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ABSTRACT

In 1985, Memphis State University designed and implemented two fifth-year internship programs for Arts and Science graduates wanting to become secondary teachers. The 12- and 15-month programs, though packaged slightly diffferently, provide future teachers with the necessary skills for survival in the beginning teaching years and beyond. The program teaches effective teaching strategies as applied in the Tennessee Instructional Model (TIM), and selected strategies from Adler's Paidiea, the Florida model, and Joyce and Weil. In the phased internship, students are placed in public school classrooms with classroom teachers to observe, advise, and evaluate them. In the immersion internship, the students serve as regular teachers with a reduced teaching load of three classes. During the internships, the interns are encouraged to try, revise, and assess their use of the various instructional strategies. This paper assesses the degree to which the graduates of the internship programs used the various teaching practices and behaviors, especially those associated with the TIM model. (JD)

BEGINNING TEACHER PRACTICES: COMPARISON OF GRADUATES FROM TWO MODELS

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Beginning Teacher Practices:
Comparison of Graduates from Two Models

In 1985, Memphis State University designed and implemented two fifth-year internship programs for Arts and Science graduates wanting to become secondary teachers. The twelve and fifteen month programs consist of intensive courses deemed necessary by state or institutional decision. Though packaged slightly differently, both programs attempt to empower future teachers by providing them with necessary skills for survival in the beginning teaching years and beyond (Douzenis & Etheridge, 1987; Etheridge, Butler, Etheridge, & James, 1987).

The program teaches effective teaching strategies (Rosenshine & Stevens, 1986) as applied in the Tennessee Instructional Model, TIM, (Tennessee State Department of Education, 1985) and selected strategies from Adler's Paidiea (1984), the Florida model (Florida Coalition for the Development of a Performance Measurement System, 1983), and Joyce and Weil (1986).

Early in the program, the students apply the TIM and other selected strategies and micro-teaching sessions before a video camera. The lessons are viewed, discussed, and evaluated in peer groups and with professors. Other teaching strategies are studied in university coursework and practiced during the internships under university supervision and practitioner guidance. Thus, students become comfortable with being

observed and carry a working knowledge of the trategies into their first teaching year.

The internship is a major part of both programs. In the phased internship, students are placed in public school classrooms with classroom teachers to observe, advise, and evaluate them. The first phase consists of two three-week, half-day placements, one in junior and the other in senior high. Phase two is a seven-week, half-day placement in which the students gradually assume responsibilities for three classes. Phase three is a semester-long, all day placement in which the students assume responsibility for two classes, assist the teacher with two classes, and also have two planning periods.

In the immersion internship, the students serve as regular teachers with a reduced teaching load of three classes. These students are also expected to assume other responsibilities, including homeroom, extracurricular activities, faculty meetings, and inservice obligations. Like the phased internship students, the total immersion students are also paired with a classroom teacher who provides support.

During the internships, the interns are encouraged to try, revise, and assess their use of the various instructional strategies. Thus, they begin to reflect on their own teaching, and learn to adapt the strategies to their own style of teaching, their subject, and their students. It is intended that the graduates of these programs become empowered by gaining a "sense of their own power as learners and teachers" (Yonemura, 1986), and learn to

use various teaching strategies within the structure of the Tennessee Instructional Model.

Procedures

Methodology

The purpose of this project was to assess the degree to which the graduates of the internship programs used the various teaching practices and behaviors, especially those associated with the TIM model. The graduates were assessed during March or April of the second semester of their first year of teaching. Observational data were collected by trained observers using the Beginning Teacher Practice Record (see Appendix), a Flanders type scale designed to measure the presence of the TIM components, as well as other teaching strategies and behavior management techniques. Initial inter-rater reliability measures proved to be high (.902).

The Beginning Teacher Practice Record consists of eight subscales. The first six subscales, which measure the presence of teacher behaviors during lesson presentation, focus on instructional mode, question type, demonstration methods, monitoring modes, reactions to off-task behavior, and nontask time activities. Subscales seven and eight measure presence or absence of behavior components. Subscale seven focused on teacher behaviors expected to occur only once in the class period. Subscale eight measured the use or nonuse of specific teaching aids. Embedded across all scales were items specifically related to the Tennessee Instructional

Model which all teachers in Tennessee public schools are required to use.

Results reported indicate presence or absence of TIM components, instructional modes, questioning methods, demonstration methods, and behavior management techniques.

For the observation period, the teachers were asked to teach a typical lesson, rather than a specially prepared lesson. They were informed that the observation was part of an on-going evaluation of teacher preparation programs at the university. Observers arrived during the class-change times, then observed for eight, five minute intervals. A one-minute break between intervals was used to score the first scale. After all five minute intervals were completed, the observer scored the presence or absence components on subscales seven and eight.

Differences between groups were tested by using the Pearson chi square Also, group frequencies and percentages were calculated.

Subjects

The thirty-four subjects were all first year teachers who were graduates of one of the two fifth-year teacher training programs -- eleven from the immersion program and twenty-three from the phased program. All subjects had undergone local education agency evaluations and had satisfied Tennseess probationary teaching year requirements. This means that all subjects had demonstrated mastery and satisfactory application of the Tennessee Instructional Model. The sample consisted of thirteen males and twenty-one females, six blacks and twenty-eight whites. Finally, the

sample included representatives from the following content areas: mathematics, science, English, social studies, music, foreign language, art, and business.

Results

Initial chi squares indicated no differences between the immersion group and the phased group in any of the behaviors. Therefore, the results are reported for the whole group as to the presence or absence of each behavior.

Perhaps the most important results are those pertaining to the Tennessee Instructional Model. Table 1 shows the results for the presence of TIM components.

Table 1 -- TIM Components

Behavior n = 34	Present	%	Not Present	%
Recitation	9	26.5	25	73.5
Lecture	27	79.5	7	20.5
Observes Students	21	62	13	38
Teacher Movement Around the Class	20	59	14	41
Directed Practice	21	62	13	38
State Objective	21	62	13	38
Relate Lesson to Past or Future Learning	19	56	15	44
Responsibilities Stated or Posted	18	53	16	47
All Students Involved	20	59	14	41
Teacher Monitors Everyone	14	41	20	59
Class Closure	14	41	20	59

The results indicate low usage of certain TIM components. For example, only one-fourth of the sample incorporated recitation into the lesson, but over three-fourths used lecture. According to TIM, recitation can be used to check for students' possession of essential information. Few teachers used this strategy and less than half of the sample (41%) monitored each student at least once during the class period. Also, less than half of the sample concluded the lesson with class closure. TIM requires that closure to provide a lesson summary for the students and provide feedback for the teacher.

One of the most heavily emphasized components of TIM is instructional objectives, yet only 62% of the sample stated or otherwise indicated an instructional objective for the lesson to the student. TIM requires, however, that students be told the objective at the beginning. The model also states that every student should be actively involved at least once during the lesson, but only 59% of the teachers accomplished this. The percentage of teachers monitoring all students is even lower - only 41%. Finally, teachers need to check for the possession of essential information, which can be accomplished through directed practice. However, only 62 % of the sample actually incorporated directed practice into the lesson.

The next section deals with instructional modes and techniques. This includes those instructional modes not covered by TIM, as well as various feedback methods. Table 2 shows the results of the for Instructional Modes.

Table 2 - Instructional Modes

Behavior n = 34	Present	%	Not Present	%
Cooperative Learning	4	12	30	88
Information Processing	9	26	25	74
Gives Direction	31	91	3	9
Gives Positive Feedback	33	97	1	3
Gives Negative Feedback	12	35	22	65
Unmonitored Seatwork	12	35	22	65
Discussion	11	32	23	68

While lecture was the dominant instructional mode, these results show that the teachers are also using alternative techniques. For example, 35% used unmonitored seatwork, usually at the beginning or the end of the lesson. A similar percentage used the discussion mode, usually within context of a lecture. A small percentage of teachers incorporated cooperative learning and information processing techniques into the lesson. These most often occurred in science and math classes.

With regard to feedback techniques, almost all teachers (97%) gave positive feedback to the students. Positive feedback could occur either verbally with responses such as "correct" or "yes," or nonverbally with nods or smiles. Unfortunately, many teachers (35%) used negative feedback, informing the students only that they were incorrect without any indication of what the correct answer is or how to find it.

Questioning techniques refer to the types of responses the teacher

attempts to evoke from the students. Product questions require only factual answers and involve only simple recall response from the students. Process questions require the students to use some logic. This might include an explanation of how to do something or why do something, or possibly an explanation of a sequence of steps in an operation. Opinion questions attempt to elicit an opinion from the students and possibly a reason for the opinion. Table 3 shows the results for questioning techniques.

Table 3 - Questioning Techniques

Behavior n = 34	Present	%	Not Present	%
Product Questions	30	88	4	12
Process Questions	19	56	15	44
Opinion Questions	9	26	25	74

The results indicate that the predominant questioning mode is product, followed by process, then opinion.

Demonstration techniques refer to the teacher's attempt to model the content. Typically, this occurs early in a lesson. For example the teacher may use a written example to demonstrate a math problem on the chalk board. The modeling may also take the form of a physical demonstration, such as a chemistry experiment. Table 4 shows the results for

Demonstration techniques.

Table 4 - Demonstration Techniques

Behavior n = 34	Present	%	Not Present	%
Written Examples	22	65	12	35
Verbal Examples	24	70.5	10	29.5
Physical Demonstrations	8	23.5	26	76.5
Compare & Contrast	17	50	17	50
Points Out Patterns	14	41	20	59

The results indicate that the predominant demonstration technique is verbal example with 70%, followed by written example with 65%.

Behavior management refers to the teacher's reactions to student off-task behavior. Table 5 shows these results.

Table 5 - Behavior Management Techniques

Behavior n = 34	Present	%	Not Present	%
Reinforcement	2	6	32	94
Criticism or Punishment	11	32	23	68
Corrective Directions	28	82	6	18
Nonverbal Cues	13	38	21	62

The results show that most teachers react to off-task behavior with corrective directions. This is a desirable reaction because the information is conveyed in an instructive, professional manner. The teacher informs the students about what they should be doing to make their behavior acceptable.

Discussion

Since all of these teachers were trained in TIM and demonstrated mastery and usage of the model's components before leaving the university it was expected that all teachers would exhibit use of each component. Component presence in lessons hovered between 50 and 60 percent for these beginning teachers. This suggests that many of these teachers, when students, were using Lacey's (1977) social strategy of strategic compliance during their internships. They used the model when forced under supervision.

The teachers seemed to use a variety of instructional modes other than TIM strategies. This is positive and reflects university teachings. It may also explain why some were not using the TIM model. However, use of other instructional strategies does not necessarily preclude use of TIM components. Perhaps instruction is necessary to clarify how TIM is compatible with other instructional strategies.

The incidence of unmonitored seatwork seemed to be high. This does not reflect university teaching. School-based factors not reported here but identified in a related study (Etheridge, 1988) push teachers to increasingly use this practice.

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