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Title: THE CONTEXT IN WHICH STUDENT TEACHING OCCURS AND ITS EFFECT ON STUDENT TEACHER PERFORMANCE

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The central problem of this study was to construct and validate an instrument to measure the complexity of the contexts in which student teaching occurs and to use the instrument in the investigation of factors related to context complexity and its effect on student teacher performance.

The instrument to measure context complexity, The Context Rating Scale for Student Teachers (CRSST) was developed by this writer and Dr. W. R. Fielder. It was used in a pilot study, revised, and submitted to a ten-member modified Delphi panel of professionals in teacher education to establish content validity. The CRSST contains five major subsets related to context of student teaching: Organization of Instruction, Instructional Support, Physical Facilities, Pupil Characteristics, and the School Supervisor.

Fifty-two student teachers were interviewed in the buildings where they were assigned for student teaching. The CRSST was used

to rate the complexity of the context of each of them. These interviews were completed by this investigator.

The college supervisors assigned to these student teachers rated their performance as student teachers on the assessment instrument developed and used for that purpose at Oregon College of Education by the OCE staff and The Teaching Research Division of the Oregon State System of Higher Education. It is "Competency Demonstration: Extended Full Responsibility Teaching."

An evaluation of the results of the CRSST was made by multiple regression analysis. The Pearson product-moment correlation was used to analyze relationships between specific context complexity ratings and specified performance ratings.

Ten null hypotheses were formed to test the significance of individual items on the CRSST as they related to the overall difficulty of a context and to test the significance of relationships between context complexity and performance ratings. All of these were tested for significance at the .05 level or higher.

Among the relationships investigated were those between each of the five performance ratings (Planning and Preparing for Instruction; Performing Instructional Functions; Obtaining and Using Information about Pupil Learning; Relating Interpersonally; and Performing Professional Responsibilities) and the overall difficulty of the context in which these competencies were demonstrated.

Relationships between selected performance ratings and selected context difficulty ratings were also examined.

In testing the null hypotheses, the following trends and results were noted:

1. Summary ratings of difficulty for three subsets--Pupil Characteristics, Organization of Instruction and Physical Facilities--showed a significant relationship to the overall rating of difficulty.
2. Each subset contributed some items to the 20 descriptors designated as significant to the overall rating of difficulty.
3. Pupil behaviors during instruction relate significantly to the overall difficulty of a setting.
4. The ratings of the School Supervisor on the CRSST showed a significant relationship to the ratings given to the student teacher on Relating Interpersonally.
5. Pupil characteristics contributed the greatest number of descriptors of all of the subsets to the 20 items that were significant to the overall difficulty.

The Context in Which Student Teaching Occurs and Its Effect on Student Teacher Performance

by

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DEDICATION

To my family--

To my husband, Jim whose loving, gentle encouragement manifested itself in countless ways;

To our children, Dan, Sue, Mary and Bill, who seemed to understand why this was important to me; and

To my parents, Howard and Edith Reed, who never doubted that I could and would do this someday.

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Acknowledgment is also expressed to the fifty-two student teachers who so willingly provided the information to make this study possible.

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Chapter I

INTRODUCTION

The emphasis on Competency Based Teacher Education in the past several years has provided a stimulus for the development of new instruments to measure teacher performance, pupil behavior, and learning outcomes. Another important aspect of what occurs in the classroom, however, is the interaction of multiple variables which creates the context of teaching.

The context of each classroom has its own unique characteristics. Dreeben (1978) identified the classroom environment as having properties of its own which are drawn from the instructional resources provided by the school and the human resources of the student body.

Many terms are used in educational research literature to refer to the environment of the classroom. The newest of these is "ecology" (Doyle, 1977; Winne, 1978; Bronfenbrenner, 1976). Ecology refers to the biological and physical influences on the development and/or behavior of organisms, and its definition easily fits the description used by Dreeben.

In the study reported in this paper, however, context was most frequently used to refer to the many variables which characterize a classroom. On occasion, the term setting was used synonymously with context to identify the environment of the classrooms under investigation.

The importance of the context in which teaching occurs has been underscored in recent years by the investigative works of Bronfenbrenner, Brophy (1974, 1975), Gall (1977), Doyle, Dreeben, and Stern (1970). These educators have been involved with research in the areas of learning achievement and/or teacher education. Although the ultimate goals of their works differ, they all highlight the significance of context in order to forge a more secure link between independent and dependent variables.

While the importance of context has been recognized in educational research, instruments to measure the multiple variables of the classroom have lagged behind the development of other instrumentation. This is specifically true in teacher education where researchers have provided assessment instruments for student teacher performance but have not yet developed as powerful methods for assessing the context in which that performance takes place.

This study examines the context of classrooms in order to better understand the performance of elementary student teachers.

Purpose of the Study

The purpose of this study was to construct and validate an instrument which could be used to assess the complexity of context in which student teaching occurred and to use the instrument to assess context complexity of Oregon College of Education elementary student teachers' classrooms to determine if there was a relationship between their teaching performance and the settings in which they taught.

Need for the Study

The Research Literature

In various places throughout the nation, researchers in teacher education are examining or attending to context as an important variable in understanding the instructional relationship between pupils and teachers. Reports from California, Michigan, Texas and Oregon are included here to amplify this recent development in classroom research.

The California Beginning Teacher Evaluation Study (BTES, 1978) attempted to gain information concerning teacher effectiveness in an effort to plan better teacher preparation programs for that state.

One part of this research involved an ethnographic study of classrooms in an effort to gain new insights into the teaching-learning process. The goal was to develop qualitative information about the

classrooms so as to enhance or elaborate the quantitative information that was already being gathered.

Most of the 12 ethnographers were doctoral students in anthropology or sociology who were given three weeks of training to learn to be descriptive anthropologists in natural classrooms during reading and mathematics lessons. Their training included reading education ethnographies, such as those of Jules Henry, practicing in classrooms and recording information from films of classrooms in action.

These ethnographers wrote protocols (summaries of teacher-pupil interactions during mathematics and reading classes in second and fifth grades). From these a panel of six raters selected descriptive terms to explain what happened in the lessons. Sixty-one variables were ultimately developed and defined to describe the concepts which would be used in the BTES to differentiate between less-effective and more-effective classrooms.

Although the carefully designed BTES has used ethnographic methodology to gain information about classrooms, the variables all relate to the psychological climate of the classroom and many of them appear to be highly inferential. Some of the indicators that raters were asked to evaluate were "acceptance" (of student's feelings); "being liked--teacher seeks approval from students in an ingratiating manner..."; "conviviality--warmth, family-like quality to classroom interaction"; and "oneness--teacher treats whole group

as 'one' often in order to maintain peer control."

Inter-rater agreement is always an important issue in evaluations such as these. This is even more crucial when the indicators provided have such inferential qualities as described above. The BTES reported rater agreements show that of the 61 variables rated, 37 of them had rater agreements of 75 percent or below.

The concept of context, developed for this investigation, encompasses a much wider dimension than has been described in the study above. The context of teaching is the global experience of numbers and types of pupils, the organizational patterns of instruction and staffing, the physical facilities into which this instruction must fit; the books and supplies that are available to carry on instruction; the support services that are available from outside the classroom; and (in the case of the student teacher's context) the style and quality of supervision s/he receives from the classroom teacher to whose room s/he is assigned.

Theoretically, the context of teaching could also include the size and nature of the school itself, the nature of the school system, the characteristics of the community and even larger elements of society and government. For purposes of this study we have restricted context to include only ratings of various dimensions within the actual classroom where student teaching takes place.

This definition of context responds more closely to the

description of that phenomenon that emerged from discussions at a meeting of the Invisible College of Researchers on Teaching at the Michigan State University Institute for Research on Teaching (1976). Context variables were identified in that discussion to include "pupil types, differences in subject matters, and the milieu or learning environment."

In a recently published research report from the Research and Development Center for Teacher Education at the University of Texas at Austin (Anderson, Evertson and Brophy, 1978), the discussion of the results of an experimental study of effective teaching of first grade reading is permeated with information that indicates that the techniques teachers were given to model and were found to be effective in the study "may be less appropriate in a different context."

An awareness of the importance of context is highlighted in the report of this research. The following is an example. The principle of providing each student (who is learning a basic skill in a subject) with practice opportunities is important, and results of the Texas study showed that in primary-level reading classes the strategy of "ordered turns" provided a good, systematic way of selecting students to have that practice. This use of "ordered turns," the investigators carefully point out, however, may not be so appropriate as a strategy <u>in other contexts</u>--with large groups or where content of the lesson can be more easily predicted or with

older students who might be "mentally absent" until their "ordered turn" comes.

The above cited study is another example of the growing body of research in education that is acknowledging the importance of context. The need to develop instruments to measure it more precisely surfaces in many such reports.

Oregon College of Education

At Oregon College of Education the need for an instrument to assess the context of student teaching has become apparent. Instruments to measure other facets of the student teaching experience have been developed, refined and used here for several years. Each student teacher's performance, for example, is rated in the following areas: "Planning and Preparing for Instruction"; "Performance of Instructional Functions"; "obtaining and Using Information about Pupil Learning"; "Interpersonal Relationships"; and "Performance of Related Professional Responsibilities."

Competency ratings were used in the Follow-up Studies of first year teachers who were graduates of the Oregon College of Education Elementary Teacher Preparation Program in 1975 and 1976. An attempt was made in each of these studies to assess the difficulty of the setting in which these first year teachers were found. In their summary of the implications from the data from the 1976 Follow-up

Study, however, Schalock, Garrison and Girod cite the need for an instrument which can more precisely assess the context:

> If there were no differences in the graduates themselves, then planning performances ought to be similar--they aren't. Graduates in contexts rated easier were judged to be better planners. It appears that context ratings may be influence to a significant extent by the graduate's performance. The implication then might be drawn that the assessment of context needs to be tightened up (Schalock, Garrison and Girod, 1976, p. 61).

In the Spring of 1978 a Follow-up Study of third year teachers occurred at Oregon College of Education, and the same instrument to rate the context was used. The subjects of this study were the same teachers who were evaluated in their first year in the 1976 study. The results of the 1978 study indicate that the judgment of the context rating instrument cited above may have been correct.

The five graduates who had the highest performance ratings in the third year study were teaching in settings identified as the easiest in which to teach; while the five graduates who received the lowest performance ratings were teaching in four of the five settings rated the most difficult and one moderately difficult setting. These two separate studies indicate that the performance of the graduates may have significantly influenced the rating of the difficulty of the context.

Significance of the Study

The availability of an instrument to measure the complexity of the context in which student teaching occurs will be useful in the field of teacher education for several reasons.

Instructional organization patterns can be examined to determine the effect these have on context complexity. The movement of pupils and/or materials for differing instructional experiences can be analyzed to see how these actions affect the ratings of context.

The presence of specific instructional support staff can be evaluated as contributing to the ease or difficulty of a setting. Finding out how the special teachers in a building affect the life of a classroom can be valuable to in-service teachers as well as students in teacher education.

The relationship of physical facilities to the complexity of the context can be determined. The determination of the restrictions on curriculum that are necessary because of limited physical facilities can be one outcome of this investigation.

Pertinent pupil characteristics which affect the complexity of the context can be identified. The examination of the myriad pupil characteristics available in a given classroom should help locate those that affect the difficulty of the setting in which the student teacher is placed.

The effect of the school supervisor on the complexity of the context can be analyzed. The skills and behaviors of the classroom teacher which contribute to an easy or difficult setting will be useful information for many people in teacher education.

The use of the instrument, developed as part of this study, provides a new dimension to the already existing evaluation possibilities of student teacher performance. Doyle (1977) noted the implications of this type of study for research in teacher education when discussing his own recent research into the nature of the classroom and its effect on student teachers. He reported that the classroom environment is significantly more important in the student teacher's behavior than has been recognized in the past.

Results from the use of the instrument to evaluate context complexity, then, have added significance when that rating is applied to the various performance ratings of student teachers.

Instruments of Measurement

The first instrument, used to assess the complexity of the context in which student teaching occurs was developed and validated as part of this study.

The development of the instrument was a five-part effort. First, a rough draft of the instrument was written by this researcher in collaboration with Dr. W. R. Fielder, Professor of Education at

Oregon State University. Second, this copy was submitted to the 14-member team of the Elementary Division of Oregon College of Education for suggestions for revision.

Third, the instrument was rewritten and used in a pilot study. This pilot study was carried out in 58 classrooms where Oregon College of Education had student teachers placed during Winter Term, 1978.

Fourth, following its use in the pilot study, the instrument was revised once more. The revision was based on Factor Analysis and the comments of the respondents who were both college supervisors and school supervisors. Some reorganization of items occurred at this time and several additions were made to provide a more complete assessment of the complexity of the setting of the student teachers.

Fifth, content validity of the instrument was established by using a modified Delphi panel comprised of five public school professionals who regularly work with student teachers in their buildings and five professors of teacher education (Appendix A). Each cluster of items on the instrument was rated independently by these ten people on the following rating scale:

____Retain this cluster
____Remove this cluster
____Modify this cluster as follows:_____
_____

Consensus was obtained from the members of this modified Delphi panel, after two rounds of voting, for the retention of each cluster

of items that appears on the completed Instrument (Appendix B).

The second instrument used to measure performance of the student teachers was the one that is used currently for such assessments at Oregon College of Education. It is "Competency Demonstration: Extended Full Responsibility Teaching" (Appendix B). It included five areas of assessment:

Cluster I--Planning and Preparing for Instruction

Cluster II--Performing Instructional Functions

Cluster III--Obtaining and Using Information about Pupil Learning

Cluster IV--Relating Interpersonally

Cluster V--Performing Related Professional Responsibilities

Definitions

Subset:

A cluster of variables on the context rating instrument. The subsets are: Organization of Instruction, Physical Facilities, Instructional Support, Pupil Characteristics, and School Supervisor.

Summary ratings:

The assessment of the overall difficulty of the context.

Score of difficulty:

A rating on a one-to-seven scale which ranges from "highly difficult setting" to "unusually favorable setting."

Individual items:

The separate variables which describe the setting on the context rating instrument.

Delphi:

A term referring to a specific set of procedures developed at the Rand Corporation (Dalkey, 1969) for obtaining and processing the opinions of a group. The results provide a consensus.

Limitations

1) Although the population of the study, the student teachers from Oregon College of Education during Fall Term, 1978, represents all of the eligible student teachers in elementary classrooms, the geographical region they were located in is limited to the Willamette Valley. The findings of this study may not be useful for the general population.
2) The attitudes and training of members of the modified Delphi panel may not have provided the most global response possible to each item on the CRSST.

3) As required by HEW all subjects were volunteers; one student chose not to participate as a result of informed consent.

4) Student teachers who did not complete the term of student teaching did not participate; there were four.

Summary

This introductory chapter indicates the importance of context in understanding behaviors with special emphasis on the need to investigate the effect of the complexity of the student teaching setting on performance of student teachers.

A review of the literature on the effect of context on behaviors will be presented in Chapter II. The methods employed in this study and the findings of the investigation will be examined in Chapters III and IV, respectively. The results and their implications for further research in teacher education will be discussed in Chapter V.

Chapter II

REVIEW OF THE LITERATURE

The review of the literature will examine: 1) the importance of the environment as a factor in human behavior and 2) the research related to the environmental setting in a teaching/learning situation. Other related studies, and their implications for this research, will also be reviewed.

The Environment as a Factor in Human Behavior

The underlying theoretical rationale for this study stems from the work of Kurt Lewin (1936). His formula, B = f(P, E), expressed the principle that behavior (B) is a function of the person (P) and environment (E). He stressed that (P and (E) in the formula are interdependent variables.

Lewin contended that:

> Every scientific psychology must take into account whole situations, i. e., the state of both person and environment. This implies that it is necessary to find methods of representing person and environment in common terms as part of one situation. . . in other words, our concepts have to represent the interrelationship of conditions (Lewin, 1963, p. 12).

Until Lewin's formula was proposed, there were no statements in psychology that included both person and environment. In 1938 Henry A. Murray proposed the need-press model to exemplify the formula. Murray's model was developed to describe needs as the

"...characteristic spontaneous behaviors manifested by individuals in their life transactions." The concept of press in this model refers to the environmental press. It may represent an impediment to a need or it may facilitate the expression of need. For example, the conditions of the environment of a classroom setting may facilitate or impede the behaviors of a student teacher.

Lawrence Pervin (1968) has provided an extensive review of studies in psychology based on the Lewin formula. He reports criticism of psychoanalysts by Sherif and Cantril (1947), for example, because they felt the continuous relationship between the individual and his social environment was being overlooked by these specialists.

Chein's work (1954) extended Murray's need-press model when he considered the importance of the environment both as a limiting and determining factor in ways an individual behaves.

A controversy arises from time to time regarding the value of environmental measures which are obtained independently vs. the individual's perception of his setting. Heider (1939), Murray, Lewin and Hunt (1965) held the position that the relevant view of the environment is one which is perceived and reacted to by the person who is in it. This position is reflected in the design of this study as it is described in Chapter III.

The context in which behavior occurs has not always been considered to be an important variable in educational research, however.

An analysis of the reasons for omitting setting as a factor in the performance of subjects is offered by Urie Bronfenbrenner (1976):

> The tendency to pay attention only to the learner and to neglect the characteristics of the setting, is, of course, yet another carry-over from conventional laboratory research with its exclusive focus on the experimental subject...(Bronfenbrenner, 1976, p. 173).

Further, he said that research in the "real world" is essential for better understanding of the processes that occur in the teaching/learning situation.

The Environment in the Teaching/Learning Situation

Robert Howsam (1963), in a detailed discussion of teacher evaluation, emphasizes the situational factors which must be taken into consideration:

> What teachers do is strongly influenced by factors within the individual children, the class, the school, the particular community, and the society at large. A major flaw in all attempts at teacher evaluation to date has been the great tendency to look upon the teacher as the one who determines learning behavior and to seek explanations in the characteristics of the teacher. Teacher characteristics are of little use in evaluation if situational factors are atypical. What is called "firmness" in teachers may be fundamental to success in one setting and irrelevant or even detrimental in another. By the same token, popular sentiment to the contrary, for any given person it is easier to accept and understand some children than others....In the years ahead, much greater attention must be given to the situational aspects of teacher performance and evaluation (Howsam, 1963, p. 18).

Acceptance of the Lewin formula provides an interesting focus for educational research. Much of this has been carried out with

respect to the learner; less of it relates to the effect of the setting on the performance of the teacher.

In a challenge to psychology from education, Mitchell (1969) describes the impact of the theories of the interactionists:

> ...the determinants of behavior need to be sought more often in the characteristics of the environmental context and the interaction of these characteristics with individual traits and abilities, and that a search for individual characteristics in vacuo can lead only to partial understanding or no understanding at all (Mitchell, 1969, p. 696).

One result of the interactionists' point of view has been the creation of Aptitude-Treatment Interaction (ATI) which Hunt (1975) describes as "excessively restrictive." He has reviewed the chronology of this movement with an emphasis on the narrow grounds for which many researchers have rejected ATI (e.g., Glass in Wittrock and Wiley, 1970). Hunt contends that the rejection has occurred because ATI has been viewed only in terms of different mean scores of disordinal interactions (indicating that one treatment is specifically matched to one type of person, another treatment to another type, et cetera). Few such ATI's actually exist in the literature, however.

Further, he cites the use of the term "disordinal interaction" in the definition of a true ATI as the real reason for the few cases found in the literature. If ordinal interaction is included, as Berliner and Cahen (1973) did, under the newer term, Trait-Treatment Interaction (TTI) in a more recent literature review, greater quantities of valuable research can be included.

Another reason for rejecting any attempt to meet the challenge of a person-environment interaction paradigm in the field of psychology, according to Hunt, is the interdisciplinary work that is required just to perceive the problem.

He suggests broadening the concept for more effective investigation. His own work reflects a somewhat broader view and provides information about using instructional practices which match pupil characteristics.

Hunt, however, identified (E) as treatments or independent variables in the context of a psychological experiment. His own example of B = f(P, E) in the classroom, surprisingly, uses the narrow identification of (E) as "way of teaching." It does not include factors such as demands from other pupils, physical facilities, organizational patterns, or any of the many dimensions of a classroom environment which must be taken into consideration in the real world of teaching.

Research on teacher effectiveness which moves away from the formal aptitude-treatment interaction is not reported in abundance in the literature; however the importance of the interactionists' theory as it applies to the teaching/learning situation is upheld by works of Brophy and Evertson (1976), Berliner and Tikunoff (1976) and Doyle (1977) which are outside the ATI paradigm.

Doyle's work is of particular relevance because he is involved

with research concerning student teachers. His ecological approach to teacher behavior suggests several implications for teacher education.

Over a three year period, 58 student teachers were observed during their full term of student teaching (eight to sixteen weeks) for at least one full period a week. Doyle reports that these beginners often behaved in ways that were "incongruent with the demands of the environment" and observing them, rather than skilled teachers, provides dramatic evidence of the dimensions of the environment and its relationship to behaviors. The strategies used by student teachers to adapt to the multiple demands of the environment differentiated the successful from the unsuccessful. He summarizes:

> It is possible...that the classroom environment is a substantially more important factor in shaping teacher behavior than has been conventionally recognized and that some teaching skills only become usable after the teacher has first mastered classroom demands. It is also likely that preparatory experiences under conditions that lack ecological representativeness (e.g., tutoring) may be useless or even detrimental in preparing a beginning teacher to learn the classroom environment. Finally, the ecological approach may provide a means of identifying important teaching skills which have received little previous attention but which are a fundamental part of the tacit knowledge gained by the experience of being a teacher (Doyle, 1977, p. 55).

Paradigms for research on teaching which include the interactionist point of view are available. Among several explored by Gage (1972), two are of particular interest to this study--Ryans' (1960) and Runkel's (1958).

Ryans was the director of the Teacher Characteristics Study (TCS) in which approximately 100 separate research projects were developed and over 6,000 teachers were participants. One of his paradigms illustrates the interaction between a teacher and his/her environment (Figure 2.1). The boxes on the left side in this table reflect Lewin's P; those on the right side, his E. The most specific teacher and pupil behaviors are found at the top of the model.

Ryans proposed this paradigm as part of the development of some basic assumptions in a theory of teacher behavior. Inherent in the theory are assumptions that teacher behavior is a function of general features of a setting as well as of the specific situation in which it takes place.

The summary of the results of the massive TCS reveals information about pupil behaviors (apathetic-alert, obstructive-responsible, et cetera); geographic area in which teaching was performed; size of community in which the school was located; the size of the school itself; and the socioeconomic status of the community. At no place in the summary, however, is attention paid to the specific teaching situation and its effect on teacher behavior.

The paradigm developed by Runkel (Figure 2.2), for use in his classes, demonstrates that the environment shapes the teacher's act as do other factors (teacher's personal history, choice of goal and frame of reference). Gage, in interpreting Runkel's paradigm,

identifies the environment as being any outside factor that affects the act of the teacher ("...the size of the blackboard affects the explanation of square root; the noise of passing trucks affects the remarks made about Rembrandt....") (Gage, 1972, p. 105). Runkel's model shows the pupil's act to be separate from other parts of the teacher's environment because he wished to "scrutinize" the pupil particularly.

"Feedback" lines are drawn from Phase Four back to Phase Three and from Phase Nine back to Phase Eight to demonstrate that both the teacher and pupil see themselves acting. The large circle is representative of a feedback circuit which allows the teacher and pupil each to respond to the other's actions. "Solid lines represent intrapersonal communication via the nervous system, etc. Dashed lines represent interpersonal communication via vision, speech, etc." (Gage, 1972, p. 104).

No specific research was tied to this paradigm (Runkel, 1979). It was incorporated into a lecture and used solely as a teaching tool.

Besides the pertinent treatment and discussion of the relevance of the setting in the teaching/learning situation, two phenomena of particular interest emerge during examination of the literature. One is the complete absence of any reference to the context in some recent publications which deal with student teaching, teacher effectiveness and teacher education. The second phenomenon is the treatment of the setting as if it were somewhat static...or the same in all instances.

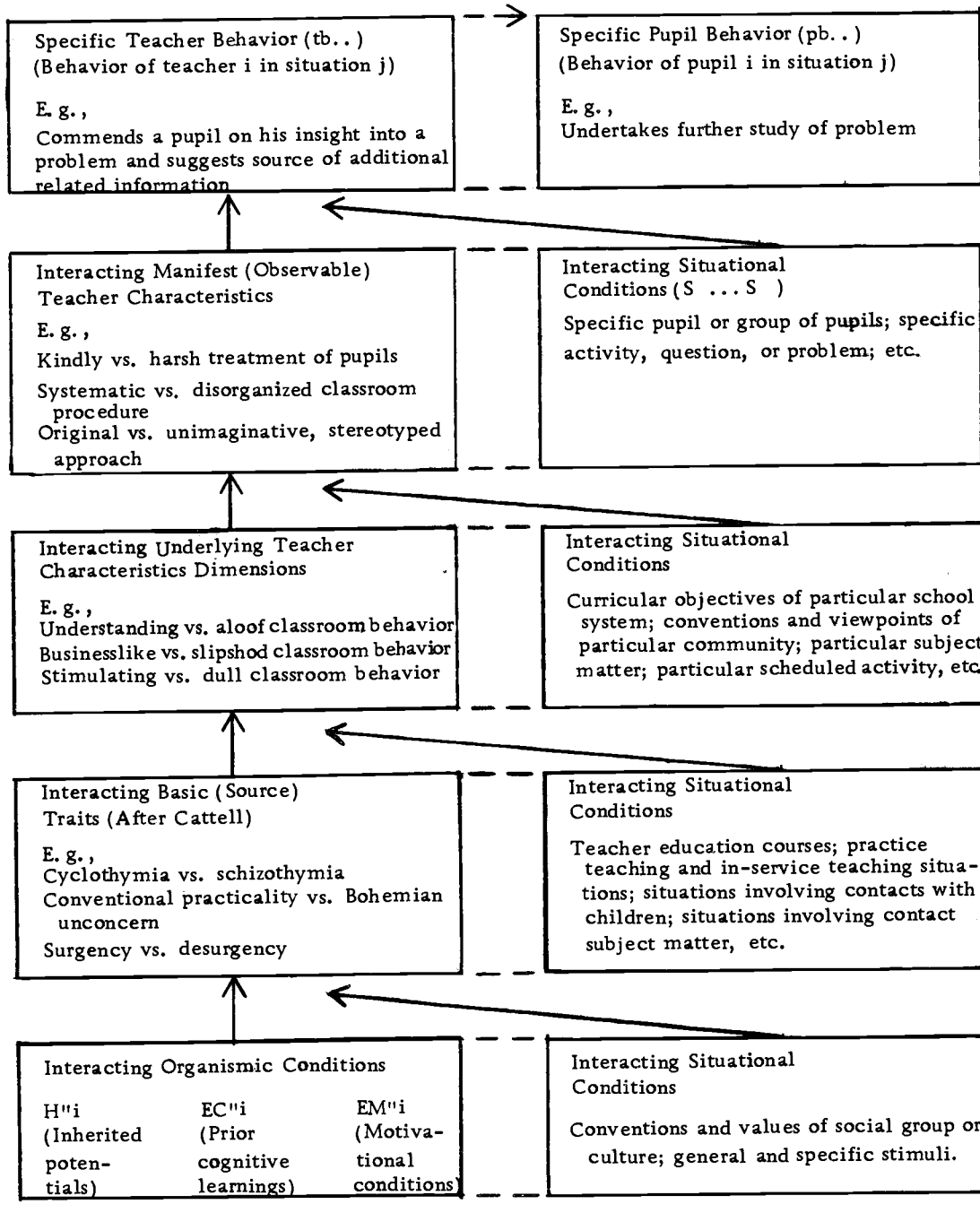

Figure 2. 1. Paradigm Illustrating the Integration of Teacher Behavior (Ryans, 1960a, p. 18).

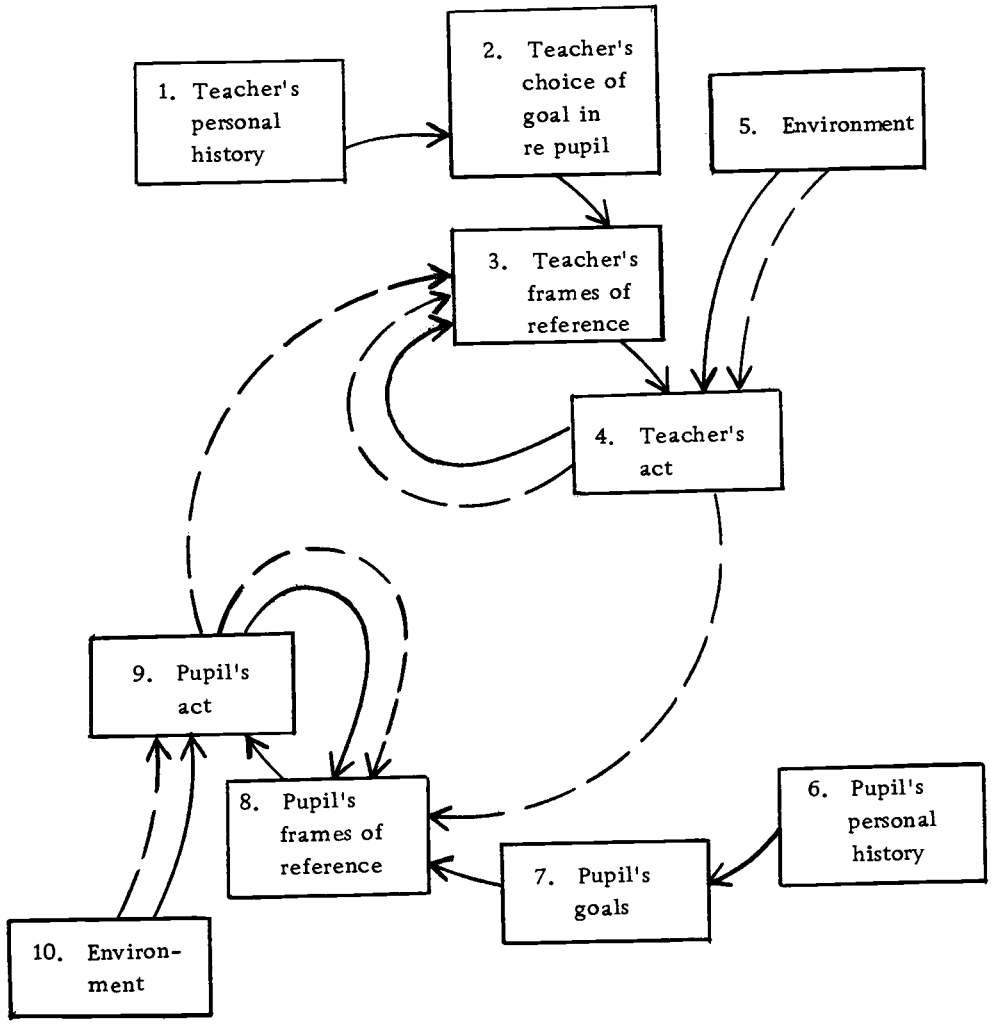

Figure 2. 2. A Brief Model for Pupil-Teacher Interaction (From Personal Communication of P. J. Runkel to N. L. Gage, 1958).

Gage (1972), for instance, in his discussion of settings in which teaching takes place refers to the possibility that the setting may be "the small group seminar, or a booth for programmed instruction, 'individually prescribed instruction,' or independent study" (p. 28). He, however, cites "the conventional classroom" as the place in which most research regarding teaching has been done. Surprisingly, "the conventional classroom" is used as though it is always the same...always according to some convention.

The influences of the myriad facets of the context on teacher performance are, by contrast, detailed by Schalock (in press, 1979):

> If one considers the developmental and ability differences in children being taught, the wide range of learning outcomes being pursued within differing subject areas, and the dynamic constellation of children, adults and learning materials in a classroom, the potential for the impact of the context in which learning takes place on the prediction and assessment of teacher effectiveness is essentially without end.

Related Studies

Some anthropologists (e.g., Kluckhohn, Benedict, Mead) have demonstrated an interest in continuous interactions between an individual and his environment. Of particular interest to the study reported here is a team effort by Smith and Geoffrey (1968) to examine the complexities of an urban classroom. The purpose of the study was to find out how middle-class teachers cope with lower-class elementary children.

Smith, the ethnographer, collected data from his classroom observations and was able to add a new dimension to understandings of interrelationships by interviewing his team-mate, Geoffrey, the classroom teacher, at the end of each day. Smith's observations were carried out for a semester; he observed in the classroom or, on occasion, elsewhere in the school during the total school day. He collected samples of all messages brought to the teacher, notices sent home to parents and assignment sheets as well as voluminous longhand notes about his observations. His raw data included all of these items plus his interpretations of behaviors he observed. These interpretations were particularly checked with Geoffrey to identify teacher intentions.

Sindell (1969) and Shaver and Larkins (1973), in separate reviews of this effort, lauded the team approach as a way to provide useful data from observation with the insight of the teacher to give it depth.

This model is adapted for the present study as the student teacher interview is included in the data collection process to gather information about his/her teaching context.

Although their dubious solution to the problem of evaluating teacher effectiveness would be to set up controlled experiments in "artificially simplified teaching situations" (p. 219), Rabinowitz and Travers (1953) provide a list of "unresolved difficulties" in teacher

evaluation. Among these is one relating to context:

> ...As the Gestalt psychologists have so often reminded us, behavior can be understood only insofar as it is seen in some setting. The "same" behavior in different contexts have different meanings. A teacher employing "identical" techniques in quite different classes is not likely to obtain "identical" results (pupil responses). The "same" classroom practices employed by different teachers will probably produce different pupil behavior. The entire matter of context presents a thorny research problem. For the most part we have few methods with which to describe and assess the setting in which events occur. Research has always been oriented toward the study of the figure and not the ground (Rabinowitz and Travers, 1953, p. 217).

Instrumentation for Measuring Teacher and Context Variables

An examination of Mirrors for Behavior (Simon and Boyer, 1970), a two-part anthology of 92 observation instruments, reveals that 73 of these have been developed to classify (and sometimes evaluate) teacher-pupil relationships. At least ten of these appear to have been developed for specific use in the training of teachers. Several of the teacher-training instruments are adaptations of Flanders Interaction Analysis System, a method of plotting and analyzing the ways teachers interact with their pupils.

It is often difficult, in reviewing the research on teacher effectiveness or teacher assessment systems, to distinguish instruments designed for use with student teachers from those designed to be used with experienced teachers.

In their review of the contents of the anthology, McNeil and Popham (1973) note that most of these instruments reflect the bias of their designers and few seemed to be as concerned with the consequences to learners as they are that teachers teach according to the categories being examined.

Rosenshine and Furst (1973) report that it is possible to locate more than 120 classroom observational systems by consulting only six reviews including the above mentioned Mirrors for Behavior. In their review of instrumentation for observations of teaching, they classify types of instruments according to the source of the variables the authors used.

Some of these instruments have explicit references to their theoretical or empirical bases such as one by Aschner and Gallagher which refers to Guilford's model of the operations of intellect. Others refer only implicitly to a theoretical or empirical base such as a general reference by Flanders that the contents of one of his instruments are reflective of theory and research in interpersonal relations.

A third classification by Rosenshine and Furst contains the systems that are modifications or syntheses of other identifiable systems. At least 24 of the 73 systems reviewed fit into this classification. Some represented a modification or expansion of only one other system, while others have drawn from two or more systems to create a new one. The Flanders system, for instance, is subdivided by

Amidon and has elements of Hughes and Miller, Taba, and Aschner and Gallagher added to it. It appears that this instrument was used as a teaching tool rather than for investigative research, as no studies related to it could be found in the literature.

The fourth classification of rating systems is labeled as author-originated because there are no references related to theory or empirical research and there appears to be no relationship to other systems. About one-third of the systems reviewed by Rosenshine and Furst fit this classification.

A single study related to the environment of the classroom and its effect on pupil achievement is reported in the literature relating to the assessment of teacher competence. Anthony (1968) assembled data on environmental factors in 20 fifth grade classrooms and found there was a relationship between average achievement of the class and its environment. In reviewing this study, McNeil and Popham laud it as an effort to define the environment. They lament the use of environment as a factor in some research related to teaching by commenting that classroom environment is viewed as an end rather than as a variable to be considered in connection with more remote consequences.

In their review of research on teacher education, Peck and Tucker (1973) reported that since 1964, more empirical research on some phase of teacher education has occurred than in all of the

years before. The probable cause is the influence of federal support in the form of research grants.

A close examination of the research on teacher education, however, reveals little related to assessing teacher performance and none related to the importance of the environment for student teaching except that already reported by Doyle. The focus of the teacher assessment research, reviewed by Peck and Tucker, is on the use of rating instruments to evaluate the effects of micro-teaching. Much of the rest of the research reviewed by them relates to attitudinal changes in pre-service teachers as a result of specific treatments.

Although it relates to beginning teachers instead of student teaching, the California Beginning Teacher Evaluation Study (BTES) is important to note here because of the definite interest in environment that is demonstrated in it.

The use of ethnographic data-collecting strategies, referred to in Chapter I, to develop understandings of the settings in which teaching occurs is defended by the researchers:

> A very rich qualitative data base is obtained when ethnographic procedures are used. The descriptive information not only helps further an understanding of the complexity of classroom instruction, it also provides insight into the dimensions that discriminate more-effective classrooms from less-effective ones (Berliner and Tikunoff, 1966, p. 30).

In this study the trained ethnographers gathered qualitative information from classrooms that had already been determined to be

more- or less-effective.

Summary

The review of the literature has provided a theoretical base for the study of context as it affects the performance of student teachers.

There is little actual research to review on the interaction between teaching environments and teaching effectiveness. There is even less on the function of environment for student teaching effectiveness.

Researchers from various fields other than education (e.g., psychology and anthropology) have provided useful background information and models for the present study of the effect of context on the performance of the student teacher.

An overview of the instrumentation for measuring teacher and context variables reveals that most of the instrumentation deals with affective factors. Little work has been done in the areas of assessing teacher performance and identifying context variables that may have an effect on it.

The next chapter will describe the development of the instrument to measure the complexity of the context, the organization of the study, and the method of analysis of the data obtained.

Chapter III

METHODS AND PROCEDURES

This study was designed to explore the relationships between various dimensions of context and the difficulty of a context as a setting in which to student teach. It also explored the relationship between context difficulty and teaching performance.

Locale

The Field Service Office of Oregon College of Education, in cooperation with a staff member from the Elementary Division, coordinates the placement of student teachers. One student teacher is assigned per classroom. During Fall term, 1978, when this study took place, 58 student teachers were assigned to 20 buildings in six school districts. These districts were: Albany, Central, Dallas, Lake Oswego, McMinnville, and Salem. A list of the buildings and the number of student teachers placed within these districts during Fall term, 1978, will be found in Appendix C.

Design of the Study

Subject Eligibility

All elementary student teachers who were enrolled in full-time student teaching at Oregon College of Education during Fall term, 1978,

were eligible to be subjects in this study. The grade levels represented were kindergarten through sixth grade.

Student Teachers Omitted from the Study

One student teacher who was assigned to less than a fifteen quarter hour student teaching load (full-time) was not included in this study. Another student teacher who did not have a signed Data Release Form on file in the Research on Teacher Education office in the Division of Teaching Research was not included. Four student teachers who withdrew early or who took an incomplete in student teaching and had left the buildings before the interviews were held were also omitted.

Requirements of the Office of Health, Education and Welfare

Each student teacher whose data were used has a signed Data Release Form on file in the Research on Teacher Education office in the Division of Teaching Research of the Oregon State System of Higher Education in Monmouth, Oregon (Appendix D).

Each student teacher was contacted by his/her college supervisor to gain permission for the interview prior to the visit by this researcher. All requirements of the Oregon State University Committee for the Protection of Human Subjects were met.

Data Collection

The investigator visited the 20 schools to which student teachers were assigned. These visitations were arranged with the help of the six college supervisors of the student teachers. In some cases, this investigator met the college supervisor at the building, was introduced to the student teachers and school supervisors, and proceeded to gather the context data in an interview with the student teacher.

In other instances, the college supervisor made arrangements for the interview at his or her final visit of the term, and the investigator then proceeded on her own at a later, pre-arranged date to gather the context data. These interviews were conducted in a two week period and involved 307 miles of travel.

Prior to the school visits, the investigator met with each college supervisor to explain the data gathering procedure and to gain general information about the settings to be visited. The college supervisors made periodic visits to their student teachers throughout the term. The performance rating data were obtained from their assessments.

Timing

In order to gain the most complete information about each setting, the student teacher interviews were held as near the end of the term as possible, the first two weeks of December. Valid

information relating to long-range context factors (e.g., pupil mobility and average pupil attendance rates) could not be obtained until that time.

Performance ratings of student teachers were completed by the supervisors at different times during the term. The assessment of performance on "Planning and Preparing for Instruction," for instance, occurred after lesson plans were completed for full responsibility teaching. This usually occurred during the first four weeks of the term.

Assessment of performance on "Performing Instructional Functions" was carried out during observations of a student teacher's time of responsibility for all class activities during a minimum of two weeks.

Performance ratings for "Obtaining and Using Information about Pupil Learning" occurred during the first two weeks of full responsibility as well as in the weeks that followed as pupil outcome data were analyzed.

Near the end of the term, student teacher performance was assessed on the competencies called "Relating Interpersonally" and "Performing Related Professional Responsibilities." Both of these required assessment of behaviors over the entire term.

Instruments of Measurement

Two specific instruments will be described in this section. One is designed to assess the context of teaching, "Context Rating Scale for Student Teachers" (CRSST) and the other to measure the competence of student teaching, "Competency Demonstration: Extended Full Responsibility Teaching" (EFR).

Context Assessment

The instrument used to assess the complexity of the context in which student teaching occurs, CRSST, was developed and validated as part of this study. The format of this instrument includes clusters of descriptors under subset headings (e.g., Organization of Instruction, Pupil Characteristics) followed by a statement asking the student teacher to describe any other factor related to that subset which affects the complexity of his or her context of teaching.

Finally, a complexity rating is given on a one-to-seven scale for each subset as well as an overall or summary rating of difficulty for the entire context. The development of this instrument had five major steps. A detailed time-table for the development and use of the CRSST appears on Table 3.1 (page 41).

A rough draft of the instrument was written by this researcher in collaboration with Dr. W. R. Fielder, Professor of Education at

Oregon State University, as the first step. Professional judgment based on years of experience as classroom teachers and supervisors of student teachers provided a mutual agreement to the important areas to be explored in a context rating instrument. Five areas were subsequently agreed upon: Organization of Instruction, Physical Facilities, Instructional Support, Pupil Characteristics, and School Supervisor Characteristics.

"Organization of Instruction" included an examination of the way the curriculum was presented to children. (e.g., Does this classroom function primarily in an individualized mode? Does it provide instruction as a total group process most of the time? Is the Instruction organized within a self-contained classroom or does it function primarily as a team-teaching effort?)

The effort, then, in evaluating the complexity of the context with respect to "Organization of Instruction" was to identify elements of organization patterns in such a way that the appropriate marking of the assessment instrument would provide a profile of the type of instruction provided in this context.

The examination of the "Physical Facilities" of the setting involved appraising space available for a variety of activities, adequacy of books and other teaching materials and the physical comforts of temperature control and noise levels from outside sources.

"Instructional Support," in the CRSST, refers to the availability

of specialists to assist the classroom teacher. These include a reading specialist, media specialist, aides, music, physical education or art teacher, and a school counselor. The procedure used was to include many "helpers" to the regular classroom teacher on the instrument in order to develop a profile of "Instructional Support" available in that setting.

The development of the "Pupil Characteristics" section of the instrument was probably the most challenging and most interesting. What characteristics of children generate complex situations for the classroom teacher? The developers of the rough draft of the instrument discovered that they had minimal disagreement about items to include. The challenge, rather, was to try to pull together a comprehensive list of pupil characteristics that reflected various experiences of the developers in the classrooms which had been part of their lives for many years.

The instrument includes information about total number of pupils in a classroom, number of boys vs. number of girls, absentee and mobility rates, reading levels, behavior patterns, language preference (if it is other than English), physical handicaps, socio-economic status, and academic ability levels.

The decision to include the category, "School Supervisor" as a major factor in analyzing the complexity of the context in which student teaching occurs was not made lightly. Many political and

personality questions are raised by including a rating of the school supervisor with respect to the way s/he contributes to the complexity of a teaching context. Some of these questions undoubtedly surface as a result of conflicting points of view between the rater and the school supervisor regarding priorities and procedures for teaching children. The Oregon College of Education program of student teacher supervision requires a high level of commitment from public school supervisors, and it is recognized that the person who is in charge of the classroom into which a college student goes for student teaching is a vital human element who helps create the context.

The whole issue of supervision of college students in teacher education--whether at the pre-service level as sophomores or juniors or at the senior student teaching level--has been discussed at the bargaining table during teacher negotiations in many districts. Teachers are increasingly asking for greater compensation for that effort. It seems imperative that teacher training institutions be able to identify school supervisors who will be beneficial to our programs in order to respond to the concurrent demands of cost-benefit analyses, teacher organizations and our students' needs.

The rough draft of the instrument identified a broad range of school supervisor characteristics. These included the training of the supervisor, years of experience in that particular setting, years of experience as an elementary teacher, ways of dealing with children,

ways of dealing with the student teacher, and format used for observing and recording the performance of the student teacher. The details of the items in this category were changed more dramatically during subsequent steps in the development of the instrument than were any of the other subsets--a reflection of the political sensitivity of this important variable.

The second step in the development of the setting instrument was to submit the rough draft to the 14-member team of the Elementary Division of Oregon College of Education for suggestions for revision. Ten members of the team responded with suggestions which ranged from punctuation changes to major additions and deletions.

Third, the instrument was rewritten and used in a pilot study which was carried out in fifty-eight classrooms where Oregon College of Education had placed student teachers during Winter Term, 1978.

Fourth, following its use in the pilot study, the instrument was revised once more. The revision was based on Factor Analysis and the comments of the respondents who were both college supervisors and school supervisors. Some reorganization of items occurred at this time and several additions were made to provide a more complete assessment of the complexity of the setting of the student teachers.

Fifth, content validity of the instrument was established by using a modified Delphi panel comprised of five public school professionals who regularly work with student teachers in their schools and five

professors of teacher education. Each cluster of items on the instrument was rated independently by these ten people on the following rating scale:

_____Retain this cluster
_____Remove this cluster
_____Modify this cluster as follows:_____
_____

Consensus was obtained from the members of this modified Delphi panel, after two rounds of voting, for the retention of each cluster of items that appears on the completed instrument used to assess the complexity of the context. (See Appendix B.)

Table 3.1 Time Table for Development and Use of the Context Rating Scale for Student Teachers

Date	Event
December, 1977-January, 1978	Rough draft developed in collaboration with Dr. W. R. Fielder
February, 1978	Submitted to OCE's Division of Elementary Education for revision
Late February, 1978	Instrument rewritten
March, 1978	Pilot study in 58 classrooms of OCE Elementary student teachers
May, 1978	Statistical Analysis of items of instrument used in pilot study
August, 1978	Instrument rewritten based on results of the pilot study analyses and respondents' suggestions
September, October, November, 1978	Instrument present to ten-member modified Delphi panel for further refinement and establishment of content validity
December, 1978	Completed instrument used in this study

Performance Assessment

The second instrument, used to measure performance of the student teachers, was the instrument that is used currently for such

assessments at Oregon College of Education. It is entitled, "Competency Demonstration: Extended Full Responsibility Teaching" (EFR). It included five areas of assessment:

Cluster I--Planning and Preparing for Instruction
Cluster II--Performing Instructional Functions
Cluster III--Obtaining and Using Information about Pupil Learning
Cluster IV--Relating Interpersonally
Cluster V--Performing Related Professional Responsibilities

This instrument was copyrighted in 1978 by Oregon College of Education and The Teaching Research Division, Oregon State System of Higher Education. It has been used, with careful field testing and necessary revision, every year since 1972 to assess performances of elementary student teachers.

Cluster I, "Planning and Preparing for Instruction," is used to assess the written lesson plans prepared by the student teacher for his/her EFR. Items assessed on this form include those relating to the statements of learning outcomes, indicators of achievement, the appropriateness of the instructional activities, and attention to the measurement of learning during the specific two to five weeks of full responsibility teaching.

Cluster II, "Performing Instructional Functions," has two sets of ratings. The teacher behaviors are marked with respect to: management of instructional transitions and terminations, conveying learning outcomes to pupils; carrying out all of the details of the

instructional activities; adapting instruction to the situation; and management of classroom behavior.

At the same time the rater evaluates the student teacher on the above items, s/he assesses pupil behavior in the following general areas: their movement from one activity to another; their understanding of the learning outcomes expected as displayed by their abilities to begin work with little confusion; their response to the instructional activities; their response to the adaptations that are made in instruction to accommodate the situation; and their response to the behavior management techniques used by the student teacher. The pupil behaviors are rated on the part of the form called, "Cluster IIp." Cluster II, then, produces two sets of performance ratings--on teacher behaviors and pupil behaviors during the instructional periods.

Cluster III, "Obtaining and Using Information about Pupil Learning," assesses the efficiency of the measurement of pupil learning and the efforts of the student teacher to obtain pre-instruction data as well as post-instruction data. The analysis and use of these data in planning instructional activities are also assessed in Cluster III.

"Relating Interpersonally," Cluster IV, assesses the student teacher's relationships with pupils, supervisors and other staff members. Attention is given to the timeliness, sensitivity and appropriateness of all of these interactions.

Cluster V, "Performing Related Professional Responsibilities," assesses the competencies of the student teacher with respect to the management of non-instructional activities (e.g., playground supervison and lunch count); personal grooming and mannerisms, meeting work schedules; dealing with parents and others in the community; and general maintenance of the classroom or learning environment.

Each indicator on each cluster is marked by the supervisor with the following marks:

++ Exceptional quality/effectiveness
+ Acceptable quality/effectiveness
+/- Uneven quality/effectiveness
- Unacceptable quality/effectiveness
No basis for judgment.

At the end of the rating period, numerical ratings from the one-to-seven index of competence are used to summarize the results of the observation. See Appendix B for the complete instrument to obtain performance ratings of student teachers.

Hypotheses

Hypothesis one: There will be no significant relationship between the ratings of the difficulty of the subsets and the summary ratings of difficulty on the CRSST at the .05 level of significance.

Hypothesis two: There will be no significant relationships between individual items and the summary score of difficulty (overall

rating) on the CRSST at the .05 level of significance.

Hypothesis three: There will be no significant relationships between individual items within a subset and the subset score of difficulty on the CRSST at the .05 level of significance.

Hypothesis four: There will be no significant relationship between each of the five clusters of student teacher performance ratings (Planning, Performing, Assessing, Interrelationships, and Professional Responsibilities) and the overall context difficulty rating at the .05 level of significance.

Hypothesis five: There will be no significant difference between performance ratings on "Planning and Preparing for Instruction" (Cluster I) and the difficulty rating of "Organization of Instruction" at the .05 level of significance.

Hypothesis six: There will be no significant relationship between performance ratings on "Performing Instructional Functions" (Teacher Behavior--Cluster II) and the difficulty rating of "Organization of Instruction" at the .05 level of significance.

Hypothesis seven: There will be no significant relationship between performance ratings on "Performing Instructional Functions" (Teacher Behavior--Cluster II) and the difficulty ratings of "Pupil Characteristics" at the .05 level of significance.

Hypothesis eight: There will be no significant relationship between performance ratings on "Performing Instructional Functions"

(Pupil Behavior--Cluster IIp) and the difficulty ratings of "Pupil Characteristics" at the .05 level of significance.

Hypothesis nine: There will be no significant relationship between "Performing Instructional Functions" (Teacher Behavior--Cluster II) and the difficulty rating of "Physical Facilities" at the .05 level of significance.

Hypothesis ten: There will be no significant relationship between performance ratings on "Relating Interpersonally" (Cluster IV) and the ratings of the "School Supervisor" at the .05 level of significance.

Treatment of Data

The Multiple R statistic was used to test null hypotheses two and three. The purpose was to identify the relative contribution of each factor to a criterion of difficulty. Multiple regression analysis was programmed by using the design established in the Statistical Package for the Social Sciences, Second Edition (1975).

The Pearson product-moment correlation was used to test null hypotheses one and four through ten. This bivariate correlation provides a single number which summarizes the relationship between two variables. The area of interest here was to measure the degree of relationship between two variables.

The narrative information gathered by the researcher during

interviews with the student teachers was summarized to provide a richness to the statistical analyses.

Summary

Assessments of the difficulty of the context and the performance of student teachers were obtained during one term at Oregon College of Education.

A major part of the study was the development and refinement of an instrument to measure context difficulty. Content validity was established with the assistance of a panel of experienced teacher educators from elementary public schools and colleges.

A comparison was made between selected performance ratings and context difficulty ratings. An analysis was also made of the items on the context difficulty rating instrument to determine the relative contribution of each factor to the overall difficulty rating.

The findings of these analyses will be presented in the next chapter.

Chapter IV

PRESENTATION AND ANALYSIS OF DATA

This study was developed to identify context factors which contribute to the complexity of the environment in which student teaching occurred and to investigate the relationship between the context difficulty and the ratings of student teacher performance. The subjects of the study were Oregon College of Education elementary student teachers Fall Term, 1978.

The complexity of the context was evaluated on the Context Rating Scale for Student Teachers (CRSST) which was developed for use in this study. The summative or overall evaluation of context complexity was recorded on a one-to-seven scale. One, on the scale, was identified as "unusually demanding" while seven indicated an "unusually easy" context in which to teach.

The ratings of student teacher performance were made on the "Competency Demonstration: Extended Full Responsibility Teaching" (EFR) instrument in use as part of an on-going student teacher evaluation at Oregon College of Education. This instrument, too, uses a one-to-seven rating scale. A rating of one indicated an incompetent performance, while a rating of seven was used to record an outstanding performance.

The investigator also examined the factors in the CRSST to

determine: 1) which of the five major subsets--Organization of Instruction, Physical Facilities, Instructional Support, Pupil Characteristics, or the School Supervisor--has the greatest influence on the complexity of the context; 2) if there is a significant relationship between the individual items within a subset and the subset score of difficulty; and 3) if there is a significant relationship between individual items and the overall (summary) rating of difficulty.

The other major area of investigation dealt with the relationships between the ratings of various levels of performance of student teachers and the difficulty of the context in which they were teaching.

Specifically investigated were: 1) the relationships between the overall difficulty of the setting and the individual performance ratings on Planning and Preparing for Instruction, Performing Instructional Functions, Obtaining and Using Information about Pupil Learning, Relating Interpersonally, and Performing Related Professional Responsibilities; 2) the relationships between the difficulty rating of Organization of Instruction, a subset of the CRSST, and the performance ratings for Planning and Preparing for Instruction and Performing Instructional Functions (Teacher Behavior); 3) the relationships between the difficulty ratings of Pupil Characteristics and Performing Instructional Functions (Pupil Behavior); 4) the relationships between the difficulty rating of Physical Facilities and Performing Instructional Functions; and 5) the relationships between the ratings of the School

Supervisor and the performance ratings on Relating Interpersonally.

Analysis Procedure

Two statistics were used to test the null hypotheses in this study. Multiple regression analysis was used to test the null hypotheses regarding the contents of the CRSST. The Pearson product-moment correlation was used to analyze the relationships between performance ratings and various dimensions of context complexity as well as the relationship between the rating of complexity of each subset and the summary or overall rating of complexity.

A step-wise regression was obtained for the 32 items on the instrument as well as summary analyses for each subset and the overall rating of complexity. The computer print-outs show summaries of these findings (Appendix E).

Rejection of the null hypothesis on the basis of the multiple regression analysis or the results of the Pearson product-moment correlation supports the alternative hypothesis that a significant relationship does exist.

In the following pages the hypotheses are re-stated followed by a narrative summary of the results of the analyses. Summary tables of the analyses appear throughout the chapter to reinforce or clarify the narrative.

Findings

Hypothesis one: There will be no significant relationships between the ratings of the difficulty of the subsets and the summary ratings of difficulty on the CRSST at the .05 level of significance.

In testing this hypothesis, the investigator examined the relationship of each of the subset difficulty ratings to the summary or overall rating of difficulty. The analysis from the Pearson r, with the significance interpolated from the degrees of freedom, reveals that the hypothesized null relationship between the summary ratings of difficulty on the CRSST and the difficulty ratings of subsets is rejected in the case of Organization of Instruction, Pupil Characteristics, and Physical Facilities. Two of these, Organization of Instruction and Pupil Characteristics, have significant relationships with the summary ratings of classroom difficulty at the .01 level of significance; while the third, Physical Facilities, is significantly related to the summary rating of difficulty at the .05 level. Table 4.1 displays these relationships.

Table 4. 1 Correlations Between Summary Ratings of the Subsets and the Overall Rating of Difficulty

Subset Summary Ratings	r	Significance
OIR - Organization of Instruction**	. 56	. 001
ISR-Instructional Support	. 13	. 350
PFR-Physical Facilities*	. 29	. 038
PCR-Pupil Characteristics**	. 49	. 001
SSR-School Supervisor	. 17	. 215

*=significant at the . 05 level; **=significant at the . 01 level

Hypothesis two: There will be no significant relationship between individual items and the summary score of difficulty (overall rating) on the CRSST at the . 05 level of significance.

Multiple regression analysis was used to test the significance of the relationship of each of the 32 clusters of items on the CRSST (e.g., a cluster of items related to individualized instruction or "acting out" pupils) with the overall complexity of the context. In other words, what factors that are described by this instrument significantly affect the context complexity?

The hypothesized null relationship between individual items and the summary score of difficulty is rejected for 20 of the 32 items on the CRSST. Sixteen of these 20 items showed a significant relationship to the overall complexity of the context at the . 01 level. They were: individualize instruction; socio-economic status of pupils; whether the school supervisor intrudes on the student teacher while

s/he is teaching; the total number of pupils in the room; total group instruction; the presence of gifted pupils; whether the school supervisor monitors and records the performance of the student teacher; the presence of severely learning disabled pupils; the mobility rate of the pupil population; a special reading teacher; a counselor; outside noise; pupils who speak English as a second language; high absentee rate of pupils; the use of a gym or playroom; and many support services.

Four of the items showed a significant relationship at the .05 level. They were: the availability of classroom space; whether the school supervisor understands OCE's system of student teacher assessment; acting out pupils; and the availability of books and supplies.

It is of particular interest that each subset contributes some items to the list of 20 significant factors. As the principal creator of the instrument used to rate context, the investigator was gratified to realize that all of the subsets did, in fact, make a statistically significant contribution to the defined complexity of the contexts examined.

Pupil Characteristics account for more of the significant factors than any other subset--twice as many as the next one, in fact. There are eight significant Pupil Characteristic factors; four significant Physical Facility factors; three each for the School

Supervisor and Instructional Support subsets; and two significant factors related to Organization of Instruction. Table 4.2 displays the strength of individual items as they relate to the overall difficulty.

Table 4.2 Multiple Regression Analysis of Strength of Individual Items and the Overall Rating of Difficulty

Item	Item No.	Multiple R	Overall F	Significance
Individualized**	OI1	.37	7.34	.010
Socio-econ. status**	PC3	.47	6.32	.004
Intrudes on ST**	SS3	.54	5.85	.002
Total No. **	PC11	.58	5.31	.001
Total grp. instr. **	OI3	.62	5.04	.001
Gifted pupils**	PC8	.65	4.78	.001
Monitors & Records**	SS4	.67	4.48	.001
Severe LD**	PC6	.68	4.14	.001
Mobility**	PC2	.70	3.88	.002
Rdg. teacher**	IS4	.71	3.62	.002
Counselor**	IS2	.72	3.38	.003
Outside noise**	PF6	.73	3.26	.003
Eng. as 2nd Lang. **	PC9	.75	3.20	.003
Absences**	PC4	.76	3.13	.004
Gym or Playrm. **	PF1	.76	2.90	.006
Many support sev. **	IS3	.77	2.68	.010
Classrm. Space*	PF4	.77	2.50	.015
Acting out*	PC5	.77	2.33	.021
Understands OCE sys. *	SS5	.78	2.21	.029
Books, supplies*	PF5	.78	2.07	.041
Phys. Handicap	PC10	.79	1.92	.059
Workspace	PF3	.79	1.80	.082
Temp. control	PF7	.79	1.69	.107
No. of boys vs. grl.	PC1	.80	1.59	.139
Relates to ST	SS6	.80	1.52	.165
Rdg. level	PC7	.81	1.46	.196
Aide or volunteer	IS1	.81	1.36	.245
Sm. grp. instr.	OI2	.81	1.27	.301
Self-con. vs. Team	OI4	.82	1.20	.355
Own disciplin.	SS2	.82	1.11	.425
Media center	PF2	.82	1.01	.512
Time in setting	SS1	.82	.92	.600

* = significant at the .05 level; ** = significant at the .01 level

Hypothesis three: There will be no significant relationships between individual items within a subset and the subset score of difficulty on the CRSST at the .05 level of significance.

This hypothesis was designed to examine each item within a subset to determine whether it had a significant relationship with the score of difficulty for that subset. This particular analysis turned out to be the least interesting of all. The multiple regression analysis, displayed in Table 4.3, indicates that each item on the CRSST shows a significant relationship with the summary score of its subset; therefore the hypothesis is rejected in every case.

None of the subsets--Organization of Instruction, Instructional Support, Physical Facilities, Pupil Characteristics, or the School Supervisor--contains factors to be evaluated that do not relate significantly at the .01 level of significance except the availability of the media center and books and supplies. The relationship of both of these items with the whole subset rating of Physical Facilities is significant at the .05 level, however. This analysis reveals that each item on the CRSST is appropriately identified with and does have a significant relationship with its subset heading.

Table 4. 3 Regression Analysis of Strength of Individual Items and the Summary Subset Ratings of the CRSST

4. 3A Organization of Instruction

Items	Item No.	Multiple R	Overall F	Significance
Total Grp. Ins. **	OI3	. 48	14. 70	. 000
Indiv. Ins. **	OI1	. 55	10. 85	. 000
Small Grp. Ins. **	OI2	. 60	9. 18	. 000
Self-con. **	OI4	. 60	6. 75	. 000

** = . 01 level of significance

4. 3B Instructional Support

Items	Item No.	Multiple R	Overall F	Significance
Multiple Support Services**	IS3	. 63	32. 75	. 000
Counselor**	IS2	. 65	17. 28	. 000
Aide or Volun. **	IS1	. 66	12. 21	. 000
Reading Tchr. **	IS4	. 66	8. 96	. 000

** = . 01 level of significance

4. 3C Physical Facilities

Items	Item No.	Multiple R	Overall F	Significance
Gym or Playroom**	PF1	. 38	8. 41	. 006
Classroom space**	PF4	. 45	6. 39	. 003
Workspace**	PF3	. 48	4. 91	. 005
Outside noise**	PF6	. 51	4. 14	. 006
Temp. control**	PF7	. 52	3. 47	. 010
Supplies, Bks. *	PF5	. 53	2. 95	. 016
Media Center*	PF2	. 53	2. 51	. 029

* = . 05 level of significance; ** = . 01 level of significance

Table 4.3 (Continued)

4.3D Pupil Characteristics

Items	Item No.	Multiple R	Overall F	Significance
Acting Out**	PC5	.49	14.44	.000
Socio-econ. **	PC3	.65	16.15	.000
Mobility**	PC2	.68	12.66	.000
Rdg. level**	PC7	.70	10.31	.000
Class size**	PC11	.72	8.75	.000
Severe LD **	PC6	.73	7.66	.000
# Boys vs. Girls**	PC1	.74	6.76	.000
Absence rate**	PC4	.75	6.07	.000
Gifted Pupils**	PC8	.75	5.32	.000
Phys. Handicap**	PC10	.75	4.72	.000
Eng. as 2nd Lang. **	PC9	.76	4.26	.001

** = .01 level of significance

4.3E School Supervisor

Items	Item No.	Multiple R	Overall F	Significance
Relates to ST**	SS6	.62	30.65	.000
Understands OCE's System**	SS5	.71	25.12	.000
Monitors & Records**	SS4	.76	21.90	.000
Time in setting**	SS1	.79	19.38	.000
Intrudes on ST**	SS3	.81	17.15	.000
Own disciplining**	SS2	.81	14.27	.000

** = .01 level of significance

Hypothesis four: There will be no significant relationship between each of the five clusters of student teacher performance ratings (Planning, Performing, Assessing, Interrelationships and Professional Responsibilities) and the overall context difficulty rating at the .05 level of significance.

Ratings on performance are given in two major areas during the time the student teacher is instructing. Teacher behaviors and pupil behaviors are assessed throughout the Extended Full Responsibility (EFR) period of two to five weeks. The behaviors of pupils were considered to be significant at the .05 level when compared with the overall difficulty rating of the context.

Pupil behaviors that are assessed during instruction include their effective movement from one activity to another; their responses to instructional activities; their responses to adaptations in planned instruction; their ability to begin work with little confusion and delay; and their responses to behavior management techniques.

The hypothesized null relationship between the overall rating of difficulty of a context and the performance ratings of the student teaching is rejected only on the item that relates to pupil behaviors during instruction. Table 4.4 shows this and the other relationships of performance ratings with overall difficulty rating of the context.

Table 4.4 Correlation of Performance Ratings with Overall Difficulty Rating of Context

Cluster Rated		Pearson Correlation Coefficients	Significance
Cluster I:	Planning	.095	.509
Cluster II:	Performing Instruc. Functions (Teacher behavior)	.009	.946
Cluster IIp:	Performing Instruc. Functions (Pupil behavior)*	.280	.048
Cluster III:	Assessment of Lrng.	.134	.359
Cluster IV:	Relating to Others	.183	.201
Cluster V:	Professional Responsib.	.230	.105

* = .05 level of significance

The following six hypotheses deal with relationships between specific performance ratings and difficulty ratings of specific subsets on the CRSST. They are clustered here and will be discussed, when appropriate, as a group. Individual items which do show significant relationships will be highlighted in the discussion.

Hypothesis five: There will be no significant relationship between performance ratings on Planning and Preparing for Instruction (Cluster 10) and the difficulty rating of Organization of Instruction at the .05 level of significance.

Hypothesis six: There will be no significant relationship between performance ratings on Performing Instructional Functions (Teacher Behavior--Cluster II) and the

difficulty rating of Organization of Instruction at the .05 level of significance.

Hypothesis seven: There will be no significant relationship between performance ratings on Performing Instructional Functions (Teacher Behavior--Cluster II) and the difficulty ratings of Pupil Characteristics at the .05 level of significance.

Hypothesis eight: There will be no significant relationship between performance ratings on Performing Instructional Functions (Pupil Behavior--Cluster IIp) and the difficulty ratings of Pupil Characteristics at the .05 level of significance.

Hypothesis nine: There will be no significant relationship between Performing Instructional Functions (Teacher Behavior--Cluster II) and the difficulty rating of Physical Facilities at the .05 level of significance.

Hypothesis ten: There will be no significant relationship between performance ratings on Relating Interpersonally (Cluster IV) and the ratings of the School Supervisor at the .05 level of significance.

The hypothesized null relationships between the difficulty rating of Organization of Instruction and both Planning and Performing Instructional Functions (Teacher Behavior) are accepted. The data

show no significant relationships between the ways the curriculum is organized and the performance ratings of the student teacher in Planning and Preparing for Instruction and Performing Instructional Functions.

Hypotheses seven and eight state null relationships between the difficulty ratings of Pupil Characteristics and Performing Instructional Functions (Teacher Behavior) and between Pupil Characteristics and Performing Instructional Functions (Pupil Behavior). Both are accepted.

Because Performing Instructional Functions is assessed on two levels--the behavior of the teacher and the behavior of the pupils during instruction--it is important to analyze both of these with respect to Pupil Characteristics. In neither case was there a significant relationship between the difficulty rating of Pupil Characteristics and the performance ratings of the student teacher when that performance was assessed with respect to the actual instructional functions that are a part of student teaching.

Although Pupil Characteristics were identified in this study as being the greatest contributor to the overall complexity of the context, they did not significantly affect the assessment ratings of the student teachers while they were performing instructional functions. It is possible that the supervisor who is marking the assessment of performance rating forms subconsciously acknowledges that the student

teacher is in a difficult setting with respect to characteristics of pupils and compensates for this knowledge with somewhat higher ratings than a similar performance would merit in an "easier" setting.

The influence of Physical Facilities on the Performance of Instructional Functions (Teacher Behavior) was examined in hypothesis nine. The difficulty rating of the Physical Facilities showed no significant relationship to the performance ratings the student teachers received when assessed on Performing Instructional Functions. The null hypothesis which tested this relationship between Physical Facilities and Performance of Instructional Functions (Teacher Behavior) is, thus, accepted. No student teacher in this study was in a situation in which the Physical Facilities created a problem with respect to the Performance of Instructional Functions.

The null hypothesis which examined the relationship between the performance ratings given to student teachers to assess their competencies of Relating Interpersonally and the complexity of the context when the rating of the school supervisor was rejected.

It is interesting to note that the item on the subset of School Supervisor which ranks first in the multiple regression analysis and has the highest correlation with the overall rating of the supervisor is the item that refers to the way in which that person relates to the

student teacher. If interpersonal relationships are, in fact, the most productive in a mutually supportive situation, it is not at all surprising that student teachers rate highest on interpersonal relationships who are placed in classrooms with school supervisors who also have a high rating with respect to his or her relationship with the student teacher.

The School Supervisor's relationship is rated on the CRSST as "warm, neutral, or cold." A supervisor who relates warmly would contribute to a less complex setting because of that attitude than the school supervisor who relates neutrally or coldly to the student teacher. The rejection of null hypothesis ten is in response to the fact that, in this study, a significant relationship did exist between the performance ratings of student teachers on the competency Relating Interpersonally and the difficulty rating of the context with respect to the School Supervisor. A display of the correlations of specific performance ratings and selected context difficulty ratings can be found in Table 4.5.

Table 4.5 Correlations of Performance Ratings and Context Difficulty Ratings for Selected Items

Compared Items	r	Significance
Cluster I/Org. of Instruc.	-.06	.69
Cluster II/Org. of Instruc.	-.09	.51
Cluster II/Pupil Characteris.	-.02	.89
Cluster IIp/Pupil Characteris.	.22	.12
Cluster II/Physical Facilities	-.08	.56
Cluster IV/School Supervisor**	.42	.003

** = .01 level of significance

Summary

A review and analysis of the data which were obtained in this study are presented in this chapter. Examinations of the items on the CRSST and their relationships to the complexity ratings of the context were made.

Hypothesis one, the relationship between the difficulty of the subsets and the summary rating of difficulty, is rejected (at the .05 level of significance or higher) for three of the five items examined as indicated in Table 4.1.

Hypothesis two, the relationship between individual items and the summary score of difficulty, is rejected (at the .05 level of significance or higher) for 20 of the 32 items examined. Table 4.2 specifies the level of significance for each item.

Hypothesis three, the relationship between individual items within a subset and the subset score of difficulty, is rejected (at the .05 level of significance or higher) for all 32 items. Each was significantly related to the difficulty ratings of the subset to which it was assigned. Table 4.3 specifies the level of significance for each item.

Examination was also made of the relationships between context complexity ratings and student teacher performance on selected competency ratings.

Hypothesis four, the relationship between the overall rating of difficulty of the context and each of the five performance ratings, is

rejected (at the .05 level of significance or higher) on only one item as specified in Table 4.4. Student teacher Performance of Instructional Functions, when it is assessed on the basis of pupil behaviors during lessons being taught, did show a significant relationship to the overall rating of difficulty of the context.

Hypotheses five, six, seven, eight, nine, and ten examined relationships between specific performance ratings for student teachers and specific subset difficulty ratings. Hypothesis ten, the relationship between performance ratings on the competency called Interpersonal Relationships and the rating of the difficulty of the context in relationship to the school supervisor, is the only one of these that is rejected (at the .05 level of significance or higher).

In the final chapter the conclusions related to these findings will be discussed.

Chapter V

SUMMARY AND CONCLUSIONS

The central problem of this study was to construct and validate an instrument to measure the complexity of the contexts in which student teaching occurs and to use the instrument in the investigation of factors related to context complexity and its effect on student teacher performance.

Information from two types of data gathering were included in this summary. The discussion of the quantitative data, analyzed in Chapter IV, is enriched by qualitative information gathered during interviews with the student teachers who were subjects of this study. A summary of these student teacher interview data appears at the end of this chapter.

The development of the instrument, Context Rating Scale for Student Teachers (CRSST), was the result of initial collaboration between this investigator and Dr. W. R. Fielder. A critique by members of the Oregon College of Education Elementary Education faculty followed. The revised instrument was used in a pilot study followed by Factor Analysis of the results. It was rewritten and submitted to a modified ten-member Delphi panel for revision and content validation. A final rewriting, based on the panel's recommendations, occurred before it was used in this study.

Student teachers were interviewed by this investigator using the CRSST to gain information about the complexity of the contexts in which they taught. College supervisors rated the performances of these student teachers on another instrument which is used to assess competencies of student teaching at Oregon College of Education. It is Competency Demonstration: Extended Full Responsibility Teaching (EFR).

Multiple regression analysis was used to examine the relative contribution of each factor to summary ratings of difficulty. The Pearson product-moment correlation was employed to measure the degree of relationship between two variables. The level of significance of .05 was acceptable.

Results of Data Analyses

Hypotheses

Hypothesis one: There was a significant relationship between the summary rating of difficulty and the rating of difficulty of three of the five subset ratings--Organization of Instruction, Pupil Characteristics and Physical Facilities--at the .05 level of significance.

Hypothesis two: Each individual item showed a significant relationship to its subset summary rating of difficulty

at the .05 level of significance or higher.

Hypothesis three: There was a significant relationship between 20 of the individual items and the summary rating of difficulty at the .05 level of significance or higher.

Hypothesis four: There was a significant relationship between pupil behaviors during instruction in the EFR and the overall difficulty of the setting at the .05 level of significance.

Hypothesis five: The mean of performance ratings on Planning and Preparing for Instruction showed no significant relationship to the mean of the ratings of the difficulty of Organization of Instruction at the .05 level of significance.

Hypothesis six: The mean of the performance ratings on Performing Instructional Functions (Teacher Behavior-Cluster II) showed no significant relationship to the mean of the difficulty ratings of Pupil Characteristics at the .05 level of significance.

Hypothesis seven: The mean of the performance ratings on Performing Instructional Functions (Teacher Behavior--Cluster II) showed no significant relationship to the mean of the difficulty ratings of the Pupil Characteristics at the .05 level of significance.

Hypothesis eight: The mean of the performance ratings on Performing Instructional Functions (Pupil Behavior--Cluster IIp) showed no significant relationship to the mean of the difficulty ratings of Pupil Characteristics at the .05 level of significance.

Hypothesis nine: The mean of the performance ratings on Performing Instructional Functions (Teacher Behavior--Cluster II) showed no significant relationship to the mean of the difficulty ratings of Physical Facilities at the .05 level of significance.

Hypothesis ten: There was a significant relationship between the performance ratings on Relating Interpersonality (Cluster IV) and the ratings of the School Supervisor at the .05 level of significance.

CRSST Item Analysis

An examination of the multiple regression analyses of the strengths of individual items of the CRSST and the overall rating of difficulty reveals that each subset contributes factors which are significant to the complexity of the context.

The Organization of Instruction subset contributed two items to the 20 factors considered to be significant. These were individualized instruction and total group instruction. Both were significant at the

.01 level. The myriad responsibilities connected with any kind of individualized instruction in the elementary schools help explain the reason for this factor as a contributor to overall complexity. The planning, instructing, monitoring, and record-keeping that are inherent in any instructional mode become more complex as these efforts are multiplied by the number of individual pupils.

The inclusion of total group instruction as a significant factor in relationship with the overall complexity of the setting is more difficult to explain. A possible explanation is that some student teachers found that it was difficult to maintain the climate for learning that they desired when the entire class was involved in a group lesson. Art lessons, for instance, are usually taught to the entire class as a total group. These are sometimes difficult to manage in a smooth-flowing manner and, thus, the total group instruction would be identified as a significantly difficult experience.

Physical Facilities accounted for four factors which were significant contributors to the complexity of the context. Two of these--outside noise and the use of a gym or playroom--were significant at the .01 level; while having adequate classroom space and books and supplies were identified as significant at the .05 level.

The item relating to outside noise was specifically stated to find out if the classroom was rarely, sometimes or frequently bothered by outside playground noise. In the interviews with student

teachers, however, it quickly became apparent that noises other than outside playground noise were important factors in the complexity of their classrooms as places to teach. Specifically, other outside noises identified were traffic noises for classrooms in urban settings with windows facing the street as well as noises from other classrooms (e.g., teachers' and children's voices, tape recordings and sound tracks from films) in settings which had open-space architecture.

The second most important physical facility factor related to the use of a gym or playroom. The investigator asked if these facilities were available every day, three times a week, one to two times a week or never. The conversations with student teachers who had infrequent or no use of such a facility universally revolved around the importance of having a place away from the classroom for big muscle activity. This was especially significant, of course, during inclement weather when the usual out-of-doors playground activities were not available.

Inadequate classroom space created problems for some student teachers. During the interviews, these student teachers said they needed more space for learning centers. In classrooms where learning centers were not a part of the curriculum, the space available seemed to be adequate most of the time.

The need to share textbooks and supplies was cited in one

district only; however this item appeared frequently enough in that district to be identified as a significant factor in the complexity of the teaching context at the .05 level of significance. The awkward, time-consuming effort of moving textbooks back and forth among classrooms where they were being used daily was discussed independently with this investigator by each student teacher whose teaching was affected by this phenomenon.

Two specific factors and a more general one related to Instructional Support were identified as relating to the difficulty of the setting at the .01 level of significance. The items relating to a reading teacher, a counselor, and "many additional support services" are the factors identified as having the greatest strengths in the overall rating of difficulty.

All but three student teachers (49) reported that the building in which they taught had a full-time reading teacher. Those three had a reading teacher available half-time in their buildings. This particular support service was reported more frequently than any other. In many cases, student teachers reported a more complex setting resulting from the ever-present need to schedule children in and out of the room to meet with special teachers. Reading teachers were among those identified in this respect. For the purposes of this study, student teachers did not weigh the relative benefits of having the additional help for pupils who have severe reading problems.

The student teachers did, however, feel that the lack of a full-time counselor was a factor which contributed to the difficulty of the setting. Counselors were available full time to only 17 of the student teachers; moreover 20 reported no counselor services available in their buildings. Thirteen student teachers worked in buildings where a counselor was available less than half-time. Student teachers, in buildings where there was little or no counselor time available, identified this lack of support to be a critical consideration in the overall difficulty of the setting. Their need to have outside support in working with a child who had emotional or behavior problems permeated the interviews when the area of Instructional Support was explored.

The item relating to "many additional support services" identifies music and physical education teachers, media specialists and speech correctionists as examples. Most student teachers named some of these as being available either on a daily basis or as requested by the classroom teacher. Certainly if none of these representatives of instructional support were available, the student teacher would have found him/herself in a more complex setting. S/he would not have had the free periods available when the music teacher, for instance, took over the class two or three times a week; moreover, s/he would have had the additional responsibility for planning and teaching the music class.

Parallel examples can be drawn for the special physical

education teacher or the media specialists, both of whom could take over the entire class for at least one period a week for special instruction. A speech correctionist, on the other hand, is more likely to work with individual children or small groups of children. S/he provides a service to pupils in the school which the classroom teacher probably has neither the time nor expertise to do.

The surprise in this analysis was the fact that the lack of aides or volunteers did not surface as a significant item related to the overall difficulty of the context in the regression analysis. Only one classroom was identified as having a full-time aide, and only five had aides for at least half time. Eight student teachers reported that their rooms had no aide- or volunteer-time, and the majority reported the availability of an aide for an hour or less per day.

One possible explanation for this lack of significance of aide-time is that the student teachers usually use the school supervisors as teaching aides when working with small groups or individualized programs in reading or mathematics. School supervisors do not serve in the role of clerical aides to prepare worksheets or grade papers, but they do respond by assuming the instruction of a small group if the student teacher requests this type of assistance.

Even though this item did not appear significant in the regression analysis, student teachers did elaborate on their problems concerning aide-time during the interviews. This information

appears in a later section in more detail.

The examination of the strength of individual items and their relationship to the overall difficulty, the subset of Pupil Characteristics accounts for eight of the 20 significant items. Significant, at the .01 level, were socio-economic status of the pupils; the total number of pupils in the class; the number of gifted pupils; the number of severely learning disabled pupils; the mobility rate of the pupil population; pupils who use English as a second language; and the absentee rate. The number of "acting out" pupils was significant to the overall difficulty of the classroom at the .05 level of significance.

It is possible to cluster these factors into two groups of four items each. Those that referred to the individual pupils who were different from the norm--the gifted; the learning disabled; the child who uses English as a second language; and the child whose behavior was identified as "acting out"--made up one cluster.

The other cluster of pupil characteristics referred to group characteristics rather than individual children. These factors included the general socio-economic status of the class; the absentee and mobility rates of the class; and the total number of children enrolled in the classroom. Studies by Neale and Proshek (1967) and Glick (1970) report that pupils from lower socio-economic areas have a less positive attitude toward school than children from upper

socio-economic areas. This is often reflected in a higher absentee rate.

A high mobility rate of the pupil population was a contributing factor to the overall difficulty of some settings. Seventeen student teachers reported an average gain or loss of two or three pupils per month or an average of 18 to 27 changes in pupil population during the school year. Eleven of these classrooms were identified as predominately low socio-economic status. The student teachers in schools with high absentee and mobility rates reported, in the interviews, that motivation was a constant challenge in these settings.

The School Supervisor was the final subset to be examined in the multiple regression analysis of the strength of individual items and the overall difficulty rating. Two of the items in this subset were significant at the .01 level. These were the frequency with which the supervisor intruded on the student teacher while the latter was teaching and the way the supervisor monitored and recorded the performance of the student teacher. The degree of understanding that the school supervisor had of the assessment process used by the Oregon College of Education teacher training program was significant at the .05 level.

The effectiveness of the school supervisor in contributing to a context which was not too complex for the student teacher appeared to be directly related to his/her role as a supervisor and less involved with the role as a classroom teacher.

Items on the CRSST which related to the effectiveness of the supervisor as a classroom teacher include the length of time as a teacher in that setting and the amount of time s/he spends disciplining while teaching. Neither of these was significant to the overall

difficulty of the setting; however the supervisory skills of allowing the student teacher to teach without frequent intrusions and being able to monitor, record, and give feedback about performance were both significant at the .01 level.

An understanding of OCE's system of student teacher assessment seemed to be an integral part of the effectiveness of the supervisor. Those who did not understand the system or chose not to use it contributed to the complexity of the context for the student teacher who was required to be evaluated by that system.

Performance Ratings and Context Complexity

The overall rating of context complexity showed a significant relationship with only one of the performance rating clusters. Interestingly, this single performance cluster dealt with pupil behaviors during an instructional period. It was significant at the .05 level. This cluster dealt with ways pupils responded to instruction. In other words, pupil behaviors that tended to rate high (as appropriate behaviors during instruction) occurred in settings which were identified as less difficult in an overall rating of complexity.

In an examination of the relationship of performance ratings to selected items on the CRSST, the only items which showed a significant relationship (at the .01 level) were the assessments of the student teacher on Interpersonal Relationships (Cluster IV) and the rating of the School Supervisor subset. Cluster IV assesses the way a student

teacher related to pupils and supervisors. The school supervisor who rates as supportive and effective encourages the type of response from a student teacher which would allow him or her to rate high in Interpersonal Relationships.

Conclusions

The Context Rating Scale for Student Teachers has provided information about the contexts in which student teaching occurred. Several factors which significantly affect the overall complexity of context for student teachers have been identified and described.

Although each of the major subsets of the CRSST--Organization of Instruction, Instructional Support, Physical Facilities, Pupil Characteristics, and School Supervisor--contributed at least two factors that were significant to the overall rating of difficulty, pupil characteristics are clearly the most significant of the five areas examined. These factors can be clustered into two groups of pupil characteristics--those that related to individuals and those that described the general pupil population of the classroom.

Two performance ratings were significantly related to some aspect of the context. The performance ratings of student teachers in the competency called Relating Interpersonally were significantly related to the rating of the school supervisor; and the manner in which pupils behaved during instruction was significantly related to

the overall difficulty of the context.

The importance of context factors in the teaching/learning situation is just beginning to be fully explored in educational research. This study provides a new dimension to that research and suggests possibilities for further investigations.

Two significant questions appear as cautions to the researcher who is interested in pursuing the implications of this study.

Is it not a paradox in public education that pupil characteristics are revealed as being the greatest contributors to the complexity of the context of student teaching? Pupils are the essence of the context. They cannot be eliminated, of course, to make the context less complex.

The second question is an inherent part of this entire study. What is a real context? The items on the CRSST were developed to obtain a quantitative assessment of context. The reality of any classroom setting, however, encompasses the interaction patterns among pupils and between teachers and pupils. The student teacher is an integral part of the real context. His or her interactions affect the entire picture of context in a way that is not measured in this study.

Recommendations for Further Study

1) Investigate the setting of student teachers who withdraw or otherwise fail to complete the requirements of student teaching to determine if context complexity is a factor in their decisions.

2) Using the CRSST, develop a long-range study of context of student teaching to determine if other patterns emerge when a larger n is involved.

3) Investigate the influence of context on pre-student teaching classroom experiences of students in teacher training.

4) Investigate, in detail, the relationships between the sub-headings of the performance assessment instrument (e.g., Managing Instructional Transitions and Terminations under Cluster II: Performing Instructional Functions) and the ratings of context complexity as found on the CRSST.

5) Investigate the influence of context on experienced teachers as their performances are rated.

Supplementary Data from Student Teacher Interviews

"What factors, other than those we have just discussed, contribute noticeably to the complexity of this school or classroom as a place in which to teach?"

The above question, with some variations in form which will be explained later, was asked each respondent five times during the interview.

In recognition of the real possibility that the CRSST would fail to pick up all of the nuances relating to the complexity of each teaching context, this question was posed at the end of each subset. For example, after the subset clusters had been checked in Organization of Instruction, the investigator asked the student teacher if s/he could think of any other factor related to instruction that noticeably contributed to the complexity of his/her setting as a place to teach. The same type of question was posed with respect to Instructional Support, Physical Facilities, Pupil Characteristics and the School Supervisor.

The results from these questions on the CRSST are reported here.

Organization of Instruction

All of the responses to the above question in the Organization of Instruction subset centered on increased complexity as a result of

movement of children and the resulting increased demands this created for the teacher. Specifically, seven student teachers were in classrooms in which learning centers are an integral part of the organization of instruction. Each of them responded that the classroom organization was complicated by the demands of monitoring pupils at the centers as well as keeping the centers well supplied with useful learning materials.

Others identified cross-graded reading instruction and constant daily re-grouping of children for reading as factors that contributed to the difficulty of their teaching assignments. The demands of becoming rapidly acquainted with many different children's needs in these situations seemed to be the key to the difficulty in this type of instructional organization.

Instructional Support

A recurrent response to the question of what other factors of instructional support contributed to the complexity of the context in which the student teacher performed was the need to accommodate the many disruptions that occurred in the classroom as children came and went to special programs. Example of special instruction available in the buildings visited are: classes for educationally advanced pupils; classes in instrumental music; speech therapy; and many different kinds of special reading instruction. The scheduling of

pupils in and out of the classroom, then, for special instruction provided a dimension of difficulty for the contexts where this occurred.

Another factor that contributed to the complexity of the context in some settings can be placed under the rubric of aide-time; however the several problems identified with aide-time are not all of the same type.

In some cases, the student teachers reported that although aides were assigned to the classroom for certain periods of the day, their assignments and duties were completely controlled by the classroom teacher (school supervisor). Even when the student teacher was performing during Extended Full Responsibility, he or she had no direct benefit from or experience in directing the activities of the aide.

In other cases, the lack of availability of aide-time in the classroom or for clerical help seemed to be extremely important. This concern was that the school just did not provide any or enough aides for assistance in some settings.

The logistical problem of not having the aides available in the classroom when they were most needed was cited as contributing to the complexity of the context by several student teachers. One student teacher, who taught in a classroom with heavy use of learning centers, for example, identified her most serious problem with respect to instructional support was not having her aide available during the periods of the day the centers were in operation.

Most student teachers (49 out of the 52 interviewed) reported that their school had special reading teachers. The myriad problems associated with running a functional special reading program appeared in conversations about the role of those teachers in the life of a school. Many student teachers felt that the special reading teacher did, in fact, decrease the difficulties of their classroom by effectively working with pupils whose reading deficiencies had been identified.

Others, however, felt that too few pupils were referred for special help because of the vast amount of paper work involved in such a referral. Still others found the special reading teacher to be a person who was unapproachable and who did not interact well with the staff. The problems of the "expert" vs. the classroom teachers seemed to be reflected (and perhaps compounded) in the lives of the student teachers in the settings where the special reading teacher is viewed as less than helpful.

Physical Facilities

Physical facility factors that contribute to the complexity of the context take many forms and are frequently quite specific for each building.

The noise factor, however, appeared in many buildings from the oldest to the newest. The CRSST contains a reference to playground noise and its effect on instruction in the classroom. Several

respondents agreed that this specific type of noise did create a problem for their rooms; however others reported that traffic noises were more significant if their windows faced a busy street.

In buildings with open-space architecture, noise from other classes was identified as contributing to the complexity of the context. These distractions included pupil activity noises, sound tracks from films that were being shown and other teachers' voices. The buildings where these factors were reported were all new and completely carpeted; the absence of total walls and doors that can be closed seemed to be the source of the problem in these settings.

Examples of problems relating to specific buildings follow. Each of the student teachers in one building reported independently that having an open breezeway as the only passageway from the classrooms to the gym, media center, cafeteria, and office presented several problems. Among these was the necessity of deciding to allow children to make the trip quickly in bad weather without coats or require that each child don his wraps every time he leaves the room. This same breezeway also served as a play area during inclement weather, and, as a result, it was frequently dangerously overcrowded for the players or a person using it as a passageway.

In two-story buildings, the student teachers noted the lack of ramps to the second floor; the added danger of repeated trips up and down stairways; and as one student teacher remarked, "The second

floor location requires too much travel for everything." Distances required to visit the gym and media center were identified as contributors to the complexity of the context by student teachers in one-, two-, and three-story buildings.

Lack of space for storage was identified in both old and new buildings. In one new building, the teachers' offices and small conference rooms were never used in the way they were planned. They were immediately taken over for book and paper storage, because shelf space in the classrooms was inadequate from the first day of occupancy.

The need to exchange books and supplies from one classroom to another was also a factor that appeared to be unique in one building. The lack of textbooks was particularly difficult for the student teachers who reported this. It required additional involvement on the part of the teacher to be sure the books she needed would be available from another room at the exact time she planned to use them. This occurred every day in some subject areas.

Pupil Characteristics

In 14 of the 52 classrooms studied, there was at least one child who did not use English as his first language. In one of these classrooms there was a child who spoke no English. Other languages spoken by these pupils were: Panopoo, Arabic, Spanish, Japanese,

Filipino, Vietnamese and Cambodian.

The CRSST measures the number of pupils who read at, above or below grade level. Student teachers could readily respond to this; however some of them pointed out that the real contributing factor to the complexity of the setting was the wide range of levels that were represented across the total population of the room. It appeared to matter less to them that ten or more of their pupils read below grade level than that of the range of reading levels covered a wide span.

In some classrooms where more than one grade was housed the complexity seemed to be increased by the presence of pupils from two or three grade levels. This was reported more often at the lower levels (e.g., in a classroom which contained grades K-1-2 rather than one that had grades 3-4-5-6).

Unstable home conditions (resulting from separations, divorces, or hospitalization of one parent) were identified as contributors to the complexity of the teaching situation because of the effects these conditions had on the behaviors of the children involved.

Pupil attitudes were also identified as factors in the context of student teaching. Specifically identified were highly competitive attitudes in one classroom which required a great deal of teacher energy to keep under control enough to maintain a healthy classroom climate. These pupils were identified as being largely above average

in ability and from homes with financially successful parents who expected high performance levels from their children.

At the other end of the spectrum were several classrooms whose pupils reflected a lack of motivation. Student teachers from these rooms reported that it was extremely difficult to get these pupils interested in completing work or taking pride in what they had accomplished. These factors also contributed to the complexity of their contexts.

School Supervisor

Attitudes of school supervisors were important to the student teachers. They freely discussed the importance of the school supervisor in the interviews with this investigator. Those student teachers who felt the school supervisor contributed to the complexity of the context rather than acted as a facilitator for the best possible performances of the student teachers clearly identified examples of the attitudes and/or behaviors that complicated their situations.

Lack of communication was the most frequently mentioned characteristic of contexts in which student teachers felt that their supervisors were not helpful. Some student teachers reported that their supervisors monitored their performances but could not or would not discuss it with them.

The time spent in the classroom by the school supervisor when

the student teacher was teaching also presented problems in some cases. One student reported that his school supervisor was in the classroom all day every day, except one, during the entire term. Interestingly, no student teacher reported that s/he felt that the school supervisor was absent from the room so much that s/he could not effectively evaluate the student teacher's performance.

The second most commonly mentioned item was the reluctance of the school supervisor to give up their classrooms to student teachers for full responsibility teaching. One student teacher reported that she never taught all of the reading groups during the entire term because the school supervisor reserved the two most able groups for herself.

Some student teachers felt that they could have been more effective members of teams of teachers if they had been included in team planning sessions. They found that, on occasion, they did not receive adequate information about their own responsibilities in some activities and were not as well prepared to execute these plans as they would have been if they had been involved in the planning.

It appeared, from the interviews, that the school supervisor who accepted the student teacher as a member of the professional team and who met the responsibilities of providing useful feedback about his/her performance did not contribute additionally to the complexity of the context.

Summary

Although the investigator did not serve in the mode of resident ethnographer, the rich qualitative data that were obtained in this open-ended interview format provided descriptive information about the contexts of student teaching that would not otherwise have been available. These supplementary data have helped provide better understanding of the contexts under examination.

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APPENDIX A

The Delphi Panel

MEMBERS OF THE DELPHI PANEL

Public School Personnel

1. Mr. Arthur Bradley, Principal
   Hoover Elementary School
   Salem, Oregon

2. Mr. John Bailey
   Classroom Teacher
   Independence Elementary School
   Independence, Oregon

3. Mrs. Shirley McDaniel
   Classroom Teacher
   Adams Elementary School
   McMinnville, Oregon

4. Mrs. Joan Wilson
   Classroom Teacher
   Hoover Elementary School
   Salem, Oregon

5. Mrs. Eugenia Gorchels
   Classroom Teacher
   Monmouth Elementary School
   Monmouth, Oregon

College Personnel in Teacher Education

1. Dr. Jesse H. Garrison
   Professor of Education
   Oregon College of Education
   Monmouth, Oregon

2. Dr. Jean M. Ferguson
   Associate Professor of Education
   Oregon College of Education
   Monmouth, Oregon

3. Dr. Gerald R. Girod
   Professor of Education
   Oregon College of Education
   Monmouth, Oregon

DELPHI PANEL (Continued)

4. Dr. JoAnn White
   Professor of Education
   Oregon State University
   Corvallis, Oregon

5. Dr. H. Del Schalock
   Director, Teacher Education Research Program
   Division of Teaching Research
   Oregon State System of Higher Education
   Monmouth, Oregon

APPENDIX B

Instruments

CONTEXT RATING SCALE FOR STUDENT TEACHERS

A DESCRIPTION OF THE SETTING IN WHICH STUDENT TEACHING OCCURS

OCE Student _____ School _____ School Supervisor _____

Grade _____ Signature of Observer _____ Term _____ Year _____

DIRECTIONS: Check the statement in each cluster which best describes this setting.

ORGANIZATION OF INSTRUCTION

___ Almost no individualized instruction
___ One subject is individualized
___ 2 to 3 subjects are individualized
___ Some individualized instruction occurs in most subjects
___ Almost all instruction is individualized

___ Almost no small group instruction
___ One subject is taught in small groups
___ 2 to 3 subjects are taught in small groups
___ Some small group instruction occurs in most subjects
___ Almost all instruction occurs in small groups

___ Almost no instruction occurs with the class as a total group
___ One subject is taugnt with the class meeting as a total group
___ 2 to 3 subjects are taught with the class meeting as a total group
___ Some instruction occurs in all subjects with the class as a total group
___ Almost all instruction occurs with the class as a total group

___ The classroom is fully "self-contained" (all subjects taught by one teacher)
___ The classroom is largely "self-contained" (specialists or aides are provided in some subjects)
___ Team teaching occurs in some subjects
___ Team teaching occurs in all subjects

Please describe other instructional factors that contribute noticeably to the complexity of the school or classroom setting as a context in which to teach.

_____

_____

Circle the number below that best describes this setting in relation to organization of instruction.

Unusually demanding as a context in which to teach			Moderately demanding			Unusually easy as a context in which to teach
1	2	3	4	5	6	7

INSTRUCTIONAL SUPPORT

___ Aide or volunteer is available full time in this room
___ Aide or volunteer is available 1/2 time in this room
___ Aide or volunteer is available less than 1/2 time in this room
___ No additional adult help available

___ Counselor is available full time in this building
___ Counselor is available 1/2 time in this building
___ Counselor is available less than 1/2 time in this building
___ No counselor is available

___ Many additional support services are available to this teacher on a daily basis (e.g., music and PE teachers, media specialist, speech correctionist)
___ Many additional support services are available to this teacher if needed or requested
___ Some additional support services are available to this teacher if needed
___ Few additional support services are available to this teacher if needed

___ Special reading teacher available full time in this building
___ Special reading teacher available half time in this building
___ Special reading teacher available less than half time in this building
___ No special reading teacher in this building

Please describe other instructional support conditions that contribute noticeably to the complexity of this school or classroom as a context in which to teach.

_____

_____

Circle the number on the scale below that best describes this setting in relation to instructional support.

Limited			Adequate			Excellent
1	2	3	4	5	6	7

PHYSICAL FACILITIES

___ Playroom, gym or covered play area available every day
___ Playroom, gym or covered play area available 3 times a week
___ Playroom, gym or covered play area available 1 to 2 times a week
___ No playroom, gym or covered play area available

___ A media center is available for use by this class everyday
___ A media center is available for use by this class 3 to 4 times per week
___ A media center is available for use by this class 1 to 2 times per week
___ No media center is available

___ Teacher has individual work space other than classroom
___ Teacher shares workroom with rest of the staff
___ Classroom is the only available work space

___ Classroom space is adequate most of the time
___ Classroom space is inadequate for some learning activities
___ Classroom space is inadequate for many learning activities
___ Classroom space is inadequate most of the time

___ Books, materials and supplies are adequate almost all of the time for the planned curriculum
___ Books, materials and supplies are inadequate for some learning activities
___ Books, materials and supplies are inadequate for many learning activities
___ Books, materials and supplies are inadequate most of the time.

___ The classroom is rarely, if ever, bothered by outside playground noise.
___ The classroom is sometimes bothered by outside playground noise.
___ The classroom is frequently bothered by outside playground noise.

___ The classroom has adequate temperature control almost all of the time
___ The classroom is sometimes too hot or too cold
___ The classroom is frequently too warm or too cold

Please describe other physical conditions that contribute noticeably to the complexity of the school or classroom setting as a context in which to teach.

_____

_____

Circle the number on the scale below that best describes this setting in relation to the physical facilities.

Limited			Adequate			Excellent
1	2	3	4	5	6	7

PUPIL CHARACTERISTICS

___ Number of boys and girls is about even
___ Number of boys is greater than number of girls by 3 or more
___ Number of girls is greater than number of boys by 3 or more

___ Pupil population has not changed (loss or gain of 0-1 per month)
___ Pupil population shows a moderate turnover (an average gain or loss of 2-3 pupils per month)
___ Pupil population is highly mobile (an average of 4 or more changes per month)

___ Predominately high socio-economic status
___ Predominately middle socio-economic status
___ Predominately low socio-economic status

___ This room usually has 0 to 2 children absent
___ This room usually has 3 to 4 children absent
___ This room usually has more than 5 children absent

___ There are no "acting out" pupils
___ There are 1 or 2 "acting out" pupils
___ There are 3 to 4 "acting out" pupils
___ There are 5 or more "acting out" pupils

___ There are no pupils with severe learning disabilities
___ There are 1 or 2 pupils with severe learning disabilities
___ There are 3 to 4 pupils with severe learning disabilities

___ Most pupils read at or above grade level in this homeroom
___ There are 2 to 3 pupils who read below grade level
___ There are 5 to 10 pupils who read below grade level
___ More than 1/2 of the pupils read below grade level

___ There are no pupils who are considered to be gifted
___ There are 1 or 2 pupils who are gifted
___ There are 3 to 4 pupils who are gifted
___ There are more than 5 pupils who are gifted

___ All children use English as their first language
___ Some children use English as a second language
Identify native language of these children:

_____ _____

___ There are no pupils who are considered to be physically handicapped
___ There are 1 or 2 pupils who are considered to be physically handicapped
___ There are 3 to 4 pupils who are considered to be physically handicapped
___ There are more than 5 pupils who are considered to be physically handicapped

Class size:

___ Under 16
___ 17-22
___ 23-26
___ Over 26

Please describe other pupil characteristics that contribute noticeably to the complexity of the school or classroom setting as a context in which to teach.

_____

_____

Circle the number on the scale below that best describes this setting in relation to pupil characteristics.

An unusually difficult group to teach			Moderately demanding			An unusually easy group to teach
1	2	3	4	5	6	7

SCHOOL SUPERVISOR

___ School Supervisor has taught in this setting less than 2 years
___ School Supervisor has taught in this setting 2 to 5 years
___ School Supervisor has taught in this setting 6 or more years

___ School Supervisor spends little class time for disciplining
___ School Supervisor spends a moderate amount of class time for disciplining
___ School Supervisor spends much time for disciplining

___ School Supervisor tends not to intrude into classroom affairs while student teacher is teaching
___ School Supervisor occasionally intrudes into classroom affairs while student teacher is teaching
___ School Supervisor frequently intrudes into classroom affairs while student teaching is teaching

___ School Supervisor closely monitors and records student teacher's performance
___ School Supervisor informally monitors and records student teacher's performance
___ School Supervisor rarely monitors student teacher's performance

___ School Supervisor clearly understands OCE's system of teacher assessment
___ School Supervisor understands some aspects of OCE's system of teacher assessment
___ School Supervisor has little understanding of OCE's system of teacher assessment
___ School Supervisor understands OCE's system of teacher assessment but chooses not to use it

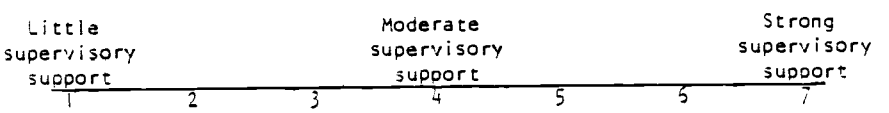
___ School Supervisor relates warmly to student teacher
___ School Supervisor relates neutrally to student teacher
___ School Supervisor relates coldly to student teacher

Please describe other characteristics of the school supervisor that contribute noticeably to the complexity of the school or classroom setting as a context in which to teach.

_____

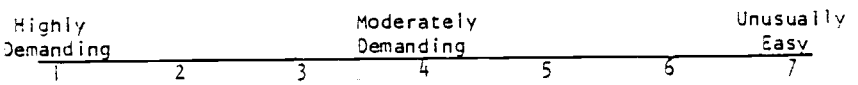
_____

Circle the number on the scale below that best describes this setting in relation to the school supervisor.



OVERALL RATING

Considering all five factors (Organization of Instruction, Instructional Support, Physical Facilities, Pupil Characteristics, and School Supervisor), please circle the number on the scale below which best characterizes this setting.



Please list below the specific factor(s) which contribute most to the complexity of this setting as a context in which to teach (e.g., high absence rate of pupils, lack of teacher aides, etc.)

_____

_____

_____

COMPETENCY DEMONSTRATION CONTEXT: EXTENDED FULL RESPONSIBILITY TEACHING

COMPETENCY CLUSTER I - PLANNING AND PREPARING FOR INSTRUCTION
COMPETENCY CLUSTER II - PERFORMING INSTRUCTIONAL FUNCTIONS
COMPETENCY CLUSTER III - OBTAINING AND USING INFORMATION ABOUT PUPIL LEARNING

Student _____ Name of College Supervisor _____ Name of School Supervisor _____

* * *

STUDENTS TO BE TAUGHT

School _____
Grade _____
Number _____

SPECIAL CHARACTERISTICS OF SETTING (IF ANY)

_____
_____
_____

DATES EFR TEACHING IS TO TAKE PLACE

_____

OUTCOMES TO BE ASSESSED (for definitions and examples, see glossary in Users' Guide)

	Check Kind Of Outcome				
Subject Area	Knowledge	Cognitive Skill	Psychomotor Skill	Social Skill	Attitudinal
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____
_____	____	____	____	____	____

To be recommended for BASIC certification a prospective elementary teacher at OCE must demonstrate the ability to successfully plan and carry out instruction over an extended period (2-5 weeks) of full responsibility teaching. The competencies to be demonstrated during this period of teaching include the initial preparation of plans for instruction, the implementation of these plans, the achievement of learning outcomes called for in the plans, and the modification of plans in light of events and outcomes achieved. Performance standards and statements of procedure for the demonstration and assessment of competence under the conditions of extended full responsibility teaching are described on pp 5 to 13 of THE OCE ELEMENTARY GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
August, 1978

FIELD TEST FORMAT #7

Directions to evaluators: In evaluating the instructional plan for EFR teaching, rate each of the indicator statements according to the following scale:

++ Exceptional quality/effectiveness + Acceptable quality/effectiveness +/- Uneven quality/effectiveness

- Unacceptable quality/effectiveness √ No basis for judgment

These ratings are to be based on the level of detail, inventiveness, and care reflected in the plan. Use as a guide in making these ratings your perception of the quality of instructional planning that can be expected from a fully competent first year teacher.

Provide an evaluative rating each time a plan is reviewed (if more than two reviews are required add recording lines and squares). Add indicators, or comments to indicators, as needed. After completing your indicator ratings enter in the boxes provided the number from the INDEX OF COMPETENCE that best reflects the performance of the prospective teacher in each of the three aspects of instructional planning that have been assessed.

* * *

INDEX OF COMPETENCE

1	2	3	4	5	6	7
All or Most Indicators are Marked (-)			All or Most Indicators are Marked (+), or Balance to Equal a (+)			All or Most Indicators are Marked (++)

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

1.1 ☐☐ DESIRED LEARNING OUTCOMES

__ __ Desired learning outcomes for pupils are identified for major areas of instruction.

__ __ Outcomes are worthwhile, given the characteristics of each pupil to be taught.

__ __ They are consistent with outcomes expected from prior instruction.

__ __ Indicators of outcome achievement are identified for the major instructional areas.

__ __ Indicators can be assessed with available time and resources.

__ __ Indicators are likely to be accepted as valid by parents and other teachers.

1.2 ☐☐ INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES

__ __ Learning activities, and the materials and procedures for their use, are identified.

__ __ They are logically related to the learning outcomes desired.

__ __ They reflect an awareness of the interests, abilities and feelings of the pupils to be taught.

__ __ They reflect variety and creativity.

__ __ They reflect the talents and skills of the prospective teacher.

__ __ They are drawn from a wide range of resources.

__ __ They are described in sufficient detail for a substitute to be able to utilize the plan.

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

1.3 ☐☐ THE ASSESSMENT OF LEARNING

__ __ Knowledge of where each pupil stands in relation to desired learning outcomes is reflected in the plan.

__ __ The plan provides for activities that enable each pupil to determine his level of performance during instruction.

__ __ The plan describes how and when indicators of outcome achievement are to be measured for the areas selected for formal assessment.

__ __ At least four of the five categories of learning outcomes listed on the cover page are represented in the outcomes to be assessed formally.

__ __ The plan provides for opportunities to use the results of early assessment in further planning for instruction.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest markings provide the best base for improvement.

ADDITIONAL COMMENTS OR SUGGESTIONS FOR IMPROVEMENT

EVALUATOR: School Supervisor _____ College Supervisor _____

Directions to evaluators: In evaluating the performance of instructional functions under the conditions of extended full responsibility teaching, two sets of ratings are to be made. One is based on the behavior of the prospective teacher (see the left side of the page); the other the behavior of pupils (see the right side of the page). BOTH SETS OF RATINGS ARE TO REFLECT ONLY THE QUALITY OF BEHAVIOR OBSERVED! Do not adjust your ratings of performance to accommodate setting characteristics. This adjustment is made after you have completed your observations and indicator ratings (see page 5).

Rating Scale For Teacher Behavior*

++ Exceptional quality/effectiveness
+ Acceptable quality/effectiveness
+/- Uneven quality/effectiveness
- Unacceptable quality/effectiveness
√ No basis for judgment

Rating Scale For Pupil Behavior

++ 90% or more of the pupils
+ 75 to 90% of the pupils
+/- Sometimes 75 to 90%; sometimes less
- Less than 75% of the pupils
√ No basis for judgment

After completing your indicator ratings enter in the boxes provided the number from the INDEX OF COMPETENCE that best reflects the performance of the prospective teacher during the two or more times you observed. REMEMBER: DO NOT ADJUST YOUR RATINGS OF PERFORMANCE OR THE INDEX OF COMPETENCE TO ACCOMMODATE SETTING CHARACTERISTICS. THIS ADJUSTMENT IS MADE ON PAGE 5.

* * *

INDEX OF COMPETENCE

1	2	3	4	5	6	7
All or Most Indicators are Marked (-)			All or Most Indicators are Marked (+), or Balance to Equal a (+)			All or Most Indicators are Marked (++)

RATINGS BASED ON TEACHER BEHAVIOR

2.1 ☐ MANAGING INSTRUCTIONAL TRANSITIONS AND TERMINATIONS

___ ___ ___ Decisive steps are taken to implement new instructional activities.
___ ___ ___ Lessons are initiated with reasonable enthusiasm by the teacher.
___ ___ ___ Arrangements are made for putting away materials and collecting pupil work.
___ ___ ___ An instructional period is terminated with a review, a synthesis, or other actions that bring it to a fitting close.

* Use as a guide in making these ratings your perception of the quality of teaching that can be expected from a fully competent first year teacher.

RATINGS BASED ON PUPIL BEHAVIOR

2.1p ☐ PUPILS MOVE EFFECTIVELY FROM ONE ACTIVITY TO THE NEXT

___ ___ ___ Pupils seem to be satisfied with the outcomes of learning activities.
___ ___ ___ Pupils move promptly from one activity to another.
___ ___ ___ Pupils start work without horseplay or hesitation.
___ ___ ___ Pupils carry out housekeeping chores responsibly.

RATINGS BASED ON STUDENT TEACHER BEHAVIOR

2.2 ☐ CONVEYING LEARNING OUTCOMES DESIRED FROM INSTRUCTION

___ ___ ___ Steps are taken to insure desired outcomes are understood.
___ ___ ___ Reasons for pursuing desired outcomes are given.
___ ___ ___ Provisions are made to link outcomes to pupil understandings.
___ ___ ___ Learning activities are clearly related to desired outcomes.

2.3 ☐ CARRYING OUT INSTRUCTIONAL ACTIVITIES

___ ___ ___ Materials are set up in advance and/or are distributed efficiently.
___ ___ ___ Expectations and work procedures are explained clearly.
___ ___ ___ Information, explanations and interpretations tend to be accurate and adequate.
___ ___ ___ Questions asked tend to be thoughtful, instructive and to the point.
___ ___ ___ A variety of cognitive functions and levels are exercised within instructional periods.
___ ___ ___ Various kinds and levels of cognitive functions are exercised during the course of a day, or from day-to-day within a particular subject.
___ ___ ___ Variety is provided in learning materials and activities.
___ ___ ___ Help in using materials is given to pupils when requested.
___ ___ ___ Instruction demonstrates an awareness of non-verbal as well as verbal reactions of pupils.
___ ___ ___ Correct responses are reinforced, including support and encouragement for learning effort.
___ ___ ___ Incorrect responses are corrected, redirected, or ignored as appropriate.

2.4 ☐ ADAPTING INSTRUCTION TO CONTEXT

___ ___ ___ Detailed daily plans reflect the use of pupil data.
___ ___ ___ Pace and the sequence of learning activities are adjusted to pupil response.
___ ___ ___ Outcomes and/or activities are adjusted to pupil response.
___ ___ ___ Information and explanations are varied in response to pupil differences in understanding and learning style.
___ ___ ___ Outcomes or activities are adjusted to unexpected events.

RATINGS BASED ON PUPIL BEHAVIOR

2.2p ☐ PUPILS APPEAR TO UNDERSTAND THE LEARNING OUTCOMES EXPECTED FROM INSTRUCTION

___ ___ ___ Pupils are able to begin work assignments with little confusion, few questions and minimal help from the teacher.
___ ___ ___ Pupils' completed work is consistent with desired learning outcomes.

2.3p ☐ PUPILS RESPOND FAVORABLY TO INSTRUCTIONAL ACTIVITIES

___ ___ ___ Pupils get and use the instructional materials needed in order to engage in assigned learning activities.
___ ___ ___ Pupils' work patterns demonstrate they understand how to carry out the learning tasks involved in assigned activities.
___ ___ ___ Pupils use the variety of learning materials provided advantageously.
___ ___ ___ Pupils indicate a reasonable degree of personal responsibility and independence in carrying out learning activities.
___ ___ ___ Pupils participate in and contribute to learning activities.

2.4p ☐ PUPILS RESPOND FAVORABLY TO ADAPTATIONS

___ ___ ___ Pupils respond in a positive way to changes in pace.
___ ___ ___ Pupils respond in a positive way to changes in activities or information given.
___ ___ ___ Pupils adapt readily to changes due to unexpected events.

RATINGS BASED ON STUDENT TEACHER BEHAVIOR	RATINGS BASED ON PUPIL BEHAVIOR
2.5 ☐ MANAGING CLASSROOM BEHAVIOR	2.5p ☐ PUPILS RESPOND IN DESIRED WAYS TO BEHAVIOR MANAGEMENT TECHNIQUES
___ Teacher provides positive reinforcement for on-task behavior.	___ Attention is given the prospective teacher by pupils when it is needed or asked for.
___ Teacher takes appropriate action when "out-of-bounds" behavior occurs.	___ When disruptive or out-of-bounds behavior occurs, it is short lived and isolated.
___ Strong feelings on the part of a child are dealt with promptly and calmly.	___ Pupils return to and stay on-task after disruptive behavior is redirected by the teacher.
___ The content or style of presentation is adapted to account for undesired pupil responses.	___ Undesired pupil responses seem to be improved by adaptations in content or style of presentation.

ADJUSTING OBSERVED PERFORMANCE TO REFLECT THE CHARACTERISTICS OF THE SETTING IN WHICH PERFORMANCE WAS OBSERVED

STEP I

CALCULATE THE MEAN OF COMPETENCE INDICES

When Performance was Evaluated on the Basis of Teacher Behavior

$\bar{X}$ = _____

When Performance was Evaluated on the Basis of Pupil Behavior

$\bar{X}$ = _____

STEP II

ESTIMATE THE DIFFICULTY OF THE SETTING AS A CONTEXT IN WHICH TO TEACH

1 Unusually Easy — 2 — 3 — 4 Moderately Demanding — 5 — 6 — 7 Unusually Demanding

STEP III

PROVIDE YOUR BEST PROFESSIONAL JUDGMENT AS TO THE OVERALL COMPETENCE OF THE PROSPECTIVE TEACHER IN THE PERFORMANCE OF INSTRUCTIONAL FUNCTIONS, GIVEN THE PERFORMANCE THAT WAS OBSERVED AND THE CHARACTERISTICS OF THE SETTING IN WHICH TEACHING OCCURRED

1 Incompetent — 2 — 3 — 4 Competent — 5 — 6 — 7 Outstanding

COMPETENCY CLUSTER III. OBTAINING AND USING INFORMATION ABOUT PUPIL LEARNING

Directions to evaluators: In evaluating performance with respect to this area of competence, use the same (+) and (-) scale for rating performance that you used in evaluating INSTRUCTIONAL PLANNING. Use as a guide in making these ratings your perception of the quality of performance that can be expected from a fully competent first year teacher. After completing your indicator ratings enter in the boxes provided the number from the INDEX OF COMPETENCE that best reflects the performance of the prospective teacher in each of the three aspects of competence assessed.

* * *

INDEX OF COMPETENCE

1	2	3	4	5	6	7
All or Most Indicators are Marked (-)			All or Most Indicators are Marked (+), or Balance to Equal a (+)			All or Most Indicators are Marked (++)

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

3.1 ☐ OBTAINING INFORMATION ABOUT PUPIL LEARNING

__ __ Learning is assessed prior to and during instruction, as well as after instruction.

__ __ The assessment process does not seem to require undue time or attention.

__ __ Information obtained from most assessments seems to be valid and useful.

3.2 ☐ ANALYZING INFORMATION ABOUT PUPIL LEARNING (To be evaluated at the completion of EFR teaching)

__ Data on learning outcomes achieved during EFR teaching are summarized to show pupil achievements.

__ Summaries are accurate, easy to read, and appropriately detailed.

__ Pupils indicating unusual learning patterns are noted.

__ Possible causes for atypical patterns are noted.

__ Explanations of discrepancies between desired and actual learning outcomes are plausible.

__ Interpretations recognize whether learning outcomes achieved were appropriate.

__ Interpretations recognize the relationship between teacher performance and pupil performance.

__ Data are summarized to show implications for further instruction.

COMMENTS, SUGGESTIONS FOR IMPROVEMENT, ADDITIONAL INDICATORS

3.3 ☐ USING INFORMATION ABOUT PUPIL LEARNING

__ __ Adaptations are made in instruction on the basis of demonstrated learning outcomes.

__ __ Performance standards seem to be flexible in regard to expected achievements.

__ __ Performance standards seem to be flexible in regard to time allowed for the accomplishment of expected achievements.

__ __ Feedback is provided to individual pupils about their performance.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest markings provide the best base for improvement.

ADDITIONAL COMMENTS OR SUGGESTIONS FOR IMPROVEMENT

MARK WITH A + FOR YES OR A - FOR NO

___ The student teacher's self-analysis following EFR teaching includes a thoughtful and insightful interpretation of the implications of learning outcome data for (a) future learning activities for the pupils taught (including provisions for pupils who vary from the norm), and (b) changes in personal teaching style and method.

EVALUATOR: School Supervisor _____ College Supervsior _____

COMPETENCY DEMONSTRATION CONTEXT: THE STUDENT TEACHING EXPERIENCE AS A WHOLE

COMPETENCY CLUSTER IV - RELATING INTERPERSONALLY
COMPETENCY CLUSTER V - PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

Student	Name of College Supervisor	Name of School Supervisor

School in Which Teaching Occurred	Date of Review

* * *

To be recommended for BASIC certification a prospective elementary teacher at OCE must demonstrate the ability to successfully relate to pupils, other teachers, and school administrators and successfully perform professional responsibilities that accompany teaching. These competencies must be demonstrated under the conditions of the student teaching experience as a whole, including the conditions of full responsibility teaching for a two to five week period of time. Performance standards and statements of procedure for the demonstration and assessment of these competencies are described on pp 13 to 25 of THE OCE ELEMENTARY GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT IN STUDENT TEACHING.

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
August, 1978

FIELD TEST FORMAT #8

Directions to evaluators: When evaluating interpersonal relationships and the performance of related professional responsibilities under the conditions of student teaching rate each of the indicators listed according to the following scale:

++ Exceptional quality/effectiveness + Acceptable quality/effectiveness +/- Uneven quality/effectiveness

- Unacceptable quality/effectiveness ✓ No basis for judgment

Use as a guide in making these ratings your perception of the quality of performance that can be expected from a fully competent first year teacher. Do not adjust your ratings of performance to accommodate setting characteristics. This adjustment is made after you have completed your observations and indicator ratings (see page 3).

After completing your indicator ratings enter in the boxes provided the number from the INDEX OF COMPETENCE that best reflects the performance of the prospective teacher with respect to relating interpersonally and performing professional responsibilities that accompany teaching. REMEMBER: DO NOT ADJUST YOUR RATINGS OF PERFORMANCE OR THE INDEX OF COMPETENCE TO ACCOMMODATE SETTING CHARACTERISTICS. THIS ADJUSTMENT IS MADE ON PAGE 3.

* * *

INDEX OF COMPETENCE

1	2	3	4	5	6	7
All or Most Indicators are Marked (-)			All or Most Indicators are Marked (+), or Balance to Equal a (+)			All or Most Indicators are Marked (++)

COMPETENCY CLUSTER IV. RELATING INTERPERSONALLY

4.1 ☐ RELATING TO PUPILS

COMMENTS AND ADDITIONAL INDICATORS

__ Pupil initiated interactions are recognized by the prospective teacher, and responded to with sensitivity and respect.

__ Prospective teacher initiated interactions are timely and sensitive to circumstance.

__ Prospective teacher actions create pupil interest in learning activities and outcomes.

__ Prospective teacher actions appear to be consistent with personal style and feelings.

__ Prospective teacher actions reflect the authority and responsibility expected of teachers.

4.2 ☐ RELATING TO SUPERVISORS AND OTHER STAFF MEMBERS

__ The prospective teacher is prompt in appointments and prepared to pursue designated topics.

__ The prospective teacher is able to discuss the basis of his ideas and proposals without being overly defensive, or overly eager to accept suggestions without question.

__ The prospective teacher is able to understand suggestions and act sensibly upon them.

__ Efforts are made to interact with other staff members.

__ Interactions with staff members tend to be positive and appropriate.

COMMENTS AND ADDITIONAL INDICATORS

5.1 ☐ MANAGING NON-INSTRUCTIONAL ACTIVITIES

__ Routine matters such as lunch count and attendance are handled efficiently.

__ Out of classroom activities such as lunch and recess are supervised with care, patience, and confidence.

5.2 ☐ DEVELOPING PROFESSIONAL RESPONSIBILITY

__ Scheduled activities are regularly met.

__ Work schedules can be adjusted without undue upset or disorientation.

__ Grooming and dress are consistent with accepted school standards.

__ Personal mannerisms are consistent with accepted school standards.

__ Professional matters are treated in an ethical manner.

__ Dealings with parents and community are handled effectively.

__ Work efforts and personal initiative continue throughout the full term assigned.

5.3 ☐ MAINTAINING THE LEARNING ENVIRONMENT

__ Materials are kept available in sufficent number and range to accommodate most pupils.

__ Learning activities make good use of space and materials available.

__ The learning environment is kept attractive and free of continuing disorder or messiness.

* * *

ATTENTION EVALUATORS

Students repeatedly state that little benefit is received from high markings given only for encouragement. Consider all markings carefully. Honest markings provide the best base for improvement.

ADJUSTING OBSERVED PERFORMANCE TO REFLECT THE CHARACTERISTICS OF THE SETTING IN WHICH TEACHING OCCURRED

STEP I

CALCULATE THE MEAN OF COMPETENCE INDICES

For Relating Interpersonally

$\bar{X}$ = _____

For Performing Related Professional Responsibilities

$\bar{X}$ = _____

STEP II

ESTIMATE THE DIFFICULTY OF THE SETTING AS A CONTEXT IN WHICH TO DEMONSTRATE THESE COMPETENCIES

1 Unusually Easy — 2 — 3 — 4 Moderately Difficult — 5 — 6 — 7 Unusually Difficult

STEP III

PROVIDE YOUR BEST PROFESSIONAL JUDGMENT AS TO THE OVERALL COMPETENCE OF THE PROSPECTIVE TEACHER IN PERFORMING THE FUNCTIONS LISTED BELOW, GIVEN THE PERFORMANCE THAT WAS OBSERVED AND THE CHARACTERISTICS OF THE SETTING IN WHICH THE PERFORMANCE OCCURRED

RELATING INTERPERSONALLY

1 Incompetent — 2 — 3 — 4 Competent — 5 — 6 — 7 Outstanding

PERFORMING RELATED PROFESSIONAL RESPONSIBILITIES

1 Incompetent — 2 — 3 — 4 Competent — 5 — 6 — 7 Outstanding

EVALUATOR: School Supervisor _____ College Supervisor _____

APPENDIX C

OCE Elementary Student Teacher Placements

Fall, 1978

OCE ELEMENTARY STUDENT TEACHER PLACEMENTS--FALL, 1978

District	Building	No. of Student Teachers
Albany	Central Albany	2
Central	Campus Elementary	12
	Henry Hill	2
	Independence	1
	Monmouth	6
Dallas	Lyle	1
	Oakdale Heights	1
	Whitworth	2
Fir Grove*	Fir Grove	1
Fairmount*	Fairmount	3
Lake Oswego	Forest Hills	2
	Lakewood	1
	River Grove	1
	Uplands	1
McMinnville	Adams	1
	Memorial	2
Salem	Brush College	4
	Hoover	6
	Scott	4
	Washington	5

*Now part of the Albany District. Was an independent district when student teacher placements were made.

APPENDIX D

Data Release Form

DATA RELEASE FORM

Oregon College of Education and the Teaching Research Division are responsible to the state and nation for research into the teaching/learning process and for the evaluation of their own programs. Because of that responsibility it is necessary to seek your permission for the right to include information we have about you in research analyses which will be performed.

Guarantee

To safeguard you we promise to:

1. make all information stored in the computer or in permanent files accessible only to authorized personnel,
2. code all computer files so that your name never appears in the file,
3. store all non-computer data in locked filing cabinets,
4. destroy any and all information, except that required for academic purposes, upon your request, and
5. not publish findings which can be traced to you or your performance, i.e., only group data, not individual data, will be reported.

Information

We ask your permission to allow us, under the conditions stated above, to include in our research files:

1. your academic performance -- scores on tests, papers, etc.,
2. your field performance -- data on your teaching,
3. attitudinal information -- scores on attitude tests,
4. personality information -- scores from personality scales, and
5. background information -- age, sex, work experience, etc.

I agree to allow Oregon College of Education and the Teaching Research Division of the Oregon State System of Higher Education to use information which has been collected about me for research purposes. I also understand that information used will be kept confidential, that research published will never in any way reveal my identity, and that research undertaken or published will never in any way be personally detrimental.

Your Legal Name	Today's Date	Age

APPENDIX E

Computer Output Summary Tables

FILE P2 (CREATION DATE = 79/02/03.)

VARIABLE	CASES	MEAN	STD DEV
OVRALLR	52	3.9038	1.3025
OIR	52	4.0000	1.3284
ISR	52	4.9423	1.3345
PFR	52	4.6154	1.2549
PCR	52	4.2308	1.3078
SSUPR	52	5.3846	1.7167
EFR1	50	5.0200	.8817
EFR2	50	5.1920	.8713
EFR2P	50	5.2760	.9736
EFR4	50	5.6800	1.0583
EFR3	49	5.3333	.8740
EFR5	50	5.5733	.9852

- - - - - - - - - - - - - PEARSON CORRELATION COEFFICIENTS - - - - - - - - - - - -

	OIR	ISR	PFR	PCR	SSUPR
OVRALLR	.5553	.1321	.2888	.4852	.1747
	(52)	(52)	(52)	(52)	(52)
	S= .001	S= .350	S= .038	S= .001	S= .215

(COEFFICIENT / CASES / SIGNIFICANCE) (99.0000 MEANS UNCOMPUTABLE)

- - - - - - - - - - - - - PEARSON CORRELATION COEFFICIENTS - - - - - - - - - - - -

	EFR1	EFR2	EFR2P
OIR	-.0576	-.0937	-.0133
	(50)	(50)	(50)
	S= .691	S= .517	S= .891

(COEFFICIENT / CASES / SIGNIFICANCE) (99.0000 MEANS UNCOMPUTABLE)

FILE P2 (CREATION DATE = 79/02/03.)

- - - - - - - - - - - - - PEARSON CORRELATION COEFFICIENTS - - - - - - - - - - - -

	EFR2
PFR	-.0847
	(50)
	S= .559

(COEFFICIENT / CASES / SIGNIFICANCE) (99.0000 MEANS UNCOMPUTABLE)

- - - - - - - - - - - - - PEARSON CORRELATION COEFFICIENTS - - - - - - - - - - - -

	EFR2	EFR2P
PCR	-.0197	.2203
	(50)	(50)
	S= .892	S= .124

(COEFFICIENT / CASES / SIGNIFICANCE) (99.0000 MEANS UNCOMPUTABLE)

- - - - - - - - - - - - - PEARSON CORRELATION COEFFICIENTS - - - - - - - - - - - -

	EFR4
SSUPR	.4150
	(50)
	S= .003

(COEFFICIENT / CASES / SIGNIFICANCE) (99.0000 MEANS UNCOMPUTABLE)

FILE P2 (CREATION DATE = 79/02/03.)

- - - - - - - - - - - - - PEARSON CORRELATION COEFFICIENTS - - - - - - - - - - - -

	EFR1	EFR2	EFR2P	EFR3	EFR4	EFR5
OVRALLR	.0957	.0096	.2807	.1340	.1833	.2320
	(50)	(50)	(50)	(49)	(50)	(50)
	S= .509	S= .946	S= .048	S= .359	S= .201	S= .105

(COEFFICIENT / CASES / SIGNIFICANCE) (99.0000 MEANS UNCOMPUTABLE)

FILE P2 (CREATION DATE = 79/02/03.)

* MULTIPLE REGRESSION *

DEPENDENT VARIABLE.. OI9 INSTRCT DIFFICTY

SUMMARY TABLE

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	OI3		14.70030	.000	.47666	.22721	.22721	.47666	14.70030	.000
2	OI1		5.03648	.022	.55401	.30693	.07972	.46671	10.84997	.000
3	OI2		4.34848	.042	.60374	.36450	.05757	.43156	9.17710	.000
4	OI4		.02927	.865	.60407	.36490	.00040	0	6.75095	.000

FILE P2 (CREATION DATE = 79/02/03.)

* M U L T I P L E R E G R E S S I O N *

DEPENDENT VARIABLE.. ISP INSTRCTN SUPPORT

SUMMARY TABLE

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	IS3		32.75209	0	.63295	.40063	.40063	.63295	32.75209	0
2	IS2		1.49201	.228	.64707	.41870	.01807	.20389	17.28649	.000
3	IS1		1.61237	.210	.66180	.43798	.01928	.35502	12.20880	.000
4	IS4		.01100	.917	.66190	.43811	.00013	.04805	8.96667	.000

FILE P2 (CREATION DATE = 79/02/03.)

* MULTIPLE REGRESSION *

DEPENDENT VARIABLE.. PFR PHYSICAL FACLTY

SUMMARY TABLE

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	PF1		8.42127	.006	.37967	.14415	.14415	.37967	8.42127	.006
2	PF4		3.87208	.055	.45478	.20663	.06248	.29953	6.38854	.003
3	PF3		1.79314	.192	.48454	.23477	.02795	.14344	4.90887	.005
4	PF6		1.66521	.203	.51084	.26096	.02618	.25987	4.14898	.006
5	PF7		.66931	.373	.52320	.27374	.01278	.06948	3.46758	.010
6	PF5		.51686	.476	.53102	.28198	.00825	.27571	2.94544	.016
7	PF2		.23715	.629	.53463	.28583	.00385	-.06990	2.51575	.029

FILE P2 (CREATION DATE = 79/02/03.)

* M U L T I P L E R E G R E S S I O N *

DEPENDENT VARIABLE.. PCR

SUMMARY TABLE

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	PC05		14.44096	.000	.49290	.24295	.24295	.49290	14.44096	.000
2	PC03		13.77799	.001	.65075	.42348	.18053	.48484	16.15977	.000
3	PC02		3.68623	.062	.68483	.46900	.04552	.32511	12.65963	.000
4	PC07		2.19981	.145	.70386	.49543	.02643	.17163	10.30960	.000
5	PC11		1.77493	.190	.71858	.51636	.02094	.18711	8.75485	.000
6	PC06		1.57235	.217	.73120	.53465	.01829	.23218	7.65961	.000
7	PC01		1.17926	.284	.74048	.54831	.01366	.14608	6.76327	.000
8	PC04		1.10531	.300	.74905	.56108	.01277	.10848	6.07200	.000
9	PC08		.27734	.602	.75123	.56434	.00327	-.28328	5.32551	.000
10	PC10		.25840	.614	.75329	.56745	.00310	.22137	4.72273	.000
11	PC09		.24524	.624	.75529	.57046	.00301	.30861	4.22567	.001

FILE P2 (CREATION DATE = 79/02/03.)

* M U L T I P L E   R E G R E S S I O N *

DEPENDENT VARIABLE.. SSUPR SUPERVIS SUPPORT

S U M M A R Y   T A B L E

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	SSUP6		30.64799	.000	.61646	.38002	.38002	.61646	30.64799	.000
2	SSUP5		12.52538	.001	.71150	.50624	.12622	.50561	25.11898	.000
3	SSUP4		8.14309	.006	.76017	.57765	.07162	.45759	21.90154	.000
4	SSUP1		5.56798	.022	.78903	.62257	.04471	.17395	19.38136	.000
5	SSUP3		3.73536	.059	.80679	.65091	.02835	.30811	17.15454	.000
6	SSUP2		.59768	.444	.80962	.65549	.00458	-.00948	14.27004	.000

FILE P2 (CREATION DATE = 79/02/05.)

* MULTIPLE REGRESSION *

DEPENDENT VARIABLE.. OVRALLX OVERALL RATING

SUMMARY TABLE

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	OIR		22.29038	.000	.55529	.30835	.30835	.55529	22.29038	.000
2	PCR		10.73213	.002	.65816	.43329	.12494	.40525	19.71678	.000
3	PFR		5.03206	.022	.70198	.49263	.05934	.28385	15.23511	.000
4	SSUPR		.46329	.528	.70914	.50295	.01032	.17471	11.03731	.000
5	ISR		.17641	.676	.71051	.50487	.00192	.13211	9.15041	.000

FILE P2 (CREATION DATE = 79/02/03.)

* MULTIPLE REGRESSION *

DEPENDENT VARIABLE.. OVRALLR OVERALL RATING

SUMMARY TABLE

STEP	VARIABLE ENTERED	VARIABLE REMOVED	F TO ENTER OR REMOVE	SIGNIFICANCE	MULTIPLE R	R SQUARE	R SQUARE CHANGE	SIMPLE R	OVERALL F	SIGNIFICANCE
1	OI1		7.33706	.010	.37442	.14019	.14019	.37442	7.33706	.010
2	PC03		4.70503	.036	.47249	.22325	.08306	.31509	6.32309	.004
3	SSUP3		4.03026	.051	.53034	.28981	.06656	.21090	5.84912	.002
4	PC11		2.91826	.095	.57961	.33595	.04614	.25084	5.31211	.001
5	OI3		2.96713	.093	.61706	.38077	.04481	.36520	5.04216	.001
6	PC08		2.52079	.120	.64612	.41748	.03671	-.22349	4.77778	.001
7	SSUP4		1.99524	.166	.66773	.44583	.02835	.00756	4.48217	.001
8	PC06		1.41422	.242	.68243	.46571	.01988	.05440	4.14033	.001
9	PC02		1.44554	.237	.69699	.48580	.02009	.06231	3.88406	.002
10	IS4		1.13669	.293	.70819	.50154	.01574	.11345	3.62224	.002
11	IS2		.98214	.328	.71774	.51515	.01361	.06455	3.38059	.003
12	PF6		1.46485	.235	.73155	.53517	.02003	.09192	3.26211	.003
13	PC09		1.69089	.202	.74689	.55783	.02266	.37013	3.20243	.003
14	PC04		1.53119	.225	.76028	.57802	.02019	.22855	3.13092	.004
15	PF1		.44471	.510	.76419	.58399	.00597	-.03239	2.90114	.006
16	IS3		.32461	.575	.76706	.58839	.00440	-.00904	2.68025	.010
17	PF4		.47162	.498	.77135	.59497	.00659	.19555	2.50590	.014
18	PC05		.34727	.560	.77455	.59994	.00496	-.01678	2.33270	.021
19	SSUP5		.63685	.432	.78048	.60915	.00922	-.05648	2.21479	.029
20	PF5		.36539	.551	.78395	.61457	.00542	-.02692	2.07286	.041
21	PC10		.24516	.625	.78633	.61831	.00374	-.04138	1.92852	.059
22	PF3		.24609	.624	.78879	.62219	.00387	-.02565	1.79653	.002
23	PF7		.46155	.533	.79289	.62867	.00648	-.15938	1.69303	.107
24	PC01		.33019	.571	.79634	.63416	.00549	.16841	1.58899	.139
25	SSUP6		.61649	.441	.80297	.64459	.01043	.17642	1.52350	.165
26	PC07		.57187	.458	.80960	.65447	.00988	.01552	1.45703	.196
27	IS1		.27695	.605	.81206	.65944	.00496	-.13296	1.36260	.245
28	OI2		.26745	.611	.81512	.66442	.00499	.22911	1.27283	.301
29	OI4		.36403	.554	.81943	.67148	.00703	-.07673	1.19807	.355
30	SSUP2		.19923	.661	.82189	.67550	.00404	-.03170	1.11022	.425
31	PF2		.02989	.865	.82228	.67615	.00065	.03134	1.01023	.512
32	SSUP1		.02373	.880	.82261	.67669	.00055	.15348	.91571	.600