ABSTRACT
        The purpose of this study was to determine teacher
candidates' and participating teachers' perceptions of selected
categories of field experiences under the Performance-Based
Undergraduate Program for the Education of Teachers at Brooklyn
College during the fall 1972 semester. Teacher candidates who
received questionnaires were selected by a random sampling of all
classes at every level. The group of participating teachers receiving
questionnaires included all those who worked with or had in their
classrooms undergraduate teacher candidates during the fall 1972
semester. Perceptions of field experiences from teacher candidates
were quite favorable overall--especially in effective communication
with pupils and participating teacher-teacher candidate cooperation.
However, it was evident that more opportunities to plan instruction
and increased contact with guidance personnel and with parents were
needed. Participating teachers received questionnaires in which they
rated teacher candidates on 13 behaviors likely to occur in the
school. Results were divided according to level, initial experiences,
subsequent experiences, and student teaching. The results indicated
the following. Overall, ability to maintain proper relations with the
participating teacher was very highly perceived, but the reciprocal
giving and taking of suggestions was not so highly perceived.
Although the largest percentage of time was devoted to tutoring
pupils, comparatively little time was involved in planning this
tutoring work under supervision. (PB)

BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Perceptions of Field Situations Reported by
Participating Teachers and Teacher Candidates
in the New Performance-Based Undergraduate Program
for the Education of Teachers at Brooklyn College, Fall 1972

by

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CONTENTS

I. Introduction

In September, 1971, the Project Evaluation Plan for the Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College was approved by members of the School of Education at a School Meeting. This Report summarizes information obtained in a study undertaken as part of the Project Evaluation Plan.

The purpose of this study was to determine teacher candidates' and participating teachers' perceptions of selected categories of field experiences under the Performance-Based Program during the Fall 1972 semester. Such feedback is considered of vital importance in assessing the impact of the Program as well as in determining the extent to which the guidelines, procedures and goals of the new Program are being followed, implemented, and achieved.

Separate sampling procedures were used for each of the two subject groups: Teacher Candidates and Participating Teachers. These procedures are outlined in detail in Sections II and III of this Report.

Specimen sets of the data-gathering instruments used in this study were distributed to the faculty in the School of Education in a memorandum from the Office of the Dean dated December 15, 1972. Copies of the different instruments used for the two sample groups are included in Section IV.

The data included in this descriptive analysis are derived from the responses of teacher candidates and participating teachers to the second section of their respective questionnaires.

II. Teacher Candidates

Random samples were drawn from all students enrolled in the Performance-Based Program during the Fall 1972 semester stratified by level.

Students who received questionnaires were selected by a random sampling of all class rosters at each step of the Early Childhood, Elementary, Middle Schools, and Secondary Level education course sequences.

Level	Students Enrolled	Students in Random Sample
Early Childhood		
Introductory Course	236	50
Following Courses	158	50
Elementary		
Introductory Course	380	50
Following Courses	175	50
Middle Schools		
Introductory Course	49	25
Following Courses	41	25
Secondary		
Introductory Course	243	50
Following Courses	79	30
TOTAL 1361		330

The number of usable responses returned by the 330 teacher candidates in the sample group totalled 147. (Returns at each sequential level, respectively, were 23, 16, 18, 22, 14, 11, 28 and 15.) Examination of the questionnaires returned revealed little differences among responses of samples of teacher candidates. Therefore, for purposes of data analysis, the 147 teacher candidate responses were treated as members of one set of responses, irrespective of the levels of the individuals responding.

All teacher candidates received, on the same day immediately after the close of the Fall 1972 semester, identical data-gathering instruments with identical written instructions (see page 46). The questionnaire developed was titled Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. Ratings by Undergraduate Teacher Candidates. Questions 1 through 11 asked the student to evaluate various aspects of his work with pupils and personnel in the school(s) to which he had been assigned.

The student ranked each of these 11 field behavior or situation categories on a five-point scale. The eleven categories are as follows:

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(1) If I look at this semester's teacher preparation program my feeling is that worthwhile experiences occurred . . .

(2) How would you rate your level of effectiveness in communicating with pupils?

How do you perceive your level of cooperation with:

(3) Teachers

(4) School administrative personnel (Principal, Assistant Principal, Department Chairman)

(5) Guidance Department or counselors

Of the total time you had assigned for work in the schools you had responsibility for:

(6) Instructing individual pupils

(7) Instructing pupils in small groups

(8) Correcting pupils' work

(9) Planning instruction work under supervision

(10) Working in the school outside the classroom

(11) Communicating with pupils' parents

Directions for assigning ranks to these categories stated, "If you were to take all the times that a particular behavior had a chance to be appropriate or a certain situation had a chance to occur, you would assign the following numbers if: ...." Rank numbers, and their descriptive meanings are:

1. actually did occur 75% or more of the time
2. actually did occur 50% to 74% of the time
3. actually did occur 25% to 49% of the time
4. actually did occur less than 25% of the time
5. no basis for assessment

Table 1 presents a summary of the data derived from an analysis of teacher candidates' responses. Both the number and percent of responses by rank are presented for all field situation categories. Figure 1 illustrates teacher candidates' perceptions of the frequency of occurrence of each rank number within each of the eleven categories based on the total (N=147) number of responses received. Most frequently occurring ranks are designated by diagonal lines.

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An examination of the table and accompanying graph reveals several trends relating to teacher candidates' perceptions by category:

At least 78.2 percent of the teacher candidates felt that worthwhile experiences occurred more than half the time and 40.1 percent of these felt they occurred three-quarters of the time. Less than 10 percent reported a rank of 4 or below for this category. An even greater number (87.1%) perceived their effectiveness in communicating with pupils at rank 2 or above.

In regard to levels of cooperation with school personnel, teacher candidates perceived themselves as cooperating very well with participating teachers. This category was assigned the greatest number of rank 1 responses (N=91). Perceptions in category 4, administrators, were somewhat more evenly distributed among the five ranks with slightly more than half of the students reporting rank 2 or above and the balance reporting rank 3 or below. In category 5, however, 47.6 percent of the respondents reported no basis for assessing their level of cooperation with the Guidance Department.

The distribution of time spent in various within-school activities is reported in categories 6 through 11. Comparatively, most of the teacher candidates spent the greatest amount of school time in instructing individual pupils or small groups, considerably less time in correcting pupils' work, even less time in planning instruction, very little time in working outside the classroom, and a negligible amount of time in communicating with parents.

A listing of the mean, median, and mode ranks for each field situation make the above-mentioned comparative perceptions readily apparent:

Category	Mean Rank	Median Within Rank	Mode
1	1.9	2	1
2	1.8	2	2
3	1.6	1	1
4	2.6	2	1
5	3.5	4	5
6	2.4	2	1
7	2.5	2	2
8	3.0	3	4
9	3.3	4	4
10	3.9	4	5
11	4.4	5	5

In conclusion, it may be stated that teacher candidates' perceptions of field experiences included in courses in the Performance-Based Program, overall, were quite favorable—especially in the vital areas of worthwhile feelings, effective communication with pupils, and participating teacher - teacher candidate cooperation. However, needs for more opportunities to plan instruction, increased contact with guidance personnel and most

TABLE 1

TEACHER CANDIDATES PERCEPTIONS OF SELECTED CATEGORIES OF FIELD BEHAVIORS OR SITUATIONS
(ALL COURSE LEVELS)

$(N_T = 330; N \text{ Rsp.} = 147, \% \text{ Rsp.} = 44.5)$

Field Behavior or Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Occurrence of worthwhile experiences	59	40.1	56	38.1	20	13.6	10	6.8	2	1.4
2. Effectiveness in communicating with pupils	59	40.1	69	47.0	11	7.5	5	3.4	3	2.0
Level of cooperation with:										
3. Teachers	91	61.9	31	21.1	12	8.2	10	6.8	3	2.0
4. Administrators	49	33.3	30	20.4	23	15.7	18	12.2	27	18.4
5. Guidance Department	30	20.4	15	10.2	13	8.8	19	13.0	70	47.6
Amount of school time spent in:										
6. Instructing individual pupils	41	27.9	39	26.5	34	23.1	25	17.0	8	5.5
7. Instructing small groups	40	27.2	42	28.6	21	14.3	33	22.4	11	7.5
8. Correcting pupils' work	31	21.1	21	14.3	34	23.1	37	25.2	24	16.3
9. Planning instruction	22	14.9	21	14.3	27	18.4	41	27.9	36	24.5
10. Working outside classroom	9	6.1	14	9.5	19	13.0	41	27.9	64	43.5
11. Communicating with parents	4	2.7	4	2.7	5	3.4	38	25.9	96	65.3

Figure 1

TEACHER CANDIDATES PERCEPTIONS OF
FREQUENCIES OF SELECTED CATEGORIES
OF FIELD BEHAVIORS OR SITUATIONS
(N=147)

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Frequency of Each Rank
(1=highest rank; 5=no basis for assessment)

Field Behaviors or Situations
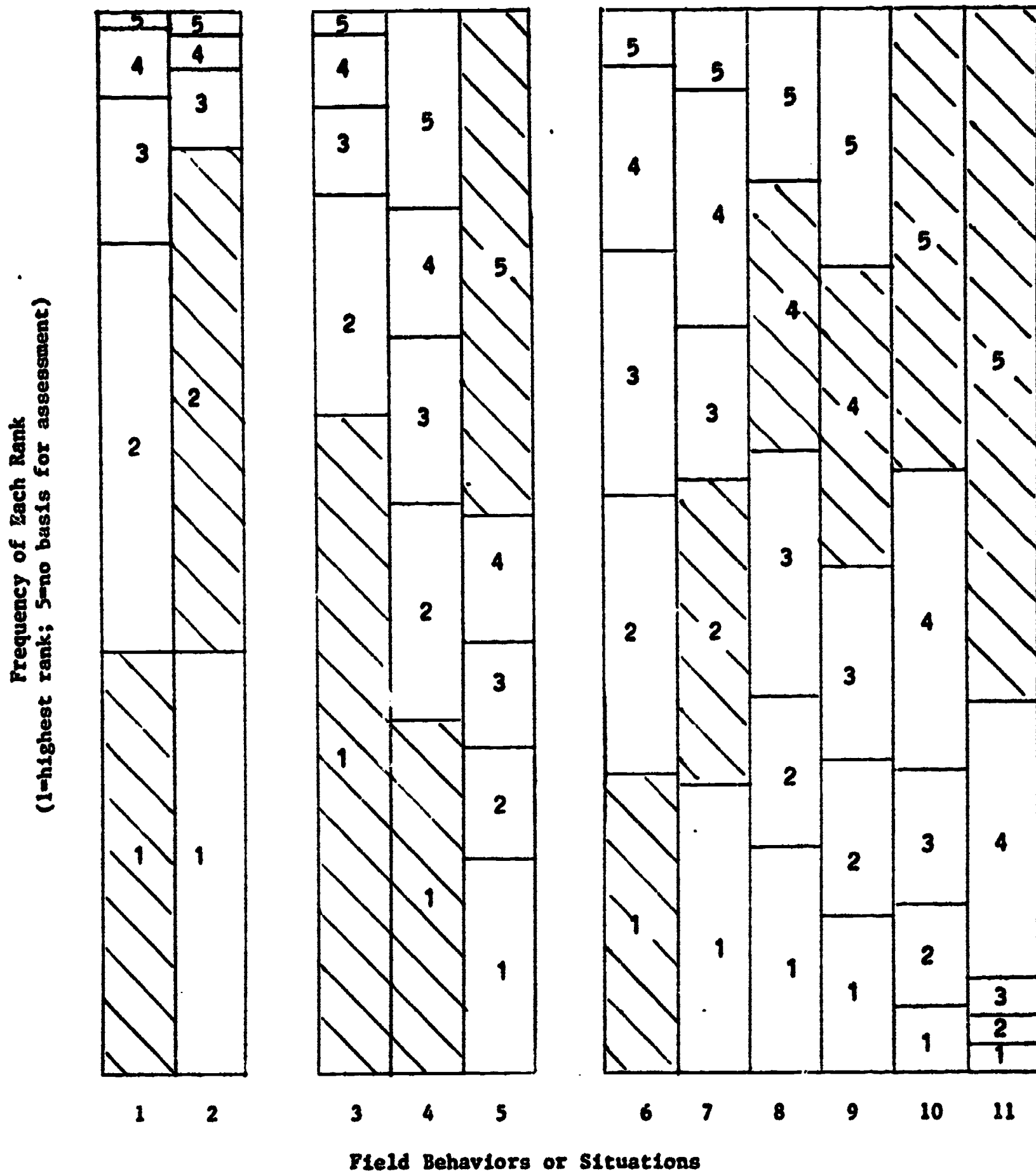
1 inch = 20 responses

certainly increased contact with parents are evident. The policy of a continuous on-going evaluation of the <u>Performance-Based Program</u> serves to point out these needs.

III. Participating Teachers

The participating teacher group studied was composed of all the teachers who worked with or had in their classrooms as observers, tutors, or helpers one or more Brooklyn College undergraduate teacher candidates during the Fall 1972 semester.

Lists were compiled of participating teachers from all schools or day care centers involved. The survey covered a total of 38 teachers from 11 early childhood centers (one in Manhattan), 542 teachers from 32 elementary schools, 207 teachers from six junior high schools, and 180 teachers from eight high schools in Brooklyn, New York.

The participating teachers in the sample group ($N_T = 967$) received, after the close of the fall semester, identical data-gathering instruments with identical written instructions (see page 48). A total of 261 (27%) responded.

The responses were sorted according to the Level (in the Education Course Sequence) of the teacher candidate(s) evaluated, and the data were analyzed on a Level-by-Level (Part A) and cross-Level (Part B) basis. The following table illustrates the distribution of the usable responses received:

Level	N Total		N Responding	
Early Childhood	198		54	
Initial Course		125		31
Following Courses		73		23
Elementary/Middle	425		150	
Initial Course		291		105
Following Courses		134		45
Secondary	344		57	
Initial Course		325		50
Student or Apprentice Teaching		19		7
TOTAL	967		261	

The questionnaire developed was titled <u>Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College: Participating Teacher Rating of Teacher Candidates</u>. Each teacher was asked to rate the performance of the teacher candidate or group of teacher candidates he had had in his classroom during the Fall 1972 semester on a series of 13 behaviors generally likely to occur in the school in interactions with staff or pupils.

Each of these 13 field behavior or situation categories was ranked on a five-point scale. The 13 categories are as follows:

(1) Volunteers suggestions about the best use of his and pupils' time

(2) Able to profit from suggestions

(3) Punctual in coming to class

(4) Able to assume responsibility on short notice

(5) Able to influence pupils' behavior

(6) Maintains an appropriate appearance

(7) Able to maintain proper relations with the participating teacher

How much responsibility did the teacher candidate have for:

(8) Tutoring individual pupils

(9) Tutoring pupils in small groups

(10) Correcting pupils' work

(11) Planning tutoring work under supervision

(12) Working in the school outside the classroom

(13) Communicating with pupils' parents

Directions for assigning ranks to these categories stated, "If you were to take all the times that you observed a particular behavior, as it had a chance to be appropriate to the activities of the teacher candidate(s) you are rating, you would assign the following numbers if: ...." Rank numbers, and their descriptive meanings are:

1. it occurred 90% or more of the time
2. it occurred 70% to 89% of the time
3. it occurred 50% to 69% of the time
4. it occurred less than 50% of the time
5. no basis for assessment

Part A

Tables 2 through 7 in Part A summarize, by Level, the data derived from participating teachers' responses. Both the number and percent of responses by rank are presented for all categories of behaviors. Each table is accompanied by a graph (Figures 2 through 7) which illustrates participating

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teachers' perceptions of the frequency of occurrence of each rank number within each of the thirteen categories based on the total number of responses received at the specified experience level. Modal rank numbers are designated by diagonal lines.

Tables 2 and 3 and Figures 2 and 3 present participating teachers' perceptions of teacher candidates in the initial and subsequent courses of the Early Childhood Levels. In the initial course, 19.3% of the participating teachers reported no basis for assessing "volunteers suggestions about the best use of his and pupils' time." Subsequently, none of the teachers reported a rank of 5 in category 1. This pattern of some rank 5 responses for field experiences in the initial course and no rank 5 responses for the field experiences in the subsequent course holds true for categories 2, 3, 4, 5, and 7 as well. Participating teachers (with category 10 as the lone exception) appeared to have had more opportunities to assess teacher candidates in field experiences in the courses following the initial one.

The percent of teachers reporting a rank of 2 or above (which occurred not less than 70% of the time) increased, for the subsequent set of courses, slightly (less than 10%) for categories 1, 2, 4, 6, and 12, and considerably (more than 17%) for categories 9 and 11. Slight decreases, for the subsequent set of courses, were shown for punctuality (category 3), ability to influence pupils' behavior (category 5), maintaining proper relations with the participating teacher (category 7), and tutoring individual pupils (category 8); a substantial decrease was shown for the amount of time spent in correcting pupils' work. The shifts in perception, which differentiate initial/subsequent field experiences, are evident in a comparison of respective mean (weighted), and modal ranks for each category:

INITIAL AND SUBSEQUENT EXPERIENCES—EARLY CHILDHOOD

Category	Mean$_w$ Rank (by % Rsp.) Initial/Subsequent		Median Within Rank Initial/Subsequent		Mode Initial/Subsequent	
1	3.2	2.7	3	3	4	3
2	1.9	1.8	2	2	1	1
3	1.7	1.9	1	1	1	1
4	2.1	2.0	2	2	1	1
5	2.4	2 4	2	3	1,3	1,3
6	1.5	1.5	1	1	1	1
7	1.3	1.3	1	1	1	1
8	2.2	2.3	2	2	1	1,3
9	2.5	1.9	2	2	2	1
10	2.8	3.1	2	3	2	5
11	3.2	2.6	4	2	4,5	2
12	4.3	4.1	5	4	5	5
13	4.7	4.6	5	5	5	5

(As neither the N_T nor the N Rsp. is identical for any of the experience levels, all mean calculations and cross-level comparisons in this Report are based on percent responding.)

TABLE 2

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS: INITIAL EXPERIENCES—EARLY CHILDHOOD

(NT = 125; N Rsp. = 31, % Rsp. = 24.8)

Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	3	9.7	7	22.6	7	22.6	8	25.8	6	19.3
2. Able to profit from suggestions	14	45.2	9	29.0	4	13.0	2	6.4	2	6.4
3. Punctual in coming to class	18	58.2	6	19.3	6	19.3	0	0.0	1	3.2
4. Able to assume responsibility on short notice	14	45.2	6	19.3	5	16.1	3	9.7	3	9.7
5. Able to influence pupils' behavior	9	29.0	7	22.6	9	29.0	4	13.0	2	6.4
6. Maintains an appropriate appearance	21	67.6	4	13.0	4	13.0	2	6.4	0	0.0
7. Able to maintain proper relations with the participating teacher	25	80.6	4	13.0	1	3.2	0	0.0	1	3.2
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupils	12	38.7	7	22.6	6	19.3	4	13.0	2	6.4
9. Tutoring pupils in small groups	6	19.3	11	35.6	9	29.0	2	6.4	3	9.7
10. Correcting pupils' work	4	13.0	12	38.6	5	16.1	6	19.3	4	13.0
11. Planning tutoring work under supervision	7	22.6	5	16.1	1	3.2	9	29.0	9	29.0
12. Working in the school outside the classroom	2	6.4	1	3.2	2	6.4	4	13.0	22	71.0
13. Communicating with pupils' parents	1	3.2	1	3.2	0	0.0	1	3.2	28	90.4

Figure 2

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
INITIAL EXPERIENCES—EARLY CHILDHOOD
(N=31)

Frequency of Each Rank
(1=highest rank; 5=no basis for assessment)
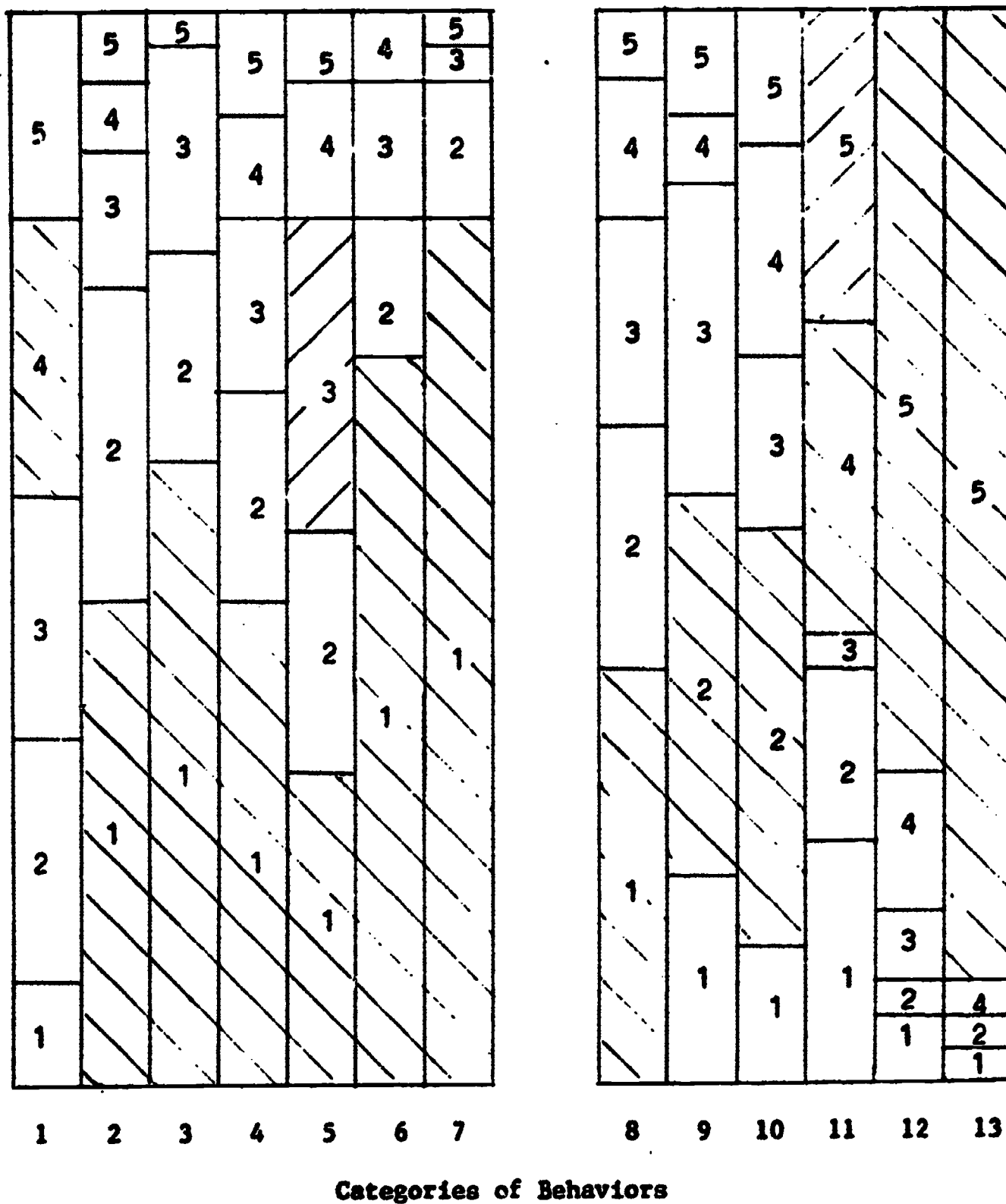
Categories of Behaviors

1 inch = 5 responses

TABLE 3

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS:
SUBSEQUENT EXPERIENCES--EARLY CHILDHOOD

(N_T = 73; N Rsp. = 23, % Rsp. = 31.5)

Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	3	13	6	26	9	39	5	22	0	0
2. Able to profit from suggestions	10	43	8	35	3	13	2	9	0	0
3. Punctual in coming to class	13	57	2	9	4	17	4	17	0	0
4. Able to assume responsibility on short notice	10	43	7	31	2	9	4	17	0	0
5. Able to influence pupils' behavior	7	31	4	17	7	31	4	17	0	0
6. Maintains an appropriate appearance	15	65	5	22	2	9	1	4	0	0
7. Able to maintain proper relations with the participating teacher	17	74	4	17	2	9	0	0	0	0
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupils	7	31	6	26	7	31	2	9	1	4
9. Tutoring pupils in small groups	10	43	7	31	5	22	0	0	1	4
10. Correcting pupils' work	5	22	3	13	4	17	5	22	6	26
11. Planning tutoring work under supervision	4	17	9	39	4	17	3	13	3	13
12. Working in the school outside the classroom	0	0	3	13	2	9	7	31	11	47
13. Communicating with pupils' parents	0	0	0	0	2	9	5	22	16	69

Figure 3

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
SUBSEQUENT EXPERIENCES---EARLY CHILDHOOD
(N=23)

Frequency of Each Rank
(1=highest rank; 5=no basis for assessment)

Categories of Behaviors
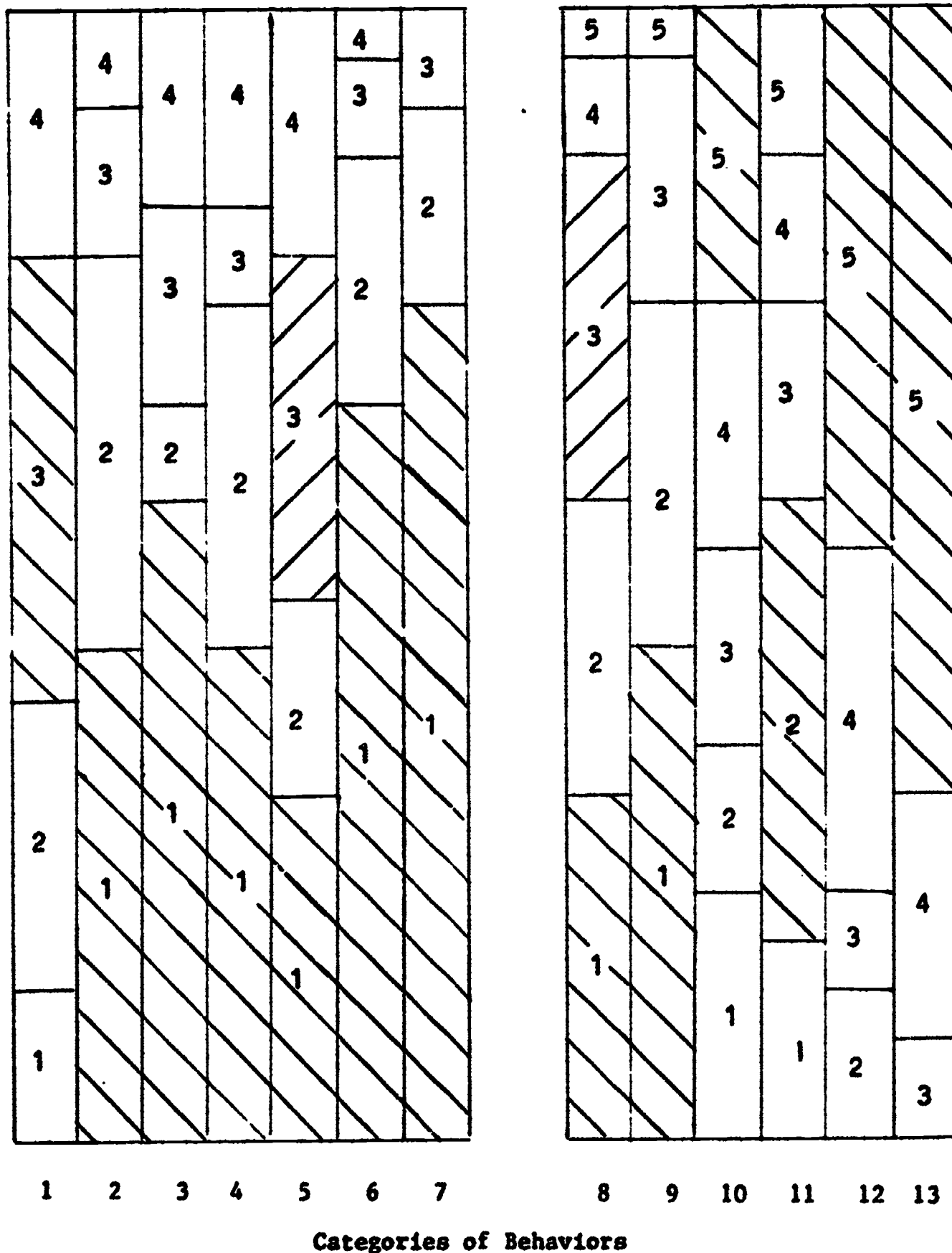
1 inch = 3 1/3 responses

In categories 1 through 7, which deal with cooperation and inter-
personal relationships, perceptions at both initial and subsequent field
experience levels were very favorable for categories 6 and 7; generally
favorable for categories 2, 3, and 4; mixed for category 5 (ability to
influence pupils' behavior); and comparatively low for category 1 (more
than 61% reported a rank of 3 or below). The most highly perceived cate-
gory concerned the teacher candidates' ability to maintain proper relations
with the participating teacher.

Categories 8 through 13 dealt with the amount of responsibility teacher
candidates had for various within-school activities. The greatest amounts
of time (in order from most to least) were spent in categories 8, 9, and
10 at the initial level, and in categories 9, 8, and 11 at the subsequent
level; considerably less time was spent in category 11 at the initial level
and category 10 at the subsequent level. The majority of participating
teachers reported either a very low occurrence or no basis for assessing
categories 12 and 13.

Participating teachers' perceptions of Elementary/Middle School Level
teacher candidates in initial and subsequent field experience levels showed
both similarities and differences when compared with participating teachers'
perceptions of the Early Childhood teacher candidates. An example of the
latter is that it cannot be generally stated for both levels of teacher
candidates that "participating teachers had more opportunities to assess
teacher candidates at the subsequent experiences level."

The percent of participating teachers reporting a rank of 5 was greater
at the subsequent field experience level for categories 4, 10, 11, 12 and
13, and approximately the same (zero to 2% variation) at both levels for
categories 1, 2, 3, 5, 6, 7, 8, and 9. An example of the former is that
the lowest perceived categories for field experiences included in both
initial and subsequent course levels in the Elementary/Middle Level were
12 and 13, while the most highly perceived category was "able to maintain
proper relations with the participating teacher" (category 7). (See Tables
4 and 5 and Figures 4 and 5.)

The percent of Elementary/Middle participating teachers reporting a
rank of 2 or above (which occurred not less than 70% of the time) remained
the same at both levels for categories 9 and 11 and increased, at the sub-
sequent level, in eight categories: 1(up 5%), 3(up 6%), 6(up 5%), 7(up 5%),
8(up 9%), 10(up 2%), 12(up 5%), and 13(up 1%). A matter for concern are
decreases in the percent of rank 2 or above responses at the subsequent
level in the areas of ability to profit from suggestions (down 7%), ability
to assume responsibility on short notice (down 13%), and ability to in-
fluence pupils' behavior (down 11%).

Areas of cooperation and interpersonal relationships are outlined in
categories 1 through 7. Sixty percent or more of the participating
teachers responding reported a rank of 1 (occurred 90% or more of the time)
in categories 2, 3, 4, 6, and 7 at the initial field experience level, and
3, 6, and 7 at the subsequent field experience level. Eighty percent or
more reported a rank of 2 or above at both levels, in categories 2, 3, 6
and 7, and at the initial level in category 4. Sixty-nine percent reported

TABLE 4

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS: INITIAL EXPERIENCES—ELEMENTARY/MIDDLE

$(N_T = 291; N Rsp. = 105, \% Rsp. = 36.1)$

Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	14	13	21	20	22	21	35	34	13	12
2. Able to profit from suggestions	61	60	28	27	9	8	4	3	3	2
3. Punctual in coming to class	76	75	11	10	10	10	6	5	2	1
4. Able to assume responsibility on short notice	64	63	20	19	10	9	6	6	2	1
5. Able to influence pupils' behavior	23	22	41	40	25	24	8	8	5	4
6. Maintains an appropriate appearance	72	71	18	17	5	4	8	7	2	1
7. Able to maintain proper relations with the participating teacher	85	84	12	11	2	1	3	2	3	2
Amount of responsibility teacher candidate had for:										
8. Tutoring individual pupils	35	34	32	31	24	23	8	7	6	5
9. Tutoring pupils in small groups	28	27	34	33	26	25	11	10	6	5
10. Correcting pupils' work	21	20	26	25	27	26	24	23	7	6
11. Planning tutoring work under supervision	13	12	29	28	26	25	25	24	12	11
12. Working in the school outside the classroom	5	4	10	9	15	14	27	26	48	47
13. Communicating with pupils' parents	0	0	4	3	7	6	25	24	69	67

Figure 4

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
INITIAL EXPERIENCES--ELEMENTARY/MIDDLE
(N=105)

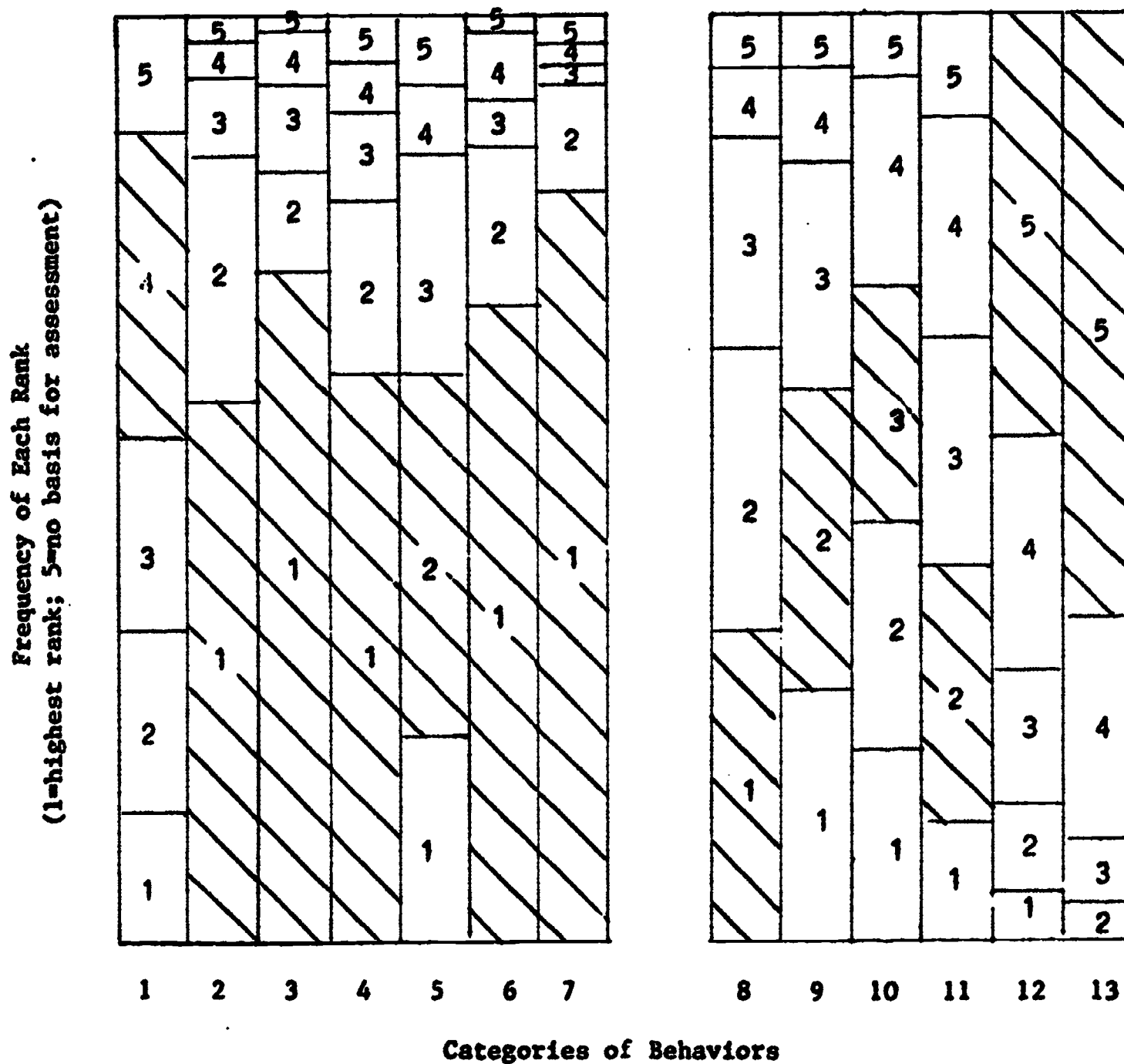Categories of Behaviors

1 inch = 20 responses

TABLE 5

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIO.
SUBSEQUENT EXPERIENCES—ELEMENTARY/MIDDLE

(Nт = 134; N Rsp. = 45, % Rsp. = 33.6)

Field Situation Category	1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	5	11	12	27	6	13	16	36	6	13
2. Able to profit from suggestions	22	49	14	31	5	11	3	7	1	2
3. Punctual in coming to class	35	78	6	13	3	7	1	2	0	0
4. Able to assume responsibility on short notice	24	53	7	16	3	7	9	20	2	4
5. Able to influence pupils' behavior	10	22	13	29	9	20	10	22	3	7
6. Maintains an appropriate appearance	36	80	6	13	0	0	3	7	0	0
7. Able to maintain proper relations with the participating teacher	41	91	4	9	0	0	0	0	0	0
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupils	19	43	14	31	6	13	4	9	2	4
9. Tutoring pupils in small groups	16	36	11	24	10	22	5	11	3	7
10. Correcting pupils' work	9	20	12	27	10	22	6	13	8	18
11. Planning tutoring work under supervision	8	18	10	22	11	24	7	16	9	20
12. Working in the school outside the classroom	3	7	5	11	4	9	8	18	25	55
13. Communicating with pupils' parents	0	0	2	4	2	4	3	7	38	85

Figure 5

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
SUBSEQUENT EXPERIENCES--ELEMENTARY/MIDDLE
(N=45)

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Categories of Behaviors
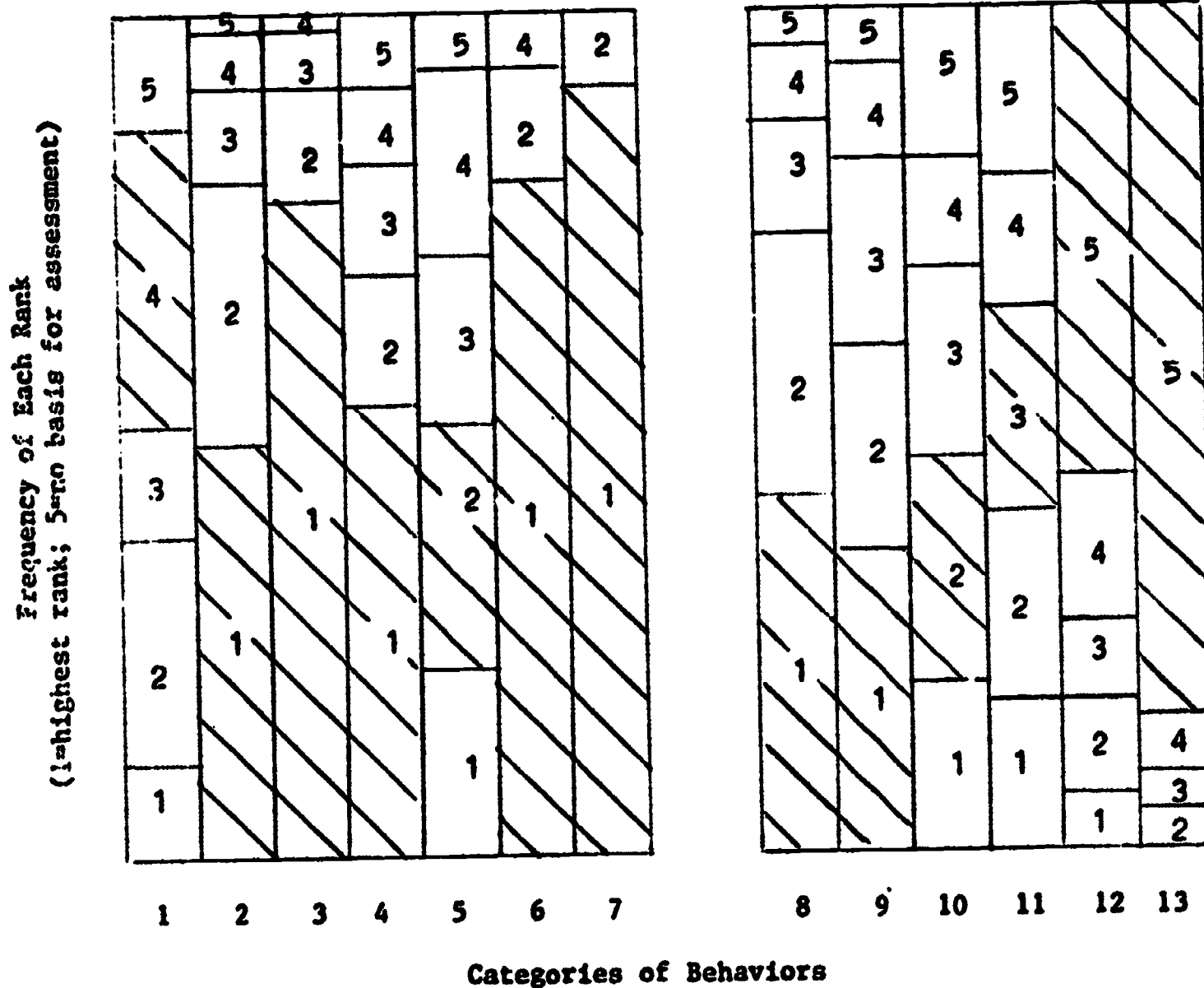
1 inch = 10 responses

a rank of 2 or above in category 4 at the subsequent level. Those reporting a rank of 2 or above in category 5 were 62% at the initial level and 51% at the subsequent level. About one-third of the teacher candidates at either field experience level had the confidence to volunteer suggestions about the best use of their and pupils' time very often.

Elementary/Middle teacher candidates spent most of their within-school time tutoring individual pupils and a great deal of time tutoring pupils in small groups. Comparatively, less time was spent in correcting pupils' work or planning tutoring work under supervision and very little time was spent in working in the school outside the classroom or communicating with pupils' parents.

Mean, median and modal ranks of perceptions at the initial and subsequent field experience levels for the Elementary/Middle Level for each category are as follows:

INITIAL AND SUBSEQUENT EXPERIENCES--ELEMENTARY/MIDDLE

Category	Mean Rank (by % Rsp.) Initial/Subsequent		Median Within Rank Initial/Subsequent		Mode Initial/Subsequent	
1	3.1	3.1	3	3	4	4
2	1.6	1.8	1	2	1	1
3	1.5	1.3	1	1	1	1
4	1.7	2.0	1	1	1	1
5	2.4	2.6	2	2	2	2
6	1.5	1.3	1	1	1	1
7	1.3	1.0	1	1	1	1
8	2.2	2.0	2	2	1	1
9	2.3	2.2	2	2	2	1
10	2.7	2.8	3	3	3	2
11	2.9	2.9	3	3	2	3
12	4.0	4.0	4	5	5	5
13	4.5	4.7	5	5	5	5

The final topic for discussion in Part A is participating teachers' perceptions of teacher candidates in the Secondary sequence at the initial and student or apprentice teaching levels. It should be noted that a great discrepancy exists between the sample size and percent responding at these two levels. Also, it is expected that the distribution of activities at the student or apprentice teaching level will differ from previous levels examined. Nevertheless, a comparison between the two Secondary levels can serve to make these contrasts clearer.

An examination of Tables 6 and 7 and Figures 6 and 7 indicates trends in participating teachers' perceptions on a category-by-category basis:

(1) Even at the student or apprentice teaching level, teacher candidates are hesitant about volunteering suggestions.

TABLE 6

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS:
INITIAL EXPERIENCES—SECONDARY

(N_T = 325; N Rsp. = 50, % Rsp. = 15.4)

Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	6	12	11	22	12	24	12	24	9	18
2. Able to profit from suggestions	14	28	19	38	6	12	3	6	8	16
3. Punctual in coming to class	29	58	14	28	4	8	2	4	1	2
4. Able to assume responsibility on short notice	18	36	14	28	4	8	3	6	11	22
5. Able to influence pupils' behavior	9	18	14	28	13	26	8	16	6	12
6. Maintains an appropriate appearance	32	64	6	12	7	14	2	4	3	6
7. Able to maintain proper relations with the participating teacher	40	80	6	12	2	4	1	2	1	2
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupil	10	20	18	36	7	14	9	18	6	12
9. Tutoring pupils in small groups	4	8	18	36	5	10	15	30	8	16
10. Correcting pupils' work	9	18	14	28	6	12	7	14	14	28
11. Planning tutoring work under supervision	3	6	7	14	7	14	8	16	25	50
12. Working in the school outside the classroom	3	6	3	6	5	10	5	10	34	68
13. Communicating with pupils' parents	2	4	1	2	0	0	5	10	42	84

Figure 6

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
INITIAL EXPERIENCES--SECONDARY   BEST COPY AVAILABLE
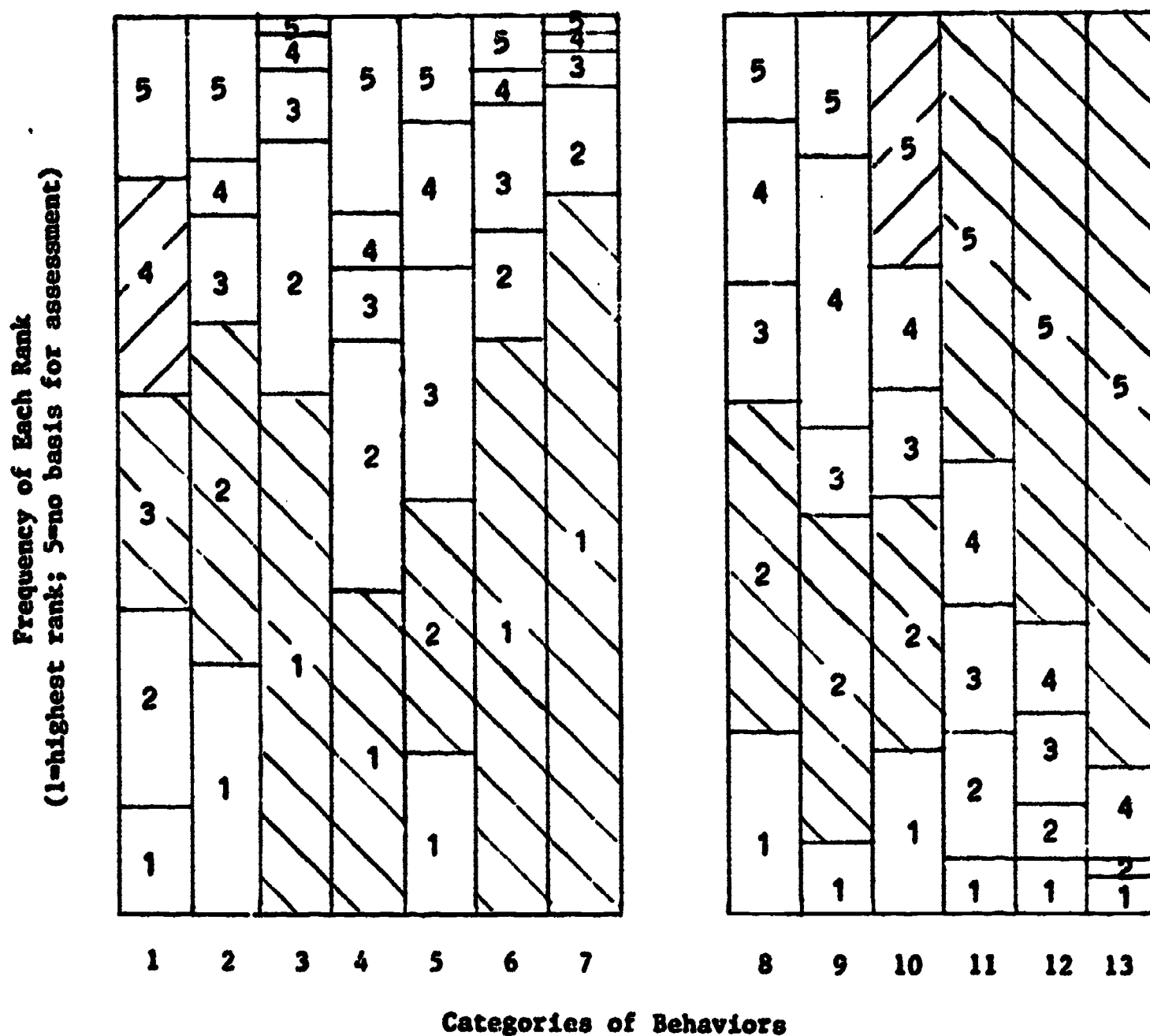(N=50)

Categories of Behaviors

1 inch = 10 responses

TABLE 7

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIORS IN SELECTED FIELD SITUATIONS STUDENT OR APPRENTICE TEACHING—SECONDARY

$(N_T = 19; N \text{ Rsp.} = 7, \% \text{ Rsp.} = 36.8)$

Field Situation Category	Perceptions 1(high) N	%	2 N	%	3 N	%	4(low) N	%	5(no basis) N	%
1. Volunteers suggestions about the best use of his and pupils' time	1	14.3	1	14.3	1	14.3	2	28.6	2	28.6
2. Able to profit from suggestions	4	57.1	0	0.0	1	14.3	1	14.3	1	14.3
3. Punctual in coming to class	5	71.4	1	14.3	0	0.0	0	0.0	1	14.3
4. Able to assume responsibility on short notice	5	71.4	0	0.0	0	0.0	1	14.3	1	14.3
5. Able to influence pupils' behavior	2	28.6	1	14.3	2	28.6	2	28.6	0	0.0
6. Maintains an appropriate appearance	5	71.4	1	14.3	0	0.0	0	0.0	1	14.3
7. Able to maintain proper relations with the participating teacher	5	71.4	0	0.0	1	14.3	0	0.0	1	14.3
Amount of responsibility teacher candidates had for:										
8. Tutoring individual pupils	0	0.0	2	28.6	1	14.3	3	42.8	1	14.3
9. Tutoring pupils in small groups	0	0.0	2	28.6	1	14.3	3	42.8	1	14.3
10. Correcting pupils' work	1	14.3	2	28.6	3	42.8	0	0.0	1	14.3
11. Planning tutoring work under supervision	1	14.3	1	14.3	2	28.6	0	0.0	3	42.8
12. Working in the school outside the classroom	1	14.3	1	14.3	2	28.6	2	28.6	1	14.3
13. Communicating with pupils' parents	1	14.3	0	0.0	0	0.0	2	28.6	4	57.1

Figure 7

PARTICIPATING TEACHERS PERCEPTIONS OF FREQUENCIES OF
TEACHER CANDIDATE BEHAVIORS:
STUDENT OR APPRENTICE TEACHING--SECONDARY
(N=7)

Frequency of Each Rank
(1=highest rank; 5=no basis for assessment)

Categories of Behaviors
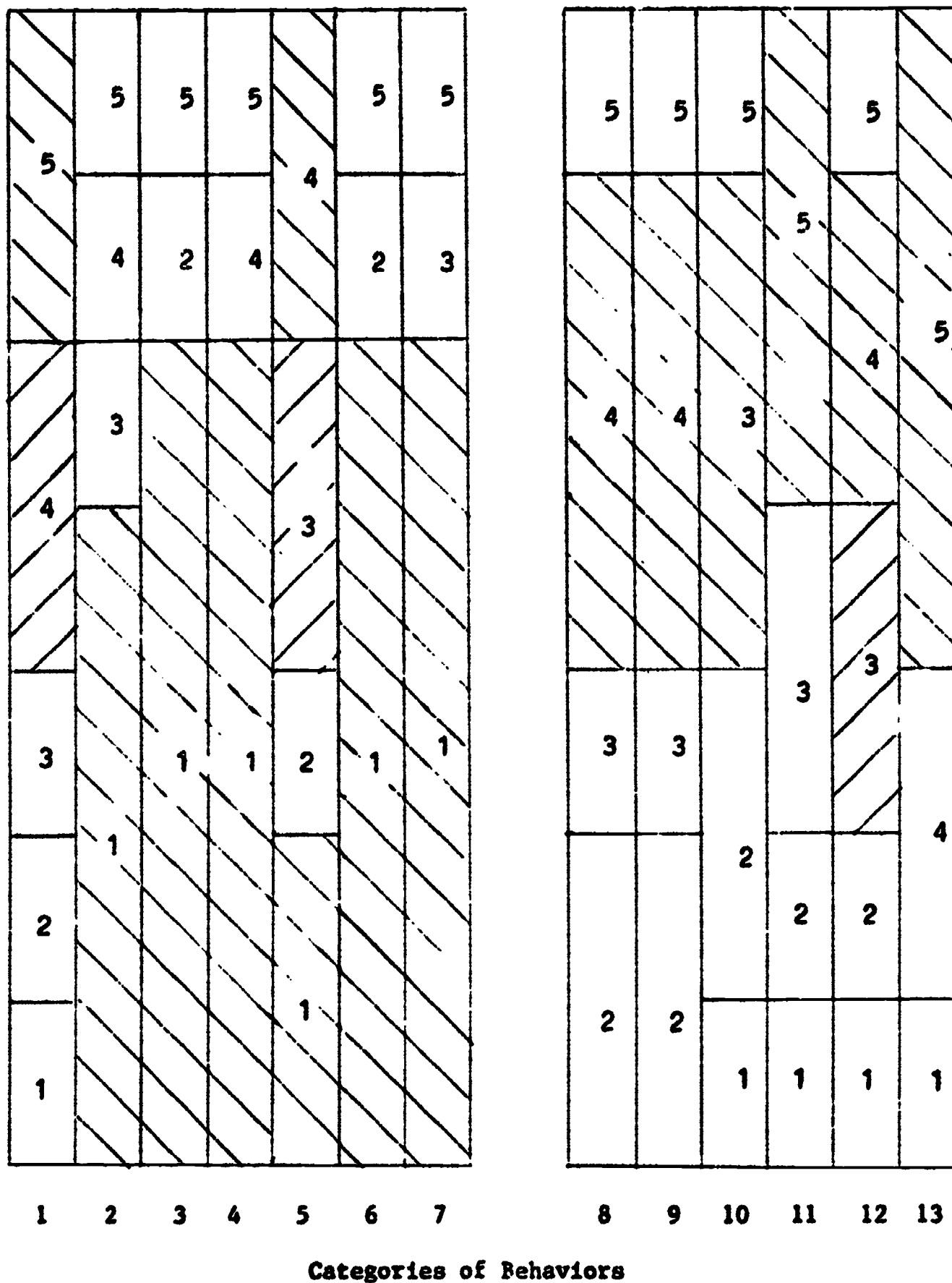
1 inch = 1 response

(2) Student teachers are able to profit from suggestions 90% or more of the time; teacher candidates at the initial course level are able to profit from suggestions 70% or more of the time.

(3) Both groups are punctual in coming to class, but student teachers are more punctual (90% or more of the time).

(4) Student teachers are decidedly more able to assume responsibility on short notice.

(5) The majority of teacher candidates at initial and subsequent course levels are unable to influence pupils' behavior more than 70% of the time.

(6) Student teachers are more attentive to maintaining an appropriate appearance.

(7) Ability to maintain proper relations with the participating teacher is the most highly perceived category at both course levels.

(8) The majority of teacher candidates at the initial course level spent 70% or more of their time tutoring individual pupils; the majority of student teachers spent less than 50% of their time in this activity.

(9) Initial course level teacher candidates were perceived by participating teachers as spending either a great deal of time or very little time tutoring pupils. The majority of student or apprentice teachers spent comparatively little time in this activity.

(10) Student teachers spent more time in correcting pupils' work (85.7% rank 3 or higher) than initial course level teacher candidates (58% rank 3 or higher).

(11) Student teachers spent somewhat more time than initial course level teacher candidates in planning tutoring work under supervision, but a large percentage of the Secondary participating teachers reported a rank of 5 in this category at both levels.

(12) Initial course level teacher candidates spent very little time in working outside the classroom (68% rank 5). The time spent by student teachers was dispersed (14.3% rank 5) with a concentration of responses in ranks 3 and 4.

(13) Only 16% of the initial course level participating teachers felt that they had a basis for reporting teacher candidates communication with pupils' parents. At the student or apprentice teaching level, 42.9% reported some basis for assessment.

These are the mean (weighted), median and modal ranks for responses in each category at the Secondary Level for the initial course level and student or apprentice teaching level:

INITIAL AND STUDENT OR APPRENTICE TEACHING EXPERIENCES--SECONDARY

Category	Mean, Rank (by % Rsp.) Initial/Apprentice		Median Within Rank Initial/Apprentice		Mode Initial/Apprentice	
1	.3.1	3.4	3	4	3,4	4,5
2	2.4	2.2	2	1	2	1
3	1.6	1.7	1	1	1	1
4	2.5	2.0	2	1	1	1
5	2.7	2.5	3	3	2	1,3,4
6	1.7	1.7	1	1	1	1
7	1.3	1.8	1	1	1	1
8	2.6	3.4	2	4	2	4
9	3.1	3.4	3	4	2	4
10	3.0	2.7	3	3	2,5	3
11	3.9	3.4	4,5	3	5	5
12	4.2	3.1	5	3	5	3,4
13	4.6	4.1	5	5	5	5

An overview of the data on participating teachers' responses presented in Part A has indicated certain critical areas for possible change in planning future field experiences for teacher candidates and has raised some questions with respect to teacher candidates, and participating teachers involvement in field experiences.

Even though the ability to maintain proper relations with the participating teacher is very highly perceived, the reciprocal giving and taking of suggestions between teacher candidates and participating teachers is not so highly perceived.

Feelings of inadequacy or dependency in the teacher candidates, who must deal with real rather than theoretical situations in the Performance-Based Program's emphasis on field experiences, are revealed in their reluctance to volunteer suggestions. Student teachers were most able to assume responsibility on short notice; it is interesting to note, however, that Elementary/Middle teacher candidates in the initial course were more successful at this than those at the subsequent course level. A lack of either confidence or sufficient preparation could be the causal factor basic to perceptions of teacher candidates' ability to influence pupils' behavior (category 5).

In regard to categories 8 through 13, which are concerned with the amount of time the teacher candidate spends in or has responsibility for various within-school activities, it is notable that even though the largest percentage of time, by far, is devoted to tutoring pupils, comparatively little time is devoted to planning this tutoring work under supervision. Experience in the vital area of communication with pupils' parents is lacking.

Part B contains a series of graphs (Figures 8 through 20), one for each field category, illustrating participating teachers' perception of teacher candidate behavior across the six field experience levels: (1) Early Childhood--Initial, (2) Early Childhood--Subsequent, (3) Elementary/Middle--Initial, (4) Elementary/Middle--Subsequent, (5) Secondary--Initial, and (6) Secondary--Student or Apprentice Teaching.

Data for the graphs are from the Tables 2 through 7 in Part A. A synopsis of this data is presented here for ready reference.

Category One:
Volunteers Suggestions About the Best Use of His and Pupils' Time
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences--Early Childhood	9.7	22.6	22.6	25.8	19.3
Subsequent Experiences--Early Childhood	- 13.0	26.0	39.0	22.0	----
Initial Experiences--Elementary/Middle	13.0	20.0	21.0	34.0	12.0
Subsequent Experiences--Elementary/Middle	11.0	27.0	13.0	36.0	13.0
Initial Experiences--Secondary	12.0	22.0	24.0	24.0	18.0
Student or Apprentice Teaching--Secondary	14.3	14.3	14.3	28.6	28.6

Category Two:
Able to Profit from Suggestions
% Responding

Level	Ranks: 1	2	3	4	5
Initial Experiences--Early Childhood	45.2	29.0	13.0	6.4	6.4
Subsequent Experiences--Early Childhood	43.0	35.0	13.0	9.0	----
Initial Experiences--Elementary/Middle	60.0	27.0	8.0	3.0	2.0
Subsequent Experiences--Elementary/Middle	49.0	31.0	11.0	7.0	2.0
Initial Experiences--Secondary	28.0	38.0	12.0	6.0	1..0
Student or Apprentice Teaching--Secondary	57.1	----	14.3	14.3	14.3

Category Three:
Punctual in Coming to Class
% Responding

Level	Ranks:				
	1	2	3	4	5
Initial Experiences--Early Childhood	58.2	19.3	19.3	----	3.2
Subsequent Experiences--Early Childhood	57.0	9.0	17.0	17.0	----
Initial Experiences--Elementary/Middle	75.0	10.0	9.0	5.0	1.0
Subsequent Experiences--Elementary/Middle	78.0	13.0	7.0	2.0	----
Initial Experiences--Secondary	58.0	28.0	8.0	4.0	2.0
Student or Apprentice Teaching--Secondary	71.4	14.3	----	----	14.3

Category Four:
Able to Assume Responsibility on Short Notice
% Responding

Level	Ranks:				
	1	2	3	4	5
Initial Experiences--Early Childhood	45.2	19.3	16.1	9.7	9.7
Subsequent Experiences--Early Childhood	43.0	31.0	9.0	17.0	----
Initial Experiences--Elementary/Middle	63.0	19.0	9.0	5.0	4.0
Subsequent Experiences--Elementary/Middle	53.0	16.0	13.0	9.0	9.0
Initial Experiences--Secondary	36.0	28.0	8.0	6.0	22.0
Student or Apprentice Teaching--Secondary	71.4	----	----	14.3	14.3

Category Five:
Able to Influence Pupils' Behavior
% Responding

Level	Ranks:				
	1	2	3	4	5
Initial Experiences-- Early Childhood	29.0	22.6	29.0	13.0	6.4
Subsequent Experiences--Early Childhood	31.0	17.0	31.0	22.0	----
Initial Experiences--Elementary/Middle	22.0	40.0	24.0	7.0	7.0
Subsequent Experiences--Elementary/Middle	22.0	29.0	20.0	22.0	7.0
Initial Experiences--Secondary	18.0	28.0	26.0	16.0	12.0
Student or Apprentice Teaching--Secondary	28.6	14.3	28.6	28.6	----

Category Six:
Maintains an Appropriate Appearance
% Responding

	Ranks:				
Level	**1**	**2**	**3**	**4**	**5**
Initial Experiences—Early Childhood	67.6	13.0	13.0	6.4	----
Subsequent Experiences—Early Childhood	65.0	22.0	9.0	4.0	----
Initial Experiences—Elementary/Middle	71.0	17.0	4.0	7.0	1.0
Subsequent Experiences—Elementary/Middle	80.0	13.0	----	7.0	----
Initial Experiences—Secondary	64.0	12.0	14.0	4.0	6.0
Student or Apprentice Teaching—Secondary	71.4	14.3	----	----	14.3

Category Seven:
Able to Maintain Proper Relations with the Participating Teacher
% Responding

	Ranks:				
Level	**1**	**2**	**3**	**4**	**5**
Initial Experiences—Early Childhood	80.6	13.0	3.2	----	3.2
Subsequent Experiences—Early Childhood	74.0	17.0	9.0	----	----
Initial Experiences—Elementary/Middle	84.0	11.0	1.0	2.0	2.0
Subsequent Experiences—Elementary/Middle	91.0	9.0	----	----	----
Initial Experiences—Secondary	81.0	12.0	4.0	2.0	2.0
Student or Apprentice Teaching—Secondary	71.4	----	14.3	----	14.3

Category Eight:
Tutoring Individual Pupils
% Responding

	Ranks:				
Level	**1**	**2**	**3**	**4**	**5**
Initial Experiences—Early Childhood	38.7	22.6	19.3	13.0	6.4
Subsequent Experiences—Early Childhood	31.0	26.0	31.0	9.0	4.0
Initial Experiences—Elementary/Middle	34.0	31.0	23.0	7.0	5.0
Subsequent Experiences—Elementary/Middle	43.0	31.0	13.0	9.0	4.0
Initial Experiences—Secondary	20.0	36.0	14.0	18.0	12.0
Student or Apprentice Teaching—Secondary	----	28.6	14.3	42.8	14.3

Category Nine:
Tutoring Pupils in Small Groups
% Responding

| | Ranks: | | | | |
Level	1	2	3	4	5
Initial Experiences--Early Childhood	19.3	35.6	29.0	6.4	9.7
Subsequent Experiences--Early Childhood	43.0	31.0	22.0	----	4.0
Initial Experiences--Elementary/Middle	27.0	33.0	25.0	10.0	5.0
Subsequent Experiences--Elementary/Middle	36.0	24.0	22.0	11.0	7.0
Initial Experiences--Secondary	8.0	36.0	10.0	30.0	16.0
Student or Apprentice Teaching--Secondary	----	28.6	14.3	42.8	14.3

Category Ten:
Correcting Pupils' Work
% Responding

| | Ranks: | | | | |
Level	1	2	3	4	5
Initial Experiences--Early Childhood	13.0	38.6	16.1	19.3	13.0
Subsequent Experiences--Early Childhood	22.0	13.0	17.0	22.0	26.0
Initial Experiences--Elementary/Middle	20.0	25.0	26.0	23.0	6.0
Subsequent Experiences--Elementary/Middle	20.0	27.0	22.0	13.0	18.0
Initial Experiences--Secondary	18.0	28.0	12.0	14.0	28.0
Student or Apprentice Teaching--Secondary	14.3	28.6	42.8	----	14.3

Category Eleven:
Planning Tutoring Work Under Supervision
% Responding

| | Ranks: | | | | |
Level	1	2	3	4	5
Initial Experiences--Early Childhood	22.6	16.1	3.2	29.0	29.0
Subsequent Experiences--Early Childhood	17.0	39.0	17.0	13.0	13.0
Initial Experiences--Elementary/Middle	12.0	28.0	25.0	24.0	11.0
Subsequent Experiences--Elementary/Middle	18.0	22.0	24.0	16.0	20.0
Initial Experiences--Secondary	6.0	14.0	14.0	16.0	50.0
Student or Apprentice Teaching--Secondary	14.3	14.3	28.6	----	42.8

Category Twelve:
Working in the School Outside the Classroom
% Responding

	Ranks:				
Level	1	2	3	4	5
Initial Experiences--Early Childhood	6.4	3.2	6.4	13.0	71.0
Subsequent Experiences--Early Childhood	----	13.0	9.0	31.0	47.0
Initial Experiences--Elementary/Middle	4.0	9.0	14.0	26.0	47.0
Subsequent Experiences--Elementary/Middle	7.0	11.0	9.0	18.0	55.0
Initial Experiences--Secondary	6.0	6.0	10.0	10.0	68.0
Student or Apprentice Teaching--Secondary	14.3	14.3	28.6	28.6	14.3

Category Thirteen:
Communicating with Pupils' Parents
% Responding

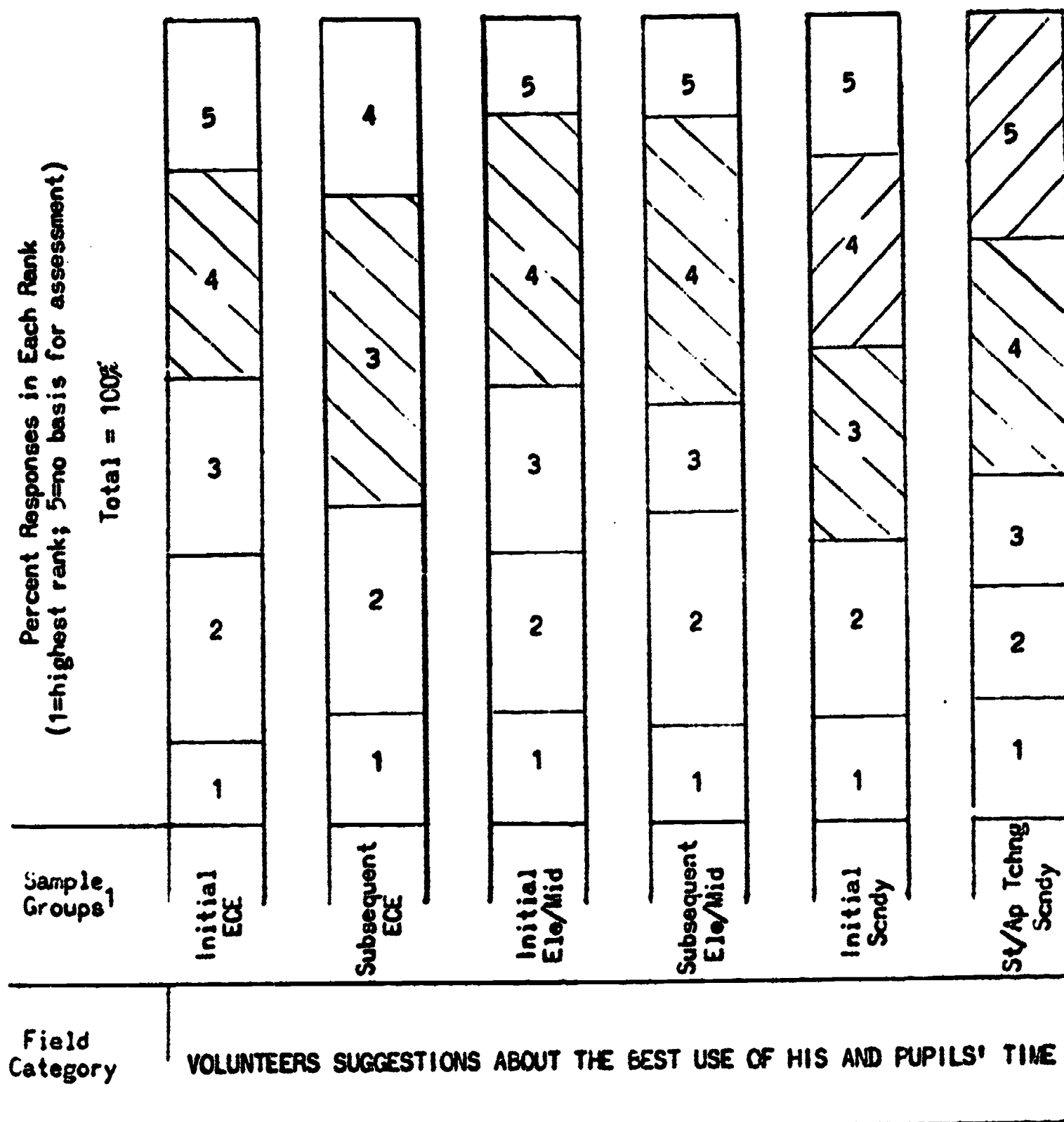|	Ranks:				
Level	1	2	3	4	5
Initial Experiences--Early Childhood	3.2	3.2	----	3.2	90.4
Subsequent Experiences--Early Childhood	----	----	9.0	22.0	69.0
Initial Experiences--Elementary/Middle	----	3.0	6.0	24.0	67.0
Subsequent Experiences--Elementary/Middle	----	4.0	4.0	7.0	85.0
Initial Experiences--Secondary	4.0	2.0	----	10.0	84.0
Student or Apprentice Teaching--Secondary	14.3	----	----	28.6	57.1

The frequencies of each rank reported in the graphs in Part A are in terms of Number Responding, the frequencies reported in Part B graphs are in terms of Percent Responding.

The succeeding graphs (Figures 8 through 20) are self-explanatory and have been designed to make the cross-level comparisons discussed in Part A readily apparent. The graphs are presented in numerical order for categories 1 through 13.

Figure 8

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY ONE AT EACH COURSE LEVEL

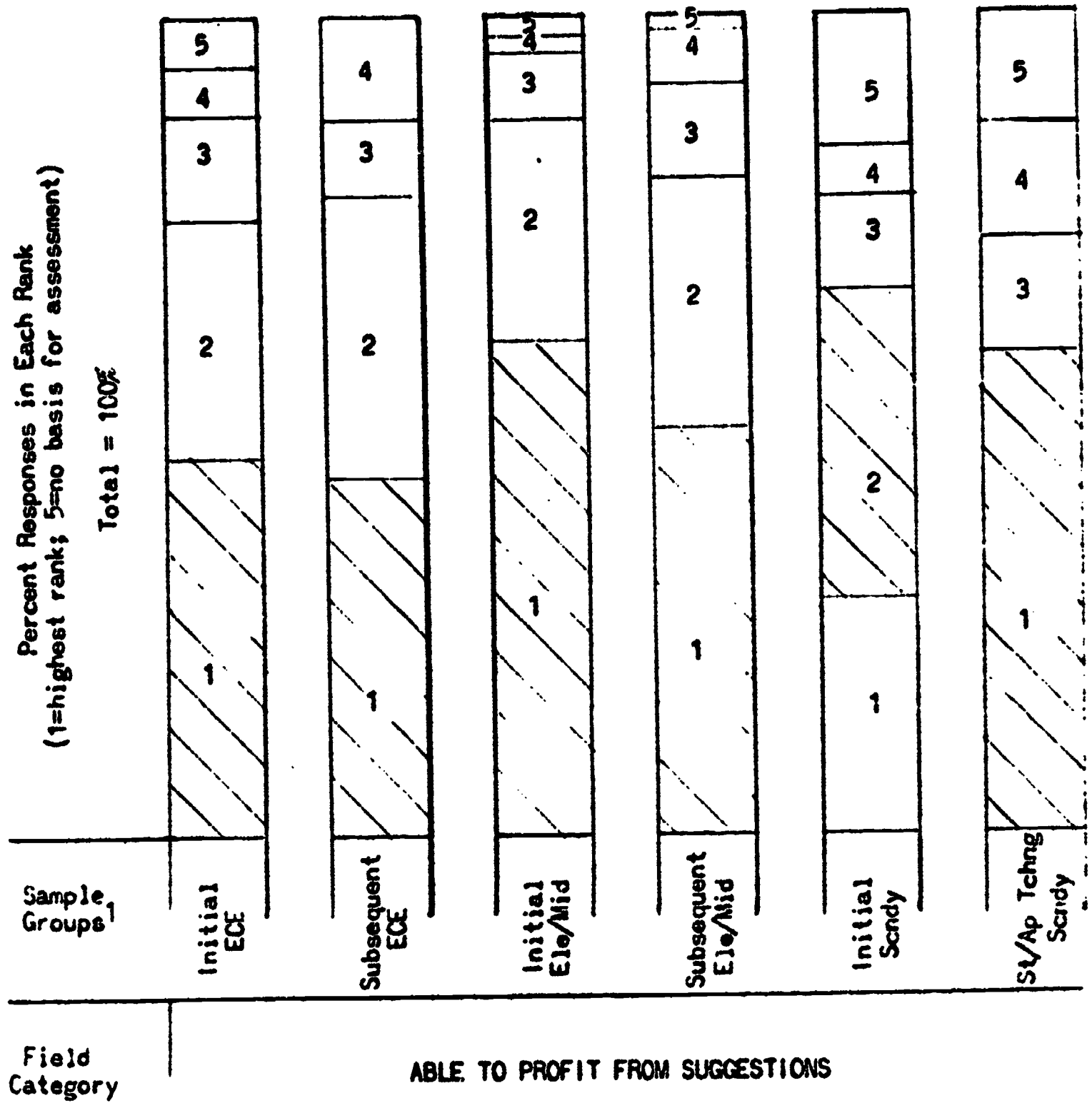($\frac{1}{8}$" = 10%)

Sample Groups[1]

Initial ECE | Subsequent ECE | Initial Ele/Mid | Subsequent Ele/Mid | Initial Scndy | St/Ap Tchng Scndy

Field Category

VOLUNTEERS SUGGESTIONS ABOUT THE BEST USE OF HIS AND PUPILS' TIME

[1] by experience level

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY TWO AT EACH COURSE LEVEL

$(\frac{1}{2}" = 10\%)$

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample Groups[1]

Initial ECE | Subsequent ECE | Initial Ele/Mid | Subsequent Ele/Mid | Initial Scndy | St/Ap Tchng Scndy

Field Category   ABLE TO PROFIT FROM SUGGESTIONS

[1] by experience level

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY THREE AT EACH COURSE LEVEL

$(\frac{1}{8}'' = 10\%)$

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)

Total = 100%

Sample Groups[1]

Initial ECE

Subsequent ECE

Initial Ele/Mid

Subsequent Ele/Mid

Initial Scndy

St/Ap Tchng Scndy

Field Category

PUNCTUAL IN COMING TO CLASS

[1] by experience level

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
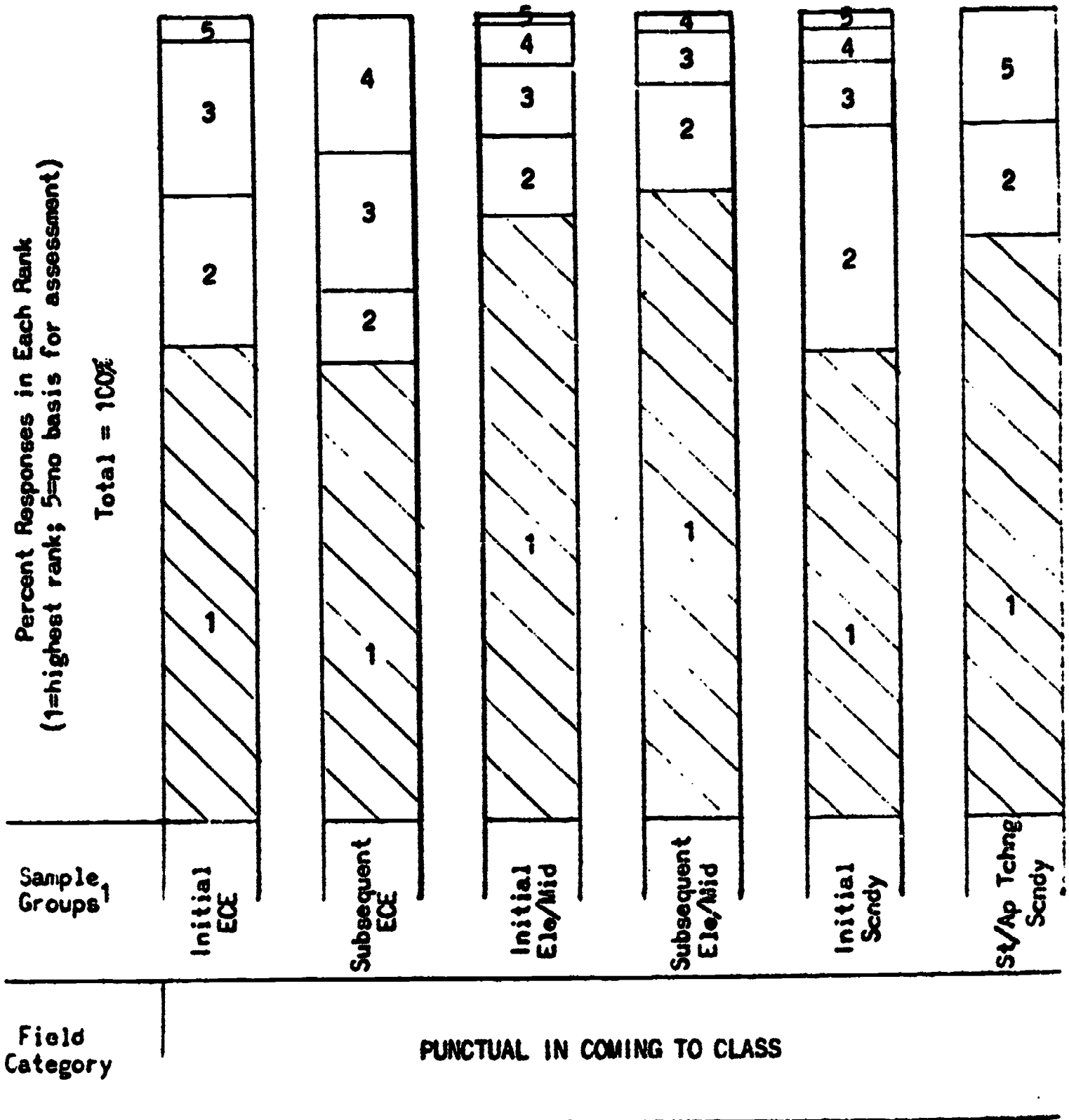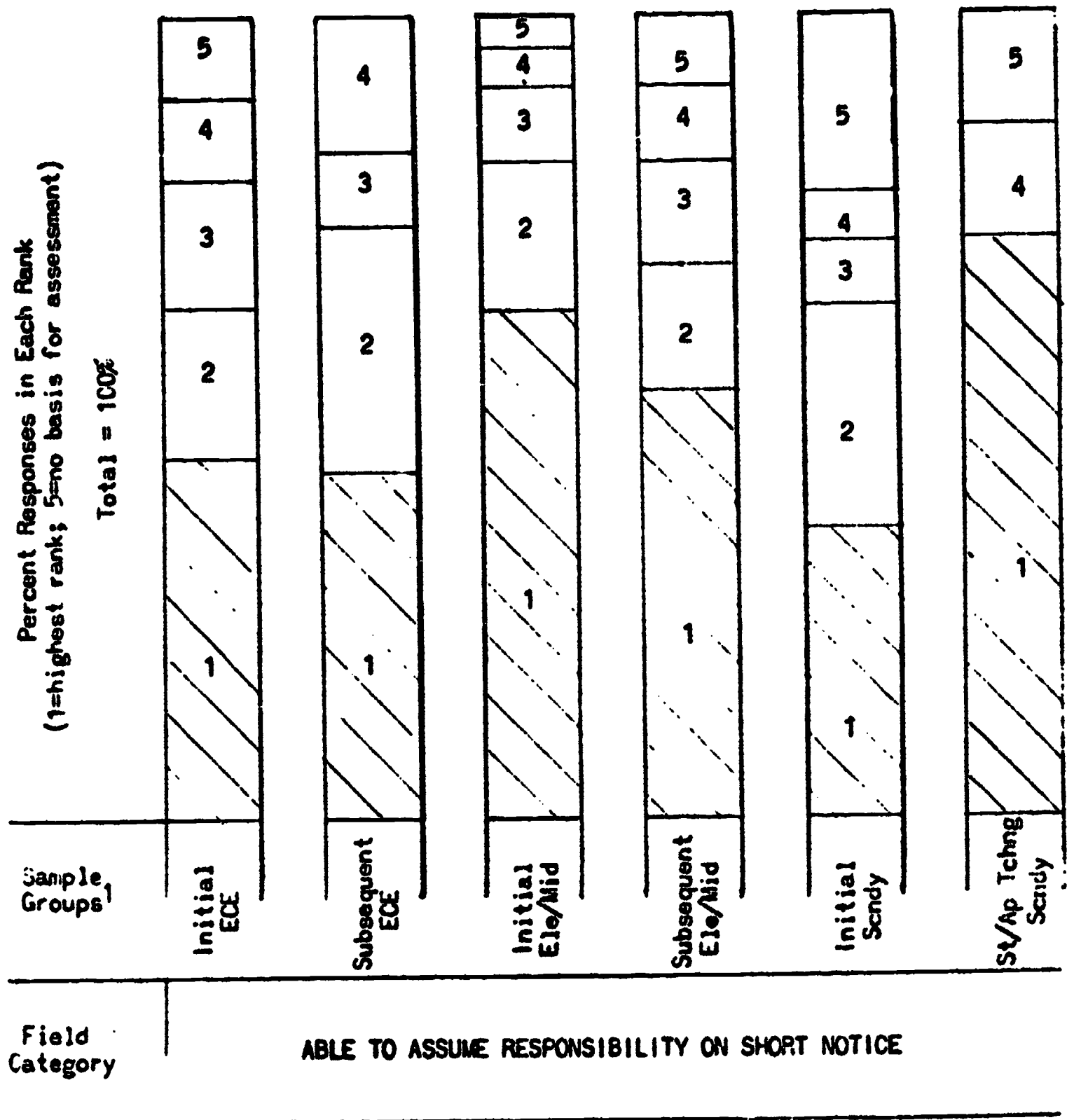IN FIELD SITUATION CATEGORY FOUR AT EACH COURSE LEVEL

$(\frac{1}{8}" = 10\%)$

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample Groups[1]

Initial ECE

Subsequent ECE

Initial Ele/Mid

Subsequent Ele/Mid

Initial Scndy

St/Ap Tchng Scndy

Field Category   ABLE TO ASSUME RESPONSIBILITY ON SHORT NOTICE

[1] by experience level

Figure 12

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY FIVE AT EACH COURSE LEVEL

($\frac{1}{4}$" = 10%)
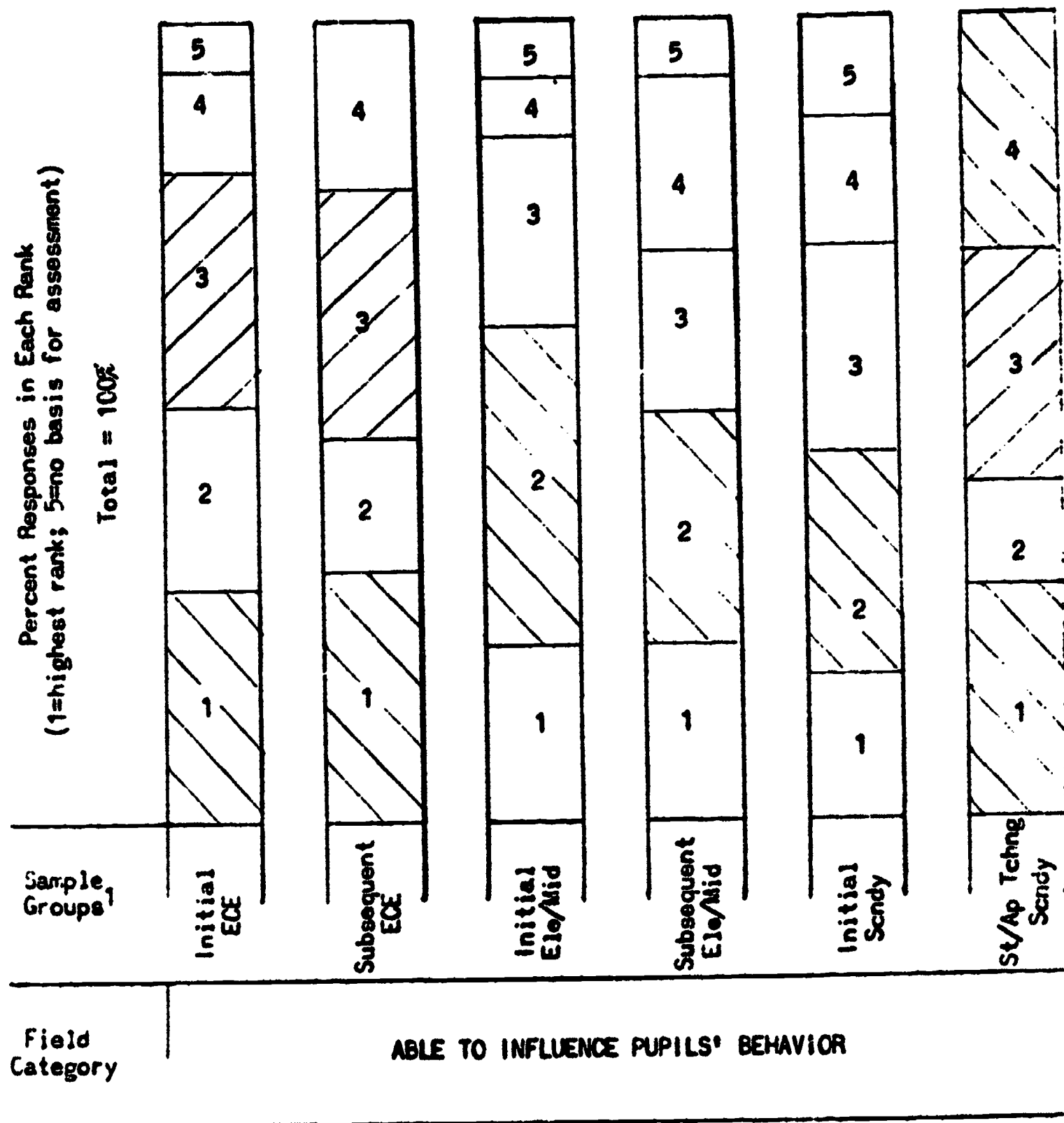

1
by experience level

Figure 13

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY SIX AT EACH COURSE LEVEL

($\frac{1}{2}$" = 10%)

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample
Groups[1]

Initial ECE | Subsequent ECE | Initial Ele/Mid | Subsequent Ele/Mid | Initial Scndy | St/Ap Tchng Scndy

Field
Category
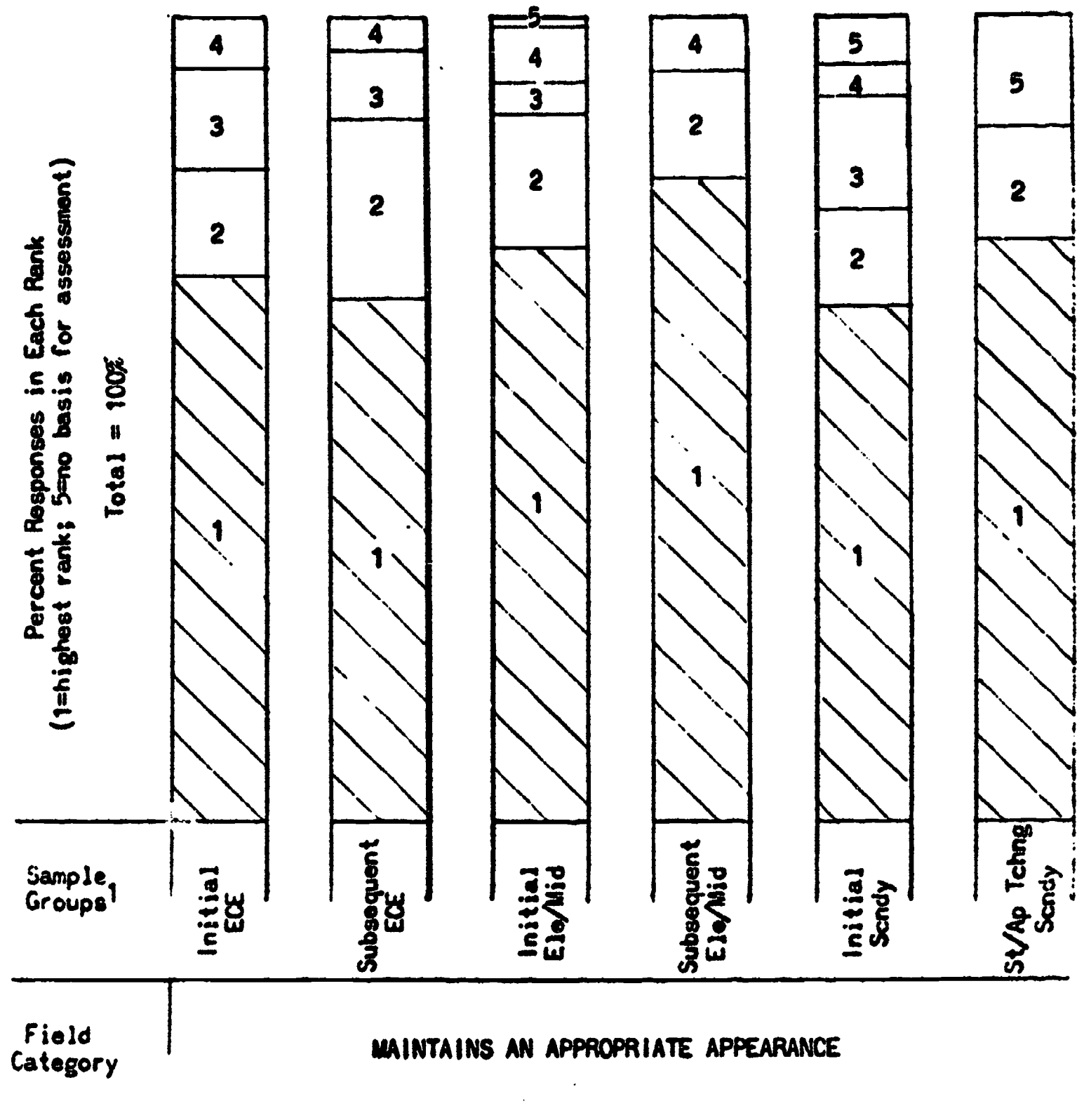MAINTAINS AN APPROPRIATE APPEARANCE

[1]
by experience level

Figure 14

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY SEVEN AT EACH COURSE LEVEL
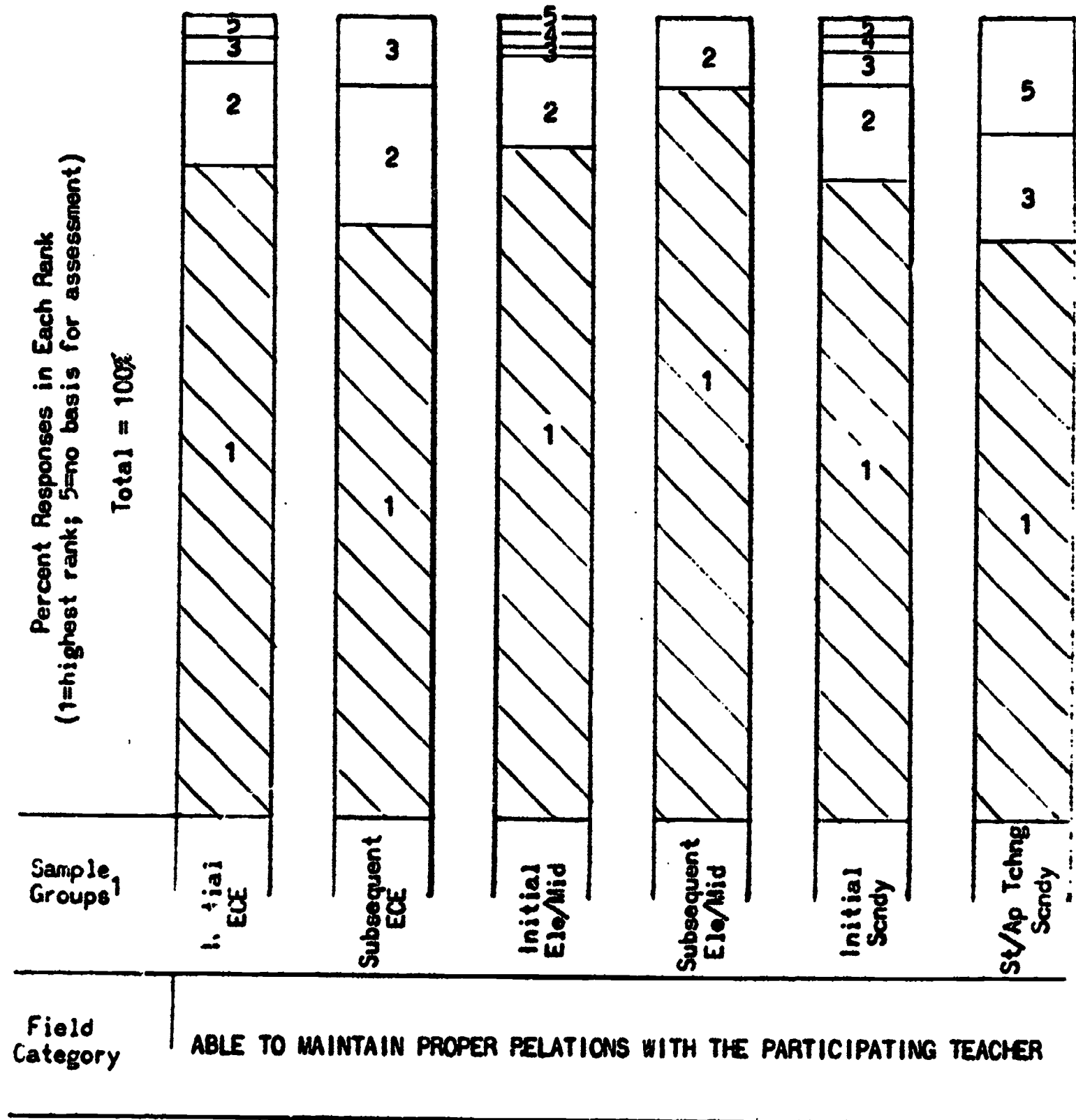
($\frac{1}{8}$" = 10%)

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample Groups[1]

Initial ECE

Subsequent ECE

Initial Ele/Mid

Subsequent Ele/Mid

Initial Scndy

St/Ap Tchng Scndy

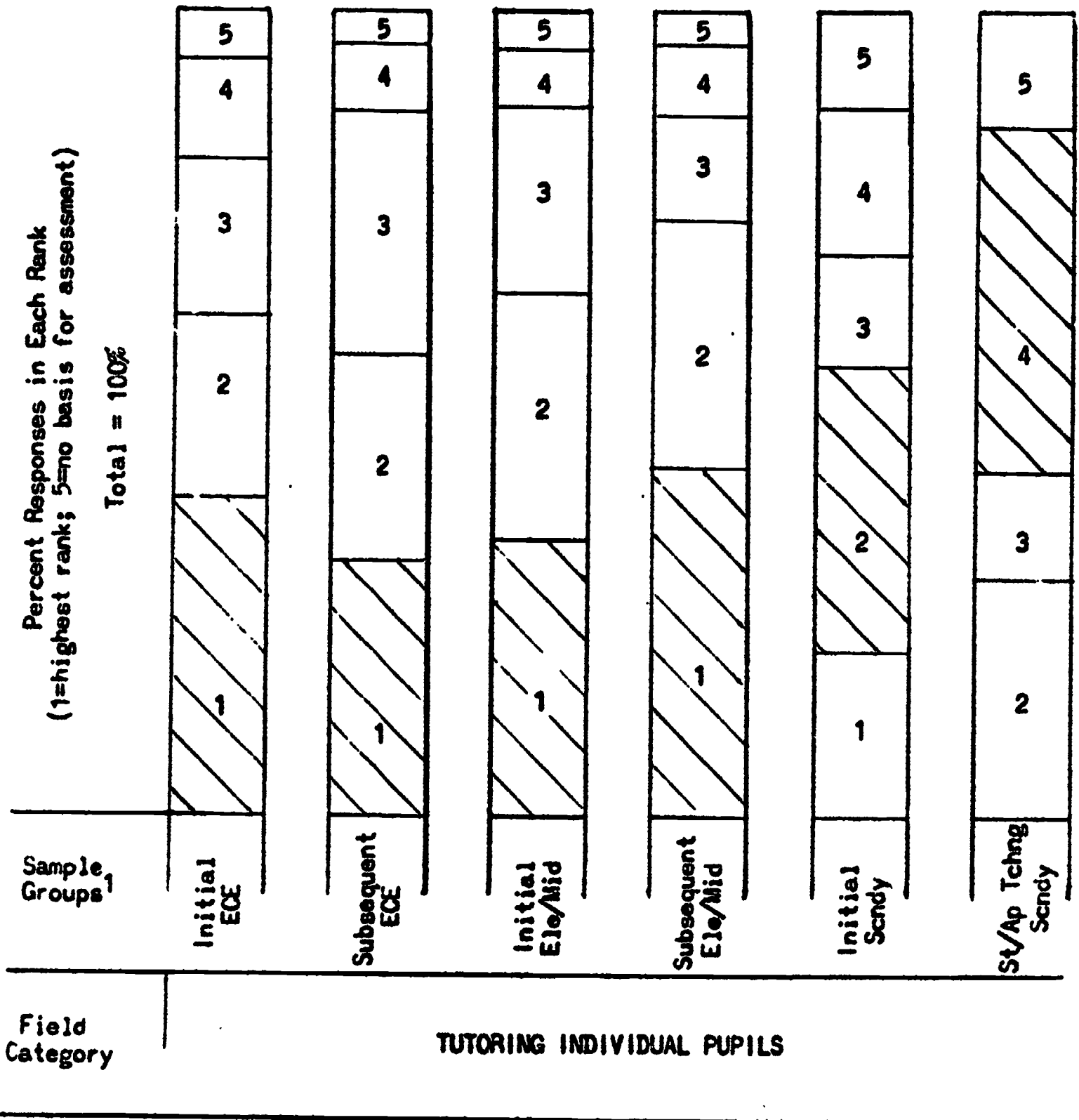Field Category   ABLE TO MAINTAIN PROPER RELATIONS WITH THE PARTICIPATING TEACHER

[1]
by experience level

Figure 15

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
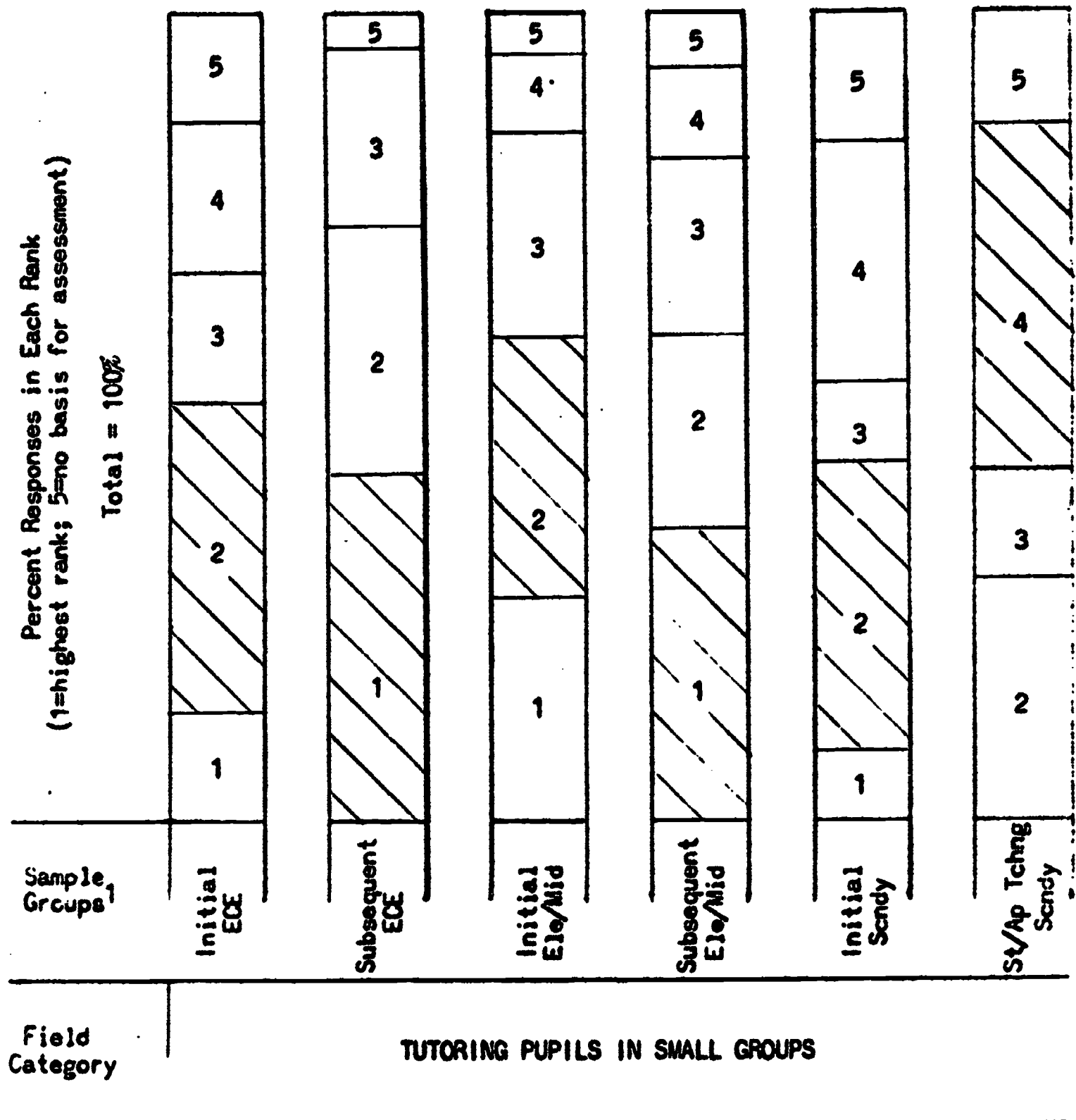IN FIELD SITUATION CATEGORY EIGHT AT EACH COURSE LEVEL

($\frac{1}{2}$" = 10%)

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample Groups[1]	Initial ECE	Subsequent ECE	Initial Ele/Mid	Subsequent Ele/Mid	Initial Scndy	St/Ap Tchng Scndy

Field Category   TUTORING INDIVIDUAL PUPILS

[1]
by experience level   40

39

Figure 16

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY NINE AT EACH COURSE LEVEL

$(\frac{1}{2}" = 10\%)$

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample Groups[1]

Initial ECE | Subsequent ECE | Initial Ele/Mid | Subsequent Ele/Mid | Initial Scndy | St/Ap Tchng Scndy
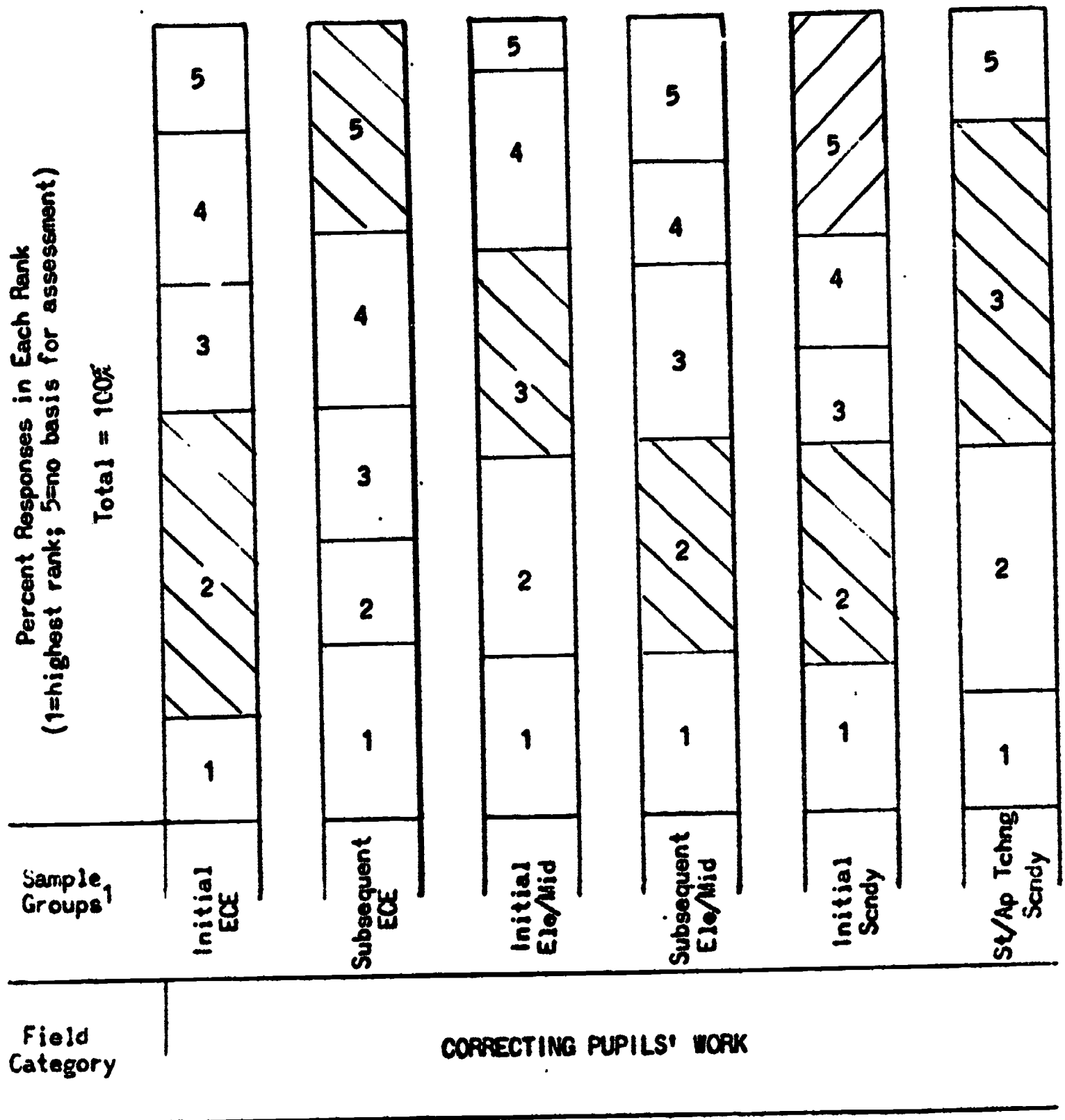
Field Category

TUTORING PUPILS IN SMALL GROUPS

[1]
by experience level

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY TEN AT EACH COURSE LEVEL

$(\frac{1}{8}" = 10\%)$

Sample Groups[1]	Initial ECE	Subsequent ECE	Initial Ele/Mid	Subsequent Ele/Mid	Initial Scndy	St/Ap Tchng Scndy
Field Category			CORRECTING PUPILS' WORK			

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

[1]
by experience level

41

Figure 18

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
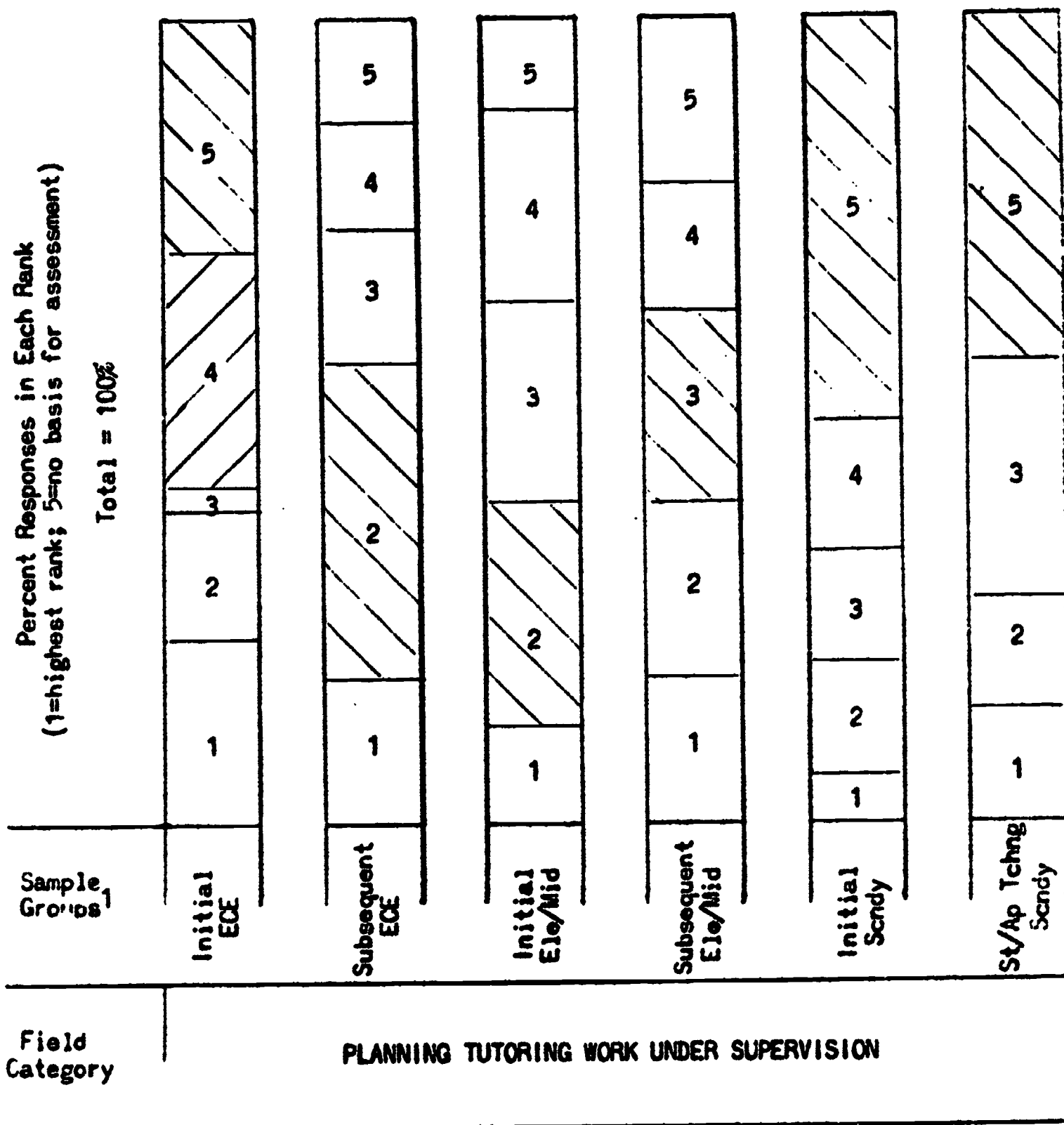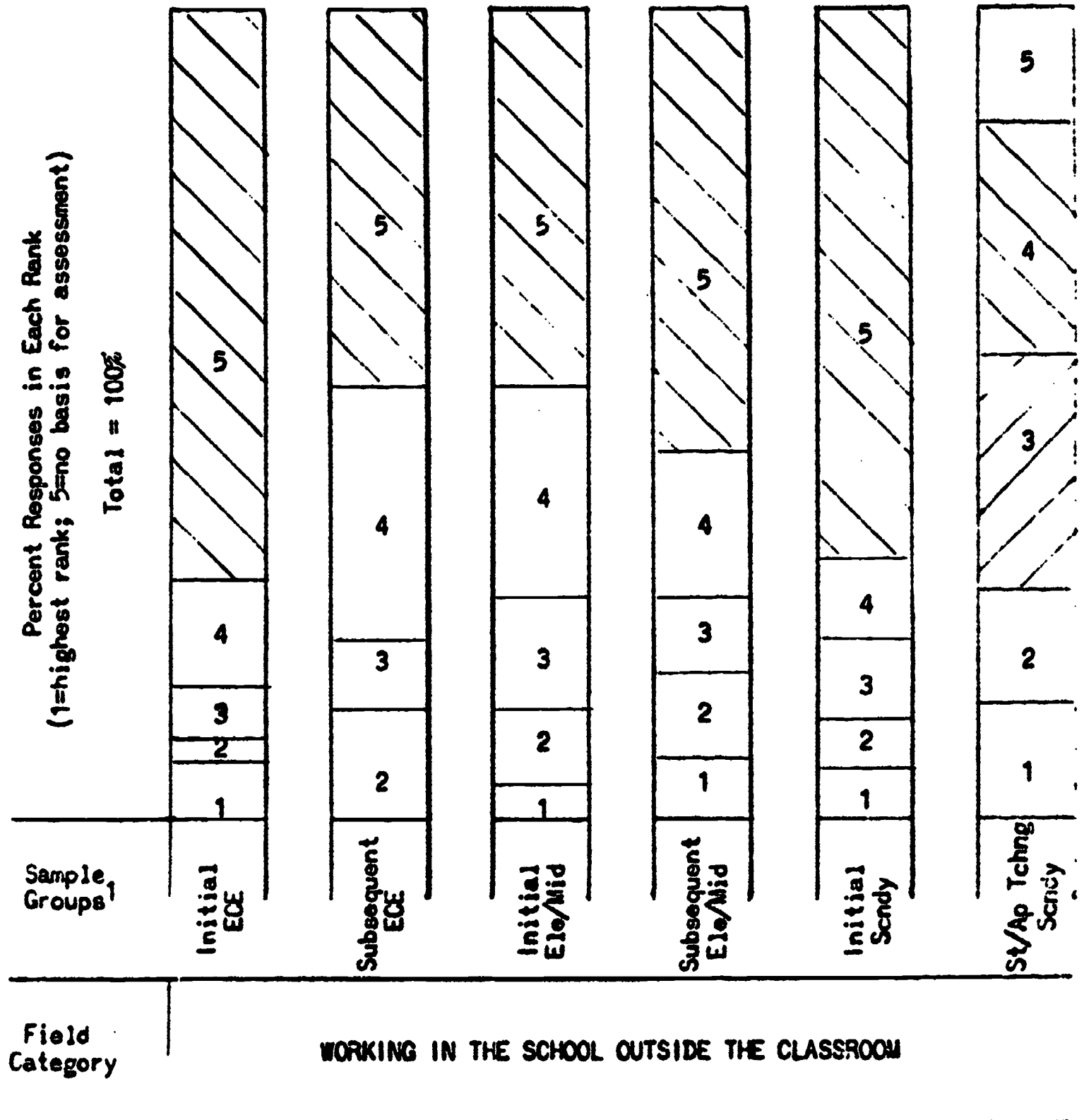IN FIELD SITUATION CATEGORY ELEVEN AT EACH COURSE LEVEL

$(\frac{1}{4}'' = 10\%)$

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

Sample Groups[1]

Initial ECE

Subsequent ECE

Initial Ele/Mid

Subsequent Ele/Mid

Initial Scndy

St/Ap Tchng Scndy

Field Category

PLANNING TUTORING WORK UNDER SUPERVISION

[1] by experience level

Figure 19

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY TWELVE AT EACH COURSE LEVEL

($\frac{1}{4}$" = 10%)

Percent Responses in Each Rank
(1=highest rank; 5=no basis for assessment)
Total = 100%

| Sample Groups[1] | Initial ECE | Subsequent ECE | Initial Ele/Mid | Subsequent Ele/Mid | Initial Scndy | St/Ap Tchng Scndy |

Field Category — WORKING IN THE SCHOOL OUTSIDE THE CLASSROOM

[1] by experience level

PARTICIPATING TEACHERS PERCEPTIONS OF TEACHER CANDIDATE BEHAVIOR
IN FIELD SITUATION CATEGORY THIRTEEN AT EACH COURSE LEVEL

$(\frac{1}{4}" = 10\%)$
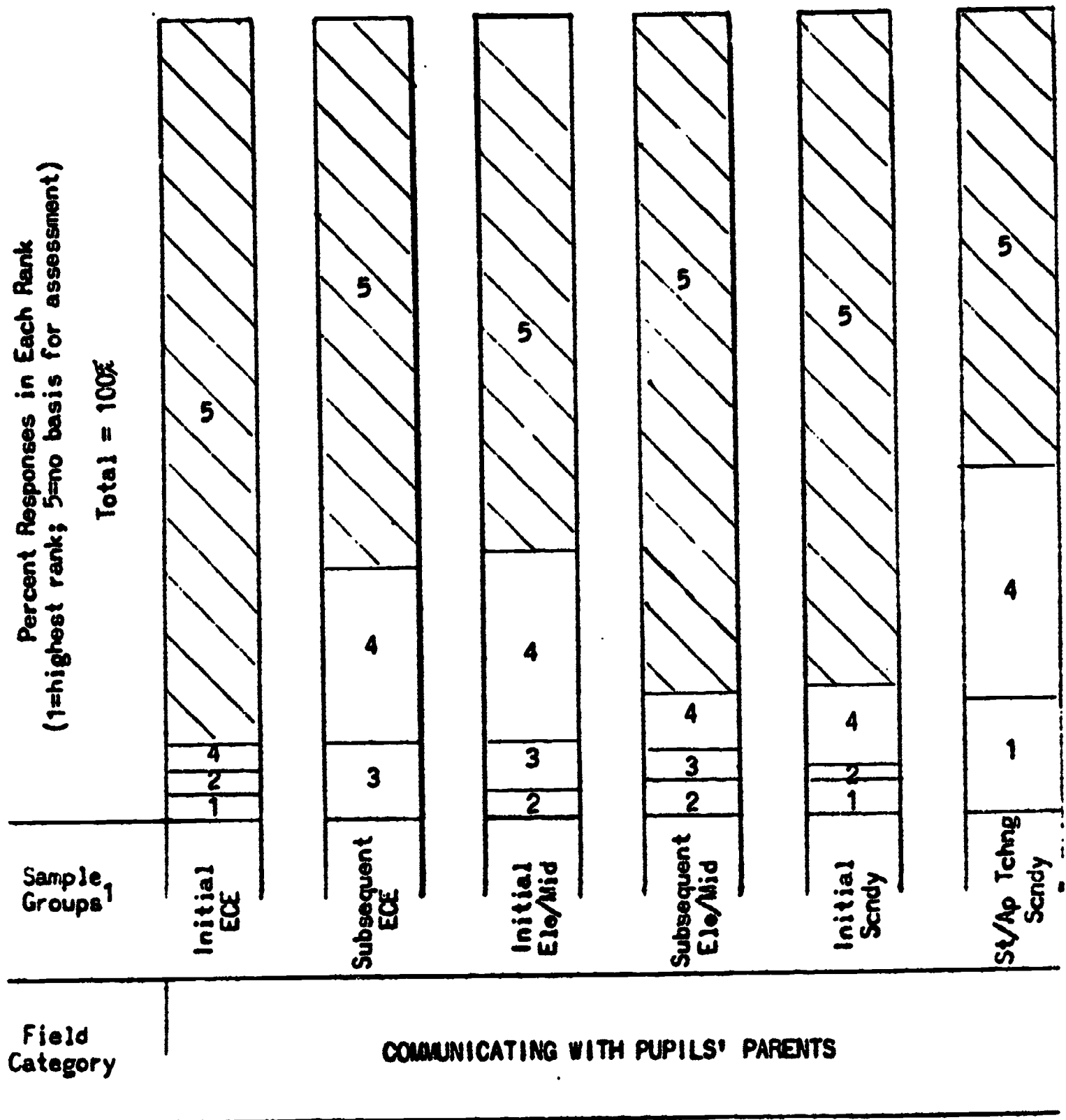
1
   by experience level

IV. QUESTIONNAIRES

BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK
Office of Institutional Research and Program Evaluation

PERFORMANCE - BASED UNDERGRADUATE PROGRAM FOR THE
EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

Ratings by Undergraduate Teacher Candidates

The data from this questionnaire are to be used as part of a descriptive
analysis of the School of Education's Performance-Based Undergraduate
Program in which you are enrolled this semester.

Questions 1 through 11 ask you to evaluate various aspects of your work
with pupils and personnel in the school(s) to which you have been assigned.
Check one category for each question. Respond to questions 12 to 14 in
terms of dimensions of the Education course you feel to be most important.

You are not identified as an individual on this questionnaire. Your re-
sponses are anonymous.

After completing the questionnaire please return it to the Office of
Testing and Research, Brooklyn College. A stamped self-addressed en-
velope is enclosed. If it is more convenient you may leave the question-
naire in the Office, Room 1315 Boylan.

Ratings by Undergraduate Teacher Candidates (12/72)

Education _____SPECIMEN_____   Date ____SPECIMEN____

Directions:
If you were to take all the times that a particular behavior had a chance to be appropriate or a certain situation had a chance to occur, you would assign the following numbers if:

1. actually did occur 75% or more of the time.

2. actually did occur 50% to 74% of the time.

3. actually did occur 25% to 49% of the time.

4. actually did occur less than 25% of the time.

5. no basis for assessment.

1. If I look at this semester's teacher preparation program (Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College) my feeling is that worthwhile experiences occurred   1   2   3   4   5

2. How would you rate your level of effectiveness in communicating with pupils?   1   2   3   4   5

How do you perceive your level of cooperation with:

3. Teachers   1   2   3   4   5

4. School administrative personnel (Principal, Assistant Principal, Department Chairman)   1   2   3   4   5

5. Guidance Department or counselors   1   2   3   4   5

Of the total time you had assigned for work in the schools you had responsibility for:

6. Instructing individual pupils   1   2   3   4   5

7. Instructing pupils in small groups   1   2   3   4   5

8. Correcting pupils' work   1   2   3   4   5

9. Planning instruction work under supervision   1   2   3   4   5

10. Working in the school outside the classroom   1   2   3   4   5

11. Communicating with pupils' parents   1   2   3   4   5

December 1972

BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK
Office of Institutional Research and Program Evaluation

PERFORMANCE - BASED UNDERGRADUATE PROGRAM FOR THE
EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

Participating Teacher Rating of Teacher Candidates

The data from this questionnaire are to be used as part of an over-all
assessment of the Performance-Based Undergraduate Program for the Educa-
tion of Teachers as it is being implemented by the School of Education
at Brooklyn College.

This questionnaire is for teachers who are working with the Performance-
Based Undergraduate Program and who have had undergraduate teacher candi-
dates in their classrooms as observers, tutors, or helpers.

In the questionnaire you are asked your view of the performance of the
teacher candidate(s) under your supervision in a variety of school situa-
tions. Your responses on this questionnaire will be kept strictly con-
fidential; they will not be discussed with the college supervisor nor
with the teacher candidate.

You are asked to fill in the school in which you teach and grade level or
department at the top of the questionnaire. This information is necessary
for initial data collection; it will be removed from the sheet before data
analysis. All analyses will be done by groups.

After completing the questionnaire, please return it to the Office of
Testing and Research, Brooklyn College. A stamped, self-addressed envelope
is enclosed.

Participating Teacher Rating of Teacher Candidates (12/72)

SPECIMEN
_____
School   Grade or Dept.

Education ___SPECIMEN___

___SPECIMEN___
Date

Directions: You are asked to rate the performance of the teacher candidate or group of teacher candidates you have had in your classroom this semester on a series of behaviors generally likely to occur in the school in inter- actions with staff or pupils. Use the following scale as a guide to your rating.

If you were to take all the times that you observed a particular behavior, e.g., "willingness to try new ideas", as it had a chance to be appropriate to the activities of the teacher candidate you are rating, you would assign the following numbers if:

1. it occurred 90% or more of the time.
2. it occurred 70% to 89% of the time.
3. it occurred 50% to 69% of the time.
4. it occurred less than 50% of the time.
5. no basis for assessment.

1. Volunteers suggestions about the best use of his and pupils' time	1	2	3	4	5
2. Able to profit from suggestions	1	2	3	4	5
3. Punctual in coming to class	1	2	3	4	5
4. Able to assume responsibility on short notice	1	2	3	4	5
5. Able to influence pupils' behavior	1	2	3	4	5
6. Maintains an appropriate appearance	1	2	3	4	5
7. Able to maintain proper relations with the participating teacher	1	2	3	4	5

How much responsibility did the teacher candidate have for:

8. Tutoring individual pupils	1	2	3	4	5
9. Tutoring pupils in small groups	1	2	3	4	5
10. Correcting pupils' work	1	2	3	4	5
11. Planning tutoring work under supervision	1	2	3	4	5
12. Working in the school outside the classroom	1	2	3	4	5
13. Communicating with pupils' parents	1	2	3	4	5

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