

BETWEEN A ROCK AND A HARD PLACE:
RESPONSES TO THE PRACTICUM IN TEACHER EDUCATION.

William Gill

Institute of Education, The University of Melbourne, Parkville. Victoria;
and

Deakin University - Geelong. Victoria¹

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This paper is a report of research in progress; it presents results and interpretations to date of various aspects of a pilot evaluation commenced in late September this year, of the practicum component of the teacher education courses offered at Deakin University - Geelong.

Data was collected using a comprehensive survey, taped audio interviews and various student reflective exercises. In the following discussion reference will be made to data collected from the surveys and interviews. The data collected was concerned with the participants perspectives and recollections of the 4 week [3 days per week] school based field experience [or teaching round] completed in August-September this year. That is, the main concern was not with

- what guide-lines were provided to students and schools, or
- the set requirements, or
- the stated goals for the practicum,

but on the participants' personal understanding of these and whether this was a determinant of their perceptions of the effectiveness of the practicum.

METHODOLOGY

Reasons for undertaking the pilot evaluation included wanting to determine whether a survey could be used to identify trends and attitudes present in the practicum rather than as a basis for qualitative analysis. The use of interviews was also an opportunity to gain experience in 'elite' interviewing techniques (Dexter, 1970)³ and in the application of 'grounded theory' techniques to data collection, interpretation and analysis.⁴

a. Surveys

Different versions of the survey were developed for completion by Deakin students and school supervisors. Since the survey in its final form comprises 12 pages a copy is not included in these materials. However the final student version is included in the archival and disc copies of this paper as Appendix 2. The survey sought information relating to

- Students general knowledge of formal field experience requirements [eg lesson planning]

- Students estimation of their proficiency in generic 'craft' teaching skills [eg. questioning, catering for individual differences]
- Extent of cooperation and support received from supervising teachers and others
- Attitudes towards the need for a formalised preliminary visit to the school prior to the placement
- Attitudes to the curriculum studies and integrated assignments set for completion during the field experience
- The extent of reflective assessment of progress during the placement.

Twenty eight students 'volunteered' to complete the survey of which 23 were received and results collated. Copies of the school staff version were distributed to 20 staff in 4 Geelong primary schools who supervised students during the August-September field experience. Insufficient have been returned to allow valid inclusion in this report.

The purpose of the survey was to provide a general indication of trends and concerns of students and supervising teachers. While the mean and standard deviation were calculated for appropriate sections of the surveys the low numbers preclude any detailed statistical analysis. This statistical information is provided as Appendix 1

The main use of the limited statistical analysis was to indicate apparent trends or unexpected results. These were used as initial foci or extension points within the interviews. For example, while responses to Section B1 of the survey indicated a high degree of student knowledge of the formal field experience requirements there was an apparent low level of involvement indicated in Section C2: Q12 relating to non classroom aspects of teaching (eg. attendance at staff meetings).

Responses to Section F relating to assignments set for completion during the placement indicated a lower than expected level of understanding and acceptance of the aims and perceived value of the assignments. The low 'score' for F/3 'Your supervising teacher's understanding of the purpose ...' [mean 2.18, sd 1.08]⁵ and F/4 'Your supervising teacher's acceptance of the value of the assignment' [mean 2.39, sd 1.08] indicated a potential dilemma when compared to the high 'score' for F/5d 'The extent to which the integrated assignments required you to collect data in the classes you taught[mean 4.17, sd 0.89], plus the possible neutral response to F/5a 'The extent to which the integrated assignments related to your classroom teaching during the placement? [mean 3.0, sd 1.35] Also the surveys indicated a neutral acceptance by students as to the value of the assignments [F/2, mean 2.18, sd 1.18]. These possible conflicts led to an alteration to the proposed interview protocols. As a consequence of this inclusion the set assignments have been identified through the interviews as a major concern for all categories of participants in the practicum - students, supervising teachers, schools and Deakin staff; although for often different reasons.

Responses to Section G indicated opportunities for reflection on teaching

were restricted. Consideration of this aspect during the interviews brought forward supervising teacher and school coordinators concerns regarding

- the length of time students spend in schools,
- general dissatisfaction with the 3 days/week model [although positive statements that it was a marked improvement on previous formats involving 'broken' weeks],
- time required to complete assignments and reductions in time for actual classroom teaching,
- minimal time available to teachers for consultation with students,
- perceived lack of guidelines and expectations for student performance from which schools could plan an effective practicum.

While the survey and interviews were complementary research tools the survey was most valuable as a precursor to the interviews. The minimal statistical analysis identified possible concerns and hence resulted in a more effective use of the interviews in which the personal attitudes and perceptions provide a more accurate indicator of the participants satisfaction with the practicum.

b. Interviews

6 Deakin students and 3 staff members were interviewed. In the four primary schools referred to above the student coordinator plus at least one supervising teacher was interviewed. Overall approximately 14 hours of audio tapes were produced. To date full transcripts of 4 tapes have been made and field notes derived from the others.

Although the questions became more structured or directed as themes and consistent concerns became apparent each interview of approximately 40 minutes considered the participants role in the practicum from the following general perspectives

- What is your role in the practicum? [for students consideration was also given to their expectations for the placement]
- Giving reasons discuss what aspects of the practicum were satisfactory?
- Giving reasons discuss what aspects of the practicum were unsatisfactory?
- If you had the authority what aspects of the practicum would you change?

For the purpose of this paper comments relating to the common themes of attitude towards theoretical studies visa viz the school based practicum, the set assignments, the changed role for the schools and the solutions used to determine appropriate standards for student evaluation were identified.

Methodological issues which will need to be addressed if a full scale evaluation is undertaken include

a. The use of 'volunteer' students.

With the exception of the first year students all student participants were volunteered after a brief introduction by the author as to the aims of the pilot study. There is the distinct possibility that those who

volunteered did so because of dissatisfaction with aspects the current field experience component of their course. A more stratified sample group would need to be used.

b. The schools used

Future studies will need to include post primary schools, non-government schools, possibly schools from outside the Geelong area and schools which have ongoing but irregular contact with Deakin Students

c. Tape Transcription

If extensive tape transcription is to be included in future studies then secretarial assistance is required. This will allow quicker identification of emerging trends and concerns [and may even contribute to maintaining this author's sanity!!]

DISCUSSION

Schon(1987) defined the practicum as

..a setting designed for the task of learning a practice. In a context that approaches a practice world, students learn by doing, although their doing usually falls short of real-world work. The practicum is a virtual world ... it stands in an intermediate space between the practical world, the 'lay' world of ordinary life, and the esoteric world of the academy.⁶

The practicum then is to be the link between the theory of the 'academy'[or University] and the real world. The key element is controlled or watched 'doing' constructed and organised with the goal of providing for the student an introduction to and an opportunity to acquire proficiency in the profession's "... conventions, constraints, languages, and appreciative systems, ... repertoire of exemplars, systematic knowledge, and patterns of knowing-in-action.

the student.⁷ The way this is to achieved is not by some predetermined 'recipe' or 'prescription' but rather "... some combination of the student's learning by doing, ... interactions with coaches [particularly supervising teachers] and fellow students, and a more diffuse process of background learning".

The practicum is envisaged as a set of intra- and inter-actions between the student teacher, the training institution, the supervising teacher and the school environment. Prior to commencing the project it was proposed that tensions would arise between competing demands and the forms of interaction placed on the student by the 'practical' school situation and the 'theoretical' tertiary institution. The extent to which the student resolved the dilemma of competing expectations was a proposed a major determinant of the effectiveness of the particular practicum in helping the student achieve 'proficiency in the profession'.

The abstract for this paper [written in August] proposed to examine whether

... student teachers perceive differing requirements and constraints arising from their education studies and teachers during the practicum. ... student teachers' responses to the potential for dissonant

expectations [will be considered] ... and their strategies to ensure that the practicum meets their expectations. Are students able to avoid being placed in a 'No Win' situation [ie caught between a 'rock and a hard place']

The dangers of trying to pre-empt research results and analysis soon became evident. For various reasons, I was unable to commence the data collection until after the August- September field experience. While it can still be argued that the student teachers are between a 'rock and a hard place' it appears to be a situation shared with many of their supervising teachers.

Analysis of the results of the pilot study suggest that the prevailing condition may be one of 'bewilderment' or 'confusion' rather than 'tension' between opposing positions. Within the Deakin practicum program there is evidence of the traditional 'tension' between theory and practice. Students typically indicated both in surveys and interviews a strong preference for practical experience

Eg1

Aside from a few assignments which involve teaching students we're not really involved in anything practical⁸

Eg2

More practical should be implemented, this is where we learn the most in the real classroom⁹

Supervising teachers and school field experience coordinators were generally supportive of the need to blend or link together theory and practice

Eg1

... the major role [of the school] is to put the theory which they [the students] are obviously learning, and learning far better than we ever did in reality, into practice. That's the major role ...to put into practice what's already in their heads. That to me is what they are here for ... ¹⁰

Eg2

...I do believe in theory, because if you understand the theory you are going to be a lot more flexible and able to adapt to changing situations than if you have just a set of rules to follow, it's a bit like teaching kids ... hopefully you teach them how to learn as well as teaching them skills¹¹

However reservations were expressed by the schools regarding their recently introduced role of being totally responsible for the evaluation of student teacher progress

Until now I haven't seen ours [role in the school] as the primary training role but rather as a coordinating and cooperating role but obviously this is changing now.¹²

Of particular concern was the perceived lack of guidance for assessing standards of students at various levels of their course. The follow comment typifies, if somewhat ironically, the dilemma faced by supervising teachers and the usual resort to past practice and experiences, however appropriate or inappropriate

...all of it is rather ad-hoc ... I guess what we do here is use a rule of thumb and say what we would be like in our 1st, 2nd or 3rd year and are these people approximately the same standard. We all have these wonderful memories --we were all terrific so we just judge them on the fact that if they are nor as terrific as we they need some help.¹³

Comments by students and teachers relating to the assignments set for completion during the placement indicate continuing tensions between the perceived interference of theoretical assignments in the essential practical focus of the practicum

...it[practical classroom teaching experience] is more important to me that collecting data for assignments¹⁴

Assignments are hard to fit into [school] class areas of study ...some areas of maths and language may already have been done, stopping or disrupting the current direction of the class¹⁵

CONCLUSIONS

From the analysis of the data a 'No Win' situation for the students does exist. The original anticipated tension between the university program and the school based practicum is not a major issue since it is apparent that most if not all the interviewed and surveyed students identified very strongly with the practical classroom orientation of the practicum. The problem for the students is schools are unable to fulfil their potential role for the students because of their concerns regarding changes to the traditional practicum model. The tension is still between the schools and the training institution but not as might be expected between 'theory' vs 'practice'.

Evidence has been presented which indicated that without the provision [or perceived failure to provide] of a current reference framework or guidelines supervising teachers are regressing back to their own training for models. These models are generally 'anti-theoretical' or 'atheoretical' which reinforces the students preferences for practical classroom field experiences.

The pilot study indicates that within the recently completed Deakin - Geelong practicum students; supervising teachers and schools, and Deakin staff are yet to fully accept and adjust their changed roles in the practicum. The need to define new roles and responsibilities for students, supervising teachers and Deakin staff is but one consequence of the amalgamation of institutions which have resulted in all Victorian

teacher education programs now being administered by universities.

While not proposing that the conclusions drawn can be applied to institutions other than Deakin -Geelong there are sufficient similarities between the practicum components of teacher education courses in Victoria at least to indicate that the situations described are likely not to be peculiar to Deakin - Geelong.

APPENDIX 1. MEAN & STANDARD DEVIATIONS FOR SECTIONS OF STUDENT PILOT SURVEY. (N=23)

B1. Rate your knowledge at the commencement of the term 3 school placement of the formal requirements regarding Average Stan Dev

1. Lesson plan preparation	4.48	0.73
2. The number of lessons/classes to be taught	3.78	1.28
3. The number of lessons to be observed	3.10	1.37
4. Attendance and participation in non-teaching aspects of the school	3.61	1.16
5. Contents of the Deakin University School Experience Handbook	3.39	1.34

B2. Relative to expectations at this stage of your course rate your knowledge and understanding at the commencement of the placement of the standard expected with respect to

1. Use of a variety of teaching techniques and strategies	4.26	0.69
2. Use of appropriate teaching techniques and strategies	4.17	0.49
3. Planning lessons with a clear sense of purpose	4.35	0.65
4. Matching lesson content to students' abilities	4.35	0.71
5. Knowledge of subject matter	4.17	0.65
6. Sequencing of content	4.27	0.70
7. Encouraging pupil involvement in class discussions and activities	4.57	0.51
8. General classroom management techniques	4.43	0.73
9. Class control and discipline techniques	4.39	1.34
10. Questioning skills	4.14	0.77
11. Catering for individual student differences - intellectual/knowledge	3.65	0.98
12. Catering for individual student differences - social	3.70	0.88
13. Catering for individual student differences - physical/coordination	3.40	1.05
14. Catering for individual student differences - gender	4.30	0.76
15. Catering for individual student differences - language	3.15	1.09

16. Catering for individual student differences - interest & motivation
3.91 0.51
17. Use of the chalkboard 3.27 1.28
18. Effective use of your voice 4.48 0.95
18. Evaluating student understanding during the lesson 3.91 0.85
19. Assessment and evaluation techniques 3.83 0.94
20. Reporting of evaluation results to students 3.43 0.99
21. Reporting of evaluation results to parents 2.36 1.15
22. Lesson closure/recapitulation 4.22 0.67
23. Relationships with children 4.74 0.45
24. Flexibility -i.e. the ability to adjust to unforeseen circumstances
4.52 0.59

B3. Relative to expectations at this stage of your course rate your knowledge and understanding at the commencement of the term 3 school placement of the standard expected with respect to

1. Appropriate syllabi and courses of study - for topics taught
3.26 1.05
2. Appropriate syllabi and courses of study - for year levels taught
3.22 1.00
3. Suitable reference/resource materials - for teacher use 3.96
0.77
4. Suitable reference/resource materials - for pupils 3.83 0.78
5. Non classroom teaching responsibilities 3.57 1.12
6. School policy making/administration procedures 2.83 1.19
7. Sources and resources for school funding 2.39 1.12
8. Distribution of school funds - budgetary requirements/control
2.22 1.09
9. Planning for excursions and camps 2.20 1.11

C1. Rate the overall level of support you were given during the term 3 school placement by

1. Supervising teacher 1 4.35 1.03
2. Supervising teacher 2 3.92 1.26
3. Other teachers at the school 3.50 1.14
4. School coordinator of student teachers 3.59 1.37
5. School principal [if not same as above] 2.94 1.20
6. School ancillary staff [eg.office staff, lab technician, library staff]
4.05 0.94
7. Deakin staff - prior to the commencement of the placement 2.26
1.25
8. Deakin staff - during the placement 2.14 1.28
9. Deakin staff - after the placement 2.05 1.16
10. Other students - at the same school 3.76 1.00
11. Other students - not at the same school 3.82 1.07

C2. Rate the overall level of support you were given during the term 3

school placement by your
supervising teacher regarding

1. Determining content to be taught	4.30	0.76	
2. Suggesting possible teaching methods	4.09	0.95	
3. General lesson planning	3.73	1.16	
4. Suggesting possible reference materials	3.62	1.32	
5. Suggesting possible resources [eg. Audio Visual]	3.43	1.25	
6. Constructive criticism of your lessons	4.22	1.17	
7. Provision of written comments	3.78	1.48	
8. Willingness to discuss YOUR concerns	4.55	0.80	
9. Indicating possible difficulties with content	3.95	1.16	
10. Indicating possible difficulties with students	4.30	1.22	
11. Indicating possible difficulties with class management	4.00		
12. Extent of involving you in the wider professional responsibilities of teaching			
faculty area meetings	2.95	1.43	
staff meetings	3.12	1.36	
union meetings	2.13	1.19	
School council & other admin groups	2.47	1.28	

SECTION F

1. Your understanding of the purpose of the assignment?	3.27	1.24
2. Your acceptance of the value of the assignment?	3.09	1.12
3. Your supervising teacher's understanding of the purpose of the assignment?	2.18	1.18
4. Your supervising teacher's acceptance of the value of the assignment?	2.39	1.08
5. The extent to which the integrated assignment(s):		
a. - related to your classroom teaching during the placement?	3.00	1.35
b. - required you to work closely with your supervising teacher?	2.83	1.19
c. - required you collect data in the classes you taught?	4.17	0.89
d. -required you to collect data from other classes?	2.05	1.22
e. - developed links between education theory and your teaching?	3.22	0.90
f. - allowed for input from your supervising teacher(s)?	3.09	1.28

SECTION G

1. General goals were considered for your teaching	3.36	1.36
2. Specific goals were set for your teaching during particular lessons.	3.86	1.17
3. Specific learning outcomes were determined for the pupils.	3.91	0.92

4. You had input into the setting of goals for the students 4.00
1.24
5. You had input into the setting of goals for your teaching 4.04
1.22
6. Lesson content and sequencing was determined by you 4.26 0.92
7. Specific aspects of your teaching were the focus for detailed lesson
observs 3.76 1.41
8. Discussions were episodic rather than cumulative and comprehensive
3.41 1.18
9. The foci for the discussion was agreed to prior to the lesson
3.27 1.42
10. Your point of view/explanations were accepted 4.36 0.73
11. Your opinions and explanations were actively sought 3.96
1.07
12. You were given the opportunity to reflect on your teaching and to
develop personal
4.26 0.96
13. Opportunities were given for you to introduce some of these reflective
responses
4.09 1.00
14. You were provided with precise guidelines to overcome perceived
weaknesses
2.85 1.35
15. Links were developed between educational theory and practice
2.91 1.31
16. Generally there was cooperation between you and your supervisor
4.36 1.05
17. Realistic goals were set for your teaching 4.19 1.12
18. Comments were generally supportive and positive 4.68 0.72
19. You were expected to justify your teaching decisions 2.91
1.41
20. These justifications [no. 19] were expected to include theoretical &
Practical 2.72 1.23
21. Most time was spent indicating what improvements you needed to make
2.30 1.18
22. Your underlying educational philosophy/values was considered
3.32 1.29
23. Your supervising teacher's philosophy and values were examined
3.48 1.17
24. Models of children's learning and thinking were used 3.04
1.40
25. Alternative conclusions were agreed on from which you chose for
3.11 1.29
26. Why you chose a particular teaching strategy or technique was
2.68 1.43
27. After an initial discussion you were given time to reflect before
2.82 1.14
28. Regular progressive reviews of your progress [eg weekly] were
3.09 1.63
29. Observations were made to provide data on agreed aspects of your

	3.50	1.50		
30.	You were regarded as a professional staff member	4.17	1.11	
31.	Other staff were part of the discussions	2.71	1.55	
32.	Other student teachers were included in the discussions		2.35	
		1.63		
33.	Regular review meetings involving groups of student teachers were			
		1.70	1.13	
34.	Deakin staff were involved in discussions/reviews	1.38	0.67	
35.	You were asked to observe and then discuss/review other student			
		1.20	0.52	
36.	Other student teachers observed and discussed/reviewed your			
		1.25	0.64	
38.	You made recognisable improvements in your teaching knowledge			
		4.33	0.86	

SECTION H

H1. Rate the importance you believe is given to the following goals for teacher education in your present course at Deakin [Geelong]

To Prepare Teachers who

Are knowledgeable in subject or content areas	2.61	1.20	
Can adapt to, and work within, existing school systems	3.09	1.00	
Have effective interpersonal skills	3.13	1.06	
Can integrate theory and practice	2.91	1.20	
Deal effectively with the individual differences of students		3.00	
	1.31		
Have the ability to analyse critically the existing school system			
	3.95	1.25	

H2. If you could plan your own teacher education course [ie. an ideal] rate the importance you would give to the following goals

To Prepare Teachers who

Are knowledgeable in subject or content areas	4.35	0.88	
Can adapt to, and work within, existing school systems	4.35	0.71	
Have effective interpersonal skills	4.65	0.49	
Can integrate theory and practice	4.48	0.67	
Have the perceptions and skills to implement changes in schools	4.26		
	0.81		
Have skills in various teaching techniques	4.78	0.52	
Deal effectively with the individual differences of students		4.74	
	0.75		
Have the ability to analyse critically the existing school system			
	4.17	0.83	

APPENDIX 2. STUDENT VERSION OF PILOT STUDY SURVEY.

PILOT STUDY

SURVEY ON ASPECTS OF THE FIELD EXPERIENCE COMPONENTS WITHIN THE BA(Ed) AND
BEd(PostGrad) TEACHER EDUCATION COURSES
AT
DEAKIN UNIVERSITY (GEELONG)

(STUDENT VERSION)

Compiled
by
William Gill

October 1992

On completion please return this survey in the envelope provided to
William Gill c/- Field Experience, Faculty of Education, Deakin University,
Geelong 3217.

Alternatively place in the collection envelope outside Dr Peter Ferguson's
office at Deakin University (Education C Block Room 12).

INTRODUCTION

In recent years Deakin University has introduced changes in the
organisation, administration and aims of the field experience [including
school placements] component of its BA(Educ) and BEd(PostGrad) Teacher
Education courses.

The September meeting of the Deakin University Faculty of Education
Preservice Course Committee determined that an evaluation of various
aspects of the field experience programs was required. The attached
survey is part of pilot evaluation of the field experience program. The
pilot evaluation will involve interviewing and surveying a sample of
student teachers, Deakin staff and supervising teachers. Versions of this
survey have been prepared for use with each of these groups.

The survey seeks your opinions on specific aspects of the recently
completed field experience placement in schools [Term 3 1992]. Later
sections of the survey concern your response to statements relating to
general aims for teacher education courses.

If you wish to discuss the format of this survey or your responses I can be contacted on (03) 853 6703. Alternatively messages may be left with Dr Peter Ferguson at Deakin University (Education C Block Rm 12, phone (052) 271470).

Thank you for your participation in this pilot study.

[William Gill]
October 1992.

INSTRUCTIONS

1. The survey is divided into various sections. Specific instructions for a section are included in bold type at the beginning of the section.

2. For most sections your response to a series of statements is required. Your response is to be indicated by circling the appropriate number on the scale to the right of each statement.

3. Use a X to indicate an altered choice and then circle your altered response.

			eg	Original choice number	3	Shown as	1
2	3	4	5				
				Altered to choice	5	Shown as	1 2
3	4	5					

4. If a statement is regarded as not applicable or the circumstances described did not occur circle the NA alternative at the end of the scale rather than 3 [equivalent to undecided or neutral].

5. Some sections have space for you to make additional comments or observations. If there is insufficient space use the back of the adjacent page.

6. The back of each page has been deliberately left blank. Use this space to add any additional comments or opinions you wish to make on either the Deakin field experience program or the format of this survey.

7. One aspect being trialled is the time taken to complete this survey.

Enter the time you started here _____

Enter your finishing time in the space at the end of the survey.

SECTION A. GENERAL INFORMATION

5-10	10-15	>15		
Your address during semester			<1	1-4
5-10	10-15	>15		
Your address during the field experience placement [if this was different from your normal semester address]			<1	1-4
5-10	10-15	>15		

11. Usual ONE way travel time[mins] to school during the placement [Circle one]:

			<10	10-15	15-20
20-25	25-30	>30	minutes		

12. School Type: [Circle one]

a. Primary P-6, Post Primary 7-12, Combined P-12, Senior College 11-12, Other
[Specify]

b. Government, Non Government [Catholic], Non Government [Independent]

13. Number of Pupils at the school[Circle one]

a. Years P-6	0-50	51-100	101-150	150-200	201-250
251-300	>300	NOT KNOWN			
b. Years 7-12	0-50	51-100	101-150	150-200	201-250
251-300	301-350	351-400		400-500	
500-600	600-700	>700	NOT KNOWN		

14. Average number of pupils in classes you taught [circle one]

<10, 10-15, 16-20, 21-25, 26-30, >30,

SECTION B

Instructions

Indicate your responses by circling the appropriate number on the scale to the right of each statement.

Circle only whole numbers

1 = Very Poor	3 = Undecided or Neutral	4 = Good
2 = Poor		5 = Very Good

If a question or statement is Not Applicable to you please circle the NA response rather than 3 = Undecided or Neutral.

B1. Rate your knowledge at the commencement of the term 3 school placement

of the formal requirements regarding

1. Lesson plan preparation

1 2 3 4 5

NA

2. The number of lessons/classes to be taught

1 2 3 4 5

NA

3. The number of lessons to be observed

1 2 3 4 5

NA

4. Attendance and participation in non-teaching aspects of the school

1 2 3 4 5

NA

5. Contents of the Deakin University School Experience Handbook

1 2 3 4 5

NA

B2. Relative to expectations at this stage of your course rate your knowledge and understanding at the commencement of the placement of the standard expected with respect to

1. Use of a variety of teaching techniques and strategies

1 2 3 4 5

NA

2. Use of appropriate teaching techniques and strategies

1 2 3 4 5

NA

3. Planning lessons with a clear sense of purpose

1 2 3 4 5

NA

4. Matching lesson content to students' abilities

1 2 3 4 5

NA

5. Knowledge of subject matter

1 2 3 4 5

NA

6. Sequencing of content

1 2 3 4 5

NA

7. Encouraging pupil involvement in class discussions and activities

1 2 3 4 5

NA

8. General classroom management techniques

1 2 3 4 5

NA

9. Class control and discipline techniques

1 2 3 4 5

NA

10. Questioning skills

1 2 3 4 5

NA

11. Catering for individual student differences - intellectual/knowledge

1 2 3 4 5

NA

12. Catering for individual student differences - social

1 2 3 4 5

NA

13. Catering for individual student differences - physical/coordination

1 2 3 4 5

NA

14. Catering for individual student differences - gender

1 2 3 4 5

NA

15. Catering for individual student differences - language

1 2 3 4 5

NA

16. Catering for individual student differences - interest & motivation

1 2 3 4 5

NA

17. Use of the chalkboard

1 2 3 4 5

NA

18. Effective use of your voice

1 2 3 4 5
NA

18. Evaluating student understanding during the lesson
1 2 3 4 5
NA

19. Assessment and evaluation techniques
1 2 3 4 5
NA

20. Reporting of evaluation results to students
1 2 3 4 5
NA

21. Reporting of evaluation results to parents
1 2 3 4 5
NA

22. Lesson closure/recapitulation
1 2 3 4 5
NA

23. Relationships with children
1 2 3 4 5
NA

24. Flexibility -i.e. the ability to adjust to unforeseen circumstances
1 2 3 4 5
NA

B3. Relative to expectations at this stage of your course rate your
knowledge and understanding at the commencement of the term 3 school
placement of the standard expected with respect to

1. Appropriate syllabi and courses of study - for topics taught
1 2 3 4 5
NA

2. Appropriate syllabi and courses of study - for year levels taught
1 2 3 4 5
NA

3. Suitable reference/resource materials - for teacher use
1 2 3 4 5
NA

4. Suitable reference/resource materials - for pupils

1 = Very Poor
2 = Poor
Good

3 = Undecided or Neutral

4 = Good
5 = Very

If a question or statement is Not Applicable to you please circle the NA response rather than 3 = Undecided or Neutral.

C1. Rate the overall level of support you were given during the term 3 school placement by

1. Supervising teacher 1

1 2 3 4 5

NA

2. Supervising teacher 2

1 2 3 4 5

NA

3. Other teachers at the school

1 2 3 4 5

NA

4. School coordinator of student teachers

1 2 3 4 5

NA

5. School principal [if not same as above]

1 2 3 4 5

NA

6. School ancillary staff [eg.office staff, lab technician, library staff]

1 2 3 4 5

NA

7. Deakin staff - prior to the commencement of the placement

1 2 3 4 5

NA

8. Deakin staff - during the placement

1 2 3 4 5

NA

9. Deakin staff - after the placement

1 2 3 4 5

NA

10. Other students - at the same school

1 2 3 4 5

NA

11. Other students - not at the same school

1 2 3 4 5

NA

C2. Rate the overall level of support you were given during the term 3 school placement by your supervising teacher regarding

1. Determining content to be taught

1 2 3 4 5

NA

2. Suggesting possible teaching methods

1 2 3 4 5

NA

3. General lesson planning

1 2 3 4 5

NA

4. Suggesting possible reference materials

1 2 3 4 5

NA

5. Suggesting possible resources [eg. Audio Visual]

1 2 3 4 5

NA

6. Constructive criticism of your lessons

1 2 3 4 5

NA

7. Provision of written comments

1 2 3 4 5

NA

8. Willingness to discuss YOUR concerns

1 2 3 4 5

NA

9. Indicating possible difficulties with content

1 2 3 4 5

NA

10. Indicating possible difficulties with students

1 2 3 4 5

NA

11. Indicating possible difficulties with class management

Discussion	Written	Observed	Discussion	
			Prior	After
Comments				
Yes				
No				
Yes				
No				
Yes				
No				
Yes				
No				
1. Supervising teacher				
2. Other Teacher(s)				
3. School Field Experience Coordinator				
4. School Principal				

5. Deakin Education Lecturer

6. Deakin non Education
Lecturer

7. Other Deakin Students

SECTION E

Rating scale

1=Did not occur 2=Undecided/Not sure 3 = Occurred in passing 4 =
Occurred to great extent.

If a question or statement is Not Applicable to you please circle the NA
response rather than 2 = Undecided or Neutral.

** If you DID NOT make a preliminary visit go to section F

If you made a preliminary visit to the school prior to the commencement of
the placement please indicate the time spent and then indicate the extent

of the described events

Time spent prior to round on preliminary visit(s) to the school [circle one]

< 1 hour

< 1/2 day

>1/2 but < Whole Day

Whole Day

> One Day

1. Discussion about the year level or classes you would be teaching?

1 2 3 4

NA

2. Discussion of your personal goals during the placement?

1 2 3 4

NA

3. Discussion of the school's expectations during the placement?

1 2 3 4

NA

4. Discussion of Deakin's expectations and requirements outlined in the
School Experience Handbook?

1 2 3 4

NA

5. Discussion of set assignment(s) which may require data collection
during your time at the school?

1 2 3 4

NA

6. Were you made to feel welcome?

1 2 3 4

NA

7. Meetings with your supervising teachers?

1 2 3 4

NA

8. Meetings with classes you would be teaching?

1 2 3 4

NA

9. Were you provided with or was there discussion relating to

a. -Class lists?

1 2 3 4

NA

b. -Syllabi or Courses of study for your classes?

1 2 3 4

2. Your acceptance of the value of the assignment?

1 2 3 4 5

NA

3. Your supervising teacher's understanding of the purpose of the assignments

1 2 3 4 5

NA

4. Your supervising teacher's acceptance of the value of the assignment

1 2 3 4 5

NA

5. The extent to which the integrated assignment(s):

a. - related to your classroom teaching during the placement?s

1 2 3 4 5

NA

b. - required you to work closely with your supervising teacher?

1 2 3 4 5

NA

c. - required you collect data in the classes you taught?

1 2 3 4 5

NA

d. -required you to collect data from other classes?

1 2 3 4 5

NA

e. - developed links between education theory and your teaching?

1 2 3 4 5

NA

f. - allowed for input from your supervising teacher(s)?

1 2 3 4 5

NA

Additional comments on integrated assignments

.....
.....
.....
.....
.....

.....

SECTION G

Ratings for this section

1=Never 2= Rarely 3=Undecided/Neutral 4= Often 5=
Most Times NA= Not Applicable

In discussions with your supervising teacher(s) during the term 3 school placement

1. General goals were considered for your teaching

1 2 3 4 5

NA

2. Specific goals were set for your teaching during particular lessons.

1 2 3 4 5

NA

3. Specific learning outcomes were determined for the pupils.

1 2 3 4 5

NA

4. You had input into the setting of goals for the students

1 2 3 4 5

NA

5. You had input into the setting of goals for your teaching

1 2 3 4 5

NA

6. Lesson content and sequencing was determined by you

1 2 3 4 5

NA

7. Specific aspects of your teaching were the focus for detailed lesson observations

1 2 3 4 5

NA

8. Discussions were episodic rather than cumulative and comprehensive

1 2 3 4 5
NA

9. The foci for the discussion was agreed to prior to the lesson
1 2 3 4 5
NA

10. Your point of view/explanations were accepted
1 2 3 4 5
NA

11. Your opinions and explanations were actively sought
1 2 3 4 5
NA

12. You were given the opportunity to reflect on your teaching and to
develop personal responses to difficulties
1 2 3 4 5
NA

13. Opportunities were given for you to introduce some of these
reflective responses into your teaching
1 2 3 4 5
NA

14. You were provided with precise guidelines to overcome perceived
weaknesses in your teaching
1 2 3 4 5
NA

15. Links were developed between educational theory and practice
1 2 3 4 5
NA

16. Generally there was cooperation between you and your supervisor
1 2 3 4 5
NA

17. Realistic goals were set for your teaching
1 2 3 4 5
NA

18. Comments were generally supportive and positive
1 2 3 4 5
NA

19. You were expected to justify your teaching decisions
1 2 3 4 5
NA

20. These justifications [no. 19] were expected to include theoretical
and practical considerations

1 2 3 4 5

NA

21. Most time was spent indicating what improvements you needed to
make

1 2 3 4 5

NA

22. Your underlying educational philosophy/values was considered
relevant

1 2 3 4 5

NA

23. Your supervising teacher's philosophy and values were examined

1 2 3 4 5

NA

24. Models of children's learning and thinking were used

1 2 3 4 5

NA

25. Alternative conclusions were agreed on from which you chose for
future lesson plans

1 2 3 4 5

NA

26. Why you chose a particular teaching strategy or technique was
more important than what you chose

1 2 3 4 5

NA

27. After an initial discussion you were given time to reflect before
continuing the discussion/review

1 2 3 4 5

NA

28. Regular progressive reviews of your progress [eg weekly] were
provided

1 2 3 4 5

NA

29. Observations were made to provide data on agreed aspects of your
teaching [eg. questioning techniques, time on task, gender bias]

1 2 3 4 5

NA

30. You were regarded as a professional staff member

1 2 3 4 5

NA

31. Other staff were part of the discussions

1 2 3 4 5

NA

32. Other student teachers were included in the discussions

1 2 3 4 5

NA

33. Regular review meetings involving groups of student teachers were
organised by the school

1 2 3 4 5

NA

34. Deakin staff were involved in discussions/reviews

1 2 3 4 5

NA

35. You were asked to observe and then discuss/review other student
teachers' lessons

1 2 3 4 5

NA

36. Other student teachers observed and discussed/reviewed your
teaching

1 2 3 4 5

NA

38. You made recognisable improvements in your teaching knowledge
and skills

1 2 3 4 5

NA

Additional comments

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.....
.....
.....
.....

SECTION H

Ratings to be used in this section

1=Very Low 2 = Low 3 = Undecided/Neutral 4 = High 5 =
Very High

H1. Rate the importance you believe is given to the following goals for teacher education in your present course at Deakin [Geelong]

To Prepare Teachers who are

Are knowledgeable in subject or content areas

1 2 3 4 5

Can adapt to, and work within, existing school systems

1 2 3 4 5

Have effective interpersonal skills

1 2 3 4 5

Can integrate theory and practice

1 2 3 4 5

Have the perceptions and skills to implement changes in schools

1 2 3 4 5

Have skills in various teaching techniques

1 2 3 4 5

Deal effectively with the individual differences of students

1 2 3 4 5

Have the ability to analyse critically the existing school system

1 2 3 4 5

H2. If you could plan your own teacher education course [ie. an ideal] rate the importance you would give to the following goals

To Prepare Teachers who are

Are knowledgeable in subject or content areas

1 2 3 4 5

Can adapt to, and work within, existing school systems

1 2 3 4 5

Have effective interpersonal skills

1 2 3 4 5

surveys and/or consented to being interviewed at relatively short notice.

3Dexter LA(1970), *Elite and Specialized Interviews*. Evanston, Illinois: Northwestern University Press

4Glaser BG and Strauss AL(1967) *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter, also Strauss AL and Corbin JM (1990), *The basis of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, California: Sage. 5 Statements were rated on a 5 point scale; 1 = very low/poor through to 5 = very high/good. There was also a NA(Non Applicable) rating. In calculating means and standard deviations the program used (MS Excel) text entries such as NA and blanks are not included, ie they are not treated as equal to zero.

6Schon DA(1987) *Educating the Reflective Practitioner*. San Francisco Jossey-Bass. page 37.

7Ibid, page 38.

8 Final Comment page 11 Student Survey #11

9 Final Comment page 11 Student Survey #16

10Interview Tape #6 Side B Counter 50-54. Comment by coordinator with 20+ years experience taking student teachers.

11 Interview Tape #5 Side A Counter 230-232. Comment by senior teacher within a school - acknowledged as a curriculum leader within the school by the principal and other staff.

12Interview Tape #7 Side A. Counter 10-13. Comment by vice principal/ coordinator with a sense of humour - see following quotation.

13 Ibid. Counter 108-113. Emphasis added.

14Interview Tape #6 Side b Counter 51.

15Student Survey No 9. Comment at the end of Section F page 9.

16Adapted from Wideen MF (1984) in Hopkins and Reid [eds] (1984) page 88-90

W Gill AARE/NZARE November 1992. Page {page |21} of {numpages |21}.

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