

A DESCRIPTIVE ANALYSIS OF THE
ASSESSMENT TECHNIQUES USED BY SUPERVISORS
OF PHYSICAL EDUCATION STUDENT TEACHERS

DISSERTATION

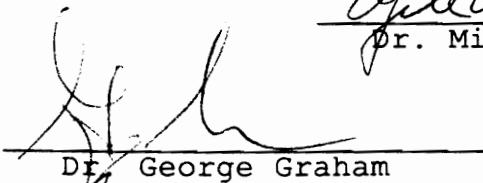
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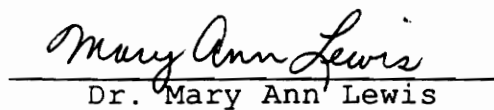
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ABSTRACT

The purpose of this study was to describe the various assessment techniques used by supervisors of physical education student teachers. A survey instrument was sent to physical education supervisors at colleges and universities listed in the 38th Annual Guide to Accredited Education Programs/Units. A total of 177 surveys were sent out; 109 were returned for an overall response rate of 61.5%.

The study generated demographic information about supervisors of physical education student teachers as well as information about the assessment practices of the supervisors. The frequency with which certain assessment techniques (ie. intuitive assessment, eyeballing, rating scales, checklists, systematic observation, anecdotal notes, reflection and conferencing) and assessment modes (live observation, videotape and audiotape) were used was also collected. Factors that supervisors assess with the particular assessment techniques (ie. time, management, lesson content) were also analyzed.

The data from this study indicate that all assessment techniques and modes are used to some degree by supervisors of physical education student teachers. However, some techniques are used more frequently than others and some only when certain modes are used. The

assessment technique most frequently used by supervisors was conferencing (97%) and least frequently was eyeballing (42%). Overall, live observation was utilized most often (97%) and audiotape least often (5%).

The data also indicate that supervisors use many different techniques of assessment to gather information about such factors as discipline, organization, management and time. It was concluded that some factors were assessed through a variety of techniques, perhaps indicating that supervisors combine the information from different assessment techniques in order to more accurately assess their student teachers.

THIS IS DEDICATED TO MY MOTHER AND FATHER
WHO TAUGHT ME EARLY AND WELL THE VALUE OF AN EDUCATION

ACKNOWLEDGEMENTS

I believe that the greatest of all human potentials is the potential within each one of us to empower and acknowledge another. To be acknowledged by another is a gift, but when that acknowledgment comes from a person you admire and respect, it is a blessing.

I have been fortunate enough to have known two people who have provided me with the acknowledgement and empowerment that have shaped who and what I am today. My growth has been hastened by their belief and I am deeply indebted to these individuals.

The first person is my mother. My mother's support and encouragement have been a vital part of my entire life. Her confidence in me has been continuous and generous; her love unlimited. It is she who provides me with the power to release past defeats and rise to future challenges.

The second person is Dr. Michael Metzler. I remain truly grateful for the attention shown to me by Dr. Metzler. Because he believed in me, I believed in myself. The teacher I am today is in large part due to the guidance, support and knowledge he has provided me with throughout the years I have known him.

I would also like to thank the other members of my committee for their help: Dr. Mary Ann Lewis, Dr. George Glasson, Dr. Deborah Strickland and Dr. George Graham.

Special thanks go to Jim Murphy for his help in organizing my data and Lilian Murphy for her abundant kindnesses. Finally, I would like to thank Randy Pridgen for lending me a helping hand whenever necessary, no matter how menial the task.

To my brother and sisters- dare to dream it and it can be yours.

TABLE OF CONTENTS

ABSTRACT.....	ii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES	x

Chapter	page
I. INTRODUCTION AND STATEMENT OF THE PROBLEM	1
Introduction.....	1
The Problem	5
Statement of the Problem	5
Scope of the Study	6
Basic Assumptions	7
Limitations of the Study	7
Definitions of Terms	8
Significance of the Problem	11
II. SELECTED REVIEW OF LITERATURE	12
The Student Teaching Experience.....	12
The Function of Supervision.....	15
Assessment of the Student Teacher.....	18
Modes of Assessment.....	19
Sources of Assessment.....	20
Techniques of Assessment.....	21
Intuitive Assessment.....	21
Eyeballing.....	22
Anecdotal Notes.....	23
Checklists.....	24
Rating Scales.....	25
Systematic Observation Instruments.....	28
Conferencing.....	32

	page
Reflection.....	33
Summary of the Review of Literature	36
III. PROCEDURES	38
Selection of Subjects	38
Instrumentation	40
Pilot Study	40
Administrative Procedures	41
Research Questions	42
Data Analysis	43
Summary.....	44
IV. RESULTS.....	45
Response Rate.....	46
Data Analysis.....	49
Demographics.....	50
Assessment Techniques.....	56
Assessment Modes.....	60
Assessment Techniques and Modes.....	64
What Supervisors Assess With Particular Techniques.....	75
Intuitive Assessment.....	84
Anecdotal Notes.....	89
Eyeballing.....	92
Reflection Activities.....	94
Student Teacher-Supervisor Conferences.....	97
Traits, Behaviors and Characteristics Included on Checklists and Rating Scales.....	99
Checklists.....	99

	page
Rating Scales.....	102
Teaching Behaviors Included on Systematic Observation Instruments.....	105
Systematic Observation Instruments Focusing on Teacher Behavior.....	107
Systematic Observation Instruments Focusing on Student Behavior.....	110
Supervisor Ratings of Assessment Technique Usefulness.....	113
Explanation of Ratings.....	119
Summary.....	122
V. DISCUSSION AND RECOMMENDATIONS.....	124
Discussion.....	124
Demographics.....	124
Assessment Techniques and Modes.....	126
Differences Between Strata.....	137
Summary.....	142
Recommendations.....	143
REFERENCES	146
APPENDICES	163
A. INTRODUCTORY LETTER.....	164
B. SURVEY INSTRUMENT.....	165
C. FOLLOW UP LETTER.....	170
D. SURVEY DATA SPREAD SHEET.....	171
VITA.....	178

LIST OF TABLES

Table	page
I.	Response Rate by Stratum.....48
II.	Gender of Supervisors at Baccalaureate, Comprehensive and University Institutions.....51
III.	Mean Age of Supervisors at Baccalaureate, Comprehensive and University Institutions.....51
IV.	Academic Rank of Supervisors at Baccalaureate, Comprehensive and University Institutions.....53
V.	Highest Degree Held by Supervisors at Baccalaureate, Comprehensive and University Institutions.....54
VI.	Mean Number of Years Spent Supervising Student Teachers and Mean Number of Students Supervised per Term.....55
VII.	Sources of Training for Supervisors.....57
VIII.	The Frequency With Which Supervisors Utilize Specific Assessment Techniques....58
IX.	Percent of Supervisors Using Particular Assessment Techniques "Always" or "Often".....61
X.	Percent of Supervisors Using a Single Technique "Always".....62
XI.	Common Combinations of Assessment Techniques Used "Always" by Supervisors...63
XII.	The Frequency With Which Supervisors Utilize Specific Assessment Modes.....65
XIII.	Percent of Supervisors Using a Particular Assessment Mode "Always" or "Often".....66

	page
XIV.	Percent of Supervisors Using a Particular Assessment Mode "Never" or "Rarely".....67
XV.	The Frequency With Which Supervisors Utilize Live Observation with Particular Assessment Techniques.....69
XVI.	The Frequency With Which Supervisors Utilize Videotape with Particular Assessment Techniques.....71
XVII.	The Frequency With Which Supervisors Utilize Audiotape with Particular Assessment Techniques.....73
XVIII.	The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Live Observation with Assessment Techniques....76
XIX.	The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Videotape with Assessment Techniques.....78
XX.	The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Audiotape with Assessment Techniques.....80
XXI.	Number of Responses Received, Usable Responses and Inter-Rater Reliability for Question 4.....83
XXII.	Inter-Rater Reliability for the Categorization of Factors Assessed Through Intuitive Assessment, Eyeballing and Anecdotal Note Taking.....85
XXIII.	Factors That Supervisors Most Often Assess Through Intuitive Assessment.....87
XXIV.	Factors That Supervisors Most Often Assess With Anecdotal Notes.....90
XXV.	Factors That Supervisors Most Often Assess Through Eyeballing.....93

	page
XXVI.	Factors Assessed with Systematic Observation Instruments Which Focus on Teacher Behavior.....108
XXVII.	Factors Assessed with Systematic Observation Instruments Which Focus on Student Behavior.....112
XXVIII.	Supervisory Ratings of Assessment Technique Usefulness.....115
XXIX.	Percent of Supervisors Rating Particular Assessment Techniques "Very Useful".....117
XXX.	Percent of Supervisors Rating Particular Assessment Techniques "Not Useful" or "Not At All Useful".....118

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

The cry for accountability in education has generated a renewed commitment to excellence in teacher education. The most recent quest for reform has been accompanied by a number of reports and books, each setting forth a schedule of remedies for curing the purported ills of teacher education (Carnegie Commission, 1986; Holmes Group, 1986). While some reports address the concept of change in broad generalities, others mandate specific remedies.

Reform documents such as the Holmes report (1986) and Carnegie report (1986) have stated that change is a necessary condition for more effectively serving students in the teaching profession. Both groups have expressed a deep commitment to the field of teacher education, underscoring the necessity of schools, colleges, and departments of education (SCDE) sharing in the responsibility of improving teacher education and recommending change. Each document calls for a restructuring of the preparation of teachers and stresses the need for SCDE to institute changes for improving teaching-learning environments.

A specific area that is often cited as needing improvement is the student teaching experience (Boyer, 1983;

Carnegie Commission, 1986; Holmes Group, 1986). In addition, teacher educators themselves have called for improvement of the supervision of the experience (Emans, 1983; Griffin, Hughes, Defino & Barnes, 1981; Locke, 1979; Ocansey, 1987; Randall, 1992; Shapiro & Sheehan, 1986).

It is generally agreed upon that field experiences are an essential part of undergraduate teacher education programs (Dodds, 1989; Nixon & Vendien, 1985; Placek & Silverman, 1983; Strand & Johnson, 1990). These field experiences take many forms and are incorporated in all or nearly all teacher education programs. Generally, field experiences increase in duration as the undergraduate progresses toward certification, with the culminating experience being widely referred to as "student teaching."

While all field experiences contribute to the developmental training of the pre-service teacher, perhaps the prime contributor to the developmental process is the student teaching experience itself. One of the most common goals of the student teaching experience is the linking of theory and practice. The experience provides the student teacher with an opportunity to practice his/her newly acquired teaching skills in an actual school environment while under supervision. Despite the recognized importance of the student teaching experience, persistent questions of accountability and cost effectiveness have spurred a flurry

of studies within the field concerning the quality and effectiveness of current student teaching experiences and supervisory practices (Locke, 1979; Metzler & Freedman, 1985; Randall, 1992; Theis-Sprinthall, 1980; Verabioff, 1983; Zeichner & Tabachnick, 1981).

Conant (1963) underscored the importance of the student teaching experience by describing it as the "one indisputably essential element in professional education" (p. 142). Teachers overwhelmingly remember student teaching as the most influential aspect of their program (Davies & Amershick, 1969; Johnson, 1982; Locke, 1979; Tabachnick, Popkewitz & Zeichner, 1978; Zeichner, 1980) and university supervisors agree (Koehler, 1984). In fact, the Holmes report suggested that student teaching is one of the few predictors of teaching success (Holmes Group, 1986).

In addition to providing the student teacher with an opportunity to practice teaching, the student teaching experience allows the teacher preparation program to fulfill its own goals. One of the fundamental goals of pre-service teacher education is to provide prospective teachers with a solid foundation for professional development, implying a need for the acquisition of certain skills and attitudes in pre-service teachers.

As a result, one of the tasks required of supervisors is the assessment of the student teacher's skills.

Assessment is only one of the many tasks required of a supervisor. Other tasks include: coordination, consultation, observation, and evaluation (Oliva, 1976). It is recognized that the supervision of student teachers is broader than mere assessment. However, the focus of this research will be the supervisor's task of assessment.

The word assessment is often confused with evaluation. For the purpose of this study, assessment and evaluation are treated as different processes. Siedentop differentiates between the terms by describing assessment as the collection of data for improving performance and evaluation as "making a judgement about the worth of the performance" (1991, pg. 51). As stated earlier, the supervisor's task of assessing a student teacher's skills will be the focus of this research. While it is recognized that the cooperating teacher contributes to the assessment of the student teacher, this study will focus on the role of assessment as it relates to the college/university supervisor only.

Assessment is an ongoing process that takes place throughout the student teaching experience. The assessment of a student teacher's skill often incorporates a variety of techniques. In a sense, it is a process of information gathering. Assessment techniques help the supervisor identify fundamental areas of strength and weakness in the student teacher.

Although a great number of techniques are available for assessing student teachers in physical education (Metzler, 1990; Randall, 1992; Siedentop, 1991), it remains unclear what types of assessment physical education supervisors are actually using most often. To date, no research has been conducted in this area.

If the influence of the student teaching experience is as powerful as it is purported to be, and if problems have persisted in the supervision of student teachers, then it would seem appropriate to conduct a study to answer the question: What assessment techniques are currently being used in the field of physical education student teacher supervision?

THE PROBLEM

Statement of the Problem

The purpose of this study was to describe the types of assessment techniques used in the supervision of physical education student teachers.

The research questions for the study included:

1. Which of the most common assessment techniques are used most frequently by supervisors of physical education student teachers?
2. Which modes of assessment are utilized most frequently with the various assessment techniques?

3. What are supervisors assessing when utilizing intuitive assessment, eyeballing, and anecdotal notes?
4. How useful do supervisors rate the various assessment techniques?
5. What traits, behaviors and characteristics are most often included on the checklists and rating scales used by supervisors?
6. What are the most common types of teaching behaviors included on the systematic observation instruments used by supervisors?
7. What are the typical topics of discussion included in conferences between student teachers and supervisors?
8. What types of reflection activities do supervisors have their student teachers engage in most frequently?
9. Do differences in assessment practices exist between programs located at baccalaureate, comprehensive, and university institutions?

Scope of the Study

A stratified census (N=177) of student teaching supervisors at physical education teacher certification programs listed in the 38th Annual Guide to Accredited

Education Programs and Units (NCATE, 1992) was sent a survey instrument asking about their assessment practices. The instrument included a request to provide the researcher with examples of the assessment techniques used.

Basic Assumptions

The following were basic assumptions of the design:

- (1) The selected institutions had a physical education teacher certification program.
- (2) The terminology used in the survey instrument was familiar to the respondents as they were aided by a glossary included with the survey instrument.
- (3) The number of respondents would be sufficient to derive valid conclusions and recommendations.
- (4) Those responsible for the supervision of physical education student teachers would complete the survey.
- (5) Respondents would provide examples of the assessment techniques they used.
- (6) The responses on the survey would represent actual assessment practices.

Limitations of the Study

The following were possible limitations in the study:

- (1) The voluntary cooperation of the subjects might

have made respondents differ from non-respondents.

- (2) Those who participated in the study might have represented a small sample size which could limit the researcher's ability to make generalizations concerning data results.

Definition of Terms

The following terms have been defined for the purpose of this study:

- (1) Anecdotal notes - Technique in which the supervisor tries to capture in writing the important events that occur during a teaching episode for the purpose of assessment.

- (2) Assessment - Collecting of data for improving performance (Siedentop, 1991).

- (3) Assessment mode - The manner in which assessment is conducted. Three assessment modes exist: live observation of a teaching episode, a videotape of the teaching episode or an audiotape.

- (4) Assessment technique - The means by which the student teacher is assessed. Assessment techniques include intuitive assessment, anecdotal notes, eyeballing, checklists, rating scales, systematic observation systems, conferencing and reflection.

- (5) Checklist - A set of objectives or descriptive statements that are checked off if they are exhibited or

possessed by the student teacher.

(6) Cooperating Teacher - School based teacher under whom the student teacher completes his/her student teaching assignment.

(7) Conferencing - A formal or informal directed discussion between the supervisor and the student teacher for the purpose of assessment.

(8) Evaluation - Making a judgement about the worth of a performance (Siedentop, 1991).

(9) Eyeballing - An assessment technique in which the supervisor observes a teaching act for a brief period of time without taking notes (Siedentop, 1991).

(10) Intuitive Assessment - Assessment technique in which the supervisor observes a teaching episode within the framework of his/her own notion of effective teaching.

(11) Observation - The process of noting or paying attention to the teaching/learning process and recording it.

(12) Rating Scale - A set of objectives or descriptive statements that are rated according to the degree to which they are exhibited or possessed by the student teacher.

(13) Reflection - a contemplative process of self-criticism and inquiry used as a form of assessment.

(14) Self-Assessment - term used to describe a variety of techniques used in the process of examining one's own teaching behavior.

(15) Source of assessment - The person who conducts the assessment of the student teacher. Within the student teaching experience, possible sources of assessment include the student teacher him/herself, the cooperating teacher and the supervisor.

(16) Student teacher - A college student who is practicing teaching in a school under the supervision of a cooperating teacher and/or supervisor.

(17) Student teaching - The culminating event in teacher preparation. The act of practicing teaching in a school under the supervision of a cooperating teacher and/or supervisor.

(18) Supervisor - The university or college-based personnel responsible for supervising student teachers during student teaching.

(19) Systematic Observation - Technique which allows a trained person, following stated guidelines and procedures, to analyze a teaching episode via event recording, duration recording and time sampling for the purpose of assessment

(20) Videotape - A technique which captures a teaching episode on videotape for assessment purposes. This technique allows the teacher to see him/herself as others do.

Significance of the Problem

This study was designed to describe the various assessment techniques used by supervisors of physical education student teachers. Information about the assessment practices of supervisors of physical education student teachers was scant. The lack of knowledge prohibited the development of a descriptive research base. This study produced a useful reference of assessment techniques for use by supervisors of physical education student teachers.

CHAPTER II
REVIEW OF LITERATURE
INTRODUCTION

The purpose of this chapter is to describe the literature related to the assessment of student teachers. It is divided into the following areas: 1) the student teaching experience; 2) the functions of supervision in the student teaching experience and 3) the assessment of student teachers. The chapter concludes with a summary of the literature.

The Student Teaching Experience

It is generally agreed upon that field experiences are an essential part of all teacher education programs. In fact, the total number of hours that future physical educators spend in field experiences throughout their undergraduate preparation has increased (Nixon & Vendien, 1985; Placek & Silverman, 1983). Early field experience classes typically begin to occur two or three years prior to the student teaching experience. While there is no agreed-upon definition of the purpose of such experiences in physical education, two common goals are exposure to the gymnasium environment and gradual participation in teaching

(Placek & Silverman, 1983).

These experiences generally increase in duration and complexity as the pre-service teacher progresses toward certification. The culminating experience is widely referred to as "student teaching." Student teaching has come to be a virtually universal requirement for teacher certification in all states of the country (Guyton & McIntyre, 1990; Woellner, 1982).

Student teaching allows the teacher education program to achieve several of its programmatic goals. One goal is the graduation of teachers who will qualify for certification. Another is the meshing of classroom theory and actual practice. For that reason, student teaching occurs toward the end of the students' college career. Once in student teaching, the prospective teacher eventually assumes full teaching responsibility.

Yet another goal is to expose future teachers to the diverse populations they will teach. Student teaching provides the student teacher with an opportunity to practice his/her newly acquired teaching skills in an actual school environment under the supervision of a cooperating teacher and a university-based supervisor (Guyton & McIntyre, 1990; Tannehill & Zakrajsek, 1988).

Conant (1963) underscored the importance of the student teaching experience by describing it as "the one

indisputably essential element in professional education" (p. 142). Teachers overwhelmingly remember student teaching as being the most influential aspect of their program (Davies & Amershick, 1969; Johnson, 1982; Locke, 1979; Tabachnick, Popkewitz, & Zeichner, 1978; Zeichner, 1980) and university supervisors agree (Koehler, 1984).

In fact, the Holmes report suggested that student teaching was one of the few predictors of teaching success (Holmes Group, 1986). Many studies exist which support the belief that student teaching is the most meaningful experience in preparing to become a teacher (Dodds, 1989; Lortie, 1975; Mancini, Gross & Frye, 1982; Nixon & Vendien, 1985; Tannehill & Zakrajsek, 1988).

Despite these findings, some researchers have called into question the quality and effectiveness of the supervision of the experience (Locke, 1979; Metzler & Freedman, 1985; Theis-Sprinthall, 1980; Verabiouff, 1983; Zeichner & Tabachnick, 1981). Although a review of research on student teacher supervision reveals that some researchers see little benefit in supervision as it is currently practiced, they still see a need for supervision (Cooper, 1982). Teacher education institutions readily and unanimously agree that the student teaching experience needs to be supervised, but how and by whom is largely an idiosyncratic matter.

It appears that supervision is typically the neglected part of the teacher preparation process. It is a task that is often left to those who either lack interest in and/or knowledge about the role and its requirements (O'Sullivan, 1990; Paese, 1984; Rikard, 1982). Unfortunately, many university supervisors lack the necessary skills for observing and assessing teaching (O'Sullivan, 1990).

The lack of formal training among supervisors is an aspect of student teaching supervision which may perpetuate its ineffectiveness. University supervisors often have no specific preparation for the responsibilities demanded by such a role (Metzler & Freedman, 1984; Rikard, 1982). In fact, research findings like these prompted Paese (1984) to describe the supervision of physical education student teachers as a "hit or miss" occurrence.

The Function of Supervision

Supervision is a term used to describe a variety of functions carried out by university-based personnel (Cooper, 1984). A comprehensive definition of supervision can be found in the Dictionary of Education which describes it as all efforts for the "improvement of instruction;. . . the stimulation of professional growth and development of teachers" (Good, 1973 p. 574). Yet others characterize

supervision as the function or process of working with teachers to improve instruction (Glickman & Bey, 1991; Oliva, 1988).

The student teacher supervisor's role is a complex one involving several activities and responsibilities. A review of the literature indicates that there is considerable consensus regarding the tasks and functions expected of supervisors. Harris (1975) identified a number of task areas, among them, evaluation and curriculum development. Sergiovanni and Staratt (1979) concur with Harris's tasks, but add another: improvement of instruction. Oliva (1976) identified coordination, consultation, observation, and evaluation as the tasks required of the supervisor of student teachers.

In another effort to identify the tasks of supervisors, Christiansen and Turner (1977) conducted a survey of supervisors, superintendents and professors. The sample considered a number of tasks to be important, but key among them was the observation of teaching and the development of standards of teaching effectiveness. Some researchers have identified the role of the supervisor more narrowly. Withall (1979) writes that the real function of the supervisor is to "secure valid and reliable data for assessing the quality or level of a teacher's efforts in fulfilling his or her professional responsibilities" (pg.

55).

While various methods of supervision exist, the one supervisory process that has served as the backbone of student teacher supervision is clinical supervision, a method developed by Goldhammer (1966). And while a number of supervisory tasks have been identified, two of the activities most commonly associated with supervisors are observation and assessment. These tasks are closely related. Observation flows into assessment naturally and easily in the supervision process.

Observation is fairly easy to define. Essentially, it is the process of noting or paying attention to the teaching/learning process. Assessment, on the other hand, has too often been confused with evaluation. Siedentop (1991) differentiates between the terms by describing assessment as the collection of data for improving performance. Evaluation, on the other hand, is "making a judgement about the worth of the performance" (pg. 51).

The improvement of a student teacher's skills is one of the programmatic objectives of a teacher education unit. In order for improvement to occur, it is generally believed that regular assessment is crucial (Siedentop, 1991). Glickman and Bey While the information generated through assessment may eventually become part of an evaluation, the immediate purpose of assessment in the student teaching

arena is to help the student teacher improve his or her performance. Therefore, the process of supervision "involves observing teachers by utilizing predetermined observation guides " (Glickman & Bey, 1990). An array of assessment techniques for this purpose is available to supervisors of student teachers. The following section will describe some of the most common assessment sources, modes and techniques.

Assessment of the Student Teacher

As stated earlier, the student teaching experience provides the student teacher with an opportunity to practice teaching; it also allows the teacher preparation program to fulfill its own goals. One of the fundamental goals of pre-service teacher education is to provide prospective teachers a solid foundation for professional development so that upon graduation they will obtain certification and be prepared to enter the induction phase of their career. This goal implies a need for assessing the student teachers' development of certain skills in anticipation of not only certification, but also the needs of the student teacher in his/her impending teaching career.

Assessment is an ongoing process that takes place throughout the student teaching experience. In a sense, it is a process of information gathering. The assessment of a

student teacher often incorporates a variety of modes, sources and techniques. Standard modes of assessment include observation of live teaching episodes or observation of videotaped episodes. Sources of assessment also vary. The source of assessment can rotate among the persons in the student teaching triad (student teacher, cooperating teacher, supervisor). Assessment can come from the cooperating teacher, the supervisor or from the student teacher him/herself. There is also a wide variety of assessment techniques available, each of which will be discussed in detail in a subsequent section.

Modes of Assessment

Two of the most common modes of assessment are observations of live teaching episodes and video/audiotaped teaching episodes. Assessment can either occur on-site as the teaching episode is being acted out or captured on videotape for later assessment. Obviously, on-site assessment necessitates that the supervisor be present during the teaching episode.

Videotaping involves the recording of live teaching episodes for the purpose of assessment. Videotaping is one of the most popular modes used in reflection (Frieberg & Waxman, 1990). Reflection, a technique of assessment, will be discussed later. Videotape has been characterized as a

powerful means of promoting reflection because it allows the teacher to see himself or herself as others do (Frieberg, Waxman & Blanchard, 1988). In fact, videotape review with feedback was found to be highly effective in affecting long-term positive change in pre-service teachers (Frieberg, Waxman & Blanchard, 1988).

Sources of Assessment

The student teacher has a number of sources for assessment. The source of assessment is defined as the person responsible for gathering information for assessment purposes. With that in mind, assessment can come from the cooperating teacher, the supervisor, or from the student teacher him/herself. The last type of assessment is known as self-assessment.

Because of some of the difficulties inherent in the assessment of student teachers by others, the importance of self-assessment has been recognized (Barber, 1991; Carroll, 1981; Iwanicki, 1981) because it fosters introspection. There are numerous techniques of self-assessment and each technique can provide a powerful tool in improving the quality of teaching sought by supervisors of student teachers. Rating scales, checklists, anecdotal records, and systematic observation instrumentation can all be used by the student teacher as forms of self-assessment.

Self-assessment techniques have the potential to

improve teaching behavior efficiently and quickly, but there are a number of limitations to the techniques (Barber, 1991). Some of the limitations include: a lack of objectivity; a lack of accuracy and reliability; a tendency for the teacher to focus on cosmetic things (hair, mannerisms etc); and a tendency for mediocre teachers to be less accurate in self-assessment than superior ones (Barber, 1991).

Techniques of Assessment

Some of the most common assessment techniques used by supervisors of student teachers include: intuitive assessment, eyeballing, anecdotal notes, checklists, rating scales, systematic observation, conferencing and reflection. Each technique will be discussed in subsequent paragraphs.

Intuitive Assessment

Many supervisors rely upon their intuition when assessing student teachers. Siedentop has called this the "global approach" to supervision (Siedentop, 1991, p. 294). A supervisor using this approach observes a teaching episode within the framework of his/her own notion of effective teaching. The supervisor approaches the teaching episode with an "I know good teaching when I see it" mind-set.

Intuitive assessment is quick and easy to do; particularly when the supervisor has had prior experience in teaching assessment. It requires no training or

instrumentation. Intuitive assessment, however, is not without problems. This type of assessment focuses primarily on the teacher and too little on students (Siedentop, 1991). Moreover, it is generally believed that this type of assessment has limited use for improving teaching skill because the information generated is often not specific enough for instructional improvement to occur (Metzler, 1990; Randall, 1992; Siedentop, 1991).

Eyeballing

Another method of assessment, quite similar to the intuitive method, is what Siedentop (1991) identifies as "eyeballing" and Locke (1974) refers to as a tour through the gym. The supervisor using this technique watches a teacher for a period of time without recording anything. He/she simply observes, taking note of such things as safety and discipline. Eyeballing is quick and easy to complete. It does not require that the supervisor stay for the entire lesson, nor does it require instrumentation or training.

Like intuitive assessment, however, eyeballing is inadequate when instructional improvement is sought. Eyeballing fails to provide specific information for the teacher. It often focuses on factors like safety and discipline which while certainly important, are unrelated to effective teaching/learning processes (Metzler, 1990). Eyeballing can, however, be useful in adjunct with other

forms of assessment (Siedentop, 1991).

Anecdotal Notes

Anecdotal notes are another method of assessment, in which the observer tries to capture in writing the important events that occur during the class. Throughout the course of the lesson, the observer keeps notes on what is going on during the observation. The typical user observes what is going on in the class, notes those student and teacher behaviors he/she deems relevant and combines those impressions into a composite picture. The composite picture is then compared to the observer's own standard of effective teaching (Soar, Medley & Coker, 1983).

Anecdotal notes tend to be quite extensive. They are fairly easy to complete, however, because most of the notes originate from incidents that the supervisor feels necessary to review with the student teacher (Metzler, 1990). Detailed, insightful notes can be used to stimulate discussion between the supervisor and student teacher (Metzler, 1990). All that is required for anecdotal note recording is paper and a writing instrument.

While anecdotal notes are more extensive than eyeballing and intuitive assessment, the observer relies entirely on his or her own perception of which critical incidents warrant inclusion into the narrative (Siedentop, 1991). Moreover, the fact that a piece of information is

written down does not ensure that it is accurate. It appears that anecdotal notes have their greatest potential when used in conjunction with systematic observation (Siedentop, 1991).

Checklists

In its simplest form, the checklist is a set of objectives or descriptive statements used to denote an occurrence or nonoccurrence of certain behaviors or events. When using a checklist, the supervisor simply checks each item that was included in the teacher's behavior or occurred during the lesson. If the supervisor believes that the student teacher possesses or exhibited the trait listed, the supervisor checks the item; if not, the item is left blank. A quantitative score can be obtained from a checklist; the score would equal the number of checks on the checklist itself (Byra, 1992)

The use of a checklist has a number of advantages for the supervisor. Checklists are quick and easy to complete and little training is necessary for their use. They can also be used to monitor aspects of a teaching performance, like enthusiasm and class control, that are not amenable to direct and efficient measurement (Metzler, 1990). In addition, checklists can provide information about global aspects of teaching that entail several overlapping parts like discipline and class climate (Metzler, 1990).

While checklists give the appearance of scientific rigor, they are not without limitations. Checklists often contain behaviors and/or descriptors that are not directly observable and measurable (Randall, 1992). That is, checklists often contain behavioral constructs like enthusiasm and leadership. Because neither of these constructs are directly observable and measurable, the supervisor must rely on inference when assessing these qualities. Moreover, checklists cannot portray the frequency or intensity of a behavior (Randall, 1992).

Metzler (1990) notes that the checklist does not monitor a teaching performance, but rather a "supervisor's individual impressions of effective teaching and learning processes" (pg. 51). Similar to Metzler's contention is the fact that the validity of this type of assessment depends almost entirely on the accuracy of the beliefs about effective teaching on which the checklist is based (Soar, Medley & Coker, 1983).

Rating Scales

Rating scales are another form of assessment used with student teachers. Using this technique, the supervisor has a set of behaviors and traits and rates the student teacher on each of the characteristics listed. The number of characteristics rated varies from a few to several dozen. Like checklists, rating scales are typically used to assess

qualitative aspects of teaching like clarity, accuracy of cues, and learner attention (Byra, 1992).

Rating scales can be set up on a continuous scale (1-3, 1-5 or 0-9, for example) or Likert-type scale (Unsatisfactory-Outstanding, Poor-Excellent, for example). The supervisor circles the number or the descriptive word that best matches his or her perception of the student teacher on each item. In some instances, the ratings on a Likert-type scale are assigned point values. For example, "outstanding" may be assigned a score of 4 and "unsatisfactory" a score of 0. Total scores can then be computed. On some rating scales, greater weight may be given to traits that are regarded as more important. Rating scales might also have the rater explain each rating with a sentence or two.

Because checklists and rating scales are essentially similar, the advantages of the assessment approaches correspond as well. But while rating scales are one of the most common forms of assessment, the approach has inherent problems and researchers have questioned their use (Soar, Medley & Coker, 1983).

First, rating scales lack the mechanics necessary for accurately measuring the performance of teachers. Second, rating scales lack validity. And third, rating scales are highly susceptible to the halo effect (Johnston &

Pennypacker, 1980; Soar, Medley, & Coker, 1983).

The halo effect occurs in rating scales when highly positive correlations exist between ratings of presumably independent characteristics. Findings by Dickson and Wiersma (1980) and Dickson, Jurs, Wenig and Wiersma (1982) established the halo effect as an implicit problem with rating scale use.

Perhaps more important is the fact that, as with checklists, the validity of this type of assessment depends almost entirely on the accuracy of the beliefs about effective teaching on which the scales are based and the relationship of the categories to actual teaching/learning behaviors. That is, if the beliefs are inaccurate, or the categories reflect irrelevant aspects of the teaching/learning process, the rating scale cannot possibly yield a valid assessment (Soar et. al., 1983).

Medley and Mitzel (1959) examined a number of studies which assessed teachers with rating scales and found that "the ratings of teachers' performance made by reasonably sophisticated observers had no validity as predictors of teacher effectiveness (p. 244)." Soar, Medley and Coker (1983) later noted that the publication of these findings had no visible impact on teacher assessment or on teacher educators although it did seem to influence researchers, who abandoned their use.

Systematic Observation Instruments

Systematic observation instruments can be used to assess a student teacher's performance (Darst, Mancini & Zakrajsek, 1989; Metzler, 1986, 1990; Randall, 1992; Siedentop, 1991). These instruments proliferated in the early 1970's. Although they were initially used in research on teaching and not necessarily in the supervision of student teachers, the techniques of duration recording, event recording and time sampling have been employed as data collection techniques by some supervisors (Siedentop, 1992).

Systematic observation instruments allow a trained person following stated guidelines and procedures to measure predefined categories of teaching/learning behavior. The application of these observation systems have provided more information to teacher preparation programs than perhaps any other development because they have identified a commonly accepted set of teacher and student processes that contribute to effective teaching (Metzler, 1990).

Two of the more notable early interaction analysis systems were Flander's (1967) and Bookhout's (1967). Following up on classroom research efforts, researchers in the field of physical education began using systematic observation to study the behaviors of students and teachers in the gymnasium.

Early efforts at describing teaching and learning behaviors in physical education included the work of Barrett (1969), Anderson (1971), Fishman (1974) and Tobey (1974). The past decade or so has shown an increasing recognition that assessment should reflect quantitative measurements of specific teaching skills more so than qualitative measures of techniques, traits or characteristics (Darst, Mancini & Zakrajsek, 1989; Metzler, 1981, 1986, 1990; Siedentop, 1991). As a result, physical education researchers have created the "catalog" of observation instruments designed or modified for use in the gymnasium that Locke called for (Darst, Mancini & Zakrajsek, 1989; Locke, 1977).

Systematic observation methods have been described in volume in the literature. A large number of systematic observation instruments are available to supervisors of student teachers. These instruments have a variety of uses in teacher preparation programs as they can be used with teachers at all stages of development, from neophyte to experienced. Batchelder and Cheffers (1976) point out that such systems can be used to describe, analyze and modify teaching practices.

When used with student teachers, systematic observation systems provide assessment information which can be used to help improve instructional practices. The primary techniques of systematic observation are event recording,

duration recording, interval recording, and group time sampling (Siedentop, 1991). Each of these methods has been used reliably by both researchers and teachers and when given adequate definitions, the methods are objective (Siedentop, 1991).

Event recording produces a record of the number of times a specific event or behavior occurs within a specified period of time. Duration recording is used to measure the length of time a specific behavior or event occurs and is often expressed in minutes and seconds (Siedentop, 1991). Interval recording is a technique in which a specified behavior is observed for short periods of time known as intervals (Siedentop, 1991). The observer tries to characterize the behavior which best characterizes that interval. Group time sampling is used to gather periodic data on all members of a class. This method has also been referred to as PLACHECK (Planned Activity Check) recording (Metzler, 1990). At regular intervals throughout the observation, the observer quickly scans the group and counts the number of students engaged in the behavior of interest.

Users of systematic observation instruments usually collect data through live observations of teaching although videotapes or audiotapes may also be used. Systematic instrumentation allows the observer to focus on the dimensions of teacher behavior that are likely to be most

essential at that point in time because they reflect specific programmatic outcomes (e.g. feedback rates, content development, time management).

Systematic observation instruments share common features which, like all assessment techniques, can be viewed as advantages or strengths (Randall, 1992). Dougherty and Bonanno (1979) cited the avoidance of judgement, the focus on specific processes and behaviors to the exclusion of others and the classification of behavior into categories as advantageous features. The fact that these instruments can provide objective and reliable data, permanent records and baseline levels of performance were cited by Metzler (1990) as advantages.

Like other assessment techniques, systematic observation methods are not without limitations. Instruments used in this method focus only on observable and measurable events and behaviors, providing only descriptive and not prescriptive information (van der Mars, 1989). The amount of time needed to learn each technique and/or system, and the limited focus the systems provide have also been identified as disadvantages (Metzler, 1990). Many researchers indicate, however, that although limitations do exist, they are outweighed by the advantages (Metzler, 1990; Randall, 1992; Siedentop, 1991)

Conferencing

Conferencing is another assessment technique used by supervisors of student teachers. Conferencing is a directed formal or informal discussion between the supervisor and the student teacher for the purpose of improving instruction. It is a widely held belief that conferencing is an essential part of the supervisory process and there is also general agreement that the purpose of a conference is to examine instruction (Goldhammer, Anderson, Krajewski, 1980; Meyer, 1991).

Conferencing typically occurs after a teaching episode, but it can also be used prior to a teaching episode (Goldhammer, Anderson & Krajewski, 1980). Although conferences differ in terms of the supervisor's behavior, Meyer (1991) contends that effective conference sessions share a number of characteristics: 1) a review of overall progress; 2) a discussion of problems that were encountered; 3) an agreement about how performance can be improved; 4) discussions of how current performance fits with goals and 5) specific action plans for the coming observation.

While the characteristics of an effective conference have been identified, the supervisory skills needed to incorporate each of these characteristics in a conference are not well understood (Cooper, 1984). Research into the supervisory skills necessary for a effective conference has

yielded little more than an understanding that interactions between supervisors and student teachers during conferences are complex (Blumberg, 1970; Weller, 1971).

The conference method is based on several key assumptions, all of which stress that the student teacher is responsible for his or her performance and that the supervisor's role in the conference is primarily one of helping the student teacher to achieve goals, both programmatic and personal. According to Sergiovanni and Staratt (1988), the main purpose of the conference is that it provides an occasion for "teaching that serves the purpose of training the teacher in the process of analyzing his own teaching" (pg. 360).

Reflection

As stated earlier, a primary goal of pre-service teacher education is to provide the prospective teacher with a solid foundation for professional development so that he/she will enter the induction phase of their career successfully. This goal implies the need for development of certain skills and attitudes in the pre-service teacher. Many believe that the pre-service teacher education program, and particularly the student teaching portion, should foster in prospective teachers the techniques and habits that are necessary for professional reflection (Dewey, 1904; Sparks-

Langer, Simmons, Pasch, Colton & Starko, 1990; Yinger & Clark, 1981; Zeichner, 1987).

The concept of the reflective teacher has been in the literature for some time but much of the recent attention to the concept was stimulated by Donald Schon's book The Reflective Practitioner (Grimmett, Mackinnon, Erickson & Riecken, 1990). Reflection, however, is not a new idea. In 1904, John Dewey argued that pre-service teacher education programs should educate teachers to be thoughtful and reflective practitioners. He advocated the technique of self-criticism and argued that the use of reflective techniques allowed the teacher to observe his/her impact on learning. He saw reflection as a crucial step in improving teaching. The reflective process does not occur naturally in teachers, however, leading some researchers to characterize it as an "active, effortful enterprise that arises when certain forces are allowed to operate" (Wildman, Magliaro, Niles & McLaughlin, 1990, p. 139).

It has been noted that master teachers reflect on their teaching in order to improve their practice (Initial Policies and Perspectives of the National Board for Professional Teaching Standards, 1989) and for that reason, many supervisors use a student teacher's ability to reflect as a means of assessment (Frieberg, Waxman & Blanchard, 1988). Reflection is not a single concept. It is composed

of many elements often mixed in various ways to prompt comments about one's own teaching for the purpose of self-improvement.

Reflection is a powerful mechanism for personal development. The greatest value of reflection is the improvement that results from greater insight into one's own strengths, weaknesses, thoughts and actions (Sparks-Langer, Simmons, Pasch, Colton & Starko, 1990; Yinger & Clark, 1981; Zeichner, 1987). The reflective teacher engages in thoughtful reconsideration of all that happens in a classroom with an eye toward improvement (Ross, 1991). Reflection is therefore best viewed as a continuous, ongoing process rather than a one-time event. Zeichner (1987) views reflection as a comprehensive approach to instructional improvement that includes an examination of both attitudes and practices.

Barber (1991) identifies three steps for effective reflection. First, current teaching behavior must be accurately identified. The student teacher must be aware of what he/she is doing, both verbally and non-verbally while teaching. This is important because many teachers perceive their performances as very different from reality. In fact, student teachers' perceptions of their instruction are often significantly different than their supervisor's assessments (Briggs, Richardson & Sefzik, 1986; Waxman & Duschl, 1987;

Wheeler & Knoop, 1982). As a result of engaging in the process, teachers become aware of their actual teaching behavior (Dewey, 1904; Sparks-Langer, Simmons, Pasch, Colton & Starko, 1990; Yinger & Clark, 1981; Zeichner, 1987).

The second step in effective reflection is for problem areas to be identified and improved, strengths to be identified and maintained, and new behaviors to be introduced. The third step is to evaluate the progress of the new behaviors. Because reflection is ongoing, the process begins anew at this point.

There are a variety of reflective techniques available for improving instruction (Carroll, 1981). Regardless of the methods used, reflection has been found to be highly effective in affecting long-term positive change in pre-service teachers (Frieberg, Waxman & Blanchard, 1988). These researchers found that pre-service teachers who undergo reflection training make more progress in areas of teaching effectiveness and report greater self-confidence and control over their instruction than those who do not.

Summary of the Review of Literature

The literature indicates that the student teaching experience is one of the most valuable and unforgettable experiences in a pre-professional teacher's preparation. In

addition to providing the student teacher with an opportunity to practice teaching, the student teaching experience allows the teacher preparation program to fulfill its own goals. One of the fundamental goals of pre-service teacher education is to provide prospective teachers a solid foundation for developing teaching skills and interacting with students among other things.

This goal implies a need for the development of certain skills and attitudes in pre-service teachers. The student's progress toward developing these skills and attitudes needs to be appraised at different times throughout the program, but perhaps the most critical time for assessment is during the student teaching experience. Although the day to day assessment of the student teacher typically falls to the cooperating teacher, the responsibility for formally assessing the student teacher during this time belongs mainly to the supervisor. Although a great number of assessment techniques are available for observing teaching behavior in physical education, it remains unclear what methods are being used by these supervisors. This study will describe the assessment techniques being used by supervisors of physical education student teachers.

CHAPTER III

PROCEDURES

The purpose of this study was to describe the various assessment techniques used by supervisors of physical education student teachers. The researcher utilized a survey to determine what assessment techniques were most frequently used by these supervisors.

This chapter is divided into the following sections:
1) selection of subjects; 2) instrumentation; 3) administrative procedures; 4) research questions and 5) data analysis.

Selection of Subjects

The population for this study was physical education student teacher supervisors at colleges and universities listed in the 38th Annual Guide to Accredited Education Programs/Units (National Council for Accreditation of Teacher Education, 1992). A total of 177 physical education teacher certification programs were listed in this guide. Due to the low number (n=177) a census rather than sampling approach was taken. In order to determine if differences existed in the assessment practices of the supervisors located at particular types of institutions, the programs

were classified according to the mission of their college or university based upon Peterson's Register of Higher Education which classified colleges and universities as either baccalaureate, comprehensive, or university (Peterson, 1991).

According to the Peterson classifications, baccalaureate schools award baccalaureate and associate degrees but do not offer post baccalaureate degrees. Comprehensive schools award baccalaureate and associate degrees primarily, but may also offer masters and specialist degrees. It is possible that a comprehensive school would offer one or two doctoral programs. Universities offer a full four year undergraduate program in addition to post baccalaureate and doctoral degrees in more than two academic and/or professional fields.

Stratum I consisted of 27 (n=27) baccalaureate institutions and accounted for 15.2% of the total population. Stratum II consisted of 87 (n=87) comprehensive institutions and accounted for 49.1% of the total population. Stratum III consisted of 63 (n=63) university institutions and accounted for 35.5% of the total population.

Approval for this study was granted from the Virginia Polytechnic and State University Human Subjects Review board.

Instrumentation

A personal letter (See Appendix A) was mailed to the supervisor of student teachers in each of the 177 physical education departments. The letter explained the purpose of the study and requested copies of the assessment instrument(s) used by the supervisor. The assessment instruments were to be returned with the completed survey. The survey instrument (See Appendix B) included a one page insert which contained terms that had been defined for the purpose of the study.

The survey asked supervisors to indicate how frequently they used particular assessment techniques and modes. Supervisors were also asked to indicate what factors they assessed when utilizing the particular assessment techniques. The survey instrument also included nine demographic questions.

Pilot Study

The survey instrument was piloted with a group of teacher educators and changes were made based upon their recommendations and suggestions. Most of the suggestions concerned the wording and format of the questions, but some changes addressed the structure of the questionnaire.

More specifically, a glossary of terms was added to the

survey based on the results of the pilot study. This glossary defined the terms used in the survey instrument itself. It was also determined that the glossary should be an insert rather than attached to the survey as it would allow for easier access. The pilot study also established that the survey, which was four pages long would take approximately 20 minutes to complete.

Administrative Procedures

The first mailing of the survey was the week of March 15, 1993. Each mailing contained a cover letter, a survey instrument, and an addressed stamped envelope. The cover letter included the purpose of the study, the rationale for the requested information, and specific directions for returning the survey. The subjects were asked to return their information within a two week period (by March 29, 1993).

Studies have shown that follow-up reminders can improve response rates (Isaac & Michael, 1983) so three weeks after the initial mailing, non-respondents were mailed a second letter. The follow-up letter (See Appendix C) included a cover letter, the survey instrument, and an addressed stamped envelope. This procedure assisted in obtaining an acceptable return rate (56.4%).

As the surveys were returned, they were filed according to the mission of the college or university where the teacher education program was located. A check-off sheet containing the participants' names was maintained daily to establish the return rate and to evaluate the need for follow-up of the non-respondents.

Research Questions

The research questions for this study included:

1. Which of the most common assessment techniques are used most frequently by supervisors of physical education student teachers?
2. Which modes of assessment are utilized most frequently with the various assessment techniques?
3. What are supervisors assessing when utilizing intuitive assessment, eyeballing, and anecdotal notes?
4. How useful do supervisors rate the various assessment techniques?
5. What traits, behaviors and characteristics are most often included on the checklists and rating scales used by supervisors?
6. What are the most common types of teaching behaviors included on the systematic observation instruments used by supervisors?

7. What are the typical topics of discussion included in conferences between student teachers and supervisors?
8. What types of reflection activities do supervisors have their student teachers engage in most frequently?
9. Do differences in assessment practices exist between programs located at baccalaureate, comprehensive, and university institutions?

Data Analysis

The purpose of this study was to describe the assessment techniques used by supervisors of physical education student teachers. The data consisted of information received through census of colleges and universities having undergraduate programs of physical education teacher certification that were listed in the 38th Annual Guide to Accredited Education Programs/Units (National Council for Accreditation of Teacher Education, 1992).

Surveys were analyzed to determine the most common and frequently used techniques and modes of assessment used by supervisors. The surveys were also analyzed to determine what factors were being assessed by supervisors using intuitive assessment, eyeballing and anecdotal notes.

Further analysis of the survey responses was conducted to determine the typical topics of discussion during supervisor-student teacher conferences and the types of reflection activities in which supervisors had their student teachers engage.

Sample checklists and rating scales that were returned to the researcher were analyzed to determine what traits, behaviors and characteristics were most often included in such instruments. Systematic observation instruments were analyzed to determine which types of teaching behaviors were most often included. Finally, the data were analyzed to determine whether differences in assessment techniques existed between programs located at baccalaureate, comprehensive and university institutions.

Summary

It was assumed that the methods described heretofore were sufficient and rigorous enough to adequately address the nine research questions included in the study. These data were presented as the beginnings of a descriptive research base on the various assessment techniques used by supervisors of physical education student teachers.

CHAPTER IV

RESULTS

The purpose of this study was to describe the types of assessment techniques used most often in the supervision of physical education student teachers. The purpose of this chapter is to report the results of the study as they pertain to the research questions. The research questions for the study included:

1. Which of the most common assessment techniques are used most frequently by supervisors of physical education student teachers?
2. Which modes of assessment are utilized most frequently with the various assessment techniques?
3. What are supervisors assessing when utilizing intuitive assessment, eyeballing, and anecdotal notes?
4. How useful do supervisors rate the various assessment techniques?
5. What traits, behaviors and characteristics are most often included on the checklists and rating scales used by supervisors?

6. What are the most common types of teaching behaviors included on the systematic observation instruments used by supervisors?
7. What are the typical topics of discussion included in conferences between student teachers and supervisors?
8. What types of reflection activities do supervisors have their student teachers engage in most frequently?
9. Do differences in assessment practices exist between programs located at baccalaureate, comprehensive, and university institutions?

The results of each research question will be examined separately.

Response Rate

The population for this study was physical education supervisors of student teachers at colleges and universities listed in the 38th Annual Guide to Accredited Education Programs/Units (National Council for Accreditation of Teacher Education, 1992). A total of 177 physical education teacher certification programs were listed in this guide. Given the small population (n=177), the researcher conducted

a census of the population regarding assessment practices.

A letter and survey were sent to each of the teacher certification programs listed in the guide. The letter was directed to the supervisor of physical education student teachers and explained the purpose of the study. The letter also requested that a copy of any assessment instrument(s) used by the supervisor be sent to the researcher along with the completed survey. Each supervisor also received an insert which defined each of the assessment techniques so as to provide a common framework for responding.

Three weeks after the initial mailing, non-respondents were mailed a second letter. The follow-up included a cover letter, definition of terms, survey, and an addressed stamped envelope. This procedure assisted in obtaining an acceptable return rate. Response rates can be found in Table 1.

A total of 109 surveys was received for an overall response rate of 61.5%. Five (n=5) of the respondents indicated that they had discontinued their physical education teacher education programs and four (n=4) indicated that they could not complete the survey because the Education Department at their college/university supervised the physical education student teachers. Data analysis will therefore be based on the 100 usable surveys (56.4%).

Table 1
Response Rate by Stratum

Stratum Returned	Surveys Sent	Surveys Returned		Usable Surveys	
	<u>n</u>	<u>n</u>	%	<u>n</u>	%
Baccalaureate	27	14	50	14	50
Comprehensive	87	51	58.6	46	52.8
University	63	44	69.8	40	63.4
TOTAL	177	109	61.5	100	56.4

It was predicted that the specificity of the research design would build a strong profile of the assessment techniques used with physical education student teachers. The number of responses received ensured that the results generated by the study would be generalizable within +/- .05 of the population with a 95% level of confidence (Isaac & Michael, 1981).

Each Physical Education program in the study was grouped according to the mission of its college or university based upon Peterson's Register of Higher Education. This guide classifies colleges and universities as either baccalaureate, comprehensive, or university (Peterson, 1991). Stratum I consisted of baccalaureate institutions, Stratum II consisted of comprehensive institutions and Stratum III was comprised of the University institutions.

Data Analysis

The responses on each survey were transcribed electronically into a computerized spreadsheet that had been designed for the study. The spreadsheet was designed to calculate the total number of responses within categories and across questions. The spreadsheet calculated the mean response for each question as well as a breakdown of the frequency of response categories. Specific checks were built into the program to verify that the data were entered

accurately. Copies of the spread sheet for each question can be found in Appendix D.

In some cases, the researcher's understanding of the responses were verified through phone conversations with respondents. Respondents had been asked provide their name and phone number on the survey. In instances where responses were unclear and a name and phone number were available, the researcher phoned the respondent. In instances where no name or phone number were given, the response was coded as "no response" and tabulated as such.

Demographics

Because little is known about physical education student teacher supervisors, a short demographic section was included on the survey. Among other things, the section asked for the age, gender and academic rank of respondents.

The respondents were balanced by gender with 50.5% (n=50) being male and 49.5% (n=49) being female. One respondent did not indicate his/her gender, hence the total of 99. There was a substantial difference in the mean age of female and male respondents with a mean age of 42 years for the females and 50 years for the males (See Tables 2 and 3).

Table 2
Gender of Supervisors at Bacculaureate, Comprehensive and University Institutions

Gender Univeristy	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Male	50	50.5	4	28.6	24	52	22	56.4
Female	49	49.5	10	71.4	22	47.8	17	43.6
TOTAL	99	100	14	100	46	100	39	100

Table 3
Mean Age of Supervisors at Bacculaureate, Comprehensive and University Institutions

Gender	Overall	Baccalaureate	Comprehensive	University
Male	50.92	52	52	48
Female	42.6	44	44	40

The large majority of supervisors (79%, n=79) held the rank of assistant, associate or full professor. Differences did exist, however when the three strata were compared. Supervision at baccalaureate institutions was done exclusively by individuals who held the rank of assistant, associate or full professor while supervision at comprehensive and university institutions was also done by doctoral students and lecturers/instructors (See Table 4)

Respondents were asked to indicate their highest degree held (See Table 5). The large majority of supervisors held a doctoral degree (76%, n=76). When this variable was compared across the strata, differences were noted. It appeared that supervisors at university institutions were more educated than those supervisors at comprehensive and baccalaureate institutions. While 82.5% of the supervisors at university institutions held a doctoral degree, 73.9% of those supervisors at comprehensive institutions did. This percentage dropped further with only 64.3% of the supervisors at baccalaureate institutions holding a doctorate. No supervisors in any of the strata held only a bachelors degree.

The demographic section also asked the respondents to indicate the number of years they had supervised student teachers and the number of students teachers they supervised per term (See Table 6). The similarities between the

Table 4
Academic Rank of Supervisors at Baccalaureate, Comprehensive
 and University Institutions

Academic Rank	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Masters Student	0	0	0	0	0	0	0	0
Doctoral Student	3	3	0	0	0	0	3	7.7
Lecturer/Instructor	6	6	0	0	4	8.5	2	5.1
Assistant Professor	20	20	3	21.4	7	14.9	10	25.6
Associate Professor	39	39	7	50	17	36.2	15	38.5
Professor	29	29	4	28.6	16	34	9	23.1
Adjunct	2	2	0	0	2	4.3	0	0
Other	1	1	0	0	1	2.1	0	0
TOTAL	100	100	14	100	47	100	39	100

Table 5
Highest Degree Held by Supervisors at Baccalaureate,
Comprehensive and University Institutions

Degree	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Bachelors	0	0	0	0	0	0	0	0
Masters	24	24	5	35.7	12	26.1	7	17.5
Doctoral	76	76	9	64.3	34	73.9	33	82.5
TOTAL	100	100	14	100	46	100	40	100

Table 6

Mean Number of Years Spent Supervising Student Teachers and
Mean Number of Students Supervised per Term

Category	Overall Mean	Baccalaureate	Comprehensive	University
Years	12.6	12	13	13
Students	6.4	6	7	6

stratum on these two variables were striking. The mean number of years spent supervising student teachers for all strata is 12.6 and the mean number of students supervised per term was 6.4.

The large majority (89%) of respondents were members of the physical education department and had received some formal training in the supervision of student teachers (70%). Supervisors were asked to check all sources of training that they had received; the most common source of training in supervision was college and university classes which accounted for 32.6 % (n=58) of the responses (See Table 7).

Assessment Techniques

The next section of the survey instrument asked the subjects to indicate how often they used the following assessment techniques: intuitive assessment, eyeballing, anecdotal notes, checklists, rating scales, systematic observation instruments, conferencing and reflection. Respondents were provided with an insert which defined each of the assessment techniques so as to provide a common framework for responding. The subjects could choose from the following responses: Always, Often, Sometimes, Rarely, and Never. A summary of these data can be found in Table 8.

For the purpose of discussion, the number of

Table 7
Sources of Training for Supervisors

Source	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
College or University Class	58	32.6	5	29.4	26	30.2	27	36
Conference Workshop	29	16.3	2	11.8	17	19.8	10	13.3
Inservice	29	16.3	3	17.6	16	18.6	10	13.3
Colleague	28	15.7	3	17.6	12	14	13	17.3
Self-directed Study	29	16.3	4	23.6	12	14	13	17.3
Other	5	2.8	0	0	3	3.4	2	2.8
TOTAL	178	100	17	100	86	100	75	100

Note: Supervisors were able to check all sources of training that applied

Table 8
The Frequency With Which Supervisors Utilize Specific
Assessment Techniques

Assessment Technique	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Intuitive Assessment								
Always	20	20.0	4	28.6	11	23.9	5	12.5
Often	35	35.0	3	21.4	17	37.0	15	37.5
Sometimes	21	21.0	1	7.1	11	23.9	9	22.5
Rarely	9	9.0	2	14.3	2	4.3	5	12.5
Never	12	12.0	3	21.4	4	8.7	5	12.5
No Response	3	3.0	1	7.1	1	2.2	1	2.5
Eyeballing								
Always	16	16.0	4	28.6	8	17.4	4	10.0
Often	26	26.0	4	28.6	10	21.7	12	30.0
Sometimes	21	21.0	2	14.3	13	28.6	6	15.0
Rarely	19	19.0	0	0.0	10	21.7	9	22.5
Never	17	17.0	3	21.4	5	10.9	9	22.5
No Response	1	1.0	1	7.1	0	0.0	0	0.0
Anecdotal Notes								
Always	32	32.0	6	42.9	19	41.3	7	17.5
Often	38	38.0	3	21.4	15	32.6	20	50.0
Sometimes	19	19.0	3	21.4	6	13.0	10	25.0
Rarely	9	9.0	2	14.3	5	10.9	2	5.0
Never	1	1.0	0	0.0	0	0.0	1	2.5
No Response	1	1.0	0	0.0	1	2.2	0	0.0
Checklists								
Always	22	22.0	4	28.6	12	26.1	6	15.0
Often	25	25.0	3	21.4	12	26.1	10	25.0
Sometimes	16	16.0	1	7.1	5	10.9	10	25.0
Rarely	7	7.0	1	7.1	4	8.7	2	5.0
Never	24	24.0	5	35.7	10	21.7	9	22.5
No Response	6	6.0	0	0.0	3	6.5	3	7.5

Table 8 (Cont'd)
The Frequency With Which Supervisors Utilize Specific Assessment Techniques

Assessment Technique	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Rating Scales								
Always	28	28.0	7	50.0	15	32.6	6	15.0
Often	21	21.0	0	0.0	10	21.7	11	27.5
Sometimes	17	17.0	3	21.4	5	10.9	9	22.5
Rarely	8	8.0	0	0.0	4	8.7	4	10.0
Never	23	23.0	4	28.6	9	19.6	10	25.0
No Response	3	3.0	0	0.0	3	6.5	0	0.0
Systematic Observation Instruments								
Always	30	30.0	5	35.7	10	21.7	15	37.5
Often	21	21.0	2	14.3	9	19.6	10	25.0
Sometimes	11	11.0	1	7.1	5	10.9	5	12.5
Rarely	12	12.0	2	14.3	7	15.2	3	7.5
Never	21	21.0	4	28.6	10	21.7	7	17.5
No Response	5	5.0	0	0.0	5	10.9	0	0.0
Conferencing								
Always	79	79.0	11	78.6	36	78.3	32	80.0
Often	18	18.0	3	21.4	10	21.7	5	12.5
Sometimes	3	3.0	0	0.0	0	0.0	3	7.5
Rarely	0	0.0	0	0.0	0	0.0	0	0.0
Never	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	0	0.0	0	0.0	0	0.0
Reflection								
Always	33	33.0	5	35.7	13	28.6	15	37.5
Often	35	35.0	2	14.3	18	39.1	15	37.5
Sometimes	18	18.0	3	21.4	11	23.9	4	10.0
Rarely	8	8.0	2	14.3	3	6.5	3	7.5
Never	6	6.0	2	14.3	1	2.2	3	7.5
No Response	0	0.0	0	0.0	0	0.0	0	0.0

respondents indicating that they used a specific technique "always" or "often" were combined (See Table 9). When the data were grouped as such, conferencing was the most commonly used assessment technique with 97% of the respondents using it "always" or "often". In fact, none of the respondents indicated using this technique only "rarely" or "never". Anecdotal notes and reflection were also frequently used to assess student teachers, accounting for 70% and 68% of responses respectively.

In some instances, supervisors singled out a particular technique that was used "always" (25%, n=25). When a single assessment technique was used by supervisors, that technique was most frequently a systematic observation instrument (40%, n=10). The frequency of use of a single techniques can be found in Table 10. Other supervisors (43%, n=43) indicated using a number of techniques "always." When these combinations of techniques were analyzed, a wide variety emerged. Some of the more common combinations can be found in Table 11.

Assessment Modes

Teaching episodes can be assessed through three modes. Assessment can occur on-site with the supervisor present during the teaching episode or the teaching episode

Table 9
Percent of Supervisors Using Particular Assessment
Techniques "Always" or "Often" (N=100)

Assessment Technique	Percent
Conferencing	97.0
Anecdotal Notes	70.0
Reflection	68.0
Intuitive Assessment	55.5
Systematic Observation Instruments	51.0
Rating Scales	49.0
Checklists	47.0
Eyeballing	42.0

Table 10

Percent of Supervisors Using a Single Technique
"Always" (N=25)

Assessment Technique	Frequency	Percent
Systematic Observation Instruments	10	40.0
Anecdotal Notes	5	20.0
Rating Scales	4	16.0
Intuitive Assessment	3	12.0
Checklists	2	8.0
Eyeballing	1	4.0
TOTAL	25	100.0

Table 11

Common Combinations of Assessment Techniques Used "Always"
By Supervisors (N=43)

Combinations	Frequency	Percent
Intuitive Assessment and Anecdotal Notes	3	7.0
Eyeballing, Anecdotal Notes and Rating Scales	3	7.0
Anecdotal Notes, Checklists and Rating Scales	3	7.0
Anecdotal Notes and Checklists	3	7.0
Checklists and Rating Scales	3	7.0

can be captured on videotape or audiotape for later assessment. The survey instrument asked subjects to indicate how often they used the following assessment modes with their student teachers: live observation, videotape, and audiotape. The same frequency responses of "Always", "Often", "Sometimes", "Rarely", and "Never" were used and those data are summarized in Table 12.

Once again, responses of "always" and "often" were combined (See Table 13). Live observation was used "always" or "often" by 98% of the respondents followed by videotape which was used as such by 23.3%. Responses of "rarely" and "never" were also combined on this question (See Table 14). Despite the recent advances in video and audio capabilities, 43.3% of the respondents indicated that they "rarely" or "never" used videotape and a full 74.7% stated that they "rarely" or "never" used audiotape to assess their student teachers.

Assessment Techniques and Modes

Theoretically, each assessment technique can be utilized with each assessment mode. The only exception to this is eyeballing which cannot be conducted through audiotape for obvious reasons. The next section of the survey instrument asked respondents to indicate how often

Table 12
The Frequency With Which Supervisors Utilize Specific Assessment Modes (N=100)

Assessment Mode	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Live Observation								
Always	79	79.0	10	71.5	39	84.8	30	75.0
Often	18	18.0	1	7.1	7	15.2	10	25.0
Sometimes	2	2.0	2	14.3	0	0.0	0	0.0
Rarely	0	0.0	0	0.0	0	0.0	0	0.0
Never	0	0.0	0	0.0	0	0.0	0	0.0
No Response	1	1.0	1	7.1	0	0.0	0	0.0
Video								
Always	7	7.0	0	0.0	3	6.5	4	10.0
Often	16	16.0	3	21.4	3	6.5	10	25.0
Sometimes	28	28.0	0	0.0	14	30.4	14	35.0
Rarely	19	19.0	3	21.4	10	21.7	6	15.0
Never	24	24.0	6	43.0	12	26.1	6	15.0
No Response	6	6.0	2	14.3	4	8.7	0	0.0
Audio								
Always	2	2.0	0	0.0	0	0.0	2	5.0
Often	3	3.0	0	0.0	0	0.0	3	7.5
Sometimes	11	11.0	1	7.1	3	6.5	7	17.5
Rarely	11	11.0	2	14.3	5	10.9	4	10.0
Never	63	63.0	9	64.3	32	69.6	22	55.0
No Response	10	10.0	2	14.3	6	13.0	2	5.0

Table 13

Percent of Supervisors Using a Particular Assessment Mode
"Always" or "Often" (N=100)

Assessment Mode	Frequency	Percent
Live Observation	97	97.0
Videotape	23	23.0
Audiotape	5	5.0

Table 14

Percent of Supervisors Using a Particular Assessment Mode
"Never" or "Rarely" (N=100)

Assessment Mode	Frequency	Percent
Live Observation	0	0.0
Videotape	43	43.0
Audiotape	74	74.0

they used the assessment modes with individual assessment techniques (See Tables 15,16,17)

The data clearly indicate that supervisors assessment practices differ based on the assessment mode used. The large majority of respondents (91%) used conferencing "always" or "often" following a live observation, but that percentage dropped drastically when the other assessment modes were utilized. Only 40% of respondents indicated that they used conferencing with videotaped teaching episodes and a mere 6% used it with audiotaped episodes.

Anecdotal notes were recorded during live observation by the majority of respondents (72%). Again, the percentage of respondents using this assessment technique with the other assessment modes dropped drastically. A little over one quarter (26%) of the respondents recorded anecdotal notes while watching videotaped teaching episodes and only 5% used the technique with audiotaped episodes.

Following the same trend, reflection was most often conducted following live observation (63%). The percentage of respondents using reflection following a videotaped observation was 34%. A mere 4% of the respondents utilized reflection following an audiotaped teaching episode.

Intuitive assessment, systematic observation instruments, checklists, rating scales and eyeballing followed the same trend; each was primarily used in conjunction with live

Table 15
The Frequency With Which Supervisors Utilize Live
Observation With Particular Assessment Techniques (N=100)

Assessment Technique	Rating	Frequency	Percent
Intuitive Assessment	Always	31	31.0
	Often	26	26.0
	Sometimes	16	16.0
	Rarely	7	7.0
	Never	13	13.0
	No Response	7	7.0
Eyeballing	Always	24	24.0
	Often	20	20.0
	Sometimes	13	13.0
	Rarely	19	19.0
	Never	18	18.0
	No Response	6	6.0
Anecdotal Notes	Always	34	34.0
	Often	38	38.0
	Sometimes	14	14.0
	Rarely	5	5.0
	Never	2	2.0
	No Response	7	7.0
Checklists	Always	30	30.0
	Often	15	15.0
	Sometimes	15	15.0
	Rarely	6	6.0
	Never	23	23.0
	No Response	11	11.0
Rating Scales	Always	31	31.0
	Often	16	16.0
	Sometimes	13	13.0
	Rarely	8	8.0
	Never	23	23.0
	No Response	9	9.0

Table 15 (Cont'd)
The Frequency With Which Supervisors Utilize Live
Observation With Particular Assessment Techniques (N=100)

Assessment Technique	Rating	Frequency	Percent
Systematic Observation Instruments	Always	33	33.0
	Often	17	17.0
	Sometimes	8	8.0
	Rarely	10	10.0
	Never	21	21.0
	No Response	11	11.0
Conferencing	Always	74	74.0
	Often	17	17.0
	Sometimes	4	4.0
	Rarely	1	1.0
	Never	0	0.0
	No Response	4	4.0
Reflection	Always	37	37.0
	Often	26	26.0
	Sometimes	17	17.0
	Rarely	6	6.0
	Never	5	5.0
	No Response	7	7.0

Table 16
The Frequency With Which Supervisors Utilize Videotape With Particular Assessment Techniques (N=100)

Assessment Technique	Rating	Frequency	Percent
Intuitive Assessment	Always	5	5.0
	Often	8	8.0
	Sometimes	16	16.0
	Rarely	10	10.0
	Never	46	46.0
	No Response	15	15.0
Eyeballing	Always	3	3.0
	Often	5	5.0
	Sometimes	14	14.0
	Rarely	9	9.0
	Never	56	56.0
	No Response	13	13.0
Anecdotal Notes	Always	13	13.0
	Often	13	13.0
	Sometimes	16	16.0
	Rarely	6	6.0
	Never	36	36.0
	No Response	16	16.0
Checklists	Always	8	8.0
	Often	5	5.0
	Sometimes	13	13.0
	Rarely	9	9.0
	Never	50	50.0
	No Response	15	15.0
Rating Scales	Always	8	8.0
	Often	6	6.0
	Sometimes	10	10.0
	Rarely	11	11.0
	Never	49	49.0
	No Response	16	16.0

Table 16 (Cont'd)
The Frequency With Which Supervisors Utilize Videotape With Particular Assessment Techniques (N=100)

Assessment Technique	Rating	Frequency	Percent
Systematic Observation Instruments	Always	17	17.0
	Often	9	9.0
	Sometimes	7	7.0
	Rarely	11	11.0
	Never	40	40.0
	No Response	16	16.0
Conferencing	Always	29	29.0
	Often	11	11.0
	Sometimes	10	10.0
	Rarely	9	9.0
	Never	29	29.0
	No Response	12	12.0
Reflection	Always	21	21.0
	Often	13	13.0
	Sometimes	12	12.0
	Rarely	7	7.0
	Never	37	37.0
	No Response	10	10.0

Table 17
The Frequency With Which Supervisors Utilize Audiotape With Particular Assessment Techniques (N=100)

Assessment Technique	Rating	Frequency	Percent
Intuitive Assessment	Always	1	1.0
	Often	3	3.0
	Sometimes	3	3.0
	Rarely	4	4.0
	Never	72	72.0
	No Response	17	17.0
Anecdotal Notes	Always	3	3.0
	Often	2	2.0
	Sometimes	5	5.0
	Rarely	2	2.0
	Never	69	69.0
	No Response	19	19.0
Checklists	Always	2	2.0
	Often	0	0.0
	Sometimes	1	1.0
	Rarely	3	3.0
	Never	76	76.0
	No Response	18	18.0
Rating Scales	Always	1	1.0
	Often	0	0.0
	Sometimes	0	0.0
	Rarely	3	3.0
	Never	76	76.0
	No Response	20	20.0

Table 17 (Cont'd)
The Frequency With Which Supervisors Utilize Audiotape With Particular Assessment Techniques (N=100)

Assessment Technique	Rating	Frequency	Percent
Systematic Observation Instruments	Always	4	4.0
	Often	1	1.0
	Sometimes	5	5.0
	Rarely	2	2.0
	Never	70	70.0
	No Response	18	18.0
Conferencing	Always	5	5.0
	Often	1	1.0
	Sometimes	5	5.0
	Rarely	2	2.0
	Never	68	68.0
	No Response	19	19.0
Reflection	Always	3	3.0
	Often	3	3.0
	Sometimes	2	2.0
	Rarely	3	3.0
	Never	69	69.0
	No Response	20	20.0

observation and to a much lesser extent, videotape and audiotape. A breakdown of the frequency with which supervisors at baccalaureate, comprehensive and university institutions utilize the different modes can be found in Tables 18,19 and 20

What Supervisors Assess With Particular Techniques

Supervisors utilize particular techniques of assessment in response to the need to collect information about student teachers. In an effort to determine what supervisors assessed with the techniques of intuitive assessment, eyeballing and anecdotal notes, the survey instrument asked respondents to indicate what factors they looked for when using the techniques. The data indicate that supervisors use the techniques to gather both general and specific types of information for the assessment of their student teachers.

This particular section of the survey generated free response answers. To begin with, all answers were recorded and grouped according to each assessment technique. The researcher then examined each answer and determined whether or not the answer addressed the question. All answers that were deemed "unusable" because they did not address the question were deleted.

The original list of answers was given to an independent rater for the purpose of establishing

Table 18
The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Live Observation With Assessment Techniques (N=100)

Assessment Technique	Rating	Baccalaureate		Comprehensive		University	
		F	%	F	%	F	%
Intuitive Assessment	Always	5	35.7	15	32.6	11	27.5
	Often	3	21.4	13	28.3	10	25.0
	Sometimes	0	0.0	8	17.4	8	20.0
	Rarely	0	0.0	3	6.5	4	10.0
	Never	4	28.6	3	6.5	6	15.0
	No Response	2	14.3	4	8.7	1	2.1
Eyeballing	Always	6	42.9	10	21.7	8	20.0
	Often	3	21.4	9	19.6	8	20.0
	Sometimes	0	0.0	7	15.2	6	15.0
	Rarely	1	7.1	11	23.9	7	17.5
	Never	3	21.4	4	8.7	11	27.5
	No Response	1	7.1	5	10.9	0	0.0
Anecdotal Notes	Always	6	42.9	16	34.8	12	30.0
	Often	3	21.4	18	39.1	17	42.5
	Sometimes	3	21.4	4	8.7	7	17.5
	Rarely	1	7.1	3	6.5	1	2.5
	Never	0	0.0	0	0.0	2	5.0
	No Response	1	7.1	5	10.9	1	2.5
Checklists	Always	4	28.6	13	28.3	13	32.5
	Often	3	21.4	8	17.4	4	10.0
	Sometimes	0	0.0	6	13.0	9	22.5
	Rarely	2	14.3	3	6.5	1	2.5
	Never	4	28.6	8	17.4	11	27.5
	No Response	1	7.1	8	17.4	2	5.0

Table 18 (Cont'd)
The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Live Observation With Assessment Techniques (N=100)

Assessment Technique	Rating	Baccalaureate		Comprehensive		University	
		F	%	F	%	F	%
Rating Scales	Always	7	50.0	14	30.4	10	25.0
	Often	0	0.0	9	19.6	7	17.5
	Sometimes	3	21.4	3	6.5	7	17.5
	Rarely	0	0.0	5	10.9	3	7.5
	Never	3	21.4	8	17.4	12	30.0
	No Response	1	7.1	7	15.2	1	2.5
Systematic Observation Instruments	Always	5	35.7	10	21.7	18	45.0
	Often	2	14.3	7	15.2	8	20.0
	Sometimes	1	7.1	4	8.7	3	7.5
	Rarely	2	14.3	6	13.0	2	5.0
	Never	3	21.4	10	21.7	8	20.0
	No Response	1	7.1	9	19.6	1	2.5
Conferencing	Always	13	92.9	29	63.0	32	80.0
	Often	1	7.1	11	23.9	5	12.5
	Sometimes	0	0.0	1	2.0	3	7.5
	Rarely	0	0.0	1	2.2	0	0.0
	Never	0	0.0	0	0.0	0	0.0
	No Response	0	0.0	4	8.7	0	0.0
Reflection	Always	5	35.7	12	26.1	20	50.0
	Often	1	7.1	17	37.0	10	25.0
	Sometimes	5	35.7	9	19.6	3	7.5
	Rarely	1	7.1	2	4.3	3	7.5
	Never	2	14.3	0	0.0	3	7.5
	No Response	0	0.0	6	13.0	1	2.5

Table 19
The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Videotape With Assessment Techniques (N=100)

Assessment Technique	Rating	Baccalaureate		Comprehensive		University	
		F	%	F	%	F	%
Intuitive Assessment	Always	0	0.0	3	6.5	2	5.0
	Often	0	0.0	5	10.9	3	7.5
	Sometimes	0	0.0	8	17.1	6	20.0
	Rarely	1	7.1	4	8.7	5	12.5
	Never	10	71.4	22	47.8	14	35.0
	No Response	3	21.4	4	8.7	8	20.0
Eyeballing	Always	0	0.0	1	2.2	2	5.0
	Often	1	7.1	2	4.3	2	5.0
	Sometimes	0	0.0	7	15.2	7	17.5
	Rarely	1	7.1	3	6.5	5	12.5
	Never	9	64.3	28	60.9	19	47.5
	No Response	3	21.4	5	10.9	5	12.5
Anecdotal Notes	Always	2	14.3	7	15.2	4	10.0
	Often	1	7.1	7	15.2	5	12.5
	Sometimes	1	7.1	5	10.9	10	25.0
	Rarely	1	7.1	1	2.2	4	10.0
	Never	6	42.9	21	45.7	9	22.5
	No Response	3	21.4	5	10.9	8	20.0
Checklists	Always	2	14.3	3	6.5	3	7.5
	Often	1	7.1	3	6.5	1	2.5
	Sometimes	0	0.0	5	10.9	8	20.0
	Rarely	0	0.0	3	6.5	6	15.0
	Never	9	64.3	26	56.5	15	37.5
	No Response	2	14.3	6	13.0	7	17.5

Table 19 (Cont'd)
The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Videotape With Assessment Techniques (N=100)

Assessment Technique	Rating	Baccalaureate		Comprehensive		University	
		F	%	F	%	F	%
Rating Scales							
	Always	6	42.9	2	4.3	0	0.0
	Often	0	0.0	2	4.3	4	10.0
	Sometimes	1	7.1	4	8.7	5	12.5
	Rarely	0	0.0	4	8.7	7	17.5
	Never	6	42.9	26	56.5	17	42.5
	No Response	1	7.1	8	17.4	7	17.5
Systematic Observation Instruments							
	Always	2	14.3	5	10.9	10	25.0
	Often	1	7.1	4	8.7	4	10.0
	Sometimes	0	0.0	3	6.5	4	10.0
	Rarely	1	7.1	5	10.9	5	12.5
	Never	8	57.1	22	47.8	10	25.0
	No Response	2	14.3	7	15.2	7	17.5
Conferencing							
	Always	4	28.6	8	17.4	17	42.5
	Often	1	7.1	8	17.4	2	5.0
	Sometimes	0	0.0	6	13.0	4	10.0
	Rarely	0	0.0	3	6.5	6	15.0
	Never	7	50.0	16	34.8	6	15.0
	No Response	2	14.3	5	10.9	5	12.5
Reflection							
	Always	4	28.6	6	13.0	11	27.5
	Often	1	7.1	7	15.2	5	12.5
	Sometimes	0	0.0	7	15.2	5	12.5
	Rarely	1	7.1	2	4.3	4	10.0
	Never	7	50.0	21	45.7	9	22.5
	No Response	1	7.1	3	6.5	6	15.0

Table 20
The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Audiotape With Assessment Techniques (N=100)

Assessment Technique	Rating	Baccalaureate		Comprehensive		University	
		F	%	F	%	F	%
Intuitive Assessment	Always	0	0.0	1	2.2	0	0.0
	Often	0	0.0	1	2.2	2	5.0
	Sometimes	0	0.0	1	2.2	2	5.0
	Rarely	0	0.0	3	6.5	1	2.5
	Never	10	74.4	33	71.7	29	72.5
	No Response	4	28.6	7	15.2	6	15.0
Anecdotal Notes	Always	1	7.1	1	2.2	1	2.5
	Often	0	0.0	1	2.2	1	2.5
	Sometimes	0	0.0	0	0.0	5	12.5
	Rarely	0	0.0	2	4.3	0	0.0
	Never	10	71.4	33	71.7	26	65.0
	No Response	3	21.4	9	19.6	7	17.5
Checklists	Always	0	0.0	1	2.2	1	2.5
	Often	0	0.0	0	0.0	0	0.0
	Sometimes	0	0.0	0	0.0	1	2.5
	Rarely	0	0.0	2	4.3	1	2.5
	Never	10	71.4	35	76.1	31	77.5
	No Response	4	28.6	8	17.4	6	15.0
Rating Scales	Always	0	0.0	1	2.2	0	0.0
	Often	0	0.0	0	0.0	0	0.0
	Sometimes	0	0.0	0	0.0	0	0.0
	Rarely	0	0.0	0	0.0	0	0.0
	Never	10	71.4	33	71.7	33	82.5
	No Response	4	28.6	9	19.6	7	17.5

Table 20 (Cont'd)
The Frequency With Which Supervisors at Baccalaureate, Comprehensive and University Institutions Utilize Audiotape With Assessment Techniques (N=100)

Assessment Technique	Rating	Baccalaureate		Comprehensive		University	
		F	%	F	%	F	%
Systematic Observation Instruments	Always	0	0.0	1	2.2	3	7.5
	Often	0	0.0	0	0.0	1	2.5
	Sometimes	0	0.0	0	0.0	5	12.5
	Rarely	0	0.0	2	4.3	0	0.0
	Never	10	71.4	34	73.9	26	65.0
	No Response	4	28.6	9	19.6	5	12.5
Conferencing	Always	0	0.0	1	2.2	4	10.0
	Often	0	0.0	1	2.2	0	0.0
	Sometimes	0	0.0	1	2.2	4	10.0
	Rarely	0	0.0	2	4.3	0	0.0
	Never	10	71.4	32	69.6	26	65.0
	No Response	4	18.6	9	19.6	6	15.0
Reflection	Always	0	0.0	1	2.2	2	5.0
	Often	0	0.0	1	2.2	2	5.0
	Sometimes	0	0.0	0	0.0	2	5.0
	Rarely	0	0.0	2	4.3	1	2.5
	Never	10	71.4	33	71.7	26	65.0
	No Response	4	28.6	9	19.6	7	17.5

inter-rater reliability. The rater was somewhat familiar with student teaching and student teacher supervision. This person was asked to complete the same process as the researcher; delete all answers thought unusable.

Once this process was completed inter-rater agreement was established. The following formula was used to determine inter-rater agreement (Siedentop, 1991):

$$\frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} \times 100$$

Agreements occur when each rater is in agreement, disagreements when they are not. Each category's responses were considered separately, so as to determine the reliability of each category. The reliability rate for the categories ranged from 86% to 96% with a mean reliability rate of 92.9%. The reliability for each of the categories can be found in Table 21.

Once this process was completed, the researcher analyzed the responses to determine what supervisors were looking for when they utilized the particular techniques of intuitive assessment, eyeballing and anecdotal notes. The researcher first listed all of the concepts, words and phrases that were included in each of the responses. The researcher then determined which concepts, words and phrases could be combined into categories based on their similarity. For example, all responses which included the words or

Table 21
Number of Responses Received, Usable Responses and Inter-Rater Reliability for Question 4

Category	Number of Responses Received	Number of Usable Responses	Reliability Rating
Intuitive Assessment	63	60	92%
Eyeballing	53	44	94%
Anecdotal Notes	67	55	91%
Checklists	36	34	94%
Rating Scales	33	26	96%
Systematic Observation Instruments	43	36	86%
Conferencing	71	68	97%
Reflection	54	51	96%

phrases "teaching strategies", "methodology", "teaching style" or "techniques" and variations thereof were combined into one category and termed Teaching Methodology. Similarly, all responses which included the words "discipline" or "control" were combined. Responses were then tallied according to the categories which emerged from the data.

Once the categories had been determined, all of the responses were given to a independent rater for the purpose of establishing the reliability of the researcher. The rater was given a list of the categories and asked to place each response within the category she thought appropriate. Reliability ratings can be found in Table 22. The results from this section of the survey follow. Each technique will be addressed individually.

Intuitive Assessment

The data show that intuitive assessment was used frequently by a substantial proportion of the responding supervisors (55.5%). When a supervisor uses this technique, he/she observes a teaching episode and forms a general conclusion about the observed performance. Because little is known about what supervisors assess when using this method, respondents who indicated using intuitive assessment were

Table 22
Inter-Rater Reliability for the Categorization of Factors
Assessed Through Intuitive Assessment, Eyeballing and
Anecdotal Note Taking

Assessment Technique	Reliability Rating
Intuitive Assessment	82%
Eyeballing	77%
Anecdotal Notes	85%

asked to signify what factors they assessed with it.

After the reliability process was conducted, it was determined that there were 60 usable responses to the question. The following categories emerged as the factors that users of this technique assessed 1) Discipline, 2) Organization, 3) Teacher Characteristics, 4) Time, 5) Interaction, 6) Students, and 7) Teaching Methodology (See Table 23).

The two factors most frequently assessed with intuitive assessment were Discipline and Organization. Almost one-third (30%, n=18) of the responding supervisors assessed the level of discipline in their student teacher's classroom through intuitive assessment. One quarter (25%, n=15) of them assessed the student teacher's organization in this manner.

Supervisors also assessed specific traits and characteristics of the student teacher through intuitive assessment. All factors which described any type of teacher trait or characteristic were combined into one category and this category was termed "Teacher Characteristics." Twenty three percent (n=14) of the supervisors used intuitive assessment to observe such teacher characteristics as body language, voice, leadership and enthusiasm.

"Time" was assessed intuitively by 20% (n=12) of the supervisors. However, they assessed different concepts of

Table 23
Factors That Supervisors Most Often Assess Through Intuitive Assessment (N=60)

Factor	Total	
	F	%
Discipline	18	30%
Organization	15	25%
Teacher Characteristics	14	23%
Time	12	20%
Interaction	11	18%
Students	11	18%

Note: Percentages will add up to more than 100 because supervisors could list more than one factor

time in this manner. Equal proportions of respondents looked specifically for the amount of time spent in instruction (33%, n=4), in activity (33%, n=4) and on-task (33%, n=4).

The quality and amount of "Interaction" between students and teachers was assessed intuitively by 18% (n=11) of the respondents. An equal number of respondents (18%, n=11) assessed various student factors intuitively. This last category was termed "Students" and included factors that required observation of students rather than student teachers. Some of the most frequently specified student factors were: student responsiveness (36%, n=4), student needs (18%, n=2) and student activity level (18%, n=2).

The last factor that supervisors frequently assessed intuitively was termed "Teaching Methodology". All responses which indicated a focus on the teaching techniques or methods utilized by the student teacher were combined into this category. Teaching methodology was cited by 16% (n=10) of the respondents as a focus of intuitive assessment. Other factors that were assessed, although cited less frequently, include: feedback, lesson planning and progression, teacher knowledge, teacher effectiveness and class climate.

Anecdotal Notes

Supervisors who utilize anecdotal notes in the assessment of student teachers try to capture in writing the important events that occur during a teaching episode. Throughout the course of the lesson, the observer keeps notes on what is going on during the observation, noting those student and teacher behaviors he/she deems relevant and combining those impressions into a composite picture. The data indicate that this technique was used in the assessment of student teachers by the majority (70%) of supervisors.

Those respondents who indicated using anecdotal notes were asked to identify what factors they assessed when utilizing the method. After the reliability process was conducted, it was determined that there were 60 usable responses to the question. The following categories emerged as the factors that users of this technique assess: 1) Discipline, 2) Students, 3) Teaching Methodology, and 4) Teacher Characteristics (See Table 24).

Student teacher supervisors used anecdotal notes to assess the level of discipline in their student teachers' classes. Mirroring the findings on intuitive assessment, this factor was cited by the largest number of respondents (21%, n=13). Student issues and needs were also assessed

Table 24
Factors that Supervisors Most Often Assess with Anecdotal
Notes (N=61)

Factor	Total	
	F	%
Discipline	13	21%
Students	12	19%
Teaching Methodology	10	16%
Teacher Characteristics	10	16%

through anecdotal note taking. Again, the category was termed "Students" and was a compilation of all factors which required observation of students rather than student teachers. This factor was cited by 19% (n=12) of the supervisors. Within the category, student reaction was most frequently cited (41%, n=6).

Again, all responses which described the teaching methodology, technique or style used by the student teacher were combined into one category entitled Teaching Methodology. The same percentage of supervisors assessed teaching methodology with anecdotal notes as with intuitive assessment (16%, n=10).

All supervisor responses which described the specific traits or characteristics of the teacher rather than his or her actual teaching were combined into one category and entitled "Teacher Characteristics." This category was also cited by 16% (n=10) of the responding supervisors. Within the category, one-half (n=5) of the responses addressed the appearance or dress of the student teacher. Other factors that were assessed with anecdotal notes, although cited less frequently, include: organization, student teacher strengths and weaknesses and lesson planning.

Eyeballing

A supervisor who watches a student teacher for a period of time without making any type of record is said to be "eyeballing." In this approach to assessment, the supervisor simply observes, taking mental note of those factors he/she deems important. The data indicate that eyeballing was used in the assessment of student teachers by 42% of the supervisors.

Those respondents who indicated using eyeballing were asked to signify what factors they assessed when utilizing the method. After the reliability process was conducted, it was determined that there were 44 usable responses to the question. The following categories emerged as the factors that users of this technique assess 1) Organization, 2) Discipline, 3) Management, 4) Time, and 5) Teacher Characteristics (See Table 25).

Organization was the factor assessed most frequently via eyeballing (22%, n=10). Discipline followed closely. The level of discipline in the student teachers classroom was assessed through eyeballing by 18% (n=9) of the respondents. Supervisors also used eyeballing to determine how time was being spent in their student teachers' classrooms. This factor was cited by 18% (n=9) of the respondents with time on task accounting for 75% (n=6) of

Table 25
Factors that Supervisors Most Often Assess Through
Eyeballing (N=44)

Factor	F	Total %
Organization	10	22%
Discipline	9	18%
Management	9	18%
Teacher Characteristics	8	16%

all responses in the category.

Similar to the findings on intuitive assessment and anecdotal notes, supervisors assessed teacher traits and characteristics via eyeballing (16%, n=8). Teacher voice (37%, n=3) and appearance (37%, n=3) were most frequently mentioned. Other factors that were assessed through eyeballing though not mentioned as frequently include: teacher movement/positioning, lesson planning, lesson flow and class climate.

In summary, supervisors use many different methods of assessment to gather information about such factors as discipline, organization, management and time. Teaching methodology and specific teacher traits and characteristics are also assessed through a variety of means. In short, the same factors are assessed through a variety of techniques, perhaps indicating that supervisors combine the information generated from different sources in order to more accurately assess their student teachers.

Reflection Activities

In contrast to the assessment techniques discussed heretofore, reflection occurs after the teaching episode has elapsed. It is a contemplative process of self-criticism and inquiry that is often used as a form of assessment with

student teachers. In fact, well over half (68%) of the responding supervisors indicated that they had their student teachers engage in some sort of reflection activity. Once again, the supervisors were asked to indicate what they assessed during the reflection process.

After the reliability process was conducted, it was determined that there were 50 usable responses to the question. Supervisors who practiced this method of assessment with their student teachers were essentially interested in two factors: the accuracy of the self-analysis and the solutions the student teacher offered.

The student's ability to engage in accurate self-analysis was cited by 58% (n=29) of the respondents. A few of the supervisors mentioned that they were interested in determining how congruent the student teacher's analysis was with their own analysis. The ability of the student teacher to identify not only the problems and successes of the lesson but also his or her own strengths and weaknesses through reflection was also frequently mentioned by the respondents (20%, n=10). Within the self analysis, supervisors were also interested in gaining answers to "Why?" questions from their student teachers. One quarter of the respondents (24%, n=12) indicated that the answers to questions such as "Why didn't the lesson go as planned?" or "Why did this or that happen?" were what they looked for

during a student teacher's reflection process.

Solutions to the problems that had been identified through the various reflection activities were also of concern to the supervisors (24%, n=12). In essence, supervisors indicated that they wanted answers to questions like "How could the lesson have been improved?" and "What solutions do you have for the problem?". In essence they looked for the student teacher to offer suggestions or alternatives to solve the problems that had occurred during the teaching episode.

The researcher was interested in determining what types of reflection activities supervisors had their student teachers engage in. For that reason, respondents were asked to include examples of reflection activities with their completed surveys. Although the majority of respondents (68%) indicated using reflection with their student teachers, only eight reflection activities were received from five respondents. It appeared that although the majority of supervisors engaged their student teachers in reflection, the reflection activities were not pre-established and thus seemingly devoid of set procedure.

Of the eight received, the majority (62%, n=5) were comprised of directed questions for the student teacher to answer after having taught a lesson. Most started by having the student teacher write a short paragraph about the

teaching experience itself. The student teacher was then asked a variety of questions about his or her teaching. The questions were quite generic. Sample questions include "What do you intend to do to improve your performance?", "What will you do differently next time?" and "What did you learn about yourself today?".

Other reflection activities included rating scales and self-estimates. In the former, student teachers were asked to rate themselves on such traits as dress, initiative and punctuality. The typical rating scale format was used for this. Self-estimate activities had the student teacher actually estimating his/her feedback rate and time allocation. Required journal entries were another reflection technique used by the supervisors of physical education student teachers included in the study.

Student Teacher-Supervisor Conferences

Conferencing can be either be formal or informal, but essentially it is a discussion between the supervisor and the student teacher for the purpose of assessment. The data show that conferencing is used "always" or "often" by the vast majority of the respondents (97%).

Those respondents that indicated using conferencing were asked to signify what they discussed during a typical

conference. After the reliability process was conducted, it was determined that there were 69 (n=69) usable responses to this question. Once the responses were analyzed, it was determined that the two major topics of discussion in student teacher-supervisor conferences were reflection and the assessment data collected.

Conferencing and reflection activities were combined by 31% (n=22) of the respondents. During the conferences, supervisors asked the student teachers to assess themselves and their teaching through the process of reflection, commenting on such things as problem areas, lesson planning, and progression.

An equal number of supervisors (31%, n=22) used the conference as an opportunity to discuss the assessment data that was collected during the observation. During the conference the supervisor provided feedback to the student teacher on any information that had been generated by anecdotal notes, checklists, rating scales or systematic observation instruments.

Fewer numbers of supervisors saw the conference as an opportunity to provide suggestions to the student teacher (12%, n=8), or to identify strengths and weaknesses of both the student teacher and the lesson (12%, n=8). These last two processes focus on the present and are very much supervisor oriented, with the supervisor doing most of the

talking. Only a small percentage of the supervisors (5%, n=4) indicated that they used the conference to set goals for the student teacher or lay out plans for improvement.

Traits, Behaviors and Characteristics Included on Checklists and Rating Scales

In an effort to discern the traits, behaviors and characteristics included on the checklists and rating scales that supervisors use to assess student teachers, the researcher asked that users of such techniques include examples of their instruments. A total of 9 checklists and 48 rating scales were returned. Each assessment technique will be discussed separately.

Checklists. Checklists were used by 47% (n=47) of the supervisors to assess student teachers. In its simplest form, a checklist is a set of objectives or descriptive statements used to denote the occurrence or nonoccurrence of certain behaviors. When using a checklist, the supervisor simply checks each item that was included in the teacher's behavior during the lesson. If the supervisor believes that the student teacher possesses or exhibited the trait listed, the supervisor checks the item.

As stated earlier, nine (N=9) checklists were returned to the researcher. Each of the checklists contained a number of behaviors, traits and characteristics. The total

number of items included on the checklists varied from 8 to 75 with a mean number of 27 items. Supervisors using these checklists were presented with dichotomous choices next to each item. These choices included observed/not observed, yes/no, agree/disagree and demonstrated/not demonstrated. The most popular choices were yes and no with 55% (N=5) of the checklists including this choice.

Each item on the checklist was categorized. Any item having to do with planning, preparation or subject matter knowledge was classified into the Planning category. All items pertaining to the teaching/learning process such as questioning, clarity of communication, feedback or evaluation were classified into the Instructional Delivery category. The third category combined all items addressing Classroom Management and was termed such. This category included all items which pertained to both time management and student management. The final category addressed items which pertained to the characteristics of the teacher him or herself. This category was termed Teacher Traits.

When all checklists were considered together, the largest category of items fell under the Instructional Delivery category. This category accounted for an average of 62% of the rating scale items on each instrument. Typical items included in this category were the identification of lesson objectives, the evidence of

appropriate activities, the use of a variety of teaching methods, the use of reinforcement and motivation, and evidence of effective questioning techniques.

The next largest group of items included on checklists addressed Classroom Management. Items which focused on classroom management and discipline were included on 55% (n=5) of the checklists. Within this group of checklists, classroom management and discipline items accounted for an average of 22.4% of all items included on the checklists. Examples of items within this category include the handling of inappropriate behavior quickly and effectively, the display of classroom rules, the establishment of classroom routines and procedures and the organization of instructional time.

The third largest group of items included on checklists addressed the Planning and preparation involved in a lesson. The large majority (77%, n=7) of checklists included items which addressed the preactive behavior of planning. Within this group of checklists, the category of planning and preparation accounted for an average of 18% of all of the items on the scales. Typical items included in the category were: the presence of a written lesson plan, the availability of equipment and materials, appropriate subject matter knowledge, the provision of activities and materials that would accommodate different needs of learners, and the

identification of the major concepts or skills that were being taught.

The last category of items included on checklists addressed the traits and characteristics of the student teacher. Five (55%) of the checklists included items which fell under this category. Within this group, the category accounted for an average of 14.4% of all items on the lists. Examples of the teacher traits and characteristics included on the checklists follow: a positive professional image, a display of tact and humor, a competence in written and oral language, a sense of confidence and enthusiasm and a demonstration of respect for students, peers and superiors.

Rating Scales. Rating scales were used in the assessment of student teachers by 49% of the supervisors. Supervisors using this technique have a set of behaviors and traits which they rate student teachers on. Like checklists, rating scales are typically used to assess qualitative aspects of teaching.

Rating scales can be set on continuous scales (0-9, 1-5), Likert-type scales (Unsatisfactory-Outstanding, Poor-Excellent, Needs Improvement-Exceptional), or combination scales (1=Excellent, 2=Very Good, 3=Good, 4=Fair, 5=Poor). The supervisor circles the number or the descriptive word that best describes the student teacher on each rated item. Some of the rating scales provided the supervisor with an

opportunity to explain his/her rating with a sentence or two.

As stated earlier, 48 rating scales were returned to the researcher. The number of items included on the scales varied from a few to several dozen. The total number of items on the scales varied from 5 to 63 with a mean number of 24.4 items.

Each item on the rating scales was placed in one of the same categories used for the checklists. Any item pertaining to planning, preparation or subject matter knowledge was classified into the Planning category. All items pertaining to the teaching/learning process such as questioning, clarity of communication, feedback or evaluation were classified into the Instructional Delivery category. The third category combined all items addressing Classroom Management and was termed such. This category included all items which pertained to both time management and student management. The final category addressed items which pertained to the characteristics of the teacher him or herself. This category was termed Teacher Traits.

Similar to the findings on checklists, when all of the rating scales were considered together, the largest category of items fell under Instructional Delivery. All of the rating scales included some items which fell within this category. On the average, the category accounted for 42% of

all items included on rating scales. Typical items included in this category were the provision of opportunities for students to respond, the use of varied teaching strategies/methods, the provision of feedback and encouragement, the quality of lesson introductions and closures and the use of student assessment and evaluation.

The next largest group of items included on rating scales was Teacher Traits. The large majority (83%, n=45) of rating scales included items which focused on the traits of the teacher. On the average, this category accounted for 29% of all of the items included on rating scales. Examples of items within this category include a commitment to teaching, evidence of leadership skill, use of good judgement, demonstration of self-confidence, poise and self-control and a sense of humor.

The third largest group of items included on rating scales addressed the Planning and preparation involved in a lesson. Again, the large majority (92%, n=44) of rating scales included items which could be classified within this category. On the average, the category accounted for 16% of all items included on rating scales. Typical items included in the category were: a knowledge of subject matter, the presence of alternative planning (inclement weather), the use of appropriate learning objectives, and the inclusion of instructional activities that are consistent with the

learning objectives.

The last category of items included on rating scales addressed Classroom Management. Items which focused on classroom management were included on 83% (n=45) of the rating scales, but on the average accounted for only 13% of the items. Examples of items within the category include the handling of off-task behavior, the productive use of time, the identification of problem situations, the maintenance of an effective learning environment and the use of class structures and routines.

Teaching Behaviors Included on Systematic Observation Instruments

Some supervisors have foregone the use of checklists and rating scales and have begun using systematic observation instruments in the assessment of their student teachers. Although these instruments were initially used in research on teaching and not necessarily in the supervision of student teachers, the techniques of duration recording, event recording and time sampling have proved useful in student teacher assessment. Systematic observation instruments allow a trained person, following stated guidelines and procedures, to analyze teaching/learning episodes.

Over half (51%) of the responding supervisors indicated that they used systematic observation instruments in the assessment of their student teachers. In fact, 40% of them used only systematic observation instrumentation each time they assessed their student teacher. The researcher was interested in determining not only how frequently this particular assessment technique was used, but also what factors the technique was used to assess.

The majority (67%) of supervisors indicating that they used systematic observation instruments returned an instrument(s) to the researcher. A total of 52 instruments were returned from 34 respondents. Although all of the instruments used the techniques of event recording, duration recording and time sampling, each focused on different factors of the teaching/learning process. Each instrument was analyzed to determine what factor or factors were being assessed. Some instruments focused on one factor of teaching while a number of others were multi-observational systems which focused on a combination of factors. The instruments also differed in their observational focus. Some focused exclusively on the teacher or student whereas others focused on both.

All systematic observation instruments were sorted according to their focus or foci. Those focusing on teacher behaviors or having sections which focused on teacher

behaviors were analyzed together. Likewise, those instruments focusing on student behavior or having sections focusing on student behavior were also grouped together.

Systematic Observation Instruments Focusing on Teacher Behavior. Of the total systematic observation instruments returned, 35 of them either focused exclusively on student teacher behavior or had a section which focused on student teacher behavior. Of the 35 instruments, almost three quarters (74%, n=26) focused exclusively on one factor of the teaching learning process while the other quarter (26%, n=9) focused a combination of factors. The foci on these instruments included: feedback, time allocation, content development, use of first names, teacher movement, and teacher-student interaction (See Table 26).

Feedback was the most common teaching behavior assessed through systematic observation instrumentation. It was included in some shape or form on 54% (n=19) of all of the instruments returned. Supervisors were most frequently interested in general, specific, positive and negative types of feedback. Some instruments were more in depth and also tracked behavioral, corrective, skill and managerial feedback. Most instruments tallied the frequency and rate of the feedback given.

How the teacher spent his/her time was the second most

Table 26
Factors Assessed with Systematic Observation Instruments
Which Focus on Teacher Behavior (N=35)

Factor	Total	
	F	%
Feedback	19	54%
Time	18	51%
Content Development	7	20%
Teacher Movement	5	14%
Use of First Names	4	10%
Student-Teacher Interaction	3	9%

frequently included behavior. Just over one half (51%, n=18) of the instruments analyzed how the teacher spent his/her time throughout the lesson. Nearly three quarters (72%, n=13) of these instruments utilized duration recording while the other quarter utilized time sampling (28%, n=5) to assess the teachers allocation of time. On all instrumentation, the concept of time was divided into categories.

Among the more common categories of time were class management, behavior management, instruction/demonstration and monitoring. A teacher was in class management time when he/she was performing administrative tasks or organizing students. Behavior management time occurred when the teacher interacted with the students about class rules. A teacher involved in instruction and demonstration time was providing the student with information about the subject matter, either orally or visually. The last category of teacher time, monitoring, occurred when the teacher watched students perform activities without providing any feedback.

Content development was also of interest to supervisors. Content development is a process of lesson planning which takes the learner from one level of performance to another level of performance through a carefully designed sequence of tasks (Rink, 1993). Content development is important because it focuses on the learner

by sequencing the learning experiences from simple to complex.

One fifth (20%, n=7) of the instruments assessed the content development of the lesson. All of the instruments broke down the content into applications, extensions, refinements and informing tasks. An extension was a task that the teacher had the student complete, like bouncing a ball. An application was when the teacher provided the student with a challenge for the task, like "Can you bounce the ball without losing control for 1 minute?". Refinement occurred when the teacher told the students how to get better at the task at hand. Refinements address the quality of a performance. An example of a refinement might be "Make sure you are using the tips of your fingers when you bounce the ball, this will help you control the ball". Informing tasks simply provided the student with cognitive information. An example might include "Dribbling is very important in the game of basketball, it is the primary skill used to move the ball up and down the court".

Other facets of teacher behavior that were assessed through systematic observation instrumentation included teacher movement (14%, n=5), use of student names (10%, n=4) and student-teacher interaction (9%, n=3).

Systematic Observation Instruments Focusing on Student Behavior. One third (33%, n=17) of the instruments returned

focused on the students in the student teacher's class. The vast majority of instruments (88%, n=15) were single focus instruments, honing in on one aspect of student behavior. The foci on the student behavior instruments included: time, engagement rates, on/off task behavior, practice trials, academic learning time in physical education, and student success rate (See Table 27).

Well over one half (59%, n=10) of the systematic observation instruments focusing on student behavior assessed how the student spent his/her time while in class. Student time was commonly classified into the categories of management, instruction, skill practice and waiting. Management time was defined as the time in which students were involved in class business that was unrelated to instructional activity. Examples of management time include changing activities, putting up equipment or listening to school announcements. Instruction time included all demonstrations and lectures. Instruction time occurred when the students were receiving information about how to move or how perform a skill. Examples of instruction time include watching a demonstration or listening to a lecture about how to do a task. Skill practice was the time during which the student was involved in physical activity like catching a ball or running a sprint. Wait time occurred when the student was waiting for instructions, a turn to practice or

Table 27
Factors Assessed with Systematic Observation Instruments
Which Focus on Student Behavior (N=17)

Factor	Total	
	F	%
Time	10	59%
Engagement Rates	6	35%
On/Off Task Behavior	2	12%
Student Success Rates	2	12%
Practice Trials	2	12%
ALT-PE	1	5%

an opportunity to play.

Student motor engagement was also assessed through systematic observation. Over one third (35%, n=6) of the instruments assessed this student behavior through the method of time sampling. When time sampling is used to measure student motor engagement the technique is called a PLACHECK (PLanned Activity CHECK). PLACHECK is a method of group time sampling of student behavior (Metzler, 1990).

At pre-determined intervals, the supervisor scans the room from left to right and records the number of students engaged in motor activity at an appropriate level. A series of PLACHECKS give the supervisor an indicator of the engagement rate of students as well as the appropriateness of the task the students are engaged in. Other student behaviors assessed through systematic observation instrumentation included on-task and off-task behavior (12%, n=2), academic learning time in physical education (12%, n=2), student success rates (12%, n=2) and number of practice trials (5%, n=1).

Supervisor Ratings of Assessment Technique Usefulness

In addition to asking how often supervisors used the individual assessment techniques, the questionnaire also asked supervisors to rate how useful they felt the assessment techniques were in improving the instructional

practices of their students teachers. Supervisors could choose from the following responses: Very Useful, Somewhat Useful, Not Useful, Not at All Useful or N/A, not used. A summary of this data can be found in Table 28.

For the purpose of discussion, the number of respondents indicating that they believed a particular assessment technique was "Very Useful" in improving student teacher instructional practices were combined in Table 29. When the data were grouped as such, conferencing was the most useful technique with 89.9% of the respondents rating it as such. Anecdotal notes and reflection were also cited as very useful, accounting for 51.5% and 51.0% respectively. Supervisors found eyeballing to be the least useful of the assessment techniques (See Table 30).

The questionnaire also asked supervisors to explain why they had rated certain assessment techniques as "Not Useful" or "Not at All Useful". This particular section of the survey generated free response answers. The researcher analyzed the responses to determine why particular techniques were deemed unuseful for improving the instructional practices of student teachers.

The researcher first listed all of the responses for each of the techniques. The researcher then determined what words and phrases could be combined into categories based on their similarity. Responses were then tallied according to

Table 28
Supervisor Ratings of Assessment Technique Usefulness
(N=100)

Assessment Technique	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Intuitive Assessment								
Very Useful	30	30	3	21.4	15	32.6	12	30.0
Somewhat Useful	45	45	6	42.9	23	50.0	16	40.0
Not Useful	3	3	0	0.0	1	2.2	2	5.0
Not At All Useful	9	9	2	14.3	1	2.2	6	15.0
N/A or Not Used	7	7	2	14.3	1	2.2	4	10.0
No Response	6	6	1	7.1	5	10.9	0	0.0
Eyeballing								
Very Useful	25	25	5	35.7	11	23.9	9	22.5
Somewhat Useful	38	38	5	35.7	21	45.7	12	30.0
Not Useful	9	9	0	0.0	4	8.7	5	12.5
Not At All Useful	7	7	1	7.1	1	2.2	5	12.5
N/A or Not Used	16	16	2	14.3	5	10.9	9	22.5
No Response	5	5	1	7.1	4	8.7	0	0.0
Anecdotal Notes								
Very Useful	52	51.5	7	50.0	23	50.0	22	55.0
Somewhat Useful	38	37.6	5	35.7	18	39.1	15	37.5
Not Useful	2	2.0	1	7.1	0	0.0	1	2.5
Not At All Useful	1	1.0	0	0.0	0	0.0	1	2.5
N/A or Not Used	2	2.0	0	0.0	1	2.2	1	2.5
No Response	6	5.9	2	14.3	4	8.7	0	0.0
Checklists								
Very Useful	29	28.7	6	42.9	12	26.1	11	27.5
Somewhat Useful	40	39.6	5	35.7	21	45.7	14	35.0
Not Useful	3	3.0	0	0.0	0	0.0	3	7.5
Not At All Useful	3	3.0	1	7.1	1	2.2	1	2.5
N/A or Not Used	18	17.8	2	14.3	7	15.2	9	22.5
No Response	8	7.9	1	7.1	5	10.9	2	5.0

Table 28 (Cont'd)
Supervisor Ratings of Assessment Technique Usefulness
(N=100)

Assessment Technique	Total		Baccalaureate		Comprehensive		University	
	F	%	F	%	F	%	F	%
Rating Scales								
Very Useful	28	27.5	4	28.6	14	30.4	10	25.0
Somewhat Useful	41	40.2	8	57.1	21	45.7	12	30.0
Not Useful	6	5.9	0	0.0	0	0.0	6	15.0
Not At All Useful	3	2.9	2	14.3	0	0.0	1	2.5
N/A or Not Used	17	16.7	0	0.0	7	15.2	10	25.0
No Response	7	6.9	1	7.1	5	13.0	1	2.5
Systematic Observation Instruments								
Very Useful	50	50.5	7	50.0	18	39.1	25	62.5
Somewhat Useful	21	21.2	3	21.4	12	26.1	6	15.0
Not Useful	4	4.0	0	0.0	2	4.3	2	5.0
Not At All Useful	3	3.0	2	14.3	1	2.2	0	0.0
N/A or Not Used	13	13.1	1	7.1	7	15.2	10	25.0
No Response	8	8.1	0	0.0	6	13.0	2	5.0
Conferencing								
Very Useful	89	89.9	13	92.9	39	84.8	37	92.5
Somewhat Useful	6	6.1	0	0.0	4	8.7	2	5.0
Not Useful	0	0.0	0	0.0	0	0.0	0	0.0
Not At All Useful	0	0.0	0	0.0	0	0.0	0	0.0
N/A or Not Used	1	1.0	0	0.0	0	0.0	0	0.0
No Response	3	3.0	0	0.0	3	6.5	0	0.0
Reflection								
Very Useful	50	51.5	5	35.7	21	45.7	24	60.0
Somewhat Useful	31	31.6	4	28.6	17	37.0	10	25.0
Not Useful	4	4.1	0	0.0	2	4.3	2	5.0
Not At All Useful	1	1.0	1	7.1	0	0.0	0	0.0
N/A or Not Used	8	8.2	3	21.4	2	4.3	3	7.5
No Response	4	4.1	0	0.0	3	6.5	1	2.5

Table 29
Percent of Supervisors Rating Particular Assessment
Techniques "Very Useful" (N=100)

Assessment Technique	Percent
Conferencing	89.9
Anecdotal Notes	51.5
Reflection	51.0
Systematic Observation Instrumentation	50.5
Intuitive Assessment	30.0
Checklists	28.7
Rating Scales	27.5
Eyeballing	25.0
TOTAL= 100.0	

Table 30
Percent of Supervisors Rating Particular Assessment
Techniques "Not Useful" or "Not At All Useful" (N=100)

Assessment Technique	Percent
Eyeballing	16.0
Intuitive Assessment	12.0
Rating Scales	8.8
Systematic Observation Instruments	7.0
Checklists	6.0
Reflection	5.1
Anecdotal Notes	3.0
Conferencing	0.0
TOTAL= 100.0	

the categories which emerged from the data. The results from this section of the survey follow. The technique rated least useful by supervisors is discussed first and the others follow in order.

Explanation of Ratings

Eyeballing. The majority of respondents that indicated this technique was unuseful in the supervision of student teachers cited the techniques' inherent subjectivity as the reason. Typical responses included "too subjective, high inference", "opinionated" and "only a perception, not hard data".

Problems with memory was also cited as a potential pitfall of this technique. Typical responses included "after seeding 15 student teachers every 2 weeks, I would forget who did what without some sort of written evaluations to review " and "it is impossible for me to recall lesson events in any detail without taking any notes". Yet another responded "I have found that through eyeballing mental notes do not last long when it comes to feedback for specific problems".

Other supervisors indicated that this technique yielded no data. One respondent simply asked "Why just watch?", but others wrote "I want to provide my teachers with feedback in written form that they can use" and "this method gives no objective data to use with the student teacher".

Intuitive Assessment. Most of the respondents that characterized intuitive assessment as unuseful cited the fact that errors in perception and memory were disadvantages when using the technique. Along these lines, one respondent stated "sometimes my intuition and memory prove to be wrong". The inherent subjectivity of the method was also cited by respondents as evidenced by one respondent's characterization of the technique as "only a perception, too subjective".

Yet others indicated that the technique did not provide "hard data" . One respondent indicated that the student teacher "needed specific criteria and information on and about effective teaching. . . they should not try to guess what the supervisor wants". Another stated that the technique was of little use because "there are no longer "mysteries" in what constitutes effective teaching".

Systematic Observation Instruments. Most of the respondents that perceived systematic observation instruments to be of little use in the supervision of student teachers cited the fact that such instruments looked "more at details and less at the total picture." Closely tied to this concern was the belief that systematic observation diverted attention from the student. Yet others cited the fact that the technique was too time consuming and not individualized enough. One respondent simply stated "I am not a behavioralist".

Checklists and Rating Scales. The primary reason given for the perceived unusefulness of these techniques was the fact that they often lack specificity and thus tend to make observations too general. This, the respondents cited, diminished the instruments' applicability to specific teaching situations. Other simply stated that checklists and rating scales were "too vague".

Other respondents found checklists and rating scales too specific and restrictive. This concern was perhaps best expressed by the observation that such methods "imply a lack of consideration of the contextual variables" of teaching. Others wrote that the techniques tended "to be inappropriate because they are too menu-like" and to get the observer "caught up in the minutia of teaching".

Other supervisors cited the fact that the checklists and rating scales often didn't include factors that the supervisor was interested in assessing as a reason. This was evidenced by such comments as "don't always get at the behaviors I want to see" and "always seem to omit important incidents or factors".

A few supervisors cited the techniques' subjectivity as a reason for not finding the technique useful. Some wrote that they were concerned that the inherent subjectivity in such methods tended to "discourage the student teacher " and put the "student teacher on the defensive". Far fewer

respondents indicated that checklists and rating scales lacked validity and/or reliability.

Anecdotal Notes A mere 3% (n=3) of the respondents indicated that the technique of anecdotal notes as unuseful. One respondent cited the fact that anecdotal notes were actually "only a perception, not hard data". Another indicated that he/she did not want to "make the student feel pressure" and the last respondent believed that reflection could achieve the same goal as anecdotal notes.

Reflection. Although the majority of respondents (68%) indicated using reflection with their student teachers, a few (5.1%) perceived it to be of little use. Only two respondents provided any insight as to why they believed it to be of little value. Both explanations were somewhat similar. One respondent believed reflection was of little use because "student teachers don't have enough experience using various methods and techniques. . . to be knowledgeable enough to be "reflective". The other indicated that if the student teacher did not understand the process of reflection, then it was of "dubious value".

Summary

This chapter described the types of assessment techniques used most often in the supervision of physical

education student teachers. The chapter also reported the results of the study as they pertained to the research questions. The next chapter will present the findings as they relate to previously completed research and will also provide recommendations for future research.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to describe the types of assessment techniques used in the supervision of physical education student teachers. This chapter will outline the findings of the study as they relate to the research questions and other completed research. Recommendations for further research will follow.

Demographics

Despite the fact that every student teacher is provided with supervision during student teaching, not much is known about the persons responsible for providing that supervision. This study provides the beginnings of a demographic research base on supervisors of physical education student teachers.

Seemingly, gender disparity is not an issue within the field of physical education supervision as it appears that equal opportunity exists for both genders. The data indicate that a nearly equal number of males and females are engaged in the supervision of physical education student teachers. The mean age of the supervisors is 46.6 years. The male supervisors tend to be older with a mean age of

50.5 years; females have a mean age of 42.6 years.

The supervisors tend to be well educated with 76% holding doctoral degrees. Contrary to the popular belief that supervision is done by junior faculty (Metzler, 1991), the majority (59%) of supervisors held the academic rank of associate professor or full professor.

Physical education supervisors tend to be both experienced and educated in the supervision of student teachers. The mean number of years spent supervising student teachers is 12.6 years with an average of 6.3 student teachers supervised per term. Although prior research has indicted that supervisors lack the necessary skills for observing and assessing teaching (O'Sullivan, 1990; Rikard, 1982), the majority (70%) of supervisors in this study had received some sort of training in the supervision of student teachers.

These findings also contradict the findings of Metzler and Freedman (1985) who found that supervisors seldom had formal course work or other training in the role of supervisor. These differences may reflect that some progress is being made in the field of supervision. The increased incidence of training may in fact, indicate that supervision is being taken more seriously by colleges and universities.

The most common source of training for supervisors

consisted of college or university classes followed by conference workshops and inservice sessions. It should be noted however, that over one third (36%) of the supervisors indicated that their training was received from a colleague or through self directed study. It appears that a fairly large group of supervisors are training themselves or being trained by their peers, rendering the quality and substance of that training suspect. So while one can certainly understand that supervisors would be reluctant to say that they had not received training in supervision, the nature of that training needs to be investigated further.

Moreover, while physical education supervisors tend to be experienced in the supervision of student teachers with an average of 12.6 years spent supervising, one should not confuse supervisory experience with supervisory expertise. In fact, given supervisors' reluctance to indicate a lack of training, the supervisors themselves may have equated experience with expertise. The implication being that supervisors may see their years of experience as a source of "on the job training" in supervision. This validity of this belief has yet to be established.

Assessment Techniques and Modes

The improvement of a student teacher's skills is one of the programmatic objectives of a teacher education unit. In

order for improvement to occur, regular assessment of the student teacher is crucial. While the information generated through assessment may eventually become part of an evaluation, the immediate purpose of assessment in the student teaching setting is to gather information about the student teacher in order to eventually improve the student teacher's performance.

Assessment is an ongoing process that takes place throughout the student teaching experience. It often incorporates a variety of techniques. The most common techniques include intuitive assessment, anecdotal notes, eyeballing, checklists, rating scales, systematic observation instruments, conferencing and reflection.

While all of these techniques are available for assessing student teachers in physical education, it was previously unclear what types of assessment were being used by supervisors. This study was designed to describe the assessment techniques most often used by physical education supervisors.

The data from this study indicate that all of the assessment techniques were used to some degree by the responding supervisors. What quickly became evident, however, was that supervisors utilized a variety of assessment techniques in the supervision of student teachers, some more frequently than others and some only

when certain modes of assessment were used.

While the process of teaching is undoubtedly complex, it appears the process of observing and assessing teaching is even more complex. The assessment technique chosen seemed to depend on the aspect of teaching that the supervisor was interested in assessing. When supervisors were interested in assessing observable and measurable behaviors that were easily defined, systematic observation instrumentation was used. When the focus of assessment was not easily defined, and thus less amenable to direct and efficient measurement, high inference assessment techniques were used.

Aspects of teaching like student engagement rate, student-teacher interaction, or content development were typically assessed with some form of systematic observation instrumentation. However, when the focus of assessment was an aspect of teaching that entailed many overlapping parts, like discipline or organization, assessment techniques like rating scales, checklists or anecdotal notes were used.

The technique most frequently used by supervisors was conferencing. Conferencing is a directed formal or informal discussion between the supervisor and the student teacher for the purpose of improving instruction. It is a widely held belief that conferencing is an essential part of the supervisory process and this was evidenced by the fact that

a full 97% of the supervisors utilized the assessment method.

However, it should be noted that the frequency with which conferencing was used varied, depending upon the assessment mode that was used. While 91% of the supervisors conducted a conference when the assessment was done live, that percentage dropped dramatically when videotape (40%) and audiotape (6%) were used. It therefore might be concluded that student teachers very rarely meet with their supervisors when lessons have been videotaped or audiotaped, underscoring a basic difference in the quality of the supervision a student teacher receives based on the assessment mode used.

The survey instrument asked supervisors to signify what was discussed during the typical student teacher-supervisor conference. Meyer (1991) contended that effective conference sessions shared a number of characteristics: 1) a review of overall progress; 2) a discussion of problems that were encountered; 3) an agreement about how performance can be improved; 4) discussions of how current performance fits with goals and 5) specific action plans for the coming observation.

The responses provided by the supervisors were consistent with Meyer's research. The primary focus of the conference was reflection. The supervisor essentially aided

and led the student teacher through a reflective process in order to discern strengths and weaknesses. The primary source of that information was the assessment data itself. Supervisors also used the conference to provide the student with suggestions for future teaching episodes and to set goals.

Staratt (1988) maintained that the main purpose of the conference was to provide an occasion for "teaching that serves the purpose of training the teacher in the process of analyzing his own teaching" (pg. 360). Supervisors in the study seemed to recognize this in that they often combined reflection activities with the conference. But while a great number (78%) of the supervisors indicated that they used reflection with their student teachers, only a small number (n=5) returned reflection activities to the researcher. The question therefore needs to be asked whether the reflection that is occurring during these conferences is truly a structured process with set procedures and guidelines or is simply being conducted "off the cuff." So although a rich literature exists, this finding implies that very few supervisors are doing systematic reflection. It also implies that the quality of the reflection processes might differ drastically across supervisors and programs.

Reflection is currently a "hot topic" in the field of

teacher education (Grimmett, Mackinnon, Erikson & Riecken, 1990; Sparks-Langer, Simmons, Pasch, Colton & Starko, 1990; Wildman, Magliaro, Niles & McLaughlin, 1990). The reflective process, however, does not occur naturally in teachers (Wildman, Magliaro, Niles & McLaughlin, 1990, p. 139). For that reason, the fact that much of the reflection being conducted seems to be devoid of procedures or guidelines is troublesome. The implication is that supervisors might not understand that reflection is an inextricable part of the supervisory process; it is a way in which one goes about supervising rather than an add-on to the supervisory conference. Effective reflection takes considerable effort and this is why it has been characterized as an "active, effortful enterprise that arises when certain forces are allowed to operate" (Wildman, Magliaro, Niles & McLaughlin, 1990, p. 139). Reflection within the context of physical education student teacher supervision is undoubtedly an area for further research.

Much like the findings on conferencing, reflection was conducted most frequently after live observations (65%) and much less frequently following a videotaped (34%) or audiotaped (6%) observation. This data is in direct contrast to research which has indicated that videotaping is one of the most popular modes used in reflection (Frieberg & Waxman, 1990). The finding also seems to indicate that

supervisors are not aware that research has shown that videotape is potentially the most powerful source of promoting reflection because it allows the teacher to see himself or herself as others do (Lewis & Barber, 1986). So although videotape review with feedback has been found to be highly effective in affecting long-term positive change in pre-service teachers (Borg, Kallenback, Morris & Friebe, 1968; Frieberg, Waxman & Blanchard, 1988) it appears that supervisors primarily use reflection after live observation.

Many of the supervisors relied upon their intuition (55.5%) and eyeballing (42%) when assessing student teachers. Research has indicated that these methods are of limited use in improving teaching skill because the information generated by such methods is not specific enough for instructional improvement to occur (Metzler, 1990; Siedentop, 1991). Moreover, these methods tend to focus primarily on the teacher and too little on students (Siedentop, 1991). This is corroborated by the fact that supervisors in this study indicated that they used these techniques when assessing teacher control and classroom organization. Both of these factors are due to behaviors and or actions of the teacher rather than the students.

It has been established that the techniques of intuitive assessment and eyeballing are not useful by themselves because they do not provide specific information

for the student teacher (Metzler, 1990; Siedentop, 1991). The techniques can, however, be useful in adjunct with other forms of assessment (Siedentop, 1991) and apparently supervisors recognize this. Among those supervisors who indicated using eyeballing and/or intuitive assessment "always" (n=25), only 5 indicated using that method alone. A full 80% (n=20) indicated using it in conjunction with another assessment technique. Most often intuitive assessment and eyeballing were used with anecdotal notes (75%, n=20), rating scales (45%, n=9) and systematic observation instrumentation (40%, n=8).

Although the large majority of supervisors utilized eyeballing and intuitive assessment with other techniques such as anecdotal notes and rating scales, these methods are not without problems themselves. Although anecdotal notes tend to be quite extensive, the supervisor relies entirely on his or her own perception of which critical events warrant inclusion into the narrative (Siedentop, 1991). Moreover, the fact that a piece of information is written down does not ensure that it is accurate.

Despite the fact that the past decade or so has shown an increasing recognition that assessment should reflect objective measures of specific teaching skills more so than subjective appraisals of techniques, traits and characteristics (Darst, Mancini & Zakrajsek, 1989;

Metzler, 1981, 1986, 1990; Siedentop, 1991) almost half (49%) of the supervisors indicated that they utilized rating scales "always" or "often" in the assessment of their student teachers.

Rating scales are fraught with inherent problems. Perhaps the primary problem with rating scales is the fact that the validity of the rating scale depends almost entirely upon the accuracy of the beliefs about effective teaching on which the scales are based and the relationship of the categories to actual teaching/learning behaviors (Soar, Medley and Coker, 1983). That is to say that if the beliefs are inaccurate, or the categories reflect irrelevant aspects of the teaching/learning process, the rating scale cannot possibly yield a valid assessment.

This study indicated that rating scale items addressing teacher traits and characteristics, on average accounted for almost one-third (29%) of all items. Typical teacher traits addressed with the rating scales included enthusiasm, professionalism, leadership and appearance. Not only are these traits not directly observable or measurable, but also, their relationship to the concept of effective teaching is tenuous at best.

Items pertaining to the instructional delivery comprised the largest percentage (42%) of items included on rating scales. Typical items within this category were the

inclusion of developmentally appropriate instructional strategies, the use of feedback and encouragement, and the provision of opportunities for student response. While each of these behaviors is related to the components of effective teaching, a rating scale does not provide a valid measurement. In actuality, when a rating scale is used, what is recorded is the supervisors impression of the teaching/learning process rather than the behavior itself (Metzler, 1990). It therefore appears that a relatively large number of student teachers are being assessed on the basis of their supervisor's impressions and feelings of their teaching rather than on the basis of valid and reliable data.

Prior research has indicated that techniques such as rating scales and checklists are inadequate when instructional improvement is sought because the information generated is descriptive rather than prescriptive (Soar, Medley, & Coker, 1983). Yet these findings seem to have had no visible impact on student teacher assessment or supervisory practices. This finding might provide some insight as to why researchers have called into question the quality and effectiveness of supervisory practices (Locke, 1979; Metzler & Freedman, 1985; Randall, 1992; Verabioff, 1993).

A more reliable and valid measure of teaching

components could be garnered with systematic observation instrumentation. In fact, over half (51%) of the supervisors indicated that they used systematic observation instruments to assess their student teachers. A much smaller percentage (10%) of the supervisors used systematic observation instrumentation on every supervisory visit.

The majority of supervisors utilized the technique of systematic observation to assess feedback (54%), time (51%) and content development (20%). While each item was also included on many of the rating scales, the information generated about the items by a rating scale was again descriptive only, that is a student teacher's use of feedback may have been rated "Poor". This rating, although informative, is not helpful when instructional improvement is sought. When systematic observation instrumentation is used to monitor a student teacher's use of feedback, the information generated is both descriptive and prescriptive. A specific rate of feedback can be determined from data which is both reliable and objective. This data provides a permanent record on which baseline and future levels of performance can be based (Metzler, 1990).

Improving teaching skills depends largely on accurate assessment. While ratings such as "poor" or "needs improvement" may well be accurate, they offer little help in solving the problem. Student teachers need information that

is useful to them, and information can only be useful if the student teacher can be reasonably sure that the information generated reflects what really happened. It is apparent that a relatively large number of student teachers do not have this assurance.

Differences Between Strata

One of the purposes of this study was to determine whether differences in assessment practices existed between baccalaureate, comprehensive and university institutions. With the inclusion of the demographic section on the survey instrument, differences in the supervisors themselves could also be discerned.

Supervisors at baccalaureate, comprehensive and university institutions differed somewhat in terms of demographics. All of the supervisors at baccalaureate institutions were either assistant, associate or full professors. Supervisors at comprehensive institutions also included adjuncts and lecturer/instructors. Supervision at university institutions was conducted by all of those above as well as doctoral students.

Supervisors at university institutions tended to be more educated with 82% holding the doctoral degree as opposed to 74% of the supervisors at comprehensive institutions and only 64% at baccalaureate institutions.

Across the strata, the supervisors were remarkably homogenous in the mean number of years spent supervising student teachers (12.6) and the mean number of students supervised (6.4).

The sources of training differed somewhat across the strata. While the most common source of that training for supervisors as a whole was college or university classes (32.6%), almost one quarter (24%) of the supervisors at baccalaureate institutions received their training as a result of self-directed study. Only 17% of the supervisors at university institutions received their training from this source, followed by 14% at comprehensive institutions. More of the supervisors at university institutions were members of the physical education department (95%) than those at comprehensive (84.8%) and baccalaureate institutions (85.7%).

Differences in the assessment practices of supervisors located at baccalaureate, comprehensive and university institutions also existed. Intuitive assessment tended to be utilized more so by supervisors at comprehensive institutions (60%) as opposed to those at baccalaureate and university institutions (50%). Eyeballing was used most frequently by those at baccalaureate institutions (57%) followed by university (40%) and comprehensive institutions (39%). When the two methods are considered together,

baccalaureate institutions utilized eyeballing and intuitive assessment most frequently.

These findings seem to indicate that student teachers at baccalaureate, comprehensive, and university institutions receive different types of assessment, and therefore perhaps different qualities of supervision. It can also be surmised that if the supervisors assessment practices differ, the student teachers themselves differ. It would appear that those student teachers located at programs which utilize supervisor-driven, high-inference types of assessment (intuitive assessment and eyeballing) might not develop the skills necessary for engaging in accurate self-analysis.

Supervisors across the strata relied upon the technique of anecdotal notes in the assessment of their student teachers. While checklists were used by 45% of the responding supervisors, they were utilized more so by supervisors at baccalaureate (50%) and comprehensive institutions (52.2%) than university institutions (40%). The same was true for rating scales. While 49% of all supervisors used rating scales to assess their students teachers, fewer supervisors at university institutions (42.5%) utilized them than those at comprehensive (54%) and baccalaureate (50%). When considered together, checklists and rating scales were used most heavily by supervisors at comprehensive institutions.

Systematic observation instrumentation was used most frequently by those supervisors located at university institutions (62.5%). Half (50%) of the supervisors at baccalaureate institutions utilized the technique followed by 41.3% of the supervisors at comprehensive institutions. However, when one compares the percentage of supervisors never utilizing the technique across the strata, the highest percentage of non-users are supervisors at baccalaureate institutions (28.6%).

Because systematic observation originated from the early efforts of researchers to describe teaching and learning processes, it is not surprising that the majority of systematic observation users are located at university and comprehensive institutions. These institutions, by their definition, include post baccalaureate and doctoral programs which require some component of research. These types of institutions are also commonly referred to as research institutions because of the research productivity of their faculties. It is easy to see, then, how the techniques of systematic observation would be more readily accepted into the supervision programs located at these institutions. Apparently, however, the designation and modification of such techniques for use in the supervision of student teachers has either not been disseminated to or accepted by those supervisors at baccalaureate institutions.

Supervisors across the strata utilized student teacher-supervisor conferences in the assessment of their student teachers. The data show that almost one third (31%) of the supervisors combine reflection and conferencing. However, when reflection is considered alone, there is a marked difference in its use by the supervisors in the different strata.

While the majority (68%) of supervisors conduct or require some sort of reflection activity after an observation, only 50% of the supervisors at baccalaureate institutions utilize it. The percentage of supervisors utilizing the technique at comprehensive institutions rises to 67.7% as compared to 75% of the supervisors at university institutions. Again, the lack of research conducted at baccalaureate institutions and the age old problem of disseminating research results may account for the differences.

University supervisors are also more likely to utilize videotape in the assessment of their student teachers. However, the percentage of users is still quite small with only 35% of university supervisors using videotape, followed by 23% of the baccalaureate supervisors and 13% of the comprehensive supervisors. No doubt, camcorders have made the videotaping of student teacher lessons much more convenient. It has typically been assumed that most

supervisors have videotape equipment available to them, but that may not be the case. The small percentage of users may also indicate that either supervisors are not familiar with the operation of such equipment or perhaps they are just not familiar with its' application and value in the assessment of student teachers.

This is a time in which many teacher education programs are finding their budgets cut. Supervision costs a lot when one considers the time and money spent in the endeavor. Videotape can be particularly useful as an alternative assessment mode to live supervision. Perhaps an increased use of videotape could alleviate some of the budgetary and logistical problems that have rendered supervision ineffective.

Summary

In summary, these data support the view that supervisors use a variety of techniques to assess their student teachers, some more frequently than others and some only when certain modes of assessment are used. The results illustrate the complexity of the process of assessment. The assessment technique chosen depends on the aspect of teaching that the supervisor is interested in assessing. When supervisors were interested in assessing observable and measurable behaviors that were easily defined, systematic

observation instrumentation was used. When the focus of assessment was not as easily defined or measured, high inference techniques such as intuitive assessment, eyeballing and anecdotal notes were used.

Despite the fact that prior research has shown an increasing recognition that assessment should reflect objective measures of specific teaching skills more so than subjective appraisals of techniques traits and characteristics, a large number of supervisors continue to use rating scales and checklists to assess their student teachers. Moreover, almost one-third of all items included on these instruments addressed teacher traits and characteristics.

Conferencing was utilized by most supervisors, but it was conducted most frequently following a live observation. Reflection activities were also required by most supervisors, but the findings seem to indicate that the quality of that reflection is suspect. Differences in assessment practices differed somewhat between baccalaureate, comprehensive and university institutions.

Recommendations for Further Research

Certain questions were raised in this study that were not sufficiently answered, and other questions became

apparent as the data were analyzed. While some information was generated by the study about the demographics of supervisors of physical education student teachers, much more needs to be known. A fair number of supervisors indicated that they had received training in supervision from self-directed study or from colleagues. Additional research is therefore needed to examine the types and quality of supervisory training that supervisors receive.

Because student teachers at different institutions are being assessed through different techniques, of critical importance is the determination of the effect of these differences on student teachers. This investigation should include an examination of whether the techniques used affect the quality of the supervision received, the professional development of the student teacher or the satisfaction of the student teaching experience.

Research is also needed to determine the quality of the reflection activities required of student teachers. Follow up studies should examine the structure and procedure of the reflection activities as many of them seemed to be done "off the cuff". Follow up studies to determine why videotape is used so infrequently in the assessment of student teachers, particularly for reflection, are also warranted. Studies which focus on the reasons that supervisors choose certain assessment techniques over others and the effects that these

decisions have on student teachers are essential to the continued development of this research focus.

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APPENDICES

APPENDIX A- INTRODUCTORY LETTER

March, 1993

Dear Colleague,

The student teaching experience is one of the most valuable and unforgettable experiences in a pre-service teacher's preparation. One of the fundamental goals of pre-service teacher education is to provide prospective teachers a solid foundation for professional development.

This goal implies a need for assessing the student teacher's progress. While the student's progress is appraised at different times throughout the program, perhaps one of the most critical times for assessment is during the student teaching experience.

As you know, a large number of assessment techniques are available to supervisors of physical education student teachers. It remains unclear, however, what assessment methods are being used most frequently by supervisors as there has been very little research conducted in this area. I am writing to ask that you participate in a study which will investigate this issue.

Because only a small sample of physical education supervisors were selected to participate in the study, your response is very important. You may be assured of complete confidentiality. The number on your questionnaire is for the follow-up of non-respondents.

The questionnaire should only take a short time to complete.

Once you have completed your questionnaire, please return it with any copies of your assessment instrument(s) in the pre-addressed stamped envelope by April 5, 1993. Again, your response is very important and I thank you for your prompt cooperation.

Sincerely,

Laura J. Treanor
Assistant Professor

APPENDIX B- SURVEY INSTRUMENT



STUDENT TEACHER ASSESSMENT STUDY

Dear Supervisor of Physical Education Student Teachers,

Thank you in advance for completing the questionnaire.

Please answer the questionnaire based on the most recent group of student teachers that you supervised. Your answers should reflect your general assessment practices and should be limited to the student teaching semester only.

For the purpose of this study, assessment has been defined as "the collection of data for improving instructional practices." Please note that when defined this way, assessment differs from evaluation. Evaluation has been defined as "making a judgment about the worth of a performance". While it is recognized that some of the techniques in the questionnaire can be used for both assessment and evaluation purposes, it is asked that you respond concerning your assessment practices only.

You will notice that an insert has been placed in the questionnaire. Please read this insert BEFORE you begin. The insert contains the definitions of terms that are used throughout the questionnaire. Feel free to refer to the definitions at any time.

I am asking you to include a copy of any rating scale(s), checklist(s) or systematic observation instrument(s) that you may use when assessing student teachers. Please be assured that these items will be used for research purposes only. If you would like, you may request that your items be returned.

Please return your completed questionnaire to:

Laura J. Treanor
Physical Education Department
P.O. Box 5328
Barton College
Wilson, NC 27893

SECTION I: Assessment Techniques

PLEASE USE THE SCALE BELOW FOR THE QUESTIONS ON THIS PAGE

Always	Often	Sometimes	Rarely	Never
1	2	3	4	5

1. How often do you use each of the following assessment techniques in the supervision of student teachers?
- | | | | | | |
|---|---|---|---|---|----|
| a. Intuitive Assessment | 1 | 2 | 3 | 4 | 5 |
| b. Eyeballing | 1 | 2 | 3 | 4 | 5 |
| c. Anecdotal Notes. | 1 | 2 | 3 | 4 | 5 |
| d. Checklists. | 1 | 2 | 3 | 4 | 5* |
| e. Rating scales | 1 | 2 | 3 | 4 | 5* |
| f. Systematic Observation Instruments | 1 | 2 | 3 | 4 | 5* |
| g. Conferencing | 1 | 2 | 3 | 4 | 5 |
| h. Reflection | 1 | 2 | 3 | 4 | 5 |

*If you have indicated using these techniques, please include a copy of your checklist(s), rating scale(s) or systematic observation instrument(s) with your completed questionnaire.

2. How often do you use the following assessment modes in the supervision of student teachers?
- | | | | | | |
|-------------------------------|---|---|---|---|---|
| a. Live Observation | 1 | 2 | 3 | 4 | 5 |
| b. Videotape | 1 | 2 | 3 | 4 | 5 |
| c. Audiotape | 1 | 2 | 3 | 4 | 5 |

3. Now please indicate how often you use these assessment modes with the assessment techniques listed below.

	Live Observation	Videotape	Audiotape
a. Intuitive Assessment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
b. Eyeballing	1 2 3 4 5	1 2 3 4 5	N/A
c. Anecdotal Notes.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
d. Checklists	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
e. Rating scales	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
f. Systematic Observation Instruments.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
g. Conferencing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
h. Reflection	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. What **factors** are you looking for when you use the following assessment techniques?

- a. Intuitive Assessment _____
- b. Eyeballing _____
- c. Anecdotal Notes _____
- d. Checklists _____
- e. Rating Scales _____
- f. Systematic Observation Instrument(s) _____
- g. Conferencing _____
- h. Reflection _____

5. Please rate how useful you feel the following assessment techniques are in improving the instructional practices of your student teachers.

	Very Useful 1	Somewhat Useful 2	Not Useful 3	Not At All Useful 4	N/A or Not Used 5
a. Intuitive Assessment	1	2	3	4	5
b. Eyeballing	1	2	3	4	5
c. Anecdotal Notes	1	2	3	4	5
d. Checklists	1	2	3	4	5
e. Rating scales	1	2	3	4	5
f. Systematic Observation Instruments.	1	2	3	4	5
g. Conferencing	1	2	3	4	5
h. Reflection	1	2	3	4	5

6. For those assessment techniques you have identified as "Not very useful " or "Unuseful", please explain why you rated them as such.

- Assessment technique: _____
- Explanation: _____
- Assessment technique: _____
- Explanation: _____
- Assessment technique: _____
- Explanation: _____
- Assessment technique: _____
- Explanation: _____

SECTION II: Demographics

1. Gender: Male Female
2. Age: _____
3. Highest degree held? Bachelors Masters Doctorate
4. Which best describes your current status?
 Masters student
 Doctoral student
 Lecturer/Instructor
 Assistant Professor
 Associate Professor
 Professor
 Adjunct
 Other, please specify _____
5. How many years have you supervised student teachers at the college/university level? _____
6. Please estimate the number of student teachers you supervise per term: _____
7. Have you received any formal training in supervision of student teachers?
 Yes
 No. Please go to question 9
8. Where did you receive your training? (Check all that apply)
 College or University class
 Conference/Workshop
 Inservice
 Colleague
 Self-directed study
 Other, please specify _____
9. Are you a member of the physical education faculty/department?
 Yes No. If no, what faculty/department? _____
10. To the extent that you would be willing to talk with the researcher, please provide the following information:
Name: _____
Phone: _____ (O) _____ (H)

DEFINITION OF TERMS

The following terms have been defined for this study:

- (1) **Anecdotal notes**- Technique in which the supervisor tries to capture in writing the important events that occur during a teaching episode for the purpose of assessment.
- (2) **Audiotape**- A technique which captures a teaching episode on audiotape for assessment purposes.
- (3) **Assessment**- The collection of data for improving performance (Siedentop, 1991).
- (4) **Checklist**- A set of objectives or descriptive statements that are checked off if they are exhibited or possessed by the student teacher.

EXAMPLE:

	Occurred	Did not occur
Objective(s) of lesson was stated.	_____	_____

- (5) **Conferencing**- A directed formal or informal discussion between the supervisor and the student teacher for the purpose of assessment.
- (6) **Evaluation**- Making a judgment about the worth of a performance (Siedentop, 1991).
- (7) **Eyeballing**- An assessment technique in which the supervisor observes a teaching act without taking notes (Siedentop, 1991).
- (8) **Intuitive Assessment**- Assessment technique in which the supervisor observes a teaching episode using his/her own notion of effective teaching.
- (9) **Rating Scale**- A set of objectives or descriptive statements that are rated according to the degree to which they are exhibited or possessed by the student teacher. May be set on a continuous scale (0-5), a Likert scale (Unsatisfactory-Outstanding) or a combination thereof.

EXAMPLE: 0=Unsatisfactory 1=Satisfactory 2=Good 3=Very Good 4=Excellent

Objective(s) of lesson was stated.	0	1	2	3	4
------------------------------------	---	---	---	---	---

- (10) **Reflection** - A contemplative process of self-criticism and inquiry used as a form of assessment.
- (11) **Student Teacher** - A college student who is practicing teaching in a school under the supervision of a cooperating teacher and/or supervisor.
- (12) **Supervisor** - The university of college-based personnel responsible for supervising student teachers during student teaching.
- (13) **Systematic Observation** - Technique which allows a trained person following stated guidelines and procedures to analyze a teaching episode via time sampling, event and duration recording or any combination thereof.
- (14) **Videotape**- A technique which captures a teaching episode on videotape for assessment purposes.

APPENDIX C- FOLLOW UP LETTER

April, 1993

Dear Colleague,

A few weeks ago, a request for your assistance in the Student Teacher Assessment Study was sent. In particular, the study addresses the assessment practices of physical education student teacher supervisors. As you are probably aware, there has been very little research conducted in this area. For that reason, your assistance would be invaluable.

Since only a sample of supervisors was asked to participate, it is important that I receive as many responses as possible. If you have already returned your questionnaire, please accept my sincere thanks. If not, please try to do so today. Another copy of the questionnaire and a postage paid return envelope are enclosed for your convenience. Again, all responses are confidential.

If you have any questions or comments about the study, please contact me at (919) 399 6521. Thank you in advance for your prompt cooperation.

Sincerely,

Laura J. Treanor
Assistant Professor

APPENDIX D- SURVEY DATA SPREAD SHEET

Section 1 Assessment Techniques

1	Techniques (1-5)	Rating	Pct	Total	B	B Pct	C	C Pct	D	D Pct
a	Intuitive Assessment	1	20.8%	21	4	28.6%	11	23.9%	5	12.5%
		2	34.7%	35	3	21.4%	17	37.0%	15	37.5%
		3	20.8%	21	1	7.1%	11	23.9%	8	22.5%
		4	8.9%	9	2	14.3%	2	4.3%	5	12.5%
		5	11.9%	12	3	21.4%	4	8.7%	5	12.5%
		No Response	0	3.0%	3	1	7.1%	1	2.2%	1
b	Eyeballing	1	16.0%	16	4	28.6%	8	17.4%	4	10.0%
		2	26.0%	26	4	28.6%	10	21.7%	12	30.0%
		3	21.0%	21	2	14.3%	13	28.3%	6	15.0%
		4	19.0%	19	0	0.0%	10	21.7%	9	22.5%
		5	17.0%	17	3	21.4%	5	10.9%	9	22.5%
		No Response	0	1.0%	1	1	7.1%	0	0.0%	0
c	Anecdotal Notes	1	32.0%	32	8	42.9%	19	41.3%	7	17.5%
		2	38.0%	38	3	21.4%	15	32.6%	20	50.0%
		3	19.0%	19	3	21.4%	6	13.0%	10	26.0%
		4	9.0%	9	2	14.3%	5	10.9%	2	5.0%
		5	1.0%	1	0	0.0%	0	0.0%	1	2.5%
		No Response	0	1.0%	1	0	0.0%	1	2.2%	0
d	Checklists	1	22.0%	22	4	28.6%	12	26.1%	8	18.0%
		2	25.0%	25	3	21.4%	12	26.1%	10	25.0%
		3	16.0%	16	1	7.1%	5	10.9%	10	26.0%
		4	7.0%	7	1	7.1%	4	8.7%	2	5.0%
		5	24.0%	24	5	35.7%	10	21.7%	9	22.5%
		No Response	0	6.0%	6	0	0.0%	3	6.5%	3
e	Rating scales	1	28.0%	28	7	50.0%	15	32.6%	6	15.0%
		2	21.0%	21	0	0.0%	10	21.7%	11	27.5%
		3	17.0%	17	3	21.4%	6	10.9%	9	22.5%
		4	8.0%	8	0	0.0%	4	8.7%	4	10.0%
		5	23.0%	23	4	28.6%	9	19.6%	10	25.0%
		No Response	0	3.0%	3	0	0.0%	3	6.5%	0
f	Systematic Observation Instruments	1	30.0%	30	5	35.7%	10	21.7%	15	37.5%
		2	21.0%	21	2	14.3%	9	19.6%	10	25.0%
		3	11.0%	11	1	7.1%	5	10.9%	5	12.5%
		4	12.0%	12	2	14.3%	7	15.2%	3	7.5%
		5	21.0%	21	4	28.6%	10	21.7%	7	17.5%
		No Response	0	5.0%	5	0	0.0%	5	10.9%	0
g	Conferencing	1	79.0%	79	11	78.6%	36	78.3%	32	80.0%
		2	18.0%	18	3	21.4%	10	21.7%	5	12.5%
		3	3.0%	3	0	0.0%	0	0.0%	3	7.5%
		4	0.0%	0	0	0.0%	0	0.0%	0	0.0%
		5	0.0%	0	0	0.0%	0	0.0%	0	0.0%
		No Response	0	0.0%	0	0	0.0%	0	0.0%	0
h	Reflection	1	33.0%	33	5	35.7%	13	28.3%	15	37.5%
		2	35.0%	35	2	14.3%	18	39.1%	15	37.5%
		3	18.0%	18	3	21.4%	11	23.9%	4	10.0%
		4	8.0%	8	2	14.3%	3	6.5%	3	7.5%
		5	6.0%	6	2	14.3%	1	2.2%	3	7.5%
		No Response	0	0.0%	0	0	0.0%	0	0.0%	0
	Always (1)		32.5%	260	46	41.1%	124	33.7%	90	28.1%
	Often (2)		27.4%	219	20	17.9%	101	27.4%	88	30.8%
	Sometimes (3)		15.8%	126	14	12.5%	56	15.2%	56	17.5%
	Rarely (4)		9.0%	72	9	8.0%	35	9.5%	28	8.8%
	Never (5)		13.0%	104	21	18.8%	39	10.6%	44	13.8%
	No Response (0)		2.4%	19	2	1.8%	13	3.5%	4	1.3%
			100.0%	800	112	*****	368	*****	320	*****

Section 1 Assessment Techniques

Mode = Techniques		Rating	Pct	Total	B	B Pct	C	C Pct	D	D Pct
3	Live Observation (1-5)									
	a Intuitive Assessment	1	31.0%	31	6	36.7%	15	32.6%	11	27.8%
		2	25.0%	25	3	21.4%	12	26.1%	10	25.0%
		3	16.0%	16	0	0.0%	8	17.4%	8	20.0%
		4	8.0%	8	0	0.0%	4	8.7%	4	10.0%
		5	13.0%	13	4	28.6%	3	6.5%	6	15.0%
	No Response	0	7.0%	7	2	14.3%	4	8.7%	1	2.5%
	b Eyeballing	1	24.0%	24	6	42.9%	10	21.7%	6	20.0%
		2	19.0%	19	3	21.4%	8	17.4%	8	20.0%
		3	13.0%	13	0	0.0%	7	15.2%	6	15.0%
		4	20.0%	20	1	7.1%	12	26.1%	7	17.5%
		5	18.0%	18	3	21.4%	4	8.7%	11	27.5%
	No Response	0	6.0%	6	1	7.1%	5	10.8%	0	0.0%
	c Anecdotal Notes	1	34.0%	34	6	42.9%	16	34.5%	12	30.0%
		2	37.0%	37	3	21.4%	17	37.0%	17	42.5%
		3	14.0%	14	3	21.4%	4	8.7%	7	17.5%
		4	6.0%	6	1	7.1%	4	8.7%	1	2.5%
		5	2.0%	2	0	0.0%	0	0.0%	2	5.0%
	No Response	0	7.0%	7	1	7.1%	5	10.8%	1	2.5%
	d Checklists	1	30.0%	30	4	28.6%	13	28.3%	13	32.5%
		2	15.0%	15	3	21.4%	8	17.4%	4	10.0%
		3	15.0%	15	0	0.0%	8	13.0%	9	22.5%
		4	6.0%	6	2	14.3%	3	6.5%	1	2.5%
		5	23.0%	23	4	28.6%	8	17.4%	11	27.5%
	No Response	0	11.0%	11	1	7.1%	8	17.4%	2	5.0%
	e Rating scales	1	31.0%	31	7	50.0%	14	30.4%	10	25.0%
		2	16.0%	16	0	0.0%	9	19.8%	7	17.5%
		3	13.0%	13	3	21.4%	3	6.5%	7	17.5%
		4	8.0%	8	0	0.0%	5	10.9%	3	7.5%
		5	23.0%	23	3	21.4%	8	17.4%	12	30.0%
	No Response	0	9.0%	9	1	7.1%	7	15.2%	1	2.5%
	f Systematic Observation Instruments	1	33.0%	33	5	35.7%	10	21.7%	18	45.0%
		2	17.0%	17	2	14.3%	7	15.2%	8	20.0%
		3	8.0%	8	1	7.1%	4	8.7%	3	7.5%
		4	10.0%	10	2	14.3%	6	13.0%	2	5.0%
		5	21.0%	21	3	21.4%	10	21.7%	8	20.0%
	No Response	0	11.0%	11	1	7.1%	9	19.8%	1	2.5%
	g Conferencing	1	74.0%	74	13	92.9%	29	63.0%	32	80.0%
		2	16.0%	16	1	7.1%	10	21.7%	5	12.5%
		3	4.0%	4	0	0.0%	1	2.2%	3	7.5%
		4	2.0%	2	0	0.0%	2	4.3%	0	0.0%
		5	0.0%	0	0	0.0%	0	0.0%	0	0.0%
	No Response	0	4.0%	4	0	0.0%	4	8.7%	0	0.0%
	h Reflection	1	37.0%	37	5	35.7%	12	26.1%	20	50.0%
		2	27.0%	27	1	7.1%	18	34.8%	10	25.0%
		3	17.0%	17	5	35.7%	9	19.8%	3	7.5%
		4	7.0%	7	1	7.1%	3	6.5%	3	7.5%
		5	5.0%	5	2	14.3%	0	0.0%	3	7.5%
	No Response	0	7.0%	7	0	0.0%	9	13.0%	1	2.5%
	Always (1)		36.8%	294	51	45.5%	119	32.3%	124	36.8%
	Often (2)		21.5%	172	16	14.3%	87	23.8%	69	21.6%
	Sometimes (3)		12.5%	100	12	10.7%	42	11.4%	46	14.4%
	Rarely (4)		8.4%	67	7	6.3%	39	10.6%	21	6.6%
	Never (5)		13.1%	105	19	17.0%	33	9.0%	53	16.6%
	No Response (0)		7.8%	62	7	6.3%	48	13.0%	7	2.2%
			100.0%	800	112	*****	368	*****	320	*****

Section 1 Assessment Techniques

2	Modes (1-5)	Rating	Pct	Total	B	B Pct	C	C Pct	D	D Pct
a	Live Observation	1	79.8%	79	10	76.9%	39	84.8%	30	75.0%
		2	18.2%	18	1	7.7%	7	15.2%	10	25.0%
		3	2.0%	2	2	15.4%	0	0.0%	0	0.0%
		4	0.0%	0	0	0.0%	0	0.0%	0	0.0%
		5	0.0%	0	0	0.0%	0	0.0%	0	0.0%
		No Response	0	0.0%	0	0	0.0%	0	0.0%	0
b	Videotape	1	7.1%	7	0	0.0%	3	6.5%	4	10.0%
		2	18.2%	18	3	23.1%	3	6.5%	10	25.0%
		3	28.3%	28	0	0.0%	14	30.4%	14	35.0%
		4	19.2%	19	3	23.1%	10	21.7%	8	15.0%
		5	24.2%	24	6	46.2%	12	26.1%	6	15.0%
		No Response	0	5.1%	5	1	7.7%	4	8.7%	0
c	Audiotape	1	2.0%	2	0	0.0%	0	0.0%	2	5.0%
		2	3.0%	3	0	0.0%	0	0.0%	3	7.5%
		3	11.1%	11	1	7.7%	3	6.5%	7	17.5%
		4	11.1%	11	2	15.4%	5	10.9%	4	10.0%
		5	63.6%	63	9	69.2%	32	69.6%	22	55.0%
		No Response	0	9.1%	9	1	7.7%	6	13.0%	2
	Always (1)		29.8%	69	10	25.6%	42	30.4%	36	30.0%
	Often (2)		12.5%	37	4	10.3%	10	7.2%	23	19.2%
	Sometimes (3)		13.8%	41	3	7.7%	17	12.3%	21	17.5%
	Rarely (4)		10.1%	30	5	12.8%	15	10.9%	10	8.3%
	Never (5)		29.3%	87	15	38.5%	44	31.9%	26	23.3%
	No Response (0)		4.7%	14	2	5.1%	10	7.2%	2	1.7%
			100.0%	297	39	*****	138	*****	120	*****

Section 1 Assessment Techniques

Mode = Techniques		Rating	Pct	Total	B	B Pct	C	C Pct	D	D Pct
3	Videotape (1-5)									
a	Intuitive Assessment	1	5.0%	5	0	0.0%	3	6.5%	2	5.0%
		2	2.0%	2	0	0.0%	5	10.9%	3	7.5%
		3	16.0%	16	0	0.0%	8	17.4%	8	20.0%
		4	10.0%	10	1	7.1%	4	8.7%	5	12.5%
		5	46.0%	46	10	71.4%	22	47.8%	14	35.0%
	No Response	0	15.0%	15	3	21.4%	4	8.7%	8	20.0%
b	Eyeballing	1	3.0%	3	0	0.0%	1	2.2%	2	5.0%
		2	5.0%	5	1	7.1%	2	4.3%	2	5.0%
		3	14.0%	14	0	0.0%	7	15.2%	7	17.5%
		4	9.0%	9	1	7.1%	3	6.5%	5	12.5%
		5	66.0%	66	9	64.3%	26	60.9%	19	47.5%
	No Response	0	13.0%	13	3	21.4%	5	10.9%	5	12.5%
c	Anecdotal Notes	1	13.0%	13	2	14.3%	7	15.2%	4	10.0%
		2	13.0%	13	1	7.1%	7	15.2%	5	12.5%
		3	16.0%	16	1	7.1%	5	10.9%	10	25.0%
		4	8.0%	8	1	7.1%	1	2.2%	4	10.0%
		5	36.0%	36	6	42.9%	21	45.7%	9	22.5%
	No Response	0	16.0%	16	3	21.4%	5	10.9%	8	20.0%
d	Checklists	1	8.0%	8	2	14.3%	3	6.5%	3	7.5%
		2	5.0%	5	1	7.1%	3	6.5%	1	2.5%
		3	13.0%	13	0	0.0%	5	10.9%	8	20.0%
		4	9.0%	9	0	0.0%	3	6.5%	6	15.0%
		5	50.0%	50	9	64.3%	26	56.5%	15	37.5%
	No Response	0	15.0%	15	2	14.3%	6	13.0%	7	17.5%
e	Rating scales	1	8.0%	8	6	42.9%	2	4.3%	0	0.0%
		2	6.0%	6	0	0.0%	2	4.3%	4	10.0%
		3	10.0%	10	1	7.1%	4	8.7%	5	12.5%
		4	11.0%	11	0	0.0%	4	8.7%	7	17.5%
		5	49.0%	49	6	42.9%	26	56.5%	17	42.5%
	No Response	0	16.0%	16	1	7.1%	8	17.4%	7	17.5%
f	Systematic Observation Instruments	1	17.0%	17	2	14.3%	5	10.9%	10	25.0%
		2	9.0%	9	1	7.1%	4	8.7%	4	10.0%
		3	7.0%	7	0	0.0%	3	6.5%	4	10.0%
		4	11.0%	11	1	7.1%	5	10.9%	5	12.5%
		5	40.0%	40	8	57.1%	22	47.8%	10	25.0%
	No Response	0	16.0%	16	2	14.3%	7	15.2%	7	17.5%
g	Conferencing	1	29.0%	29	4	28.6%	8	17.4%	17	42.5%
		2	11.0%	11	1	7.1%	8	17.4%	2	5.0%
		3	10.0%	10	0	0.0%	6	13.0%	4	10.0%
		4	9.0%	9	0	0.0%	3	6.5%	6	15.0%
		5	29.0%	29	7	50.0%	16	34.6%	6	15.0%
	No Response	0	12.0%	12	2	14.3%	5	10.9%	5	12.5%
h	Reflection	1	21.0%	21	4	28.6%	6	13.0%	11	27.5%
		2	13.0%	13	1	7.1%	7	15.2%	5	12.5%
		3	12.0%	12	0	0.0%	7	15.2%	5	12.5%
		4	7.0%	7	1	7.1%	2	4.3%	4	10.0%
		5	37.0%	37	7	50.0%	21	45.7%	9	22.5%
	No Response	0	10.0%	10	1	7.1%	3	6.5%	6	15.0%
	Always (1)		13.0%	104	20	17.9%	35	9.5%	49	15.3%
	Often (2)		8.8%	70	6	5.4%	38	10.3%	26	8.1%
	Sometimes (3)		12.3%	98	2	1.8%	45	12.2%	51	15.9%
	Rarely (4)		9.0%	72	5	4.5%	25	6.8%	42	13.1%
	Never (5)		42.9%	343	62	56.4%	182	49.5%	89	30.9%
	No Response (0)		14.1%	113	17	15.2%	43	11.7%	53	16.6%
			100.0%	800	112	*****	368	*****	320	*****

Section 1 Assessment Techniques

3		Mode = Techniques									
Audiotape (1-5)		Rating	Pct	Total	B	B Pct	C	C Pct	D	D Pct	
a	Intuitive Assessment	1	1.0%	1	0	0.0%	1	2.2%	0	0.0%	
		2	3.0%	3	0	0.0%	1	2.2%	2	5.0%	
		3	3.0%	3	0	0.0%	1	2.2%	2	5.0%	
		4	4.0%	4	0	0.0%	3	6.5%	1	2.5%	
		5	72.0%	72	10	71.4%	33	71.7%	29	72.5%	
		No Response	0	17.0%	17	4	28.6%	7	15.2%	6	15.0%
c	Anecdotal Notes	1	3.0%	3	1	7.1%	1	2.2%	1	2.5%	
		2	2.0%	2	0	0.0%	1	2.2%	1	2.5%	
		3	5.0%	5	0	0.0%	0	0.0%	5	12.5%	
		4	2.0%	2	0	0.0%	2	4.3%	0	0.0%	
		5	69.0%	69	10	71.4%	33	71.7%	26	65.0%	
		No Response	0	19.0%	19	3	21.4%	9	19.6%	7	17.5%
d	Checklists	1	2.0%	2	0	0.0%	1	2.2%	1	2.5%	
		2	0.0%	0	0	0.0%	0	0.0%	0	0.0%	
		3	1.0%	1	0	0.0%	0	0.0%	1	2.5%	
		4	3.0%	3	0	0.0%	2	4.3%	1	2.5%	
		5	76.0%	76	10	71.4%	35	76.1%	31	77.5%	
		No Response	0	18.0%	18	4	28.6%	8	17.4%	6	15.0%
e	Rating scales	1	1.0%	1	0	0.0%	1	2.2%	0	0.0%	
		2	0.0%	0	0	0.0%	0	0.0%	0	0.0%	
		3	0.0%	0	0	0.0%	0	0.0%	0	0.0%	
		4	3.0%	3	0	0.0%	3	6.5%	0	0.0%	
		5	78.0%	78	10	71.4%	33	71.7%	33	82.5%	
		No Response	0	20.0%	20	4	28.6%	9	19.6%	7	17.5%
f	Systematic Observation Instruments	1	4.0%	4	0	0.0%	1	2.2%	3	7.5%	
		2	1.0%	1	0	0.0%	0	0.0%	1	2.5%	
		3	5.0%	5	0	0.0%	0	0.0%	5	12.5%	
		4	2.0%	2	0	0.0%	2	4.3%	0	0.0%	
		5	70.0%	70	10	71.4%	34	73.9%	26	65.0%	
		No Response	0	18.0%	18	4	28.6%	9	19.6%	5	12.5%
g	Conferencing	1	5.0%	5	0	0.0%	1	2.2%	4	10.0%	
		2	1.0%	1	0	0.0%	1	2.2%	0	0.0%	
		3	5.0%	5	0	0.0%	1	2.2%	4	10.0%	
		4	2.1%	2	0	0.0%	2	4.3%	0	0.0%	
		5	69.4%	69	10	71.4%	32	69.6%	26	65.0%	
		No Response	0	19.2%	19	4	28.6%	9	19.6%	6	15.0%
h	Reflection	1	3.0%	3	0	0.0%	1	2.2%	2	5.0%	
		2	3.0%	3	0	0.0%	1	2.2%	2	5.0%	
		3	2.0%	2	0	0.0%	0	0.0%	2	5.0%	
		4	3.0%	3	0	0.0%	2	4.3%	1	2.5%	
		5	69.0%	69	10	71.4%	33	71.7%	26	65.0%	
		No Response	0	20.0%	20	4	28.6%	9	19.6%	7	17.5%
		Always (1)	2.7%	19	1	1.0%	7	2.2%	11	3.9%	
		Often (2)	1.4%	10	0	0.0%	4	1.2%	6	2.1%	
		Sometimes (3)	3.0%	21	0	0.0%	2	0.6%	19	6.8%	
		Rarely (4)	2.7%	19	0	0.0%	16	5.0%	3	1.1%	
		Never (5)	71.4%	500	70	71.4%	233	72.4%	197	70.4%	
		No Response (0)	18.7%	131	27	27.6%	60	18.6%	44	15.7%	
			100.0%	700	28	*****	322	*****	280	*****	

Section 1 Assessment Techniques

5	Usefulness (1-5)	Rating	Pct	Total	B	B Pct	C	C Pct	D	D Pct	
a	Intuitive Assessment	Very Useful	1	30.0%	30	3	21.4%	18	32.6%	12	30.0%
		Somewhat Useful	2	45.0%	45	6	42.9%	23	50.0%	16	40.0%
	Not Useful	3	3.0%	3	0	0.0%	1	2.2%	2	5.0%	
		4	9.0%	9	2	14.3%	1	2.2%	6	15.0%	
		5	7.0%	7	2	14.3%	1	2.2%	4	10.0%	
		No Response	0	6.0%	6	1	7.1%	5	10.9%	0	0.0%
b	Eyeballing	1	25.0%	25	5	35.7%	11	23.9%	9	22.5%	
		2	39.0%	39	5	35.7%	21	45.7%	12	30.0%	
		3	8.0%	8	0	0.0%	4	8.7%	5	12.5%	
		4	7.0%	7	1	7.1%	1	2.2%	5	12.5%	
		5	16.0%	16	2	14.3%	5	10.9%	9	22.5%	
		No Response	0	5.0%	5	1	7.1%	4	8.7%	0	0.0%
c	Anecdotal Notes	1	51.5%	52	7	50.0%	23	50.0%	22	55.0%	
		2	37.6%	38	5	35.7%	18	39.1%	15	37.5%	
		3	2.0%	2	1	7.1%	0	0.0%	1	2.5%	
		4	1.0%	1	0	0.0%	0	0.0%	1	2.5%	
		5	2.0%	2	0	0.0%	1	2.2%	1	2.5%	
		No Response	0	5.9%	6	2	14.3%	4	8.7%	0	0.0%
d	Checklists	1	29.7%	29	6	42.9%	12	26.1%	11	27.5%	
		2	39.8%	40	5	35.7%	21	45.7%	14	35.0%	
		3	3.0%	3	0	0.0%	0	0.0%	3	7.5%	
		4	3.0%	3	1	7.1%	1	2.2%	1	2.5%	
		5	17.8%	18	2	14.3%	7	15.2%	9	22.5%	
		No Response	0	7.9%	8	1	7.1%	5	10.9%	2	5.0%
e	Rating scales	1	27.5%	28	4	28.6%	14	30.4%	10	25.0%	
		2	40.2%	41	8	57.1%	21	45.7%	12	30.0%	
		3	5.9%	6	0	0.0%	0	0.0%	6	15.0%	
		4	2.9%	3	2	14.3%	0	0.0%	1	2.5%	
		5	16.7%	17	0	0.0%	7	15.2%	10	25.0%	
		No Response	0	6.9%	7	1	7.1%	5	10.9%	1	2.5%
f	Systematic Observation Instruments	1	50.5%	50	7	50.0%	18	39.1%	25	62.5%	
		2	21.2%	21	3	21.4%	12	26.1%	6	15.0%	
		3	4.0%	4	0	0.0%	2	4.3%	2	5.0%	
		4	3.0%	3	2	14.3%	1	2.2%	0	0.0%	
		5	13.1%	13	1	7.1%	7	15.2%	5	12.5%	
		No Response	0	8.1%	8	0	0.0%	6	13.0%	2	5.0%
g	Conferencing	1	89.9%	89	13	92.9%	39	84.6%	37	92.5%	
		2	6.1%	6	0	0.0%	4	8.7%	2	5.0%	
		3	0.0%	0	0	0.0%	0	0.0%	0	0.0%	
		4	0.0%	0	0	0.0%	0	0.0%	0	0.0%	
		5	1.0%	1	0	0.0%	0	0.0%	1	2.5%	
		No Response	0	3.0%	3	0	0.0%	3	6.5%	0	0.0%
h	Reflection	1	51.0%	50	5	35.7%	21	45.7%	24	60.0%	
		2	31.6%	31	4	28.6%	17	37.0%	10	26.0%	
		3	4.1%	4	0	0.0%	2	4.3%	2	5.0%	
		4	1.0%	1	1	7.1%	0	0.0%	0	0.0%	
		5	8.2%	8	3	21.4%	2	4.3%	3	7.5%	
		No Response	0	4.1%	4	0	0.0%	3	6.5%	1	2.5%
		Very Useful (1)		44.1%	353	50	44.6%	153	41.6%	150	48.9%
		Somewhat Useful (2)		32.6%	260	36	32.1%	137	37.2%	87	27.2%
		Not Useful (3)		3.9%	31	1	0.9%	9	2.4%	21	6.6%
		Not at all useful (4)		3.4%	27	9	8.0%	4	1.1%	14	4.4%
		N/A or not used (5)		10.3%	82	10	8.9%	30	8.2%	42	13.1%
		No Response (0)		5.9%	47	6	5.4%	35	9.5%	6	1.9%
				100.0%	800	112	*****	368	*****	320	*****

Section 2 Demographics

		Pct	Total	B	B Pct	C	C Pct	D	D Pct	
1	Gender	(Male)	50.5%	50	4	28.6%	24	52.2%	22	58.4%
		(Female)	49.5%	49	10	71.4%	22	47.8%	17	43.6%
2	Age	(Male)			208	52	1253	52	1065	48
		(Female)			439	44	963	44	687	40
3	Degree	(Bachelor)	0.0%	0	0	0.0%	0	0.0%	0	0.0%
		(Masters)	24.0%	24	5	35.7%	12	26.1%	7	17.5%
		(Doctoral)	76.0%	78	9	64.3%	34	73.9%	33	82.5%
4	Current Status:									
		Masters student	0.0%	0	0	0.0%	0	0.0%	0	0.0%
		Doctoral student	3.0%	3	0	0.0%	0	0.0%	3	7.7%
		Lecturer/instructor	6.0%	6	0	0.0%	4	8.5%	2	5.1%
		Assistant Professor	20.0%	20	3	21.4%	7	14.9%	10	25.6%
		Associate Professor	38.0%	39	7	50.0%	17	36.2%	15	38.5%
		Professor	29.0%	29	4	28.6%	18	34.0%	9	23.1%
		Adjunct	2.0%	2	0	0.0%	2	4.3%	0	0.0%
	Other	1.0%	1	0	0.0%	1	2.1%	0	0.0%	
5	Years supervising students			171	12	563	13	500	13	
6	No. students			77	6	307	7	250.5	6	
7	Formal training	(Yes)	70.0%	70	8	57.1%	33	71.7%	29	72.5%
		(No)	30.0%	30	6	42.9%	13	28.3%	11	27.5%
8	Where trained:									
		College or University class	32.6%	56	5	29.4%	28	30.2%	27	38.0%
		Conference workshop	16.3%	29	2	11.8%	17	19.8%	10	13.3%
		Inservice	16.3%	29	3	17.6%	18	18.6%	10	13.3%
		Colleague	15.7%	28	3	17.6%	12	14.0%	13	17.3%
		Self-directed study	16.3%	29	4	23.5%	12	14.0%	13	17.3%
		other	2.6%	5	0	0.0%	3	3.5%	2	2.7%
9	PE Dept member	(Yes)	89.0%	89	12	85.7%	39	84.6%	38	95.0%
		(No)	11.0%	11	2	14.3%	7	15.2%	2	5.0%

VITA

LAURA JEANNE TREANOR
Assistant Professor
Barton College

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Educational Background

Ed.D	1993	VPI & SU Blacksburg, Virginia Curriculum and Instruction Physical Education Pedagogy
M.A.	1986	The Ohio State University Columbus, Ohio Physical Education Pedagogy
B.S.	1985	VPI & SU Blacksburg, Virginia Physical Education K-12 Health Endorsement

Professional Experience

1989-present	Assistant Professor, Department of Physical Education and Sport Studies, Barton College. Program Area Coordinator for Teacher Education
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Responsibilities include: SPS 250 (Early Field Experience), PE 222 (Gymnastics/Rhythms and Dance), PE 311 (Elementary Physical Education), PE 315 (Physical Education in the Junior and Senior High School), PE 422 (Measurement and Evaluation in Physical Education), PE 458 (Instructional Design and Strategies), EDU 470 (Supervision of Student Teachers), SPS 461,462,463 (Field Experience in Sport Studies), SPS 491,492,493 (Independent Research in Sport Studies)

TREANOR

1992-present Physical Education Teacher
St. Therese Catholic School

Responsibilities include: Planning and instructing weekly Physical Education Classes.

1986-1989 Graduate Teaching Assistant, HPER Division, Virginia Polytechnic Institute and State University.

Responsibilities included: EDPE 1332 (Archery), EDPE 1130 (Badminton), EDPE 1260 (Racquetball), EDPE 1190 (Tennis), EDPE 4750 (Student Teacher supervision)

1986-1989 Graduate Research Assistant, HPER Division, Virginia Polytechnic Institute and State University.

Responsibilities included: Teacher Effectiveness in Children's Physical Education Programming (TECPEP). TECPEP was a longitudinal study which examined learning outcomes in K-5 physical education programming.

1985-1986 Graduate Teaching Assistant, The Ohio State University.

Responsibilities included: Directing Hastings Middle School Sports Program. Hiring and supervising two employees and directing and overseeing the lunchtime sports program for grades 6,7,8.

Awards and Honors

1992 Named the Outstanding College/University Physical Educator for North Carolina by the North Carolina Physical Education Association.

1992 Nominated for the office of Vice President of the North Carolina Alliance of Health, Physical Education, Recreation and Dance.

TREANOR

Professional Associations

American Alliance of Health, Physical Education, Recreation and Dance
American Association of University Professors
National Association of Sport and Physical Education
North Carolina Alliance of Health, Physical Education, Recreation and Dance
North Carolina Physical Education Teacher Education Reform Action Group
Physical Education Association

Professional Papers and Presentations

Refereed Presentations

Treanor, L.J. (1994). A descriptive analysis of physical education student teacher supervisors and their assessment techniques. Poster presentation at the Southern District Alliance of Health, Physical Education, Recreation and Dance Conference.

Treanor, L.J. (1993). A descriptive analysis of the assessment techniques and modes used by supervisors of physical education student teachers. Paper presented at the North Carolina Alliance of Health, Physical Education, Recreation and Dance Conference.

Treanor, L.J., (1991). Bridging the Gap: From methods courses to student teaching. Paper presented at the North Carolina Alliance of Health, Physical Education, Recreation and Dance.

Treanor, L.J., (1991). Developing teaching skills through goal setting. Paper presented at the Second Annual Cloyd Conference on Sport and Physical Education.

Treanor, L.J., (1990). Now that I have a student teacher, what do I do? Paper presented at the Eastern Regional Physical Education Association Conference.

Treanor, L.J., (1990). Systematizing and objectifying your student teacher evaluations. Paper presented at the North Carolina Alliance of Health, Physical Education, Recreation and Dance.

Treanor, L.J., (1990). Badminton, PSI style. Paper presented at the North Carolina Alliance of Health, Physical Education, Recreation and Dance.

TREANOR

Metzler, M., Eddleman, K., Treanor, L.J., & Cregger, R. (1989). Teaching tennis with an instructional system design. Paper presented at the Eastern Educational Research Association Meeting, Savannah, Ga.

Metzler, M., Close, C., Eddleman, K., Treanor, L.J. (1987). Children's gains on motor skill and fitness measures in classes taught by classroom and physical education teachers. Paper presented at the American Educational Research Association Meeting, Washington, D.C.

Treanor, L.J., & Eddleman, K. (1987). A comparison of parental perceptions of skill with children's actual skill ability. Paper presented at the Virginia Alliance of Health, Physical Education, Recreation and Dance Research Section Meeting, Norfolk, Va.

Other

Treanor, L.J. (1992). I love my subject matter, why don't my students? A discussion on how to improve instructional effectiveness. Presentation to the Barton College Faculty Forum.

Treanor, L.J., Hawkins, S. (1984). Generating community support for your physical education program. Presentation at the Virginia Association of Health, Physical Education, Recreation and Dance Student Section Meeting, Williamsburg, Va.

Treanor, L.J., Hawkins, S. (1983). Sharing ideas for elementary physical education. Presentation at the Virginia Association of Physical Education, Recreation and Dance Student Section Meeting, Wintergreen, Va.

Publications

Treanor, L.J. (1993). Getting Students Comfortable With Gymnastics. Strategies, 7, 5-8.

TREANOR

Professional Service

NCATE/NASPE program reviewer and portfolio reader.

Member of NCAHPERD Resolutions Committee.

University/College Service

Coordinator, Physical Education Teacher Certification Program

Chair, Ad Hoc Teacher Education Restructuring Committee

Member, Teacher Education Committee

Member, Curriculum Committee

Member, Petitions Committee

Member, Task Force for a Stronger Campus Community

Member, Task Force for Quality Management

Community Service

Volunteer, Physical Educator at St. Therese Elementary School

Coach, Wilson Recreation Department SwimAmerica program

Coach, Champion 9-10 Girls Softball Team

Volunteer, Special Olympics

Volunteer, Wells Elementary School Field Day

A handwritten signature in black ink, appearing to read "P. Treano", with a long horizontal flourish extending to the right.