



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

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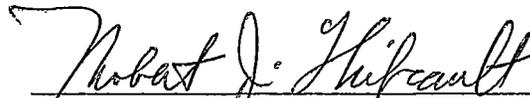
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The writer wishes to dedicate the thesis to the memory of Dr. S. Gordon Simpson who was a major influence in her process of learning to be.

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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. (Dodl: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). (Dodl: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. (Dodl: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. (Dod1:1973)

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



































































































































































































































































