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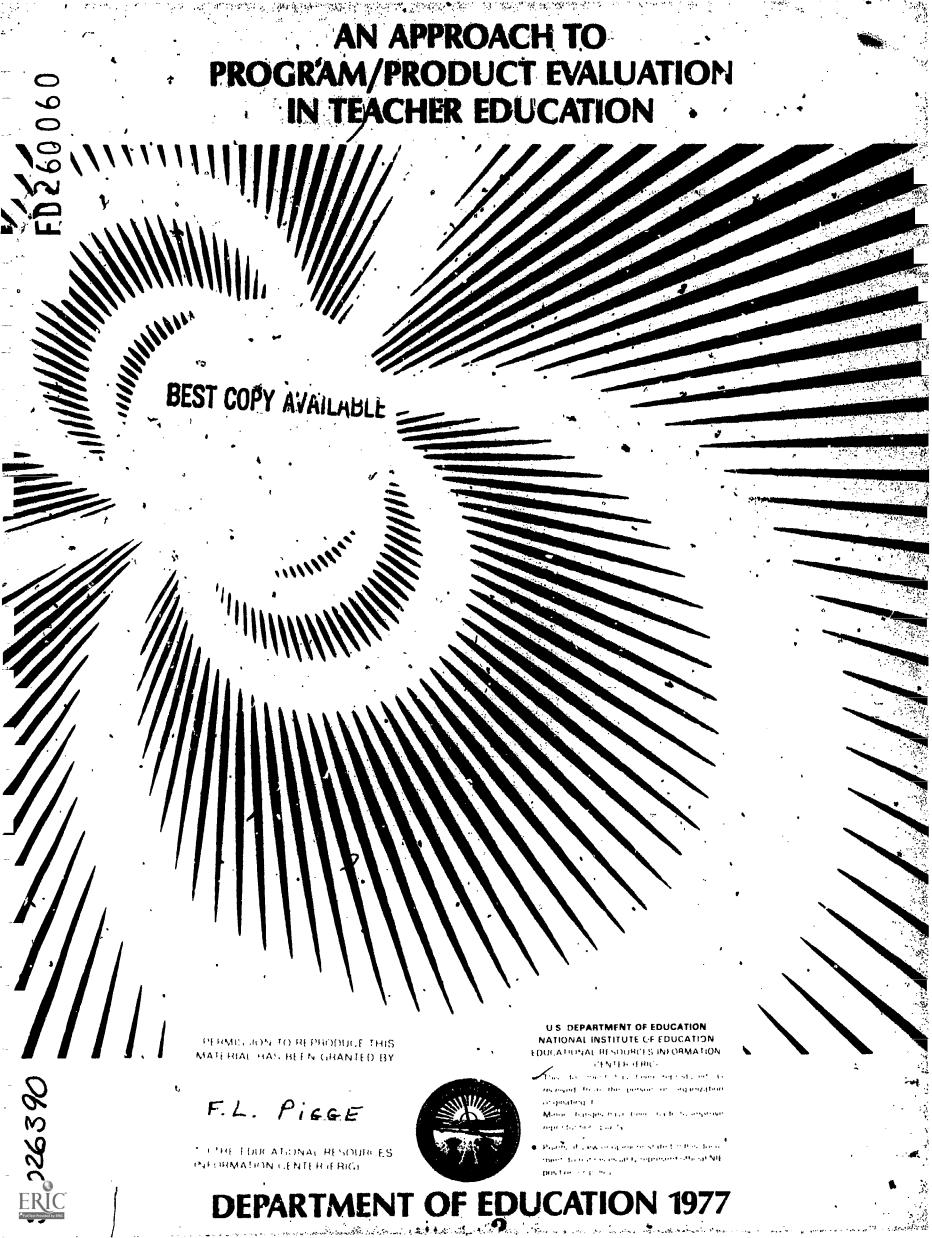
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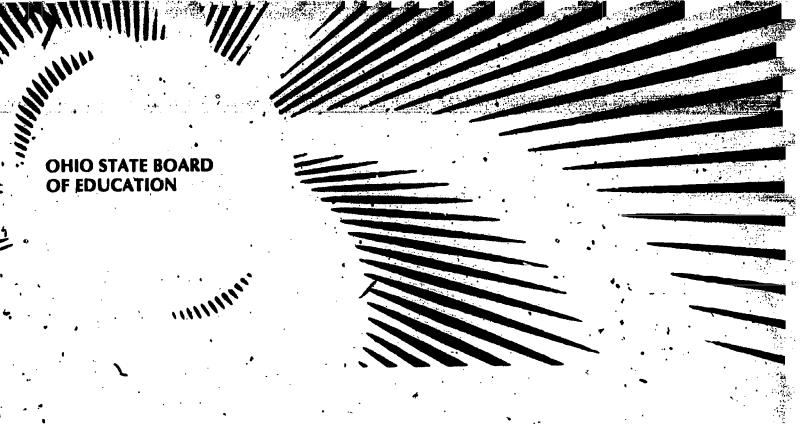
ABSTRACT

This document describes the instruments and procedures of the graduate follow-ups and program and product evaluations conducted from 1970 to 1978 by Bowling Green State University (BGSU). Three teacher education product follow-up evaluative activities which have been completed are reviewed, and a fourth study being conducted during the 1977-78 academic year is described. Brief outlines are provided of each of the four studies: (1) a quarterly follow-up of College of Education graduates; (2) a general survey of the on-the-job effectiveness of graduates, and graduates' appraisal of BGSU's teacher education requirement in liberal arts, major/minors, and professional courses and experiences; (3) specific program and product evaluations; and (4) a second survey of on-the-job effectiveness of graduates and graduates' appraisal of BGSU's teacher education requirements. The final section of the report briefly outlines attempts to obtain departmental, program, and arca" "closures" from the results of the various evaluative follow-up studies. The appendices present the instruments and cover letters used in each of the four studies. (JD)/

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AN APPROACH TO PROGRAM/PRODUCT EVALUATION

IÑ

TEACHER EDUCATION

Fred L. Pigge
Professor of Education
Bowling Green State University

Ohio Department of Education
1978

BEST COPY



FORWARD

Quality education for elementary and secondary school students is dependent upon quality education of their teachers. Not only has man's knowledge and technology expanded at an exponential rate, but social, economic, and political forces have imposed increasingly complex demands upon our educational system.

In recognition of the many, varied, and different expectations for teachers in today's schools, the State Board of Education adopted new "Standards for Colleges or Universities Preparing Teachers."

To assist colleges and universities effect compliance with these new standards, a historic special-purpose biennial appropriation was approved by the 111th General Assembly.

Fifty-one colleges and universities in Ohio who prepare men and women to enter various teaching fields are now engaged in significant restructuring of their preservice programs. The primary purpose of this restructuring is to increase the entry-level performance of beginning teachers. Administrators, practicing elementary and secondary teachers, students, college and university faculties, and interested citizens throughout the State are working together in this endeavor.

Excellence in the preparation of those who will enter the teaching profession is essential to providing the professional services needed in today's society:

Franklin B. Watte

FRANKLIN B. WALTER
Superintendent of Public Instruction

Preface

Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long range planning. It is assumed that faculty and administrators in teacher education evaluate the result of their programs and relate the findings of this evaluation to program development. . . The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively.

The above excerpt which reflects NCATE's views regarding teacher education program and product evaluations and the State of Ohio's position, contained in Item A of "Standard EDb-303-08 Evaluation," demonstrate the relevance of the present document.

This document describes the instruments and procedures of the graduate follow-ups and program and product evaluations conducted since 1970 by Bowling Green State University.

The purpose of the document is to share instruments and procedures.

More specifically, the document provides information which will enable other institutions to adapt, replicate, or further refine the presented procedures and instruments.

The document should not be viewed as the model for product followup and program/product evaluations but as a description of what Bowling
Green State University has done in the area. Although Bowling Green's
efforts for the evaluation of its programs and products have been well
received and used by institutions in Ohio and other states, it is



NCATE, Standards for the Accredition of Teacher Education, January, 1970, p. 12.

²Ohio Department of Education, Standards for Colleges or Universities
Preparing Teachers, 1975, p. 9.

anticipated that the long-range effects of the contents of this document will be that of a catalyst for others "to develop improved means for making such evaluations."

³NCATE, op. cit., p. 13.

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Section |

Purpose of the Document

The purpose of this document is to share with other agencies and institutions the procedures and instruments of product follow-up and program/product evaluations conducted by Bowling Green State University (BGSU) in relation to its College of Education graduates. This document summarizes the main components and presents copies of the instruments of the several teacher education product follow-up evaluative activities completed at BGSU since 1971.

This document provides information which should enable other institutions to adapt, replicate or further refine the presented procedures and instruments. It should not be viewed as the model for product follow-up and program/product evaluations but merely as a description of what one university has adone in the area of program/product evaluations.

Specifically, this document reviews three teacher education product follow-up evaluative activities which have been completed and describes a fourth study being conducted during the 1977-78 academic year.

A brief outline of each of the four studies follows:

A quarterly follow-up of the College of Education graduates. The first mailing for this follow-up is approximately eight weeks after each of the four graduations per year (December, March, June, and August). Mailings are repeated until approximately 80% are returned. The purposes and procedures of this activity are discussed in Section II of this report.

A general survey of the on-the-job effectiveness of graduates and the graduates' appraisals of BGSU's teacher education requirement in liberal arts, majors/minors and professional courses and experiences. This study was conducted during the 1971-72 academic year. The purpose and procedures of this evaluative endeavor are discussed in Section III.



Specific program and product evaluations. This study commenced during the spring of 1974 and culminated during the 1976-77 school year. Each of the more than thirty teacher education programs. (American Studies, Arts, ..., Elementary Education..., Speech Pathology) at BGSU constructed teacher competency statements. From these statements, the Office of Educational Research and Services devised more than thirty questionnaires to gain feedback from 1968-74 teaching graduates as to the graduate's need for, use of, and level of proficiency in various competencies. The questionnaire also attempted to determine where the graduates gained most of their proficiency within the various skill areas.

Each graduate's principal also received an appraisal instrument. This study is discussed in Section IV.

A second survey of the on-the-job effectiveness of graduates and the graduates' appraisals of BGSU's teacher education group requirements in liberal arts, majors/minors and professional courses and experience. This study will be conducted during the 1977-78 year for graduates from 1972 through 1976. The instruments that will be used are revisions from the similar 1971-72 study. This 1977-78 project is discussed in Section V.

Section VI of this document briefly outlines attacks to obtain departmental, program, and area 'closures' from the recess of the various evaluative follow-up studies.

The appendices present the instruments and cover letters used in each of the four studies.

Section | |

The Quarterly Follow-up of the College of Education Graduates

After the Registrar has verified the list of students who met the graduation requirements (approximately six weeks after each graduation ceremony), the computer center prepares four sets of gummed labels of the teacher education graduates addresses.

The first set of labels is used in sending out the placement response card (see Figure 1) to all graduates. When a student returns his card, his address label is pulled off the second and third sets of labels. When the card returns start to diminish (usually in about two weeks), the second set of labels (now consisting only of names of those who did not respond) is ased in sending out the first reminder. The same procedure is used in preparing the third set of labels, i.e., the names are pulled off the third set when the response cards from the first reminder are returned to the College of Education. In approximately two weeks, the third set of labels (now consisting of the names of those who did not respond to the original request nor to the first reminder) is used in mailing the second reminder. The fourth set of labels is saved for possible future use. Copies of the three cover letters are presented in Appendix A.

1. NAME: (Lest)	(Firet)	(Melden)	2. GRADUATION: Dec1 Merch2 June3
ADDRESS:(Number and Street)	(City) (State) (Eip Code)	(Tel. No.)	August4
3. IF TEACHING: Public Nonpubli	4. (IF TEACHING) Other Employment:	7. TEACHI a. Total Selection including in	Extre Duty
Employing School District City County State Grade(s) Taught:	5. IF NOT TEACHING: Occupation Position	Under 7000 7000 - 7499 7500 - 7999 8000 - 8499	1.
Undergraduate Major(s) Minor(s) Type of Teaching	6. GRADUATE STATUS: Admitted Considering	8500 - 8999 9000 - 9999 Over 10000 8. OTHER	500 500 6

Figure 1
Placement Response Card

A rather extensive key is used in coding the graduates' responses for computer analysis. A computer tape of the responses is started anew with each academic year, i.e., each December graduation. The responses for the succeeding three graduations (March, June, and August) are added to the tape at appropriate intervals.

The data on this education tape is then joined (usually in January, thirteen months after the first graduation ceremony) with the existing data on the SiS (Student Information System) Education File for the concerned academic year.

A specially prepared computer program, working with the data stored on the two tapes, performs an analysis of the data and prints summary tables of the results.

Descriptions of numerical tables which the computar program prints are:

- 1. Number of Graduates By Commencement Month
- 2. Percentage Results of Number of Returned Cards to Number of Graduates
- 3. Location of Respondents Teaching by State
- 4. Respondents Teaching in Ohio by County
- 5. Summary of Reasons for Not Teaching
- 6. Summary of Type of Certificate and Type of School
- 7. Top 20 Ohio School Districts Employing Respondents
- 8. Major Area of Respondents, Teaching and Not Teaching
- 9. Graduate School Status of Respondent
- 10. Salary of Respondents Teaching
- 11. Respondents Teaching and Performing Extra Duty
- 12. Occupations of Respondents Not Teaching
- 13. Preparation and Assignment by Major (Table correlating teacher's preparation area to teacher's placement areas).

In brief, there are two primary reasons for conducting the immediate follow-up of graduates:

- 1. To gather the necessary data to complete placement information forms for the State Department of Education and NEA.
- 2. To inform the various teacher program areas, departments, and Career and Placement Office as to the supply-demand characteristics for the various teaching majors.



An Optional Procedure

And institution may obtain placement data on its graduates teaching in the State of Ohio from the State Department of Education, Computer Services Division. There are nominal costs involved.

The institution should contact the Computer Services Division to ascertain the best approach for identifying its graduates on the State. Department's annual SF-1 tape. An SF-1 tape is built each year from data furnished (approximately October 15) by each Ohio school principal. The principal must record the names, social security numbers, assignments, and so forth for all teachers in his school organization. This tape is usually operational by April of the same academic year.

The State Department of Education can furnish the name of the employing school district, teacher's position and assignments, enrollments in his or hir classes, type of certificate held, latest degree earned, and total years of experience. By combining the two sets of records (the teacher education institution's and the State's), it would seem that a very useful placement profile could be made for those graduates teaching in the State of Ohio. It should be noted that the State Department of Education will present the information on paper printouts, computer tape, or both.

Section III

A General Survey (1971-72) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisals of the Bowling Green State University Teacher Education Programs

The Instruments

A copy of the 1971-72 questionnaire sent to the graduates, a copy of the questionnaire sent to the graduates' principals, as well as copies of both cover letters are presented in Appendix B.

The teacher's questionnaire was constructed to gain information as to how the graduate felt about the various components of his or her preparation at Bowling Green State University. The principal's instrument attempted to obtain information regarding the performance of the teachers. Each question was, in general, keyed to a specific BGSU course, experience, or requirement.

The teacher's questionnaire was constructed in the following manner:

- i. Ideas for questions and format were obtained from the results of a nationwide canvas of AACTE teacher education institutions during 1970-71. These schools were asked to send BGSU an example of the follow-up instruments they had used or were using and any other information they deemed important. Many institutions responded to this request. All these questionnaires helped as a guide in preparing one that was suited to BGSU's purposes.
- A committee was formed to react to comments, questions, and statements prepared by Fred L. Pigge, Director of Educational Research and Services. It was decided that an attempt should



be made to gain feedback on each required major course or experience in the teacher education program. Specific questions were prepared to cover the required components: student teaching, methods courses, Foundations of Education (Educ. 408), Organization of Education (Educ. 409), Tests and Measurements (Educ. 402), and Educational Psychology (Educ. 302). At least four questions on the instrument pertained to each of these required components.

- 3. After the questions were prepared, those for a certain course or experience were sent to that area for approval or revision.
- 4. The end product of this type of input and additional questions prepared by Fred Pigge was a forty-five, item questionnaire consisting of 126 variables (copy presented in Appendix B).

teacher's and principal's questionnaires were similar in wording.

However, the teachers' responses pertained to their professional and liberal arts preparation. The principals' responses pertained to the level of the teacher's performance.

Four questions (numbers 18-22) on the principal's questionnaire, were not matchable to questions on the teacher's questionnaire.

The principal's questionnaire was developed in such a way that it would not take much longer than five to ten minutes to complete.

The Procedures

BGSU delivered a set of approximately 1400 computer cards to the Computer Services Division of the State Department of Education. Each card indicated the name and social security number of a teacher education

graduate thought to be teaching in Ohio. The Computer Services Division, by keying on social security numbers and the principal's SF-1 data (see "Optional Procedure" in Section II of this report), provided the following information on 968 of the graduates:

- 1. Type of teaching certificate
- Subjects or grade levels taught¹
- 3. Principal's name
- 4. School address
- 5. Two sets of gummed mailing labels for the teachers
- 6. Two sets of gummed mailing labels for the teachers' principals
 A questionnaire was sent to each of the 968 teachers and 667 principals
 the latter part of April, 1972. Reminders and additional forms were
 sent about May 15, 1972. By July 30, 1972, 556 pairs of responses had
 been received. In addition, approximately fifty principal reports were
 received with no matching teacher form and 132 teacher forms were received with no match from their principals.

Altogether, there were 556 pairs of responses out of a possible 968; a matched return of 57%. The unmatched principal returns (50) were discarded. The additional 132 teacher's responses were analyzed. In all, 688 (or 71%) of the teachers responded. Approximately 200 of these teachers had more than one year of teaching experience; the remainder were first-year teachers with a median of eight months of teaching experience.

During the summer and fall of 1972, these data were coded, computer cards punched, data analyzed, and a summary report typed, duplicated,

Some principals were supervising more than one BGSU graduate.

`and distributed to all teacher education areas and programs at Bowling Green State University.

The teachers' responses (as well as the principals') to each item were separated by major and then pooled for a total summary. Frequencies and percents were the major statistical units reported.

Advice to possible replicators of these procedures: To not send a principal's questionnaire to a principal dithout the teacher's consent. It is suggested that replicators send a copy of the principal's cover letter and questionnaire to the teacher, explain the need for this type of data, and ask the teacher to forward it to the principal along with signed permission for the principal to furnish the Institution with the requested data. Thus, the principal cannot be accused of making a covert evaluation. (For an example of the implementation of this suggestion see the principal's questionnaire presented in Appendix D.)

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Section IV

A Study of Specific Product and Individual Program Evaluations

Introduction

This section presents information pertaining to a Bowling Green.

State University follow-up evaluative endeavor which started in February

1974 and continued into the 1976-77 academic year.

This 1974-76 study involved the preparation of thirty-one two-part.

questionnaires, which were mailed during the fall of 1975 to approximately
2,400 1968-74 graduates of the College of Education who were known to be
teaching in Ohio as of October 15, 1974. In addition to the teacher
questionnaires, a questionnaire was also developed and sent to principals
of the 2,400 graduates. Each teacher's questionnaire was divided into
two parts. Part A presented competency statements for required professional
education courses and activities, such as Education 402 (Tests and
Measurements), Education 408 (Foundations of American Education), Education
409 (Organization of the School in Relation to Society), Education 302
(Educational Psychology) and Student Teaching.

Part B presented competency statements related to the teacher's major area of preparation. Each questionnaire attempted to obtain data on the teacher's need for, are of, and proficiency in the listed competencies, and the locus where this proficiency was developed. The principal's questionnaire attempted to elicit information as to the teacher's need and proficiency regarding sixteen competencies.

A copy of each of the thirty-one teacher questionnaires (one Part A and thirty-one Part B questionnaires) and a copy of the principal's



questionnaire are presented in Appendix C. Copies of the cover letters are also presented in Appendix C.

The Instruments

A separate Part B questionnaire was prepared for each of the following thirty-one teacher education majors at Bowling Green State University:

. 1) American Studies	17)	Library and Educational Media	
2) `Art Education	18)	Mathematics	
3) Biology	19)	Music	
4) Business Education	20)	Physical Education HPE-Men	•
5) Chemistry	21)	Physics	
6) Distributive Education	22)	Political Science	
7) Earth Science	23)	Psychology	
8) Elementary Education	24).	Romance Language	
9) English	25)	Science Education	•
10) Geography	· 26)	Secondary School Physical Educat	ion
11) German and Russian		Women	•
12) Health Education	27)	Social Studies •	
13) History •	28)	Sociology	•
14) History and Political Science	29)	Special Education	
15) Home Economics	30)	Speech	
16) Industrial Education	31)	Speech Pathology and Audiology	

Thus, thirty-one two-part questionnaires were developed for the follow-up/evaluative endeavor. The first part (Part A) of each questionnaire attempted to elicit the teachers' need for, use of, and proficiency in twenty-six teacher education competencies. It also attempted to determine where the teachers developed their needed competencies.

The competency statements were constructed by education faculty who were teaching the several required education courses at Bowling Green State University. These live groups of faculty were teaching or directing the following courses or activities:

- 1. A course in Tests and Measurements
- 2. A course in Foundations of American Education



- 3. A course in Organization of the School in Relation to Society
- 4. A course in Educational Psychology
- 5. Student Teaching

Each of the five groups of faculty members was asked to construct more than five but fewer than eleven teaching competency statements based, upon the aims and objectives of the courses or experiences they were teaching or directing. After revising and meshing, twenty-six statements were developed to form the first part of the instrument.

The second part of the instrument consisted of competency statements developed by faculty throughout the university who were engaged in teaching courses within the students' major area of specialization, i.e., involved for the most part in content preparation. For example, the biology professors most involved with teacher education were asked to develop between ten and twenty statements which described the content competencies those professors thought future biology teachers should possess. Like the education professors, the biology professors were asked to restrict their frame-of-reference to the required teacher-education courses and activities existing at that time. That is, they were not to describe "what should be offered or required" or curricular revisions not yet implemented.

With these procedures, thirty-one specialized sets of competency statements were produced, mainly by the faculty of the Arts and Sciences College at Bowling Green State University.

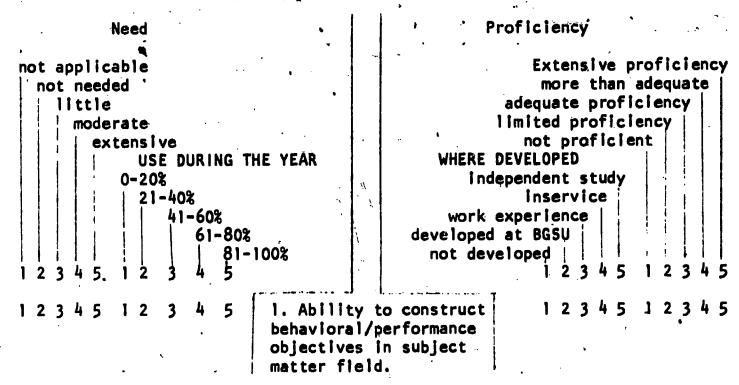
follow-up was sent a two-part questionnaire. The first part consisted of the twenty-six professional education competency statements pre-

viously described. The second part was the set of content competency statements developed by the faculty within the student's major area of specialization.

The teacher was asked to respond to each competency statement (general education as well as content preparation) in four ways: need for the competency, use of the competency, proficiency in the competency area, and where the proficiency was developed. The response format for both parts of the questionnaire was as follows:

Part A

COMPETENCIES RELATED TO EDUCATION COURSES (Education 302, 402, 408, 409, and Student Teaching)



uestionnaire was also developed and sent to the principals or supervisors of each of the graduates chosen for the follow-up. There were sixteen need-proficiency statements listed on this questionnaire. Eleven of the sixteen statements were very similar in wording to statements found on

the professional section (raft A) of	the teacher's questionnaire. The
seventeenth and last statement on the	e principal's questionnaire was:
Considering total effectiveness	in guiding pupil growth, I believe
this teacher exhibits: .	Proficiency
	5. Extensive 4. Above Average 3. Average 2. Limited 1. Not Proficient
The response format for the first	st sixteen statements on the principal'
questionnaire was:	
The need for this competency in the teacher's position:	The teacher's proficiency in these competencies:
Not needed Limited, but some need Average need Above average need Very extensive need 1 2 3 4 5 Teacher's Name	Not proficient Limited proficiency Average or adequate proficiency Above average proficiency Extensive proficiency -5 4 3 2 1
Position	

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teachor:

1 2 3 4 5 l. Constructs behavioral performance objectives 5 4 3 2 lin subject matter field.

The exact wording of the remaining fifteen statements can be found in Appendix C.

The Sample

During the spring of 1975, Bowling Green State University sent approximately 6,000 computer cards to the Computer Services Division, Ohio State Department of Education. Each computer card included the



name and social security number of one of BGSU's 1968-74 teacher education graduates. The Computer Services Division, by keying on social security numbers and using a computer tape on which all basic information on each Ohio teacher was listed, implied that approximately 2,400 were teaching in Ohio on October 15, 1974. The State Department furnished multiple sets of gummed address labels for the 2,400 teachers and their principals. These gummed labels were used during the fall of 1975 in mailing the evaluative follow-up questionnaire.

One thousand eight-hundred fifty-one usable returns were received from the principals or supervisors and 770 usable returns were received from teachers. It was estimated that approximately 10% of the teachers were not in the same positions in 1975-76 as they were in 1974-75.

(Mailing labels used in 1975-76 were based on 1974-75 data.) Thus, the corrected sample size was approximately 2,150 making for an 86% return from the principals and a 36% return from the teachers.

The Findings

The teachers' and principals' responses were coded and then key-punched onto computer cards. A specially written computer program presented the findings (mainly frequencies and percents) by item and by major, and, for Part A, the pooling of all majors.

Five printouts of the findings for each of the thirty-one Part A and B programs were developed--four of these printouts were then sent to the specific area or department most concerned with the content preparation of those teachers. In addition, the responses to the Part A (professional) section were typed, duplicated, and distributed to all faculty involved in professional education within the College of Education.



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Tables 1, 2, and 3, presented on the next six pages, are illustrative of the summary findings from the professional section (Part A) of the questionnaire.

Section VI of this document describes how the College of Education attempts to obtain closure from departments and areas regarding findings of the follow-up evaluative studies.

Advice to replicators of these procedures: Do not send a principal's questionnaire to a principal without the teacher's consent. It is suggested that replicators send a copy of the principal's cover letter and questionnaire to the teacher, explain the need for this type of data, and ask him to forward it to the principal along with signed permission for the principal to furnish the teacher education institution with the requested data. Thus, the principal cannot be accused of making a covert evaluation. (For an example of the implementation of this advice please see materials in Appendix D.)

Table 1
Teachers' Self-Reported Need and Proficiency in 26
Compentency Areas

	Competency Statement	Teache Need 1	or th	ledian iis •	Ranks Profi apply	0 18		
•		Mdn	R	Ondn	Mdn	R	Omdn.	
	Ability to maintain order in a classroom and to assist students in the development of self-discipline.	4.84	1	.03	3.52	3	06	
2.	Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests.	4.75	2 .	.03	3.26	9	.04	
3.	Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	4.61	3.5	.04	3.43	5	•04.	,
4.	Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work.	4.61	3.5	.04	3.13	12	.05	,
5.	Ability to utilize audio-visual equipment and materials in teaching.	4.51	5	.04	3.64	1	.05	
6.	Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application of knowledge.	4.45	6	.04	3.18	11	.04	•
· 7.	Ability to encourage and facilitate the development of social skills and enhanced self concept.	4.37	. 7	.04	3, 10		.05	
· 8 .	Ability to prepare teacher-made tests.	4.30	8 .	.05	3.62		.05	
	Ability to utilize observational techniques effectively in classroom.	4.28	9	.04	3.28	8	.05	
10.	Ability to utilize an understanding of the formal chain of control,	۰.	•		•			
	decision-making, communication and authority within each school unit and their effects upon the daily operation of the classroom.	4.22	10	.04	3.30	7	.05	
	Ability to interpret and report student performance on teacher-made tests.	4.10	11	.05	3.35	6	.05	
11.	Ability to understand the role of teacher organizations within the formal		٠					
12.	role in joining or not joining such organizations.	4.08	12	.04	3.04	14	.05	
1B.	Ability to continue the development and clarification of one's own philosophy of education	4.03	,13	.04	3.21	10	.05	,
14.	Ability to construct behavior/performance objectives in subject matter . field.	3.99	1.4	.05	3.46	4	.05	3

ERIC Full Text Provided by ERIC

Table | Teachers' Self-Reported Need and Proficiency in 26 Compensency Areas

•	3.3		ners'		n Ranks Pertaining Proficiency in				
٠	Competency Statement		eten	•	applying skill				
		Mdn		Ondn	Mdn		Ondn		
5.	Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal			· · · · · · · · · · · · · · · · · · ·					
	punishment.	3.97	15	.05	, 2.6 6	20.5	.05		
6.	Ability to use value clarification techniques at any age level.	3.87	16	.05	2.80	16	.06		
7.	Ability to distinguish between bonafide educational innovation and temporary, fleeting fads.	3.82	17.	.05	2.99	15	.05		
8.	Ability to utilize the sources of pressure for change in education; understand currently suggested innovations and perceive potential consequences of alternatives.	3.77	18	.05	2.72	18	•05		
9.	Ability to apply the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.		19	.05	2.68	19	•05		
).	Ability to understand the implications of the legal control of education by the state legislature, the state department of education and the state board of education.	3.64	20	.05	2.40	22	.05		
1.	Ability to understand the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	3.52	21	.05	2.29	26	.05		
2.	Ability to utilize reading organization skills to divide a class into reading groups.	3.45	22	.08	2.36	24	.07		
3 . ·	Ability to interpret and report student performance on standardized tests.	3.15	23	.06	2.78	17	.06		
4.	Ability to compare and contrast various philosophical viewpoints.	3.03	24	.05	2.66	20.5	.05		
	Knowledge of the interaction between the cultural matrices and educational systems.	3.02	. 25	.05	2.38		.05		
6.	Ability to choose from a broad knowledge of the history of education the ideas that have shaped our culture.	2.62		.05		25 · .			

Spearman Rho between need and proficiency ranks = .826



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Table 2

Teachers' Need Statements and Where the Teachers Developed Their Needed Profictionals.

Competency Statements	Teachers' Ranks of their need for this competency	Teacher Ed Institu	ucation	Teachers D		heir Needed Pro	Hot Developed Independent Study, or No Response
		Percent	Rank	· Percent	Rank	Percent	Percent
and to assist students in the develop- ment of self-discipline.	1	· .	26	71	1	7	14
 Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests. 	1		•			•	
	v 2	28	15	50	5	11	, ,
3. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	3.5	47	. 7	. 38	12,5	گیر	٠ اهٔ -
Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual con-							•
tracting, and group work,	3.5	21	19.5	···47	7	11	. 21
5. Ability to utilize audio-visual equip- ment and materials in teaching.	5	42.	. 8	38	12.5	6	14
Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application		ν.		•	4		•
of knowledge.	. 6	34	10	45	8,5	6	15 ,
 Ability to encourage and facilitate the development of social skills and enhanced self concept. 	7	19	21.5	53	4 •	. 8	20
B. Ability to prepare teacher-made tests,	8	54	3.5	30 -	17	1	13
 Ability to utilize observational techniques effectively in the classroom. 	; 9	- 31	13.5	48	6	F 6.	15
Ability to utilize an understanding of the formal chain of control, decision-making communication and authority within each school unit and their effects upon the dail					٠٠.		·
operation of the classroom,	10	18	23.5	60	2	6	16

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Table 2 continued

Teachers Need Statements and Where the Teachers Developed Their Needed Proficiencies

	3.		eachers' Ranks of		Where the	Teachers D	eveloped T	heir Needed 'Pro	oficiencies
		,	heir need for his competency	Teacher Ed Institut	lucetion tion	Work Exp		Inservice	Not Developeda Independent Study, or No Responde
- 11	۱.	Ability to interpret and report student	•	Percent	Rank	rcent	Rank	Percent	Percent
•		performance on teacher-made tests.	11	53	5	29 '_	rg	3	15
12	2.	Ability to understand the role of teacher organizations within the formal and informal competition for control of education and one's own personal role in joining or not joining such organizations.	 12 ••.	18	23.5	56	ر. 1	•	
13	3.	Ability to continue the development and clarification of one's own philosophy	3		-	,		•	20
1 /		of education.	. 13	; 32	11.5	40'	10.5	4	24 •
14	•	Ability to construct behavior/performance objectives in subject matter field.	14	63	1 .	15	23 .	- 10	12
15	5.	Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability	•	,	•				
		and corporal punishment.	15	32 .	41.5	36	14.5	7	· 25
	٠.	Ability to use value clarification technique at any age level.	es 16	22	18	29	19	12 -	37
17		Ability to distinguish between bonafide educational innovation and temporary, fleeting fads.	. 17	، وار	21.5	45	8.5	; 5	31
	•	Ability to utilize the sources of pressure for change in education, understand current? suggested innovations and perceive potential	y		,	•	0.,		
		consequences of alternatives.	18	21	19.5	•40	10.5	8	• 3I
19		Ability to apply the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these fators directly affect classroom operation.		→ 31	13.5	` 36	14.5	7	26
20		Ability to understand the implications of the legal control of education by the state legitature, the state department of education and the legitature.	s <i>-</i>	•	- · •	•			. 25
•		the state board of education.	20	25 _.	17	34	-16	5	36

Table 2 continued .

Teachers' Negd Statements and Where the Teachers Developed Their Needed Proficiencies

٠		Teachers' their nee			`	Where the	Teachers I	Developed T	heir Needed Pr	oficiencies
	Competency Statements	*this comp				Education ution		perience	Inservice	Not Developed Independent Study, or No Response
21.	federal legislation and programs in			•	Percent	Rank	Percent	Rank	Percent	Percent
	education through financial support and Supreme Courtedecistons.	21			27	16	29	Io	_	/
22.	Ability to utilize reading organization skills to divide a class into reading groups.	22			·	.).	•	. 19	,	37 /
23.	Ability to interpret and report student performance on standardized tests.	23	•		17 55	, 25	24 .	21	5	54
24.	Ability to compare and contrast various philosophical viewpoints.	24		••	52	2 .	14	24.5	4	. 27
25.	Knowledge of the interaction between the cultural matrices and educational systems				39 \	0	14	24.5	. 2	32
	Ability to choose from a broad knowledge of the history of education the ideas)		19	22	2	40
-	that have shaped our culture.	26			` 54	3.5	4	26	' 1	• 41

a) Rank Order Correlation Between Ranks of the Needs, and Ranks of Competencies Developed at the Teacher Education Institution = -.196.

b) Rank Order Correlation Between Ranks of the Needs and Ranks of Competencies Developed Through Work Experience = +.744.

Table 3
Principals' Ranking of 16 Teacher Need and Proficiency Statements

	Need/Proficiency Statement	Median and Rank Given by the Principals Teachers' Teachers' Need Proficiency						_
		Mdn	R	Oilidn	Mdn	R	Ondn	
The	teacher:	0	_		<i>y</i>	. –	$\overline{\mathbb{R}}$	
Ļ	Demonstrates a positive attitude toward students and teaching.	4.43	1	.04	4.18	1	03	
2.	Maintains control of classroom activities.	4.26	., 2	.04	4.00	2	.03	•
. 3.	Individualizes instruction to meet the varying needs of students.	°4.13 ,	3	.04	3.77	5	.03	
· 74.	Assists students in the development of self-discipline.	4.10	4	.04	3.75	6.5	.03	
5.	Motivates student achievement via modeling, reinforcement, provision of success experiences and appeal to student interests.	3.98	 5	.04	3.73	9	.03	
6.	Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	3.88	6	.04	. 3.73	9 .	.02	
7.	Initiates, innovates, and welcomes suggestions for improving instruction.	3.83	7	.04	3.86	4	.03	
8.	Communicates effectively with colleagues, principal, and other administrators.	3.81	8	.04	3.88	3	.ბ3	•
9.	Participates actively in developing improved educational programs and 'procedures.	3.79	9	.04	3.73	9	.03	
10.	Applies appropriate evaluative techniques for the systematic evaluation of pupil progress.	3.77	10	.04	3.68	11.5	.03	
11.	Encourages and facilitates the development of the students' social skills and enhanced self-concept.	3 . 69	11	.04	3.60	13	.03	
12.	Utilizes audio-visual aids and materials in teaching.	3.55	12	-04	3.75	6.5	.03	
13.	Works effectively with educational specialists in behalf of individual students.	3.53	13\	.04	3.68	,11.5	.03	
14.	Constructs behavioral performance objectives in subject matter field.	3.45	14	.04	3.35	16	.03	
15.	Continues to develop, clarify, and exemplify his/her own philosophy of education.	3.42	15	.03	3.49	14	.03	23
16.	Applies the major principles of school law to areas such as due process, certification reacher liability, and corporal punishment.	3.04	16	.04	3.42	15	.03	
RÎC } 9		•			•	· •	40	
Provided by ERIC	Spearman Rho Between Need and Proficiency Ranks = .832				٠, د		30	

Section V

A Second General Survey (1977-78) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisals of the Bowling Green State University Teacher Education Programs

Procedures and Sample

The survey currently being conducted (1977-78 academic year) is essentially a replication with instrument revisions and updating of the 1971-72 study (see Section III and Appendix B).

Computer cards with names and social security numbers of the teacher education graduates for the 1972-73 through the 1975-76 school years were sent to the Computer Services Division of the State Department of Education in June 1977. The Computer Services Division, by keying on social security number and utilizing the October 15, 1976, data furnished by each Ohio school principal, provided multiple sets of iddress labels for each graduate who was teaching in Ohio as of October 15, 1976:

Thus, the sample for this follow-up evaluative endeavor will be a group of teachers (and their principals) with varying years of teaching experience. If the instruments are mailed in November, 1977, approximately one-fourth of the teacher respondents will have 1-1/2 years of experience, one-fourth will have 2-1/4 years, another one-fourth 3-1/4 years, and one-fourth, 4-1/4 years.

The instruments

instruments (one for the teacher and one for the principal) and cover letters are presented in Appendix D. Both instruments consist of items used to some extent in one or more of the past studies.

As with the 1971-72 teacher's questionnaire (see Section III and Appendix B), the present questionnaire (see Appendix D) was constructed



of their professional and liberal arts preparation at BGSU. Section A of the instrument presents several of the competencies listed on Part A of the 1974 questionnaire (see Appendix C) and asks the teachers to denote need and proficiency ratings. It also presents space and format for the teachers to denote where they gained most of their proficiency within each competency area.

The principal's instrument (see Appendix D) was constructed to gain inferences regarding the teachers' total effectiveness, in guiding pupil growth and the principals' ratings of teachers' need and proficiency for most of the competencies listed in Section A of the teachers' instrument.

Special notice should be given to the manner in which the principal will receive the questionnaire for this 1977-78 study. The teachers will receive a copy of the principal's questionnaire, will have a chance to read is, and, if the teacher has no objections, will give it to the principal. The teacher will authorize the principal to complete the form by signing the permission form at the top of the principal's questionnaire.

Proposed Analysis and Reporting

each item by lears of teaching experience, by major area of preparation, and the total (regardless of major or experience).

Summary tables presenting these findings will be typed, duplicated and distributed to all faculty involved with teacher education.

Section VI of this document presents a brief summary of the closure process for all follow-up evaluative endeavors.



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Section VI

Closure--The Role of the Education Program Council in the Teacher Education Product Follow-Up and Program/Product Evaluations

The Program Council of the College of Education is composed of representatives from all program areas within the College. Each representative is elected by the various program faculties. In addition to faculty on the Council, one graduate and one undergraduate student serve with full voting privileges.

There are tweive listed functions of this Council, with Function 10 being:

10. To ensure that existing programs are updated and otherwise revised in congruence with program evaluative data.

Each department or teacher education area is provided a summary of the findings from each of the follow-up evaluations. Departmental or area responses to the Program Council take the following form:

- 1. Verification that at least one meeting of the program area faculty was spent in consideration of the results of these analyses.
- 2. A written summary of the strong (if any) and the weak (if any) aspects of the program as evidenced by study and further analysis of the results and written comments.
- 3. A written statement from the program area specifying actions and a timeline of such actions for addressing noted deficiencies.

APRENDIX A



Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Suitable
Rowling Green, Ohio 43403
(419) 372-0151

To: December, 1975 Graduates
College of Education

Dear Teacher Graduate:

The Office of the Dean receives many requests for information about our teacher graduates. In addition, we need information to assist us in our efforts to meet the rapidly changing professional needs of our undergraduates and employing school districts:

In December, 1975, there were approximately 174 teacher education graduates. As one of these graduates, please take a few moments to complete and mail the enclosed card. No postage is needed.

Even if you are not teaching now, please provide the information requested. Your present employment is important to us and to others requesting information about our graduates.

Your response is sincerely appreciated. Please complete and mail the enclosed card today. Thank you.

Sincerely yours,

Fred L. Pigge, Director Educational Research and Services

FLP/1h

Enclosure

On the return card under the column "present teaching assignment", please indicate the area or subject in which you are teaching such as HPE, business education, biology, etc. If you are teaching elementary education, then write elementary education and indicate the level or grade you are teaching such as grade 1, 2, or 3, etc. Also, please indicate your undergraduate major and minor.

THE RESERVE OF THE PARTY OF THE



Bowling Green State University

College of Education
Office of Research and Service
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

To: December, 1975 Graduates College of Education

Dear Teacher Graduate

Perhaps you have been very busy or our first request for information did not reach you.

Since your reply is extremely important if we are to obtain an accurate picture of our graduates, we are enclosing a new card already stamped and addressed for your convenience.

Please take a few minutes now to fill in the information and drop the card in a mailbox. We are aiming for a 100% return and need your help.

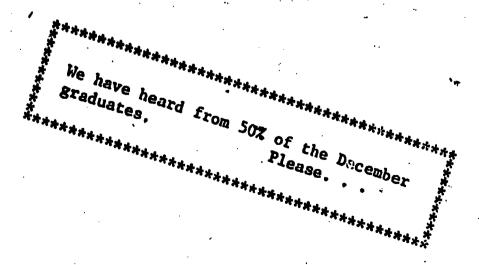
Best wishes for the future.

Sincerely yours,

Fred L. Pigge, Director Educational Research and Services

FLP/1h

Enclosure





Bowling Green State University

Office of Research and Research Suite 455 Education Building Bowling Green, Ohio 43403 (419) 372-0151

* WANTED *

"Lost" December Graduates
of the College of Education
"Teaching or Not Teaching"

Dear December, 1975 Graduate:

Please, this makes the third time that we have humbly and respectfully requested your assistance. What are we doing wrong?

More specifically, you have not responded to our first and second requests for information relative to whether you are or are not teaching. Your reply is very important if we are to obtain an accurate estimate of the ever-changing job placement situation.

If you are teaching, we need to know where and what. Also, if you are not teaching, we need to know if it is of your own choosing or because of no available position.

This information will help us plan for the future. Please take the three minutes now to fill in the information and drop the card in a mailbox. Thank you.

Sincerely yours,

Fred L. Pigge, Director
Educational Research and Services

FLP/1h

Enclosure

APPENDIX E



Bowling Green State University

College of Schoolse.
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

April 26, 1972

TO: Recent Graduates

B.G.S.U. College of Education

Dear Teacher Graduate:

We are constantly asking ourselves. "How well have we prepared our graduates for teaching?" "Just how good are some of the required courses?" Etc. Would you help us arrive at an answer to this question? I realize the questionnaire is rather long, but a shorter one could well have proven to be a waste of efforts.

Please take a few minutes to give us your honest reaction to the questions posed on the accompanying questionnaire. This questionnaire is being sent to all the recent graduates who are teaching in the State of Uhio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please do not be alarmed because we are asking for your name and social security number. If events go as planned, we will attempt to locate you during your third year of teaching and have you respond to the adequacy of your college preparation at that time. It is for this reason that we are asking for your name and social security number. Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards and grateful appreciation,

Fred L. Pigge, Director Educational Research & Services

FLP:ckm
Enclosure

.Please see note at bottom of letter to principals.

Fred Pigge, 3/26/76



A GENERAL APPRAISAL OF MY PREPARATION AS A

	" "		currey num					<u>••</u>	
Und	Mergraduate Major(s)		Minor	· ·					
Was	Assigned to Do Student Teach	ing At							_ School
		r ,							or City)
Gra	des or Subjects Taught During	Student Teaching	 			•			·
Gra	ides or Subjects Taught This Y	ear		<u>.</u>		•		•	
Emp	loying School District		Te	aching	at _	<i>.</i>	79144	1.7.	
Thi	s Is A: •City District	Exempted Village	<u>.</u>	. (oynty			1.74	•
	ECTIONS:					•	•	· .	•
	. University for each of the	the adequacy of the preparation you rec following statements. Please make your this first year of teaching. Check on	rating in	Tview č	f vour	· Succe	ss or		
	The number scale corre	lates with verbal descriptions as follow	45 :		-				
		5 Very Adequate 4 Somewhat Above Adequate 3 Adequate 2 Somewhat Below Adequate 1 Very Inadequate	•.		•				•
=				High				Low	-
•	· · · · · · · · · · · · · · · · · · ·		-	5	4	3	2 -	1	
1.	Adequacy of your preparation	n for developing lesson plans.							(35)
2.	Adequacy of your preparation	n to organize and develop teaching units	i.		·				(36)
3.	Adequacy of your preparation interest in your class activ	n for developing and maintaining pupil vities.							(37)
4.	Adequacy of your preparation materials in your teaching.	n for utilizing audio-visual aids and							· (38)
5.	Adequacy of your college pre standing about the pupils yo	eparation in developing your under- ou teach.							(39)
6.	its application to teaching.								(40)
	behavior problems in your cl	•							(41)
•	· class(es) in general.	to maintain desirable control of your	•						(42)
	to approach complex problems								(43)
		for constructing teacher-made tests				€			(44)
11.	and and a second and a second	for <u>evaluating</u> pupil progress.							(45)
12		for reporting pupil progress.							(46)
13.	Adequacy of your preparation records.	to interpret data on pupil cumulative				<u> </u>			(47)
14,	Adequacy of your understanding	ng and utilization of standardized tests	3 ,						(48)
15.	Adequacy of your understanding procedures for your school by	ng of the administrative organization uilding and system.							(49)
16,	Adequacy of your advance under with your teaching colleague:	erstanding relative to relationships s.							(50)



id.		3 2 1	
17.	Adequacy of the course content in the field or major for which you were prepared to teach.		(51)
18.	Adequacy in your preparation to handle the "non-teaching" responsibilities assigned to you this year.		(52)
19.	Adequacy of your preparation in terms of your having the specific abilities and prerequisites requested by employing school districts.		(53)
20.	Adequacy of the general preparation obtained from your student teaching experience.		(54)
21.	Adequacy of the length of time spent in the student-teaching assignment.		(55)
2 2.	Adequacy of the criticism and evaluation given to you during your student teaching by the supervising teacher.		 (56)
23.	Adequacy of the criticism and evaluation given to you during student teaching by the campus supervisor.		(57)
24	Adequacy of the student teaching seminars in furthering your professional understandings.		(58)
25.	Adequacy of your preparation in understanding the factors that - determine your own teaching personality and motivation.		(59)
26.	Adequacy of your understanding of the various philosophies of education.		(60)
27.	Adequacy of your background to evaluate current controversial issues of education.		(61)
28.	Adequecy of your college preparation in guiding you to establish your own philosophy of education, operationally as well as non-operationally.		(62)
29.	Adequacy of your understanding of the school and its relation to, the State and Federal Government.		(63)
30.	Adequacy of your understanding of professional ethics.		(64)
31.	Adequacy of your knowledge relative to teacher employment procedures, benefits, and privileges.		(65)
32.	Adequacy of your understanding of the relationship of the school and the community.		(66)
33.	Adequacy of your understanding as to the nature of your role as a teacher in relation to your supervisor(s) and administrator(s).		· (67)
34.	Adequacy in your preparation to direct co-curricular activities assigned to you this year.		(68)
35.	As you look back at your four-year college program, how do you feel about in respect to their contributions to your preparation for teaching?	the following aspects	
`	<u>Directions</u> : Please check one response for each item.		
	A. General Education (Group Requirements e.g. I, II, III, IV)		• •
	The general education program	ed by "educated" people	(69)
	2. The general education program: (1) provided a good background for teachers (2) was somewhat significant for prospective teachers (3) was generally of little significance for prospective teachers	:hers	(70)

	414)	rou have t	selft s	uries in th	were sulf	ed to your	-	and inte	rests?	Rigid Conference 		445 E 15.
•	Canus	l as Com	inedelna l	.iterature.	E nesch		tion to	Very Much	3 Some	2 Little	None	
		•	ignce and A		apeecn				لبا	الا		(71)
•		•	cial Scien		•	•		, · —	<u></u>	لسا		(72)
		• •	e and Appl	•	•	•	ž.,	' ا				(73)
•		٠.		needs and is	es Namente e		da aba aas	لسيا د محد معادد	ليا سستو مؤ		. L	(74)
	you c	ompleted (or your gr	onb LédalLe	ments?	uns idered	in the tea	cning or t	ine court	163	•	
	;		• • •	:				4 Very <u>Much</u>	3 Some	2 Little	1 None	•
	Group	I Comp	ositim, L	iterature, :	Speech			·		, _□		(75)
	● Group	II Sci	ence and M	ath z	- ;							(76)
	- Group	· III So	cial Scien	Ce	•			. \square		. 🗆		. (77)
•	Group	IV Fin	fqqA bna e	ied Arts								(78)
	5. To whi	nt extent milization?	do these c	ourses empha	istze genei	relization	rether the	an academi	C		•	
•	.•		٠.	•	•		:	4 Very Much	3 Some	2 Little	1 None	
	Group	1 Comp	osition, L	iterature, S	ipeech							(7 9)
•	Group	11 Sci	Onçe and ik	itn			•	<u>اسا</u>				(80)
	,Group	III So	cial Scienc	;e		•						(21)
ĺ	, Group	IV Fin	e and Appli	led Arts	-							(22)
Bà M		d or Teacl		•								(24)
1	The nu	mber of ci	redits or colored	courses required many of few	ired for m	y major wa	8:		,	· .		(23)
		(1) well	y major wa adapted to moderately ly irrelev	s: the needs or relevant to the o	of teachers the needs	s s of teach	ers			٠.	•	(24)
3		(1) -too b	y major wa road and g arrow and balanced t	s: eneral for t specialized o provide bo	the needs (for the no oth breadtl	of teacher: eds of tea h and depti	i Ichers	•	. •			(25)
	. Courses	in my ma (1) relat (2) relat (3) had n	jor were to ed the cons ed the cons o observab	aught in a water to the tent to the lent to the le relations	May that: needs of i needs of i ship to the	teachers in teachers in t-needs of	most insi some insi teachers	tances tances				(26)
. <u>M</u>	inor Field	or Conce	ntration A	rea (if any)							-	
1	The num	mber of cr (1) too 1 (2) too si (3) about	edits or co arge or too mail or too right	ourses requi many few	red for my	íminar or	concentrat	tion area :	was:			(27)
. 2	The con	itent of m 1) well 2) only m 3) large	y minor or idapted to, moderately ly irreleva	concentration the needs of relevant to the needs of the n	on area wa f teachers the needs eeds of te	S: of teache actors	rs	-	•			(28)
				•								



		3. The content of mainor or conce (1) ten blood and seneral (2) too narrow and special (3) well belanced to pro-	for t	he needs of for the need	teachers is of teach	ers			' (29)
:	. •	4. Courses in my minor or concentrated the content (2) related the content (3) had no observable re	to the to the lations	needs of ter needs of ter hip to the r	ichers in <u>m</u> ichers in <u>si</u> leeds of te	ost instance: ome instance: achers	, E		(30)
	D.	The Professional Component (Education Laboratory and Clinical Projects)	on Cour	ses, Mechods	, Student '	Teaching, Spi	ecial		
	•	1. The number of credits or course program was: (1) too large or too man; (2) too small or too few		red in the i	orofessiona	1 companent (of the	•	(31)
,	:	2. The content and experiences mak (1) were generally well (2) were somewhat suited (3) made little real con	sui ted	to preparat	ion of a te	acher	•	•	(32)
	•		:	5 Highly Positive	Positive	3 Average or So-So	2 · <u>Negative</u>	l Highly <u>Negative</u>	. •
	,	1. Educational Psychology (Educ. 302)	•		, C			7	(33)
	~	2. Methods Course (or methods sequence if elem, major				، ت	- 🗆		(34)
		3. Tests and Measurements (Educ. 402)					- ((35)
		4. Philosophy of Education (Educ. 408)							(36)
		5. American School System (Educ. 409)	•						(37)
		6. Student Teaching	. ·		\Box				(38)
		•		RY OR CLINI					
36.		ease check the special project(s), if. ne; Interaction;		,		olved: He1p=:	A_Ch11d		(39)
37.		ne; Interaction; w do you feel about each of the speci						ation .	(00)
•	for	r teaching?		• _					
		•		Highly Positive	<u> Plsitive</u>	Average or So-So	2 <u>Negative</u>	Highly <u>Negative</u>	
	•	1. Interaction	•			_ _			(40)
• :		2. Methods Experience							(41)
	•	3. Help-A-Child	·						(42)
38.	40w c11i	w do you feel about the adequacy of ${\color{blue} {\tt U}}$ inical experiences (Student Teaching,	niversi Method	ty supervis s, interact	ion provide ion, etc.)?	d you during	your laborate	ory or	4
	A.	Student Teaching (1) I was extremely satisfie (2) The supervisor was helpf (3) I hardly received any su	ul but	not readily	available	to me at tim	es		(43)
	8.	Methods Experience (1) I was extremely satisfie (2) The supervisor(s) were h (3) I hardly received any su	elpful :	but no t rea	dily ava ila	ble to me at	times		(44)
	C.	Interaction: (1) I was extremely satisfie (2) The supervisor(s) were n (3) I hardly received any su	elpful		dily availa	ble to me at	times		(45)
	٥.	Help-A-Child: (1) I was extremely satisfie (2) The supervisor(s) were h (3) I hardly received any su	elpful pervisi	but not read on at all	dily availa	ble to me at			(46)

	E. The preceding four questions dealt with universal about the adequacy of the supervision given:	you by the	CIESTOOM	teacher duri	ing:		Į°
Markella.		En Sat	j trenely isfactory	2 Sätisfacto	, irv Unëši	1 Lisfáctory	
	1. Student Teaching						(47)
	2 Methods Experience						(48)
:	3. Interaction *				·		(49)
		ADVISIN	G		•		,
39.	How do you feel about the quality of academic advithroughout your four years at the University? (1) I was extremely satisfied (2) I seldom had need for advice or counse (3) I found it difficult to get advice and (4) My advisor was hardly ever available to	eling I-counseli	•	•	ile to you		. (50)
		FÄCILITI	ES .	<i>:</i>			
		Eus	3 . tremely	٠ 2	•	1	·
	,		isfactory	Satisfacto	ry Unsat	1sfactory	
40.	How do you feel regarding:				•	•	
	A. The accessibility of library and media resources at BGSU?	•					(51)
,	B. The adequacy of materials and instructional media at BGSU?	•			((52)
41.	This question is for Elementary and Special Educa	tion Major	s only:			4	
•	dow do you feel about each of these courses in re for teaching? (Please check (✓) your response)	spect to 1	ts.contribu	tion to you	r preparati	on:	• ,
				-			•-
•		5	4	Response	2		***************************************
· 	Course	5 Highly Positive	Positive	Average	Z Negative	Highly Negative	
	Course Art 343 (Arts & Crafts)	5 Highly Positive	4	Average	Z Negative	Highly Negative	(53)
	. Art 343 (Arts & Crafts) Industrial Educ. 316 Technology & Elem. Ed.	Highly Positive	4	Average	Z Negative :	Highly Negative	(53) (54)
	. Art 343 (Arts & Crafts) Industrial Educ. 316	Highly Positive	Positive	Average		Highly	
	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in	2	Positive	Average gr So-So		Highlye	(54)
	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School	2	Positive	Average gr So-So		Highlye	(54) (55) (56) (57)
	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School	2	Positive	Average gr So-So		Highlye	(54) (55) (56)
	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School English 342, Children's Literature	2	Positive	Average gr So-So		Highlye	(54) (55) (56) (57)
5 6	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School English 342, Children's	3	Positive	Average gr So-So		Highlye	(54) (55) (56) (57) (58)
5 6 7 7 8	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School English 342, Children's Literature Math 241, Elem. Math	,	Positive	Average gr So-So		Highlive	(54) (55) (56) (57) (58) (59)
5 6 7 8 9	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School English 342, Children's Literature Math 241, Elem. Math Music 351, 352, and 353	,	Positive	Average gr So-So		Highlye	(54) (55) (56) (57) (58) (59) (60)
5 6 7 8 9	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School English 342, Children's Literature Math 241, Elem. Math Math 242, Elem. Math Music 351, 352, and 353 Music 354	,	Positive	Average gr \$0-\$0			(54) (55) (56) (57) (58) (59) (60) (61)
5 6 7 8 9	Industrial Educ. 316 Technology & Elem. Ed. Educ. 351, Soc. Stud. in Elementary School Education 352, Math in Elementary School Educ. 353, Science in Elementary School Educ. 356, Language Arts in Reading in Elem. School English 342, Children's Literature Math 241, Elem. Math Math 242, Elem. Math Music 351, 350, and 353 Music 354	,	Positive	Average gr \$0-\$0			(54) (55) (56) (57) (58) (59) (60) (61) (62)

Page 5

a. English 112 b. Elective in English Literature c. Speech 102 d. Speech 423 5. Science Requirements a. Biology 102 or 101 b. Physical Science		Response							
Course	H1 Pos	5 ghly itive	Positive	Average or So-So	Z Negative	Highly Negative			
14. English & Speech Require- ments		_			,		`		
a. English 112			•	·		· · · · · · · ·	(66		
b. Elective in English Literature					•	٠	(67		
c. Speech 102					,		. (68		
d. Speech 423		•			,		(69		
15. Science Requirements	•								
a. Biology 102 or 101							(70		
b. Physical Science						· ·	$\int \int $		
16. Social Studies Requirements			•		,				
a. Geography 121 or 122		75	,				(72)		
b. History 151, 152, and 153			•				(73)		
c. History 205 & 206	•	·					(74)		
d. Electives in Social Studies (9 hrs.)							(75)		

42. This question is to be answered only by non-elementary and special education majors:

How do you feel about each of the following group requirements in respect to its contribution to your preparation for teaching? (Please check (\lor) your response.)

٠		Response									
Requirement	Λ	5 Highly Positive	Positive	Average or So-So	2 Negative	Highly Negative					
Group I Composition, Literature, \$ Speech				• 6							
a. English 112		,			÷						
b. English Literature											
c. Speech 102											
d. Electives in this area											
iroup II Science & Math		ı									
a. Biological Sciences		l									
b. Physical Sciences		1									
c. Mathématics			J								
d. Computer Science						-					



				Response .			
•	<u> </u>	Highly Positive	Positive	Average or So-So	Z Negative	Highly Negative	- L ·
e.	Geography 125, 127, & 213						
iroup II	I Social Science				<i>;</i>		-
a.	Economics						•
,b.	Geography			•			- .
c.	History				•		-
d.	Political Science						-
e.	Psychology						-
f.	Socialogy		·		•	٠,	•
roup :V	Fine Arts						-
ā.	Art		_				•
b.	Business Educ.		•				•
c.	Crafts .	·			,	• • •	•
d.	Foreign Language					-	
ę.	Music	•				• •	• ·
f.	Philosophy					_	•
	Others						
g.		<u> </u>				,	
lease 1 build be	ist specific suggestions for curriculum in beneficial to pre-service teachers.					that you	think
lease 1	ist specific suggestions for curriculum in beneficial to pre-service teachers.	mprovement	in your <u>min</u>	or area of			,
lease 1 build be	ist specific suggestions for curriculum in beneficial to pre-service teachers. ist specific suggestions for curriculum in beneficial to pre-service teachers.	mprovement	in your <u>min</u>	or area of	preparation	that you	,
lease 1 lease 1 lease 1	ist specific suggestions for curriculum in beneficial to pre-service teachers. ist specific suggestions for curriculum in beneficial to pre-service teachers. ist any other aspect of your teacher educate. (If you desire to emphasize some of pre-service teachers)	ation preparation	in your <u>min</u> ration. pos us response	ior area of	preparation gative, not	that you	,



Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohlo 43403
(419) 372-0151
Ext. 274

April 26, 1972

TU: Principals of Recent B.G.S.U. Graduates

Dear Principal:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" We need your help in arriving at an answer to this question.

According to records in the State of Ohio, Department of Education, (Miss, Mrs., Mr.) ______, a graduate of B.G.S.U., is teaching under your supervision.

We are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. All of these questions pertain to the teacher's effectiveness in the school situation. (If perhaps a supervisor or a department head is in a better position to respond, please forward the questionnaire to that person.) This questionnaire is being sent to principals of all our recent graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards,

Fred L. Pigge# Director
Educational Research & Services

Flp:ckm Enclosure

Note to readers: My advice in 1976 is for you to send this letter as well as the principal's questionnaire to the teacher. Ask her, if she is willing, to forward it to her principal for completion. Thus, there is no covert evaluation of a teacher.

A CHECKLIST CONCERNING TEACHING EFFECTIVENESS OF FORMER BOWLING GREEN STATE UNIVERSITY STUDENTS

	, , , , , , , , , , , , , , , , , , ,	
	hool System	
	acher's Name	
H1	s Grade Level or Subjects	School
Th	Please check the numeral which best describes e comparison (base) group should be all of the fiquainted.	this teacher for each of the following traits
5	Checking a "5" indigates that the first-year comparison group for this trait. (Very adeq	teacher ranks at or near the top of the uate top 15%)
4	A "4" indicates that this teacher ranks some but not in the top 15% for this trait.	what above most of the first-year teachers
3	A "3" indicates average when this teacher is a particular trait. (Adequate)	compared to all first-year teachers for
. 2	A "2" indicates that the teacher ranks somew first-year teachers.	hat below average when compared to all
1	A "1" indicates that the teacher ranks at or the particular trait. (Inadequate bottom	near the bottom of the comparison group for 15%)
-		High , Lốw 5 4 3 2 1
1.	Adequacy of the teacher's performance in developing lesso	on plans.
2.	Adequacy of the teacher's perfermance in organizing and oteaching units.	developing
3.	Adequacy of the teacher's performance in developing and a pupil interest in class activities.	maintaining
4.	Adequacy of the teacher's performance in utilizing audio- aids and materials	-visual
5.	Adequacy of the teacher's knowledge and understanding of e.g. does she understand what makes them "tick"? Does st them? Good rapport?	the publis he relate to
6.	Adequacy of the ' ' knowledge of the psychology of and its applicat. ' teaching.	learning
7.	Adequacy of the teat of sperformance in understanding an with specific behavior problems.	nd dealing
8.	Adequacy of the teacher's performance in maintaining desi control of her class(es) in general.	Irable
9.	Adequacy of the teacher's performance in approaching comp problems in a systematic fashion.	olex
10.	Adequacy of the teacher's performance in constructing teatests.	cher-made
11.	Adequacy of the teacher's performance in <u>evaluating</u> pupil	progress.
12,	Adequacy of the teacher's performance in reporting pupil	progress.
13.	Adequacy of the teacher's performance in interpreting dat pupil cumulative records.	
14.	Adequacy of the teacher's performance in understanding an utilizing standardized tests.	



	42	High 5	4	3	. 5	Low 1
15.	Adequacy of the teacher's performance of her role in the administrative ergentration and procedures for your school building and system.	<u></u>				
16.	Adequacy of the teacher's penformance relative to relationship with her teaching colleagues.		'			
. 17.	Adequacy of the teacher's knowledge of the course content in the field for which she was prepared to teach.					
18.	Adequacy of the teacher's performance in handling the "non-teaching" responsibilities assigned to her this year.					
19	Adequacy of the teacher's use of good judgment and tact.					
20.	Adequacy of the teacher's relationships with parents.					
21.	Adequacy of the teacher's response to supervision and suggestions.					
22.	Considering total effectiveness in guiding pupil growth, I believe this teacher is					
_			•			

Special Comments:

(For example, visible strengths and/or weaknesses of teacher education preparation at B.G.S.U.)

APPENDIX C

Bowling Green State University

October 6, 1975

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

TO: Teacher Education Graduate
College of Education
Bowling Green State University

Dear Graduate:

We at BGSU are constantly asking ourselves, "How well have we prepared our graduates for teaching? Are we emphasizing needed competencies? Do teachers use the knowledges and skills we attempt to emphasize? Etc." Would you help us arrive at answers to these questions? I realize the questionnaire is rather long but a shorter one could well have proven to be a waste of efforts.

A few words about the procedures of the present follow-up are probably in order:

1. Part A of the questionnaire covers the competencies related to the education courses and experiences at BGSU, e.g. Education 402, (Tests and Measurements), 408 (Philosophy of Education), 409 (American Public Education), 302 (Educational Psychology), student teaching, etc. All possible respondents will receive Part A. These statements were constructed by education faculty.

2. Part B of the questionnaire covers competencies of the various specialized majors, such as English, mathematics, elementary education, etc. Twenty-five different Part B questionnaires were constructed by faculty in the various specialized areas, e.g. Dept. of History, Dept. of Romance Language, Dept. of Mathematics, Chemistry, etc.

Thus an elementary education graduate and a math graduate will receive questionnaires with the same Part A but different Part B's.

3. A listing of all our teacher education graduates from 1968 to 1974 was sent to the Ohio State Department of Education. By keying on social security numbers and the principals' fall reports. The State Department produced sets of gummed mailing labels. One of these labels was used in mailing this questionnaire.

l assure you that personal responses to this questionnaire will be held in confidence. All the responses will be tabulated and distributed to the various program areas. Please give us this feedback so that we might better know how to prepare future teachers.

Please return the completed questionnaire within 10 days of receipt in the enclosed pre-addressed, postage paid envelope. With appreciation, I am

Sincerely yours,

Fred L. Pigge, Director Research and Services

Enclosure

Please see note at bottom of principal's letter.

Fred Pigge, 3/26/76



A PROGRAM AREA APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

Name Se	Social curity Number
Undergraduate Major(s)	When did you receive
Undergraduate Minor(s)	the B.S. degree? Year
Grades and/or Subjects taught during student teaching at BGSU	the present year)
Grades and/or Subjects you are teaching this (present) year	Year(s)
Employing School District	
Building	
Address	<u> </u>
City	
County (local) District If a present or past graduate student, what is the Yes No Where Working on Masters Masters Degree Received Work Beyond Masters	status of your program? • <u>Major</u>
DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE	•
For each of the listed Competencies, please indicate four areas by circling the appropriate number. Plearriving at your decision of which number to mark. Need - Please indicate your opinion as to the necessary.	ease use your best judgment in
Use - Please indicate the extent to which you use it position during the year.	
Developed - Please indicate the manner in which each	ch competency was developed.
Proficiency - If the competency was developed at BO degree of, proficiency.	
Return questionnair to: Office of Educational Resort of Education, BGSU, Bowli	



21-40% 41-50% 4			101	t r	pli nee ttl nod e	ça de e er	d at en	e :e :s1 :-2	SE 0%	֓֞֞֞֜֞֜֞֜֞֜֜֞֜֞֜֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓		<u>.</u> .	G THE		aded imit no OPEI	exi qua tec ot: D	ore ate d pro-	ti p ro of:	fic	ac ici ier	leç len ıçy	ua: Çy	te	
goals of acquisition, comprehension and application of knowledge. 1 2 3 4 5 1 2 3 4 5 2. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work. 1 2 3 4 5 1 2 3 4 5 3. Ability to maintain order in a classroom and to assist students in the development of self-discipline. 1 2 3 4 5 1 2 3 4 5 4. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests. 1 2 3 4 5 1 2 3 4 5 5. Ability to encourage and facilitate the development of social skills and enhance self concept. 1 2 3 4 5 1 2 3 4 5 6. Ability to construct behavioral/performance objectives in 1 2 3 4 5 1 2 3	•	1 2	2 3	3 4	4 5				4	11-	-6 51 	0% -80% 81~1		work exp developed at	erie BGS	end Sÿ	ce ·	_	5*	.	2	3 1	4 5	;; }
students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work. 1 2 3 4 5 1 2 3 4 5 3. Ability to maintain order in a classroom and to assist students in the development of self-discipline. 1 2 3 4 5 1 2 3 4 5 4. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests. 1 2 3 4 5 1 2 3 4 5 5. Ability to encourage and facilitate the development of social skills and enhance self concept. 1 2 3 4 5 1 2 3 4 5 6. Ability to construct behavioral/performance objectives in 1 2 3 4 5 1 2 3 4 5 63	•	1 2	2 3	3 4	4 5		1	2	3	3 4	1	5	1.		1	2	3 (4 !	5	1	2	3 4	1 5	
in the development of self-discipline. 1 2 3 4 5 1 2 3 4 5 4. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests. 1 2 3 4 5 1 2 3 4 5 5. Ability to encourage and facilitate the development of social skills and enhance self concept. 1 2 3 4 5 1 2 3 4 5 6. Ability to construct behavioral/performance objectives in subject matter field.	••	1 2	2 3	3 4	4 5		1	2	3	3 4	1	5	2.	students, via techniques such as mastery learning, alternative	1	2	3 4	4 !	5	1	2	3 4	1 5	•
ment, provision of success experiences, and appeal to student interests. 1 2 3 4 5 1 2 3 4 5 5. Ability to encourage and facilitate the development of social 1 2 3 4 5 1 2 3 4 5 skills and enhance self concept. 1 2 3 4 5 1 2 3 4 5 6. Ability to construct behavioral/performance objectives in 1 2 3 4 5 1 2 3 4 5 subject matter field.		1 2	2 3	3 4	4 5		1	2	3	3 4	1	5	3.		1	2	3 4	4 !	5 ,	1.	2	3 4	5	•
skills and enhance self concept. 1 2 3 4 5 1 2 3 4 5 6. Ability to construct behavioral/performance objectives in 1 2 3 4 5 1 2 3 4 5 subject matter field.		1 2	2 3	3 4	4 [°] 5		1	·2	3	3 4	1	5	4.	ment, provision of success experiences, and appeal to student	1	2	3 4	4 :	5	1	2	3 4	V 5	•
63 subject matter field.		1 2	2 3	3 4	4 5	,	1	2	3	3 4]	5	5.		1	2	3 <i>l</i>	1 (5	1	2-	3 4	5	
· · · · · · · · · · · · · · · · · · ·	4	1 2 6 3		3 4	4 5		1	.2	3	3 4	.	5	6.		1	2	3 4	1 5	5	1	2 ; 6	3.4 3.4	5.	_7

NEED PROFICIENCY # PART A anot applicable extensive proficiency not needed more than adequate COMPETENCIES RELATED TO little adequate proficiency EDUCATION COURSES (CONT'D) moderate limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study -21-40% in-service 41-60% work experience 61-80% developed at BGSU | 81-100% not developed | | 1 2 3 4 5 12345 1 2 3 4 5 12345 12345 7. Ability to apply appropriate evaluative techniques for the 12345 12345 systematic evaluation of pupil progress. 1 2 3 4 5 1 2 3 4 5 8. Ability to prepare teacher-made tests. 1'2 3 4 5 - 1 2 3 4 5 12345 12345 9. Ability to utilize observational techniques effectively in the 12345 12345 classroom. . 1 2 3 4 5 1 2 3 4 5 10. Ability to interpret and report student performance on teacher-12345 12345 made tests. 1.2 3 4 5 1 2 3 4 5 11. Ability to interpret and report student performance on 12345 12345 standardized tests. 1 2 3 4 5 1 2 3 4 5 12. Ability to choose from a broad knowledge of the history of 12345 12345 education the ideas that have shaped our culture. 1 2 3 4 5 1 2 3 4 5 13. Knowledge of the interaction between the cultural matrices and 12345 12345 educational systems.

· ERIC

ERIC

Full last Provided by ERIC

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•	1 :	2	3	4	5		1	2	3	4		- 10	UR		. `			•	-		·											•		r	TOT	ae,	ve i	ope	1 2	! ∴3	4	5	,	1 1	2 3	3 4	5	
•	1 :	2	3,	4	5	•	1	2	3	4	5	1	4.	Abi	lity	y 1	to c	com	par	·e	and	d c	on	tra	st	var	iou	s p	hi	los	oph:	ica]	l į v	iew	po	int	s.	•	1 2	3	4	5		1 2	2 3	3 4	5	
1	1 :	2	3	4	5		1	2	3	4	5	.19	5. ·	Ab1 own											opm	ent	and	d c	:la:	rif	icai	tior	1 0	fo	ne •	's ·	•	ا ِ	l 2	3	4	5	•	1 2	2 3	3 4	5	
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6																	- / -	- •		. •		=		·			- · •	• •		-											C.	•		•	8	}		

PÁRT A NEED **PROFICIENCY** not applicable extensive proficiency COMPETENCIES RELATED TO not needed more than adequate ... EDUCATION COURSES (CONT'D) little adequate proficiency .moderate limited proficiency | extensive not proficienti USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at PGSU 1 81-100% not developed 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 20. Ability to apply the major principles of school law to areas such as due process, contral s, certification, teacher liability and corporal punishment. Ability to understand the effects of federal legislation and - 12345 12345 1 2 3 4 5 programs in education through financial support and Supreme Court decisions. 22. Ability to utilize the sources of pressure for change in education; 1 2 3 4 5 1 2 3 4 5 . 1 2 3 4 5 1 2 3 4 5 understand currently suggested innovations; and perceive potential consequences of alternatives. 23. Ability to understand the role of teacher organizations within 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 the formal and informal competition for control of education and one's own personal role in joining or not joining such organizations. Ability to understand the implications of the legal control of 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 education by the state legislature, the state department of

education and the state board of education.

NEED not applicable not needed little ${\tt moderate}$ extensive USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100%

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D) **PROFICIENCY**

extensive proficiency more than adequate adequate proficiency limited proficiency not proficient! WHERE DEVELOPED independent.study in-service work experience developed at BGSU not developed

Ability to utilize reading organization skills to divide a class into reading groups.

1 2 3 4 5 26. Ability to utilize audio-visual equipment and materials in teaching.

PART B

AMERICAN STUDIES MANDORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

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PART B

AMERICAN STUDIES MAJORS (CONT'D)

. 4		PART B		
		AMERICAN STUDIES (CONT'D)	MAJORS	
What was the oprofessional	degree to which your s growth and development	tudent teaching exp	perience contribute	d to your overall
	High 5 4	3	2 Low 1	
experience upo	on your later performal High and positive 5 4	nce as a teacher?	Low and neutral 2	
		. 3	•	
Please list spreparation t	pecific suggestions for hat you think would be	r curriculum improv beneficial to pre-	vement in your major -service teachers.	r area of
	·			
		(74	,



PART B

AMERICAN STUDIES MAJORS (CONT'D)

7.	Please list any other aspect of your teacher education prepa not covered heretofore. (If you desire to emphasize some of	aration, positi f your previous	ve or negative, responses,
	please do so in this space.)	•	



NEED not applicable not needed little moderate extensive USE DURING THE YEAR 0-20% 21-40% 41-60%

PART B

AMERICAN STUDIES MAJORS

(CONT'B)

PROFICIENCY

extensive proficiency more than adequate adequate proficiency limited proficiency not proficient WHERE DEVELOPED Independent study in-service work experience developed at BGSU not developed

Please respond only to those statements related to your Please Note:

'n																				77	7
	2	2 3	3 4	5	1	2	3	4	5	12.	Knowledge of one or two specific areas of cultural history in some depth (for instance: modern U.S. o 1865).	1	2	3 (4 !	5	1	2	3	4 5	; ;
1	2	2 3	3 4	5	1	2	3	4	5	11.	Knowledge of fundamental developments in United States intellectual and cultural history.	1	2	3 /	4 !	5	. 1	2	3	4 5	;
1	2	2 3	3 4	5	1	2	3	4	5	10.	Ability to utilize bibliographic and independent research techniques.		2	3 (4 !	5 .	"1	2	3 .	4 5	;
1	2	? 3	3 4	5	1	,2	3	4	5	9.	Knowledge of audio-visual, simulation game (and the like) methods of presentation.	1	2	3	4 !	5.	1	2	3	4 5	;
1	2	2 3	3 4	5	1	2	3	4	5	8.	Knowledge of different cultural interpretations and ability to build and use thematic approaches to American culture.	1	2	3	4 !	5	1	2	3	4 5	5
		٠	•								area of concentration.										

13. Knowledge of techniques and themes or topics for utilization in

teaching survey courses as derived from college survey courses.

NEED PART B. PROFICIENCY not, applicable extensive proficiency not needed AMERICAN STUDIES MAJORS more than adequate little (CONT'D) adequate proficiency | moderate Timited proficiency extensive not proficient USE DURING THE YEAR · WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed 12345 12345 12345 12345 14. Knowledge of sufficient breadth of inter-disciplinary data to 1 2 3 4 5 give direction to teaching various courses within the high school curriculum. 12345 12345 15. Knowledge of political, economical, cultural and intellectual 1 2 3 4 5 factors at work in the development of American culture. 12345 12345 16. Ability to perceive interrelationships among literary, political, economic, social (etc.) factors in American culture. 12345 12345 17. Knowledge of popular journals necessary to facilitate communica- 12345 12345 tion with secondary students. 1 2 3 4 5 18. Ability to discuss current events in a meaningful way. 1 2 3 4 5 12345 1, 2 3 4 5 19. Ability to understand local government and politics. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 20. Knowledge of the mass media for the use of the class. 12345 12345

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. 4.

NEED . PROFICIENCY PART B not applicable extensive proficiency not needed ART EDUCATION more than adequate little **MAJORS** adequate proficiency moderate limited proficiency extensive not proficient USE DURING THE YEAR COMPETENCIES RELATED TO TEACHING WHERE DEVELOPED 0-20% IN THIS FIELD independent study 21~40% in-service work experience 41-60% 61-80% developed at BGSU 1 81-100% not developed | | 12345 12345 1 2 3 4 5 1 2 3 4 5 1. Ability to organize art equipment and materials so that they 1 2 3 4 5 1 2 3 4 5 can be used effectively. 1 2 3 4 5 12345 12345 2. Knowledge of the later and forms, materials, books, pariodicals and technique: and ability to use them in planning fresh approaches to art prob.em-solving situations. 12345 12345 3. Ability to by creative in many media and a willingness to 12345 12345 continually experiment toward competency in new media. 12345 12345 4. Ability to practice as an artist in at least one art form or 1 2 3 4 5 1 2 3 4 5 media, and a willingness to exhibit personal work. 12345 12345 5. Ability to listen and communicate with young people in order 1 2 3 4 5 1 2 3 4 5 to develop relevant objectives on an individual basis. 12345 12345 6. Knowledge and understanding of art throughout the history of 1 2 3 4 5 1 2 3 4 5 humanity.



PART B **PROFICIENCY** NEED not applicable extensive proficiency ART EDUCATION MAJORS not needed more than adequate! (CONT'D) little adequate proficiency moderate limited proficiency: not proficienti extensive USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 81-100% not developed | 1 2 3 4 5 12345 7. Knowledge that the artist-teacher is charged with the serious 1 2 3 4 5 1 2 3 4 5 responsibility of the aesthetic well-being of students and the community in which they work. 8. Ability to be a sensitive, serious and aware person who has 1 2 3 4 5 1 2 3 4 5 confidence to build these characteristics within their students. 9. Ability to develop the skills basic to the production of visual 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 art and to build these skills into the art program or each art program. 10. Knowledge to be aware of the need for using appropriate materials 1 2 3 4 5 12345 12345 with ideas upon which students learn and grow as they may or may not relate to other studies. 1 2 3 4 5 1'2 3 4 5 11. Ability to speak confidently from knowledge and maintain an 1 2 3 4 5 enthusiastic and stimulating personality.

58

85

ERIC

ART EDUCATION MAJORS (CONT'D)

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	H1	gh 5	4	3	2	Low :		
Wha upo	t was the infl n your later p	uence of erforman	the gene ce as a t	ral prepara	tion obtaine	ed from your stu	dent teaching	experience
		gh and sitive 5	4	3	2 .	Low and neutral		
	ase list speci think would b					ent in your majo	r area of prep	aration tha
COV	ase list any o ered heretofor this space.)	ther aspe e. (If y	ect of yo you desir	ur teacher e to emphas	education pr ize some of	reparation, posi your previous r	tive or negati esponses, plea	ve, not se do so

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•			,			te:	15)-	1 v US 20	E			IN	G	TH	E	Y	YEAR COMPETENCIES RELATED TO TEACHING IN THIS FIELD WHERE DI	VELO lepen	n PE de	ot D nt	: F	oro stu	ofi Idy	ci	ent		,		
·, ·									47	6	60 1 - 8	80 1-		0%			work developed not dev	l at	ri BG ed	en SU	ICE								
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•	•					. •								Аb	۱ì	1	ity to teach basic concepts of the following:				٠								
	1 2	2 3	3 (4 9	5		! :	2 ົ	3	4	5	ļ		1	•		Cell structure and function.		1	2	! 3	3 4	5	;	1	2	3 (4 5)
	1 2	2 3	3 4	4 5	5	•	1 :	2	3	4	5	•		2	•		Physiology of organisms.		1	2	: 3	3 4	· 5	j	1	2	3 (4 5	,
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		8	38	}																				•	8	39			

ERIC

NEED
not applicable
not needed
| (little | moderate | extensive | USE DURING THE YEAR | 0-20% | 21-40% | 41-60% | 61-80% | 81-100%

PART B

BIOLOGY MAJORS (CONT'D)

PROFICIENCY

extensive proficiency

more than adequate

adequate proficiency

limited proficiency

not proficient

WHERE DEVELOPED

independent study

in-service

work experience

developed at BGSU

not developed |

Ability to teach the basic biology (characteristics, distribution, structure, function, etc.) of the following:

1	2	3	4	5	1	2	3	4	5	8.	Animals.		1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	, 2	3	4	^5	9.	Plants.	Ø	ا نند.	.2 X	3	4	5	1	2	3	4	5
1	2	3	4	5	<i>&</i>]		3	4	5	10.	Microbes.		1	2	3	4	5	1	2	3	4	5
											Ability to identify common plants and animals.		1	2	3	4	5	1	2	3	4 !	5
	2	3	4	5	1	2	3	4	5	12.	Ability to organize and conduct field trips.		1	2	3	4	5	1	2	3	4 !	5
1	2	3	4	5	•	2	3	4	5	13.	Ability to relate environmental problems to student experiences and identify possible solutions.		1	2	3	4	5	1	2	3	4 5	5
1	ં	3	4	5	?	2	3	4	5	14.	Knowledge of skills suitable for developing and conducting meaningful classroom laboratories.		1	2	3	4	5	1	2	3	4 5	;

NEE	ED		PART B		PROFICIENCY		
not applicable not needed the little			BIOLOGY MAJORS (CONT'D)	<i>≇</i>		extensive profi more than adec quate proficier	quate [
moderat	nsive USE DURING D-20%	THE YEAR	. (сонт в)		limit no WHERE DEVELOPEI independer	ted proficiency ot proficient D nt study	/ •
12345	21-40% 41-60% 61-80% 81-10	00%			work experied developed at BGS not developed	SU	3 4 5
A			•			u	•
12345	1 2 3 4 5	15. Knowledge of labora directing students	atory skills suitabl in <u>independent</u> stud		and 1	2 3 4 5 1 2	3 4 5
12345	1.2 3 4 5	16. Ability to use a s biology.	imple statistical ap	proach to the st	udy of 1	2 3 4 5 1 2	3 4 5
1 2 3 4 5	1 2 3 4 5	17. Ability to utilize mation.	basic library sourc	es of biological	infor- 1	2 3 4 5 1 2	3 4 5
1 2 3 4 5	1 2 3 4 5	18. Ability to utilize former professors	non-library sources and other scientists	of information	including 1	2 3 4 5 1 2	3 4 5
1 2 3 4 5	1 2 3 4 5	19. Ability to locate both commercial an	sources for supply o d natural.	f biological mat	erials, 1	2 3 4 5 ·1 2	3 4 5
1 2 3 4 5	1 2 3 4 5	20. Ability to relate possible moral, so	advances in biology cial, or political c	(biotechnology)	to 1	2 3 4 5 1 2	3 4 5
92	/	·			,	•	

	•	DIC	JLOGY MAJOR	S (CONT'D)	•	·	•
			nt tea ching	experiences	contributed	to your over	all
٠,	High 5	4	3	.2	Low 1		•
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					m your studen	t teaching	
•	High and positive 5	4	3	2 .	Low and neutral		
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					your major a	rea of prepa	ratio

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	re. (If you				tion, positiv previous resp		
	the infice upon y	the influence of the ce upon your later per fligh and positive 5	the influence of the general proce upon your later performance at the state of the general process and the state of the general process and the state of the stat	High 5 4 3 the influence of the general preparation ce upon your later performance as a teached positive 5 4 3 ist specific suggestions for curriculum im think would be beneficial to pre-service	High 5 4 3 2 Line influence of the general preparation obtained from the upon your later performance as a teacher? High and positive 5 4 3 2 Line ist specific suggestions for curriculum improvement in think would be beneficial to pre-service teachers.	High 5 4 3 2 1 the influence of the general preparation obtained from your studence upon your later performance as a teacher? High and Low and neutral 5 4 3 2 1 ist specific suggestions for curriculum improvement in your major a think would be beneficial to pre-service teachers.	High 5 4 3 2 1 the influence of the general preparation obtained from your student teaching ce upon your later performance as a teacher? High and Low and neutral 5 4 3 2 1 ist specific suggestions for curriculum improvement in your major area of prepa



PART B PROFICIENCY. NEED extensive proficiency not applicable. more than adequate BUSINESS EDUCATION MAJORS not needed adequate proficiency | : little limited proficiency moderate not proficient COMPETENCIES RELATED TO TEACHING extensive WHERE DEVELOPED IN THIS FIELD USE DURING THE YEAR independent study 0-20% in-service 21-40% work experience 41-60% developed at BGSU 61-80% not developed . 1 2 3 4 5 1 2 3 4 5 1. Ability to relate course content to the student's everyday life in a meaningful and relevant manner. 1 2 3 4 5 1 2 3 4 5 2. Ability to correlate in-school activities and instruction with on-the-job requirements. 1 2 3 4.5 3. -Ability to organize and supervise an effective business club 1 2 3 4 5 1 2 3 4 5 program within the school. 1 2 3 4 5 4. Ability to understand the role of the office in today's. 1 2 3 4 5 1 2 3 4 5 business world. 5. Ability to recognize skills and needs of present-day office 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 workers... 6. Ability to recognize the value of organized and controlled. records in the efficient management of business. 95 96

PART B **PROFICIENCY** not applicable extensive proficiency. not needed **BUSINESS EDUCATION MAJORS** more than adequate (CONT'D) . - little adequate proficiency moderate limited proficiency extensive not proficient! USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service | 41-60% work experience developed at BGSU 61-80% 81-100% not developed 12345 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 7. Ability to achieve marketable levels of skills in shorthand. 1.2.3 4 5 1.2 3 4 5 12345 12345 8. Ability to achieve marketable@levels of skills in typewriting. 112345 112345 9. Ability to achieve marketable levels of skills in office 12345 12345 1 2 3 4 5 1 2 3 4 5 machines. • 1 2 3 4 5 1 2 3 4 5 10. Ability to set worthwhile goals in the various basic business 12345 12345. subjects and to plan effectively for achieving the goals in the high schr (classes. 1 2 3 4 5 1 2 3 4 5 · 11. Ability to evaluate fairly, objectively, and without prejudice 12345 12345 in all areas of business education. 12. Ability to radiate enthusiasm to students in business. 12345 12345 1 2 3 4 5 1 2 3 4 5 12345 12345 1 2 3 4 5 1 2 3 4 5 13: Ability to write a program for use with the computer.

	117	plice need ttl mode e	ded era xte	te ns	IVE USE 20% 21-	40 1- 6	% 60% 1-8	30% 1-1		YEAR			• 1		BU:	SINE				TON		JOR	S			•	WH	IERÉ Wo	ind ork	VELI lepe	aded imino OPEI nden n-so erio BGS ped	extended for the service of the serv	re te pro sti ice	of of the office	ofi ici ici	ade cie enc	qua ncy	te	y
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112	3	4 5	, * *	1	2 3	3 4	5	• • • • • • • • • • • • • • • • • • •	14.	Åbi	ilit	y t	:O C	peŗ	ate	and	l ur	nder	's ta	nd	the	·kej	ypur	nch	mac	hine	: .				1	2	3 4	1 5	• 4	1 2	. 3 :	4 5	
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1 -2	ه 3	4 5		1	2 3	3 [∧] 4	5,	*	√i8.	Abi bus app	sine	SS	ref	fere	ect nces	s, a	ınd	ry a pre	ind esen	sec it s	ond umm	ary ary	int of	form	mati Séar	on, ch i	use in	•,	•	•,	1	2	3 4	1 5	•	1 2	3	4 5	•
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1 2	3	4 5		1 8	2 2	3· 4	5	•	20.		ilit bble			appl	λ ˈpɪ	us i <u>r</u>	ess	s. ma	the	emą t	ics	COI	ncel	pts	.to	cońs	sume	er -			.1	. 2	3 4	4 5		1 2	`3	4 5 1	Ò

BUSINESS EDUCATION MAJORS

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•	1 2	2 . :	3 4	5	7	ļ 2	2 3	. 4	} 5	5		7.	Ability to comprehend the interrelationship between atomic structure, chemical bonding, physical properties of compounds	7	1 7	2 3	3 4	5		1 :	• 2	3 4	5
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CHEMISTRY MAJORS (CONT'D)

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programs.

DISTRIBUTIVE EDUCATION MAJORS (CONT'D)

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EARTH SCIENCE MAJORS (CONT'D)

	17.	What was the degree growth and developm	to which ent?	youn student	teaching	experiences	contributed	to your overall	professional
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ELEMENTARY EDUCATION MAJORS (CONT'D)

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PART · B PROFICIENCY not applicable extensive proficiency ENGLISH MAJORS not needed more than adequate! little (CONT'D) adequate proficiency | moderate limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 | 81-100% not developed 1 2 3 4 5 1 2 3 4 5 2345 12345 7. Knowledge of the value of figurative language as a means of describing reality. 1 2 3 4 5 8. Ability to respond honestly to the writing of professionals and of one's peers. 1 2 3 4 5 9. Ability to evaluate student compositions. 1 2 3 4 5 10. -Ability to write creative prose including description, narration, 1 2 3 4 5 1 2 3 4 5 and exposition. 1 2 3 4 5 1 2 3 4 5 11. Ability to use techniques such as dynamics and creative drama 12345 12345 to facilitate language learning. 12. Ability to prepare unit and lesson plans that will incorporate 1 2 3 4 5 1 2 3 4 5 12345 12345 various aspects of English.

134

ENGLISH MAJORS (CONT'D)

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	t was the influ n your later pe	ence of the			btained fro	m your studer	it teaching	experienc	e ´į
٠		High and positive 5	4	3	2	Low and neutral l	,	· .	_
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Plea you	se list specif think would be	ic suggestion teneficial	ns for cui to pre-sei	rriculum imp rvi _r ce teæche	rovement in	your major a	rea of pre	paration t	hat
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	n 		01	t	ne	96	de	d	le	•						•	GEOGRAPHY MAJORS		m	ore	e 1	ive thai	ı a	de	qui	ite	
			-	li 	MC	bc	er	a 1 er	te	tv		·	ID 1	. (TUI	F 1	COMPETENCIES RELATED TO TEACHING YEAR IN THIS FIELD WHERE DEVEL	imi • n	te	d p	pro	off	cie	nc	y		
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	٦.	2		3	4	5		1)	2	3	4	5		• 1	•	Knowledge of land relationships, cultural geography, and the concept of past and present man.	1	2	3	4	5	1	2	3	4	5 .
•	1	2	, ,	3 .	4	5			1	2	3	4	5	٠	2	•	Ability to analyze and present basic concepts of weather and climate.	1	2	3	4	5	1	2	3	4	5
	1	2		3、	4	5		3	1	2	3	4	5		3	•	Ability to analyze and present basic concepts of landforms - distribution and evolution development.	1	2	3	4	5	1	2	3	4	5
	1	2	? ;	3	4	5		•	1	2	3	4	5		4	•.	Ability to analyze and present basic characteristics and distribution of soils and plants.	1	2	. 3	. 4	5	. 1	2	3 `\	4	5
	1	2	}	3	4	5	,	•	1	2	3	4	5		5	•.	Knowledge of the regional distribution, size, and composition of population groups and the dynamic components of demographic change.		2	3	4	5	1	2	3	4	5
	1	2		3	4	. 5		•	1	2	3	4	5		6	•	Knowledge of the spatial implications of location, size, area, shape, and situation.	1	2	3	4	5	`1	2	3	4	5 .

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PROFICIENCY: NEED PART B extensive proficiency not applicable more than adequate not needed GEOGRAPHY MAJORS adequate proficiency little (CONT'D) limited proficiency moderate not proficient extensive WHERE DEVELOPED USE DURING THE YEAR 0-20% independent study in-service 21-40% work experience 41-60% developed at BGSU 61-80% 1 81-100% not developed | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 7. Knowledge of conservation and management of natural resources. 1 2 3 4 5 1, 2 3 4 5 8. Knowledge of the concept of regional development in the context 1 2 3 4 5 of social, economic, political, and bio-physical resources. 12345 9. Ability to use and understand aerial photography in interpreting 1 2 3 4 5 the natural and cultural landscape. 12345 12345 10. Ability to use and understand cartographic techniques.. 12345 12345 12345 12345 1 2 3 4 5 1 2 3 4 5 11. Ability to use and understand the techniques of quantitative geography. 12. Ability to apply the geographic discipline in the analysis of 12345 12345 1 2 3 4 5 1 2 3 4 5 local, regional, national, and international problems. 13. Ability to understand anduse the association of phenomena that 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 gives geographic character to areas studied. 140

PROFICIENCY PART B not applicable extensive proficiency not needed GEOGRAPHY MAJORS more than adequate little (CONT'D) adequate proficiency moderate limited proficiency extensive not proficienti USE DURING THE YEAR WHERE DEVELOPED 0-20% independent saudy 21-40% in-service 41-60% work experience 61-80% developed at BGSU 81-100% not developed 14. Ability to provide students with the skills to analyze problems with an inter-disciplinary perspective integrating the social, biological and physical sciences. 1 2 3 4 5 15. Knowledge of the spatial distribution and interaction of economic 1 2 3 4 5 activities. 1 2 3 4 5 16. Knowledge of urban-rural land use and planning.

PART B

GEOGRAPHY MAJORS

•	High 5	4	· 3	2	Low 1		•
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What was the in upon your later	fluence of the performance as	general pr a teacher	eparation o	obtained fro	om your studer	nt teaching exper	ience
	High and positive 5	4	3	2	Low and neutral		
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Please list spe you think would	cific suggestic be beneficial	ons for cur to pre-ser	riculum imp vice teache	provement in	n your major∛a	rea of preparati	on that
•							
Please list any covered heretof	other aspect ore. (If you o	ofyour teac lesire to e	her educati mphasize sc	on preparat ome of your	tion, positive previous resp	e or neg ative, no oonses, please do	t so.

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NEED PART B **PROFICIENCY** not applicable extensive proficiency not needed GERMAN AND RUSSIAN LANGUAGE MAJORS more than adequate little · adequate proficiency moderate limited proficiency! extensive. COMPETENCIES RELATED TO TEACHING not proficienti **USE DURING THE YEAR** IN THIS FIELD WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 81-100% not developed | 12345 1 2 3 4 5 1 2 3 4 5 12345 12345 1. Ability to get the sense of what an educated native says when 1 2 3 4 5 he is enunciating carefully and speaking simply on a general subject. 2. Ability to talk on prepared topics (e.g., for classroom situa-1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 tions) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native. 1 2 3 4 5 1 2 3 4 5 3. Ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word. 1 2 3 4 5 1 2 3 4 5 . 4. Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and the ability to write a short, simple letter. 1 2 3 4 5 12345 Knowledge of the sound patterns and grammar-patterns of the 1 2 3 4 5 foreign language, and a knowledge of its main differences from English.



NEED not applicable not needed ! little moderate extensive USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 1 81-100% 1 2 3 4 5

PART B

GERMAN AND RUSSIAN LANGUAGE MAJORS

(CONT'D)

PROFICIENCY

extensive proficiency more than adequate adequate proficiency limited proficiency not proficient WHERE DEVELOPED independent study in-service work experience developed at BGSU not developed |

- An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs and contemporary civilization of the foreign people.
- 1 2 3 4 5
- 7. Knowledge of effective methods and techniques of language teaching.

1 2 3 4 5

GERMAN AND RUSSIAN LANGUAGE MAJURS (CONT'D)

	High 5	4	3	. 2 .	Low 1	• •	
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	e influence of t ater performance			obtained f	rom your student	teaching exper	iences •
	High and positive 5		3 •	2	Low and neutral	•	
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Please list you think wo	sp et ific sugges ould be benefici	tion s for c al t o pre-s	urriculum i eryice teac	mprovement hers.	in your major ar	ea of preparatio	on that
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NEED PART B **PROFICIENCY** not applicable extensive proficiency **HEALTH EDUCATION MAJORS** not needed more than adequate little adequate proficiency! moderate limited proficiency COMPETENCIES RELATED TO TEACHING not proficient extensive IN THIS FIELD. USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU | 1 81-100% not developed | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1. Ability to give specific philosophical bases for the justification of the school health services program, the school's provision of a safe and helpful school environment and the school health instructional program. 12345 -12345 1 2 3 4 5 2. Ability to distinguish between facts and misconceptions related 1 2 3 4 5 to the more crimon health problems among the student population. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 Knowledge of the recommended screening devices for use in appraising vision, nutritional status, physical growth and development, hearing, dental health, and the status of the child with respect to tuberculosis. 1 2 3 4 5 Knowledge of the teacher's role in the pupil health appraisal 1 2 3 4 5 1 2 3 4 5 program. 1 2 3 4 5 5. Ability to analyze, when given a hypothetical emergency situa-1 2 3 4 5 1 2 3 4 5 tion, the situation and state in order theprocedures that should be followed in coping with the situation. 152 153



NEED not"applicable not needed little moderate extensive USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100%

PART B

HEALTH EDUCATION MAJORS (CONT'D)

PROFICIENCY extensive proficiency more than adequate adequate proficiency | limited proficiency | not proficient | WHERE DEVELOPED . independent study in-service work experience developed at BGSU not developed 1 2 3 4

6. Ability to name, find, and use at least one major source of reference (publications, agencies, organizations) that could aid you in each of the following:

											you in each or one rottoning.			•						•	
1	2	3	4 5		1	2 :	3 4	4 5⁄	e.	Α.	Identifying the health needs and problems of children.	•	'	Ź	3 4	5		1 2	2 3	4	5
1	2	3	4 5		1	2 3	3 4	1 5		В.	Helping to develop a set of school health policies.	•	1	2 :	3 4	5	٠,	1 2	2 3	4.	5
1	2	3	4 5		1	2 :	3 4	1 5		c ,	Heiping to develop a set of emergency procedures.	_	1	2,	3 4	5		1 2	2 3	4	5
٦.	.5	3	4 5		1	2 3	3 4	1 5	,	D.	Helping to initiate a drug abuse education program.	\	1	2 :	3 4	. 5	,	1 2	2 3	4	5
.1	2	3	4 5		1	2 3	3 4	1 5		. E .	Helping to Establish a health appraisal program.		1	2	3 4	5		1 2	? 3	4	5
"]	2	3	4 5		1	, 2 3	3 4	1 '5	•	. F.	Helping to improve the emotional climate of the classroom.	•	1	2	3 4	['] 5	•	1 2	2 3	4	5
1	2	3	4 5	. ,	1	2 3	3 4	, 15		G.	Developing a resource unit for health instruction.	ø	1.	2	3 4	5		1 2	2 3	4	5

PART B **PROFICIENCY** NEED extensive proficiency not applicable **HEALTH EDUCATION MAJORS** not needed more than adequate (CONT'D) adequate proficiency little limited proficiency! moderate not proficient extensive USE DURING THE YEAR WHERE DEVELOPED independent study 0-20% 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed | 1 2 3 4 5 7. Knowledge of specific ways in which school personnel, parents 1 2 3 4 5 and community health personnel can cooperate in seeking to prevent or to solve pupil health problems. Knowledge of actions which can be initiated by the classroom teacher to secure the development or improvement of the total health program, including all three of its major areas, for a given school. 1 2 3 4 5 9. Ability to explain the need for including certain units of 1 2 3 4 5 1 2 3 4 5 instruction which may prove controversial in the school health instruction curriculum and exhibit competence in effectively teaching these units. 10. Ability to present rational arguments for and/or against the use 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 of the various patterns of instruction in health education. 1 2 3 4 5 11. Ability of construct instructional units for all subject matter 1 2 3 4 5 1 2 3 4 5 areas in health education to include a variety of succinct listings of behavioral objectives reflecting the previously 157 **15**6 determined needs and interests.

PART B **PROFICIENCY** not applicable extensive proficiency not needed **HEALTH EDUCATION MAJORS** more than adequate little (CONT'D) adequate proficiency moderate limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 81-100% not developed | Knowledge of contemporary curriculum experiences to provide sufficient opportunities for maximal realization of course 1 2 3 4 5 objectives. 1 2 3 4 5 Knowledge of imaginative, dynamic methodology and resource aids utilized to yield a viable climate for the implementation of the teaching-learning process. 1 2 3 4 5 1 2 3 4 5 Ability to develop workable techniques for continuous evaluation

of teacher effectiveness, program authenticity, student

knowledge, attitudes, and behavior.

PART B

HEALTH EDUCATION MAJORS (CONT'D)

		High 5	4	. 3	2	Low 1		
	•						! ,	
•	What was the influ upon your later pe	ence of the formance as	general pr a teacher	reparation (btained fr	rom your student	teaching experience	
•		High and positive 5	4	- 3	2 ,	. Low and . neutral l	•	
		وا				,	•	
•	Please list specif that you think wou	ic suggestion ld be benefic	ns for cur cial to pr	rriculum imp re-service i	crovement i eachers.	n your major ar	ea of preparation	,
		,						
	,						ć _m	
•	Please list any ot covered heretofore so in this space.)	. (If you do	f your tea	cher educat emphasize so	ion prepar me of your	ration, positive r previous respon	or negative, not nses, please do	



NEED PART B PROFICIENCY not applicable extensive proficiency not needed HISTORY MAJORS more than adequate little adequate proficiency moderate limited proficiency extensive COMPETENCIES RELATED TO TEACHING not proficient IN THIS FIELD USE DU'XING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1. Ability in map utilization. 1 2 3 4 5 12345 12345 2. Ability to build and use thematic approaches to historical 12345 12345 presentations. 3. Knowledge of different historical presentations. 12345 12345 1 2 3 4 5 1 2 3 4 5 12345 12345 4. Knowledge of audio-visual, simulation game (and the like). 12345 12345 methods of presentation. 5. Ability to utilize bibliographic and independent research 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 techniques. 12345 12345 12345 12345 6. Knowledge of fundamental development in western civilization. 12345 12345 7. Knowledge of fundamental developments in United States history. 12345 12345

PART B NEED **PROFICIENCY** not applicable extensive proficiency HISTORY MAJORS more than adequate! not needed (CONT'D) little adequate proficiency, limited proficiency: moderate not proficient extensive USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service work experience 41-60% 61-80% developed at BGSU 81-100% not developed 1 2 3 4 5 1 2 3 4 5 1,23,45 12345 8. Knowledge of one or two specific areas of history in some depth 1 2 3 4 5 (for instance: modern Europe, U.S. to 1865). 9. Knowledge of techniques and themes or topics for utilization in 1 2 3 4 5 1 2 3 4 5 . 1 2 3 4 5 teaching survey courses as derived from college survey courses. 1 2 3 4 5 1 2 3 4 5 10. Knowledge of sufficient breadth of historical data to give 1 2 3 4 5 1 2 3 4 5 direction to teaching various courses within the high school curriculum. 1 2 3 4 5 1 2 3 4 5 11. Knowledge of political factors at work in history. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 12. Knowledge of cultural factors at work in history. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 13. Knowledge of intellectual factors at work in history. 1 2 3 4 5 1'2 3 4 5 1 2 3 4 5 1 2 3 4 5 14. Knowledge of economic factors at work in history. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 165 164

PART B

HISTORY MAJORS (CONT'D)

PROFICIENC

1 2 3 4 5 1 2 3 4 5 15. Knowledge of social factors at work in history.

16. Ability to perceive interrelationships among political, economic social, (etc.) factors in history.

PART B

HISTORY MAJORS (CONT'D)

17. Do you believe the over-all requirements for a history major are specific enough?

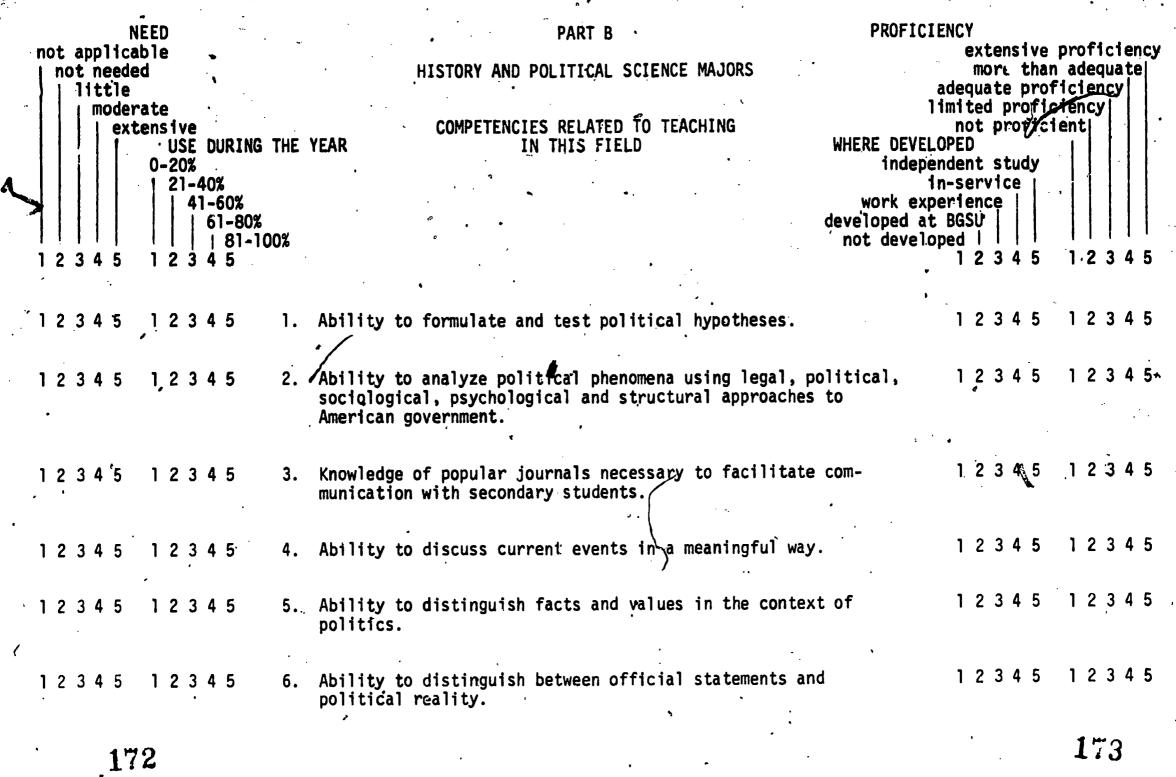
18. Would you be interested in post-graduate contact with history faculty (in the form of visitations, fullow-ups, workshops)?

19. What specific suggestions do you have concerning curricular adjustment of the history offerings at the university?

20. Do your approach, your themes, your topics of emphasis, differ greatly from those under which you were trained?

HISTORY MAJORS (CONT'D)

	High				Low		
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· 👂	High and positive	4	3	2	Low and neutral		
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Please list specime you think would be	fic suggestice beneficial	ons for cur to pre-ser	riculum impr rvice teacher	rovement in	your major area	of preparation th	at .
Please list speciments you think would be	fic suggestice beneficial	ons for cur to pre-ser	riculum impr vice teacher	rovement in	your major area	of preparation th	at .
Please list specifyou think would be	fic suggestice beneficial	ons for cur to pre-ser	riculum impr rvice teacher	rovement in	your major area	of preparation th	at .
Please list specifyou think would be Please list any of covered heretoford in this space.)	ther aspect of	to pre-ser	rvice teacher	on prepara	tion, positive or	negative, not	at .
Please list any or covered heretofore	ther aspect of	to pre-ser	rvice teacher	on prepara	tion, positive or	negative, not	at .
Please list any or covered heretofore	ther aspect of	to pre-ser	rvice teacher	on prepara	tion, positive or	negative, not	at.



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NEED not applicable not needed little moderate extensive USE DURING THE 0-20% 121-40% 141-60% 161-80% 181-100% 12345 12345	HISTORY AND POLITICAL SCIENCE MAJORS (CONT'D) YEAR WHERE develo	adec limit nc DEVELOPED independer in-se ork experie Oped at BGS developed	extensimore in the profession of the profession		lequa ency icy	ite
12345 12345 7.	Ability to explain interpersonal interactions and influence patterns and their importance in politics.		2 3 4	5 1	2 3	4 5
1 2 3 4 5 1 2 3 4 5 8.	Ability to use as a classroom tool another substantian area political schace besides American Government.	of 1	2 3 4	5 1	2 3	4 5
1 2 3 4 5 1 2 3 4 5 9.	Knowledge in other social science areas such as economics, sociology, etc.	1	2 3 4	5 1	2 3	4 5
1 2 3 4 5 1 2 3 4 5 10.	Ability to understand local government and politics.	. 1	2 3 4	5 1	2 3	4 .5
1 2 3 4 5 1 2 3 4 5 11.	Knowledge of campaigning and government operations acquired through field experiences.	1	2 3 4	5 1	2 3	4 5
1 2 3 4 5 1 2 3 4 5 12.	Ability to put political science into a historical perspecti	ive. 1	2 3 4	5 1	2 3	4 5
12345 12345 13.	Knowledge of career possibilities, such as the government service, foreign service, and other useful outlets for political science training.	1	2 3 4	5 1	2 3	4 5



c	ni	ot	no it: mo	lica eeda tle odea	eđ rat ten:	e siv US -20	SE 0% 1-4	10% 1-6 61			PART B PROFICE HISTORY AND POLITICAL SCIENCE MAJORS (CONT'D) YEAR WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WORK EXAMPLED TO THE PROFICE MAJORS TO THE PROFICE MAJORS WORK EXAMPLED TO THE PROFICE MAJORS WORK EXAMPLED TO THE PROFICE MAJORS TO THE PROFICE MAJORS WHERE DEVENTED TO THE PROFICE MAJORS WH	ade limi n LOPE ende in-s peri t BG oped	e quet de en en en en en en en en en en en en en	ord d p p vice	e protoce	cha pro ofi fic	cier	ide :1e :nc	qu nc y	ate	
1	2.	. 3	4	5	1	2	3	4	5	14.	Ability in map utilization.	1	2	ູ3	4	5		2	3	4	5
1	2	3	4	5	· 1	2	3	4	5	15.	Ability to build and use thematic approaches to historical presentations.	1	2	3	4	5	1	٤	3	4	5
1	2	3	4	5	٠ ٦	2	3	4	5	16.	Knowledge of different historical interpretations.	1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5	17.	Knowledge of audio-visual, simulation game (and the like) methods of presentation.		2	3	.4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5	18.	Ability to utilize bibliographic and independent research techniques.	1	2	3	4	5	_1	2	3	4	5 .
_	_	_	_	_	_	_	_		_	3.0		,	^	_	4	_	•	_	_		_
}	2	3	4	5	1	2	3	4	5	19.	Knowledge of fundamental developments in western civilization.	1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5	20.	Knowledge of fundamental developments in United States history.	1	2	J	4	5	1	2	3	4	5

NEED PART B **PROFICIENCY** not applicable extensive proficiency not needed HISTORY AND POLITICAL SCIENCE MAJORS more than adequate! little adequate proficiency (CONT'D) moderate limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service // work experience 41-60% developed at BGSU 61-80% not developed | | 81-100% 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 12345 21. Knowledge of one or two specific areas of history in some depth 12345 12345 (for instance modern Europe, U.S. to 1865). 1 2 3 4 5 Knowledge of techniques and themes or topics for utilization in 1 2 3 4 5 12345 12345 teaching survey courses as derived from college survey courses. 23. Knowledge of sufficient bread n of historical data to give 1 2 3 4 5 1 2 3 4 5 12345 12345 direction to teaching various courses within the high school curriculum. 1 2 3 4 5 1 2 3 4 5 24. Knowledge of cultural factors at work in history. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 Knowledge of intellectual factors at work in history. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 26. Ability to perceive interrelationships among political, 1 2 3 4 5 economic, social (etc.) factors in history.

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PART B

HISTORY AND POLITICAL SCIENCE MAJORS (CONT'D)

	-tup	High 5	4	3	2	Low . 1	
	•						
8.	What was the infl your later perfor	uence of the mance as a te	general p acher?	reparation o	obtained fr	om your student tea	iching experience upon
۴		High and positive 5	4	. 3	2	Low and neutral 1	•
	Please list speci you think would b					n your major area o	of premaration that
	Place list any o	ther aspect of				ation, positive or previous responses	



NEED PART B **PROFICIENCY** not applicable extensive proficiency HOME ECONOMICS MAJORS not needed more than adequate little adequate proficiency, moderate limited proficiency COMPETENCIES RELATED TO TEACHING extensive not proficient USE DURING THE YEAR IN THIS FIELD WHERE DEVELOPED 0-20% ئاد ۋ independent study 21-40% in-service 41-60% wark experience 61-80% developed at BGSU 1 81-100% not developed 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1. Ability to select patterns and make alterations in clothing 1 2 3 4 5 construction. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 2. Knowledge of using art principles in related home economics subject areas. 3. Knowledge of meeting health and aesthetic needs through clothing 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 selection and care. 12345 12345 1 2 3 4 5 1 2 3 4 5 4. Ability to fit garments and use necessary construction techniques. 5. Knowledge of how to apply the decision making process to attain 1 2 3 4 5 12345 12345 goals. 1 2 3 4 5 6. Ability to provide students with financial planning skills for 1 2 3 4 5 1 2 3 4 5 income management.

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1	2	3	4 5	5	1	2	3	4 5	•		Knowledge of consume: awareness and effective ways to integrate this in all subject areas.	. 1	2 3	3 4	1 5	′ 1	2	3	
1	2	3 4	4 5	5	1	2	3	4 5		8.	Ability to use management principles and a wide variety of resources to help students attain good management habits.	1	2 3	3 4	1 5	1	2	3	
1	2	3 (4 5	5	1	2	3	4 5		9.	Knowledge of adjustments and preparation for parenthood.	1	2 :	3 4	1 5	1	2	3	
1	2	3 4	4 5	5	1	2	3	4 5	i	10.	Knowledge of nutritional requirements and food for the child.		2_	}_A	-5-		2	,3	
1	2	3 4	4 5	5	1	2 .	3	4 5		11.	Knowledge of the developmental growth sequence from birth to six years.	1 7	2 3	} 4	1 5	1	2	3	
1	2	3 (4 5	5	1	2	3	4 5		12.	Ability to use developmental growth principles in guidance and discipline of children while maintaining their health and safety.	1 :	2 3	} 4	, 5	1	2	3	
		3 4 3 4		5	1	2 .	3	4 5		13.	Ability to select, use and care for household equipment.	, 1 :	2 3	} 4	5	1.	[² {	} ³	

NEED PART B PROFICIENCY' not applicable extensive proficiency not needed HOME ECONOMICS MAJORS more than adequate little -(CONT'D) adequate proficiency! moderate limited proficiency extensive t proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed 1 2 3 4 5 1 2'3 4 5 1 2 3 4 5 1 2 3 4 5 14. Knowledge of the stages of life cycle and roles family members 12345 12345 play. - 1 2 3 4 5 1 2 3 4 5 15. Knowledge of preparation for marriage or single living. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 16. Knowledge of coping with family stresses and crises. 1 2 3 4 5 1 2 3 4 5 17. Ability to help students use criteria for determining housing 1 2 3 4 5 1, 2 3 4 5 _ needs of the family. 1'2 3 4 5 1 2 3 4 5 1 2 3 4 5 18. Knowledge of interpretation of housing plans and quality of housing construction. 1 2 3 4 5 1 2 3 4 5 19. Knowledge of the legal aspects of home ownership/renting/ 1 2 3 4 5 leasing. 1 2 3 4 5 1 2 3 4 5 Knowledge of the selection and arrangement of house furnish-1 2 3 4 5 ings to meet family needs.

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PART B PROFICIENCY not applicable extensive proficiency HOME ECONOMICS MAJORS not needed more than adequates little (CONT'D) adequate proficiency: moderate ~ limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed | _1 2 3 4 5 1 2 3 4. 5 12345 1 2 3 4 5 1 2 3 4 5 \1 2 3 4 5 Ability to use and initiate research for program planning and/or 1.2345 1.2345 professional development. 29. Ability to assume leadership in coordinating and/or integrating 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 home economics programs with other programs, agencies and organizations. ... 1 2 3 4.5 Ability to design instructional plans appropriate to the needs 1 2 3 4 5 1 2 3 4 5 of specific learners in educative settings. 1 2 3 4 5 1 2 3 4 5 31. Ability to establish and maintain an environment which facilitates the achievement of objectives. Ability to evaluate educational structure in relation to how 12345 12345 1 2 3 4 5 1'2 3 4 5 it promotes the purposes of educational programs in home economics.

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HOME ECONOMICS MAJORS (CONT'D)

	High 5	4	3.	2 .	Low •		•		1.	
						•	•	•		
What was the influpon your later p	uence of the go erformance as a	eneral pre a teacher?	paration o	btained fr	rom your sti	ident téa	ching	experie	ense	•
•	High and positive	A	3	2.	Low and neutra		•	•	•	
4	• , .	, T	•			•				
					• • •	. ,	•	•		•
Pleasme list speci	fic suggestions to beneficial to	s for curr	riculum imp	rovement i	in your majo	or area o	of prepa	aration	that	•
Please list speci you think would b	fic suggestions e beneficial to	s for curr pre-serv	riculum imp	rovement i	in your majo	or area o	f prepa	áration	that	•
Please list speci you think would b	fic suggestions be beneficial to	s for curr pre-serv	riculum imp	rovement i	in your majo	or area o	f prepa	aration	that	
Please list speci	fic suggestions be beneficial to	s for curr p pre-serv	riculum imp	rovement i	in your majo	or area o	of prepa	aration	that	
Please list speci you think would be Please list any of heretofore. (If space.	ther aspect of	vour tead	her educat	ion prepar	ration, pos	tivexer	negati	ye, not	cove	•

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NEED PART B **PROFICIENCY** 'not applicable extensive proficiency INDUSTRIAL EDUCATION MAJORS not needed more than adequate: little adequate proficiency: · moderate limited proficiency: COMPETENCIES RELATED TO TEACHING extensive . not proficient USE DURING THE YEAR IN THIS FIELD WHERE DEVELOPED 0-20% independent study 21-40% in-service 1 41-60% 'work 'experience' 61-80% developed at BGSU d 1...81-100% not developed | | | 1 2 3 4 5 12345 1 2 3 4 5 1 2 3 4 5 A. Ability to employ group and individual learning activities and 1 2 3 4 5 materials which provide for interaction or incremental feedback. 1 2 3 4 5 2. Ability to ensure that safe laboratory procedures are followed 12345 1234 and utilize a student personnel system as a component part of a comprehensive safety plan. 12345 12345 3. Ability to design or select appropriate alternative learning activities based on student characteristics and practical constraints such as reduced time, budget and stations. 4. Ability to prepare attractive information for various media 1 2 3 4 5 and use media effectively. 12345 12345 5. Ability to effectively plan and arrange a new or existing facility in keeping with program goals and established space, · traffic, safety, utility and storage criteria.*

PART. B

INDUSTRIAL EDUCATION MAJORS (CONT'D)

PROFICIENCY

extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed |
1 2 3 4 5 1 2 3 4 5

- 1 2 3 4 5 6. Ability to select, develop and apply goals and objectives which are internally consistent, reflective of contemporary industrial technology, and compatible with an appropriate phase of career education.
- 2 3 4 5 1 2 3 4 5 7. Ability to employ appropriate strategies to implement justified programmic changes and changes which enable more students to enjoy industrial education courses or subject modules.
- 1 2 3 4 5 1 2 3 4 5 8. Ability to actively participate in appropriate local, state, and national professional organizations, pursue advanced study, and take advantage of opportunities for joint university-school projects.
- 12345 12345 9. Ability to apply the design process for the solution of problems 12345 12345 in a variety of situations.
- 12345 12345 10. Ability to employ a variety of engineering graphics techniques
 for problem solving and communicative purposes.

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12345 12345

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PROFICIENCY not applicable extensive proficiency not needed INDUSTRIAL EDUCATION MAJORS more than adequate! little adequate proficiency moderate 'limited proficiency: l. extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service. 41-60% work experience | 61-80% developed at BGSU 1 81-100% not developed | 12345 11. Ability to read and interpret drawings and relate them to the 12345 1 2 3 4 5 processes and environments in which they will be used. 1 2 3 4 5 12. Ability to classify and safely perform the common tool and 12345 12345 machine operations that apply to metal, wood, plastic and ceramic materials. 12345 12345 12345 12345 Ability to identify and classify industrial materials, describe the physical structure and characteristics of these materials, and select or specify appropriate materials for selected processing methods. 14. Ability to organize and conduct a simulated manufacturing 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 enterprise which embodies the essential elements of managed mass production technology. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 15. Ability to describe how the various aspects of the management of a construction company are involved in the progress of a construction project.

PROFICIENCE PART B NEED extensive proficiency not applicable more than adequate INDUSTRIAL EDUCATION MAJORS not needed adequate proficiency: (CONT'D) 1 little limited proficiency: moderate not proficient extensive WHERE DEVELOPED USE DURING THE YEAR independent study 0-20% in-service. 21-40% . work experience. 41-60% developed at BGSU | 61-80% · not developed 1 81-100% 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 12345 1-234 16. Ability to describe the details of a construction project 1 2 3 4 5 1 2 3 4 5 through thorough analysis and study of the plans and specifications. 17. Ability to describe the processes and materials that are used to 1 2 3 4 5 complete a construction project. 18. Ability to classify indi i wal characteristics of different types 1'2 3(4 5 .1 2'3 4-5 of construction projects. 12345 12345 1 2 3 4 5 79. Ability to analyze communication problems, audiences, modes and effects of visual design. 12345 12345 1 2 3 4 5 20. Ability to effectively solve communication problems through systematic selection and utilization of visual communication modes such as television, motion pictures, photography and . image transfer. 200

PROFICIENCY PART B NEED extensive proficiency not applicable INDUSTRIAL EDUCATION MAJORS more than adequate not needed (CONT'D) adequate proficiency, little limited proficiency moderate not proficient extensive USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-servicé i work experience 41-60%). developed at BGSU 61-80% 1 81-100% not developed | | 1 2 3 4 5 1 2 3 4 5 21. Ability to identify, classify and measure power and energy . 1'2 3 4 5 devices; can apply principles of automation to classroom experiences. 22. Ability to recognize, interpret and use instrumentation and 1 2 3 4 5 control devices. 23. Ability to use EPIC concepts and logic to trouble-shoot, 1/2-3 4 5 1 2 3 4 5

maintain and repair laboratory equipment.

PART E

INDUSTRIAL EDUCATION MAJORS (CONT'D)

	Hig	h 4	3	2	Low 1	•		
What was th your later	e influence o performance a	of the general as a teacher?	preparation.ob	tained from	your student	teaching	experience	upon
. **		gh and sitive 5 4	3.	2	Low and neutral	·	, . ,	
	: [•	•	
Please list think would	specific sug be beneficie	gestions for c il to pre-servi	urriculum impr ce teachers.	ovement in ;	our major ar	ea of prep	aration tha	t you
	any other as	spect of your t	eacher educati ze some of you	on preparati	on, positive	or negati	ve, not cov	ered



PROFICIENCY PART B not applicable extensive proficiency not needed IBRARY AND EDUCATIONAL MEDIA more than adequate! little **MAJORS** adequate proficiency moderate limited proficiency! extensive not proficient! USE DURING THE YEAR COMPETENCIES RELATED TO TEACHING WHERE DEVELOPED 0-20% IN THIS FIELD independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 | 81-100% not developed | 12345 1 2 3 4 5 1 2 3 4 5 12345 12345 . 1. Ability to determine the goals, functions and components of the media program which support the educational objectives of the total school program. 2. Ability to devise and administer procedures for evaluation and 12345 12345 1 2 3 4 5 1 2 3 4 5 selection of media and related equipment. 12345 12845 3. Ability to organize media and equipment through a system of cataloging, classification and indexing which will provide accessibility for the user. 12345 12345 1 2 3 4 5 4. Ability to plan, design and implement appropriate procedures 1 2 3 4 5 for the circulation, storage and retrieval of media and materials. 5. Ability to guide and assist faculty in the selectionand use of 12345 1234.5 1 2 3 4 5 1 2 3 4 5 media and equipment to meet instructional and curriculum

objectives.

.. LIBRARY AND EDUCATIONAL MEDIA MAJORS (CONT'D)

PROFICIENCY

extensive proficiency more than adequate adequate proficiency limited proficiency not proficient WHERE DEVELOPED independent study in-service 1 work experience developed at BGSU not developed |

1 2 3 4 5

NEED

extensive *

0-20%

21-40%

12345

41-60%

61-80%

1 81=100%

USE DURING THE YEAR

'not applicable

not needed

little

moderate

- 6. Ability to develop bibliographies for faculty use in the selection of media.
- 1 2 3 4 5

- 2 3 4 5 1 2 3 4 5
- 7. Ability to motivate and guide students in the development of 1 2 3 4 5 reading, viewing and listening competencies.
- 8. Ability to produce instructional media related to given topics 1 2 3 4 5 to meet pre-specified instructional objectives.
- 1 2 3 4 5
- 12345 12345 9. Ability to provide for the maintenance and repair of media and equipment to insure greatest utilization.
- 1 2 3 4 5 . 1 2 3 4 5
- 10. Ability to establish and use a vertical file.

1 2 3 4 5 1 2 3 4 5

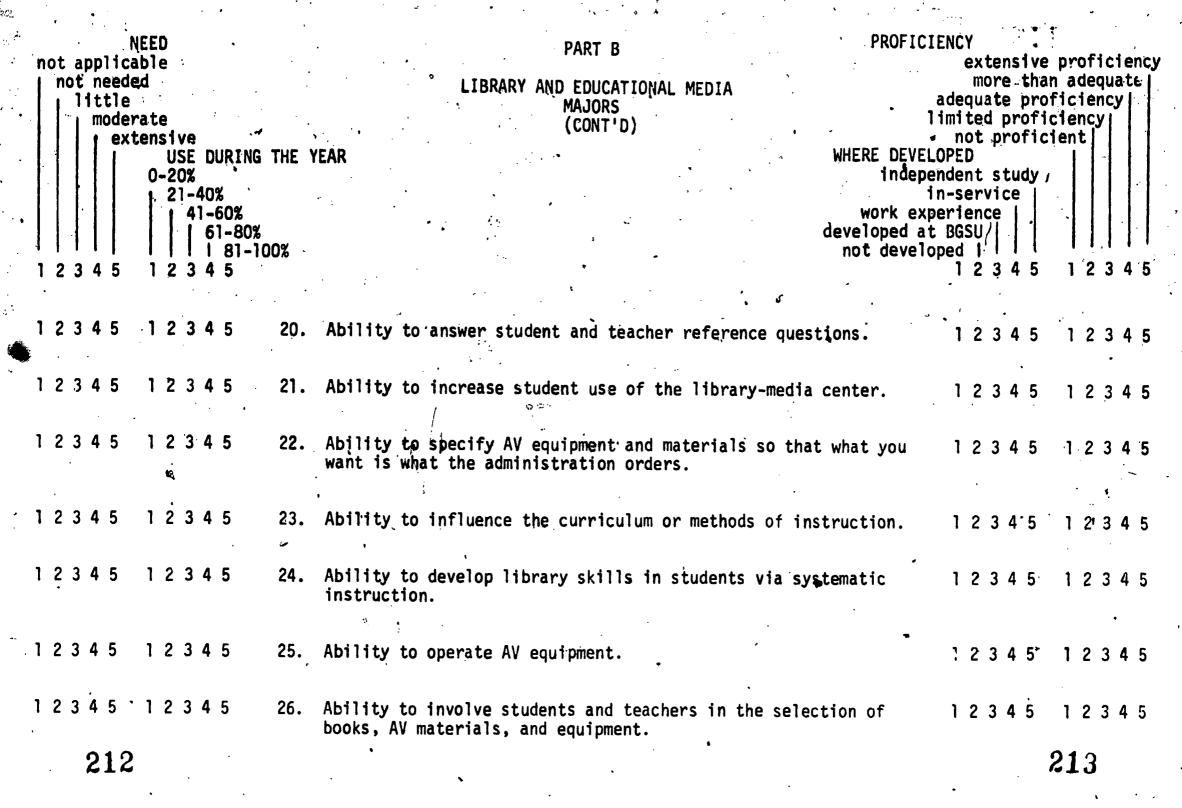
- 1 2 3 4 5 1 2 3 4 5
- 11. Ability to operate a story telling program.

1 2 3 4 5

- 1 2 3 4 5 1 2 3 4 5
- 12. Ability to successfully resist attempts of the principal. teachers, or parents to use the library-media center in ways that you consider inappropriate.
- 1 2 3 4 5 1 2 3 4 5
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PROFICIENCY PART B not applicable extensive proficiency not needed LIBRARY AND EDUCATIONAL MEDIA ` more than adequate little **MAJORS** adequate proficiency moderate (CONT'D) limited proficiency extensive not proficient; USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service work experience | 4 41-60% 61-80% developed at BGSU | A 81-100% not developed | 12345 12345 12345 12345 13. Ability to get a library-media center budget approved that is 12345, 12345 larger than last year's. 1 2 3 4 5 1 2 3 4 5 12345 12345 14. Ability to spend at least 25% of the budget on AV materials. 1 2 3 4 5 1 2 3 4 5 15. Ability to increase the amount of AV equipment in the library- 1 2 3 4 5 1 2 3 4 5 media center over last year. 1 2 3 4 5 - 1 2 3 4 5 16. Ability to contribute to school programs that individualize 1 2 3 4 5 instruction. 1 2 3 4 5 : 1 2 3 4 5 1,2345 12345 17. Ability to operate video tape recorders. 1 2 3 4 5 12345 1 2 3 4 5 18. Ability to organize and use student helpers. 1 2 3 4 5 12345 · 19. Ability to maintain discipline in the library-media center. 1 2 3 4 5



LIBRARY AND EDUCATIONAL MEDIA **MAJORS** (CONT'D)

Was was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High . 5	4	3	2	Low 1

28. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a library/media center director?

High and positive	• • • • • • • • • • • • • • • • • • •			Low an
5	4	3	. 2	1
•				Ì

29. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2 `	Low and neutral

PART B

LIBRARY AND EDUCATIONAL MEDIA MAJORS (CONT'D)

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ase list etofore.	any other	r aspect desire t	of your o empha	teacher size som	r educati ne of you	on prepa ur previo	ration, ous respo	positi pnses, p	ve or neg olease do	gative, o so in	not cove this spa
	ease list etofore.	ease list any othe etofore. (If you	ease list any other aspect etofore. (If you desire t	ease list any other aspect of your etofore. (If you desire to empha	ease list any other aspect of your teacher etofore. (If you desire to emphasize son	ease list any other aspect of your teacher educati etofore. (If you desire to emphasize some of you	ease list any other aspect of your teacher education prepare tetofore. (If you desire to emphasize some of your previo	ease list any other aspect of your teacher education preparation, etofore. (If you desire to emphasize some of your previous response	ease list any other aspect of your teacher education preparation, positive to factorial to the contract of your previous responses, previous respo	ease list any other aspect of your teacher education preparation, positive or negretofore. (If you desire to emphasize some of your previous responses, please de	ease list any other aspect of your teacher education preparation, positive or negative, etofore. (If you desire to emphasize some of your previous responses, please do so in

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-PART B NEED **PROFICIENCY** not applicable · extensive proficiency not needed MATHEMATICS MAJORS more than adequate! little · adequate proficiency moderate limited proficiency! extensive COMPETENCIES RELATED TO TEACHING not proficient! USE DURING THE YEAR IN THIS FIELD WHERE DEVELOPED 0-20% independent study 21-40% in-service 1 41-60% work experience 61-80% developed at BGSU | 1 81-100% not developed | | 12345 12345 12345 12345 12345 1 2 3 4 5 1 2 3 4 5 1. Knowledge of functions, relations, and equivalence relations. 1 2 3 4 5 1 2 3 4 5 2. Knowledge of the real number system and its major subsystems. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 3. Knowledge of hinary operations and their basic properties. 12345 12345 1 2 3 4 5 1 2 3 4 5 4. Knowledge of methods of proof and logical reasoning. 12345 12345 5. Knowledge of components and development of mathematical systems. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 6. Knowledge of foundations of geometry. 12345 12345 1 2 3 4 5 1 2 3 4 5 7. Knowledge of graphing techniques. 1 2 3 4 5 1 2 3 4 5 12345 12345 8. Knowledge of major problems and methods of calculus. 12345 12345

PROFICIENCY NEED PART B extensive proficiency not applicable more than adequate MATHEMATICS MAJORS not needed adequate proficiency (CONT'D) little limited proficiency moderate not proficient extensive WHERE DEVELOPED USE DURING THE YEAR independent study 0-20% in-service 21~40% work experience 41-60% developed at BGSU 61-80% not developed | | 1 81-100% 1 2 3 4 5 12345 1 2 3 4 5 9. Knowledge of concepts of probability and statistics. 1 2 3 4 5 10. Knowledge of matrices, determinants, and vectors. 1 2 3 4 5 1 2 3 4 5 11. Knowledge of concepts involving infinite sets. 1 2 3 4 5 1.2345 12345 1 2 3 4 5 1 2 3 4 5 12. Knowledge of the applications of mathematics.

1 2 3 4 5 1 2 3 4 5 13. Knowledge of computer capabilities and programming.

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1 2 3 4 5

1 2 3 4 5

MATHEMATICS MAJORS (CONT'D)

		High , 5	4 .	3	2	Low 1	, •	. &	•
					. []				•
What was t your later	he influe performa	nce of the g	eneral cher?	preparation o	obtained from	m your stude	ent teacl	ning exp	perience upo
		-High and positive 5	4	3	3	Low and neutral		·	<i>(g)</i>
. •				· —	i i		•	•	. 8
	•}								
Please lis think woul	st specifi d be bene	c suggestion ficial to pr	s for coe-service	urriculum imp ce teachers.	provement in	your major	area of	prepara	ition that y
Please lis	st specifi d be bene	c suggestion ficial to pr	s for co	urriculum imp ce teachers.	provement in	your major	area of	prepara	ition that y
Please listhink woul	t specifi d be bene	c suggestion ficial to pr	s for co	urriculum imp ce teachers.	provement in	your major	area of	prepara	ition that y

	n)t 1	pl ne tt mo		blo d ato en: 0-	e , siv US -20	e E % -4	0% ⁻	RING	· THE	YE	:AR		•		col			NCI	ED ES	UC/ REI	RT B	D I	TO 1	ΓΕΑ		IG		•	··		RE i	DEV nde 'k e	a 1i ELO pen in xpe	decemination of the contract o	ext mo qua ted ot ot ot erv enc	re te pro stu fce	th profiction	fic' icir /	ad ici ien	eq en cy	ua cy	teil	
. † • 		2	· 2	4	\			ł	8	-80% 31-10 5		•	•	:					•			•	•		·				٠.		d			ed leve	מסו	edi	1	1	1 1	5	1	2	3 4	1	5
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	1	2	3	4	5	1	2	3	4 !	5	1	•	Abi	lity	/ to	į	use	mu	usi	C M	rit	in:	g sk	d1'	ls.		•			,	. '	•						•		5		٠			
:	1	2	3	4	5 ·	1	2	3	4 !	5	2	٠.	Abi	ı lity	/ in	ı a	aur	al	pe	rce	pti	on	•		•					<i>'</i>					v	1	2	3 4	4 !	5	1	2	3	4 5	5
•	1	2	3	4	5 :	1	2	3	4 !	5.	3	•	Abi) lity	, to) (com	pre	èhe	nd	mus	ica	al s	CO	res.			ı		•				•		1	2	3 4	4 {	5	1	2	3	4 5	5
. •	1	2	3	4	5	1	'2	3	4 !	5 .	4	•	Abi	lity	to) , E	pla	ce	mu	sic	al	SC	ores	ii	n hi	isto	oric	:a1	pe	rsp	ect	:ive	: .			1	2	3 4	4' (5	1.	2	3	4	Ś
	1	2	3	4	5	á	2	3	4 !	5	5	• '	Abi	1i tý	to) L	und	ers	` sta	nd	the	: ન	o rma	1] :	stru	ıctı	ure	οf	mu	sic	•					1	2	3 4	4 !	5	1	2	3	4 {	5
	1	2	3	4	5	1	2	3	4 !	5	6	•	Abi	lity	, to	p	pla	ce	mu	sic	in	ı C	onte	xt	wit	th t	the	otł	ner	ar	ts.		•		•	1	2	3 4	4 {	5 .	1	2	3	4 5	5
	1	2	3	4	5	,	2	3	4 !	5	″ 7	•	ind]ity ivid orc	lua 1	i	idi	osy	s ta ync	nd rac	the ies	e ra	ange f ma	es, Ijo	tin r in	nbre istr	e, a rume	cou	, ust s o	ics f t	, a	ind ban	id -			1	2	3 4	4 (5	1	2	3	4 E	;
, 2;	_ `.	2	3	4	5	1	2	3	4 !	5	8	•		lity voic		, P	p e r	fọr	rm	eff	ect	;i v	e1y	as	a s	so10	oist	or	n a	n i	ns t	run	nent	t		1	2	3 4	4 5	5	1	2	3 2 :	4 5 2 5	5 5

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NEED PART B **PROFICIENCY** not applicable extensive proficiency MUSIC EDUCATION MAJORS not needed more than adequate little (CONT'D) adequate proficiency moderate limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience .1 61-80% developed at BGSU 1 81-100% not developed | | 1 2 3 4 5 12345 12345 9. Ability to perform effectively as a member of an ensemble on 1 2 3 4 5 an instrument or voice. 12345 12345 12345 12345 10. Ability to perform effectively as a conductor. 1 2 3 4 5 12345 12345 11. Ability to conduct an effective rehearsal. 12. Ability to perform effectively to a minimal proficiency level 12345 12345 1 2 3 4 5 1 2 3 4 5 on the piano. 13. Ability to use thepiano effectively as a teaching tool. 12345 12345 1 2 3 4 5 12345 12345 12345 12345 14. Ability to comprehend the principles of and the playing • techniques of several instruments of the band and orchestra. 15. Ability to perform effectively to a minimal proficiency level on 12345 1 2 3 4 5 1 2 3 4 5 several instruments of the band and orchestra. 1 2 3 4 5 1 2 3 4 5 16. Ability to use the voice effectively as an aid in musical 1 2 3 4 5 1 2 3 4 5 communication.

PART B

MUSIC EDUCATION MAJORS (CONT'D)

•		High 5	4	3	·2	Low 1	•
				_			•
18.	What was the influe your later performa	nce of the g nce as a tea	eneral prepa cher?	ration ob	tained from	m your student te	aching experience upon
	•	High and positive 5	4	3	2	Low and neutral	3
·	•						•
	Please list specifi you think would be					your major area (of preparation that
				· .			•
-							
20.	Please list any othe heretofore. (If yo	er aspect of u desire to	your teacher emphasize so	educatio me of you	n preparati r previous	ion, positive or r responses, please	negative, not covered e do so in this space.
	<u></u>						



NEED PART B **PROFICIENCY** not applicable extensive proficiency. not needed PHYSICAL EDUCATION more than adequate little HPE-MEN adequate proficiency moderate limited proficiency extensive not proficient COMPETENCIES RELATED TO TEACHING USE DURING THE YEAR WHERE DEVELOPED 0-20% IN THIS FIELD · independent study 21-40% in-service work experience 41-60% developed at BGSU | 61-80% 1 81-100% not developed | | 1 2 3 4 5 1 2 3 4 5 .1. Knowledge of first aid procedures. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 2. Knowledge of anatomy, physiology and kinesiology of the human 1 2 3 4 5 body. 3. Knowledge of the physiological and psychological impact of 1 2 3 4 5 12345 1 2 3 4 5 activities and games upon children of all ages. 12345 12345 1 2 3 4 5 4. Knowledge of physical conditioning. 1 2 3 4 5 5. Ability to use physical competencies (skill proficiencies) as 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 12345 a foundation for meaningful instruction. 1 2 3 4 5 1 2 3 4 5 6. Ability to inculcate attitudes relative to the importance of 12345 physical activity not only in youth but throughout life.

D.

PHYSICAL EDUCATION , (CONT'D)

		High. 5	4	3/	2	Low 1		,
	•						*	
		ence of the g ince as a tea		eparationob	tained from	your student te	aching experience	upon
	•	High and positive 5	4	3	2	Low and neutral		v
							•	
Please	list specifi	c suggestion	s for cur e-service	riculum impi	rovement in	your major area	of preparation i	hat yo
think w	ould be bene	ricial to pr		tedeners.		•		
think w	ould be bene	eticial to pr		·	•	· 		
think w	ould be bene			cedoner 3.	•			
Please	list any oth	ner aspect of	your tea	cher educat	ion preparat ur previoùs	ion, positive o responses, plea	r negative, not o	overed space.
Please	list any oth	ner aspect of	your tea	cher educat	ion preparat ur previoùs	ion, positive o responses, plea	r negative, not o se do so in this	overed space.



NEED PART B **PROFICIENCY** not applicable extensive proficiency more than adequated not needed PHYSICS MAJORS little adequate proficiency limited proficiency! moderate COMPETENCIES' RELATED' TO TEACHING not proficients extensive WHERE DEVELOPED USE DURING THE YEAR IN THIS, FIELD independent study 0-20% 21-40% in-service work experience 41-60% developed at BGSU. 61-80% 1 81-100% not developed 1. Knowledge of basic physics. 1 2 3 4 5 12345 12345 2. Ability to emphasize basic principles as opposed to substitution. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 3. Ability to apply physics to everyday experiences. 1 2 3 4 5 4. Knowledge of special types of high school physics programs such 1 2 3 4 5 12345 12345 as PSSC. 12345 123/45 5. Ability to apply appropriate methods of instruction for special 1 2 3 4 5 1 2 3 4 5 high school physics programs. 6. Knowledge of the relationship between physics and industry. 12345 12345 7. Ability to distinguish between "busy work" and the learning 1 2 3 4 5 1 2 3 4 5 of principles. 237 236

PART B **PROFICIENCY** NEED. not applicable extensive proficiency more than adequate! not needed PHYSICS MAJORS (CONT'D) adequate proficiency little limited proficiency moderate not proficient! r extensive **USE DURING THE YEAR** WHERE DEVELOPED 0-20% independent study 21-40% in-service work experience 41-60% developed at BGSU 81-100% not developed | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 8. Knowledge of laboratory techniques and laboratory safety. 1 2 3 4 5 1 2 3 4 5 9. Ability to use special equipment such as oscilloscopes, 1 2 3 4 5 1 2 3 4 5 signal generators, stroboscopes, etc. 1,2345 12345 1.2345 10. Ability to repair equipment. 1 2 3 4 5 1 2 3 4 5 Knowledge of sources and uses of special instructional media 1 2 3 4 5 1 2'3 4 5 such as film, slides, demonstration equipment, projectors, etc. 12345 12345 1 2 3 4 5 12. Knowledge of types of employment available to physicists. 1.2345 1 2 3 4 5 1 2 3 4 5 13. Ability to assist students in special science day projects 1 2 3 4 5 or interest groups.

PART B

PHYSICS MAJORS (CONT'D)

	, 'e	High 5	4	3	2	Low 1 :		
	۰. ۵							
What wa your la	as the inflater perfor	uence of the mance as a te	general p acher?	reparation ol	btained from	your student	teaching exp	erience upo
		High and positive 5	4	3	2	Low and neutral		
•	·			•			•	
Please think w	list speci would be be	fic suggestion eneficial to p	ns for cu re-servic	rriculum imp e teachers.	rovement in y	our major äre	ea of prepara	ition that y
			•	,	45		• .	,
						on nositivo	on nogative	not covere



PROFICIENCY PART B NEED extensive proficiency not applicable not needed POLITICAL SCIENCE MAJORS more than adequate adequate proficiency little limited proficiency: moderate COMPETENCIES RELATED TO TEACHING not proficient extensive WHERE DEVELOPED USE DURING THE YEAR IN THIS FIELD independent study 0-20% 21-40% in-service work experience 41-60% developed at BGSU 61-80% not developed | | | 1 81-100% 12345 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1. Ability to formulate and test political hypotheses. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 2. Ability to analyze political phenomena using legal, political, 1 2 3 4 5 1 2 3 4 5 sociological, psychological and structural approaches to American Government. 1 2 3 4 5 1 2 3 4 5 3. Knowledge of popular journals necessary to facilitate com-12345 12345 munication with secondary students. 1 2 3 4 5 1 2 3.4 5 4. Ability to discuss current events in a meaningful way. 1 2 3 4 5 1 2 3 4 5 12345 1 2 3 4 5 1 2 3 4 5 5. Ability to distinguish facts and values in the context of 1 2 3 4 5 politics 1 2 3 4 5 1 2 3 4 5 6.\ Ability to distinguish between official statements and 1 2 3 4 5 1 2 3 4 5 political reality. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1-2 3 4 5 7. Ability to explain interpersonal interactions and influence patterns and their importance in politics.

and the state of t



PROFICIENCY extensive proficiency. more than adequate adequate proficiency | limited proficiency not proficient! WHERE DEVELOPED independent study in-service work experience | developed at BGSU not developed | | 1 2 3 4 5 9. Knowledge in other social science areas such as economics. 1 2 3 4 5 10. Knowledge of research methods as applicable to Political 12345 12345 1 2 3 4 5 1 2 3 4 5

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1 2 3 4 5

1 2 3 4 5

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PART B

POLITICAL SCIENCE MAJORS

(CONT'D)

not needed little/ moderate extensive USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 1 81-100% 12345 1 2 3 4 5

NEED

not applicable .

12345 12345

8. Ability to use as a classroom tool another substantive area of political science besides American Government.

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1 2 3 4 5 1 2 3 4 5

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1 2 3 4 5 1 2 3 4 5

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13. Ability to put political science into a historical perspective.

sociology, etc.

through field experiences.

Science.

14. Knowledge of career possibilities, such as the government service, foreign service, and other useful outlets for political science training.

12. Knowledge of campaigning and government operations acquired

11. Ability to understand local government and politics.

POLITICAL SCIENCE MAJORS (CONT'D)

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			un .
. Please list any other aspect of your teacher education prepheretofore. (If you desire to emphasize some of your previous)			
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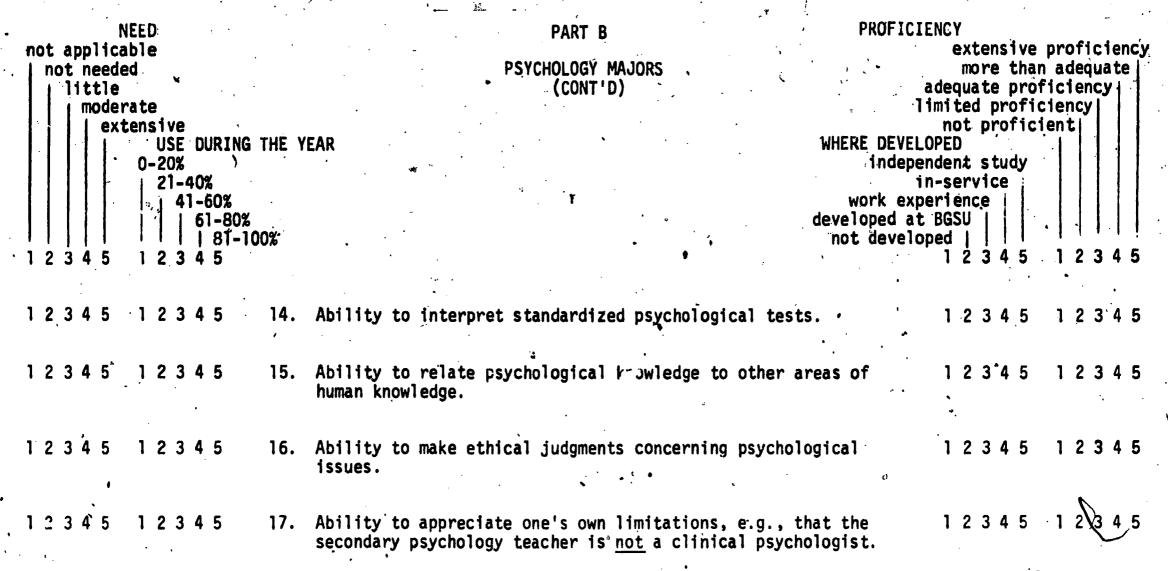
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n			p	ρl	i.C	ab	۱e		•					PSYCHOLOGY MAJORS						pro ad			ency
i	n		11	tt	edo 1:e de:			ļ		,	•				aded imit	qua ted	ate d p	ro	rof fic	ici ien	en Icy	Сy	
			ľ		ex [*]	te	ns	iv	E	DU	RIN	G TH	E YI	COMPETENCIES RELATED TO TEACHING	nc OPEC	ot. D	.pr	of	ici	ent			
							ļ	21	-4		50%	, e⁄	•		n-se erie	erv enc	vic ce	e					
	•	ļ					į				-809 -18	љ 100%		not develo	ped	1	1	ł		• 1	1		
1	2	3	3 4	4	5 .		1	2	3	4	5	٠			1	. 2	3	4.	5	ı	2	3 .4	4 5
1	2	3	3 (4.	5		1	2	3	4	5		1.	Ability to communicate the power and limitations of the scientific method in studying behavior, especially human behavior.	1	2	3	4	5	1	2	3 4	4 5
,	2		.	A	5		1	2	2		, 5		2	Knowledge of the design of unconfounded behavioral research.	1.	2		4	5	1	2	3	4 5
ı	2	. 3	3 '	4)		1	۷		4	5		۷.	Knowledge of the design of unconfounded behavioral research	•			•					
1	2	? 3	3 (4	5		1	2	3	4	5		3.	Ability to identify sources of confounding in behavioral research, especially as proposed by naive students.	1.	. 2	3	4	5 .	3	2	3	4 5
1	2		3	4	5		1	2	3	4	5	·	4.	Ability to conduct classroom demonstrations of psychological phenomena.	. 1	2	3	4	5	1	2	3	4 ; 5
1	2	2 3	3	4	5	•	1	2	3	4	5		5.	Ability to facilitate student research projects of psycholog- , ical phenomena on a near-zero budget.	1	2	3	4	5	1	2	3	4 5 .
1	2	2 3	3	4	5		i	2	3	4	5		6.	Knowledge in statistical analysis of observational data, and in drawing inferences therefrom.	1	.2	3				2	3	4 5
	24	1 {	8											·					24	19			



NEED PART B **PROFICIENCY** not.applicable extensive proficiency - PSYCHOLOGY MAJORS not needed more than adequate little ... (CONT'D) adequate proficiency; moderate limited proficiency: extensive not proficient . USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service ! 41-60% work experience 61-80% developed at BGSU |-81-100% not developed 12345 1 2 3 4 5 12345 12345 12345 7. Ability to statistically analyze experimental data, and draw inferences therefrom. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 8. Ability to assist others in developing study skills. 12345 12345 9. Ability to communicate current understanding of abnormal 12345 12345 benavior. 10. Ability to communicate understanding of traditional personality 12345 12345 12345 12345 theories and current critiques of those theories. 12345 12345 11. Ability to communicate understanding of traditional learning 1 2 3 4 5 1 2 3 4 5 theories, and current evaluation of those theories. 12345 1 2 3 4 5 12. Ability to communicate current knowledge about social 1 2 3 4 5 1 2 3 4 5 psychological forces operating in society. 12345 12345 13. Knowledge of the current laboratory research in social 12345 12345 psychology.

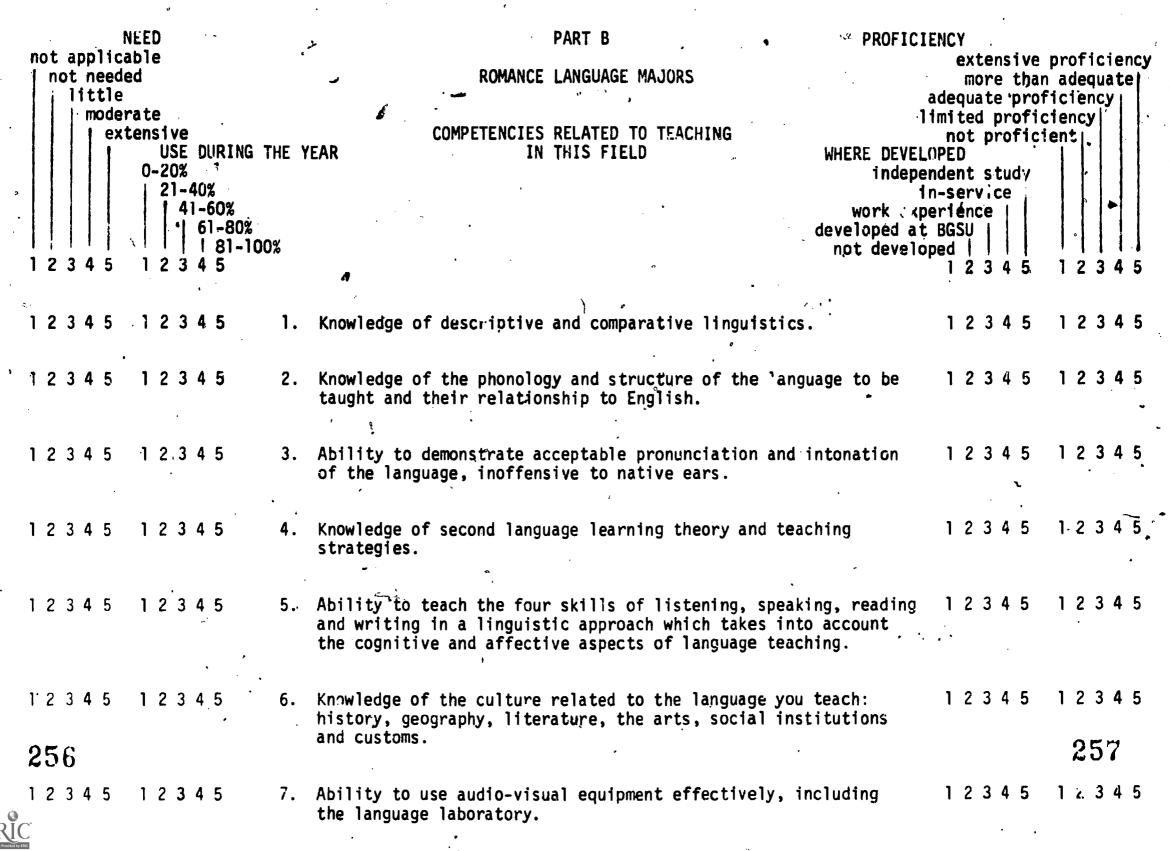




PSYCHOLOGY MAJORS (CONT'D)

18.	What was the degree to which your student teaching experiences contributed to your overall professional growth and development?
	High 5 Low 5 4 3 2 1
19.	What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?
r	High and Low and positive neutral 5 4 3 2 1
20.	Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.
21.	Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)





PROFICIENCY PART B NEED extensive proficiency not applicable more than adequate! ROMANCE LANGUAGE MAJORS not needed adequate proficiency (CONT'D) little limited proficiency moderate not proficient extensive WHERE DEVELOPED. USE DURING THE YEAR independent study 0-20% in-service 21-40% work experience 41-60% devaloped at BGSU 61-80% not developed 81-100% 1 2 3 4 5 12345 1 2 3 4 5 Ability to construct and use audio-visual aids and materials. 1 2 3 4 5 9. Ability to teach cultures and interpret them, particularly the foreign to the North American. 1 2 3 4 5 1 2 3 4 5 10. Knowledge of performance objectives and individualized 1 2 3 4 5 1 2 3 4 5 instruction. 1 2 3 4 5 1 2 3 4 5 11. Knowledge of professional responsibility and the importance of 1 2 3 4 5 the need to be active members in professional organizations. 1 2 3 4 5 1 2 3 4 5 12. Ability to identify one's own limitations and a willingness to improve by further study and travel abroad. 1 2 3 4 5 13. Knowledge of career opportunities in which foreign language skills can be useful.

PART B

- ROMANCE LANGUAGE MAJORS. (CONT'D)

		High 5	4	3	2	Low 1	•
							•
15.	What was the influer your later performan	ice of the g ice as a tea	eneral pr cher?	eparation ob	tained from	n your student teaching	experience up
		High and positive 5	4	3`	2	Low and neutral	
							,
16.	Please list specific think would be benef	suggestion	s for cur e-service	riculum impr teachers.	ovement in _¢	your major area of prep	paration that
	n .		,			· · · · · · · · · · · · · · · · · · ·	
		· · · · · · · · · · · · · · · · · · ·					
17.	Please list any other	er aspects o	f your te	eacher educate	ion prepara	ation, positive or negat responses, please do so	tive, not cove
	Herecorore. (11 you	desire to	Cinpilas, i 20	. Joine G. Jou	, p	, copenious, produce as a	. ,



NEED PART B **PROFICIENCY** not applicable extensive proficiency not needed SCIENCE EDUCATION MAJORS more than adequate little adequate proficiency . modéra te limited proficiency i extensive COMPETENCIES RELATED TO TEACHING not proficient: USE DURING THE YEAR IN THIS FIELD WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience ! 61-80% developed at BGSU 81-100% not developed | 1 2 3 4 5 1 2 3 4 5 1. Ability to formulate in writing acceptable statements regarding the purpose for the teaching of science in the secondary school. 1 2 3 4 5 1 2 3 4 5 2. Ability to demonstrate the teaching of science which encourages 12345 inquiry by pupils. 1 2 3 4 5 3. Ability to demonstrate the utilization of both the process and 12345 12345 products of inquiry in teaching. 1 2 3 4 5 4. Ability to be able to plan and use appropriate classroom manage-12345 12345 ment techniques; e.g., laboratory planning, student activities, daily and extended lesson plans. 12345 5. Knowledge of the source and use of printed materials for 12345 12345 references and supplementary use. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 6. Ability to design, equip, and manage the science laboratory.

11. Knowledge of the new science programs, and their rationale.



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1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SCIENCE EDUCATION MAJORS (CONT'D)

			2.		
fluence of the primance as a te	general pro eacher?	eparation o	btained from	your student te	aching experience upon
High and positive 5	4	. 3	2	Low and neutral l	
					*
			rovement in	your major area	of preparation that yo
		•			
other aspect o you desire to	f your teac emphasize	cher educat some of you	ion preparat ur previous	ion, positive or responses, pleas	negative, not covered e do serin this space.
	High and positive 5	rmance as a teacher? High and positive 5 4 ific suggestions for curreneficial to pre-service	High and positive 5 4 3 ific suggestions for curriculum impresentation to pre-service teachers.	High and positive 5 4 3 2 ific suggestions for curriculum improvement in eneficial to pre-service teachers.	High and positive Suggestions for curriculum improvement in your major area



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PART B NEED - PROFICIENCY not applicable extensive proficiency not needed SECONDARY SCHOOL PHYSICAL EDUCATION more than adequate little WOMEN adequate proficiency mòderate (CONT'D) limited proficiency extensive not proficient i USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed i 1 2 3 4 5 1 2 3 4 5 12345 1 2 3 4 5 12345 7. Ability to individualize programs for students with handicaps 1 2 3 4 5 or medical problems. 1 2 3 4 5 1 2 3 4 5 8. Ability to use and instruct students in basic sately procedures. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 9. Ability to exhibit knowled of official rules and modify these 1 2 3 4 5 12345 when necessary. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 10. Ability to organize and administer aspects of the physical 1 2 3 4 5 educator's responsibility, relating to physical education classes, e.g., equipment care and repair, locker rooms, etc. 1 2 3 4 5 1 2 3 4 5 il. Ability to organize and administer aspects of the physical 1 2 3 4 5 educator's responsibility to intramural programs. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 Ability to organize and administer aspects of the physical 1 2 3 4 5 educator's responsibility of coaching the interscholastic programs.



SECONDARY SCHOOL PHYSICAL EDUCATION WOMEN

	High 5	4	3	2	Low 1	• .	4
		· ·					_
	influence of the erformance as a te		eparation ob	tained fro	m your studen	t teaching ex	perience upo
مو	High and positive 5	4	· 3	2	Low and neutral l		. •
	specific suggestio uld be beneficial					rea of prepara	ation that
							

programs in Physical Education and Recreation (renamed on basic of program designs):

Physical Education .

concentration in Secondary (new curriculum)

concentration in Elementary (new curriculum)

Recreation (new curriculum) - non-certified program

SECONDARY SCHOOL PHYSICAL EDUCATION WOMEN (CONT'D)

16.	Please list heretofore.	any other (If you	desire to	of your tea o emphasize	cher educat some of you	ion preparat ur previous 1	ion, positresponses,	ive or negative, please do so in	, not covered this space.)
		·	·			1	· · · · · · · · · · · · · · · · · · ·		
	, ·					•			·
									



NEED	PART B PROF	CIENCY
not applicable		extensive proficiency
not needed	SOCIAL STUDIES MAJORS	more than adequate;
little moderate		adequate proficiency
extensive	COMPETENCIES RELATED TO TEACHING	limited proficiency
USE DURING THE YEAR	IN THIS FIELD WHERE DE	not proficient
0-20%	· · · · ·	ependent study
21-40%		in-service
41-60%		experience
81-100%	developed	
12345 12345	not dev	12345 123°45
		12345 12345
•		*
1 2 3 4 5 to 1 2 3 4 5 1. Ab	ility to identify social problems and apply various social	12345 12345
SC	ience concepts which would aid in the understanding of such	
pr	oblems.	•
•	(· · · · · · · · · · · · · · · · · · ·	
12345 12345 2. Ab	ility to develop relevant objectives cooperatively with the	12345 12345
· st	udents.	
:		
10245 12245 2 45	dida. An min mandanci i include consulare de la collectione	10045 10045
12345 12345 3. Ab	ility to plan meaningful learning experiences which center ound contemporary social issues.	12345 12345
410	ound contemporary social issues.	
•	•	
2 3 4 5 1 2 3 4 5 4: Ab	ility to maintain an open, questioning classroom atmosphere.	12345 12345
12245 12245 5 46	1914a	
	ility to utilize effective questioning techniques which lead e student to become involved in higher levels of thinking.	12345 12345
Cit	e academic to become involved in migher levels of thinking.	
•		
	ility to write lesson and unit plans which incorporate a	12345 12345
va ₁	riety of teaching techniques.	•
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NEED PART B **PROFICIENCY** not applicable extensive proficiency SOCIAL STUDIES MAJORS not needed more than adequate -little (CONT'D) adequate proficiency moderate limited proficiency extensive not proficient | USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 81-100% not developed 12345 1.2345 7. Knowledge of various new social studies materials and projects. 1 2 3 4 5 1 2 3 4 5 8. Ability to use various active teaching techniques, such as 1 2 3 4 5 1 2 3 4 5 simulations and role playing. 1 2 3 4 5 1 2 3 4 5 9. Knowledge of the method of inquiry and how to incorporate it in the classroom. 1 2 3 4 5 10. Knowledge of various traditions in social studies education.

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SOCIAL STUDIES MAJORS (CONT'D)

			High 5	•	4	3	2	Low 1		·
		Y		• [V			
Wh	at was thour later	ne influe performa	nce of the nce as a t	gene eache	ral or er?	eparation	obtained fro	om your student	t teaching expe	rience upo
•			High and positive 5		4 .	3	2 ·	Low and neutral	•	•
				F						, ·
P1 th	ease list ink would	t specifi i be bene	c suggesti ficial to	ons f pre-s	for cur service	riculum in teachers	nprovement ii	n your major a	rea of preparat	ion that y
	•						,			
	0			•						
P1 he	lease list eretofore	t any oth	er aspect ou desire 1	of yo	our tea phasize	cher educates	ation prepara your previous	ation, positives responses, p	e or negative, lease do so in	not covere this space



PROFICIENCY NEED PART B not applicable extensive proficiency SOCIOLOGY MAJORS more than adequate not needed adequate proficiency little limite proficiency moderate : COMPETENCIES RELATED TO TEACHING not proficient extensive USE DURING THE YEAR IN THIS FIELD WHERE DEVELOPED independent study 10-20% in-service 21-40% work experience 41-60% developed at BGSU 61-80% not developed 1 81-100% 1 2 3 4 5 1 2 3 4 5 1. Ability to explain, discuss and examine sociology as the social science which studies group relationships, including group types and differences between mechanical and organic societies. 1,2 3 4 5 1 2 3 4 5 2. Ability to explain sociological research and guide students in appropriate original inquiry, e.g., class study, polls, survey. 1^2 3 4 5 3. Ability to discuss and example social stratification and 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 -mobility in the U.S. and world. 12345 12345 4. Ability to discuss minority/ethnic/sex groupings and their significance for people's behavior. 12345 5. Ability to discuss and example social change, e.g., attitudes 1 2 3 4 5 1 2.3 4 5 toward divorce, religious attitudes, political and educational institutions. 12345 12345 6. Ability to discuss and example family forms and social settings. 1 2 3 4 5

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PART B **PROFICIENCY** extensive proficiency not applicable more than adequate SOCIOLOGY MAJORS not needed (CONT'D) adequate proficiency little... limited proficiency moderate not proficient extensive WHERE DEVELOPED USE-DURING THE YEAR independent study 0-20% in-service 21-40% work experience 41-60% developed at BGSU 1 61-80% not developed | | 1 81-100% 1.2 3.4 5 7. Ability to compare and contrast function and conflict as ways . 1 2 3 4 5 1 2 3 4 5 to analyze societies. .1 2 3 4 5 1 2 3 4 5 8. Ability to discuss cities, urbanization and rural-urban 1 2.3 4 5 imigration. 1 2 3 4 5 9. Ability to discuss and lay a basis for understanding the social 1 2 3 4 5 world of delinquents and criminals. 1 2 3 4 5 4 2 3 4 5 10. Ability to discuss the fundamental importance of social organization. 1 2 3 4 5 11. Ability to discuss status/roles, using the changing roles of 1 2 3 4 5 women as an example. 1 2 3 4 5 1 2 3 4 5 12. Ability to discuss population studies and statistics, focusing on some aspect, e.g., changing family size. 284

NEFD **PROFICIENCY** PART B not\applicable extensive proficiency nøt needed SOCIOLOGY MAJORS more than adequate little (CONT'D) adequate proficiency modera te limited proficiency: ı extensive not proficient **USE DURING THE YEAR** WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed 12345-12345 1 2 3 4 5 ___13. Ability to introduce some cross-cultural discussion, e.g., contemporary Chinese society. 14. Ability to lead a class in a study of perceptions, stereotyping and prejudice. 12345 12345 1 2 3 4 5 15. Ability to set forth major aspects of the socialization process 1'2.3 4 5 including parents, formal education, peer groups, and others. 16. At ity to discuss different perspectives on the \"basic nature" 12345 12345 of man, with a view to illuminating the social nature of man. 1 2 3 4 5 17. Ability to distinguish between types of groups and group relationships e.g., formal-informal, mechanical-organic, rural -urban. etc.

PART B
SOCIOLOGY MAJORS
(CONT'D)

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1 2 2 4 5 Q Ability to select and develop pupil evaluation measures.	12345 12345
12345 12945 9. Ability to select and develop pupil evaluation measures.	
12345 12345 10. Ability to interpret evaluation data.	12345 12345
12345 12345 10. Ability to interpret evaluation data.	
12345 12345 11. Ability to profile pupil needs.	1 2 3 4 5 1 2 3 4 5
	10245 12245
· 1 2 3 4 5 1 2 3 4 5 12. Ability to correlate identified pupil need with instructional	12345 12345
strategies.	•
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	12345 12345
12345 12345 13. Ability to communicate with parents.	
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12345 12345 14. Ability to interact with students.	. 12345 12345
12345 12345 14. Ability to interact with students.	
12345 12345 15. Ability to interact with other professionals.	12345 12345
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12345 12345 · 16. Ability to administer and interpret formal reading diagnostic	12340 12345
. tests for groups. • •	
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NEED	PART B	PROFICIENCY
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extensive USE DURING THE YE 0-20% 21-40%	AR	not proficient WHERE DEVELOPED independent study in-service work experience
1 2 3 4 5 1 2 3 4 5		developed at BGSU
12345 12345 24.	Ability to develop a teacher-made visual-perception	test. 1 2 3 4 5 1 2 3 4 5
1 2 3 4 5 1 2 3 4 5 25.	Ability to develop a teacher-made test dealing with behavior (modality).	kinesthetic 1 2 3 4 5 1 2 3 4 5
12345 12345 26.	Ability to develop a teacher-made perceptual motor	battery. 12345 12345
12345 1234 27.	Ability to interpret sults from group intelligence such as OTIS, KUHLMAN DERSON, STANFORD, ETC.	e tests 12345 12345
1 2 3 4 5 1 2 3 4 5 28.	Ability to interpret Piagean stages regarding langu moral development.	age, math, 12345 12345
12345 12345 29.	Ability to develop my own developmental battery to language processes.	assess 12345 12345
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Ability to administer and interpret group achieveme such as the WRAT, STANFORD, CALIFORNIA, METROPOLITA	nt tests . 12345 12345, N, ETC. 297

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PROFICIENCY PART B not applicable extensive proficiency not needed more than adequate SPECIAL EDUCATION MAJORS little (CONT'D) adequate proficiency moderate limited proficiency extensive not proficient: USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed 1 2 3 4 5 31. Ability to administer and interpret an individual math test 12345 12345 such as the KEY MATH, ETC. 32. Ability to develop an informal math inventory. 12345 12345 12345 12345 1 2 3 4 5 1 2 3 4 5 33. Ability to assess spelling and writing skills. 1 2 3 4 5 1 2 3 4 5 12345 12345 34. Ability to develop an informal writing and spelling test. 1 2 3 4 5 1 2 3 4 5 12345 12345 35. Ability to develop my own profile and then determine the 12345 12345 learning style of the child from the previous diagnostic. items. 12345 12345 36. Ability to use perceptual-motor curricular materials and 12345 12345 programs. 1 2 3 4 5 37. Ability to use visual-motor materials. 12345 12345

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NEED not applicable	PART B	PROFICIENCY extensive proficiency
not needed little moderate	SPECIAL EDUCATION MAJORS	more than adequate adequate proficiency limited proficiency
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0-20% 21-40% 41-50%		in-service
12345 12345		not developed ! ! 1 2 3 4 5
12345 12345 38. A	bility to use auditory-development materials.	12345 12345
1 2~3/4 5 1 2 3 4 5 39. /	Ability to use a variety of reading approaches and r	naterials. 12345 12345
12345 12345 40.	Ability to use math approaches and materials such as Cuisenaire, Stern, and Nuffield.	s: Basal, 12345 12345
12345 12345 41.	Ability to implement language development programs : Peabody	such as 12345 12345
,, = •	Ability to administer and interpret a sociogram or instrument to determine specific children's social amongst their classroom peers.	similar 12345 12345 status
12345 12345 43.	Ability to observe children's behavior and then ana of their behavior from a "reinforcement theory" poi	lyze aspects 12345 12345 nt of view.
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PROFICIENCY PART B extensive proficiency not applicable more than adequate SPECIAL EDUCATION MAJORS not needed' adequate proficiency . (CONT'D) little limited proficiency moderate not proficient extensive . WHERE DEVELOPED 'USE DURING THE YEAR at independent study 0-20% in-service 21-40% work experience ! 41-60% developed at BGSU 61-80% not developed 1 81-100% · 12345 12345 .. 12345 44. Ability to begin to identify why a child is swearing at me instead of simply trying to punish him for this behavior. 12345 12345 45. Ability to design and implement a "cross-age-teaching program" where older or more highly skilled children teach younger or less highly skilled children. 1 2 3 4 5 46. Ability to design and implement a behavior modification program 1 2 3 4 5 1 2 3 4 5 for one child or a group of children that is designed to increase the work output (amount of material) a child may complete in a specific time period. 47. Ability to design and implement a behavior modification program 1 2 3 4 5 12345 12345 to increase specific interpersonal behaviors of children (e.g., sharing, listening to others). 12345 12345 Ability to use role playing activities to increase children's awareness of feelings and to increase awareness of how their own behavior influences other children and adults.

PART B

SPECIAL EDUCATION MAJORS (CONT'D)

PROFICIENCY

extensive proficiency
more than adequate
adequate proficiency
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WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5 1 2 3 4 5

- 1 2 3 4 5 ' 1 2 3 4 5
- 49. Ability to use role-playing to help children practice alternative ways of behaving in specific interpersonal situations.
- 12345 12345 50.
- 50. Ability to conduct information problem-solving discussions with children designed to help them learn alternative ways of behaving in specific interpersonal situations.
- 1 2 3 4 5 _ 1,2 3 4 5
- 51. Ability to use principles of behavior rehearsal (systematic rôle playing) to help children learn more effective ways of participating in class or group discussions.
- 1 2 3 4 5 1 2 3 4 5
- .52. Ability to help children establish "contracts" regarding their classroom behavior.
- 12345 12345
- 53. Ability to involve "better-behaving" peers in constructive activities designed to positively influence the behavior of "less-well-behaving" children.
- 1.2 3 4 5 1 2 3 4 5

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PROFICIENCY PART B NEED extensive proficiency not applicable more than adequate SPECIAL EDUCATION MAJORS not needed adequate proficiency (CONT'D) little limited proficiency moderate . not proficient i extensive WHERE DEVELOPED JUSE DURING THE YEAR independent study 0-20% in-service 21-40% work experience 41-60% developed at BGSU | 61-80% not developed 1 2 3 4 5 Ability to use various "awareness" training activities to help groups of children develop better group interaction skills. 55. Ability to establish a highly structured learning situation for a child with a low attention span. 56. Ability to design an "engineered classroom" with various 1 2 3 4 5 learning stations and reward centers. 57. Ability to assess the social-emotional growth or progress of $\frac{1}{2}$ $\frac{2}{3}$ $\frac{4}{5}$ $\frac{5}{6}$ $\frac{1}{2}$ children in clear, behavioral terms.

307

58. What was the degree to which your pre-student teaching field experiences contributed to your overall professional growth-and development?

59. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High '		Ø:	•	Low
High (4	3 -	2.	1
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60. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

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SPECIAL EDUCATION MAJORS (CONT'D)

	you think would be benefi	icial to pre-service trackers.	ent in your major area of	
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62.				
62.	Please list any other asp heretofore. (If you des	pect of your teacher education pire to emphasize some of your pr	reparation, positive or ne evious responses, please d	gative, not covered o so in this space.
62 .	heretofore. (If you des	pect of your teacher education prince to emphasize some of your pri	reparation, positive or ne evious responses, please d	gative, not covered o so in this space.
	heretofore. (If you des	pect of your teacher education prince to emphasize some of your prince	reparation, positive or ne evious responses, please d	gative, not covered o so in this space.



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PART B 7 . . NEED PROFICIENCY not applicable extensive proficiency SPEECH MAJORS not needed more than adequate (CONT'D) adequate proficiency little limited proficiency moderate not proficient extensive WHERE DEVELOPED' USE DURING THE YEAR 0-20% independent study 21-40% "in-service work experience 41-60% developed at BGSU **4-61-80%** 81-100% not developed | 1 2 3 4 5 1 2 3 4 5 12345 1 2 3 4 5 7. Knowledge of production/direction of theatre performances. 1 2 3 4 5 1 2 3 4 5 🗻 1 2 3 4 5 1 2 3 4 5 8. Ability to show evidence of having developed a philosophy of 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 speech/communication and drama education. 1 2 3 4 5 9. Knowledge of theatrical literature and sources of plays, 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 musicals and children's theatré. 1 2 3 4 5 1 2 3 4 5 10. Knowledge of the expanding nature of speech communications. 1 2 3 4 5



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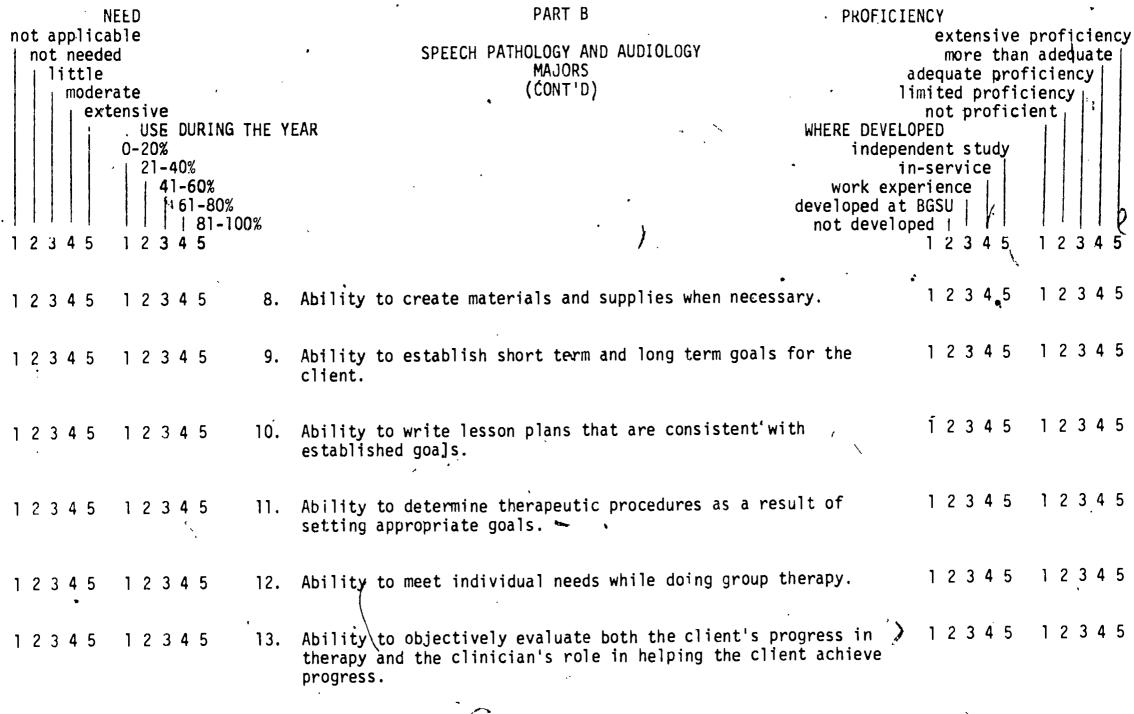
SPEECH MAJORS (CONT'D)

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PROFICIENCY PART B NEED extensive proficiency not applicable SPEECH PATHOLOGY AND AUDIOLOGY MAJORS more than adequate not needed adequate proficiency little limited proficiency moderate not proficient I COMPETENCIES RELATED TO TEACHING extensive IN THIS FIELD WHERE DEVELOPED USE DURING THE YEAR independent study 0-20% in-service 121-40% work experience 41-60% developed at BGSU 61-80% not developed | | 1 81-100% 1 2 3 4 5 12345 1. Knowledge of "normal" speech, language, and hearing development. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 2. Knowledge of current diagnostic tools and tests and ability in 1 2 3 4 5 1 2 3 4 5 appropriately administering them. 3. Ability to accurately interpret the results of both standardized 1 2 3 4 5 1 2 3 4 5 tests and informal tests. 1 2 3 4 5 4. Ability to utilize past information, when appropriate, to 1 2 3 4 5 accurately assess client's problems. 1 2 3 4 5 5. Ability to carry out speech and/or hearing screening programs. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 12345 12345 6. Ability to employ necessary skills, both theoretical and 1 2 3 4 5 1 2 3 4 5 practical (clinical), to effectively carry through case management. 12345 12345 7. Knowledge of resource materials and supplies av ilable.

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PART B PROFICIENCY NFED extensive proficiency not applicable SPEECH PATHOLOGY AND AUDIOLOGY not needed more than adequate **MAJORS** adequate proficiency | little (CONT'D) limited proficiency | moderate not proficient! extensive WHERE DEVELOPED USE DURING THE YEAR 0-20% independent study 21-40% in-service work experience ' 41-60% developed at BGSU 61-80% not developed ! 1 81-100% 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 14. Ability to understand and carry through with appropriate 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 recommendations from other referral agencies. 15. Ability to know when and how to refer to other professional 1 2 3 4 5 1 2 3 4 5 12345 12345 agencies. 1 2 3 4 5. 16. Ability to work with classroom teachers in helping the speech 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 and hearing handicapped child, providing in-service training when necessary. 1 2 3 4 5 1 2 3 4 5 17. Ability to keep accurate and up-to-date records. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 18. Ability to write reports that are understood by other profes-1 2 3 4 5 1 2 3 4 5 sionals as well as ability to write reports that must be understood by laymen. 1 2 3 4 5 1 2 3 4 5 Knowledge of professional publications and professional organizations.

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PART B **PROFICIENCY** not applicable extensive proficiency SPEECH PATHOLOGY AND AUDIOLOGY not needed more than adequate little MAJORS adequate proficiency [(CONT'D) moderate limited proficiency extensive not proficient USE DURING THE YEAR WHERE DEVELOPED 0-20% independent study 21-40% in-service 41-60% work experience 61-80% developed at BGSU 1 81-100% not developed | | 1 2 3 4 5 1 2 3 4 5 12345 1 2 3 4 5 1 2 3 4 5 Ability to keep professional confidences. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 21. Ability to identify research needs. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 22. Ability to set up a speech and hearing program in the public 1 2 3 4 5 1.2345 12345 schools. 1 2 3 4 5 1 2 3 4 5 23. Knowledge of the various "delivering of service" systems for 1 2 3 4 5 1 2 3 4 5 the public schools.

SPEECH PATHOLOGY AND AUDIOLOGY (CONT'D)

24.	What was the degre growth and develop	e to which yo ment?	our student	teaching	experiences	contributed to	o your overal	l professional
		High 5	4	3	2	Low 1		
25.	What was the influ your later perform	ence of the g ance as a tea	general prep acher?	paration o	btained from	your student	teaching exp	erience upon
		High and positive 5	4 .	3	2	Low and neutral l		
<i>:</i>								
26.	Please list specif think would be ben	ic suggestion eficial to pr	ns for curr re-service	iculum imp teachers.	rovement in	your major ar	ea of prepara	tion that you
		,						
								not covered
27. ،·	Please list any ot heretofore. (If y	her aspect o ou desire to	f your teac emphasize: 1	her educat some of yo	ion preparat our previous	responses, pl	or negative, ease do so in	this space.)
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Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372--151
Ext. 274:

Uctober 6, 1975

TO: Principals of

BGSU Teacher Education Graduates

Dear Principal:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" We need your help in arriving at an answer to this question.

According to records in the State of Uhio, Department of Education, (Miss, Mrs., Mr.) ______, a graduate of BGSU, is teaching under your supervision.

We are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. All of these questions pertain to the teacher's effectiveness in the school situation. (If perhaps a supervisor or a department head is in better position to respond, please forward the questionnaire to that person.) This questionnaire is being sent to a rather large sample of principals of car recent (1968-74) graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards,

Fred L. Pigge, Director Educational Research & Services

FLP/11 Enclosure

Note to readers: My advice in 1976 is for you to send this letter as well as the principal's questionnaire to the teacher. Ask her, if she is willing, to forward it to her principal for completion. Thus, there is no covert evaluation of a teacher.

F.L.P., 3/26/76



For each of the listed COMPETENCIES please indicate your estimates of the teacher's abilities by circling the appropriate number.

Need - Please indicate your estimate of the necessity for this competency in the teacher's position.

Proficiency - Please indicate your estimate of the teacher's proficiency level on each competency.

The need for this competency in the teacher's position:

The teacher's proficiency in these competencies:

No need
Limited, but some need
Average need
Above average need
Very extensive need
2 3 4 5

Not proficient
Limited proficiency |
Average or adequate proficiency |
Above average proficiency |
Extensive proficiency |
1 2 3 4 5

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teacher:

1	2	3	4	5	1.	Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	1	2	3	4	5
1	2	3	4	5	2.	Individualizes instruction to meet the varying needs of students.	1	2	3	4	5
1	2	3	4	5	3.	Maintains control of classroom activities.	1	2	3	4	5
٦.	2	3	4	5	4.	Assists students in the development of self-discipline.	1	2	3	4	5
1	2	3	4	5	5.	Motivates student achievement via modeling, reinforcement, provision of success experiences and appeal to student interests.	1	2	3	4	5
1	2	3	4	5	6.	Encourages and facilitates the development of the students' social skills and enhanced self-concept.	1	2	3	4	5
1	2	3	4	5	7.	Constructs behavioral performance objectives in subject matter field.	1	2	3	4	5



8

The need for this competency in the teacher's position:

The teacher's proficiency in these competencies:

No	need		
Ì			but some need
	Av	era	ge need
	1 1	Ab	ove average need
	1 ,1	i	Very extensive need
1	2 3	Λ	5

Not proficient
Limited proficiency |
Average or adequate proficiency |
Above average proficiency |
Extensive proficiency |
1 2 3 4 5

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

						The	teacher:					
1	2	3	4	5		8.	Applies appropriate evaluative techniques for the systematic evaluation of pupil progress.	1	2	3	4	5
1	2	3	4	5		9.	Continues to develop, clarify, and exemplify his/her own philosophy of education.	1	2	3	4	5
1	2	3	4	5	•	10.	Communicates effectively with colleagues, principal, and other administrators.	ĩ	2	3	4	5
1	2	3	4	5	7	11.	Applies the major principles of school law to areas such as due process, contracts, certification, teacher liability, and corporal punishment.	1	2	3	4	5
1	2	3	4	5		12.	Utilizes audio-visual aids and materials in teaching.	1	2	3	4	5
1	2	3	4	5	•	13.	Initiates, innovates, and welcomes suggestions for improving instruction.	1	2	3	4	5,
1	2	3	4	5	•	14.	Demonstrates a positive attitude toward students and teaching.	1	2	3	4	5
1	2	3	4	5	•	15.	Participates actively in developing improved educational programs and procedures.	1	2	3	4	5
1	2	3	4	5		16.	Works effectively with educational specialists in behalf of individual students.	1	2 .	, 3	4	·5
	3	31			-	ï	Considering total effectiveness in guiding pupil growth, I believe this teacher exhibits	1	2	3	4	5
	J	O 1	-				SPECIAL COMMENTS: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU)			J	32	



APPENDIX D





Bowling Green State University

College of Education Office of Research and Services Suite 455 Education Building Bowing Green, Ohio 43401 419: 172-0151

November 3, 1977

TO: Recent Graduates

Bowling Green State University
College of Education

Dear Teacher Graduate:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" "Just how valuable are some of the required courses?" "What do school principals think of our graduates?" Etc. Would you help us arrive at answers to these questions?

Please take a few minutes to give us your honest reaction to the questions posed on the enclosed question-naire entitled: "An Appraisal of My Preparation as a Teacher..." This questionnaire is being sent to all the recent graduates who are teaching in the State of Ohio. (I realize the enclosed questionnaire is rather long, but a shorter one could well prove to be a waste of efforts.) After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

In addition to the white questionnaire, a pink questionnaire is enclosed for your principal to complete. Please scan the principal's questionnaire to determine if you object to any of the questions. If you have no objections to his completing the form, please transmit to him the "pink" questionnaire along with the pigk copy of this cover letter and the return envelope. Please note that you are to fill in the five blanks at the top of the principal's checklist — this in effect gives him permission to provide us the requested responses. If you object to the principal completing the questionnaire, discard the questionnaire and mark "No" in the proper space on your white questionnaire. We hope, however that you can see fit to give the principal your permission to complete and return the "pink" questionnaire. Regardless, we certainly need you to complete the white colored questionnaire.

There are three primary reasons why the College of Education is conducting this follow-up evaluative endeavor:

- We want to know your evaluative reactions to our courses, projects, and experiences. In other words, we desire to know what you think of the courses and programs in which we more or less forced you to enroll.
- The responses, as a group, should suggest specific and worthwhile changes and revisions in our curriculum.
- 3. The State Department and various regional and national accrediting agencies strongly recommend that evaluative follow-up studies of past teacher education graduates be completed and the results utilized to promote better and stronger programs. These agencies also force us to gather data regarding how well our graduates are performing on the job -- thus the primary reasons why we are asking for data from your principal. (In other words, if we want to continue certifying teachers we must collect, analyze, report, and react to such data!)

Please be assured that your responses, as well as your principal's, will remain anonymous. Only summary tabulations by major/minor areas or other groupings will be presented to our faculty and to outside agencies, when your (and your principal's) responses have been coded onto computer cards, the original questionnaire(s) will be destroyed. At no time will names or personal responses be made public as to their origin.

Please Yeturn the completed questionnaime within 10 days of receipt in the enclosed pre-addressed postage paid envelope.

With Sincere appreciation, I am

Sincerely yours,

Fred L. Pigge, Director

Educational Research and Services

College of Education

FLP myp

AN APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

Name	Social Security	Number	
Undergraduate Major(s)	Minor(s)		
Was Assigned To Do Student Teaching A	t		_ Schoo
This School is Located in or Near		(Town	or City
Grades or Subjects Taught During Stud	ent Teaching	· .	
Grades or Subjects Taught This Year			
Employing School District	Teaching at		
This is a: City District	Exempted Village	(Bldg.) County	
Not Including the Present Year, How M	any Years Have You Taught?	yrs.`	•
Year of B.S. Graduation from Bowling	Green State University?	<u>.</u> ?	
Oid you transmit the principal's ques	tionnaire to your principal?	yęs	no
Directions for completing the Question	nnaire:		
There are eight parts (A through I) to (I) your felt need (high to low) for think you are in the area, and (3) the	the described competency (2)	now proficient s	10 11
Please return the completed questionna November 15, 1977 to:	aire, in the enclosed postage ;	paid envelope, b	рγ
Education	onal Research and Services cation Building	•	
College	of Education Green State University		

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Par	Part A - four Need for and Proficiency in Selected Competencies																
													ted FO			ress ci	ACY.
		Your Fi		ed for	this				of too			Teaching expe	Work at BESU	Incervice tra	independent 9	Other ways an	Not developed
		High			•	Low	High 5		3		Low	oper lence		1 2	A PO	Ì	
۱.	Ability to demonstrate a positive attitude toward students and teaching.	,		,	·		,										
2 .	ability to maintain order in a classroom and to assist students in the Javalopment of saif- discipline.																
J.	Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	_															
١.	Ability to apply appropriate evaluative tem- niques for the systematic evaluation of pupil progress.					□.	7										
5 .	Ability to individualize instruction to meet the verying needs of students, via techniques such as mestery identing, alternative assignments, individual contracting, group work, etc.						□,		□`								
٠ 6.	ability to utilize audio-visual equipment and materials in teaching.																
7.	Ability to propers and develop lesson piens and teaching units.																
₿.	Ability to understand the behavior, ections, feelings, ectitudes, mores, etc. of the supils you teach.						7										
9.,	Ability to presers teacher-mede tests, and availate/report pupil progress.																
10	. Ability to understand and utilize standardized tests.																
11	. Ability to compare and contrest various philo- sophical viswoolnts.			Image: Control of the control of the													
12	Ability to encourage and facilitate the devalue- ment of children's social skills and enhanced saif concept.				Ċ			Ċ			□.						
i 3	Ability to continue the development and clarifi- cation of your own shildsophy of education																
14	Ability to construct behavior/performance objectives in subject metter field.							ET									□.
15	Ability to apply the major erinciples of school igm to areas such as due process, contracts, cartification, teacher liesility and corporal punishment																
11	 ability to utilize reading organization shifts to divide a class into reading grouns. 																
	 Ability to choose from a broad knowledge of the ideas that have shaped our culture. 																
1	 Ability to diagnose student progress or difficulties and prescribe appropriate instruction and materials. 																<u></u>
Ħ	. Are there other important commetencies not fisted above? Please describe and provide ratings	·		<u></u>				[]	\Box	<u>Г</u>	$\overline{}$			سسر 🗀			
	•] [] []] [] []] [] []] [] []] [] []	0 0 (0 0						

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Part	B. Your Evaluative Input Regard	ing General Educat	ion (Group) R	e qu i r en	ents at	B.G. 5	.u.		
١.	in completing the group requireme select courses which were suited				w much	apportu	unity di	d you ha	ve to
		_	,	Very Much	Some	Little	None		
	Group I Composition, Literatur	e, Speech							
	Group II Science and Math		•						
	Group III Social Science								
	Group IV Fine and Applied Arts								
2.	To what extent were your needs an your group requirements:	d interests consid	dered in the t	eaching	of the	e course	BS YOU (completed	for
				Very Much	Some	Little	None		
	Group I Composition, Literatur	e. Speach							
	Group II Science and Math	1	,						
	Group III Social Science								
•	Group IV Fine and Applied Arts								
3.	To what extent do these-courses e	mphasize generaliz	tation rather	than ac	ademic	special	Lization	17	
	•		٠.	Very Much	Some	Little	None		•;
	Group I Composition, Literatur	e. Speech	,	$\overline{\Box}$		$\overline{\Box}$	$\overline{\Box}$		
	Group II Science and Math	,					\Box		
	Group III Social Science	•				. 🗆			
	Group IV Fine and Applied Arts	7						•	
4	The general group requirements								
.,	(1) provided for acquisit (2) was somewhat valuablu (3) was generally a waste		of knowledge n	eeded b	y ''educ	cated" p	people		
5.	The general group requirements								
	(1) provided a good a kg (2) was somewhat signific (3) was generally of litt	ant for prospectiv	e teachers	teache	rs				
°art	C. four Evaluative input Regard!	ng the content cou	irses in your	Major/M	inor Te	aching	Fields	or Areas	
мајо	r Field or Teaching Area (Your maj	or was)					
۱.	The number of credits or courses (1) too large or too many (2) too small or too few (3) about right		ojor was:						
2.	The content of my major was: (1) well adapted to the number of the numb	ant to the needs o		<u>(</u>			•		ŧ
3.	The content of my major was: //, too broad and general (2) too narrow and specia (3) well balanced to prov	lized for the need	is of teachers						
· 4	Durses in my major were taught in classed the content to 2: related the content to	o the needs of tea	chers in most	instan Instan	ces ces			•	



Part	C	con	tinu	
Hinor	· F	ield	or	(
1	ì h	A 0.00	nha.	

Hino	r Fie	eld or l	Concentration Area (if any) (Your minc	or(s) or co	ncentratio	n-area(s)	was/were _)
1	ìhe	number (1) (2)	of credits or courses requitoo large or too many too small or too few about right	_						
. .	The	(1) (2)	t of my minor or concentra well adapted to the need only moderately relevant largely irrelevant to the	s of leachers to the needs	i of teache	rs		•		
3.		(') (2)	t of my minor or concentra too broad and general fo too narrow and specialize well balanced to provide	r the nge ds o	of teachers ends of tea	chers				
4		(1) (2)	my minor or concentration related the content to the related the content to the had no observable relations.	he needs of t he needs of t	eachers in eachers in	most inst	afrces			
Part	٥.		Evaluative Input Regarding tudent Teaching)	the Professi	onal Educa	tion Compo	nent (Eduć	ation Cour	ses, Meth	ods Courses.
l		(1)	of credits or courses requitoo large or too many too small or too faw about right	uired in the	profession	al compone	nt of the	program wa	s :	
2.		(1) (2)	t and experiences making u were generally well suit were somewhat suited to hade little real contribu	ed to prepara preparation o	ition of a of a of a teacher	teacher r				
3.	-	osa prov cher.	vide a rating of the value	of each of t	the followi	ng seven a	reas in yo	ur prepara	tion to b	ecome a
					Highly Positive	<u>Positive</u>	Average or \$o-\$o	Negative	Highly Negative	
	1	Psy 20	Ol General Psychology							
	2	Educas		302)					\Box	•
		COUCE	cional Psychology (Educ. ₎ ,	-					, U	
	3	Me'ho	tional Psychology (Educ. ₎ , ds Course (or methods s e qui ntary major)			Ó				
	3	Merhod e 1 emer	r ds Course or methods sequi	ence if						
		Merhod elem e r Tests	f ds Course for methods sequi ntary major)	ence if						- ·
	4	Merhode elemen Tests	ds Course for methods sequintary major) and Measurements (Educ. 40	ence if 02) 408)						- ··
	; ;	Merhodelemen Tests Phylography Americ	ds Course (or methods sequentary major) and Measurements (Educ. 46 sophy of Education (Educ. 4	ence if 02) 408)						- "
Mark	; ;	Merhodelemen Tests Divilion America Studen	ds Course (or methods sequentary major) and Measurements (Educ. 46 supply of Edication (Educ. 46 can School System (Educ. 46	ence if 02) 408) 09)		C. C. C. C. C. C. C. C. C. C. C. C. C. C	and/or £	Inical Ex	Deriences	at 8ÇSN



D 6					•		
Part E	Continued						
	w do you feel about each of the special project aching? (<u>Student Teaching</u> is also included in				to your p	reparation	for
		Highly Positive	Positive	Average or So-So	Negat I ve	Highly Negative	
1	. Student Teaching						
2	. Project Interaction						
3	. MERGE Project			, 🔲		· 🗀	
ų,	. MEP (Methods Experience Project)						
5	. Alternatives in Education						
6	Help-A-Child		· 🗆				
1	Milton Project						••
3.	. September Experience						
9.	PER Crim Project	□.	J				
10.	IET 288 Fleid Experience						
11.	Classroom clinic observations/participation connected to methods courses (Course(s) name or #)						
12	Otner						
3. How cli	do you feel about the adequacy of <u>University</u> inical experiences?	supervisio	n provided	you durin	g your lab	oratory, or	
	Activity	Extremel Satisfact	wer rea y me	lege Superse helpful dily avail.dat times	but not able to	supervisi	received any ion at all isfactory
:	Student Teaching						
:	Project Interaction					•	
3.	MERGE Project						
₩.	MEP (Methods Experience Project)						
5	Alternatives in Education						
6.	Help-A-Child						
,	Milton Project						
3	September Experience						
? .	PER Crim Project						



 \Box



IST 298 Field Experience

name or #_

Classroom clinic observations/participation connected to methods courses (Course(s)

	Activity	Extremely Satisfactory	Satisfactory	Unsatisfactory
~	1. Project Interaction			
	2. MERGE Project			
	3. MEP (Methods Experience Project)			
	4. Alternatives in Education			. 🗆
	5. Help-A-Child	Ġ		
	6. September Experience			
	7 PER Crim Project .			
	8. IET 288 Field Experience			
	 Ćlassroom clinic observation connected to methods courses 			
	10. Student Teaching			
	11. Other			
6	If your answer to #5 was yes, what on-campus cou to provide time for such off-campus experiences	rses or experien		uced or eliminated in
6	to provide time for such off-campus experiences			uced or eliminated in
6	to provide time for such off-campus experiences			uced or eliminated in
6	to provide time for such off-campus experiences			uced or eliminated in
	to provide time for such off-campus experiences			uced or eliminated in
	F. Your Evaluative Input Regarding Academic Acad	Ivising at BG\$U.	that were availab	
art	F. Your Evaluative Input Regarding Academic Academic Academic Academic four four years at the University? (Check as more as a stisfied 1) I was extremely satisfied 1) I was satisfied 1) I was satisfied 1) I was satisfied 1)	dvising at BG\$U. dvising services any spaces as you	that were availab	
art	F. Your Evaluative Input Regarding Academic Adams do you feel about the quality of academic as	dvising at BG\$U. dvising services any spaces as you aseling and counseling wh	that were availab desire.)	
art	F. Your Evaluative Input Regarding Academic Acoustic for your four years at the University? (Check as m	ivising at BGSU. Ivising services any spaces as you aseling and counseling whe	that were available desire.)	
art.	F. Your Evaluative Input Regarding Academic Advour four years at the University? (Check as more than as satisfied [2] I was extremely satisfied [3] I seldom had need for advice or county or tour years at the University? [4] I have extremely satisfied [5] I was satisfied [6] I have more than my advisor!	ivising at BGSU. Ivising services any spaces as you aseling and counseling whe	that were available desire.)	
art.	F. Your Evaluative Input Regarding Academic Advour four years at the University? (Check as more than as satisfied [2] I was satisfied [3] I seldom had need for advice or county of the	ivising at BG\$U. Ivising services iny spaces as you aseling and counseling wh to me and Material Faci	that were available desire.)	ole to you throughout
art.	F. Your Evaluative Input Regarding Academic Academic Academic academic four years at the University? (Check as more than a satisfied to seldom had need for advice or county). I found it difficult to get advice to like the university? (The county) is a satisfied to seldom had need for advice or county). I found it difficult to get advice to like the university? (The accessibility of library.	dvising at BG\$U. dvising services any spaces as you aseling and counseling wh to me hal Material Faci Extremely Satisfactory	that were available desire.)	ole to you throughout

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Part H. THIS PART IS TO BE COMPLETED BY ELEMENTARY AND SPECIAL EDUCATION MAJORS ONLY:

How do you feel about each of these courses in respect to its contribution to your preparation for teaching?

(Please check ()) your response.)

Response,

					response,	*************************************	
		Course	Highly Positive	Positive	Average or Su-So	Negative	Highly Negative
	1.	Art 343 (Arts & Crafts)				<u> </u>	
	٠.	ATC 343 (ATC3 & STEELCS)				5	
	2.	Industrial Jucation 316			-		
		Technology in Elem, Ed.					
	3.	Educ. 351, Soc. Studies in					
		Elementary School		-			-
	4,	Education 352. Math in Elementary School					
	5.	Education 353, Science in					
	٦.	Elementary School					
	6.	Education 355, Reading in					
		Elementary School .					
	. 7	Education 356, Language Arts in Elementary School					
	9.	_ glish 342, Children's Literature					
	3.	Math 241 and 242, Elementary Math					
							
~	10.	Music 351, 352, and 353			· · · · · · · · · · · · · · · · · · ·		
<i>!</i>	The	PER 342, Physical Education in Elementary School					•
	12.	Art 101					
	13.	Psychology 201			-		
	14,	English & Speach Requirements	1				
,,		a, English 112					
5		b. Elective in English Lit.					
		ç. Speech 102					
		d. Speech 423				·	
	15.	Science Requirements					
		a. Biology 104 or 101	_				
		b. Two Physical Sciences					
	16.	Social Studies Requirements					
		engraphy 121 5 122					
		eography 121 & 122 b History 151 or 152 or 153				 -	
		c. History 205 and 206					
				··			
	17	d. Electives in Social Studies (9 hrs.) Special Education Methods Courses		-			
		a. EOSE 431 Except. child					
		b. EDSE 451 Und. L S BD				ļ. 	·
		c. EDSE 438 Materials					
		1 EDSE 443 Practicum L680 5					
		e. EDSE 453 Ev of L.D.		· · · · · · · · · · · · · · · · · · ·			
		f EDSE 454 Ed Proc L680		·			

Part I. Evaluative OPEN-ENDED Statements

Please list specific suggest you think would be beneficial sufficient.	tions for curriculum improvement in your <u>major area</u> of preparation that all to future pre-service teachers. Use separate page if space is not
30.1.16.16.11	Your major was
*	



p P P

art	`[. continued	
2.	Please list specific suggestions you think would be beneficial to (Use extra page, if necessary.)	for curriculum improvement in your minor area of preparation that future pre-service teachers. Your minor was
3.	Please list any other aspect of heretofore. (If you desire to e and, if needed, on back of this	your teacher education preparation, positive or negative, not covermphasize some of your previous responses, please do so in this spanses.



A Questionnaire Concerning the Needs and Teaching Effectiveness of Former Bowling Green State University Students Teacher's Authorization for His/Her Principal to complete the questionnaire (Teachers: please fill in the five blanks): an employee under the direct supervision/ (1) (teacher's name) (please print) (2) social security #) administrator of , do, with the transmittal of this questionnaire, give my (3) principal's name consent for said principal to complete the questionnaire and return it to BGSU. It is my understanding that the principal's responses will merely be used by BGSU as part of a general endeavor for determining the overall needs and general teaching effectiveness of past students and that in no way will such responses be filed by name or used to my betterment or detriment. (4) Teacher's signature Directions to the Principal. Please read the cover letter sent to the teacher. This letter explains the purpose of this checklist. Also, under the present laws of our land it is my bunderstanding that the teacher should give you authorization to complete this checklist. In this manner you will not be a party to a covert evaluation. Therefore, if for some reason you have the checklist but the teacher has not signed the authorization at the top of this page, please check with him/her and attempt to obtain an indication of the teacher's intentions. Please fill in the following four spaces and then complete the checklist. Specific Instructions accompany the items. Thank you. Fred L. Pigge, Director Educational Research and Services Bowling Green State University Principal's Name School System Teacher's Name Teacher's Grade Level and/or Subjects Presented below are several teaching competency statements that we wish you to respond in two ways -the above named teacher's need for this competency in her present job and his/her proficiency in each area. We would like you, under proficiency, to compare such teacher to other teachers with similar years of teaching experience. Teacher's Need for and Proficiency in Selected Competencies General Education Teacher's Need for this An Estimate of the Teacher's Competency Statements Competency Proficiency in This Area Highest Low 2 Ability to demonstrate a positive attitude toward students and teaching. Ability to maintain order in a classroom and to assist students in the development of self-discipline. 3. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc. 4. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress. 5. Ability to individualize instruction to neet the varying needs of students, via tachniques such as mastery learning, alternative assignments, individual contracting, group work, etc. Ability to utilize audio-visual equipment ing materials in teaching.



	Teacher's Need for this Competency				Proficiency in This Area								
,	Ţ	High 5	4.	3	2	Low	Highes 5	4	3	2	Lowest		
7.	Ability to prepare and develop lesson plans and teaching units.												
8.	Ability to understand the behavior, actions, feelings, attitudes, mores, etc. of the pupils.												
9.	Ability to prepare teacher-made tests, and evaluate/report pupil progress.												
10.	Ability to understand and utilize standardized tests.											{	
11.	Ability to compare and contrast various philosophical viewpoints.												
12.	Ability to encourage and facilitate the development of children's social skills and enhanced self concept.			. 🗆									
13.	Ability to continue the development and clarification of his/her own philosophy of education.												
14.	Ability to construct behavior/performance objectives in subject matter field.						. 🗆						
15.	Ability to apply the major principles of school law to areas such as due process, cuntracts, certification, teacher liability and corporal punishment.												
16.	Ability to utilize reading organization skills to divide a class into reading groups.												
17.	Ability to choose from a broad knowledge of the ideas that have shaped our culture.												
18.	Ability to diagnose student progress or difficulties and prescribe appropriate instruction and materials.												
19.	Ability of the teacher to perform in his/ her role in the administrative organization and procedures for your school building and system.				ו כ	ì							
20.	Teacher's performance relative to relation- ships with his/her teaching colleagues.										□ .		
21.	Teacher's knowledge of the course content in the field for which he/she was prepared to teach.) [
22.	Teacher's performance in handing the "non- teaching" responsibilities assigned to him/her.) [ו כ								
23	. Teacher's use of good judgment and tact.												
24								ا ا	لـا ا	لا			
25	. Teacher's response to supervision and suggestions.		ם ב) [İ	Ą



You may have though? of some important teaching competencies not included above. Please use the space below (or attack a separate page) to describe those important teaching abilities/competencies and then provide need/proficiency ratings for them.

25.	Other Competencies:			Need				Pro	ficier	ncy	
	1	Higi 5		3		Low	Highe:	s t	3	2	Lowest
	A.										
	В										
•	c. · .										Ò
26.	Considering total effectiveness other teachers with similar exp		growt	h, i !	believ	ve this	teacher,	when (compa	red to	0
	5. Excellent, Very adec 4. Above average, good, 3. Average, adequate, e 2. Somewhat below avera 1. Poor, Inadequate, wa	, etc. etc. ige, scc.	,	, atc	•		·				
27.	Do you have suggestions as to this space or attach a separate		prepar	s tead	chersi	? If so	o, please d	descr	ibe ti	nem i	n
28.·	Do you have suggestions as to h questionnaires such as the pres										than
29.				•			•				
	(For example, visible strengths State University.)	and/or weaknesse:	s of to	eachei	r educ	at ion p	reparatio	n at i	30wlin	ng Gr	een
	se return completed questionnair	e within 10 days o	of its	recei	ipt ir	n enclos	ed self-a	ddres	sed po	ostagi	e paid
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Any attempt to introduce change into the school setting requires, among other things, changing the existing regularities in some way . . . Deliberate changes in programmatic regularities are intended to change the occurrence and frequency of behavioral regularities.

Seymour B. Sarason

The Culture of the School and the Problem of Change.

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