial that cooperating teachers be capable of discriminating between them. This would enhance their ability to guide student teachers to attain the highest level of teaching performance.

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APPENDIXES

APPENDIX A

PROGRAMMATIC COMPETENCIES REQUIRED FOR PreK-12 CERTIFICATION

To be recommended for State Certification in physical education, students must demonstrate a "competent" level of performance in 10 major competencies through course work in the professional sequence and student teaching. The 10 major competencies are described as follows in a manner indicating what students will do upon completion of the sequence of professional course work in physical education at SUNY Brockport.

1. Develop detailed unit and lesson plans for PreK-12 school levels.
2. Implement various instructional formats effectively.
3. Develop interpersonal relationships.
4. Employ effective communication skills.
5. Implement effective preventive classroom management techniques.
6. Use effective instructional skills.
7. Employ appropriate evaluation techniques.
8. Develop a climate for inclusion.
9. Develop effective coaching techniques.
10. Show continuing personal and professional growth.

Each major competency area comprises a range of sub-skills which are introduced in order of complexity across the five pedagogical experiences in the teacher preparation program. The five pedagogical experiences include the sequence of courses in Physical Education Curriculum (PEP 441), Secondary Methods (PEP 442), Measurement and Evaluation in PE (PEP 443), Elementary Methods (PEP 444), Adapted Physical Education (PEP 445), and Student Teaching (PEP 476,477 & 478). Once a skill is introduced, it is expected that in the subsequent practices, its implementation becomes increasingly refined and sophisticated. The major skills and sub-skills are illustrated on pages 7- 18 in the Student Teaching Handbook.

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
PLANNING	Including Scope & Objectives						
	Scope						
	Maintains a neat, well-organized lesson plan.		*		*	*	*
	Plans learning experiences	*	*		*	*	*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	thoroughly and clearly.						
	Plans a series of learning experiences to develop a skill or movement.	*	*		*	*	*
	Plans to show coherent organization and progression of learning experiences over an extended period of time.	*			*	*	*
	Plans learning content to reflect multiculturalism.	*					*
	Develops units of work which incorporate extended form of planning for continuous teaching.	*	*		*	*	*
	Uses a functional daily lesson plan format for planning.		*		*	—	*
	Objectives						
	Specifies objectives (cognitive, affective, motor) in terms of what students will learn.		*		*	*	*
	Specifies objectives to reflect clear statement of situation-task-criteria.		*		*	*	*
	Structures objectives which reflect progressions in learning over time.	*					*
	Demonstrates knowledge of content for effective long term planning.	*	*		*	*	*
INSTRUCTIONAL FORMATS Refers to specific approaches to learning, e.g., Moston's spectrum- from command to discovery, task/station teaching, team teaching, self-instructional format, contracting etc.							
	Uses appropriate instructional format that matches the context for teaching.		*		*	*	*
	Uses appropriate formats for the whole class or for a single		*		*	*	*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	group.						
	Uses formats which promote problem solving and creativity.		*		*	*	*
	Plans to use more than one mode of instruction.		*		*		*
	Exercises skills in promoting learning in spontaneous or incidental situations.						*
RELATIONSHIPS Including positive relationships with students, creating positive learning climate, and creating positive relationships amongst students.							
	Endeavors to establish positive relationships with all students by making positive contacts.		*		*	*	*
	Promotes/maintains a positive classroom climate which is conducive to optimal learning.		*		*	*	*
	Applies appropriate expectations for pupils with special needs.					*	*
	Works with resource personnel and counseling service in the school.						*
COMMUNICATION SKILLS Including voice articulation, presentation, coherence etc.							
	Speaks in a clear, expressive and acceptable manner.	*	*	*	*		*
	Demonstrates ability to listen and adjust language to the level of the students.		*		*		*
	Projects voice with confidence and enthusiasm.		*		*		*
	Uses verbal communication skills that demonstrate audibility and clarity of enunciation and variation of tone, pitch, volume, and rate of speech.		*		*		*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	Uses non-verbal communication skills such as facial expression, eye contact, body movement, proximity, gesture, and acceptable mannerisms.		*		*		*
	Monitors voice usage in relation to small group instruction.		*		*		*
	Presents learning experiences in a chronological order.		*		*		*
	Uses students' names and personal experiences of the teacher and students in the class.		*		*		*
	Plans ways of relating instruction to interests and previous knowledge of learners.						*
CLASSROOM MANAGEMENT Including clarity of directions, monitoring on-task behavior, class control etc.							
	Directions						
	Show skills in gaining attention, giving clear and simple directions and checking for student understanding.		*		*		*
	Utilizes routines, rules and procedures.		*		*		*
	On-task						
	Demonstrates an awareness of the need to keep students on task.		*		*		*
	Monitors time to see that activities are adequately covered.		*		*		*
	Uses rewards such as praise, tokens or activities judiciously.		*		*		*
	Shows skills in scanning the class, redirecting students who are off-task.		*		*	*	*
	Moves around the gymnasium,		*		*	*	*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	and purposeful/actively supervises of student performance and behavior.						
	Demonstrates efficient management of space and equipment.		*		*	*	*
	Shows efficient management of time through pacing and smoothness of learning experiences, smooth transitions, and minimal waiting time.		*		*	*	*
	Group Management						
	Demonstrates skills in managing groups for instruction- i.e. teaching one group while supervising another and effectively maintaining the momentum of the learning experience.		*	*	*	*	*
	Control						
	Communicates clear expectations about student behavior and enforces limits.		*	*	*		*
	Uses effective techniques for gathering and dispersing students.		*		*		*
	Responds to disruptions by such means as reinforcing desirable behavior or ignoring etc.		*		*		*
	Shows ability to guide student behavior by such means as anticipation, eye contact, pausing, proximity, movement, separation or removal.		*		*		*
	Endeavors to develop a personal system of control or behavior		*		*		*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	management technique.						
	The Environment						
	Maintains continuous focus of the lesson.		*		*		*
	Checks to see whether learners work on task and if assigned tasks are completed.		*		*		*
	Sets rules known to and understood by learners and enforces consequences.		*		*		*
	Minimizes time spent on procedural matter.		*		*		*
	Relies on positive rather than negative feedback.		*		*		*
	Uses positive feedback to cue learners to behavioral expectations.		*		*	—	*
INSTRUCTIONAL SKILLS		Including set induction, goal setting, motivation, demonstration, closure etc.					
	Initiating The Lesson						
	Begins lesson by such means as gaining full attention of the class.		*		*	*	*
	Begins lesson by such means as arousing student's interest.		*		*	*	*
	Begins lesson by explaining the purpose and the relevance of the learning tasks and focusing students' attention on the objectives.		*		*	*	*
	Establishes consequences for incomplete assigned tasks.		*		*		*
	Informs learners how performances are evaluated.		*	*	*		*
	Setting Goals & Objectives						
	Presents objectives in measurable terms.	*	*		*		*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	Defines objectives that moves learners toward long-term goal.	*	*		*		*
	Motivating						
	Endeavors to gain and maintain students' interest.		*		*	*	*
	Projects subject matter dynamically by such means as varying voice inflection (volume, pitch, tone, speed of delivery).		*		*	*	*
	Presents learning material with confidence and enthusiasm.		*		*		*
	Makes the physical environment pleasant or attractive.		*		*	*	*
	Questioning						
	Uses questions to check understanding, stimulate interest and maintain flow.		*		*	*	*
	Encourages students to answer questions.		*		*		*
	Responds to students' answers by using praise and correcting incorrect responses.		*		*		*
	Probes students' answers and gives hints or clues.		*		*		*
	Explaining						
	Repeats important ideas during initial presentation, after students have had opportunity to practice the task, and when tasks are continued on other days.		*		*	—	*
	Helps students to understand not only what the concept/task is, but also what it is not.		*		*		*
	Demonstrates skills in bridging the gap from old experiences to	*	*	*	*	*	*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	new materials by showing the student how things relate.						
	Checks for students' understanding or asks students to demonstrate what they are trying to do.		*		*		*
	Demonstrates skills in explaining by keeping explanations at the students' level of understanding.		*		*	*	*
	Demonstration						
	Provides accurate information by such means as using well-defined steps and verbal descriptions during demonstration.		*		*		*
	Uses a student for demonstration if possible.		*		*		*
	Uses organizational format students will use for practice during demonstration.		*		*		*
	Emphasizes important parts of the demonstration.		*		*		*
	Use of Material Resources						
	Selects appropriate equipment and structures the environment to contribute to the achievement of learning objectives.	*	*	*	*	*	*
	Where appropriate, uses effectively print materials, worksheets or task cards, charts, and audio visual equipment.	*	*	*	*	*	*
	Plans for appropriate use of different media.	*	*		*		*
	Closure						
	Concludes lesson effectively by		*		*		*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	leaving adequate time to make students aware of what was accomplished in the lesson.						
	Completes lesson effectively by such means as asking few pertinent questions, using the answers to check understanding and to underscore accomplishments.		*		*		*
	Completes lesson effectively by recognizing student performances, checking students' feelings, and reviewing critical learning.		*		*		*
	Self-direction						
	Functions as autonomous teacher.						*
	Reacts perceptively to the mood of the group and acts quickly on cues which indicate changes and demonstrates adaptability and flexibility.						*
	Participates equitably in analysis and discussion of teaching.						*
	Makes independent decisions and self-initiates teaching tasks.						*
EVALUATION Including design and use of formal and informal techniques.							
	Uses informal evaluation techniques such as observation and questioning.		*	*	*	*	*
	Uses formal evaluation techniques such as teacher made written test or skills test.		*	*	*	*	*
	Keeps record of learning by use of appropriate techniques such as checklists and unit tests.		*	*	*	*	*

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	Designs evaluation procedures that are both relevant and fair.		*	*	*		*
INCLUSION: Refers to specific approaches to teaching in a diversified classroom, e.g., teaching tolerance and developing a sensitivity toward the rights and feelings of others; teacher concerns about students' physical abilities, gender, race, culture, and socioeconomic position.							
	Uses specific formats which cater for students with special needs.	*				*	*
	Teaches tolerance and demonstrates a sensitivity for students' feelings.					*	*
	Helps students to develop a sensitivity to the feelings of others.					*	*
	Watches for stereotyping in language, roles, media, and avoids the tendency to lump all students into a single group (sees students as individuals, not as members of a group).	*	*	*	*	*	*
	Shows familiarity with the world views of different cultures and tries not to put a value judgment on these ideas.	*	*		*	*	*
	Arranges the environment for easy access for special students.					*	*
	Plans ways of dealing with individual differences.		*			*	*
	Plans alternate ways for learners to achieve the same objectives.	*	*			*	*
	Provides for learners with unusual talents.		*		*		*
	Plans different activities for learners with different abilities and cultural backgrounds.	*				*	*
COACHING Including planning and implementing strategies with young adults, motivation and building cohesiveness amongst players.							

<i>Major Skill</i>	<i>Sub-skills</i>	<i>PEP 441</i>	<i>PEP 442</i>	<i>PEP 443</i>	<i>PEP 444</i>	<i>PEP 445</i>	<i>PEP 477/478</i>
	Uses general concepts relating to budgeting to develop a budget for a team.						*
	Knows the audience with whom good public relations must be maintained and develops appropriate materials for public relation use in sports and teaching.						*
	Shows enthusiasm for coaching, sensitivity to and respect for players.						*
	Shows dependability, punctuality, and always prepared for practice.		*				*
	Plans appropriate practice sessions, and demonstrates flexibility in planning.						*
	Exhibits knowledge of subject matter and uses a variety of organizational patterns.		*				*
	Uses a variety of feedback techniques and positively motivates players.		*		*		*
PROFESSIONAL DEVELOPMENT		Including maintenance of positive attitude toward work, students and faculty etc.					
	Attends professional meetings and workshops organized by the school district.						*
	Presents all planning materials and written communication assignments in a professional manner.	*	*		*		*
	Shows awareness of professional organizations in the field and keeps current with the professional literature.		*		*		*
	Familiar with policies, practices,						*

APPENDIX B

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

PLANNING

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Displays evidence of working toward a thorough personal knowledge and command of content in physical education and sport.</p>	<p>Plans effectively to integrate learning experiences within, and across various contents.</p>	<p>Effective programming of units which incorporate extended forms of planning for continuous teaching and integration.</p> <p>Maintains a functional daily lesson plan which reflects the ability to plan a series of learning experiences, to evaluate outcomes, and plan for appropriate needs.</p> <p>Selects objectives, content, learning activities and evaluation approaches when planning a series of learning experiences suited to the special needs of individuals and groups within the class.</p> <p>Demonstrates an adequate personal knowledge of content for units and daily lesson planning.</p> <p>Selects learning resources and structures the environment to contribute consistently to the achievement of objectives.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

INSTRUCTIONAL FORMATS

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Consistent use of varied strategies when catering for groups of pupils and the special needs of pupils.</p> <p>Exploits consistently, when and where appropriate, opportunities for spontaneous and/or incidental teaching.</p>	<p>Uses consistently varied and appropriate strategies to promote pupils' thinking, problem solving, and decision-making.</p>	<p>Uses a variety of teaching strategies suited to objectives, content, pupils, developmental levels, time, and resources.</p> <p>Maintains an appropriate balance between teacher-directed and pupil-centered strategies.</p> <p>Uses appropriate strategies for individuals and small groups.</p> <p>Uses specific strategies which cater for effective teaching of pupils with special needs.</p> <p>Displays a developing ability to utilize spontaneous and/or incidental opportunity to extend pupil learning.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

RELATIONSHIPS

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Beginning to apply points of principle which encourage pupils to strive to the best of their ability.</p> <p>Provides a stimulating environment to promote learning and interest among pupils.</p>	<p>Establishes and/or maintains teacher-pupil relationships characterized by warmth.</p> <p>Forms appropriate and realistic expectations for all pupils including those with special needs.</p>	<p>Works at maintaining a cooperative working relationship between teacher and pupils, and among pupils.</p> <p>Assists pupils to develop self-confidence and self-esteem.</p> <p>Promotes/maintains a positive classroom climate which is conducive to learning.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

COMMUNICATION SKILLS

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Demonstrates highly refined verbal and non-verbal techniques which contribute substantially to the quality of the teaching/learning situation.</p>	<p>Uses consistently accurate personal communication skills in all teaching and non-teaching situations.</p>	<p>Uses verbal skills which demonstrate audibility, clarity of enunciation, and variation in expression appropriate to the teaching situation.</p> <p>Uses varied non-verbal techniques to convey effectively messages and signals to pupils.</p> <p>Uses language appropriate to pupils' level of development and/or different backgrounds.</p> <p>Uses correct written communication.</p> <p>Uses a natural style of communication which projects confidence and enthusiasm.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

CLASSROOM MANAGEMENT

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Demonstrates consistently an all round awareness and a capability of handling two or three matters at once as parts of a sophisticated managerial approach to enhance the on-task behavior of all pupils.</p> <p>In terms of effective and profitable use of time, nearly all pupils are meaningfully on-task approximately 80% or more of the time.</p> <p>Anticipates and acts early to minimize control problems (should they arise) in an effective manner.</p>	<p>Developing a personal system of control based on accepted theory and practice.</p> <p>Developing skills which remedy problem behaviors of individual pupils or groups of pupils.</p>	<p>Maintains effective routines and procedures through clear directions.</p> <p>Ensures momentum of learning experiences and profitable use of pupil time through a variety of managerial techniques such as awareness and monitoring, appropriate lesson smoothness and pacing, and purposeful supervision.</p> <p>Shows acceptable management of all classroom resources including space, time, materials, especially in relation to transitions.</p> <p>Capable of managing groups across a variety of teaching situations.</p> <p>Demonstrates with understanding and sensitivity, a range of effective control techniques.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

INSTRUCTIONAL SKILLS

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Uses consistently skillful oral and written questioning techniques for profitable outcomes, including helping pupils learn to think, checking pupils understanding of learning, and maintaining pupil interest and on-task behavior.</p> <p>Seeks consistently to explain skills/concepts and learning meaningfully, including the checking for pupil understanding.</p> <p>Perceives accurately and responds appropriately to unplanned changes or circumstances which require a variation or adaptation to the original plan.</p>	<p>Uses variety of learning experiences when promoting and maintaining pupil motivation.</p> <p>Frequently able to make sound and appropriate decisions in the course of teaching in order to cater for changing circumstances.</p>	<p>Uses beginning skills to gain attention, linking with previous learning experience, arousing pupil interest, and where appropriate explaining the structure and purpose of the learning task.</p> <p>Able to motivate pupils, including those with special needs in terms of interest and success across learning experiences and time.</p> <p>Demonstrates effective questioning techniques for a variety of purposes such as motivating, developing learning and thinking, and encouraging pupil participation.</p> <p>Explains and demonstrates skills/ concepts and learning with clarity using, where appropriate, examples and illustrations, and practical experiences.</p>
		<p>Selects and uses effectively resources</p>

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
		<p>which are appropriate for achieving the objectives of the lesson.</p> <p>Able to extend and integrate pupils' learning in order to provide challenge.</p> <p>Uses concluding skills to review, consolidate, evaluate, and link learning to one or more learning experiences.</p> <p>Shows an ability to function as an effective decision maker when teaching.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

EVALUATION

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Evaluation skills and approaches should reflect a personal belief system about how evaluation is an integrative part of the teaching/learning process.</p> <p>Demonstrates the ability to develop, use, and interpret Teacher-made objective tests, skills tests where appropriate, all of which measure what is intended to be measured- valid test.</p>	<p>Demonstrates consistently a clear and concise understanding of the relationships between planned objectives, measurement and evaluation of objectives, and development of follow-up objectives.</p>	<p>Undertakes effective procedures in the grading, recording and evaluating of pupils' regular work and development.</p> <p>Uses effectively a variety of evaluative techniques ranging from the formal to the informal, including standardized or published tests, observational techniques, and checklists where appropriate.</p> <p>Demonstrates the ability to check pupil's development and understanding of learning objectives by a variety of techniques, many of which should occur informally during learning experiences.</p> <p>Applies to future planning and teaching, information interpreted from an analysis of pupil performance and development in relation to learning objectives and pupil behavior.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

INCLUSION

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Shows familiarity with the world views of different cultures and tries to put a value judgment on these ideas.</p>	<p>Watches for stereotyping and tendency to lump all students into a single group.</p> <p>Sees students as individuals, not merely as members of a group.</p>	<p>Uses specific formats which cater for students with special needs.</p> <p>Teaches tolerance and demonstrates a sensitivity for students' feelings.</p> <p>Helps students to develop a sensitivity to the feelings of others.</p> <p>Arranges the environment for easy access for special students.</p> <p>Plans alternate ways for learners to achieve the same objectives.</p> <p>Plans different activities for learners with different abilities and cultural backgrounds.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

COACHING

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Knows the audience with whom good public relations must be maintained and develops appropriate materials for public relation use in sports and teaching.</p>	<p>Uses general concepts relating to budgeting to develop a budget for a sport team.</p> <p>Exhibits knowledge of subject matter and uses a variety of organizational patterns.</p>	<p>Strives for team cohesion.</p> <p>Maintains a safe environment, uses space and equipment efficiently.</p> <p>Communicates and uses voice effectively.</p> <p>Shows enthusiasm for coaching, sensitivity to and respect for players.</p> <p>Shows dependability, punctuality, and always prepared for practice.</p> <p>Plans appropriate practice sessions, and demonstrates flexibility in planning.</p>

SETS OF CRITERIA FOR ASSESSMENT OF COMPETENCIES

PROFESSIONAL DEVELOPMENT

OUTSTANDING	HIGHLY COMPETENT	COMPETENT
<p>Shows awareness of professional organizations in the field and keeps current with the professional literature.</p>	<p>familiar with polices, practices, and procedures related to the school and the physical education department.</p> <p>Maintains a positive attitude- "sells" happiness and fun by being happy and enthusiastic.</p>	<p>Presents all planning materials and written communication assignments in a professional manner.</p> <p>Notifies cooperating teacher directly if an emergency or illness occurs.</p> <p>Dresses appropriately- shorts (modest length)- blouse/shirt -warm up suit.</p> <p>Avoids improper appearance such as wearing blue jeans and improper shoes.</p> <p>Takes pride in the school by setting an example and encouraging students to take pride.</p>

APPENDIX C

ASSESSMENT OF STUDENT TEACHER PERFORMANCE

Assessment requirements during student teaching is twofold including a progress report a culminating assessment at each placement site.

Progress Report

This report is to be drawn up by the cooperating teacher for the student teacher, by the end of week 4 at each placement site. The purpose is to give the student teacher an indication of progress and offer constructive suggestions for improvement. The progress report must be signed by the university supervisor, but not forwarded to the coordinator of student teaching at the College. A copy of the Progress Report Form (FORM-PR).

Teaching Performance: Assessment Patterns

The grade to be awarded at each placement site during the student teaching experience is a criterion referenced assessment. The grading pattern reflects the quality of completion of the required competencies for student teaching including Planning, Formats, Relationship, Communication, Management, Instruction, Evaluation, Inclusion, Coaching, and Development.

- i) The assessment pattern consists of the following nomenclature of grades:
OUTSTANDING
HIGHLY COMPETENT
COMPETENT
NON COMPETENT
[No recommendation for certification]
- ii) The final grade at each placement is to be a single one determined by the cooperating teacher in consultation with the university supervisor.

Recording Grades

Grades must be recorded on the Final Grade Form (FORM-FG). This form must be signed by the cooperating teacher, the university supervisor, and the student teacher. One copy should be forwarded to the College Coordinator of student teaching while the student teacher, the cooperating teacher, and the university supervisor should each retain a copy of the form.

Profiles of the Nomenclature of Grades

Outstanding

1. The student teacher is rated as satisfactory in each of the ten major competencies on the evaluation form (FORM-FE) and all the sub-competencies listed within the major competencies.
2. The OUTSTANDING student teacher will meet all the expectations listed in the sets of criteria for competent and highly competent and should fulfil the additional criteria for OUTSTANDING.
3. An OUTSTANDING student teacher is NOT to be regarded as perfect in all respects, but should differ from other student teachers by an **increased ability to work autonomously and function effectively as a decision maker. SUCH STUDENT TEACHERS REPRESENT A MINORITY OF PROSPECTIVE TEACHERS, WHOSE CLASSROOM PRESENCE AND TEACHING DEVELOPMENT HAS REACHED A HIGH LEVEL OF REFINEMENT PRIOR TO EMPLOYMENT.**
4. An outstanding student will receive an "A or A-" grade on FORM-FG.

Highly Competent

1. The student is rated as satisfactory in each of the ten major competencies on the Final Evaluation Form, (FORM-FE), and in ALL of the sub-skills listed within each major competency.
2. The HIGHLY COMPETENT student will meet all the expectations listed in the set of criteria for COMPETENT and should fulfil the additional expectations for HIGHLY COMPETENT.
3. The HIGHLY COMPETENT student teacher will display a level of autonomy, consistency, and sustained teaching effectiveness above the performance of student teachers assessed as COMPETENT.
4. A highly competent student will receive a "B+, B, or B-" grade on FORM-FG.

COMPETENT

1. The student is rated as satisfactory in each of the ten major competencies on the Final Evaluation Form, FORM-FE. Compared with the HIGHLY COMPETENT student teacher,

the COMPETENT student teacher may not have completed every one of the sub-skills satisfactorily within the major competencies.

2. The student teacher should also fulfil the expectations listed in the set of criteria for COMPETENT.
3. The COMPETENT student teacher will display a level of autonomy based on the understanding that **limited but appropriate support will be needed during the first year of teaching.**
4. A competent student will receive an "C+ or C" grade on FORM-FG.

Non Competent

No Recommendation For Certification

1. A student not recommended for certification and may not repeat the experience receives a "C-" or lower grade. The "C-" or lower grade represents either unwillingness or inability to perform assigned tasks adequately or to meet professional standards during the student teaching experience.
2. The student teacher displays inability to cope with requirements of student teaching and needs to be removed from the school before completion of practice, or
3. The student teacher is unsuitable for teaching and no purpose would be achieved in having the student teacher transfer to another school or repeat the experience(s) at a later date.

Recommendation for Certification

In order to be recommended for New York State Teachers' Provisional Certificate, students are required to attain a "Competent" level of performance at each placement. If a student obtained a "Non Competent" assessment at a placement site, the student may repeat the level of experience in question or the student shall be withdrawn from student teaching. See assessment guidelines for details

APPENDIX D**SUNY COLLEGE AT BROCKPORT
Department of Physical Education & Sport
STUDENT TEACHING PROGRESS REPORT [FORM-PR]**

Cooperating teachers are requested to use this form at the end of week 4 (or mid point of the placement) to indicate the student teacher's progress. It must be completed and signed by the cooperating teacher and a copy each handed to the student teacher and the university supervisor.

1. PLANNING**2. INSTRUCTIONAL FORMATS****3. RELATIONSHIPS****4. COMMUNICATION SKILLS**

Suggestions For Improvement**OVERALL PROGRESS ASSESSMENT** (Check One)

Outstanding Highly Competent Competent Non Competent

Student Teacher _____ **Date** _____

Cooperating Teacher _____ **Date** _____

School _____

APPENDIX E

SUNY COLLEGE AT BROCKPORT
Department of Physical Education & Sport

STUDENT TEACHING FINAL EVALUATION FORM [FORM-FE]

Student Teacher _____ Date _____

School _____ Levels Taught _____

Teaching-Coaching Competencies

COMPETENCIES	COMMENTS
PLANNING	__ Satisfactory __ Unsatisfactory
Daily planning Unit planning Command of content Selection of activities Preparing resources and the environment	
INSTRUCTIONAL FORMATS	__ Satisfactory __ Unsatisfactory
Uses appropriate instructional formats Uses formats which promote problem Solving Uses formats that matches the context for teaching	
RELATIONSHIPS	
Maintenance of positive relationship with learners Promotion of positive attitudes in learners Promotion of self-confidence and	

COMPETENCIES	COMMENTS
self-esteem in learners	
COMMUNICATION SKILLS	___ Satisfactory ___ Unsatisfactory
Voice usage in relation to group and Individual situation Verbal and non-verbal communication Level of language Use of correct written communication Confidence and enthusiasm	
CLASSROOM MANAGEMENT	___ Satisfactory ___ Unsatisfactory
Giving of direction, instructions Utilization of routines and rules Momentum and smoothness of lesson Transitions between activities Management of space, learners, and time Effectiveness of class control techniques Management of on-task behavior	
INSTRUCTIONAL SKILLS	___ Satisfactory ___ Unsatisfactory
Beginning of the lesson Arousing/sustaining student interest in learning Explaining and demonstrating Extending and refining pupils' learning Selecting and using resources Completion of lesson Decision-making, functions as independent, autonomous teacher	

COMPETENCIES	COMMENTS
<p style="text-align: center;">EVALUATION</p>	<p style="text-align: center;">___ Satisfactory ___ Unsatisfactory</p>
<p>Checking for pupils' understanding Uses evaluation for future planning Frequency of active supervision</p>	
<p style="text-align: center;">INCLUSION</p>	<p style="text-align: center;">___ Satisfactory ___ Unsatisfactory</p>
<p>Sensitivity for students' feelings Uses non-stereotyping language, roles, Media Familiarity with world view of different Cultures</p>	
<p style="text-align: center;">COACHING</p>	<p style="text-align: center;">___ Satisfactory ___ Unsatisfactory</p>
<p>Sensitivity/enthusiasm for coaching Daily planning/Long range planning Dependability, punctuality and Preparedness for practice Knowledge of content Use of organizational patterns Use of concepts in budget planning Knowledge of audience for public Relations</p>	
<p style="text-align: center;">PROFESSIONAL DEVELOPMENT</p>	<p style="text-align: center;">___ Satisfactory ___ Unsatisfactory</p>
<p>Personal appearance Sincerity & Punctuality Knowledge of administrative procedures Implementation of administrative procedures Acceptance and response to advice Commitment to teaching Faculty/staff relations</p>	

COMPETENCIES	COMMENTS
Relations with parents, community Effective self evaluation Co-operativeness Initiative and foresight Acceptance of responsibility Productive use of non-scheduled time	

Student Teacher _____ **Date** _____

Cooperating Teacher _____ **Date** _____

University Supervisor _____ **Date** _____

Please forward this form to the Coordinator of Student Teaching at SUNY Brockport.

APPENDIX F

SUNY COLLEGE AT BROCKPORT
Department of Physical Education & Sport

STUDENT TEACHING RECOMMENDED FINAL GRADE FORM [FORM-FG]

Student Teacher _____ **Date** _____

School _____ **Levels Taught** _____

Student Teaching Grade: (determined by the cooperating teacher in consultation with the university supervisor; Please check one)

OUTSTANDING

_____ A
 _____ A-

HIGHLY COMPETENT

_____ B+
 _____ B
 _____ B-

COMPETENT

_____ C+
 _____ C

NON COMPETENT**Not Recommended For Certification**

_____ C-
 _____ D+
 _____ D
 _____ D-
 _____ E

Cooperating Teacher _____ **Date** _____

University Supervisor _____ **Date** _____

Student Teaching Coordinator _____ **Date** _____

Please forward this form to the University Supervisor at SUNY Brockport

APPENDIX G

BROCKPORT SUPERVISION ANALYSIS SYSTEM - PHYSICAL EDUCATION (BSAS-PE)

Supervisor: #: ___ Gender: ___ Student teacher: #: ___ Gender: ___ Grade Level taught: . Semester: _____
Coder: _____ Date: ___

1. PLANNING

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

2. INSTRUCTIONAL FORMAT

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

3. RELATIONSHIPS

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

4. COMMUNICATION SKILLS

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

5. CLASSROOM MANAGEMENT

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

6. INSTRUCTIONAL SKILLS

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

7. EVALUATION

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

8. INCLUSION

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

9. COACHING

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

10. PROFESSIONAL DEVELOPMENT

Outstanding	Highly Competent	Competent	Non Competent	Unrelated

Overall evaluation:
Comments:

APPENDIX H

BROCKPORT SUPERVISION ANALYSIS SYSTEM - PHYSICAL EDUCATION (BSAS-PE)

Supervisor: #: 26__ Gender: __M__ Student teacher: #: 20__ Gender: __F__ Grade Level taught: ELEM. Semester: FALL '95 _____
 Coder: __SOFO_____ Date: __11/2/98__

1. PLANNING

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
		1a. Organized, sequential 1b. Age appropriate		

2. INSTRUCTIONAL FORMAT

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
	2c. Suited to pupils' thinking, problem- solving and decision making.	2a. Varied teaching strategies 2b. Suited to objectives, content		

3. RELATIONSHIPS

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
	3a. Deals warmly but firmly with students	3b. Extremely positive		

4. COMMUNICATION SKILLS

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
4a. Excellent verbal and non-verbal communication		4b. Very confident, yet approachable.		

5. CLASSROOM MANAGEMENT

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
5a. Anticipates and acts to control and handle any problem. 5b. Outstanding awareness of difficult situations that may occur.		5c. Good use of class time factors		

6. INSTRUCTIONAL SKILLS

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
		6a. Good explanations and demonstrations of skills or games. 6b. Good beginnings and 6c.		

7. EVALUATION

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
		7a. Continuously evaluates student progress and understanding through questions, quizzes and skill application.		

8. INCLUSION

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
		8a. Very good at encouraging students to be tolerant and sensitive to others.		

9. COACHING

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
		9a. Shows great enthusiasm. 9b. Strives for team bonding and spirit. 9c. Learned all rules and concepts of field hockey even though it was a new sport to her.		

9. PROFESSIONAL DEVELOPMENT

Outstanding	Highly Competent	Competent	Non Competent	Unrelated
	10c. A very positive role model for our girls. They enjoyed her teaching.	10a. Attended meeting and parents conferences. 10b. Familiarizes herself with student health problems.		

Overall evaluation: Outstanding

Comments: