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ABSTRACT

The use of field experiences prior to and during the courses in pedagogical methods is prevalent throughout teacher education. This study provides a synthesis of three studies that focused on the expectations and problems of cooperating teachers, field experience students, and university supervisors. Further, the study compares these findings with those of other researchers who have examined the field experience phenomenon. The implications for teacher education policymaking and practice are discussed. (Author/JD)

# Early Field Experience: A Synthesis of Role-Perspective Studies

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The use of field experiences prior to and during the courses in pedagogical methods is prevalent throughout teacher education. This study provides a synthesis of three studies conducted by the authors that focused on the expectations and problems of cooperating teachers, field experience students, and university supervisors. Further, the authors compare their findings with those of other researchers who have examined the field experience phenomenon. The implications for teacher education policymaking and practice are discussed.

## Early Field Experiences: A Synthesis of Role-Perspective Studies

Polemics and research on the viability of field experiences within the teacher education curriculum have surfaced regularly in the educational literature. Dewey (1904) talked about the relationship of theory to practice and described how practice was an instrument for enhancing instruction in theoretical principles. Conant (1963) argued for laboratory experience to be carried on in conjunction with professional instruction. Every education course, according to Conant, should be accompanied by experiences that enable prospective teachers to observe and subsequently to teach children. Most recently, Scannell, Corrigan, Denemark, Dieterle and Egbert (1983) called for "a series of carefully designed and supervised campus and field-based experiences (to be) . . . conducted throughout the period of professional study" (p. 15).

Field experiences are considered an integral part of most teacher preparation programs. Indeed, Puckett (as referenced in Heath and Cyphert, 1985) found that most teacher training institutions include field experiences in their programs and that prospective teachers have placements occurring no later than the sophomore year. Across the professional education curriculum field experiences are emerging as one of the few givens of teacher education practice. Support for field experienes is almost paramount, with teacher educators, practicing teachers,

and even proponents of educational reform clearly articulating the importance of field involvements (Tomorrow's Teachers, 1986; Carnegie Task Force on Teaching as a Profession, 1986).

Do field experiences really make a difference? The answer to that question is an elusive one, with studies presenting contradictory results. For example, some researchers found that field placements can make a difference in how prospective teachers perform in educational coursework (Flexer, 1985; Denton, 1983), whereas other researchers have found that field placements, in and of themselves, do not engender improved course performance (Hedberg, 1979; Ingle and Robinson, 1965). Differences in the researchers' findings likely are due to construct and treatment variations and, perhaps, to the level of exposure that prospective teachers have in early experience settings. Further, the purposes of field placements engender important differences in results. That is, field experiences in which preservice teachers learn technical skills may create very different outcomes from those oriented toward creating within prospective teachers a critical perspective.

What is emerging in the conceptual and empirical literature is support for the assertion that the real value of field experience work is in its capacity to develop within teachers a personal philosophy of teaching (Ingle and Zaret, 1968) and in its ability to engender within students an enhanced self-concept (Scherer, 1979). Regrettably, the personal "teaching" philosophy that

emerges may be one that is utilitarian in nature and brings about a form of technical and reflexive conservatism (see Lortie, 1975), with prospective teachers adopting the management skills and teaching orientations of their cooperating teachers (see Tabachnick and Zeichner, 1984; Goodman, 1985). Furthermore, the utilitarian perspective may be exacerbated if there is a heavy emphasis during preservice training on technical skills and a de-emphasis on getting students to reflect on what they are observing in classrooms; that is, preservice teachers are given few opportunities to function at Van Manen's (1977) advanced levels of reflectivity in which they examine classroom practices in relation to extant educational principles and philosophy (Level 2) and then address the ethical and political dimensions of practice (Level 3) to determine "the link" as Goodman (1985) asserts "between classroom life and broader social focus and structures" (p. 11).

Returning to the question, Do early field experiences make a difference?, one finds that "the difference" is often dependent on the purpose and context of the field experience. Whether field experiences make the difference they need to make is a question that is answered in the field experience literature on an institutional level and within the context of specific institutional goals. And the achievement of those teacher preparation program goals is dependent on the realities of practice, realities shaped by the expectations and problems of

the various participants involved in early field experiences: the preservice teachers, cooperating teachers, and university supervisors. Because of the centrality of role participants' perceptions, specifically their expectations and problems, and because those perceptions of field experience phenomena often shape the reality of the phenomena (see Denemark, 1985), the authors undertook a series of investigations to determine how role participants view field experiences (Applegate and Lasley, 1982; 1984; 1985; Lasley and Applegate, 1985; 1986). A summary of those investigations follows. Such a review of the background studies is needed to document and describe the various factor names and descriptors used for the present study.

## Background Studies

In 1981 the researchers initiated three major studies into the expectations and problems of cooperating teachers, preservice teachers, and university supervisors. Using a research design similar to that employed in several other problem identification studies (Cruickshank, Kennedy, and Myers, 1974; Cruickshank, 1975; Applegate, 1978), the researchers divided each study into two parts. In the first part of each investigation, the expectations of role participants were assessed, and in the second part the problems of those same participants were analyzed. Within each part, there were two phases to the data collection process. The first phase of each study included the collection of critical incidents using an open-ended

response form. The forms called for role participants to describe in writing the expectations or problems they confronted as part of their field experience involvements. The data were collected from teacher education institutions in a midwestern state. In each study, data were drawn from role participants from ten different institutions with the institutions varying in terms of size, geographic location, and source of support (public or private).

The descriptions collected during Phase I were used in Phase II to develop items for a checklist instrument. The checklist instruments were reviewed by "experts," field tested, and then distributed to samples of cooperating teachers, preservice teachers, and university supervisors. Instruments enabled role respondents to indicate on a five-point scale, ranging from strongly agree to strongly disagree, their awareness of selected problems or expectations. For example, in the study of early field experience supervisors' expectations and problems (see Lasley, Applegate, & Ellison, 1986) sample items from the checklist included:

Expectations:

1) I expect to communicate field experience goals and objectives to cooperating teachers.
2) I expect field experience students to act in a professional manner.

Problems:

1) My cooperating teachers do not see the value of early field experiences.

2) I do not have opportunities to talk with my field experience students cooperating teachers.[1]

To determine what specific expectations or problems confront the role participants, an item analysis was performed using simple descriptive statistics. And to determine what underlying constructs might be inferred from clusters of problems, a common factor analysis technique was employed. A correlation matrix was constructed and then the data were subjected to principal axis rotation to maximize the amount of variance accounted for in the factor solutions. The procedures used for each investigation were those specified by computer package SPSS.

Appropriate criteria were used in the studies to determine the suggested factor solution (e.g., Cattell's Scree Test, the discontinuity criteria, Kaiser's Eigenvalue-one, and subjective interpretability). Upon examination, the factors were named and described.

The first study was conducted to investigate the expectations and problems of cooperating teachers. For the expectations study (Applegate and Lasley, 1984) a four factor solution was suggested (see Figure 1). The cooperating teachers evidenced rather clear and high expectations regarding the basic competence of preservice teachers. Further, they expected, in a

utilitarian sense, that prospective teachers would be able to maintain the classroom environment established by the cooperating teacher (e.g., enforce the rules). Finally, they expected that preservice teachers would function as professionals.

In the cooperating teachers' problems study (Applegate and Lasley, 1982), a six factor solution was suggested (see Figure 2). Not surprisingly, the first factor dealt with the fact that cooperating teachers perceive preservice teachers as not being adequately prepared to deal with the multiple responsibilities of teaching. Also, according to cooperating teachers, many prospective teachers did not engage in appropriate professional conduct and were not able to make the delicate judgments necessary to ensure quality student-teacher interactions. Further, cooperating teachers did not perceive that they were in a partnership with the teacher education institution; they often experienced isolation from those responsible for teacher education programming and they expressed an inability to establish congruence between the experiences in the classroom and the goals established on the campus.

The study of prospective teachers' expectations (Applegate and Lasley, 1985) revealed that the preservice teachers, like cooperating teachers, held pragmatic views on what would be accomplished in early field experiences. The six factors (see Figure 3) focus on how prospective teachers can acquire and practice the teaching skills requisite for successful teaching.

Most important was the expectation by preservice teachers that field experiences should provide a time within which to observe real teachers and then begin to assess, based on those observations, their own pedagogical strengths and weaknesses.

The study on the problems of early field experience students (Lasley and Applegate, 1985) produced seven factors (see Figure 4). The factors dealt with problems such as how to manage students, how to deal with student absenteeism and tardiness, how to allocate time for lesson activities, how to establish a positive relationship with the cooperating teacher, how to meet the diverse needs of students, how to adjust to the heavy workload of teaching, and how to fulfill the expectations of university supervisors.

A third set of studies was conducted on the expectations and problems of university supervisors (Lasley, Applegate, and Ellison, 1986). In the expectations study, an eight-factor solution was suggested. These eight factors (see Figure 5) were regrouped subsequently to form three broad categories of expectations that included university supervisor expectations for professional behavior, instructional competence, and university service.

In the university supervisor problems study, eight problems factors (see Figure 6) were identified. Again those eight factors were inductivly regrouped into three categories of problems. The first group of factors dealt with the concept of

preservice teacher professionalism. A second set of university supervisor problems focused on program control (e.g., supervisors found it difficult to schedule time to meet with cooperating teachers and field experience students). And, the third group of problems was institutional in nature (e.g., university supervisors expressed an inability to ensure that goals are met during field experiences or that field experience procedures are effectively coordinated).

The studies described above provide documentation on the types of perceptions (specifically expectations and problems) held by the various role participants in field experiences. These perceptions of field experience students, university supervisors, and cooperating teachers shape the reality of teacher education curriculum (see Denemark, 1985). Further, how participants view field involvements and express their perceptions are indices of the experiences' relative effects.

The purpose of this paper is to compare the results of these studies of expectations and problems across the different roles and to address two questions:

1.) Do the expectations of the various role participants about early field experiences suggest potential problems?

2.) What expectations and concerns are common to the different role participants who are involved in early field experiences?

## Relationships Between Expectations and Problems

Examining the relationship between expectations and problems is grounded in earlier problem identification studies. Cruickshank asserted that a problem occurs in teaching when an individual has a goal that appears unattainable through known action (1975). As individuals anticipate an experience in teaching (or in teacher education), goals (either overt or covert) are formulated for that experience and expectations for goal attainment emerge. Thus, if expectations are not met, problems occur. To determine the power of this proposition with respect to field experiences, factors from each data set (cooperating teachers, field experience students, and university supervisors) were compared by role group using Tuckers' coefficient of congruence (Harmon, 1967). The coefficient of congruence is an indicator of a degree of factorial similarity and allows for relational comparisons between and among factors from two different sets of variables from the same sample of individuals. Table 1 indicates coefficients for cooperating teachers; Table 2 indicates coefficients for students in field experiences; and Table 3 indicates coefficients for university supervisors.

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Insert Tables 1, 2, and 3 about here

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For cooperating teachers (see Table 1), the expectation for "Teaching Behaviors and Attitudes" compares most positively with the problem area of "Professionalism." This suggests that cooperating teachers view it as unprofessional of a university to place students in a field experience when students have not acquired basic teaching skills or do not have positive attitudes toward becoming a teacher. The comparison between the expectation for "Initiative and Enthusiasm" and problems with "Enthusiasm" is self-explanatory. The comparison of expectations for "Adaptability and Support" with problems "Understanding the Partnership of Teaching" suggests that cooperating teachers expect more help from university personnel than they are getting. The comparison of the expectation for "Professionalism" and problems with "Field Experience Students' Attitudes and Skills" implies that students will be viewed as lacking professional demeanor if they do not exhibit positive attitudes toward the tasks assigned by the cooperating teacher. Surprisingly, no expectations factors compared clearly with problems in the areas of "Students' Orientation to Teaching" or problems with "Planning and Organization." Perhaps cooperating teachers do not hold expectations in those two areas because they see them as either university or student responsibilities. The fact that many problems were cited by cooperating teachers in these areas and that there were high negative coefficients of congruence between expectations for "Teaching Behaviors and Attitudes" with problems

with "Planning and Organization" and expectations for "Initiative and Enthusiasm" and "Professionalism with Teaching Behaviors and Attitudes" suggests that if students are well oriented and prepared for teaching roles and responsibilities, problems in these areas will be lessened. Figure 7 is illustrative of the factorial comparison for cooperating teachers' expectations and problems.

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Insert Figure 7 about here

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When reviewing Table 2, the coefficients of congruence for students' expectations and problems, it is apparent that no meaningful comparisons exist. The strongest comparison indicated (.322) is between expectations for "Acquiring Insights and Ideas" and "Problems Working with the Cooperating Teacher." In fact, more problems associated with expectations are attributed to "Working with Cooperating Teacher" than any other single factor. What is it about students in field experiences or the concepts of "expectation" or "problem" that make for so little association between what students think field experiences are going to entail and what actually happens? Are these experiences so new and different that no anticipatory set for students exists? Or, are college instructors orienting students for an experience quite different from the ones they actually get? Clearly, many questions such as these need to be raised about

students' perceptions of field experiences. While no strong comparisons exist, Figure 8 is illustrative of the factorial comparisons that occurred for students.

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Insert Figure 8 about here

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Table 3 addressed the relationships between the expectations and problems of university supervisors. Though the coefficients of congruence are not as high as those of the cooperating teachers, there are some interesting factor relationships. Worth noting is the fact that most of the expectations supervisors hold are for students, whereas the problems they report are related more broadly to the supervisory experience. The expectation for "Professional Behavior" compares most positively with the problem area "Effective Procedures." This suggests that for supervisors professional behavior is equated to the procedural dimensions of teaching (e.g., punctuality, consideration for others, initiative, efficiency). The comparison between expectations for "Instructional Competence" and problems with "Professionalism" implies that professionalism also has instructional dimensions and that if students display instructional competence they are less likely to have problems in the area of professionalism. The expectation factor "Planning and Evaluation" compares with two problem factors: "Meeting Institutional Goals" and "Controlling and Monitoring Cooperating Teachers." This suggests that

supervisors view their role with regard to planning and evaluation as having impact on both students and cooperating teachers. This relationship also implies that problems may emerge out of the inability of students to work through a whole lesson sequence (planning - implementing - evaluating) as part of an early field experience. The expectation for "Field Placement Involvement" compares most highly with the problems factor "Meeting Institutional Goals." It appears that supervisors see a relationship between successful involvement in field experiences and what cooperating teachers allow to occur during early field experiences. In fact, five of the eight expectations categories have relatively high congruence with the problem factor "Meeting Institutional Goals," which has as its focus the cooperating teacher.

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Insert Figure 9 about here

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The answer to the question, do the expectations of the various role participants about early field experiences suggest potential problems?, is, at best, role specific. For cooperating teachers and university supervisors their stated expectations did have some congruence with their reported problems. For students, no congruence was apparent. These comparisons indicate that cooperating teachers' expectations foreshadow potential problems more than do those in other role groups. Students seem least

able to accurately anticipate the realities of early field experiences. For university supervisors the problems occurring that were unanticipated in expectations categories were those related to the organizational and administrative aspects of supervisory responsibilities. Clearly, additional research questions need to be surfaced and investigated regarding these findings.

## Common Expectations and Concerns

To determine the common expectations and concerns of participants in early field experiences, the categories of problems and expectations across role groups were compared by conceptually analyzing the factor descriptors. Figure 10 illustrates the cross-role comparison of factors generated for both expectations and problems.

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Insert Figure 10 about here

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When viewing the expectations categories it is apparent that few commonalities across role groups exist. For all three roles, the central feature expected is that during early field experiences practice of teaching skills will occur. Cooperating teachers, supervisors, and students all anticipate active involvement for the students in the experience. While students appear less eager to begin teaching right away in the experience,

all groups expect that students will have an opportunity to practice teaching in situ.

A second common expectation, again more explicitly stated by cooperating teachers and university faculty members than by students, is professional socialization. While both cooperating teachers and university supervisors expect students to have acquired some of the cultural sensitivities and normative behaviors of teachers before the field experience begins (e.g., punctual responsibility, standard teacher appearance, positive attitude, knowledge of content), field experience students anticipate that professional socialization will occur during the field experience. For students, the role of the teacher is not one fully embraced in their early professional coursework. Students expect field experiences to afford them the opportunity to begin to discern the subtleties of the role of teacher, to understand how different teachers function in the same school settings, and to try on the role of teacher without assuming full professional responsibility. While the notion of professional socialization is apparent across role groups, the meaning ascribed to this concept differs by role.

In addition to examining expectation categories for common concepts, it was useful also to assess relational features of these categories. Not surprisingly, across role groups the expectations for the experiences were dominated by a focus on field experience students; that is, all three role groups anticipated

the experience in view of what it might mean for the preservice teachers involved. While field-experience students personalized the expectations ("What will I do?" "What will happen to me?"), cooperating teachers and university faculty members anticipated experiences for students in terms of what they might accomplish. Only the supervisor's role displayed diversity in expectations. Supervisors expressed expectations for students, for themselves, for the cooperating teachers, and for university administrators. Such diversity of expectations implies a breadth of understanding the complexity of early field experiences beyond that of the other two role groups, which is not unexpected.

Overall, the array of expectations expressed by these three role groups implies little common understanding about early field experience. While each group might have inferred structures, customs, and notions that influence intragroup perception, there exists little apparent intergroup interaction with regard to what is expected from early field experiences.

When viewing the problems categories generated from these studies, more commonalities were apparent. Across role groups three common concepts emerged, each with role specific interpretation. All three groups expressed <u>management</u> concerns. Cooperating teachers were concerned with field experience students' inabilities to plan for and manage a sequence of instruction. Students were concerned about their inability to manage student misbehavior and also to manage their workload.

And, university supervisors described their management problems in terms of coping with all elements of the experience and their other professional responsibilities.

A second and related concern expressed by all was time. Role groups felt pulled by multiple responsibilities that infringed upon the amount of time they were able to give to early field experience. For cooperating teachers there was not enough time to give to the field experience student while maintaining ongoing classroom routines. For the students there were problems dealing with pupils' time adjustments (absenteeism and tardiness) as well as finding time to do all that was required during the field experience and for traditional college coursework. For university faculty members, scheduling time to meet with cooperating teachers and observe field experience students was difficult while maintaining other faculty responsibilities.

The third common concern was affiliation, the perceived ability of all parties to communicate clearly about the experience. All role groups expressed problems communicating with one another. The students were frustrated when they could not talk with the cooperating teacher or when they were uninformed about a supervisors' observation schedule. Cooperating teachers expressed concern about lack of communication with the university supervisor. Supervisors felt frustrated trying to orchestrate communication between cooperating teachers and students as well as meeting with

administration personnel to select placements.

When viewing the relational features of the problems categories, students are viewed as the dominant force behind problems, but only for cooperating teachers and supervisors. Students ascribed their problems to either the cooperating teacher or to classroom pupils (not to the university supervisor). In addition to seeing students as the source of problems, cooperating teachers also attribute some of their frustration to university supervisors. Supervisors were the only group to "own" some of their frustrations. They, however, ascribed some problems to university subject matter specialists who allow students to complete coursework without requisite background for teaching subject matter concepts.

## Summary and Conclusions

The study described in this paper is an effort to examine the interrelated perspectives of role participants engaged in teacher preparation. Results from a series of studies conducted over a five year period were systematically analyzed to determine whether expectations of various role participants suggest potential problems and to identify common expectations and concerns of the participants with an eye toward improving the practice of teacher preparation. A synthesis of the earlier studies and the subsequent analysis offered here provide documentation for three conclusions that have direct implications for program planners and institutional policymakers. These

conclusions are based on the premise that field experiences are an important dimension of professional socialization and that to improve their quality certain fundamental understandings are needed to ensure that role participants possess appropriate expectations for program implementation.

The first relates to understanding the unique properties of each role group involved in field experiences. The finding that few common expectations exist across role groups is illustrative of the point that each group brings to the experience role-specific norms, beliefs, dispositions, and values that shape subsequent actions. It is not surprising that role stress is generated when role understanding is assumed rather than examined. For both cooperating teachers and university faculty members to assume that because they too were once preservice teachers they know best what current students of education need, is falacious. Likewise for university faculty members to profess understanding of what today's schools and classrooms are like and what cooperating teachers are able to do with preservice students in field experiences also may be erroneous. Role stress generated from unexamined assumptions, as noted by Kahn and Quinn (1982), is often a result of role ambiguity and role conflict. The results from this study and its antecedents indicate both ambiguity and conflict for participants in field experiences. The extent to which such stress can be alleviated is due, in some measure, to the ability of teacher education institutions to

articulate specific curricular and experiential intentions. Such articulation would enable field experiences to become more focused and purposeful and could engender, logically, a level of role specificity that would reduce much of the role stress evidenced by role participants.

The second conclusion is inextricably related to the previous point. Another reason cooperating school personnel, preservice teachers, and university supervisors experienced problems and held unrealistic expectations was that all groups have different goals for the experience and the goals too frequently are implicit. The lack of explicitness in teacher preparation curricula, the multiple and often conflicting needs of students preparing to teach, and the ill-defined role of the cooperating teachers as mediators of the experience lead to continued confusion. Translating institutional curricular goals into concrete activities that have meaning for the students learning to teach and that are congruent with the practicing teachers' classroom goals is rarely accomplished. Instead, college students enter public classrooms with vague, naive notions of teaching, and appear unprepared for classroom contacts. The lack of congruence in goals and the vagueness with which goals are expressed and interpreted, is bothersome to all people involved in early field experiences. The question of why institutions and individuals are unable to clarify the goals related to field experience unfortunately remains unanswered.

A third conclusion that follows from the previous two points is the pervasive need for better communication among all parties. The apparent lack of intergroup interaction in establishing common expectations is obvious from this study. All role groups expressed problems communicating with one another, yet all role groups have some contact with one another during the experience. Again, one wonders why intergroup communication about field experiences is so difficult. Is the lack of communication indicative of the difficulty of interfacing different contexts for educators, is it indicative of the time constraints also identified by all role groups, is it indicative of the lack of formal structures in both universities and schools that support preservice teachers and university faculty in their interactions with classroom teachers, or is it indicative of lack of commitment to field experience as part of the preparation program? Clearly communication patterns need to be examined and interpersonal communications enhanced if field experiences are to be more satisfying to all parties involved.

The purpose of this paper has been to describe, not to prove the efficacy of, field experiences. An examination of how different role participants perceived their field involvements has led to conclusions about role definition, goal clarification, and communication. Additional extended research is still needed on when field experiences should occur, on how they are conceptually structured, on communication patterns among role participants,

and on what impact the experiential component of teacher preparation has on the professional development of preservice teachers.

## Reference Note

1 Copies of the instruments used in the various expectations and problems studies can be obtained by contacting the authors.

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**FIGURE 1**
**COOPERATING TEACHER EXPECTATIONS**
**NAMES AND DESCRIPTIONS OF FACTORS**

| Factor | Description |
|---|---|
| Expectations for Teaching Behaviors and Attitudes | Cooperating teachers expect field experience students to have some knowledge and skills characteristic of good teachers. They expect FESs to be able to work with a range of student abilities, to have some knowledge of school norms, to be able to organize classroom activities, to be able to handle "the unexpected" and to have a positive, cheerful attitude. |
| Expectations for Initiative and Enthusiasm | Cooperating teachers expect field experience students to take initiative while in the classroom and to do what they see needs doing without constant teacher direction. Also cooperating teachers expect FESs to be enthusiastic about becoming teachers and to enjoy working with students. |
| Expectations for Adaptability and Support | Cooperating teachers expect field students adaptable in the school environment. Teachers expect that students will be able to "think on their feet," to be able to adjust plans and be able and willing to work in different aspects of the teacher role. Teachers also expect that university support personnel will be available to help with problems should they arise. |

Figure 1 (cont'd)

| | |
|---|---|
| Expectations for Professionalism | Cooperating teachers expect field experience students to behave professionally while in the schools. Teachers expect FESs to be on time to class, to dress like a teacher, to be knowledgeable in their area of specialization and to have had some education courses before coming to the classroom. |

**FIGURE 2**
**COOPERATING TEACHER PROBLEMS**
**NAMES AND DESCRIPTIONS OF FACTORS**

| Factor | Description |
|---|---|
| Problems with Students' Orientation to Teaching | Cooperating teachers have problems when field experience students are not prepared for their assignments. They have problems when FESs do not exhibit some basic understanding of student behavior, do not have skills in lesson preparation or do not exhibit some curiosity about the process of becoming a teacher. |
| Problems Understanding the Partnership of Teaching | Cooperating teachers have problems when they sense they are solely responsible for students' field work. Cooperating teachers want to see more active involvement on the part of the college or university. |
| Problems with Professionalism | Cooperating teachers express concerns about the lack of interest in both the FES and the university supervisor about school norms and professional responsibilities. |
| Problems with Field Experience Students' Attitudes and Skills | Cooperating teachers have problems with students who do not display a commitment to teaching. FESs do not always assume positive attitudes about doing such tasks as evaluating students' work, running errands, or operating audio-visual equipment. |

Figure 2 (cont'd)

| | |
|---|---|
| Problems with Enthusiasm for Teaching | Cooperating teachers express concern with the lack of initiative and enthusiasm exhibited by FESs. |
| Problems with Planning and Organization | Cooperating teachers are concerned about FESs organization and management abilities. They expect FESs to be able to teach lessons. This includes planning for instruction, organizing materials, asking appropriate questions and carrying out activities to their logical conclusions. |

**FIGURE 3**
**FIELD EXPERIENCE STUDENTS' EXPECTATIONS**
**NAMES AND DESCRIPTIONS OF FACTORS**

| Factor | Description |
|---|---|
| Expectations for Assessing the Profession | Prospective teachers expect to develop a better understanding of their abilities to perform in the teaching role and to make some assessment, based on observations of "real" teachers, of their pedagogical strengths and weaknesses. |
| Expectations for Observing Models of Professional Practice | Prospective teachers expect to begin to discern the subtleties of successful teaching and to develop a general understanding of what it takes to be effective in the classroom by observing teachers at work. |
| Expectations for Acquiring Insights and Ideas | Prospective teachers expect that early field experiences will provide them with opportunities to observe and learn some practical and specific ideas for successful performance. |
| Expectations for Practicing Teaching Skills | Prospective teachers expect that earl field experiences will provide opportunities to practice teaching skills, such as lecturing, and to test their decision-making abilities. |
| Expectations for Understanding Various School and Classroom Settings | Prospective teachers expect field experiences will enable them to understand how different teachers function in the same school setting and to see how different teachers react to classroom problems in diverse cultural contexts. |
| Expectations for Dealing Directly with Students | Prospective teachers expect that early field experiences will serve as an opportunity to deal directly with students, particularly students who have special learning needs. |

FIGURE 4
FIELD EXPERIENCE STUDENTS' PROBLEMS
NAMES AND DESCRIPTIONS OF FACTORS

| Factor | Description |
|---|---|
| Student Management | Prospective teachers had difficulty dealing with and understanding how to relate to students. Particularly problematic were interactions involving the management of student behavior. The field experience students did not appear to have an adequate repertoire of general classroom control techniques for getting the students' attention prior to the beginning of a lesson or for managing large-group activities once instruction began. |
| Working with the Cooperating Teacher | Students indicated that they often felt "used" by the cooperating teacher. The teacher was perceived as being a barrier to understanding the classroom rather than as a model of effective teaching. The lack of meaningful involvement led to boredom and frustration. |
| Student Needs | Prospective teachers found it difficult to know how to deal with the unique needs of individual students or how to adjust lessons once they discovered that students could not complete assigned material. Field experience students also had problems understanding how to respond to various "problem" student behaviors and how to reorganize instruction based on a knowledge of student needs. |
| Time Problems | Prospective teachers had difficulty knowing how they should deal with the problems of student absenteeism and tardiness. |

Figure 4 (cont'd)

| | |
|---|---|
| Timing and Practice | Preservice teachers had problems gauging how to allocate time appropriately. Preservice teachers assigned either too much work or too little work to fill time allocated by the cooperating teacher. |
| Workload | Prospective teachers found it difficult to complete the work assigned by the cooperating teacher as well as to keep up with the work required in other college courses. In many instances, field experience students found themselves overworked with the diverse tasks associated with teaching As a result, they were uncertain about what was expected during classroom visitations and were unsure of the tasks assigned by cooperating teachers |
| Clear Communication | Prospective teachers were frustrated when they could not talk with the cooperating teacher or when they did not know the university supervisor's classroom observation schedule. Also, problems occurred when early field experience students were unsure about what to do to meet field experience requirements (i.e., course goals were not clearly communicated to the students). |

**FIGURE 5**
**UNIVERSITY SUPERVISOR EXPECTATIONS**
**NAMES AND DESCRIPTIONS OF FACTORS**

| Factor | Description |
|---|---|
| Professional Behavior | Supervisors expect preservice teachers to engage in the professional behaviors required of practicing teachers, to be positive in working with cooperating teachers to be punctual in reporting for field experiences, and to notify the cooperating teacher and supervisor if they are going to be absent. |
| Instructional Competence | Prospective teachers are expected to possess and to demonstrate many of the necessary skills required for teaching effectiveness. They are expected by supervisors to be able to diagnose learning problems and to prescribe appropriate intervention, to handle and manage behavioral problem, and to exhibit teaching competence. |
| Planning and Evaluation | Prospective teachers are expected to have some understanding of the developmental nature of lesson construction. Supervisors expect FESs to appreciate how lessons are planned, implemented, and evaluated. |
| Purposeful Field Experiences | Prospective teachers are expected by the university supervisor to understand why they are in field settings and to know how they should behave to complete the field experience successfully. |

Figure 5 (cont'd)

| | |
|---|---|
| Field Experience Assessment | Supervisors are the primary agents responsible for evaluating field experiences. To make a judgment regarding field experience student performance, they expect to visit classrooms regularly, to monitor FES progress, and to work closely with the cooperating teacher. |
| Field Placement Involvement | Supervisors expect field placements to provide prospective teachers with the background experiences necessary for assessing the complexity of teaching and their suitability for working with children. They also expect that preservice teachers will have experiences in several different school settings. |
| Field Placement Office | Supervisors expect the placement office to determine the readiness of prospective teachers for field experiences and to monitor and to evaluate their progress. |
| Cooperating Teachers | Supervisors expect cooperating teachers to guide field experience students through the varied activities outlined by the teacher education program and to evaluate student performance relative to established field experience objectives. |

**FIGURE 6**
**UNIVERSITY SUPERVISOR PROBLEMS**
**NAMES AND DESCRIPTIONS OF FACTORS**

| Factor | Description |
|---|---|
| Meeting Institutional Goals | Supervisors have problems with cooperating teachers (CTs) and FESs who fail to meet institutional expectations for professional growth and development. Some of the problems are procedural, relating to arranging appropriate class activities and giving FESs sufficient information about class activities; other problems are more conceptual and include the inabilit of the CT to evaluate prospective teachers and of FESs to observe exemplary teachers modeling appropriate behaviors. |
| Effective Field Experience Procedures | Supervisors have problems orches- the many diverse elements of field experiences. They want FESs to be able to arrive on time, to have a planned lesson activity, and to show initiative in working with classroom teachers. When they cannot orient FESs to classroom life or when FESs fail to meet professional obligations, the supervisors assert that their effectiveness is diminished. |
| FES Professionalism | Supervisors have problems with various forms of FESs unprofessional behavior. The range of such behavior includes primarily matters of dress. |

Figure 6 (cont'd)

| | |
|---|---|
| Commitment | Supervisors expect FESs to demonstrate initiative and responsibilit They are frustrated by FESs who fail to exhibit the type of self-discipline necessary to become actively engaged in appreciating an understanding field experiences. |
| Knowledge Applications | Supervisors see the efforts of prospective teachers to use skills learned in methods classes. Problems arise because of the inability of FESs to use professional knowledge and to correlate what they have learned in methods classe with what they are expected to do i field experiences. |
| Controlling and Monitoring Cooperating Teachers | Supervisors have problems selecting and monitoring the activities of cooperating teachers. Time demands and changes in the cooperating teachers who work with the teacher education program make it difficult to engage FESs in appropriate professional development activities. |
| Supervisory Time | Supervisors have difficulty scheduling time to meet with the cooperating teacher and problems allocating enough time to meet with and observe FESs. |
| Academic Skills | Supervisors have problems coping with the subject matter deficiencies and basic skills inadequacies of prospective teachers. Many FESs do not have the requisite academic background for teaching essential subject matter concepts. |

Figure 7

Cooperating Teachers' Expectations and Problems

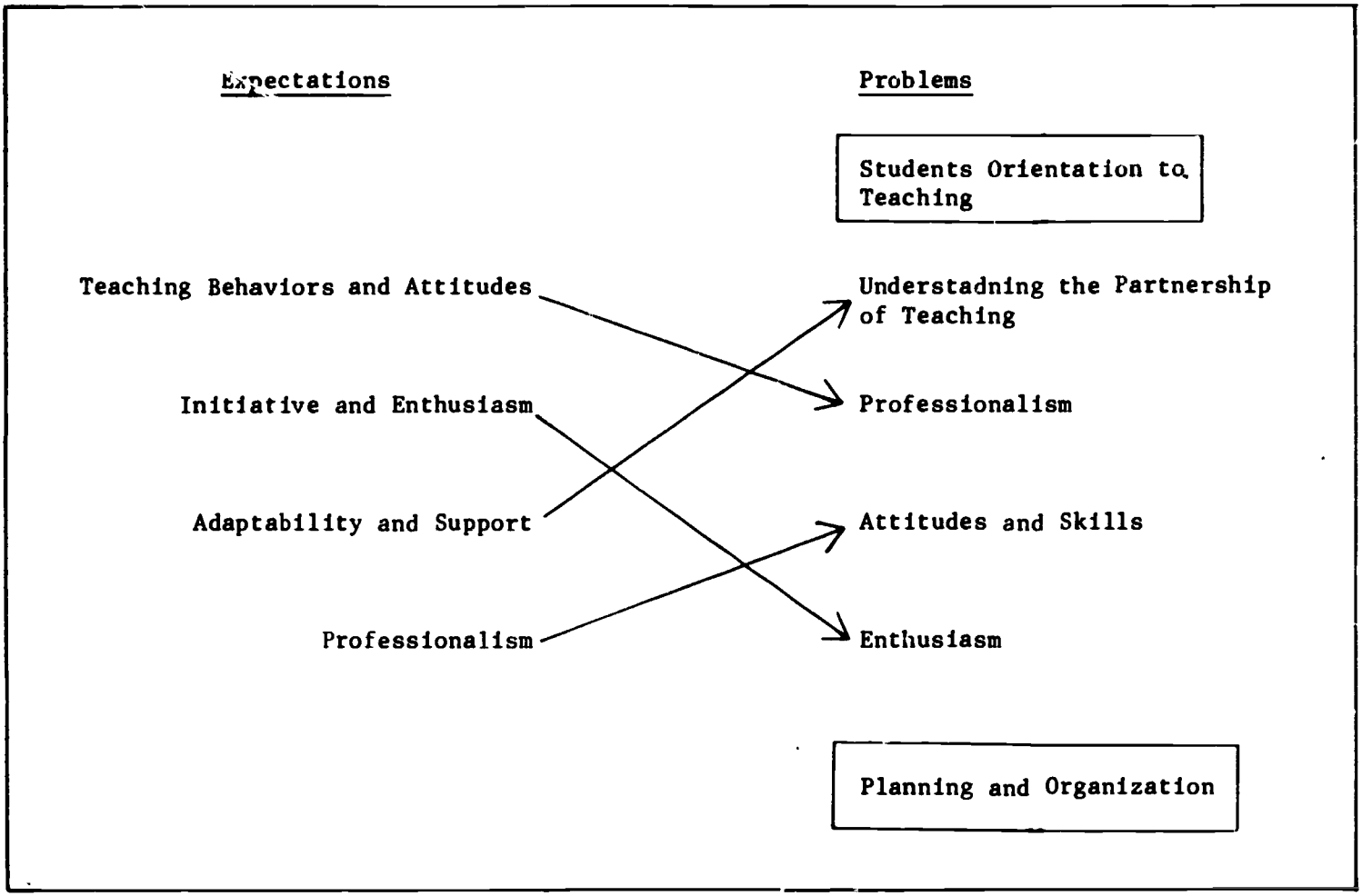
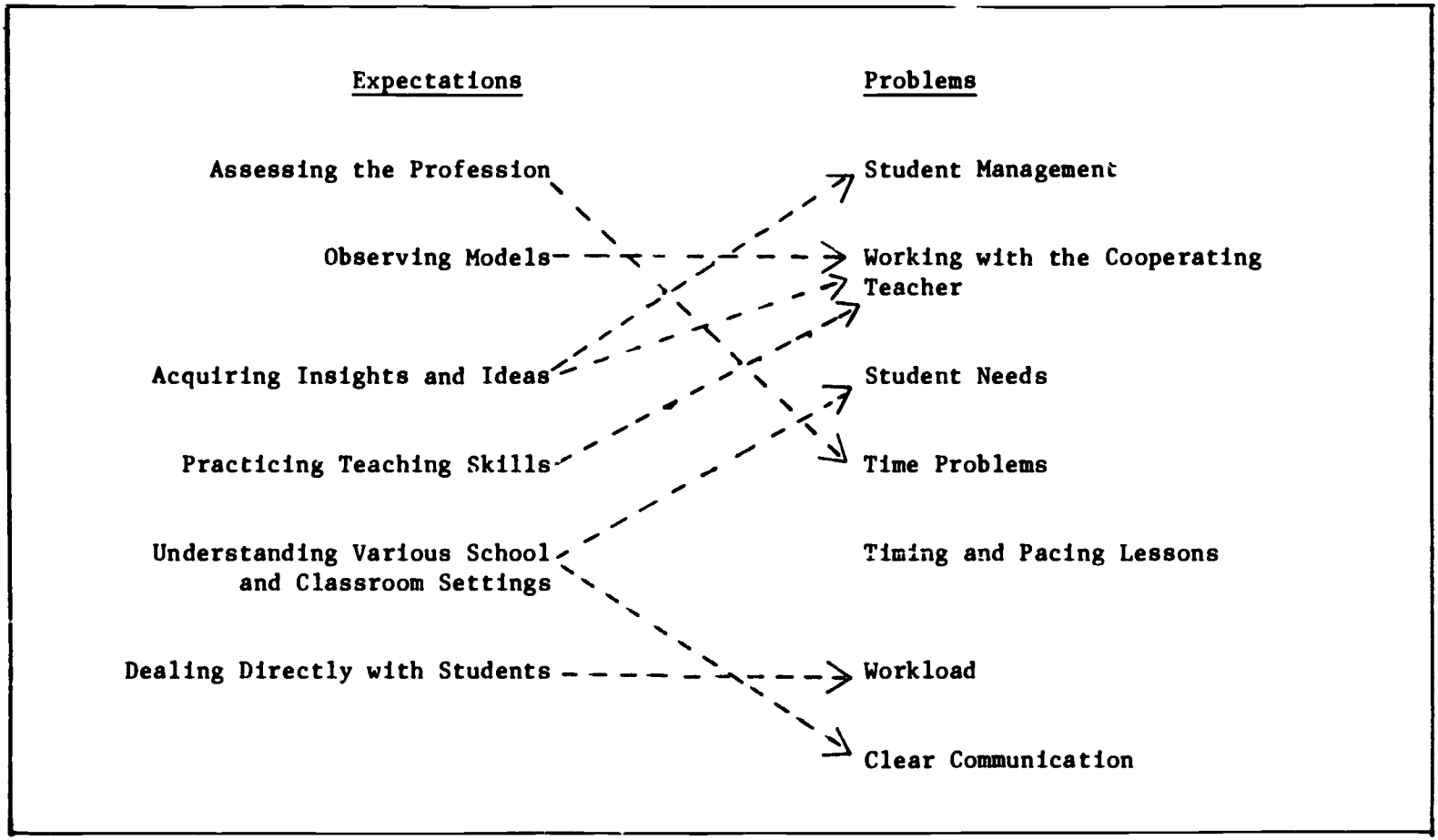


Figure 8

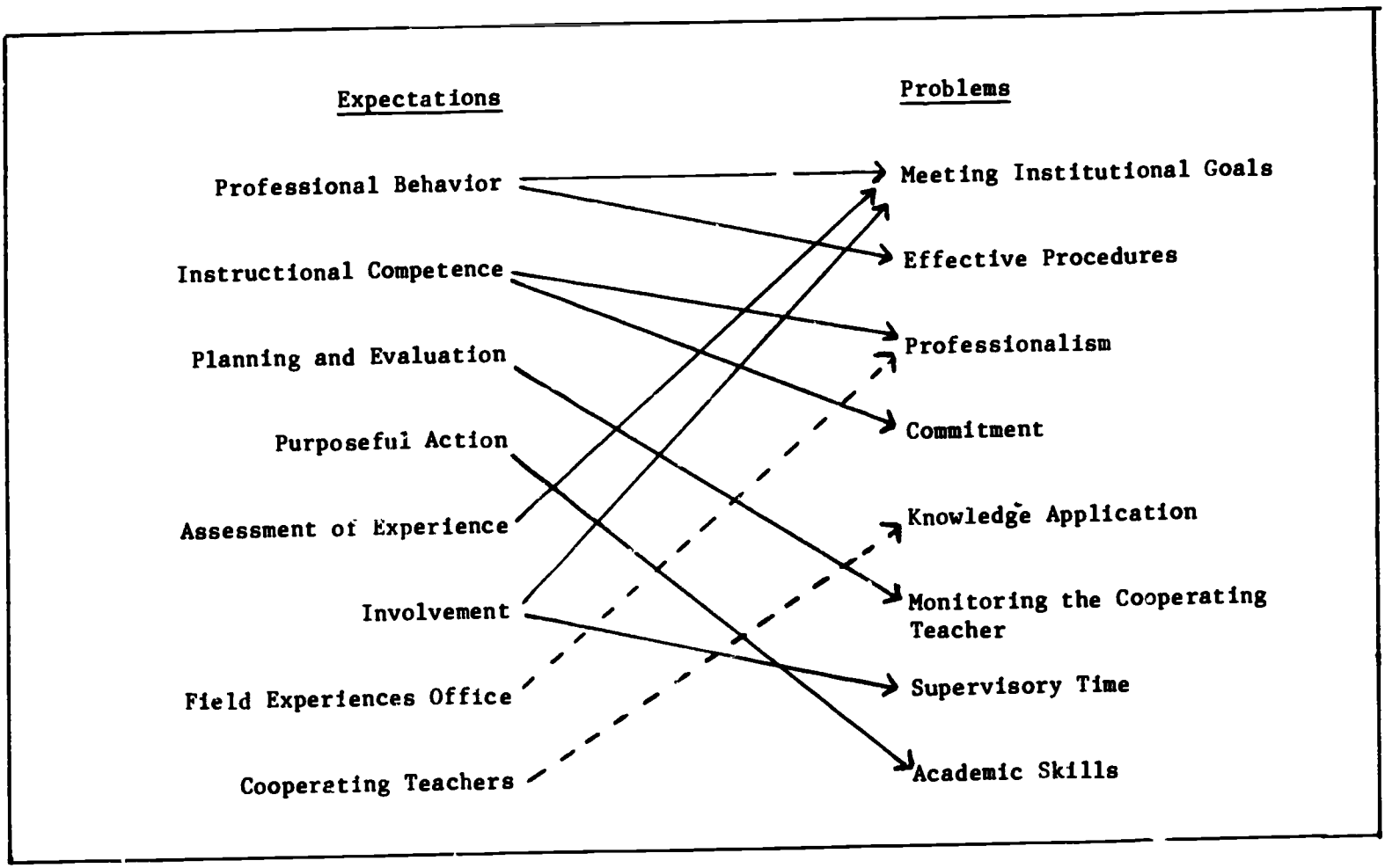
Students' Expectations and Problems*




*Note no coefficient of congruence > .322.

Figure 9

Supervisors' Expectations and Problems




Solid line = strength in congruence; broken line = weak congruence.

Figure 10

A CROSS-ROLE COMPARISON OF PROBLEMS AND EXPECTATIONS

| ROLE | EXPECTATIONS | PROBLEMS |
|---|---|---|
| Cooperating Teachers (N = 172) | Expectations for Teaching Behavior and Attitudes<br>Expectations for Initiative and Enthusiasm<br>Expectations for Adaptability and Support<br>Expectations for Professionalism<br>(1982) | Problems with Students' Orientation to Teaching<br>Problems Understanding the Partnership of Teaching<br>Problems with Professionalism<br>Problems with Prospective Teachers' Attitudes and Skills<br>Problems with Enthusiasm for Teaching<br>Problems with Planning and Organization (1981) |
| Students (N = 291) | Expectations for Assessing the Complexities of Teaching<br>Expectations for Modeling Professional Practice<br>Expectations for Acquiring Practical Insights and Ideas<br>Expectations for Practicing Teaching Skills<br>Expectations for Understanding Schools<br>Expectations for Dealing Directly with Students (1983) | Problems with Managing Students<br>Problems Working with the Cooperating Teacher<br>Problems Dealing with Students' Time Problems<br>Problems Timing and Pacing Students' Activities<br>Problems with Workload<br>Problems with Clear Communication (1984) |
| University Supervisors (N - 131) | Expectations for Professional Behavior<br>Expectations of Instructional Competence<br>Expectations for Planning and Evaluation<br>Expectations for Purposeful Field Experience<br>Expectations for Field Experience Assessment<br>Expectations for Field Placement Involvement<br>Expectations for Field Placement Office<br>Expectations for Quality Cooperating Teachers (1985) | Problems with Meeting Institutional Goals<br>Problems Effecting Field Experience Procedures<br>Problems with FES Professionalism<br>Problems with FES Commitment<br>Problems with Knowledge Applications<br>Problems Controlling and Monitoring Cooperating Teachers<br>Problems with Supervisory Time<br>Problems with FES Academic Skills (1985) |

Table 1

Coefficients of Congruence: Cooperating Teachers

| EXPECTATIONS | PROBLEMS: Students Orientation to Teaching [1] | Understanding the Partnership of Teaching [2] | Professionalism [3] | Attitudes and Skills [4] | Enthusiasm [5] | Planning and Organization [6] |
|---|---|---|---|---|---|---|
| Teaching Behaviors and Attitudes [1] | -.634 | .562 | .845 | .767 | .622 | -.829 |
| Initiative and Enthusiasm [2] | -.844 | .506 | .678 | .612 | .855 | -.651 |
| Adaptability and Support [3] | -.534 | .814 | .661 | .372 | .524 | -.568 |
| Professionalism [4] | -.830 | .480 | .580 | .722 | .598 | -.690 |

Table 2

Coefficients of Congruence: Field Experience Students

| EXPECTATIONS | PROBLEMS: Student Management [1] | Working with Coop-Teacher [2] | Student Needs [3] | Time Problems [4] | Timing and Pacing [5] | Workload [6] | Clear Communication [7] |
|---|---|---|---|---|---|---|---|
| Assessing the Profession [1] | .007 | .076 | -.008 | .255 | .044 | .209 | .164 |
| Observing Models [2] | .194 | .219 | -.029 | .074 | .094 | .093 | .096 |
| Acquiring Insights and Ideas [3] | .272 | .322 | .009 | -.093 | .136 | .137 | .092 |
| Practicing Teaching Skills [4] | .270 | .279 | .059 | .076 | .003 | .043 | .029 |
| Understanding Various School and Classroom Settings [5] | .174 | .054 | .317 | -.131 | .082 | .048 | .254 |
| Dealing Directly With Students [6] | .041 | .300 | -.184 | .139 | .089 | .319 | .084 |

Table 3

Coefficients of Congruence: University Supervisors

| EXPECTATIONS | PROBLEMS: Meeting Institutional Goals [1] | Effective Procedures [2] | Professionalism [3] | Commitment [4] | Knowledge of Application [5] | Monitoring Cooperating Teachers [6] | Supervisory Time [7] | Academic Skills [8] |
|---|---|---|---|---|---|---|---|---|
| Professional Behavior [1] | .619 | .664 | .337 | .483 | .497 | .368 | .495 | .375 |
| Instructional Competence [2] | .539 | .421 | .671 | .526 | .320 | .310 | .131 | .188 |
| Planning and Evaluation [3] | .646 | .534 | .460 | .475 | .303 | .601 | .280 | .126 |
| Purposeful Action [4] | .356 | .433 | .408 | .395 | .394 | .417 | .181 | .575 |
| Assessment of Experience [5] | .555 | .428 | .459 | .226 | .324 | .367 | .121 | .122 |
| Involvement [6] | .607 | .490 | .320 | .177 | .330 | .498 | .521 | .144 |
| Field Experiences Office [7] | .132 | .197 | .384 | .109 | .062 | .036 | .235 | .154 |
| Cooperating Teachers [8] | .414 | .136 | .198 | .126 | .445 | .188 | .222 | .245 |