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Junior Achievement as Field Experience in a General Methods Course

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From the Editor

Dear Readers of *The Field Experience Journal*:

This fall 2009 edition of *The Field Experience Journal* begins with “It’s More than Just Working with Students: The Many Advantages of Field Experiences” submitted by Donna Armstrong. In this submission, Dr. Armstrong addresses the influence of teachers, the importance of early and numerous field experiences for teacher candidates, and the necessity of strong relationships between schools and colleges of education.

“The Use of Individualized Growth Plans, Teaching Frameworks, and Cognitive Discussion in the Formative Development of Student Teachers” from Ann Gaudino provides a look at the importance of promoting developmental growth for teacher candidates that should continue throughout their careers.

Jody Piro and Cynthia Hutchison, in their study titled: “Junior Achievement as Field Experience in a General Methods Course”, examined how a College of Education teamed with Junior Achievement to provide early field experiences for its education students within local school districts. Drs. Piro and Hutchison’s study explored this experience as it related to course content.

“A Dozen Do’s for Planning International Field Experiences” written by Larry Corbett and Ray Francis discusses many of the key elements to consider for successful and meaningful international field experiences.

Finally, my thanks to those who have contributed their manuscripts for our consideration.

Kim L. Creasy
Abstract

A large southeastern university College of Education teamed with Junior Achievement to provide early field experiences for its education students in local school districts. Students were placed at grade level assignments, and Junior Achievement trained the participants, provided them with curricula, and paired them with K-12 teachers in local counties. Each pre-service student taught five or six Junior Achievement classes in their early field experience. The researchers administered a survey to the 176 teacher pre-service students after they completed their field experience. The surveys explored the Junior Achievement experience as it related to the content of the course: teaching methods, classroom management, issues of diversity, cooperative learning, and whole class instruction. Results suggested a strong fidelity between the Junior Achievement lessons and the topics of the general methods course. The implications of an alternative early field experience in which pre-service teacher candidates actually teach in a clinical setting are discussed.

Introduction

Teacher education programs have long recognized the value of field experiences. Researchers have documented the benefits of early field experiences (Godt, Benelli, &
Field experiences have been used to increase the teacher candidates’ understanding of cultural considerations related to effective teaching (Sleeter, 2001; Downey & Cobbs, 2007; Barton, 1999) and on extending content knowledge (Philipp, Ambrose, & Lamb, 2007; O’Neal, 2003; Liu, 2001; Varma & Hanuscin, 2008). There have been studies comparing the benefits of alternative field experiences to traditional field experiences (Hanuscin, Musikul, 2007; Metcalf, 1996). Field experience provide a real-life, clinical setting for pre-service teacher candidates to demonstrate pedagogical knowledge and skills. This study explores an alternative early field experience in which pre-service teacher candidates, as volunteer consultants, taught Junior Achievement curricula to elementary or middle school students as part of the an early field experience requirement in a general methods and classroom management course.

Background of the Study

This study investigated the attitudes of pre-service teacher candidates toward an early field experience. Unlike many field experiences prior to student teaching, students actually taught five or six Junior Achievement lessons in the clinical setting. The teacher candidates were surveyed to understand the fidelity between Junior Achievement training, curricula and teaching and the content of the general methods course.

Background on Junior Achievement

Junior Achievement (JA) is an international organization with regional affiliates that offers basic economic education to children. Since its founding in 1919 by Horace
A. Moses, president of Strathmore Paper Company, Junior Achievement has contributed to the economic and business education of young people in over 3,300 communities in the world. According to Junior Achievement’s website, 383,761 Junior Achievement volunteers teach 367,305 classes to 9,326,748 students a year (Junior Achievement, n.d.). Volunteer consultants are recruited from the local community and trained to teach a series of economic lessons at the elementary, middle grades, or high school levels. The program was so well received by schools in the Central Florida area that the organization reached out to a natural ally, a college of education, to recruit additional volunteers.

History of the Junior Achievement/UCF Partnership

The University of Central Florida (UCF) is a metropolitan university serving over 50,000 students on one main and eleven regional campuses. Students enter the College of Education during their junior year to pursue one of 14 undergraduate degrees. Field experience is a major component of each degree with two 15-week student teaching experiences and several courses requiring volunteer hours in a school or educationally-related setting. The goal of the early field experience is to introduce the students to the actual practice of teaching while they study the theory of best practice in teaching. The Office of Clinical Experiences finds placements for 1,000 student teachers or interns as they are called, each semester. Fortunately, the county school systems that surround the university see pre-service teacher preparation as a joint opportunity and responsibility. Our students are welcomed into the pre-kindergarten-grade classrooms and valued as an important resource in the teaching and learning environment. However locating appropriate placements that address the objectives of each class and making these placements available to the students in multiple sections of each class could be a full time
job. The Office of Clinical Experiences is not involved with these early field experience placements. In most classes the students are sent out with specific course guidelines and are expected to find their own placements. The pre-kindergarten-grade schools closest to the university are swamped with requests, and the school personnel often complain about the amount of time they spend assisting these early field experience students.

When Junior Achievement approached the dean of the college to invite the college’s participation in their successful Elementary School Program, the dean selected the general methods course, required of all initial certification teacher candidates, as the right match for this experience. The faculties for this class were thrilled when they realized that Junior Achievement would be matching each student with a classroom teacher, eager for the JA lessons. This general methods class exposes students to various instructional delivery techniques and the students practice these techniques in video-taped “microteaching” situations. JA provides a venue where the teacher candidates can use these newly acquired techniques in a real classroom setting. The JA staff prepares the teacher candidates to teach the well-planned lessons and they are given all of the materials and lesson plans necessary for the successful delivery of each lesson. These encounters also provide the experience for the teacher candidates to analyze and critique the various instructional delivery techniques that they practice in the general methods course.

The Junior Achievement Elementary School Program, which was introduced in 1992, spans kindergarten through sixth grade with the goal of showing young students the relevance of economic education in the workplace. Eventually JA added a middle grades program, the Economics of Staying in School, to offer content area majors experiences at
the secondary level. This program comprises several activities that help students discover the importance of an education in their decision to enter the work force. Gradually, Junior Achievement placements in surrounding counties were added to broaden the range of opportunities for the UCF teacher candidates.

Now in its 15th year, the UCF/JA partnership has evolved into a mutually rewarding experience for both partners. The UCF/JA partners have found opportunities to learn and grow together through long-term planning and problem-solving sessions. Junior Achievement has established two annual scholarships for College of Education students, demonstrating their commitment to the university’s mission. The UCF/JA partnership has expanded to other colleges and programs in the university including the College of Business, the Burnett Honors College, the Nicholson School of Communication and the LEAD Scholars Program.

Background of the General Methods Course

The state of Florida requires all teacher candidates to take a general methods course as part of their initial certification preparation. During the field experience for the general methods course at UCF students spend a minimum of fifteen hours over the course volunteering in an educational setting. This activity addresses a need in the community, supports the course objectives, involves a connection between the campus and the community, challenges students to be civically engaged, and involves structured student reflection. Students spend time reflecting on their experiences through ongoing structured classroom discussions related to each course topic and a meta-reflective poster project. The early field experience efforts are the core of much of the learning in the course. The teacher candidate and the classroom teacher sign a contract detailing the
types of experiences in which the UCF student might participate. Table 1 lists the types of direct and indirect experiences the students engage in.

Table 1

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor</td>
<td>Grade papers</td>
</tr>
<tr>
<td>Teach a new or review lesson/activity</td>
<td>Assemble bulletin boards</td>
</tr>
<tr>
<td>Lead a cooperative group activity</td>
<td>Set up learning centers</td>
</tr>
<tr>
<td>Supervise learning center activities</td>
<td>Develop resource materials</td>
</tr>
<tr>
<td>Work with students who are behind/at risk</td>
<td>Collect curricular materials</td>
</tr>
<tr>
<td>Coach students as they read orally</td>
<td>Organize materials for lessons</td>
</tr>
<tr>
<td>Help student find resource material</td>
<td>Draft correspondence to families</td>
</tr>
<tr>
<td>Help supervise a field trip</td>
<td>Translate classroom materials, if able</td>
</tr>
<tr>
<td>Work with ESOL student/s</td>
<td>Give written feedback on assignments</td>
</tr>
</tbody>
</table>

Before the UCF/JA partnership began in 1994, teacher candidates spent most of their time in the role of observer, tutor, or classroom assistant. Rarely was the teacher candidate, as a first semester student in the College of Education, invited to teach the whole class at this level. They were learning about lesson planning and not in a position to prepare and present a unit of instruction. With JA providing lesson plans, the general methods class students now had the opportunity to teach—a tremendous boost to the course. The UCF/JA partnership was seen as a win-win opportunity for both partners. Junior Achievement had a steady supply of new volunteers each semester and they offered to locate the placements for the teacher candidates and arranged for the total 15-hour field experience to be completed in the Junior Achievement classroom. This saved the teacher candidates from canvassing schools, looking for placements, and the carefully planned JA lessons were seen as an opportunity for the students to receive real "hands-on" teaching experience early in their programs of study.

Literature

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Literature about Field Experience in Relation to Methods Course

Studying Teacher Education: the Report of the AERA Panel on Research and Teacher Education, published in 2005, culminated a four-year study of the empirical evidence related to pre-service teacher education in the United States. This report focused on nine research syntheses, one being research on methods courses and field experiences (Clift & Brady, 2005). In summarizing earlier reviews of this literature, the authors explained that prior to 1975, the research on methods courses and field experience included mostly psychological studies. As the field of psychology shifted its attention from observable, measurable behaviors in the 1970s to cognitive studies, teacher educators became skeptical about this early research.

The authors detailed how Lanier & Little’s research review in The Handbook of Research on Teaching (1986) verified that teacher education curriculum was inconsistent and that there was little research directed at instruction within teacher education. The authors explained that in the first Handbook of Research on Teacher Education (1990), a strong case was made for a revival of the intellectual foundations of method.

The chapter on methods courses and field experiences in Studying Teacher Education recounted that in the second Handbook of Research on Teacher Education (Sikula, Buttery, & Guyton, 1996) the chapters discussing general issues in teacher education did not discuss methods courses, but focused instead on the shift toward standards-based curricula and teaching. However, the chapter on field and laboratory experiences (McIntyre, Byrd, & Foxx, 1996) bemoans the lack of research verifying that field experience truly prepares more reflective teachers than individuals prepared in more traditional, apprentice-type programs.
After reporting previous reviews, Clift and Brady shifted their focus to the research reported in referenced journals between 1995 and 2001 that addressed teacher education in the context of methods courses, early field experiences, and student teaching. They limited their research to data-based studies. They looked at each content area separately (English, mathematics, science, and social studies) and reported in summary that, "teacher education research within content areas has moved from a focus on generic teaching behavior to a focus on thinking about context. Within each area, beliefs about students, teaching and learning increasingly are investigated in relation to the instructional, interpersonal, social and historical factors that come into play as one begins teaching practice" (Clift & Brady, 2005, p. 325).

Most colleges of education expose teacher candidates to the "real world" of teaching through early field experiences that precede the capstone experience of student teaching. These early field experiences may be related to a general methods course where they can be critiqued and analyzed for their relationship to the content of the course. Curtner-Smith & Sofo (2004) studied the influence of a critically-oriented methods course and the early field experience on physical education teacher candidates. Their main conclusion was that the inward focus of the methods course and early field experience on the analysis of teaching had a considerable influence on the teacher candidates. However, the outward focus on curriculum studies and four permeating themes of elitism, racism, classism, and sexism had virtually no impact on the teacher candidates. They blamed these vastly different effects of the two foci on the pedagogical development, a concern for survival of the teacher candidates at the time of the methods
course and early field experience and suggested a thematic curriculum structure to improve secondary school education in general by making it more child-centered.

Investigators examined the impact of the timing of the field experience in a study of elementary education students enrolled in methods courses with associated early field experiences (Heath & Stange, 1995). The teacher candidates responded to an open-ended questionnaire to determine what knowledge and skills had been learned during the field experience. The researchers found differences based on when the field experience occurred in the teacher education program. The teacher candidates enrolled in methods courses were still developing the knowledge base for teaching, while teacher candidates closer to student teaching made comments directly linked to the delivery of classroom instruction in the field sites.

This study explores the relationship of the Junior Achievement experience to teaching methods, classroom management, issues of diversity, cooperative learning, and whole class instruction. The researchers hoped to learn if the Junior Achievement field experience was better than the traditional early field experience where the teacher candidates may only be observers.

*Evaluation of Literature on Junior Achievement Curriculum*

Literature is not available assessing Junior Achievement as an alternative early field experience in teacher preparation programs. While articles describing the Junior Achievement program are included in the literature, only one study has been reported on the value of the Junior Achievement experience for the participants. Shortly after JA introduced the Elementary Education Program, researchers at the Western Institute for Research and Evaluation, working with Utah State University, conducted a three-tier
(formative, summative, and longitudinal) study (Van Scotter, Dusen & Worthen, 1996) of this program. The formative study, conducted during the 1992-1993 school year, revealed that the teachers, principals, consultants, students, and parents surveyed valued the real-life applications of the program. The researchers reported that the K-6 program was appropriate for both genders, was successful in urban and suburban school settings, and suitable for students from diverse ethnic backgrounds.

During the summative study conducted during the 1993-1994 school year, objective tests of economic content were administered to 3,820 students in a control-group setting. K-6 students in JA schools were matched with students in schools not participating in the JA program. The differences in scores were "significantly statistically and educationally meaningful" (Van Scotter, et.al., p. 35).

When the longitudinal study (1993-1995) was initiated, alternative assessments were implemented. The authors reported that these assessments revealed that students had learned how to apply the concepts and skills gained in the Junior Achievement Elementary Education Program in new situations. Data from all three tiers of the study was used to improve the JA training, communication, and curriculum.

The focus of the present study shifted from the benefit gained by the K-12 students, who are the recipients of the JA lessons, to the volunteer teacher candidates, who deliver the lessons. This study focused on Junior Achievement as a required field experience for teacher candidates.

Methods

*Design and Research Question*
A cross-sectional survey design was used. The research question was: Do field experiences using the Junior Achievement curriculum promote fidelity to course topics in a general methods course?

Sampling Procedures

From a junior-level course in classroom methods and management, six undergraduate classes provided a sample of 176 participants. This sample was a mixture of K-6 elementary majors, K-12 majors, and 6-12 secondary majors with a variety of content areas. Sixty-one percent (61%) of the participants were elementary education majors—with seventy-seven percent (77%) in a K-2 or 3-5 setting—and twenty-four percent (24%) of participants received placements at the middle or high school levels.

Participants were administered the survey in the same week in the spring semester of 2007. At the time of administration, all students had received Junior Achievement training and completed the course-required field experience in local schools. Institutional Review Board protocol was followed.

Demographics

Of the participants, seventy-three percent (73%) were 18-22 years of age with twenty-seven percent (27%) over age 23; eighty-five percent (85%) of participants were female. Participants were placed in field experience classrooms at both the elementary and secondary school levels: sixty-one percent (61%) of the participants were elementary education majors—with seventy-seven percent (77%) in a K-2 or 3-5 setting—and twenty-four percent (24%) of participants received placements at the middle or high school levels. Field placements of the Junior Achievement trained participants were made in six local school districts. A majority (76%) of those placements were made in Orange
County; 13% in Seminole County; 5% in Brevard County; and 2% each in Lake, Osceola, and Volusia Counties.

*Instrumentation*

In designing the questionnaire, the researchers focused on several general areas of understanding to determine how well the JA training prepared student candidates to complete the field experience and the JA curriculum, and how the field experience, using the Junior Achievement lesson protocol, has addressed direct and indirect methodologies, classroom management topics, and interaction with diverse students. Using cross-sectional survey techniques, the questionnaire used both closed-end and open-end questions. Response options on closed-end questions were mutually exclusive.

*Questionnaire*

The survey questions were divided into two parts, each addressing specific questions from the two areas of interest: addressing Junior Achievement as a field experience and addressing the field experience as it related to the general methods course (See Appendix).

Along with the survey questions, participants had the opportunity to make comments regarding ways in which the Junior Achievement format of their field experience addressed the topics of the course.

*Limitations*

There are several limitations to this study. First, the ability to generalize the results may be limited due to restricting the participant group to one university. Second, the questionnaire was piloted in the year prior to the study. Therefore, more reliability and validity data may be necessary.
Results

The researchers asked participants to answer questions addressing two main areas of focus. The first focus involved questions about the Junior Achievement training and teaching in their field experience. The second focus centered on questions relating the Junior Achievement field experience to the topics of the course. Results are shown in the following tables. Tables 2-4 refer to the participants’ attitudes toward Junior Achievement curriculum and pedagogy. Table 5 refers to participants’ attitudes toward Junior Achievement field experience as they relate to the goals of the general methods course in which they were enrolled.

Table 2. Participants’ attitudes toward Junior Achievement Training or lesson format in the field experience. JA = Junior Achievement

<table>
<thead>
<tr>
<th>Questions 2, 8</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>JA training was sufficient to prepare JA lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=176</td>
<td>12%</td>
<td>14%</td>
<td>74%</td>
</tr>
<tr>
<td>Participant would volunteer in another JA lesson</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td>N=176</td>
<td>21%</td>
<td>10%</td>
<td>69%</td>
</tr>
<tr>
<td>out of class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Participant comments about changing Junior Achievement experiences.

<table>
<thead>
<tr>
<th>Question 9</th>
<th>Lesson Plans</th>
<th>Communication with Field Experience Teacher</th>
<th>No changes</th>
<th>Field experience around state testing time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant would change one component about the JA experience. N=77</td>
<td>55%</td>
<td>28%</td>
<td>11%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Table 4. Participant comments about the most enjoyable aspect of Junior Achievement field experience.

<table>
<thead>
<tr>
<th>Question 10</th>
<th>Teaching</th>
<th>Teacher</th>
<th>Lesson Plans</th>
</tr>
</thead>
</table>

37
<table>
<thead>
<tr>
<th>Questions</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant found this aspect most enjoyable about JA. N=77</td>
<td>56%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Table 5. Participants’ attitudes toward Junior Achievement Training experience as they related to the course content.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant believes that JA field experience increased awareness of teaching strategies N=176</td>
<td>6%</td>
<td>8%</td>
<td>86%</td>
</tr>
<tr>
<td>Participant believes that JA field experience increased awareness of classroom management N=176</td>
<td>5%</td>
<td>6%</td>
<td>89%</td>
</tr>
<tr>
<td>Participant believes that JA field experience increased awareness of small group interactions N=176</td>
<td>6%</td>
<td>10%</td>
<td>84%</td>
</tr>
<tr>
<td>Participant believes that JA field experience increased awareness of whole group interactions N=176</td>
<td>2%</td>
<td>8%</td>
<td>90%</td>
</tr>
<tr>
<td>Participant believes that JA field experience increased awareness of diversity in the classroom N=176</td>
<td>13%</td>
<td>13%</td>
<td>74%</td>
</tr>
<tr>
<td>Participant believes that JA field experience was beneficial N=176</td>
<td>5%</td>
<td>6%</td>
<td>89%</td>
</tr>
</tbody>
</table>

**Discussion**

Results of this study suggest that Junior Achievement curricula and teaching in an early field experience positively related to the content of the general methods in which pre-service students were enrolled. The data suggest there is strong fidelity to course topics from the JA field experience: eighty-six percent of participants (86%) felt that the experience led to a better understanding of teaching strategies, in general; eighty-nine
percent (89%) felt that the field experience led to an awareness of classroom management techniques; eighty-four percent (84%) felt that the field experience helped them to understand small group interactions; ninety-percent (90%) felt similarly about whole group interactions in the classroom; seventy-four percent (74%) felt the experience increased their awareness of diversity in the classroom; and last, eighty-nine percent (89%) felt that the field experience was beneficial to them.

A majority (74%) of participants felt sufficiently trained to go into local classrooms and teach the five lessons for which Junior Achievement had trained them and provided materials. Though some participants provided suggestions for changing the Junior Achievement experience (including the curriculum, the communication with the field experience teacher, or the timing of the field experience, n=77), it was surprising to find that sixty-nine percent (69%) of participants would, independent of the course requirements, continue to volunteer as a Junior Achievement teacher in local schools. Possibly, this call to service may be a result of an emphasis on service learning in Florida’s high school requirements and of the College of Education’s focus on service learning.

Conclusions

Making meaningful connections between schools of education and the schools they serve has been a concern for teacher educators (Levine, 2006). Recently, clinical experiences that promote university/school partnerships have been heralded as a positive step in teacher education (Zeichner, 2007a). Both of these trends in teacher education are addressed in the partnership that the University of Central Florida’s College of Education created with Junior Achievement. Students in the general methods course addressed
course topics by teaching lessons in partner school classrooms much earlier in their program than in traditional student teaching or intern clinical experiences. Further, the partnership with Junior Achievement provided a working model for colleges of education and outside agencies working together to improve the clinical experience of education students.

The findings of this study suggest that the experiences, encountered while participating in Junior Achievement as part of an early field experience required in a general methods class, had a strong fidelity to the content of the course. The power of being placed in the role of teacher, rather than observer, allowed the teacher candidates to gain an awareness of teaching methods, classroom management, issues of diversity, cooperative learning, and whole class instruction. The field experiences of Junior Achievement are unique in that they provide students a more engaging experience than traditional pre-student teaching clinical experiences. This early field experience addressed the teacher candidate students’ needs to experience valuable field experiences earlier than traditional student teaching. Actually teaching to students early in the teacher candidates’ course of study clearly provided a more enriched field experience than traditional field experiences, in which pre-service teacher candidates do not have opportunities to teach.

More research aimed at comparing this alternative curriculum and pedagogy to the traditional early field experience is worth consideration.

*The authors would like to thank Laurie J. Mullen for her helpful comments.

References


Appendix

**Junior Achievement Survey**  
**Spring 2008**

*Instructions:* Using the following scale, please rate the level of your belief about each of the following statements. Please use whole numbers only and write your score for each belief in the space provided next to each number. Feel free to make comments about any of your answers.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

1. _______ I believe that it was beneficial to me to participate in the Junior Achievement program as a requirement for EDG 4410.
   Comments:

2. _______ I believe that the training I received from Junior Achievement was sufficient to prepare me to teach the Junior Achievement lessons.
   Comments:

3. _______ I believe that teaching the Junior Achievement lessons has increased my awareness of teaching strategies.
   Comments:

4. _______ I believe that teaching the Junior Achievement lessons has provided me with the opportunity to practice classroom management strategies.
   Comments:

5. _______ I believe that I have a better understanding of how to work with a diverse student population as a result of my Junior Achievement experience.
   Comments:

6. _______ I believe that I have a better understanding of how to implement small group experiences as a result of my Junior Achievement experience.
   Comments:

7. _______ I believe that I have a better understanding of how to implement whole class instruction as a result of my Junior Achievement experience.
   Comments:
8. I believe that if I had the time I would volunteer to participate in another Junior Achievement experience in the future.
Comments:

Instructions: For each of the following questions please write your answer on the lines provided. Feel free to use the back of the paper if needed.

9. If you could change one thing about your Junior Achievement experience what would it be?


10. Please describe the best thing about your Junior Achievement experience.


Demographic Information

Major ___________________________ College ___________________________
Gender _______ Age _______ EDG 4410 Section 02

Grade level of Junior Achievement placement _______ County ___________________________

Thank you for your time. We believe your feedback will help us improve the quality of the Junior Achievement experiences in Teaching Strategies and Classroom Management, EDG 4410.

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