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ABSTRACT

The University of North Florida's Teacher Education Internship Project had as its purpose the expansion and refinement of a clinical supervision model for undergraduate teacher education interns and preinterns. Goals included the revision of data gathering instruments and the pooling of program graduates to determine the success of these former students as beginning teachers. Clustering of preinterns, using the model developed for intern placement, was instituted. Materials describing the roles of participants were developed and disseminated. Data were gathered on participants to determine the effects of program changes. Results of data collection and analysis indicate that the new clinical cluster model and the training of participants has had a positive effect and that the program should be continued and expanded, with follow-up data from the Florida Performance Measurement System Beginning Teacher Program incorporated into the process. Appendices include: intern questionnaire; responses of principals, directing teachers, and college supervisors to the questionnaire; survey of graduates; ratings by principals of beginning teachers according to type of placement; and a review of literature. References are included. (Author/CB)

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TEACHER EDUCATION INTERNSHIP PROJECT

FINAL REPORT
April, 1986

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SP 027 862

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Abstract

The University of North Florida's Teacher Education Internship Project, funded in the amount of $35,822.00 for the 1984-85 academic year and codirected by Dr. Mary L. Grimes and Dr. Sue Terrell(January-June, 1985) had as its purpose the expansion and refining of a clinical supervision model for undergraduate teacher education interns and preinterns, including the revision of data-gathering instruments and the polling of program graduates to determine the success of these former students as beginning teachers. Clustering of preinterns, using the model developed for intern placement, was instituted. Materials describing the roles of participants were developed and disseminated. Data was gathered on participants to determine the effects of program changes.

Results of data gathering and analysis indicate that the new clinical cluster model and the training of participants has had a positive effect, and should be continued and expanded, with follow-up data from the Florida Performance Measurement System Beginning Teacher Program incorporated into the process.

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Introduction

The Teacher Education Internship Project, funded by the 1983 Florida Legislature and implemented during the Spring, 1983 Semester, allowed the University of North Florida to address the following important questions with regard to the clinical component of its Undergraduate Teacher Education Programs:

(1) In what ways can university faculty and public school personnel cooperate to improve the clinical component?

(2) How can intern placement contribute to the quality of instruction/supervision interns receive during the clinical experience?

(3) How can college and public school supervisors be trained in clinical supervision practices?

(4) What materials are needed to support and/or enhance clinical supervisory programs?

(5) What measures are available which could be valid predictors of interns' future success?

In carrying out the project goals designed to answer the above questions, the College of Education and Human Services was able to develop a new model for clinical experience, built upon the knowledge base provided by the Florida Performance Measurement System and incorporating observation and feedback systems designed to enhance the possibility that positive change would result from this interactive experience. A series of clinical supervision training workshops was instituted, allowing both college and school site supervisors to refine their skills as change agents during the clinical experience. New materials, including workshop handouts, a resource manual for college supervisors, and diagnostic and evaluative instruments were developed. Existing materials were revised, to support components of the program. A body of data was collected, to establish a baseline for further comparisons. Information routinely collected on undergraduates as they progress through their programs was stored in computer files, to be used for future correlation studies. Results were tabulated for the new information gathered to determine participants' perceptions of the effects of changed practices. The Field Service Advisory Committee, composed of college and public school personnel from all levels of employment, began functioning as an agent in developing new ideas and evaluating the success of project goals.

As a result of the University of North Florida's involvement in the 1983-84 Teacher Education Internship Project, the college made a substantial beginning toward the development of a new clinical supervision model, including the necessary support systems of materials and procedures to implement that model, and the revision of major related components, including the undergraduate Core curriculum, in a manner consistent with that new clinical direction.

Introduction(continued)

The current project continued these objectives through the development of additional materials, the expansion and refining of the clinical supervision model implemented during the 1983-84 year to include selected pre-interns, and the revision of data-gathering instruments, as well as the solicitation of information from program graduates, to determine the success of these former students as beginning teachers.

Objectives

Four objectives were set for the project during 1984-85. These were:

1. To expand an intensive site program to include the placement of selected preinterns in clusters where they were exposed to the clinical supervision model,
2. To develop additional materials to identify the roles and responsibilities of the school site supervisor,
3. To evaluate the performance of interns placed in cluster sites, and
4. To determine the effect on program graduates of their clinical supervision experiences as evidenced by beginning teacher performance.

Activities

In order to accomplish the four objectives set for the project, the following activities were undertaken:

1. Preparation of materials for use in data collection and training sessions,
2. Placement of selected interns and preinterns in cluster sites,
3. Orientation to the clinical supervision model of school and university supervisors, for students placed in cluster sites,
4. Collection of data regarding program graduates' performance as beginning teachers,
5. Analysis of results of all data gathering, and
6. Review and evaluation of all materials and procedures by the Field Services Advisory Committee and the participants.

Results

The first objective was to expand an intensive site program to include the placement of selected preinterns in clusters where they were exposed to the clinical supervision model. Data was collected from the students involved in the program. The experiences gained through type of placement are compared in Table I. In seven of the eight comparisons, students enrolled in cluster placements and three in Special Education placements reported having had more exposure and experience in the activities than those who were enrolled in the traditional field placement. The only item where there were no differences among the three groups was in the activity related to examination and analysis of the curricular program.

The responses to the ten attitude items are included in Table II. There were significant differences on three of the ten items, Special Education Field placement students felt that they fulfilled their professor's expectations and that the site supervisor was more helpful than did those assigned to cluster or traditional placement groups. The cluster placement and Special Education groups indicated that their commitment to teaching was strengthened to a greater degree than was that of students in traditional placement settings. A copy of the instrument used follows.

Student Evaluation of Field Experience

_____ Semester, 198 ___

Please provide the following information by completing the scan-tron form as indicated. Use a number two pencil to blacken the appropriate space.

Student information: write your Social Security number in the vertical column to the right of the uppermost number grid. Do NOT blacken any of the spaces to the left of this column.
Name: Leave blank.
Subject: Write name of school in which you were placed.
Date: Write "Fall, 1985."
Hour: Leave blank.

1. This is my _____ semester as a preintern.

   a. first
   b. second
   c. third
   d. fourth
   e. (more than four)

2. I completed field experience in the following model this semester:

   a. Developmental Preinternship
   b. Traditional Preinternship
   c. Senior Practicum, Special Education

For items 3 through 10 use the following scale to indicate whether or not you were able to engage in the activities listed during your field experience this semester:

   a. I was able to engage in this activity.
   b. I was not able to engage in this activity.

3. Demonstration as a clerical aide.

4. Examination and analysis of the curricular program.

5. Selection and development of instructional resources.

6. Small and/or large group instruction or tutoring.

7. Demonstration of instructional skills.

8. Demonstration of interpersonal skills.

9. Demonstration of communication and computation skills.

10. Demonstration of professional competence.

For items 1 through 20, use the following rating scale to indicate your response.

a. strongly agree

b. agree somewhat

c. neither agree nor disagree

d. disagree somewhat

e. strongly disagree

11. My commitment to the teaching profession was strengthened by this field experience.

12. I was able to fulfill my professor's expectations during the field experience.

13. My site supervisor was helpful to me.

14. My cooperating teacher was helpful to me.

15. My cooperating teacher was a positive model for me.

16. The school to which I was assigned appeared receptive to U.N.F.'s field program.

17. I would welcome the opportunity to complete my internship in this same setting.

18. There was a meaningful correspondence between my course work and my field assignment this semester.

19. I found this field experience to be a valuable learning experience.

20. I would recommend increasing the amount of time students spend in the field.

21. I was assigned to a(n) _____ setting.

a. Elementary

b. Secondary

22. The grade level to which I was assigned was:

a. K-2 d. 10-12

b. 3-6 e. non-graded

c. 7-9

23. I was assigned to a _____ classroom.

a. regular

b. special education

c. other (explain on this sheet)

24. (Answer on this page only if applicable). I taught the following subject(s):

TABLE I

Comparison of Experiences According to Type of Clinical Experience Placement:

Type of Activity	M / SD	Cluster	Traditional	Special Education	F
	N=	(128)	(39)	(23)	
1. Demonstration as a clerical aide.		1.11 .32	1.38 .49	1.17 .38	7.76***
2. Examination and analysis of the curricular program.		1.33 .47	1.33 .48	1.28 .45	0.16
3. Selection and development of instruction resources.		1.49 .50	1.67 .48	1.24 .43	6.32**
4. Small/large group instruction and tutoring.		1.09 .29	1.26 .44	1.03 .19	5.62**
5. Demonstration of instructional skills.		1.17 .38	1.36 .49	1.00 .00	7.79***
6. Demonstration of interpersonal skills.		1.08 .30	1.21 .41	1.03 .19	3.20*
7. Demonstration of communication and computation skills.		1.11 .32	1.38 .49	1.03 .19	10.95***
8. Demonstration of professional competence.		1.14 .35	1.46 .51	1.07 .37	12.00***

*p<.05 **p<.01 ***p<.001

TABLE II

Comparison of Attitudes Toward Program by Type of Field Experience Placement:

Item	M / SD	Cluster	Traditional	Special Education	F
1. My commitment to the teaching profession was strengthened by this field experience.	M	1.59	2.00	1.48	3.20*
	SD	.86	1.19	1.09	
2. I was able to fulfill my professor's expectations during the field experience.	M	1.95	2.05	1.38	4.01*
	SD	1.09	1.12	.82	
3. My site supervisor was helpful to me.	M	3.23	3.17	1.38	24.24**
	SD	1.42	1.27	.78	*
4. My cooperating teacher was helpful to me.	M	1.47	1.31	1.44	0.55
	SD	.94	.61	.91	
5. My cooperating teacher was a positive model for me.	M	1.83	1.51	1.72	1.16
	SD	1.20	.75	1.25	
6. The school to which I was assigned appeared receptive to UNF's field program.	M	1.29	1.51	1.41	1.85
	SD	.55	.85	.82	
7. I would welcome the opportunity to complete my internship in this same setting.	M	1.95	1.84	2.55	2.54
	SD	1.37	1.34	1.64	
8. There was a meaningful correspondence between my course work and my field assignment this semester.	M	2.04	2.03	1.76	0.78
	SD	1.15	1.06	0.95	
9. I found this field experience a valuable learning experience.	M	1.39	1.54	1.17	2.23
	SD	.69	.82	.60	

TABLE II(continued)

10. I would recommend increasing the amount of time students spend in the field.	2.55 1.31	2.82 1.25	2.07 1.25	2.84

*p<.05 **p<.001

Supervision Skills of Directing Teachers

In order to plan for workshops for directing teachers and to include appropriate material in the handbook for directing teachers, the clinical supervision skills of directing teachers were studied. Each directing teacher was asked to submit two audio tapes of conferences with their intern, one at the beginning of the semester and one at the end of the semester. Teachers were asked to rate themselves on ten generic clinical supervisory skills. The interns were also asked to rate the supervisory skills of their directing teachers and college supervisors. The tapes were analyzed by judges utilizing low inference and summary rating scales.

Tape Analysis

The judges identified the type of procedures the directing teachers used. Eighty-five tapes were analyzed. The following was noted:

44% reviewed the purpose of the conference,

51% provided results form their observations or data gathering,

12%* stated any hypothesis,

42%* indicated probable conclusions and/or recommendations,

46%* proposed possible courses of action, and

18%* discussed professional materials which would help the intern.

The topics discussed in the conference were also identified. The following topics were discussed:

21%* general appearance and poise of intern,

12%* room appearance and physical condition,

79%* teaching procedures,

49%* teaching materials,

60% student-teacher relationships,

58%* interest and motivation of students,

69%* classroom management,

33%* attitude toward teaching,

*rounded to the nearest decimal

Supervision Skills of Directing Teachers(continued)

31%* command of language, communication,

18%* chalkboard ability,

19%* testing or grading,

21%* giving assignments/homework,

40% lesson plans,

42%* knowledge of subject matter, and

32%* knowledge of basic skills.

Topics were most often initiated by the directing teacher. In only six per cent of the cases were the topics initiated by the intern. In about a fourth of the conferences the intern was asked to clarify a situation or incident by the directing teacher. The intern agreed in 43.5% of the cases with the statements of the directing teacher, but in 8.2% of the cases they disagreed and provided explanations. In 3.5% of the cases the intern disagreed, but the directing teacher insisted on his/her analysis as the correct one.

In only 15.3% of the conferences was the intern asked to give suggestions or plan strategies. In 18.89% of the cases the directing teacher provided advice but did not allow any response from the intern; however, in 40% of the cases the directing teacher gave advice but sought reactions.

Primarily the directing teachers used praise(24.7%) and positive reinforcement to the interns' ideas(47.1%). Only 3.5% of the directing teachers used negative criticism.

In slightly over a third(36.9%) of the sessions, the conference ended with a motivational note but on 37.6% of the cases there was no specific culmination of the conference. Only in 10.6% of the conferences did the directing teacher provide a restatement of the plan or conference goals.

Emphasis of the Conference

The judges rated the emphasis of the conference on six themes, from low to high. The ranking was as follows:

1. Teaching Skills
2. Planning
3. Explanation and Directions
4. Problem Solving(problem identified)
5. Reinforcement/Self-Concept Building
6. Curriculum Issues.

Conferencing Skills

The judges were asked to rate the supervisory skills of the directing teachers using a summary rating scale. The judges were trained in identifying and rating these dimensions. The directing teachers' highest competencies were their ability to reinforce positive behaviors and to use effective praise. Their lowest was in exploring readiness for change and reporting or using observation instruments. The profile is presented in Figure I.

Directing Teachers' Self-Ratings

Directing teachers were asked to rate themselves on two generic clinical supervisory skills. They saw as their highest competencies:

(1) Establishing a responsive climate between the supervisor and the beginning teacher by utilizing communication skills such as active listening, asking clarifying questions, and accepting and using ideas of others, and

(10) Providing direct assistance for the intern by demonstrating, shared planning/teaching, and providing inservice training for the intern.

Their lowest ratings were on:

(3) Selecting, constructing, or adapting an instrument for systematically recording the occurrence of teaching/learning behaviors related to the area of concern, and

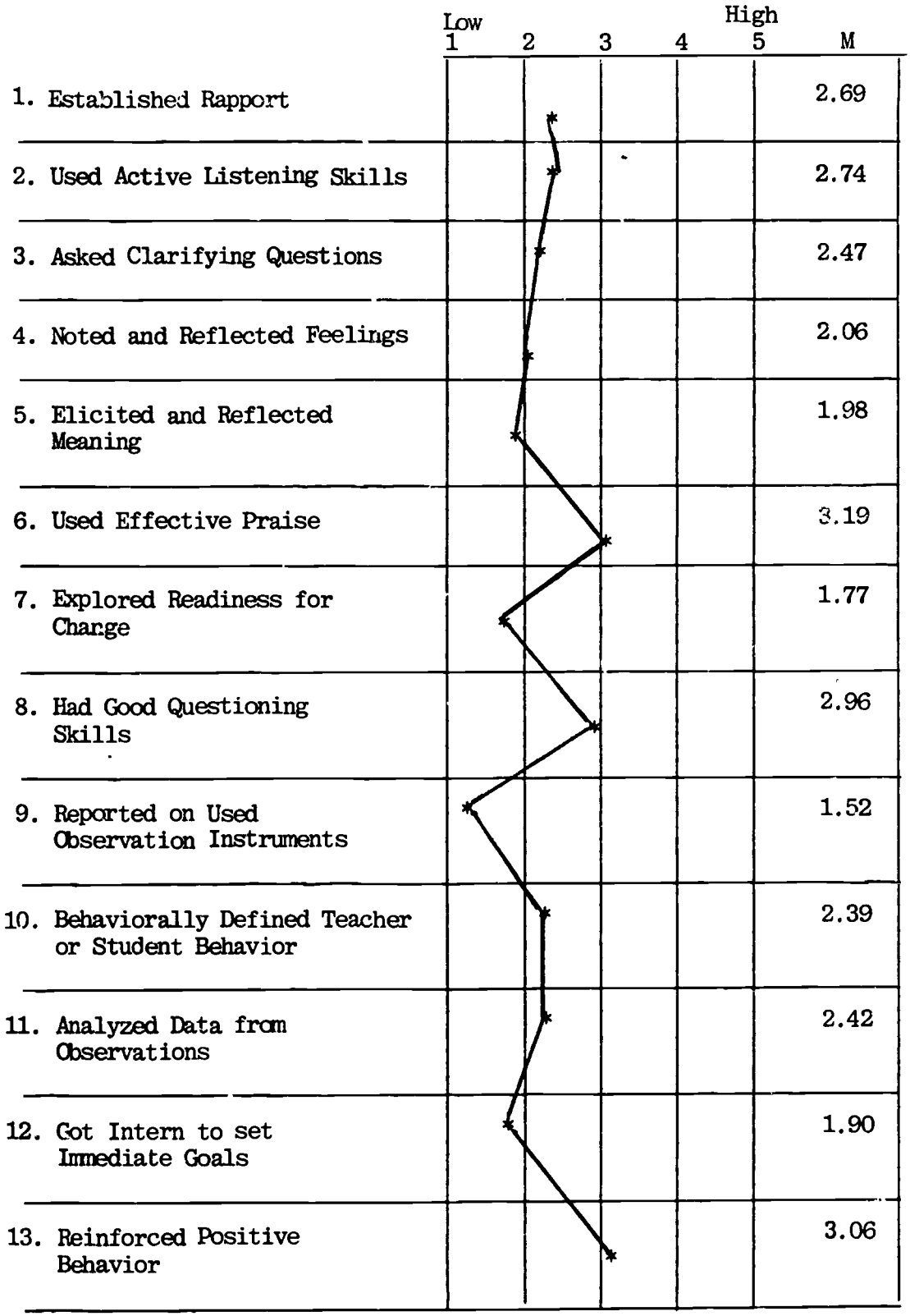
(6) Analyzing data resulting from a classroom observation by making summary statements, identifying patterns of behavior and recognizing critical incidents.

Ratings of Directing Teachers by Interns

The interns were asked to rate the clinical supervision practices of the directing teachers. Sixty-nine per cent felt their supervisors actively listened to their concerns about teaching, while twenty-nine per cent disagreed. The balance checked uncertain. Eighty-eight per cent reported that their supervisor helped them to clarify their instructional goals and objectives. The same percentage was true on the use of praise. Fifty-three per cent reported that their supervisor avoided giving them direct advice while forty-one per cent indicated the directing teacher did. Only forty-one per cent indicated that their supervisor constructed observation instruments to research systematically certain dimensions of their teaching. Eighty-nine per cent stated that the directing teacher did behaviorally define the teacher or student behavior which was to serve as the focus of the observation.

FIGURE I

Conferencing Skills of Directing Teachers



Results/Second Objective

The second objective was to develop additional materials to identify the roles and responsibilities of the school site supervisor. The handbook was revised(See Appendix G). It should be noted that eighty per cent of the directing teachers reported that the handbook was helpful to them in their role as supervising teachers. About two thirds of the prinicipals also agreed; only nine per cent disagreed.

Results/Third Objective

The third objective was to evaluate the performance of interns placed in cluster sites . Ratings of intern's performance were solicited from principals of the schools hosting the interns, their directing teachers, and their college supervisors. Interns were also asked to evaluate their own competencies and experiences.

Principals

The principals were surveyed across a three semester period: Spring 1984, Fall 1984, and Spring 1985. Fifty-eight principals completed the survey. A summary table of the attitudes and ratings of the principals across the three periods is reported in Table III. On the whole, the principals rated interns very positively. Ninety-one per cent felt that the interns had a good background in the content they taught and eighty-eight per cent in the methodology of teaching. Only about five per cent of the principals indicated that student teachers from other institutions were better prepared for teaching than were University of North Florida students. About eighty per cent of the principals reported that the educational climate at their school was imporved by participation in the University of North Florida internship program. See Appendix B for Principals' Responses to Questionnaire.

The responses of principals by type of placement was compared. There was a significant difference between the responses of the principals in schools with cluster placement of interns as compared to those with non cluster placement on the following items, for which mean scores are reported:

1. The educational climate at my school was improved by participation in the University of North Florida internship program.
   cluster(1.68) non cluster(2.29)
   $F = 5.12$ $P < .02$

2. More staff interaction with college supervisors resulted from the clustering of interns.
   cluster(2.00) non cluster(2.62)
   $F = 6.42$ $P < .01$

Principal Responses(continued)

3. The clustering approach should be continued and expanded next year.

   cluster(1.47) non cluster(2.36)
   F=18.78 P<.0001

4. Clustering of student teachers has led to better supervision.

   cluster(1.47) non cluster(2.70)
   F=54.68 P<.0000

N.B. The Lower the Mean the More Positive the Response (1 = strongly agree; 5 = strongly disagree)

The summary of the responses of the principals to the total instrument is included in Appendix F .

TABLE III

Ratings of the Principals on the Competencies of the Interns:

	Item	N / %	SA	A	U	D	SD	NR*
(5)	The educational climate at my school was improved by participation in the UNF internship program.	16 27.6	30 51.7	6 10.3	5 8.6	1 1.7	
(6)	Student teachers from other institutions are better prepared for teaching than UNF students.	1 1.7	2 3.4	21 36.2	21 36.2	12 20.7	1 1.7
(17)	UNF interns have a good background in the content they teach.	8 13.8	45 77.6	3 5.2	1 1.7	0	1 1.7
(18)	UNF interns have a good background in the methodology of teaching.	7 12.1	44 75.9	2 3.4	2 3.4	1 1.2	2 3.4
(19)	UNF interns are able to identify and correct their weak areas.	4 6.9	41 70.7	9 15.5	3 5.2	0 0.0	1 1.7

*No Response

Directing Teachers

Directing teachers were asked to rate their clinical supervision skills, the workshops provided by the University of North Florida for them and the performance of the interns. A summary of the responses of the directing teachers is included in Appendix C.

Eighty three per cent of the directing teachers rated University of North Florida interns as having a good background in the content they teach and eighty-six per cent in the methodology of teaching. Eighty-one per cent reported that interns were able to identify and correct their weak areas. About ninety-four per cent felt that it was an honor to be involved in supervising interns. Eighty-eight per cent of the directing teachers stated that the University of North Florida's students had a mastery of the generic skills necessary for teaching. Eighty-four per cent said that through supervising interns, they had become better teachers themselves.

In general, they were very positive about the workshops on clinical supervision. Seventy-nine per cent felt that the University of North Florida should continue to hold these workshops, only six per cent disagreed. About two thirds felt that they gained information that was useful. Fifty per cent would like to see additional training sessions and fifty-five per cent report more understanding of the generic competencies identified by the state, as a result of the training.

There were some significant changes over time in the perceptions of the directing teachers. They now perceive the evaluation instruments to be easy to use. Ninety per cent indicated this to be true in the Spring session of 1985, as compared to only fifty-eight per cent in the Fall of 1984. As the module has been used more and revised from the feedback of the directing teachers, it is perceived as more helpful. Only fifty-nine per cent rated it helpful in the Fall of 1984 as compared to ninety-one per cent in the Spring of 1985.

Directing teachers have become more positive over time regarding their interaction with college supervisors. During the Spring of 1984 only seventy-seven per cent reported that they learned things that were helpful to their teaching and supervising activities as compared to sixty-nine per cent in the Fall of 1984 and ninety per cent in the Spring of 1985.

Interns

The self-rating of the interns paralleled the ratings by the principals and directing teachers.(See Appendix A for the results of the Intern Questionnaire.) Eighty-two per cent of the interns felt that they had a good understanding of the generic teaching competencies. Eighty-nine per cent reported they had a good knowledge of the content they will be teaching and ninety-two per cent stated they had a good knowledge of the methodologies of teaching. Seventy-five per cent indicated that they really learned the generic teaching competencies in their student teaching experience.

Interns(continued)

They had a positive feeling about the internship. Eighty-five per cent of the students agreed that it was an honor to be involved as an intern in the schools and ninety-five per cent felt that through the student teaching experience, they had become better teachers.

They rated themselves highest in the following competencies:

(49) Exhibit positive attitude and behavior toward all pupils,

(43) Identify and demonstrate behaviors which reflect a feeling for the dignity and worth of others,

(33) Communicate information on a given subject in a coherent, logical manner, using Standard English,

(35) Use vocabulary appropriate for the age and ability level of your students,

(52) Develop lesson plans,

(44) Demonstrate instructional and social skills which assist students in developing a positive self-concept,

(37) Provide adequate information regarding preparation for tests so that pupils have the optimum opportunity to succeed,

(38) Provide a positive environment for testing,

(48) Encourage student self-responsibility and self-direction,

(32) Use a well-modulated, clear, and distinct voice with no significant speech defects, and

(45) Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

Their lowest ratings were on the following competencies:

(12) Manage student conduct,

(7) Use instructional and learning time effectively,

(18) Teach students to understand explanatory knowledge(laws or law-like instruments),

(56) Plan for a field trip or other type of activity,

(57) Teach an integrated lesson,

(55) Develop/select curriculum aids, and

(26) Management of discourse using emphasis techniques.

Results/Fourth Objective

The fourth objective was to determine the effects on program graduates of their clinical supervision experiences, as evidenced by beginning teacher performance. Principals having beginning teachers who were University of North Florida graduates were asked to evaluate them on thirty-five generic competencies identified by the state. The results of this analysis is included in Table IV. Sixty-four principals returned their ratings. As a group the beginning teachers were rated highest in their ability to orally communicate information on a given subject in a coherent, logical manner. Their next highest rating was in their ability to write in a logical, easily understood style with appropriate grammar and sentence structure. Their third highest competency was their ability to demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups. The fourth highest competency was their ability to establish a set of classroom routines and procedures for utilization and care of materials, and the fifth their ability to identify and/or develop a system for keeping records of class and individual student progress.

Less than ten per cent of the group were rated below average on any one of the given competencies. The lowest mean rating was on the competency, which addresses their ability to recognize signs of severe emotional distress in students and their ability to utilize techniques of crisis intervention. The second lowest rating for the group was in identifying long range goals for a given subject area. The third lowest was their ability to diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records. The fourth lowest was the use of effective behavior management techniques, the fifth was their ability to demonstrate the ability to recognize and be aware of the instructional needs of exceptional children.

TABLE IV

Ratings of University of North Florida Beginning Teachers by Principals:

Competency	N / %	NR *	LOW 1	2	AVERAGE 3	4	HIGH 5	MEAN SD
1. Ability to communicate information on a given subject in a coherent, logical manner.			0 0.0	1 1.6	16 25.0	28 43.8	19 29.7	4.02 .79
2. Write with appropriate grammar and sentence structure.			0 0.0	1 1.6	18 28.1	25 39.1	21 31.3	4.00 .82
3. Comprehend and interpret messages after listening.			0 0.0	2 3.1	20 31.3	21 32.8	21 32.8	3.95 .88
4. Read, comprehend, interpret oral reading materials.		3 4.7	0 0.0	2 3.1	16 25.0	28 43.8	15 23.4	3.92 .80
5. Comprehend and work fundamental math concepts.		3 4.7	0 0.0	0 0.0	23 35.9	23 35.9	15 23.4	3.87 .79
6. Comprehend patterns of physical, 19. social and academic development.		3 4.7	0 0.0	3 4.7	24 37.5	19 29.7	15 23.4	3.75 .89
7. Diagnose entry level knowledge.		3 4.7	0 0.0	3 4.7	25 39.1	21 32.8	10 15.6	3.64 .83
8. Identify long range goals for a given subject area.		1 1.6	1 1.6	2 3.1	28 43.8	22 34.4	10 15.6	3.60 .85
9. Construct a given set of instructional objectives.		1 1.6	1 1.6	2 3.1	17 26.6	28 43.8	15 23.4	3.86 .88
10. Select/develop/adapt materials appropriate for a given set of instructional objectives.		1 1.6	1 1.6	3 4.7	19 29.7	29 45.3	11 17.2	3.73 .87
11. Select/develop sequence related learning activities appropriate for set of instructional objectives.		3 4.7	1 1.6	3 4.7	19 29.7	28 43.8	10 15.6	3.71 .86
12. Establish rapport in classrooms using verbal or visual motivational devices.		0 0.0	1 1.6	4 6.3	13 20.3	26 40.6	20 31.3	3.94 .96
13. Present directions for carrying out instructional actitivy.		1 1.6	1 1.6	1 1.6	17 26.6	28 43.8	16 25.8	3.91 .86
14. Construct or assemble classroom test.		3 4.7	0 0.0	1 1.6	23 35.9	26 40.6	11 17.2	3.77 .76

*No Response

TABLE IV(continued)	NR	LOW		AVERAGE		HIGH	MEAN
Competency N / %		1	2	3	4	5	SP
15. Establish a set of classroom routines and procedures for care of materials.	1 1.6	0 0.0	0 0.0	19 29.7	26 40.6	18 28.1	3.98 .77
16. Formulate a standard for student behavior in the classroom.	0 0.0	2 3.1	5 7.8	20 31.3	18 28.1	19 29.7	3.73 1.07
17. Use effective behavior management techniques.	0 0.0	3 4.7	5 7.8	19 29.7	19 29.7	18 28.1	3.69 1.11
18. Identify/develop system for keeping records of class.	0 0.0	0 0.0	0 0.0	20 31.3	26 40.6	18 28.1	3.97 .78
20. Identify/demonstrate behaviors which reflect feeling for dignity/worth of others.	0 0.0	0 0.0	1 1.6	18 28.1	25 39.1	20 31.3	4.00 .82
21. Skills for developing self-concept of students.	2 3.1	0 0.0	4 6.3	19 29.7	21 32.8	18 28.1	3.86 .92
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	1 1.6	0 0.0	4 6.3	20 31.3	23 35.9	16 25.0	3.81 .90
23. Help students develop own values, attitudes and beliefs.	4 6.3	0 0.0	2 3.1	23 35.9	22 34.4	13 20.3	3.77 .83
24. Recognize instructional needs of exceptional students.	4 6.3	0 0.0	4 6.3	22 34.4	22 34.4	12 18.8	3.70 .87
25. Stimulate student thinking, comprehension through questioning.	3 4.7	1 1.6	3 4.7	18 28.1	30 46.9	9 14.1	3.71 .84
26. Provide practice to promote learning and retention.	1 1.6	0 0.0	3 4.7	23 35.9	25 39.1	12 18.1	3.73 .83
27. Encourage student talk but maintain academic focus.	0 0.0	0 0.0	4 6.3	23 35.9	24 37.5	13 20.3	3.72 .86

TABLE IV(continued) Competency	N / %	NR	LOW 1	2	AVERAGE 3	4	HIGH 5	MEAN SP
28. Ability to use feedback procedures.	N	3	0	2	21	28	10	3.75
	%	4.7	0.0	3.1	32.8	43.8	15.6	.77
29. Ability to conduct review of subject matter.	N	0	0	2	24	25	13	3.77
	%	0.0	0.0	3.1	37.5	39.1	20.3	.81
30. Use class time effectively.	N	0	3	3	20	20	18	3.73
	%	0.0	4.7	4.7	31.3	31.3	28.1	1.07
31. Ability to present concepts, laws, and rules.	N	7	0	2	21	24	10	3.74
	%	10.9	0.0	3.1	32.8	37.5	15.6	.79
32. Ability to control quality of vocal expression.	N	0	1	5	19	25	14	3.72
	%	0.0	1.6	7.8	29.7	39.1	21.9	.95
33. Use body language to express interest, excitement, and joy.	N	0	0	5	22	22	15	3.73
	%	0.0	0.0	7.8	34.4	34.4	23.4	.91
34. Ability to give exams/ provide appropriate feedback.	N	5	0	1	22	27	9	3.75
	%	7.8	0.0	1.6	34.4	42.2	14.1	.73
35. Recognize signs of emotional distress.	N	4	1	3	27	19	10	3.57
	%	6.3	1.6	4.7	42.2	29.7	15.6	.89

Follow-up Study of Graduates

A follow-up study was mailed to 1984 and 1985 graduates. They were asked to rate themselves on twenty-eight of the generic teaching skills. The results are included in Table V. As a group, graduates tended to rate themselves average to above average. The graduates who entered teaching ranked as their highest competency establishing rapport with students in the classroom by using verbal and/or visual motivational devices. The second highest was in their ability to demonstrate instructional and social skills which assist students in developing a positive self concept. The third was their ability to demonstrate instructional and social skills which assist students in interacting constructively with their peers. The fourth was their abili to identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups. The fifth was their ability to identify and/or develop a system for keeping records of class and individual student progress.

Their lowest rated competency was their ability to evaluate their teaching. The second lowest rated item was their ability to comprehend and work with fundamental mathemathical concepts. The third lowest rated item was their ability to read and understand professional literature in their field. The fourth was using effective behavioral management techniques and the fifth, instructional and sequencing skills.

TABLE V

Self-Ratings by 1984 - 1985 Graduates of Their Generic Teaching Skills

Skill	Ratings					
	Needs Improvement	Low	Average	Above Average	High, (My Forte)	Mean SD
1. My oral communication skills.	0 0.0	0 0.0	7 19.4	25 69.4	4 11.1	3.92 .55
2. My written communication skills.	0 0.0	1 2.8	10 27.8	19 52.8	6 16.7	3.83 .74
3. Reading and understanding professional literature.	1 2.8	3 8.3	12 33.3	14 38.9	6 16.7	3.58 .97
4. My mathematical skills.	1 2.8	3 8.3	16 44.4	11 30.6	5 13.9	3.44 .94
5. Knowledge of human growth and development.	0 0.0	1 2.9	11 31.4	15 42.9	8 22.9	3.86 .81
6. Diagnosing competencies of my students.	0 0.0	1 2.8	15 41.7	14 38.9	6 16.7	3.69 .79
7. Instructing and sequencing skills.	1 2.8	4 11.1	9 25.0	16 44.4	6 16.7	3.61 .99
8. Selecting/adapting instructional materials.	0 0.0	2 5.6	15 41.7	12 33.3	7 19.4	3.67 .85
9. Identifying goals for my classes.	1 2.8	1 2.8	9 25.0	17 47.2	8 22.2	3.83 .91
10. Using learning centers/audio visual materials.	0 0.0	1 2.9	16 45.7	13 37.1	5 14.3	3.63 .77
11. Establishing rapport with my students.	0 0.0	0 0.0	1 2.9	16 45.7	18 51.4	4.49 .56
12. Presenting directions to my students.	0	1	9	18	7	3.87
13. Constructing classroom tests.	0 0.0	0 0.0	14 41.2	12 35.3	8 15.1	3.82 .80
14. Establishing routines and rules.	0 0.0	1 2.9	10 29.4	15 44.1	8 23.5	3.88 .81
15. Establishing behavioral standards for students.	0 0.0	3 8.6	10 28.6	15 42.9	7 20.0	3.74 .89

TABLE V(continued)

Skill	Needs Improvement	Low	Average	Above Average	High, (My Forte)	Mean / SD
16. Employing behavioral management techniques.	1 2.9	1 2.9	14 41.2	13 38.2	5 14.7	3.59 .89
17. Keeping systematic records.	0 0.0	2 5.7	9 25.7	14 40.0	10 28.6	3.91 .89
18. Awareness and appreciation of ethnic/other groups.	0 0.0	1 2.9	11 31.4	12 34.3	11 31.4	3.94 .87
19. Promoting self-concept of students.	0 0.0	0 0.0	5 14.3	15 42.9	15 42.9	4.29 .71
20. Promoting positive peer interaction.	0 0.0	0 0.0	7 20.0	17 48.6	11 31.4	4.11 .72
21. Facilitating values/ attitudes/beliefs	0 0.0	2 5.9	8 23.5	17 50.0	7 20.6	3.85 .82
22. How to handle expectional students.	0 0.0	3 9.7	10 32.3	12 38.7	6 19.4	3.68 .91
23. How to evaluate my teaching.	0 0.0	4 11.4	6 45.7	13 37.1	2 5.7	3.37 .77
24. Getting students to attend to what is taught.	1 2.9	1 2.9	19 54.3	12 34.3	2 5.7	3.37 .77
25. Ability to teach concepts.	0 0.0	0 0.0	14 41.2	11 32.4	9 26.5	3.85 .82
26. Teach laws, principles, and rules.	0 0.0	2 5.9	9 26.5	16 47.1	7 20.6	3.82 .83
27. Teaching problem solving, creative thinking.	0 0.0	0 0.0	12 34.3	19 54.3	4 11.4	3.77 .65
28. Using time efficiently.	0 0.0	3 8.6	15 42.9	9 25.7	8 22.9	3.63 .94

PROJECT RESULTS

1. The field experience was expanded to include the placement of pre-interns in cluster sites. Cluster site students reported that they had much more exposure and experience than did students who were placed in the traditional model. They also reported that their commitment to teaching was strengthened by this type of field placement.

2. A revised handbook was developed for directing teachers and evaluated as being helpful to them in their role as supervising teachers. Principals also rated the publication as valuable.

3. Principals in cluster sites rated their educational climate more improved by participation in the University of North Florida internship program than did principals in non-cluster sites. Principals in cluster sites felt that it had also led to better supervision and the practice should be continued and expanded next year. Directing teachers were very positive about the interns'background in content, methods, and generic skills. The college supervisors and intern ratings concurred with the ratings of the principals and directing teachers.

4. Graduates were rated highest in their ability to orally communicate information on a given subject in a coherent, logical manner, their ability to write in a logically, easily understood style with appropriate grammar and sentence structure, and their ability to demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups. Their lowest mean rating was on their ability to recognize signs of severe emotional distress in students and their ability to utilize techniques of crisis intervention; their ability to identify long range goals for a given subject area, and their ability to diagnose the entry level knowledge and skills of students for a given set of instructional objectives using diagnostic test, teacher observation, and student records.

5. Graduates who were in teaching,rank themselves most competent in establishing rapport with students in the classroom by using verbal and/or visual motivational devices, their ability to demonstrate instructional and social skills which assist students in developing a positive self-concept, their ability to demonstrate instructional and social skills which assist students in interacting constructively with their peers, and their ability to identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of people, including those from other ethnic, cultural, linguistic, and economic groups.

6. Directing teachers tended to discuss classroom management and student teacher relationships mostly in their conferences with interns. They showed highest skill in providing positive reinforcement and lowest in exploring readiness for change, getting interns to set immediate goals, and in using observational instruments.

Results(continued)

7. Principals consistently rated the generic competencies of beginning teachers who were placed in cluster sites as consistently higher than they did those who were not from cluster placements.

Recommendations

1. The College of Education should continue to expand and refine the cluster site model.

2. The training of directing teachers in clinical supervision skills needs to be continued and expanded.

3. Directing teachers should be encouraged to take a course in supervision of instruction.

4. The College of Education and Human Services needs to continue the systematic follow-up of graduates and utilize this information in curriculum review and revision. The data from the Florida Performance Measurement System needs to become a part of the process.

APPENDIX A

INTERN QUESTIONNAIRE

RESULTS OF INTERN QUESTIONNAIRE

PART I: ATTITUDES TOWARD CURRENT TRENDS AND PRACTICES

SA = Strongly Agree A = Agree U = Uncertain D = Disagree SD =Strongly Disagree

Spring '84 N=65 Fall '84 N=38 Spring '85 N=74 TOTAL N=177

	SA	A	U	D	SD
1. Teaching is an art, not a science.	67 37.9	78 44.1	18 10.2	13 7.3	1 0.6
2. We fail to utilize what research has to say about teaching.	7 3.9	55 30.9	46 25.8	56 31.5	14 7.9
3. Current programs for the preparation of teachers are inadequate to meet the demands of professional practices.	11 6.2	23 12.9	23 12.9	107 60.1	14 7.9
4. To teach well requires a highly-skilled and competent professional.	73 41	76 42.7	9 5.1	19 10.7	1 0.6
5. The responsibility for quality control of who teaches should rest within the profession.	61 34.7	82 46.6	22 12.5	10 5.7	1 0.6
6. The Beginning Teacher Program is necessary to improve the quality of new teachers in Florida.	36 20.2	70 39.3	37 20.8	29 16.3	6 3.4
7. The quality of teachers and teacher education is a national issue.	89 50.3	76 42.9	11 6.2	1 0.6	0 0.0
8. A major reason for attrition from the profession is the lack of a formalized system for support.	21 11.9	67 38.1	70 2.8	14 0.6	4 1.1
9. Through this experience in student teaching, I will become a better teacher.	102 57.3	68 38.2	5 2.8	1 0.6	2 1.7
10. I have a good understanding of the generic teaching competencies.	53 29.8	111 62.4	7 3.9	6 3.4	1 0.6
11. It is an honor to be involved as an intern in the schools.	55 31.3	95 54	13 7.4	13 7.4	0 0.0
12. I know what my weak areas are as a teacher.	49 27.5	120 67.4	9 5.1	0 0.0	0 0.0
13. A good supervising teacher must be able to define the dimensions of the teaching process in observable terms.	51 28.7	105 59.0	15 8.4	7 3.9	0 0.0
14. Teachers need to acquire new skills and techniques.	85 48.0	85 48.0	6 3.4	1 0.6	0 0.0
15. Teacher preparation programs need to prepare a person with a strong liberal arts background.	32 18.0	78 43.8	47 26.4	20 11.2	1 0.6

INTERN QUESTIONNIARE RESULTS(continued)

	SA	A	U	D	SD	
16. I have a good knowledge of the methodologies of teaching.	39 21.9	126 70.8	9 5.1	4 2.2	0 0.0	
17. I have a good knowledge of the content I will have to teach in my area of certification.	66 37.1	92 51.7	8 4.5	9 5.1	0 1.7	
18. My cooperating teacher was an excellent model for me.	84 47.2	60 33.7	10 5.6	19 10.7	5 3	
19. I really learned the generic teaching competencies in my student teaching experience.	23 12.9	112 62.9	26 14.6	14 7.9	3 1.7	
20. There were quite a few things I should have been taught that I was not, prior to my internship.	47 26.7	59 33.5	11 6.3	54 30.7	5 2.8	

PART II: RATINGS OF YOUR PRESENT SKILL LEVEL/AFTER YOUR INTERNSHIP

	LOW 1	to 2	3	4	HIGH 5	MEAN
1. Diagnose and provide activities for learner needs.	1 0.6	3 1.7	20 11.3	97 54.8	56 31.6	4.153
2. Establish meaningful goals.	1 0.6	0 0.0	15 8.5	84 45.5	77 43.5	4.333
3. Provide effective content coverage for unit and instructional episodes.	1 0.6	1 0.6	18 10.2	77 43.5	80 45.2	4.322
4. Select and utilize appropriate instructional strategies.	0 0.0	1 0.6	11 6.2	88 49.7	77 43.5	4.362
5. Present activity structures that maximize learning potential.	1 0.6	2 1.1	20 11.3	78 44.1	76 42.9	4.271
6. Select and utilize appropriate instructional materials.	0 0.0	21 1.1	14 7.9	73 41.2	88 49.7	4.395
7. Use instructional and learning time efficiently.	1 0.6	5 2.8	23 13.0	57 46.3	97 37.3	4.169
8. Use review techniques throughout class activities.	0 0.0	1 0.6	22 12.4	57 32.2	97 54.8	4.412
9. Provide effective lesson development behaviors which support learning.	0 0.0	1 0.6	12 6.8	85 48.0	79 44.6	4.367
10. Provide effective feedback to student questions and responses.	0 0.0	1 0.6	12 6.8	68 38.4	96 54.2	4.463
11. Provide appropriate guidelines and activities for self-directed seat work/homework.	0 0.0	1 0.6	20 11.3	74 41.8	82 46.3	4.339
12. Manage student conduct.	0 0.0	5 2.8	20 16.9	91 51.4	51 28.8	4.062
13. Use review techniques throughout class activities.	0 0.0	1 0.6	15 8.6	66 37.7	93 53.1	4.434
14. Provide effective lesson development.	0 0.0	1 0.6	14 8.0	74 42.3	86 49.1	4.400
15. Provide effective feedback to student questions and responses.	0 0.0	0 0.0	9 5.1	75 42.9	91 52.0	4.469
16. Provide appropriate guidelines and activities for self-directed seat/homework.	0 0.0	0 0.0	18 10.3	80 45.7	77 44.0	4.337

INTERN QUESTIONNAIRE RESULTS(continued)

	1	2	3	4	5	MEAN
17. Teach students to understand interpretative knowledge(concepts).	0 0.0	0 0.0	26 14.7	85 48.0	66 37.3	4.226
18. Teach students to understand explanatory knowledge (laws or law-like statements).	0 0.0	1 0.6	32 18.1	83 46.9	61 34.5	4.153
20. Assist students in understanding academic rules.	0 0.0	0 0.0	19 10.7	80 45.2	78 44.1	4.333
21. Knowledge and use of high and low-level questions.	0 0.0	2 1.1	21 11.9	71 40.1	83 46.9	4.328
22. Use convergent questioning.	0 0.0	1 0.6	26 14.7	75 42.4	75 42.4	4.266
23. Use divergent questioning.	0 0.0	2 1.1	26 14.7	71 40.1	78 44.1	4.271
24. Teach an inquiry/discovery lesson.	0 0.0	4 2.3	19 10.8	74 42.0	79 44.9	4.295
25. Teach an explository/deductive lesson.	0 0.0	1 0.6	19 10.7	77 43.5	80 45.2	4.333
26. Management of discourse using emphasis techniques.	0 0.0	3 1.7	34 19.3	76 43.2	63 35.8	4.131
27. Demonstrate clear and accurate verbal discourse.	0 0.0	2 1.7	22 12.4	67 37.9	86 48.6	4.339
28. Use emphasis techniques which represent significant information and issues for student attention.	0 0.0	2 1.1	24 13.6	73 41.2	78 44.1	4.282
29. Provide task attraction as challenge behaviors within instructional settings.	0 0.0	3 1.7	22 12.5	79 44.9	72 40.9	4.280
30. Use appropriate auditory stimuli while speaking.	0 0.0	2 1.1	20 11.2	67 37.6	88 49.4	4.362
31. Demonstrate appropriate body language which reflects positive and enthusiastic feelings.	0 0.0	2 1.1	12 6.8	59 33.3	104 58.8	
32. Use a well-modulated, clear, and distinct voice with no significant speech defects.	0 0.0	1 0.6	12 6.8	57 32.2	107 60.5	
33. Communicate information on a given subject in a coherent, logical manner, using Standard English.	0 0.0	0 0.0	8 4.5	54 30.5	115 65.0	
34. Demonstrate the ability to comprehend and interpret a message after listening.	0 0.0	0 0.0	11 6.3	67 38.1	98 55.7	
35. Use vocabulary appropriate for the age and ability of your students.	0 0.0	0 0.0	11 6.3	52 29.5	113 64.2	
36. Provide appropriate formative and summative testing experiences to assure valid assessment of pupil learning.	0 0.0	0 0.0	19 10.8	81 46.0	76 43.2	
37. Provide adequate information regarding preparation for tests so that pupils have the optimum opportunity to succeed.	0 0.0	0 0.0	11 6.3	57 32.4	108 61.4	

INTERN QUESTIONNAIRE RESULTS(continued)

	1	2	3	4	5	MEAN
38. Provide positive environmental conditions for testing.	0 0.0	0 0.0	14 8.0	53 30.3	108 61.4	
39. Give tests frequently and provide feedback to pupils.	1 0.6	1 0.6	26 14.9	46 26.4	100 57.5	
40. Use a realiable basis for summarizing pupil performance.	0	0	19	61	94	
41. Diagnose entry-level knowledge/ skills of students for a set of instructional objectives, using objective measures.	0 0.0	1 0.6	29 16.5	76 43.2	70 39.8	
42. Understand patterns of physical, social, and academic development in students.	0 0.0	0 0.0	16 9.1	81 46.0	79 44.9	
43. Identify and demonstrate behaviors which reflect a feeling for the dignity and worth of others.	0 0.0	0 0.0	9 5.1	49 28.0	117 66.9	
44. Demonstrate instructional and social skills which assist students in developing a positive self-concept.	0 0.0	0 0.0	5 2.9	60 34.3	110 62.9	
45. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	0 0.0	0 0.0	10 5.7	60 34.1	105 60.2	
46. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.	0 0.0	1 0.6	13 7.4	65 36.9	97 55.1	
47. Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.	0 0.0	2 1.1	17 9.7	80 45.5	77 43.8	
48. Encourage student self-responsibility and self-direction.	0 0.0	1 0.6	9 5.1	59 33.5	107 60.8	
49. Exhibit positive attitudes and behavior toward all pupils.	0 0.0	0 0.0	6 3.4	48 27.4	121 69.5	
50. Design different types of evaluation, according to subject matter to be tested.	0 0.0	0 0.0	13 7.4	70 39.8	93 52 8	
51. Demonstrate positive goal behaviors in interactive teaching.	0 0.0	2 1.1	14 8.0	62 39.2	98 55.7	
52. Develop lesson plans.	0 0.0	0 0.0	16 9.1	49 27.8	111 63.1	
53. Develop unit/module for subjects I teach.	1 0.6	2 1.1	19 10.9	62 35.4	91 52.0	
54. Develop a learning center/station.	2 1.1	9 5.1	16 9.1	63 35.8	86 48.9	
55. Develop/select curriculum aids.	5 2.8	1 0.6	27 15.3	57 32.2	87 49.2	
56. Plan for a field trip or other type of activity.	5 2.9	6 3.4	26 14.9	63 36.0	75 42.9	
57. Teach an integrated lesson.	4 2.3	2 1.1	24 13.6	68 38.4	79 44.6	

INTERN QUESTIONNAIRE RESULTS(continued)

		1	2	3	4	5	MEAN
58.	Use multi-level assignments and materials.	0 0.0	3 1.7	16 9.0	66 37.3	92 52.0	
59.	Devise a homework plan for students.	1 0.6	1 0.6	22 12.6	70 40.0	81 46.3	
60.	Prepare written tests.	4 2.3	1 0.6	12 7.0	63 36.6	92 53.5	
61.	Prepare a model for grading procedures.	3 1.7	1 0.6	18 10.4	60 34.7	91 52.6	
62.	Develop a system for maintaining records of pupils' progress.	1 0.6	2 1.1	17 9.7	65 36.9	91 51.7	
63.	Use diagnostic tests, teacher observation, and student records to diagnose student needs.	1 0.6	1 0.6	22 12.5	66 37.5	86 48.9	
64.	Develop small and large group activities in which pupils have the opportunity to develop positive self-concepts.	0 0.0	1 0.6	23 13.0	58 32.8	95 53.7	
65.	Develop small and large group activities which assist pupils in interacting constructively with their peers.	1 0.6	1 0.6	17 9.7	67 38.1	90 51.1	

PART III: Ratings of the supervision given by your cooperating teacher and college supervisor.

Column I is for the rating of the cooperating teacher.
Column II is for the rating of the college supervisor.

SA = Strongly Agree A = Agree U = Uncertain D = Disagree

SD = Strongly Disagree

		Cooperating Teacher					College Supervisor				
		SA	A	U	D	SD	SA	A	U	D	SD
1.	My supervisor actively listened to my concerns about teaching.	86 48.9	32 18.2	7 4.8	25 14.2	26 14.8	108 62.1	42 24.1	13 7.5	7 4.0	4 2.3
2.	My supervisor helped me to clarify my instructural goals and objectives.	100 56.8	55 31.3	5 2.8	12 6.8	4 2.3	96 55.5	47 27.2	13 7.5	13 7.5	4 2.3
3.	My supervisor praised me when I did well.	108 61.4	48 27.3	4 2.3	9 5.1	7 4.0	115 66.5	41 23.7	4 2.3	13 7.5	0 0.0
4.	My supervisor avoided giving me direct advice.	52 29.7	40 22.9	11 6.3	31 23.4	27 17.7	27 15.7	28 16.3	6 3.5	61 35.5	50 29.1
5.	My supervisor constructed observation instruments to record systematically certain dimensions of my teaching.	29 16.5	43 24.4	25 14.2	48 27.3	31 17.6	63 36.4	54 31.2	28 16.2	23 13.3	5 2.9
6.	Behaviorally defined the teacher or student behavior which was to serve as the focus for observation.	71 51.8	38 27.7	16 11.7	11 8.0	1 0.7	69 51.5	40 29.9	9 6.7	12 9.0	4 3.0
7.	Utilized an instrument to make observation in a classroom setting.	47 34.3	47 34.3	16 11.7	22 16.1	5 3.6	51 37.8	43 31.9	24 17.8	13 9.6	4 3.0

APPENDIX B

RESPONSES OF PRINCIPALS
TO QUESTIONNAIRE

UNIVERSITY OF NORTH FLORIDA

College of Education & Human Services
Division of Curriculum & Instruction

TEACHER EDUCATION INTERNSHIP PROJECT

QUESTIONNAIRE

FOR PRINCIPALS

Number of University of North Florida interns at school site during the Spring, 1984 Semester _____(1,2)

Were you a cluster site? Yes_____No_____(3)

PART I ATTITUDE TOWARD THE UNF TEACHER EDUCATION PROGRAMS

DIRECTIONS:

Please circle the letter of the response that best indicates your present attitude toward the internship and teacher training programs of the University of North Florida, using the following key:

SA = Strongly agree A = Agree U = Uncertain D = Disagree
SD = Strongly disagree

	NR*	SA	A	U	D	SD
1. The College of Education and Human Services should continue to hold workshops in Clinical Supervision for supervising teachers.	1 1.7	30 51.7	26 44.8	1 1.7	0 0.0	0 0.0
2. Teachers who attended reported that the objectives set for the sessions were valuable.	3 5.2	7 12.1	33 56.9	15 26.9	0 0.0	0 0.0
3. Principals should be invited to attend additional sessions on other dimensions of supervision.	1 1.7	14 24.1	25 43.1	13 22.4	5 8.6	0 0 0
4. The sessions at UNF helped those participating to become better supervisors.	2 3.4	10 17.2	34 58.6	11 19.0	1 1.7	0 0.0
5. The educational climate at my school was improved by participation in the UNF internship program.		16 27.6	30 51.7	6 10.3	5 8.6	1 1.7

*No Response

		NR	SA	A	U	D	SD
6.	Student Teachers from other institutions are better prepared for teaching than are UNF students.	1 1.7	1 1.7	2 3.4	21 36.2	27 36.2	12 20.7
7.	Teachers need to have more training in understanding the generic teaching competencies identified by the state.		7 12.1	35 60.3	9 15 5	7 12.1	0 0.0
8.	The internship module was helpful to me in my role as a principal.	3 5.2	5 8.6	32 55.2	13 22.4	5 8.6	0 0.0
9.	The evaluation instruments used by UNF measured important dimensions of the internship.	4 6.9	4 6.9	33 56.9	16 27.6	1 1.7	0 0.0
10.	The principal should go into the classroom and observe the interns' performance.	1 1.7	20 34.5	33 56.9	3 5.2	1 1.7	0 0.0
11.	The evaluation instruments should be the same as those used in the Florida Beginning Teaching Program.		16 27.6	32 55.2	7 12.1	3 5.2	0 0.0
12.	Teachers reported that they could objectively observe and record the behavior of the intern using the instruments.		2 3.4	4 6.9	33 56.9	17 29.3	2 3.4
13.	The evaluation instruments need to be revised.	2 3.4	2 3.4	10 17.2	27 46.6	17 29.3	0 0.0
14.	Clustering of student teachers has led to better supervision.	5 8.6	11 19.0	19 32.8	22 37.9	1 1.7	0 0.0
15.	More staff interaction with college supervisors resulted from the clustering of interns.	9 15.5	8 13.8	18 31.0	21 36.2	1 1.7	1 1.7
16.	The clustering approach should be continued and expanded next year.	8 13.8	16 27.6	18 31.0	16 27.6	0 0.0	0 0.0
17.	UNF interns have a good background in the content they teach.	1 1.7	8 13.8	45 77.6	3 5.2	1 1.7	0 0.0
18.	UNF interns have a good background in the methodology of teaching.	2 3.4	7 12.1	44 75.9	2 3.4	2 3.4	1 1.7
19.	UNF interns are able to identify and correct their weak areas.	1 1.7	4 6.9	41 70.7	9 15.5	3 5.2	0 0.0
20.	There were good relationships between the UNF supervisor and my school staff.		28 48.3	24 41.4	3 5.2	3 5.2	0 0.0

		NR	SA	A	U	D	SD
21.	It is an honor to be involved in UNF's internship program.	1 1.7	20 51.7	25 43.1	1 1.7	1 1.7	0 0.0
22.	UNF students have a mastery of the generic skills necessary for teaching.	2 3.4	5 8.6	42 72.4	7 12.1	2 3.4	0 0.0
23.	The Beginning Teacher Program is necessary to improve the quality of new teachers in Florida.	1 1.7	22 37.9	22 37.9	7 12.1	5 8.6	1 1.7
24.	My teachers learned things that were helpful to their teaching and supervising through interaction with the UNF supervisor.	4 .9	7 12.1	35 60.3	12 20.7	4 6.9	0 0.0
25.	The supervision by UNF of interns needs to be improved.	3 5.2	3 5.2	14 24.1	13 22.4	21 36.2	4 6.9
26.	I would like to have more UNF interns at my school in the future.	1 1.7	34 58.6	21 36.2	2 3.4	0 0.0	0 0.0

PART II

1. What aspects, if any, of the UNF internship program should be dropped or discontinued?

2. What aspects of the internship program should be continued?

3. What aspects of the internship program should be expanded?

4. What aspects of the internship program should be improved?

5. Do you have any specific suggestions for improving the following?

   a. The Module

   b. Evaluation Instruments

   c. Clinical Training

5. Were there any unexpected results as a result of the involvements of your school in the UNF program this semester?

7. Should the clustering approach be continued and/or expanded in the placement of interns and preinterns?

UNIVERSITY OF NORTH FLORIDA

College of Education and Human Services
Teacher Education Internship Project

RESPONSES TO QUESTIONNAIRE FOR PRINCIPALS: FALL 1984

COMMENTS:

#01 Clustering approach should be continued.

#02 ——

#03 Having interns seems to always make our top teachers better. This gives them a chance to glow and grow!! The internship module helped me to grow also. I enjoy having the UNF staff on our campus as well, as the interns. Like I said before; this gives our leading teachers a chance to shine, to express themsleves, as well to demonstrate to an intern and themselves that they are really good. The interns seem to be prepared and eager to work.

#04 Close supervision should be continued(by UNF personnel). Clustering is an excellent approach. We have been frustrated, though, by interns assigned here who have dropped out of the program before they've begun. My teachers get excited about interns coming, and are sorely disappointed when we lose them. We lost two this term.

#05 There should be more interns in schools. There should be better evaluation - more consistent checks.

#06 The time of seminars needs to be addressed. There appeared to be an interruption of continuity during their absence because of these seminars. Continue the pre-planning time, faculty meetings, etc. for stability, school policies and rapport. Clarification of the interns' liability in the classroom should be expanded. There should be some protection for the intern, the supervising teacher, the school and the school board, even UNF. Please notify me concerning this. I would be happy to discuss it with you. It would be good for the interns to experience the Christmas Season. Planning should include a separate category. Teach interns to write on the chalkboard. Need more instruction on discipline i.e., Assertive Discipline and Behavior Modification and School(State)Law re: Corporal Punishment. Clustering should be continued. Interns were very positive.

#07 The clustering of student teachers should be continued. On site visitation should be improved. Continue clustering.

#08 I would like for our school to be involved in the clustering of interns in the St. Johns County area. We have an excellent staff and many exemplary programs.

Responses to Questionnaire for Principals: Fall 1984 cont'd.

#08 continued

Clustering would answer my problems concerning me this year.

#09 Administrators need to have more inservice and an expanded list of recommendations for working with interns. More supervision from UNF and better communications between the university, the intern and the school. Continue Clustering!

#10 Close cooperation between UNF Supervisor and Supervising Teacher should be continued. We experienced more positive communication from UNF than I expected.

#11 I am not sure if my school was a cluster site(seven interns). The UNF supervisor did not think she needed to do the things I understood were part of site activities. She was much too critical. She did not have any experience with inner-city schools or children. More experience in classroom by supervisors needed. Aspects of internship are generally good.

#12 The relationship was good between UNF supervisor and my school staff, although there was not much contact. There should be more contact by UNF supervisor and UNF. This school did not received any services from UNF beyond classroom visitations(i.e.- demonstration teaching, inservice). Clustering is great..

RESPONSES TO QUESTIONNAIRE FOR PRINCIPALS: SPRING 1985

COMMENTS:

#01 Clustering should provide better supervision. Since I only had one intern in an EMH class, I'm unable to determine the advantages of clustering from personal experience. Clustering should be continued.

#02 Seminars for interns during the school day while interns are responsible for instruction should be dropped. All aspects of the internship program should be continued. This school was not involved in clustering.

#03 Teachers' time is valuable. The workshops should be also. Clustering has not led to better supervision, the university comes to observe the same number of times. Large group meetings for directing teachers should be dropped. Friday seminars for interns when they are teaching full time at schools should be discontinued. Aspects of the internship program to be expanded should be: 1. Classes on classroom management. 2. Expand field experience to correlate with internship. Classes for improving behavior and discipline control is desperately needed(real world kind). Clustering is done for university's convenience and it works for you.

#04 ---

#05 UNF supervision needs to be more frequent and shared with intern, teacher and principal. Clustering seems positive for interns.

#06 ---

#07 Length of internship and continued coordination of supervision with UNF officials should be continued. Clustering should be continued.

#08 Pulling students from classes, especially during full time teaching, should be discontinued. Interns in Spring should be assigned through SAT's. Teachers should be better trained either previous to having interns or at least during the internship. Teacher meetings during internship required(3). These could be during day during full day teaching. Need better screening in pre-internship and methods courses. Need better clarification of evaluation instruments. There was a good relationship with UNF supervisor. Continue clustering.

#09 Continue directing teacher and college supervisor interaction. Expand the use of the Summative Instrument.

#10 It would be helpful if there was a laboratory school for students to get more experience. The pre-intern program is inadequate. Pre-intern program should be extended for longer period. One intern was unable to adjust therefore, could not make the time allotted.

#11 ----

#12 Cluster program should be continued. Workshops for supervising teachers should be improved.

#13 A principal should go into the classroom and observe the intern... There needs to be more contact with principal and UNF supervisor - team conference. Principals should be on a select committee to advise and give input on UNF interns. This committee could act as a sounding board for updating the program(K-5, 6th, 7th, Jr. Hg., and Senior High Principals).

#14 All aspects of the internship program should be continued. I feel they are all vital. A closer work relationship with supervising teacher and instructor should be expanded. There should be closer work with the school. Let the principal and the supervising teacher know what is expected of the intern.

#15 There should be more time for classroom visitation outside the intern's room.

#16 ----

#17 ----

#18 All aspects of internship program should be continued. There should be closer checking by UNF personnel about attendance. Attendance of the interns is very poor.

#19 More contact with the intern and supervising teacher is needed. It may be necessary to schedule a time to meet outside of class with the UNF faculty member.

#20 Good job as is!! Clustering should be continued!!

#21 The principal should go into the classroom and observe the interns' performance and the evaluation instrument should be the same as those used in the Florida Beginning Teacher Program.

#22 Clustering should be continued.

#23 ----

#24 ----

#25 ----

Responses to Questionnaire for Principals: Spring 1985 cont'd.

#26 Teachers are unable to attend frequent sessions. There were too many student seminars. Clustering of interns should be continued. Supervision was excellent. Interns need a longer period of training. Overall improvement is needed on Evaluation Instruments. Clustering should be continued.

#27 The internship program should be continued because it is beneficial and a rewarding experience. The workshops in Clinical Supervision for supervising teachers is somewhat a dark spot because of distance involved and conflict with the working day. The college supervisor should have a conference with the directing teacher before the internship starts. Evaluation Instruments were good.

#28 I feel that placement of the intern with a specific teacher should occur after the intern and the teacher within a department have met and talked together. Also, the supervisor should notify the Principal when he/she knows the intern is having a serious problem at the school.

APPENDIX C

RESPONSES OF DIRECTING TEACHERS
TO QUESTIONNAIRE

PART I: SUPERVISORY COMPETENCIES

DIRECTIONS: Circle the number that best indicates your present skill level in regard to each of the following supervisory competencies.

		Low 1	2	to 3	4	High 5	MEAN SD
1. Establishing a responsive climate between the supervisor and the beginning teacher by utilizing communication skills such as active listening, asking clarifying questions and accepting and using ideas of others.	Sp84	0.0	5.2	1.7	43.1	50.0	4.51
	F 84	0.0	8.3	0.0	16.7	75.0	.70
	Sp85	0.0	0.0	1.7	35.6	62.7	
	Total	0.0	3.5	1.4	35.5	59.6	
2. Dealing with the feelings and attitudes of the beginning teacher by using effective praise, avoiding giving direct advice, and accepting and exploring the intern's readiness for change.	Sp 84	1.7	3.4	10.3	41.4	41.4	4.32
	F 84	0.0	4.2	8.3	29.2	58.3	.87
	Sp 85	0.0	1.7	3.3	41.7	53.3	
	Total	0.7	2.8	7.0	39.4	49.3	
3. Select, construct, or adapt an instrument for systematically recording the occurrence of teaching/learning behaviors related to the area of concern.	Sp 84	1.8	8.8	35.1	35.1	19.3	3.89
	F 84	0.0	4.2	33.3	25.0	37.5	.94
	Sp 85	0.0	3.4	20.3	37.3	39.0	
	Total	0.7	5.7	28.6	34.3	30.7	
4. Behaviorally define the teacher or student behavior that is to serve as the focus for the observation.	Sp 84	1.8	7.0	19.3	47.4	22.8	4.20
	F 84	0.0	4.3	13.0	30.4	52.2	.98
	Sp 85	0.0	3.4	6.8	33.9	55.9	
	Total	0.7	5.0	12.9	38.8	41.7	
5. Utilize an instrument to make observations in a classroom setting.	Sp 84	1.7	3.4	24.1	39.7	31.0	4.14
	F 84	4.2	0.0	12.5	45.8	32.5	.90
	Sp 85	1.7	0.0	13.3	33.3	51.7	
	Total	2.1	1.4	17.6	38.0	40.8	
6. Analyze the data resulting from a classroom observation by making summary statements, identifying patterns of behavior, and recognizing critical incidents.	Sp 84	0.0	3.4	20.7	43.1	32.8	4.26
	F 84	4.2	0.0	8.3	33.3	54.2	.83
	Sp 85	1.7	0.0	5.1	40.7	52.5	
	Total	1.4	1.4	12.1	40.4	44.7	
7. Use the results of this data analysis to identify: (1) teaching behaviors that are positive and which should be maintained, (2) teaching behaivors that are ineffective and which should be changed, and (3) alternative strategies which the intern should consider and/or try.	Sp 84	0.0	1.7	13.8	53.4	29.3	4.30
	F 84	4.2	0.0	8.3	25.0	52.5	.78
	Sp 85	0.0	0.0	13.3	33.3	53.3	
	Total	0.7	0.7	12.7	40.1	45.1	
8. Guiding the intern in the analysis of your observation data and the reconstruction of the teaching/learning act.	Sp 84	0.0	6.9	8.6	58.6	24.1	4.21
	F 84	4.3	0.0	13.0	39.1	43.5	.77
	Sp 85	0.0	0.0	5.0	51.7	43.3	
	Total	0.7	2.8	7.8	52.5	35.5	

PART I:(continued)

		1	2	3	4	5	MEAN SD
9. Identifying appropriate intermediate and long-range goals within the present capabilities of the intern.	Sp 84	0.0	3.4	17.2	43.1	35.2	4.26
	F 84	4.3	0.0	0.0	43.5	52.5	.80
	Sp 85	0.0	3.4	5.1	44.1	47.5	
	Total	0.7	2.9	9.3	43.6	43.6	
10. Providing direct assistance for the intern by demonstrating, shared planning/teaching, and other in-service training.	Sp 84	3.4	3.4	5.2	37.9	50.0	4.53
	F 84	0.0	0.0	8.7	8.7	82.6	.71
	Sp 85	0.0	0.0	3.4	23.7	72.9	
	Total	1.4	1.4	5.0	27.1	65.0	

PART II: ATTITUDES TOWARD THE UNF TEACHER EDUCATION PROGRAM

DIRECTIONS: Please circle the letter of the response that best indicates your present attitude toward the undergraduate teacher preparation programs of the University of North Florida, using the following key:

SA = Strongly Agree A = Agree U = Uncertain

DA = Disagree SD = Strongly Disagree

	TOTAL (Number = 143) SA	A	U	D.	SD
1. The College of Education and Human Services should hold workshops in Clinical Supervision for supervising teachers.	57 40.7	54 38.6	20 14.3	4 2.9	5 3.6
2. The objectives that were set for the orientation session were met by the trainers.	27 20.1	69 51.5	33 24.6	5 3.7	0 0.0
3. I would like to attend additional sessions on other dimensions of supervision.	20 14.8	48 35.6	33 24.4	24 17.8	10 7.4
4. I felt that I gained information during the semester which helped me in supervising my intern.	28 21.5	59 45.4	25 19.2	13 10.0	5 3.8
5. Too many topics were covered in the orientation session.	4 3.1	11 8.6	39 30.5	62 48.4	12 9.5
6. Not enough time was allowed for directing teacher training.	2 1.6	15 11.7	43 33.6	57 44.5	11 8.6
7. I would like to have more training in understanding the generic teaching competencies identified by the state.	17 12.5	59 43.4	29 21.3	23 16.9	8 5.9
8. The module was helpful to me in my role as a directing teacher.	28 21.4	76 58.0	19 14.5	8 6.1	0 0.(
9. The evaluation instruments developed by the College measured important dimensions of the internship.	26 19.1	93 68.4	9 6.6	7 5.1	1 0.7
10. I was able to record reliable and valid observations of the intern's performance.	38 27.7	82 59.9	14 10.2	3 2.2	0 0.(

PART II:(continued)

	SA	A	U	D	SD
11. The evaluation instruments were easy to use.	24 17.5	85 62.0	17 12.4	9 6.6	2 1.5
12. I could objectively observe and record the behavior of the intern, using the instruments.	27 19.7	89 65.0	17 12.4	4 2.9	0 0.0
13. The evaluation instruments need to be revised.	7 5.1	21 15.3	43 31.4	62 45.3	4 2.9
14. Clustering of student teachers has led to better supervision by the College.	39 28.7	33 24.3	51 37.5	8 5.9	5 3.7
15. I had more interaction with college supervisors as a result of the clustering of interns.	27 20.9	29 22.5	46 35.7	19 14.7	8 6.2
16. The clustering approach should be continued and expanded next year.	45 33.6	46 34.3	34 25.4	6 4.5	3 2.2
17. UNF interns have a good background in the content they teach.	46 32.9	70 50.0	10 7.1	12 8.6	2 1.4
18. UNF interns have a good background in the methodology of teaching.	46 32.9	75 53.6	10 7.1	6 4.3	3 2.1
19. UNF interns are able to identify and correct their weak areas.	35 25.0	78 55.7	17 12.1	7 5.0	3 2.1
20. Through this experience in supervising interns, I will become a better teacher myself.	67 47.5	65 46.1	5 3.5	2 1.4	2 1.4
21. It is personally rewarding to be involved in supervising interns.	89 63.1	44 31.2	7 5.0	1 0.7	0 0.0
22. UNF interns have a mastery of the generic skills necessary for teaching.	42 30.2	80 57.6	12 8.6	3 2.2	2 1.4
23. The Beginning Teacher Program is necessary to improve the quality of new teachers in Florida.	66 46.8	48 34.0	16 11.3	8 5.7	3 2.1
24. I learned things that were helpful to my teaching and supervising through my interaction with the college supervisor.	49 35.3	63 45.3	12 8.6	8 5.8	7 5.0
25. The supervision of interns by UNF needs to be improved.	11 7.9	24 17.3	31 22.3	59 42.4	14 10.

PART III: RECOMMENDATIONS FOR PROGRAM CHANGE

1. What aspects of the internship program should be expanded?

2. What aspects of the internship program should be continued?

3. What aspects of the internship program should be improved?

4. What aspects, if any, of the UNF internship program should be discontinued?

5. What are your recommendations for improving the following?
   a. The Module -

   b. Evaluation Instruments -

   c. Clinical Supervision Training for Directing Teachers -

6. Were there any unexpected results as a result of your involvement in the UNF program this semester?

UNIVERSITY OF NORTH FLORIDA

College of Education and Human Services
Teacher Education Internship Project

RESPONSES TO DIRECTING TEACHER QUESTIONNAIRE: FALL 1984

COMMENTS:

8302 There needs to be more in-class teaching time required for special education. More clearly define what is expected of the special education beginning teacher. Have a session which focuses on the special education students and their requirements.

9908 Continue visitations and talks between supervisor and directing teacher. Need more pre-internship. Give them more time to decide whether this is for them(teaching or not). Pre-internship should be earlier in their education.
I have learned more about the kids, teaching and myself than any sixteen week period since my first year.

7810 Continue: a. classroom disciplinary methods b. using a variety of materials and resources to meet the needs and interest of all students. Expand classroom disciplinary methods. Improve: a. handling disciplinary problems b. encourage interns to use all available resources prior to informing parents of difficulties.

6464 Improve visits by supervising UNF teachers. Need more frequent visits by supervising UNF teachers.

9913 Somewhat confusing trying to separate hours worked into compartments of "participation","observation", etc. Very effective program. The positive non-threatening attitudes of the supervisors is commendable. Perhaps five visits from supervisors would reduce stress on individual visits. "Contracting" for a grade during internship might be desirable. You might want to shorten the Evaluation Instruments, as they are a bit lengthy. I enjoyed the friendship of Dr. Keenan; and sincerely appreciated her willingness to come and speak to our faculty. The entire program is so positive, my compliments!!!

4337 I think that all aspects of UNF internship program should be continued. More visits, especially unannounced by the supervising teacher would be helpful. These would keep the interns working at top speed all of the time.

Responses to Directing Teacher Questionnaire: Fall 1984 cont'd.

5028 ----

3671 I felt that my intern was prepared to come in and plan, teach, make improvements where needed, etc. Keep up the good work!
Clinical Training: more competency needed in classroom management.
Effective vs ineffective techniques for discipline and management.
"Things you say. Things you don't say".

3867 Continue the training programs for supervising teachers.
Expand UNF direct supervision in the pre-intern program with experience in the instruments used for observation.
More practical experience in the pre-intern program in the area of classroom management and discipline.
Evaluation instruments are adequate as they are.
Not unexpected totally - - But, I had an experience that began and ended on a positive note!! I looked forward eagerly to this relationship and was never once disappointed!

3009 Continue regular observations and visitations from UNF supervisor.
Allow or strongly encourage more weeks of teaching. Observations for the most part should be handled as a pre-intern.
I did not understand all the material passed out originally. We should have received it two weeks before the meeting so we could ask questions at the first meeting.
I was extremely impressed with the professional manner in which the interns conducted themselves. They kept confidential information. They greeted parents warmly and openly. I really loved this sharing of ideas. I learned as much as she did. Idea to pass on: Interns met regularly to share ideas(their own ideas).

3279 Discontinue those call into campus days. Students need constant direct contact with the intern, not periodic or interrupted.
The pre-field placement and the pre-school work should continue.

3043 Interns need to be required to take a computer class since all schools now have computers.
College supervisors should plan unexpected visits on interns. The interns always knew when she was coming. If there is a conflict in the final grade the directing teacher should have the final say-so.

1231 This was my third "wonderful" intern from UNF. The others are now working within the Putnam County School System and are successful elementary teachers. My third intern has already begun working here and I'm sure will also be a valuable asset toward the education of young children. UNF deserves a pat on the back!!!

7003 If the Module is to be followed, directing teachers need to know what is expected. More evaluations should be done during the experience, not just at the end. Student teachers need more feedback from UNF staff or they need to think of their directing teachers as supervisors.

7003 continued.
The student teachers need to know that the directing teacher will be doing observations, also that the clinical technique will be used. Our student teachers waited for a UNF supervisor,who was hardly ever here, to do this. They should have known that the directing teacher would be observing them also, they should not be told to spend lots of time observing. I would think that they have done lots of this in the pre-internship program. It is hard to get 200 hours when they are told to observe for three weeks as the first third of these are experience. We thought we would get five course free, not just one semester. Most of us who work can only take one or two courses a semester. I think the university should offer us more for having a student teacher.

2406 More discussion between UNF supervisor and instructing teacher at the end of the term is needed.
Student teachers are not prepared to handle discipline problems.

2577 All aspects of the internship program should be continued.

2467 Discontinue the use of lengthy un-realistic lesson plans for more than 1 - 2 weeks unless the intern is having problems. Continue pre-internship field experience.
More time for interns to observe in other grade levels after internship responsibilities are over is needed. After a true teaching experience you will view other classrooms in a different light than your pre-intern field experience!
Interns should know what grade level they will be working in before they reach their schools. I think this will help them get ready for their experience.
This was my first intern. Everything was unexpected! But it was a great experience. I would love to have another intern anytime.
The free term is great! I think that is a big incentive for teachers that are starting their Master's Degree.

2355 I am perhaps not qualified to register comments as my intern did not finish the program. I wonder why there was not attempt(or was there?) by UNF to find the reason it took so long for this person to get a degree(about 13 years, I think), and what was happening during the time periods for which there was no record; why his inability to express himself clearly(rationally) was not noted.

2177 Although the interns benefitted from going to UNF the few days they had workshops or "rap sessions", I feel that she missed things that we were doing on those Fridays. Maybe you could stagger them out more!
Continue: a. requirements for class 2. visits by college supervisors. I found it very helpful to the intern as well as for me(Intern Module). My intern learned a lot of disciplinary methods that I think may not have been mentioned in UNF classes. She was willing to try all methods and was proud of herself in the way she disciplined the students.

5583 Computers and computer education should be expanded.
More creativity should be in internship program.

6396 Clusters should be continued.
Supervision by UNF faculty should be improved.

3743 I strongly agree with a full semester of interns in the classroom.
I appreciated the freedom the directing teacher had in setting up the program for the intern in the classroom.
There should be more specific data provided for expected hours of observations, actual teaching hours.
There should be more interaction of directing supervisor and directing teacher, especially for a teacher new in working with an intern.
The supervising professor was not present at the first meeting at UNF. It would have been helpful if she could have met with us.
The substitute did not know she was to meet with us until the session, which was no help.
This was my first experience working with an intern from UNF. It was a very rewarding experience! She used some materials which I can use in my teaching. I was ill and unable to attend the debriefing session, therefore, was unable to comment on it. If there were any materials distributed, I would appreciate receiving them.

---- Continue close supervision by college supervisor.
Need more mini-internships in different schools with different grade levels.
I learned fresh new ideas! Made a close friend of my intern.
I enjoyed interaction with UNF professor.

7852 Need better training supervision for your supervisors that come out to supervise intern.
The supervisor role should be improved.
I didn't expect a college I graduated from to hire such a poor supervisor.

RESPONSES TO SUPERVISORY QUESTIONNAIRE: PART III

1. What aspects, if any, of the UNF internship program should be dropped or discontinued?

8719 None

3224 None

7757 Offering Methods courses in summer when they cannot get field experience.

8840 None

8746 None

6549 None

6720 Seminars during the intern's intensive teaching time.

8043 None

7572 None

7535 None

5947 None

5281 Seminars scheduled during intern's "total-teaching time."

5083 Seminars on Friday during intensive.

5302 None

5679 None

5366 None

4842 I am concerned with the clustering of interns. One intern had a problem at our school and I felt more time had to be spent with this intern by the supervisor than the other interns.

5432 Workshops need to be scheduled differently.

4774 None

4791 None

3074 None, excellent program.

RESPONSES cont'd.#1

1785 None, the current program meets all needs and areas.

2940 Large group meetings for directing teachers. I found the meetings held with the supervisor who was assigned to my school helpful.

1973 The Friday seminars.

1618 None

5137 Meetings that are held during the semester that pull the student teacher out of class for the day (several of these occurred). Too much change for students in special education.

2897 Taping pre and post conferences. Instead the UNF intern tape a lesson with a student.

4400 Writing lenghty lesson plans for so long. Once the intern demonstrates that he knows how to plan effectively, a shortened form should be acceptable.

2797 None

2233 None

9347 Taping/Pre-conferences and Taping Post-conferences.

4299 None

3927 None

2664 None

9297 Continue full program.

8763 None

7731 The UNF representative needs to be more specific about what the intern needs to do.

2879 The practice of having seminars during internship should be rethought. It seemed that just as the intern was establishing rapport with the students, she had to miss a day.

2298 None

1523 Friday workshops should be before or after intense teaching.

1770 Uncertain

5974 UNF lesson plans need to be adapted for use in a real school setting.

6155 None, they are well-organized and being used effectively.

0230 None

8694 Pre and post conference taping.

RESPONSES cont'd. #1.

4824 None

8067 Taping converstions between student teacher and supervising teacher.

6013 None

4220 None

9598 None

7138 None

2412 None

6284 None

8427 None

3213 There should not be day long workshops in the middle of their internship. This is very disruptive.

4929 None

0190 None

2. What aspects of the internship program should be continued?

8719 All of them.

5224 ---

7757 Cluster grouping

8840 All of it!

8746 More aspects of Beginning Teacher Program.

6549 Good basic background before entering the classroom.

6270 Perhaps they need an additional internship before they get to the end of their college experience.

8043 I think the program was fine, a little too long.

7572 All of them. However, supervising teachers need more advance notice if the date of a workshop is to be changed.

7535 ---

5947 Perhaps more contact between directing teachers, interns, and supervising faculty.

5281 Interns should be observed by UNF professors on a regular basis for feedback and should have at least the same number of total teaching hours if not more.

RESPONSES cont'd. #2

5083 All areas.

5302 ---

5679 Clustering of interns.

5366 ---

4842 I feel the evaluation instruments were very good. They were easy to follow.

5432 Interns have good preparation.

4774 ---

4791 The gradual take-over program when the intern is teaching.

3047 I enjoyed the clustering as it enabled me to learn from fellow directing teachers.

1785 Clustering, it allows directing teachers and interns to get different advice and opinions.

2940 ---

1973 ---

1618 I was pleased with all aspects and would like to see the program continued as it is now.

5137 College supervisor interaction - the workshops for supervising teachers.

2897 Written lesson plan notebooks.

4400 All

2797 ---

2233 I was happy with the internship program and felt all aspects should be continued.

9347 Mainly the supervisory structure.

4299 ---

3927 All, glad you get them into classes early.

2664 ---

9297 ---

8763 ---

7731 Every aspect.

2879 I felt the length of the internship was appropriate.

RESPONSES cont'd. #2

2298 ---

1523 The program seems to be good. Supervisors should be asked to all follow the same guidelines. Maybe they need supervisors.

1770 Uncertain

5974 Whole program.

6155 All of them.

0230 Seminars with interns should be held before internship or during 1st few weeks. My interns made this suggestion.

8694 All

4842 All

8067 Methodology should be more realistic

6013 ---

4220 ---

9598 ---

7138 ---

2412 All

6284 ---

8427 I feel the Exceptional Education interns need to be in the schools for a longer period of time. It seems their meetings should take place at another time and not take away from their "all important" classroom situation.

3213 The workshops I previously mentioned seemed good, but they should be on the intern's own time.

4929 All of Dr. Raiser's interns visited our school. I think a continuation of this practice is helpful.

0109 ---

3. What aspects of the internship program should be expanded?

8719 Screening interns very closely by the Department of Education before they intern.

5224 ---

7757 Getting them in the field way before internship and making them responsible for teaching lessons with professors supervision.

RESPONSES cont'd. #3

8840 ---

8746 Beginning Teacher Program.

6549 More interaction between the college supervisor, intern, and directing teacher.

6720 Not sure.

8043 More seminar time after internship at UNF.

7572 ---

7535 ---

5947 More emphasis on the "real world" administrative load in the classroom.

5281 The more "total teaching" time for the intern, the better. So, perhaps longer time for overall special education internship involvement.

5083 Trying to help intern realize the real world stress of teaching.

5302 Your college Supervisors should have a "program" that is required by all interns. Some interns have to do so much - others so little.

5679 ---

5366 ---

4842 ---

5432 ---

4774 ---

4791 The interns need more hands-on experience if possible before internship.

3047 I feel professionalism needs to be expanded on since the intern assumes an authoritative position in the school community.

1785 Professionalism. That seems to be an area of weakness.

2940 ---

1973 ---

1618 ---

5137 Workshops on: Education and the Law(especially education students), Funding for Special Education(where teachers get money and materials, etc.), and Guidance for Parents and Students.

2897 Have two programs. One person in charge of special education, and one person in charge of elementary education.

RESPONSES cont'd. #3

4400 The length of time special education students intern. It seemed so rushed in three months.

2797 ---

2233 I feel it is adequate.

9347 Utilize an instrument for tallying misbehaviors within the classroom.

4299 ---

3927 I'd like a chance for directing teachers to go to UNF for First Aid Training. Great idea. Could we be released to go while interns are teaching?

2664 The inservice for supervising teachers.

9297 ---

8763 ---

7731 ---

2879 The students should be given a course in the research behind the standards in the domains of the Florida Beginning Teacher Program.

2298 ---

1523 ---

1770 Uncertain.

5947 ---

6155 I think they are broad enough, as long as the intern spends most of his/her time with the students(as they do),the program is good.

0230 Communication with building-level principals and assistant principals.

8694 More classes in content and methods before internship(for intern).

4824 Workshops for the teachers who are supervising the interns.

8067 ---

6013 Time management, UNF supervisor was lax.

4220 ---

9598 ---

7138 The students are not familar with PREP.

2412 Make the internship four weeks longer.

6284 ---

RESPONSES cont'd. #3

8427 More direct interaction between intern, supervisor and directing teacher.

3213 ---

4929 ---

0109 ---

4. What aspects of the internship program should be improved?

8719 Closer supervision by questionable interns.

5224 More information and direction given to the directing teacher.

7757 Field experience.

8840 ---

8746 Student management.

6549 More interaction between the college supervisor, intern, and directing teacher.

6720 Each supervising teacher should be expecting the same skills to be turned in.

8043 More information to interns about their role in internship.

7572 ---

7535 ---

5947 ---

5281 Perhaps the intern should be involved at the beginning of a nine week period(just prior to and including planning day) through the ending of that grading period including the planning day for a more cohesive view of a nine week period(including report cards, with teacher consultation,of course).

5083 Trying to help intern realize the real world stress of teaching. Directing teacher - Supervisor and Intern conferences.

5302 The college supervisor should hold a conference with interns, directing teachers and principal so all know what your program involves. What do the interns have to do to meet your requirements.

5679 ---

5366 ---

4842 The interns seemed to be confused as to what they were required to do by the university. Example - Type of lesson plans, amount of full time teaching, etc.

5432 Quality of supervision should be standardized. We got no guidance from supervisor..

RESPONSES cont'd. #4

4774 ---

4791 Special education interns need a little more instruction in the documentation and paperwork processes used in special education.

3047 ----

1785 Professionalism, that seems to be an area of weakness.

2940 Friday seminars for interns should not be held during the time that the intern is in complete control of the class.
This form,it is confusing and does not allow for some of the comments I think are pertinent.
I feel that a better system of assigning interns and directing teachers should be devised. I have observed situations where some interns would have been more successful if they had been assigned to a directing teacher with a different personality and teaching style. If UNF supervisors and principals could communicate personally about the selection and assigning of intern, "personality clashes" could be avoided.
Devise a system to choose directing teachers who are genuinely concerned about helping interns and not just eager to have an extra pair of hands in the classroom. When good directing teachers are identified, request their services again.
Pre-intern should become more involved in the school program in their assigned schools. I have had many pre-interns and most of them were not certain what they should be doing. Others would get involved with the activities in the classroom of their own accord.
I think pre-internship should help prepare them for their internship.
If a student could pre-intern in a class and return to the same class for internship, some of the anxiety that the intern experiences could be eliminated. That assignment should be agreeable to the intern and the directing teacher.
If elementary interns could be assigned a grade level prior to their internship, they could become familiar with the curriculum content and collect materials, etc. to aid them in their internship.
AN IDEAL PLAN:

I. Student assigned to directing teacher semester before internship begins.
   A. Student meets with directing teacher to find type students, curriculum to be covered during internship, etc.
   B. Student observes directing teacher.
II. UNF program aids interns in making specific plans for their up-coming internship.
   A Students assigned to a certain grade level could work on units together, make plans,etc.
   B. Students could get copies of textbooks to learn content of assigned grade level.

1973 ---

1618 ---

5137 ---

2897 Behavior checklist evaluation for EH interns and separation of special education from elementary ed.

RESPONSES cont'd. #4

4400 College supervisors should try to keep their appointments with the interns if possible. This would relieve the intern's anxiety and also offer valuable conference time with the supervisor.

2233 It is adequate.

9347 In preparing interns, a more indepthness(of teaching) should be stressed, especially, what should be expected in the classroom.

4299 Guidelines as to lesson plans and timelines for completing.

3927 N.A.

2664 ----

9297 College supervisors should meet with directing teacher before intern starts, teaching to clear up any questions and etc.

8763 Screening of interns so as to prevent failure of internship.

7731 None at this time.

2379 Within flexibility, college supervisors should have similar requirements for the interns.

2298 ----

1523 ----

1770 Seminars should be held before or after internship. It interferes with the teaching progress to have interns miss days during the week for seminars.

5947 ----

6155 None

0230 Principals and/or assistant principals at schools should be informed of all aspects of the programs.

8694 I think the interns should have a midterm grade and evaluation sheet. It is too long a period of time without a grade since one is required in the end.

4824 Hold the session later in the evening where more teachers can attend. I live fifty miles away and it was difficult getting to UNF by 4:00 p.m.

8067 Methodology should be more realistic.

6013 Time Management/UNF Supervisors

4220 I would like to see more definite guidelines as to what and when the interns do things. Also, please do not schedule workshops for them once they have taken over the classes. Please encourage interns not to miss school unless absolutely necessary and to call well in advance.

Responses cont'd. #4.

9588 ----

7138 ----

2412 ----

6284 ----

8427 I felt the undergraduate "intended" student teachers should be screened carefully and make sure they are competently qualified before putting them in a school.

3213 Three way communication between directing teacher, UNF supervisor and intern. Perhaps, scheduled sessions.

4929 ----

0109 The college supervisor should come out to the schools every two weeks,at least.

5. Do you have any specific suggestions for improving the following?
a. The Module b. Evaluation Instruments c. Clinical Training

8719 a. Some teachers with interns were confused by the terminology i.e., "Generic Competencies" sheet and "Domains" glossary maybe? I've worked on county-level and had no trouble, thus this section is not meaningful to them.
b. No. c. No.

5224 a. No b. No c. No

7757 a. Make it simple to read. Some teachers are not presently enrolled in education classes feel lost when reading this.
b. Need to give examples with each competency.
c. Need to make supervisory teachers have training in clinical supervision.

8340 ----

8746 ----

6549 ----

6720 a. No b. No c. This could be more detailed instructions for directing teachers.

8043 ----

7572 ----

7535 a. No b. No c. I see the need of more training in classroom discipline techniques. There are certain techniques that different ages will respond to. The "real life" is often different from books.

5947 a. No b. My feelings may not be representative, I am already a certified new/peer observer. c. No

Responses cont'd. #5.

5281 a. No b. I feel that the domain sheets and summative instruments were not well suited to observation of elementary C.M.H. classrooms. It was difficult to observe all items and still get the idea for the lesson taught. c. No

5083 a. Explain generic competencies in more specific terms.
b. Adequate
c. Work on better communication strategies.

5302 a. Eliminate BTP materials in module and if requested, it can be distributed later. The module is too long, discourages people to read it. b. No c. NO

5679 ----

5366 a. These were made at the meeting 4/17. b. No c. Workshop for this way too short and not specific enough.

4842 ----

5432 ----

4774 ----

4791 ----

3047 a. Too lenghty, must be some way to shorten and still cover everything. b. Excellent c. Adequate and informative.

1735 a. Too lengthy and too indepth. b. Very efficient. c. Adequate

2940 ----

1973 ----

1618 b. Good

5137 ----

2897 a. It is fine. b. Taping pre and post conferences. Instead, have the UNF intern tape a lesson with a student. c. Written lesson plan notebooks.

4400 ----

2797 ----

2233 ----

9347 ----

4299 b. Rather than a grade, a pass--fail, grade.

3927 a. UNF has developed a very effective program. b. Anyway to get more feedback. Was the Directing Teacher effective! Do you keep a file of acceptable ones?

Responses cont'd. #5.

2664 c. Training session should be longer-more detailed. It seemed to just skim the surface and I wasn't real clear as to what was expected of me.

9297 ----

8763 ----

7731 ----

2879 a. the module
(1) list a time frame - make flexible
observation - 1st - 2nd weeks
take over 1 subject - 2nd - 3rd week
take over totally - 4th - 5th week
(2) state objectives behaviorally(very specific)
the interns will teach 3 p.e. lessons
demonstrate ability to use a.v. equipment
(3) list of specific do's and don't(not in jargon)
don't spend time in the lounge
do arrive early
don't express opinions about the school, teachers, etc.(at least not to other teachers than directing teacher).

b. evaluation instruments
(1) directing teachers should be trained in use of instruments (especially summative and formative), if they are to be used.

c. clinical training - I felt that the clinical training was very inadequate. The initial session was informative but we desperately needed to come back after trying it, for further discussion and training. I would like to relate my experience, in the hopes that it will help your program. After attending the training session, I enthusiastically put the suggestions into practice. As the internship progressed, I found that the "loving relationship" that we had established, had been totally misinterpreted by my intern. She totally ignored most of my suggestions. I persisted in using the clinical approach, getting more and more frustrated. The situation deteriorated and our communication disappeared. The "breaking point" came when my intern sent a progress report home that: (1) did not have my signature(which I specifically requested be done) (2) were arithmetically incorrect. At that point, I reverted to the approach that had worked for me for 20 years. I began to treat the intern as a student, which she was. I strongly believe that the internship would have been more successful from the start if I had "gone with what I knew". Not only did the intern profit from her experience, but more importantly, the children benefitted. The University fails to recognize, or does not communicate to its interns that the children's education comes first. The interns must be allowed and encouraged to try different methods, but they must understand that an experienced teacher wouldn't suggest alternatives, unless they were viable and valuable. I realize, given different personalities, clinical supervision might work. Quoting Dr. Andrew Robinson, "The interns must learn to listen with their ears instead of their tonsils!"

Responses cont'd. #5.

2298 ----

1523 a. We need a module as directing teachers.b.No c. Should be more direct and to the point. We need to be told exactly what is expected of us.

1770 a. I have not seen the module. b. The evaluation. c. Continue, should be helpful.

5947 ----

6155 a. No b. No, they cover the important aspects. The more discrete they become, the more ineffective they become.

0230 a. Was fine for me. b. Choice of several was helpful. c. More of this needed, with perhaps some role-playing.

8694 ----

4824 ----

8067 ----

6013 c. Art and music, my intern said she had no exposure of these subjects at UNF. EX. Kdg. Finger plays and drawing on the board.

4220 ----

9598 ----

7138 c. I would like to see role model teachniques, video taped, three different teachers, three different approaches - same lesson. Provide some additional expertise using varied teaching techniques.

2412 ----

6824 ----

8427 ----

3213 ----

4929 ----

0109 ----

6. Were there any unexpected results as a result of your involvement in the UNF program this semester?

8719 Yes, I felt my intern was not adequately prepared in the field of his major. Lacking in skills and background of experiences. Was not ready for internship!!

5224 I feel that my intern was well supervised by UNF.

Responses cont'd. #6.

7757 I truly felt my intern had not been prepared for internship. She had only had one field experience before being in classroom, this was listed on her profile. You need to screen these people more.

8840 ----

8746 My intern experienced some difficulty in student management; however he did have health problems which may inter-acted with his teaching.

6549 Yes. I learned new and interesting ways to present materials to the children. My intern was very creative and as a result of this, I became knowledgable of different ways of keeping their attention for a lengthy span.

6720 ---

8043 ---

7572 No. As always, I enjoyed serving as a supervising teacher and feel I gained a great deal from working with the young man who was my intern. Thank you for the opportunity.

7535 ----

5947 Yes. The forest and trees syndrome. It was stimulating to come in contact with current educational theory and jargon. Teachers work too much in isolation. Interns are one way to maintain contact with our profession. I feel I have gained more from the experience than my intern.

5281 I'd love to have my intern be hired as a co- or team-teacher in EMH We worked very well together.

5083 Yes; I think that I can work as a team teacher because we had such a good relationship.

5302 No

5679 ----

5366 ---

4842 ---

5432

4774 ----

4791 Yes; I learned a lot more about myself as a teacher. I grew through the experience.

3047 No; a pleasant learning experience.

1785 ----

2940 ----

1973 ----

Responses cont'd. #6.

1618 I was given new ideas and a fresh approach to teaching.

5137 I enjoyed it. It revitalized my enthusiasm. Thanks!

2879 More individual attention was received by a competent teacher, who had a much briefer training program than I had anticipated.

4400 ----

2797 ----

2233 ----

9347 No so much as for the program, but a fraction of unexpectancies with the intern. Mainly, the weaknesses such as spelling, unable to maintain student-classroom control, and the speech(inability to pronounce certain words) of course, these things were pointed out/discussed with intern and supervisor.

4299 ----

3927 None, mine was very pleasant. The main key is interaction between the directing teacher and the intern and communication. The instruments were quite complete.

2644 ----

9297 ---

8763 The quality of the performance of the intern. You are doing a great job.

7731 ----

2879 I had the privilege of working with Dr. Robinson. I feel that my teaching skills have greatly improved. It was very valuable to see a lesson from a student's point of view(I'd forgotten).

2298 ----

1523 I gained a friend.

1770 ----

5947 My students profited from dual/teacher style.

6155 ----

0230 ----

8694 It was a rewarding experience. My intern and I became friends. I improved my teaching skills while working with my intern.

4824 My intern was capable of conducting my class in a professional manner.

Responses cont'd. #6.

8067 ----

6013 My intern did not understand or comprehend many directives given to her. She lacked self-confidence and turned to me for art and music direction.

4220 ----

9598 ----

7138 Would also like to see students with some background on the different learning modalities and prepared to write learning stratagies for each type.

2412 ----

6284 ----

8427 Yes, my student teacher didn't pass her internship and I feel she was not completely qualified. It was very hard on her and twice as hard on me because I was having to work twice as hard with her. She didn't even know what a unit was.

3213 The reaction of my students to a different teacher was very negative. It has taken me several weeks to readjust their attitudes and help them not to be so defensive.

4929 I made a new friend.

0109 My intern had a lot of difficulty during her internship(lack of motivation, lack of enthusiasm and not doing what was expected of her). Her time was increased by 6 weeks and she improved greatly.

APPENDIX D

RESPONSES OF COLLEGE SUPERVISORS

UNIVERSITY OF NORTH FLORIDA

College of Education and Human Services
Teacher Education Internship Project

RESPONSES TO SUPERVISOR'S QUESTIONNAIRE: SPRING 1985

COMMENTS:

#01 Use of certain schools which are not really interested in the professional development of beginning teachers or are not "good places" for our interns to learn appropriate behaviors should be dropped. Also "use" of certain cooperating teachers should be dropped.
Clustering should be continued. Return to "intensive site"!
Involvement of school people as partners in the preparation of beginning teachers. Continue seminars. Clustering, Intensive Site, and Seminar quality and scope should be expanded. Our selection of schools and cooperating teachers should be improved. We should demand that cooperating teachers be trained and attend our on-campus meetings. "We" discovered that some "good schools" are not always the best places for interns' training.

#02 We should do seminars before interns have taken over completely in the classroom. Cover Beginning Teacher Program domains early in seminars. Continue seminars - especially the session on what teachers need to do the first few days of school.

#03 Blindly assigning students to schools and/or teachers we know little about should be discontinued. Intern seminars other than classroom management, and child abuse "days" should be dropped.
Continue clustering, clinical supervision workshops and regular meetings of college supervisors evaluation forms.
Expand clustering to include all interns/structured meetings of supervisors. There should be more input into placement of interns and establishment of file of exemplary directing teachers. The module looks great - maybe include general grading criteria. Evaluation instruments are very clear and easy to use. Clinical training is excellent. I learned that some of our students are overly confident prior to internship and that they need more preparation concerning the mechanics and format of internship before they go into the classroom.

#04 There should be fewer students to supervise.

APPENDIX E

SURVEY OF GRADUATES

RESPONSES TO BEGINNING TEACHER SURVEY: Questions 7, 36, 37, and 38

7. If now working, what is your current position?

0331 Sixth grade teacher.

3051 N.A.

0542 Kindergarten teacher

4186 Substitute in a kindergarten class at Hastings Elementary.

7302 N.A.

2850 I am an EMH teacher at Fletcher Senior High School.

5133 Fifth grade teacher.

0642 Chapter I teacher.

3992 Teacher

6332 N.A.

____ Social studies instructor.

3630 ----

1934 N.A.

8378 First grade teacher.

0686 Fourth, fifth, and sixth grade teacher.

1634 Personnel for Cisco Marine Services, Jacksonville, Florida.

5017 N.A.

2207 N.A.

____ V.E. Special ed. teacher.

0475 Community education and ABE instructor for FJC.

6985 Elementary, second grade teacher.

6583 Teacher

8320 N.A.

Beginning Teacher Responses cont'd. #7.

0525 ----

8077 Second grade teacher.

3797 Fourth grade teacher.

6917 Science teacher

0731 N.A.

4212 Clerk

6186 Special education, EMH.

1872 N.A.

1450 Instructor in remedial math and reading program at Sylvan Learning Center (part-time employment).

3459 Fourth grade elementary teacher.

4258 ----

2100 N.A.

2308 Cashier at a restaurant.

3369 N.A.

5896 N.A.

1945 SLD self-contained teacher, Pickett Elementary #205.

1618 Reading Specialist in a learning lab.

3915 I am now enjoying the summer. I have a job beginning Fall, 85-86 school year.

0721 N.A.

4074 Substitute Teacher

0749 Physical Science teacher at Junior High level.

8191 Teacher aide at UNF Child Development Research Center.

9630 N.A.

0448 N.A.

3102 N.A.

1321 Teacher working with special needs children under age two, Early Intervention Program - Easter Seals.

6870 Fourth grade teacher.

38. What job would you like to have five years from now?
39. What job would you like to have ten years from now?

3051 38. A counseling job.
39. Same

0542 38. Kindergarten Teacher
39. Same

4186 38. Teaching 5th grade.
39. Same

7302 38. Unsure
39 Unsure

_50 38. The same job I have now.
39. Dean

5133 38. Kindergarten Teacher
39. Guidance Counselor

0642 38. Elementary Teacher
39. Same

3992 38. Teaching Elementary
39. Same

6332 38. Teaching
39. Administration

7342 38. Retired
39. Retired

3630 38. Teaching College
39. Same

1934 38. Supervisor or Administrator in Education (Masters Degree)
39. Administrator of Private Special Education Center

Responses to Beginning Teacher Survey cont'd. #38 & 39

8378	38.	Guidance Counselor
	39.	Retired/Enjoying Grandchildren!
0686	38.	Teaching
	39.	Teaching
1634	38.	Teaching Biology and Advanced Biology Courses in High School.
	39.	Same
5017	38.	Teaching or Guidance Counselor
	39.	Same
2207	38.	Education consultant of some type for either Deaf Education or Speech Path.
	39.	Teaching at a University.
____	38.	Same
	39.	Research
0475	38.	University Professor of Philosophy, (or I'd love to be a philanthropist....).
	39.	Same
6985	38.	Second Grade Teacher
	39.	Second Grade Teacher
6583	38.	Same
	39.	Don't Know
8320	38.	Think about returning to college.
	39.	Be a Science Department Head in a Junior High School.
0525	38.	Classroom Teacher
	39.	Classroom Teacher
8077	38.	First through Third Grade Teacher.
	39.	Teaching education classes in college/Develop a tutoring service.
3707	38.	Teaching as now - maybe in another grade level.
	39.	Same
6917	38.	Own my own business.
	39.	---
0731	38.	Teaching a K-3 EMH Classroom
	39.	Not Sure
4212	38.	University History Professor
	39.	Same
6186	38.	Business
	39.	Own my own business.
1872	38.	Elementary Teacher
	39.	Same

Responses to Beginning Teacher Survey cont'd. # 38 & 39

1450	38.	The job I have now as part-time instructor in remedial program.
	39.	Same
3459	38.	Teaching Second Grade
	39.	Teaching Job - Some day I might enjoy being in the administration.
4258	38.	Teacher
	39.	Teacing or some Guidance position in education.
2100	38.	History Teacher
	39.	Same
2808	38.	Beginning to open a small school.
	39.	Owner/director of small school for special education.
3369	38.	Elementary teacher with a masters degree.
	39	Same
5896	38.	Teaching is my second profession and I plan to retire at age 62.
	39.	Retired
1945	38.	First or Second Grade Teacher
	39.	Possibly Administration
1618	38.	Reading Teacher
	39.	Same
3915	38.	Teaching in Guidance
	39.	Same
0721	38.	Reading Specialist
	39.	Researcher - educational psychology/learning theory.
4074	38.	Teaching overseas - Department of Defense School.
	39.	Industrial/Personnel Management - well paid...
0749	38.	---
	39.	---
8191	38.	Uncertain, but one that is challenging, interesting, growth oriented and pays well.
	39.	Same
9630	38.	Working with mentally handicapped students as a vocational counselor or coordinator.
	39.	Administration
0448	38.	Assistant Television Producer
	39.	Television Producer

Responses to Beginning Teacher Survey cont'd. # 38 & 39

3102	38.	---
	39.	---
1321	38.	Same as now.
	39.	Probably same as now.
6870	38.	Teaching
	39.	Full time mother - homemaker.
3870	38.	Teacher
	39.	Same
5858	38.	Teacher
	39.	Same
0331	38.	Teacher
	39.	Same

What Three Undergraduate Courses Have Been
Of The Most Value To You?

1. Student Teaching Internship
2. General Methods
3. Curriculum I & II
4. Math Methods
5. Math Structures
6. Social Studies Methods
7. Reading II
8. P.B.T.E.
9. Language
10. Methods - Science
11. Methods - Reading
12. Methods - Math
13. General Methods & Curriculum I
14. Reading Methods I for Elementary Teachers
15. Learning Environments for Integrated Learning
16. Educational Programming
17. Intership
18. Prac. Comp. Mental Retardation
19. Math Structure/Methods
20. Practicum - Internship
21. Molecular & Cell Biology
22. Physiology
23. General Methods Curriculum II
24. Situation-Specific Discipline Techniques
25. Classroom Management Skills
26. Organizational/Housekeeping Skills
27. SPE I
28. Special Methods: Social Studies
29. English 18
30. FJC Typing
31. Behavior Modification
32. FJC Humanities
33. Internship
34. Science Methods
35. Math Methods
36. Interpersonal Skills
37. Language Arts Methods for Elementary Teachers
38. Curriculum I
39. Theory/Learning for Teachers
40. Interpersonal Skills/Teachers
41. General Methods Curruculum I
42. Math Methods
43. Integrated Learning
44. Reading II
45. Quantitative Analysis
46. Organic Chemistry
47. Physical Chemistry
48. Reading II
49. Math Methods
50. Interpersonal Skills
51. Environmental Ethics
52. Reading I & II

53. Math
54. Science
55. Special Methods in English
56. American Literature
57. Writing Prose
58. Integrated Learning Environments
59. Testing & Evaluation
60. Reading I
61. Interpersonal Skills
62. Science Methods
63. General Methods Curriculum 1
64. Reading I
65. Reading II
66. Curriculum I
67. Methods of Teaching Math or Science
68. Dynamics of Learning
69. Interpersonal Skills
70. Special Education for Classroom Teachers
71. Curriculum I
72. Introduction to Special Education
73. Internshio
74. Dr. Raiser's class over the summer.
75. All history courses
76. Science Methods
77. Language Methods
78. Interpersonal Skills
79. Survey Learning Disabilities
80. Interpersonal Skills
81. Behavior Modification
82. Reading Methods
83. Science Methods
84. Math Methods
85. General Methods & Curriculum I
86. General Methods & Curriculum II
87. Integrated Learning Environments
88. Interpersonal Skills
89. Math
90. Science (Eggen)
91. Language
92. Evolution - (J.U.)
93. Test Making - Dr. Singleton
94. Psychology for Teaching
95. Human Relations - Interpersonal Skills
96. Psychology
97. English
98. English Methods
99. British Literature I

100. British Novel II
101. Methods I & II
102. Pre-Internship
103. Internship
104. Interpersonal Skills
105. Reading Methods II
106. Music Methods
107. Interpersonal Skills
108. Curriculum II
109. Math Methods
110. Reading I & II
111. Language
112. Curriculum I
113. Environmental Ethics
114. Biofeedback & Stress Management
115. Philosophy

What Three Undergraduate Courses Have Been Of Least Value To You?

1. Social Studies Methods (poorly taught)
2. Behavior Modification
3. Interpersonal Skills
4. Reading Methods
5. British Literature I
6. Methods/Curriculum
7. Foundations of Performance-Based Education
8. His 3932 - Selected Topics
9. Florida History
10. FJC - Introduction to Education
11. Curriculum II
12. Learning Theories
13. Principles of Marketing
14. Introduction to Philosophy
15. Technical Distributive Education
16. Art
17. Music
18. Physical Education
19. Reading
20. Interpersonal Skills
21. Integrated Learning Environment
22. Art
23. Interpersonal Skills
24. Reading Methods for Secondary Teachers
25. Performance Based
26. Dynamics of Learning
27. Social Studies
28. Physical Education/Health
29. Learning Theories
30. Social Studies
31. Physical Education-Health-Movement
32. Music
33. Foundations of Performance-Based Education
34. Science Methods for Elementary Teachers
35. Social Studies Methods for Elementary Teachers
36. Performance-Based Education
37. Instructional Diagnosis
38. Educational Assessment
39. Psychology Course
40. Integrated Learning
41. Curriculum I & II
42. Biology
43. Dynamics of Learning
44. Mainstreaming
45. Theories
46. Music Methods
47. Social Studies Methods
48. Health and Movement Education
49. Methods of Learning
50. Music
51. Curriculum II
52. Special Education Mainstream

53. Social Studies
54. Curriculum II
55. Foundations of Performance-Based Education
56. Reading Methods
57. Learning Theories
58. Personal Communications
59. Dr. Kimbel's class
60. Social Studies Methods with Dr. Schwab
61. Performance Base
62. History Methods (Social Studies)
63. Music Methods
64. Educational Assessment/Exceptional Child
65. Developmental Math for Special Education Problems
66. Performance-Based Education
67. Performance-Based Education
68. Art Methods
69. Social Studies Methods
70. Diagnostic Reading II
71. Regular Education Core class
72. Foundations of Education
73. Performance-Based Education
74. Culture and the City
75. Interpersonal Skill Team
76. Special Methods: Social Studies
77. Reading Methods I
78. Social Studies Methods
79. Performance-Based Education
80. Art Methods
81. Social Studies Methods
82. Curriculum II
83. Psychology
84. Mainstreaming
85. Social Foundations of Education
86. History
87. Music Appreciation
88. Research with Dr. Venn
89. Professional Development & Assessment with Anthony
90. Behavior Modification with Van Nagel

Do You Feel That There Should be Changes Made In The Undergraduate Program In Education?

1. There is too much overlap in the area of psychology unless it is your major. An English major would benefit from a course which included a review of grammar rules before interning. It might also include the county-adopted literature books being used in the schools to teach how to present literature on the secondary level. A track should be set up for each major.

2. Really show us how to teach content areas. Method courses you have presently are not adequate.

3. More classroom management

4. I don't know. I just know what I have isn't helping me much - perhaps a course that teaches content and one on classroom management. Curriculum II wasn't applicable to a real classroom.

5. I think that Special Education majors should have more (we don't have any) classes in science and social studies. Also, profoundly, MR, TMR, and EMR need to be 3 different certifications.

6. The education courses should be redesigned so that they will be more in line with teaching in the "real world."

7. More field work and hands-on experience in the classroom would be better than any methods course a teacher could experience.

8. A course to help students learn to deal with parents.

9. If you are going to offer a Special Education program of study, you need to expand the department or else abandon the program altogether. With only 3 professors serving as the "core" of the program, you don't train teachers-you make clones of those 3 professors. That would be fine if there was only one way of thinking, but there isn't. Also, we need more methods courses (science, social studies) and better quality of instruction. Also and most importantly, train some of us for teaching secondary special education.

10. Interns should be required to fulfill the same requirements, regardless of the supervisor. As it stands now, requirements change depending on the supervisor. This is not fair.

11. Eliminate most of the core courses and concentrate more on methods.

12. Delete mandatory attendance of Special Education majors at the Intern Seminars. Too much repetition, although one seminar wa especially beneficial "Children in Crisis."

13. Require a more liberal arts background - basic courses in literature, science, social sciences, etc. Also, more in-school experience.

14. More pre-internship and internship work. Methods preparation for administrative work.

15. More classroom management classes, development of practial teaching aids, more emphasis on domains in beginning teacher program.

16. More "on-sight" time, more "real life" situations

17. More, much more, student teaching, less classroom studies and more actual teaching practice (more like an apprenticeship)

18. Graduate Programs - Courses should be offered on a predictable basis, fall every year, or spring every year. It made it very hard for me to plan my program and be sure I hao everything scheduled for a time it would be offered so I could finish in 2 years.

19. More reality oriented rather than theory, field experience in the fall with internship in the spring, with the same class. A better screening of the types of teachers that interns are placed with more practice developing lessons for the week and teaching them.

20. More classes or sessions at UNF during internship to help with specific problems or weak areas interns encounter at school where interning (1 day per week), especially dividing secondary from elementary.

21. Use of videotapes of actual classroom scenarios in lieu of peer teachers. Videotaped peer teachers; inclusion of speech comunication course in program.

22. Try and match student with student teaching assignment, so a more comfortable and confident environment exists. Anxiety which exists in strange environment needs to be more adequately addressed.

23. More contact with various special education teachers and less responsibility, i.e. more observation and less just "dumping" one into a classroom.

24. More field experience

25. Much more detailed course in maintaining discipline in a classroom. Also, more simulated or actual classroom experience before student teaching.

26. Let the college students become well acquainted with [illegible] reading books, math books etc...so that [illegible] they graduate, they will be familiar with the material. UNF has a great Education Program.

27. More contact with the schools and field training. Separate elementary sciences from secondary sciences.

28. Education should be presented in a more realistic light.

29. Instead of giving first aid after internship, give it before internship. Having to do labs in Biology can create several possible hazards even with precautions taken, i.e. cut fingers during dissections.

30. Too many core courses. Some could be combined. More content courses. Longer internship.

31. More field time should be added. I learned as much, if not more, in my 4 months of student teaching as I did in 3 and one-half years of college.

32. The reading methods classes should include more ideas and information about teaching phonics. I think more reading assignments should be given on current research on teaching reading. The science methods class was absolutely no help in teaching science. This statement is also true for the social studies methods class. It does not relate to the social studies program in the public schools.

33. More in-school experiences - hands on type of management.

APPENDIX F

RATINGS BY PRINCIPALS
OF
BEGINNING TEACHERS
ACCORDING TO
TYPE OF PLACEMENT

UNIVERSITY OF NORTH FLORIDA

College of Education & Human Services
Teacher Education Internship Project

BEGINNING TEACHER

Please rate the beginning teacher on the following competencies on a five point scale: 1 = Low 3 = Average 5 = High

	CLUSTER	NON CLUSTER
1. The ability to orally communicate information on a given subject in a coherent, logical manner.	4.07 .78	3.97 .80
2. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structures.	4.04 .90	3.97 .76
3. The ability to comprehend and interpret a message after listening.	4.00 .78	3.91 .95
4. Demonstrate the ability to read, compose, and interpret orally and in writing, professional material.	3.93 ..78	3.91 .83
5. Demonstrate the ability to comprehend and work with fundamental mathematical concepts.	4.00 .83	3.76 .74
6./19. The ability to comprehend patterns of physical social and academic development in students, including exceptional students in the regular classroom and to counsel the same student concerning their needs in these areas.	3.80 .87	3.72 .91
7. Diagnose the entry level knowledge and or skills of students for a given set of instructional objectives using diagnostic lists, teacher observation and student records.	3.84 .85	3.50 .79
8. Identify long range goals for a given subject area.	3.74 .86	3.50 .86
9. Construct a given set of instructional objectives for student learning needs.	4.07 .78	3.69 .92
10. Select/develop/adapt materials appropriate for a given set of instructional objectives and student learning needs.	3.88 .86	3.62 .86
11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.	3.88 .83	3.58 .87

	CLUSTER	NON CLUSTER
12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.	3.89 1.05	3.97 .90
13. Present directions for carrying out an instructional activity.	4.11 .70	3.75 .94
14. Construct or assemble a classroom test to measure students' performance according to criteria based upon objectives.	4.04 .71	3.56 ** .75
15. Establish a set of classroom routines and procedures for utilization and care of materials.	4.04 .71	3.94 .83
16. Formulate a standard for student behavior in the classroom.	3.78 1.15	3.70 1.02
17. Use effective behavior management techniques.	3.67 1.21	3.70 1.05
18. Identify and/or develop a system for keeping records of class and individual student progress.	4.19 .74	3.81* .78
20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic and economic groups.	4.07 .73	3.95 .88
21. Demonstrate instructional and social skills which assist students in developing a positive self-concept.	3.88 1.05	3.75 .83
22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.	3.88 .89	3.75 .91
23. Demonstrate teaching skills which assist students in developing their own values, attitudes and beliefs.	3.85 .92	3.71 .76
24. Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.	3.73 .87	3.86 .84
25. Demonstrate the ability to stimulate and direct student thinking and to check student comprehension by questioning techniques.	3.81 .85	3.65 .84
26. Demonstrate the ability to provide practice to promote learning and retention.	3.93 .73	3.58 .87

*p<.05 **p<.01

	CLUSTER	NON CLUSTER
27. Demonstrate the ability to treat student talk in ways that encourage student participation and maintain academic focus.	3.85 .82	3.62 .89
28. Demonstrate the ability to use feedback procedures that give information to the student about the appropriateness of his or her response.	3.80 .76	3.72 .78
29. Demonstrate the ability to conduct review of subject matter.	3.93 .78	3.59 .82
30. Demonstrate the ability to use class time effectively.	3.93 1.07	3.59 1.07
31. Demonstrate the ability to present forms of knowledge such as concepts, laws, and rules.	3.79 .72	3.70 .85
32. Demonstrate the ability to control the quality of vocal expression.	3.74 .98	3.70 .94
33. Demonstrate the ability to use body language to express interest, excitement, joy and personal relations.	3.74 .98	3.73 .87
34. Demonstrate the ability to give examinations in a manner to minimize anixiety and cheating and to provide appropriate feedback on test performance.	3.88 .71	3.64 .74
35. Demonstrate the ability to recognize signs of severe emotional distress in students and the ability to utilize techniques of crisis intervention.	3.73 .92	3.44 .86

COMMENTS:

Appendix G

Review
of
Literature

There has been much interest in techniques and programs to improve the quality of teaching. Concern has been directed at both the preservice and experienced teacher. One strategy that has received much attention is the supervision of instruction.. In the Dictionary of Education, Good (1973) defines supervision as "all efforts of designated school officials directed toward providing leadership to teachers in the improvement of instruction"(p. 574). It combines consultation, evaluation and motivational factors. It is a process which administrators hope will stimulate the professional growth and development of teachers. The process centers on goals and objectives, methods and materials of teaching and the evaluations of instruction (Cooper, 1984).

Currently the clinical supervisory model has received the most attention. The model was developed at Harvard University by Cogan, Goldhammer and Anderson. They define the process as "That share of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face(and other associated)interaction between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement"(Goldhammer, Anderson, and Kajewski, 1980, pp. 19-20). The components of the process are establishing rapport, agreeing on the focus of the observations, observing and collecting descriptive data, analyzing the data, discussing the results, and deciding upon a development plan and future observations.

There are many position papers and model programs discussed in the literature but a paucity of research to back up the effectiveness of supervision. Mosher (1972), Harris (1978), Blumberg (1978) and Cooper (1982) point out that there is little research to indicate that the supervision of teaching makes appreciable difference in the way teachers conduct their classes. Cooper (1982) reports that in spite of the general findings cited that teachers tend to favor the philosophy and practices of the clinical supervisory model (Sullivan, 1980).

There are inherent problems in the model which hinder widespread research efforts and adoptions. First, the supervisor needs thorough training in the model. Cooper (1983), emphasizes the need for supervisors to have planning, data collecting, analysis, and human relation skills. Second, the process takes considerable time because it has to be done on a one-to-one basis. It takes considerable time not only for the supervisor but also for the teacher (Sullivan, 1980). Also, since data collecting instruments are used, there are questions about the reliability and validity of these observations.

Teacher education has been criticized by a wide variety of groups for the quality of those admitted to and graduated from its programs. Although many states have mandated changes in teacher education, only nine states require evaluation of the classroom performance of beginning teachers before certifying them (Arizona, Florida, Georgia, Massachusetts, Mississippi, North Carolina, Oklahoma, South Carolina, and Virginia) (Goertz and Ekstrom, 1985).

There has been increased interest in different models of teacher education and dissatisfaction with traditional models. The clinical supervision model has gained support for use with preservice interns.

McIntyre (1983) in his study of the current status of field experiences concludes that field experience in teacher education is threatened by the lack of commitment by higher education. Clinical faculty have low status and there is a lack of objective evaluation criteria. In general he reports a loss of control in programs to teacher unions and state legislatures. Bowman (1977), 1979) questions the role of the college supervisor in student teaching. She concluded that the concept of effective teacher training through the use of college supervisors was no longer a viable method of instruction.

Models and Programs

There is a constant deluge of articles and books in the professional literature discussing models, procedures, and clinical supervision. Competencies and training procedures also receive much attention. Anderson and Gall (1980) present the techniques necessary for the clinical supervision of teachers and give both preservice and inservice applications. Weller (1983) discusses the essential competencies for effective supervision of the student teacher. Evidence of the influence of the clinical model for teacher education can be seen in a report by Griffin (1983) for the Research and Development Center entitled, Clinical Preservice for Teacher Education. Boze (1982) reports how public school supervisors are invited to a tea by the University Foundation, Clear Lake and receive inservice credit for their participation. The conceptual framework for the clinical model is discussed by Krajewski (1982). Cogan (1976) discusses the rationale for clinical supervision and explains the psychological and sociological bases for the practice.

Peer and Collaborative Models

In the Florida Beginning Teacher Program peer teachers are used to provide support services for the beginning teacher. Smyth (1982, 1983 and 1984) reported that through using a collaborative model and through colleague consultation, teachers develop a collaborative relationship conducive to inter-class visitation, observation and discussion. This process helps teachers become more critical and reflective of their own teaching. He suggests that clinical supervision is a method of helping teachers find meaning in their teaching. He concludes that through clinical supervision, teachers become active and conscious agents in the determination of their own practice rather than passive channels for other people's agendas. McFaul and Cooper (1983) found similar results for the peer clinical supervision process when implemented in an urban elementary school over the period of a semester. DeGrino (1985) found that peer teachers in the Florida Beginning Teacher Program overwhelmingly reported that they became better teachers through their involvement as peer teachers.

Field Placement Characteristics

Becher and Ade (1982) point out that there is a relationship between field placement characteristics and the student's potential field performance. One promising practice to enhance the clinical supervision model and increase the collaboration between directing teacher, student interns, building principals and college supervisors is the cluster placement model. In this model groups of interns are placed at one site. One college supervisor is assigned to the school. Grimes, Terrell and Drummond (1985, 1986) found that the directing teachers and building principals reported that the placement led to better collaborative efforts and shared supervision. Beginning teachers who had cluster placements as interns received higher ratings in the thirty-four generic teachings competencies than students who were not placed in cluster sites.

Critique

None of the studies reviewed used true experimental design. A few utilized ethnographic methods, especially logs and observations. As a result of being a participant when the clinical supervision process was used, teachers and interns report they feel that their performance has improved. They have a positive attitude toward the process, but there is limited documentation that the process has led to specific behavior change on the part of the individual. Coaching or modeling by peer teachers and college supervisors is viewed by participants as valuable but again, there is little documentation of behavior change. More consideration needs to be placed upon appropriate designs and measurement techniques in studying the effectiveness of the clinical supervison model.

Secondly, ethnographic procedures have been used in studying the process, from the use of participant and non-participant observers to the use of logs or diaries of teachers and supervisors. Although some observation instruments may be valid and possibly reliable (Hodge, 1985) to measure classroom behavior, it is essential that raters be trained. Possibly the behavior in the classroom might not be the same when the participant observer is present than when a non-participant observer is substituted for this individual.

Few studies are longitudinal a. look at change over time. One question that needs to be answered is, "Are the behavior changes stable over time, or just short term? If there is not consistent supervisory support, will the changes be maintained?"

Measurement problems beset the process, since the results of clinical supervision may focus on molecular behavior measured by a narrowly defined behavior observation and rating scale. In addition, the observer is sampling behavior at a given moment of time, a limited sample which may be influenced by many different variables.

The objectives of the clinical supervision process may be different for each intern or teacher. One wonders if the supervisors' ratings would ever be really objective and unbiased.

Promising Directions

More attention is being directed toward research in teacher education. Previous givens are being questioned and are becoming a focus for study. Berliner (1985) questions the increased faith in student teaching and other field based experiences and concludes that possibly we have over-emphasized their importance. Woolever (1985) feels some states have too narrowly defined teaching behavior and student achievement and proposes that common sense, expert opinion, philosophical orientation as well as empirical research be used in a model for the supervision of beginning teachers. Gallaher, Romano, Sunflower and Shepherd (1983) propose a three-role group clinical supervision system for student teaching.

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