EVALUATION OF THE TRANSITION BLOCK COMPONENT WITHIN THE STUDENT TEACHING EXPERIENCE

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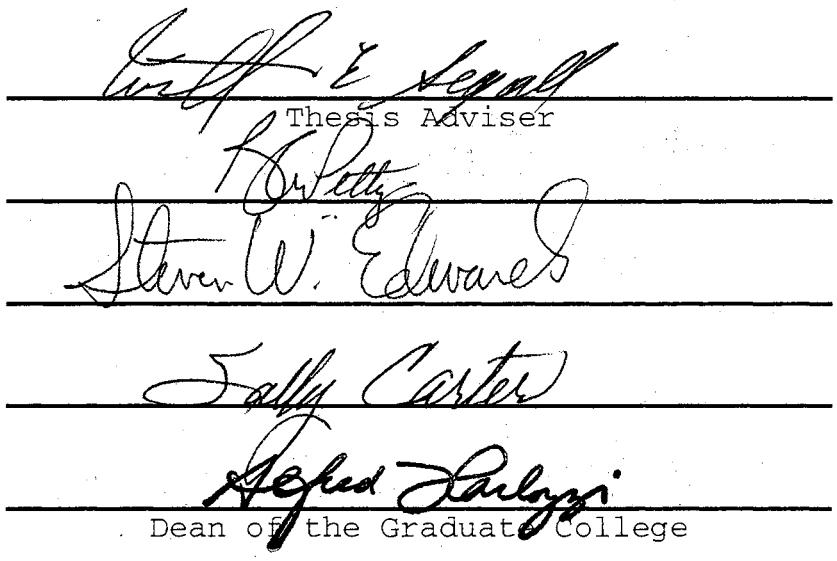

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TABLE OF CONTENTS

Chapter Page

Chapter Page

CHAPTER 1

INTRODUCTION

Background

Throughout the twentieth century the profession of education has continued to develop and evolve. What once was a position based on volunteerism has now emerged into a profession which seeks to prepare teachers for the challenges of the twenty-first century. The duties and expectations of teachers have also changed. At the beginning of the 1900s the primary preparation for the job of teaching focused on proper behavior and the duties of keeping the schoolroom neat and clean. There was no mention of professional preparation, criteria for effective teaching, or certification procedures. However, it was the Normal Schools, as the early professional teacher training institutions were known, that began formalized education for the purpose of preparing future teachers. The Normal Schools formed the foundation of teacher education in the United States (Davenport, 1994).

Borrowing from other professions, the concept of an internship became an acceptable component of professional teacher education training. The internship is also referred to as student teaching to indicate that it is designed to

prepare students for the role of teacher prior to their actual acceptance of the position. Student teaching has been the capstone experience in teacher preparation for more than 75 years. Welborn (1920) noted that by 1920, one third of the Normal Schools placed student teachers in public schools (Veal, Rikard, 1998).

The student teaching experience has continued to be a standard component of today's professional teacher education programs. Generally scheduled to occur during the last semester of the senior year, it has been identified as the culminating event in the sequence of professional teacher education requirements. However, with the increasing trend toward accountability and effectiveness there is a new interest in modifying and adjusting student teaching experiences to more effectively prepare students for the demands of today's classroom. There is currently increasing diversity in regard to the design and structure of this experience (Rose, 1995).

In the last 10 years, the quantity and quality of field experiences have changed at most colleges of education, as educators try to improve the nation's schools by improving the preparation of teachers (Temkin, 1998). However, even with this emphasis to support student teachers it continues to be reported that it is the little things that sometimes cause them the greatest concern and ultimately create stumbling blocks (Cabello, 1995). Things such as where to park can be the decision which will either create a

supportive climate or an adversarial one depending on whose parking place is taken (Richards, 1993). The success of the transition from student to teacher depends on experiencing various relational conditions which are largely determined by others but which serve as a crucial context for individual development (McNally, 1997).

Even though colleges of education are continually modifying the student teaching experience, there are still problems facing student teachers in the area of having to balance notions of teaching based on their preparation in the university with the reality they encounter in the classroom. Therefore, it is important to seek ways to support student teachers as they make the transition from the university setting to the classroom (Croker, 1999).

In view of this information, a college of education in the southwest implemented a four week component to the traditional 12--week student teaching experience. Prior to assuming teaching responsibilities in the classroom, student teachers complete an additional four-week segment referred to as the Transition Block. During this time the student teacher completes interviews with school personnel, observes other classroom teachers, attends school meetings, and participates in school related activities. This component was designed to provide a transition into the classroom setting by initially focusing on the school community as a whole. The goal is to better prepare student teachers for the responsibilities of the classroom teacher (Coe, 1997).

Statement of the Problem

The problem of preparing effective future teachers continues to be a challenge for colleges of education. Professional teacher education programs acknowledge the importance of the student teaching component in this process viewing it as the capstone experience (Veal, Rikard, 1980). The list of attempts to create a more positive experience for student teachers continues, but they all have a common goal: to make the student teacher better prepared for the responsibilities of a classroom teacher (Potthoff, 1996). Effective preparation of student teachers is a difficult challenge. Therefore colleges of education, such as the one in this study, are continuing to adjust their professional teacher education programs to meet this challenge. As new educational programs are developed to prepare future teachers, the effectiveness of each modification needs to be evaluated. Student teaching should specifically be evaluated as it carries the responsibility of being the final component in the preparation process. If the goal of effective teacher preparation is to be met, evaluating student teaching programs is essential (Cavanaugh, 1995).

Purpose of the Study

The purpose of the study was to evaluate the effectiveness of a student teaching program in preparing future teachers. Specifically, this study assessed the

effectiveness of the Transition Block component of a student teaching program in a college of education in the southwest. The structure of the student teaching program was expanded from 12 weeks to 16 weeks by including a four-week Transition Block component that consisted of a variety of school involvements. The involvements consisted of observing other teachers, attending meetings within the school system, preparing teaching activities, and interviewing a variety of school personnel. Specific guidelines and assignment sheets were provided in the Student Teaching Handbook (Owens, 1998). The purpose of the Transition Block was to better prepare student teachers in three of the four competency areas identified in the National Council of Accreditation for Teacher Education (NCATE) approved Conceptual Framework for Initial Teacher Preparation (Appendix C) in relation to the expectations for an entry-year teacher. The four competency areas identified in the framework are classroom management, teacher instruction, process/product, and professional/personal indicators. Classroom management, teacher instruction, and process/product are the competency areas to be evaluated in the scope of this study. The fourth competency area assesses professional/personal indicators, which was beyond the scope of this study.

Upon completion of the student teaching experience student teachers are rated by university supervisors and mentor teachers in the areas of classroom management, teacher instruction, process/product, and

professional/personal adequacies in public school settings. The appraisal is based on a NCATE approved Conceptual Framework Progress Report (1996) (see Appendix D). This specific conceptual framework represents competency indicators in relation to the expectations for an entry-year teacher.

Independent of the ratings of the university supervisors and the mentor teachers, the student teachers assess the effectiveness of the Transition Block through the use of the Student Teaching Program Evaluation (1998) (see Appendix E) an instrument designed for this purpose.

Significance of the Study

This study provided information concerning the effectiveness of the Transition Block component of student teaching. By comparing ratings from university supervisors and mentor teachers and appraisal from student teachers a more complete assessment was attained. No known component such as this is currently being utilized in any other professional teacher education program. As a result, it was essential that the effectiveness the Transition Block be determined to validate its inclusion in this program.

Definitions of Terms

Conceptual Framework (CF)-the rational and organizing principles that guide the development of the curriculum for

professional education including the categorization of knowledge (NCATE, 1994; see Appendix B).

Conceptual Framework Progress Report (CFPR)-the evaluation instrument used to assess the student teachers progress in the 41 indicators identified in the Conceptual Framework for Initial Teacher Preparation.

Conceptual Framework for Initial Teacher Preparation (CFITP)-the Department of Professional Teacher Education at this southwestern university provides the core pedagogy for its education programs. The professional sequence of course work support content specialties from early childhood, elementary, special education, K-12 specialties, and secondary math, science, language arts, and social studies content specialties. This CFITP must be sufficiently inclusive to allow for the diversity of the various areas' own unique conceptual frameworks. The CFITP includes 41 research-based indicators categorized as:

- Classroom Management
- Instructional Performance
- Process/product
- Professional/personal adequacy
- Foundations and Policy Knowledge (see Appendix C).

Classroom Management Indicators

1. Preparation-plans for the delivery of the lesson (Borich, 1992; Brophy, 1988; Gagne, Briggs, & Wagner, 1992; Ornstein, 1995).

2. Routine-minimizes non-instructional routines thus maximizing time on task (Anderson, Evertson & Brophy, 1979; Brophy & Good, 1986; Doyle, 1986; Gettinger, 1990; Walberg, 1986).

3. Discipline-maintains appropriate classroom behavior:

- Clearly defines expected student behavior and consequences for misbehavior
- Facilitates and encourages positive student actions
- Discourages negative student actions

(Anderson, Evertson & Brophy, 1979; Doyle, 1985; Evertson, 1985).

4. Climate-creates a climate conducive to learning which is developmentally appropriate, process/task driven, and ensures student safety (Brophy, 1987: Evertson, 1985; Anderson, & Anderson, Brophy, 1980: Flanders, 1970).

5. Technology-appropriately uses a variety of instructional technologies as tools to enhance teaching and learning (Jones, 1995: Office of Educational Research and Improvement, 1994: Ornstein, 1995: Skinner, 1986).

6. Communication-incorporates a variety of communication skills, including reading and writing skills, across the curriculum (Anderson, Pichert, & Shirey, 1983: Smith & Land, 1981; Weidler, 1989).

7. Special Needs-effectively individualizes instruction as needed for students with special challenges (Brophy & Good, 1986; Madden & Slavin, 1983: Martin, 1973; Peterson, 1988).

8. Diversity-meaningfully includes all students in the educational process, exhibiting both knowledge of and sensitivity to possible differences reflected in the diversity of the global society (Banks, 1993; Carnes, 1994; Spring, Good, & Stipek, 1984; Nel, 1995; Spring, 1995).

Instructional Performance indicators

9. Focus-focuses attention and develops readiness for the lesson (Bruning, 1984; Civikly, 1992; Hines, Criuckshand, & Kennedy, 1985; Setterstedt-Jarrett, 1987).

10. Objectives-communicates instructional objectives and articulates the what and why of the lesson (Anderson, 1985; Borich, 1992; Brophy, 1987; Mager, 1962).

11. Sequencing-shows how the present topic relates to those topic that have been taught or will be taught (Anderson, 1985; Case, & Breeder, 1984; Good, & Grouws, 1977; Skinner, 1986).

12. Lesson Relevancy-relates lesson to student experiences (Bloom, 1980; Brophy, & Evertson, 1976; Vogel, 1994).

13. Interactive Strategies-uses effective grouping decisions, question, & cueing techniques to involve all learners (Abraham, 1988; Brophy, & Evertson, 1976; Kagan, & Tippins, 1991; Mayer, 1984; Slavin, 1990).

14. Methods-uses a variety of instructional methods that address the needs of the individual within a diverse and global society (Borich, 1992; Good, & Brophy, 1995; Ornstein, 1995; and Rosenshine, 1968).

15. Technology-provides developmentally appropriate opportunities for students to use and to understand technology (Bushweller, 1995; Dwyer, 1994; Jones, 1995; Peck, & Darricott, 1994).

16. Directions-provides clear directions which relate to the lesson objectives (Good, & Grouws, 1977; Smith, 1985; Smith, & Land, 1981).

17. Modeling-demonstrates the developmentally appropriate attitudes and /or skills, and presents examples of a product or a process (Bettencourt, Gillett, Gall, & Hull, 1983; Dweeck, & Elliott, 1983; Peterson, 1988).

18. Monitoring-monitors students' progression toward achievement of the objectives (Borich, 1992; Brophy, 1988; Brophy, & Good, 1986; Rosenshine, 1983).

19. Adjustment-adjusts, modifies, and/or reteaches based upon monitoring of student progress (Rosenshine, 1986; Wittrock, 1986).

20. Guided Practice-allows the learner to perform the task while being supervised by the teacher (Borich, 1992; Brophy, & Evertson, 1976; Rosenshine, 1986).

21. Closure-summarizes and fits into context what has been taught, actively involving the student (Acinene, 1991; Duffy, Roehler, Meloth, & Vavrus, 1986).

22. Independent Practice-provides opportunities for independent practice of skills without direct supervision of the teacher (Borich, 1992; Miller, & Kelley, 1994; Rosenshine, & Stevens, 1986).

Process/Product Indicators

23. Lesson Plans-designs daily lesson plans that provide integrated learning experiences which achieve the objectives (Clark, & Peterson, 1986; Gagne, Briggs, & Wagner, 1992; Prater, 1993; Wittrock, 1986).

24. Records-maintains accurate, well organized records of students progress (Clark, & Peterson, 1986; Frisbie, & Waltman, 1992; Linn & Gronlund, 1995; and Ornstein, 1995).

25. Evaluation-utilizes valid evaluation procedures communicated to the student (Abebe, & Sands, 1993; Kim, & Kullough, 1991; Linn, & Gronlund, 1995).

26. Assessment-utilizes multiple assessments to diagnose needs and to measure student achievement (Bushweller, 1995; Kim & Kullough, 1991; Linn & Gronlund, 1995; Wiggins, 1992).

27. Materials-prepares a variety of instructional materials (Borich, 1992; Good & Brophy, 1995; Kim & Kullough, 1991; Ornstein, 1995).

28. Perspectives-provides for diverse, global perspectives though out the curriculum. (Banks, 1992; Greene, 1993; Spring, 1995).

Professional Indicators

29. School and Community-utilizes a broad referral base within the school system and community: a) knows when, how and with whom to confer regarding student needs, b) establishes a network with parents, C). knows how and when to

draw on community resources (Lober, 1993; Lindle, 1990; Meadows, 1993).

30. Role Awareness-recognizes and differentiates among the appropriate roles and responsibilities of students, teachers, administrators, support staff, and parents (Blair, 1988; Brophy & Evertson, 1976; Kim & Kullough, 1991; Peterson & Peck, 1992).

31. Cooperation and Communication-communicates verbally and nonverbally to foster collaboration and cooperation: a) effectively works as an ethical member of the educational team, b) utilizes methods of conflict resolution and demonstrates a basic understanding of group processes, c) produces effective written and oral communication (Duetsch, 1994; Kerr & Kaufman-Gilliland, 1994; Ricard, 993).

32. Professional Development-participates in educational activities which contribute to student and faculty development (Baptiste, 1994; Cornett, 1995; Guskey, 1994; Ornstein, 1995; Sills, 1995).

33. Applied Thinking-exhibits critical thinking and problem solving skills in all areas of educational practices (Cruickshank, Bainer, & Metcalf, 1995; Floden & Buchmann, 1989; Shapiro, 1991; Travers, Elliott, & Kratochwill, 1993).

34. Reflective Practice-reflects on own teaching and its effect on student progress and learning (Brody, 1994; Bullough, 1989; Posner, 1993; Schon, 1987).

35. Sociological-exhibits knowledge and understanding of the sociological bases and issues in American education (Miller, 1981; Shapiro, 1991; Coleman, 1968).

36. History-exhibits knowledge and understanding of the historical bases and issues in American education (Curler, 1989; Devitis & Simpson, 1991).

37. Political-exhibits knowledge and understanding of the political issues in American education (Beyer & Zeichner, 1982).

38. Philosophy-exhibits knowledge and understanding of the philosophical, ethical, and moral dimensions in American education (Floden & Buchmann, 1989; Greene, 1981; Shapiro, 1991).

39. Legal-exhibits knowledge and understanding of the legal cases and diversity issues in American education (Association of Teacher Educators, 1994).

40. Comparative Issues-exhibits knowledge and understanding of globalization, multicultural, and diversity issues of American education (Association of Teacher Educators, 1994; Ferman, 1990).

41. Career issues-exhibits knowledge and understanding of certification, accreditation, licensure, and job related activities (Burk, 1994; Kim & Kullough, 1991; Wise, 1994).

Effective Teaching-teaching that results in focused learning. (Brophy, 1980; Good, Biddle & Brophy, 1975).

Intern-a student teacher enrolled in an institution of higher learning who is assigned to a public school classroom for one twelve-week teaching block or two blocks of six-week duration. Another term used for student teacher.

Involvements-assignments required during the Transition Block that are composed of observations, activities, meetings, interviews, or major discipline meetings. Each involvement consists of an interactive component and a corresponding written component that is to be completed.

Mentor Teacher / Cooperating Teacher-(the two terms are used interchangeably) being defined as any full-time teachers who, as part of their professional

responsibilities, tutor or mentor student or novice teachers (Langdon, 1997). A teacher who holds a valid Oklahoma Teaching Certificate in the field taught and must have three years of successful teaching experience (Brother, 1996). One who supervises an intern in the classroom setting.

Preservice teachers-a student enrolled in a teacher preparation program at the university level that is progressing through a sequence of coursework to become a licensed teacher.

Preservice Teacher Educator-a college/university teacher who is employed by the college of education and assigned to teach undergraduates/graduates coursework in a teacher education program.

Student Teacher-prospective teacher involved in an extended clinical experience that is usually completed during the final year of the preservice training program. This person is usually assigned to, and understudies a cooperating teacher in a public school (Dejnoksa & Kapel, 1982).

Student Teaching Program Evaluation (STPE)-evaluation instrument designed to appraise perceived effectiveness of the Transition Block subgroups.

Transition Block-four weeks at the beginning of the student teaching semester in which the student teacher is in the school setting working with the mentor teacher. Five distinct subgroups consist of observations, activities, meetings, interviews, and major discipline meetings. The focus of the Transition Block is to develop an understanding of the school community through the completion of thirty involvements.

University Supervisor-either a full-time faculty member or an adjunct faculty member who will observe and assess the student teacher in the classroom setting. A minimum of five on-site visits are required during the semester at designated times.

Research Questions

As professional teacher education programs seek to effectively prepare student teachers, several studies have indicated a need for support during the transition period between initial placement in the school setting and full acceptance of the teaching responsibilities (Schwartz, 1996). One teacher training institution expanded their student teaching program to 16 weeks by adding a four-week component prior to the established 12-week full day classroom student teaching experience. This component is referred to as the Transition Block (Owens, 1997). Questions emerged about the Transition Block's influence on

the student teachers' ability to exhibit knowledge and classroom application of classroom management, teacher instruction, and process/product competencies based on a conceptual framework. Specifically, the study seeks to determine:

1. Did the four-week Transition Block influence the student teachers' classroom demonstration of the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, and process/product based on a conceptual framework as appraised by the mentor teacher?

2. Did the four-week Transition Block influence the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, and process/product based on a conceptual framework as appraised by the university supervisor?

3. Did the four-week Transition Block influence the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher as appraised by the student teacher utilizing the Student Teaching Program Evaluation instrument?

Hypotheses

The student teaching semester is seen as the capstone experience which allows the student to convert theory into practice. The application of the concepts taught during university classes takes on new meaning and importance when it is incorporated into the real-life classroom setting. Colleges of education have a responsibility to provide an experience that supports the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, process/product, and professional/personal adequacy competencies. Evaluating the addition of the Transition Block of the student teaching experience provided information that can be utilized to further structure an effective capstone experience.

Hypothesis 1

There are no significant differences between the Conceptual Framework Progress Report (CFPR) scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in classroom management, teacher instruction, and process/product indicators as appraised by mentor teachers.

Hypothesis 2

There are no significant differences between the Conceptual Framework Progress Report (CFPR) scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in classroom management, teacher instruction, and process/product indicators as appraised by university supervisors.

Assumptions

The structure of the student teaching experience has remained constant throughout the semesters being compared with the only significant variable being the addition of the Transition Block component. The study assumes that the student teachers at this southwestern university exhibit specific characteristics that allow comparison of CFPR scores from different semesters. The study also assumes that the student teachers, mentor teachers, and university supervisors rate the corresponding instrument honestly. The specific characteristics of the students are discussed in detail in Chapter 3 Subjects.

Limitations and Delimitations

A limitation of the study was that the subjects were not randomly selected; therefore, to generalize the findings of the study, other students would have had to attend colleges of education with a similar conceptual framework, conceptual framework progress report, Transition Block component, and student teacher program evaluation instrument in place.

A delimitation of this study was that it was restricted to one four-year college of education in the southwest, utilized the CFPR of student teachers from eight semesters, and the STPE by student teachers from four semesters.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

As has been previously stated, the purpose of the study was to assess the Transition Block component of the student teaching experience as appraised by mentor teachers and university supervisors. The following review of the literature was designed to review the issues surrounding the student teaching experience. The focus was on the structure of student teaching programs and the transition issues producing conflicts. It should be noted that at this time there is no other known higher education institution that has implemented a Transition Block component as described in this study into their student teaching program.

Preparing teachers for today's classroom is a greater challenge than ever before and colleges of education are responding to the call by restructuring their teacher preparation programs. As each seeks to provide greater support to students preparing to teach, it is important to assess the impact of these changes in the context of how well they are producing effective classroom teachers (Cavanaugh, 1995).

Structural Issues-Content

The second decade of one of the most sustained education reform movements in the history of the United States has begun. Reports about the need to reform education, especially teacher preparation programs and the public education system, continue to abound (Goodlad, J. 1990). Teachers are expected to strive continuously for professional excellence and to model the best and most effective teaching strategies. This reform has extended into the professional teacher education programs as they are identified as a key component in the pursuit of an effective educational program (Futrell, 1993). Within the next ten years a significant percentage of the current teachers will retire and the students that are being educated today will in a large part control the school's performance tomorrow. By one estimate, the nation will need to replace 2 million of its 2.7 million public school teachers in the next eight years (Christian, 1994). At the same time, many states are legislating for smaller class sizes, which means even more teachers will be needed. This adds a sense of urgency to the pursuit of education reform, especially in the area of teacher preparation.

The content and structure of the student teaching program has become the focus of many teacher preparation colleges. The more traditional one semester immersion, in which a student teacher integrates into the role of classroom teacher assuming full responsibilities of the

class is still a common arrangement, but there are also the beginnings of significant changes. Some programs have implemented multiple field experiences in different settings to provide a more integrated experience (Beraza, 1996). Research studies on innovative teacher preparation programs provide a basis for future decision making as each institution strives to construct an effective program. Identifying the successful changes in programs can form the basis of good decision making for future modifications.

Structural Issues-Length

After looking at the quantity of time spent in the classroom as being a significant factor, the concept of a five-year teacher preparation program received state-funded support in one study named the Comprehensive Teacher Institute (CTI). It was an experimental program located in a large California urban area, features a program which includes: paid student teaching, two years of beginning teacher support, and recruiting underrepresented minorities. Students participating in this program generally felt well prepared and confident as a result of the experiences. The CTI study included several factors that impacted the effectiveness of student teachers, however, the increased support in the field was regarded as a significant component (Cabello, 1995). Several studies have supported an increase in the number of field experiences as being a positive influence in successful teacher preparation (Croker, 1999).

Other programs have looked beyond the time frame components of restructuring and have focused on the internal elements that can be best described as the quality of the experience. Recognizing that student teachers' struggle with the intangible components as well as the tangible, a recent study examined the idea of including a reflective practitioner theme in a teacher education program to develop students' educational philosophy. The addition of this theme meant presenting an inventory to assess preservice teachers' educational philosophy and offering a rationale for how it can guide their field experience. Effective teaching involves the ability to reflect on the past and utilize that assessment in future contexts. Student teachers need to be trained and supported at an early stage in the successful inclusion of this component of effective teaching (Leahy & Corcoran, 1996).

Along these same lines, there are other concerns regarding the educational and theoretical needs of a preservice teacher. Since the preservice experience typically centers around student teaching or a like apprenticeship, the need for theoretical grounding can be overlooked amidst the intensity and immediacy of the classroom. Since there exists a tremendous body of theory in educational literature, merely approaching the literature is a formidable task. A study conducted recently examined an extended example of how one such student teacher program began establishing a theoretical understanding. The

emphasis of this program valued the incorporation of educational theory as an integral component in the quest for producing effective teachers (Szuberla, 1997).

Some research studies (Rose, 1995) provide clear guidance with respect to identification of necessary components in teacher preparation programs while others tend to emphasize the questions and the needs that have yet to be completely addressed. In a recent study, Martinez calls attention to the complexities faced by student teachers, by recognizing that they are expected to bring their stockpile of diverse, and sometimes conflicting, knowledge about effective teaching to immediate use with classroom learners. This study also recognizes that much of learning to teach occurs in affective, ethical and interpersonal ways as well as cognitive. Several suggestions are made to assist preservice teachers as they negotiate the complexities of the process of becoming teachers. The study seeks to emphasize that the preservice experience is a rich site for further exploration of this process and should be pursued. Such explorations have the potential to illuminate the ways in which preservice teachers mesh knowledge about effective teaching with their own personal values and beliefs within the specific contexts of their classrooms. Associated with the recognition of the complexities of the processes involved is a call for university and school-based teacher educators to actively assess their teacher preparation

programs with the same level of critical reflection they advocate for student teachers (Martinez, 1998).

Programs continue to be adapted in a variety of ways to assist and support the student teacher in the assumption of the classroom teacher role. Some programs have included adjustments in quantity of experiences while others have focused on the quality of the program. The list of attempts to create a more positive experience for student teachers continues, but they all have a common goal to make the student teacher better prepared for the responsibilities as a classroom teacher (Potthoff, 1996).

Transition Issues-Conflict

Even with program changes and the support of the mentor teacher and university supervisor there are still issues regarding the transition from student to teacher which are reflected in the anxiety level of student teachers. Studies continue to indicate that even though there is substantial classroom preparation for this final experience there are still struggles and trials, which sometimes prevent the best prospects from succeeding (Schwartz, 1996). As a student teacher Cho relates his initial experience in the classroom.

> As the sweat and chills subsided, I started to become acclimated to my surroundings and to the position of student teacher. The authority of being a student teacher was humbling. But as I dealt with students every day, I realized what

> little authority I had over them. It was egotistical of me to think that I could change their lives by forcing my will upon them. How obnoxious of me to presume that I was going to be their knight in shining armor and be a dominant factor in their lives. That was difficult to realize. It made me come to terms with where I fit in, and it also realigned my expectations and goals in reality. (Cho, 1998)

Students anxiously await the opportunity to apply previous coursework and training in actual classroom settings; however, the experience can be quite stressful and confusing. Negative experiences in student teaching may cause some students to reconsider their choice of profession. Students may change their career goals after years of preparation because they feel overwhelmed by the responsibilities (e.g., behavior management, lesson/unit plan documentation, referrals, incident reports, attendance records) and goals (e.g., increasing time on task, evaluating learning, using various teaching styles) of teaching (Randall, 1992). They also may experience frustration because of failure to accomplish everything at once (Lawson, 1983; Randall, 1992) (Schilling, 1998).

In a recent study a rationale for providing and promoting support services for student and preservice teachers in colleges of education is presented. The

argument that providing such services will increase the levels of success among student and preservice teachers is built. This will offer them the duty of care that students themselves are increasingly expected to offer to their own students. Specifically, the most important components of the literature come together to formulate a framework for examining and promoting wellness among student teachers (Black-Branch, 1998).

Interviews with British student teachers in a study conducted by McNally (1997) examined the nature of support they received in school when making the transition from student to teacher. The success of the transition depended on experiencing various relational conditions, such as, being accepted by their mentor teacher and welcomed by other teachers. These relational conditions were largely determined by others, but which served as a crucial context for individual development (McNally, 1997).

Transition Issues-Skills

As the concept of transition is applied to the preparation for the classroom teaching experience, there are several interpersonal skills that have been identified in recent studies to assist the student teacher as they transition from the role of student to teacher. There are a number of stress factors that university students experience during their student teaching assignments. Although current supervision practices contribute to the acquisition and

improvement of teaching skills, other needs of the student teacher are often ignored (Schilling, 1998). As related by Sheets, the most intimidating situations may not be related to the amount of content knowledge acquired.

> When I walked into that room for the first time, I thought I'd never be able to figure out who was who. They all looked alike, especially the twins, Otis and Otris (Sheets, 1997).

Seeking to understand the stresses confronted by student teachers and the skills that need to be developed to handle these situations, it is helpful to acknowledge studies that identify the student teacher's progress through stages of professional developmental growth. These stages include: uncertainty/nervousness, acceptance/confirmation, autonomy, and affirmation. Continued support through each phase is essential to professional development. As programs seek to improve their effectiveness an awareness of the impact of each stage should be addressed (Anglin, 1995). Another study indicates that the process by which students become teachers is best understood as a rite of passage into the culture of teaching. By examining rites of separation, of transition, and of incorporation a complete support system can be formulated (Berman, 1994).

Both students in teacher education programs and experienced teachers lack some of the essential skills that

might make the challenges of teaching a bit easier to deal with as K. Hawkey (1995) points out that teachers must integrate public and personal knowledge in the complex task of learning to teach (176) (Slifkin, 1997).

Student teaching is a time not only to learn how to teach, but to learn how to successfully work in the world of schools. The university must prepare student teachers to recognize the complex nature of schools and the resistance they will almost inevitably encounter and learn to overcome it effectively (Croker, Wilder, 1999). This is an area in which further study is needed and teacher education programs are urged to incorporate support of this nature.

CHAPTER 3

METHOD

Introduction

The purpose of Chapter Three is to describe the quantitative methods used in conducting this study. These were dictated by the purpose of the study which was to analyze and document the effectiveness of the Transition Block component within the student teaching experience. Through use of the Conceptual Framework Progress Report both mentor teachers and university supervisors appraised the student teachers in classroom management, teacher instruction, and process/product indicators. Through use of the Student Teaching Program Evaluation the student teachers appraised the perceived effectiveness of the Transition Block in general, the Transition Block observations, and the Transition Block activities. In the following chapter, several components of this study are discussed. These include a description of the subjects selected for this study; the evaluation instruments used to test the dependent variable; and the design and procedure of the study.

Selection of Subjects

The following selection of subjects includes the criteria for student teaching and the semesters used for subject selection.

Criteria for Student Teaching

Each Fall and Spring semester senior students in this college of education's Professional Teacher Education program complete the student teaching requirement of their degree plan. The subjects for the study included students completing the student teaching experience during eight fall and spring semesters beginning Spring 1996 through Fall 1999. Although the subjects were different students each semester, there are several physical, geographic, socio-economic, and cultural characteristics within both the university and college statistics that are descriptively similar to allow for comparisons.

The subjects for each semester may initially be described in general terms based on university wide statistics. This higher education institution is a comprehensive, metropolitan institution classified as a regional university. It is a coeducational, multiethnic, multicultural institution serving both traditional and nontraditional students. The average student is 26 years of age, lives within a 36 mile radius of campus, maintains full time or part time employment while completing studies,is

classified at a middle class socio-economic level, and predominantly resides in a metropolitan area (Tyree, 1999).

Within the college of education all students entering the professional teacher education sequence must complete an application and meet the following requirements:

1. Completion of Pre-Professional Skills Test (PPST) with a pass rate in all three testing areas: reading, writing, and math.
   (The PPST may be waived if a grade point average of 3.0 has been achieved based on the completion of a minimum of 20 semester hours.)
2. Maintenance of a 2.50 overall grade point average
3. Maintenance of a 2.50 major discipline grade point average
4. Maintenance of a 2.50 professional teacher education coursework grade point average
5. Received a grade of C or better in all English coursework
6. Received a grade of C or better in all major coursework
7. Received a grade of C or better in all professional teacher education coursework
8. Completion of a minimum of 40 total coursework hours

As students progress through the professional teacher education sequence, the students must meet a final set of requirements prior to admission into the student teaching

component of the professional teacher education sequence. They must meet the following requirements prior to acceptance:

1. Maintenance of a 2.50 overall grade point average
2. Maintenance of a 2.50 major discipline grade point average
3. Maintenance of a 2.50 professional teacher education coursework grade point average
4. Received a grade of C or better in six hours of English
5. Received a grade of C or better in all major coursework
6. Received a grade of C or better in all professional teacher education coursework
7. Completion of three/fourths of major coursework
8. Completion of all methods coursework

The general and specific commonalties and correlations among student teachers in different semesters are identified to allow for comparison of subjects from multiple semesters.

Semesters Used for Subject Selection

Four consecutive semesters (Spring 1996, Fall 1996, Spring 1997, and Fall 1997) of student teachers without the Transition Block were selected as subjects. The student teaching requirement consisted of a 12-week, full day classroom teaching experience.

An additional four consecutive semesters (Spring 1998, Fall 1998, Spring 1999, and Fall 1999) of student teachers with the Transition Block were selected as subjects for comparison. The student teaching requirement consisted of a four week Transition Block component in addition to the 12-week, full day classroom teaching experience.

Selection of Raters

The selection of raters includes criteria for mentor teachers and criteria for university supervisors.

Mentor Teachers

The mentor teachers consist of public school teachers in elementary, middle/junior high, and high school. As a mentor teacher they have agreed to provide an opportunity for the student teacher to assume the responsibilities of a classroom teacher. The mentor teachers represent a diverse population and are employed in a variety of settings including metropolitan, suburban, and rural. Although the raters were different mentors each semester, there are several characteristics that are descriptively similar to allow for comparisons. The following characteristics remain constant:

1. Mentor schools participating each semester are identified as approved placement sites. The list of approved placement sites is comprised of 297

state-accredited schools all within a 30-mile radius of the campus. Each has agreed to form a partnership in the placement of student teachers.

2. Mentor teachers must have completed three years teaching experience.
3. Mentor teachers must be certified in the same discipline area as the student teacher.
4. Mentor teachers are given training in the supervision of student teachers each semester through procedural handbooks, checklists, and mailings.
5. Mentor teachers utilize the same evaluation instrument each semester.

University Supervisors

The university supervisors consist of full time faculty members in the college of education who have been assigned to the supervision of two to ten student teachers as a component of their responsibilities. Several departments are represented through supervision: Curriculum and Instruction, Professional Teacher Education, Art, Music, Oral Communications, and Foreign Language. University supervisors are assigned to student teachers based on their area of expertise. Although the raters were different university supervisors each semester, there are several characteristics that are descriptively similar to allow for comparisons. The following characteristics remain constant:

1. University supervisors are required to attend a three-hour training session prior to the initial supervision of student teachers.
2. University supervisors are required to attend a one-hour training session prior to the continued supervision of student teachers.
3. University supervisors are required to make five on-site visits at designated times.
4. University supervisors are assigned to student teachers in discipline areas in which they have had experience.
5. University supervisors utilize the same evaluation instrument each semester.

The sample for this study was the entire population of student teachers, mentor teachers, and university supervisors between the Spring 1996 and Fall 1999 semesters.

Research Instrumentation

This section deals with four components of the research instrumentation including the Conceptual Framework Progress Report, Student Teaching Program Evaluation, development, and field test.

Conceptual Framework Progress Report

This study was concerned with the performance of student teachers completing a professional teacher

preparation program utilizing a specific Conceptual Framework for Initial Teacher Preparation. Mentor teachers and university supervisors rated Spring 1996 through Fall 1999 student teachers' knowledge, skills, competencies and behavior in the classroom in the categories of classroom management, teacher instruction, process/product, and professional/personal adequacy using the Conceptual Framework Progress Report (See Appendix D). During the academic year of 1993-94, the instrument used in this study, (Conceptual Framework Progress Report), was developed specifically for student teachers as part of the Department of Professional Teacher Education's self-evaluation.

The CFPR consists of 41 items assessed on a three-point Likert-like scale (1 = Exceeds Expectations, 2 = Meets Expectations, and 3 = Needs Improvement). The conceptual framework indicators are stated as phrases and are drawn from the twenty indicators of the Oklahoma Minimum Criteria for Effective Teaching and Administrative Performance Indicators (1985) (see Appendix A).

The Oklahoma Education Reform Act of 1985 (H.B. 1466) mandated that the Oklahoma State Board of Education train 3,500 administrators in April of 1986 using 35 State Department of Education trainers during a two-day workshop for the purpose of evaluating Oklahoma teachers using the Oklahoma Minimum Criteria for Effective Teaching (1985). All school districts are required to use the criteria

established by the state in developing district teacher evaluation instruments.

The CFPR was field tested during the Spring 1994 semester with 350 student teachers.

> Content validity was assessed by an expert panel of Professional Teacher Education professors in addition to professors representing all college of education departments/disciplines. Internal consistency was determined with Cronbach's alpha to be .9507 and the standardized item alpha was .9561 (Green, 1995, p. 7).

These 0.9 plus coefficients demonstrate high internal consistency according to Cohen (1977).

Student Teaching Program Evaluation

This study was also concerned with the perceived effectiveness by student teachers completing the Transition Block as a component of the student teaching program utilizing a specific Student Teaching Program Evaluation.

Development

Student teachers rated the Spring 1997 through Fall 1999 Transition Block component in the subgroups: Transition Block general, Transition Block observations, and Transition Block activities using the Student Teaching Program Evaluation (see Appendix E). During the academic year of 1997-98, the instrument used in this study, Student Teaching Program Evaluation, was developed specifically for student teachers as part of the Department of Professional Teacher Education's self-evaluation.

The STPE consists of 27 items assessed on a five-point Likert-like scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree). The progress report items are stated as phrases and are associated with the five specific components of the student teaching program as outlined in the Professional Teacher Education Student Teaching Program (see Appendix F).

Field Test

The STPE was field tested during the Spring 1998, Fall 1998, and Spring, 1999 semesters with 1388 student teachers participating. Content validity was assessed by an expert panel of Professional Teacher Education professors in addition to professors representing all college of education departments/disciplines. The factorial validity was established for the STPE and it confirmed the instrument's conceptual structure as identified by the panel of experts. Internal consistency was determined with Cronbach's alpha to be .88 and the standardized item alpha was .88. These .88 plus coefficients demonstrate high internal consistency according to Cohen (1977).

Research Design and Procedures

This study was designed to document two approaches to the assessment of the Transition Block's effectiveness. These include the Conceptual Framework Progress Report and the Student Teaching Program Evaluation instruments.

Conceptual Framework Progress Report

One approach was to compare the competencies between the group of student teachers without the Transition Block component and the group of student teachers with the Transition Block component. The group of student teachers without the Transition Block consists of four consecutive semesters (Spring 1996, Fall 1996, Spring 1997, and Fall 1997) in which the student teaching requirement consisted of a 12- week, full day classroom teaching experience. The group of student teachers with the Transition Block consists of four consecutive semesters (Spring 1998, Fall 1998, Spring 1999, and Fall 1999) in which the student teaching requirement consisted of a four week Transition Block component in addition to the 12-week, full day classroom teaching experience. The Conceptual Framework Progress Report (CFPR) was used to measure the demonstration of acquired knowledge and skills as perceived by mentor teachers and university supervisors. The identity of the university supervisors and mentor teachers was not revealed to the researcher. The department secretary collects the Conceptual Framework Progress Reports; all identifiers and ratings are recorded anonymously.

Student Teaching Program Evaluation

The second approach was designed to describe the perception of the student teachers to support the findings

of the first two hypotheses. By utilizing the Student Teaching Program Evaluation (STPE) instrument student teachers appraise the effectiveness of the Transition Block component of the student teaching experience. The group of student teachers with the Transition Block consists of four consecutive semesters (Spring 1998, Fall 1998, Spring 1999, and Fall 1999) in which the student teaching requirement consisted of a four week Transition Block component in addition to the 12- week full day classroom teaching experience. The identity of the student teachers was not revealed to the researcher. The department secretary collects Student Teaching Program Evaluations; all identifiers and ratings are recorded anonymously.

Analysis of Data

This section deals with the analysis of data from the Conceptual Framework Progress Report and the Student Teaching Program Evaluation.

Conceptual Framework Progress Report

Conceptual Framework Progress Report data was analyzed to determine mean scores and standard deviation of the classroom management, teacher instruction, process/product indicator groups being examined for the semesters Spring 1996 to Fall 1999. Mean scores were determined for the rater group university supervisors.

A grouping factor was employed identifying four semesters without the Transition Block component and four semesters with the Transition Block component. The 30 indicators being assessd were scored in such a way that different answers are worth different number of points, e.g., 1, 2, or 3. A mean score was reported for each of the 30 indicators being assessd. The subscales score were also calculated within the indicator groupings: classroom management, teacher instruction, and process/product adequacy. The statistical package employed was a microcomputer statistical package (SPSS). All hypotheses were tested at the .05 significant level.

The previous analysis was also conducted for the mentor teachers.

Student Teaching Program Evaluation

Student Teaching Program Evaluation data was analyzed to determine mean scores and standard deviation of 23 of the 27 indicators being examined for the semesters Spring 1998 to Fall 1999. Mean scores were determined for the rater group student teachers.

The 23 indicators being assessed were scored in such a way that different answers were worth different number of points, e.g., 1, 2, 3, 4, 5, or N/A. A mean score was reported for each of the 23 indicators being assessed. The statistical package employed was a microcomputer statistical package (SPSS).

CHAPTER 4

PRESENTATION OF RESULTS

Introduction

This chapter presents the results of the study. The purpose of the study was to assess the effectiveness of a student teaching program in preparing future teachers. Specifically, this study assessed the effectiveness of the Transition Block component of a student teaching program in a higher education college of education in the southwest. The structure of the student teaching program was expanded from 12- weeks to 16 weeks by including a four-week Transition Block component that consisted of a variety of school involvements. The purpose of the Transition Block was to better prepare student teachers in three of the four competency areas identified in the Conceptual Framework for Initial Teacher Preparation in relation to the expectations for an entry-year teacher. The four competency areas identified in the framework are classroom management, teacher instruction, process/product, and professional/personal indicators. Classroom management, teacher instruction, and process/product were the competency areas evaluated in the scope of this study.

University supervisors and mentor teachers rated the student teachers in the categories of classroom management, teacher instruction, and process/product adequacy indicators upon completion of student teaching. A Conceptual Framework Progress Report was used as an instrument to measure the student teachers' competencies, e.g., exceeds expectations, meets expectations, or needs improvement. Mentor teachers' assessments of student teachers without the Transition Block were compared to assessments of student teachers with the Transition Block component.

Independent of the ratings of the university supervisors and the mentor teachers, the student teachers evaluated the effectiveness of the Transition Block through the use of the Student Teaching Program Evaluation (1998) (see Appendix E), an instrument designed for this purpose.

A research question focused on a percentage of students who experienced a positive attitude about their student teaching experience. Therefore, supporting evidence was provided via cumulative percentages based on the student teachers' perceived effectiveness of the Transition Block from the Student Teaching Program Evaluation.

Subjects for the study were student teachers from Spring 1996 to Fall 1999 semesters. Assessments of the mentor teachers and university supervisors were compared using the student teachers' mean scores on the Conceptual Framework Progress Report. Summary statistics are in narrative and tabular forms.

Testing of Hypotheses

Statistic analyses were conducted using SPSS for Windows in order to compare mean scores for the student teachers as appraised by the university supervisors and mentor teachers. Dependent variables included the Conceptual Framework indicators: classroom management, teacher instruction, and process/product adequacy.

The results are presented below by hypothesis. All hypotheses are tested at the 0.05 significant level.

Hypothesis 1

The first null hypothesis stated that there would be no significant differences between the Conceptual Framework Progress Report (CFPR) scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in classroom management, teacher instruction, and process/product indicators as appraised by mentor teachers.

The independent t-test was utilized for testing differences between the two independent groups: CFPR scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in subgroups of classroom management, teacher instruction, and process/product indicators as appraised by mentors teachers.

Appendix G, Table I, Mentor Teachers' Conceptual Framework Progress Report Mean Scores includes: the mean of CFPR scores without the Transition Block, standard deviation of CFPR scores without the Transition Block, mean of CFPR scores with the Transition Block, standard deviation of CFPR scores with the Transition Block, mean difference, t-value as assessed by the independent t-test ($p<.05$).

As shown in Appendix G, Table I, the CFPR mean score of all indicators without the Transition Block was 1.63; whereas, the CFPR mean score of all indicators with the Transition Block was 1.58. The independent t-test results show that the .04 difference between the means was statistically significant with a 2.57 t-value ($p< .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block as assessed by mentor teachers.

The CFPR mean score of the subgroup Classroom Management without the Transition Block was 1.55; whereas, the CFPR mean score of the subgroup Classroom Management with Transition Block was 1.41. The independent t-test results show that the .14 difference between the means was statistically significant with a 8.95 t-value ($p< .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the

Transition Block component in the classroom management subgroup as assessed by mentor teachers.

The CFPR mean score of the subgroup teacher instruction without the Transition Block was 1.57; whereas, the CFPR mean score of the subgroup teacher instruction with Transition Block was 1.48. The independent t-test results show that the .09 difference between the means was statistically significant with a 5.67 t-value ($p < .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block component in the teacher instruction subgroup as assessed by mentor teachers.

The CFPR mean score of the subgroup process/product without the Transition Block was 1.50; whereas, the CFPR mean score of the subgroup process/product with Transition Block was 1.43. The independent t-test results show that the .07 difference between the means was statistically significant with a 3.87 t-value ($p < .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block in the process/product subgroup as assessed by mentor teachers.

The comparison between the averages of the CFPR mean scores of individual indicators without the Transition Block and with the Transition Block as assessed by mentor teachers can be found in Appendix G, Table I. Of the 30 indicators

that were evaluated there were 15 individual indicators that showed a significant t-value. Indicators were primarily assessed by subgroups since scales are more reliable than items (Crocker & Algina, 1986).

Hypothesis 2

The second null hypothesis stated that there are no significant differences ($p < .05$) between the Conceptual Framework Progress Report (CFPR) scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in classroom management, teacher instruction, and process/product indicators as appraised by university supervisors.

The independent t-test was utilized for testing differences between the two independent groups: CFPR scores of student teachers without the Transition Block and the CFPR scores of student teachers with the Transition Block component in subgroups of classroom management, teacher instruction, and process/product indicators as appraised by mentors teachers.

Appendix G, Table II, University Supervisors' Conceptual Framework Progress Mean Report Scores includes: the mean of CFPR scores without the Transition Block, standard deviation of CFPR scores without the Transition Block, mean of CFPR scores with the Transition Block, standard deviation of CFPR scores with the Transition Block,

mean difference, t-value as assessed by the independent t-test ($p<.05$).

As shown in Appendix G, Table II, the CFPR mean score of all indicators without the Transition Block was 1.61; whereas, the CFPR mean score of all indicators with Transition Block was 1.53. The independent t-test results show that the .08 difference between the means was statistically significant with a 5.24 t-value ($p< .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block as assessed by university supervisors.

The CFPR mean score of the subgroup classroom management without the Transition Block was 1.53; whereas, the CFPR mean score of the subgroup classroom management with Transition Block was 1.32. The independent t-test results show that the .21 difference between the means was statistically significant with a 14.20 t-value ($p< .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block component in the classroom management subgroup as assessed by university supervisors.

The CFPR mean score of the subgroup teacher instruction without the Transition Block was 1.56; whereas, the CFPR mean score of the subgroup teacher instruction with Transition Block was 1.40. The independent t-test results

show that the .16 difference between the means was statistically significant with a 10.28 t-value ($p < .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block component in the teacher instruction subgroup as assessed by university supervisors.

The CFPR mean score of the subgroup process/product without the Transition Block was 1.50; whereas, the CFPR mean score of the subgroup process/product with Transition Block was 1.39. The independent t-test results show that the .10 difference between the means was statistically significant with a 5.91 t-value ($p < .05$); therefore, the null hypothesis was rejected with the assessment of the Transition Block CPFR scores being significantly higher than the CFPR scores without the Transition Block component in the process/product subgroup as assessed by university supervisors.

The comparison between the averages of the CFPR scores of individual indicators without the Transition Block and with the Transition Block as assessed by university supervisors can be found in Appendix G, Table II. Of the 30 indicators that were evaluated there were 21 individual indicators that showed a t-value that was significant. Indicators were primarily assessed by subgroups since scales are more reliable than items (Crocker & Algina, 1986).

Research Question

The research question asked if the four-week Transition Block influenced the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, and process/product based on perceived effectiveness as appraised by the student teacher utilizing the Student Teaching Program Evaluation (STPE) instrument. The research question was designed to describe the perception of the student teachers to support the findings of the first two hypotheses through descriptive means.

Individual indicators, as listed in Appendix G, Table III, shows the STPR frequency percentages assessed on a five-point Likert-like scale (1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree). The STPR cumulative percentage of the strongly agree and agree responses showed an acceptance level that ranged from 48.0 to 75.7.

As shown in Appendix G, Table IV, the STPE cumulative percentage for the strongly agree and agree responses for the Transition Block general subgroup scale was 63.0. Each component of the Transition Block was evaluated independently to determine the perceived effectiveness. The STPE cumulative percentages for the strongly agree and agree responses for the Transition Block meetings subgroup was

64.0, interviews was 67.4, activities was 65.8, and observations was 70.6.

Within each subgroup of the Transition Block there was a further assessment made in four areas. The student teachers rated each subgroup based on its benefits in preparation for the teaching block, sufficient options in order to complete the requirements, sufficient time to complete the involvements, and development of an understanding of the subgroup being assessed. Appendix G, Table V shows a summary percentage of those who strongly agree and agree to be 53.2 in the category beneficial in preparation to teach, 72.5 in sufficient options, 70.0 in sufficient time, and 68.6 in understanding of teaching methods.

In summary, the two null hypotheses and the one research question of the study focused on the difference between student teaching without the Transition Block component and student teaching with the Transition Block as assessed by the mentor teachers and university supervisors utilizing the Conceptual Framework Progress Report and assessed by student teachers using the Student Teaching Program Evaluation. All data were analyzed by t-test procedures and the level of confidence was set at .05.

The analysis indicated significant differences ($p<.05$) on both of the null hypotheses. The null hypothesis relating to change in the CFPR scores for student teachers as assessed by mentor teachers was rejected, indicating a

positive change between groups. Additionally, the null hypothesis relating to change in the CFPR scores for student teachers as assessed by university supervisor was rejected, indicating a positive change between groups. The research question relating to perceived effectiveness by the student teachers assessed through STPE scores was found to have a positive rating by the majority of the responders.

The statistical findings provide support for the objectives of this study. In short, the analyses indicated that the Transition Block component was effective at increasing CFPR scores as assessed by both mentor teachers and university supervisors. This was further supported by the student teachers' responses through STPR scores indicating positive perception of the Transition Block.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The purpose of this study was to assess the effectiveness of a student teaching program in preparing future teachers. Specifically, this study assessed the effectiveness of the Transition Block component of a student teaching program in a higher education college of education in the southwest. The structure of the student teaching program was modified to include a four-week Transition Block that consisted of a variety of school involvements. The purpose of the Transition Block was to better prepare student teachers in three of the four competency areas in relation to the expectations for an entry-year teacher. The four competency areas are classroom management, teacher instruction, process/product, and professional/personal indicators. Classroom management, teacher instruction, and process/product are the competency areas evaluated in this study.

Upon completion of the student teaching experience student teachers were rated in the areas of classroom management, teacher instruction, process/product, and professional/personal adequacies in public school settings

by university supervisors and mentor teachers. The appraisal was based on a National Council of Accreditation for Teacher Education (NCATE) approved Conceptual Framework Progress Report (1996) (see Appendix D). This specific conceptual framework represents competency indicators in relation to the expectations for an entry-year teacher. The perceived effectiveness of the Transition Block was appraised by the student teachers through the use of Student Teaching Program Evaluation, which was designed for this purpose.

The analysis of the literature relative to the purpose of the study presented multiple obstacles and complexities involved in effectively preparing student teachers. As an example, Martinez calls attention to the complexities of the expectation to bring diverse and sometimes conflicting knowledge about effective teaching to immediate use with the classroom learners (Martinez, 1998). The studies reviewed report changes being made in structural areas concerning content and length while recognizing transitional issues relating to conflict. However, a component such as the one investigated in this study is not currently being utilized in any other known professional teacher education program.

Subjects

The subjects for the study included students completing the student teaching experience during eight semesters beginning Spring 1996 through Fall 1999. Four consecutive

semesters (Spring 1996, Fall 1996, Spring 1997, and Fall 1997) of student teachers without the Transition Block component were selected as subjects. An additional four consecutive semesters (Spring 1998, Fall 1998, Spring 1999, and Fall 1999) of student teachers with the Transition Block component were selected as subjects for comparison. The corresponding mentor teachers and university supervisors were selected as raters.

The CFPR evaluations were distributed and collected at the end of each semester. CFPR scores between groups were analyzed to compare means and standard deviation of the classroom management, teacher instruction, and process/product indicator subgroups being examined. All questions were responded to on a five point Likert-like scale with 1 indicating strongly agrees and 5 indicating strongly disagree. All evaluation results were analyzed anonymously.

The specific null hypotheses posited for testing in this study were as follows:

Hypothesis 1

There are no significant differences between the Conceptual Framework Progress Report (CFPR) scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in classroom management, teacher

instruction, and process/product indicators as appraised by mentor teachers.

The first null hypothesis dealt with changes in CFPR scores between student teachers without the Transition Block component and those with the Transition Block as assessed by mentor teachers. The t-test analysis indicated significant differences at the .05 level of confidence. The mean rating of all indicators was 1.63 without the Transition Block and was 1.58 with the addition of the Transition Block. Therefore, the first null hypothesis was rejected.

In other words, the data indicated a significant increase in the CFPR subgroup scores which reflected the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, and process/product indicators. Of the 30 indicators that were evaluated there were 15 individual indicators that showed a significant t-value.

Hypothesis 2

There are no significant differences between the Conceptual Framework Progress Report (CFPR) scores of student teachers without the Transition Block component and the CFPR scores of student teachers with the Transition Block component in classroom management, teacher instruction, and process/product indicators as appraised by university supervisors.

The second null hypothesis dealt with changes in CFPR scores between student teachers without the Transition Block component and those with the Transition Block as assessed by university supervisors. The t-test analysis indicated significant differences at the .05 level of confidence. The mean rating of all indicators was 1.61 without the Transition Block and was 1.53 with the addition of the Transition Block. Therefore, the second null hypothesis was rejected. The data indicated a significant increase in the CFPR subgroup scores which reflect the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, and process/product indicators. Of the 30 indicators that were evaluated there were 21 individual indicators that showed a t-value that was significant.

Research Question

The research question was designed to describe the perception of the student teachers to support the findings of the first two hypotheses through descriptive means. The question dealt with changes in STPE scores assessed by student teachers with the Transition component. The frequency percentage rating of all indicators was 66. In other words, the data indicated a positive perceived effectiveness of the Transition Block by a majority of the students.

The analysis of the data collected relative to the principal objectives of the study indicated significant differences between groups without the Transition Block and with the Transition Block component. Additional support was found in the positive ratings of the Transition Block by student teachers, as it was perceived to be effective by 66 percent of those participating in the study.

Conclusions

The four-week Transition Block positively influenced the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher in classroom management, teacher instruction, and process/product based on a conceptual framework as appraised by the mentor teacher and the university supervisor.

In addition, the four-week Transition Block positively influenced the student teachers' classroom application of the competencies they have been taught in relation to expectations for an entry-year teacher as appraised by the student teacher utilizing the Student Teaching Program Evaluation instrument.

It is interesting to note that the student teachers rated the subgroup Transition Block observations as the most positive in preparing them to teach with a frequency percentage of 64.9. Even though the other subgroups were positively rated between 65.4 and 75.1 in frequency

percentages relating to developing an understanding of school meetings, interviews, and activities, the frequency ratings ranged from 48.0 to 64.9 in identifying these experiences as being beneficial in preparation to teach. Recognizing the lack of reciprocal frequency percentages for the same subgroups indicates that although the activities, meetings, and interviews were beneficial for developing a better understanding of each involvement, the student teachers did not rate them as high when considering their benefits in preparation for teaching.

This indicates that the experiences within the Transition Block component affected the student teachers' evaluations positively by showing a significant increase in scores and were perceived as a positive influence by the students themselves. There is still a need to provide further support and assistance in constructing involvements that prepare students for the teaching experience, not only as assessed by the evaluation instrument, but also as perceived by the student teachers.

However, based on the positive ratings the Transition Block component received as determined by student teachers, mentor teachers, and university supervisors there is substantial justification for continued use at the institution involved in this study. The findings derived from this study may have practical implications and potential benefits by other institutions.

Recommendations for Further Study

The purpose of this study was to assess the effectiveness of a student teaching program in preparing future teachers. By specifically examining the evaluations of two groups of student teachers, those without the Transition Block component and those with the Transition Block. The following recommendations for further research are proposed:

1. Investigate and compare the assessments of the mentor teachers as compared to the university supervisors as this was beyond the parameters of this study.
2. The Transition Block component could be implemented at another professional teacher education program and the study replicated. Comparisons could be done among the different universities' student teachers.
3. A study of the different disciplines represented within the student teaching population could be determined and analyzed to assess differences.
4. Using the Conceptual Framework Progress Report instrument, a follow up study of the student teachers that participated in the investigation should be done during their first year of teaching to compare their ratings with those reported in this dissertation.

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Appendix A

OKLAHOMA MINIMUM CRITERIA FOR EFFECTIVE TEACHING

Preparation-The teacher plans for delivery of the lesson relative to short-term and long-term goals.

Routine-The teacher uses minimum class time for non-instructional routines, thus maximizing time on task.

Discipline-The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).

Learning Environment-The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.

Establishes Objectives-The teacher communicates the instructional objectives to the students.

Stresses Sequence-The teacher shows how the present topic is related to those topics that have been taught or that will be taught.

Stresses Sequence-The teacher shows how the present topic is related to those that have been taught or that will be taught.

Relates Objectives-The teacher relates subject topics to existing student experiences.

Involves All Learners-The teacher uses signaled responses, questioning techniques and /or guided practices to involve all students.

Explains Content-The teacher teaches the objectives through a variety of methods.

Explains Directions-The teacher gives directions that are clearly stated and related to the learning objectives.

Models-The teacher demonstrates the desired skills.

Monitors-The teacher checks to determine if students are progressing toward stated objectives.

Adjusts Based Monitoring-The teacher changes instruction based on the results of monitoring.

Guides Practice-The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.

Provides for Independent Practice-The teacher requires students to practice newly learned skills without the direct supervision of the teacher.

Establishes Closure-The teacher summarizes and fits into context what has been taught.

Lesson Plans-The teacher writes daily lesson plans designed to achieve the identified objectives.

Student Files-The teacher maintains a written record of student progress.

Grading Patterns-The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

Student Achievement-Students demonstrates mastery of the stated objectives through projects, daily assignments, performance and test scores.

Appendix B

NCATE CONCEPTUAL FRAMEWORK PRINCIPLES

Standard I.A

Conceptual Framework

The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Indicators:

I.A.1 The conceptual framework is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

- The framework is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students.
- The framework includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation.

- The framework reflects multicultural and global perspectives which permeate all programs.
- The framework and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.

I.A.2 Coherence exists between the conceptual framework and student outcomes, courses, field experiences, instruction, and evaluation.

- Courses in general, content, professional and pedagogical, and integrative studies complement one another and are consistent with the conceptual framework.
- Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework

I.A.3 The unit engages in regular and systematic evaluations (including, but not limited to information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these results to foster student achievement through the modification and improvement of the conceptual framework and programs.

Appendix C

Conceptual Framework for Initial Teacher Preparation

Statement of Purpose: The Department of Professional Teacher Education provides the core pedagogy for all UCO education programs. Since the sequence of course work supports all specialties from Early Childhood through secondary content specialties, the conceptual framework must be sufficiently inclusive to allow for the diversity an dynamic natures of the various area's own unique conceptual frameworks. Additionally, the state of Oklahoma utilizes a model based on the effective teaching research as the basis for evaluation of all teachers. The Sub-committee of the Professional Sequence Curriculum Committee recommends a conceptual framework which can provide a foundation to meet the diversity of programs and can prepare students to enter successfully the profession of education.

Program Objective: Upon completion of the professional teacher education sequence, the teacher candidate has acquired knowledge and demonstrated experience in the following: classroom management, instructional performance, process/product, professionalism, and foundations and policy knowledge.

Upon completion of the Professional Teacher Education sequence, the teacher candidate.

I. Classroom Management Indicators

1. PREPARATION: plans for the delivery of the lesson.
2. ROUTINE: minimizes non-instructional routines thus maximizing time on task.
3. DISCIPLINE: maintains appropriate classroom behavior:
   a. clearly defines expected student behavior and consequences for misbehavior
   b. facilitates and encourages positive student actions
   c. discourages negative student actions
4. CLIMATE: creates a climate conducive to learning which is developmentally appropriate, process/task driven, and ensures student safety.
5. TECHNOLOGY: appropriately uses a variety of instructional technologies as tools to enhance teaching and learning.
6. COMMUNICATION: incorporates a variety of communication skills, including reading & writing skills, across the curriculum.
7. SPECIAL NEEDS: effectively individualizes instruction as needed for students with special challenges.
8. DIVERSITY: meaningfully includes all students in the educational process, exhibiting both knowledge of and sensitivity to possible differences reflected the diversity of the global society.

II. Instructional Performance Indicators

9. FOCUS: focuses attention and develops readiness for the lesson.
10. OBJECTIVES: communicates instructional objectives and

articulates the what and why of the lesson.

11. SEQUENCING: shows how the present topic relates to those topics that have been taught or will be taught.
12. LESSON RELEVANCY: relates lesson to student experiences.
13. INTERACTIVE STRATEGIES: uses effective grouping decisions, questioning, & cueing techniques to involve all learners.
14. METHODS: uses a variety of instructional methods that address the needs of the individual within a diverse and global society.
15. TECHNOLOGY: provides developmentally appropriate opportunities for students to use and to understand technology.
16. DIRECTIONS: provides clear directions which relate to the lesson objectives.
17. MODELING: demonstrates the developmentally appropriate attitudes and/or skills, and presents examples of a product or a process.
18. MONITORING: monitors students' progression toward achievement of the objectives.
19. ADJUSTMENT: adjusts, modifies, and/or reteaches based upon monitoring of student progress.
20. GUIDED PRACTICE: allows the learner to perform the task while being supervised by the teacher.
21. CLOSURE: summarizes and fits into context what has been taught, actively involving the student.
22. INDEPENDENT PRACTICE: provides opportunities for

indepnedent practice of skills without direct supervision of the teacher.

III. Process/Product Indicators

23. LESSON PLANS: designs daily lesson plans that provide integrated learning experiences which achieve the objectives.
24. RECORDS: maintains accurate, well organized records of student progress.
25. EVALUATION: utilizes valid evaluation procedures communicated to the student.
26. ASSESSMENT: utilizes multiple assessments to diagnose needs and to measure student achievement.
27. MATERIALS: prepares a variety of instructional materials.
28. PERSPECTIVES: provides for diverse, global perspectives throughout the curriculum.

IV. Professionalism Indicators

29. SCHOOL and COMMUNITY: utilizes a broad referral base within the school system and community:
    a. knows when, how & with whom to confer regarding student needs
    b. establishes a network with parents
    c. knows how and when to draw on community resources
30. ROLE AWARENESS: recognizes and differentiates among the appropriate roles and responsibilities of students, teachers, administrators, support staff, and parents.
31. COOPERATION AND COMMUNICATION: communicates verbally and

nonverbally to foster collaboration and cooperation:

a. effectively works as an ethical member of the educational team

b. utilizes methods of conflict resolution and demonstrates a basic understanding of group processes

c. produces effective written and oral communication

32. PROFESSIONAL DEVELOPMENT: participates in educational activities which contribute to student and/or faculty development.

33. APPLIED THINKING: exhibits critical thinking and problem solving skills in all areas of educational practices.

34. REFLECTIVE PRACTICE: reflects on own teaching and its effect on student progress and learning.

V. Foundations and Policy Knowledge Indicators

35. SOCIOLOGICAL: exhibits knowledge and understanding of the sociological bases and issues in American education

36. HISTORY: exhibits knowledge and understanding of the historical bases and issues in American education.

37. POLITICAL: exhibits knowledge and understanding of the political issues in American education.

38. PHILOSOPHY: exhibits knowledge and understanding of the philosophical, ethical, and moral dimensions in American education.

39. LEGAL: exhibits knowledge and understanding of the legal cases and diversity issues in American education.

40. COMPARATIVE ISSUES: exhibits knowledge and understanding of globalization, multicultural, and diversity issues of

American education.

41. CAREER ISSUES: exhibits knowledge and understanding of certification, accreditation, licensure, and job related activities.

Appendix D

CONCEPTUAL FRAMEWORK PROGRESS REPORT

INSTRUCTIONS: Please mark each of the below according to the candidate's behavior in relation to expectations for an entry year teacher. Use the scale below and darken the lettered circle corresponding with the question number on the left side of this sheet.

A= Exceeds Expectations

B= Meets Expectations

C= Needs Improvement

D= Not Observed

Classroom Management Indicators

1. PREPARATION: plans for the delivery of the lesson.
2. ROUTINE: minimizes non-instructional routines thus maximizing time on task.
3. DISCIPLINE: maintains appropriate classroom behavior:
   a. clearly defines expected student behavior and consequences for misbehavior
   b. facilitates and encourages positive student actions
   c. discourages negative student actions
4. CLIMATE: creates a climate conducive to learning which is developmentally appropriate, process/task driven, and ensures student safety.
5. TECHNOLOGY: appropriately uses a variety of instructional technologies as tools to enhance teaching and learning.
6. COMMUNICATION: incorporates a variety of communication

skills, including reading & writing skills, across the curriculum.

7. SPECIAL NEEDS: effectively individualizes instruction as needed for students with special challenges.
8. DIVERSITY: meaningfully includes all students in the educational process, exhibiting both knowledge of and sensitivity to possible differences reflected the diversity of the global society.

Instructional Performance Indicators

9. FOCUS: focuses attention and develops readiness for the lesson.
10. OBJECTIVES: communicates instructional objectives and articulates the what and why of the lesson.
11. SEQUENCING: shows how the present topic relates to those topics that have been taught or will be taught.
12. LESSON RELEVANCY: relates lesson to student experiences.
13. INTERACTIVE STRATEGIES: uses effective grouping decisions, questioning, & cueing techniques to involve all learners.
14. METHODS: uses a variety of instructional methods that address the needs of the individual within a diverse and global society.
15. TECHNOLOGY: provides developmentally appropriate opportunities for students to use and to understand technology.
16. DIRECTIONS: provides clear directions which relate to the lesson objectives.

17. MODELING: demonstrates the developmentally appropriate attitudes and/or skills, and presents examples of a product or a process.
18. MONITORING: monitors students' progression toward achievement of the objectives.
19. ADJUSTMENT: adjusts, modifies, and/or reteaches based upon monitoring of student progress.
20. GUIDED PRACTICE: allows the learner to perform the task while being supervised by the teacher.
21. CLOSURE: summarizes and fits into context what has been taught, actively involving the student.
22. INDEPENDENT PRACTICE: provides opportunities for independent practice of skills without direct supervision of the teacher.

Process/Product Indicators

23. LESSON PLANS: designs daily lesson plans that provide integrated learning experiences which achieve the objectives.
24. RECORDS: maintains accurate, well organized records of student progress.
25. EVALUATION: utilizes valid evaluation procedures communicated to the student.
26. ASSESSMENT: utilizes multiple assessments to diagnose needs and to measure student achievement.
27. MATERIALS: prepares a variety of instructional materials.

Professional and Personal Adequacy

28. Responds well to supervision
29. Maintains appropriate grooming, dress, posture
30. Maintains punctual and regular attendance
31. Relates well with students
32. Exemplifies responsible and mature behavior
33. Cooperation and Communication: Communicates verbally and nonverbally to foster collaboration and cooperation
    a. Effectively works as an ethical member of the educational team
    b. Utilizes methods of conflict resolution and demonstrates a basic understanding of group processes
    c. Produces effective written and oral communication
34. Applied Thinking: Exhibits critical thinking and problem solving skills in all areas of educational practices
35. Reflective Practice: Reflects on own teaching and its effect on student progress and learning

Appendix E

STUDENT TEACHING PROGRAM EVALUATION

Please circle your responses to the following items:

1=Strongly Agree

2=Agree

3=Neutral

4=Disagree

5=Strongly Disagree

1. TRANSITION BLOCK-GENERAL

a. Overall the Transition Block was beneficial in preparation for the teaching block.

b. Overall the Transition Block had sufficient options in order to complete the requirements.

c. Overall sufficient time was allotted to complete the involvements.

d. Overall the Transition Block developed an understanding of the school community.

2. TRANSITION BLOCK-MEETINGS

a. I believe the meetings were beneficial in preparation for the teaching block.

b. There were sufficient options in order to complete the requirements.

c. There was sufficient time allotted to complete the meetings.

d. The meetings developed an understanding of the purpose of school meetings.

3. TRANSITION BLOCK-INTERVIEWS

a. I believe the interviews were beneficial in preparation for the teaching block.

b. There were sufficient options in order to complete the requirements.

c. There was sufficient time allotted to complete the interviews.

d. The interviews developed an understanding of the roles of different individuals.

4. TRANSITION BLOCK-ACTIVITIES

a. I believe the activities were beneficial in preparation for the teaching block.

b. There were sufficient options in order to complete the requirements.

c. There was sufficient time allotted to complete the activities.

d. The activities developed an understanding of the activities and duties in the school.

5. TRANSITION BLOCK-OBSERVATIONS

a. I believe the observations were beneficial in preparation for the teaching block.

b. There were sufficient options in order to complete the requirements.

c. There was sufficient time allotted to complete the observations.

d. The observations developed an understanding of the various teaching methods.

6. TRANSITIONAL BLOCK-ON CAMPUS MAJOR MEETINGS

a. I believe the on-campus major meetings were beneficial.

b. The content was appropriate to my major/degree.

c. The alternate assignments were appropriate and beneficial.

7. TEACHING BLOCK

a. I believe the teaching block(s) was beneficial in preparation for the teaching profession.

b. There were sufficient classroom experiences to support effective teaching.

c. There was sufficient time allotted to complete the teaching unit developed.

d. The teaching block prepared the student teacher to be an effective teacher.

The Step Up To Student Teaching Handbook was beneficial.

The Student Teaching Handbook was beneficial.

My position is

My major degree certification is

Overall the UCO Student Teaching Program is beneficial.

Comments and suggestions for improving the student teaching program

Appendix F

Professional Teacher Education

Student Teaching Program

A. Observations (10 required)
   1. ***mentor/reflective
   2. ***mentor/resourceful
   3. ***mentor/responsive
   4. classroom configurations/team teaching
   5. classroom configurations/self-contained
   6. classroom configurations/open concept
   7. classroom configurations/pull-out program
   8. classroom configurations/special education program
   9. classroom configurations/gifted & talented program
   10. classroom configurations/multi-age classrooms
   11. effective teaching/grade level above mentor
   12. effective teaching /grade level below mentor
   13. effective teaching /different discipline
   14. effective teaching /fine arts (vocal music, band, visual art)
   15. effective teaching /foreign languages
   16. effective teaching /elective classroom

B. Activities (7 required)
   1. ***printing & duplication materials/resources
   2. ***learn school handbook/procedures
   3. ***create substitute folder
   4. design a bulletin board
   5. shadow a student
   6. attend a professional conference
   7. attend extracurricular school activities
   8. attend a PTA/PTO/PTSA meeting
   9. interview Media Center Director
   10. record a videotape of student teacher teaching

C. Meetings (3 required)
   1. ***faculty meeting
   2. grade level conference
   3. school board meetings
   4. parent-teacher conference
   5. individualized educational plan meeting
   6. departmental meeting
   7. interdisciplinary team meeting

C. Interviews (3 required)
   1. ***media center director
   2. school counselor

3. school nurse
4. athletic coach
5. academic coach
6. extracurricular coach
7. school activities director
8. custodial staff
9. parent association officer/member
10. business partner
11. special education director/coordinator
12. school secretary
13. school principal

D. Major Meetings
   1. meet with individual disciplines once each week for four weeks during the Transition Block component

*** required involvements

Appendix G

Table I

Mentor Teachers' Conceptual Framework Progress Report Mean Scores

INDICATOR	Mean W/O TB	SD	Mean W/ TB	SD	MEAN DIF.	t-value p<.05, t test	2-tail Sig
CLASSROOM MANAGEMENT	1.55	.399	1.41	.385	.1388	8.95	.000
1 Preparation	1.49	.579	1.49	.594	.0042	.18	.855
2 Routine	1.62	.583	1.62	.572	.0020	-.09	.930
3 Clarify Expectations	1.71	.604	1.73	.644	-.0262	-.81	.420
4 Encourage Positive	1.55	.570	1.62	.611	-.0737	-3.16	.002
5 Discourage Negative	1.66	.593	1.56	.592	.0955	3.98	.000
6 Climate	1.56	.556	1.57	.590	-.0089	-.39	.694
7 Technology	1.63	.548	1.56	.542	.0761	3.40	.001
8 Communication	1.61	.525	1.56	.548	.0546	2.43	.015
9 Special Needs	1.64	.539	1.57	.527	.0774	3.51	.000
10 Diversity	1.59	.524	1.55	.561	.0345	1.58	.115
TEACHER INSTRUCTION	1.57	.405	1.48	.418	.0919	5.67	.000
11 Focus	1.57	.581	1.55	.563	.0163	.72	.473
12 Objectives	1.64	.581	1.61	.595	.0357	1.53	.127
13 Sequencing	1.69	.544	1.64	.573	.0536	2.42	.016
14 Lesson Relevancy	1.65	.543	1.63	.563	.0136	.62	.538
15 Interactive Strategies	1.64	.563	1.60	.577	.0406	1.72	.085
16 Methods	1.65	.538	1.59	.564	.0551	2.44	.015
17 Technology	1.72	.491	1.62	.534	.0970	4.16	.000
18 Directions	1.59	.581	1.62	.549	.0314	-1.31	.189
19 Modeling	1.57	.555	1.56	.572	.0081	.36	.717
20 Monitoring	1.56	.542	1.54	.562	.0233	1.07	.285
21 Adjustment	1.64	.552	1.52	.550	.1169	5.26	.000
22 Guided Practice	1.54	.520	1.54	.556	.0057	.27	.790
23 Closure	1.71	.568	1.56	.559	.1494	6.68	.000
24 Independent Practice	1.60	.513	1.61	.556	-.0053	-.25	.804
PROCESS/PRODUCT	1.50	.450	1.43	.457	.0694	3.87	.000
25 Lesson Plans	1.50	.577	1.53	.554	.0289	-1.27	.206
26 Records	1.63	.557	1.53	.588	.0924	3.80	.000
27 Evaluation	1.67	.511	1.59	.542	.0876	3.98	.000
28 Assessment	1.71	.519	1.62	.538	.0936	4.28	.000
29 Materials	1.54	.571	1.58	.554	-.0466	-2.03	.042
30 Perspectives	1.71	.493	1.56	.547	.1591	7.42	.000
SUMMARY OF ALL INDICATORS	1.63	.401	1.58	.409	.0409	2.57	.010

See full text of indicators on Appendix D.

Appendix G

Table II

University Supervisors' Conceptual Framework Progress Report Mean Scores

INDICATOR	Mean W/O TB	SD	Mean W/ TB	SD	MEAN DIF.	t-value p<.05, t test	2-tail Sig
CLASSROOM MANAGEMENT	1.53	.388	1.32	.375	.2132	14.20	.000
1 Preparation	1.43	.553	1.35	.509	.0809	3.84	.000
2 Routine	1.60	.563	1.50	.531	.0965	4.45	.000
3 Clarify Expectations	1.67	.585	1.60	.558	.0762	2.60	.009
4 Encourage Positive	1.51	.562	1.52	.562	-.0130	-.59	.557
5 Discourage Negative	1.62	.574	1.50	.540	.1222	5.41	.000
6 Climate	1.50	.539	1.52	.543	-.0117	-.55	.584
7 Technology	1.67	.525	1.49	.531	.1779	8.12	.000
8 Communication	1.62	.536	1.58	.530	.0473	2.07	.039
9 Special Needs	1.68	.528	1.56	.514	.1195	5.51	.000
10 Diversity	1.61	.516	1.57	.515	.0483	2.27	.023
TEACHER INSTRUCTION	1.56	.394	1.40	.391	.1585	10.28	.000
11 Focus	1.52	.566	1.50	.523	.0228	1.05	.294
12 Objectives	1.60	.572	1.49	.539	.1119	5.09	.000
13 Sequencing	1.66	.544	1.54	.547	.1150	5.32	.000
14 Lesson Relevancy	1.63	.541	1.52	.540	.1058	4.92	.000
15 Interactive Strategies	1.61	.563	1.52	.546	.0959	4.19	.000
16 Methods	1.65	.547	1.53	.527	.1176	5.31	.000
17 Technology	1.73	.482	1.59	.520	.1344	5.66	.000
18 Directions	1.55	.569	1.51	.522	.0346	1.48	.139
19 Modeling	1.51	.552	1.48	.531	.0256	1.19	.234
20 Monitoring	1.53	.536	1.47	.519	.0609	2.92	.004
21 Adjustment	1.64	.558	1.51	.524	.1241	5.70	.000
22 Guided Practice	1.53	.506	1.53	.516	.0010	-.05	.961
23 Closure	1.71	.559	1.57	.528	.1407	6.51	.000
24 Independent Practice	1.60	.507	1.62	.523	-.0210	-1.03	.305
PROCESS/PRODUCT	1.50	.443	1.39	.431	.1018	5.91	.000
25 Lesson Plans	1.47	.570	1.47	.532	-.0011	-.05	.962
26 Records	1.65	.542	1.47	.533	.1890	8.46	.000
27 Evaluation	1.69	.496	1.60	.518	.0840	4.00	.000
28 Assessment	1.72	.492	1.60	.516	.1136	5.40	.000
29 Materials	1.54	.566	1.54	.529	-.0018	-.08	.934
30 Perspectives	1.74	.483	1.55	.524	.1884	8.96	.000
SUMMARY OF ALL INDICATORS	1.61	.383	1.53	.389	.0793	5.24	.000

See full text of indicators on Appendix D.

Appendix G

Table III

Student Teaching Progress Report Frequency Percentages

Assessed by Student Teachers

	SA	A	N	D	SD	Cumulative % SA & A
TB General						
1a beneficial in prep. to teach	14.1	36.7	19.1	21.1	8.4	50.9
1b sufficient options	17.8	50.7	16.6	10.6	3.7	68.6
1c sufficient time	24.0	43.1	14.4	13.4	4.7	67.1
1d understanding of school community	23.2	42.2	18.5	10.9	4.7	65.4
TB Meetings						
2a beneficial in prep. to teaching	14.8	36.0	23.9	18.0	6.9	50.7
2b sufficient options	17.3	53.5	15.8	9.4	3.5	70.8
2c sufficient time	19.6	49.3	13.1	13.9	3.7	68.8
2d understanding of school meetings	19.6	46.0	22.0	7.9	4.0	65.6
TB Interviews						
3a beneficial in prep. to teaching	15.5	32.5	22.7	21.4	7.4	48.0
3b sufficient options	22.5	51.7	15.6	8.7	1.0	74.3
3c sufficient time	22.2	50.1	13.8	10.6	2.7	72.3
3d understanding of school roles	24.0	51.1	13.3	5.1	3.0	75.1
TB Activities						
4a beneficial in prep. to teaching	15.1	38.0	22.0	17.5	6.9	53.1
4b sufficient options	19.3	53.7	15.3	8.4	2.7	73.0
4c sufficient time	20.8	48.4	15.1	11.9	3.2	69.2
4d understanding of school activities	18.7	49.1	16.0	11.5	4.2	67.8
TB Observations						
5a beneficial in prep. to teaching	19.8	45.0	16.3	12.6	5.7	64.9
5b sufficient options	23.3	52.5	15.6	4.7	3.5	75.7
5c sufficient time	22.8	49.6	12.7	9.7	4.5	72.5
5d understanding of teaching methods	23.2	46.1	16.5	9.7	4.0	69.3

Appendix G

Table IV

Student Teaching Progress Report Percent Averages

Assessed by Student Teachers

	SA	A	Cumulative % SA & A	Average % of SA & A
TB General				**63.0**
1a beneficial in prep. to teach	14.1	36.7	50.9	
1b sufficient options	17.8	50.7	68.6	
1c sufficient time	24.0	43.1	67.1	
1d understanding of school community	23.2	42.2	65.4	
TB Meetings				**64.0**
2a beneficial in prep. to teaching	14.8	36.0	50.7	
2b sufficient options	17.3	53.5	70.8	
2c sufficient time	19.6	49.3	68.8	
2d understanding of school meetings	19.6	46.0	65.6	
TB Interviews				**67.4**
3a beneficial in prep. to teaching	15.5	32.5	48.0	
3b sufficient options	22.5	51.7	74.3	
3c sufficient time	22.2	50.1	72.3	
3d understanding of school roles	24.0	51.1	75.1	
TB Activities				**65.8**
4a beneficial in prep. to teaching	15.1	38.0	53.1	
4b sufficient options	19.3	53.7	73.0	
4c sufficient time	20.8	48.4	69.2	
4d understanding of school activities	18.7	49.1	67.8	
TB Observations				**70.6**
5a beneficial in prep. to teaching	19.8	45.0	64.9	
5b sufficient options	23.3	52.5	75.7	
5c sufficient time	22.8	49.6	72.5	
5d understanding of teaching methods	23.2	46.1	69.3	
TB All subgroups				**66.0**

Appendix G

Table V

Student Teaching Progress Summary Percentage

Assessed by Student Teachers

	General Cumulative % SA & A	Meetings Cumulative % SA & A	Interviews Cumulative % SA & A	Activities Cumulative % SA & A	Observations Cumulative % SA & A	Average of Cumulative % SA & A
SUMMARIES						
Beneficial in preparation to teach	50.9	50.7	48.0	53.1	64.9	**53.2**
Sufficient options	68.6	70.8	74.3	73.0	75.7	**72.5**
Sufficient time	67.1	68.8	72.3	69.2	72.5	**70.0**
Understanding of school	65.4	65.6	75.1	67.8	69.3	**68.6**

Appendix H

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: November 4, 1999 IRB #: ED-00-175

Proposal Title: "EVALUATION OF THE TRANSITION BLOCK WITHIN THE STUDENT TEACHING EXPERIENCE"

Principal Investigator(s): William Segall
Dana Owens

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:

Carol Olson, Director of University Research Compliance

November 4, 1999
Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Dana Vee Owens

Candidate for the Degree of

Doctor of Education

Thesis: EVALUATION OF THE TRANSITION BLOCK COMPONENT WITHIN THE STUDENT TEACHING EXPERIENCE

Major Field: Curriculum and Instruction in Education

Biographical:

Personal Data: Born in Norman, Oklahoma, November 24, 1954, the daughter of Mr. and Mrs. H. R. Hughes, Jr.

Education: Graduated from Western Heights High School, Oklahoma City, Oklahoma, 1973; received Bachelor of Science in Chemistry Education, from Northeastern State University, Tahlequah, Oklahoma, May, 1979; received Master of Science in Secondary Administration, from the University of Central Oklahoma, July, 1995;received Doctor of Education, Oklahoma State University, Stillwater, Oklahoma, July, 2000.

Experience: Classroom Teacher, Muldrow High School, Muldrow, Oklahoma, 1979-84; Classroom Teacher, Sequoyah Middle School, Edmond, OK, 1984-95; Director of Instructional Technology, University of Central Oklahoma, Edmond, OK, 1995-present; Director of Student Teaching, University of Central Oklahoma, Edmond, OK, 1997-2000, Center for Teaching Excellence, University of Central Oklahoma, Edmond, OK, 2000-present.

Professional Organizations: Kappa Delta Phi; Oklahoma Association for Supervision & Curriculum Development; Oklahoma Association for Teacher Education; Oklahoma Distance Learning Association; Oklahoma TechMasters Association; Oklahoma Technology Administrators; American Association of College Teacher Educators; American Teacher Educators.