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ABSTRACT

The purpose of this investigation was to examine the performance of University of Georgia student teachers in English on the six dimensions of the Checklist of High School Class Activities and to compare this evaluation with student teaching grades, academic grades, and scores on the National Teacher Examinations. The 74-item checklist was administered to the pupils in one class of each of 16 secondary school English student teachers at the end of one quarter, with classes of exceptionally high or low ability being eliminated. Although there was great variability in individual scores, the student teachers as a group tended to be highly rated by their pupils. These ratings, however, showed no significant correlation with student teaching grades, academic grades, or National Teacher Examination scores. Results indicate that pupil perception of a teacher's performance tends to differ from that of other evaluation sources. (An appendix contains the specifications for the checklist and a categorized list of the 74 checklist items.) (RT)

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Student Teaching Performance in English as Measured with Checklist of High School Class Activities

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Introduction

The primary purpose of this investigation was to examine the performance of University of Georgia student teachers in English on the six dimensions of the Checklist of High School Class Activities. The Checklist asks pupils to indicate their level of agreement or disagreement with statements about certain aspects of their classroom activities and conditions. In addition, since the instrument has not been widely used, this investigation was also a further test of the usefulness of the Checklist with a specialized population--in this case, prospective English teachers.

Background

The construction and potential uses of the Checklist were described in a 1955 article by Scott.[1] Development of the instrument began with the identification of generalizations about classroom teaching and learning in the secondary school. These generalizations were extracted from literature on secondary education, educational psychology, and educational sociology. A list of thirty-nine generalizations was thus obtained and checked by specialists in secondary education, educational psychology, and educational sociology. From their comments and suggestions, Scott selected twenty-eight generalizations, which he later termed specifications for developing Checklist items; and he grouped these specifications under six headings or sections: instructional objectives, human relationships, use of materials and resources, motivation,

[1] Owen Scott, "The Construction and Suggested Uses of a Check-List of High School Class Activities," Educational and Psychological Measurement, XV (Autumn, 1955), 264-273.

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continuity of learning, and measurement and evaluation. These specifications, in revised form, are listed in Appendix A.

In the original development of the Checklist, these specifications were given to teachers of several subjects, instructional supervisors, professors of education, and graduate students to use as a basis or framework for writing Checklist items. With consideration for the wording of the items, their logical connections to the specifications, the results of trial uses, and item-analysis data, Scott started with the 233 items submitted and eventually reduced the Checklist to seventy-four items (reproduced by sections in Appendix B). These procedures were designed to establish validity logically.

Score reliabilities, based on testing and re-testing several groups with a week interval, ranged from .72 to .93, with a median of..85. These coefficients indicate that scores on the Checklist are sufficiently reliable to compare class means.

The primary use for this early version was suggested to be teacher self-evaluation by obtaining such information as student perceptions of current class practices and conditions, relationships between student perceptions and student personality characteristics, changes in student perceptions of class practices and conditions, and relationships between changes in student perceptions and changes in student achievement and behavior.

Checklist Revision

In the winter of 1969, Scott, together with two colleagues,[2] revised the Checklist to incorporate items reflecting recent research on student perceptions and to make it more directly applicable to English classes. As

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[2] Evan Powell, Educational Psychology, and L. Ramon Veal, English Education.

background, Scott reviewed research on similar instruments and reported that "no information was gleaned to suggest the desirability of changing the six a priori dimensions of the original Checklist!"[3] However, clarification in the wording of several specifications seemed in order. Some changes were therefore made; and, as a result, several Checklist items were also changed. (Again, the revised specifications and Checklist items are listed in Appendices A and B.)

Another change included the kind of response required. Earlier, the respondent was asked to identify whether the class activity or condition existed, 0, 25, 50, 75, or 100 percent of the time. The revised version used the following key:

1. I STRONGLY DISAGREE that the statement is an accurate description of my class.
2. I DISAGREE that the statement is an accurate description of my class.
3. I AGREE that the statement is an accurate description of my class.
4. I STRONGLY AGREE that the statement is an accurate description of my class.
5. I DON'T UNDERSTAND THIS STATEMENT.

To inhibit a respondent's possible response set, the writers worded some items negatively. Thus, the "desirable" response (strongly agree or disagree) was scored "4," and the others were scored accordingly down to "1," with I DON'T UNDERSTAND recorded as "0."

Procedures of the Current Study

The 74 item Checklist, modified to reflect class activities in English, was administered to the pupils in one class of each of sixteen secondary school English student teachers at the end of one quarter (Winter, 1969)

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[3] Owen Scott (and L. R. Veal), "A Revision of the Checklist of High School Class Activities," paper read at NCME, 1970.

of student teaching. It was administered by the supervising teacher the day after the student teacher left the school and in the one class with which the student teacher had the most contact. The classes ranged from the eighth through the twelfth grades and were part of the regular student teaching program at the University of Georgia. Classes of exceptionally high or low ability were not used, however.

Individual pupil scores were obtained for each of the six sections, and means were calculated for each class (or student teacher). At the same time, Cronbach alpha coefficients were calculated to check on the reliability of the Checklist sections. In addition, since student teaching grades, overall averages, and National Teacher Examinations (NTE) scores were also available, they were included in a check of the intercorrelations between scores on the Checklist sections and student teacher characteristics.

Results

The Cronbach alpha coefficients and standard errors of measurement obtained for section scores as well as for total scores are reported by quartiles in Table 1. The alpha coefficients, ranging mainly from .20 to .90 (with a concentration in the .60's and .70's), indicate at least a moderate (and perhaps higher) level of reliability.

In most instances the standard error of measurement (see Table 1) of a section score was 3 raw score units or less; and, for a total score, it ranged from 6.0 to 7.5 raw score units. For a class size of 25, the standard error of measurement of a section mean was therefore about .06, and, for a total score, it was about 1.05. At the .05 significance level, a difference in section means of 1.7 for two different classes was statistically

significant, as was a difference in total score means of 4.0. A discussion of particular differences follows later. Class means are reported for sections and total scores in Table 2.

Intercorrelations were also obtained for the Checklist sections--fifteen coefficients for each class. Table 3 summarizes these data according to quartiles.

The median correlation coefficients obtained ranged from low (.28 to .30) to moderate (.50 to .65), suggesting that section scores are not too nearly redundant to be useful. Of the 240 correlation coefficients obtained, only one was above .90 (.91) and only seven were above .80. The fact that section scores are meaningful and, in most instances, reliable suggests the usability of section scores as well as total scores.

Correlations between Checklist sections and subject variables are reported in Table 4. Generally, they are low, with student teaching grades correlating less with the Checklist than with overall academic averages. In fact, only one of the Checklist sections, Use of Materials and Resources, yielded a coefficient high enough (.52) to be significantly different from zero, and that correlation was with overall average, not student teaching average. Moreover, the correlations between overall averages and Checklist sections, though not statistically significant, turned out to be consistently higher than correlations between Checklist sections and student teaching grades. It seems, therefore, that whatever perceptions pupils had of their student teacher in relation to the Checklist dimensions, they were different from the perceptions and/or judgments of the supervising teachers who assigned grades for these student teachers. Also, since student teaching grades

correlated moderately high (.69) with overall averages and, in addition, almost significantly (.41) with Use of Materials and Resources, one might infer that supervisor-assigned grades, at least in this case, related more to a student teacher's general academic performance and his classroom use of materials and resources than it did to his pupils' perceptions of the clarity, breadth, and relevance of his objectives, the kind of human relations he maintains in the classroom, his efforts to motivate and provide continuity for learning, and the thoroughness and variety of his measurement and evaluation techniques.

Although the correlations between scores on the National Teacher Examinations (NTE Common and Optional in English Language and Literature) and scores on the six Checklist sections are, like those just noted, mainly not significantly different from zero, they are slightly higher, with only the optional NTE test in English correlating high enough (.57) to be significant. Thus, NTE scores, like supervisors' grades, appear to sample knowledge (or whatever) that is quite dissimilar to pupil perceptions of the teacher behavior sampled by this instrument.

As expected, the two parts of the NTE correlated highly (.93) with each other. Also, in the same line but not so high, overall and student teaching grades were positively related (.69) while, in general, averages and NTE scores correlated in the same way (.60 - .81)

Optimal scores on the Checklist are compared with mean obtained scores in Table 5. These data show that obtained percentages of optimal scores are almost equal for the six Checklist sections (percentage range of 67 to 71). Thus, these student teachers, as a group, appear to fall on the upper end of

the scale (approximately 70% of optimal score) for all sections of this Checklist. As individuals, however, these student teachers showed some variety, as the data in Table 2 imply.

As indicated earlier (see bottom of p. 4), at the .05 level of significance, a difference in section means of 1.7 for two different classes was, in most cases, statistically significant, as was a difference in total score means of 4.0 (see Table 2 for means). Most student teachers therefore differed significantly from almost every other student teacher on almost every Checklist section and in total score. Since any given Checklist score for a student teacher was actually a class mean for approximately 25 pupils (actual range of 22 to 31), and since these scores are, as a result, reflections of pupil perceptions, one can conclude from the data of this study that, in almost every case, different groups of pupils perceived the classrooms of different student teachers differently. In fact, on a total score basis, the range of these sixteen classes would be from an obtained mean score of 60% of an optimal score to 76% of an optimal score.

In summary, this group of student teachers was perceived, in general, by their pupils as tending to foster "desirable" classroom conditions and practices, as defined by the Checklist items. However, since there was considerable individual variety, these same data indicate that results from the Checklist could also provide information for individual student teacher evaluation.

Implications

The results of this study tend to confirm that the revised Checklist of High School Class Activities, capable of being administered in one class

period, can be useful in identifying reliably pupil perceptions of apprentice teachers' classroom management and practice according to the six dimensions of the Checklist. It can therefore, with slight modifications, be used with special groups of teachers--for example, English student teachers--to compare pupil perceptions of classroom practices and conditions with both self and supervisory evaluations.

Paper read at AERA
Minneapolis, 1970

Table 1

Cronbach Alphas and Standard Errors of Measurement for Section Scores and Total Scores

Kind of Score	Q3[a]		Mdn		Q1	
	Alpha	SE meas	Alpha	SE meas	Alpha	SE meas
Instructional Objectives (9-36)[b]	.61	2.54	.56	2.53	.38	2.94
Human Relations (20-80)	.80	4.15	.74	3.08	.72	3.78
Use of Materials and Resources (13-52)	.65	3.07	.53	2.48	.51	2.26
Motivation (14-56)	.77	3.13	.64	3.03	.58	2.45
Continuity of Learning (10-40)	.73	1.72	.67	2.35	.75	2.39
Measurement and Evaluation (8-32)	.59	2.78	.46	2.61	.38	2.52
Total (74-296)	.92	7.08	.88	7.42	.87	5.83

[a] N = 16

[b] Number in parentheses indicates range of possible scores

Table 2

Class Means for Checklist Sections,
Total Scores, and Individual Scores for Student
Teacher Variables (Academic Averages and NTE Scores)

Class (ID)	Instructional Objectives	Human Relations	Use of Materials, Resources	Pupil Motivation	Continuity of Learning	Measurement & Evaluation	Total Score	Student Teaching Average	Overall Average	NTE Common	NTE English
11	24.4	50.9	31.4	36.1	24.8	20.0	187	4.0	2.3		
12	27.6	61.3	38.2	43.2	30.0	23.8	224	3.8	3.0	588	590
13	25.6	57.2	35.2	40.1	28.4	21.8	202	4.0	3.5		
14	24.2	56.5	35.0	43.2	30.6	22.9	213	4.0	3.4		
15	27.6	60.4	32.0	42.0	28.7	24.3	215	3.5	3.5		
21	22.2	53.6	34.6	37.8	25.2	19.4	193	3.5	2.5	584	530
22	24.6	57.1	37.4	43.8	29.6	20.7	214	4.2	3.5		
23	26.3	59.4	33.3	41.6	30.1	23.5	213	2.2	2.0		
24	27.9	64.2	41.2	47.3	32.0	24.7	237	4.2	4.0	649	660
25	21.0	48.1	34.1	34.3	23.5	18.1	179	4.0	3.2	650	680
31	22.4	51.3	32.8	38.0	26.6	20.6	192	4.0	3.6	640	640
32	28.1	62.2	38.1	44.6	29.1	21.9	224	4.5	4.2	752	730
33	26.1	58.8	35.8	41.0	27.6	22.6	212	3.6	2.4	584	550
34	23.1	53.2	33.4	38.5	24.6	20.6	204	3.8	2.6	516	540
35	21.2	54.1	35.2	38.7	26.5	19.3	194	3.8	2.7	550	510
41	26.4	59.4	34.8	42.1	28.5	23.4	216	3.5	2.9	613	670

Table 3

Intercorrelations Among Checklist Section Scores for 16 Classes

Checklist Sections	Q_1	Mn	Q_3
A x B [a]	.43	.65	.72
A x C	.19	.28	.52
A x D	.40	.58	.68
A x E	.43	.52	.62
A x F	.36	.43	.54
B x C	.28	.42	.58
B x D	.56	.63	.73
B x E	.54	.62	.74
B x F	.34	.56	.75
C x D	.22	.42	.52
C x E	.37	.48	.64
C x F	.11	.30	.45
D x E	.46	.65	.71
D x F	.31	.44	.52
E x F	.41	.49	.58

[a] A - Instructional Objectives (N = 11)
B - Human Relations (N = 18)
C - Use of materials and resources (N = 11)
D - Pupil Motivation (N = 10)
E - Continuity of Learning (N = 16)
F - Measurement and Evaluation (N = 8)

Table 4

Intercorrelations Between Means for
Checklist Sections and Subject Variables

Checklist Sections and Subject Variables	Student Teaching Average[a]	Overall Average[a]	NTE[b] Common	NTE[b] English
Objectives	-.02	.34	.44	.57
Human Relations	-.06	.37	.35	.25
Materials, Resources	.41	.52	.38	.32
Motivation	.09	.48	.37	.31
Continuity of Learning	-.04	.43	.42	.40
Measurement & Evaluation	.24	.22	.22	.26
Total Score	.03	.43	.39	.34
S.T. Average	___	.69	.60	.65
Overall Average	.69	___	.79	.81
NTE Com.	.60	.79	___	.93
NTE Eng.	.65	.81	.93	___

aN = 16 ($p < .05 = .50$)
bN = 10 ($p < .01 = .63$)

Table 5

Comparison Between Optimal Scores and Mean
Obtained Scores for Total Checklist and Section Scores

Checklist Sections	Optimal	Obtained	Difference Actual	(percent)[a]
Objectives	36	25	11	(70)
Human Relations	80	57	23	(71)
Materials, Resources	52	35	17	(67)
Motivation	56	41	15	(73)
Continuity of Learning	40	28	12	(70)
Measurement & Evaluation	32	22	10	(69)
Total	296	207	89	(70)

[a] percentage in parentheses indicates proportion obtained score is of optimal score.

Appendix A

1969 Revision of the Specifications for the Check-List of High School Class Activities

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A. INSTRUCTIONAL OBJECTIVES

1. The teacher stresses behavioral objectives, helping students learn to use communication skills in knowing, comprehending, translating, interpreting, applying, analyzing, synthesizing and evaluation.

2. The teacher stresses affective as well as cognitive aspects of communication skills.

3. The teacher emphasizes using what is learned in relevant vocational and avocational settings.

4. In addition to stressing communications skills development, the teacher includes behavioral objectives pertaining to such aspects of critical thinking as identifying assumptions, reasoning logically from assumptions or premises, and testing the probable truth of logical conclusions.

B. HUMAN RELATIONSHIPS

5. The teacher communicates and behaves in ways which help students develop
   a. a feeling of belonging and of security as a worthy member of the class;
   b. the will and ability to contribute to the success of class activities; and
   c. self-control with respect to actions detrimental to himself and to others.

6. The teacher behaves and encourages students to behave in ways reflecting respect for other persons regardless of race, religion, or social or economic position.

7. The teacher is empathic, and helps students to be, toward differing economic political, social and religious values and toward differing ways of living based on these values.

8. The teacher provides opportunities for students to participate in classroom decision making and to accept responsibility for the consequences of these decisions.

9. The teacher makes continuing efforts to increase the kinds of decisions made cooperatively and the number of students sharing actively in making them.

10. The teacher is interested in each student as a human being, tries to understand each student and to help each student understand himself, his values, conflicts, and behaviors.

C. USE OF MATERIALS AND RESOURCES

11. The teacher provides a classroom setting that is pleasing, comfortable and attractive to the students.

12. The teacher provides the materials, equipment and supplies essential to the success of class activities.

13. The teacher uses human resources effectively, including pupils and persons available in the community.

14. The teacher provides and encourages students to provide or construct, local materials and resources available in the homes and elsewhere in the community.

15. The teacher helps each student select and use instructional materials appropriate to the student's interest, ability and purpose.

D. MOTIVATION

16. The teacher stimulates students' intellectual curiosities, helping each student develop a desire to learn.

17. Instructional objectives and activities are purposeful to students, i.e., students comprehend and believe in the worthwhileness to them of instructional objectives and activities.

18. The teacher diagnoses specific learning difficulties of students and helps them overcome these difficulties.

19. The teacher provides varied activities and instructional materials relevant to instructional objectives which students accept as worthwhile to them.

20. Students are challenged by attainable tasks which require their best efforts.

E. CONTINUITY OF LEARNING

21. The teacher's enunciation, pronunciation and other speech characteristics contribute to clear communication rather than inhibit it.

22. At the beginning of each learning activity or unit, teacher and students clarify the instructional objectives.

23. To cope with differences among students with respect to their objectives, and levels of ability and achievement, the teacher uses a number of different teaching methods and provides activities which may differ for different students.

24. The teacher describes, illustrates and explains so that students comprehend.

25. The teacher uses such devices as student "feedback" and reteaching to help students comprehend before proceeding to new instruction.

26. Through the use of such devices as overviews, clear transitions from one idea to another, and summaries, the teacher helps students comprehend logical relationships among the concepts and skills they are learning.

27. The organization of subject matter content is related to the purposes that guide the teacher and students in their work and to the levels of ability and maturity of the students.

28. Instructional objectives and activities are closely related to life outside of school; i.e., the community activities and problems as well as those of the students.

29. The teacher helps students fit the concepts and skills they have learned into patterns which make sense to them.

F. MEASUREMENT AND EVALUATION

30. Measurement and evaluation are focused on the learning process; they are tools of diagnosis which contribute to more effective learning.

31. Measurement and evaluation procedures make use of descriptions of carefully defined cognitive and affective behaviors.

32. Students understand the bases of measurement and evaluation, though not necessarily the technical procedures.

33. Students think that the ways of measuring and evaluating their work are appropriate and fair.

34. Measurement and evaluation procedures include evaluation of aims and goals -- those of the class as a group and those of each student.

Appendix B

List of Categorized Items on the 1969 Revision of the Check-List of High School Class Activities

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A. Instructional Objectives

3. What we study does not help me plan a career. (3)
5. In this class I develop skills and knowledge directly related to my plans after I finish high school. (3)
6. In this class we discuss ways to develop hobbies which use what we have learned. (3)
10. We're not expected to question statements in our text. (4)
11. We learn to be more precise in what we say. (1)
12. This teacher plans activities which apply what we have learned to everyday situations such as letter writing or job interviews. (3)
13. We learn to listen carefully to what other people say and to separate statements of fact from statements of the speaker's feeling; for instance, in advertising and political speeches. (2)
14. We learn such skills as identifying assumptions, reasoning logically from assumptions and testing conclusions. (4)
50. What we learn in this class is impractical and of no use outside of class. (3)
68. This teacher would rather have me think through something than memorize it. (1)
74. In this class we learn to express our ideas in ways which won't hurt other persons' feelings or make them angry. (2)

B. Human Relationships

7. Through the way we live and work together in the class we are trying to understand the meaning of democracy. (5)
8. In expressing our ideas we learn to control our emotions. (5)
15. The atmosphere in this class is unfriendly. (5)
16. Class activities are planned so that every student can make a contribution. (5)
17. Our teacher encourages us to express different opinions and differing points of view on the ideas we discuss in class. (7)
18. This class makes me nervous. (5)
19. In this class we accept each student on his own merits, not by who his parents are. (6)
20. In this class we try to understand why other people have ideas that are different from our own. (7)
21. When the teacher and I have opinions which differ, the teacher tries to force me to accept his opinion; for example, to accept his interpretation of a poem I've read. (7)
22. In this class I do and learn things which help me understand myself better -- learning why I do certain things, what I like to do, and what I am capable of doing. (10)
23. My teacher takes an interest in me and wants to know what kind of person I really am. (10)

24. Our teacher handles student misbehavior in a dignified way, showing consideration for the student's feelings and for those of the class. (5)
25. Our class helps our teacher decide what we do in class. (8)
26. Our class helps our teacher decide how we do what we do in class. (8)
27. This teacher, without help from the class, sets the standards for judging our written work. (8)
28. We help this teacher work out what to do about class behavior problems. (8)
29. Our teacher tries to get more pupils to take an active part in making important decisions in class. (9)
49. The class helps the teacher select the sequence in which we take up ideas, topics, problems, or lessons. (8)

C. Use of Instructional Materials and Resources

31. Our classroom is attractive. (11)
32. From my seat it is difficult to see what is on the chalkboard. (11)
33. We don't have the materials, equipment, and the supplies we need; for example, we don't have recordings or films we need. (12)
34. People in our community who have special knowledge or can do special kinds of things are invited to come to our class. (13)
35. Class members with unusual talent have no opportunity to use it in this class. (13)
36. We use reading materials in addition to our textbooks; for instance, we read paperbacks, magazines and newspaper articles. (12)
37. We use many different kinds of material and equipment; for example, we use bulletin boards, charts, film strips, movies, slides, tape recorders, record players and TV. (12)
38. We use materials and equipment we make ourselves. (14)
39. We use materials, we bring in from outside of school -- articles, books, recordings, pictures. (14)
40. This teacher helps me select books and materials that are interesting and that will help me learn. (15)
41. If the book or other reading material I am trying to use is too hard or too easy, this teacher helps me find something that suits me better. (15)

D. Pupil Motivation

2. In addition to talking and listening, we participate in other kinds of class activities; for example, we make up our own short skits or plays and act them out in class. (19)
9. When I have difficulty learning, this teacher gives me special help. (18)
30. We have opportunities to write original poems, plays or stories. (19)
42. Outside of school, because it is interesting, I do school work that I don't have to do. (16)
43. What we are trying to learn is too difficult. (20)
44. If I have trouble trying to learn something, our teacher helps me locate the cause of my difficulty. (18)
45. We learn things that the class thinks are worth learning. (17)
46. I try hard in this class because, to me, what I am doing is worthwhile. (19)
47. We have to do homework that is uninteresting and of little or no value. (17)
48. It is possible to do well in this class without trying. (20)

E. Continuity of Learning

1. Instruction is planned in terms of the textbook sequence of content. (27)
4. This teacher makes sure we've learned well before he goes on to new material. (25)
51. What we learn is related to community affairs; for example, we discuss or attend community plays, visit the community library, or consult with a local author. (28)
52. We select a problem of area of interest to work on and then break it down to find out just what we want to learn and how to go about learning it. (27)
53. We examine our own language problems; for example, we record our speech or speech examples from the community and note what we'd like to improve or work on. (24)
54. In this class what the teacher says is over my head. (21)
55. We cannot understand this teacher because he does not speak clearly. (29)
56. By the time I've finished an activity or block of work, the things I've learned fit together to form a pattern that makes sense to me. (23)
65. This teacher plans different activities for different students instead of having every student do the same thing. (22)
66. At the beginning of each lesson, I understand clearly what I am supposed to learn. (26)
67. In moving from one idea to another, this teacher makes the connection clear. (24)
69. This teacher explains things clearly. (24)
70. The examples used by the teacher make ideas clear to me. (26)
71. At the end of the class period we summarize what we have learned. (26)
72. This teacher uses many different methods of teaching. (23)
73. In this class the way ideas and activities are organized is very confusing. (29)

F. Measurement and Evaluation

57. Class tests and check-ups are used to find out where we need help. (30)
58. My grade in this class depends primarily on my improvement over my past performance. (32)
59. My grade in this class depends on how well I do compared to the rest of the class. (32)
60. Records of our work in this class include careful descriptions of how we are learning to think and behave. (31)
61. In this class my grade is influenced by what is best for me as a person as well as by how much I have learned. (30)
62. I understand clearly what I have to do in order to earn the grade I want in this class. (32)
63. This teacher's grading is fair. (33)
64. We and our teacher look carefully at what we are learning in class and decide whether it is worth the time and effort we are spending on it. (34)

NOTES

1. The number preceding each item identifies the item number as listed on the Check-List.
2. The number in parentheses following each item identifies the number of the specification to which the item is relevant.