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ABSTRACT

This volume presents a summary of the responses of 62 first-year teachers to a seven-page instrument entitled, "An Appraisal of My Preparation as a Teacher at Bowling Green State University." A copy of the instrument is presented. Selected narrative summary comments are made, and following these comments are summary tabular data related to each question or item on the instrument. The questionnaire sought opinions on: (1) placement, experience, and intentions for further academic study; (2) perceived need for and proficiency in selected competencies; (3) where were the competencies developed; (4) miscellaneous items dealing with majors, group, and professional requirements; (5) off campus field experiences; (6) academic and career advising; (7) availability and use of instructional materials; and (8) general reactions and attitudes toward teaching and training received at Bowling Green State University. (JD)



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An Analysis of the Responses of the 62 First Year Teachers Who Were Interviewed/Observed During Spring Quarter, 1981

VOLUME 2

An Analysis of the Responses of the 62 First Year Teachers Who Were Interviewed/Observed During Spring Quarter, 1981

via:

An Appraisal
of My Preparation
As a Teacher At
Bowling Green State University

Instrument Prepared
and
Study Directed
by
Office of Educational Research and Services

Fred L. Pigge, Director 1980-81 1981-82

Preface

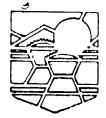
This volume presents a summary of the 62 first-year teachers' responses to a seven-page instrument entitled, "An Appraisal of My Preparation As a Teacher At Bowling Green State University." A copy of the instrument is presented following this preface.

The Bowling Green State University Faculty members who were assigned to observe and interview the first-year teachers presented a copy of the instrument to each teacher and asked that she/he return the completed copy to Bowling Green State University. It should be noted that during the 1981 spring quarter, the concerned instrument was also sent to several hundred other teachers who were prepared at Bowling Green State University. These included: other first-year teachers who were not interviewed/observed, second-year teachers, third-year teachers, and fourth-year teachers. A summary of these teachers' responses will be presented to the BGSU faculty during the 1981-82 academic year.

As mentioned previously, a copy of the concerned instrument follows. Immediately after the instrument, selected narrative summary comments are made. Following these comments are summary tabular data related to each question or item on the instrument.



i



Bowling Green State University

College of Education,
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

Winter, 1981

TO Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

We in the College of Education are many times asking ourselves, "Just how well have we prepared our graduates for teaching?" "How valuable are some of the required courses?" "Are we emphasizing needed competencies?" Etc. The purpose of this correspondence is respectfully to ask that you help us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying question-naire. This questionnaire is being sent to recent BGSU graduates (1976-1980) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

In more detail, there are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every third year:

- We desire to know what graduates think of the courses, projects and experiences in which we more or less forced them to enroll
- The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums
- The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and the results utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer cards, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We are very appreciative of your cooperation in completing this form

Please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 days to two weeks of its receipt. Thank You

Sacerely yours.

Find L. Pigge, Director

I hicabonal Research & Services

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1) (2) (3) (4) (5)

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

There are several sections to this questionnaire. Section Alasks for personal data, such as name, major, where you are teaching, etc. The other sections consist of questions which permit you to "evaluate" your experiences at BGSU.

SEC	CTION A: Placement and Experience Data	t ·
i	Name Social Security Number	(6 14)
. 2	Undergraduate Majorssi • (15°17) Minor(s)	(18/20)
3	Grades or Subjects Taught During Student Teaching	(21°23)
4	Grades or Subjects Taught This Year	(24 26)
5	Employing Sci. on, District	
	name	•
	address	•
٠.	the period of the world cold school building to assist the second school building to a second school build	
	• Pr-Urban 2) Rura: • • 3) Suburban	a27
7	his court opinion, are you teaching in a system that is similar in characteristics to the one where you attended high school?	•
	(1) Yes (2) No	- (28)
ς.	Including the present year, how many years Mave you taught?	(29,
ų	Wiren did you graduate from BGSU? 19	(30/31)
lu	What is your current status regarding a Masters degree?	
	1) Have not taken any courses 14) About 12 done 15) About 14 done 16) Have a Masters degree 16) Have a Masters degree	(32)
11	Option and What to the best of your memory, was your final overall undergraduate grade point average at BGS 7 11: 2 to 2 3	(33)

SECTION B: Your Perceived Need For and Proficiency In Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency

		High	Ne Co	mpi	or this tency			Hlgh	You Pr In	Estima r Clas roficie This A vera	stooi ncy Area	m	
		[5]	[4]	[3]	[2]	[1]		[5]	[4]	[3]	[2]	[1]	•
You	ar Abinto to,		•							•		•	
1	Teach reading in your grade or subject area	1.1	[]	[]	[]	11	(उन)	1.1	[]	.[]	[]	[]	35
2	Deal with pripil behavior problems	1-1	[]	11	Ė	[]	(36)	U	[]	[]	11	[]	:37
.3	Select, prepare, and effectively utilize educational media	[]	[]	[]	[]	[]	(38)	[]	1 j	[]	[]	[]	([†] /) .
4	Analyze and evaluate your teaching performance skills	1 1	[]	[]	[]	[]	(40)	[1	[]	[]	11	[]	(41)
5	Utilize the findings from #4 above in altering vous teaching and providing more successful instruction for your pupils	[]	[]	[]	[]	[]	(42)	[]	1 1	[]	-[]	[]	43
ti	Diagnose pupil learning difficulties (via testing instruments) observational techniques, etc.)		[]	.[]	[]	1.1	(44)	[]	1-1	Ų	[]	[]	1451
7	Affer diagnosis: make prescriptions of instructional strategies educational media and materials that more fully maximize pupil learning outcomes		[]	[]	[]	t l	• (46)	Ļ	[]		[]	1 1	47.
.,	Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race religion age sex socioeconomic status, etc.	-1 1	[]	!]	[]	. []	(48)	[]	[]	[1]	[]	[]	49
1)	Motivate student achievement via modeling reinforcement, provision of success experiors cappear to student interests, etc.	•	; ;	: :	1	U	50	[]	: 1	[]	i l	1 1	•
ţe.	10.4 , $\theta_{\rm antique}$ instruction to meet the varying needs of statents, via techniques such as mastery learning, alternative assignments, individual contracting, group, and invidual work, etc.	i 1		-[]	1 !	. ! !	.52:	1 ;	: 1	[]	[]	[]	÷ 4.
1.1	Prepare and develop lesson plans and teaching units	[]	[]	[]	`[]	[]	(54)	[]	! [1 1		. []	855
12	ين Prepare teacher made tests and evaluate report pupil progress	[]	f]	[]	1 1	[]	(56)	[]	il	4 1	[]	1]	157.
13	Understand and utilize standardized tests	: 1	[]	1 1	[]		(5א)	U	[]	[]	i 1	1]	1541
1.4	Communicate effectively with parents regarding student progress	!]	! 1	[]	1	[]	(60)	1 ;	! 1	[]	i 1		%1
75	Compare contrast and utilize various educational philosophical viewpoints	! ;	! !	[]	[]	1 1	ന2)	+ i	i I	[i	! :	ίÌ	,tri i
; ; 5	Fig. (a) age at a tacilitate the development of children's social skills and entrance to set concepts		. :	! 1	;	j	64	: 1		! :	ii	!]	F %
: "	Apply, the makin principles of schooligwito areas such as due process contracts traction, late 1, corporal punishment, etc.						*1*>;						
	A templatory obacomique your gifted faiented students	' 1	1	: !	1 1	i !	-68	i	•. •	, ;		1.1	. 1
, '	A so plane is the transferappe a paper which is other in massive manistream in the contract responsibilities and instruments.		٠.	; 1		; '	"t }-	•	,		ı	Ļį	~:



SECTION C Where Wese The Proficiencies Developed?

to the first professional professions for 19 competency areas. We now desire you to denote action of the presented areas compliated to your Box of Box of the presented areas compliated to your Box of Box of the presented areas compliated to your Box of B per exel profesence for each of the competencies. Merely place an (X) in the box which indicates the one area that gave you the concerned profesency. If more than low area contribute a part (1) in the box which would denote the area that contributed **most** (2) in the box which denotes second highest, exe

•			AREAS					
	Student Teaching	Pre Student Teaching Field Ex-	Other Course Work and Exper iences at	First Year Teaching Exper	Teaching Exper- ience After First	Inservice Training)ther ers	Super- visors and or Adminis
Year Arints to		penence	BGSU	16,130 6.	Year .	•		trators
1 Teach reading in your grade or subject area (2 1)	1 (72)	11.75	(74)	al 1:750	766	() (77)	11.75	• 1 j 79n
2 Deal with pupil behavior problems	6)	1 to 7:	14080	1109	(10)	[](11)	11(12)	[](13)
3 Select prepare and effectively utilize educational media	[] .144,	[] 15:	(1.06)	1 171	[] (18,	[](19)	[] "2e.	اهو (1 (21)
4. Analyze and évaluate your teaching performatice.	1 (22)	. [4] (23)	{ } (24) _	(25)	[-] (26)	[] (27)	11 (28)	[] (29)
5. Utilize the bridings from #4 above in altering your teaching and providing more successful instruction for your pupils	(-) (30)	[](31)	[] (32)	() (33)	1] (34)	[] (35)	[-] (36)	(-] (37)
6 Diagnose pupil learning difficulties (via testing in- struments observational techniques, etc.)	[-] (38)	[] (39)	!] (40)	[] (41)	• [] (42)	[] (43)	. [] (44)	[] (45)
7 After diagnosisi — make prescriptions of instruc- tional strategies, educational media, and materials that more fully maximize pupil learning outcomes		· [] (47)	, [] /48)] (49)	[] (50)	[](51;	[]\$ (52)	[_] (5.3)
Work effectively with other teachers specialists, ad ministrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	· [] (54) ,	[] (55)	[] (56)	[] (57)	·[]+501] 1591	₽ .	[¹ 16 i ·
9 Motivate student achievement via modeling reinforcement provision of success experiences appeal to student interests etc.	[] :62/	1100	. 1) (h4)			11.07	; AS	fall
In a busicaria, we struct in to meet the varying needs of the state is a second property as mastery learning, after matter assignments individual contracting group and in all data, worklete. (3	1 1 (70)	().71	[] .72.	[] (73)	[] (74)	1 (75)	· · · · · · · · · · · · · · · · · · ·	1177
11 Prepare aria: develop lesson plans and teaching units	[] 6)	[](7)	[] (8)	[](9)	[] (10)	[](11)	11.12	1 1 130
12 Prepare teacher made tests and evaluate report pupi progressi	[](14)	(15)	[] (16)	[](17)	1 1:18)	[]:196	[]	[] (21)
13. Understand and utilize standardized tests	[] (22)	[-] (23)	(-] (24)	[] (25)	[] (26)	[] (27)		(T) (29)
14 Communicate effectively with parents regarding student progress	[-]-(30)	[-[-3])	[-] (32)	(-) (33)	1 341	[-]:35.	. Ser	(1 37
15 Compare contrast and utilizal various educational phonosophical deck, conts	: 138i	(1,39)	į į 40.	[]-41:	[] 42	(-) .43.		1 , 45
The Environment and the factors the decempend of our father with a skill as as a fermanced sed concepts.	i i 4m	(1)47	[] 1481	[]-49-	(1) : ⁵ (1)	() 51.	6 j 52	5.3r
17. Apply the main principles of school law to areas exit as doesn't less contracts feating values, corporal complete.	T., T.,	, , , , , , , , , , , , , , , , , , , ,	ξ ₁ ,	57	. 48	ş: I	٠,	
The Applicacy of a very country to a vetter payments of	11,20	•1	, ;	: 1 6.	130.	. ,,	131	4.04
The Area of the formation of the participation of the control of t	70:	71	, 72	11.73	. 54			



:	The	number of	cours	es or credits required to	T mc major by q	Final sharourses	Fa Engasti m	aiors Mark Ca	asserble March	ren et age	
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1/15.00 of 10.00	1,.	٠.		Too small or too test	i			_	4	~_	
	•	P. January	1 11	about night				•	5		
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م به رسد			(1)	well adapted to the ne	eds of teachers		•		•		
	.71		(2)	only moderately releva-	ant to the needs				,		
			(,3)	largely irrelevant to the	e needs of teach	ers "			•		
•3	The	content of n	ny ma	jot was							
		γ,			() AL		;	•			
	, % ,		(2)	too broad and general too narrow and specin well balanced to proce	jized <mark>(or t</mark> he nee	ds of teachers	•			•	~
i	(leas in mill n	1.41/.15 1	vere brught in a way th	.1	, е		•			
•		1114 11		•					Aer		
	ω,		(2)	related the content to related the content to had to observable rela-	the needs of teal	chers in some in	stances istances				
5	1.4	nammer of a		or courses required in			anyan callant	that who are as			
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	į r -	Samuel Car		too large or too many too small or too few				v			
	-	- · .		about right				•			
63	The	content and	exper	rences making up the p	professional com	ponent	•				
				were generally well sur					•		
	$\chi^{(1)}$			were somewhat suited							_
			(.),	made little real contribu	unon to preparat	ion of a feacher					
7	. The g	enera, gfoup anc: Applied	requi	rements (Group 1 — C	omposition. Liter	rature Speech (iroup 2 – Scie	nce and Math	Group 3 ~ Socia	ai Science, and Gro	յսբ 🕻 —
			11:	provided for acquisition	n of a breadth of	knowledge neve	led hy Teducat	ed" people			
	:		12/	'icas somewhat valuahii	ę	•			•		
			W.	was generally a waster	of time						
~	The	ienera, grou	p req	prements (1)					•		•
			(1)	provided a good backg	round for teache	· -15		•			
	\		12	was somewhat significations detectable. If the s	int for prospectiv	e teachers	;·	•			
,	5 X	nagalangga Sel nagalangga Selation	ate (*) '* ext	oners fil gave me kerilie Declate ins i salah esiletci	n tim, stadies	sar aded (die a)	or father the teat	her education	eg interpr	rs empaicment (Service.
				5	4	3		2	1		
		\		Strongly Agree	Agree	No Opinio	n Dis	_	Strongly Disa	agree	
	(14)			[]	[]	[]		[]	[]		
				G							
; ·	Picas	e proside a	ra'inq	of the value of each of	the following se	ven areas in jou	r preparation t	o become a tea	ic., 61	_	
					5	.+	٠,	2	1	()	
					Highly Positive	Positive	Average or So So	Negative	Highly Negative	Not Required My Program	
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SECTION E: Off Campus Field Experiences

Without a stoubt too had several experiences in public elementary and secondary schools while a student at Bowling Green State University. The following questions relate to these off campus experiences.

1 How do you feel about the adequacy of the University supervision when you were doing

	5	4	.5	2	i	
	Excellent	Good	Average	Bel. Average	Poor,	
A Student Teaching	[]	1 1	1.1	1 !	[]	(22)
D. Color following and the state of the section MED.	•					
B. Other field experiences in the schools, such as Merge. MEP.	` , ,	, ,			. ,	(1112)
Methods Observations letc ?	1 -	ا ا	1 1	[]	1 1	(23)
2. The above question dealt with university supervision. In the same fra classroom, teacher is during	me of reference	how do you le	erabout the ade	equacy of the super	ason given ve G	յս նկ կու
A Student Teaching	[]	[]	[]	[]	Li	(24)
•		•				
B. Other field experiences in the schools, such as Merge. MEF.						
Methods Observations, etc.3		1 1	[]	! ! .	[] .	(25)

3 How do you feel about the value of the field experiences, other than student teaching, such as Merge, MEP, Interaction, Alternatives in Education, Help A Child, Mitton, Crim's PER, IET's 288 Field Experience, etc. in preparing you to be a teacher?

A I can't respond because I was not involved in any of these special experiences

B - I consider these experiences to have been

5	4	3	2 Of Little Value	I Of No Value	•		•
Highs, Valuable	Valuable 1.1	Average or So So				(2	(b)
: 1		• •	• •	• •			

C. Approximates, how many academic quarters were you involved in one or more of these experiences? (Do not count the student teaching quarter) _ quarters <__, 1277

SECTION F: Academic and Career Advising at BGSU

	•	5 Highly Positive	4 Positive	3 Average or So·So	Negative Negative	Highly Negativ e	•
1	How do you well about the quality of advising from your major area such as the English. Math. Elementary Education areas?	l i	1 1	: [1	i i .	i :	(28)
2	Advice and quidance from the Program Advisement Center on the 3rd thoor of the Education Building?	: '	1 1	1	<u> </u>	t .	,29.
3	Advice from individual professors you might have sought out?	: }	1:	1.1	: 1	:	(3 (1)
;	How to the feet that general sense about the quality of overall academic sites ing services that were available to you throughout to it, wars at the University of the	[]	1.1	: 1	* ! i	<u>.</u>	r31.
•	$\chi t = 0.05$ GeV, in a general sense about the quality of overall career arts sim, services that were available to you?	: 1	i	1 1	ŀ	: ,	- 32
•	Parameters of the Cycle of the Cycle of Parameter Comes and the Cycle of the Cycle						4.4



SECTION G: Instructional Materials at BGSU

[] I did not use the center, therefore I cannot rat	e their service (34)				_	
	Highly Positive	4 ° Positive	3 Average or So-So	2 Negative	l Highly Negative	
A Hours of accessibility	1.1			.[1	[]	(3:
8 Workshop facilities where you could prepare r tional materials or copy existing materials	new instruc	• 11 .	[]	. 11 -	<u>.</u> 11	(36
C Availability of materials	1 1	11.	1.1	[]	. 11	(3)
D. Usage regulations	. []	1.1	1-1	1.1	» []	(38
F. Helpfulness of staff	11	1 1	[+]	[]	[]	139
F Relation to coursework	[]	[]	[-]	[]	()	(40
2 Please rate the materials and services of the Curricul docated in the Library)	um Library	,				
 1 1 d d not use the Curriculum Library, therefore their services (41) 	? I - annot rate					•
A Hours of accessibility	f 1		1 1	. [1	[]	142
B. Workshop facilities where you could prepare repond materials or cope existing materials.	new instruc	[]	1 1	4]	[]	(4:
C. Various media such as maps, globes, charts, pic video, audio tapes, recordings, etc.	tures films []	1-1	[]		Ü	r 144
D Examples, of courses of study and teaching units	. : 1	!!	11	1.1	[]	145
F. Examples of books commonly used in the elem- secondary schools	nentary and Silver (1)	1:	: 1	[]	! }	14 <i>t</i> 7
F Availability of materials	[]	[]	[]	11	11	(47
G. Usage requiations	• 11	11	[]	[]	11	(48
H Heptuiness of statt	[]	f 1	i }	[]	1 1	(49
i Relation to course work	1.1	į	[]	1]	; 1	′ 50
3. Please rate the materials and services of the Clinical can the second floor of the Education Building and establishe 1.7% 29 academic year.						
First votuse the Clinica Lab 51)	•					

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SECTION H. Your General Reactions

		5 Strongly Agree	4 Agree	No Comment	2 · Disagree	l Strongly Disagre e	
A.	Your Attitudes	,	•	•		•	• .
	1 I love to teach	[1]	[]	. []		(1 -	(57)
	2 If I could plan my career again, I would choose teaching		[]	()	[]		(58)
-	3 I feel successful and competent in my present position	1 1		[]	1)	11	(59)
	4 I really enjoy working with my students	[]	[]	()	[]	()	(60)
	5 . If I could earn as much money in another occupation. I would still continue to teach	!]	[]	()	[]	1.1	(A 1)
В	Stimmary	•			•	٠,	٠,
	1 I was adequately prepared by BGSU as an entry level teacher	[]	. []	[] •	!]	()	(62)
	2 How can we better prepare teachers in your area of sp	pecialization?	(If possible. ç	give specific su	iggestions.)		
		·				-	
. 1	,		u		`		
	:						
)		•		· · · · · · · · · · · · · · · · · · ·		***************************************
"Gu	3. We plan to select at random some principals of our 197 cation drespain at BGSU and to the success of its gracinates name the comparative success of its graduates, please so	S If you take	s and ask the any objection	m to respond t is to our cental	o questions re cting your prin	elated to the te acipal about or	acher ir pro-
. . .	•						·



An Analysis of the Responses to: An Appraisal of My Preparation As A Teacher at Bowling Green State University

'Each of the 62 teachers who was observed/interviewed on-site was asked to complete the noted questionnaire. The purpose of this section is to present the questions posed on the 7-page questionnaire and the responses given by the four groups of teachers to each item.

It should be noted that the percents presented in the various tables are based on the total number of people in the groups, not on the number who might have responded to a specific item. The interested reader, for a few tables, may desire to compute a new set of percents based upon the number of first-year teachers who chose to respond.

Knowingly, it is presumptuous of a preparer c a large multi-faceted report such as this to attempt a narrative summary of the major findings. In order to summarize briefly, the preparer is in danger of permitting his biases and specific frame of reference to guide him in selecting the findings that contribute to his summary.

Nevertheless and with these comments as a background and as a guide to the reader, selected narrative findings are henceforth presented.

Under no circumstances, however, does this narrative summary of selected findings replace a reader's careful scrutiny of tables of interest to him/her.

Section A. Placement and Experience Data

1. Approximately half of the first-year teachers indicated they were teaching in school system; similar to where they attended high school -- the other half were teaching in systems with different characteristics.



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2. 90% of the teachers had not started work toward a master's degree, the other 10% had enrolled in one or two advanced courses.

Section B. Need For and Proficiency in Selected Competencies

- 1. The three most needed competencies were:
 - (a) Dealing with pupil behavior problems.
 - (b) Human relations
 - (c) Motivating students
- 2. The two least needed competencies were:
 - (a) Philosophy of education
 - (b) Using standardized tests
- 3. The three areas in which the teachers thought themselves most proficient were:
 - (a) Human relations
 - (b) Motivating students
 - (c). Building children's social skills/self-concept
- 4. The two areas in which they were least proficient were:
 - (a) Challenging gifted/talented pupils
 - (b) Teaching reading
- 5. Eight areas where there was a sizeable difference between need and proficiency (higher need than proficiency) were:
 - (a) Challenging gifted/talented pupils $(\overline{X} \text{ need less } \overline{X} \text{ proficiency = 1.23})$
 - (b) Altering teaching to provide more successful learning experiences after evaluating own teaching (1.00)
 - (c) Mainstreaming (.87)



-: ;-

- (d) Dealing with behavior problems (.87)
- (e) Diagnosing pupil learning difficulties (.81)
- (f) After learner diagnosis, preparing prescriptions (.87)
- (g) Teaching of reading (.66)
 - (h) Individualizing instruction (.64)

Section C. Where Were the Proficiencies Developed?

For most competencies, the teachers gave a rank of 1 to their first year experience and a rank of 2 to their student teaching experience for the development of the concerned competencies. The interested reader may gleam additional and more specific findings from further study of the concerned tables.

Section D. Miscellaneous Items Dealing with Majors, Group; and Professional Requirements

- 1. The respondents gave positive responses to items dealing with:
 - a) Number of courses required in major 🧳
 - b) Content of the majors
 - c) Manner in which courses in major were taught
 - d) Number of required professional courses
 - e) Content and experiences of the professional courses
 - f) General group requirements
- 2. Only 43% of the teachers thought the University was successful in presenting an adequate and early orientation to teacher education, e.g., career options, employment potential, salaries, working conditions, etc. The other 57% thought the University had not been successful in fulfilling these functions.



- 3. The first-year teachers gave the following effectiveness ratings to the concerned courses/experiences.
 - a) Student Teaching (93% positive)
 - b) Methods Course/Sequence (70% positive)
 - c) Educational Psychology (EDFI 302) (54% positive)
 - d) American School System (EDAS 409) (50% positive)
 - e) Tests and Measurements (EDFI 402) (48% positive)
 - f) Student Teaching Seminars (39% positive)
 - g) Philosophy of Education (EDFI 408) (28% positive)

Section E: Off Campus Field Experiences

- 1. 63% of the first year teachers thought university supervision during student teaching was good or excellent, 15% thought it was below average or poor.
- 2. 76% thought university supervision for other field experiences (MERGE, Methods, etc.) was good or excellent, only 8% thought it was below average.
- 3. 86% of the former students thought the supervision given them by classroom teachers during student teaching was good or excellent -- only 3% thought it was poor. Likewise, 71% thought the supervision given by classroom teachers involved with the other field experiences was good or excellent.
- 4. Only 2% thought the field experiences (disregarding student teaching) were of little or no value; 88% thought they were valuable or highly valuable; and 10% thought they were average or so-so.

Lettien F. Academic and Career Advising

1. About 60% of the teachers gave positive responses to the quality

1.1-

of Academic Advising offered to them while students at BGSU,
30% gave average or so-so ratings and 10% gave negative ratings.

2. About 2/3 gave positive ratings to the Career and Placement Center in helping them find positions - 15% gave average or so-so ratings and 12% gave negative ratings. Four did not respond to the question which probably indicates that these 6% did not use the Center for placement purposes.

Section G. Instructional Materials

It may be stated that the Curriculum Library and the Instructional Media Center received positive evaluations, overall, from the first-year teachers.

The Clinical Laboratory (because of it's 1979-80 opening date) was not used to the extent where its evaluations are meaningful. The interested reader should further study the 20 tables used to present specific findings related to instructional materials.

Section H. General Reactions

1. Attitudes

- a) 91% of the teachers indicated that they loved to teach.
- b) 81% would still choose teaching as their career.
- c) 92% felt successful and competent.
- d) 97% enjoyed working with their students.
- e) 81% would not leave teaching for another job with equal pay.

2. Grand Summary

a) About 90% of the teachers thought—they were adequately prepared to teach by BGSU, another 7% were hesitant to agree or disagree with the statement and 2% thought they were not adequately prepared.



SECTION A. Placement and Experience Data

6. In your opinion, how would your school building be classified?

___(1) Urban

___(2) Rural

____(3) Suburban

•		•						
	1 <u>f</u> %	2 f . %	3 ·- 1					
Elementary	4 40	3 30	3 30					
Secondary	3 25	4 33	5 42					
Specialized	3 15	7 35	10 50					
Special Ed	4 20	9 45	7 35					
Total	14 23	23 37	25 40					

7. In your opinion, are you teaching in a system that is similar in characterisits to the one where you attended high school?

__ (1) Yes

(2) N

	Yes f %	No f %
Elementary	8 80	. 2 20
Secondary	8 67	4 33
Specialized	7 35	13 65
Special Ed	11 55	9 45
Total	34 55	28 45

8. Including the present year, how many years have you taught?

vear

	1	year	2 years		
· ,	f	e.	<u>f</u>	%	
Elementary	9	9 0	1	10	
Secondary	12	100	-	-	
Specialized	20	100	-		
Special Ed	20	100	_	_	
Total	61	98	1	2	

9. When did you graduate from BGSU? 19

1979	1980
f %	f %
2 20	8 80
1 8	11 92
2 10	18 90
0_0	20 100
5 8	57 92
	f % 2 20 1 8

10. What is your current status regarding a Masters degree?

- (1) Have note taken any courses ____(4) About 1/2 done
- (2) Have taken 1 or 2 courses _____(5) About 3/4 done

(3) About 1/4 done

(6) Have a Masters degree

	· 1	•			2	•	* 3	3
<i>:</i>	f	%		f	%	•	f	•0
Elementary	9	90		1	10		_	_
Secondary	11	92		1.	8		-	. –
Specialized	18	90		1	5	•	1	5
Special Ed	17	4 85		_3_	15		_	
Total	5 5	. 89	,	6.	10		1	2

(Optional) What, to the best of your memory, was your final overall 11. undergraduate grade-point average at BGSU?

- $\begin{array}{ccccc}
 \underline{}(1) & 2.0 & -2.3 \\
 \underline{}(2) & 2.4 & -2.7
 \end{array}$

- (4) 3.2 3.5 (5) 3.6 3.9
- (3) 2.3 3.1
- (6) 4.0

·	Omit_	1	_ 2	_ 3_ ′	_4	5	6
	<u>f</u> %	f %	<u>f</u> %	f %	f %	f . %	f %
Elementary	0 0	0 0	1 10	· 3 30	2, 20	4 40	
Secondary	1. 8		3 25		4 33	4 33	- '-
Specialized	-, -			· 9 45	5 25	5 25	1 5
Special Ed	1 5		1 5	10 50	5 25	3 15	
Total.	2 3	0 0	5 8	22 35	16 26	16 26	$\frac{1}{2}$

SECTION B. Your Perceived Need For and Proficiency In Selected Competencies

Presented her ware descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classes on the competency and an estimate of your

· Your Felt Need for this Competency	An Estimate of Your Classbym Proficience In This Area
High Average Low	High Average Low
[5] [4] [3] [2]. [1]	[5] [4] [3] [2] [1]

Your Analy to

1. Teach reading in your grade or subject area.

	Need*					
	1 = 0/	2	3	4	5	<u> X</u>
Elementary		1 -6	$-\frac{1}{1}$, $\frac{k}{10}$	$\frac{1}{1} \frac{\frac{7}{10}}{10}$	$\frac{1}{8} \frac{\frac{7}{80}}{80}$	4.70
Secondary	3 25	2 17	3 25	2 17	2 17	2.83
Specialized	3 15	2 ·10	7 35	3 15 .	3 15	2.75
Special Ed.			1 5	5 25	14 70	4.65
Total	6 10	4 7	12 19	11 18	27 44	3.69
			Profici	ency*		
•	-	^	_			

	Proficiency*					
	$\frac{1}{f}$	- 2 f %	3 f %	4 f %	<u>5</u>	X
Elementary Secondary Specialized Special Ed. Total	1 8 3 15 46 4 7	1 10 3 25 3 15 1 5 8 13	5 50 6 50 6 30 10 50 27 44	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	$\begin{array}{cccc} & \frac{1}{1} & \frac{10}{10} \\ & 2 & 17 \\ & 2 & 10 \\ & 2 & 10 \\ \hline & 7 & 11 \end{array}$	3.40 2.92 2.45 3.50 3.03

^{*}Percents may not add to 100--"omits" were not listed and were figured into total N.

2. Deal with pupil behavior problems.

			Nee	d ~		
3	1	2	3	4	5	X
Elementary	<u>f</u> <u>%</u>	$\frac{\mathbf{f}}{1} \frac{\%}{10}$	<u>f</u> %	$\frac{\mathbf{f}}{2} \frac{\%}{20}$	$\frac{\mathbf{f}}{7} \frac{\%}{70}$	4.50
Secondary		1 8	1 8	6 50	4 33	4.08
Specialized			2 10	2 10	16 80	4.70
Special Ed.				4 20	<u>16 80</u>	4.80
Total	0 0	2 3	3 5	14 23	43 69	4.58
			Proficie	ency		
	1	2	Proficie 3	ency 4	5	X
D 1	1 <u>f</u> %	f %	3 f %	4 f %	5 f_%	X
Elementary	1 - ½	$\frac{\frac{1}{f} \frac{\%}{10}}{1}$	$\frac{3}{\frac{f}{5} \frac{\%}{50}}$	4 f % 4 40	<u>5</u>	<u>X</u> 3.30
Secondary	1 <u>f</u> %	f %	3 f % 5 50 5 42	4 f % 4 40 4 33	5 <u>f</u> % 2 17	3.58
Secondary Specialized	1 <u>f</u> %	$\frac{\frac{1}{f} \frac{\%}{10}}{1}$	3 f % 5 50 5 42 6 30	4 <u>f</u> % 4 40 4 33 12 60	2 10	3.58 3.80
Secondary	1 <u>f</u> % 0 0	$\frac{\frac{1}{f} \frac{\%}{10}}{1}$	3 f % 5 50 5 42	4 f % 4 40 4 33		3.58

SECTIO . B . Your Perceived Need For and Proficiency In Selected Competencies.

Presented below age descriptions of 19 competency areas. To the rigit, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

Your Felt	Your Classroom
Need for this	Proficiency
Competency High Average Low	in This Area High Average Low
	^
[5] [4] [3] [2] [1]	[5] [4] [3] [2] [1]

Your Ability to

3. Select, prepare and effectively utilize educational media.

	Need						
Elementary Secondary Specialized Special Ed. Total	1 <u>f</u> <u>%</u> 1 5 1 2	$ \begin{array}{c cccc} & 2 & \\ \hline & f & \% & \\ \hline & 1 & 10 & \\ & - & - & \\ & 1 & 5 & \\ & - & - & \\ \hline & 2 & 3 & \\ \end{array} $	3 f % 3 30 1 8 3 15 2 10 9 15	$ \begin{array}{r} $	5 1 % 3 30 5 42 9 45 5 25 22 36	3.80 4.33 4.05 3.95 4.03	

	Proficiency						
	1	2	3	4	5	X	
	<u>f</u> %	<u>f</u> %	f %	, f %	f %		
Elementary	1 10	1 10	5 50	$\overline{3}$ $\overline{30}$		3.00	
Secondary		1 8	4 33	5 42	2 17	3.67	
Specialized		1 5	4 20	12 60	3 15	3.85	
Special Ed.	^	-	5 25	13 65	1 5	3.60	
Total	1 2	3 5	18 29	33 53	6 10	3.60	

4. Analyze and evaluate your teaching performance skills

	Need						
	1	2	3	4	. 5	X	
	<u>f</u> %	f %	f %	f %	<u>f</u> %	-	
Elementary			$\overline{2}$ $\overline{20}$	6 60	2 20	4.00	
Secondary			4 33	3 25	5 42	4.08	
Specialized			4 20	7 35	9 45	4.25	
Special Ed.			5 25	9 45	6 30	4.05	
Total	0 0	0 0	15 24	25 40	22 36	4.11	

	Proficiency						
•	1	2	3	4	5	x	
	f %	f %	f %	f %	f %		
Elementary		-	5 50	4 40	$\overline{1}$ $\overline{10}$	3.60	
Secondary	↔ 4 ,	1 8	4 33	5 42	2 17	3.67	
Specialized		- ~	6 30	11 5 5	3 15	3.85	
Special Ed.			7 3 5 ′	13 65		3.65	
Total	0 0	1 2	22 36	33 53	6 10	3.71	



SECTION B. Your Perceived Need For and Proficiency In Selected Competencies

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom profitienty.

Your Felt Need for this Competency	An Estimate of Your Classroom Proficiency In This Area
High Average Low	High Average Low
[5] [+] [3] [2] [1]	[5] [4] [3] [2] [1]

Your Ability to- ..

5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.

			. Nee	d		
•	<u> </u>	2 f %	· 3 f %	4 f %	<u>5</u>	<u>X</u> _
Elementary			3 30	3 30	$\frac{-4}{40}$	4.10
Secondary	1 8		[.] 1 8	3 25	7 58	4.25
Specialized	-		1 5	9 45	10 50	4.45
Special Ed.			3 15	6 30	11 55	4.40
Total	1 2	0 0	8 13	. 21 34	32 52	4.34
	÷		Profici	encv		
	1	2	3	. 4	5	X
	<u>f</u> %	<u>f</u> %	f %	f %	<u>f</u> %	
Elementary		. 1 10	3 30	5 50	1 10	3.60
Secondary	1 8		3 25	5 42	3 25	3.75
Specialized		1 5	5 25	10 50	4 20	3.85
Special Ed.	-		7 35	. 12 60	1 5	3.70
Total	1 2	2 3 5	18 29	32. 52	9 15	3.74

6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.).

		_	Ne 3	d		
Elementary Secondary Specialized Special,Ed. Total	1 <u>f</u> % 1 8 2 10 - 3 5	2 <u>f</u> % 2 17 2 3	$ \begin{array}{c c} 3 \\ \hline $	4 f % 6 60 4 33 7 35 5 25 22 36	$ \begin{array}{r} 5 \\ \hline $	X 4.20 3.67 3.70 4.40 4.00
•			Profici	ency		
	1 f %	2 	3 f %	4 f %	5 f %	_ <u>X</u>
Elementary		$\frac{\mathbf{f}}{2} \frac{\%}{20}$	5 50	3 30		3.10
Secondary	2 17	2 17	4 33	1 8	3 25	3.08
Specialized	2 10	3 15	10 .20	3 15	1 5	2.75
Special Ed.			3 15	9 45	6 30	3.75
Total	4 7	7 11	22 36	16 26	10 16	3.19

SECTION B. Your Perceived Need For and Proficiency In Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

Your Felt	Your Classroom Proficiency			
Need for this				
Competency	In This Area			
High Average Low	High Average Low			
[5] [4] [3] [2] [1]	[5] [4] [3] [2] [1]			

Your Ability to

7. (After diagnosis) ...make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.

		Need				
Elementary Secondary Specialized Special Ed. Total	1 f % 2 10 2 3	$ \begin{array}{c cccc} \hline 2 \\ \hline \hline f & \frac{\%}{10} \\ \hline - & - \\ 1 & 5 \\ \hline - & - \\ \hline 2 & 3 \end{array} $	$ \begin{array}{r} 3 \\ \hline \frac{f}{2} \frac{\%}{20} \\ 5 42 \\ 4 20 \\ 2 10 \\ \hline 13 21 \end{array} $	4 <u>f</u> * % 2 20 2 17 3 15 5 25 12 19	5 <u>f</u> <u>%</u> 5 50 5 42 9 45 13 65 32 52	X 4.10 4.00 3.65 4.55 4.08
•			Profici	ency		
1 1	<u>'1</u> <u>%</u>	2 · <u>f %</u>	3. f %	<u>4</u> _f_%	<u>5</u>	<u>X</u>
Elementary		3 30	4 40	2 20	1 10	3.10
Secondary			7 58	^ 4 33	1 8	3.50
Specialized	2 10	2 10	11 55	2 10	2 10	2.85
Special Ed.		1 5	6 30	9 45	4 20	<u>3.80</u>
Total	2 3	6 10	28 45	17 27	8 13	3.23

 Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.

			Need	<u>i</u>		,
Elementary Secondary Specialized Special Ed. Total	1 <u>f</u> % - 0	2 f % 1 10 1 5 2 3	3 <u>f</u> <u>%</u> 2 10 2 10 4 7	$ \begin{array}{r} $	5 f % 5 50 7 58 13 65 13 65 38 61	X 4.30 4.58 4.45 4.55 4.48
	Proficiency					
Elementary Secondary Specialized Special Ed. Total	1 % 0 0	2 f %	$ \begin{array}{r} 3 \\ \hline f $	$ \begin{array}{r} 4 \\ \hline $	5 f % 3 30 9 75 11 55 15 75 38 61	X 4.20 4.75 4.35 4.70 4.52

SECTION B. Your Perceived Need For and Proficiency In Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classificant proficiency.

	. An Estimate of
Your Felt *	Your Classroom
Need for this	Proficiency
· Competency	In This Area
High Average Low	High Average Low
	•
[5] [4] [3] [2] [1]	, [5], [4], [3], [2], [1]

Your Ability to

9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.

•			•		•	
			Nee (d		
Elementary Secondary Specialized	1 <u>f</u> % 	2 <u>f</u> %	3 <u>f</u> % - 2 17 1 5	4 f % 6 60 6 50 4 20	5 f % 4 40 4 33 15 75	X 4.40 4.17 4.70
Special Ed. Total	0 0	0 0	$\frac{1}{4} \frac{5}{7}$ Proficio	8 40 24 39	11 55 34 55	4.50 4.48
Flementary	1 <u>f</u> <u>%</u>	<u>2</u> <u>f</u> %	$\frac{3}{\frac{f}{4}\frac{\%}{40}}$	$\frac{4}{\frac{f}{\sqrt{40}}}$	$\frac{5}{\frac{f}{2} \frac{\%}{20}}$	X 80

A
3.80
3.33
4.45
4.00
3.98

10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.

	Need					
	1	2	3	4	5	X
	f %	<u>f</u> %	f %	• f %	f %	
Elementary	-		3 30	4 40	3 30	4.00
Secondary	1 8	1 8		6 50	.4 33	3.92
Specialized		2 10	3 15	6 30	9 45	4.10
Special Ed.			3.15	5 25	12 60	4.45
Total	1 2	3 5	9 15	$\overline{21} \ \overline{34}$	28 45	4.16

	Proficiency					
	$\frac{1}{f}$	2 f %	3 f %	4 f %	<u>5</u>	X
Elementary Sec o ndary	2 17	4 40 2 17	$\begin{array}{c c} \hline 4 & \hline 40 \\ \hline 6 & 50 \\ \hline \end{array}$	$\overline{1}$ $\overline{10}$ 1 8	$\overline{1}$ $\overline{10}$ $\overline{1}$ $\overline{8}$	2.90 2.75
Specialized Special Ed. Total	1 5	1 5 7 11	5 25 6 30 21 34	10 50 5 25 17 27	$\frac{3}{9} \frac{16}{45}$ $\frac{9}{14} \frac{45}{23}$	$\frac{3.65}{4.15}$ $\frac{3.52}{3.52}$

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SECTION B. Your Perceived Need Far and Proficiency In Selected Competencies.

Presented heliow are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

Ari Estimate of
Your Felt
Your Classroom
Need for this
Competency
High Average Low

[5] [4] [3] [2] [1]

[5] [4] [3] [2] [1]

Your Ability to

11. Prepare and develop lesson plans and teaching units.

	Need Need					
Elementary Secondary Specialized Special Ed. Total	$ \begin{array}{c c} \hline 1' \\ \hline \frac{f}{1} \frac{\%}{10} \\ \hline \\ \hline 1 2 \end{array} $	2 <u>f</u> % 1 8 1 5 2 3	3 f % 1 10 1 8 4 20 5 25 11 18	4 f % 4 40 5 42 1 5 9 45 19 31	5 4 40 5 42 14 70 6 30 29 47	X 4.00 4.17 4.40 4.05 4.18

	Proficiency					
	, 1	2	3	4	5	X
Tlamana a	· <u>f</u> %	<u>f</u> <u>%</u>	<u>f</u> %	<u>f</u> %	<u>f</u> %	
Elementary	1 10		1 10	5 50	3 30	3 .90
Secondary			3 25	5 42	4 33	4.08
Specialized		3 15	1 5	7 3 5	9 45	4.10
Special Ed.			<u>8 40</u>	9 45	3 15	3.75
Total	1 2	3 5	13 21	26 42	19 31	3.95

12. Prepare teacher made tests and evaluate/report pupil progress.

	Need Need					
	1	2	3	4	5	X
	f %	<u>f</u> %	<u>f</u> %	f %	<u>f</u> %	
Elementary		$\overline{1}$ $\overline{10}$	$\overline{1}$ $\overline{10}$	5 50	3 30	4.00
Secondary	~ -		1 8	3 25	8 67	4.58
Specialized			6 30	3 15	10 50	4.00
Special Ed.			3 15	10 50	6 30	3.95
Total	0 0	1 2	11 18	21 34	27 44	4.10

	Proficiency					
	1	2	3	4	5	X
	f %	f %	<u>f</u> %	f %	f %	
Elementary	-	-	4 40	4 40	$\overline{2}$ $\overline{20}$	3.80
Secondary	~ ~			6 50	6 50	4.50
Specialized			7 35	4 20	8 40	3.85
Special Ed.		2 10	35	7 35	3 15	3.40
Tetal	() ()	2 3	18 729	21 34	$\overline{19} \ \overline{3}1$	3.82

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SECTION B. Your Perceived Need For and Profetency In Selected Competencies

Presente Chelow are descriptions of 19 competency areas. To the right, please indicate your left need for possessing each competency and an estimate of your classificant professions.

Your Felt	Vour Classroom			
. Need for this	Proficiency In This Area,			
Competency High Average Low	High Average Low			
[5] [4] [3] [2] [1]	[5] [4] [3] [2] [1]			

Your Ability to

13. Understand and utilize standardized tests.

•						
		·	Nee	d į		
Elementary Secondary Specialized Special Ed. Total	1	2 f % 2 20 4 33 4 20 10 16	$ \begin{array}{r} 3 \\ \hline $	$ \begin{array}{r} $	$ \begin{array}{r} 5 \\ \hline \frac{f}{2} \frac{\%}{20} \\ 1 8 \\ 3 15 \\ 4 20 \\ \hline 10 16 \end{array} $	3.30 2.50 3.00 3.75 3.19
7	5 0	10 10	21 34	13 24	10 10	3.19
`	<u>•</u>		Proficí	ency		•
	1 f %	2 f %	-3 f %	$\frac{4}{\frac{f}{2} \frac{\%}{20}}$	5 f %	X
Elementary.	-	$\overline{2}$ $\overline{20}$	4 40	$\overline{2}$ $\overline{20}$	$\overline{2}$ $\overline{20}$	3.40
Secondary	2 17	5 42	3 25	2 17		2.42
Specialized	3 15		8 40	6 30	2 10	3.05
Special Ed. Total	 5 8	7 11	$\frac{6\ 30}{21\ 34}$	$\frac{12}{22} \frac{60}{36}$	$\frac{1}{5}$ $\frac{5}{8}$	$\frac{3.55}{3.15}$
•						

10. Communicate effectively with parents regarding student progress.

			Need	1		
	1 f %	<u>2</u> f %	3 f %	, 4 f %	<u>5</u>	X
Elementary		$-\frac{1}{10}$	$\overline{1}$ $\overline{10}$	2 20	6 60	4.30
Secondary			4 33	2 17	6 50	4.17
Specialized		2 10	1 5	4 20	13 65	4.40
Special Ed.			1 5	8 40	11 55	4.50
Total	0 υ	3 5	7 11	16 26	30,58	4.37
*			Proficie	ency		
(1		Proficie 3	ency 4	5	X
	1 f %	2 	3 f %	4 f %	f %	X
Elementa		2 <u>f</u> %	$\frac{\text{Proficie}}{\frac{3}{1}} \frac{\frac{3}{6}}{\frac{3}{10}}$	4 f % 4 40	5 f % 3 30	<u>X</u> 4.00
Secondary	1 f % 1 8	2 <u>f</u> % - 2 17	3 f %	4 f %	f %	
Secondary Specialized			$\frac{3}{\frac{f}{3}}\frac{\%}{3()}$	4 f % 4 40	$\frac{\mathbf{f}}{3} \frac{\%}{30}$	4.00
Secondary		2 17	-3 -½ 3 30 1 8	4 f % 4 40 5 42	f % 3 30 3 25	4.00 3.58

SECTION B. Your Perceived Need For and Proficiency In Selected Competencies

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

Your Falt	* An Eshmate of Your Classroom			
Need for this Competency	Proficiency In This Area			
High Average Low	High Average Low			
[5] [4] [3] [2] [1]	[5] [4] [3] [2] [1]			

Your Ability to

15. Compare, contrast and utilize various educational philosophical viewpoints.

			Nee	đ		
Elementary Secondary Specialized Special Ed. Total	1 <u>f</u> % 3 25 3 5	$ \begin{array}{r} 2 \\ \hline 1 & \frac{\%}{10} \\ 3 & 25 \\ 4 & 20 \\ \underline{3} & 15 \\ \hline 11 & 18 \end{array} $	3 f % 6 60 3 25 5 25 11 55 25 40	$ \begin{array}{r} $	5 <u>f</u> % 1 8 5 25 1 5 7 11	3.20 2.58 3.60 3.20 3.21
			Proficie	ency	•	
	1 <u>f</u> %	2 <u>f</u> %	3 f %	4 f %	5 f %	X
Elementary		1 10	6 60	$\overline{3}$ $\overline{30}$		3.20

	f %	f %	f %	f %	f %-	
Elementary		$\overline{1}$ $\overline{10}$	6 60	3 30	-	3.20
Secondary	4 33	1 8	3 25	3 25	1 8	2.67
Specialized		3 15	9 45	4 20	4 20	3.45
Special Ed.		3 15	12 60	4 20	1 5	3.15
Total	4 7	8 13	30 48	14 23	6 10	3.16

16. Encourage and facilitate the development of children's social skills and enhanced self-concepts.

	Need					
	1	2	3	4	5	X
	f %	f %	f %	f %	f %	
Elementary		-	$\overline{1}$ $\overline{10}$	3 30	$\frac{\overline{6}}{60}$	4.50
Secondary	-		3 25	4 33	5 42	4.17
Specialized		1 5	1 5	6 30	12 60	4.45
Special Ed.		1 5		8 40	11 55	4.45
Total	0 0	2 3	5 8	21 34	34 55	4.40

	Proficiency					
	1	2	_ 3	4	5	X
	<u>f</u> %	<u>f</u> %	_f %	f %	f %	
Elementary		- ~	2 20	6 60	$\frac{1}{2}$ $\frac{1}{20}$	4.00
Secondary			4 33	7 58	1 8	3. 75
Specialized			4 20	8 4() -	8 40	4.20
Special Ed.		- -	7 35	8 40	5 25	3.90
Total	0 0	0 0	17 27	29 47	16 26	3.98



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SECTION B: Your Perceived Need For and Proficiency In Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom profilering.

Your Felt	An Estimate of Your Classroom Professore
Need for this Competency High Average Low	Proficiency In This Area High Average Low
[5] [4] [3] [2] [1]	[5] [4] [3] [2] [1]

Your Ability to

17. Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.

			Need	1		
Elementary Secondary Specialized Special Ed. Total	1 f % 1 10 2 17 3 5	$ \begin{array}{r} 2 \\ \hline $	3 f % 4 33 4 20 6 30 18 29	$ \begin{array}{r} $	$ \begin{array}{r} $	3.10 3.17 4.25 3.90 3.74
•			Proficie	ncy		
Elementary	$\frac{\frac{1}{f} \frac{\%}{10}}{1}$	$\frac{2}{\frac{f}{3} \frac{\%}{30}}$	$\frac{\frac{3}{f} \frac{\%}{40}}{400}$	$\frac{\frac{4}{\frac{f}{1} \frac{\%}{10}}$	$\frac{5}{\frac{f}{1} \frac{\%}{10}}$	<u>X</u> 2.80
Secondary	2 17		4 33	4 33	2 17	3.33
Specialized		4 20	7 35	7 35	2 10	3.35
Special Ed. Total	3 5	$\frac{1}{8} \frac{5}{13}$	$\frac{9}{24} \frac{45}{39}$	$\frac{8}{20} \frac{40}{32}$	$\frac{1}{6} \frac{5}{10}$	$\frac{3.30}{3.24}$

18. Adequately challenge your gifted/talented students.

			Ne e c	i							
Elementary Secondary Specialized Special Ed. Total	1 <u>f</u> % 0 0	2 f % 1 10 3 15 4 7	3 f % 1 8 2 10 4 20 7 11	4 f % 8 80 5 42 8 40 5 25 26 42	$ \begin{array}{r rrr} \hline $	3.90 4.42 4.40 2.90 3.84					
	Proficiency										
Elementary Secondary Specialized Special Ed. Total	1 f % - 2 2 17 2 10 4 7	$ \begin{array}{r} 2 \\ \hline $	3 f % 3 30 5 42 7 35 2 10 17 27	4 f % 3 30 3 25 9 45 4 20 19 31	5 <u>f</u> % 1 5 1 2	2.90 2.75 3.40 1.60 2.61					



- - -

SECTION B. Your Perceived Need For and Profidency In Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

Your Felt	Your Classroom					
Need for this	Proficiency					
Competency	in This Area					
High Average Low	High Average Low					
	101 141 101 101 11H					
[5] [4] [3] [2] [1]	[5] [4] [3] [2] [1]					

Your Ability to

19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom.

	Need									
	1	2	. 3	4	5	X				
	<u>f</u> %	<u>f</u> %	<u>f %</u>	f %	f %					
Elementary	1 10	= -	$\overline{2}$ $\overline{20}$	3 30	4 40	3.90				
Secondary		18	2 17	3 25	³ 6 50	4.17				
Specialized		.1.5	3 15	. 3 15	13 65	4.40				
Special Ed.				7 35	10 50	3.90				
Total .	1 2	2 3	7 11	16 26	33 53	$\overline{4.11}$				

	4		~			
	1	_ 2	, _ 3	4	5	X
		_f %	f %	f %	f %	
Elementary	-	$\frac{1}{2}$ $\frac{1}{20}$	6 60		$\frac{1}{2}$ $\frac{1}{20}$	3.20
Secondary	1 8	. 18	8 67	1 8		2.58
Specialized	1 5	2,10	9 45	6 30	2 10	3.30
Special Ed.			1 5	6 30	9 45	3.60
Total	2 3	5 8	24 39	13 21	13 21	3.24

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SECTION C. Where Were The Proficiencies Developed?

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In Section 6, you more a continueds and prolicences for 19 competency areas. We now desire you to denote which of the presented areas contributed to your purceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed put "I" in the box which would denote the area that contributed most. "2" in the box which denotes second highest, etc.

	AREAS										
Student Teaching	Pre- Student Teaching Field Ex perience	Other Course Work and Exper- iences at	First Year Teaching Exper ience	Teaching Experience After First Year	Inservice Training	Other Teachers	Super- visors and for Adminis- trators				
, %	Field Ex	Exper-	Exper	After First							

Your Ability to

1. Teach reading in your grade or subject area.

Responses in Percents

1					
					
First Year Experience Spec					
-					
1					
_					
_					
1					
_					
_					
<u> </u>					



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ECTION C. Where Were The Proficiencies Developed?

Section C. Where Were The Proficiencies Developed?

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Section By the profice of the profice reeved post land, for each of the competences. Merely place an X in the box which indicates the one area that gave you the concerned proficency. If more, an one area contributed but 1 in the box which would denote the area that contributed most, "2" in the box which denotes second highest, etc. an one area contributed put 1' in the box which would denote the area that contributed most, "2" in the box which denotes second highest, etc.

_		AREAS					
Student Pre Teaching Student Teaching Field Experience	Other Course Work and Exper- sences at BGSU	First Year Teaching Exper- ience	Teaching Experience ience After First Year	Inservice Training	Other Teachers	Super visors and or Adminis- trators	

Your Ability to

Deal with pupil behavior problems.

-				Respor	nses in F	ercents	<u>3</u>		•	
		Stud	lent Te	aching	3	Pre 8	Studen	it Teac	hing I	Field Exp.
				Spec					Spec	
Ranks	El	Sec	Spec	<u>Ed</u>	Total	<u>E1</u>	Sec	Spec	Ed	Total
Omit	60	42	45	25	40	100	92	90	85 -	90
1	10	33	15	45	27		8	0	10	5
2 3	30	25	25	20	24			-10	Õ	.3
3			5	· 5	3				Ö	0
4			5	['] 5	3 3 2				Ö	Ŏ
5	~-		5		2 '				5	2
	~		J		-				.	2
Other Course Work						F	irst	Year E		ence
D 1	,	_	_	Spec	•				Spec	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total
^	•			•					•	
Omit	80	92	85	8 0	84	40	42	20	40	34
1	10		10	10	8	60	50	65	35	52
2 3	10	8	0	5	Ĵ		8	5	15	8
3			0	0	0			10	10	7
4			0	0	0			1		
5			0	0	0					
6			5	5	3					
	Teach	ing E	xp. Af	ter 1s	t Year		Inser	vice T	rainin	ıg
	. —		· ·	Spec					Spec	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	El	Sec	Spec	Ed	Total
Omit	100	100	95	100	98	90	100	90	9 0	92
1			5		2	0		0	0	0
· 2						0		10	10 ·	7

				Spec		Spec				<u> </u>
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total
Omit	100	100	95	100	98	90	100	90	9 0	92
1			5		2	0		0	0	0
· 2						0		10	10 ·	7
3						10				2
4										_
5										•

		r Teac	hers		Supe	Supervisors/Administrators					
		-		Spec			Spec				
Ranks	<u>E 1</u>	<u>Sec</u>	Spec	<u>Ed</u>	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	
Omit	70	83	70 .	75	74	70	83	85	65	76	
1	10			0	2	10	3		5	5	
2	10		15	5	8	10	8	5	15	10	
3	10	17	10	10	11	10		10	5	7	
4			5	5	3				5	2	
5				5	2				5	2.	
•						31					

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SECTION C. Where Were The Proficiencies Developed?

In School Billyou hated your new Elling problem, encies for 19 competency areas. We to is desire you to denote which of the presented areas contributed to your perceived proficienges for each of the competencies. Merely place an "X" in the box which indicates the one area the gave you the concerned proficiency. If more that one area contributed, put "1" in the box which would denote the area that contributed most, "2" in the box which denotes second highest, etc.

	AREAS									
Student Teaching	Pre- Student Teaching Field Ex- perience	Other Course Work and Exper- iences at ROSI	First Year Teaching Exper- ience	Teaching Experience After First Year	Inservice Training	Other Teachers	Super- visors and/or Adminis trators			

Your Ability to

3. Select, prepare and effectively utilize educational media.

Responses in Percents

	<u>kesponses in Percents</u>											
		Stud	ent Te		3	Pre S	tuder	it Teac		ield Ex	: р .	
Ranks	<u>E1</u>	Sec.	Spec	Spec <u>Ed</u>	Total	<u>E1</u>	Sec	Spec	Spec Ed	Total		
Omit 1 2 3 4	70 30	67 17 17	50 25 20 5	55 25 10 10	58 24 13 5	80 20	92 8	95 5	80 10 0 5 5	87 8 2 2 2		
		Othe	r Cour		<u>'</u>	F	irst	Year E	xperie	ence		
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec Ed	Total		
Omit 1 2 3 4 5	80 20	58 42	20 55 25	60 25 .5 .5 0 .5	50 37 10 2 0 2	90 1 0	58 25 17	80 5 10 5	60 30 5 5	71 18 8 3		
	Teach	ing E	xp. Af	ter 1s Spec	t Year		Inser	vice T		g	٠,	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Spec <u>Ed</u>	Total		
Omit 1 2 3 4 5	100	100	100	100	100	100	100	100	100	100		
		0the	r Teacl	hers		Supe	rviso	rs/Adm	inistr	ators		

		Othe	r Teac	hers		Supervisors/Administrators					
				Spec			Spec				
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total	
Omit	80	92	90	90	89	100	100	100	95	98	
1	20	8	5	0	7				5	2	
2				10	3						
3			5		2						
4											
5											

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SECTION C. Where Were The Proficiencies Developed?

n Section B. you noted your needs and proficencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed most, "2" in the box which denotes second highest, etc.

	AREAS											
Student Teaching	Pre- Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Yéar Teaching Exper- ience	Teaching Exper- lence After First Year	Inservice Training	Other Teachers	Super visors and: or Adminis- trators					

Your Ability to

4. Analyze and evaluate your teaching performance.

Responses in Percents .

		Stud	lent Te	aching	3	Pre Student Teaching Field Exp.					
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Spec Ed	Total		<u>E1</u>	Sec	Spec	Spec Ed	Total
Omit 1 2 3 4	60 40	33 67	60 25 10 5	30 60 10	45 47 7 0 0 2		60 30 10	92 8	90 5 5	70 10 20	79 10 10 2
		Othe	r Cour	se Wor	<u>k</u>		F	irst	Year E		nce
Ranks	<u>E1</u> _	Sec	Spec	Spec Ed	<u>Total</u>		<u>E1</u>	Sec	Spec	Spec Ed	Total
Omit 1 2 3	80 10 10	67 33	60 35 5	85 10 5	73 23 5		80 10 10	75 25	60 25 15	75 5 15 5	71 11 15 3
	Teach	ing E	жр. Af		t Year			Inser	vice T	rainin	8
Ranks	<u>E1</u>	Sec.	Spec	Spec Ed	Total	;	E1_	Sec	Spec	Spec Ed	Total
Omit 1 2 3 4	100	100	95 5	100	98		100	100	90 5 5	100	97 0 2 0 2
		Othe	r Teac	hers		:	Supe	rviso	rs/Adm	inistr	ators
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total		El	Sec	Spec	Spec Ed	Total
Omit 1 2 3 4	90 10	92 8	100	95 0 0 5	9 5 2 0 2 2		70 10 10 10	83 17	85 5 10	70 15 10 0 5	77 8 11 2 2



SECTION C. Where Were The Proficiencies Developed?

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In Section B- you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of this presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency if more than one area contributed, put "1" in the box which would denote the area that contributed most. "2" in the box which denotes second highest, etc.

•		. 8		ARI	EAS .	•		
	Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSD	First Year Teaching Exper- sence	Teaching Experience After First Year	Inservice Training	Other Teachers	Super- visors and/or Adminis- trators

Your Ability to:

5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.

Responses in Percents

		Stud	ent Te		3	Pre Student Teaching Field Exp.						
				Spec						Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total		<u>E1</u>	Sec	Spec	Ed	Total	
Omit	90	67 05	6 5	65	69		70	92	95	90	. 89	
1	10	25	25	. 25	. 23		30			5	7	
2 3		8	5	10	7			8	5	0	3	
3			5		2	٠٠,				5	2	
·	<u></u>	Othe	r Cour		k		First Year Experience					
				Spec						Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total		<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	
Omit	90	92	¹ 75	95	87		50	33	45	30	39	
1	10	8	20	5	11		30	67	40	50 ,	47	
2		-	5		2		20	•	10	15	ii	
3			3		-				Λ	5	2	
4									5	J	2	
7									J		4	
	Teach	ing E	xp. Af		t Year	Inservice Training					ıg	
				Spec						Spec		
Ranks	<u>E1</u>	Sec	Spec	Ed	Total		El	Sec	Spec	Ed	Total	
Omit	100	100	9 5	95	97		100	100	95	9 5	97	
1			0	5	2				0	5	2 ,	
2			. 5	•	2				5		2	
		Othe	r Teac	hers			Supe	rviso	rs/Adm	inistr	ators	
				Spec				_	•	Spec		
Ranks	<u>E1</u>	Sec	Spec	Ed	Total		<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	
Omit	90	100	100	100	98		80	100	90	90	90	
1	0			•	0		20		10	0	7	
2	10				2				_	10	3	
					_						-	



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St CTION C. Where Were The Proficiencies Developed?

Section 10 the note 10 on need and professionals for 19 competency areas. We now desire you to demote which of the presented areas combined to your processed proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more man one area contributed, put "1" in the box which would denote the area that contributed most. "2" in the box which denotes second highest, etc.

	•	•	ARI	EAS	•	•	
Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- Tences at BGSU	First Year Teaching Exper- tence	Teaching Exper ience After First Year	Inservice Training	Other Teachers	Super- visors and or Adminis- trators

Your Ability to

6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.).

Responses in Percents

E.	•	Stud	ent Te	aching	3	Pre Student Teaching Field Exp.					
	וים	C	· C	Spec	m					Spec	
Ranks	<u>E1</u>	<u>Sec</u> .	Spec	Ed	Total .	Ē	1_	Sec	Spec	Ed	Total
Omit	80	75	9 5	60	77		60	92	100	90	. 89
1	20	17	0	20	13		30	8		5	8
2 3		8	5	15	8		10			0	2
3				0	0					0	0
4 5				5	2					0	0
J										5,	2
	<u> </u>	Othe	r Cour	se Wor	:k		·	irst	Year E	xperie	ence
Danlar	ו כו	0	0	Spec	.	_	•	•		Spec	
Ranks	<u>E1</u>	<u>Sec</u>	Spec	<u>Ed</u>	<u>Total</u>	E	1_	Sec	Spec	Ed	Total
Om i t	80	58	65	70	68		70	92	55	40	60
1	20	42	30	25	29		20	8	40	40	` 31
2 3			5	0	2		10			20	8
3				0	0				5		2
4 5				0 5	0 2						
٠				J	2						
	Teach	ing E	xp. Af		t Year			Inser	vice T	rainin	·g
n . t	r- 1	^		Spec		7.	-	_	_	Spec	
Ranks	<u>E1</u>	<u>Sec</u>	Spec	<u>Ed</u>	Total	E	1_	Sec	Spec	Ed	Total
Omit	100	100	95	100	98		90	92	95	90	92
1					0		10		5	5	5
2 3			5		2			8		0	2 2
3										5	2
		0the	r Teac			S	upe	rviso	rs/Adm	inistr	ators
D 1	r i	C	C	Spec	Tr . 1		,	•	0	Spec	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	E	<u></u>	Sec	Spec	Ed	Total
Omit	100	83	80	90	8 7	1	00	83	100	90	94
1		17	15	0	8			8		5	3
2 3			5	10	5					0	0
.5							•	8		5	3



SICTION C. Where Were The Proficiencies Developed?

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In Section 1. The contraction of the conference of the Prophetonic mass. We conclude the density which of the presented areas contributed to the present of the conferences. Merely place an "X" in the box which and gates the one area that gave you the concerned proficiency. If more than one area that gave you the concerned proficiency. If more than one area that control put 1.1 in the box which denotes second highest, etc.

	AREAS											
Studen: Teaching	Pre- Student Teaching Field Ex perience	Other Course Work and Exper- iences at ROSSI	First Year Teaching Exper- ience	Teaching Exper- lence After First Year	Inservice Training	Other Teachers	Supervisors and or Adminis trators					

Your Ability to

 (After diagnosis). ... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.

Responses in Percents

•		Stud	dent To	eachin	8 1	Pre S	Studer	, it Teac	hino	Field Exp
				. Spec				,	Spec	TELG EMP
Ranks	<u>E1</u>	Sec	Spec	. Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total
Omit	80	100	85	50	, 76	70	10 0	100	95	94
1 ,	0		5	15	10	30	•		0	ົ5
2	20		10 .	30	13				0	Ō
3	**		-	0	0				0	Ο΄
4				0	0		•		0	0
5				5	2				0	0
6									5	2
		Othe	r Cour		ck	F	irst	Year E	xperie	ence
D 1	7 1.1	_		Spec	•				Spec	
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total
Omíţ	80	50	65	80	. 69	80	· 50	45	25	· 4 5
1	20	42	25	15	24	10	42	50	65	47
2		8	• 10	0	5	10	8	5	10	8
3.			-	0	0		J	•	10	J
4				0	0	·				
2 3 4 5 7				0	0					
7				5	2					
	Teach	ing E	хр. Af	ter ls	t Year		Inser	vice T	rainin	ıg
. .				Spec					Spec	
Ranks	<u>E1</u>	Sec	Spec	<u>Ed</u>	Total	<u>E1</u>	Sec	Spec	Ed	Total
Omit	100	100	95	100	98	90	100	100	9 5	97
1					0	10			0	2
2 3			0		. 0				0	0
3			5		2				0	0
4									5	2
		Othe	r Teac	hers		Super	rviso	rs/Admi	nistr	ators
		·		Spec					Spec	

Total

84

10

7

85

0

15

ERIC

Ranks

Omit

El

(,,)

11;

83

8

8

80

10

10

Εl

90

10

Sec

92

8

Spec

100

Ed

85

()

0

15

Total

92

3

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SECTION C. Where Were The Proficiencies Developed?

So the Boyer rate Explained for Aproblements for 19 competency are is. We now desire you to denote which of the presented areas contributed to violable profeseing for each of the competencies. Merely place an in X in the box which indicates the one area that gave you the concerns a professional financial area contributed, put 17 in the box which would denote the area that contributed most. "2" in the box which denotes second highest letc.

	AREAS									
· Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Year Teaching Exper- ience	Teaching Exper- ience After First Year	Inservice Training	Other Teachers	Super visors and/ors Adminis- trators			

Your Ability to

8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.

	Student Teaching					Pre Student Teaching Field Exp.					
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Spec Ed	Total	
Omit 1 2 3 4 5	60 40	67 17 8 8	55 25 20	50 20 30	57 · 24 · 18 · 2	70 20 10	83 8 0 0 0 8	90 10	75 15 0 10	81 13 2 3 0 2	
		Othe	r Cour		·k	F	irst	Year E		nce	
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec Ed	Total	
Omit 1 2 3.	100	83 17	95 5	.85 .5 .0 .0	90 7 0 0 3	60 40	50 50	30 45 15 10	25 55 5 15	37 48 7 8	
	Teach	ing E	xp. Af		t Year	Inservice Training					
Ranks	<u>E1</u> _	Sec	Spec	Spec Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Spec <u>F.d</u>	Total	
Omit 1	100	100	95 . 5	100	98 2	100	100	100	100	100	
		Othe	r Teac			Supe	rviso	rs/Adm	inistr	ators	
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec Ed	Total	
Omit. 1 2 3 4	100	92 8	95 0 0 5	95 5	95 2 2 2 2	90 10	83 8 8	95 5	90 0 10	90 0 5 2 3	

SECTION C. Where Were The Proficiencies Developed?

In Section B. you noted your needs of 3 professions for 19 composing areas. We now desire you to denote which of the presented areas contributed to your perceived protections for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned professions than one area contributed, put 1 in the box which would denote the area that contributed most 12" in the box which denotes second highest, etc.

AREA5 ·									
Student Teaching	Pre- Student Teaching Field Ex perience	Other Course Workland Exper- tences at BGSU	First Year Teaching Exper- ience	Teaching Exper- ience After First Year	Inservice Training	Other Teachers	Super- visors and, or Adminis trators		

Your Ability to

 Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.

	Student Teaching					Pre Student Teaching Field Exp.				
		•		Spec					Spec	
Ranks	<u>E1</u>	Sec	Spec	<u>Ed</u>	Total	El	Sec	Spec	<u>Ed</u>	Total
Omit	60	33	5 5	45	48	60	100	95	80	86
1	10	67	. 25	30 <i>°</i>	32	30		5	15	11
2	20		15	20	15	0			0	0
3	10		5	· 5	5	10			5	3
	<u> </u>	Othe	r Cour	se Wor	:k	· F	irst	Year E	xperie	ence
			·	Spec	 _				Spec	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total
Omit	90	92	70	85	82	50	50	30	30	3 7
1	10	8	15	10	11	40	17	40	40	36
2			10	0	3	10	33	20	20	21 .
3			5	0	2			10	10	7
4				0	0					
5				5	2					1
	Teach	ing E	xp. Af	ter ls	2 st Year		Inser	vice T		
5				ter 1s	t Year		-		Spec	ng
	Teach	ing E	хр. Af Spec	ter ls		<u>E1</u>	Inser Sec	vice T Spec		
5				ter 1s	Total 98	<u>E1</u>	-		Spec	ng
Ranks Omit	<u>E1</u>	Sec	Spec	ter 1s Spec <u>F.d</u>	t Year Total		Sec	Spec	Spec Ed	Total
Ranks Omit 1 2	<u>E1</u>	Sec	Spec 95	ter 1s Spec <u>F.d</u>	Total 98		Sec	<u>Spec</u> 85	Spec Ed 90	Total 92
Ranks Omit 1 2 3	<u>E1</u>	Sec	Spec 95	ter 1s Spec <u>F.d</u>	Total 98		Sec	Spec 85 5	90 5 0	Total 92 3 . 3 0
Ranks Omit 1 2	<u>E1</u>	Sec	Spec 95	ter 1s Spec <u>F.d</u>	Total 98		Sec	Spec 85 5	Spec Ed 90 5	Total 92 3
Ranks Omit 1 2 3	<u>E1</u>	<u>Sec</u> 100	Spec 95	Spec Ed 100	Total 98	100	<u>Sec</u> 100	Spec 85 5	Spec Ed 90 5 0 5	Total 92 3 0 2
Ranks Omit 1 2 3 4	<u>E1</u> 100	Sec 100 Othe	Spec 95 5 r Teac	ter 1s Spec Ed 100	Total 98 2	100	Sec 100 rviso	Spec 85 5 10	90 5 0 5 inistr	Total 92 3 0 2 rators
Ranks Omit 1 2 3	<u>E1</u>	<u>Sec</u> 100	<u>Spec</u> 95 5	Spec Ed 100	Total 98	100	<u>Sec</u> 100	85 5 10	Spec Ed 90 5 0 5	Total 92 3 0 2
Ranks Omit 1 2 3 4 Ranks	<u>E1</u> 100	Sec 100 Othe	Spec 95 5 r Teac	ter 1s Spec Ed 100	Total 98 2	100	Sec 100 rviso	Spec 85 5 10	90 5 0 5 inistr	Total 92 3 0 2 rators
Ranks Omit 1 2 3 4 Ranks	E1 100	Sec 100 Othe	Spec 95 5 Spec 95 0	ter 1s Spec Fd 100 hers Spec Ed 90 0	Total Total Total 95 '0	Supe	Sec 100 rviso	Spec 85 5 10 rs/Adm	Spec Ed 90 5 0 5 inistr Spec Ed	Total 92 3 0 2 rators Total 94 2
Ranks Omit 1 2 3 4	E1 100	Sec 100 Othe	Spec 95 5 r Teac Spec 95	Spec Fd 100 hers Spec Ed 90	Total Total Total	100 Supe E1 80	Sec 100 rviso	Spec 85 5 10 rs/Adm Spec 95	90 5 0 5 inistr Spec Ed	Total 92 3 0 2 sators Total



SECTION C. Where Were The Proficiencies Developed?

Section Billy or nyto by an infectional proficiences for 19 competency areas. We now desire you to denote which of the presented areas contributed to visit exceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. It more an an area contributed, put "1" in the box which would denote the area that contributed most, "2" in the box which denotes second highest, etc.

	AREAS •								
Student Teaching	Pre- Student Teaching Field Ex- perience	Other Course Work and Exper- lences at RGSU	First Year Teaching Exper- ience	Teaching Exper- lence After First Year	Inservice Training	Other Teachers	Super- visors and or Adminis- trators		

Pre Student Teaching Field Exp.

Your Ability to

Individualize instruction to meet the varying needs of students,
 via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.

Responses in Percents

Student Teaching .

		_		Vna.					Caaa	
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec Ed	Total
Omit	80	75	80	45	68	90	83	100	90	92
1	20	17	10	20	16	10	17		5 .	7
2	•	, 8	10	30	15		A		0	O
3 4				5	2				0	0
4	•								5	2
		Othe	r Cour		·k	F	irst	Year E	xperie	nce
		_	_	Spec				_	Spec	
Ranks	<u>E1</u>	<u>Sec</u>	Spec	<u>Ed</u>	Total	<u>El</u>	<u>Sec</u>	Spec	Ed	Total
Omit	60	67	55	75 ·	65	30	58	55	30	44
1	30	25	45	15	29	40	25	35	55	40
	10	8	43	5	5	30	17	10	10	15
2 3		-		0	0	00	- '	• •	5	2
1.				0	0					
4										
5				5	2					
	Teach	ing E	xp. Af		2 t Year		Inser	vice T	rainin	8
5				ter ls Spec	t Year				rainin Spec	
	Teach	ing E	xp. Af	ter ls		<u>E1</u>	Inser Sec	vice T		g Total
5				ter ls Spec	t Year				Spec	
5 Ranks Omit	<u>E1</u>	<u>Sec</u>	<u>Spec</u> 95	Spec Ed 100	t Year Total 98	E1 100	<u>Sec</u> 100	Spec	Spec Ed 100	Total 100
5 Ranks Omit	<u>E1</u>	<u>Sec</u>	Spec 95 5 r Teac	Spec Ed 100	t Year Total 98	E1 100	<u>Sec</u> 100	Spec 100	Spec Ed 100	Total 100
5 Ranks Omit	<u>E1</u>	<u>Sec</u>	<u>Spec</u> 95 5	ter 1s Spec Ed 100 hers	t Year Total 98	E1 100	<u>Sec</u> 100	Spec 100	Spec Ed 100	Total 100
S Ranks Omit	E1 100	Sec 100 Othe Sec 92	Spec 95 5 r Teac	ter 1s Spec Ed 100 hers Spec	Total 98 2	E1 100 Supe	Sec 100 rviso	Spec 100 rs/Adm	Spec Ed 100 inistr	Total 100 ators
Ranks Omit 1 Ranks Omit	E1 100 E1	Sec 100 Othe	Spec 95 5 r Teac Spec	ter 1s Spec Ed 100 hers Spec Ed 90 0	Total 98 2 Total 95 2	E1 100 Supe	Sec 100 rviso Sec	Spec 100 rs/Adm Spec	Spec Ed 100 inistr Spec Ed	Total 100 ators Total 98 0
Ranks Omit 1 Ranks Omit	E1 100 E1	Sec 100 Othe Sec 92	Spec 95 5 r Teac Spec	ter 1s Spec Ed 100 hers Spec Ed 90	Total 98 2 Total 95	E1 100 Supe	Sec 100 rviso Sec	Spec 100 rs/Adm Spec	Spec Ed 100 inistr Spec Ed	Total 100 ators Total 98 0
Ranks Omit 1 Ranks Omit	E1 100 E1	Sec 100 Othe Sec 92	Spec 95 5 r Teac Spec	ter 1s Spec Ed 100 hers Spec Ed 90 0	Total 98 2 Total 95 2	E1 100 Supe	Sec 100 rviso Sec	Spec 100 rs/Adm Spec	Spec Ed 100 inistr Spec Ed	Total 100 ators Total 98 0 0 0
Ranks Omit 1 Ranks Omit	E1 100 E1	Sec 100 Othe Sec 92	Spec 95 5 r Teac Spec	ter 1s Spec Ed 100 hers Spec Ed 90 0	Total 98 2 Total 95 2	E1 100 Supe	Sec 100 rviso Sec	Spec 100 rs/Adm Spec	Spec Ed 100 inistr Spec Ed	Total 100 ators Total 98 0 0 0 0
Ranks Omit 1 Ranks	E1 100 E1	Sec 100 Othe Sec 92	Spec 95 5 r Teac Spec	ter 1s Spec Ed 100 hers Spec Ed 90 0	Total 98 2 Total 95 2	E1 100 Supe	Sec 100 rviso Sec	Spec 100 rs/Adm Spec	Spec Ed 100 inistr Spec Ed	Total 100 ators Total 98 0 0 0



SECTION C. Where Were The Proficiencies Developed?

Your Attitude

In Section B. you noted your needs and proficiencies for 19 competency aleas. We raise desire you to denote which of the presented areas contributed to your perceived profice each of the concerned proficiency. If more than one area is a stributed part. This the box which would denote the area that court tuted most. If in the box which would denote the area that court tuted most. If in the box which denotes second highest, etc.

	AREAS									
Student Teaching	Pre Student Teaching Field Ex perience	Other Course Work and Exper- ences at BOSU	First Year Teaching Exper- tence	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators			

11. Prepare and develop lesson plans and teaching units.

•	Student Teaching						Pre Student Teaching Field Exp					
Ranks	E1	Sec	Spec	Spec Ed	Total	•	El	Sec	Spec	Spec Ed	Total	
								<u> </u>	<u>opec</u>		Total	
Omit	70	33	4 5	40	45		40	92	80	55	68	
1 2	30	58 8	2 0 35	45	32		60	8	10	30	24	
2 3	50	O	20	10 5	21 2				5 5	10	. 5	
4				J	<i>د</i>				J	0 5	2 2	
										J	2	
		Othe	r Cour		k		F	irst	Year E		ence	
Ranks	El	Soc	Smaa	Spec	The second		7.7			Spec		
Nativa	<u> </u>	Sec	Spec	Ed	Total		<u>E1</u>	<u>Sec</u>	Spec	<u>Ed</u>	Total	
Omit	60	. 75	30	70	57		70	67	65	75	6 9	
1	30	2 5	60	20	36				5	10	5	
? 3 4	10		10	5	7		10	33	10	5	` 13	
3	•			0	0		20		15	10	11	
5 5				0	0				5		2	
.)				5	2							
	Teach	ing E	xp. Af	ter ls	t Year			Inser	vice T	rainin	l e	
.				Spec						Spec		
Ranks	<u>E1</u>	Sec	Spec	<u>Ed</u>	<u>Total</u>		<u>E1</u>	Sec	Spec	Ed	Total	
Omit	100	100	100	100	160		100	100	100	100	100	
		Othe	r Teac				Super	rviso	rs/Adm		ators	
Danka	Th 1	C	C	Spec	m . 1		7. 1		_	Spec		
Ranks	El	<u>Se</u> c	Spec	Ed	Total		<u>E 1</u>	Sec	Spec	Ed	Total	
Omit,	100	100	100	95	98		90	100	100	95	97	
1				0	0		10			0	3	
2				5	2					0	0	
3 4										0	0	
÷4 ;										()	0	
ti										()	0	
Ü										5	2	



CTION C. Where Were The Proficiencies Developed?

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So the control of the presented areas for 19 competency areas. We now desire you to despite which of the presented areas continuited to give receive for each of the congression. Mercy place are Northe to which indicates the one area that gave you the concerned protection. If the ear one area contributed, put "I" in the box which would denote the area that contributed most. "2" in the box which denotes second highest, etc.

AREAS										
Student aching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Year Teaching Exper- ience	Teaching Exper ience After First Year	Inservice Training	Other Teachers	Super visors and/or Adminis- trators			

Your Ability to

12. Prepare teacher made tests and evaluate/report pupil progress.

|--|

		Student Teaching					Pre Student Teaching Field Ex						
Ranks	El	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total	<u>-</u>		
Omit 1 2 3 4	70 10 20	33 50 17	65 15 15 5	60 25 5 10	58 24 13 5	80 10 10	100	90 5 0 0 5	80 15 0 0 5	87 8 2 0	•		

	·——	Other Course Work						First Year Experience				
		Spec						Spec				
Ranks	<u>E1</u>	<u>Se c</u>	Spec	Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	<u>Total</u>		
Omit	40	67	35	55	48	6 0	67	5 5	45	55		
1	50	2 5	50	25	37	30	8	25	30	24		
?		8	10	15	7()	10	17	15	15	15		
3	10		5	0	3		8	5	5	5		
4				0	0			_	5	2		
5				5	2					_		

	Teach	ing E	xp. Af	ter 1s	t Year	Inservice Training					
Ranks	<u>E1</u>	Sec	Spec	Spec Ed_	Total	<u>E1</u>	Sec	Spec	Spec £d	Total	
Omit 1 2 3	100	100	100	100	100	100	100	100	95 0 0 5	98 0 0 2	

		r Teac		Supe	inist	trators				
Ranks	E1_	Sec	Spec	Spec Ed	Total	El	Sec	Spec	Spec Ed	Total
Omit 1	100	9.3 8	100	95 0 5	9.7 2 2	100	100	100	100	100



SECTION C. Where Were The Proficiencies Developed?

In Section B. Connoted cour needs and product needs for 19 competency areas. We now desire you to denote which of the presented areas contributed to you perceived producency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one of contributed a pato 1 is the box which would denote the area that contributed most 12 in the box which denotes second highest, etc. [6]

		AREAS .								
Your Att to to	Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Year Teaching Exper- ience	Teaching Exper- ience After First Year	Inservice Training	Other Teachers	Sugrer- Visors and or Admin's trarors		

13. Understand and utilize standardized tests.

	<u> </u>	3	Pre Student Teaching Field Exp								
				Spec						Spec	
Ranks	<u>E1</u>	Sec	Spec	<u>Ed</u>	Total	<u>E1</u>		ec	Spec	Ed	Total
Omit	100	92	95	60	٤4	6	0 1	00	95	90	9 2
1		ŝ	5	20	8		0		Õ	5	
2 3 4				15	7				5	Ō	5 2
3				5	2					0	C
4										5	2
		Othe	r Cour		·k		Fir	st	Year E		ence
D t	7:1	C	0	S pec			•		_	Spec	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	<u> </u>	<u>e c</u>	Spec	Ed	Total
Omit	20	25	15	50	29	9	0	75	80	45	6 9
1	80	75	80	40	66	-	-	17	10	30	16
2 3			5	5	3	1	0	8	5	20	11
3				0	0	-			5	5	3
4				0	0						_
5				5	2						
	Teach	ing E	xp. Af	ter ls	t Year		Ins	ser	vice T	rainir	ıg
				Spec			_			Spec	
Ranks	<u>£1</u>	<u>Sec</u>	Spec	Ed	Total	<u>E1</u>	_ <u>S</u> e	<u>5 C</u>	Spec	Ed	Total
Canit	100	100	100	100	100	10	0 10) ()	100	85	95
1										5	.2
2 3										10	3
3										•	3
		Othe	r Teac		<u>.</u>	Suj	pervi	so	rs/Adm		ators
f) 1	,		~	Spec		_				Spec	
Ranks	E1	<u>Sec</u>	<u>S⊋ec</u>	Ed	Total	<u>E1</u>	_ <u>S</u> e	<u>.c</u>	Spec	Ed	Total
Omit	100	92	100	95	97	100) 10	0	100	95	98
1		8		()	2					()	0
				۲,	÷					()	()
;										5	2
4											



Self-on Billy to noted your recott and professives for 19 competent, areas. We now desire you to do a teach Pliffth present flareas contributed to 1.22 received professively for each of the competencies. Merely place an 1X in the box which indicates the one area that give you the concerned professive in one area contributed, put 11" in the box which would denote the area that contributed most. "2" in the box which denotes second highest, etc.

	AREAS											
Student Teaching	Pre- Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Year Teaching Exper- ience	Teaching Exper ience After First Year	Inservice Training	Other Teachers	Super visors and or Adminis trators					

Your Ability to

14. Communicate effectively with parents regarding student progress.

		Stud	lent Te		3	Pre	Stude	nt Teac	ching I	Field Exp.		
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec Ed	<u>Total</u>		
Omit 1 2 3 4 5	100	67 17 17	85 10 5	75 20 0 0 5	81 13 5 0 2	10	0 100	100	95 0 0 0 0 5	98 0 0 0 0		
		Othe	r Cour		: k	First Year Experience						
Ranks	El	Sec	Spec	Spec Ed	Total	<u>. i</u>	Sec	Spec	Spec Ed	Total		
Omit 1 2 3 4 5 6	80 20	83 17	85 5 5 5	75 20 0 0 0 0 5	81 *15 2 2 0 0	3 7			25 60 15	29 61 10		
	Teach	ing E	xp. Af		t Year		Inse	rvice T		<u>g</u>		
Ranks	El	<u>Sec</u>	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec <u>Ed</u>	Total		
Omit 1 2	100	100	95 0 5	95 0 5	97 0 3	9) 10		100	100	98 2 %		
		Othe	r Teacl			Տայ	pervis	ors/Adm				
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Spec Ed	Total		
Omit 1 2 3	100	100	85 10 0 5	90 0 10	92 3 3 2	100) 92 8	90 10	85 0 5 10	90 5 2 3		

SECTION (Where Were The Proficiencies Developed?

In Section By your needs an a profesencies for 19 competency areas. We new desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one was a contributed, put of in the box which would denote the area that concerned most. "2" in the box which denotes second highest, etc.

AREAS										
Student Teaching	Pre- Student Teaching Field Ex- perience	Other Course Work and Exper sences at BOSU	First Year Teaching Exper ience	Teaching Exper- ience After First Year	Inservice Training	Other Teache	Super- visors and/or Admins trators			

Your Abirty 15

15. Compare, contrast and utilize various educational philosophical viewpoints.

	•			Respon	ises in F	ercents	<u> </u>				
		Stud	lent Te		3	Pre S	tuder	it Teac	hing F	Tield Ex	κp.
				Spec					Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	
Omit	80	83	75	9 0	82	100	75	9 0	95	9 0	
1	10	- -	5	0	3		17		5	5	
2 3		17	15	10	11		, 8	10	_	5	
3	10		5		3					•	
		Othe	r Cour	se Wor	k	F	irst	Year E	xperie	nce	
			_	Spec					Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total	
Omit	30	58	2 0	3 0	32	60	83	7 0	75	7 3	
1	60	42	_7 5	65	63	10	17	15	20	16	./
2	10		5	0	3	30			0		
3				0	0			10	5	5 5 2	
4				5	2			5	_	2	
	Teach	ing E	хр. Af	ter 1s	t Year		Inser	vice T	rainin	٤	
				Spec		·	-		Spec	0	
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total	
Omit	100	100	100	100	100	100	92	100	95	97	
*							8		5	3	
		Othe	r Teac			Supe	rviso	rs/Adm	inistr	ators	
				Spec					Spec		
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total	

		Othe	r Teac	hers		Supervisors/Administrators					
				Spec					Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total	
Omit	80	92	90	90	89	80	100	95	95	94	
1	10	8	0	5	5	10		0	0	2	
2	0		0	5	2	0		0	0	0	
3	0		0		0	0		0	ξ,	2	
4	10		10		5	0		0	-	0	
<u>t</u>)						10		5		3	



Cour Ability to

Section B. Court is a contributed and problements for 19 competency areas. We now deveryoute denote when it the presented areas contributed to use inceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more man one area contributed, put "1" in the box which would denote the area that contributed most, "2" in the box which denotes second highest, etc.

				AKI	EA5			
•	Student Teaching	Pre- Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	Fitst Year Teaching Exper- ience	Teaching Experi- ience After First Year	Inservice Training	Other Teachers	Super visors and or Administrators

16. Encourage and facilitate the development of children's social skills and enhanced self-concepts.

Responses in Percents

		Stud	ent Te	aching	8	Pre Student Teaching Field				Field Exp.
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>		· Spec	Spec Ed	Total
Omit	80	58	60	5 5	61	70	92	100	90	90
1	20	8	30	15	19	20	0		5	5
2 3		33	5	30	18	10	0	•	0	1 2
3			0		0		0		2 5	2 2
4			5		2		8			2
		0:'.e	r Cour	se Wor	ck	F	irst	Year E	xperie	ence
~ •	-	_	_	Spec	<u>.</u>				Spec	
Ranks	<u>E1</u>	Sec	Spec	<u>Ed</u>	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total
Omit	70	58	75	80	73	60	42	35	2 5	37
1	20	33	15	10	18	30	50	40	65	48
2 3 4	10	0	5	5	5	10	0	25	5	11
3		8	5	0	3		8		5	3
4				5	2					
	Teach	ing E	xp. Af		t Year		<u>Inser</u>	vice T		g
Ranks	r i	Soc	Snaa	Spec	Т аф. 1	r.	_		Spec	.
Kaliks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	Sec	Spec	Ed	Total
Omit	100	100	95	100	98	100	100	90	9 5	95
1			5		2			5	5	•3
2								5		2
		Othe	r Teac	hers		Supe	rviso	rs/Adm	inistr	ators
				Spec			-		Spec	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total



Omit

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SECTION (Where Were The Proficiencies Developed?

Your Ability to

In Section B, you noted your needs and proficiencies for 19 competency areas. We may desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which and cates the one area that gave you the concerned proficiency. If more than one may combitted, put "I" in the box which would denote the area that commonly most. "I" in the box which denotes second highest, etc.

			AREAS								
-22	¢	Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- nces at BOSU	First Year Teaching Exper ience	Teaching Experinence After First Year	Inservice Training	Other Teachers	Supervisors and or Adminis- trators		

17. Apply the major principles of school law to areas such as due process, contracts, teaching liability corporal punishment, etc.

		Stud	ent Te			P	re S	tuden	t Teac		ield Exp.
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	•	<u>E1</u>	Sec ·	Spec	Spec Ed	Total
Omit 1 2 3 4 5	100	83 8 8	80 5 5 10	85 0 10 0 5	86 3 7 3 2		100	100	90 5 5	85 5 5 0 0 5	92 3 3 0 0
		Othe	r Cour		<u>k</u>		F	irst	Year E		nce
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total		<u>El</u>	Sec	Spec	Spec Ed	Total
Omit 1 2 3 4 5	20 80	33 67	50 40 5 5	60 35 0 0 0 0 5	45 50 2 2 0 0 2		80 20	83 8 8	.60 20 15 0 5	45 50 0 5	63 27 7 2 2
	Teach	ing E	xp. Af	ter ls	t Year			Inser	vice T	rainin	8
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total		<u>E1</u>	Sec	Spec	Spec Ed	Total
Omit 1 2	100	100	95 0 5	100	98 0 2		100	100	95 n 5	100	98 0 2
		Othe	r Teac				Supe	rviso	rs/Adm		ators
Ranks	F. 1	Sec	Spec	Spec Ed	Total		E1_	<u>Sec</u>	Spec	Spec Ed	Total
Omit 1 2 3	100	100	85 15	85 10 0 5	90 8 0 2		100	75 17 8	85 10 5	85 0 15	86 7 8



ECTION C. Where Were The Proficiencies Developed?.

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Section B. co., noted your needs and professional competency areas. We now desire you to denote which of the presented areas contributed to visit regived professionally for each of the competencies. Merely place an "X- in the box which indicates the one area that gave you the concerned profesency. If no example area contributed, put "1" in the box which would denote the area that contributed most. "2" in the box which denotes second highest, etc.

	AREAS							
Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Year Teaching Exper- ience	Teaching Experience Jence After First Year	Inservice Training	Other Teachers	Supervisors and or Administrators	

Your Ability to

18. Adequately challenge your gifted/talented students.

		Stud	lent Te		<u>. </u>		Pre S	tuder	it Teac		ield Exp	ρ.
Danka	D1		0	Spec	.		D 1	•	•	Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total		<u>E1</u>	<u>Sec</u>	Spec	Ed	<u>Total</u>	
Omit	90	83	95	80	87	•	90	75	100	90	90	1
1	10	17	0	15	10		10	17	200	10	8	
2 3		•	5	5	3			Ö			Õ	
3								8	•		2	
		Othe	r Cour	se Wor	·k		F	'irst	Year E	xperie	nce	
				Spec						Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	<u>Ēd</u>	Total		<u>E1</u>	<u>Sec</u>	Spec	Ed	Total	
Omit	80	76	70	60	(0		F.0	<i>(</i> 7	٥٢	0.0		
1	20	75 17	70 3 0	60 25	69		50	67		90	61	
2	. 20	0	30	3 5 5	27 2		40 10	25 8	50	5	29	
3		8		3	2		10	0	15	0 5	8 2	
J		O			4					3	. 4	
	Teach	ing E	xp. Af	ter 1s	t Year			Inser	vice T	rainin	g	
				Spec			-			Spec		
Ranks	<u>E1</u>	<u>Sec</u>	Spec	Ed	Total		<u>E1</u>	<u>Se c</u>	Spec	Ed	Total	
Omit	100	100	95	100	98		90	83	100	100	95	
1	100	100	5	100	2		10	17	100	100	5	
-			J		-		10	1,			3	
	******	Othe	r Teac	hers			Supe	rviso	rs/Adm	inistr	ators	
		_	_	Spec						Spec	•	
Ranks	<u>E1</u>	Sec	Spec	Ed	Total		<u>E1</u>	Sec	Spec	Ed	Total	
Omit	80	83	85	100	89		100	92	100	100	98	
1	10	8	10		7			0			0	
2	10	8	5		5			8			2	



SECTION C. Where Were The Proficiencies Developed?

In Section B, you noted your needs and protectnics for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "I in the box which would denote the area that contributed most." I in the box which would denote the area that contributed most. "I in the box which denotes second highest, etc."

			AR	EAS ,	•		
Student Teaching	Pre Student Teaching Field Ex- perience	Other Course Work and Exper- iences at BGSU	First Year Teaching Exper- ience	Teaching Exper ience After First Year	Inservice Training	Other Teachers	Super visors and 'or Adminis trators

Your Ability to

19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom.

Responses in Percents

		Stud	ent Te			Pre	Studen	t Teac		ield Exp.	
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec <u>Ed</u>	Total	
Omit 1 2	80 20	92 8	95 5	75 20 5	86 13 2	90 10	92 8	9 5 5	90 10	92 8	
		Othe	r Cour		<u>k</u>	First Year Experience					
Ranks	<u>E1</u>	Sec	Spec	Spec Ed	Total	<u>E1</u>	Sec	Spec	Spec Ed	Total	
Omit 1 2 3	80 10 10	75 17 8	65 30 5	75 15 10	73 19 8	50 5 0	50 50	35 50 10 5	70 25 5	52 42 5 2	
	Teach	ing E	xp. Af		t Year		Inser	vice T		ıg	
Ranks	Teach	ing E	xp. Af Spec	ter ls Spec <u>Ed</u>	t Year Total	<u>E1</u>	Inser Sec	vice T	rainin Spec <u>Ed</u>	Total	
Ranks Omit				Spec		E1 90 10			Spec		
Omit	<u>E1</u>	<u>Sec</u> 100	Spec	Spec Ed 100 hers	Total	90 10	<u>Sec</u> 92 8	Spec	Spec Ed 100 inistr	<u>Total</u> 97 3	
Omit	<u>E1</u>	<u>Sec</u> 100	<u>Spec</u> 100	Spec Ed 100	Total	90 10	<u>Sec</u> 92 8	Spec 100	Spec Ed 100	<u>Total</u> 97 3	

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SECTION D. Please check the one answer you consider most appropriate. (4 \pm \pm \pm \pm

and the number of course or in hit headings for my major log. English courses for English majors. Mathicourses for Mathicourses for Mathicourses for Mathicourses for Mathicourses for Mathicourses.

- (1) too large or too many
- (b) (2) too small or too few.
 - (3) about right

		1	·	2		3
Elementary	<u>f</u>	<u>*</u>	f	%	<u>f</u>	%
Secondary	0	0	3	20 ·25	. 8 9	75
Specialized	. 1	5	3	15	15	75
Special Ed.	-		6	30	14	70
Total	1	2	14	23	46	74

- 2. The content of my major was
 - (1) well adapted to the needs of teachers
 - (2) only moderately relevant to the needs of teachers
 - (3) largely irrelevant to the needs of teachers

		1		2		3
	f	%	f	%	f	%
Elementary	5	50	4	40	$\overline{1}$	$\overline{10}$
Secondary	3	25	6	50	3	25
Specialized	10	50	9	45	-	
Special Ed.	13	65	7	35	-	
Total	31	5 0	26	42	4	7

- 3 The content of my major was
 - - 2 too narrow and specialized for the needs of teachers
 - we instanced to provide both breadth and depth [

		1		2		3
	f	 %	f	%	f	%
Elementary	3	30	1	10	<u></u>	60
Secondary	3	25	6	50	- 3	25
Specialized	6	30	3	15	10	50
Special Ed.	3	15	4	20	11	55
Total	15	24	14	<u>23</u>	30	48

- 4. Courses in this major were taught in a way that
 - related the content to the needs of teachers in most instances
 - 2° related the content to the needs of teachers in some instances

		1			2			3
	f	0/ /0		f	0/		f	9/
Elementary	4	40		6	60		0	0
Secondary	3	25		7	58		• •	1.7
Specialized	8	40		11	55		-	
Special Ed.	1 i	55		9	45		-	
Total	26	42		3 3	53		2	3

35

too large or too man; too small or too tew about right

•		1		2			
	f	%	f	%	f		
Elementary	1	10	2	20	7		
Secondary	3	25	2	17	7		
Specialized	5	25	7	3 5	7		
Special Ed.	1	5	5	25	14		
Total	10	16	16	2.6	35		

The fontent and experiences making up the professional component

were generally well suited to preparation of a teacher were somewhat suited to preparation of a teacher made little real contribution to preparation of a teacher

		1		2		3		
	f	%	f	%	f	%		
Elementary	4	40	· 6	60	0	0		
Secondary	6	50	5	42	1	8		
Specialized	6	. 30	10	5 0	3	15		
Special Ed.	12	60	7	35	1	5		
Total	28	45	28	45	5	8		

The general group requirements (Group 1 — Composition Literature, Speech, Group 2 — Science and Math. Group 3 — Social Science, and Group 4 — Fine and Applied Arts)

 Γ -provided for acquisition of a breadth of knowledge needed by 'educated' people Γ -was somewhat valuable

was generally a waster of time

		_1						
	f	%	£	0/ /0	_	f	%	
Elementary	3	30	6	<u>60</u>		1	10	
Secondary	· 6	50	4	33		2	17	
Specialized	9	45	9	45		1	5	
Special Ed.	8	40	11	55		1	5	
Total	26	42	30	48	-	5	3	

The general group reducements

provided a good background for teachers was somewhat significant for prospective teachers.

2. Was somewhat significant for introduction in the significance for prospective reachers was generally of little significance for prospective reachers

		1		2		3
	f		f	0/ .'0	£	3,
Elementary	$\overline{3}$	30	5	50	$\overline{2}$	$\overline{20}$
Secondary	7	58	3	25	<u> </u>	17
Specialized	10	50	ક	40]	-
Special Ed.	7	35	11	55	•	? ₄
Total	$\overline{27}$	44	27	44		1:



Bow in the or State Conversity dave melvery cars on must idsess an adequate operation to lead her aducation lie an earer options, employment polices as a conversion of the expression of the expressions of the expressions.

:†4)	Strongly A		•	Agree []		No Opinion		Disaglee []		Strongly Dasa		àier.
	Elementary Secondary Specialized Special Ed. Total	1 2 1 4	5 0 8 10 5	f 4 5 5 8 22	4 40 42 25 40 36	f 3 1 1 2 7	3 30 8 5 10 11	f 3 5 8 8 24	2 30 42 40 40 39	f 0 0 3 1 4	1 0 0 15 5	

10. Please provide a rating of the value of each of the following seven areas in your preparation to become a teacher

Highly

Positive

Educational Psychology Educ 3	302)						
	<u>5</u>	,	<u>4</u>	3	2	1	0
Elementary	$\frac{1}{1}$ $\frac{1}{10}$	$\frac{1}{4}$	$\frac{\frac{70}{40}}{3}$	30	$\frac{1}{1}$ $\frac{\frac{1}{10}}{10}$		$\frac{1}{1}$ $\frac{\frac{1}{10}}{10}$
Secondary	3 25	6	50 1	8	2 17		
<i>a ,</i> 1 , 1	, , ,					_	

3

Average

or So-So

Negative

Highly

Negative

Not Required in

My Program

Elementary $\frac{1}{1}$ $\frac{1}{10}$ $\frac{1}{4}$ $\frac{1}{40}$ $\frac{1}{3}$ $\frac{1}{30}$ $\frac{1}{1}$ $\frac{1}{10}$ $\frac{1}{7}$ $\frac{1}{10}$ $\frac{1}{10}$ Secondary $\frac{1}{3}$ $\frac{1}{25}$ $\frac{1}{6}$ $\frac{1}{50}$ $\frac{1}{10}$ $\frac{1}{1$

 $2 \leq Metholity (nurse)$ or methods sequence if elementary of the $\alpha > \alpha$, and $\beta > matrix$

	54			3		2		1		0		
	f	<u>%</u>	f	%	f	0/ /o	f	0/	f	%	f	0/
Elementary	-5	50	3	30	2	20	_	-		-		
Secondary	3	25	3	25	6	50	-	-	-	-	-	-
Specialized	7	35	8	40	4	20	-	-	-	-	1	5
Special Ed.	7	3 5	7	3 5	3	15	2	10	_	-	1	5
Total	22	36	21	34	15	24	2	3	0	0	2	3

Processing Measurements Most recent me Assessment and Fila value in in Education (Fig. 4-2)

		5		4		3		2		1		0	
	f	n. 10	f	٥/ ٠٥	f	0/	f	0/	f	0,	Í	0	
Elementary	4	40	2	$\overline{20}$	3	30	-		-	_	1	10.	
Secondary	•	1.7	5	42	3	25	ì	ડ	1	8	~	-	
Specialized	4	20	4	20	ь	30	4	20	1	5	1	5	
Special Ed. 😘	3	15	6	30.	O	30	3	15	2	10	-	-	
Total	13	21	17	27	18	29	8	13	<u> </u>	7)	3	



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4	Philosophy	of	Education	Most	recent	title
Ed	ucation in a P	lura	histic Society	<i>y</i>)		
ιEα	iuc 408)					

		5
•	f	%
Elementary	-	-
Secondary	4	33
Specialized	2	10
Special Ed.	2	10
Total	8	13

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1.

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$$\begin{array}{c|cccc}
 & 2 \\
\hline
 & 3 & 30 \\
 & 1 & 8 \\
 & 3 & 15 \\
 & 5 & 25 \\
\hline
 & 12 & 19 \\
\end{array}$$

$$\begin{array}{c|cc}
 & 1 \\
\hline
 f & \frac{\%}{10} \\
\hline
 1 & 10 \\
 2 & 17 \\
 5 & 25 \\
 4 & 20 \\
\hline
 12 & 19
\end{array}$$

~ []

$$\begin{array}{c|cccc}
 & 0 \\
\hline
 & f & \% \\
\hline
 & 1 & 10 \\
\hline
 & - & - \\
\hline
 & 2 & 10 \\
\hline
 & - & - \\
\hline
 & 3 & 5 \\
\end{array}$$

5 American School System (Most recent title Organization and Administration of Education in American Society) (Educ 409)

$$\begin{array}{c|cc}
 & 4 \\
\hline
 \frac{f}{2} & \frac{\%}{20} \\
 4 & 33 \\
 9 & 45 \\
 4 & 20 \\
\hline
 19 & 31
\end{array}$$

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$$\begin{array}{c|cccc}
 & 2 & \\
\hline
 & f & \frac{\%}{2} & \\
\hline
 & 2 & 20 & \\
 & 1 & 8 & \\
 & - & - & \\
 & 2 & 10 & \\
\hline
 & 5 & 8 & \\
\end{array}$$

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[]

$$\begin{array}{c|cccc}
 & 0 \\
\hline
 & f & \frac{\%}{2} \\
\hline
 & 20 \\
 & - & - \\
 & 2 & 10 \\
 & - & - \\
\hline
 & 4 & 7
\end{array}$$

1 }

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6 Student Teaching

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Student Teaching Seminars

$$\begin{array}{c|cccc}
\hline
f & \frac{\%}{5} \\
\hline
5 & 50 \\
1 & 8 \\
4 & 20 \\
6 & 30 \\
\hline
16 & 26
\end{array}$$

$$\begin{array}{c|cccc}
 & 3 & \\
\hline
 f & \frac{\%}{30} \\
\hline
 5 & 42 \\
 7 & 35 \\
 9 & 45 \\
\hline
 24 & 39 \\
\end{array}$$

$$\begin{array}{c|cccc}
 & 2 & \\
\hline
 & \frac{f}{2} & \frac{\%}{20} \\
 & 3 & 25 \\
 & 4 & 20 \\
 & 1 & 5 \\
\hline
 & 10 & 16 \\
\end{array}$$

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-48-

ON E. Off-Campus Field Experiences

rt a doubting of had several experiences in public elementary and secondary schools while a student at Bowling Green State University. The tollowing trues plate to these off campus expenences . ,

How do you feel about the adequacy of the University supervision when you were doing

Student Teaching		•		, E	5 xcellent -	(4 Good []	3 Average	Bel. Average	l Poor
Elementary Secondary Specialized Special Ed: Total	a	<u>f</u> 2 4 4 7 17	5 20 33 20 35 27	f 3 6 5 8 22	30 50 25 40 36	$ \begin{array}{c c} \hline \hline f \\ \hline 3 \\ 4 \\ 4 \\ \hline 11 \end{array} $	3 30 - 20 20 18	$ \begin{array}{c} \frac{f}{1} \\ 2 \\ 4 \\ \hline 1 \\ 8 \end{array} $	$ \begin{array}{c cccc} & & & & \\ \hline & & & & \\ \hline & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ \hline & & & \\ & & & \\ \hline & & & \\ & & & \\ \hline & & & \\ & & & \\ \hline & & & \\ & & & \\ \hline & & & \\ & & & \\ \hline $	1 - - 5 - 1

Other field Apenences in the schools, such as Merge, MEP.

Total

Methods Observations, etc. 2

	5		4			3		2		1
	f	 %	f	 %	f	 %	f	%	f	 %
Elementary	4	40	4	40	1	10	1	$\overline{10}$	_	_
Secondary	5	42	3	25	3	25	_	-	-	•
Specialized	1	5	12	60	1	5	3	15	_	-
Special Ed.	9	45	9	45	1	5	1	5	-	-
Total	19	31	28	45	6	10	5	8	0	0

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The aboved testion dealt with university supervision. In the same frame of reference, how do you feel about the adequacy of the supervision given you by the oom teacher silduring

Student Teaching

•	. •				,					
		5		4		3	_ 2			1
	f	%	f	0,	f	%	f	0/		%
Elementary	6	60	3	3 0	1	$\overline{10}$	_	-		-
Secondary	11	92	_	-	1	8	-	-	-	
Specialized	11	55,	6	30	-	-	-	-	1	. 5
Special Ed.	11	5 5	5	2 5	2	10	1	5	-	. ~
Total	39	63	14	23	4	7	0	0	2	3

Other held experiences in the schools, such as Merge, MEP ods Observations letc. 3

	5		4		3		2		1	
	f	0/	f	0) /0	$-\frac{1}{f}$	0/	f	9/	f)/ 0
Elementary	4	40	$\overline{2}$	$\overline{20}$	$\overline{2}$	$\overline{20}$	1	20	-	-
Secondary	4	33	4	33	3	25	-	-	-	-
Specialized	2	10	10	50	4	20	1	5	-	~
Special Ed.	8	40	10	50	2	10	-	-	~	-
Total	18	29	26	42	11	18	3	5	O	U

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B I consider these experiences to have been

Highly Valuable	√aiuaole	Average or So-So	Of Little Value	Of No Value		
; !	, ;	1 1	11.	. 1		
•						
		5	4	3	2	1
r. i		f %	<u>f</u> %	f %	f '0	f 3/10

3

Elementary 50 30 5 Secondary 5 42. 8 8 3 Specialized 15 15 3 15 <u>55</u> 39 6 13 30 21 Special Ed. Total

C Approximately now many academic quarters were you involved in one or more of these experiences? Do not count the student teaching quarters

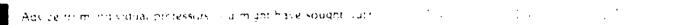
n _____ quarters

5

•		0		1		2		3		4		5		6
•	f	10	f) ₁	f	Ö/	f	0,0	f	01	f	0/	f	%
Elementary	<u>-2</u>	20	3	30	3	30	1	10	_			_	$\overline{1}$	10
Secondary	4	33	2	17	2	17	3	25 /	-	~	1	8	-	-
Specialized	12	60	3	15	<u>^</u>	10	1	5/	2	10	-		-	-
Special Ed.)	.10	5	25	ડે	15	4	26	3	15	3	15	_	-
Total	20	32	13	21	10	16	9	15	5	3	4	17	1	2)

CTION F. Academic and Career Advising at BGSU

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative
How do you feel about the quality of area, such as the English Math. Elem	advising from your entary Education are	major as ' []	[]	i i	t 1	[]
Elementary Secondary Specialized Special Ed. Total	$ \begin{array}{c cccc} & 5 \\ \hline $	$ \begin{array}{c cccc} & 4 \\ \hline & \frac{f}{4} & \frac{\%}{40} \\ & 5 & 42 \\ & 5 & 25 \\ & 5 & 25 \\ \hline & 19 & 31 \end{array} $	$ \begin{array}{c cc} \hline $	2 <u>f</u> % 2 17 3 15 3 15 8 13	1 <u>f</u> 1 - 1	% - 8 - - 2
Advice and guidance from the Prolocated on the 3rd floor of the Educat	ogram Advisement (tion Building? 5	Center ()	{ i	1 1	[]	i!
	$\frac{\frac{1}{f}}{2} \frac{\frac{3}{20}}{20}$	$\frac{\frac{4}{f}}{5} \frac{\%}{50}$	$\frac{\frac{5}{1}}{3} \frac{\frac{\%}{30}}{30}$	<u>f</u> %	f	<u>%</u>



.

		5	£ 4		3		2			1
	f	91	f	0/	f	3/0	f	/0	f	ئ. ن
Elementary	3	30	6	60	-i	10	-	-	_	
Secondary	5	42	5	42	2	17	-	-	-	-
Specialized	8	40	9	45	2	10	-	-	-	-
Special Ed.	4	20	10	50	4	20	1	5	-	_
Total	2,7	32	30	→ 8	9	15	1		0	?

How is a power personal warse and if the quarter is veral academic sites is a sest particle available to could be uggined your cears at the conversion.

	5			-4		3				1
		.,	:	- • -	1				i	
Momentary	:	$\frac{3}{3}G$		1	_	20	•	-	-	-
Secondary	1	17	5	~ <u>.</u>	4	33	-		1	8
Specialized	?	15	-	35	<u>, </u>	35	· ·	10	_	-
Special Ed.	1	5	· ` 4	4 "	~	35	,	10	1	۶,
1,13		75			_ ; ·	: ::	 -	~	٠.	-



How do you leet in a general sense abo - the quality of overail career advising services that were available to you?

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% 10 <u>%</u> 50 % 40 Elementary Secondary 33 33 33 5 Specialized 7 7 35 5 15 35 25 21 Special Ed. 30 36 30 34 6 $\overline{21}$ Total

Please rate the services of the Career and Placement Center in nelping you find a teaching position

()

11 1 1

	5			4		3		2		1
	f	%	f	%	f	%	f	%	f	01
Elementary	2	20	4	40	1	10	$\overline{2}$	20	-	-
Secondary	6	50	3	25	1	8	1	8	-	_
Specialized	7	35	5	25	4	20	2	10	1	5
Special Ed.	9	45	6	30	3	15	1	5	-	-
Total	24	39	18	29	9	15	. 6	10	i	2

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ECTION G: Instructional Materials at BGSU

I. Please rate the materials and services of the Instructional Media Center (located in the Education Building)

[] I did not use the center, therefore I cannot rate their service

(Note: The percents presented in Tables G1A to Fare based on Total N's--not on N who used--interested reader may want to compute more appropriate percents.)

	Blank Respons	e (Used)	Respo	nse (D	id Not	Use)
	<u>f</u> <u>%</u>	_	f	ی ن		
Elementary	10 100		-	-		
Secondary	8 67		4	33		
Specialized	14 70		6	30		
Special Ed.	18 90		20	10		
Total	49 79		12	19		

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		•		Hig Posi		Positive		erage So-So	Negati	ve	Highly Negative
Hours of accession to				[!	()		: 1	. }		()
	 -	5 %		4 9/		3	£	2 0/	-	1 0/	
Elementary			$\frac{1}{5}$	<u>-/°</u>	$\frac{1}{3}$	70 30	$\frac{1}{1}$	$\frac{\frac{76}{10}}{10}$			
Secondary	-	~	6	50	2	17	-	-	-	-	
Specialized	-	-	7	35	5	25	1	5	-	-	
Special Ed.			10	50	7	35	1	5	-	-	
Total	0	0	28	45	17	27	3	5	<u> </u>	0	

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B. Workshop faculties where you could prepare new instructional materials or copy existing materials.

		5		4		3		2		1
	f	%	\overline{f}	0/	f	 %	f	ن 0	f	
Elementary	2	20	4	$\overline{40}$	4	40	-	-		-
Secondary	3	25	4	33	-	-	1	8	-	-
Srecialized	1	5	8	40	4	20	_	-		-
Spicial Ed.	2	10	10	50	4	20	1	5		-
Total	8	13	26	42	12	19	2	3	-	_

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C Availability of materials

		5		4		3		2	
	f	%	f	%	f	%	f	0/	_
Elementary	3	30	-3	30	4	40	_	-	_
Secondary	2	17	5	42	1	8	-	-	
Specialized	1	5	7	35	4	20	-	-	
Special Ed.	2	10	10	50	6	30	-	-	
Total	8	13	25	40	15	24			_

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D Usage regulations

	5			4		3		2		1
	f	3/	f	01/0	f	0/ /o	f	\ .′o	f	0/
Elementary	5	50		20	3	30	-	-		
Secondary	1	8	4	33	2	17	1	\8	-	-
Specialized	2	10.	7	35	3	15	1	\5 ·	-	-
Special Ed.	2	10	10	50	6	30	-		-	-
Total	10	16	23	37	14	23	2	3	-	

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Elementary Secondary Specialized S. al Ed.

$$\begin{array}{c|cccc}
\hline
f & \frac{\%}{10} \\
\hline
1 & 10 \\
1 & 8 \\
5 & 25 \\
4 & 20 \\
\hline
11 & 18
\end{array}$$

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$$\begin{array}{c|cccc}
 & 2 & & & \\
\hline
 f & & \frac{37}{10} & & & 1 \\
\hline
 1 & 10 & & & \\
\hline
 2 & 10 & & & \\
\hline
 3 & 15 & & & \\
\hline
 6 & 10 & & & \\
\end{array}$$

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	5		4		3		2		1	
	f		f	%	. f	%	f	6/ /0	f	۵ <i>۱</i> 0
Elementary	5	50	4	40	1	10	-	-	-	-
Secondary	3	25	4	33	1	8	-	••	-	-
Specialized	2	10	8	40	2	10	1	5	-	-
Special Ed.	4	20	10	50	2	10	1	5		
Total	14	23	26	42	6	10	2	3	-	-



Please rate the materials and services of the Curriculum Library located in the L.brary)

[] I did not use the Curriculum Library, therefore I cannot rate their services

(Note: Percents presented in Tables G2A to I are based on total N's-not on N who used the facilities--interested reader may desire to compute more appropriate percents.)

	Blank	Response	(Used)	Resp	onse	(Did	Not	Use)
	f	%		f	0/ /o			
Elementary	10	100		-				
Secondary	10	83		2	17			. •
Specialized	14	70		6	30			
Special Ed.	19	95		1	5			
Total	5 3	86		9	15			

A Hours of accessionity

	5		4		3		2		1	
	f	%	f	%	f	%	f	%	f	%
Elementary	4	40	4	40	$\overline{2}$	20		-	_	
Secondary	1	8	4	33	5	42	_	-	-	-
Specialized	4	20	7	3 5	2	10	-	-	-	-
Special Ed.	5	25	10	50	4	20	-	-	-	-
Total	14	23	25	40	13	21	-	-	-	

B. Workshop facilities where you could prepare new instructional materials or copy existing materials.

	5			4		3		2		1
	f	 %	f	9/	f	%	f	0/	f	9/
Elementary	1	10	4	40	4	40	1	10	-	-
Secondary	1	8	4	33	4	33	1	8	-	-
Specialized	3	15	7	35	2	10	1	5	-	-
Special Ed.	3	15	9	45	4	20	2	10	-	-
Total	8	13	24	39	14	23	5	8	-	-

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C Various media, such as maps, globes, charts, pictures, tilms video, audio tapes, recordings, etc.

	5			4		3		2		1
	f	ق/	· , f	9/	f	0/	f	37	f	%
Elementary	4	40	3	30	3	30	-		-	
Secondary	1	8	4	33	5	42	_	-	_	_
Specialized	2	10	6	30	4	20	-	-	-	_
Special Ed.	8	40	10	50`	1	5	-	-	•	_
Total	15	24	23	37	13	21	-		-	

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1. D. Examples of courses of study and feaching units.

	5		4		3		2		1	
	f	0/ .a	f	0/	f	01	-f	7/	f	
Elementary	2	20	6	60	1	10	-	-	_	
Secondary	1	8	5	42	3	25	-	-	-	_
Specialized	3	15	8	40	1	5	1	5	-	-
Special Ed.	4	20	11	55	3	15	1	5	-	-
Total	10	16	30 .	48	8	13	2	3	-	-

1. Framerical process is missen to used in the elementary and

		<u>J</u>				3		4	1	
	f	0) /0	f	رد. ۱۵	\overline{f}	9/	f	01	f	• **
Elementary	5	50	4	40			-	_	-	
Secondary	1	8	7	58	2	17	-	-	-	-
Specialized	5	25	6	30	-	-	1	5	1	5
Special Ed.	10	50	7	3.5	2	10	-	-	-	-
Total	21	34	24	39	4	7	1	2	1	2

Elli Ava anno, il mateca s

				4		3		2.		1
	f	0/ /0	f	<u>5/</u>	f	%	f	0/ /0	f	0 <i>j</i>
Elementary	3	30	6	<u>60</u>	1	10	_	-	-	
Secondary	3	25	6	50	1	8	-	-	-	-
Specialized	4	20	5	25	3	15	1	5	-	-
Special Ed.	10	50	7	35	2	10	-	-	-	-
Total	20	32	24	9ز	7	11	1	2	-	-

G - Usage regulations

	. 5		4		3		2		1	
•	f	~~ %	f	%	f	%	f	0/	f	%
Elementary	2	20	7	70	1	10	-	_		-
Secondary	2	17	7	58	1	8	-	-	-	-
Specialized	3	15	9	45	-	-	1	5	-	-
Special Ed.	2	_10	11	55	6	30		-		
Total	9	15	34	55	8	13	1	2	-	-

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H Heiptuiness of staff

		5		4		3		2		1
	f	0/ /0	f	%	f	%	f	0/ / 0	f	%
Elementary	5	50	4	40	1	10	-	_	-	
Secondary	6	50	1	8	3	25	-	-	_	-
Specialized	3	15	8	40	2	10	-	-	-	-
Special Ed.	8	40	9	45	2	10	-	-	_	_
Total	22	36	22	35	8	13	-		-	-

1 Region of the concentration

	5		4		3		2		1	
	f	%	f	%	f	%	f	0/ /o	f	01 /0
Elementary	3	30	6	<u>60</u>	-	-	_	_	-	-
Secondary	4	33	· 5	42	1	8	-	-	-	-
Specialized	5	. 25	6	30	-	-	2	10	-	-
Special Ed.	10	50	6	30	2	10	_		_1	5
Total	$\overline{22}$	36	23	37	3	5	2	3	1	2

2. Please rate the materials and services of the Clinical Lab incated on the second tolor of the Education Building and established during the 1978-79 academic year.

1.1 I the not use the Clinical Lab

(Note: Percents presented in Tables G3A to E are based on total N's-not on usage N. Interested reader may desire to compute more appropriate percents.)

	Blank	Response	(Used)	Resp	onse	(Did	Not	Use)
	f	0/ /0		f	0			
Elementary	$\frac{-2}{2}$	20		8	80			
Secondary	2	17		10	83			
Specialized	3	15		17	85			
Special Ed.	4	20		16	80			
lotal	11	18		51	83			

A Hours of accessibility

سمو			•							
		5		· 4		<u>3</u>		2		1
	f	%	f	%	f	0 <i>i</i>	f	%	f	9/
Elementary	_	-	$\overline{1}$	10	<u></u>	10		-		
Secondary	-	-	1	8	'n	8	-	-	-	-
Specialized	-	-	2	10	-	~	-	-	_	-
Special Ed.	-	- .	1	5	2	10	-	-	-	-
Total				ρ	/.	7				

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B. Mar lus me ta and materials

	5		4		3		2		_ 1	
	f	 %	f	%	f	%	f	Ŏ/ . O	f	<u>~</u>
Elementary	-	-	2	20		-				
Secondary	1	8	-	-	1	8	-	-	-	1
Specialized	-	-	2	10	-	-	-	•	-	-
Special Ed.	-	-	3	15	-	-	-	-	-	-
Total	1	2	7	11	1	2	-	-		-

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	5		_ 4			<u>5</u>		-	1		
	f	3/ 0	f	رن ن	f	3/	f	70	f	<u>₹</u>	
Elementary	-	-	2	$\overline{20}$	-	-	-	-	-	-	
Secondary	1	8	C	0	0	0	1	8	0	0	
Specialized	-	-	2	10	-	-	-	-	-	-	
Special Ed.	-	-	1	5	1	5	1	5	-	-	
Total	1	2	5	8	1	2	2	3	-	_	

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	5			4		3		4	1		
	f	ئر 9/	f	9/,3	f	o; ′0	$\overline{\mathbf{f}}$	%	f	0/	
Elementary	_	-	$\overline{2}$	20	-	-		-	-	_	
Secondary	0	0	1	8	0	0	1	8	0	0	
Specialized	•	-	2	10	-	-	-	-	-	-	
Special Ed.	-	-	1	10	1	.5	-	-	-	-	
Total	-	-		11	1)	1	2	-	_	

	5		4		3		2		1	
	f	%	f	%	f	%	f	"	f	%
Elementary	-	-		20	-		-	-		
Secondary	1	8	0	0	1	8	-	-	-	-
Specialized	-	-	2	10	-	· 🕳	-	-	-	
Special Ed.	1	5	2	10	-	-	-	-	-	2
Total	2	 3	6	10	1	2	-		-	

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A Your Attitudes	,	Strongly Agree	4 Agree	No Commen.	2 Disagree	Strongly Disagree
Elementary Secondary Specialized Special Ed. Total	5 f % 5 50 5 42 9 45 13 65 32 52	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	11 3 -c 10 17 5 -	1 2	1 1 or	
2 If I could plan my career teaching. Elementary Secondary Specialized Special Ed. Total	5 6 60 2 17 9 45	cose $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	3 	2 f 2/2 1 8 2 10 2 10 5 8	1	[]
3 lifeer successful and compenses ton Elementary Secondary Specialized Special Ed. Total	5 <u>f</u> <u>c</u>	4 f % f 4 40 1 8 67 - 7 35 1 9 45 1 28 45 3	3 10 - 5 - 5	1 2 2 3 6 1 8 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 1 2 1 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 0	
Elementary Secondary Specialized Special Ed. Total	5 f % 7 70 7 58 12 60 14 70	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	3	2 <u>f</u> 3/6	1	:.

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5: If I could earn as much money in another occupation, I would still continue to teach.

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•	. •	5	4			3			2		1		1
	f	%	f	%		f			f	%	f	`	
Elementary	6	<u>60</u>	4	40		-						•	_
Secondary	4	33	7	58		1	8		-	-	-		
Specialized	8	40	·- 5	25		4	20		2	10	-		
Special Ed.	14	70	5	25	•	1	5	·	_	-	_		
Total	32	52	21	, 34		6	10	} l	2	3			

B. Summary

 $1\,$ $\,$ $\,$ I was adequately prepared by BGSU as an entry level teacher.

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	5			4		3		2	1		
	f	9/0	f	%	f	9/	f	9/	f	9/	
Elementary	2	20	7	70	1	10	-				
Secondary	2	17	7	58	2	17	1	8	-	• -	
Specialized	7	35	11	55	-	-	_	_	-	-	
Special Ed.	7	35	12	60	1	5	-	-	-	_	
Total	18	29	. 37	60	4		1	2			