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A Descriptive Study of an Alternative Process of "Learning-To-Teach"

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A DESCRIPTIVE STUDY OF AN ALTERNATIVE

PROCESS OF "LEARNING-TO-TEACH"

by

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requirements for the degree of

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in
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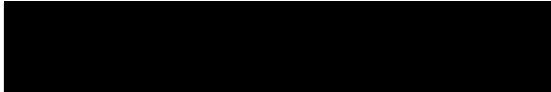
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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

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AN ABSTRACT OF THE DISSERTATION OF Nancy Terry Nagel

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        The purpose of this study was to examine the

"learning-to-teach" process in an alternative teacher

education program.   Three research questions were addressed

to probe the "learning-to-teach" process: 1. To what

sources do the interns attribute learning and use of

specific teaching behaviors and skills? 2. What are the professional concerns of interns, and are there changes in concerns as they progress through the field experience? 3. How do interns assess themselves as they progress through the field experience, and what is the rationale of the assessment?

Qualitative research allows the study of subjects in the natural setting, and enables emergent findings to be utilized in directing the focus of the study. Integrating qualitative and quantitative data strengthened the description of "learning-to-teach" in this study. Research methods included use of multiple collections of data from observations, interviews, and questionnaires with the intensive subjects, and questionnaires with the general sample of subjects. A descriptive analysis approach was utilized to present and discuss the findings. The intensive sample of subjects included six interns enrolled in the Cooperative Teacher Education Program (CPEP) at Portland State University, with a general sample of twenty-two CPEP interns providing additional data.

Interns reported multiple sources of influence on their teaching behavior. Exposure to multiple "models" of teaching in conjuction with application during the field experience provided interns with the opportunity to analyize, synthesize, and integrate these ideas into their personal teaching.

Professional concerns of CPEP interns followed the pattern of concerns reported by student teachers in traditional programs. Extending the field experience did not cause the interns to move to concerns-with-students at a faster rate. Concerns-with-self must be addressed and resolved before preservice teachers can move to concerns-with-students.

Interns reported the self-assessment process enabled them to evaluate and improve their teaching. Teaching preservice teachers to assess their instruction and the purpose and use of this assessment, enhances professional growth. Preservice teachers can learn to reflect upon their teaching, and use this information to improve future instruction.

These conclusions lead to the recommendation of incorporating reflection of "models" of teaching, professional concerns, and self-assessment of teaching in teacher education curriculum. Preparing "reflective" teachers facilitates professional movement beyond "survival" and "imitation". Reflective teachers advance to the level of making instructional decisions based on careful considerations of beliefs and knowledge, and create personal "models" of teaching.

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CHAPTER I

INTRODUCTION

RATIONALE FOR STUDY

This study examines the "learning-to-teach" process
during the field experience in order to contribute to
teacher education policy and program development. It
provides critical information in advance of initiation of
major program changes. According to Zeichner (1984), the
unsatisfactory state of the knowledge of field experience is
a result of inadequate exploration of the interrelationship
between student teacher and the field experience
environment. Careful descriptions of programs are needed
before attempting to alter existing practice (Koehler,
1985). The findings of this research add to the knowledge
used in reform decisions in teacher education.

In 1983, A Nation at Risk (National Commission of
Excellence in Education) informed the public about the state
of schooling in America. With statements such as, "the
educational foundations of our sociey are presently being
eroded by a rising tide of mediocrity that threatens our
very future as a Nation and a people" (p. 5), included in
this publication, the public soon grew alarmed over the
reported state of the schools. In response to the findings

in the report, demands for reform in education were
initiated. Teacher education was not immune to these calls
for reform, and the criticism that had focused on education
has now shifted to teacher education (Warren, 1985). The
idea that teacher education should be changed is not novel.
Despite changes occurring through the last two centuries,
teacher education has retained an essence of low opinion.
During the last forty years, the strength of the focus of
attention on reform in education and teacher education has
varied considerably, often according to the level of
national economic and social stability.

The Holmes Group and the Carnegie Task Force are two of
several groups with current agendas promoting change in
teacher education. Both of these groups agree that teacher
education needs to be dramatically changed (Keppel, 1986),
to include reform ideas such as eliminating undergraduate
education degrees and a restructuring of the certification
requirements. Before instituting major change in teacher
education programs, a close and careful examination of
existing programs is warranted. Change in education
programs should do more than satisfy an urge for action or
reaction. Studying the history and research on teaching,
teacher education and teachers provides a resource useful in
developing change strategies to build effective teacher
education programs (Warren, 1985).

PURPOSE OF STUDY

The purpose of this study was to examine the
"learning-to-teach" process of interns enrolled in the
Cooperative Professional Education Program (CPEP) at
Portland State University. The following questions were
addressed:

1. To what sources do the interns attribute learning
and use of specific teaching behaviors and skills?

2. What are the professional concerns of the interns,
and are there changes in concerns as they progress through
the field experience?

3. How do interns assess themselves as they progress
through the experience, and what is the rationale of the
assessment?

The preceding questions provide the organizing
framework for this study, and are focused on the interns'
behaviors and thoughts occurring during the process of
"learning-to-teach." The answers to these questions will
create a comprehensive, holistic portrayal of processes
occurring during the field experience.

SIGNIFICANCE OF THE STUDY

A major result of this study was knowledge gained about the
process of becoming a teacher, learned through the field
experience from the view of the intern. This information

was useful in designing and structuring field experiences more effectively. Since field experiences are the major commonality of teacher education programs, information derived from this study is useful in evaluating existing programs, as well as facilitate in the development of new programs.

Knowledge gained from reported sources of influence on interns' teaching behaviors and skills benefits developers of teacher education programs. For example, if interns frequently attribute source of teaching influence to skills gained through concurrent seminars, this information could assist in determing components of a teacher education program.

Many studies look at pre- and post-test results of the field experience, yet do not explain the process of learning-to-teach (Zeichner, 1984). Employing qualitative techniques in this study provided rich, descriptive data about the field experience process. Tabachnick & Zeichner (1984) find few researchers have studied the process of events occurring during the field experience, and conclude the "actions and interactions of student teachers _during_ the experience" should be a focus of study. Through a descriptive examination of various processes occurring during the field experience, a comprehensive picture emerges, which increases the understanding of the event of

"learning-to-teach", thus enabling educators to make wise decisions affecting the education of teachers.

METHODOLOGY

A qualitative research approach was deemed the appropriate choice of method, in order to allow the most significant information relating to the study of the field experience to be presented. Zeichner (1980) states that the constructivist approaches to research (e.g., participant observation, case study and ethnography) allow findings related to the field experience to emerge, and offer a method for understanding the process of becoming a teacher. Techniques used in this study included participant observation, interviews, and questionnaires.

The intensive sample consisted of 6 interns enrolled in the Cooperative Professional Education Program (CPEP) at Portland State University. This program (CPEP) is an alternative teacher education program, which includes a year-long field placement and concurrent weekly seminars focused on methods course content and topics pertinent to current educational issues and research in teacher education. Another feature of CPEP is the collaborative program development and responsibilities assumed between two local school districts and the university. In addition to the 6 interns who supplied the major data for the study, 16

additional interns in the CPEP program completed questionnaires.

Observations were conducted at the school site of each of the 6 interns in the intensive sample. Data were collected during each observation in addition to interviews following the observation. Interns completed four questionnaires for 1 week each month from January through May. The questions focused on teaching behaviors, skills, and self assessment of the teaching. Monthly questionnaires were completed by the general sample (22 interns) relating to teaching concerns. Combining these data created a descriptive analysis of the field experience process.

Data analysis included organizing, interpreting, and making sense of the collected material. A coding system was developed to sort the data. The data from the observations were coded according to the sources of influence on teaching and terminology used in the self assessments. The teaching concerns were coded and sorted into appropriate catagories. This information was analyzed and interpreted to produce the findings of this study.

SUMMARY

This study was a response to the reform proposals. It provides the kind of process and data currently absent in the teacher education literature; such data are critical to the analysis that must precede reform. The purpose of the

study was to examine the actual "learning-to-teach" process within the context of the field experience. Qualitative methods were used to investigate what is occurring during the "learning-to-teach" process, with quantitative data added to create additional support and description. Finally, the significance of this study was to address relevant questions and provide essential information needed in reviewing and revising teacher education policies and programs.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

This chapter reviews the current knowledge emerging from
research and development literature on teacher education and
field experiences. To provide a rationale for this work, a
discussion of specific critical information missing in the
existing field experience literature is presented. In
addition, an examination of the functions of qualitative
research and descriptive studies, and the relation of these
methods to the purpose and questions in this study is
included. This study provides a description of the field
experience and attends to research currently absent in the
literature. It also responds to concerns emerging from the
current teacher education literature base.

TEACHER EDUCATION

Reform Issues

National interest in the subject of education has
alternately intensified and waned since the introduction of
public education. Currently, teacher education is a focus
of public attention and criticism, with calls for reform
coming from within and outside the profession (Egbert, 1985;

Joyce & Clift, 1984). "The graduates, current students, faculty, and administrators generate at least as much fury toward teacher education as do the politicians, pundits, and serious scholars who reside outside it" (Joyce & Clift, 1984, p. 5). On the national level, the well-publicized National Commission on Educations's report, A Nation at Risk (National Commission of Excellence in Education, 1983) addresses numerous concerns about the relationship of education to the future advancement of our country. In international comparisons of student achievement on 19 academic tests, American students never placed first, and were last seven times (National Commission on Excellence in Education, 1983). With dramatic findings of the steady decline in student achievement in American schools or half the population of gifted students is not achieving at the tested tested ability level (National Commission on Excellence in Education, 1983), concern about the quality of education increases.

According to Hall and Hord, (1981) teacher education receives increased criticism in relation to the decline in student achievement. In order to increase the quality of education for students in schools, the quality of teacher preparation must be addressed. Findings of this study yield implications for the quality issues.

Reform Agenda

Current suggestions and proposals for change in teacher education range from abolishment of an undergraduate degree in education to closer cooperation between the universities and school districts in the education of teachers, and to the development of a National Board for Professional Teaching Standards (Carnegie Forum on Education and the Economy, 1986; Goodlad, 1984; Holmes Group Report, 1986). National reports published by groups including the National Commission on Excellence in Education, the Education Commission of the States, the Holmes Group and the Carnegie Foundation for the Advancement of Teaching, have addressed certification requirements, length and type of teacher preparation program requirements. Voices within the profession raise caution, however, that substantial changes must be preceded by examinations of existing practices. This study contributes to the recommended scrutiny in advance of major changes by conducting a descriptive examination of some teacher education practices.

Teacher Education Research

In reviewing the current knowledge base in teacher education, Schalock (1983) finds the situation essentially without tradition when it comes to teacher education research. Others who have reviewed the literature reach similar conclusions (Denemark & MacDonald, 1967; Peck &

Tucker, 1973). Curriculum and program requirements for teacher education tend to be based on "hunches" and political biases instead of research findings. Koehler (1985) characterizes current teacher education literature as "fragmented, particularistic and often cutting corners." Schalock (1983) concludes that teacher education research does not have an influential history, and in addition has received limited emphasis due to the focus in research on teacher effectiveness during the last ten years. Although the teacher effectiveness research is significant in providing important information in education, within the field of teacher education remain many unanswered questions.

According to Koehler (1985), research is needed that assists in conceptualizing the relationship between teacher education and teaching practice in order to provide information useful in developing goals and objectives that have the potential to improve teaching. Studying the prospective teacher during the process of learning to teach may provide essential information for reforming teacher education. Howey (1983) recommends that further research is needed to more completely describe what is occurring, why this is occurring, and to better assess the effects of these efforts. This study responded to Howey and other teacher educators' proposals.

Strengthening existing programs and providing answers to the questions and problems in education is a major

purpose for educational research. Finding answers to questions about how best to educate teachers for tomorrow, may also yield answers in the realm of improving education in the schools. Research to learn more about the preparation of teachers in turn affects the quality of education children receive (Schalock, 1983). This study examined the field experience and added descriptive information to the teacher education research base.

FIELD EXPERIENCES

Prominence of Field Experiences

Teacher education programs and practices vary widely, with field experiences representing the sole commonality. When examining teacher education programs at over 1,200 colleges and universities, Egbert (1985) denoted classroom experience as a "given" in each teacher education program. The number and type of required courses and course content vary, along with the portions of the teacher education program designated as inside the school of education or in other departments, but all programs require a field placement. In The Education of American Teachers, James Conant (1963) describes student teaching as "the one indisputably essential element" (p. 142) in the professional teacher preparation.

A common assumption that field experiences are "necessary and useful components" in teacher education

programs is held by educators, laypeople and students (Joyce, Yarger & Howey, 1977). In examining the rationale for requiring the field experience, the belief most teacher education programs promote is that field experiences are "worthwhile" (Applegate & Lasley, 1982). From the students' perspective, field experiences are valuable and provide an opportunity to be involved in the "real" world of teaching (Ryan, et al., 1980). Silberman (1971) noted the "strongest proponents of teaching practice are preservice teachers " (p. 451). Peck and Tucker (1973) report both college students and experienced teachers rate the field experience as the most important part of the teacher education program. In reviewing diaries of beginning teachers, Lortie (1975) found experienced teachers stressed the importance of field experience for learning the practical and useful classroom skills.

In the current educational reform literature, both the Holmes Group and the Carnegie Task Force recognize that the field experience, along with the first years of teaching, are the most effective preparation for learning to teach (Keppel, 1986). The Carnegie Task Force recommendation includes a minimum of one year of field-based preparation in the teacher education program.

Haberman (1983) describes student teaching as "the heart and mind of teacher preparation" (p. 105), and emphasizes the value of understanding its development in

order to gain the entire perspective of the professional development of teachers. As numerous studies cite the critical importance of the field experience in learning to teach, it becomes clearer why there is a need for further research to expand the current knowledge base in teacher education. This study addressed the concern about the lack of information in the field experience, by conducting an examination of the "learning-to-teach" process.

A comprehensive study of field experiences was conducted by Griffin, et al., (1983), based on the rationale that the "persistence and pervasiveness of the expressed belief that student teaching is the most beneficial component of the teacher education program suggests the need to better understand it" (p. 3). The sample included 93 student teachers, 87 cooperating teachers, and 17 university supervisors. Both qualitative and quantitative data were collected through the use of observations, interviews, questionnaires and numerous instruments. Subjects were also asked to record a journal, during this period. The major findings revealed that cooperating teachers wanted to teach the student teachers about specific tasks of instruction, a major concern for the student teachers was their personal relationship with the cooperating teacher, and the cooperating teacher dominated the supervisory communication with the student teachers. One of the numerous conclusions derived from the study is that the existing knowledge of

schooling has made little impact on the student teaching practice. Questions were raised about influences and ideological concerns on the student teacher. This study of the CPEP interns "learning-to-teach" addressed these questions by describing concerns and influences on internsduring the field experience.

Field Experience Concerns

A contrasting view related to the impact of the field experience questions the continuation of the practice in its present form (Popkewitz, 1977; Sanders, 1974). Most of the criticism is focused on the conservative nature of the schools, and whether the field experience is merely promoting the assimilation of the student teacher into the world of existing beliefs and convictions in education (Salzillo & Van Fleet, 1977). Zeichner (1978) calls for additional research to "probe into the subtle processes" of the field experience, in order to answer questions about the contrasting views of the impact and influence of the field experience. In addition, Zeichner recommends using the proposed studies as a basis for improvements in field experiences.

In response to the question of the impact of the field experience, Tabachnick and Zeichner (1984) examined the role field experience plays in the development of the teacher. Thirteen student teachers enrolled in a elementary student

teaching program were the subjects for this study. The data collection consisted of interviews with student teachers, supervisors and cooperating teachers, observations of the teaching and student teacher conferences, and administration of the Teacher Belief Inventory (TBI). The TBI attempts to assess student teacher beliefs and perspectives. Data analysis involved developing individual profiles for the thirteen student teachers. The results indicate the student teachers continue to expand upon their personal beliefs held when beginning the field experience. Thus, the influences exerted by others did not significantly alter the preexisting beliefs. Tabachnick and Zeichner call for further investigation on the impact of the field experience on the development of teachers, utilizing research designs that examine the "actions and interactions of student teachers" during the experience. The methodology in this study responded to Tabachnick and Zeichners' request for research designs appropriate for examining the dynamics of the field experience.

Major Influences

Cooperating Teachers. Existing research on field experiences reveals several sources of significant influences on the student teacher during the field experience. First, the cooperating teacher has more influence over the student teacher than college supervisors

or other sources of influence (Friebus, 1977; Karmos & Jacko, 1977; Seperson & Joyce, 1973; Yee, 1969). Friebus (1977) describes the trend of field experience literature as the assessment or investigation of the influence of the cooperating teacher. Haberman (1983) concludes his literature review with the belief that the cooperating teacher has the greatest influence on future skills and teaching styles.

University Supervisor. Zimpher, deVoss and Nott (1980) conducted a descriptive study including three student teachers, three cooperating teachers and one university supervisor. Data consisted of interviews, observations and written documentation occurring during the field experience. The findings of this study describe the forms of influence attributed to the University supervisor. The specific roles of the supervisor included setting the goals and expectations for the student-teaching experience, establishing a sequence for field experience activities, providing useful criticism, increasing communication and introducing concepts and ideas that might have been dismissed as impractical by the cooperating teacher or student teacher. The supervisor's role provides essential elements in the field experience, yet many of these functions (ie., the teaching of concepts and principles) are more covert, thus less measurable than the specific teaching behaviors observed in a classroom.

Another study assessing the influence of the supervisor was conducted by Lipton and Lesser (1978), who concluded not only that the supervisor's influence is minimal, but possibly negative, impeding the student teacher's progress. Due to the relatively minor influence of the university supervisor in comparison with that of the cooperating teacher Patty (1973) recommends elimination of the university supervisor position. Again, conflicting findings address the need for further study into the process of the field experience.

Student Teacher Background. Veldman (1970) conducted a study examining the role of the student teacher's personality in relation to the development of an individual teaching style. Fifty-five student teachers were compared to their cooperating teacher by pupil perceptions evaluated with the use of the Pupil Observation Survey Report. The result of the study found no "evidence that cooperating teachers influence the behavior of their student teacher appreciably" (p. 167). Lortie (1975) argues that biography (or what student teachers bring with them to the field experience) is the major element in determining their socialization as student teachers. According to Lortie, the development of teaching skills and behaviors is a result of the internalization of the many hours the student teacher spent in a classroom observing teacher behavior. Silvernail and Costello (1983) support this belief with data

from a study conducted with 60 elementary education students
enrolled in field experiences. Three instruments were
administered both pre- and post-field experience. The
results indicate major influences in teacher development
occur prior to formal training, with a recommendation by
Silvernail and Costello that field experiences "need greater
scrutiny and study prior to the institution of massive
changes in teacher preparation programs" (p. 32).

Seminars. In reviewing the research conducted on
seminars in the preparation of teachers, seminars have been
described as situations where students have the opportunity
to relate educational theory into practice, solve problems,
and discuss the field experience, thus developing more
insights into their role as a teacher (eg., Combs, Blume,
Newman & Wass, 1978; Feiman, 1979; Sarason, Davidson &
Blatt, 1962; Zeichner, 1981). Goodman (1983) designed a
case study to explore the purpose and meaning of the
seminar, examining and exploring the role the seminar played
in an elementary education teacher program. The sample
consisted of five seminar groups, each with 20 to 30
randomly assigned students. Observations and interviews
were the two major methods of collecting information, with
the purpose established to discover what actually happened
in the seminar meetings, and to ascertain the function of
the seminar in teacher education (Goodman, 1983). The
findings of the study indicated there are three major

functions of seminars during the field experience. The
first function is the liberalizing role. Seminar leaders
presented a more "liberal view" of education than the public
school setting and often suggested alternatives to the
present educational practices. The second function of
seminar was to collaborate with the field experience setting
through addressing immediate classroom concerns. Student
teachers often discussed skills and techniques useful in
helping each other in their field experience. The
collaborative function tended to dominate the seminar
experience. The third function of seminar was to provide a
setting for inquiry about educational issues. These seminar
sessions would center on critical thinking related to
teaching, children, education and schools. Discussions on
the "meaning" of the field experience or the value of
individualized instruction are examples of topics occurring
during an "inquiry" seminar. Goodman concludes if we desire
to "educate" prospective teachers, instead of "training"
them in the existing structure of schooling, seminars
provide a setting where the relationship between theory and
practice can be explored and questioned, allowing students
to analyze and evaluate educational practices.

A major focus of this study was to assess and describe
the reported influences on the interns' teaching behaviors
and ideas during the field experience. These findings

contribute to the research base of influences on student

teachers and interns while learning to teach.

Field Experience Research Critique

Field Experience Research Base. In assessing the
methodology of the studies of field experiences, Popkewitz,
Tabachnik, & Zeichner (1979) found most studies "rely almost
entirely on the pre- and post-administration of
questionnaires and surveys (self-reports) for data" (p. 12).
Due to the types of studies conducted, many of the important
issues related to the field experience have been ignored.
The restricted focus of these studies is associated with the
concensus regarding the present limits of the field
experience knowledge base. Zeichner (1984) argues that the
current research base in field experiences is limited due to
the neglect of studies to focus on the "complex, dynamic,
multidimensional nature of the settings and people" (p. 3),
and future research must utilize methods that explore the
processes of field experiences as they evolve over time. A
similar suggestion was made by Davies and Amershap (1969),

> A review of the research leaves one with a great
> feeling of urgency to expediate the study of student
> teaching; given its ascribed importance in teacher
> education, it is alarming to find so little systemic
> resarch related to it. Discussion and descriptive
> reports are plentiful, but comprehensive basic study
> of the processes involved is lacking. Studies of what
> really happens to the student teacher are vital (p.
> 1384).

This overview of the state of research on field experiences is similar to findings by Sarason, Davidson, and Blatt, (1962), Howey (1977) and more recently Griffin, et al., (1983). The research methods of the proposed study are designed to provide comprehensive information of "what really happens" during the field experience.

Haberman (1983) characterizes the study and research related to student teaching as "meager, diverse, and trivial."

> . . . . the often trivial nature of this research
> is a function of the fact that those who do an
> occasional study are unfamiliar with the basic nature
> of student teaching and regard it as _teaching_ behavior
> rather than _learning_ behavior (p. 98).

Haberman (1983) also addresses the paucity of research on the content of student teaching, concluding that the current knowledge base is not derived from research. While studies have examined segments of the field experience, Zeichner (1984) finds the purpose and content of the field experience remain obscure.

Field Experience Research Methodology. Existing studies have rarely looked at the process or interrelated dynamics of the field experience. They have not reported the complex interactions that occur during the field experience. Few insights into the influence or change which occurs during the field experience have been derived from existing studies (Zeichner, 1984). In addition, Howey (1983) finds that decisions about student teaching rarely

stem from research findings. A possible reason for such
lack of impact is the existence of weak and irrelevant
research data. Methodological flaws, poor direction, and
inappropriate questions may also contribute to the lack of
credibility. The task of future research then is to examine
and describe the processes which characterize field
experiences. Alternative methodological approaches have
been recommended to yield a more complete and comprehensive
picture of field experiences. For these reasons this study
examined the actions and interactions of interns during the
field experience, providing a descriptive, holistic view of
understanding the process of becoming a teacher.

REVIEW OF LITERATURE RELATED TO STUDY'S METHODOLOGY

Qualitative Research in Education

The purpose and questions in this study required
indepth, descriptive data. The following section reviews
literature relevant to qualitative research in education,
discuss the characteristics of qualitative methodology and
relate these characteristics to the questions posed in this
study. In addition, the rationale for adding quantitative
data to strengthen the study's descriptive findings is
discussed.

Understanding the context and meaning of situations
from the perspective of the people (human behavior) in the
study is a goal of qualitative research. Human behavior is

significantly influenced by the setting in which it occurs.

Thus. studying the subjects while in the setting allows data

about the interactions and actions of behavior to emerge

(Wilson, 1977). Therefore, the researcher goes to the site

and collects data through direct contact with the people

interacting in their setting, utilizing naturalistic

approaches with a minimal amount of interference from the

researcher. Bogdan and Biklen (1982) consider participant

observation and in-depth interviewing as "the best known

representatives of qualitative research." Qualitative

research embraces many different research strategies and

techniques. yet all share similar functions. Terms such as

rich, descriptive, indepth, holistic, and comprehensive are

used in defining the techniques and findings in qualiltative

research. Another similarity found in qualitative research

designs is the role of the researcher, who is the main

"instrument" in the study. and must work at becoming aware

of the perspectives of the subjects (Wilson, 1977).

"Constructivist" approaches (e.g., participant

observation and ethnography) in education research encourage

the data and information to emerge over the course of the

study, producing a more thorough and accurate description.

Magoon (1977) defines the constructivist approach as

"descriptive and interpretive" in explaining the compexitity

of human behavior. Descriptions resulting from on-site

observations, interviews, open-ended questionnaires provide

more complete knowledge of human behavior and facilitate interpretation of program impact, in order to assist in developing policies and programs.

The use of qualitative research in education has recently begun to be recognized as a viable research method, producing important and interesting information that may be unobtainable through the use of traditional quantitative methods (Scriven, 1972). Beginning in the late sixties and extending into the seventies, federal funding was allocated to qualitative studies of schools. Research in education has now reached the point where both quantitative and qualitative research methods are acceptable and important.

Qualitative Research Characteristics

Although there exists great diversity in the qualitative approach to research, there are common characteristics that help define qualitative research. Listed below are the five characteristics developed by Bogden and Biklen (1982), with an explanation of how each characteristic relates to the intent of this study:

1. The natural setting is the source of data, and the researcher is the key instrument. In studying interns and field experiences, the school, classroom, and the workplace of the intern is the data collection site. There is no artificial laboratory, as information is collected in the field. In order to understand the process of the field

experience, the context of the process can be best understood in the setting where it occurs. Thus, participant observation and interviewing on site are data collection methods utilized in this study. Zeichner (1984) views direct observations of field experiences necessary to understanding the nature and quality of the experience, as well as essential in increasing the usefulness of the research findings.

2. The data collected is in the form of words, hence is descriptive. When relating the process of the field experience, a descriptive study yields much more information. The basic function of the researcher is description; the richest, fullest, most comprehensive description (Rogers, 1984). It is very difficult to tell the story of the field experience through numbers only. Thus, a descriptive study utilizing both qualitative and quantitative methods became the method of choice to use in studying and disseminating the findings regarding the process of the field experience.

3. Process is the major concern of the investigation, rather than outcomes or products. When a researcher is interested in finding out the how or why of a situation, employing qualitative techniques to tell the meaning of the change is essential. Teaching and learning are ongoing processes, therefore a comprehensive study of what really happens in the field experience (process) will be conducted

with qualitative methods. Zeichner (1978) concludes that the lack of a research base in the field experience literature is related to the absence of descriptive studies examining the field experience process as it evolves over a period of time.

4. The focus of the study is not entirely predetermined before entering the field. Qualitative researchers allow some of the theory to develop as the research progresses. Data collection and analysis are structured to allow for emergent issues to develop throughout the study. Zeichner (1980) recommends the use of participant observation, case study, and ethnography techniques in studying field experiences as they enable the pursuit of emergent phenomena and offers a means of understanding the process of becoming a teacher. Tabachnick (1981) states that the process of field experiences will include "unanticipated as well as anticipated" events, and in order to understand teacher development, the researcher must examine "the evolution of the event". This study has three basic questions creating the framework for the research focus and direction. Concurrently, the relevance of importance and inclusion of essential findings and implications will be formed as the study advances.

5. The search for meaning is a central concern to a qualitative researcher. In examining the field experience through the observations, interviews and journal of the

participants, meaning will be constructed. The perspective
of the intern is essential to the development of the meaning
in the field experience process.

> "Relatively few researchers have actually examined
> what takes place during the experience itself and how
> professional life is interpreted and acted upon as
> students participate in its ongoing affairs. . . the
> actions and interactions of student teachers during
> the experience must be treated as problematic if we
> are to understand the impact of student teaching upon
> prospective teachers" (Tabachnick & Zeichner, 1984, p.
> 29).

In summary, all five preceding characteristics of
qualitative methodology form the research design in this
study; through use of the natural setting as the data
source, examining and describing the process of the field
experience, analyzing the data inductively and pursuing the
search for the meaning (i.e.,"participants' perspective",
Bogdan & Biklen, 1982) of the field experience.

Methodology Literature Review Summary

The three questions in this study provide the
organization for the research design and data analysis.
While qualitative research is the major research method,
quantitative findings are included. The addition of
quantitative data strengthens the description of the field
experience processes, and provides another source in
answering the questions of this study. This methodology
enables the purpose (examining the field experience portion
of the learning to teach process) and questions of the study

to be appropriately addressed. The three questions in the study inquired about influences on intern's teaching behavior, intern's teaching concerns, and self-assessment. Answers to these questions were sought through collection and analysis of qualitative and quantitative data to allow a comprehensive, holistic picture of the field experience to emerge. (Cruickshank & Armaline, 1986; Hall & Hord, 1981; Zeichner, 1984).

SUMMARY

This chapter reviewed the current teacher education and field experience literature, and found that the most persistent theme emerging from this review related to field experiences is the call for further research. Much of the existing research base contains contradictory findings. Existing studies of field experiences have not presented information that describes the complex processes and interactions occurring during "learning-to-teach". This study provides descriptions and data that are absent in the field experience literature. Applying qualitative research techniques along with collecting quantitative data enables the process and interactions occurring within the field experience process to emerge. The use of qualitative methodology in this study creates a rich description of the field experience. Observations, interviews and questionnaires will be utilized to gain insights into the

"learning-to-teach" process, and build an indepth
description.

Careful examination of existing teacher education
programs is necessary before initiating changes. In
response to the national calls for reform in teacher
education, this study proposes to address relevant questions
to provide information essential to shaping future field
placement policies and program development.

CHAPTER III

METHODOLOGY

INTRODUCTION

This chapter is a presentation of the research design
in the study, along with the purpose and rationale for
selecting this research methodology. The discussion
includes a specific description of the study context, with
an overview of the teacher education program. Further, this
chapter describes each data collection procedure, with a
description of subjects specific to each procedure,
instrumentation and data analysis included within the
appropriate data collection procedure. Finally,
reliability, limitations, and a chapter summary are
provided.

RESEARCH DESIGN

Schatzman and Strauss (1970) suggest that an inquiry
method is well-chosen when the design is logically
consistent with the study's questions, and when the design
adapts to the individual characteristics of the thing or
event being examined. The match between the focus and
questions in the study and the research design must be
congruent in order to produce valuable and accurate

information. For these reasons, this research design
utilizes multiple methods. Integrating qualitative and
quantitative methods is an appropriate response to this
study's questions.

This descriptive research design is built on a loosely
stuctured plan. The framework is developed from the
specific research questions directing the focus of the
study. The questions serve as the advance organizer for
determining the data collection procedures, categorizing the
data, data analysis and presentation of the findings. Data
collection and ongoing data analysis affected the questions
and procedures. The study itself created directions
therefore structuring the research (Bogdan & Biklen, 1982).
The design in this study was also built upon theoretical
concepts such as; collecting descriptive data is essential,
on-site observation is necessary, and meaning and process of
the field experience must be explored in order to understand
the "learning to teach" process. Data collection techniques
included participant observation, interviews, and open-ended
questionnaires. Design decisions were made continuously
through the study due to the dynamic interaction of the data
collection, data analysis, and emergent findings in the
study. The constant-comparative method described by Glaser
(1978) contains elements adopted in this study. Glaser
describes the steps as the following:

1. Begin collecting data

2.   Look for key issues, recurrent events, or activities in the data that become categories of focus.

3.   Collect data that provide many incidents of the categries of focus with an eye to seeing the diversity of the dimensions under the categories.

4.   Write about the categories being explored, attempting to describe and account for all the incidents in data while continually searching for new incidents.

5.   Work with the data and emerging model to discover basic social processes and relationships.

6.   Engage in sampling, coding, and writing as the analysis focuses on the core categories (Glaser, 1978). These procedures occur simultaneously, creating a dynamic interactive method.

Combining the qualitative and quantitative findings create a mixed-method research study, resulting in data that strengthen the description.   Integration of quantitative data with the qualitative data allows the construction of a rich description of the field experience process.   Utilizing both methodologies takes "advantage of the strengths of each approach", while minimizing the limitations (Griffin, et al., 1983).   The qualitative data answer how and why, while quantitative methods tell how often and how many. The basic framework of the study is qualitative, with the quantitative data providing additional information useful in describing the field experience process.   Miles and Huberman (1984)

find the use of numbers (quantitative) with words (qualitative) keep one another "analytically honest".

CONTEXT OF STUDY

The Cooperative Professional Education Program (CPEP) was developed in 1982, when school district personnel and university faculty recognized the need to strengthen cooperation between teacher training institutions and local school districts in the selection and preparation of prospective teachers (Carl, 1985; Driscoll & Strouse, 1986). During the 1982-83 school year, interns and support teachers were selected and the CPEP program began in one school district. Three years later CPEP expanded to include a second school district. In 1987, CPEP was selected in national competition as the first runner-up of outstanding teacher education programs by the Association of Teacher Educators.

Major components of CPEP include a 9 month field experience, weekly seminars, Individualized Learning Plan (ILP) and a support team, which consists of the university supervisor, support teacher, building administrator, and the intern's university advisor (Carl, 1985). One of several differences between the traditional student teaching experience and the field experience of a CPEP intern is found in the numerous enrichment experiences required through the Individualized Learning Plan (ILP) objectives.

Each intern develops an ILP during the first months of the school year. ILP objectives include all curriculum areas (i.e., reading, math, social science, etc.), and professional skills (classroom management, elements of instructions, etc.). Interns have not completed traditional teacher education coursework before entering the program, thus the ILP serves as the framework for organizing and completing the coursework at an individual level. In order to complete ILP objectives, interns observe and assist teachers in numerous classrooms and schools, including varied cultural and socio-economic settings. Interns determine the grade levels, subjects, schools and teachers that will enable them to meet ILP objectives. Past experiences and interns' learning styles are also addressed in planning activities to meet objectives. The ILP becomes a document for interns' professional growth, and is completed during the school year.

Each intern has a support team, consisting of the support teacher, school administrator, university supervisor and academic advisor from the university. The function of the support team is to assist in developing and approving the ILP, in addition to monitoring the progress of the intern. The team approach enables interns to have access to several sources of support and resources during their program, while continuing the liaison between the university and school district.

Another unique characteristic of CPEP is the presentation of traditional coursework, current education issues and research in education in weekly seminars, workshops and inservice programs. Both the university and school district provide instructors for the seminars, selected for their expertise and instructional quality in their specialized field. As interns return to Portland State University each Friday for an 8 hour seminar session, education coursework is presented concurrently with the field experience (see Appendix). In addition to the coursework, seminar also includes a weekly meeting time between supervisors and their group of interns. The small-group seminar topics include concerns about classroom management, the relationship between the support teacher and the intern, to reflection about instructional strategies, styles and philosophies. Interns are encouraged to analyze and compare different teaching styles.

The function of the university supervisor was to communicate program objectives to the support teacher and intern, supervise the teaching of the intern, and conduct small group seminar meetings. Additional responsiblities included assisting interns in completing ILP requirements and coordinating support team meetings.

The selection process for CPEP is another source of distinction between CPEP and traditional teacher education programs. After admittance to the education program,

interested students apply for admittance to CPEP. Selected candidates are interviewed after an initial screening. Program Coordinators interview candidates, looking for self-direction, commitment and motivation in relation to an intensive year-long program and a teaching career, communication skills, and abiIity to organize and complete projects. Support teacher and university supervisor candidates are also interviewed. Both of these roles require knowledge and demonstration of exemplary teaching ability, communication skills and supervisory capacities.

Critical differences between a traditional teacher education program and CPEP are found in the collaboration between the university and the school district, emphasis on observing and learning-to-teach in a variety of classrooms and with a number of teachers, use of Individual Learning Plans to plan and document professional growth (including traditional coursework content), concurrent seminars, and extended field placement in the CPEP program. Students enter the field experience with varied backgrounds, develop an Individual Learning Plan, and spend an entire school year in an intensive "learning-to-teach" program.

DATA COLLECTION AND DATA ANALYSIS

While the basic framework of this study consisted of qualitative methodology, quantitative data have been integrated in order to provide a broader description, thus

creating a mixed-method procedure to probe into the field experience. A mixed-method research procedure contributes to triangulation, increasing reliabilty of a study through the use of several methods, sources, and subjects (Guba, 1978). A weakness in a single method is compensated for by the counter-balancing strengths of other methods, each method providing assets and liabilities to the total study. The general sample included 22 student interns enrolled in the Portland State University CPEP teacher education program. The grade level of field experience placement ranged from Kindergarten to senior high school. A more intensive group of subjects included 6 of these interns who completed additional surveys, and were the focus of observations and interviews. Two of these interns were placed in a high school setting, and four were in elementary schools. As different subjects were utilized according to the purpose of various questions in the study, a multi-level of subjects was created, which again added to the triangulation of the study. Issac (1971) finds the multiplicity of data sources strengthen the validity of results.

Following are descriptions of each data collection procedure and analysis, with the sample described in terms of each specific data collection procedure. A schedule of the data collection is also presented.

Schedule of Data Collection

The first meeting with the CPEP interns began in late August, 1986. During the first portion of the school year, most of the interns spent their time observing and assisting the support teacher and developing the Individual Learning Plan (ILP), therefore the observations, interviews, and questionnaires began in January, 1987 and continued through May, 1987 (see Figure 1). This study's hueristic (Figure 1) was developed to display the timelines, research processes and multi-levels of subjects in this study. The display is a modification of a data collection schedule presented in a study by Griffin, et al., (1983). Individual schedules for each instrument and procedure are presented within each data collection procedure discussion.

Observations and Interviews

The classroom teaching of the 6 interns in the intensive sample group was observed during the school year. Beginning in January, 1987, the intern's specific teaching behavior was recorded at 5 minute intervals during an observation period. The recorded teaching behavior included verbatim (what the intern said) and/or a description of the actual teaching behavior taking place. Due to the different grade levels and subjects the interns were teaching, the observation period varied from 20 minutes to 50 minutes. Each intern was observed a minimum of 8 times during the 5

	Teaching Concerns Q	Observations and Interviews	Self- Assessment
	General Sample	Intensive Sample	Intensive Sample
January	↓	↓	↓
February			
March			
April			
May			
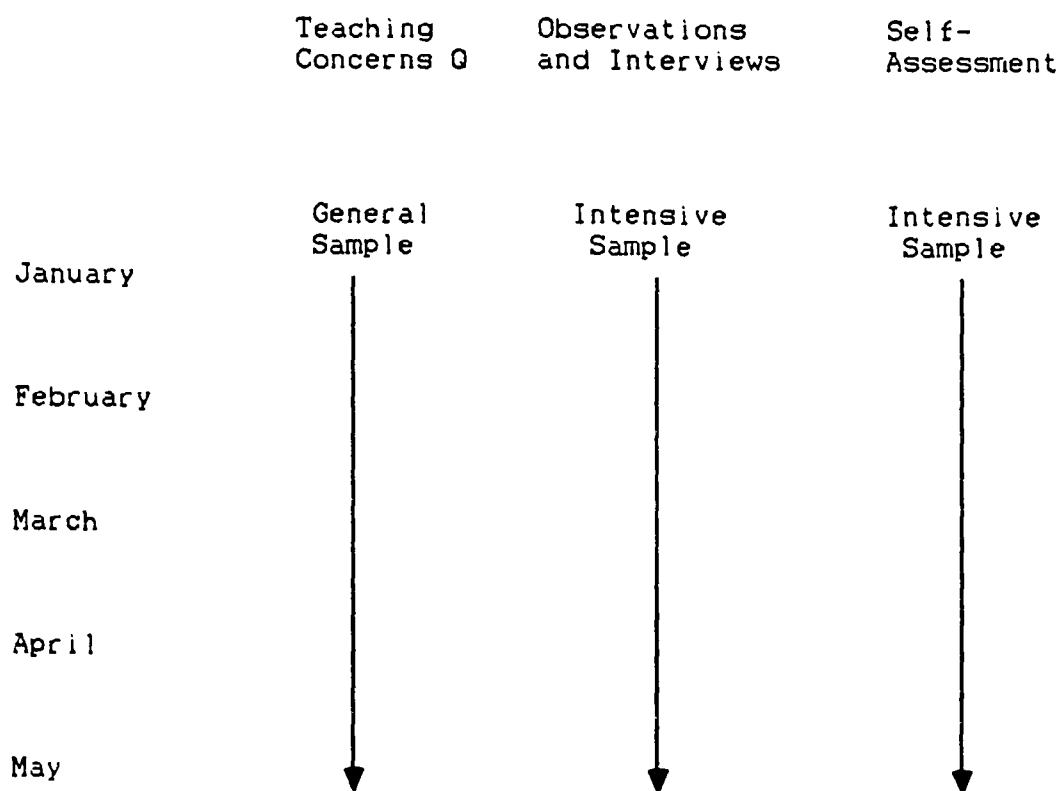
Figure 1. Timeline, research processes, and multi-levels of subjects.

month period. The classroom observations were designed to document teaching behaviors upon which to base interview questions.

Immediately following each observation, the intern was interviewed and asked to describe the source of each recorded teaching behavior. Interns were asked, "Where did you get the idea for doing . . .?" Occasionally an intern responded, "I don't know" during the first month of interviewing and observations. The investigator then asked the intern to attempt to determine a source for the recorded teaching behavior. After the first month interns responded on their own initiative to the question about the source of their teaching behaviors or ideas. The average interview time was 10 to 15 minutes, including recording of responses. The interview procedure was designed to elicit the intern's perspective of idea sources for their teaching behavior, and to probe for underlying factors or relationships (Tuckman, 1972).

Data analysis began with categorizing the interview responses. Due to the open-ended structure of the questions, interns were able to attribute the source of the teaching idea to any person, material, workshop, course or other appropriate influence. The second step included describing the categories, using the language and meaning relayed by the intern. Finally, determining and displaying

the frequency of each category created an additional layer
of data.

Teaching Concerns Questionnaire

The general group of 22 interns completed a
questionnaire (Figure 2) once a month from January to May.
The first Friday of each month during seminar was selected
as the data collection date. Minor variations occurred due
to vacations or a period when all interns were teaching
full-time. The question on the form asked the interns to
state their teaching concerns at this time, in relation to
the field experience. The form was open ended, with one
question and writing space for their comments. The teaching
concerns question was aimed at assessing potential changes
in the movement from concerns-with-self to concerns-with-
students. Concerns-with-self includes concern with
self-adequacy, classroom management, knowledge of subject
matter and ability to meet expectations of cooperating
teacher and supervisor (Fuller, 1969). These concerns could
also be classified as "survival" skills for the interns.
Concerns-with-students includes concerns about students'
learning, individual needs and abilities and the impact of
interns' instruction on students. When the intern expresses
concerns about the student the focus is directed on the
student, learning, and/or instruction.

In relation to your teaching, what are your concerns at this time?

[Intern's open-ended response]

Figure 2. Teaching concerns questionnaire.

Self-Assessment Questionnaire

The intensive sample group of 6 interns completed a questionnaire form (see Figure 3) for self assessment of their classroom teaching. The form was completed daily for one week each month during the January through May, 1987 period. The second week of each month was selected as the data collection period for this question, due to school schedules and vacation periods. The self-assessment form consisted of a rating scale and a probe for rationale for the rating. The rating scale range was from 1 to 5, with 1 rated as an outstanding lesson, and would make no changes if the same lesson was taught again. During the week, questionnaires were filled out independently. Open-ended responses were required. The data were collected over a 5 month period, allowing for changes in self-assessment to emerge.

Data analysis of the self-assessment forms included the rationale interns used to base their self-assessment on, and the content of this rationale. The data resulting from the self assessment ratings over the duration of the 5 month were examined for signs of change in rationale or ratings during the field experience.

RELIABILITY

Reliability in a quantitative study is achieved when another researcher working to answer the questions in a

Circle the number that describes how you would rate the
lesson(s) you taught:

1. Very satisfied, would make no changes if presented
    again

2. Satisfied, would make minimal changes

3. Acceptable, would make some changes, while retaining
    some portions of the lesson

4. Dissatisfied, would make major changes

5. Very dissatisfied, would change everything

Why?

[Intern's open-ended response]

Figure 3. Self-assessment questionnaire

study replicates the findings. In qualitative research, reliability has different expectations. A major goal in descriptive research is to add to the knowledge base about a particular setting, not to evaluate or determine cause and effect. The researcher attempts to acknowledge personal biases, and to limit prejudices and opinions as much as possible (Bogdan & Biklen, 1982). Employing mixed-methods with multi-levels of subjects is an attempt to reduce researcher bias in this study. Adding quantitative techniques to the descriptive base lends objectivity to the data. Reliability was strived for in this study through accurate and holistic descriptions of the field experience process.

LIMITATIONS

Listed below are limitations of this study:

1. The number of questions included in the questionnaires was limited due to time constraints and sensitivity to the intern's role.

2. Qualitative data were subjectively reduced, therefore personal interpretation or perception may have influenced the categorization of data.

3. Self-reporting was a major source of data collection, and perceptions of the interns must be accounted for in interpretation of the data.

4. The investigator (participant observer) in this study was the university supervisor of the interns in the intensive sample from August, 1986 to June, 1987.

5. This study was conducted within one teacher education program, with a small sample of subjects.

6. This study was conducted from January through May, and did not study the interns from September to January.

7. The findings from the descriptive study of one program may not generalize to other field experiences or teacher education programs.

SUMMARY

This descriptive study of the field experience process relied on both qualitative and quantitative research findings. Mixed-method design has the potential to provide a more complete description. Multi-level of subjects provide layers of data useful in interpreting the process of the field experience. The mixed-methods and multi-levels of subjects create triangulation, increasing the accuracy of research findings. Most of the data were collected from an intensive group of subjects (a small population). Relying on a small population creates an indepth description of important and recurring variables (Green & Wallat, 1981).

This chapter presented the rationale for utilizing the research questions to provide data organization, collection procedures, categorization and analysis, with interpretation

and presentation of the findings. An overview of the
context of the population was included. Each data
collection procedure was described, accompanied by subjects
and data analysis specific to each procedure. Discussion of
reliability and limitations concluded this chapter of the
study. A major theoretical assumption of this study is
found in the purpose of descriptive research, which is to
<u>describe</u> the field experience process, rather than judge or
determine success or failure of a program.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE DATA

INTRODUCTION

The purpose of this study was to examine the
"learning-to-teach" process of interns enrolled in the
Cooperative Professional Education Program (CPEP) at
Portland State University. Three research questions were
addressed, with presentation of data and discussions of
findings reported for each question. The three questions
were the following:

1. To what sources do the interns attribute learning
and use of specific teaching behaviors and skills?

2. What are the professional concerns of the interns,
and are there changes in concerns as they progress through
the field experience?

3. How do interns assess themselves as they progress
through the experience, and what is the rationale of the
assessment?

Qualitative research attempts to examine the complete
picture of an event or process (Bogdan & Biklen, 1982).
This study examined "learning-to-teach" over a five month

period. The content analysis of the data in this study yielded both qualitative and numerical patterns. The numerical data served to clarify and further explain the qualitative description. Consistent with the use of qualitative methodology, a comprehensive description of "learning-to-teach" includes relating the findings to specific time periods in the CPEP program and the activities occurring during each month. A schedule of the CPEP activities during the school year was included (see Figure 4).

In late August, interns began attending seminars, met their support teacher, and assisted in setting up the classroom for the school year. When the public schools began in September, interns continued to attend seminars, assist their support teacher, and began developing their Individual Learning Plan (ILP). The ILP provides the framework for the interns' professional growth programs for the year. In October, the intern continued with the previously mentioned activities and added observations in other classrooms along with beginning to teach small groups of students. The major activity for interns in November was completion of the ILP draft, including development of proposed enabling activities to meet ILP objectives. The enabling activities were completed during the school year. A support team meeting was held with each intern, with the purpose of reviewing and approving the ILP draft. The

Month	Seminar	Assist Support Teacher	Observe	Develop ILP	Work on ILP Activities	Teach: (Several Lessons/ Week)	Teach: (Several Lessons/ Day)	Teach: Full- Time	Complete ILP
August	X	X	X	X					
September	X	X	X	X					
October	X	X	X	X	X	X			
November	X	X	X		X	X			
December	X	X	X		X	X			
January	X	X	X		X		X		
February	X	X	X		X		X		
March					X			X	
April	X	X	X		X			X	
May	X	X	X		X	X			X
June		X	X		X				

Figure 4. Timeline of CPEP activities.

support team consists of the intern's advisor, support
teacher, building administrator, and university supervisor.
Additional activities in November included assisting the
teacher, observing, and attending seminars. December found
the interns teaching several lessons each week. Several
interns instructed a reading group each day and were
responsible for the planning and implementation of the
students' learning activities. Interns were also observing
other classrooms, attending seminars, and working on ILP
objectives. In January, many interns began to teach on a
regular basis. For example, one intern assumed
responsibility for the social studies unit. Observations,
work on the ILP, and seminars continued. During February, a
few of the interns began to teach full-time, while most of
the interns were now teaching several lessons each day,
progressing toward full-time teaching. Again, observations,
ILP work and seminars continued. Interns were all involved
in full-time teaching during March. Observations and
seminars were suspended during this month, although interns
continued to complete ILP objectives. In April, several
interns continued to teach full-time, while most interns
were observing and teaching in other grade levels and
schools, while assisting their support teacher. Seminars
continued in April and May. During May, a major focus was
the completion of the ILP objectives. Interns were
observing, teaching, and assisting in many classrooms to

complete the ILP objectives, as their support teams met in May to review and approve the final ILP. In June, interns assisted their support teacher as well as other teachers in the school. Several interns continued teaching a subject or reading group and worked collaboratively with the support teacher in planning and instruction. The major activities and focus changed throughout the program, creating a sequential "learning-to-teach" experience.

REPORTED SOURCES OF INFLUENCE

Presentation of Data Introduction

Data related to this question were obtained through observations and follow-up interviews with the six interns in the intensive sample. Each intern was observed and interviewed every three weeks during the January to May period, with minor variations due to schedule differences. Each intern was observed during a 20-50 minute time period, depending on the grade level or subject taught. Teaching behaviors and/or verbatim (what the intern was saying during the teaching) were recorded at 5 minute intervals. In order to decrease observer bias, the 5 minute interval was established to ensure teaching behaviors were intermittently recorded and not selected by the observer. An interview was conducted immediately following each observation. Interns were asked, "Where did you get this idea?", as the observer read each item orally from the observation record. The

answer was recorded on the observation record and later coded. After the first month of observations and interviews, the data were examined, and eight preliminary categories were established (see Table I). These categories were the following:

1. Observations (Classrooms other than the one the intern is assigned)

2. Self (Ideas or behaviors the intern attributes to self-origination)

3. Support teacher (Teacher with whom intern works)

4. Seminar (Related to content presented in concurrent CPEP presentations and workshops)

5. Past experiences (Experiences before entering the CPEP program)

6. Supervisor from the University

7. Manual or Teacher's Guide

8. Course work (Education classes taken before entering the CPEP program)

A total of 330 responses from 44 observations were recorded during the January through May data collection period. The distribution of teaching behaviors was 3 to 136, with the lowest incidence of 3 teaching behaviors or ideas attributed to teacher's guides or manuals as the source of influence, and the highest incidence of 136 teaching behaviors or ideas influenced by seminars. In 4 of the 5 months, seminar was reported as the most frequent

TABLE I

REPORTED SOURCE OF INFLUENCE ON OBSERVED TEACHING

	Observations	Self	Teacher	Seminar	Past Experience	Supervisor	Manual T. Guide	Course Work	Total
January	5	6	9	32	5	5	3	4	69
February	14	14	13	24	7	11	0	3	86
March	4	8	10	28	7	6	0	2	65
April	3	13	12	11	1	0	0	0	40
May	8	8	9	41	0	2	0	2	70
TOTAL	34	49	53	136	20	24	3	11	330

Intensive sample of interns n=6

source of influence. The exception was in April, when the category of "self" was the most frequent source of influence. The category of teacher's guide or manual consistently received the lowest frequency rating, with 3 teaching behaviors or ideas attributed to the teacher's guide in January, and none (0) in each of the following 4 months.

Sources of Influence Analyzed by Month

January. A total of 69 teaching behaviors or ideas were recorded during 13 observations in January. The range of the number of teacher behaviors and ideas in each category was from 3 in teacher's guide category to 32 in the seminar category. Coursework was designated a source of influence 4 times, and past experiences, supervisor, and observations attribured as a source of teaching influence 5 times. Interns claimed the support teacher was an influence on 9 of their teaching behaviors and 6 of the teaching behaviors were attributed to themselves as the source of influence.

February. Nine observations were conducted in February, resulting in a total of 86 recorded teaching behaviors and ideas. The range was from 0 in teacher's guide category to 24 teaching ideas and behaviors reportedly influenced by seminars.

March. Sixty-five teaching behaviors and ideas were
recorded during 9 observations. The range was from 0 in
teacher's guide category to 28 teaching behaviors and ideas
attributed to seminar as the source of influence.

April. During April, most interns were spending time
completing ILP activities instead of teaching in their
assigned classroom, therefore 6 observations occurred. Of
the 40 recorded teaching behaviors and ideas, 13 (highest
number) of these were attributed to the "self" category as
the source of influence. Three categories received ratings
of 0; supervisor, teacher's guide, and coursework, resulting
in a range of 0 to 13.

May. A total of 7 observations were made in May, with
70 teaching behaviors and ideas recorded. The range was
from 0 in the categories of past experience and teacher's
guide to 41 teaching behaviors and ideas influenced by
seminar.

Source of Influence Analyzed by Category

Observations. Of the 330 total teaching behaviors and
ideas recorded during the 5 month period, 34 were attributed
to observations in other classrooms as the source of
influence. The range of the number of teacher behaviors and
ideas attributed to observations included the lowest
incidence of 3 in April and the highest incidence of 14 in
February.

Self. Forty-nine teaching behaviors and ideas were attributed to "self" as the source of influence during the January through May data collection period. The range was from 6 teaching behaviors or ideas attributed to "self" in January to 14 in February. During April, "self" was the most frequently reported source of influence.

Support Teacher. A total of 53 teaching behaviors and ideas were attributed to the support teacher as the source of influence. The range was from 9 behaviors and ideas attributed to the cooperating teacher in January and May to 13 in February.

Seminars. A total of 136 teaching behaviors and ideas were attributed to seminar as the source of influence, causing the seminar category to be the most frequently reported source of influence in this study. The range was from 11 teaching behaviors and ideas attributed to seminar in April to 41 in May. In 4 of the 5 months, seminar was most frequently reported as the major source of influence on the interns' teaching behaviors and ideas.

Past Experience. Interns designated 20 of their teaching behaviors and ideas to their past experience as the source of influence. The range was from 0 of the teaching behaviors attributed to past experiences in May to 7 in February and March.

Supervisor. The university supervisor was listed as the source of influence on 24 of the interns' observed

teaching behaviors or ideas. The range of the number of teaching behaviors and ideas atributed to the supervisor included the lowest incidence of 0 in April and the highest incidence of 14 in February.

Teacher's Guide or Manual. Only 3 of the 330 recorded teaching behaviors designated teacher's guide or manual as the source of influence. The range was from 0 teaching ideas or behaviors attributed to this category in February, March, April and May to 3 behaviors coded to teacher's guide in January. The teacher's guide or manual was the lowest frequency of source of influence in this study.

Coursework. Interns attributed education coursework as the source of influence on their teaching behavior 11 times during the 5 months of data collection. The range was 4, with 0 of the recorded teaching behaviors influenced by coursework in April, and 4 in January.

Influences on Specific Categories of Teaching Behavior

In order to obtain additional information about the source of influence on interns' teaching, the 330 teaching behaviors were categorized again, according to the content or theme of the teaching behavior. Each observation record was read, and teaching behaviors were coded according to the "theme" of the teaching idea. For example, an intern said, "Daniel, turn your chair to face the front of the class." This teaching behavior was coded as classroom management.

The four final categories that emerged from reading and categorization include the following: (1) Instructional techniques which included specific teaching techniques interns used during a lesson; (2) classroom management which included interns' teaching behaviors focused on discipline and "controlling" students; (3) classroom routines which included teaching behaviors associated with establishing procedures; (4) subject matter (curriculum content) which included teaching behaviors related to the content or curriculum of a subject matter area. Table II displays the 4 categories of content of influences and the number of responses included in each category of source of influence. Of the 330 total recorded teaching behaviors and ideas, the range was from the lowest incidence of 49 teaching behaviors demonstrating classroom routines to the highest incidence of 140 focused on instructional techniques.

Instructional Techniques. The highest frequency of the reported sources of influence content categories was instuctional techniques, with 140 teaching behaviors demonstrating instructional techniques. The range of the number of teaching behaviors containing instructional techniques was from 0 in the source of influence category of teacher's guide to 96 in the seminar category.

Classroom Management. Sixty-one of the total 330 teaching behaviors contained classroom management teaching behaviors. The range was from 0 in teacher's guide and

TABLE II

CONTENT OF REPORTED SOURCE OF INFLUENCE ON OBSERVED TEACHING

	Observations	Self	Teacher	Seminar	Past Experience	Supervisor	Manual T. Guide	Course Work	Total
Instructional Techniques	8	13	12	96	3	7	0	1	140
Classroom Management	5	5	7	26	1	17	0	0	61
Classroom Routines	7	12	18	7	4	0	0	1	49
Subject Matter	14	19	16	7	12	0	3	9	80
TOTAL	34	49	53	136	20	24	3	11	330

Intensive sample of interns n=6

coursework to 26 classroom management teaching behaviors reportedly influenced by seminar.

Classroom Routines. Forty-nine teaching behaviors were concerned with classroom routines. The lowest incidence of influence on classroom routine teaching behaviors was 0 from both the supervisor and teacher's guide to 18 behaviors influenced by the support teacher.

Subject Matter. A total of 80 teaching behaviors demonstrated subject matter or curriculum content. The range was from 0 teaching behaviors influenced by the supervisor to 19 behaviors influenced by the intern's "self".

Discussion of Findings by Category

Observations Category. Throughout the school year, interns spent several days each month observing teachers in other classrooms. The interns reported observations as a source of influence on their teaching 34 times, with a higher frequency during February and May, which were months when more time was spent observing teaching outside of the assigned classroom. In March, interns were involved in full-time teaching in their assigned classroom, and observation as a source of influence was noted 4 times. During May, interns were completing ILP activities, which required more observations in other classrooms, along with a decrease in the amount of teaching in their assigned

classroom. Interns noted observations as a source of influence on their teaching 3 times in May, which was the lowest number reported in this category during the 5 month period.

Of the 34 teaching behaviors influenced by observations, the content representation was highest for subject matter, 14; followed by instructional techniques, 8; classroom routines, 7; and classroom management, 5. One intern had observed an English class, where the teacher was using questioning techniques during a discussion period. The intern returned to her class and during an English Literature discussion asked the the students, "Do you agree with this statement?" The intern was "trying out" instructional techniques learned through the observation. In experimenting with a classroom routine of having the students count lunch tickets orally each morning, an intern stated, "Let's count out loud together." She had observed this activity in another class and was using it with her students. A classroom management teaching behavior was reported as influenced by an observation of a Child Development Specialist. The intern said, "Everyone in their seat, and I'll decide who earns the penny award." The intern had watched the Child Development Specialist use this classroom management technique with students and was trying it out in her class. An example of an intern using a subject matter idea from an observation occurred in a first

grade during a unit on telling time. The intern said, "The little hand is between the 12 and 1, so we say 12:30." The intern had recently observed another first grade class and had incorporated the "teaching time" ideas into her class.

Observations as a source of influence was the fourth highest reported category. According to reports by CPEP interns, observations did influence their teaching. In reviewing the field experience literature on observations, no literature was found discussing or researching the purpose or benefits of observations in other classrooms during the field experience. However, Goodlad (1983) suggests that prospective teachers need multiple experiences that expose them to varied instructional techniques. Clift and Warner (1986) agree with Goodlad and propose field experiences should also include "culturally diverse settings". The Individualized Learning Plan (ILP) in CPEP requires observations in numerous classes, grade levels, and settings. Therefore, the CPEP requirements may account for observations reported as an influence on the teaching behavior of interns in this study. In traditional student teaching programs, students complete classroom observations during the early portions of the teacher education program, before entering the field experience. Once these students enter the field experience, their teaching "model" is limited to the cooperating teacher. Joyce and Clift (1984) found that in some field experience situations, student

teachers would follow the teaching example of the
cooperating teacher even when the behavior negated their
personal beliefs or practices learned at the University.
The cooperating teacher has the major responsibility for the
activities of the prospective teacher (Friebus, 1977) in
traditional programs, providing only one model of teaching.
In contrast, CPEP interns are involved in observations and
teach in several classrooms concurrently with the field
experience. This requirement may result in interns relating
the observed teaching with their personal teaching
experiences and expanding the number of models and styles of
successful teaching the intern experiences. Differences
between traditional teacher education programs and CPEP in
relation to required observations during the field
experience may account for the presence of the reported
influence of observations on CPEP interns' teaching
behaviors.

Self Category. The "self" category had the highest
frequency of all reported sources of influence in April.
Several explanations are possible. First, after 7 months of
field experience, teaching, observing other teachers, and
seminars, interns might have synthesized teaching
techniques, behaviors and information. Such synthesis may
have resulted in a personal sense of ownership of teaching
behavior and ideas they display. Second, it may be
separating their own behavior from the ideas and teaching

behavior of others becomes more difficult as the interns became more immersed and experienced in teaching. Third, after utilizing someone else's ideas, interns incorporated the new idea with previous learning, and created a personal teaching idea or behavior. Veldman (1970) notes student teachers bring their personal beliefs into the field experience, and rely heavily upon this belief system when learning to teach. Combining Veldman's idea with the preceding explanations creates a possible rationale for interns reporting themselves as a source of influence on their teaching 49 times during the study, which was the third highest category.

Of the 49 teaching behaviors attributed to intern's self as the source of influence, 19 were focused on subject matter; 13 were instructional techniques; 12 were classroom routines; and 5 were classroom management behaviors. There were 80 teaching behaviors focused on subject matter, and 19 of those were influenced by the interns' self, resulting in more subject matter teaching ideas influenced by the intern's self than any other source. A possible explanation may be the interns were integrating their observations, seminar information and past experiences to develop personal teaching ideas for a specific subject matter. Also, as most interns had not completed education methods courses before entering CPEP, they were possibly drawing subject matter or curriculum ideas from general university courses and

attributing these ideas as coming from themselves. An example of a subject matter teaching behavior an intern reported as "self-influenced" was, "I think Shakespeare was being more critical than that in this passage." The intern reported herself as the source for this teaching idea, as she has worked extensively with Shakespearean literature. Interns did rely upon their personal ideas (self) in teaching, particularly in the subject matter or curriculum area.

Support Teacher Category. The category of support teacher as a source of influence on the interns' teaching remained fairly constant during the study, with a range of 9 in May and January to 13 in February. The support teacher was reported as the second most influential source on the interns' teaching, (although the total number was 53, compared to seminar with 136). Haberman (1983) concluded that the cooperating teacher has the greatest influence on the student teacher. In this study, the support teacher was reported as an important source of influence on teaching, yet not as the major source of influence. A possible explanation for the difference in findings may be attributed to the numerous sources of influence on an intern in CPEP and to the qualitative approach employed in this study. These interns attended concurrent seminars, learned subject matter and intructional techniques, met regularly with their supervisor, and were exposed to numerous teaching examples

through their observations in other classrooms. In

comparison, a student teacher in a traditional program will

often work with the cooperating teacher only, and have

limited additional experiences.

The breakdown of the content categories of the teaching

behaviors influenced by the support teacher were as follows:

classroom routines, 18; subject matter, 16; instructional

techniques, 12; and classroom management, 7. Of the 49

teaching behaviors categorized as classroom routines, 18 of

those were influenced by the cooperating teacher. The most

dominant content of teaching ideas influenced by the support

teacher was classroom routines. The intern is teaching in

the classroom setting which was developed by the support

teacher. Although interns were able to experiment and

develop some new teaching ideas and routines, often the

established routines were accepted as the norm. A plausible

reason for continuing the support teacher's established

classroom routine may be attributed to the security of

following an established pattern with the students. It may

be easier to continue a routine than teach the students a

different routine. Interns had also observed the support

teaching meeting success with this routine, and may have

concluded that the same routine would also be successful for

the intern. Another possible reason for continuing a routine

instead of altering the established practice may be interns'

reluctance to "rock the boat" or disturb the accepted

practice, which may result in conflict between the support teacher and the intern. Thus, interns often continued with the ideas previously established by the support teacher. An example of a classroom routine established and, consequently, adopted by an intern occurred during math. The intern told the students, "Each student tell one correct answer as we go around the class, and I will write the problem on the overhead projector." The intern had watched the support teacher correct math problems using this approach and had adopted this technique. The support teacher had also suggested to the intern that this routine would be the most effective approach to correcting the math problems. After watching a support teacher model a classroom routine and after listening to suggestions of continuing this approach, interns may feel pressure to continue with established classroom routines.

Seminars. Seminars were the most often reported source of influence for interns. Of the 330 recorded teaching behaviors, interns reported 136 were influenced by seminars. In 4 of the 5 months, seminars were reported as the most influential teaching source. Goodman (1983) suggests seminar should serve as a tool to "educate, rather than train" prospective teachers, and seminar content should address immediate classroom concerns during the field placement. CPEP seminars followed this suggestion, as seminar topics corresponded to educational needs of interns (see Appendix).

Elements of instruction (writing objectives, lesson plans, units, instructional strategies and models) and classroom management were topics introduced in the beginning seminars, and addressed continually through the program. Reading, math, social studies, science, art, music, special education, physical education, health, technology in the classroom and language arts composed the content or subject area in the seminars. These topics were presented by a large number of university faculty, school district personnel, and community resource people. Seminars also included a one hour small group meeting with the interns and their supervisor. One of the major and recurring topics in the small group seminars addressed similarities and contrasts of instructional styles, and the results specific teaching behaviors caused in students and their learning. Therefore, seminar topics were related to the concrete day-to-day teaching of the intern as well as abstract and philosophical questions about the effects and relationship of teaching and learning. Interns returned to Portland State University each Friday for an 8 hour seminar session. The exception was during March, when seminars were suspended, due to interns' full-time teaching.

In contrast, student teachers in traditional field experiences spend less time in seminar, generally 1-3 hours per week. These seminars typically include "how-to-do" topics such as bulletin boards, parent conferences,

discipline, lesson planning, units, and record keeping. The
seminar is conducted by one person, often a faculty member
or graduate student. Goodman (1983) found the most common
function of seminars was collaboration with the field
experience setting by addressing immediate classroom
concerns. Therefore, traditional field experience seminars
tend to focus on short range skills that facilitate success
in the field experience. In comparison, CPEP seminars focus
on both short range (success in the field placement) and
long range goals (analysis, synthesis and evaluation of
instructional styles, techinques and settings).

In respect to content, both instructional techniques
and classroom management teaching behaviors were reportedly
influenced more by seminar than other sources. A total of
140 teaching behaviors were coded as instructional
techniques, and 96 of these were attributed to seminar as
the source of influence. An example of an instructional
technique learned in seminar occurred when an intern said,
"Come to the chalkboard and show me what you mean." The
intern reported this idea came from seminar because she was
including active participation in the lesson and had learned
this idea in seminar. Another observed teaching behavior
included an intern "walking around the classroom, checking
the students' handwriting assignment." The teaching
behavior of monitoring students' seatwork was learned in
seminar according to this intern. An additonal example of

an instructional technique attributed to seminar occured
during a class discussion. The intern asked, "Let's see if
you were listening and can tell me the name of the poem we
just read?" The intern said the idea for checking to see if
students were attending to the reading along with keeping
them accountable came from a seminar. Classroom management
was the other content area where seminar was reported as the
major influence on the interns' teaching. Twenty-six of the
61 recorded teaching behaviors in the classroom management
category were influenced by seminar. Interns participated
in several seminar session on classroom management skills
and techniques. Describing specific behaviors for feedback
and positive reinforcement were seminar ideas an intern used
during a lesson. She stated, "I like the way you are
counting out loud so he can tell what you are doing", during
a cardiopulmonary resuscitation activity. In a first grade
class, an intern asked a student, "What kind of voice should
you be using?" as a classroom management technique. She
attibuted this idea to seminar.

Perhaps the large number of teaching behaviors and
ideas attributed to seminar as the source of influence is a
result of the CPEP interns' lack of prior educational
knowledge before entering the program. Interns had not
completed traditional education courses, and thus, were
learning the theory and skills of instruction and classroom

management concurrently while applying them in the field experience.

Past Experiences. Silvernail and Costello (1983) found that major influences on teaching behavior occur prior to entering the field experience. The findings in this study did not support those of Silvernail and Costello, as 20 of the 330 reported influences were attributed to past experience. The teaching behaviors influenced by past experiences were divided into the following categories: Subject matter, 12; classroom routines, 4; instructional techniques, 3; and classroom management, 1. The category of subject matter was the most frequently reported content of teaching ideas influenced by past experiences. Perhaps, interns recalled subject matter knowledge from their own school years, and integrated these past experiences into teaching in the field experience. Also, most CPEP interns had completed their undergraduate degree before entering CPEP. The previous university coursework in liberal arts or general studies may have provided subject matter or curriculum information to draw upon as a past experience and relate to their teaching. An example of a teaching behavior that was focused on subject matter and influenced by past experiences occurred when an intern told the students, "You should know the parts of an essay and the order they come in." She had learned this information as a college student, and was relating her teaching to a past experience.

University Supervisor Category. According to Patty
(1973) the University Supervisor has little influence on the
teaching behavior of a student teacher. While the source of
influence of the university supervisor in this study is not
as frequent as other sources, the range was from 0 in April
and May to 11 in February. During February, interns were
preparing to assume the responsibility of full-time teaching
and were eager for feedback and direction related to their
teaching. The supervisor was able to provide some of this
information on an individual basis for the interns in
February. The supervisor also made more classroom
observations during February, which may have increased the
number of teaching behaviors influenced by the supervisor.
In April and May, most interns had completed full-time
teaching and were spending their time completing ILP
objectives. The supervisor met with each intern, discussed
ILP objectives, and developed time-lines for completion of
the document. Although the supervisor continued to
supervise the teaching of each intern, the intern did not
attribute sources of influence to the supervisor in April or
May.

The content of the teaching behaviors influenced by the
supervisor were classroom management and instructional
techniques. The university supervisor was the second
highest frequently reported source of influence on interns'
classroom management behaviors. Interns reported no

influence from the supervisor on their classroom routines or subject matter knowledge teaching behaviors. The university supervisor worked with the interns on "general" teaching behaviors and ideas, such as implementing teaching models and styles, and effective classroom management strategies. The support teacher had definite ideas about classroom routines and subject matter, thus assumed responsibility for these teaching areas.

An example of a classroom management teaching behavior influenced by the supervisor follows: An intern told her class, "You have all worked so hard and were quiet during reading. If you continue this for the next five minutes, we will leave for recess early and be the first class on the playground." The intern had asked the supervisor for assistance in developing classroom management techniques, and had followed through with the suggestions in her teaching. Although the university supervisor did not provide a major source of influence on the interns' teaching, the interns did report that the supervisor influenced their classroom management and instructional techniques.

Teacher's Manual or Guide Category. This category received the lowest number of ratings (3 out of 330). January was the only month interns reported the teacher's guide as a source of teaching idea. All 3 of these teaching behaviors were placed in the subject matter or curriculum category. Samples of interns' teaching ideas attributed to

the manual or teacher's guide were found to be specific to

the lesson the intern was teaching at that time. For

example, one intern instructed the class to "look at the 'C'

group of words, and find the list of suffexes, and use these

at the end of the word." The intern was working with the

students in teaching the parts of a word and had referred to

the teacher's guide as a source of information for this

lesson. In a math lesson on telling time, an intern asked

the students, "What do you normally do at midnight?" She

reported the teaching idea came from the mathematics

teacher's guide, and she was following the suggested

teaching ideas. The low frequency reported in the use of

the manual or teacher's guide may be related to the support

teachers involved in the CPEP program. Through observations

it was noted that 3 of the 6 support teachers did not use a

teacher's manual. The teachers who did use the manual

relied upon it for reading instruction and a source for

subject matter ideas in other curricular areas. An

additional possibility for the reported low frequency of

teacher's guides influencing the interns' teaching may be

found in the curriculum development in their classrooms.

The curriculum tended to be developed from numerous sources,

and the interns followed the direction established by the

cooperating teachers. Also, the interns were involved in

learning curriculum content in the seminars concurrently,

and brought subject matter ideas to the classroom from

seminars. In contrast to the CPEP interns, student teachers in a traditional program spend less time in the field experience (10-12 weeks compared to 38 weeks in CPEP) and possibly need to rely upon teacher's guides. In a traditional field experience, there is not enough time to observe and develop curriculum, therefore; a teacher's manual or guide offers expedient assistance in planning instruction.

Coursework. Interns in CPEP were not required to complete traditional education courses before entering the program. Some interns had taken several education courses, while other interns entered the CPEP program with a degree in another field (i.e., Nutrition, English, Far Eastern Languages) and had completed little education coursework. Eleven teaching behaviors were reported to be influenced by previous coursework. The content representation was subject matter, 9; instructional techniques, 1; classroom routines, 1; classroom management, 0. Most of the teaching behaviors or ideas the interns attributed to coursework focused on specific subject matter ideas, rather than teaching techniques or classroom management ideas. For example, during a science lesson, an intern told the class "I found all of the things needed for the science experiment around my house". She related that during a science course she had learned it was important to let students know that science is practical, and that it does not always require

specialized equipment. Another intern directed the class to, "Find which number is larger, then mark the largest number on your paper". She felt the idea for identifying the largest number came from a "math methods" class which she had previously completed. The small number of education courses completed prior to the field experience may explain the low frequency reported of coursework as a source of influence on teaching. If interns had relatively little background in education coursework, they are unable to attribute the source of their teaching to this category. In a traditional program, student teachers generally complete all education coursework before the field experience. Both prospective and inservice teachers have criticized the value of education coursework (Joyce & Clift, 1984), and suggestions for reform in teacher education programs include changes in education coursework.

Summary of Reported Sources of Influence

Seminar was the most frequently reported source of influence on interns' teaching with 136 of the total 330 recorded teaching behaviors attributed to seminar. The presentation of seminar concurrently with practice application may contribute to the high incidence of seminar influence reported by interns. This finding is in contrast with the field experience literature originating in traditional programs. According to Haberman (1983), an

accepted conclusion is that the cooperating teacher has the greater influence on a prospective teacher. The interns in CPEP observed and participated in several classrooms, along with attending a weekly seminar. Therefore, these interns were exposed to a greater number of teachers and experiences than a student teacher in a traditonal program. Seminars presented education coursework in subject areas as well as elements of instruction and classroom management. Interns were given the opportunity to discuss and question existing teaching practices during small group sessions in seminar. CPEP interns also spent 8 hours each week in seminar, in addition to homework assignments originating from seminar. The combination of these factors possibly increased the influence seminar exerted on CPEP interns.

The influence of the support teacher was rated as the second most reported influence (53 of 330) on the teaching behavior of the interns. Teaching behaviors likely to be influenced by the support teacher were related to classroom routines and subject matter or curriculum areas. Field experience literature finds this to be the major influence on student teachers, and while a strong influence in this study, it was not the major influence. There are several possible explanations for the lower rating of the influence of the support teacher. CPEP interns taught and observed in several classrooms throughout the school year; therefore, they observed several teacher "models". University

supervisors stressed the importance of "trying out" different teaching strategies and experimenting with instructional ideas, and discussed this philosophy with support teachers and interns. Interns were encouraged to explore, question and discuss advantages and disadvantages found in different teaching styles. These elements of CPEP enable interns to experience varied models of instruction, thus broadening their base of "models" of instruction beyond the supppot teacher.

The source of influence frequencies reported in other categories included: self, 49; observations, 34; supervisor, 24; past experiences, 20; coursework, 11; and teacher's guide or manual, 3. The findings in this study indicate interns attribute themself as a frequent source of influence in their teaching, particularly in the area of subject matter. As no literature was found describing the influence of observations on prospective teachers' behavior, it is interesting to note that CPEP interns reported observations as influencing their teaching behavior. The supervisor was also reported as a source of influence more frequently during January, February, and March, when interns were preparing to teach full-time. Interns also brought their past experiences into the classroom, reporting this a source of influence in their teaching. Using their past experiences was most prominent in the area of subject matter. Education coursework was a minor influence on the

interns' teaching. CPEP interns completed a minimal amount of courses before entering the field experience, along with learning this information in the concurrent seminars. Teacher's guides and manuals were reportedly a minor influence on interns' teaching. CPEP interns used numerous resources in teaching and relied minimally on teacher's guides.

In summarizing the content of the observed teaching behaviors (see Table II, p. 61), 140 of the 330 teaching behaviors demonstrated instructional techniques; 61 were classroom management techniques; 49 were classroom routines; and 80 were related to subject matter. Seminar was reported as most influential on instructional techniques and classroom management. The support teacher was the major source of influence on interns' classroom routines, and the interns' "self" was most influential in the area of subject matter. The varied experiences and requirements of CPEP may have contributed to the range of influence on their teaching behaviors and ideas.

<p align="center">PROFESSIONAL CONCERNS OF INTERNS</p>

Presentation of Data

Introduction. The concept of teacher concerns is based on Fullers' (1969) Concerns Theory. Fuller found that student teachers' concerns initially revolved around

themselves, and later concerns focused on the effects of the student teachers' instruction with students. In a later study (1971) Fuller concluded prospective teachers progress from concerns about self as students, then about tasks in the field experience, and finally about the impact of their instruction. In examining the "learning-to-teach" process in this study, analyzing interns' professional concerns as they progress through the field experience provided information from the interns' perspective. Fuller's work provided a foundation and rationale for including this question in the study.

A questionnaire was developed for this study which included the question, "In relation to your teaching, what are your concerns at this time?" A space was provided on the form to answer this question with an open-ended response. The general sample of interns (n=22) completed the questionnaire once a month from January to May, generally during the first week of the month.

After reading and analyzing the concerns, two initial categories emerged: concerns-with-self and concerns-with-others. These categories were found to be too general, so additional analysis and categorization (classifying similar responses) resulted in the emergence of nine categories. As some of the emergent categories overlapped with Fuller's work, several of these category names were used. The final nine categories contained seven categories in "concerns-

with-self", and two categories in "concerns-with-students." The seven categories of "concerns-with-self" included the following:

1. Meeting expressed and non-expressed expectations from support teacher, including teaching expectations and support teacher-intern relationship expectations;

2. Self-adequacy including self-questioning of teaching ability, time management, and survival potential;

3. Cooperative Professional Education Program (CPEP) concerns, including completing program requirements;

4. School situation including policies, rules and established practices of classroom or school;

5. Classroom management including discipline and "gaining control" of students;

6. Knowledge of subject matter including competence and lack of competence in curriculum areas;

7. Future employment concerns.

The "concerns-with-students" categories included the following:

1. General concerns about students' problems, individual needs or abilities;

2. Instruction of students including impact of instruction on students.

Table III displays the data on professional concerns of the interns from January to May. There were a total of 149 concerns reported during this time period. Of these, 132

TABLE. III

PROFESSIONAL CONCERNS OF INTERNS

Month	Total	Concerns with Self							Concerns with Students	
		Expectations Support Teacher	Self-Adequacy	CPEP	School Situation	Classroom Management	Knowledge Subject Matter	Future Employment	Individual Students	Impact of Instruction
Jan.	28	6	6	7	5	3	1	0	0	0
Feb.	34	7	12	2	7	5	1	0	0	0
Mar.	30	2	10	1	4	7	1	0	1	4
April	23	0	9	2	1	3	0	1	2	5
May	34	0	7	8	2	2	0	10	1	4
TOTAL	149	15	44	20	19	20	3	11	4	13

General Sample of Interns

n = 22

concerns were reported in "concerns-with-self" categories,
and 17 concerns were reported in "concerns-with-students"
categories. In January and February, interns reported 0
concerns with students, while during March, April, and May
interns reported 17 concerns with students. The range of
reported professional concerns was from 3 (the lowest amount
of concerns reported in the category of knowledge of subject
matter), to 44 (the highest amount of concerns reported in
self-adequacy).

Presentation of Data within Concerns Categories

Concerns about expectations of the support teacher.
This category included concerns interns had about meeting
the teaching expectations of the support teacher and
expectations interns held about the relationship between the
support teacher and intern. In addition, concerns the
support teacher had expressed and concerns the intern had
assumed were expectations of the support teacher are
included in this category. There were 15 concerns reported
in this category during the 5 month data collection period.
The range of concerns reported was from 0 concerns reported
in April and May (lowest number) to 7 concerns reported in
February (highest number). Early concerns reported during
January focused on "experiencing resistance to having to
conform to someone else's expectations (support teacher)"
while concerns in March reported, "Getting along with my

support teacher is a concern--my teaching sometimes suffers because of our relationship." The concerns about expectations of the support teacher consistently reported difficulty in conforming to the support teacher's style ("During my full-time teaching it will be teaching in her style, just me doing it, so it doesn't come naturally") or problems in the working relationship between the intern and the support teacher ("I want to implement many ideas and concepts from seminars, but I am having difficulty due to my support teacher's beliefs").

Concerns about Self-Adequacy. These concerns were centered on interns' successes, failures, "survival" anxieties and time management problems during the field experience. Concerns about self-adequacy had the highest frequency of reported concerns, with 44 concerns reported with a range of 6 to 12. Six concerns were reported in January (lowest amount), and 12 concerns were reported in February (highest amount). Early concerns in January included, "I am still so inexperienced", or "Will I be able to manage the class..." In February, interns reported, "My teaching concerns are being able to teach and be observed, I have a real difficult time keeping my attention on the class" or "Keeping up with all the content as well as with evaluation of essays is my concern." Examples of self-adequacy concerns in March were the following: "Being able to keep up with orchestrating all the details of every

day teaching" and "I feel I can teach, but I don't have enough different ways to present material." Later concerns in April and May stated, "Everything I do takes hours to prepare and I feel like I am never done" and "I need to work on making sure that I actually teach what I intended to teach."

Concerns about CPEP Requirements. CPEP concerns included comments about the CPEP program and completing the Individual Learning Plan (ILP) objectives. In a traditional teacher education program, these objectives would be met in the education coursework. Each intern developed and completed an ILP. The developmental process consisted of identifying and sequencing enabling activities and evaluations to meet the objectives in the ILP. Once developed, the ILP acts as a professional development plan for the year of internship.

Total concerns reported in the CPEP category were 20, with a range from 1 in March to a high of 8 in May. Twenty of the 20 CPEP concerns were related to the ILP. CPEP concerns in January reported, "My major concern is my ILP and getting it organized" or "Not working on ILP requirements definitely is a major concern." Later concerns in May were again focused on the ILP and included statements such as, "My concern is finishing the ILP in the time that remains before the end of the program. I'll make it, but it will be tight."

Concerns about the School Situation. These concerns
included policies, rules, and established practices and
routines in the classroom or school. A total of 19
responses were in this category with a range from 1
(reported in April) to 7, (the highest amount, reported in
February). An example of a concern in February is, "I feel
uneasy about how to grade the students' work. I am tempted
to grade heavily on effort or individual progress, but I
don't think the school grades that way." A later concern
expressed in April stated, "I'm putting some thought into
how to fit smoothly back into the classroom in terms of the
existing management structure."

Classroom Management Concerns. Concerns about
classroom management included student discipline and
establishing and maintaining "control" in the classroom. A
total of 20 concerns were reported in this category, with a
range of 2 reported in May (lowest amount) to 7 concerns
reported in March (highest amount). Early concerns focused
on, "Will I be able to manage the class?" or "Of course,
classroom management!" (the answer to the question about
major teaching concern at this time). Later concerns in May
reported, "My concerns about teaching at this time are
effective classroom management--establishing (maintaining)
good rapport with students."

Concerns about Subject Matter. These concerns included
knowledge of the curriculum or subject matter. There were 3

concerns reported in this category with a range of 0
concerns reported in April and May to 1 (highest number in
this category) reported in January, February, and March. A
typical concern about knowledge of subject matter expressed,
"Right now I think my major concern is that I will be
"soloing" soon and may not be as familiar with all the
subjects as I should be."

Concerns about Future Employment. Future employment
concerns revolved around obtaining a teaching position for
the following school year. A total of 11 concerns were
reported in this category, with a range from 0 in January,
February and March to 10 in May. Many of the concerns were
similar to the following: "...concerned about employment
and the uncertainty of employment", "As the end of the year
approaches I find my concerns are centering on the process
of being hired" and "I'm concerned about the job hunt."

Concerns about Students' Problems, Individual Needs and
Abilities. The total number of concerns in this category
was 4, with a range of 0 reported in January and February to
2 concerns reported in April. An intern concerned about
students expressed, "Students come with such different
emotional, social, and academic starting points." Another
intern noted, "It's interesting to see how a student's
behavior is affected the days before vacation."

Concerns about Impact of Instruction on Students. This
category centered on the intern questioning themselves about

the impact of their instruction on students. A total of 13 concerns were reported in this category, with a range from 0 in January and February to 5 in April. Examples of concerns about the impact of instruction on students occurred when interns stated: "I'm concerned about finding a way in which to teach writing that will allow the student some freedom to express himself", "How do I teach students and develop realistic academic expectations for them as individuals?", and "How can I best evaluate their work and give them feedback?"

Presentation of Data by Monthly Distribution

Before looking at the monthly distribution of expressed concerns, it is important to review the timeline of activities in Figure 4 (p. 51) and the description of activities interns were involved in monthly (p. 50).

January. In January, a total of 28 concerns were reported, with a range of 0 to 7. Concerns within the category of students' problems, individual needs and abilities, the category of instruction of students and the category of future employment were expressed least (0) and those within the category of concerns about CPEP were expressed most often (7).

February. A total of 34 concerns were reported this month, with a range of 0 to 12. No concerns were expressed in the "concerns-with-students" categories and with future

employment, while the most concerns (12) were reported in the self-adequacy category.

March. Thirty concerns were reported in March, with a range of 0 to 10. No concerns were expressed in the future employment category, and concerns were expressed most often (10) about self-adequacy. In the "concerns-with-self" categories there were a total of 25 concerns, and in "concerns-with-students", a total of 5 concerns were reported.

April. A total of 23 concerns were reported in April, with a range of 0 to 9. No concerns were expressed in the categories of expectations from the support teacher and knowledge of subject matter, and 9 concerns were reported in the self-adequacy category. A total of 16 concerns were expressed about "concerns-with-self", and 7 concerns were reported about "concerns-with-students".

May. Thirty-four concerns were reported in May, with a range from 0 to 10. The lowest number of concerns (0) was reported in the categories of expectations from the support teacher and knowledge of subject matter. Ten concerns were expressed about future employment, resulting in the most often reported concern in May. Of the 34 concerns in May, a total of 29 were "concerns-with-self" and a total of 5 "concerns-with-students".

Discussion of Findings within Concern Categories

Concerns-With-Self and Concerns-With-Students. With 132 concerns reported in the categories of concern-with-self and 17 concerns reported about students, an obvious finding is that throughout the intership concerns-with-self dominated the professional concerns expressed. Fuller, Parsons, and Watkins (1973) found that prospective teachers' concerns move from self to students during the field experience, with a shift back to self (as a student again) near the end of the field experience. This study reports a similar trend. Silvernail and Costello (1983) found student teachers to move toward concerns about students during the middle of the field experience, and then reversing towards self-concerns as the field experience ended. Interns in this study were concerned about completing program requirements and obtaining a teaching position at the end of the field experience; therefore, concerns shifted to concerns-with-self. This finding is consistent with those of Fuller, Parsons, and Watkins (1973), and Silvernail and Costello (1983).

A possible explanation for the limited number of concerns-with-students expressed may be found in the intensity and demands of CPEP. Students were responsible for developing and completing individual learning activities for their ILP, which required time and energy that might have been directed toward concerns-with-students in a

traditional student teaching experience. In the traditional
field experience, student teachers complete full-time
teaching near the end of the 10-12 week field experience and
have no further responsibilities after completion of
full-time teaching. In CPEP, interns were teaching
full-time in March and April, but also faced completion of
the Individual Learning Plan activitites by the end of May.
In addition, the end of the data collection period coincided
with the time period for applying for teaching positions.
Interns were concerned about future employment. Both of
these concerns (program requirements and future employment)
were not reported in the literature about teaching concerns,
yet emerged in this study.

    Concern with Expectations from Support Teacher. The
range of reported concerns of expectations from the support
teacher was from 0 in April and May to 7 in February.
During January and February, the months with the highest
number of concerns about expectations from the support
teacher reported, interns were beginning the progression of
teaching one or two lessons per day to gradually assuming
responsibility for planning and teaching for the entire day.
A possible reason for the high number of concerns about
expectations from the support teacher at this time may be
found in the timeline and activities in CPEP. Interns were
preparing to teach full-time and were apprehensive about
assuming responsibility for the students. Interns were also

in the process of developing their personal style and philosophy of teaching, and comparing this with the support teachers' styles. Both of these activities may have added to the concerns interns had about expectations from the support teacher.

According to Zeichner (1978), there is agreement that the cooperating teacher has a major influence on the student teacher; yet, it is not known what the effect of the cooperating teachers' expectations are, or how these expectations are transmitted (Wright, Silvern, & Burkhalter, 1982). Examining the descriptive statements from the interns provides insight into interns' perceptions of these expectations. Examples of the concerns expressed in January focused on differences in teaching style or philosophy between the intern and support teacher. One intern stated, "I'm concerned about taking over the class from my support teacher. Will I need to manage the class according to her expectations or with my own style?" A concern about working around the support teacher's "style" was expressed by another intern in, "How will I get around the overload of seatwork in English that the support teacher has set up?" The theme from the preceding concerns continued into February, when an intern expressed the following concern, "I sometimes feel that I am a puppet performing the tasks that my support teacher wants accomplished, but that I don't desire to put the energy

into." This intern was aware of the expectations and interests of the support teacher, and possibly doubted if this matched the intern's interests. The frequency of interns' concerns about the expectations of the support teacher decreased each month (during the later months). Perhaps, this decrease is explained by the timeline. Interns had completed full-time teaching and possibly became more confident about themself and their teaching.

Concerns about Self-Adequacy. This category contained the highest number (44) of reported concerns. A possible explanation for the large number of concerns with self-adequacy may be found in examining the activities on the CPEP timeline. In February, the month with 12 reported concerns (the highest number per month), interns were preparing to teach full-time. In preparation for assuming responsiblity for the entire planning and instruction in a classroom, interns may have begun to experience anxiety and doubt about their ability to successfully teach full-time.

In the category of self-adequacy, a wide variation of types of concerns is found. Although the concerns are about self-adequacy, it was difficult to group them into "monthly themes" as the concerns expressed a wide range of thoughts. Interns were "learning-to-teach" at their own rate, and the individuality was expressed in concerns about self-adequacy. For example, in January interns reported concerns about "getting enough sleep", "seeing some improvement", "finding

enough time to digest, evaluate, reconsider my teaching",
and "getting enough continuity so that I feel like I am able
to follow through on an activity." The first concern,
getting enough sleep, is a basic "survival" concern, while
the concern of getting enough continuity in order to follow
through in teaching reveals an intern's concern about
improving her teaching. In February, interns were closer to
their full-time teaching requirement, and they reported
concerns about their teaching skills. An intern stated, "My
planning skills are still a formidable hurdle." Other
interns found "I'm feeling apprehensive about maintaining
momentum through longer chunks of teaching time" and "I'm
concerned about my ability to teach the kids what they're
required to know." All of these concerns point to the
personal thoughts of interns in relation to their
self-adequacy during "learning-to-teach", yet are related to
teaching and improving teaching skills. Interns were aware
of the areas in which they needed improvement and were
expressing concern about their professional growth.

By May, most interns had completed their full-time
teaching. Concerns expressed during May changed focus from
classroom teaching during the field experience to concerns
about themself as a teacher. The focus of concerns in this
category shifted as interns moved through the field
experience, moving from concerns of "surviving" or
succeeding in the field experience to concerns about

self-adequacy in relation to the teaching profession.
Interns were now looking at the larger picture of the
teaching profession, and thinking about the future. In the
earlier months, interns expressed concerns about succeeding
in day-to-day components of the field experience. Examples
of concerns of interns thinking about the future follow: "I
am worried about the work load of teaching and the time it
takes me for lesson planning, grading and preparation...I am
wondering if the monetary rewards of teaching will be enough
to justify the amount of time spent" and "being a first year
teacher will be very time consuming."

Changes in concern with self-adequacy also occurred in
the frequencies reported each month. From February through
May, concerns about self-adequacy dropped each month as
interns progressed through the field experience. A possible
explanation for the decrease may be found in the confidence
gained by interns as they gain additional experiences and
successes in teaching each month.

Concerns about CPEP. Of the 20 concerns reported about
CPEP, all 20 were about completing the Individual Learning
Plan (ILP) requirements. The ILP contains specific program
objectives, and each intern develops and completes
activities to meet the requirements of the objectives. The
completion of the ILP involves a year-long process and
several hundred activities. Examples of enabling activities
include the following: Teaching full-time (4 week minimun),

observing and assisting in a multi-cultural school setting
for 1 week; teaching at several different grade levels;
planning and teaching lessons in each subject area at more
than 1 grade level; and developing a written philosophy of
education. As these activities and objectives are usually
met in the education coursework in a traditional teacher
education program, CPEP interns were actually completing the
field experience and the education coursework
simultaneously. This required an intensive commitment from
each intern, which may have been expressed in their
reporting of concerns about the ILP.

Perhaps, concerns were not reported about other
components of CPEP due to implementing the concern's
questionnaire in January. Interns had been involved in the
program since August and concerns other than ILP concerns
may have been resolved or accepted before the concerns
questionnaire was administered.

During January and May, interns reported the highest
number of concerns about the ILP. These were the months
interns were not teaching full-time and were spending more
time working on the activities outlined in their ILP. In
May, when the ILP had to be completed, interns were spending
many days teaching and observing in other classes, as well
as completing reading and other assignments. In February,
March and April, interns reported lower numbers of concerns
about the ILP. During these months, all interns were

engaged in teaching activities, and were not spending as much time directly on the ILP activities required out of their assigned class. There was no change in the content of concerns reported during the 5 month data collection period. Early concerns stated, "My ILP is running the show", and later concerns reported, "My ILP is the only concern I have."

Concerns about School Situation. Concerns about the school situation included concerns about policies, rules or established practices in the classroom or the school. Nineteen concerns were reported in this category, with most concerns finding interns questioning the "accepted" policy in a school or classroom. A concern reported in January was "Our school uses so many dittos, I have textbook/ditto phobia." In February, an intern expressed concern about the "lack of established structures and positive atmosphere in my classroom." The intern had been observing in other classrooms, and was expressing concerns about the establsihed structures and routines in her assigned class. A later concern reported, "I am in a bit of a limbo situation regarding my place in the class (bouncing back and forth between having a place or being extra luggage). The intern had completed full-time teaching and was concerned about her fitting into the established classroom routine.

During February, the highest number (7) of concerns with the school situation were reported. As this was the

month before most interns began full-time teaching, this may
account for an increase in concerns about the school
situation. In March, April, and May, the concerns dropped
to 4, 1, and 2. Interns were involved in teaching full-time
and, in most cases, had more control of the school
situation, such as furniture arrangement or class schedule.
In the later months, interns became more familiar with the
school rules and policies, and may have accepted them the
longer they were involved with the school. In contrast,
student teachers in a traditonal field experience may find
themself more concerned about the school situation, as they
are in this setting for a shorter period of time and have
not become as familiar with the established policies and
routines. Interns had been in the school since August and
were often thought of as "another teacher", rather than a
student teacher. Therefore, the intern is more likely to
learn the sociological and political structure of the school
due to the extended time and responsibilities of the field
experience.

    <u>Concerns about Classroom Management</u>. Student teachers
and beginning teachers relate the most "pressing problem" in
teaching is classroom managment (Cruickshank & Callahan,
1983). In contrast, there were 20 concerns out of the total
of 149 reported in the category of classroom management;
therefore, interns did not report classroom management as a
major concern in this study. This finding supports those of

Silvernail and Costello (1983), where student teachers and interns reported low levels of concern about classroom management.

Concerns in January, February, and March focused on "gaining control" of the students in order to teach, while later concerns questioned alternative classroom managment strataegies and consequences of these approaches. For example, in January one intern reported "I need to develop a structure of classroom management that is effective." Another intern stated, "Of course my concern is classroom management...how to manage childrens' behavior!" By March, when interns were beginning to teach full-time, 7 concerns about classroom management were reported. Concerns were, "At the moment, I am in the process of tightening my discipline in preparation for the upcoming full-time teaching", or "My concern is discipline. The students are really testing me all over again, even though I've been teaching a lot since January." These interns were concerned about developing effective classroom management techniques in order to "survive" the field experience. In contrast, the May classroom management concerns were fewer, and addressed the philosophy behind classroom management. For example, an intern stated, "I'm constantly weighing the choices between having a quiet, strict classroom or having a noisier, more creative classroom." There was a distinct change in the content of concerns within the category of

classroom management. In the early months, the focus was on basic concerns about surviving and developing a management system that would allow the intern to teach and "get through" a lesson. In the later months, interns were examining the effect of different classroom management styles on the students and their learning. Interns shifted from concerns about developing skills and searching for effective management techniques (what do I do in the class to keep "control"?) to assessing, evaluating, and questioning the rationale and effect of a classroom management style (do different types of classroom management styles and techniques result in different amounts or types of learning?).

Concerns about Subject Knowledge. The number of concerns abut knowledge of subject matter of curriculum was very low (3 for the 5 month period). One concern per month was reported in January, February, and March, with 0 concerns reported in April and May. A possible explanation for the low reporting of concerns about knowledge of subject matter may be found in the gradual progression of assuming teaching repsonsibilities in the classroom. Interns had been working in these classrooms since August and had teaching experience in most curriculum areas by January, when the concerns questionnaire was introduced. Also, the interns had completed four months of seminars, with a focus on curriculum content in reading, math, language arts,

science, and social studies. A January concern was, "I will be full-time teaching soon, and may not be as familiar with all the subjects as I should be." In March, an intern expressed, "I am concerned about keeping up with content as well as evaluation."

Concerns about Future Employment. This category emerged in April, when the identical concerns questionnaire was completed by the interns, and focus abruptly shifted to "finding a teaching job." From January through March future employment was not mentioned. One intern reported a concern about "looking for a teaching job" in April. In May, 10 concerns (the highest number of concerns in a category during May) were focused on finding a teaching job. In the Portland Metropolitan area, securing a teaching position is difficult. Approximately 50% of the teacher education graduates at Portland State University find a teaching position before the beginning of the school year. Perhaps the intense screening process and the scarcity of teaching positions increased the number of concerns for these interns in this metropolitan area.

Examples of these concerns are, "I'm concerned about the job hunt and interviewing, etc.", "getting a job", and "As the end of the year approaches I find my concerns are centering on the process of being hired/certified. I find myself worrying about all these forms, forms, forms." Although the questionnaire addressed concerns with teaching,

interns expressed numerous concerns about finding a teaching job as a concern during May.

Concerns with Students' Problems, Individual Needs or Abilities. Interns expressed no concern (0) about students' problems, individual needs, or abilities during January and February. In March, April, and May, 1, 2, and 1 concerns were reported. In April, an intern stated, "I am concerned about following up on the low students so they are benefiting from whatever we are doing." During May, an intern expressed, "Students come with such different emotional, social, and academic starting points...some can do so little academically-others so much." Both interns' concerns centered on the student, and the student's individual abilities and needs.

A possible influence on the interns' reporting more concerns-with-self may be found in the instrument. The questionnaire asked, "In relation to your teaching, what are your concerns at this time?" Perhaps, interns interpreted this question to ask about personal concerns, rather than teaching concerns. Therefore, interns may have reported more concerns-with-self.

Concerns with Impact of Instruction on Students. Interns reported concerns about the impact of instruction on students during March, April, and May. Most of the concerns were focused on examining the role of teaching and the effect on students. When asked about teaching concerns in

March an intern stated, "How to teach students in a way that causes them to increase their ability to take better care of themselves, be able to solve problems on their own, and organize themselves." In April an intern revealed the following concern, "Reaching student's individual learning styles appropriately is one of my largest concerns right now. As I give assignments, I realize I'm not reaching everyone fairly. I'm trying to remedy this." During May, an intern wondered, "How do I teach to address the learning of students as individuals?" These interns viewed the students as individuals and were concerned about providing effective instruction for the students.

Summary of Professional Concerns of Interns

Introduction. Over the 5 month data collection period of this study, there were 149 concerns reported by interns. During the first two months, no concerns-with-students were reported. In March, April and May, a total of 17 concerns-with-students were expressed. There was a gradual increase of concerns-with-students until May, when a decrease was noted. This corresponds to findings of Silvernail and Costello (1983), who found student teachers shifted back to concerns-with-self at the end of the field experience. In this study, CPEP interns reported concerns about completing ILP activities and looking for a teaching position during May. These factors may have influenced the

concerns of the interns, resulting in a shift toward concerns-with-self at the end of the field experience.

Concerns-with-Self. Of the 149 reported concerns in this study, 132 were concerns-with-self. The highest number of concerns were reported in the category of self-adequacy (44). Interns expressed concern about their self-adequacy during the field experience, when they were expected to assume important responsibilities and demonstrate their teaching abilities. The second most frequent (20 concerns) category of concern was CPEP, specifically the Individualized Learning Plan (ILP) requirements. Interns were involved in numerous activities in order to complete their ILP, which constituted the framework for each intern's professional development plan for the year. Nineteen concerns were expressed about the school situation. Interns were placed in a school situation and had to learn the social and political policies and established routines of their classroom and school setting. There were 19 concerns expressed about classroom management. In March, when most interns were teaching full-time, the highest number of classroom management concerns were reported. Within the category of classroom management, interns shifted their focus from finding effective classroom management ideas to enable them to teach, to reflecting on the relationship between different classroom management styles and students' learning. Fifteen concerns were reported about the

expectations of the support teacher. Interns were concerned about meeting both expressed and non-expressed expectations, particularly about following the support teacher's style of teaching. Future employment became a concern in April and May. Interns reported a high number of concerns about looking for and obtaining teaching positions. Knowledge of subject matter was the least reported concern of the interns. Possibly due to the extended length of time in the classroom before teaching, and the concurrent presentation of curriculum and subject matter in seminars, interns were minimally concerned with knowledge of subject matter.

Concerns-with-Students. A total of 17 of the 149 concerns were reported about students. In the category of impact of instruction on students, there were 13 concerns reported. Interns reported questioning the impact of their instruction on the learning of the students during March, April, and May. A total of 4 concerns about student's individual needs and abilities were expressed during March, April and May. These concerns focused on individual differences among students. A possible explanation for the low number of reported concerns-with-students may be found in the requirements and demands of the CPEP program. Interns were expected to complete education coursework requirements through seminars, observations, reading, and working in numerous classrooms. These expectations were in addition to participation in the field experience, and may

have influenced the number of concerns interns expressed about themselves as students.

INTERNS' SELF-ASSESSMENT OF TEACHING

Presentation of Data

Introduction. The current state of research in the area of teacher self-assessment is very limited (Irvine, 1983), and literature on self-assessment of prospective teachers is sparse. This study examined the self-assessment of interns and the rationale for their assessment. The intensive sample of 6 interns completed a self-assessment form rating their teaching one week each month during the January to May period of their field experience. The form contained a rating scale from 1 to 5, with 1 the highest rating. A rating of 1 reflects the intern's description of "very satisfied and would make no changes if presented again", to a rating of 5, which reflects the description of "very dissatisfied, would change everything (see Figure 3, p. 45). To determine the rationale the interns were using as a basis for the numerical rating, the question "Why?" was also included on this form. Four or five forms were completed each week, depending on the intern's teaching and seminar schedule.

The ratings of individual intern's self-assessment of teaching were averaged for each month, and the total average

of the interns' rating per month are presented in Table IV.
The highest self-assessment rating of teaching was in April
and May, when 3 interns rated their teaching at 1.3. The
lowest rating occurred in March, when 1 intern rated her
teaching at 3.4, therefore, the range was 1.3 to 3.4. The
average rating (for the entire group) per month ranged from
1.8 in April and May to 2.2 in January, with a total average
for the 5 month period of 2.0. In looking at the average
self-assessment rating per intern for the entire 5 month
period, the range was from 1.7 (Intern #5) to 2.5 (Intern
#2).

The answers to the "why" question on the self-
assessment of teaching form produced the rationale or
content for the numerical ratings. The content of the
rationale statements were classified into 4 categories.
After reading the rationales, then coding and classifying
similar responses, 4 categories emerged (see Table V).
These categories included the following: (a) instructional
techniques which included references to lesson design and
presentation; (b) student learning behavior which included
comments such as; "The kids participated and really enjoyed
reading the stories today"; (c) self-adequacy which included
comments about themself in the role of teacher; (d)
classroom management which included specific references to
the behavior of the students (i.e., disruptive, off-task,
talking). In order to provide further information about

TABLE IV

INTERN'S SELF ASSESSMENT OF TEACHING

	#1	#2	#3	#4	#5	#6	Average
January	1.5	2.3	2.3	2.0	2.3	2.9	2.2
February	2.0	2.3	1.5	2.3	2.0	2.0	2.0
March	1.5	3.4	1.6	1.8	1.8	2.4	2.1
April	1.6	2.0	2.3	2.3	1.3	1.8	1.9
May	2.3	2.5	1.3	1.5	1.3	1.8	1.8
Intern's Average Rating	1.8	2.5	1.8	2.0	1.7	2.2	2.0

Rating Scale

1 = Very satisfied, would make no changes in lesson
2 = Satisfied, would make minimal changes in lesson
3 = Acceptable, would make some changes and keep some the same
4 = Dissatisfied, would make major changes
5 = Very dissatisfied, would change everything

Intensive Sample of Interns N = 6

TABLE V

CONTENT OF RATIONALE OF INTERNS' SELF-ASSESSMENT OF TEACHING

Month	Total	Instructional Techniques			Student Learning Behavior			Self- Adequacy			Classroom Management			Total	
		Total	+	-	Total	+	-	Total	+	-	Total	+	-	+	-
Jan.	68	26	15	11	22	17	5	13	6	7	7	2	5	40	28
Feb.	40	24	13	11	8	7	1	6	2	4	2	0	2	22	18
March	52	22	9	13	14	6	8	10	1	9	6	2	4	18	34
April	39	21	13	8	12	8	4	4	1	3	2	0	2	22	17
May	38	20	8	12	10	7	3	4	2	2	4	2	2	19	19
Total	237	113	58	55	66	45	21	37	12	25	21	6	15	121	116

+ = positive rationale

- = negative rationale

Intensive Sample of Interns

n = 6

interns' self-assessment of teaching, these categories were
coded as positive or negative statements about the rationale
for the rating. For example, when an intern responded,
"Because the kids were really involved in the lesson", the
category was student learning behavior and the code was +,
(positive). Another example was, "I would make changes in
the pacing in the lesson", and the category was
instructional techniques with a -, (negative) code.

A total of 237 rationale statements related to
self-assessment of teaching were reported by the 6 interns
during the 5 month period of the study. In January, 68
rationale statements were reported, and in May, 38 rationale
statements were expressed. In the 4 categories, 113
(highest amount) of the rationale statements were about
instructional techniques, 66 about student learning
behavior, 37 about self-adequacy and 21 (lowest amount)
focused on classroom management. In looking at the positive
and negative dichotomy of the 237 statements, 121 were
positive, and 116 were negative. In January, 40 positive
rationale statements were expressed; while in March, 18
positive statements were reported. The number of negative
statements ranged from 17 in April to 34 in March.

Presentation of Data Analyzed by Month

Introduction. The self-assessment ratings and
rationale for ratings may be related to monthly activities

in the field experience. A review of Figure #4, Timeline of CPEP Activites (p. 51) may provide essential information useful in comparing the monthly ratings to the monthly CPEP activities.

January. The average self-assessment rating for all interns in January was 2.2. The range was from 1.5 (Intern #1) to 2.9 (Intern #6). A total of 68 rationale statements about self-assessment of teaching were expressed, with 40 positive and 28 negative. Of the 68 statements, 26 were about instructional techniques (highest number) and 7 (lowest number) were related to classroom management.

February. The average self-assessment of teaching was 2.0, with a range of 1.5 (Intern #3) to 2.3 (Intern #1 and #4). Forty rationale statements were expressed in February, with 22 of these positive statements and 18 negative. Instructional techniques was the focus of 24 statements, while the lowest amount was in classroom management, with 2 rationale statements reported.

March. The average of self-assessment of teaching was 2.1, with a range of 1.5 (Intern #1) to 3.4 (Intern #2). A total of 50 self-assessment rationale statements were reported; 18 of these were positive and 34 were negative. The highest amount (22) were centered on instructional techniques, and the lowest number (6) was about classroom management.

April. During April the average self-assessment rating
was 1.9, with a range of 1.3 (Intern #5) to 2.3 (Intern #3
and #4). Thirty-nine rationale statements for the
self-assessement ratings were reported. Twenty-two were
positive, and 17 had a negative focus. The highest number
(21) were centered on instructional techniques, and the
lowest number (2) focused on classroom management.

May. The average self-assessment rating for all
interns was 1.8. The range was 1.3 (Intern #3 and #5) to
2.5 (Intern #2). A total of 38 self-assessment rationale
statements were expressed, 19 positive and 19 negative.
Instructional techniques were the most frequent focus (20),
and both self-adequacy and classroom management were the
lowest reported rationale (4).

Presentation of Data Analyzed by Intern

Intern #1. The average self-assessment rating for
Intern #1 was 1.8, with a range of 1.5 reported in January
and March, to 2.3, reported in May. Intern #1 expressed a
total of 41 rationale statements related to the numerical
ratings, with 18 (highest amount) in January and 5 (lowest
amount) in April and May. Thiry-two of these statements
were positive, and 9 were negative. Of the 41 rationale
statements, 16 focused on instructional techniques, 21 on
student learning behavior, 3 on self-adequacy, and 1 on
classroom management.

Intern #2. The average for self-assessment rating of teaching for Intern #2 was 2.5. This was the lowest averaged rating for this group of interns. The range of ratings was from 2.0 in April to 3.4 in March. The 3.4 rating was the lowest monthly rating an intern reported in this study. Intern #2 reported 48 rationale statements about her assessment of her teaching. Twenty statements expressed positive comments, and 28 were negative. Twenty rationale statements were based on instructional techniques, 11 on student learning behavior, 12 on self-adequacy and 6 on classroom management. This intern expressed self-adequacy as a basis for rationale of self-assessment ratings on her teaching more frequently than the other interns in this group.

Intern #3. The average for the 5 months of self-assessment ratings on teaching for this intern was 1.8. The range was from 1.3 in May to 2.3 in January and April. The rating of 1.3 was the highest assessment rating an intern gave their teaching. A total of 39 rationale statements were expressed. Twenty-three were positive, and 16 had a negative focus. Twenty of the self-assessment statements were about instructional techniques, 6 about student learning behavior, 6 about self-adequacy, and 7 about classroom management.

Intern #4. Intern #4 averaged 2.0 in the self-assessment rating over the 5 month period. The range was

from 1.5 in May to 2.3 in February and April. Of the 28 reported statements reflecting the rationale for the self-assessment of teaching ratings, 11 were positive, and 17 were negative. Seventeen were centered on instructional techniques, 6 on student learning behavior, 5 on self-adequacy, and 0 on classroom management. The lowest number of rationale statements based on the area of classroom management was 0 in this study.

Intern #5. The average of the self-assessment ratings on teaching for Intern # 5 was 1.7, which was the highest average rating in this group of interns. The range was from 1.3 in April and May (the highest monthly average) to 2.3 in January. Forty-four statements were expressed reflecting the rationale for the ratings. Of these, 22 were positive and 22 were negative. Intern #5 based the self-assessment on instructional techniques with 25 rationale statements, 7 statements about student learning behavior, 8 about self-adequacy, and 4 were focused on classroom management.

Intern #6. Intern #6 averaged 2.2 on the self-assessment of teaching ratings over te 5 month period. The range was from 1.8 in April and May to 2.9 in January. A total of 35 rationale statements were expressed, with 16 positive, and 19 found to be negative. Sixteen of the 35 rationale statements were related to instructional techniques, 12 about student learning behavior, 4 about self-adequacy, and 3 focused on classroom management.

Discussion of Findings

Introduction. The monthly average of the self-
assessment of teaching rating ranged from 2.2 in January to
1.8 in May, with an overall average of 2.0. Except for the
month of March, a steady incline occurred in the interns'
rating of their teaching. A possible explanation for the
slight decline in the average rating in March may be due to
the timeline of CPEP activities. All of the interns in this
sample were teaching full-time in March, and the demands and
realities of teaching full-time may have resulted in lower
self- assessment ratings. When an intern is teaching for
part of a day, the intern has more time to prepare for each
lesson, and returns the responsibility for students to the
support teacher after teaching for a portion of the day. In
contrast, when teaching full-time, the demands on time and
energy increase, and the realities of the work load become
apparent. The support teacher has moved out of the role as
"the" person in charge of the classroom, and interns have
assumed the responsibilities for planning and instruction.
Success in teaching one or two lessons a day is far
different from successfully teaching an entire day or week
of teaching. Therefore, in March, when the interns were
teaching full-time, their self-assessment ratings of their
teaching dropped slightly, perhaps indicating their
involvement in the reality of the demands and
responsibilities of full-time teaching.

Another factor that may have influenced the lower ratings in March was the reported fatigue of the interns. Interns commented about the time and energy full-time teaching required, and how exhausted they felt. Feeling tired and "run-down" may have influenced their self-assessment ratings negatively. An additional factor that may have caused interns to rate their teaching lower in March may be found in the increased number of lessons interns were teaching. With an increase in the number of lessons interns were responsible for, there was more opportunity for interns to find parts of lessons that need improvement.

There were more negative rationale statements in March than in any other month. Of the 53 total statements, 18 were positive, and 34 were negative. All 4 categories contained more negative than positive statements. Interns were expressing negative comments, as well as lower ratings during their full-time teaching period. The realities and demands of day-to-day teaching were revealed through the lower ratings and increased negative comments about their teaching in March.

The overall increase from 2.2 in January to 1.8 in May indicates the interns' gain in satisfaction of their teaching over the 5 month period. The interns were continually gaining experience and education about teaching, as well as receiving feedback about their teaching from

their supervisor, support teacher, and administrator. The length of the field experience (10 months) allowed interns extensive opportunity to practice while "learning-to-teach." The longer period of time in a field experience may have enabled interns to assess their progress in teaching, seeing changes in their instruction from September to June. An additional factor that may have contributed to an increase in the self-assessment rating of teaching may be found in the content of the small group seminar sessions. This was a time for interns to reflect upon their teaching progress and discuss this with other interns and their supervisor. A non-threatening environment had been established, and both successes and failures in the classroom were openly discussed. These discussions provided an opportunity for interns to listen and learn about other interns' teaching, as well as express their personal thoughts about their own teaching. The process of reflection and discussion produced feedback useful in improving teaching, which may have contributed to the increase in ratings for self-assessment of teaching.

In looking at the average ratings of all interns over the 5 month period, the lowest rating occurred in March, by Intern #2. The 3.4 rating reflected this intern's self-assessment during the full-time teaching period. All of her rationale statements were negative in March, including 5 self-adequacy comments. This was the highest

amount of self-adequacy statements reported by any intern during 1 month. Intern #2 stated, "This is one of my most common mistakes-not giving enough background and _assuming_ the kids know more than they do." The intern was concerned with her instructional techniques, and prefaced this comment with a personal qualification. In contrast, the highest ratings (1.3) occurred in the later months of April and May. Three ratings of 1.3 were reported, with 1 intern (#5) reporting 1.3 in April and again in May. Although these interns gave themself a high rating numerically, there were both positive and negative statements in their rationale comments. Perhaps, these interns had made improvements in their teaching, yet still saw a need for further improvement. For example, an instructional technique comment made in May by Intern #5 stated, "I was satisfied with most of my lesson, but I would change how long I did certain aspects of the lesson." Intern #3 had a self-assessment rating of 1.3 also and reported the following student learning behavior about a lesson, "I was able to get the students really focused and involved."

The rationale statements (the answers to "why?" on the self-assessment forms) provided a basis for the interns' rating decisions. In January, more statements were reported than in other months. As January was the first month of the study and interns had not completed this form before, they may have had more rationale statements to express. There

was a decrease in the number of statements made monthly,
except for March. In February, there were 40 rationale
statements expressed, with a jump to 52 in March, then a
decline to 39 in April and 38 in May. The increase in March
may again be related to the timeline, with interns engaged
in full-time teaching in March. Interns had "more" teaching
to base their assessments on, and may have had more need to
express their rationale, increasing the number of responses
in March. The decrease of statements made each month from
the January to May period may have occurred due to
familiarity with the form, and the interns had thought out
their rationale for the rating before completing the form.

Of the 237 rationale statements, 121 were positive, and
116 were negative. More rationale statements were expressed
about instructional techniques than other teaching areas,
with 113 statements out of 237 total. Of these, 58 were
positive, and 55 were negative. Interns based instructional
technique rationale on positive and negative reasons almost
equally. CPEP seminars had focused on instructional
techniques during several sessions, and the support teachers
were also giving the interns information in this area.
Instructional techniques are observable, and through
seminars, interns had developed a vocabulary to use in
discussing these techiques. For example, an intern stated,
"I had smooth transitions and the closure went well." The
intern had learned the terms "transitions" and "closure" in

relation to lesson design and instruction, and was able to
use this information and behavior to assess her teaching.
In implementing a change, a person must first be aware of a
behavior and a perception of that behavior (Hartman, 1978).
Having a vocabulary and a clear understanding of
instructional techniques presented by the support teacher
and seminars may have facilitated this awareness and
vocabulary with the interns, and may have increased their
focus on instructional techniques. The interns had
developed a repertoire of effective teaching strategies and
were able to measure their personal instructional techniques
to this standard.

A total of 66 rationale statements were expressed about
student learning behavior, 45 positive and 21 negative.
Interns were assessing their teaching on the basis of
student learning behavior with over twice as many positive
comments than negative about student learning behavior.
Perhaps, the immediate feedback provided by the students was
reinforcing to interns, and as a constantly available
source of feedback, was depended upon by interns in their
self-assessments. Interns could glance around the classroom
and observe a student looking like they were enjoying or
participating in the lesson, and use this observation as a
basis for deciding they had a successful lesson. Examples
of positive statements were, "Kids participated and enjoyed
making their own books" or "Kids were coming up with lots of

ideas during brainstorming." A negative statement expressed, "In their present state of mind the students were unable to understand the circumstances I presented them." CPEP seminars had presented information about the relationship between instruction and student learning behavior; thus, interns were aware of the importance of students' participating and working "on-task" during lessons.

Interns expressed a total of 37 rationale statements about self-adequacy: 12 were positive, and 25 were negative, resulting in over twice as many negative comments than positive. Interns were reporting perceptions of themselves and their adequacy in relation to teaching. As they were "learning-to-teach", self doubt and questioning their ability to be successful in this situation arose, and more often with a negative focus. Learning the "ropes" in any new job situation is stressful, including "learning-to-teach" in the field experience. Interns are constantly on "display", observed by students, teachers, supervisors, support teachers, and administrators. One intern concluded her self-assessment form with, "I don't know if I can do this job!"

The category with the least amount of rationale statements reported was classroom management, with 21 out of 237 reported statements. Of the 21 statements, 6 were positive ("The lesson went well because of management"), and

15 were negative ("Classroom management and keeping them
quiet is still the main, underlying problem"). There were
over twice as many negative as positive comments about
classroom management. Although the literature (Ryan, et
al., 1980) finds beginning teachers concerned with classroom
management, this group of interns seldom assessed their
teaching on the basis of classroom management. A possible
explanation might be found in the curriculum in CPEP
seminars and feedback from the support teacher and the
supervisor. Interns had been presented with classroom
management principles and techniques during the school year,
both in seminars and in their classrooms. Interns received
feedback from their support team about their classroom
management and had worked with their classroom management
techniques in several classes. The extended period of time
in the field experience may also have contributed to fewer
statements about classroom management, as CPEP interns had
more time to practice classroom management and become more
competent in this area. Perhaps, the combination of
education and experience in classroom management resulted in
raising interns' effectiveness while lowering their concerns
in this area.

Discussion of Findings by Month

January. The average self-assessment rating for
January was 2.2, which was the lowest monthly rating during

the study. A rating of 2.0 relects a satisfactory lesson, therefore, interns reported that they were satisfied with their teaching, and would make few changes if they presented the same lesson again. Interns based their self-assessment of teaching ratings mainly on instructional techniques and student learning behavior. Of the 68 statements of rationale expressed in January, 26 were about instructional techniques, 22 about student learning behavior, 13 about self-adequacy, and 7 about classroom management. More of these statements were positive than negative. A possible reason for the satisfactory rating in January may be attributed to the length of time interns had already been a "part" of their classroom before this study commenced. Interns began the school year in August with this class and had gradually increased their amount of teaching responsiblity. Interns were now teaching a minimum of several lessons each week. If self-assessment ratings had been reported earlier in the school year, perhaps lower ratings would have occurred in the first months of the study.

Of the 26 instructional techniques listed as rationale statements, 15 were positive ("The small group discussions went very well"), and 11 were negative ("I should make some changes in the pacing of the lesson"). Again, the use of vocabulary that had been presented in seminars was prevalent in these statements. The vocabulary provided a basis for

expressing comments that contained specific information relating to what components were satisfactory in a lesson or what needed improvement.

Of the 22 rationale statements reporting student learning behavior as a focus for the rating, 15 were positive ("The students were enthusiastic and participated throughout the lesson"), and 7 were negative ("Kids were not tuned-in to the lesson"). Interns relied upon their "reading" of the student learning behavior as an indicator for effectiveness of their teaching more frequently in January than in other months. Interns had not had extensive teaching experience by January and relied on their impressions of students' involvement and interest in lessons as indicators of success in teaching. Several seminar sessions in the fall had focused on actively involving students in learning. Perhaps, interns were using concepts of student learning as measures of success in teaching.

In January, interns expressed rationale statements based on self-adequacy 13 times. Of the 13 statements, 6 were positive ("I felt confident about my reading lesson and spelling today"), and 7 were negative ("I was just not prepared to teach this lesson today"). January and March were the months when self-adequacy statements were most frequent. In January, interns were teaching several lessons each week, progressing to teaching several lessons each day. The teaching experience is new, and the interns' thoughts

about their teaching ability and self-adequacy may have been intertwined with their personal measures of successful teaching.

Classroom management was reported as a basis for self-assessment of teaching 7 times in January. There were 2 positive comments ("Lesson went smoothly in student behavior"), and 5 negative ("I would change some management techniques"). The comments interns made about classroom management were general and did not give specific details about elements of the management techniques or behaviors. Possibly, interns were thinking of classroom management in global terms and not focusing on specific elements.

February. In February, the average self-assessment rating increased to 2.0 for the 6 interns. The interns reported that their instruction was satisfactory in February, and they would make minimal changes if they presented the same lesson again. Forty statements were expressed as rationale for the numerical rating. Twenty-two were positive, and 18 were negative comments. As in all months, instructional techniques were reported most frequently as rationale for the numerical rating. In February, instructional technique comments were expressed 24 times, with 13 positive ("I combined cognitive and affective aspects, the combination worked well"), and 11 negative ("I think I would re-think the kinds of activities I planned"). This was the highest proportion of reporting instructional

techniques as the rationale for self-assessment during the 5 month period. The reason for the higher proportion of instructional technique comments may be related to the timeline, as interns were working on improving their instruction before beginning to teach full-time in March. In addition, interns were increasing the amount of time they taught each day, along with increasing their repertiore of instructional techniques.

During February, 8 rationale statements were expressed about student learning behavior. This was the lowest frequency during the 5 month period. This may be related to the higher number of comments focused on instructional techniques this month, drawing some of the emphasis from other categories. Also, interns may have discovered that "how students look" may not be an accurate indicator of how much they are learning. Seven of the 8 statements were positive ("Children really seemed to enjoy the challenge of attacking a difficult lesson"), and 1 was negative ("the kids are so tired and not interested in this kind of a lesson at the end of the day").

Comments about self-adequacy as the rationale for self-assessment of teaching decreased during February. Possibly, this is not an area where interns can see immediate improvement, or receive direct feedback and see results in their instruction. Also, interns had gained more experience teaching part-time in the class, and may have

felt more confident about their instruction now. Two rationale statements were positive ("I was very happy with my reading session"), and 4 were negative ("I hadn't thought in advance of some of the questions and problems the students might have so the lesson didn't go smoothly").

Two comments reflected interns' rationale about classroom management. Both of these were negative comments ("A more structured approach with the students might have been more effective"). There were no changes in the content of the rationale statements since January.

March. The average self-assessment rating on teaching declined slightly in March, to 2.1. This is the month when interns began to teach full-time, and, perhaps, experienced anxiety about assuming total responsibility for all aspects of teaching. The range was from 1.5 to 3.4, which was the widest spread of ratings during the 5 month period. Perhaps, the onset of full-time teaching influenced some of the interns and their ratings more than others. One low rating of 3.4 significantly decreased the average rating. As this rating tended to be individual more than a group movement, this information will be discussed within the discussion of findings for each intern.

Fifty-two statements of rationale for the ratings were expressed during March. This was an increase from February, and may be related to the timeline of full-time teaching in March. Eighteen statements were positive, and 34 were

negative. This was the only month were most of the rationale statements were negative. This may be related to the onset of full-time teaching, and the interns acute awareness of their teaching. The support team was observing and giving feedback to interns often during this month, and interns were actively working on improving their teaching. Due to the amount of feedback and suggestions offered to improve the interns' instruction, interns may have also become more aware of the assessment process and may have increased the number of their self-assessment comments during full-time teaching.

The most frequently expressed rationale statements were about instructional techniques. Of the 22 instructional techniques reported, 9 were positive ("After evaluating each part of my lesson, I feel it went well and I don't know what I would change"), and 13 were negative ("I would work more on timing and keep the lesson moving at a faster pace"). Looking at the timeline of CPEP finds interns teaching full-time this month, which may have increased their self-critisism and negative rationale statements. Interns were teaching more lessons, which created more opportunities for something to "go wrong" during their teaching. Planning and teaching for an entire day or week opens up more possible situations where improvement in instructional techniques might be necessary.

Of the 14 rationale statements using student learning behavior as a basis for self-assessment of teaching, 6 were positive ("Kids were working well"), and 8 were negative ("Kids' attention wandered quite easily"). Again, more negative comments were expressed, which is possibly related to the increased time interns were teaching. Keeping students' attention for an entire day or week, versus students paying attention for a 30 minute lesson created a different teaching situation to assess. Interns seemed to be aware of the students and their reactions and behavior related to instruction. The comments expressed included both general and specific recommendations and statements.

Interns reported rationale statements about their self-adequacy 10 times in March. Of these 1 was positive ("I felt very comfortable with the material"), and 9 were negative ("I _tried_ to teach pronouns today"). This was the highest number of negative self-adequacy statements expressed during the study. All interns were teaching full-time now, and were responsible for every aspect of instruction. There were numerous demands on interns, creating pressures and stress. Under increased stress, interns may have become more concerned with their self-adequacy and reported these concerns in their self-assessments.

Classroom management statements were expressed at a higher proportion in March than in any other month. Two

were positive ("Good classroom management") and 4 were negative ("Management of student behavior could have been approached differently"). Because interns were now responsible for the classroom management during March, they were possibly more aware and critical of this teaching area at this time.

April. The average self-assessment rating during April was 1.9. As a group, interns were increasing their ratings, and expressing more satisfaction with their instruction. There were 38 rationale statements reported, with 22 positive and 17 negative. Both the rating and the number of positive statements increased in April, possibly an indication of interns' thoughts and feelings about successfully completing full-time teaching. After preparing for and completing a major requirement of the field experience, interns may have felt more successful, and expressed this in their ratings and rationale statements.

The most frequent category interns based their self-assessment on continued to be instructional techniques. Of the 21 rationale statements expressed about instructional techniques, 13 were positive ("Lesson was well planned and organized"), and 8 were negative ("The flashcards I used were not good"). Interns were reporting more positive rationale statements now, perhaps, due to "surviving" and succeeding the full-time teaching experience.

Twelve rationale statements discussed student learning behavior, with 8 positive ("Kids participated through the math lesson") and 4 negative ("Students did not care for the movie"). Again, interns used observations of students' learning behaviors as a tool in assessing their instruction. Perhaps, the continual and immediate feedback provided by students assisted interns in determining their self-assessment.

Four comments were reported about self-adequacy as a rationale for the self-assessment rating in April. One was positive ("My visualization in the music lesson went even better than I had expected") and 3 negative ("The circumstances were beyond my control"). The number of statements in this category declined from the preceding 3 months, indicating interns were basing their self-assessment more on instructional techniques and student learning behavior. Also, as interns gained more experience in "learning-to-teach", they may have become more self-confident and had fewer concerns about self-adequacy.

Of the 2 rationale statements based on classroom management, none (0) were positive and 2 were negative. There was no significant change noted in the content of rationale, and the frequency decreased slightly from the previous months.

May. The average self-assessment rating increased to 1.8 in May. The group of interns tended to rate their

teaching slightly higher each month during the study.
Length of time in the field experience, as well as gaining
more success in teaching may have influenced the interns in
their self-assessment ratings. Interns had now completed 9
months in the classroom and their full-time teaching
requirement. As this was an extended field experience,
interns may have been able to see progress in their
teaching, and possibly expressed this in their
self-assessments. Thirty-eight rationale statements were
expressed, with 19 positive and 19 negative. Interns
continued to make both positive and negative statements
about their teaching during the study, perhaps, indicating
their awareness of the importance of feedback in improving
their teaching.

Again, instructional techniques were the basis for most
of the self-assessment comments. Eight of these were
positive ("I had an effective set and closure") and 12 were
negative ("I would have perfected the wording of my
questions during discussion"). May and March were the only
months when more negative than positive were reported about
instructional techniques. Perhaps, as interns were
approaching the end of the field experience, they were
scrutinizing their teaching, attempting to find "pieces"
that could be improved. Most interns were teaching
part-time and may have spent more time reflecting on their

teaching in an attempt to find specific areas for improvement.

Ten rationale statements were based on student learning behavior. Seven were positive ("The kids were fully focused and involved"), and 3 were negative ("Students did not apply the scenarios to personal life situations"). The frequency of using student learning behavior as a rationale for self-assessment remained fairly constant during the last 4 months of the study. Therefore, interns used their interpretations of student learning behavior during their instruction as one basis for self-assessment. Interns' attention was focused on students, and they noticed students' actions and responses while teaching. Several seminar sessions included "monitoring students' learning", and interns had been involved in learning techniques to use in monitoring. Perhaps, they applied this information from seminar into their classroom teaching, and consequently, reported student learning behavior as rationale for self-assessment.

Self-adequacy comments were reported as rationale for self-assessment of teaching 4 times during May. Two were positive ("I was able to get the students involved today"), and 2 were negative ("I am still feeling my management of the research projects is poor. I have asked for advice"). When interns reported negative self-adequacy rationale statements, they were aware of the instructional areas that

needed improvement, and how to work for improvement. The frequency of using self-adequacy as a rationale for rating teaching declined in the last two months of the study. A possible explanation may be interns were now looking for feedback about their teaching in instructional techniques and student learning behavior. Because of their successful experiences in teaching, they had gained self-confidence in relation to their instruction and were not as concerned about self-adequacy now.

In May, the established trend of classroom management used least frequently as rationale for rating interns' teaching remained consistent. Four of the 38 rationale statements expressed classroom management information. Of these, 2 were positive ("When the students are working individually and I want to control bodies and keep kids on task I am going to keep them in the classroom and have a waiting list for frequently needed resources"), and 2 were negative ("I still don't have a reliable strategy for classroom management"). No significant changes were found in this category during May.

Discussion of Data by Intern

Intern #1. The average of this intern's self assessment of teaching was 1.8 (see Table VI). The highest rating occurred early in the study, and lowest rating was in the last month. The intern gained more experience in

TABLE VI

SELF-ASSESSMENT PROFILE OF INTERN #1

Month	Rating Average	Instructional Techniques			Student Learning Behavior			Self- Adequacy			Classroom Management			Total		
		Total	+	-	Total	+	-	Total	+	-	Total	+	-	Total	+	-
Jan.	1.5	4	4	0	10	9	1	3	3	0	1	0	1	18	16	2
Feb.	2.0	4	3	1	3	3	0	0	0	0	0	0	0	7	6	1
Mar.	1.5	2	0	2	4	3	1	0	0	0	0	0	0	6	3	3
April	1.6	3	1	2	2	2	0	0	0	0	0	0	0	5	3	2
May	2.3	3	1	2	2	1	1	0	0	0	0	0	0	5	2	3
TOTAL	1.8	16	9	7	21	18	3	3	3	0	1	0	1	41	32	9

+ = positive rationale

- = negative rationale

teaching and received more feedback from others about her teaching as she progressed through the field experience. This may have influenced her in becoming more realistic and, perhaps, more accurate in her self-assessment ratings, as well as more aware of "what" constitutes effective instruction. In January, over half of her rationale statements focused on student learning behavior. She was assessing her teaching according to student involvement and student enjoyment of lessons. In contrast, during May most of the rationale statements were about instructional techniques, demonstrating a shift in the basis for her self-assessment. Perhaps, Intern #1 discovered the value and relationship of effective instructional techniques in students' learning. While student involvement and enjoyment of lessons is important, student learning is not dependant upon this criteria. These factors may have caused this intern to shift the focus to instructional techniques and assess her teaching more critically at the end of the study.

During the 5 months, Intern #1 expressed 41 rationale statement about her self-assessment of teaching. Thirty-two were positive, and 9 were negative. The rationale statements were more positive in January and February than in the later 3 months. In May, she reported 2 positive and 3 negative comments about her teaching. This finding again supports the possibility that interns moved toward more

realistic and accurate self-assessments later in the field experience.

In January, Intern #1 reported 4 statements about instructional techniques as rationale for self-assessment, and all 4 were positive. An example of an early statement expressed about instructional techniques was, "The lesson itself went O.K., the kids had to cooperate to solve the brainstorming problems." In May, this intern reported more negative than postive comments about instructional techniques, stating, "I should have allotted more time for discussing the calendar and student's drawing." She became more critical of her instruction while offering specific suggestions for improvement.

The category of student learning behavior was most frequently cited as rationale for self-assessment. In January, she reported 10 of the 18 comments in the category of student learning behavior. This intern was relying on feedback from the students' behavior as an indicator of her success in teaching, particulary in the earlier months. In the later months of April and May, less than half of her comments were about student learning behavior, as the focus of her self-assessment rationale shifted to instructional techniques. On the 21 student learning behavior comments, 18 were positive ("Kids were enthusiastic in this lesson"), and 3 were negative ("I could sense boredom during the lesson"). A possible explanation for the high number of

positive statments might be that this intern was looking for students that appeared interested or enthusiastic about the lesson and then developed her self-assessment from these selected behaviors.

Intern #1 expressed few rationale statements about self-adequacy or classroom management. There was little to discuss in this area, except that Intern #1 relied infrequently upon self-adequacy or classroom management as self-assessment rationale.

Intern #2. Intern #2 reported the lowest average self-assessment ratings during the study at 2.5 (see Table VII). The highest rating this intern reported was 2.0, which was lowest of all interns' highest ratings. The lowest rating was 3.4, which was the lowest rating reported during the study. The lowest rating occurred in March, when the intern began teaching full-time. In this same month the intern reported 14 negative comments about self-assessment of teaching and no positive comments. The lower ratings tended to occur during the month when an increase in the frequency of reporting negative statements occurred. Therefore, the rating reflected the self-assessment rationale statements of this intern. In contrast, during April, when the highest rating of 2.0 was reported, the intern reported 9 positve statements and 2 negative, again supporting the finding of a relationship between content of rationale statements and the numerical rating of intern's

TABLE VII

SELF-ASSESSMENT PROFILE OF INTERN #2

Month	Rating Average	Instructional Techniques			Student Learning Behavior			Self-Adequacy			Classroom Management			Total		
		Total	+	−	Total	+	−	Total	+	−	Total	+	−	Total	+	−
Jan.	2.3	3	2	1	4	4	0	2	1	1	0	0	0	9	7	2
Feb.	2.3	3	2	1	0	0	0	2	1	1	1	0	1	6	3	3
Mar.	3.4	5	0	5	3	0	3	5	0	5	1	0	1	14	0	14
April	2.0	6	5	1	4	3	1	1	1	0	0	0	0	11	9	2
May	2.5	2	0	2	0	0	0	2	0	2	4	2	2	8	2	6
TOTAL	2.5	19	9	10	11	7	4	12	3	9	6	2	4	48	20	38

+ = positive rationale

− = negative rationale

teaching. While this intern was self-critical and noted
many areas where changes would improve a lesson, through
participant observation the investigator observed
satisfactory and above satisfactory teaching by Intern #2.
Perhaps, the lower rating reflected a personal trait of this
intern toward self-criticism, as well as the personal
behavior of searching for specific changes that would
improve future instruction.

A total of 48 rationale statements were expressed, with
20 positive and 28 negative. The most frequently reported
rationale comments were about instructional techniques.
Nine were positive ("I taught an aerobics class which
covered all the basics I intended"), and 10 were negative
("I should have given them a minimum expectation for each
category"). The comments contained specific information
related to instruction, and noted what components made a
lesson successful or not successful.

Student learning behavior was the basis for rationale
of self-assessment from 11 statements: 7 were positive
("The kids did not have trouble thinking up things to
draw"), and 4 were negative ("In their present state of
mind, students are unable to understand the information").
This was the only category where the intern reported more
positive than negative statements, perhaps, relying upon
student learning behavior for more positive feedback about
teaching.

Rationale statements focused on self-adequacy were more
frequently reported by Intern #2 than any other intern.
Personal feelings of self-adequacy in teaching may have
influenced the intern's self-assessment ratings, resulting
in lower numerical ratings. Of the total 12 self-adequacy
statements, 3 were positive ("I am satisfied with what I
did"), and 9 were negative ("I must remember there are more
things to consider than just academics, I made a big
mistake"). When Intern #2 discussed possible lesson
changes, comments about the intern's personal involvement
were included often, which increased the number of
self-adequacy rationale statements. Also, an individual
trait of Intern #2 was self-reflection, which included
expressing thoughts about her confidence and ability to
teach. Possibly, due to these individual traits, Intern #2
reported more rationale statements about self-adequacy.

Of the 48 total rationale statements expressed by
Intern #2, 6 focused on classroom management. Two were
positive ("To keep the kids busy I had them come up one at a
time and play an instrument"), and 4 were negative ("Our
kids were totally distracted all day"). Classroom
management as a rationale for self-assessment was used
infrequently by Intern #2, which was a consistent finding
for the entire group of interns.

Intern #3. The average self-assessment rating for
Intern #3 was 1.8 (see Table VIII). The highest rating

TABLE VIII

SELF-ASSESSMENT PROFILE OF INTERN #3

Month	Rating Average	Instructional Techniques			Student Learning Behavior			Self- Adequacy			Classroom Management			Total		
		Total	+	-	Total	+	-	Total	+	-	Total	+	-	Total	+	-
Jan.	2.3	6	2	4	3	3	0	1	0	1	1	1	0	11	6	5
Feb.	1.5	3	2	1	0	0	0	0	0	0	1	0	1	4	2	2
Mar.	1.6	5	4	1	0	0	0	2	1	1	3	1	2	10	6	4
April	2.3	4	3	1	0	0	0	1	0	1	2	0	2	7	3	4
May	1.3	2	1	1	3	3	0	2	2	0	0	0	0	7	6	1
TOTAL	1.8	20	12	8	6	6	0	6	3	3	7	2	5	39	23	16

+ = positive rationale

- = negative rationale

occurred in May, along with the highest proportion (6 out of 7) of positive rationale statements reported. The repeated incidence of higher numerical ratings occurring during months when higher proportion of positive rationale statements are reported supports the finding of a relationship between the content of the rationale statements and the self-assessment rating. A total of 39 rationale statements were expressed during the 5 month period, with 23 positive and 16 negative, resulting in more positive than negative comments reported by Intern #3. Over half of the rationale statements were focused on instructional techniques, with 12 positive ("Planning was thorough and lesson went well"), and 8 negative ("I could have shortened the discussion to make more time for experiments"). The rationale comments reflected direction for the intern to use in improving instruction.

A total of 6 comments were expressed using student learning behavior as rationale for self-assessment. All 6 were positive and clearly described the students' behavior ("The students experimented with the science equipment and discovered some properties of magnetism"). A possible explanation for the high proportion of positive comments may be found in the personal character of Intern #3. This intern expressed strong desires to succeed in the field experience to others during seminars. This desire may have influenced the intern to seek out and notice the positive

student learning behavior in order to reinforce successes in instruction.

Of the 6 rationale statements reported about self-adequacy, 3 were positive ("I was able to get the lesson finished"), and 3 were negative ("I felt unsure of some parts of today's lesson"). With limited statements about self-adequacy and and equal division of positive and negative comments, there are no significant findings noted in this area.

Intern #3 expressed 7 rationale statements about classroom management during the 5 months. Two of the classroom management statements were positive ("The lesson went smoothly in student behavior"), and 5 were negative ("I would change how I dealt with some student behaviors"). Of the 7 statements, 3 were reported in March, when the intern began to teach full-time, indicating classroom management was more of a focus during March than other months. During May, there were no statements reported about classroom management, and this was when Intern #3 was completing full-time teaching. Perhaps, the intern was satisfied with classroom management techniques and was now more concerned about other areas of instruction.

Intern #4. The average of the self-assessment of teaching by Intern #4 was 2.0 (see Table IX). This intern began full-time teaching late in March, although she had taught several lessons each day beginning in January. The

TABLE IX

SELF-ASSESSMENT PROFILE OF INTERN #4

Month	Rating Average	Instructional Techniques			Student Learning Behavior			Self- Adequacy			Classroom Management			Total		
		Total	+	-	Total	+	-	Total	+	-	Total	+	-	Total	+	-
Jan.	2.0	4	3	1	2	1	1	0	0	0	0	0	0	6	4	2
Feb.	2.3	5	2	3	2	2	0	2	0	2	0	0	0	9	4	5
Mar.	1.8	3	0	3	1	0	1	0	0	0	1	0	1	5	0	5
April	2.3	1	0	1	1	1	0	2	0	2	0	0	0	4	1	3
May	1.5	4	2	2	0	0	0	0	0	0	0	0	0	4	2	2
TOTAL	2.0	17	7	10	6	4	2	4	0	4	1	0	1	28	11	17

+ = positive rationale

- = negative rationale

highest self-assessment rating occurred in May, when the intern was spending the majority of time observing in other classrooms and teaching infrequently. Also, as this intern had completed full-time teaching and gained teaching experience, this may have been reflected in the self-assessment.

Twenty-eight rationale statements were expressed by Intern #4, 11 were positive, and 17 were negative. In March and May, when the highest ratings were recorded, Intern #4 reported the highest proportion of negative statements. The finding of more frequent positive statements related to higher ratings did not continue with this intern. Possibly, the intern was basing the numerical rating on more information than reported in the rationale statements.

Instructional technique comments were the most frequently reported rationale for self-assessment. Several seminar sessions had presented instructional techniques, and in addition, the support teacher worked specifically on this area with the intern. This may have increased this intern's awareness of the significance of effective instructional techniques in successful teaching. Seventeen comments were expressed, 7 positive ("The response group technique worked will"), and 10 were negative (I should have included an essay in the test"). All of the comments the intern reported contained specific information applicable to

improving classroom instruction, both in early and later
months.

A total of 6 comments were expressed about student
learning behavior, with 4 positive ("I want students to read
for enjoyment") and 2 negative ("One student kept
disagreeing with me during the irony discussion"). Intern
#4 was aware of the student learning behavior and reported
specific illustrations.

Of the 4 self-adequacy comments expressed regarding
self-assessment of teaching, all were negative ("I didn't
think to collect outlines soon enough"). The comments were
all closely related to instructional techniques, which was
the major area this intern based the rationale for
self-assessment upon.

Classroom management was mentioned infrequently (1) in
the self-assessment rationale statements, and was coded as a
negative statement.

Intern #5. Intern #5 reported the highest self-
assessment rating (1.7) of the group of subjects. A total
of 44 rationale statements were expressed, with 22 positive
and 22 negative (see Table X). Over half of these contained
instructional technique comments. Thirteen were positive
("Reading went smoothly and the objective was met easily"),
and 12 were negative ("Social studies needed to be
shortened. I packed too much in for the time allotted").
Possibly, the extensive presentations in seminars about

TABLE X

SELF-ASSESSMENT PROFILE OF INTERN #5

Month	Rating Average	Instructional Techniques			Student Learning Behavior			Self-Adequacy			Classroom Management			Total		
		Total	+	-	Total	+	-	Total	+	-	Total	+	-	Total	+	-
Jan.	2.3	6	2	4	1	1	0	4	2	2	3	1	2	14	6	8
Feb.	2.0	5	2	3	1	0	1	2	1	1	0	0	0	8	3	5
Mar.	1.8	5	3	2	1	1	0	2	0	2	1	1	0	9	5	4
April	1.3	3	3	0	3	2	1	0	0	0	0	0	0	6	5	1
May	1.3	6	3	3	1	0	1	0	0	0	0	0	0	7	3	4
TOTAL	1.7	25	13	12	7	4	3	8	3	5	4	2	2	44	22	22

+ = positive rationale

- = negative rationale

instructional techniques along with the experienced reality
of the importance of effective instructional techniques may
have influenced this intern to report a high number of
statments in this area. Intern #5 reported specific
information about "why" a lesson was effective or
ineffective, using the vocabulary presented in seminars.

There were 7 rationale statements expressed about
student learning behavior, 4 positive ("Kids participated
and were interested in subtraction regrouping"), and three
negative ("The kids were a little stir-crazy at the end of
the lesson"). Although the category of student learning
behavior was used less frequently than others as rationale
for self-assessment, the intern was aware of student
learning behavior in the class and included this in
developing rationale for self-assessment ratings.

Eight statements about self-adequacy were reported as
rationale for self-assessment ratings. Three were positive
("I feel good about some things today"), and 5 were negative
("I'm not exactly sure what to do different"). The comments
were based on intuition or feelings about the lesson, which
reflected the personality of this intern. Intern #5 was a
sensitive person and frequently discussed her feelings about
students and her teaching during seminars.

Classroom management was reported as rationale for
self-assessment 4 times, 2 positive ("Today the kids were a
lot better than normal") and 2 negative ("There are a lot of

management techniques that I could have changed to make it go even smoother"). This was a minor basis for self-assessment for Intern #5, and significant findings were not noted in this area.

Intern #6. Intern #6 had an average self-assessment rating of 2.2 (see Table XI). There was a general increase in the ratings during the study, (except for a slight decrease in March). This intern was teaching full-time from February through June, so the decrease would not have been related to beginning full-time teaching. As the number of negative statements were lowest in March, this is also not an explanation for the decrease. A total of 35 statements were expressed as rationale for the self-assessment ratings. Sixteen were positive, and 19 were negative. There were more negative statements reported in January, when the lowest rating was recorded. This was the month when this intern was preparing to teach full-time, and the reality of accepting this responsibility may have influenced the ratings in January.

The rationale statements contained instructional technique comments in 16 of the 35 total statements. Seven were positive ("The lesson was fast-paced and kept the students thinking"), and 9 were negative ("I would change the lesson by leaving out the spelling test"). The comments included specific information about the effectiveness or

TABLE XI

SELF-ASSESSMENT PROFILE OF INTERN #6

Month	Rating Average	Instructional Techniques			Student Learning Behavior			Self-Adequacy			Classroom Management			Total		
		Total	+	-	Total	+	-	Total	+	-	Total	+	-	Total	+	-
Jan.	2.9	3	1	2	2	0	2	3	1	2	2	0	2	10	2	8
Feb.	2.0	4	2	2	2	2	0	0	0	0	0	0	0	6	4	2
Mar.	2.4	2	2	0	3	3	0	1	0	1	0	0	0	6	5	1
April	1.8	4	1	3	1	0	1	0	0	0	1	0	1	6	1	5
May	1.8	3	1	2	4	3	1	0	0	0	0	0	0	7	4	3
TOTAL	2.2	16	7	9	12	8	4	4	1	3	3	0	3	35	16	19

+ = positive rationale

- = negative rationale

ineffectiveness of each lesson. This intern made valid suggestions that would improve future instruction.

Twelve rationale statements focused on student learning behavior, with 8 positive ("Reading the article in groups helped the low-level readers"), and 4 negative ("The students couldn't understand or use the forms"). Intern #6 illustrated student learning behavior with specific reasons for the success or failure in a lesson.

Four statements of rationale about self-adequacy were included, 1 was positive ("I saw light bulbs go off during this activity-it felt good"), and 3 were negative ("I was very disoriented from being out of the class for 7 days"). With few statements expressed in this area, there were no significant findings uncovered.

Of the 3 rationale statements expressed about classroom management, all 3 were negative. For example, the intern stated, "Classroom management and keeping them quiet is still the main underlying problem." Intern #6 reported classroom management as a problem in the rationale statements, yet the frequency of these statements was low. Perhaps, the intern intentionally excluded these thoughts on the self-assessment forms, or did not feel they provided a basis for assessing teaching.

Summary of Self-Assessment of Teaching

The average self-assessment of teaching rating for all interns in this group was 2.0, which reflects a satisfactory rating with minimal changes needed if the lesson were to be presented again. The range of ratings was from 1.7 to 2.5. These scores again reflect satisfactory ratings of the interns' teaching. Although the ratings tended to increase with the amount of teaching experience, individual differences were noted during the 5 month period of the study.

Irvine (1983) reports self-assessment of teaching may not be useful, as discrepancies exist between actual practice and reported activites. Therefore, the perception of the individual may influence the self-assessment rating and rationale in conjunction with "what really happened" in the classroom. While this may have occurred in this study, the focus was not on the accuracy of the self-assessment, but on how interns assessed themself, and the rationale used for assessment.

In looking at the rationale interns used for self-assessment, 237 rationale statements were expressed. Of these 237 statements, 113 focused on instructional techniques. This was the most frequent rationale interns relied upon in determining their self-assessment rating as a group, within each month, and for each intern.

Instructional techniques were the major source of teaching behavior interns used in rating their teaching. Student learning behavior was reported as the rationale for self-assessment 66 times. Interns were aware of student learning behavior and included this in their comments. Self-adequacy was reported as a rationale for self-assessment 37 times, with 25 of these comments negative. While interns did not rely frequently upon self-adequacy as a major rationale for self-assessment, it did contribute to the rating of interns' teaching. The lowest number of rationale statements in a category were about classroom management. Thus, classroom management was a minor influence in determining interns' self-assessment ratings.

Interns' statements reflected slightly more positive than negative comments. Although the interns generally reported that they were satisfied with their teaching, a large number of negative statements were expressed. A possible explanation for this finding may be found in examining the rationale statements. When a statement expressed a need for a change, the statement was coded negative, and if the statement reported no changes were necessary, the statement was coded as positive. If the statement was negative, interns generally reported "how" and "what" needed to be changed in order to improve the instruction. The interns offered constructive criticism

about their teaching. During the study, interns reported
assessing their teaching during times of the month when data
was not being collected. The interns were practicing
self-assessment, and attributed this learning to the
introduction of the self-assessment process implemented by
the participant observer. Interns also reported
implementing ideas and changes in their teaching that had
originated from the self-assessment process. As a
participant observer in this study, most of the ideas
expressed would produce desireable results when instituted
in teaching.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

INTRODUCTION

This study examined the "learning-to teach" process in an alternative teacher education program. The general sample included 22 interns enrolled in the Cooperative Professional Education Program (CPEP) at Portland State University, and the intensive sample included 6 interns from this group. Through observations, interviews, and questionnaires, interns provided qualitative and quantitative information that created a comprehensive, holistic picture of "learning-to-teach". Three major questions were addressed to probe the field experience:

1. To what sources of influence do the interns attribute their learning of specific teaching behaviors and ideas?

2. What are the professional concerns of interns, and are there changes in concerns as they progress through the field experience?

3. How do interns assess their teaching as they progress through the field experience, and what is the rationale for the assessments?

Following are conclusions based on findings from each question. Reviewing the program components of the Cooperative Professional Education Program (CPEP) may produce a more accurate understanding of the conclusions. Components such as extended field experience, concurrent seminars, and multiple teaching and observation experiences may have influenced the findings. In addition, implications, and recommendations derived from these findings will be presented.

SOURCE OF INFLUENCE ON INTERNS' TEACHING BEHAVIORS AND IDEAS

The findings of this study related to source of influence on prospective teachers differ from those existing in the literature. Haberman reports that cooperating teachers are the major source on influence on student teachers (1983). In this study, multiple sources of influence were reported, with seminars found to be the major source of influence on interns' teaching behavior.

CPEP interns had completed a minimum of education courses before entering the CPEP program and were involved in learning subject area knowledge, elements of·instruction, and classroom management in seminars (see Appendix). The content of CPEP seminars differed from seminars in traditional programs. Goodman (1983) finds the most frequent function of seminar is collaboration and support of student teachers in their field experience. While this

function occurred in CPEP seminars, the major purpose was to provide interns with pedagogical knowledge, understanding, and skills. The seminar schedule was developed to present information in a sequenced curriculum. Therefore, the influence of seminar on interns' teaching was derived from both the content and scheduling of seminars.

Support teachers were rated as the second most influential source of interns' teaching behaviors and ideas. Teaching behaviors most likely to be influenced by support teachers are classroom routines and subject matter. A review of the literature (e.g., Freibus, 1977; Karmos & Jacko, 1977; Seperson & Joyce, 1973) regarding influences on prospective teachers found most of the research reports cooperating teachers as the major influence on student teachers. In this study, while support teachers were reported to be an influence, they were not the major influence. CPEP interns observed in many classrooms during the school year and taught with several teachers. In addition, the interns were encouraged to "try out" different instructional approaches through seminar content. Interns experienced several different "models" of instruction, while a traditional field experience is restricted to one model, the cooperating teacher. As a result, CPEP interns were involved in a wide range of teaching experiences and were not as strongly influenced by the support teacher as student teachers in traditional programs. Increasing exposure to a

greater number of models during the field experience lessened the impact from any one source of influence.

Interns in this study reported "self" as an additional source of influence on their teaching. No literature was found presenting information about prospective teachers' "self" as a source of influence on their teaching behavior or ideas. CPEP interns designated "self" as a frequent source of influence. The extended field experience provided an opportunity for interns to analyze, synthesize, and integrate teaching ideas from many sources. During this process, interns were able to personalize teaching ideas; therefore, they attributed the ideas as coming from "self." The "self" is a large and rich reservoir of ideas. Teaching preservice teachers how to tap into this reservoir should be included in teacher education curriculum, acknowledging that each person's ideas have worth and value (J. D. Lind, personal communication, June 26, 1987).

PROFESSIONAL CONCERNS OF INTERNS

The professional concerns of CPEP interns gradually moved toward concerns-with-students during the field experience, followed by a slight decrease in the final month of the field experience. The results of this study support the findings of Silvernail and Costello (1983) and Fuller, Parsons, and Watkins (1973), who report student teachers

return the focus of concerns to "self" towards the end of the field experience.

Interns, like student teachers, share the common "dual" role of both student and student teacher during the field experience. In Fuller's later studies (1973), the reversal of concerns back to concerns-with-self was assumed to be related to student teachers' return to the student role. Student teachers reported concerns about grades, college requirements, and other college related concerns. CPEP interns are also students, and reported concerns about completing program requirements along with future employment. These concern patterns are similar to those found in research literature describing teacher development at the preservice level.

SELF-ASSESSMENT OF INTERNS

The average self-assessment of teaching rating for the group was 2.0, which reflects a satisfactory rating, with minimal changes needed in the lesson. The average of the group ratings tended to increase slightly over the 5 month period, although individual intern's ratings varied.

Interns reported "thinking about their teaching" in terms of self-assessment. They attributed the effects of reflection and analysis to the use of the self-assessment process in this study. On-going self-evaluation as

conducted in this study may initiate the internalization of a self-assessment process.

The individual ratings of intern's teaching were influenced by their personal traits. Several interns were self-critical, while others tended to be satisfied and rated themselves consistently high. This was demonstrated both in their ratings and rationale statements. Higher frequency of positve rationale statements generally corresponded to higher ratings, although examination at an individual level yields a more accurate account of the self-assessment. The participant observer/supervisor noted many of the self-assessment ratings were higher or lower than her ratings. The interns who were self-critical continually rated their teaching with lower scores than the score the supervisor would have recorded, while other interns consistently rated themself higher than their instruction warranted. Each intern brought personal perspectives into the self-assessment exercise and relied upon individual "standards" for the assessment. Therefore, the value of the self-assessment process lies in the development of reflective habits at a preservice level rather than as a comparison or measure of effectiveness or success in teaching.

IMPLICATIONS

Source of Influence

This study found multiple sources of influence on interns' teaching behavior, due to the wide range of experiences included in CPEP. If we want prospective teachers to develop the ability to analyze and evaluate teaching strategies, and to develop a range of teaching styles and strategies to accomodate a range of learners, then teacher education programs must include opportunities for additional experiences to occur during the "learning-to-teach" process. Exposing student teachers to one model (the cooperating teacher) encourages imitation for "survival" purposes. In contrast, CPEP interns had extended time to try out a range of observed models and develop personal instructional styles and strategies based on several sources of influence. Providing interaction with multiple "models" of instruction and allowing time for personal interpretation while "learning-to-teach" can promote the development of a range of strategies and a more individualized instructional style.

Professional Concerns of Interns

Extending the field experience (in this study, to 9 months) did not alter the movement in level of concern in prospective teachers. Moving through concern levels may be similar to moving through developmental levels. People

advance to the next stage or level when they are "ready" for the move. Spending more time in the field experience did not cause interns to move toward concerns-with-students earlier than students in a traditional program. Until "self" concerns are acknowledged and addressed, prospective teachers can not be expected to move to concerns-with-students. Resolving concerns-with-self during the field experience with the assistance of university and school-based personnel may enable prospective teachers to move to the next stage of concerns.

Self-Assessment

Due to the impact of the self-assessment process from this study, interns reported incorporating self-assessment of their teaching into their repertoire. Interns reported using their personal feedback for improvement in their instruction. Prospective teachers can be taught to assess and evaluate their teaching, and can be taught how to implement assessment feedback to improve their teaching. Teacher education programs should include instruction and practice in self-assessment and the process of change and improvement in teaching, especially when prospective teachers have the opportunity to directly apply the information.

In the "real world" of education, teachers receive scant feedback from outside sources; thus, the self-

assessment process will facilitate teachers in gaining

feedback and information about their instruction. The

self-assessment feedback becomes the foundation for

improvement in instructional skills. Encouraging analysis

of instruction and the building of future instructional

decisions on such feedback develops an ethos of lifelong

"learning-to-teach."

RECOMMENDATIONS

Program Development

The conclusions and implications from this study lead

to the following recommendations for possible changes in

teacher education programs.

1. Adding multiple observations and teaching

experiences during the field experience component of teacher

education provides multiple sources of influence for

professional development of preservice teachers. Educating

teachers to analyze and evaluate instructional "models" can

change the "learning-to-teach" process from the traditional

model of imitation to a model of selection, synthesis, and

individual interpretation. This level of "learning-to-

teach" requires reflective abilities.

2. Including instruction in self-assessment,

rationales for use, and analysis strategies, with the

promotion of regular practice in teacher education programs

has long term effects. Preparing teachers with the ability

to reflect upon their instruction and the impact of instruction results in teachers who are more likely to continue professional growth and improvement.

3. Assessing and modifying the sequence and content of seminars during the field experience is essential. Seminars were reported to be the major source of influence on CPEP interns' teaching behavior. In light of this finding, analysis of both seminar content and the sequence of this content is warranted in order to utilize the potential of seminars in developing the teaching of prospective teachers.

4. Addressing and supporting prospective teachers' concerns should occur during the field experience. Reflecting on and resolving concerns-with-self in conjuction with presentations about levels of concerns may influence the movement toward concerns-with-students.

Future Study

Since the literature on alternative teacher education programs is not extensive and since more questions about the field experience have been raised than answered, there are many possibilities for future research. In advance of responding to calls for major changes in teacher education programs, further research examining and describing the "learning-to-teach" process is essential. The following recommendations and research questions have been selectd to

expand the findings of this study, in examining and
exploring "learning-to-teach".

Qualitative Research of Teacher Education Programs.
The majority of research completed in teacher education and
more specifically in field experiences has been quantitative
in nature. Most studies of the field experience have relied
upon pre- and post-test surveys (Popkewitz, Tabachnick &
Zeichner, 1979). In order to report an accurate portrayal
of the field experience, observational and field-based
methods must be employed. The field experience is complex
and consists of numerous interrelated components; thus, it
must be studied as a dynamic process. Researching "pieces"
of the field experience will not unfold the actual
"learning-to-teach" process. Studying the entire process
requires a combination of study strategies.

In addition, research methodology must be designed that
allows for "unanticipated events as well as anticipated
events" (Tabachnick, 1981) to emerge from the study. Many
of the findings in this study were unanticipated, and
emerged due to the structure of the study's methodology and
content of the data. Methods which allow for emergent
findings as well as studying the process over a period of
time are recommended.

Research Questions for Future Study.

1. Do sources of influence on teaching change significantly after preservice teachers complete the field experience and enter the teaching profession?

2. Do inservice teachers who completed alternative extended programs move sooner to concerns-with-students in their first years of teaching than inservice teachers who completed traditional programs with 10-12 weeks of field experience?

3. If preservice teachers learn self-assessment processes during the field experience, does the practice continue in the induction phase of teaching?

4. Further investigation of thus far reported influence of the university supervisor is warranted. Most studies have examined this influence in relation to student teachers' instruction. Observation of the supervisors' influence on the entire field experience and examination of the content of supervisors' conferences will provide a more accurate and comprehensive description of the supervisors' influence.

5. What impact do individual characteristics of prospective teachers have on "learning-to-teach"? In this study there were significant differences among interns on their self-assessments ratings and rationale statements, concerns, and reported sources of influence. Future studies that continue to attend to individual characteristics of

preservice teachers will provide essential information to strengthen teacher education programs.

6. What are the relationships between seminar content and preservice teachers' instructional behavior? Examining the source of influence on teaching in relation to seminar content may provide additional information about the application of seminar curriculum into the field experience.

SUMMARY OF IMPLICATIONS AND RECOMMENDATIONS

Implications from this study pointed to the need to expose prospective teachers to multiple "models" of instruction, and provide for application of these models during the field experience. Secondly, addressing and supporting prospective teachers' professional concerns may facilitate the movement to concerns-with-students. Finally, integrating self-assessment procedures, and the purpose of self-assessment of teaching into the teacher education curriculum enables prospective teachers to evaluate their teaching and make improvements based on their self-assessment. Implementing these implications in teacher education programs promotes reflection of teaching beliefs and knowledge.

Recommendations for program development included suggestions derived directly from the three implications. In addition, the fourth recommendation stressed the need to

analyze the content and sequence of seminars, as seminars provide a major source of influence on preservice teachers' instructional behavior.

Utilizing qualitative techniques in examining teacher education programs was recommended for future study. Employing research methods that allow for emergent findings, field-based studies, and studying the process over a period of time will provide an accurate portrayal of "learning-to-teach."

Additional recommendations for future study included following the program development recommendations into the first years of teaching, and assessing the impact or changes in sources of influence, professional concerns, and self-assessment. Investigating the influence of the university supervisor on the entire field experience through observations and content analysis was suggested. Examining individual characteristics of preservice teachers and the impact of these individual differences in "learning-to-teach" was a further recommendation. The final recommendation proposed exploring the relationship between seminar content and preservice teachers' instruction.

Following these recommendations will result in information significant to curriculum development and the context of teacher education programs. An important consideration is the recommendation to incorporate teaching of "reflection" in teacher education curriculum. Preparing

teachers who have the ability to reflect upon their teaching beliefs and knowledge creates teachers who have moved beyond the level of "imitation" and "survival", and are able to create personal "models" of teaching. Combining this recommendation with those for future study will produce information useful for those responsible for teacher education programs and policy development. The response to the calls for reform in teacher education is to base improvements in teacher education programs on current research rather than tradition.

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APPENDIX

SEMINAR SCHEDULE FOR

COOPERATIVE PROFESSIONAL EDUCATION PROGRAM

1986-1987

Aug. 24 & 25
A.M. & P.M. Inservice Days (Included observation techniques, and an overview of CPEP)

Sept. 5
A.M. & P.M. Instructional Theory

Sept. 12
A.M. & P.M. Instructional Theory

Sept. 19
A.M.   Reading Instruction
P.M.   Instructional Theory

Sept. 26
A.M.   Reading Instruction
P.M.   Instructional Theory

Oct. 3
A.M.   Reading Instruction
P.M.   Classroom Management

Oct. 10   Professional Inservice Day

Oct. 17
A.M.   Reading Instruction
P.M.   Instructional Theory

Oct. 24
A.M.   Reading Instruction
P.M.   Instructional Theory into Practice

Oct. 31
A.M.   Reading Instruction

Nov. 7
A.M.   Reading Instruction
P.M.   Math Instruction, Elementary School Level

Nov. 14
A.M.   Reading Instruction
P.M.   Math Instruction, Elementary School Level

Nov. 21
A.M.   Elementary Math Seminar (Math Their Way Program)
P.M.   Math Instruction, Elementary School Level

Nov. 28   Holiday

Dec. 5
A.M.   Writing Instruction
P.M.   Elementary Math Seminar (Math Their Way Program)

Dec. 12
A.M.   Classroom Management
P.M.   Elementary Math Seminar (Math Their Way Program)

Jan. 9
A.M.   Elementary Reading Instruction
P.M.   Effective Use of Praise

Jan. 16
A.M.   Review of Instructional Theory and Practice
P.M.   Classroom Management

Jan. 23
A.M.   Reading Instruction
P.M.   Elementary Science

Jan. 30
A.M.   Teaching Thinking
P.M.   Inservice Day In Schools

Feb. 2
P.M.   Learning Styles

Feb. 6
A.M.   Special Education Programs and Mainstreaming
P.M.   Elementary Science

Feb. 13
A.M.   Health
P.M.   Substance Abuse and Suicide

Feb. 20
A.M.   Social Science
P.M.   Working with English as a Second Language
            Students

Feb. 27
A.M. & P.M. Multi-Cultural Workshop

March   Seminars were suspended due to interns'
                 full-time teaching

Apr. 3
P.M.   Classroom Management: Love and Logic

Apr. 10
A.M & P.M. Inservice Day in Schools

Apr. 17
A.M.   Aesthetics (Art, Music & Drama)
P.M.   Aesthetics, cont.

Apr. 24
A.M.   Aesthetics, cont.
P.M.   Aesthetics, cont.

May 1
A.M.   Physical Education
P.M.   Classroom Managment/Communication Skills

May 8
A.M.   Equity and Gender Issues in Education
P.M.   Technology in Education

May 15
A.M.   Placement Office/Resumes/Recommendations
P.M.   Interviewing and Hiring Process

May 22
A.M.   Interviewing and Hiring, cont.
P.M.   Elementary Physical Education

May 22
A.M. & P.M. No Seminars, Work in Schools

June 5
A.M. & P.M. First Aid (Red Cross)