



The development of a competency based instrument for evaluation of secondary student teachers based on a prioritization study of selected teaching competencies
by Lynn Anthony Fremont

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF
EDUCATION

Montana State University

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Abstract:

The problem for this study was to develop a competency based instrument for the evaluation of secondary student teachers from Montana State University. A secondary problem was the compilation and categorization of competency statements purported to contribute to effective teaching which were included in a ninety two item opinionnaire to provide data for developing the instrument for evaluation.

The problem was investigated by a review of literature related to competency based teacher education and evaluation of student teachers from which the survey opinionnaire was developed. The opinionnaire was utilized in surveying twenty six secondary student teachers from Montana State University and twenty four cooperating teachers from Montana public schools to provide prioritization of competencies included in the instrument for evaluation. Both groups were asked to judge each competency statement on a Likert type scale within four designated competency areas, i.e., planning, teaching behavior, student and self evaluation, and professionalism.

Eighty competency statements judged as "important" by the respondent groups, and two statements required for inclusion, became part of an instrument for evaluation of student teachers based on competency statements and teaching performance criteria. There was no competency statement included in the study that 90 percent of the respondents of either group judged as being a very important competency for a beginning teacher, and none of the four designated competency areas was viewed as being more important than the others.

Based on this study and corroborated by reports in the literature, the conclusion is made that no set of performance goals or tasks is agreed to as being essential for student teachers by cooperating teachers, by practicing student teachers, or by proponents of competency based teacher education programs.

THE DEVELOPMENT OF A COMPETENCY BASED INSTRUMENT FOR
EVALUATION OF SECONDARY STUDENT TEACHERS BASED
ON A PRIORITIZATION STUDY OF SELECTED
TEACHING COMPETENCIES

by

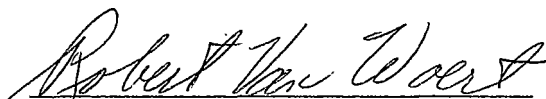
LYNN ANTHONY FREMONT

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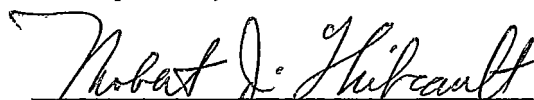
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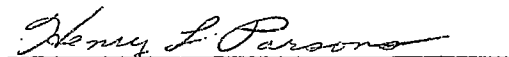
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The writer wishes to dedicate the thesis to the memory of Dr. S. Gordon Simpson who was a major influence in her process of learning to be.

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ABSTRACT

The problem for this study was to develop a competency based instrument for the evaluation of secondary student teachers from Montana State University. A secondary problem was the compilation and categorization of competency statements purported to contribute to effective teaching which were included in a ninety two item opinionnaire to provide data for developing the instrument for evaluation.

The problem was investigated by a review of literature related to competency based teacher education and evaluation of student teachers from which the survey opinionnaire was developed. The opinionnaire was utilized in surveying twenty six secondary student teachers from Montana State University and twenty four cooperating teachers from Montana public schools to provide prioritization of competencies included in the instrument for evaluation. Both groups were asked to judge each competency statement on a Likert type scale within four designated competency areas, i.e., planning, teaching behavior, student and self evaluation, and professionalism.

Eighty competency statements judged as "important" by the respondent groups, and two statements required for inclusion, became part of an instrument for evaluation of student teachers based on competency statements and teaching performance criteria. There was no competency statement included in the study that 90 percent of the respondents of either group judged as being a very important competency for a beginning teacher, and none of the four designated competency areas was viewed as being more important than the others.

Based on this study and corroborated by reports in the literature, the conclusion is made that no set of performance goals or tasks is agreed to as being essential for student teachers by cooperating teachers, by practicing student teachers, or by proponents of competency based teacher education programs.

CHAPTER I

INTRODUCTION

Changes which have occurred in teacher education programs in recent years are exciting, challenging, seemingly more relevant than traditional teacher education programs and sometimes more controversial. Unlike traditional teacher education programs, the new programs force explicitness in the statement of goals to be accomplished by the teacher education programs and the students who are a part of the programs. Further, there is an emphasis on evaluation in relation to the explicitly stated goals, evaluation that is used to provide feedback to the student while he is a part of the program. The evaluation data can be used to specify for each student the level of competency he has attained in relation to each of the specified goals.

The movement for change in teacher education which currently seems to have the greatest impetus is the competency based teacher education movement. R. W. Houston states of this movement:

Rarely, if ever, has any movement swept through teacher education so rapidly or captured the attention of so many in so short a time as has the competency based movement. Already underway, the approach holds promise of renovating and regenerating teacher education. Equally significantly, it appears probable that it will do so in record setting time. (Houston: 1972: p. xiii)

The principles underlying a competency based approach to teacher education and evaluation take into account specific educational outcomes and on the basis of these predetermined outcomes, a program

and an evaluation procedure and evaluation instruments for the program are developed. These make it necessary to provide potential teachers with the opportunity and will require them to apply knowledge of teaching behavior in a practical classroom situation and be evaluated on their competency in making such application.

The new approaches to teacher education are putting an important new emphasis on evaluation within the program. McDonald states:

Traditional teacher education programs have not had to demonstrate the effectiveness of their graduates as teachers. However, in competency based programs, the emphasis on accountability, on scientific inquiry, and on the use of evaluative feedback for program development all thrust evaluation into a prominent role. (McDonald:1972:p. 56)

By determining competencies characteristic of an effective teacher in specific areas related to teaching, it makes it possible to develop a profile of what competencies an acceptable beginning secondary teacher should possess. After acceptable competencies have been determined, criteria must be developed to be used in evaluating whether or not the required competencies have been attained. The information gained from this approach to evaluation can be used to determine teacher education curriculum requirements needed to prepare the students to be successful in achieving the selected competencies. Further, the use of an evaluation process based on the successful completion of specified competencies supplies information which can be used to determine a personal profile of the teaching competencies each

teaching candidate has successfully implemented in a classroom setting. In addition, information obtained from a competency oriented evaluation process would also be one form of data that could be used in determining the overall effectiveness of a total education program.

The possibilities suggested in the literature for the use of a competency based teacher education program, as outlined in the preceding paragraph, seem to meet some of the perceived needs of the secondary teacher education program in the Department of Secondary Education and Foundations at Montana State University.

One of the needs of the current secondary teacher education program at the University as expressed by Dr. Henry N. Worrest, Head of the Department, was the need for the development of a new evaluation form for student teaching to be used with the secondary education majors during their student teaching experience at Montana State University. Dr. Worrest stated the form now used doesn't adequately reflect a coordination between the objectives of the required education courses and the total student teaching experience. Common responses regarding the evaluation instrument now being used with secondary student teachers include complaints regarding the lack of specific criteria and the belief that the form is too general and subjective. A competency based method for the evaluation of secondary student teachers as described in the literature would seem to be the answer to some of the prestated, perceived weaknesses in the evaluation of

secondary student teachers at Montana State University since it would be necessary to make specific statements of the objectives for the student teaching experience and specific statements of the criteria that must be met for successful achievement of the prestated objectives. Thus, a competency based evaluation instrument for secondary student teachers would be both objective specific and criteria specific. Further, it would be possible to correlate the specific objectives for the student teaching experience with the goals and objectives of the required education courses.

In their 1973 doctoral thesis, Sipkens and Turkovich had recommended the Department of Secondary Education and Foundations begin development of a competency based teacher education program. This recommendation was accepted and at the 1973 fall retreat of the Department it was determined that one of the priorities for the change to the new program would be the development of a competency based instrument for the evaluation of secondary student teachers at Montana State University. The researcher, having worked with student teachers and being interested in the development of a new evaluation process for secondary student teachers, requested and was given permission to include the development of a competency based evaluation instrument for secondary student teachers as part of the writer's doctoral thesis.

INTENT OF THE STUDY

The intent of this study was to develop a competency based evaluation instrument to be used with secondary student teachers during their student teaching experience at Montana State University. As a background for doing this, it was necessary for the researcher to become knowledgeable about the assumptions, characteristics and purposes of a competency based teacher education program, how student teaching is handled within a competency based teacher education program and how the evaluation of student teachers is made in such a program.

STATEMENT OF THE PROBLEM

The problem for this study was twofold. The primary problem was the development of a competency based instrument for the evaluation of secondary student teachers to be used with secondary education majors at Montana State University during the student teaching phase of their teacher education program.

A secondary problem was to develop an opinionnaire to provide input data from a sampling of secondary student teachers from Montana State University and secondary cooperating teachers from the public schools of Montana who work with the secondary student teachers from Montana State University. Before preparing the opinionnaire a compilation of statements of competencies characteristic of successful

teaching in the four areas of planning, teaching behavior, evaluation (student and self), and professionalism was made. The four teaching area designations used in the study were agreed on by the staff of the Department of Secondary Education and Foundations of Montana State University at their fall retreat in 1973. The statements compiled would then be used as the basis for the opinionnaire which would be administered to the sampling group. For each competency statement selected for inclusion in the instrument for evaluation it was also necessary to develop criteria that would be used as a basis for the evaluation of the given competency.

NEED FOR THE STUDY

Teacher education programs, like many other things, have come under close scrutiny in recent years. The result has been criticism of teacher education programs, including the student teaching phase. One of the most severe of these criticisms was made by Charles Silberman (1971) in his book, Crisis in the Classroom. Among other things, he asserts that student teachers receive incredibly little feedback on their performance, that supervision tends to be perfunctory, sporadic, and concerned with the minutiae of the classroom, and often student teaching is a process of imitating a model that may be less than desirable--the classroom supervisor.

Cooper (1973) views other weaknesses as being apparent in a

traditional approach to teacher education. He suggests that most teacher education programs have a limited conceptualization of the total program, that goals are vaguely defined, that there is a lack of program evaluation, and often, there are poor models of instruction. Lange (1972) suggests a need to change teacher education programs in such a way that theory and practice in the programs would be more closely related, making the instructional program more relevant for the student. Smith (1971) in viewing traditional teacher education programs levels the criticism that teacher preparation programs equip prospective teachers to perform few specific tasks and provide only a superficial understanding of the situations teachers must deal with. Elfenbein (1972) agrees with Smith that the dissatisfaction of many educators seems to be centered on the lack of relevance of present traditional professional training to the daily work of teachers. The preceding observations by professional educators suggest that they feel there is a need to change teacher education programs from the generally accepted traditional programs.

A study conducted by Mattson (1972) at Montana State University of College of Education graduates included some comments critical of the current teacher training program. Among the shortcomings viewed by graduates were such statements as these:

There is a lack of understanding on the part of the profession of how it is out there.

The use of a retired school administrator as student teaching supervisor seems to foster 19th century methods and this decreases the value of the student teaching experience.

...I wish we had dealt with 'what is' more than with 'what can be'.

Education courses had too much theory--not enough practical application. (Mattson:1972:pp. 116-117)

The preceding comments suggest that from the view of some of the secondary teacher education graduates of Montana State University included in the Mattson study, changes in the secondary teacher education program at Montana State University are desirable.

The literature available concerning competency based teacher education suggests that the use of competency statements forces explicitness in the statement of goals to be accomplished by a teacher education program. This would be desirable for the secondary teacher education program at Montana State University. Further, the use of competency statements permits more rapid and accurate measurement of student progress and allows for immediate feedback to the student teacher, again desirable features in secondary teacher education programs. By determining competencies characteristic of an effective teacher in the specific teaching areas of planning, teaching behavior, evaluation (student and self), and professionalism, a profile can be developed of what competencies an acceptable beginning secondary teacher should possess. The information gained from the study can be used to determine goal statements and teacher education curriculum.

requirements needed to prepare the students to be successful in achieving the selected competencies. Implementation of the instrument for evaluation will supply information which can be used to develop a personal profile of the teaching competencies each teaching candidate has successfully implemented in a classroom setting. Further, information obtained from the use of the instrument for evaluation would also be one form of data that could be used in determining the overall effectiveness of the total education program in secondary education.

GENERAL QUESTIONS TO BE ANSWERED

The questions to be answered by this study were:

1. What are the competencies characteristic of successful teaching in the four areas of planning, teaching behavior, evaluation (student and self), and professionalism?
2. What criteria will be used to determine "competency" for each of the competencies of teaching selected for inclusion in the study?
3. What process of assessment or evaluation will be used to determine a degree of competency for each teaching competency included in the study?
4. What is the best way to combine the findings from questions two and three of the study into a flexible instrument for evaluation to be used for evaluating secondary education majors during their student

teaching experience at Montana State University?

GENERAL PROCEDURES

An intensive and thorough review of literature was made to gain a more complete understanding of the philosophy, characteristics, assumptions and implementation of competency based teacher education programs with particular emphasis on the references dealing with student teaching programs and the evaluation of student teachers. Research was conducted within a variety of sources to determine competencies characteristic of successful teaching in the four areas of planning, teaching behavior, evaluation (student and self), and professionalism. The four teaching area designations used in the study were agreed on by the staff of the Department of Secondary Education and Foundations of Montana State University at their 1973 fall retreat. The researcher became familiar with various forms of evaluative instruments and processes that are best suited for or are currently being used in making assessment of student teachers in competency based teacher education programs. This information and its relationship to the study was systematically reported. Sources from which information was taken were current education periodicals, current books dealing with the competency based teacher education movement, the Educational Resources Information Center (ERIC), the Performance Based Teacher Education Committee of the American Association of Colleges for Teacher

Education, and various colleges in the United States with developed competency based teacher education programs.

On the basis of the information gathered through the literature review, an opinionnaire was developed regarding competencies in the areas of planning, teaching behavior, evaluation (student and self); and professionalism. The opinionnaire was critiqued by members of the Secondary Education and Foundations Department at Montana State University and suggested changes made before administering the opinionnaire to a sampling of student teachers and public school cooperating teachers who were working with student teachers from Montana State University. Data from the opinionnaire was incorporated in developing an instrument for the evaluation of student teachers to measure competencies characteristic of successful teaching in the four areas of planning, teaching behavior, evaluation (student and self), and professionalism. The finished instrument for evaluation will be used with secondary education majors at Montana State University during the student teaching phase of the teacher education program. In developing the instrument for evaluation, the researcher worked closely with the staff of the Department of Secondary Education and Foundations at Montana State University to assure the instrument would lend itself to the philosophy and future plans of the Department regarding a competency based teacher education program since the study and instrument would be used to fill an interim need for the Department. The

instrument for evaluation will include competencies purported to be developed from the secondary teacher education program which will be measured during the student teaching phase of student programs.

LIMITATIONS

This study was limited in that not all available sources of material related to the subject of competency based teacher education were considered. Reasons for limiting materials included the desire to remain within a limited scope, thus making a need for selectivity in materials. Further limitations of the study were the number and types of resources that are available on the campus at Montana State University or are readily accessible, and the fact that a time limit was involved in the study. In addition, the number of possible competencies characteristic of successful teaching in the four chosen teaching areas may be infinite in number if all possibilities were included. Thus, it was necessary to make choices regarding the competencies that were ultimately included in the study. Choices were also made regarding the criteria on which evaluation would be based and the process and forms of evaluation that would be used to determine competency. Since the study was oriented toward the philosophy and proposed competency based teacher education program that the Department of Secondary Education and Foundations at Montana State University hopes to implement, general application of the study may be limited although

the process might be duplicated.

DEFINITION OF TERMS

For purposes of this study, the following definitions will be used.

Competency (Competence): Competency or competence means a knowledge, skill or behavior derived from explicit conceptions of teacher's roles and/or on the job performance of teachers. (Elfenbein: 1972, Johnson:1972) A competence is a performance which can be observed, analyzed, commented on, and in some way be measured as it is related to a specific goal or task.

Competency Based Teacher Education: The term, competency based, is a coined word of recent origin which is a special designation for an educational approach. The word competency indicates an emphasis on an "ability to do" as contrasted to the more traditional emphasis in education on the ability to demonstrate knowledge. (Houston, Howsam:1972:p. 3)

Cooperating Teacher: As used in this study, a cooperating teacher is a teacher in a Montana secondary school who has a student teacher assigned to his classes for the purpose of completing the student teaching phase of the secondary teacher education program.

Evaluation: The teaching area chosen for the study and designated by the term evaluation will include competencies related to pupil

evaluation as made by the student teacher as well as competencies related to self evaluation by the student teacher.

Evaluative Instrument: This term refers to instruments or processes for evaluation of student teachers that have generally been used in competency based programs now in existence and have been reported in the literature.

Instrument for Evaluation: The term, instrument for evaluation, refers specifically to the instrument for the evaluation of student teachers that will be developed as a part of this study and is intended for use with those preparing to teach at the secondary level at Montana State University.

Planning: Planning, as defined for this study, includes competencies related to actions the student teacher takes in proposing and organizing subject matter, methods and material to be used in the classroom.

Professionalism: The teaching area included in the study under the designation of professionalism will also include competencies and behaviors related to teaching ethics.

Teaching Behavior: As defined for this study, teaching behavior includes competencies related to the student teacher's actions in the classroom.

SUMMARY

The competency based teacher education movement reflects recent changes in teacher education which emphasize explicit statement of goals and evaluation related to goal statements. Evaluation within these programs requires prospective teachers to make practical application of teaching knowledge in the classroom and be evaluated on their competency in making this application.

As possibilities suggested in the literature regarding competency based teacher education programs seemed to meet some of the perceived needs of the secondary teacher education program at Montana State University, it was decided in the fall of 1973 to begin developing a competency based teacher education program for the Secondary Education and Foundations Department. One priority for the suggested change was the development of a competency based instrument for the evaluation of student teachers and permission was given for this to be included in the writer's doctoral thesis.

The intent and primary problem of the study was the development of an evaluation instrument to be used with those preparing to teach at the secondary level at Montana State University during their student teaching experience. A secondary problem was the development of an opinionnaire based on the literature review to provide input data from a sampling of secondary student teachers from Montana State

University and secondary cooperating teachers from Montana public secondary schools.

The need for the study was based on national criticism of teacher education programs by Cooper, Lange, Smith and other professional educators, as well as criticism of the Montana State University secondary teacher education program as expressed in local college studies.

Questions to be answered by the study included determination of competencies characteristic of successful teaching in four designated teaching areas; selection of criteria for determining "competency" for each competency statement, the process of evaluation or assessment to be used to determine competency, and combining the criteria and evaluation process into an instrument for the evaluation of secondary student teachers at Montana State University.

Procedures for the study included a review of the literature from various sources to gain an understanding of the philosophy, characteristics, assumptions and implementation of competency based teacher education programs. Based on the literature review, an opinionnaire was developed and administered to a sampling of twenty six secondary student teachers from Montana State University and twenty four cooperating teachers from Montana public secondary schools. Data from the opinionnaire was incorporated in developing a competency based instrument for the evaluation of secondary student teachers at

Montana State University.

Limitations for the study included the limited number and types of resources available or readily accessible, the desire to remain within a limited scope, and the time limit involved in the study. Further, choices were made regarding competency statements and criteria used in the study.

Terms defined for the study included competence or competency, competency based teacher education, cooperating teacher, evaluation, evaluative instrument, instrument for evaluation, planning, professionalism, and teaching behavior.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of literature first provides a brief history of teacher education and the part that practicum experiences or student teaching have had within such programs through the years. Consideration will be given to "traditional" teacher education programs that have been the standard method for preparing teachers in the United States since the 1940's. Evaluation of student teachers within traditional programs will be discussed as well as apparent weaknesses within traditional programs which suggest a need for change in teacher education programs.

As an alternate approach to the "traditional" teacher education programs, the competency based approach to teacher education will be considered. Included in the discussion will be general information on the assumptions, characteristics and purposes of a competency based teacher education program. Special consideration will be given to the roles of competencies, evaluation criteria for competencies, student teaching, and student teaching evaluation within a competency based teacher education program.

The literature reviewed is pertinent in that the areas covered are directly related to student teaching and student teaching

evaluation. Since the reports and research considered are works submitted by originators and leaders in the field of competency based teacher education, the findings and opinions expressed by these people will be used and reflected in developing a competency based evaluation instrument for use with secondary student teachers at Montana State University.

HISTORY OF TEACHER EDUCATION PROGRAMS

Teaching, whether formal or informal has been a part of life since the beginning of civilization. In Greece, the Socratic dialogs provided practice in teaching for the young Greeks. In Europe, the teaching methods and ways for teaching these methods to prospective teachers that developed after the dark ages became the pattern for the training of teachers in colonial America. These methods included the use of an apprenticeship, a common sense approach to teaching skills. Cubberley relates a typical apprenticeship contract to become a schoolmaster.

This indenture (apprenticeship) witnesseth that John Campbell....apprentice to George Brownell, Schoolmaster to learn the Art, Trade, or Mystery of teaching....and the said George Brownell doth hereby covenant and promise to teach or instruct... the said apprentice in art, trade, or calling of a schoolmaster in the best measure he or his wife may or can. (Cubberley:1920: p. 386)

The apprenticeship can be viewed as a predecessor to student teaching as we know it today in that the apprenticeship experience

provided the opportunity for the apprentice to observe students and teachers and have direct involvement in teaching activities just as student teaching affords these opportunities to prospective teachers today.

In the early 1800's, the apprenticeship for teachers gave way to the development of the normal school, a school that maintained or set forth a norm or standard of teaching ability. According to Good (1969) the early normal schools had a one year curriculum which included some work with children in a model school. By 1880 the normal school curriculum had been expanded to three years, with the model school, and work with students still a part of the program. Merrill (1967) reports of a survey conducted in 1895 in which it was found that only four of the sixty three normal schools surveyed had no provision for practice teaching in their programs.

As education became mandatory for children in the United States, the need for teachers increased along with an interest in the curriculum that was being offered to prospective teachers. The period from 1920 to 1940 was a time of progress in learning theory and its subsequent effect on teaching. Surveys of schools and teacher education were made and there was a development and growing strength of professional organizations. Plans were formed for accrediting teacher education programs with special emphasis given to the standards that would be applied to such programs. Student teaching was confirmed as a

vital and essential part of teacher education programs and the problems and issues of student teaching were identified and discussed. Recognizing the value of student teaching, the profession became concerned with ways of improving it. (Merrill:1967)

By 1940, teacher education programs that provided training in teaching skills, pedagogical concepts and principles, training in the development of attitudes relevant to effective teaching and knowledge in a subject matter field, along with some student teaching were accepted as adequate programs. (Smith: 1971) This type curriculum was acknowledged as a "traditional" teacher education program and was approved almost without question until the late 1950's and Sputnik. At that time, all education programs were under scrutiny and teacher education programs were reviewed and changes suggested. These reviews gave impetus to a surge of research and studies regarding the traditional teacher education program and how effective it really was. It was felt by many that the teacher education programs had sacrificed quality for quantity in producing teachers to meet the increased demand after World War II. It was suggested that programs be examined with the idea of making changes within the programs so they were offering both quality and quantity. (Merrill:1967) By 1967, one outcome of the increased research was the conception of teaching behaviors as a complex of skills that could be identified and practiced under specifiable conditions. (Smith:1971) This conception has been used in developing a

variety of new approaches to teacher education with the competency based approach as one that has been implemented in many teacher education programs since 1970.

TRADITIONAL TEACHER EDUCATION PROGRAMS

From the time of the use of the apprenticeship method for training teachers, the goal of teacher education programs has been to equip teachers and prospective teachers with knowledge, understanding and ways of behaving that are useful in promoting their student's achievement of educational objectives. The traditional teacher education program that evolved and was accepted as being capable of achieving the preceding goal was based on raw experience, tradition, common sense and authority. (Gage:1972)

Traditional teacher education programs in existence today are much as they were at mid century. The program is an experience based course of study in that a number of courses or course hours are specified in various prescribed areas of study plus a student teaching requirement. Usually included in the program are course work in general studies, course work in the content of the chosen teaching specialty, humanistic and behavioral studies, teaching and learning theory with laboratory and clinical experiences and a final practicum experience. These general classifications of experiences don't specify what is to be learned from the experience nor do they indicate what

prospective teachers need to know or should be able to do to be qualified to teach. (Dickson:1973) In this type program, knowledge of subject matter becomes the primary basis for teacher certification. The traditional experience based program assumes that knowledge of subject areas that relate to teaching is sufficient as a predictor of the ability to perform the tasks required of a teacher. (Rosner: 1972)

Evaluation in traditional programs is based on giving course credit for successfully completing at least minimally the goals established for each course. Sometimes the goals in traditional courses are known to all, but more often they are the privileged information of the instructor. Most often the grades in a traditional program are norm referenced with each student competing with other students as opposed to being criterion referenced with each student expected to meet a specified criterion level. When using this type of evaluation, the recorded summation is usually a letter grade which is included in a grade point average for each student. Using this approach for evaluation, a strength or higher grade in one area can compensate for a weakness or lower grade in another area. (Houston:1972)

Educators in the late 1950's and the early 1960's directed much thought and research to the topic of evaluation in education and in some cases, specifically to the evaluation of student teachers. Regarding evaluation of student teaching in the traditional teacher

education program, Stratemeyer and Lindsey (1958) state basic principles of evaluation which underlie and give direction to the evaluation process. These principles are:

The fundamental purpose of evaluation is to promote growth.

Evaluation involves appraisal of agreed upon values and goals.

Evaluation is an integral and important part of the learning process and should be continuous.

Evaluation should be based on both quantitative and qualitative evidence and employ a variety of techniques for recording and interpreting behavior.

Evaluation is a cooperative process in which the learner and all those concerned with his growth should participate.

Evaluation takes into account both the ability of the learner and the standards and competence generally required in the situations in which the individual will be engaged. (Stratemeyer, Lindsey:1958:p. 431)

Boykin, in the 39th Yearbook of the Association for Student Teaching discusses eleven principles for evaluation of student teachers which support and supplement the evaluative principles of Stratemeyer and Lindsey. The principles for student teacher evaluation as viewed by Boykin are:

The evaluation of student teaching must be based upon and function within a democratic philosophy of education.

The evaluation of student teaching should be made within a behavioral frame of reference.

In evaluating student teaching, the objectives should be defined and stated in terms of the kinds of behavior expected to be realized.

The methods, procedures and techniques used in appraising the work of the student teacher should be sufficiently diagnostic to enable the student teacher to identify the various stages of growth and progress involved in learning to teach.

Evaluation of student teaching should be conceived as an integral part of all learning, to be engaged in cooperatively by the student teacher, the supervising teacher and the pupils.

The evaluation of student teaching should lead to a better understanding of growth and development and its relationship to developmental tasks and learning.

The evaluation of a student teacher's performance should lead to a more realistic understanding and acceptance of 'Self' and to the development of a positive emotional approach to teaching, learning, and living.

The evaluation of the student teacher can be educative only to the extent that it recognizes and reconstructs the group experiences which the student teacher brings with him to the student teaching situation.

The evaluation of student teaching is broader than measurement and requires the use of both quantitative and qualitative data.

The mere description of the characteristics of a 'good teacher' is insufficient for evaluating teaching competencies needed in a democratic social order.

The evaluation of student teaching is comprehensive, continuous, and leads to improvement in the total program of teacher education. (Boykin:1960:pp. 9-23)

These principles of evaluation as stated by the various educators are as valid today as they were when first published in 1958 and 1960. The apparent weakness in student teaching evaluation in traditional teacher education programs is the fact that most evaluation procedures and instruments used often take the most expedient course which may not take into account the aforementioned principles of evaluation.

Most often the student teacher is evaluated on the basis of observation, usually made by both a public school cooperating teacher and a college supervisor. Methods of recording observations vary from program to program, but the most common approach is to compare the student teacher to a predetermined list of characteristics, although other types of evaluative instruments may be used. Blair (1960) reports that at that time evaluation for student teaching was based on such things as rating scales, diaries, individual logs of activities, records of scholastic achievement, personal data records, anecdotal records, observation forms and questionnaires. Blair states that with the use of rating scales, many schools were attempting to individualize the evaluation by including narrative statements of individual behaviors and characteristics. It was felt that the characteristic and narrative statements included in the evaluation forms tended to be so general that the evaluation became extremely subjective. Most of the aforementioned methods for gathering evaluation data tend to be based on static conceptualizations and oversimplification of design.

Kinney (1960) discusses specifically the purposes and limitations of the rating scales that were so popular as evaluation instruments for student teaching at that time. He views the purpose of a rating scale as being two fold. First, it provides a means to standardize observation with what is being observed and secondly, a rating scale will help standardize how the observation is appraised.

Although a cursory look may suggest that the use of a rating scale would be an objective method of evaluation, there are limitations to objectivity in using rating scales. Kinney (1960) considers four limitations in using rating scales for evaluation. First, a fallacy is introduced if the rating scale is used as a measuring instrument since the units are arbitrary, and the comparative interval size of the scale is unknown. A second limiting factor in the use of a rating scale is the lack of discrimination evident when this type scale is used. Unless the scale is very carefully constructed, only the middle section of the scale will be used. The third limitation Kinney considers in the use of rating scales is a personal factor that may be inherent in the person using the rating scale. Some people will consistently rate higher or lower than other people making the same kinds of observation and rating. A fourth limitation viewed by Kinney in the use of a rating scale is the halo effect, or the tendency for good or bad impressions in one area to have effect in other areas.

If a student teacher is not given the opportunity to discuss the evaluation instrument with those responsible for his evaluation, he may be unable to exert his efforts toward a specific goal, for statements on many evaluation instruments are too general to be considered goals. Often in this type evaluation, there is little of the mutual analysis of successes and failures and the identification of causes for each with an eye toward improvement that Bennie (1966) notes as being

an essential element of student teaching evaluation. Bennie emphasizes that too often the evaluation of student teachers is not as specific as it could or should be. Rather, it is too often as Silberman (1971) claims, sporadic, perfunctory, and aimed at giving student teachers a grade of some type rather than helping the student to develop into a more effective teacher.

APPARENT WEAKNESSES IN TRADITIONAL TEACHER EDUCATION PROGRAMS

Overall, it is quite generally accepted by educators that there are weaknesses in traditional teacher education programs. Cooper (1973) suggests the following weaknesses:

- Limited conceptualization of the total program.

- Lack of a research base.

- Vaguely defined goals.

- Piecemeal changes and innovations.

- Program components determined by tradition rather than by function.

- Lack of program evaluation.

- Inadequate data base for program decisions.

- Unresponsive to environmental change.

- Lack of client orientation.

- Poor models of instruction. (Cooper:1973:p.7:Book II)

- Lange also finds weaknesses in the traditional teacher.

education programs. He feels first, that theory and practice in the programs should be more closely related so the instructional program will be more relevant to the student. Further, he feels there should be a definite interrelation between knowledge and experience achieved by a gradual exposure to classroom teaching. He views these as being attainable only if there is a partnership between the public schools and the universities in the instructional programs for teachers.

Smith (1971) sums the weaknesses he views in traditional teacher education programs as follows:

A professional person is trained for and dedicated to the performance of a set of tasks within a flexible, theoretical framework. But programs of teacher preparation equip the prospective teacher to perform very few specific tasks and to understand only superficially the situation he must deal with as a teacher. (Smith:1971:p. 24)

Smith acknowledges that no teacher education program can "create a lifetime of professional competence" but he feels some approaches for educating teachers would be more appropriate than the "traditional" programs and he has outlined various approaches to teacher education that he feels would be more successful. Competency based teacher education is one of his favored approaches.

ASSUMPTIONS AND CHARACTERISTICS OF A COMPETENCY BASED TEACHER EDUCATION PROGRAM

Stratemeyer (1958) noted that the distinguishing characteristic of a profession is the requirement that members have preparation

leading to the development of specialized skills and abilities. As the quality and effectiveness of a professional group depends greatly upon the abilities of the individual members, the central purpose of a teacher education program should be to help the students develop the competencies needed by teachers. Dodl (1973) sees the same goal for teacher education programs, that is, to prepare teachers who competently perform teaching functions. Competency based teacher education programs address this goal directly. Houston states that competency based teacher education is a vehicle for preparing those who wish to practice in the teaching profession. The competency based teacher education program is designed to help students in the acquisition of knowledge related to teaching and developing the ability to apply it and further helps students in the development of a repertoire of needed critical behaviors and skills. (Houston:1971)

A competency based teacher education program emphasizes the "ability to do" as a contrast to the emphasis in a traditional teacher education program on the "ability to demonstrate knowledge." It is assumed that knowing and the ability to apply what is known (competency) are two different matters. (Cooper:1971) A competency based teacher education program further assumes that it is possible to create models of teaching in terms of competencies and in developing these competencies the program will reflect a pluralistic philosophy by embracing a variety of teaching models. (Joyce:1974) The competency

based program further assumes that we can build instructional systems that will enable people to acquire the competencies necessary to be effective teachers. (Joyce:1973) In addition, a competency based program assumes that children will learn from teachers specifically trained to be competent. In meeting the assumption that the primary purpose of a teacher education program is to produce teachers who possess specialized skills, techniques, and dispositions that can facilitate learning in a variety of educational environments, competencies reflecting these skills, techniques and dispositions and the criteria to be used in assessing these competencies are chosen or developed and are explicitly stated so each student knows exactly what is expected of them. Each student is personally responsible for meeting or passing the criteria. (Dod1:1973) A competency based program further assumes that the criteria for assessing what a prospective teacher can do (performance) should be as rigorous and as systematically derived and as explicitly stated as the criteria for assessing what a student knows (knowledge) or what he can achieve with learners (product). (Dod1:1973) A further assumption of a competency based teacher education program is that the ability to attain specified objectives with learners (product) represents another kind of competency that will be required of teacher candidates. In making evaluations and assessment of knowledge, performance and product, it is assumed that the assessment criteria will be described and assessment

made in a systematic manner. A final assumption of a competency based teacher education program is that the education students will have met the competency based requirements only when they have demonstrated they have the appropriate knowledge, can perform in a stipulated manner and can produce anticipated results with pupils being taught. (Dod1:1973)

It is believed that prospective teachers can be helped to acquire the needed basic teaching skills by assisting teacher trainees in mastering specific training protocol. The teacher training protocol and the objectives of a competency based teacher preparation program are presented through instructional and managerial units which allow each student to proceed in accordance with his interests and abilities. (Nash:1970) Competency based programs implement such things as micro-teaching, simulation, behavioral objectives and differentiated staffing patterns as models and means to increase the skill proficiencies of good teaching. (Agne:1971)

Competency based teacher education programs now in existence in the United States generally utilize three types of evaluation criteria. These are

Knowledge criteria which are used to assess the cognitive understanding...

Performance criteria which are used to assess the teaching behaviors... and

Product criteria which are used to assess the student's ability to teach by examining the achievement of students... (Elfenbein:1972:p. 27) (Figure I:p. 153)

These criteria are correlated with performance functions of teaching activities and assessment of each teaching activity is made for each teacher trainee on the basis of how well he has met the predetermined criteria. The trainee's proficiency in demonstrating mastery of required teaching skills is the measureable outcome of a competency based teacher education program. Each student demonstrates his ability to be a qualified teacher by meeting or surpassing preestablished criteria. (Houston:1974) Thus, in a competency based teacher education program it is assumed and accepted that demonstration of competency will supersede evidence of courses and time spent in student teaching as certification requirements. (Dodl:1973)

Houston (1972) distinguishes two essential characteristics which differentiate a competency based teacher education program from most traditional teacher education programs. He states:

First, precise learning objectives--defined in behavioral and assessable terms--must be known to the student and the teacher alike. Competency based instruction begins with identification of the specific competencies that are the objectives of the learner. These objectives are stated in behavioral terms. Means are specified for determining whether the objectives have been met. Both learner and teacher are fully aware of the expectations of the criteria for completing the learning effort. From a variety of alternative experiences, those most appropriate to the specific objectives are selected and pursued. In contrast to much traditional instruction, the activities are viewed as a means to a specific end. Neither teacher nor learner is permitted to view the activities as the objectives of the learning experience.

The second essential characteristic is accountability. The learner knows that he is expected to demonstrate specified competencies to the required level and in the agreed upon manner. He

accepts responsibility and expects to be held accountable for meeting the established criteria. (Houston:1973:p. 4)

Another characteristic of a competency based teacher education program that Houston (1972) views as desirable, but not as essential as the first two, is the personalization of the program. Dickson (1973) in considering personalization as one element of a competency based teacher education program feels that this element is needed in the program to make the program both humanistic and relevant. Dickson emphasizes that personalization in a program goes beyond individualization, and he carefully distinguishes between the two. According to Dickson (1973) a program that is individualized provides the educational opportunity for each student to engage in learning activities at his own rate, sometimes independently and sometimes with others. In an individualized program as Dickson views it, all students essentially cover the same material, with the time involved in covering the material by each student being the variable factor. In contrast, Dickson (1973) views personalization in a program as being an attempt to particularize instruction by being more concerned with the diverse interests, activities and achievements of each learner. Dickson feels that in a personalized program each student is provided the opportunity and is expected to interact with the instructional staff for the purposes of defining and negotiating some competencies and criteria that will be a part of the student's program. Dickson sees the merit of personalization in the fact the students will have had the opportunity

for input and will know what they want to do, what they can do, and will know that they will be held accountable for the choices they have participated in making. Rosner (1972) in considering personalization goes beyond Dickson to include small group seminars and peer group relations as a part of a personalized program. Rosner further emphasizes the personalization element he views in developing a program where each student is oriented toward specific rather than general goals. Rosner further views it as being of a crucial advantage and a point of personalization for the learner to know specifically the competencies that must be mastered.

There are many consequences that would result from the implementation of a competency based teacher education program. Houston (1972) elaborates on two consequences that he views as being important and desirable. He states:

First...the focus for evaluation or accountability is shifted to the individual's attainment of a set of objectives. He no longer is judged by his standing relative to the performance of a group or of a test population. In other words, this approach is criterion-referenced in contrast to the norm-referenced approach that has been emphasized throughout much of our educational history. The learner's achievement is compared with the stated objectives and the specified criteria; the achievements of other students are not relevant to the evaluation.

Another important consequence is that the emphasis shifts from the teacher and the teaching process to the learner and the learning process. Many learning experiences are included in the traditional curriculum because they fit the expertise or the needs of the instructor. Competency based programs, emphasizing objectives and personalization, focus on the needs and accomplishments of the student. (Houston:1972:pp. 4-5)

Dodl (1973) feels that the consequences of a competency based teacher education program are more far reaching than the two consequences Houston considers. First, Dodl feels that a competency based orientation to teacher education would eventually evolve to the point that most teacher preparation programs would be a non-course, non-credit enterprise with the competency demonstration not tied to a time base. Further, Dodl feels there could develop in a competency based program a constant interplay between personal goal setting and the gathering of information which would be reflected in programs that provided opportunities for study and then trial teaching where the prospective teacher will have the opportunity to assess short range achievement outcomes. Dodl further emphasizes as a consequence the fact that competency based programs will be highly active endeavors with a high degree of student motivation generated by the fact they are provided the opportunity to make successive approximations of a final goal behavior and will be given immediate knowledge or feedback of their degree of success. A further consequence of a competency based teacher education program which Dodl considers is the need for and emergence of teacher education specialists who would design material and assessment techniques specifically for competency based teacher education programs. Other consequences Dodl envisions as a result of competency based programs are an intensified effort through research to clarify the nature of desirable pupil outcomes, and the belief that

under such a program the achievement of the stated educational objectives is more likely to be attained.

THE ROLE AND CHOICE OF COMPETENCIES
IN A COMPETENCY BASED TEACHER
EDUCATION PROGRAM

The purpose of the competency based teacher education program is to prepare teachers who competently perform teaching functions. To achieve this purpose, Houston (1972) emphasizes that the central notion is the statement of competencies as explicit objectives. Houston suggests that a competency program can be no better than its competencies, for they determine the content for all else. He states:

...precise learning objectives--defined in behavioral and assessable terms--must be known to learner and teacher alike. Competency based instruction begins with the identification of the specific competencies that are the objectives of the learner. These objectives are stated in behavioral terms. Means are specified for determining whether the objectives have been met. Both learner and teacher are fully aware of the criteria for completing the learning effort. (Houston:1972:p. 4)

Dickson (1972) suggests that in stating competencies for a competency based teacher education program, the statements will include knowledge, skills and attitudes as well as the performance competencies a prospective teacher is expected to have on the completion of the teacher education program. Dickson further emphasizes that in choosing the knowledge, skills, attitudes and competencies that will be included in the program, care must be taken to include those behaviors which

promote intellectual, physical and social growth in students.

McDonald (1974) views teaching competence as having available a diverse set of performances adaptable to a wide range of teaching situations. McDonald stresses that these performance behaviors must be linked to the purposes of teaching, the material and media of instruction, the characteristics of the students being taught, and the student responses being taught. He views teaching acts as being comprised of two components, a behavioral component and a cognitive component. McDonald defines the behavioral component as a set of observable actions and the cognitive component as a combination of perceptions, interpretations and decisions. He views a competent teacher as being one who has learned most of the simple and complex performances and the combinations and interrelations of the simple and complex performances that are required in teaching.

Rosner (1973) takes much the same view of teaching competency as expressed by McDonald. He states:

Students who wish to become certified must show that they can 'put it all together.' They cannot just talk about it, they cannot win brownie points by regurgitating the contents of books or lectures, or discussions. They cannot make it with a few highly developed performance skills. (Rosner:1972:p. 32)

Dodl (1973) suggests that the specification of competencies will contribute to a teacher education program in a number of positive ways. First, specifying competencies for a program describes or defines the desired product of the program. Further, the specified

competencies can be used to establish major goals for instructional programs and they can and should serve as the principle basis for assessment in the program.

Houston (1972) considers the specification of competencies as it is directly related to the student teaching facet of the teacher education program. He suggests that the statement of specific competencies will assure that student teaching activities will be goal directed. Further, Houston suggests that the statements of competencies will be a common ground and means for communication between the student teacher and the secondary cooperating teacher, the student teacher and the college supervisor, as well as the secondary cooperating teacher and the college supervisor.

Dickson (1972) and McDonald (1974) both stress the view that when the competency outcomes are clearly specified, when assessment and evaluation are directly and clearly related to the stated competencies and when feedback from evaluation is immediate, it is more likely that desirable behavior modification can be made in prospective teachers. This could be desirable in helping to prepare teachers to competently perform teaching functions.

Houston (1971) cautions that in spite of the many benefits that can be cited for the use of specifying competencies in a teacher education program, educators must accept that they cannot equip student teachers to meet all possible situations that might be met on the job.

Houston views the specification of competencies as a move toward standards in education but emphasizes that competency based teacher education is not a plea for the standardization of all teacher education programs.

As the statement of competencies is central to a competency based teacher education program, and since it has been suggested that competency statements can contribute positively to many aspects of a teacher education program, the selection or identification of competencies to be included in a program is one of the first requirements for establishing a competency based teacher education program according to Houston, Rosner, Cooper and other advocates of competency based programs.

Various methods have been used by different schools and researchers as means of identifying or selecting competencies to be included in individual programs. Houston (1973) suggests that general methods for selecting competencies can be summarized in six approaches. The first approach Houston suggests is based on a priori rather than on empirical grounds. This approach he describes as a course translation where the goals of specific classes already being offered are rewritten as behavioral objectives and the newly stated behavioral objectives become the competency statements for the program. Houston suggests that because this method is expedient, it is the method that has most generally been employed. (Figure 2:p. 155)

A second method for identifying competencies described by Houston (1972) is a task analysis approach. When employing this method, the various professional roles that are required of an effective teacher are listed and from this listing the various competencies needed to achieve each teaching role are drawn. Houston notes that many of the published competency lists now available are evolved in this way.

A third method for identifying competencies for a teacher education program as suggested by Houston (1973) is to focus on the needs of school learners. In implementing this approach, the first step is to determine the pupil outcomes that are desired. Next, it must be determined what conditions will bring about the desired pupil outcomes. These conditions will suggest the competencies needed by the teachers to bring about the desired pupil outcomes. (Figure 3:p. 156) Houston suggests that this approach may be affected by intervening variable and uncontrollable factors which would have to be taken into account in each particular instance.

A needs assessment approach is a fourth method Houston (1973) discusses as a means of identifying competencies for a competency based teacher education program. In this approach the consequences of teacher behaviors and actions are examined and then the teacher education program is formulated that will prepare teachers for coping with the consequences determined in the needs study. This approach assumes

that the needs of society or a school can be translated into school programs for students and, subsequently, into specific education programs for prospective teachers.

A fifth method for deriving competencies considered by Houston (1973) is that of deriving competencies from a theoretical model of teaching. In utilizing this approach, a theoretic position is specified and the competencies needed for effective teaching within the model are deductively compiled. As an example, Houston cites the University of Houston model which was designed to educate prospective teachers as applied behavioral scientists. Weil (1974) develops a detailed consideration of this approach for identifying competencies as it was implemented at Columbia University Teachers College.

A final approach to competency selection which Houston (1973) considers is one which he terms a cluster approach. Use of this approach begins with the identification of general program areas such as "Teaching Strategies" or Classroom Management" or "Diagnosis and Evaluation." After the general areas have been identified, each area is deductively analyzed to identify competencies in each domain and the overall teacher education program is built on the competencies which have been identified for each program area.

Thomas (1974) discusses a study she conducted for determining priorities among competencies. The competencies included in the study were taken from Dodl's Catalog of Teaching Competencies and were

included in questionnaires which were responded to by groups of teachers and supervisory personnel selected to participate in eight two-day workshops on competency based teacher education. In addition to responding to the questionnaire, each of the eight large groups was subdivided into three subgroups according to grade level. Each subgroup discussed the questionnaire and developed a detailed listing of teaching skills they as a group viewed as necessary to effective teaching generally and specifically for their grade levels. Each subgroup reported conclusions to the large group and different viewpoints were discussed. Thomas concluded the questionnaires were successful in identifying value hierarchies for teaching competencies and the group sessions aided in rating interpretation and revealed differences in attitudes toward competencies which were not apparent from the questionnaire results alone. Two benefits Thomas noted from the study were the demonstration of the feasibility of utilizing assessment techniques in the development of teaching competency lists and the assurance that school staff can be enlisted beneficially in selecting competencies for use in a competency based teacher education program. Thomas cautioned that competencies chosen in the manner described by her study as well as those arrived at by the methods described by Houston and others must be regarded as tentative until it has been confirmed by research that they are in fact the most essential skills a teacher might possess.

Gage (1972) in considering teacher effectiveness considers approaches other than those previously discussed as means of determining teaching competencies to be included in a competency based teacher education program. A first approach Gage suggests, that has been alluded to by others, is to list the types of teaching activities used by teachers at various grade levels. From the lists of activities, competencies needed to be effective in each teaching activity can be developed and incorporated into the teacher education program.

Another method for determining competencies suggested by Gage (1972) is to consider the types of educational objectives that the teachers at various grade levels will be dealing with, i.e., will the objectives be psychomotor, cognitive or affective. On the basis of the different types of objectives, Gage suggests that lists of competencies can be developed that will help prospective teachers become effective in achieving the various types of objectives, and thus, become the objectives for a competency based teacher education program.

Viewing teaching as the obverse or a "mirror image" of learning is another possible approach suggested by Gage (1972) as a means for developing a competency list for a competency based teacher education program. By listing those things we want the student to "reflect" from teaching as shown by his learning, we can list the competencies needed by a teacher to bring about the desired learning. Along the same line, Gage suggests that each family of learning theories implies a specific

type of teaching theory, and each of these teaching theories can be analyzed in terms of competencies needed to implement the teaching theory in a classroom setting. This, then, is another potential source for developing a competency list for a teacher education program.

Gage (1972) when speaking of teacher effectiveness and competency is quite explicit about the type of behaviors he feels should be included and suggests there is a need to analyze teaching into limited, well-defined components that can be taught, practiced, evaluated, predicted, controlled and understood. Examples of teaching skills or behaviors which Gage views as meeting his suggested criteria are such skills as establishing set, establishing appropriate frames of reference, achieving closure, using questions, recognizing and obtaining attending behavior, control of participation, providing feedback, employing rewards and punishment and setting a model.

Rosenshine and Furst (1971) report on various process-product research studies in education, investigations which attempt to relate observed teacher behaviors to student outcome measures. As only naturally occurring behaviors were used in the research, the studies were correlational with the teaching behavior being the independent variable and the student performance measures being the dependent variable. Rosenshine and Furst (1971) list in their summary of results eleven naturally occurring teacher behaviors or skills which have support from the correlational studies as influencing student achievement.

Five of the behaviors listed are viewed by the researchers as having strong support from the correlational studies while the remaining six have less support, but enough to make it appear that they deserve future study. Those teaching behaviors which have strong support from the correlational studies as reported by Rosenshine and Furst are:

The cognitive clarity of teacher presentations.

Use of variety or variability during a lesson.

Teacher enthusiasm.

Teacher being task oriented, achievement oriented and/or businesslike.

Student opportunity to learn criterion, or objectives for the class.

Those teaching behaviors which have less support from the studies, but which Rosenshine and Furst feel should be pursued further are:

Teacher use of student ideas and general indirectness.

Use of criticism or control which showed a negative relationship in the studies.

Use of structuring comments.

Variety in question types with emphasis on a multiple classification of the question types rather than just considering them as lower and higher order cognitive questions.

Probing or teacher using responses to student answers which encourage that student or another student to elaborate on the given answer.

Rosenshine and Furst do add the following caution to the conclusions of their study:

However, these are not variables which can be placed in teacher education programs with assurance that training teachers in these behaviors will enhance student performance. Much more study is needed before these behaviors and their effects will be clarified. In particular, we will need studies in which teachers are trained to modify their behavior, and the effects upon student achievement are noted. (Rosenshine and Furst:1971:p. 43)

In spite of the caution, Rosner (1972) suggests that the behaviors found to have support in the Rosenshine and Furst report is a good place to begin in choosing competencies as it is unlikely that sufficient research will take place before performance criteria are implemented in preservice and inservice educational programs.

Houston (1972) emphasizes that choosing competencies for a competency based teacher education program is one method of providing variability and personalization within the program. He sees this as being accomplished by selecting some competencies that will be general requirements for all while allowing for each student to have a choice of competencies they wish to pursue in optional areas. Houston further suggests that this approach adds humanism to the program and lessens the chance that a competency based teacher education program will become too mechanized.

In choosing competencies, the general consensus among educators supporting the competency based approach is that competencies are behaviors that the prospective teacher will actually perform in a classroom setting, but they acknowledge that knowledge of a subject must precede performance of a competency. Dodi (1973) suggests that

in a competency based program knowledge of a subject or behavior should be viewed as an enabler or a facilitator rather than a competency. Dodl cites as an example that it will be necessary to require students to possess knowledge of the psychological principles of reinforcement but the knowledge of the principles should not be considered a competency. Rather, it could be considered competency when the prospective teacher shows that he can effectively apply the principles of reinforcement in a classroom setting with students of the age level he expects to be teaching.

Dickson (1973) makes a meaningful general suggestion regarding the selection of competencies for a teacher education program. He recommends that one recognize "what is" and "what is desired", for both must be included in the development of an effective program.

Rosner (1971) discusses four conditions that he views as essential to facilitate the acquisition of the specified teaching competencies for any given competency based teacher education program after the competencies to be included in a program have been identified. A first condition Rosner suggests is the development of measures to ascertain the degree of mastery of any given competency that has actually been acquired. In developing these criteria or evaluation measures, Rosner emphasizes the importance of establishing degrees of expertise in measuring specific competencies. He suggests the degrees of expertise could serve as standards of attainment for teachers in the

program. Further, Rosner suggests that establishing degrees of expertise would enable prospective teachers or their supervisors to determine the need for additional study or practice to attain specified levels of mastery. Another positive factor Rosner suggests could evolve from the establishment of levels of expertise is a form of motivation. He suggests that the implementation of various levels of expertise as measures of competency would tend to motivate students to higher levels of performance. Rosner further suggests that established levels of expertise could be used as yardsticks for training or as tools for research.

A second condition that Rosner (1971) discusses as essential to the acquisition of specific teaching competencies is the development of instructional and training materials to guide the study and practice of particular competencies. Rosner suggests that much of this will have to be approached on an individual program basis with the instructional and training materials being "tailor made" for each individual program.

Rosner (1971) considers a third condition that he views as essential in helping students to acquire specific teaching competencies. This is the development within the educational program of opportunities for students to study and practice under supervision with little delay in evaluation of and feedback from the knowledges and performances that might be required. Rosner suggests this is essential in order to determine need for and recommend or require additional

study or practice and/or the acquisition of new knowledges or skills.

A fourth condition Rosner (1971) considers as needed to facilitate acquisition of selected teaching competencies is the development of incentives to motivate the acquisition of the selected knowledge and skills. Rosner suggests that in a preservice program, the main incentive would be the need to acquire certification in order to seek employment.

DeShaw (1973) summarizes some of the advantages and limitations that are apparent in the use of measureable objectives or competency statements. A first advantage is the fact that competency statements force explicitness in the statement of goals to be accomplished. Another advantage DeShaw cites for the use of competency statements is that they can be an aid in the selection of teaching methods, instructional materials and learning activities. DeShaw further suggests that if competency statements are used, it makes it possible for a person to plan orders of sequence for activities in such a way that it will allow for maximum achievement. A fourth advantage DeShaw views in the use of competency statements is the belief that if competency statements are implemented in the manner that most of their proponents recommend, they permit more rapid and accurate measurement of student progress. A final advantage that DeShaw suggests results from the use of competency statements is the belief that the competency statements motivate students to more efficient and rapid achievement of the

competencies expected of them.

There are fewer limitations that DeShaw (1973) considers in relation to the use of competency statements, but those mentioned are important enough that they should be kept in mind. First, important factors could well be ignored because of the difficulty of stating certain behaviors in terms of competency and criteria. Houston (1971) cites as an example the difficulty that arises in handling affective objectives. A second limitation DeShaw and others suggest is the idea that the use of competency based education may erode the curriculum to a mechanical and dehumanizing form of education. Though it seems well to keep in mind that this is a possibility, the researcher has previously included several examples of actions that can and should be taken to prevent a competency based teacher education program from becoming mechanical and dehumanizing. A final limitation DeShaw considers in relation to the use of competency statements is the belief that prespecification of goals may keep one from taking advantage of unexpected educational opportunities. The researcher has ascertained from the literature that the proponents of competency based teacher education recommend flexibility within the program, so it seems that encouraging flexibility could prevent the occurrence of the final limitation DeShaw suggests.

Lindsey (1973) offers a caution on change that seems applicable to the selection of competencies for a competency based teacher

education program. She states:

Concern about achieving the full benefit of current developments emanates from uncertainty about what responsible human beings will select as promising and how they will use what they select. Mindless adoption and installation of ready made curricular models is not only possible, but history and present events suggest, all too probable. (Lindsey:1973:p. 179)

EVALUATION AND EVALUATIVE CRITERIA IN A COMPETENCY BASED TEACHER EDUCATION PROGRAM

In the Thirty Ninth Yearbook of the Association for Student Teaching, Kinney (1960) expresses the belief that adequate evaluation of student teaching performance is essential to the overall effectiveness of the entire program of teacher preparation. The same belief expressed several years ago for the need of adequate evaluation of our product, namely the teacher, is also a part of the competency based teacher education movement today. Sandefur makes the following analogy concerning teacher education and evaluation.

No industry would long survive in a competitive marketplace without a systematic, valid procedure for testing how well its product performs the functions for which it was designed. Teacher education is analogous to industry in that it needs to evaluate the 'product' and to feed that evaluative information back into the program of preparation in order to improve the quality of the teaching profession. (Sandefur:1970:p. 1)

The new Standard for the Accreditation of Teacher Education made mandatory by NCATE in 1971 also expresses a general belief in the need for specific evaluation of student teachers. The preface to

Standard 5.1 reads:

The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively.

Standard 5.1 reads:

The institution conducts a defined plan for evaluating student teachers. (NCATE:1970:p. 12)

Kinney (1960) considers some of the specific reasons he feels the evaluation of student teachers is an important part of a teacher education program. Kinney suggests, and other educators such as Sandefur, Merwin, Dodl, and Popham concur, that the outcomes of a student teaching program are unique and essential. Kinney goes on to emphasize the fact that outcomes that are not evaluated are rarely achieved, another point agreed on by many educators.

Merwin (1973) considers other specific reasons for the need of incorporating extensive measurement and evaluation in a competency based teacher education program. He first considers the student's need for the information generated from an effective evaluation program. The student needs to be evaluated and receive feedback from his student teaching activities so he can personally answer questions such as, "Was my choice of alternatives the best for me in a given situation?"--"Why or why not?" As the student in a competency based teacher education program is to answer these types of questions for himself, the information provided the student to help determine the answers to

these questions must be reliable and relevant for the situation.

The need for information by each individual instructor regarding the competency of each student he is working with is a second factor Merwin (1973) discusses in his support of the emphasis on evaluation of student teaching in a competency based teacher education program. Only with the help of effective evaluation that is both reliable and relevant can an instructor make such decisions as the need for the reviewing of modules related to specific competencies or the need for an extended student teaching experience so all required competencies can be adequately met by the student teacher.

A third need Merwin (1973) considers essential as a factor in his support of adequate student teaching evaluation is the need for information by the director of the student teaching program. As most schools that adopt a competency based teacher education program also adopt a competency based certification program, the program director must know specifically whether or not the student teacher has reached the competency level indicated as needed for certification.

Finally, Merwin (1973) discusses how effective evaluation of student teachers in a competency based teacher education program can provide information that is needed and can be useful to prospective employers. He suggests that a positive result of a competency based evaluation of student teaching is the fact that the information available on what prospective teachers can do will be more extensive and

more detailed than just a grade for a given course. Further, if the student teaching experience is graded on a pass-fail basis, there are definite criteria established to determine a pass grade.

Since it was quite well documented by Kinney (1960) that there was a need for more effective evaluation of student teaching, and since Merwin (1973) thirteen years later still says basically the same thing, why hasn't more progress been made in this major and continuant problem of teacher education? Sandefur (1970) suggests two reasons why the problem of the evaluation of student teachers has basically been ignored for many years and is still with us. The first obstacle Sandefur considers is the profession's inability to determine what constitutes effective teaching. This is pointed up by the many teaching competency lists that have been generated in the past two years, all suggesting that the stated competencies are needed for effective teaching. Another factor Sandefur views as contributing to the evaluation problem is the lack of evaluative tools and techniques with which to measure effective teaching. Although the previously mentioned conditions discouraging to the evaluation of student teachers did exist, Sandefur offers two premises which suggest that the obstacles to effective evaluation as he views it have been at least partially removed, making it possible to be more specific and accurate in systematically evaluating student teachers. He states:

A sufficient body of research now exists from which inferences

may be drawn, and substantiated, on the characteristics of good teaching and good teachers. The findings of research on teaching and learning form a configuration which is subject to order and can be incorporated into instructional schemata.

Classroom observational systems and other evaluative tools have been developed which enable educators to assess the teaching behavior in a systematic fashion. (Sandefur:1970:p. 2)

It is these premises of Sandefur's that are at least being partially implemented in the evaluation processes in a competency based teacher education program.

The beliefs and principles that were suggested as being applicable in evaluating student teaching performance in a traditional teacher education program are still referred to by educators concerned with the evaluation of teaching performance in a competency based teacher education program. Principles such as the following by Stratemeyer, Lindsey, and Boykin should be taken into account when working with the evaluation of student teachers in a competency based student teaching program. These principles are:

The fundamental purpose of evaluation is to promote growth.

Evaluation involves appraisal of agreed upon values and goals.

Evaluation is an integral and important part of the learning process and should be continuous.

Evaluation should be based on both quantitative and qualitative evidence and employ a variety of techniques for recording and interpreting behavior.

Evaluation is a cooperative process in which the learner and all those concerned with his growth should participate.

Evaluation takes into account both the ability of the learner and the standards and competence generally required in the situations in which the individual will be engaged. (Stratemeyer, Lindsey:1958:p. 431)

Boykin suggests that:

The evaluation of student teaching must be based upon and function within a democratic philosophy of education.

The evaluation of student teaching should be made within a behavioral frame of reference.

In evaluating student teaching, the objectives should be defined and stated in terms of the kinds of behavior expected to be realized.

The methods, procedures and techniques in appraising the work of the student teacher should be sufficiently diagnostic to enable the student teacher to identify the various stages of growth and progress involved in learning to teach.

Evaluation of student teaching should be conceived as an integral part of all learning, to be engaged in cooperatively by the student teacher, the supervising teacher and the pupils.

The evaluation of student teaching should lead to a better understanding of growth and development and its relationship to developmental tasks and learning.

The evaluation of a student teacher's performance should lead to a more realistic understanding and acceptance of 'Self' and to the development of a positive emotional approach to teaching, learning, and living.

The evaluation of the student teacher can be educative only to the extent that it recognizes and reconstructs the group experiences which the student teacher brings with him to the student teaching situation.

The evaluation of student teaching is broader than measurement and requires the use of both quantitative and qualitative data.

The mere description of the characteristics of a 'good teacher' is insufficient for evaluating teaching competencies

needed in a democratic social order.

The evaluation of student teaching is comprehensive, continuous, and leads to improvement in the total program of teacher education. (Boykin:1960:pp. 9-23)

Since competency based teacher education programs accept the premise of traditional teacher education programs that evaluation of student teachers is essential, and since advocates of competency based programs accept as valid the beliefs and principles of evaluation as compiled within traditional teacher education programs, consideration should be given to how evaluation of student teachers in a competency based program differs from the evaluation of student teachers in a traditional teacher education program. McDonald states:

Traditional teacher education programs have not had to demonstrate the effectiveness of their graduates as teachers. However, in competency based programs, the emphasis on accountability, on scientific inquiry and on the use of evaluative feedback for program development all thrust evaluation into a prominent role. (McDonald:1972:p. 56)

McDonald suggests that this fact of traditional teacher education programs not being required to demonstrate that their graduates are effective teachers will put an added burden on those who develop competency based teacher education programs as they will be required to show that their graduates are more effective than those trained in the traditional programs.

Advocates of competency based teacher education programs have been developing various approaches to the evaluation of student teachers which differ from the more traditional methods of student

teaching evaluation used in other programs. The target for evaluation of student teachers centers on two of the characteristics of competency based teacher education as described by Houston. He states:

Two characteristics are essential to the concept of competency based instruction. First, precise learning objectives--defined in behavioral and assessable terms--must be known to learner and teacher alike. Competency based instruction begins with identification of the specific competencies that are the objectives of the learner. These objectives are stated in behavioral terms. Means are specified for determining whether the objectives have been met. Both learner and teacher are fully aware of the expectations of the criteria for completing the learning effort. From a variety of alternative learning activities, those most appropriate to the specific objectives are selected and pursued. In contrast to much traditional instruction, the activities are viewed as means to a specific end. Neither teacher nor learner is permitted to view the activities as the objective of the learning experience.

The second essential characteristic is accountability. The learner knows that he is expected to demonstrate the specified competencies to the required level and in the agreed-upon manner. He accepts responsibility and expects to be held accountable for meeting the established criteria. (Houston:1972:p. 4)

In developing evaluation processes which reflect the characteristics described by Houston, it is accepted that evaluation will be based on specific pre-stated competencies or objectives and the focus for evaluation will be criterion referenced where each individual is responsible for his attainment of a prescribed set of objectives at specific criterion levels. This is a contrast to the traditional norm referenced approach to student evaluation emphasized in traditional programs where each student is judged by his standing relative to the performance of a group or a test population.

Rosner (1972) discusses assumptions regarding competency criteria for a competency based teacher education program. A first assumption concerning evaluation in a competency based program according to Rosner is the belief that knowing and the ability to apply what is known are two different matters. Based on this belief, Rosner, Cooper, Houston and other spokesmen for the competency based teacher education movement advocate that certification for teachers should focus as much on what a prospective teacher is able to do as it does on what he knows. Rosner and others suggest that in the evaluation of student teachers in a competency based program, the criteria for assessing what a prospective teacher can do, a competency, should be as stringent, as systematically derived and as explicitly stated as criteria for stating knowledge. Further, assessment of what is known (knowledge) and what can be done (competency) must be carried out and described as systematically as possible. If possible, this description should be made at the outset of the program.

Considering the assumptions regarding evaluation in a competency based teacher education program as viewed by Rosner suggests that prospective teachers will be required to obtain a knowledge of the subject matters related to teaching as a prerequisite to demonstrating that he is able to perform in a classroom setting a variety of specified behaviors that are used by teachers to achieve the outputs demanded of a teacher. (Figure 4:p. 157)

Thus, Rosner summarizes a program for competency based teacher education where the evaluation focuses on both knowledge and teaching behavior. Rosner (1972) emphasizes that in keeping with the characteristics of a competency based teacher education program as discussed by Houston, it is essential that the knowledge and the teaching behaviors prospective teachers will have to demonstrate and the indicators (criteria) acceptable as evidence of realization of the knowledge and teaching behaviors must be made explicit. Thus, Rosner accepts that in evaluation in a competency based program the performance criteria will be knowledge referenced, skill referenced and output referenced. It is assumed that by requiring prospective teachers to meet performance criteria, we will produce teachers who are knowledgeable, skillful and competent. (Figure 5:p. 158)

Cooper (1973) offers further thoughts on the evaluation of students as a part of a competency based teacher education program. He suggests first that the evaluation in a competency based program will be different from evaluation in a traditional program as the evaluation in a competency based program should be a part of a total system. Cooper goes on to say that in a competency based program, knowledge as measured by traditional programs may be part of the new program. He emphasizes that specific knowledge may be required as a prerequisite for a performance, but that it is not necessarily a characteristic of a competency based program. Cooper suggests that the emphasis for

evaluation in a competency based teacher education program should be on the performance of the teacher and perhaps the consequences of teaching.

A second point Cooper (1973) considers regarding evaluation of students in a competency based teacher education program is the fact that the evaluation of competencies required of the prospective teachers will be made several times with each evaluation being made in a progressively more complex setting. He suggests the first evaluation for a competency may be made in a micro-text such as micro-teaching, but the final evaluation for all required competencies should ultimately be in a classroom setting while the prospective teacher is student teaching.

Cooper then comments that if the consequence of the teaching act is included as a facet of the evaluation program it should be viewed as a higher level of assessment than performance. Cooper concurs with others that the emphasis on performance and possibly consequence criteria in evaluation in a competency based teacher education program is based on the assumption that it is more possible to predict teaching success or effectiveness by using these criteria than by using knowledge criteria alone.

In implementing the assumptions of criteria and evaluation discussed by Rosner, it is generally accepted by competency based teacher education advocates that competency and criteria statements

will fall under one of three types of criteria distinctions, either cognitive, performance or consequence criteria. Cooper (1973) and Dickson (1973) define what each type of criteria will consist of. The cognitive or teacher knowledge criteria will be based on the facts, principles, awarenesses, and sensitivities the teacher is expected to acquire, the intellectual skills and experience the prospective teacher possesses at the end of a course of instruction. Teacher performance criteria are the behaviors the prospective teacher is expected to demonstrate, those behaviors that facilitate pupil development in the cognitive, the affective and the psychomotor domains. Examples of teaching behaviors that would be included are such things as positive reinforcement, higher cognitive level questions and teaching specified concepts in a specified way.

Teacher consequence or product criteria represent the kind of individual growth and learning that results from the teaching behavior, the outcomes the teacher is expected to bring about in the emotional and intellectual growth of his pupils. Consequence criteria are based on student gains rather than teacher performance.

In addition to the types of criteria distinctions just discussed, advocates of competency based teacher education programs will refer to Turner's six levels of criteria when discussing evaluation as a facet of the competency based program. Turner (1971) suggests and describes six levels of criteria that he feels eventually should be a

part of a continuing competency based teacher education program.

Criterion level one, the highest level for evaluation that Turner suggests involves two parts. First, there is the observation of the acts the teacher performs in the classroom classified into the cognitive and affective domains. Part two of this criterion level for evaluation involves a systematic analysis of the levels of pupil outcomes of the pupils the teacher teaches, again including cognitive and affective behavior. As Turner suggests a minimum of two years appraisal on a sampling basis for criterion level one, this level of criteria for evaluation couldn't be used in evaluating a student teacher because of the suggested time element. Turner suggests that information from criterion level one evaluation could be used as a basis for relatively permanent certification or for determining the relationship between teacher behavior and pupil performance to use as general feedback to teacher education programs as an indicator of which types of teacher behavior are most likely to bring particular changes in pupil behavior.

Turner (1971) describes criterion level two as being identical to level one except that there would be a shorter performance period, probably samplings over one year or less. Turner suggests this level is limited and inspires less confidence than level one in that the results are open to error attributable to fluctuations in teacher behavior, student behavior and teaching context. Results of the use of

criterion level two evaluations could be used as a basis for initial certification.

Level three of Turner's criterion levels eliminates the pupil performance data that are a part of criterion levels one and two and deals strictly with the actual classroom performance of the teacher or prospective teacher. At this level the judgements on the competency or proficiency of the teacher or prospective teacher are based on the observable behavior of the teacher. This level is performance based in the sense that the teacher engages in teaching and is then evaluated on the quality of his professional actions as related to specified criteria. The validity or goodness of the use of level three criteria will be dependent on the establishment of empirical relationships between teacher behavior and pupil performance. This could be accomplished by using data derived from using criterion levels one and two which were previously described. Turner defines the degree of confidence for the use of criterion level three as the upper intermediate range and suggests it yields enough confidence to be useful in the provisional certification of teachers. Criterion level three is suggested by Dickson and others as being the most appropriate level for accountability in teacher education as it is concerned with the demonstration of teaching competency under actual classroom conditions and can help a school of education determine whether the student teachers show evidence of the teaching behaviors which the teacher education program

claims to be producing.

Criterion level four as suggested by Turner restricts the teaching context and the range of teaching behaviors rather sharply. For level four evaluation the prospective teacher will engage in micro-teaching a small group of students or peers with the teaching behaviors to be observed being restricted to one or a few teaching behaviors in the cognitive or affective domain. Turner suggests evaluation of prospective teachers at this level should be used as a prerequisite for student teaching but cautions that we should put only modest confidence in this form of evaluation and should not consider evaluation based on level four criteria as an adequate basis for certification.

According to Turner, at criterion level five the prospective teacher would be required to produce or show at least one teaching skill, but it would not be necessary that he perform before live students. Although the use of this level criteria would not be confident enough for certification, it can provide information about modules or sub-components of a program.

In being evaluated at Turner's criterion level six, the teacher or prospective teacher is not engaged in producing a specific teaching performance. Rather, he is expected to show he understands some behavior, concept or principle germane to teaching. Turner views this level of evaluation as being used primarily to provide data about program components and suggests that when using this level, several

criterion levels of understanding should be identified.

After specific competencies have been chosen to be included in a competency based teacher education program, it then becomes necessary to develop the evaluation criteria for each of the competency statements. In the student teaching segment of the program, the criteria for evaluation will be performance based and will emphasize Turner's criterion level three which is based on the observation of teacher behavior in a classroom setting. Soar makes the following statement regarding criterion level two and criterion level three evaluation.

It may be feasible, perhaps even desirable to assess the competence of the teacher to promote lower level learning objectives by measuring change in pupils, but that for the attainment of higher level objectives, the more appropriate procedure would seem to be to measure the behavior of the teacher and compare it to behavior which is thought or known to be related to the development of higher level objectives in pupils. And such a procedure appears feasible of implementation...the attempt to measure the attainment of all objectives by measuring the growth of pupils is likely to be a disaster and to foreclose the possibility of implementing a procedure which, in the long run would represent a real advance in teacher education, certification, and evaluation. (Soar:1972:p. 15)

Schallock (1971) further suggests several specific reasons why evaluation based on teaching behavior in a classroom situation should be used as a basis for evaluating the student teaching experience and ultimately be used as the basis for certification. He suggests first that it is logical to focus on what a teacher does rather than focusing on what he knows, believes or feels. Schallock further suggests that since it is a teacher's behavior that is the primary determinant of a

teacher's influence in the classroom, it is important that prospective teachers be able to behave in ways that are desirable in the classroom. A third reason for evaluation based on classroom performance by a teacher as suggested by Schalock is that the research which has been done on teacher behavior has laid out categories of behavior that are observable, measurable and relatively easily mastered. A final reason Schalock suggests for evaluation based on teacher performance in a classroom is that such a focus has a good deal of common sense about it, is logical and practical. Further, the approach permits systematic measurement and can provide one means for meeting the requirement for accountability in teacher education.

Although it has been suggested by some that Turner's criterion level two based on pupil gains should be included in a competency based teacher education program, there are specific drawbacks to its use in addition to the fact that the student teaching experience doesn't involve enough time to apply this criterion level effectively. Soar (1973) and Sandefur (1970) discuss the elusiveness of factors that might effect the use of pupil gain criteria for evaluation purposes. They point out that it would be nearly impossible to account for the many factors exterior to the classroom that influence the performance of students, such things as different perceptions of the school environment, different home environments, the attitude and expectations of parents and peer group influence. The contention of Soar and

Sandefur that the teacher is only one of many influences in student achievement, and in many cases, a minor influence can readily be accepted. As they suggest, it seems an over-simplification to lay pupil's growth or lack of it at the teacher's door. Sandefur suggests it is no more reasonable to evaluate a teacher or teaching program entirely on the basis of what the pupil learns in the classroom than to evaluate a medical training program and its graduates by the health of the population they serve.

Soar (1973) predicts there will be problems in measuring pupil's growth as will be needed if pupil gain criteria is to be used as a means for evaluation in a competency based teacher education program. Although it may look simple, specialists in education and psychological measurement at this time have no resolution to the problem.

Another factor Soar (1973) considers as a drawback to the use of pupil gains criteria is the variability in the rate of growth and changes that occur in students. He suggests that some characteristic changes in students occur so slowly that a perceptible change would probably not be seen in nine months. Thus, it would not seem logical to expect to measure this type change in the short student teaching experience. Further, Soar suggests that if pupil gains were used as a criteria for evaluation, there would be further problems in allowing for variations in complexity for various types of growth.

Merwin (1973) and Popham (1968) suggest that pre and post testing for changes in academic behavior would be one way of making evaluation of teaching performance based on pupil gains. The use of pre and post testing can, and probably should be included as a requirement in the student teaching experience, but it should also be kept in mind that when used, it only shows whether or not the pupils made a gain at a cognitive level. We can't conclude unconditionally that the teacher was directly responsible for either gains or losses that might be evident in the post test, for the changes that do occur might happen in spite of the teacher or perhaps they would have occurred whether the teacher was present or not.

In developing performance criteria for the selected competencies in a competency based teacher education program, Cooper (1974) makes a comparison between the use of very specific objectives as opposed to using a more general statement of a given competency and the criteria for evaluation. An example of a specific objective would be:

The student teacher will ask a minimum of five probing questions in a five minute period in a class of students at the grade level he is student teaching. (Cooper:1974:p. 51)

In some instances, the above statement would have the advantage that it is specific, there is no question about the conditions for the behavior or the criteria for evaluation. The disadvantage to this specific a statement as a criterion for evaluation in student teaching

according to Cooper is the fact that it is convergent and restricts the student teacher to too great a degree. The real objective for the preceding specific objective is that the student teacher will be able to ask probing questions of school children, a competency that can be demonstrated under a variety of conditions and criterion levels. Thus, Cooper suggests that a possible wording for the preceding competency statement would be:

The student teacher will demonstrate the ability to ask probing questions of school age children. (Cooper:1974:p. 51)

Cooper then suggests that a minimum criterion level as well as other criterion levels be established for each competency so that a student teacher will have some choice in what he would like to do and at what criterion level he would like to be evaluated at. This approach would seem to provide the opportunity for a student to show that he can perform above a minimum level of competence in the classroom. The level of competence at which a student teacher performs can be included as a part of his evaluation for the student teaching experience.

Houston (1974) in considering evaluation of competencies and the use of evaluative criteria in a competency based teacher education program makes an analogy of teaching to violin playing. He suggests that for beginners in both instances, isolated competencies may be acceptable, but what would be considered adequate at one time will not

be acceptable another time. This implies that the teaching profession should define a series of competency requirements that might increase in complexity and scope as the teacher gains experience. This suggests the inclusion of demonstration of isolated competencies in education courses which precede the student teaching experience, demonstration of specific interrelated competencies during the student teaching experience, with the suggestion that supervision for the improvement of instruction be continued on a competency-criteria basis after the teacher is teaching on a contractual basis.

In considering his suggestion that the teaching profession should define competency requirements and evaluative criteria, Houston (1974) hypothesizes on the relationship of teacher style and teaching competencies. He suggests first that variation in teacher personalities, styles, and stances will preclude the definition of a single set of requirements for all teachers. He suggests further the hypothesis that the more proficient a person becomes at teaching, the more likely it is that he will develop a unique or personalized professional style.

Cooper (1974) suggests that one way to help prospective teachers begin developing a unique personal style of teaching is to have some flexibility in the evaluation process so there can be a degree of personalization in the program that would help to accommodate for each student the personal style and creative teaching acts he might want to include, the uniqueness of the student teacher, the uniqueness

of the instructional context and the uniqueness of the individual students and the classes being taught. Cooper suggests that the opportunity for student negotiation in relation to both competency and criteria choice should be included in the evaluation process as he feels performance assessment should be a personal matter. He suggests that by incorporating negotiation into the evaluation process it will help make allowance for the previously mentioned uniquenesses and differences in each student teaching situation, yet it still makes it possible to include generalized competencies and criteria thought to be important to different states, different school systems, different professional organizations and college faculties.

In implementing student negotiation as a part of evaluation during student teaching, Cooper suggests that specific things be included in the process. First, he suggests that the parties involved make a specific contract for the competency being negotiated. Next, it will be necessary to plan the performance to demonstrate the competency that is to be judged and to establish the criteria by which the performance will be judged. Finally, he suggests the need to develop procedures for gathering and evaluating assessment data on the given performance. Cooper emphasized the fact that with negotiated competencies as well as general competency requirements there is a need to make assessment of the students regularly throughout the entire program, including student teaching and to discuss the assessment made on a

face to face basis with the student.

In a competency based teacher education program, there would be several uses for the data collected through the use of a systematic evaluation based on competency statements and evaluative criteria related to the competency statements. Rosner (1972) suggests that a first use for assessment data would be the monitoring of student progress. Data which have been systematically collected can help in making such decisions as whether the student should repeat an instruction module or activity in student teaching or, on the basis of successful completion of a competency as measured by the specific criteria related to the competency, the decision may be made that the student is ready to move on to more advanced learning modules or other teaching behaviors in student teaching. In helping to monitor student progress by using competency statements and evaluative criteria, it makes it possible for the evaluator to be objective and specific as he can provide feedback to the student specifically in terms of what was or wasn't accomplished in relation to the stated criteria. During the student teaching experience, feedback can also be given as to the effectiveness of specific instructional activities. This type feedback would also provide some data for the comparison of different kinds of instructional activities. Compilation of competency data collected during the student teaching experience could make it possible to develop a profile for each prospective teacher which would include

information about each teaching competency he had successfully implemented in a classroom situation and at what criteria level the competency had been demonstrated. Merwin (1973) feels that the type of information that is produced by this type evaluation reduces risks in predicting the future of prospective teachers. He suggests that what a student teacher does at a given point in time under a specific set of circumstances should be of less concern than what a given performance by a student teacher tells us about probable future performances of that teacher in a classroom situation.

Schalock (1972) suggests that this type data which shows success or lack of success for each student in reaching the competency outcomes for which he is responsible could be used as a basis for the type of teaching certification that will be awarded.

Rosner (1973) suggests that the evaluative data gathered from individual students over the course of their involvement in a competency based teacher education program can also provide information regarding the appropriateness of the program goals and how well the instructional program is helping students achieve these goals.

Elfenbein (1972) in a comparative description of several competency based teacher education programs that were in existence stated that evaluation for monitoring student progress and to provide feedback to students were the facets of evaluation that were the best developed and most consistently used by the greatest number of

programs. The immediate feedback provided by the programs was viewed by students as being a positive point of the program. In assessing the progress of students, all schools included in the comparative study used both knowledge and performance criteria with only a limited number of schools including product criteria as a facet of evaluation. In all schools included in the study, assessment tools were still being evolved and most schools were developing some form of research design.

In considering evaluation as a facet of competency based teacher education, Rosner states:

No factor is more crucial to the success of competency based teacher education than the method of assessing the mastery of concepts and skills. The preparation of instruments to define performance criteria is the sine qua non of competency based certification. The committee cannot emphasize too strongly the needed development of measures of teacher performance in the classroom. If the Bureau of Educational Personnel Development had to support a single effort to establish competency based teacher education, it should invest in the development of instruments to assess teacher competence. (Rosner:1972:p. 30)

It is generally accepted by advocates of competency based teacher education that development of evaluation instruments is a must, but there is no consensus of what should be included, although the literature contains many general suggestions from various people concerned with the problem. Cooper (1973) suggests that in the development of an evaluation instrument for a competency based teacher education program a first need is to develop reasonably precise statements of specific competencies. It is accepted that the competencies chosen

or the role expectations included in the evaluation will be defined in terms of expected behaviors, but it is also expected that there will never be a consensus on which behaviors to include. Further, in selecting competencies to be included in evaluation, Medley (1975) suggests the necessity of determining what the nature of the chosen behavior is and how much of it is desirable. In addition, in choosing competencies there will be a problem of complexity related to the choice of the kinds of behaviors that can be used the most effectively by the greatest number of candidates in teacher education as it is probable that not all kinds of behavior can be used effectively by all kinds of people. Currently, the literature does provide information on behaviors that should and should not be expected of teachers, activities currently engaged in by student teachers and models for role expectations as related to different types of instruction. On the basis of these, it should be possible to select relevant competencies.

At the same time competencies are selected, Cooper suggests that appropriate evaluative criteria must be developed for each stated competency and reliable procedures developed for assessing competence in terms of the appropriate criteria. Houston (1973) suggests identifying multiple sets of criteria or indicators for each competency chosen. In using this approach to evaluation, in most cases, meeting one criterion would not be accepted as showing competence, but neither would it probably be necessary to meet all the stated criteria.

Rather, the student teacher could help choose those criteria which seemed most appropriate to his particular situation, and when those criteria for competence have been performed adequately, this could be accepted as competence. Houston views the use of cluster objectives as just described as especially appropriate for evaluation during student teaching, as the evaluation at that stage should be on inter-related teaching behaviors rather than on competencies as separate entities.

After competencies, criteria and criterion levels have been chosen it becomes necessary to incorporate these in some way to form an evaluation instrument to be used in a given program. Again, there is no consensus on what procedure for evaluation should be used, only general suggestions. In keeping with the assumptions of a competency based teacher education program, all evaluation must be done in relation to the pre stated competencies and criteria. Formats used for reporting evaluation in competency based programs have ranged from simple check lists to detailed subjective reports. It seems to me that to be meaningful to a person interpreting the evaluation report it would be necessary to include the specific criteria each competency was judged on and the level of criteria attainment the student achieved.

POSSIBLE PROBLEMS AND CONCERNS

When considering evaluation of students as one facet of a competency based teacher education program, different educators have

mentioned specific areas that pose possible problems or concerns and perhaps should be given special consideration. The AACTE committee on performance based teacher education in their recommendations published in 1974 suggest several concerns that they felt were apparent from their studies of the competency based teacher education movement.

First, they suggest there is a tendency for schools to move too quickly and on too large a scale without having adequate preparation or adequate resources. As a result, some programs are achieving only superficial results. A further concern suggested by the committee is the compulsion of many people in the programs to "try to do everything" by a competency based approach even though at this time some of the objectives included in the programs cannot be stated in assessable terms.

Another area of concern as delineated by the AACTE committee is a tendency in many programs to adopt too eclectic an approach. In doing this, educators involved identify numerous, unrelated competencies without having a guided conceptualization of what the teacher's role is. As a result, some programs project a badly fragmented view of teaching and specific teaching tasks.

In contrast to the concern of the fragmented approach as evident in some programs is the concern about a counter tendency in other programs to make an unduly narrow interpretation of what a competency based teacher education program should be. In making a narrow

interpretation, educators apply the rationale of a competency based program as though it were only pertinent or applicable to some limited aspects of a teacher education program. The AACTE committee cites as specific examples the following limited application of the competency based teacher education rationale, i.e.:

- to preservice preparation, neglecting inservice preparation
- to classroom teacher preparation, overlooking other personnel;
- to professional education, ignoring application in liberal arts;
- to skills, excluding concepts and attitudes;
- to lower levels of cognitive behaviors, omitting higher levels;
- to cognitive outcomes only, avoiding affective considerations; and, in general, to relatively simple, easily measured outcomes to the exclusion of complex performance. (AACTE Committee on PBTE: 1974: p. 12)

Kay (1975) suggests a general area of concern that is concurred with by other educators and must be kept in mind when making almost any decision concerning a competency based teacher education program. She suggests that currently, any decisions made by educators regarding a program will have to be considered arbitrary decisions that will later be confirmed or excluded as a viable option by research. Kay and Cooper (1973) both suggest that as a result of the relative dearth of research regarding some educational topics, all competencies chosen for inclusion in a program should be regarded as a tentative, testable

hypotheses worthy of further study. Further, the fact that the competencies needed for entering the teaching profession have never clearly been defined adds another arbitrary decision process to an essential element of a competency based teacher education program, the fact that a competency based program can't exist without the inclusion of the precise statement of specific competencies and definite procedures for assessing the stated competencies in terms of the criteria that are developed and accepted.

Medley (1975) and Kay (1975) consider another area of concern regarding the statement of competencies, namely, how will the competency be defined. Medley suggests that at least two aspects must be considered when defining competencies. First, one must decide what is the nature of the behavior that is desired and then one must decide how much of the behavior is desired. A further consideration in defining competencies as suggested by Kay is whether the competency will be stated very specifically, i.e.:

Given a slide projector (model number and manufacturer specified) and a set of thirty-five slides in order the teacher will correctly place the slides in the tray in one minute or less.

or very generally, i.e.:

The teacher can effectively use audio-visual aids to enhance instruction. (Kay:1975:pp. 4-5)

Kay (1975) expresses personal concerns regarding what will be the content focus for, or will be included in, the program. She

suggests a need to incorporate in programs specific plans to develop within students the capacity to utilize their knowledge in performing teaching tasks, programs that require students to apply the concepts, principles and ideas which are available to them. She feels that if programs are not initially developed to help students develop this capacity, experience suggests it is unlikely teachers would routinely develop these applications on their own.

Krathwohl (1973) makes a general statement expressing his concern regarding evaluation and assessment as a part of a competency based teacher education program. He suggests that the lack of attention given to the assessment of teaching concepts may be the cause of the failure of competency based teacher education to meet its ultimate objective. Lindsey (1973) expands on Krathwohl's statement by suggesting there is a need to admit that the traditional criteria and procedures for evaluating students in teacher education programs are inadequate for competency based teacher education programs and consider the need for the development of criteria and procedures for the evaluation of students as one of the priorities in a competency based teacher education program.

Merwin (1973) builds a case for the belief that competency based teacher education programs do pose new measurement needs and considers possible problem areas or areas of concern in developing procedures and instruments for the evaluation of students in competency

based teacher education programs. Some likely assessment problems he envisions are the difficulty in obtaining objective and reproduceable observations, the fact that the time element involved in a student teaching situation may introduce sampling problems, how to include environmental factors surrounding the performance under observation, and how to include the characteristics of the pupils and the type of learning involved in the observed performance into the evaluation. Related to these preceding concerns, Merwin makes some cogent observations. He suggests that in considering the performance of competency, the performance of a required competency can't be made circumstance specific. Rather, the performance of the competency must have general application to a variety of circumstances. Thus, the question, "Will the sampling of the assessment permit defensible generalizations?" must be considered in developing evaluation procedures and instruments. Other factors that Merwin feels must be included when evaluating student teachers relative to performance of competency are the content being covered in the lesson and the teaching methodology being used. Further, some provision must be made to take into consideration the pupil's background relative to the subject matter being covered. Other factors for consideration in the evaluation of students according to Merwin are the pupil attitudes toward school and the personal pupil characteristics that are involved. He suggests that this is only a partial list of factors that could and probably should be

included in the evaluation of a prospective teacher in a competency based teacher education program.

Merwin suggests two other concerns that seem worthy of consideration. The first concerns the question of whether there is a stability of a competence over a period of time, the question of whether there is evidence to support a statement such as, "Once competent, forever competent." Further, if the preceding statement is not in fact true for every competency included in the program for all time, what experiences would probably lower a person's proficiency to the degree that he would have to be judged not competent in performing a specific behavior as opposed to the previous judgement of being competent. Another general concern Merwin considers regarding competencies as a part of a competency based teacher education program is related to the importance of the interdependence of competencies. Will practice or drill to achieve a given competency in fact enhance or detract from an already achieved competency? What, in fact, are the unintended outcomes of specific learning experiences? Merwin suggests consideration be given to monitoring the unintended outcomes of learning experiences as well as monitoring the intended outcomes. Further, he suggests a need to monitor the retention of all the performance behaviors that have been selected as competencies for a program.

Medley (1975) expresses other concerns regarding competencies or performance of teaching behaviors. One need that he suggests is the

need to know what behaviors are a "best fit" for what kind of teacher. He suggests, and other educators concur, that probably not all kinds of behavior can be used by all prospective teachers enrolled in a teacher education program.

Another concern that Medley (1975) expresses is the concern that in developing evaluation procedures and instruments for a competency based teacher education program, emphasis on pupil outcomes as a measure of student teacher performance will be extensively included with the measurement being based on a pre and post teaching test. Medley emphasizes that this type teaching test can only measure short term goals which are almost certainly the least important of the educational goals. He sums this general problem as he sees it by pointing out that attempts to evaluate teachers on the basis of pupil test performance tends to focus teaching too narrowly on the specifics measured by the test. Medley suggests that if this type measure is to be used, evaluation should be based on measures which included multiple outcomes and based on a period of teaching time long enough to detect pupil progress that may be made toward long term goals. Medley acknowledges that his concerns are a part of a multi-faceted problem in researching teacher behavior as related to pupil growth. As all advocates of competency based teacher education point out, there is a definite need for research based on complex analysis.

SUMMARY

Student teaching as a facet of American teacher education programs began with the thirteen colonies and is a part of the traditional teacher education program that has been adhered to since the 1940's. Research by educators in the late "sixties" developed alternative programs for teacher education, with competency based teacher education being one of the alternatives. These programs emphasizing teaching, and, "the ability to do," help students develop the ability to apply knowledge of teaching in a classroom setting. Competency based teacher education programs reflect a pluralistic philosophy by including a variety of teaching models.

Two essential characteristics which differentiate a competency based teacher education program from traditional teacher education programs are the statement of precise learning objectives and accountability by the student for demonstrating the specified competencies at a predetermined, required level in an agreed upon manner.

Central to the concept of competency based teacher education programs is the statement of desired competencies as explicit objectives. These will include knowledge, skills, and activities, as well as performance competencies. Statement of competencies can help define the desired product of a program, help establish instructional goals, become the principle basis for assessment in the program, assure that

activities are goal directed, and serve as a common ground and means of communication among people involved in the program.

Various methods for identifying or selecting competency statements for competency based teacher education programs were discussed including methods described by Houston, Thomas, and Gage. A Rosenshine and Furst report showing some correlation between observed teaching behavior and student outcome measures was also considered.

Apparent advantages suggested by competency based teacher education advocates for using competency statements include the belief that competency statements force explicitness in stating goals, they can aid in the selection of teaching methods and instructional and learning activities, they make it possible to sequence materials for maximum achievement, they permit more rapid and accurate measurement of student progress, and students are motivated to achieve the competencies more rapidly and efficiently.

Limitations cited for the use of competency statements include the belief that important factors may be ignored if it is difficult to state the behavior in terms of competency and criteria, the idea that use of competency statements may erode the curriculum to a mechanical form of education, and the belief that pre-specified goals may prevent a teacher from taking advantage of unexpected educational opportunities.

The importance of the development and choice of criteria for

evaluating competency was also discussed. Criteria levels for evaluation in competency based teacher education programs were considered in the general terms of knowledge, performance, and product or consequence criteria, and in specific terms of Turner's six criterion levels. It is generally accepted by competency based teacher education advocates that criterion level four requiring classroom performance by a prospective teacher covering inter-related teaching behavior is the most appropriate for the evaluation of student teachers.

Regarding evaluative instruments for competency based teacher education programs, the literature includes general suggestions that might be incorporated in evaluation, such things as the suggestion to include multiple criteria rather than a single criterion for a competency or allowing student choice in competencies to be performed.

Uses for assessment data include such things as immediate student feedback, development of personal teaching competency profiles, using the information as a basis for predicting the future for prospective teachers, and using it as a basis for teacher certification.

Possible areas of concern cited in developing competency based teacher education programs include a caution against moving too rapidly and on too large a scale without adequate preparation or resources, trying to do everything by a competency based approach, being too eclectic or unduly narrow in interpreting competency based teacher education, and how to define and assess competencies.

Repeated emphasis is found for the need to develop assessment instruments and procedures for the specific needs that are a part of a competency based teacher education program.

Problems and areas of concern regarding competency based teacher education are apparent, but one gets the feeling from reviewing the literature that none of these are insurmountable. The promises for better teacher education by using competency based methods seem to outnumber the potential problems.

CHAPTER III

PROCEDURES

INTRODUCTION

The problem for this study was twofold. The main problem was the development of a competency based instrument for the evaluation of secondary student teachers to be used with secondary education majors at Montana State University during the student teaching phase of their teacher education program.

A secondary problem was to develop an opinionnaire to provide input data from a sampling of secondary student teachers from Montana State University and secondary cooperating teachers from the public schools of Montana who work with the secondary student teachers from Montana State University. Before preparing the opinionnaire a compilation of statements of competencies characteristic of successful teaching in the four areas of planning, teaching behavior, evaluation (student and self), and professionalism was made. The four teaching area designations used in the study were agreed on by the staff of the Department of Secondary Education and Foundations at Montana State University at their fall retreat in 1973. The statements compiled were then used as the basis for the opinionnaire which was administered to the sampling groups. For each competency statement selected for inclusion in the instrument for evaluation it was also necessary to

develop criteria that would be used as the basis for evaluation of the given competency.

DESCRIPTION OF THE POPULATION

Persons responding to the opinionnaire were secondary student teachers and secondary public school cooperating teachers who were involved with the student teaching program at Montana State University. Student teachers responding to the opinionnaire were those student teachers who had taught in the Bozeman, Montana area secondary schools spring quarter of 1974 and those student teachers who had taught in the Helena, Montana secondary schools fall quarter of 1974. The classroom cooperating teachers responding to the opinionnaire were teachers from the Bozeman and Helena secondary schools who worked with student teachers during the spring and fall quarters of 1974 or who had worked with secondary student teachers from Montana State University previously and were willing to be a part of the study. Selection of respondent groups was limited to these groups because the researcher was working with or had worked with student and cooperating teachers in these schools, and thus had direct and continuing accessibility to the groups. The size of the population was limited by time and funding available and was acceptable to the graduate committee.

INVESTIGATION

The investigation for this paper was research to determine an a priori list of competencies in the four selected teaching areas of planning, teaching behavior, evaluation (student and self) and professionalism. A second major concern for research was the criteria for evaluation and evaluative instruments used in competency based teacher education programs described in the literature. This information was examined with the intent of implementing it into the study in the development of a competency based instrument for the evaluation of secondary student teachers.

CONSTRUCTION AND ADMINISTRATION OF THE OPINIONNAIRE

Data for the development of the opinionnaire which was used in the study was compiled from the review of literature and competency based evaluative instruments that was undertaken by the researcher. First, an a priori list of teaching competencies was compiled. This list included general statements of teaching behavior such as, "Organization and skill in planning," or "Provision is made for the individual differences in the class," or "Evaluates learner achievement by formal and informal procedures," or "Involved in professional growth activities." Each of the statements like the preceding was then grouped into

one of the four selected teaching areas of planning, teaching behavior, evaluation (student and self) and professionalism. The list of statements was then rewritten in a manner so each statement was similarly stated for use in the opinionnaire. Examples of the competency statements included in the opinionnaire are, "The student teacher exhibits organization or skill in planning.", or "The student teacher provides for the individual differences in the class.", or "The student teacher evaluates learner achievement by formal and informal means.", or "The student teacher is involved with professional growth activities." The complete opinionnaire is included in Appendix B of this paper.

Responses to the opinionnaire were recorded on a five point Likert type scale (1932) extending from the one extreme with a "very important" rating designation and a numerical value of five to the other extreme with a "very unimportant" rating designation and a numerical value of one. The middle rating was a neutral response with a numerical value of three.

The opinionnaire was then critiqued by members of the secondary education staff, suggested changes were made, and a cover letter was composed to accompany the opinionnaire.

The researcher delivered each opinionnaire individually to the sampling of twenty four cooperating teachers in the public schools. There was no discussion concerning the opinionnaire when it was given to the respondents as an aid in eliminating skewing and bias. To

insure a 100 percent return, the opinionnaire was picked up from the cooperating teachers by the researcher after a two-week period. The opinionnaire was administered to the twenty six student teachers during their student teaching seminar. Again, there was no discussion regarding the opinionnaire, and the researcher collected the instrument from the respondents.

ORGANIZING DATA

Responses from the opinionnaire were tabulated by having a single item for response from the opinionnaire on each page and recording the responses for both respondent groups on the single page. The information was then compiled into Table 2 which is presented in Chapter IV of this paper.

Within the four major categories of the opinionnaire the mean raw score for each response item, based on the five point Likert scale, was tabulated for each respondent group, the secondary student teachers and the secondary classroom cooperating teachers. A composite mean raw score for each competency statement was also tabulated, again based on the five point Likert scale. Any competency statement that had a composite mean raw score of 4.00 or more was to be considered for inclusion as a competency statement in the development of a competency based instrument for evaluation to be used with secondary student teachers at Montana State University. The Department of Secondary Education and

Foundations was to have the final decision on all competency statements used in the instrument for evaluation, and could choose to include competency statements with less than a 4.00 composite mean raw score as determined from the opinionnaire.

A percentage frequency distribution was also compiled and an ancillary data compilation was made concerning the "very important" (5) rating for each competency statement. A comparison was made to see if there was a consensus on competencies thought to be "very important" within each of the groups, the secondary student teachers and the secondary classroom cooperating teachers, and also to see if there was consensus between groups as to what teaching competencies are viewed as being very important. The scale for this data compilation was:

90 percent - 100 percent	High consensus
80 percent - 89 percent	High-moderate consensus
70 percent - 79 percent	Moderate consensus
60 percent - 69 percent	Low-moderate consensus
50 percent - 59 percent	Low consensus
0 percent - 49 percent	No consensus

SUMMARY

The primary problem for this study was the development of a competency based instrument for the evaluation of secondary student teachers at Montana State University. A secondary problem was the

development of an opinionnaire based on the literature review to provide input data from a sampling of secondary student teachers from Montana State University and cooperating teachers from Montana secondary schools. This data was incorporated in developing the instrument for the evaluation of secondary student teachers.

The opinionnaire was responded to by twenty six secondary student teachers from Montana State University and by twenty four secondary cooperating teachers from Montana schools. Responses to the opinionnaire were recorded on a five point Likert scale extending from a "very important" rating designation with a numerical value of five to a "very unimportant" rating designation and a numerical value of one. The middle rating was a neutral response with a numerical value of three.

Opinionnaires were delivered and collected personally by the researcher to the twenty four cooperating teachers while the twenty six student teachers responded to the opinionnaire at a student teaching seminar. Useable returns from both groups were one hundred percent.

Responses were tabulated by having a single opinionnaire response item per page and recording the responses for both groups on the single page. Tabulation of data included a mean raw score value based on the five point Likert scale for each of the respondent groups for each response item, a composite mean raw score value for each item, and a mean raw score value for each respondent group for each of the

four teaching categories.

A percentage frequency distribution for each response item was computed and an ancillary data compilation made to see if there was a consensus within and between groups as to what teaching competencies are judged as being "very important."

CHAPTER IV

DESCRIPTION OF THE DATA

The problem for this study was twofold. The primary problem was the development of a competency based instrument for the evaluation of secondary student teachers to be used with secondary education majors at Montana State University during the student teaching phase of their teacher education program.

A secondary problem was to develop a series of competency statements about the teaching act, categorize them into general competency areas, and develop an opinionnaire incorporating the competency statements. The categories used in the study are planning, teaching behavior, evaluation (student and self), and professionalism. The opinionnaire provided input data from secondary student teachers and secondary cooperating teachers which helped determine the priority of competency statements used in the instrument for the evaluation of student teachers.

The opinionnaire used in the study was developed as outlined in Chapter III. The population responding to the opinionnaire was comprised of two groups, student teachers from Montana State University assigned in the Bozeman, Montana area public secondary schools during spring quarter of 1974 or assigned to the Helena, Montana public secondary schools during autumn quarter of 1974, and secondary cooperating teachers in the Bozeman and Helena areas who were working with these

student teachers or who had worked with student teachers from Montana State University previously. For purposes of this study, the student teachers responding to the opinionnaire will be referred to as Group ST and the secondary cooperating teachers responding to the opinionnaire will be referred to as Group CT.

The population of the student teachers, Group ST, consisted of twenty six persons. Since the opinionnaire was administered at a meeting of the student teaching seminar, the total returns from Group ST was twenty six, or a one hundred percent return with all returns being useable.

The population of secondary cooperating teachers, Group CT, consisted of twenty four persons. For these, the opinionnaire was delivered personally by the researcher as described in Chapter III and after a two-week period, was collected by the researcher. The total returns from Group CT was twenty four or one hundred percent return, again with all returns being useable. Table 1 is a summary of the information concerning the returns of the opinionnaires answered by secondary student teachers from Montana State University and secondary cooperating teachers.

Table 1. Summary of the Returns of the Opinionnaire

	Student Teachers	Cooperating Teachers
Opinionnaires distributed	26	24
Number returned	26	24
Percent returned	100	100
Number useable	26	24

The opinionnaire prepared for the study included ninety two competency statements purported to contribute to effective teaching in the four areas of planning, teaching behavior, evaluation and professionalism (see Appendix B). Respondents were asked to evaluate each statement as they perceived it as being an important competency or behavior for a student teacher to possess.

Competency statements were rated by the respondents on a five point Likert (1932) type scale extending from the one extreme with a "very important" classification and a numerical value of five to the other extreme with a "very unimportant" classification and a numerical value of one. The middle classification with a numerical value of three was a neutral response.

Techniques used to consider the data were the mean raw score values for each competency statement from the opinionnaire computed for each respondent group, Group ST and Group CT, as well as for the combined groups ST and CT, and a percentage frequency distribution. Mean

raw score values were also computed for each respondent group, Group ST and Group CT, for each of the four teaching categories included in the opinionnaire. Any competency statement that had a composite mean raw score of 4.00 or more was to be considered for inclusion as a competency statement in the development of a competency based instrument for the evaluation of secondary student teachers. The 4.00 level for the composite mean raw score was selected for determining the competency statements to be included in the instrument for evaluation since it was felt that a mean classification of "important" or above indicated a judgement by the combined respondent groups that the teaching competency so classified was a competency or teaching behavior that a prospective teacher should acquire or demonstrate during the student teaching experience. While the 4.00 score was used as an inclusive device for this study, others may choose to include statements with a lesser score depending on their felt need.

Two competency statements, "The student teacher evaluates entering behavior of the learners before or while introducing a unit of learning.", and "The student teacher makes comparison of the pre and post evaluation of the learners in relation to a unit.", were required to be included in the study by the committee which found acceptable the proposal for the study. These competency statements have been retained for inclusion in the instrument for evaluation of student teachers even though the mean raw score values for the combined groups

ST and CT was less than 4.00.

A percentage frequency distribution of responses for each competency statement was also compiled and an ancillary data compilation made concerning the "very important" (5) rating for each competency statement. A comparison was made to see if there was a consensus on competencies thought to be "very important" within each of the groups and between the two groups. Consensus for this study was defined as agreement, and any statement that fifty percent or more of the respondents had ranked as "very important" had a consensus designation. These designations were based on ten point intervals ranging from the 50-59 percent interval with a "low consensus designation, to the 80-89 percent interval with a "high-moderate consensus designation. The consensus designations between these two included 60-69 percent with a "low-moderate consensus designation, and 70-79 percent with a "moderate consensus designation. The consensus designation of "high consensus included the eleven point interval, 90-100 percent. Direct comparisons between the two groups were made regarding any statements in the "high-moderate consensus and "high consensus intervals.

Table 2, pages 104 through 122 lists the ninety two competency statements from the opinionnaire with the percentage frequency distribution for each respondent group, Group ST and Group CT, the raw score means for each respondent group, Group ST and Group CT, and a raw score

mean for the combined groups ST and CT. Findings from the opinionnaire were presented in the same topical order as the opinionnaire, and results from both respondent groups, Group ST and Group CT, are presented in one table for ease of comparison of the two groups. For each competency statement, the summary of the data from the student teachers is presented first followed by the data from the secondary cooperating teachers responding to the opinionnaire. The third entry for each competency statement is the mean raw score of the combined groups ST and CT. The entries for the first competency statement on each page of Table 2 is preceded by the letters ST to indicate student teacher responses and CT to indicate cooperating teacher responses. Table 3 includes the raw score means for each respondent group, Group ST and Group CT, for competency statements in each of the four designated teaching areas, planning, teaching behavior, student and self evaluation, and professionalism.

Results from the ancillary data computation regarding consensus of competency statements is presented in Table 3, page 123.

An examination of Table 2 shows that for the student teachers, eighty one of the ninety two means, or eighty eight percent fell in the 4.00-4.99 range while the remaining eleven means, or twelve percent fell in the 3.50-3.99 range. The low mean for this group was 3.65 and the high mean was 4.79.

Table 2. Distribution of Secondary Student Teachers and Secondary Cooperating Teachers Ratings Concerning Competency Statements Related to Planning, Teaching Behavior, Evaluation and Professionalism

Competency Statements Related to Planning	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Score
The student teacher prepares written objectives necessary for teaching the class.	ST 19.2% CT 50.0	46.2% 33.3	23.1% 12.5	11.5% 4.2		3.73 4.29	4.01
The student teacher demonstrates organization or skill in planning.	73.1 62.5	19.2 33.3	7.7 4.2			4.65 4.58	4.62
The student teacher prescribes specific, measureable outcomes in lesson objectives.	23.1 20.8	30.8 41.7	34.6 29.2	11.5 8.3	4.2	3.65 3.71	3.68
The student teacher modifies expected outcomes for individual and group differences.	57.7 50.0	3.08 37.5	11.5 8.3		4.2	4.46 4.29	4.38

Table 2 (continued)

Competency Statements Related to Planning	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher anticipates the need for alternative strategies and activities.	ST 65.4 CT 79.2	30.8 16.7		7.7 8.3		4.58 4.71	4.65
The student teacher includes activities in the unit which permit social interaction or growth of self esteem of the student.	53.9 54.2	42.3 41.7	3.9 4.2			4.5 4.5	4.5
The student teacher allows for student participation in planning activities.	19.2 8.3	50 41.7	26.9 33.3	7.7 12.5	4.2	3.85 3.38	3.62
The student teacher talks with the cooperating teacher and/or supervisor for purposes of development of a unit.	50 62.5	30.8 37.5	19.2			4.31 4.63	4.46

Table 2 (continued)

Competency Statements Related to Planning	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher states the central theme or problem about which activi- ties may be organized.	ST 30.8 CT 45.8	53.9 41.7	15.4 12.5			4.15 4.33	4.24
The student teacher relates the unit to: present student needs	61.5 62.5	30.8 29.2	11.5 8.3			4.54 4.54	4.54
future student needs	76.9 45.8	19.2 45.8	3.9 4.2	4.2 4.2		4.73 4.33	4.54
past and future learn- ing of the student	61.5 54.2	34.6 33.3	3.9 8.3	4.2		4.58 4.38	4.48
The student teacher projects probable and expected outcomes for written objectives.	23.1 4.2	23.1 54.2	50.0 29.2	3.9 8.3	4.2	3.65 3.46	3.56

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher utilizes a variety of materials of instruc- tion.	ST 50.0 CT 41.7	46.2 41.7	3.9 16.7			4.46 4.25	4.36
The student teacher provides for the range of individual differ- ences in the class.	57.7 50.0	38.5 41.7	3.9 8.3			4.54 4.42	4.48
The student teacher's behavior is supportive of the instructional objective.	19.2 54.2	53.9 37.5	23.1 4.2	3.9	4.2	3.88 4.38	4.12
The student teacher implements instruc- tional methods which support the attainment of his objectives.	38.5 50.0	50.0 37.5	11.5 8.3		4.2	4.27 4.29	4.28
The student teacher shows enthusiasm in the classroom.	76.9 87.5	19.2 8.3	3.9 4.2			4.73 4.83	4.78

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher works to develop rapport with the students.	ST 57.7 CT 62.5	30.8 29.2	11.5 4.2		4.2	4.46 4.50	4.48
The student teacher considers the total environment of the classroom.	38.5 54.2	34.6 33.3	23.1 12.5		3.9	4.04 4.42	4.22
The student teacher considers the following in making assignments: communication of the assignment is clear.	50.0 83.3	46.2 16.7			7.7	4.42 4.83	4.62
assignment given at appropriate time.	46.2 50.0	30.8 33.3	23.1 12.5		4.2	4.23 4.25	4.24
utilizes verbal and nonverbal clues to determine student understanding of the assignment.	50.0 62.5	42.3 33.3	3.9 4.2	3.9		4.38 4.58	4.48

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
makes arrangements for individual differences.	ST 42.3 CT 41.7	53.9 41.7	3.9 12.5		4.2	4.38 4.17	4.28
handles individual student problems without disturbing other students.	34.6 41.7	53.9 33.3	11.5 20.8		4.2	4.23 4.08	4.16
The student teacher considers the follow- ing in monitoring class assignments: established an en- vironment suited to the task.	26.9 25.0	61.5 70.8	11.5 4.2			4.15 4.21	4.18
re-establishes work environment if necessary.	23.1 33.3	65.4 58.3	7.7 8.3	3.9		4.08 4.25	4.16
checks work process.	23.1 50.0	65.4 37.5	11.5 12.5			4.12 4.38	4.24
alerts all students to common problems which develop.	38.5 41.7	50.0 33.3	11.5 20.8			4.27 4.08	4.18

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
handles individual problems without disturbing others.	26.9 16.7	50.0 45.8	23.1 29.2	4.2	4.2	4.04 3.67	3.86
makes provision for students completing tasks early.	38.5 20.8	46.2 66.7	11.5 8.3	3.9 4.2		4.19 4.04	4.12
The student teacher shows a proficiency in introducing a unit.	30.8 62.5	42.3 29.2	23.1 4.2	3.9 4.2		4.0 4.5	4.30
The student teacher shows proficiency in summarizing a unit.	38.5 41.7	53.9 50.0	7.7 4.2	4.2		4.31 4.29	4.30
The student teacher uses a variety of specific teaching techniques which may include: the lecture.	38.5 37.5	34.6 29.2	26.9 29.2	4.2		4.12 4.0	4.06
teacher led discus- sion.	42.3 54.2	30.8 29.2	26.9 16.7			4.15 4.38	4.26

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
small group work.	ST 46.2 CT 25.0	30.8 45.8	23.1 29.2			4.23 3.96	4.10
use of audio visual aids.	46.2 45.8	38.5 29.2	15.4 20.8	4.2		4.31 4.17	4.24
using oral reports.	34.6 4.2	11.5 37.5	53.9 50.0	4.2	4.2	3.81 3.33	3.58
individualized assignments or study.	46.2 8.3	38.5 58.3	15.4 29.2	4.2		4.31 3.71	4.02
problem solving inductive tech- niques.	46.2 29.2	30.8 50.0	23.1 16.7		4.2	4.23 4.00	4.12
panel discussions.	34.6 4.2	19.2 33.3	42.3 54.2	3.9		3.85 3.25	3.56
The student teacher shows an ability to communicate with stu- dents and make proper use of our language.	50.0 66.7	46.2 25.0	3.9 8.3			4.46 4.58	4.52

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher maintains classroom control conducive to learning.	ST 57.7 CT 83.3	42.3 16.7				4.58 4.83	4.70
The student teacher uses positive con- trol techniques.	65.4 62.5	23.1 25.0	7.7 12.5	3.9		4.50 4.50	4.50
The student teacher exhibits confidence when teaching.	73.1 75.0	23.1 25.0	3.9			4.69 4.75	4.72
The student teacher interprets formal and informal feedback from learner behavior.	42.3 50.0	42.3 45.8	15.4 4.2			4.27 4.46	4.36
The student teacher modifies strategies and activities to facilitate learner achievement.	46.2 45.2	50.0 33.3	3.9 8.3			4.42 4.42	4.42

Table 2 (continued)

Competency Statements Related to Teaching Behavior	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher shows respect for students by commending, accepting, helping rather than by rejecting and ignoring.	ST 80.8 CT 75.0	15.4 20.8	3.9 4.2			4.77 4.71	4.74
The student teacher capitalizes on unexpected interaction and learning opportunities.	50.0 45.8	46.2 50.0	3.9 4.2			4.46 4.42	4.44
The student teacher conducts class without resorting to negative criticism.	46.2 45.8	34.6 20.8	15.4 25.0	3.9 8.3		4.23 4.04	4.14
The student teacher takes time to listen to and accept students rather than disregarding students' desires and interests.	ST 65.4 CT 58.3	30.8 33.3	3.9 8.3			4.62 4.50	4.56

Table 2 (continued)

Competency Statements Related to Teaching Behavior							Mean Raw Score	Combined Mean Raw Score
	Very Important	Important	Neutral	Unimportant	Very Unimportant			
The student teacher considers unusual questions with respect.	ST 57.5	26.9	15.4				4.42	4.40
	CT 45.8	45.8	8.3				4.38	
The student teacher accepts unusual ideas without react- ing irritably or rejecting without consideration.	61.5	23.1	15.4				4.46	4.36
	33.3	58.3	8.3				4.25	
The student teacher includes some empha- sis on the affective domain.	26.9	46.2	23.1	3.9			3.96	3.90
	16.7	54.2	25.0	4.2			3.83	

Table 2 (continued)

Competency Statements Related to Self and Student Evaluation	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher considers the follow- ing in test construc- tion: measures spe- cified behavior which corresponds with instructional objec- tives.	ST 50.0 CT 62.5	42.3 29.2	7.7 4.2		4.2	4.42 4.46	4.44
test length appro- priate to time.	53.9 45.8	34.6 25.0	11.5 20.8		8.3	4.42 4.00	4.22
questions and direc- tions clear to stu- dents.	73.1 70.8	23.1 16.7	3.9 8.3		4.2	4.69 4.50	4.60
The student teacher provides the follow- ing in preparing stu- dents for tests: provides study guides.	34.6 37.5	50.0 29.2	11.5 29.2	3.9	4.2	4.15 3.96	4.06
reviews major points.	42.3 58.3	46.2 29.2	11.5 8.3		4.2	4.31 4.38	4.34

Table 2 (continued)

Competency Statements Related to Self and Student Evaluation		Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher considers the follow- ing in test admini- stration: appro- priate time.	ST 50.0 CT 50.0	38.5 33.3	3.9 8.3	7.7		8.3	4.31 4.17	4.24
students aware of relation between test and instruc- tional objectives.	42.3 37.5	46.2 45.8	11.5 8.3			8.3	4.31 4.04	4.18
specifies how of test evaluation.	38.5 16.7	34.6 54.2	23.1 16.7	3.9 4.2		8.3	4.08 3.67	3.88
directions are clear and complete.	50.0 75.0	42.3 12.5	7.7 4.2	4.2		4.2	4.42 4.50	4.46
makes allowance for early completers.	34.6 8.3	30.8 62.5	26.9 16.7	4.2		3.9 8.3	3.85 3.58	3.72
monitors to reduce distractions, pro- vide clarification, discourage cheat- ing.	42.3 54.2	50.0 25.0	7.7 16.7			4.2	4.35 4.25	4.30

Table 2 (continued)

Competency Statements Related to Self and Student Evaluation	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
alerts students to problems which develop.	ST 46.2 CT 41.7	46.2 37.5	7.7 12.5		8.3	4.38 4.04	4.21
The student teacher makes use of test results to: evalu- ate previous instruc- tion--formulate fur- ther information.	57.7 54.2	42.3 25.0	16.7			4.58 4.25	4.42
clarify and rein- force important concepts.	53.9 50.0	42.3 37.5	3.9 4.2			4.50 4.21	4.36
use to reteach un- learned concepts or skills.	42.3 45.8	50.0 33.3	12.5	3.9	3.9 8.3	4.23 4.08	4.16
show relationships between student achievement and aims of instruction.	34.6 33.3	50.0 50.0	3.9 8.3	7.7	3.9 8.3	4.04 4.00	4.02

Table 2 (continued)

Competency Statements Related to Self and Student Evaluation	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher evaluates learner achievement by formal and informal proce- dures.	ST 34.6 CT 45.8	50.0 41.7	15.4 8.3	4.2		4.19 4.29	4.24
The student teacher encourages learners to assess their own achievement.	38.5 33.3	46.2 50.0	15.4 16.7			4.23 4.17	4.20
The student teacher encourages learners to apply new knowledges and skills.	61.5 54.2	34.6 41.7	3.9 4.2			4.58 4.50	4.54
The student teacher modified teaching behaviors which re- strict learner achievement.	26.9 50.0	57.7 29.2	11.5 8.3	3.9 4.2	8.3	4.08 4.08	4.08
The student teacher uses individual rather than competi- tive standards for evaluation.	42.3 37.5	46.2 25.0	7.7 25.0	3.9 8.3	4.2	4.27 3.83	4.06

Table 2 (continued)

Competency Statements Related to Self and Student Evaluation		Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher administers a variety of types of tests.	ST 30.8 CT 29.2	46.2	19.2	3.9		4.2	4.04 3.79	3.92
The student teacher evaluates entering behavior of the learn- er before or while introducing a unit of learning.	23.1 4.2	50.0 58.3	23.1 33.3	3.9		4.2	3.92 3.58	3.76
The student teacher makes comparison of the pre and post evaluation of the learners in relation to a unit.	23.1 29.2	46.2 54.2	26.9 12.5	3.9		4.2	3.88 4.04	3.96
The student teacher concerns himself with self evalua- tion.	50.0 70.8	26.9 29.2	19.2				4.19 4.71	4.44

Table 2 (continued)

Competency Statements Related to Ethics and Professionalism							Mean Combined	
	Very Important	Important	Neutral	Unimportant	Very Unimportant		Raw Score	Mean Raw Score
The student teacher is involved in professional growth activities.	ST 30.8 CT 37.5	38.5 50.0	30.8 12.5			4.00 4.25		4.12
The student teacher has respect for professional contributions of fellow teachers.	50.0 37.5	42.3 62.5	7.7			4.42 4.38		4.40
The student teacher accepts professional criticism.	69.2 62.5	26.9 37.5	3.9			4.65 4.63		4.64
The student teacher demonstrates genuine enthusiasm for teaching.	76.9 79.2	23.1 20.8				4.77 4.79		4.78
The student teacher strives to achieve positive administrator-teacher relations.	38.5 50.0	34.6 50.0	26.9			4.12 4.50		4.31

Table 2 (continued)

Competency Statements Related to Ethics and Professionalism							Mean	Combined
	Very Important	Important	Neutral	Unimportant	Very Unimportant	Raw Score	Raw Score	Mean Score
The student teacher strives to achieve positive cooperating teacher-student teach- er relations.	ST 73.1 CT 50.0	15.4 50.0	7.7		3.9	4.54 4.50		4.52
The student teacher strives to achieve positive parent-stu- dent teacher rela- tions.	38.5 33.3	38.5 58.3	23.1 8.3			4.15 4.25		4.20
The student teacher strives to achieve positive student- student teacher rela- tions.	69.2 58.3	23.1 37.5	7.7 4.2			4.62 4.54		4.58
The student teacher shows proficiency in handling extreme dis- cipline problems.	42.3 33.3	46.2 37.5	11.5 20.8	4.2	4.2	4.31 3.92		4.12
The student teacher completes assign- ments on time.	46.2 37.5	34.6 58.3	15.4	3.9	4.2	4.23 4.25		4.24

Table 2 (continued)

Competency Statements Related to Ethics and Professionalism	Very Important	Important	Neutral	Unimportant	Very Unimportant	Mean Raw Score	Combined Mean Raw Score
The student teacher is prompt in report- ing to assigned duties.	ST 57.7 CT 50.0	38.5 45.8	3.9 4.2			4.54 4.46	4.50
The student teacher shows a willingness to consult with others to solve professional problems.	69.2 66.7	26.9 33.3	3.9			4.65 4.67	4.66
The student teacher shows a willingness to admit personal weak- ness and seek outside help (admission of a problem may be demon- strated by seeking outside help).	76.9 62.5	23.1 33.3	4.2			4.77 4.58	4.68

Table 3. Mean Raw Score Values by Individual Group for Designated Teaching Areas

Teaching Areas		Mean Raw Score
I Planning	ST	4.26
	CT	4.24
II Teaching Behavior	ST	4.29
	CT	4.27
III Evaluation	ST	4.26
	CT	4.12
IV Professionalism	ST	4.44
	CT	4.44

For cooperating teachers responding, 76 of the 92 means, or 83 percent, fell in the 4.00-4.99 range and the remaining 16 means, or 17 percent, fell in the 3.00-3.99 range. The means for this group ranged from a low of 3.25 to a high of 4.79.

Eighty of the ninety two means for the combined group ST and CT, or 87 percent, fell in the 4.00-4.99 range while the remaining 12 means, or 13 percent, fell in the 3.50-3.99 range. The range for the means for the combined group ST and CT extended from a low of 3.56 to a high of 4.78.

Examination of the individual category means for the two respondent groups, Group ST and Group CT shows that for the student teachers responding, category I, planning, and category III, student and self evaluation, shared the low mean value of 4.25 while category IV, professionalism, had the high mean value of 4.44 for this respondent group.

The data for the cooperating teachers shows that the category with the low mean value of 4.12 is category III, student and self evaluation. The category with the high mean value of 4.44 for this group was category IV, professionalism, the same as it was for the student teachers. Of the four categories included in the study, category IV, professionalism, is the only one where the two respondent groups, Group ST and Group CT, shared like means.

Results from the ancillary data compilation are recorded in Table 4.

Table 4. Summary of the Very Important (5) Responses

Percentage Scale of Very Important (5) Responses		Number of Competency Statements in Each Percentage Group	
		Student Teachers	Cooperating Teachers
90-100	High Consensus	0	0
80- 89	High-Moderate Consensus	1	3
70- 79	Moderate Consensus	8	7
60- 69	Low-Moderate Consensus	10	12
50- 59	Low Consensus	21	25
0- 49	No Consensus	52	45

An examination of Table 4 shows there was no competency statement included in the study that 90 percent or more of the respondents in either group responded to as being "very important." Thus, neither group felt a "high consensus in regard to any of the competency statements. The student teachers felt a "high-moderate consensus relative to one competency statement, "The student teacher shows respect for students by commending, accepting, helping rather than by rejecting or ignoring." The cooperating teachers reached a "high-moderate

consensus on three of the competency statements. These included:

The student teacher shows enthusiasm in the classroom.

The student teacher considers the following in making assignments: communication of the assignment is clear.

The student teacher maintains classroom control conducive to learning.

For the student teachers responding, 52 of the competency statements, or 56.5 percent fell in the 0-49 percent or "no consensus" range. For the cooperating teachers responding, 45 of the competency statements, or 48.9 percent, fell in the 0-49 percent or "no consensus" range.

The opinionnaire provided the opportunity for respondents to include competency statements which they felt should have been included in the study. One respondent included the following statement with a "very important" (5) rating: "The student teacher keeps a good sense of humor in handling situations that could otherwise be embarrassing, (has poise)."

DEVELOPMENT OF THE INSTRUMENT FOR EVALUATION

The eighty competency statements from the opinionnaire which had a composite mean raw score of 4.00 or more, and the two competency statements required to be included in the instrument for evaluation, were separated on the basis of the four teaching areas and each area analyzed by the researcher for apparent relationships between and

among the competency statements. On the basis of this analysis, within each of the four areas, general statements which could be used as a basis for grouping related statements were designated as a competency, and the related statements from the opinionnaire were designated as teaching performance criteria. For each teaching performance criteria, the researcher generated criterion measures. An example of a statement chosen as a competency would be, "Prepares written objectives for teaching." An example of a teaching performance criteria for this competency would be, "Central theme or problem for organization of activities is stated." Criterion measures for this teaching performance criteria include, "Theme or problem is stated specifically, Theme or problem is stated in terms of expected student outcomes, and Analyzes theme or problem in relation to the continuity of the subject matter." Evaluation of each student teacher's attainment of the teaching performance criteria is based on including or achieving the stated criterion measures, and evaluation for each competency within each of the four areas will be based on the achievement of the teaching performance criteria.

The instrument for evaluation includes the four area designations from the opinionnaire, the statements selected for competencies, and the teaching performance criteria. Evaluation of each selected competency will be based on the following predetermined, predesignated scale:

E	Excellent	Performance expectations for a beginning teacher are exceeded.
A	Acceptable	Performance expectations for a beginning teacher are met.
W	Weak	Performance expectations for a beginning teacher are barely met.
N	Not Acceptable	Performance expectations for a beginning teacher are not met.

The teaching performance criteria will be assessed on the following predetermined, predesignated scale.

- + Noticeable strength
- s Satisfactory
- u Unsatisfactory
- x Not observable in this situation

The criterion statements for the teaching performance criteria will be included as a part of the evaluation materials.

The instrument for evaluation also includes space for a narrative subjective evaluation of the student teacher if the evaluator chooses to write one. The instrument for evaluation is included in Chapter V, pages 137 to 141.

SUMMARY

The primary problem of the study was the development of an instrument for the evaluation of secondary student teachers with a secondary problem being the compilation and categorization of

competency statements related to teaching and the development of an opinionnaire including the categorized competency statements.

The population responding to the opinionnaire included twenty six secondary student teachers from Montana State University and twenty four cooperating teachers from Montana public schools.

The opinionnaire included ninety two competency statements purported to contribute to effective teaching which the respondents were asked to evaluate as they perceived each statement as being an important competency or behavior for a student teacher to possess. Responses were made on a five point Likert type scale.

Techniques used for data consideration included the mean raw score value for each competency statement for each of the two respondent groups and for the two groups combined, as well as the mean raw score value for each group for each of the four designated teaching categories. A percentage frequency distribution for each competency statement was also computed for each group. Data from the opinionnaire was presented in two tables.

Chapter IV was concluded with a discussion of how the instrument for evaluation included in Chapter V was developed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was based on a twofold problem. The primary problem was the development of a competency based instrument for the evaluation of secondary student teachers from Montana State University. A secondary problem was the compilation and categorization of competency statements related to teaching and the development of an opinionnaire including the categorized competency statements. The opinionnaire included ninety two competency statements purported to contribute to effective teaching. The twenty six secondary student teachers from Montana State University and the twenty four cooperating teachers from Montana public schools who responded to the opinionnaire were asked to evaluate each competency statement as they perceived it as being an important competency or behavior for a student teacher to possess. Responses were made on a five point Likert type scale.

The study shows that based on the mean raw score values of the ninety two competency statements purported to contribute to effective teaching, eighty were judged by the combined respondent groups of secondary student teachers and secondary cooperating teachers as being important competencies or behaviors for a beginning teacher to possess. Both groups judged competencies related to professionalism as a separate area as being somewhat more important than the competencies

as a whole that were related to the areas of planning, teaching behavior and student and self evaluation.

Based on the percentage frequency distribution of responses, there was no competency statement included in the study that 90 percent or more of the respondents of either group judged as being a very important competency for a beginning teacher to possess. Eighty percent of the student teachers responding felt it was very important that, "The student teacher shows respect for students by commending, accepting, helping rather than by ignoring."

Eighty seven and a half percent of the cooperating teachers responding felt it was very important that "The student shows enthusiasm in the classroom," and eighty three percent judged it very important that "The student teacher considers the following in making assignments: communication of the assignment is clear," and "The student teacher maintains classroom control conducive to learning."

As preparation for constructing the opinionnaire used in the study, a review of the literature related to competency based teacher education was made. Based on this literature review, some general summarizations can be made relative to the development of a competency based teacher education program.

If program goals for a competency based program are clearly stated, developing performance goals and writing performance tasks is less difficult. As several defensible methods for developing

competency statements are described in the literature, institutions choosing to implement such a program must choose the method which seems most appropriate to their needs. Further, there is no set of performance goals or tasks that is agreed to as being essential by proponents of competency based programs. Thus, each school that chooses to adopt a competency based teacher education program should develop a unique set of competencies for the purposes and needs of their program and school. Statement of the competencies and selected criteria must be made as explicitly as possible and means of achieving them should stand the test of relevance. The competencies selected for inclusion in programs should be viewed as tentative, untested hypotheses, subject to change or removal should research indicate they are not appropriate.

Methods and procedures for evaluating students are not as well researched and developed as are other aspects of competency based teacher education programs, and no specific method that is unique for competency based teacher education programs has been developed for evaluation of student teachers. Each school adopting a competency based teacher education program should develop an individual procedure and instrument for evaluating student teachers. Evaluation of student teaching should be based on performance of interrelating or interrelated competencies rather than on isolated competencies with evaluation based on Turner's criterion level three, the observation of teaching

behavior in a classroom setting. Further, the goal of student teaching should be the successful completion of selected competencies, recognizing that for some students to achieve this, more than one student teaching experience would be needed. Any evaluation instruments or procedures developed for a competency based program should be considered tentative and be refined regularly on the basis of research findings and changes in the program.

CONCLUSIONS

Based on this study as related to competency statements considered "very important", the conclusion is made that there is no decided agreement among student teachers, among cooperating teachers or between the two groups as to what competencies or teaching behavior a beginning teacher should possess. However, when competency statements are viewed as "important" or above, there is high agreement. If essential is viewed as the "very important" statements, it corroborates reports in the literature that there is no set of performance goals or tasks for prospective teachers that is agreed to as being essential by proponents of competency based programs.

RECOMMENDATIONS

On the basis of this study, the following recommendations are made.

1. The Department of Secondary Education and Foundations at Montana State University should develop a competency based teacher education program.

2. The Department of Secondary Education and Foundations should use the instrument for evaluation of student teachers that has been developed with this study on a trial basis. In using this instrument to help students develop teaching roles congruent with the skills and competencies they possess, the students should have the opportunity to manage their own learning by having some choice in the competencies they will demonstrate, by receiving systematic feedback on progress and by being allowed to make program modification on the basis of their experience.

3. The Secondary Education faculty should be involved in research concerned with evaluation of student teachers in competency based teacher education programs so significant findings can be reflected in revisions of the instrument for the evaluation of student teachers.

4. The Department of Secondary Education and Foundations should develop specific procedures for obtaining feedback regarding the use and effectiveness of the instrument for the evaluation of student teachers.

5. Since it was the task for this paper to develop a competency based instrument for the evaluation of student teachers, the

instrument was developed. It is recommended that the instrument found on the ensuing pages and the separate criterion measures be incorporated in the teaching training and student teaching activities of the Department of Secondary Education and Foundations at Montana State University.

The evaluation of the secondary student teaching experience will be based on the accompanying instrument for the evaluation of the student teaching experience and the separate criterion measures for teaching performance criteria. The Instrument for Evaluation includes competency statements in four areas of teaching performance, planning instruction, teaching behavior, student and self evaluation, and professionalism, and specific teaching behaviors, or teaching performance criteria related to the given competency statements. The Criterion Measures for Teaching Performance Criteria includes the competency statements, the teaching performance criteria for each competency and the criterion measures for each of the teaching performance criteria.

Evaluation will be made for both the stated teaching performance criteria and for the stated competencies. Evaluation of each student teacher's attainment of the teaching performance criteria¹ is based on including or achieving the stated criterion measures² for each teaching performance criteria. Evaluation for each competency³ within each of the four areas will be based on the achievement of the teaching performance criteria. The following example will show the relationship

between a competency statement, teaching performance criteria and criterion measures.

³Competency

II. Prepares written objectives for teaching

N	W	A	E

¹Teaching Performance Criteria

1. Central theme or problem for organization of activities is stated.

²Criterion Measures

Theme or problem is stated specifically.
 Theme or problem is stated in terms of expected student outcomes.
 Analyzes theme or problem in relation to the continuity of the subject matter.

The scales for the evaluation of the competency statements and the teaching performance criteria are specified in the instrument for evaluation.

EVALUATION OF STUDENT TEACHING
EXPERIENCEStudent: _____
 Last Name First MiddleAssignment: _____
 Subject/grade level School

Pertinent Information about Student Teaching Assignment

Recommended grade: Pass
(circle one) Fail

Date _____

Student (signature)_____
Cooperating teacher (signature)_____
College Supervisor (signature)

RATING SCALE FOR PERFORMANCE CRITERIA

The rating scale includes four areas of teaching performance, planning instruction, teaching behavior, student and self evaluation, and professionalism. Within each area, competencies are designated and behaviors judged essential to effective teaching are specified. Both the competency and specific teaching behaviors will be evaluated. Behavior unique to the student, setting, or subject may also be reported in the space provided as "Other."

The profile of performance as determined by competency evaluation will be based on the following four-point scale. Evaluation will be indicated by putting a check mark in the appropriate one of the four boxes to the right of each competency statement.

- | | |
|------------------|--|
| E Excellent | Performance expectations for a beginning teacher are exceeded. |
| A Acceptable | Performance expectations for a beginning teacher are met. |
| W Weak | Performance expectations for a beginning teacher are barely met. |
| N Not Acceptable | Performance expectations for a beginning teacher are not met. |

Example:

- I. Establishes and Maintains Learning Environment N W A E

☐	☐	☒	☐
--------------------------	--------------------------	-------------------------------------	--------------------------

Teaching performance criteria for each competency will be assessed according to the following scale. Assessment will be indicated by putting the appropriate symbol from the following on the line which follows each student teaching performance criteria statement.

- + Noticeable strength
- s Satisfactory
- u Unsatisfactory
- x Not observable in this situation

Example:

1. Considers the total environment of the classroom. S

Criterion measures to be used as a basis for the evaluation of teaching performance criteria are stated in the separate Criterion Measures for Teaching Performance Criteria.

N W A E

PLANNING INSTRUCTIONI. Uses Cooperative Planning

1. Arrangement of meetings for the purpose of planning _____
2. Other _____

II. Prepares Written Objectives for Teaching

1. Central theme or problem for organization of activities is stated _____
2. Includes initial and alternative strategies and activities _____
3. Includes expected outcomes and modification of outcomes for individual and group differences _____
4. Objectives relate the unit to present and future students needs and to the past and future learning of the students _____
5. Includes activities which permit social interaction or growth of self esteem of the students _____
6. Other _____

TEACHING BEHAVIORI. Establishes and Maintains Learning Environment

1. Considers the total environment of the classroom _____
2. Exhibits confidence when teaching _____
3. Shows enthusiasm in the classroom _____
4. Maintains classroom control conducive to learning _____
5. Other _____

II. Implements Teaching Techniques

1. Shows proficiency in introducing a unit _____
2. Utilizes a variety of materials of instruction and teaching techniques _____
3. Relates instructional materials and techniques to the attainment of objectives _____
4. Includes specific considerations in making class assignments _____

- | | |
|---|---------------|
| | N W A E |
| 5. Includes specific considerations in monitoring class assignments | _____ |
| 6. Interprets formal and informal feedback from learner behavior | _____ |
| 7. Modifies strategies and activities to facilitate learner achievement | _____ |
| 8. Capitalizes on unexpected interaction and learning opportunities | _____ |
| 9. Shows proficiency in summarizing a unit | _____ |
| 10. Other | _____ |

III. Promotes Positive Student-Teacher Interaction

- | | |
|--|-------|
| 1. Shows an ability to communicate with students and make proper use of the language | |
| 2. Works to develop rapport with the students | _____ |
| 3. Other | _____ |

STUDENT AND SELF EVALUATION

I. Uses Variety in Measurement and Evaluation of Students

- | | |
|--|-------|
| 1. Evaluates learner achievement by formal and informal means | |
| 2. Evaluates entering behavior of the learner before or while introducing a unit | _____ |
| 3. Evaluates the behaviors of the learners at the end of a unit | _____ |
| 4. Concerns himself with specific considerations when constructing a test | _____ |
| 5. Concerns himself with specific considerations when administering a test | _____ |
| 6. Encourages learners to assess their own achievement | _____ |
| 7. Other | _____ |

II. Uses Evaluation Results

- | | |
|--|-------|
| 1. Makes comparison of pre and post evaluation in relation to a unit | |
| | _____ |

2. Uses test results to evaluate previous instruction--formulate further instruction _____
3. Uses test results to clarify and reinforce important concepts and to reteach unlearned concepts or skills _____
4. Encourages learners to apply new knowledges and skills _____
5. Other _____

III. Concerns Self With Self Evaluation

1. Modifies teaching behaviors which restrict learner achievement _____
2. Other _____

PROFESSIONALISM

I. Exhibits Professional Qualifications

1. Demonstrates genuine enthusiasm for teaching _____
2. Shows willingness to admit personal weaknesses and consult with others to solve professional problems _____
3. Accepts professional criticism and has respect for professional contributions of fellow teachers _____
4. Strives to relate positively with students, faculty and staff, and parents _____
5. Assumes teaching and extra class assignments responsively _____
6. Is involved in professional growth activities _____
7. Other _____

EVALUATION OF OVERALL STUDENT TEACHING EXPERIENCE

CRITERION MEASURES FOR TEACHING PERFORMANCE CRITERIA

The following criterion measures for the performance criteria from the instrument for evaluation of student teachers are suggestive of the types of behavior a student teacher should exhibit to indicate achievement of the teaching performance criteria.

PLANNING INSTRUCTION

I. Uses Cooperative Planning

1. Arrangement of meetings for the purpose of planning.

Initiates a meeting with the classroom cooperating teacher to determine the scope and sequence of material to be covered during student teaching--specific units he will be responsible for. Initiates subsequent meetings after each unit has been planned to present developed unit plans.

Dates of meetings

Initiated

II. Prepares Written Objectives for Teaching

1. Central theme or problem for organization of activities is stated.

Theme or problem is stated specifically.

Theme or problem is stated in terms of expected student outcomes (general).

Analyzes theme or problem in relation to the continuity of the subject matter.

2. Includes initial and alternative strategies and activities.

Projects a variety of teaching strategies related to the objectives.

Selects-develops teaching strategies that seem most appropriate to objectives as initial strategies.

Develops other teaching strategies as alternatives.
 Projects a variety of learner activities with potential for achieving objectives.
 Selects-develops learner activities that seem most appropriate as initial activities.
 Develops other activities as alternatives.
 Analyzes relationship of teaching strategies-learner activities (are they compatible).
 Considers ways of altering prescribed plans to meet unforeseen events.

3. Includes expected outcomes and modification of outcomes for individual and group differences.

Minimum expected outcomes are at a level where each student can experience some success.
 Higher standards are established and expected for interested and able learners.
 Considers prerequisites to outcomes and provides review if necessary.
 Adapts outcomes to the various approaches and learning styles of students.

4. Objectives relate the unit to present and future student needs and to the past and future learning of the students.

Objectives are related to the present circumstances and lives of the learners.
 Shows how immediate application of the objectives is possible.
 Establishes how objectives are related to preceding learning.
 Indicates why and how objectives are related to subsequent learning.

5. Includes activities which permit social interaction or growth of self esteem of the student.

Objectives include several levels of cognitive and affective learning.
 Includes variety in learner activities to accommodate different student approaches and learning styles.

Includes activities which allow for specific social interaction among students.
 Encourages healthy recognition and acceptance of peers.
 Expects courtesy and respect in student peer interactions.

TEACHING BEHAVIOR

I. Establishes and Maintains Learning Environment

1. Considers the total environment of the classroom.

Ventilation and temperature of room or other facility are controlled.
 Use of facilities for learning activities is flexible.
 Furniture and equipment is arranged appropriately for the learning activities.
 Displays and/or interest centers suitable to the learning activities are provided.

2. Exhibits confidence when teaching.

Moves freely about the room when making presentations and assisting students.
 Works to eliminate annoying mannerisms if apparent.
 Student actions are responded to freely with appropriate emotions.
 Unusual student responses are handled openly and calmly.
 Unexpected situations are met and handled easily and willingly.

3. Shows enthusiasm in the classroom.

Displays eagerness to start teaching.
 Extra time is spent at school to work with students or make preparation if needed.
 Shares and shows pleasure in student accomplishments.
 Maintains personal congruency rather than feigned enthusiasm.

4. Maintains classroom control conducive to learning.

Routines involving assignments, supplies, etc. are established and maintained.

Clearly defines limits of the classroom and is consistent in executing these limits (if possible, include students in deciding ground rules and rationale).

Develops control approaches that support established procedures and limits.

Develops use of eye contact and student awareness to help prevent difficulties.

Inappropriate student behavior is controlled without condemning student feelings.

Provides opportunity for student involvement in classroom management.

II. Implements Teaching Techniques

1. Shows proficiency in introducing a unit.

Uses a variety of introduction procedures that are interesting for the students.

Introductions incorporate learner interests and experiences.

Establishes a cognitive link between introduction and unit.

Includes cues which might promote retention or achievement for the learners.

Establishes classroom environment that encourages effort and achievement.

2. Utilizes a variety of materials of instruction and uses a variety of teaching techniques.

Develops an inventory of resources (human, material, community, environmental) available for each given unit.

Provides for involvement of students, capitalizing on their special abilities, interests and activities.

Includes variety in difficulty levels of material included in the unit.

Develops an inventory of teaching strategies for each given unit, i.e., lecture, teacher led discussions, small group work, audio-visual aids, individualized assignments or study, problem solving inductive techniques, etc.

3. Relates instructional materials and techniques to the attainment of objectives.

Specifies the perceived relationship between selected teaching materials and attainment of the objectives.

Specifies the perceived relationship between selected teaching strategies and attainment of objectives.

Specifies the perceived relationship between selected learner activities and attainment of objectives.

4. Includes specific considerations in making class assignments.

Communication of the assignment is clear.

Assignment is given at the appropriate time.

Verbal and non-verbal clues are used to determine understanding of the assignment.

Provisions are made for individual differences.

Individual student problems are handled without disturbing others.

5. Includes specific considerations in monitoring class assignments.

Establishes environment suited to the task.

Re-establishes environment if necessary.

Check work progress.

Alerts all students to common problems which develop.

Makes special provision for students completing tasks early.

6. Interprets formal and informal feedback from learner behavior.

Uses tests as a procedure for obtaining formal

feedback of learner behavior.
 Makes informal examination of achievement during instruction and work periods.
 Uses student reviews and summarization as informal feedback from oral class interactions.
 Develops an awareness of the informal feedback provided by student's non-verbal actions.

7. Modifies strategies and activities to facilitate learner achievement.

Changes procedure or strategy when feedback indicates present plan is ineffective.
 Redirects learner attention or changes teacher emphasis to achieve objectives.
 Assesses progress toward goal by allowing for specific feedback during a lesson.
 Recognizes non-verbal signs of students as feedback.
 Alters procedures if needed so the potential exists for each learner to have some successful achievement.

8. Capitalizes on unexpected interaction and learning opportunities.

Exhibits open reception to learner questions and open exchange of ideas.
 Recognizes and capitalizes on spontaneous learning situations during lesson.
 Restructures class to enhance interaction.
 Adjusts interaction level to avoid potential conflict.
 Facilitates pertinent unusual contributions by altering plans.
 Facilitates discussion of critical or timely issues by reorganizing plans.

9. Shows proficiency in summarizing a unit.

Consolidates concepts and ideas covered in the unit.
 Provides review of major facts and concepts of the unit.

Establishes a connection between the unit, previous material and future learning.
 Allows for student practice of new learning or student summary.
 Reviews material covered if feedback suggests review is needed.

III. Promotes Positive Student-Teacher Interaction

1. Shows an ability to communicate with students and make proper use of the language.

Selection of words and phrases have definite relation to discussion topic.

Correct grammatical constructions are used.

Correct spelling is evident, especially on black-board work.

Vocabulary used is appropriate for the maturity level of the students.

Slang, vernacular or trite expressions are not used extensively.

2. Works to develop rapport with the students.

Exhibits a balance of seriousness and humor in relating with students.

Conducts class without resorting to negative criticism.

If student actions must be condemned, assures personal acceptance of student.

Shows respect for students by commending, accepting, listening to and helping.

Accepts and considers unusual questions and ideas with respect.

STUDENT AND SELF EVALUATION

I. Uses Variety in Measurement and Evaluation of Students

1. Evaluates learner achievement by formal and informal procedures.

Includes formal techniques, i.e., tests as one means of assessing learning outcomes.

Uses informal examination of learner achievement during instruction and work periods.
Keeps complete, accurate records of learner achievement.
Shows ability to interpret standardized achievement tests.

2. Evaluates entering behavior of the learner before or while introducing a unit.

Plans a specific evaluation procedure to determine the entering behaviors of the learners (a pre-test).

3. Evaluates the behaviors of the learners at the conclusion of the unit.

Plans a specific evaluation procedure to determine student behavior at the conclusion of the unit (a post-test).

4. Concerns himself with specific considerations when constructing a test.

Measures specified behavior which correspond with instructional objectives.

Tests include a variety of types of test items.

Test length is appropriate to the time allowed.

Questions and directions are clear to students.

5. Concerns himself with specific considerations when administering a test.

Test is given at appropriate time.

Students are aware of the relation between the test and the instructional objectives.

Directions for the test are clear and complete.

Monitors test to reduce distractions, discourage cheating.

Alerts students to problems which develop.

6. Encourages learners to assess their own achievement.

Discusses with learners how they can recognize their progress and needs.
 Specifies for student use the criteria for evaluating achievement.
 Develops procedures for students to keep personal records of assignments.
 Provides opportunity for students to make formal self evaluation, i.e., a conference or in writing.

II. Uses Evaluation Results

1. Makes comparison of pre and post evaluation in relation to a unit.

Charts scores of the pre and post test results to determine if there has been a change in behavior.
 Uses results from tests to show relation between student achievement and the aims of instruction.
 Analyzes and recognizes how teaching materials selected restrict or enhance student learning.
 Analyzes and recognizes how teaching strategies selected restrict or enhance student learning.
 Considers outcomes in relation to learner potential.
 Considers learner attitudes in relation to learner outcomes.
 Recognizes facilitators and restrictors of learning in students and in self.

2. Uses test results to evaluate previous instruction--formulate further instruction.

Specify and redefine objectives which were not achieved.
 Determine if there is a need to reteach a lesson.

3. Uses test results to clarify and reinforce important concepts and to reteach unlearned concepts or skills.

Identify concepts that may need clarification or reinforcement.

4. Encourages learners to apply new knowledges and

skills.

Assists learners to accept responsibility for their learning.

Help learners identify causes for successes or failures.

Consider and establish relevance of learning to other classes and daily life.

Assist students in setting reachable goals.

III. Concerns Self With Self Evaluation

1. Modifies teaching behaviors which restrict learner achievement.

Shows awareness of mistakes and modifies behavior accordingly.

Considers and tries alternative procedures.

Recognizes classroom personality deficiencies and changes them when possible.

Cognizant of demonstrated strengths and develops a unique teaching style based on these.

PROFESSIONALISM

I. Exhibits Professional Qualifications

1. Demonstrates genuine enthusiasm for teaching.

Becomes acquainted with the school, the school district, programs, philosophy, etc.

Becomes acquainted with the community, i.e., resources, facilities, etc. available.

Exhibits willingness to start teaching and assume additional tasks.

2. Shows willingness to admit personal weaknesses and consult with others to solve professional problems.

Recognizes teaching weaknesses.

Seeks and considers suggestions for correcting weaknesses.

3. Accepts professional criticism and has respect for professional contributions of fellow teachers.

Shows openness to constructive criticism.
Considers professional contributions of fellow teachers.

4. Strives to relate positively with students, faculty and staff, and parents.

Knows and observes policies, regulations and communication channels.

Recognizes when to be discreet or compromising when expressing opinions.

Reflects accepted standards of school system in personal appearance.

Respects beliefs and opinions of students, faculty, and parents.

5. Assumes teaching and extra class assignments responsibly.

Exhibits promptness in meeting assigned tasks and commitments.

Is consistently and adequately prepared to teach.

Accepts responsibility for personal decisions and actions.

Knowledgeable of and enforces policies and regulations regarding students.

6. Is involved in professional growth activities.

Attends professional meetings if allowed to do so.

APPENDICES

APPENDIX A

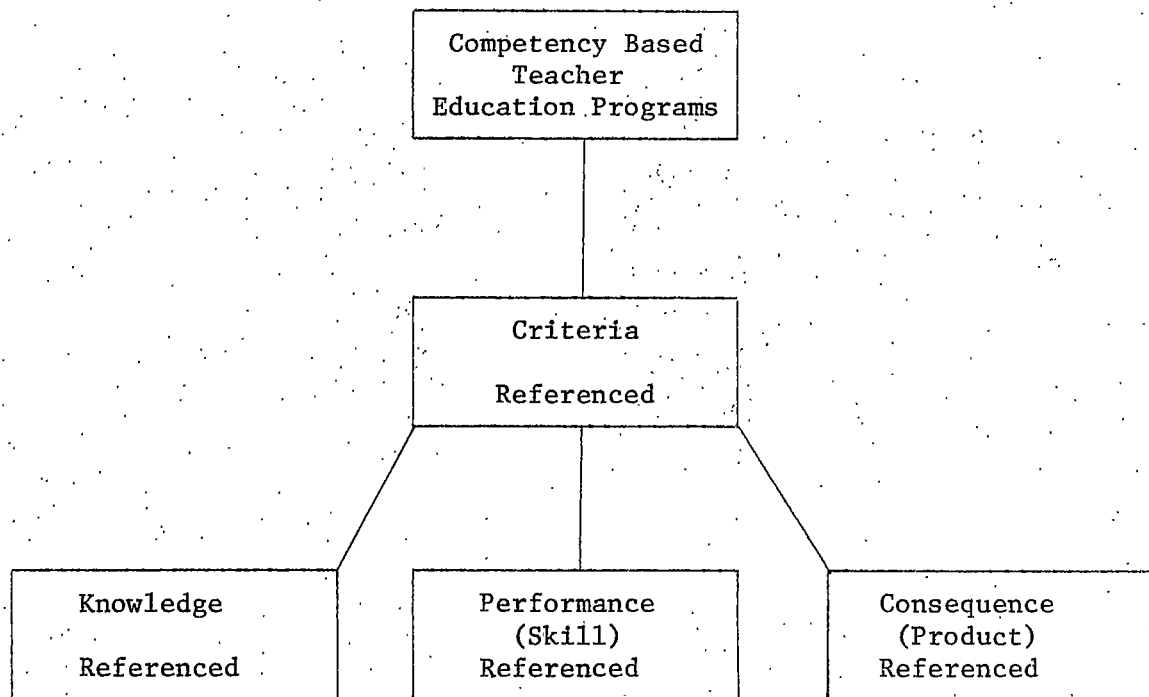


Figure 1. Competency Based Teacher Education Programs

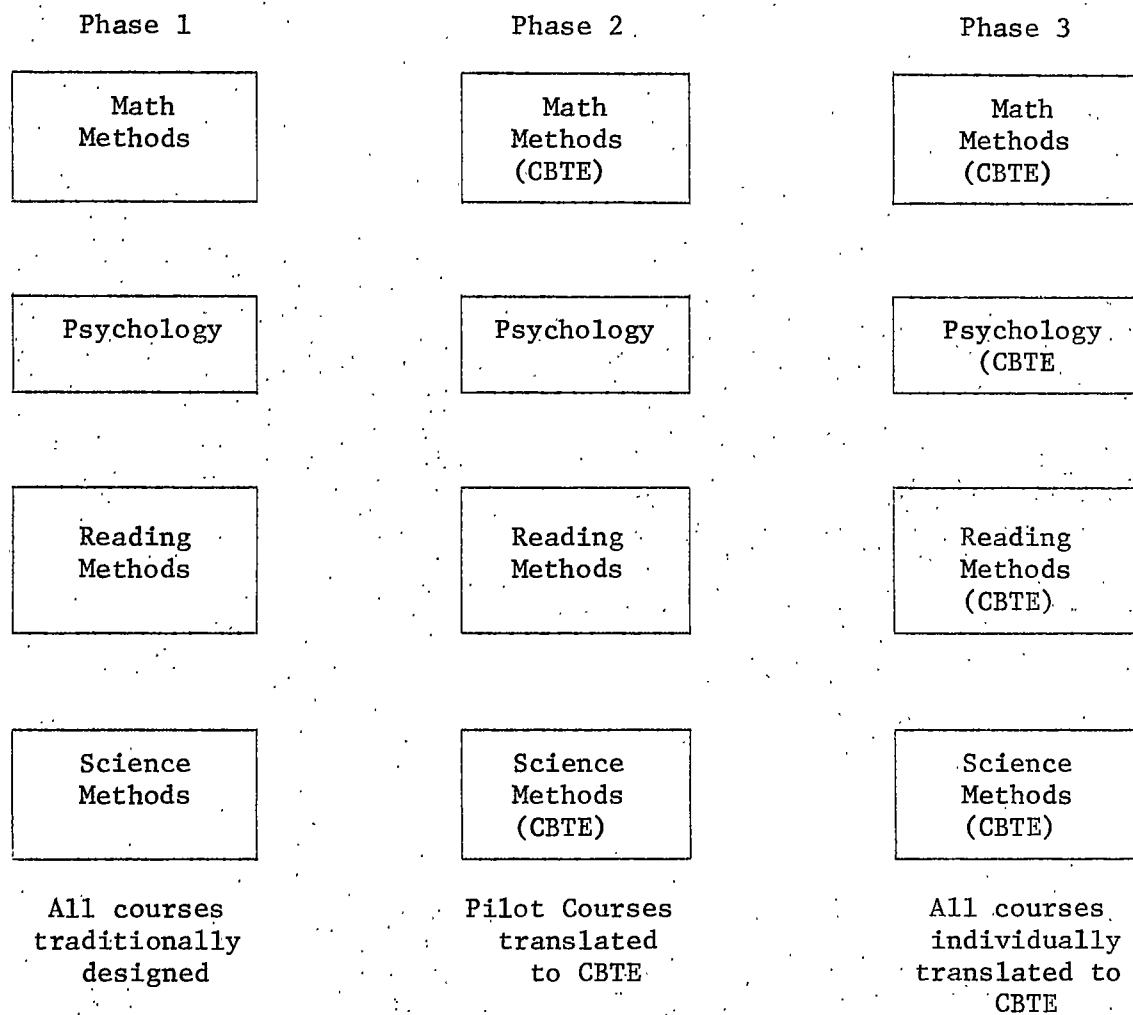


Figure 2. Isolated Course Program Translation

(Kay:1975:p. 28)

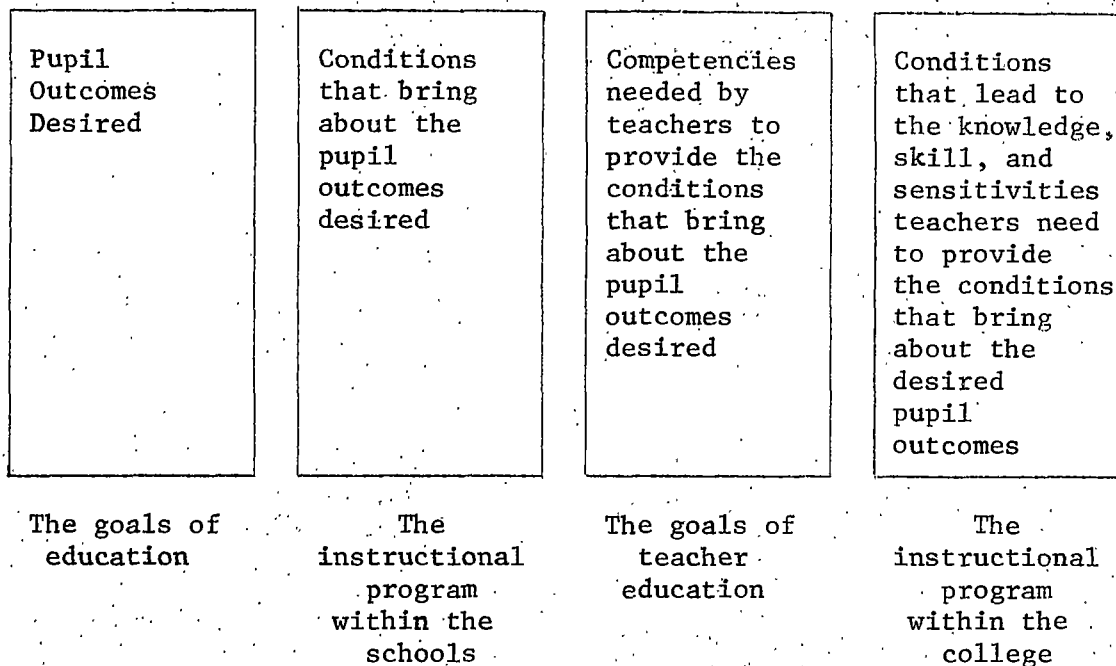


Figure 3. Design of a Student-oriented Teacher Preparation Program

(Kay:1975:p. 20)

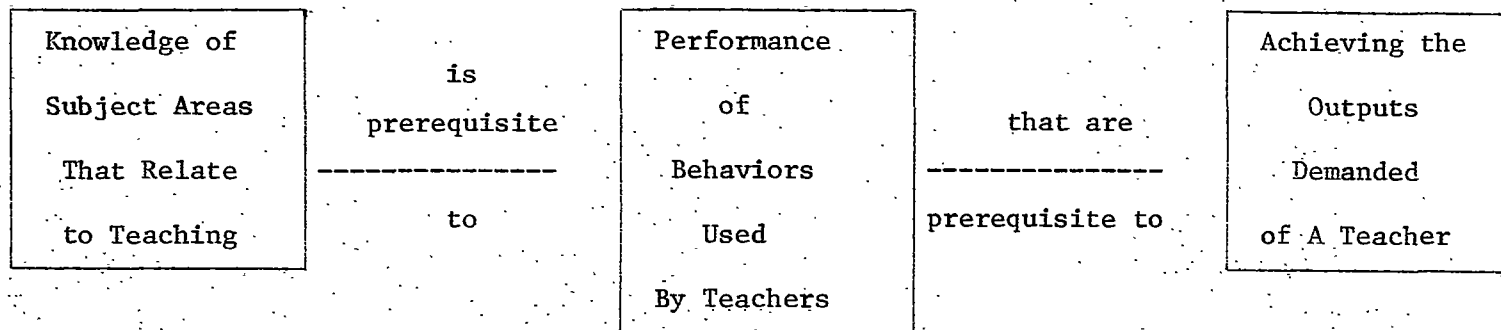


Figure 4. Assumption of the Relationship Between Knowledge, Performance and Student Output

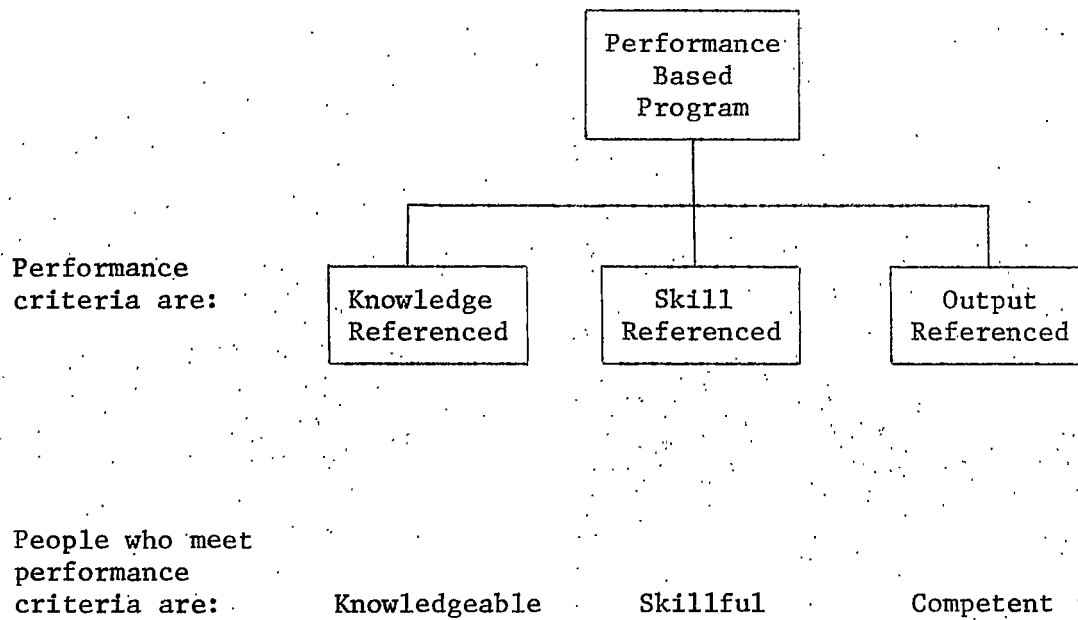


Figure 5. Relationship Between Performance Criteria and Identifying Label in a Competency Based Teacher Education Program

(Rosner:1972:p. 120)

APPENDIX B

Dear Participant:

The opinionnaire which accompanies this letter has been developed to obtain data that will be useful in the development of a student teaching evaluation instrument for secondary student teachers at Montana State University.

As we feel this information should come from people directly involved with student teaching programs, student teachers from Montana State University, secondary cooperating teachers, and college supervisors for student teaching have been selected as respondent groups.

Information provided by the opinionnaire will give direction to a competency based student teaching evaluation instrument for secondary student teachers. The opinionnaire will take about fifteen minutes to complete.

Numbers used on page one of the opinionnaire are for follow up purposes only. All responses will be confidential and names and numbers will be destroyed once data collection is completed.

If there are competencies you view as important which are not included on the opinionnaire, please feel free to add these and rate them as you will rate the given items.

Thank you for your cooperation.

Yours truly,

Lynn Fremont
Department of Secondary
Education & Foundations

Rate the following competencies characteristic of successful teaching in the area of planning according to the following scale. Circle the number to indicate your rating.

	5	4	3	2	1
	Very Important	Important	Neutral	Unimportant	Very Unimportant
1. The student teacher prepared written objectives necessary for teaching the class.	5	4	3	2	1
2. The student teacher demonstrates organization or skill in planning.	5	4	3	2	1
3. The student teacher prescribes specific, measurable outcomes in lesson objectives.	5	4	3	2	1
4. The student teacher modifies expected outcomes for individual and group differences.	5	4	3	2	1
5. The student teacher anticipates the need for alternative strategies and activities.	5	4	3	2	1
6. The student teacher includes activities in the unit which permit social interaction or growth of self esteem of the student.	5	4	3	2	1
7. The student teacher allows for student participation in planning activities.	5	4	3	2	1
8. The student teacher talks with the cooperating teacher and/or supervisor for purposes of development of a unit.	5	4	3	2	1
9. The student teacher states the central theme or problem about which activities may be organized.	5	4	3	2	1
10. The student teacher relates the unit to:					
a. present student needs	5	4	3	2	1
b. future student needs	5	4	3	2	1
c. past and future learning of the student	5	4	3	2	1
11. The student teacher projects probable and expected outcomes for written objectives.	5	4	3	2	1

12. Other

5 4 3 2 1

Rate the following competencies characteristic of successful teaching in the area of teaching behavior according to the following scale. Circle the number to indicate your rating.

	5	4	3	2	1
	Very important	Important	Neutral	Unimportant	Very Unimportant
1. The student teacher utilizes a variety of materials of instruction.					5 4 3 2 1
2. The student teacher provides for the range of individual differences in the class.					5 4 3 2 1
3. The student teacher's behavior is supportive of the instructional objective.					5 4 3 2 1
4. The student teacher implements instructional methods which support the attainment of his objectives.					5 4 3 2 1
5. The student teacher shows enthusiasm in the classroom.					5 4 3 2 1
6. The student teacher works to develop rapport with the students.					5 4 3 2 1
7. The student teacher considers the total environment of the classroom.					5 4 3 2 1
8. The student teacher considers the following in making assignments:					
a. communication of the assignment is clear.					5 4 3 2 1
b. assignment given at appropriate time.					5 4 3 2 1
c. utilizes verbal and nonverbal clues to determine student understanding of the assignment.					5 4 3 2 1
d. makes arrangements for individual differences.					5 4 3 2 1
e. handles individual student problems without disturbing other students.					5 4 3 2 1

9. The student teacher considers the following in monitoring class assignments:
 - a. establishes an environment suited to the task. 5 4 3 2 1
 - b. re-establishes work environment if necessary. 5 4 3 2 1
 - c. checks work process. 5 4 3 2 1
 - d. alerts all students to common problems which develop. 5 4 3 2 1
 - e. handles individual problems without disturbing others. 5 4 3 2 1
 - f. makes provision for students completing tasks early. 5 4 3 2 1
10. The student teacher shows proficiency in introducing a unit. 5 4 3 2 1
11. The student teacher shows proficiency in summarizing a unit. 5 4 3 2 1
12. The student teacher uses a variety of specific teaching techniques which may include
 - a. the lecture. 5 4 3 2 1
 - b. teacher led discussion. 5 4 3 2 1
 - c. small group work. 5 4 3 2 1
 - d. use of audio visual aids 5 4 3 2 1
 - e. using oral reports. 5 4 3 2 1
 - f. individualized assignments or study. 5 4 3 2 1
 - g. problem solving inductive techniques. 5 4 3 2 1
 - h. panel discussions. 5 4 3 2 1
13. The student teacher shows an ability to communicate with students and make proper use of our language. 5 4 3 2 1
14. The student teacher maintains classroom control conducive to learning. 5 4 3 2 1
15. The student teacher uses positive control techniques. 5 4 3 2 1
16. The student teacher exhibits confidence when teaching. 5 4 3 2 1

- | | | | | | |
|---|---|---|---|---|---|
| 17. The student teacher interprets formal and informal feedback from learner behavior. | 5 | 4 | 3 | 2 | 1 |
| 18. The student teacher modifies strategies and activities to facilitate learner achievement. | 5 | 4 | 3 | 2 | 1 |
| 19. The student teacher shows respect for students by commending, accepting, helping rather than by rejecting and ignoring. | 5 | 4 | 3 | 2 | 1 |
| 20. The student teacher capitalizes on unexpected interaction and learning opportunities. | 5 | 4 | 3 | 2 | 1 |
| 21. The student teacher conducts class without resorting to negative criticism. | 5 | 4 | 3 | 2 | 1 |
| 22. The student teacher takes time to listen to and accept students rather than disregarding students' desires and interests. | 5 | 4 | 3 | 2 | 1 |
| 23. The student teacher considers unusual questions with respect. | 5 | 4 | 3 | 2 | 1 |
| 24. The student teacher accepts unusual ideas without reacting irritably or rejecting without consideration. | 5 | 4 | 3 | 2 | 1 |
| 25. The student teacher includes some emphasis on the affective domain. | 5 | 4 | 3 | 2 | 1 |
| 26. Other | 5 | 4 | 3 | 2 | 1 |

Rate the following competencies characteristic of successful teaching in the area of evaluation (self and student) according to the following scale. Circle the number to indicate your rating.

5	4	3	2	1
Very Important	Important	Neutral	Unimportant	Very Unimportant

- | | | | | | |
|---|---|---|---|---|---|
| 1. The student teacher considers the following in test construction: | | | | | |
| a. measures specified behavior which corresponds with instructional objectives. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|---|---|---|---|---|---|
| b. test length appropriate to time. | 5 | 4 | 3 | 2 | 1 |
| c. questions and directions clear to students. | 5 | 4 | 3 | 2 | 1 |
| 2. The student teacher provides the following in preparing students for tests: | | | | | |
| a. provides study guides. | 5 | 4 | 3 | 2 | 1 |
| b. reviews major points. | 5 | 4 | 3 | 2 | 1 |
| 3. The student teacher considers the following in test administration: | | | | | |
| a. appropriate time. | 5 | 4 | 3 | 2 | 1 |
| b. students aware of relation between test and instructional objectives. | 5 | 4 | 3 | 2 | 1 |
| c. specifies how of test evaluation. | 5 | 4 | 3 | 2 | 1 |
| d. directions are clear and complete. | 5 | 4 | 3 | 2 | 1 |
| e. makes allowance for early completers. | 5 | 4 | 3 | 2 | 1 |
| f. monitors to reduce distractions, provide clarification, discourage cheating. | 5 | 4 | 3 | 2 | 1 |
| g. alerts students to problems which develop. | 5 | 4 | 3 | 2 | 1 |
| 4. The student teacher makes use of tests results to: | | | | | |
| a. evaluate previous instruction--formulate further instruction. | 5 | 4 | 3 | 2 | 1 |
| b. clarify and reinforce important concepts. | 5 | 4 | 3 | 2 | 1 |
| c. use to reteach unlearned concepts or skills. | 5 | 4 | 3 | 2 | 1 |
| d. show relationships between student achievement and aims of instruction. | 5 | 4 | 3 | 2 | 1 |
| 5. The student teacher evaluates learner achievement by formal and informal procedures. | | | | | |
| 5 | 4 | 3 | 2 | 1 | |
| 6. The student teacher encourages learners to assess their own achievement. | | | | | |
| 5 | 4 | 3 | 2 | 1 | |
| 7. The student teacher encourages learners to apply new knowledges and skills. | | | | | |
| 5 | 4 | 3 | 2 | 1 | |
| 8. The student teacher modified teaching behaviors which restrict learner achievement. | | | | | |
| 5 | 4 | 3 | 2 | 1 | |

- | | | | | | |
|--|---|---|---|---|---|
| 9. The student teacher uses individual rather than competitive standards for evaluation. | 5 | 4 | 3 | 2 | 1 |
| 10. The student teacher administers a variety of types of tests. | 5 | 4 | 3 | 2 | 1 |
| 11. The student teacher evaluates entering behavior of the learner before or while introducing a unit of learning. | 5 | 4 | 3 | 2 | 1 |
| 12. The student teacher makes comparison of the pre and post evaluation of the learners in relation to a unit. | 5 | 4 | 3 | 2 | 1 |
| 13. The student teacher concerns himself with self evaluation. | 5 | 4 | 3 | 2 | 1 |
| 14. Other | 5 | 4 | 3 | 2 | 1 |

Rate the following competencies characteristic of successful teaching in the area of ethics and professionalism according to the following scale. Circle the number to indicate your rating.

- | | 5 | 4 | 3 | 2 | 1 |
|---|-----------|---------|-------------|------------------|---|
| Very Important | Important | Neutral | Unimportant | Very Unimportant | |
| 1. The student teacher is involved in professional growth activities. | 5 | 4 | 3 | 2 | 1 |
| 2. The student teacher has respect for professional contributions of fellow teachers. | 5 | 4 | 3 | 2 | 1 |
| 3. The student teacher accepts professional criticism. | 5 | 4 | 3 | 2 | 1 |
| 4. The student teacher demonstrates genuine enthusiasm for teaching. | 5 | 4 | 3 | 2 | 1 |
| 5. The student teacher strives to achieve positive administrator-teacher relations. | 5 | 4 | 3 | 2 | 1 |
| 6. The student teacher strives to achieve positive cooperating teacher-student teacher relations. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|--|---|---|---|---|---|
| 7. The student teacher strives to achieve positive parent-student teacher relations. | 5 | 4 | 3 | 2 | 1 |
| 8. The student teacher strives to achieve positive student-student teacher relations. | 5 | 4 | 3 | 2 | 1 |
| 9. The student teacher shows proficiency in handling extreme discipline problems. | 5 | 4 | 3 | 2 | 1 |
| 10. The student teacher completes assignments on time. | 5 | 4 | 3 | 2 | 1 |
| 11. The student teacher is prompt in reporting to assigned duties. | 5 | 4 | 3 | 2 | 1 |
| 12. The student teacher shows a willingness to consult with others to solve professional problems. | 5 | 4 | 3 | 2 | 1 |
| 13. The student teacher shows a willingness to admit personal weakness and seek outside help (admission of a problem may be demonstrated by seeking outside help). | 5 | 4 | 3 | 2 | 1 |
| 14. Other | 5 | 4 | 3 | 2 | 1 |

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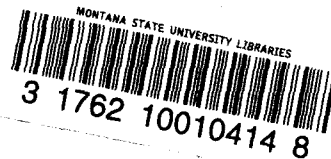
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