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**Novicki, Judith Rodriguez**

**DESCRIPTION AND ANALYSIS OF THE CAMP LEJEUNE TEACHER  
EDUCATION CONSORTIUM: A MODIFIED COMPETENCY-BASED  
TEACHER EDUCATION PROGRAM**

*The University of North Carolina at Greensboro*

**Ed.D. 1982**

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DESCRIPTION AND ANALYSIS OF THE CAMP LEJEUNE TEACHER  
EDUCATION CONSORTIUM: A MODIFIED COMPETENCY-BASED  
TEACHER EDUCATION PROGRAM

by

Judith Rodriguez Novicki

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Approved by

*Lois V. Edinger*  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser Lois V. Edinger

Committee Members David L. ...  
Shirley L. Haworth  
Robert L. ...  
J. S. ...  
Herm

April 5, 1982  
Date of Acceptance by Committee

April 5, 1982  
Date of Final Oral Examination



NOVICKI, JUDITH RODRIGUEZ. Description and Analysis of the Camp Lejeune Teacher Education Consortium: A Modified Competency-Based Teacher Education Program. (1982) Directed by: Dr. Lois V. Edinger. Pp. 243.

The problem on which this study focused was whether a competency-based teacher education program could be modified in certain specified directions through collaborative arrangements involving several education agencies. Specifically, this study considered the following questions: Can a competency-based teacher education program be modified to (1) focus on key results of teaching? (2) shift key decisions for teacher education to teachers? (3) increase field-based preparation time? (4) allow for personal teacher education programs based on individual needs?

The study had two focal points: the Competency-Based Teacher Education movement and Camp Lejeune Teacher Education Consortium program which was a modification of North Carolina competency-based teacher education programs.

Four procedures were used in the study: a review of literature in five separate but related areas, a description of the Camp Lejeune Teacher Education Consortium, an analysis of the Camp Lejeune Teacher Education Consortium based on the Street model and on assumptions of quality teacher education programs identified from a review of the literature, and the development of a modified competency-based teacher education approach with diagram.

Modifications which the Camp Lejeune Teacher Education Consortium program made in traditional competency-based teacher education programs as identified in the analysis were: (1) results-focused performance appraisal, (2) increased role of the classroom teacher in teacher preparation, (3) an increase in time for field-based experiences, and (4) development of personal teacher education programs based on individual needs. Based on assumptions identified from the literature and modifications of the Camp Lejeune Teacher Education Consortium, a diagram was developed that could be useful to others in planning a competency-based teacher education program.

It was the conclusion of this study that a modified competency-based teacher education program coupled with an innovative teacher education consortium could effect positive change in teacher education.

## ACKNOWLEDGMENTS

The researcher wishes to acknowledge Dr. Lois V. Edinger, dissertation chairman, for her many hours of dedication to this project. Her support was unquestionable, her advice was of the best calibre, and her standards were high but attainable--certainly the best of combinations.

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My sincere appreciation goes to the Camp Lejeune Dependents' Schools and the School Board members in 1979 who showed enough faith in me to provide a year's sabbatical with financial support to attend the University of North Carolina at Greensboro.

My husband, Raymond, and my family certainly share in this honor and their support is hereby acknowledged.

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## CHAPTER I

### INTRODUCTION

The problem addressed in this study was whether a competency-based teacher education program could be modified in certain specified directions through a consortium arrangement involving several education agencies as an effective means for improving teacher education. The researcher assumed that any discussion of major reforms in teacher preparation must take into account the basic interest of institutions and persons directly affected by the reforms. The study had two focal points: the Competency-Based Teacher Education movement and the Camp Lejeune Teacher Education Consortium project which was a modification of the North Carolina competency-based teacher education programs. Both of these phenomena emerged, in part, as reactions to the criticisms of traditional teacher education programs. Both the Competency-Based Teacher Education movement and the Camp Lejeune Teacher Education Consortium are described in detail and analyzed within the context of the criticisms of traditional teacher education programs. Evidence is presented that these two focal points represented change and experimentation, and are a reaction to criticisms from educational professionals.



Traditional teacher education practices have been attacked on many fronts. One important criticism is that teacher education programs have been almost completely controlled by the faculties and curricular requirements of departments and schools of education in colleges and universities. These curricula have been faulted for their uniformity, lack of content currency, impracticality, and the hypocritical espousal of the need for individualization while actually suppressing it.<sup>1</sup> Other educational critics have described traditional teacher education practices as part of a "monolithic establishment," an "interlocking directorate," and "bureaucratic orthodoxy." Such terms have been used to describe how teacher education is conducted in the United States as well as to explain its alleged rigidity, resistance to change, and ineffectiveness.<sup>2</sup>

The result, according to some writers, is that the teacher education enterprise is performing at a low level. The field experiences component of teacher education curricula has been singled out for its ineffectiveness.

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<sup>1</sup>Howard Getz et al., "From Traditional to CBTE," Phi Delta Kappan (January 1973): 301

<sup>2</sup>David L. Clark and Gerald Marker, "The Institutionalization of Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), p. 53.

Future teachers are required to engage in some form of student teaching each year which represents approximately one third of their total instructional program. Clark and Marker have pointed out that the validity of these experiences may be "suspect."<sup>3</sup> Hermanowicz stated that all of his investigations of the preservice education of teachers revealed that the single most important component of this process is the student teaching period.<sup>4</sup>

Despite its importance, the student teaching component has been sadly neglected and remains generally an expedient and low-cost effort. Student placements are haphazard and the on-site supervising teacher may be inept. Relationships between public schools and university departments are often tangential and not related to ensuring optimum experiences for future teachers.<sup>5</sup> These criticisms imply a need for change, especially in preservice teacher education field experiences.

Eagleton stated that improvement of teacher education programs in the past has failed primarily because no explicit or meaningful link existed between involved

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<sup>3</sup>Ibid., p. 73.

<sup>4</sup>Henry J. Hermanowicz, "The Pluralistic World of Beginning Teachers: A Summary of Interview Studies," in The Real World of the Beginning Teacher(Washington, D.C.: National Education Association, 1966).

<sup>5</sup>Clark and Marker, "Institutionalization," pp. 62-64.

institutions, especially between university departments of education and school districts. Teacher education, traditionally, has been fragmented because institutions have remained separated and isolated from each other.<sup>6</sup>

Wiles stated that if current indicators are correct and collaboration is a necessary element in program design, then traditional patterns of university-public school relationships have been inadequate for several reasons. First, they fail to define what teacher education means, who is responsible for it, and where it takes place. Additionally, there appears to be an evasion of responsibility, especially in the area of field experiences. There appears to be a need for teacher education specialists to collaborate in order to redesign programs, increase the quality of field-based experiences, and to form mutually beneficial relationships among agencies.<sup>7</sup> It is the thesis of this study that a modified competency-based teacher education program coupled with an innovative teacher education consortium can effect positive change in teacher education.

#### Statement of the Problem

The problem on which this study focused was whether a competency-based teacher education program could be

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<sup>6</sup>Cliff Eagleton and Roy Cogdell, "An Interinstitutional Model for the Reform of Teacher Education," Peabody Journal of Education 54 (July 1977): 243.

<sup>7</sup>Marilyn Wiles and Jan Branch, "University-Public School Collaboration Models in Teacher Education," Educational Forum 44 (November 1979): 42-43.

modified in certain specified directions through collaborative arrangements involving several education agencies.

Specifically, this study considered the following questions:

Can a competency-based teacher education program be modified to focus primarily on key results of teaching rather than on "specific" teacher behaviors?

Can a competency-based teacher education program be modified to shift major responsibility for key decisions concerning the preparation of preservice teachers from university instructors to classroom teachers?

Can a competency-based teacher education program be modified to allow for a greater percentage of total preparation time to be spent in field-based experiences than in campus-based experiences?

Can a competency-based teacher education program be modified to allow for a highly personal teacher education program geared to an individual's specific needs?

The Camp Lejeune Teacher Education Consortium, a pilot program which emphasized a personal and individualized approach to teacher education, was examined as a response to those questions.

### Procedures

This study employed four procedures to clarify the issues and answer the questions raised in the statement of the problem, as follows: a review of literature in five separate but related areas; a description of a specific teacher education project; an analysis of a specific teacher education project based on assumptions of quality teacher education programs identified from a review of the literature; and the development and explication of a modified competency-based teacher education approach.

The first procedure was a review of the literature in five separate but related areas: a historical perspective for teacher education programs, competency-based teacher education programs, a critique of competency-based teacher education, consortium-based teacher education, and result-focused versus behavior-focused performance appraisal. Assumptions relating to quality teacher education programs were identified from this review.

The second procedure was a description of a specific teacher education project. This project was the Camp Lejeune Teacher Education Consortium, a pilot program which was developed and implemented on a United States Marine Corps base in North Carolina from 1974 to 1979. Materials and documents relating to this program were reviewed. This approach was used by Elfenbein and Drummond in their reviews of competency-based teacher education programs and was considered appropriate for this study.

The third procedure was analysis of the pilot program based on assumptions identified in the first procedure and responding to the four questions in the statement of the problem. The analytic model designed by Harold Street<sup>8</sup> to evaluate competency-based education systems was employed for this analysis.

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<sup>8</sup>Harold B. Street, "A Model Developed for the Analysis and Evaluation of the Administration and Operation of a Competency-Based System and Field Tested with National College of Education" (Ph.D. dissertation, Michigan State University, 1977)

The fourth procedure was the explication of a modified competency-based teacher education approach. This procedure included a diagram of the modified program and recommendations for its implementation.

#### Significance of the Study

Competency-based teacher education programs are relatively recent phenomena. Therefore, contributions of this study are the summary of the various evaluations of competency-based education programs and an examination of their impact over the last decade.

The modifications that this study treats present a unique approach to competency-based consortium arrangements and for that reason will add to the current literature in the field.

Finally, the Camp Lejeune Teacher Education Consortium program was a unique pilot project that needs more exposure in the literature. A point of view of this researcher is that this limited pilot project has implications for teacher education as a whole and may specifically stimulate reforms in competency-based teacher education programs.

#### Limitations of the Study

This study is limited to the available resources in the literature and to program documents from the Camp Lejeune Teacher Education Consortium pilot program which involved eight teacher-candidates during a twenty-eight-month period.

## Definitions

Certain terms are necessary for an understanding of the study. For purposes of the study they are defined as follows:

Teacher education. For the purpose of this study teacher education will be described as operating on two levels: preservice and inservice. Preservice teacher education will refer to the preparation of individuals who plan to teach in the school system but lack the formal education and credentials. In other words, they are working for what is known in North Carolina as an "Initial A Certification." With this certification they are eligible to apply for teaching positions in public schools. Inservice teacher education refers to the preparation of individuals who are already certified to teach but elect to continue their education for various reasons. These reasons include the desire to develop new skills, earn credit for advanced degrees, and renew their certifications.

Competency-based programs. Competency-based programs require the specification of intended learning objectives arrived at through a collaborative decision-making process involving presently active professional teachers, school administrators, university personnel, and learners. The program then makes the objectives explicit to the learners prior to instruction. Additionally, the program takes the

responsibility to provide information about how attainment of the objective will be assessed and by what criteria, and instruction directly related to the objectives specified. Performance of competencies is best accomplished in competency-based settings where teachers-to-be have continuing responsibility for the educational development of learners in field settings, under supervision, after mastering discrete performances and skills.<sup>9</sup>

North Carolina Competency-Based Teacher Education Program. In 1972 North Carolina adopted standards and guidelines that provided for more emphasis on individual needs. Identified as a "Competency-Based Teacher Education Approach," the new program focused on competencies needed by teachers rather than on a single course and hour program for everyone. It provided for a more personalized preparation that made possible opportunities for experimental and innovative programs. The emphasis was on field-based activities that provide for a more extensive relationship between and among colleges and universities, public schools, Department of Public Instruction, and professional associations. The thrust of the Competency-Based Approach in teacher education, as defined in the North Carolina guidelines,

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<sup>9</sup>Dan Ganeles, "Competence-Based Teacher Education: Definitions, Criteria," PBTE 3 (May 1974)4.



was on the "specified competencies needed by teachers to bring about appropriate behavioral responses from students." The approach assumed that the competencies to be demonstrated were role-derived and used in developing and implementing preparation programs. It was further assumed that all prospective teachers were not forced to fit into a single pattern of courses, but would be in personalized programs of study that recognized individual needs.<sup>10</sup>

Teacher education consortium. This term refers to a formal group comprised of educational agencies, i.e., colleges/universities, professional associations, public school administrative units and state education agencies, which combine their resources and collaborate in the preparation of teachers. Each agency has an equal voice in planning, policy formation, assignment of responsibilities, and evaluation of programs. The four agencies involved in the Camp Lejeune Teacher Education Consortium were: UNC-Greensboro, the Camp Lejeune unit of the North Carolina Association of Educators, the Camp Lejeune Dependents' Schools, and the North Carolina State Department of Public Instruction.

Teacher trainee. This term refers to a teacher candidate admitted to the Camp Lejeune Teacher Education

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<sup>10</sup>North Carolina Department of Public Instruction. Standards and Guidelines for Approval of Institutions & Programs for Teacher Education: Competency-Based Program, Raleigh, N.C.: North Carolina Department of Public Instruction, 1973, p. vii.

Consortium to work for Initial "A" certification. The trainee met specific entry level standards and followed an individualized competency-based instructional program to meet exit criteria. The trainee agreed to spend a minimum of one school year under the direction of a supervising teacher in a classroom setting. Two types of teacher trainees were eligible for admission to the Camp Lejeune Teacher Education Consortium: (1) college students who had satisfactorily completed three years of work leading to a bachelor's degree in teacher education at an accredited university which agreed to accept for credit the work done in the Consortium; and (2) applicants with a bachelor's degree from a regionally accredited institution of higher education.<sup>11</sup>

Supervising teacher. This term refers to a credentialed teacher approved by the local education association to supervise the program of a teacher trainee. The supervising teachers were selected through a process established by the Camp Lejeune Unit of the NCAE. They were evaluated by a committee of peers and were required to attend a workshop. If they met all requirements, they were issued a certificate by the Policy Board designating them as supervising teachers.

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<sup>11</sup>Camp Lejeune Teacher Education Consortium, "Self-Study Report for the Camp Lejeune Teacher Education Consortium," Report presented to the Visitation Committee, Camp Lejeune, N. C., 17 October 1978, p. 3.

Behavior-focused performance appraisal. This term refers to observation of the actions and behaviors of a teacher trainee in the classroom for performance appraisal. Teacher competencies are stated in behavioral terms and demonstrated with specified behaviors which are listed and checked off after classroom observation.

Result-focused performance appraisal. This term refers to key performance results and key performance results indicators. Key performance results are descriptors for the major parts of a job. Key performance results indicators are observable results that reflect effective or ineffective discharge of job responsibilities. Indicators should be specific and, if possible, measurable.<sup>12</sup>

### Summary

In this chapter evidence has been presented to document the need for change in both traditional teacher education programs and competency-based teacher education programs.

The thesis of this study is that a modified competency-based teacher education program coupled with an innovative teacher education consortium can effect positive change in teacher education.

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<sup>12</sup>Roland H. Nelson, Jr., "Performance Appraisal," paper presented to the Polk County, North Carolina, School System, 17 September 1981.

The problem to be addressed in the study was stated as whether a competency-based teacher education program could be modified in certain specified directions through a consortia arrangement involving several education agencies as an effective means for improving teacher education.

Four procedures were identified to be used: a literature review in five separate but related areas, a description of a specific teacher education project, an analysis of a specific teacher education project based on assumptions of quality teacher education programs identified from a review of the literature, and the development and explication of a modified competency-based teacher education approach. Finally, terms critical to this study were defined.

The remainder of the dissertation is organized in the following manner: the second chapter is the review of pertinent literature; the third chapter will present a historical review and description of the Camp Lejeune Teacher Education Consortium project; the fourth chapter will contain an analysis and diagram of a modified competency-based teacher education program; and the fifth chapter will present summaries, conclusions, and recommendations for implementation and further research.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The need for change in teacher education programs is increasingly evident in the literature. Educators have analyzed the current state of affairs and identified several means to improve the quality of teacher education programs. The American Association of Colleges for Teacher Education cited a number of needs directly related to the effectiveness of preservice teacher education. Three of these are central to competency-based consortia. One is the need to establish performance criteria for the preservice teacher. The second need is to form collaborative arrangements of the agencies involved in preservice education to broaden participation. The third need is to determine the personnel, instruments and procedures for assessing performance.<sup>1</sup> These three needs--establishing of performance criteria, forming collaborative arrangements, and assessing performance--directed this review of literature into several areas.

The establishment of performance criteria resulted from a growing demand for accountability at all levels of

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<sup>1</sup>Allen A. Schmieder and Stephen Holowenzak, "Consortia," in Competency-Based Teacher Education: Progress, Problems, and Prospects, eds. W. Robert Houston and Robert B. Howsam (Chicago: Science Research Associates, 1972), pp. 77-78.

education. The movement toward competency-based teacher education programs was an attempt by teacher-preparing institutions to define performance criteria around a format of competencies. The area of competency-based teacher education is therefore reviewed in the literature.

The movement toward a competency-based curriculum has produced dialogue from those concerned with behaviorism versus humanism in teacher education. The opinions of several writers on the nature of competency-based programs and the need for a merging of approaches are explored in a critique of competency-based teacher education.

A response to the need for collaborative arrangements to broaden participation was the establishment of new partnerships and coalitions. One such coalition was that educational constituencies formed consortia to pool resources. The related need for parity among participant groups in the development, implementation, and evaluation of educational programs further directed the review of literature to teacher education consortia.

Assessing the performance of student teachers in a consortium requires evaluation instruments and performance appraisal. The focus of performance appraisal can be result-focused or behavior-focused appraisal. The differences that occur when each focus is applied to a competency-based program are explored.

From a review of these areas, assumptions have been identified on which an analysis of a modified competency-based teacher education consortium is based.

This review of literature is organized under the following headings:

Historical Background  
Competency-Based or Performance-Based Teacher Education  
Critique of Competency-Based Teacher Education  
Teacher Education Consortia  
Result-focused versus Behavior-focused Performance  
Appraisal

### Historical Background

Teacher education programs have come under increasingly sharp attacks since the end of World War II. Criticisms have centered on too little emphasis on liberal arts courses, overemphasis on professional courses, and inadequate preparation in a teaching field. By the late 1950s there was general agreement from educators and academic scholars that a sound program of teacher education should include a broad and liberal general education, a study in depth of at least one academic field, solid preparation in professional education, and an internship or an intensive period of practice teaching. During the 1950s and 1960s, new approaches developed in an effort to improve teacher education. Among these approaches were extended internships, earlier experiences with pupils in schools, and the use of new techniques in on-campus classes, for example, microteaching and teaching modules. Experiments with these

approaches were brief and involved a limited number of participants.<sup>2</sup>

Getz and others have suggested that the oversupply of teachers in the 1970s made it possible for colleges of teacher education to shift their emphasis from numbers of graduates to the quality of the graduates; therefore, the experimental approaches of the 1950s and 1960s reappeared and were incorporated into the standard programs of colleges and universities to upgrade the preservice experiences. Even though colleges of education began to experiment and modify their programs with more field-based experiences, preservice teacher education remained primarily the domain of universities. University courses were criticized for being alike and containing little new content, promoting individualization and not practicing it, and providing general ideologies but not relating them to common classroom problems.<sup>3</sup>

Every investigation of the preservice education of teachers conducted by Clark and Marker indicated that the single most powerful intervention in a teacher's professional preparation is the student teaching period. Yet,

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<sup>2</sup>Paul Woodring, "The Development of Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), p. 20.

<sup>3</sup>Howard Getz et al., "From Traditional to CBTE," Phi Delta Kappan 54 (January 1973): 301.



they found that many problems exist that together decrease the benefits gained from the period. For example, with the university in control, the public schools and their adjunct teacher education faculty in the field are related only in an organizational sense, not as cooperative partners. In addition, the student teaching program is generally a low-cost, expedient instructional effort in which a single location is chosen. Finally, the primary source of supervision is the classroom teacher to whom the student is assigned. The supervising teacher rarely has anything to say about who will be assigned and may have no experience or training in supervision.<sup>4</sup>

Clark and Marker also have written about universities having major control over teacher education. They have described teacher education as a "monolithic establishment" because of its alleged rigidity, resistance to change, and ineffectiveness. They feel that a pattern of institutional expectation helps explain why teacher education programs are generally ineffective. The system is efficient at moving a million or more people through field experiences each year, but the effect is suspect.<sup>5</sup>

Wiles and Branch pointed out that several forces have emerged which, collectively, have been pressing universities

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<sup>4</sup>David L. Clark and Gerald Marker, "The Institutionalization of Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), p. 73.

<sup>5</sup>Ibid., p. 53.

and school districts to change teacher preparation programs. One such force is professional teacher organizations that demand increased field experiences.<sup>6</sup> Bush and Enemark also wrote of the emerging power of teachers and of their professional organizations. They viewed the control of teacher education shifting from the colleges and universities to teachers and the public without a corresponding shift in responsibility. The authors cited a few exceptional attempts by teachers to assume some of the responsibility, for example, the Teacher Corps, but noted that these are exceptions rather than standard practices. If the colleges are to share their control of teacher education with the teachers, then it is incumbent upon the teachers to share the responsibility for teacher education. Bush and Enemark thought this could happen if funds could be used to free classroom teachers to devote time and energy to the education of teachers.<sup>7</sup>

Bush and Enemark stated the following:

. . . the control of teacher education by the colleges should be expanded into some of the areas traditionally controlled by the schools and that some of the responsibility for teacher education which has traditionally been borne by the colleges should be shared by the schools. It is only appropriate for the teachers to have a share

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<sup>6</sup>Marilyn Wiles and Jan Branch, "University-Public School Collaboration Models in Teacher Education," The Educational Forum 44 (November 1979): pp. 35-37.

<sup>7</sup>Robert N. Bush and Peter Enemark, "Control and Responsibility in Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), pp. 291-92.

of the control of teacher education during the preservice years if the colleges are accorded some corresponding control during the first few years of teaching when some of the most powerful teacher education takes place.<sup>8</sup>

Cogan wrote of the need to reform teacher education and described the history of preservice education as written in terms of promising innovations whose promises have not been fulfilled. He surmised that perhaps it was the great number of teachers' colleges and their geographical spread that made the task of mounting comprehensive plans for the improvement of preservice education so difficult; however, he stated that the root of the problem lay elsewhere. A major issue in the education of teachers as stated by Cogan is the tremendous disparity between what the novice teacher needs from his or her preservice education and the time allocated for it. In tracing the history of reform in preservice education, Cogan noted two incompatible trends in the past two or three decades: the first is an increase in the number and the complexity of the competencies required of teachers; the second is a decrease in the amount of professional work required for graduation and initial certification. He observed that the courses on campus have been shortened or eliminated in order to lengthen the time in the classroom. Cogan stated that even in those instances in which the student teaching experiences have been augmented,

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<sup>8</sup>Ibid., p. 294.

the net educational effect has been diluted by a lack of systematic and professionally sophisticated supervision that is needed to assure mastery of the increasing numbers of competencies.<sup>9</sup>

A paramount issue, as Cogan pointed out, is the need to establish requirements of a genuinely contemporary program for the preservice education of teachers. These requirements should furnish the future teacher with the new value systems and new competencies needed for the instruction of today's youth. Cogan stated that new programs of preservice teacher education and new models of teaching will wither in the schools unless strong and continuing support can be provided to counter dominant institutional tendencies to preserve the status quo. Support for change will be even more necessary where the changes sought are revolutionary--as in the new partnerships now emerging where education is viewed as a cooperative venture in which the teachers and students have active roles.

Cogan stated that present collegiate-clinical programs for future teachers have badly underestimated the magnitude of inputs of talent, resources, and time required to transform the future teacher's naive preconceptions of what

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<sup>9</sup>Morris L. Cogan, "Current Issues in the Education of Teachers," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), pp. 208-209.

a teacher is and does into the professionally sophisticated competencies, attitudes, values, and beliefs required of a beginning teacher. This task requires a supervising teacher with the support needed to provide technical help in analyzing behavior and in devising successful teaching behavior.<sup>10</sup>

From Cogan's analysis of the need for reform, one may be led to see the necessity to change or eradicate many of the patterns which the future teacher has learned are characteristic of teachers. To this burden is added the task of learning new behaviors that will modify or replace the experientially given patterns of teaching. Cogan stated that further help is needed if the beginning teacher is to grasp the new teaching patterns so firmly that he or she does not regress to older patterns under stress or with time. Cogan noted that the preparation of the teacher for the emerging new instruction would require a graduate program of three years of study and supervised practice. He did not observe that any plan had yet been proposed that can turn out beginning teachers who possess even minimal initial competencies needed in contemporary schools.<sup>11</sup>

McLeod pointed out that the concern for improving the competencies of the teaching staff is what promoted changes in teacher preparation. McLeod observed that institutions

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<sup>10</sup>Ibid., p. 210.

<sup>11</sup>Ibid., pp. 212-213.

faced with reduced student enrollment were taking the opportunity to explore alternatives to some of their student teaching practices.<sup>12</sup>

Wiles and Branch noted a number of studies that indicate that teacher education is not speaking to student teachers where they are in the student teaching process. They suggested that the situation should be examined with the intent of making teacher education a rewarding experience in situations tailored to the individual student teacher's needs and capacities.<sup>13</sup>

Two of the alternatives being explored in response to the dissatisfactions with the student teaching process are competency-based or performance-based teacher education and teacher education consortia. A review of the literature in these areas follows.

#### Competency-Based or Performance-Based Teacher Education

Since the turn of the century there have been attempts to define precisely the competencies which would lead to teacher effectiveness and develop methods which could reliably and systematically prepare teachers. These efforts culminated in the early 1970s in what is known as the

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<sup>12</sup>Pierce H. McLeod, "A New Move Toward Preservice and Inservice Teacher Education," Educational Leadership 32 (February 1975): 322.

<sup>13</sup>Wiles and Branch, "Collaboration," p. 35.

movement for Competency-Based Teacher Education or  
Performance-Based Teacher Education.

Houston emphasized that competency-based instruction is a simple, straightforward concept with the following central characteristics:

- (1) specification of learner objectives in behavioral terms;
- (2) specification of the means for determining whether performance meets the indicated criterion levels;
- (3) provision for one or more modes of instruction pertinent to the objectives, through which the learning activities may take place;
- (4) public sharing of the objectives, criteria, means of assessment, and alternative activities;
- (5) assessment of the learning experience in terms of competency criteria; and,
- (6) placement on the learner of the accountability for meeting the criteria. Other concepts and procedures, such as modularized packaging, the systems approach, educational technology, and guidance and management support, are employed as means in implementing the competency-based commitment.<sup>14</sup>

In many ways the competency orientation is a logical extension of the industrial model of the school because it is a systems approach to educational management. An emphasis on behavioral objectives led to the development of increasingly sophisticated evaluation and assessment instruments in federally funded experimental programs.

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<sup>14</sup>W. Robert Houston and Robert B. Howsam, eds., Competency-Based Teacher Education: Progress, Problems, & Prospects (Chicago: Science Research Associates, 1972), pp. 5-6.

These competency programs were based, at least in part, on the desire to make schooling more efficient and to hold teacher educators and teachers accountable for the effects of their efforts.

The task attempted by educators was to apply systems technologies to the transactions of teaching by analyzing the acts of teaching and responses of the learner into specific behavioral components without changing the nature of the act. Competency-based teacher education programs with category systems of behaviors were the result of the analysis. The behaviors became the goals of training. Joyce further explained that the assumption was made that a teacher could learn to analyze specific elements of behavior, gain control over these elements, and thus either modify or develop mastery of a greater range of behaviors. The end result of this skill-by-skill training was intended to be a synthesis of specific behaviors into the totality of the act of teaching.<sup>15</sup>

Houston made the following point regarding the acquisition of skills in the teacher education process:

Teacher education is the vehicle for preparing those who wish to practice in the teaching profession. As in all professions, this preparation involves on the one hand the acquisition of knowledge and the ability to

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<sup>15</sup>Bruce Joyce, "Conceptions of Man and Their Implications for Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), pp. 138-139.



apply it, and on the other the development of the needed repertoire of critical behaviors and skills. Insofar as the knowledge, behaviors, and skills can be identified, they thus become the competency objectives for the teacher education program. The criteria for performance are derived from these objectives.<sup>16</sup>

Houston also identified five kinds of criteria into which learning objectives are classified in assessing performance. The criteria are as follows:

- (1) Cognitive objectives specify knowledge and intellectual abilities or skills to be demonstrated by the learner.
- (2) Performance objectives require the learner to demonstrate an ability to perform some activity.
- (3) Consequence objectives are expressed in terms of the results of the learner's actions.
- (4) Affective objectives deal with the realm of attitudes, values, beliefs, and relationships.
- (5) Exploratory objectives do not fit fully within the category of behavioral objectives because they lack a definition of desired outcomes. They specify activities that hold promise for significant learning.<sup>17</sup>

All five of these categories of objectives are used in competency-based teacher education. Those employed at any given time are chosen on the basis of the nature of the competencies required, the available assessment means, and other situational factors. The ultimate objective of the competency-based movement is the maximal employment of consequence objectives since the teacher not only must know

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<sup>16</sup>Houston and Howsam, CBTE, p. 6.

<sup>17</sup>Ibid.

about teaching, but also must be able to teach and to produce change in students.<sup>18</sup>

Joyce observed that to partition the acts of teaching into huge numbers of specific competencies to be taught, assessed, and synthesized is a mechanistic view of man. This is in contrast to the personalistic, progressive, and academic orientations in which man is conceptualized as an organic unity and the teaching situation is seen as unique and emergent. Those persons who take a personalistic orientation seldom can subscribe to a systematic preparation. Joyce said, however, that both orientations can operate together since the competence orientation embodies the truth that we can learn skills; and the systematic orientation tells us we can improve with the help of science and engineering.<sup>19</sup>

Elfenbein observed that educators are engaged in a continual search for alternative means to improve teacher competence. She stated that the concept of performance-based teacher education that emerged in the latter part of the 1960s as a way to prepare teachers holds considerable promise as one means of reforming the development of educational personnel. Since it is assumed that performance objectives can provide minimal specifications for the development of teacher competence, a number of states have begun to

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<sup>18</sup>Ibid., pp. 6-7.

<sup>19</sup>Joyce, "Conceptions of Man," pp. 142-145.

explore the possibility of certification of teachers based on performance-based criteria. Elfenbein said that this approach to certification through performance-based teacher education programs would aid in bridging the gap between theory and practice and provide more competent teachers.<sup>20</sup>

The origins of performance-based teacher education are found by Gage and Winne within the behavioral psychology training cycle of instruction, practice, and corrective feedback. They observed that educators first used the cycle for programmed instruction in which detailed behavioral objectives were organized and students progressed at individual rates through the sequences. The cycle was next applied in the middle 1960s when teaching strategies were analyzed into separate skills that were practiced with small groups. An advantage of these microteaching sessions was immediate corrective feedback. Gage and Winne cited a third application of the training cycle as more comprehensive teacher-training curricula developed into self-contained packages of materials called minicourses. Variations of these kinds of teacher-training methods are generally found in contemporary performance-based teacher education programs.<sup>21</sup>

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<sup>20</sup>Iris M. Elfenbein, Performance-Based Teacher Education Programs: A Comparative Description (Washington, D.C.: American Association of Colleges for Teacher Education, October 1972), pp. 1-2.

<sup>21</sup>N.L. Gage and Phillip H. Winne, "Performance-Based Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2 (Chicago: Chicago Press, 1975), pp. 148-149.

The United States Office of Education (USOE) encouraged the performance-based teacher education movement through funding for ten model elementary teacher education programs. A common element in all ten models was an attempt to develop programs that would more effectively foster the skills needed in teaching. The models called for an analysis of complex teaching strategies into specific teaching skills, explicit skill practice, and corrective feedback. Gage and Winne stated that this focus on new methods for training teachers in essential teaching skills signaled a turning point in teacher education.<sup>22</sup>

According to Drummond, the models followed a systems procedure that emphasized process rather than structure. The performance-based teacher education process he described included the following five interrelated operations that are distinct but dependent on the others if the process is to function: the clear definition of the decision-making process, the specific definition of outcomes for students stated as program objectives to enable evaluation, program design congruent with both student and program outcomes, evaluation of both student and program accountability, and revisions based on feedback from the evaluations.<sup>23</sup>

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<sup>22</sup> Ibid., p. 150.

<sup>23</sup> William Drummond et al., Performance-Based Teacher Education: A 1975 Commentary--Report of a Task Force (Washington, D.C.: American Association of Colleges for Teacher Education, August 1975), pp. 3-4.

Elfenbein viewed competency-based programs as having a framework of responsibility to open intergroup channels of communication and allow sharing of resources. For this cooperative process to occur, she stated that control, linkage, and support systems must exist. She defined the control system as the decision-making component, the linkage system as providing for the interaction among involved organizations and individuals, and the support system as that which provides for the desirable psychological, financial, technical, and physical elements. Elfenbein observed that there has been rapid growth of performance-based teacher education programs that exhibit the youthful characteristics of experimentation, enthusiasm, commitment, and zeal. The programs that she studied varied in terms of affiliation and size, rationale, developmental and implemental procedures, supports for the programs, and position on a theoretical-practical continuum.<sup>24</sup>

The following observations from Elfenbein's comparative study illustrate the diversity possible among the programs. Most initiators of programs were college faculty members with secure tenure. Initiators were unable, in most cases, to initiate total program change and adopted the program on a partial and flexible basis. Frequently, programs developed as temporary systems, either experimental or pilot, with financial support from external agents.

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<sup>24</sup>Elfenbein, Comparative Description, pp. 6-7.

Elfenbein stated that in all cases self-contained classrooms were eliminated in the attempt to provide effective pre-service teacher models. Student seminars, small group meetings, and individual counseling were components used to personalize the programs. Close relationships between faculty and student teachers developed through frequent contacts in the small groups.

New perceptions regarding roles and responsibilities led to some new positions, such as field center directors and field associates, that were found by Elfenbein to be of critical importance to these programs. The concept of differentiated staffing also emerged as people with different skills were required at different stages. She observed that the teacher's role as a bureaucratic functionary changed to that of a master teacher, trainer, and supervisor. Elfenbein further observed that staff training and skill renewal proved to be necessary in all models.

Inadequate preparation of personnel for change, as reported by Elfenbein, was due to shortages of time and money. Much energy and time were committed to facilitate the planning and implementation of these programs, but the time was spent developing instructional materials, procedures, and contacts with student teachers and not on personnel. Elfenbein found the cost of developing performance-based teacher education programs to be more than traditional programs in the initial stages because of

faculty time spent developing materials. It is assumed that costs are reduced after the hardware and materials are acquired.<sup>25</sup>

Elfenbein pointed out that communication concerning the existence and efficacy of performance-based teacher education programs was necessary for success. This was accomplished in the programs studied by training all participants and providing workshops for those interested. The orientation of all personnel was essential to avoid conflict due to confusion of responsibilities and roles. Student orientation to program specifics was included as a key requirement, also. The orientation should include the curriculum, strategies of operation, and responsibilities of all personnel involved.

All of the programs studied by Elfenbein moved from course structure to modularization. Modularization is the use of independent activity units that provide varied opportunities for self-pacing and a variety of instructional resources to which the individual refers to master a competency. Often these resources are audiovisual and require financial support to maintain.

None of the programs reviewed by Elfenbein had reliable and effective assessment tools to provide hard data about the multiple aspects of performance. Knowledge

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<sup>25</sup>Ibid., pp. 11-13.

and performance criteria were used in all programs to assess the progress of the student. Readiness for exit was based on the cognitive and affective growth of the student as demonstrated by acquisition and performance of specified competencies. The programs all made strong attempts to be open and self-correcting based on input of the faculties and students involved. The performance-based teacher education programs of the early 1970s were innovative programs from which little data have been gathered. They were neither well developed nor problem-free. Nevertheless, they made significant advances and opened new paths for future exploration.<sup>26</sup>

The programs Elfenbein reviewed for the Committee on Performance-Based Teacher Education of the American Association of Colleges for Teacher Education were viewed through a model of a functioning teacher within a specific setting and time. All of the programs had as their primary focus at least one of these three: the role of the teacher, the time the teacher functions, and where the teacher functions. More than half of the programs she examined were concerned with improvement of present conditions, several looked to the decade ahead, and a few concentrated on developing a teacher who could function anywhere, anytime. The specific functions of the teacher as institution-builder,

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<sup>26</sup>Ibid., pp. 14-18.



interactor, and scholar were identified in some of the programs. The function of the interactive teacher was to develop instructional strategies to achieve appropriate changes in pupil behavior. The function of the institution-builder was to design curriculum systems. The teacher as a scholar-researcher analyzed and researched behavior in order to diagnose and make decisions. Some of the programs described contexts that require variables such as differentiated staffing, continuous progress education, multicultural education, collaboration, and needs of the underprivileged.

In Elfenbein's case review, the terminal objectives were derived from the role definition of the teacher in each program. They were often broad and in most cases determined by the education faculty. In a few cases, they were determined through joint collaboration of public school personnel, professional organizations, and college faculty.<sup>27</sup>

Institutions of higher education, public school districts, professional organizations, and state education departments were identified as the organizational participants in the review of performance-based teacher education programs. In all but one of the programs, the change agent was with a college. Public schools were selected, often by geographical proximity and willingness to participate

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<sup>27</sup>Ibid., pp. 23-27.

with a university and state department. Sometimes the need of the district dictated participation. Programs were designed as total programs that offered no alternative means to certification and pilot or alternate programs that could be selected by the participants.

The method of selection of faculty for the programs varied. Mutual selection of personnel was characteristic of some programs. The faculties of the total programs were formally prepared for operating a performance-based teacher education program. In the pilot programs, faculty members were volunteers who participated as supervising teachers in addition to their regular work loads with released time. Special sessions were designed to train the volunteers throughout the program since staff retraining was essential. Further examination of the programs by Elfenbein revealed that the student teachers were required to meet entry criteria after the sophomore year to begin a teacher education program. Course requirements, tests, and recommendations were required. In programs that accepted volunteers, approval from the academic major department was necessary.<sup>28</sup>

Performance-based teacher education programs were cited by Miles as innovations that required psychological, financial, technical, and physical plant support systems, as well as the crucial support of people with power. In

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<sup>28</sup>Ibid., pp. 30-33.

the programs he examined, there were many examples of administrative support, such as clerical help, space, facilities, and funds. Support from the faculty and the school districts was also essential since the programs operated only with voluntary participation of teachers on committees and in professional organizations.<sup>29</sup>

Drummond reported that the Committee on Performance-Based Teacher Education of the American Association of Colleges for Teacher Education used data from a wide range of sources to make some critical observations. The most striking observation was that many of the criticisms of performance-based teacher education were not unique to this particular approach. It appeared that the issues and problems were more obvious with the development and implementation of performance-based programs than they were with other teacher education programs. Drummond stated that the unique attributes of the performance-based approach were obscured by criticisms of the inadequacies of teacher education programs generally.

Several obvious criticisms of teacher education that were discussed by Drummond occurred in the development of performance-based teacher education programs and were also present in other approaches. The first criticism was that the knowledge base for designing teacher education programs

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<sup>29</sup>Matthew Miles, ed., Innovations in Education (New York: Teachers College Press, 1964), p. 641.

was found to be inadequate when program planners attempted to define the essential knowledge, skills, and attitudes as competencies and specify the activities to achieve the desired behaviors. A second criticism of teacher education programs was the lack of available procedures and instrumentation to evaluate student teacher performance for exit from the programs. The third criticism expressed was the absence of shared decision-making and equal distribution of power with regard to control of the program. Other criticisms of both traditional and performance-based teacher education programs included a lack of individualization and inadequate application of ideas to the real world. Some critics argued over the amount of emphasis to place on the liberal arts as opposed to the amount of school-based experiences to offer. The emphasis on the present, generic teacher role was criticized by those who wanted emphasis on the future and a variety of roles.<sup>30</sup>

Aquino included professional training programs with all five of the following essential elements as being within the performance-based classification. The first element required that teaching competencies be role-derived, specified in behavioral terms, and made public. The second element called for competency-based assessment criteria with specified mastery levels. The third element was a striving

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<sup>30</sup>Drummond, Report of a Task Force, pp. 6-9.

for objective assessment using performance as prime evidence. The fourth element was determination of the student's rate of progress by demonstrated competency. The last essential element of a performance-based program was that the program facilitated the development and evaluation of specific competencies. Aquino stated that a longer list of performance-based program elements would include implied characteristics such as individualization, feedback, and modularization. These characteristics implied that there was no one right way to achieve any particular performance objective and that real choices were made available to the individual. Additional implied characteristics were an emphasis on exit requirements, orientation towards producing a product, and accountability for performance. According to Aquino, there were related and desirable characteristics of performance-based teacher education programs, such as being field-centered in real settings, involving pupils, and having a broad decision-making base. A final desirable characteristic was instruction in diagnosis and technique selection that occurred as the student teacher gained a comprehensive perception of teaching.<sup>31</sup>

Mackey, Glenn, and Lewis summarized seven categories of teacher behavior from research documenting the impact of teacher education programs from 1965 to 1975. They

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<sup>31</sup>John Aquino, ed., Performance-Based Teacher Education: A Source Book (Washington, D.C.: American Association of Colleges for Teacher Education, January 1976), pp. 3-7.

synthesized the categories into the following strategy statements: (1) Teachers tend to be more effective when teacher behaviors are precisely stated in training exercises. This finding was in favor of instructional systems like competency-based teacher education that connected achievement of desired consequences, the mastery of competencies, and modification of instructional behavior. (2) Effective feedback focused on concrete teaching behaviors tends to increase mastery of teaching skills. (3) Using systems of classroom interaction analysis tends to cause teachers to engage in a wider variety of teaching behaviors. (4) Teachers trained with microteaching techniques display a more desirable pattern of teaching behavior than those trained in more traditional curriculum and instructional programs. (5) Active involvement in the teaching-learning process leads to more mastery of skills than giving theoretical training before first-hand exposure. (6) Explicit training in human relations tends to develop more empathetic understanding in teachers. (7) The student teaching experience is more effective when supervisors are trained to work with beginners. If supervising teachers were screened and selected for their competence and subsequently trained in specific skills necessary for the supervision of

beginners, the student teacher's skills and techniques seemed to increase significantly.<sup>32</sup>

The following procedure, based on research findings, will increase the effectiveness of teacher training, according to Mackey, Glenn, and Lewis:

Persons planning to develop teacher education based on such research should keep some prescriptions in mind: Define teaching as a total instructional process. Break the teaching process into manageable components. Determine specific and understandable objectives for each component. Communicate these objectives clearly to teachers in training. Provide the teacher trainee with practice, feedback, and methods to analyze their teaching. Give explicit attention and teacher training in human relations and values clarification. Model in training the skills the teacher trainees should apply in subsequent classrooms. Develop carefully trained supervisors to advise teachers in training.<sup>33</sup>

Monahan summarized the question of whether teacher education requires reform by saying that the only issue is how can it be done, by whom, and when. He established a case for drastic reduction of teacher preparation programs and an increase in teacher-training time. He proposed a quality program of two or three years beyond the junior year to train teachers.<sup>34</sup>

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<sup>32</sup>James A. Mackey, Allen D. Glenn, and Darrell R. Lewis, "The Effectiveness of Teacher Education," Peabody Journal of Education 54 (July 1977): 231-37.

<sup>33</sup>Ibid., p. 238.

<sup>34</sup>William G. Monahan, "Some Straight Talk About Teacher Preparation," Educational Leadership 25 (December 1977): 202-204.

### Critique of Competency-Based Teacher Education

Friedman, Brinlee, and Hayes made the following comments on competency-based teacher education programs:

While some of these programs are based on sound principles, are well designed, and appear to be effective, others are more form than substance. In many instances, these programs simply put "old wine in new bottles." There is little change in the "what" of content of instruction. And, in some cases, the differences in the "how" of instruction involve changes which are more apparent than real. For example, some institutions have merely repackaged the course content of their conventional program as self-paced modules . . . . Without a substantial increase in staff or reorganization of existing resources, the job of monitoring and certifying the performance of each student's mastery of a long list of competencies becomes virtually unmanageable. In some cases, students in competency-based programs actually experience less in the way of field experiences and peer interaction than do students in conventional courses.<sup>35</sup>

The conception of a teacher which underlies competency-based teacher education was inferred by Joyce from some of the elements of the models developed by United States Office of Education teams that were funded beginning in 1968. The developers believed that one could validly use the analog of "system" to describe schools, teaching, and training; therefore, each of the models was a system of management concerned with efficiency applied to teaching. Through an analysis of teacher roles, a systematic set of procedures for training teachers to fulfill the identified roles was developed. Sets of behavioral objectives and

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<sup>35</sup>Myles I. Friedman, Patricia L. Brinlee, and Patricia B. Hayes, Improving Teacher Education: Resources and Recommendations (New York: Longman, 1980), p. 12.



program components were designed to produce a more effective teacher product. This was management theory applied to achieve efficiency and distinct sets of behaviors.<sup>36</sup>

Combs concurred with Joyce that the attempt to define sets of teacher competencies leads to a mechanistic conception of the teacher as a product. Combs would replace standardization with a view of the unique self as the instrument of professional behavior. This view differs from the position that the teacher should be taught a repertoire of competencies which he/she applies in order to adapt what he/she does to individual and purpose. From Combs's stance we do not teach the teacher a repertory of teaching strategies. Each individual develops his repertory in a unique way. He stated that competency and knowledge are essential and develop only in relation to a teacher's view of himself as a person and a professional rather than as the product of an imposed curriculum.<sup>37</sup>

According to Combs, the competency orientation is incompatible with the personalistic position. He pointed out that one of the few principles of learning about which there is general agreement is that learning is more effective when the learner has a need to know. Combs applied this principle to teacher education and concluded that learning must begin with the student's own needs expanding

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<sup>36</sup>Bruce Joyce, "Conceptions of Man," pp. 140-41.

<sup>37</sup>Ibid., pp. 132-33.

outward to encompass more and more difficult professional questions. He surmised that if information and experience are to relate to student need and readiness, then the traditional course organization in which a package of information is delivered with the assumption that every student needs the vital information must change. Student needs are usually erratic and rarely sequential; therefore, a program truly related to need must make information and faculty talent continuously available to students in response to where they are and what they need to explore next. To accomplish this process of personal need discovery, the traditional course must give way to learning experiences designed to help students confront professional problems and discover appropriate personal solutions. For the colleges, new styles of organization, assignment of responsibilities, and experiential approaches to learning are demanded.<sup>38</sup>

Combs described need-related, problem-solving approaches to teacher education as those that require close and continuous interaction between field experience and substantive study. He had the following to say regarding field experience in a person-centered program:

Field experience has great value for experiential learning programs. . . . It should be available

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<sup>38</sup> Arthur W. Combs, "Teacher Education: The Person in the Process," Educational Leadership 35 (April 1978): 560.

continuously throughout the training experience. In the supervised field experience, students are able to deal with professional problems at a pace appropriate to current stages of growth. Here they can discover their personal strengths and weaknesses, evaluate where they stand, and find out what they need to know next.<sup>39</sup>

Combs said that continuous field experience would probably require that teachers' colleges relinquish responsibility for field supervision to classroom teachers in schools. Because continuous college supervision is far too costly for most colleges to contemplate, he explained that colleges and schools must share the training of teachers, with colleges maintaining responsibility for substantive and personal aspects of student growth and schools assuming responsibility for field experience and supervision.

He wrote:

Research results make clear that effective teaching is not a matter of knowledge or method. What goes on in the classroom can only be understood in terms of what teachers are trying to do, what students perceive is happening, and what the teacher perceives the results to be. . . . Good teaching is a function of perceptions and beliefs.<sup>40</sup>

Combs outlined the following critical features of a humanistic teacher education program: (1) effective teacher education is highly personal and dependent on the prospective teacher's development of an appropriate system of beliefs; (2) educating effective teachers is a process of promoting the "becoming" of a teacher, rather than one of

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<sup>39</sup>Ibid.

<sup>40</sup>Ibid., p. 561.

educating a person in how to teach; (3) "becoming" an effective teacher has its origins in security and acceptance; (4) teacher education should emphasize meanings rather than behaviors; and (5) teacher education should focus on the teacher's subjective impressions, with less emphasis on objectively gathered information about the processes and effects of teaching.<sup>41</sup>

Gage and Winne did not see this humanistic view of Combs's as antithetical to performance-based teacher education. They said that performance-based teacher education does not stipulate training of one particular kind and can respond to these implicit criticisms. They stated that each of Combs's assumptions can be met by core elements of the performance-based approach. For example, fostering a student teacher's system of beliefs can result from the instruction and practice that are part of performance-based teacher education. The process of "becoming" a teacher can be enhanced by the practice of teaching skills. Also, sources of the meaning in experiences can be objective data from research. Gage and Winne made the following statement in regard to the humanism-behaviorism position:

To the extent that humanistic teacher education defines goals for its trainees, specifies methods for achieving these goals, and determines the achievement of the goals with measures of teacher performance and student achievement, it is itself performance-based. Thus, the

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<sup>41</sup>Arthur W. Combs, "Some Basic Concepts for Teacher Education," Journal of Teacher Education 22 (Fall 1972): 286-90.

humanistic and performance-based teacher education orientations are not necessarily antagonistic, and, in our judgment, benefits can be derived from their concurrent use.<sup>42</sup>

From the discussion thus far, it is obvious that the movement in teacher education toward competency-based curricula has triggered discourses from both the behaviorists and the humanists. Rather than perpetuate the differences in opinion, Cohen and Hersh proposed a synthesis. They saw a behavioral humanism developing as a desirable and necessary part of teacher education. According to Cohen and Hersh, the critical questions concerning goals, rationales, instruction, and assessment are the focal point around which a behavioral humanism can be created.<sup>43</sup>

Cohen and Hersh stated that the humanists have voiced compelling rationales for change in the direction of teacher education that can break the pattern of fear, boredom, dependency, and alienation fostered in our schools. Where the humanists have been strong (direction of goals and rationale), the behaviorists have been weak; where the humanists have been weak (stating measurable goals and assessment), the behaviorists have been strong. A synthesis for humanism and behaviorism is possible and is described by Cohen and Hersh. They explained that in any teacher-training program, evidence should be gathered that what is

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<sup>42</sup>Gage and Winne, "Performance-Based," p. 152.

<sup>43</sup>Stuart Cohen and Richard Hersh, "Behaviorism and Humanism: A Synthesis for Teacher Education," Journal of Teacher Education 23 (Summer 1972): 172-73.

intended as learning outcomes can be measured to verify what teachers must be able to do. This allows for student input with regard to objectives, as well as spontaneous shifting of goals and means. Spontaneity, honesty, confrontation, and feeling are not to be ignored but are not sufficient conditions for teacher education. Objectives and a rationale to support them are a part of behavioral humanism followed by evidence that the goals have been achieved and that the teaching techniques are efficacious. Humanists and behaviorists together need to make the decisions and set the criteria for judgments on the critical questions about teaching. The view of each is necessary, but neither alone is sufficient.<sup>44</sup>

Dumas stated that behavioral objectives have added an accountability to teaching that can be viewed as humanistic in nature. At the same time, he noted that behavioral objectives have been characterized as dehumanizing and debasing. He proposed that a pattern of objectives be developed which would provide goals and guidance to teachers, promote humanism, and encourage creativity in planning.<sup>45</sup> In Dumas's opinion, the objectives should be written to correspond with the scope and design of the curriculum, not according to the measurability of the objectives. Objectives

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<sup>44</sup>Ibid., pp. 174-76.

<sup>45</sup>Wayne Dumas, "Can We Be Behaviorists and Humanists Too?" Educational Forum 37 (March 1973): 303.

should be stated as precisely as possible and focused upon conceptual outcomes, not trivial results. Objectives should require operating at cognitive levels ranging from recall to synthesis and evaluation and be the minimal statement of expectations. Since objectives cannot be inclusive of all tasks, evaluation should sample to some extent mastery of unspecified tasks and unplanned outcomes.<sup>46</sup>

Krasner contrasted the vocabularies of the humanists and behaviorists. The humanists clearly have developed a lexicon of pleasant terms such as "self-actualization," "personal growth," "sensitivity," "dignity," and "trust." The behaviorists, on the other hand, have developed a more formidable lexicon, in Krasner's words, with terms such as "reinforcement," "contingencies," "stimulus control," and "behavioral management." The behaviorist claims a science with objectivity, rigor, and logic. The humanist speaks of humanism with freedom, dignity, growth, goodness, and hope. Humanism and behaviorism have become labels for wide ranges of human behavior.<sup>47</sup>

If one emphasizes the common roots of behaviorism and humanism, it is important to note that there exists a common focus on individualism. Krasner's opinion was that

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<sup>46</sup>Ibid., pp. 305-306.

<sup>47</sup>Leonard Krasner, "The Future and the Past in the Behaviorism-Humanism Dialogue," American Psychologist 33 (September 1978): 799.

both approaches view human behavior as a function of what individual human beings did, felt, and believed in the present and in both situational and interactive terms. In addition, behaviorists and humanists share a mutual goal of assisting people to design their own humane environments.<sup>48</sup>

Krasner pointed out also that in merging the subjectivity of the humanist and the objectivity of the behaviorist, there is involvement of the observer and the use of an instrument in the process of observation. Krasner's basic premise was that all behavior change involves value decisions on the part of the influencer, linking the behavioristic and humanistic. He concluded that the future of the behaviorism-humanism dialogue resides in the emergence of new approaches to changing human behavior.<sup>49</sup>

Fitt maintained that the time has come for educators to focus on commonalities rather than differences in educational theories and to develop eclectic approaches. She stated that utilizing single methods to direct behavior is ignoring diversity and individualism. Fitt asserted that absolutes are obsolete in teaching. Yet, she explained, the raging dispute between behaviorists and humanists is an example of an either-or position taken by educators. The humanists cry that emphasizing specific behavioral objectives to obtain desired behavior with reinforcement limits the activities and thwarts creativity. Humanists emphasize

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<sup>48</sup>Ibid., pp. 800-801.

<sup>49</sup>Ibid., p. 803.



involvement and freedom to develop interests that are criticized by behaviorists as lack of direction. Defense of behavioral objectives or reinforcement techniques labels one as a cold, calculating behaviorist. Fitt contended that both approaches can exist in a classroom with activities that bridge the gap between behaviorism and humanism.<sup>50</sup>

Fitt believed that if one accepts that humanism is a philosophy and behaviorism is a technology, the two approaches can exist side by side because the technology is the means for getting to the ideals and direction specified by the philosophy. Teaching competency can be built by analysis of the technology of teaching through observed teaching acts. The observations can form the basis of discussion of the application of principles presented. Humanists can thus learn to focus on appropriate behavior using the principles of behavior modification and positive reinforcement. The techniques are natural outgrowths of humanistic philosophy and are part of the observable technology of teaching.

Fitt observed that behavioral objectives can identify overt behaviors that indicate nonobservable attitudes, concepts, and beliefs as well as observable behaviors. Behavioral objectives do help in technical goal assessments

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<sup>50</sup>Sally Fitt, "Bridging the Gap between Humanism and Behaviorism," Elementary School Journal 77 (September 1976): 13-14.

and can also be used in a humanistic way. Fitt stated that behavioral objectives grounded in a humanistic base form part of the bridge between humanism and behaviorism. With objectives clearly in mind, activities done in pursuit of an interest can be guided toward achieving the objective in a blending of humanism and behaviorism.

Fitt contended that "shaping behavior" and "behavior modification" are part of human interactions in that every interaction modifies subsequent behavior. We shape behavior whether we want to or not and our philosophy provides the direction and the purpose of that shaping. Reinforcement theory gives us a tool for shaping behavior. Providing feedback on teaching competency is a form of reinforcement that is part of behavioral technology that does not negate humanism. Its use can promote the attainment of humanistic goals.<sup>51</sup>

#### Teacher Education Consortia

Though the link between consortia and the competency-based teacher education movement may not be readily apparent, the purpose and the promise of the competency movement depend very greatly upon the institutional arrangements that can be developed through consortia. Schmieder viewed the increasing demand for consortia as a direct response to the outstanding educational issue of the 1960s: "teachers

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<sup>51</sup>Ibid., pp. 14-16.

coming out of the college teacher-education pipeline were not prepared to deal with the most critical learning needs of children and schools were unable to provide an adequate education for their students."<sup>52</sup>

Collaborative models are often mentioned in the literature on improving teacher education. Wiles and Branch discussed consortia as collaborative models that attempt to utilize the clinical approach to preparing practitioners by giving the best instructional services and most productive learning in the real setting of the classroom. Assumptions are being made that the total preservice teacher education program would improve if university-field relationships were improved through more direct, planned contact. A variety of consortia involving schools and universities have emerged as a response to preservice and inservice needs in education. A consortium approach taps the resources of all agencies involved in teacher education, increases communication and eliminates overlap of content and underuse of potential talent.<sup>53</sup> Hough pointed out that good sense, economics, survival, recognition of need and expertise, and other reasons have brought professionals in the colleges and schools together on a parity basis to develop programs that

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<sup>52</sup>Schmieder and Holowenzak, "Consortia," p. 77.

<sup>53</sup>Wiles and Branch, "Collaboration Models," pp. 41-42.

utilize the strengths of each.<sup>54</sup> Boyer and Maertens stated that there is no substitute for day-to-day exposure of the teacher candidate to the spontaneous behavior and learning styles of children since the theoretical flavor of university programs often fails to provide the depth of orientation necessary for teaching in today's world; therefore, consortia should work to enhance the classroom experience.<sup>55</sup>

Schmieder and Holowenzak stated that the purpose and promise of the competency-based teacher education movement depend greatly upon new arrangements and relationships among institutions. They stated that the consortium, particularly where it is based upon some form of parity governance, is potentially one of the most powerful instruments for educational change and improvement of teacher preparation and practice. Educational constituencies have formed consortia to pool resources and more effectively meet demands being made upon them.<sup>56</sup> Through mutually shared tasks and resources, economic effectiveness is increased; the development of processes for instruction, training, and education are continuous; and the responsiveness to emerging needs of

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<sup>54</sup>Wendell Hough, "School-University Partnership for Teacher Growth," Educational Leadership 32 (February 1975): 308.

<sup>55</sup>James Boyer and Norbert Maertens, "School-University Coalitions for Reality-Based Instruction," Educational Leadership 32 (February 1975): 314.

<sup>56</sup>Schmieder and Holowenzak, "Consortia," pp. 75-77.

the student teachers grows as parity in planning, implementation, and evaluation increases.<sup>57</sup>

The United States Office of Education's Task Force of 1972 resolved that some of the most pressing needs of education could be met by significant involvement in consortia. During the last ten years there has been an increase in the number of consortia of all kinds. It is probable that no two of them are alike. They continue to flourish, despite many definitions, fuzzy delineation, and sparse description. Schmieder and Holowenzak stated that the advantages of consortia far outweigh their disadvantages.<sup>58</sup>

Judson has addressed the question of advantages of consortia also. He listed the following advantages:

- (1) Consortia increase general economic support and economic effectiveness through mutually shared tasks, resources, and goals.
- (2) Consortia provide an expanded and renewing matrix of people, processes, products, and programs.
- (3) Consortia allow for greater differential identification of appropriate response components to meet personal and programmatic needs.
- (4) Consortia utilize the human social need for shared adaptations.
- (5) Consortia involve continual curriculum renewal, faculty reorientation, and the continuing development of processes for instruction, training, and education.
- (6) Consortia increase the range and responsiveness of services for students' emerging needs.

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<sup>57</sup>Ibid., pp. 82-83

<sup>58</sup>Ibid., p. 84.

- (7) Consortia encourage an increase in the cost-effective utilization of independent special services and skills.
- (8) Consortia increase the probability of institutional accountability.
- (9) Consortia increase the potential institutional or programmatic adaptation to the realities and importance of cultural pluralism.
- (10) Consortia create an expectancy for future institutional growth, the articulation of diverse opportunities, and provide for the beneficial consolidation of independent thrusts.
- (11) Consortia increase the growth of human and institutional parity in planning, implementation, and evaluation of education programs.<sup>59</sup>

If a competency-based consortium is to be successful, it must build mutual respect and services among its member groups and individuals. Four concepts are central to the growth and potential of these consortia. These concepts are identity, competency orientation, parity, and accountability. The identity of every consortium develops from the cohesiveness of the groups and the objectives, operations, and resources involved. Each particular program builds an identity in relation to its environment. To achieve the program objectives, managerial strategies unique to the consortium are devised. Identity for a competency-based teacher education consortium may be related strongly to the set of conditions and procedures around which the consortium is organized.<sup>60</sup>

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<sup>59</sup>Madison Judson, "Humane Help and Human Arrangements," paper presented to the National Society for the Study of Education, Washington, D.C., 1971.

<sup>60</sup>Schmieder and Holowenzak, "Consortia," p. 91.

As early as 1968, Smith and Goodlad identified some basic operative principles for consortium organization and implementation. They were as follows:

To organize in such a way that there is always a legitimate route for the injection of new ideas from each party concerned.

To arrange the power structure in such a way that university, state, and school are responsible for that which is peculiarly in their domains and bring to the partnership their special learnings and concerns.

To set up organization structures which are viable enough as institutions that they do not stand or fall on the strength of one or two enthusiastic personalities, but can exist through transitions caused by changes in specific personnel.

To provide for a system of checks and balances of power to prevent one power block from overwhelming all the others.

To plan on a gradual emergence of inter-institutional structure as individuals persuade others of need. Let the structure grow naturally and uniquely rather than falling into the trap of building a grandiose structure that does not fit and is, therefore, never used.

To ensure that there are executive positions or officers designated in the structure whose duties are described and include the right to carry out the decisions of policy making and program planning groups.<sup>61</sup>

Such principles might guide a competency-based program with established goals and sound democratic organization in which unity and identity are important foci.

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<sup>61</sup>E. Brooks Smith and John I. Goodlad, "Promises and Pitfalls in the Trend Toward Collaboration," Partnership and Teacher Education (Washington, D.C.; American Association of Colleges for Teacher Education, 1968), pp. 24-25.

Commitment to a competency orientation is essential if a consortium is to achieve its purposes through organization based upon performance objectives. The emphases commonly associated with the competency-based movement include individualized and personalized instruction, modularized curricula, emphasis on systems, use of behavior-modification labs, and a variety of training materials, simulations, and field experiences. Validated processes and methods of instruction are modularized and used to train teachers.<sup>62</sup>

Those persons forming governing boards for consortia should understand the parity/participation process. Crockett made the following point about parity:

It is basically and most effectively a continuous process of interaction and learning, rather than an adversary relationship, a process which assures that all voices are heard, all views considered. The parity principle sees the concerned groups not as equals, with equal vote, but as vastly different and with different kinds of wisdom to contribute.<sup>63</sup>

Elfenbein reported that initiators of performance-based teacher education programs advocated partnership or consortia among the various teacher education communities. However, such arrangements were less common in reality than in theory. Working collaboratively and sharing power were identified as a major problem by directors. Equality of

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<sup>62</sup>Schmieder and Holowenzak, "Consortia," p. 93.

<sup>63</sup>W. H. Crockett, "Trainers of Teacher Trainers' Site Visits, Concluded in December, 1969," working paper for the Trainers of Teacher Trainers Program, United States Office of Education, December 1969.



services, time and personnel were a problem. Few viable partnerships were actually observable.<sup>64</sup>

Schmieder and Holowenzak stated that many educational leaders believed that parity participation should apply only to policy making. In other words, all of the groups affected should have input concerning general purposes and objectives, but the professionals should administer and assume responsibility for delivery of programs which provide for development of human potential and utilization of resources. These professional responsibilities led to an emphasis on performance that requires knowledge of the relationship between resources and results. This knowledge came from systematic and consistent procedures for consortium program planning, evaluation, and implementation that were established jointly.<sup>65</sup>

Spillane and Levenson had the following comments to make concerning the role of professionals in teacher education:

All the competency-based teacher education courses leave the control of teacher education with the colleges and the state departments of education. The two groups which have the greatest stake in the result of teacher training, teachers and school districts, are left powerless. Without a shift in power, teacher education will never achieve intellectual respectability.<sup>66</sup>

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<sup>64</sup>Elfenbein, Comparative Description, p. 15.

<sup>65</sup>Schmieder and Holowenzak, "Consortia," pp. 97-98.

<sup>66</sup>Robert R. Spillane and Dorothy Levenson, "Teacher Training: A Question of Control, not Content," Phi Delta Kappan 57 (March 1976): 435.

Spillane and Levenson criticized the professional organizations for teachers for not grasping the two basic principles of organizing an effective craft union: (1) control over the training of members, and (2) a limit on the number of people who can enter the profession. They stated that the organizations' failure to address the problems of training and numbers could well destroy the American Federation of Teachers and the National Education Association. Surely, they continued, there are ways of sorting out those who show promise of becoming effective teachers.<sup>67</sup>

Spillane and Levenson stated further that the place to learn to be a teacher is in a school. "The people who can tell the novice about that real world of school are the experienced teachers, administrators, counselors, and custodians."<sup>68</sup> They believed that newly graduated teachers were not trained in many of the competencies needed to function effectively in the schools, and that teachers are needed who are trained to be part of a whole school--not just the academics.

A main criticism of current teacher education programs that Spillane and Levenson described was the remoteness of college courses from the real parents, real communities, and real students. Colleges can give generalized "community relations" training, but "a school district is the place to learn about the relationship between school and community."

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<sup>67</sup>Ibid., p. 436.

<sup>68</sup>Ibid., p. 437.

They continued, "The skills needed by a teacher are essentially those of dealing with people: students, parents, community people, fellow staff members. These can best be learned in real situations."<sup>69</sup>

Spillane and Levenson concluded that we may be able to develop a four-way partnership of state education departments, colleges, school districts, and teacher organizations which will design a respected, satisfying form of teacher training.<sup>70</sup>

In 1973, A. Craig Phillips, State Superintendent of Public Instruction for North Carolina, said the following:

. . . serious questions are being raised concerning the appropriateness of traditional approaches in education. In teacher education, the relevance of preparation programs to teacher competence is being questioned. As a result of the questioning, support seems to be growing for a procedure that would base certification on a teacher's demonstrated abilities rather than on the completion of a formal and specified college or university program that is common for all teacher education students.<sup>71</sup>

Phillips continued,

In response to the questions and developments as described above, teacher education standards and guidelines have been developed in North Carolina with the objective of moving toward a performance-based certification system.<sup>72</sup>

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<sup>69</sup>Ibid., p. 438

<sup>70</sup>Ibid., p. 439.

<sup>71</sup>North Carolina Department of Public Instruction, Standards and Guidelines for Approval of Institutions & Programs for Teacher Education (Raleigh: North Carolina Department of Public Instruction, 1973), p. v.

<sup>72</sup>Ibid.

Study committees in North Carolina developed standards and guidelines for competency-based programs that included a section on consortium-based teacher education programs. North Carolina's standards for the development and approval of consortium-based teacher education programs were as follows:

Standard 1: Teacher education programs are planned, developed, implemented and evaluated by a consortium of agencies. The agencies in the consortium shall include colleges and universities, public school units, professional associations and the State education agency.

Standard 2: The consortium must follow an established managerial structure in delineating activities and relationships involved in the development and implementation of consortium programs.

Standard 3: The consortium of agencies must develop indicators it accepts as evidence of acceptable entry into a program and identify the levels of competence expected throughout the preparation process.

Standard 4: The consortium of agencies must identify the human and material resources available and/or needed to develop and implement a program.

Standard 5: Preparation programs and experiences shall be planned and implemented to meet the needs of students on an individual basis.

Standard 6: The consortium must establish appropriate exit levels of competence, provide a certification recommending procedure and maintain an effective follow-up process.<sup>73</sup>

#### Result-focused vs Behavior-focused Performance Appraisal

Traditional teacher education programs have not had to demonstrate the effectiveness of their graduates as teachers.

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<sup>73</sup>Ibid., pp. 128-29.

However, a competency-based teacher education program is built upon clear and specific descriptions of the expected outcomes of the program, achievements to be accomplished at each step in the program, the use of evaluative feedback, and effects that the skilled teacher will have on students. Therefore, evaluation is placed in a prominent role in competency-based programs.

Assessing the teacher trainee's performance requires the selection of criteria for evaluating that performance. According to McDonald, two criteria are possible: (1) the criterion of teacher performance; and (2) the criterion of pupil performance.<sup>74</sup> The term "performance appraisal" refers to a formal process of observing and evaluating individual performance in three categories: (1) personality traits or what the person is, (2) behaviors or what the person does, and (3) outcomes or what the person accomplishes. A majority of researchers has taken the position that performance appraisal should reflect job performance in terms of behaviors or outcomes rather than personality traits.<sup>75</sup> Behaviors can be defined as the criterion of teacher performance

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<sup>74</sup>Frederick J. McDonald, "Evaluation of Teaching Behavior," in Competency-Based Teacher Education: Progress, Problems, and Prospects, eds. W. Robert Houston and Robert B. Howsam (Chicago: Science Research Associates, Inc., 1972), p. 69.

<sup>75</sup>Center for Creative Leadership, "Performance Appraisal As A Management Tool: Reflections on the Literature," paper presented to the General Electric Company, Greensboro, N.C., 14 March 1980, p. 3.

in systematic and concrete terms to provide meaningful data for decision making and feedback purposes. Outcomes can be defined as the criterion of pupil performance in measurable terms from a variety of sources.

The criterion of teacher performance refers to the evaluation of specific items of knowledge and several specific skills observed over time as distinct behaviors. These behavior-focused evaluations look at innumerable specific behaviors that have been defined. The most obvious fact about the measurement of teaching behaviors is the lack of universal agreement about what is to be measured. A behavior regarded as central for measurement by one person is rejected as insignificant by another.<sup>76</sup> Additional problems are caused when observers attempt to classify the many different kinds of behaviors engaged in by teachers during the act of teaching and while interacting with students into taxonomies of behaviors. It may be misleading to attempt evaluation upon the classification of isolated teacher behaviors since defining sets of behaviors is complicated by the fact that there is no agreement on what is to be measured and at what level to measure it.<sup>77</sup>

Defining what is to be evaluated is central to the formal process of observing and evaluating individual performance. There is general agreement that the ultimate

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<sup>76</sup>McDonald, "Evaluation," p. 61.

<sup>77</sup>Ibid., p. 69.

criterion is that of pupil performance.<sup>78</sup> Therefore, the ultimate criterion for evaluation of a teacher is the effect of his/her teaching behavior on the performance of the students. This effect is assessed by measuring the outcomes or results of the teaching. Individuals evaluated with an outcomes-focused or result-focused approach are appraised on the basis of their effectiveness in achieving important outcomes or objectives of the organization, in this case the school. The desired outcomes are established through discussions between the supervising teacher and the teacher trainee. They translate the outcomes into agreed-upon measures. Observations of actual performances and products of the students provide the means for comparison of the results to the expectations.

Result-focused performance appraisal emphasizes useful feedback between the teacher trainee and the supervising teacher. There is consistent evidence in the literature to support improved performance in cases where useful feedback is provided. Feedback sessions are useful when the session is spent analyzing what specific behaviors could have produced the desired results.<sup>79</sup> This broader analysis of teaching behaviors puts evaluation in terms of teaching strategies and tactics. Clarification can be made between the supervising teacher and the teacher trainee of what

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<sup>78</sup>Ibid., p. 70.

<sup>79</sup>Center for Creative Leadership, Chapter V, pp. 13-14.

constitutes acceptable performance and effective strategies. This discussion may produce goals for achieving expected results.

There is no other person involved in the rating procedure of competency-based programs who is better qualified to establish the expectations than the supervising teacher. The supervising teacher best understands the teacher trainee's job and has access to performance information. Teacher trainees would rate the supervising teacher as by far the most preferred source of feedback. This preference is due to two factors: (1) the supervising teacher is seen as having a reasonably thorough basis for judging his/her performance, and (2) the supervising teacher has an obvious control over the teacher trainee's fate. A key part of clear communication would be this critical relationship in which the teacher trainee must understand and accept the supervising teacher's expectations of what the teacher trainee should and should not be doing.<sup>80</sup>

Competency-based teacher training is a process that lends itself to systems management and performance appraisal. Knowledge, skills, and attitudes are acquired and behavioral teaching competencies are the expected products. Completing the management system is the feedback process in which the results are analyzed to determine how the teacher trainee achieved the outcomes.

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<sup>80</sup> Ibid., Chapter IV, pp. 3-6.



A key element of competency-based teacher education is matching a behavior to a standard of competence for objective evaluation. Research tends to support that objective performance appraisals should focus on the outcomes of the performer's behaviors rather than isolated sets of behaviors. It appears that the supervisor and teacher trainee should determine the desired outcomes prior to the observations and analyze which behaviors produced the outcomes after the observations.<sup>81</sup>

The concept of result-focused performance appraisal which was a part of the Camp Lejeune Teacher Education Consortium program was later developed into a performance appraisal instrument for use in a public school system in North Carolina. Roland Nelson, working with the school system staff, developed a performance evaluation manual and instrument for field testing. The rationale for the system's performance evaluation program was given as follows:

A sound performance evaluation program focuses on results that are observable and, insofar as possible, measurable. It begins with a job or position description of major duties and/or responsibilities and then moves to a description of key results expected as the job incumbent fulfills the duties and responsibilities of his/her job. Indicators are established to show

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<sup>81</sup>Robert E. Ameele, "Progressive Educational Reform or Technocratic Control? An analysis of the Origin, Theoretical Foundations and Potential of Competency-Based Teacher Education" (Ph.D. dissertation, State University of New York at Buffalo, 1976), pp. 3-6.

that a result is being achieved; then, quality standards for those indicators are established.<sup>82</sup>

The manual defined Key Performance Results as "descriptors for the major parts of a job" and stated that the teacher was responsible for the results, such as classroom climate, pupil achievement, and teacher-student relationships.<sup>83</sup>

The Key Performance Result Indicators were defined as "any observable results that reflect effective or ineffective discharge of job responsibilities;" for example, in the area of Pupil Achievement, indicators would be homework assignments, written products, and projects.<sup>84</sup> The major criterion of a good indicator is the fact "that the evaluator and the evaluatee understand it, i.e., mean the same thing by it."<sup>85</sup>

### Conclusion

A review of literature yielded a disturbing conclusion about the experience of learning to teach. Fuller and Bown concluded that becoming a teacher is complex, stressful, intimate, and largely covert; and in

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<sup>82</sup>Roland H. Nelson, Jr. et al., "Performance Evaluation: Principals and Teachers," paper presented to Polk County (North Carolina) School System, for field testing, 1981-82.

<sup>83</sup>Ibid., p. 4.

<sup>84</sup>Ibid., p. 5.

<sup>85</sup>Ibid.

accomplishing this demanding task, teachers did not feel helped by teacher education.<sup>86</sup>

Three changes appear necessary to improve the quality of teacher education: (1) establish performance criteria, (2) form collaborative arrangements, and (3) assess performance. The historical review pointed to the importance of the student teaching period and a need for this critical period to be influenced more by classroom teachers and less by universities. More time spent in the field with well-prepared supervising teachers was a recommendation by many experts.

Competency-based teacher education programs were seen by many as a means to improve teacher performance. These programs can be personalized through individual counseling, feedback sessions with the supervising teacher, workshops, involvement of specialized personnel, and extended time in the classroom.

A critique of competency-based teacher education programs revealed that some see the competency orientation as incompatible with personalistic programs; and, others see a humanistic, performance-based combination as both possible and beneficial. The specification of teaching competencies can promote the attainment of humanistic goals.

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<sup>86</sup>Frances F. Fuller and Oliver H. Bown, "Becoming A Teacher," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education, pt. 2, ed. Kevin Ryan (Chicago: Chicago Press, 1975), p. 25.

Consortia of agencies dealing with teacher education may supply an answer to some of the problems common to many teacher education programs dominated by universities. It was suggested that in these arrangements communication, orientation, support systems, parity governance, and a commitment to a competency orientation are essential. The consortia partnerships were formed for one purpose-- to put the teacher candidate in the classroom, learning from a classroom teacher and students in real situations with an emphasis on demonstrated abilities.

Result-focused performance appraisal provides a truer picture of what is happening in the evaluation process than just checking off behaviors as they occur. One criterion to use for evaluation of a teacher candidate is the effect of his/her teaching behaviors on the performance of the students. The focus should constantly be on the outcomes of the teaching or key performance results. The evaluation of a teacher candidate's performance is best done by the supervising teacher.

Bush remarked that in no period in history have so many talented persons turned their attention to the improvement of teaching and teacher education as in the past decade. He summarized what has been learned from all the research and development in ten lessons. The key points made in these lessons were as follows:

- Lesson 1: Teacher preparation takes time.
- Lesson 2: The positive consequences of small, individually tailored training is unequivocal. Highly competent teachers must be custom built, not mass produced.
- Lesson 3: Observation, immediate feedback, and more practice in varied situations in a "safe" atmosphere where failure and mistakes can be experienced productively are very important in perfecting performance.
- Lesson 4: Cooperation between local education agencies and institutions of higher education is essential.
- Lesson 5: In-service and preservice work is probably better accomplished when done together.
- Lesson 6: Teacher training without parents and community members falls far short of excellence and responsiveness.
- Lesson 7: Trainees need to be well grounded in humanistic studies and behavioral sciences through flexible arrangements, individualized approaches, workshops, and problem solving sessions rather than textbook-lecture classes.
- Lesson 8: Teachers need a sound liberal education and broad, deep training in the subject matter they teach.
- Lesson 9: The principle of individual differences applies to teachers and to teacher training. There are many routes to high standards of competence.
- Lesson 10: Excellent teacher training is not cheap.<sup>87</sup>

The next chapter describes a competency-based teacher education consortium that operated on many of the

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<sup>87</sup>Robert N. Bush, "We Know How to Train Teachers: Why Not Do So!" Journal of Teacher Education 28 (November-December 1977): 5-8.

assumptions concluded from this review of the literature. The fourth chapter analyzes the Camp Lejeune Teacher Education Consortium in terms of these assumptions in order to devise a plan for other modified competency-based teacher education programs. This is followed by recommendations and conclusions for the improvement of teacher education.

CHAPTER III  
DESCRIPTION OF CAMP LEJEUNE TEACHER  
EDUCATION CONSORTIUM

Purposes and Objectives

The purpose of this chapter is to describe the Camp Lejeune Teacher Education Consortium, a pilot competency-based program that operated at Camp Lejeune, North Carolina, from 1974 to 1979. The Camp Lejeune Teacher Education Consortium evolved from a working partnership between the Camp Lejeune Dependents' Schools administration and the University of North Carolina at Greensboro that began in 1971 with the initial planning of a Model School Project which operated in 1973-1974 to test a professional decision-making model with differentiated staffing. Experiences with the project interns in teacher preparation and encouragement from officials of the Teacher Education Area, North Carolina Department of Public Instruction, stimulated a formal arrangement for selection and preparation of prospective teachers.

In December of 1973 a meeting was held at Camp Lejeune for the purpose of exploring the feasibility of establishing a formal consortium-based teacher education program. The consortium-based program was a state-approved alternative in teacher education that was not intended to

replace existing teacher education programs. As an alternative, it was intended to provide a means for small groups of prospective teachers to participate in individualized experiences.

A formal consortium-based teacher education program was not in existence anywhere in North Carolina at the time of the initial planning session. Guidelines for the establishment of a consortium program stipulated that there must be representatives from a school system, a university, the State Department of Public Instruction, and the system's local professional teachers' association. By mutual agreement of the four agencies involved, it was determined that the initial consortium would be limited to the Camp Lejeune Dependents' Schools, the University of North Carolina at Greensboro, Teacher Education Area of the State Department of Public Instruction, and the Camp Lejeune unit of the North Carolina Association of Educators. It was agreed that the involvement of more organizations during the first year could result in coordination problems that might delay the implementation. The board suggested on 29 November 1976 that UNC-Wilmington, UNC-Fayetteville, and East Carolina University would be contacted to join the consortium for its second year of operation. The Policy Board minutes of 18 January 1977 included a report by the school superintendent on a meeting with the Dean of the University of North Carolina at Wilmington to discuss the consortium program and invite the university



to join the board. The Dean was in favor of the approach and was interested, but matters at the university had higher priority and demanded all the staff time and financial resources available at that time. Also, there had not been a previous commitment to send student teachers to Camp Lejeune which posed a problem. The superintendent also added that changes in the education department at East Carolina University made it impossible for them to undertake new arrangements at this time. Although neither university chose to participate, they expressed interest and asked to be kept informed of the program's progress for later consideration.

On 27 January 1974, a letter of intent was filed with the Director of Teacher Education for North Carolina to initiate procedures for the formation and subsequent approval of the Camp Lejeune Teacher Education Consortium. A letter with similar information was sent to the Dean, School of Education, at the University of North Carolina at Greensboro, formally requesting the university to name a representative to the Policy Board in order to begin procedures for developing the program. These letters were sent by James Howard, Deputy Superintendent for Academic Affairs for the Camp Lejeune Dependents' Schools. He met with Judy Novicki, President of the Camp Lejeune unit of the North Carolina Association of Educators, to explain the consortium program approach to teacher preparation and received the local unit's endorsement. By

April 1974 the four required agencies had agreed to form a consortium and designated their representatives to the Policy Board.

The general purpose of the consortium-based teacher education program was to prepare teachers for the elementary school level, Grades Kindergarten to Three (Early Childhood) and Grades Four to Nine (Intermediate). More specific purposes were

- (1) To design, implement and evaluate model teacher education programs,
- (2) To integrate theory and practice, the on-campus with the off-campus, and the preservice with the inservice,
- (3) To articulate the theoretical teacher education faculty (college) with the clinical teacher education faculty (school) in such ways that they work together in teams at the same time, in the same place, on common instruction and supervisory problems,
- (4) To work jointly on improvement of instructional programs provided to the district's students through making available university personnel as consultants to consortium staff meetings, workshops, and seminars,
- (5) To analyze objectively and systematically what goes on in the classroom and develop specific goal-oriented strategies for teaching and supervision,
- (6) To individualize professional development--for the pre-professionals as well as for practicing professionals, and
- (7) To recommend qualified persons for certification to the State Department of Public Instruction.

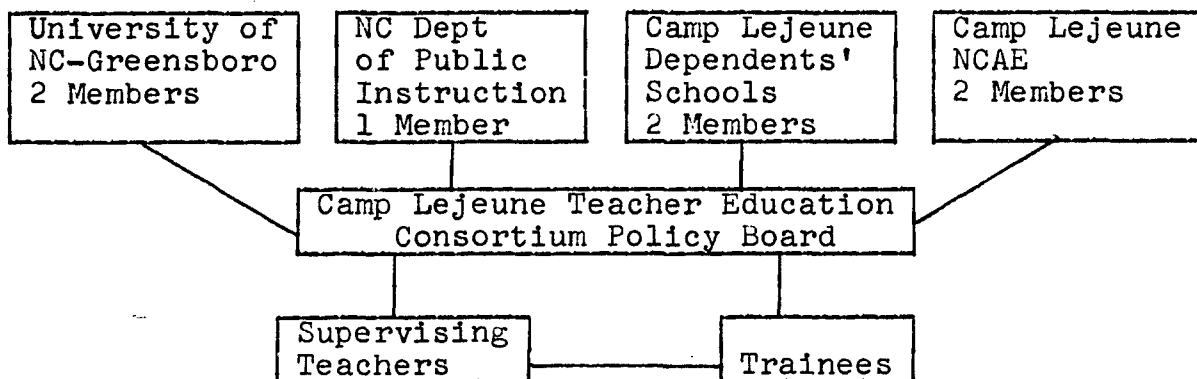
### Organization and Administration

The consortium program was organized according to the North Carolina Standards and Guidelines for the Development and Approval of Consortium-Based Teacher Education as stated in the state publication (number 453). Designated agency representatives formed the Policy Board to establish policies and assign specific duties in accordance with the suggested guidelines from the State Department of Public Instruction. The Camp Lejeune unit of the North Carolina Association of Educators assumed major responsibility for coordination of evaluations related to field experiences; an administrator from the Camp Lejeune Dependents' Schools served as coordinator of assignments to field experiences; the University of North Carolina at Greensboro assumed responsibility for coordination of the implementation and evaluation of preparation programs; and the North Carolina Department of Public Instruction coordinated program approval and patterns of certification.

From the time the board was formed in 1974 until it ended in 1979, it met to establish policy as needed and saw that each policy was implemented. Each of the four agencies had one vote in all matters. Policies formulated dealt with governing activities and determining resources needed to accomplish program objectives. In January 1977 the board increased the number of agency representatives to two, except for the Department of Public Instruction. The

expansion of the board increased the input of ideas and helped distribute the workload.

The organization of the Camp Lejeune Teacher Education Consortium was represented by the following chart:



### Managerial Structure

The managerial structure of the consortium program involved other professionals from the schools and the university. The Camp Lejeune North Carolina Association of Educators recommended to the Policy Board a teacher from each participating school to be on a committee for the identification of supervising teachers who would be responsible for the development and direction of clinical experiences in that school. The university recommended to the Policy Board a person to be responsible for planning and directing the related professional seminars.

The Policy Board appointed persons representing at least three of the constituent agencies to an Admissions Committee. This committee determined the eligibility of applicants for admission to the program. Admission to

the program depended upon the committee's assessment of the entry level competencies of each applicant.

The Policy Board had final determination for recommending certification for each trainee. Candidates who had met all requirements, completed the year of internship, and demonstrated satisfactory performance on the exit competencies were recommended by the Camp Lejeune Unit of the North Carolina Association of Educators for certification and presented to the board for a final interview and assessment.

The budget of the consortium program was derived from \$150 tuition payments each semester from trainees not registered for credit with the University of North Carolina at Greensboro. The board managed the funds to pay for materials and outside consultants for seminars to benefit the supervising teachers and trainees. The entire budget was devoted to paying teacher education expenses. At the conclusion of the consortium program the board voted to present all remaining funds to the Camp Lejeune unit of the North Carolina Association of Educators with the stipulation that they be spent on teacher education activities.

The Policy Board adopted policies for governing the activities of the consortium program: for example, determination of entry level and exit criteria, implementation of the program, development of evaluation for all

aspects of the program, and identification of needed and available resources. An agenda for each meeting was prepared by the chairman from topics submitted by individuals and committees. Whenever possible, agenda items were presented for information and discussion at one meeting and presented at the following meeting for further discussion and action.

The implementation of the consortium program required organization and management procedures in each school in addition to the necessary procedures for operating the instructional program for children. Personnel in the schools were responsible in varying degrees for providing clinical experiences, supervision, and guidance for the trainees. The supervising teachers and other teachers in the school shared professional, practical, and theoretical information with the trainees. Staff members attended inservice activities to improve their teaching, supervising, and evaluating skills and to develop model teacher education program activities. The use of multiple assignments and evaluations involved many tenured, experienced teachers with each of the trainees. Assignments were made that paired trainees with other professionals in the school, such as counselors, speech therapists, and social services workers. The emphasis in all cases was on professional competencies, teaching standards, and methods.

### Admission Policies and Procedures

Candidates for whom the Camp Lejeune Teacher Education Consortium program was intended were (1) those who had completed three years of college work and were enrolled as full-time education majors in an accredited college or university that had agreed to accept for credit the work done in the consortium program, and (2) those who had completed a baccalaureate degree from a regionally accredited institution and desired certification as an elementary teacher.

Application procedures included several kinds of documents. The applicants provided the names of three people who were familiar with their work and achievements and could provide written recommendations. Copies of college transcripts were required. The application had questions that provided information for assessing some of the entry level competencies. In addition to academic information, the applicant was asked to describe leadership experiences with peers and children, special talents, organizational memberships, and employment experiences. A brief essay on why the applicant had chosen teaching as a career was also required. Answers provided on these topics gave some insight into the person's language arts abilities, social development, and personal attributes. Successful leadership roles with children in nonschool settings were considered to be helpful as competency

indicators. Applicants also completed the Teacher Attitude Survey and the Teaching Behavior Inventory.<sup>1</sup> Scores from these instruments were recorded and comparisons made with scores from an assessment later in the program.

The applicants were interviewed by a committee of the board that represented at least three of the four constituent agencies; this committee then made a recommendation to the full board, and the applicants were notified in writing of the actions of the board.

Through the use of background information from several sources, the board assessed each applicant's entry level competencies at prescribed levels. Turner's Levels of Criteria were used to assess competencies.<sup>2</sup> (See Appendix A, Entry Level Summary; Appendix B, Levels of Criteria for Evaluating Entry Level Competence; and Appendix C, Entry Level Competencies.) The entry level assessed the general education component of the applicants' backgrounds. The individualized program developed during the field-based experience dealt with the professional component of teacher preparation.

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<sup>1</sup>North Carolina Department of Public Instruction, The Final Evaluation Report of Education Professions Development Act in North Carolina, (Raleigh: North Carolina Department of Public Instruction, July 1973).

<sup>2</sup>Richard L. Turner, "Rationale for Competency-Based Teacher Education and Certification," in The Power of Competency-Based Teacher Education: A Report, ed. Benjamin Rosner (Boston: Allyn & Bacon, 1972), pp. 3-8.



One student applied and met the Entry Level Criteria for spring semester of 1976-77. She agreed to be the subject of a trial run for the consortium program. During this period many of the documents were field tested.

Eleven applicants were interviewed for school year 1977-78, and nine were accepted who met the entry level criteria. Four applicants were interviewed and accepted into the program for school year 1978-79.

Applicants were recruited by board members who distributed information about the program through several channels. A brochure was prepared at Camp Lejeune and mailed by the State Department to all university Schools of Education in North Carolina. The Camp Lejeune administrative office had articles printed in base and local newspapers, and the professional association had articles printed in publications of the North Carolina Association of Educators. The University of North Carolina at Greensboro representatives spoke to education classes on campus about the program as an alternative to a year of methods classes and student teaching. The Camp Lejeune teachers spread the word through informal contacts in the surrounding community. Requests for information and applications were handled by the school system's receptionist who also kept the files of correspondence and records on all applicants.

### Supervising Teachers

The supervising teachers were selected through a process established by the Camp Lejeune Unit of the North Carolina Association of Educators, hereafter referred to as the Camp Lejeune NCAE. (See Appendix D for CLNCAE Report on Role in Camp Lejeune Teacher Education Consortium.) Members of the local NCAE unit served on school level selection committees that observed and evaluated volunteers each spring. (See Appendix E for Supervising Teacher Evaluation by Consortium Committee.) Teachers who volunteered to serve as supervising teachers from the various schools submitted a written statement of why they wanted to be a supervising teacher and were interviewed by members of the Camp Lejeune NCAE Consortium Committee. This selection committee consisted of former supervising teachers, the president of the local association, and the association's representative to the Policy Board. This committee continued to serve in an advisory capacity to supervising teachers through monthly meetings and individual conferences.

The functions of the supervising teachers included the maintenance of adequate supplies of instructional materials and equipment used by the trainees for the study or practice of specific knowledges and skills. It was the supervising teacher who assessed competencies, gave feedback to the trainees, recommended additional study and

practice, and in general served as a teaching model. These various roles of the supervising teacher established the need for the careful selection process and training of these instructors. The teachers recommended by the professional association were prepared to supervise and evaluate the trainees using the program documents and procedures. The university and State Department personnel initially conducted these sessions. The session topics included an orientation to the consortium program, utilizing evaluation instruments, assessing competencies, giving and receiving feedback, and directing the field experience. In the last year of the program, individualized training sessions were conducted by experienced supervising teachers to prepare interested volunteers. Ten teachers received certificates from the board upon successful completion of the training for supervising teachers.

The Camp Lejeune NCAE Consortium Committee submitted the names of supervising teachers who would accept trainees to the Policy Board in the spring prior to the trainee interviews. These supervising teachers also completed a Teacher Attitude Survey and Teacher Behavior Inventory. The scores were matched to the trainees' scores so that the similarities could be identified and used in assigning a trainee to a teacher, insofar as possible.

The supervising teachers were assisted by professionals in the schools, such as the principals, special area

teachers, and guidance counselors. The trainees were assigned time with these specialists on individualized schedules, according to their needs. Additional persons served as instructors to the trainees in workshops and seminars. Most of the consultants were from the State Department of Public Instruction and UNC-Greensboro. The supervising teachers could request topics and consultants they felt would help the trainees to meet certain competencies.

The supervising teacher was a classroom teacher with teaching assignments in all subject areas and the usual administrative duties. The supervision of the trainee was an additional responsibility that involved approximately 20-25 hours per week. The supervising teachers were involved in activities to improve their own teaching competence. They attended inservice workshops in the system and conferences at the local and state level. Released time was provided for the supervising teachers to attend workshops to become familiar with innovative approaches to teaching. They were active members of NCAE and local chapters of other professional associations. They served on system committees for curriculum development and various school level committees. There was evidence of self-improvement through reading journals, observing others, and taking courses for advanced degrees.

The Camp Lejeune NCAE Consortium Committee met monthly so that the supervising teachers could exchange ideas with fellow classroom teachers. Most of the committee had served as supervising teachers and could provide advice based on their recent experiences. The committee could request action or help from the Policy Board on any aspect of the program. Their representative to the board carried their requests and reported back with policy interpretations, answers to questions, modified procedures, etc. Members of the consortium committee used the informal contacts at the meetings, comments from the principals, and results of the trainees as the means of evaluating the performance of each supervising teacher. The committee voted each year whether to assign a supervising teacher another trainee.

#### Competency-Based Classroom Experiences

A trainee was placed with the supervising teacher and team and considered as part of the faculty on the first day of school. The trainee could function as both learner and colleague. The opportunities were provided for instruction and evaluation by more than one teacher. The use of different instructional models, different kinds of groupings, and active roles in curriculum and instructional decision-making were encouraged. The responsibilities increased as the trainee developed competencies. (See

Appendix F for list of Professional Competencies.) The competencies were developed in six competency clusters: (1) diagnosing student abilities, interests, needs; (2) setting appropriate educational goals for students; (3) structuring effective learning environments; (4) implementing effective instructional strategies; (5) evaluating clusters 1-4; and (6) carrying out administrative duties. Under each cluster was a list of related behaviors that was not intended to be exhaustive or prescriptive. It was assumed that a person who exhibited many behaviors related to a teaching competency was likely to possess that competency.

The profile of competencies to be developed was used to tailor an individualized program for each trainee. (See Appendix G for Experiences in Intern Education, and Appendix H for a Sample Program.) Trainees were provided help and experiences according to their particular needs. Professional seminars correlated the clinical experiences to the cognitive material in areas of elementary curriculum. Additional experiences that were provided in the individualized programs included classroom activities, school-wide activities, activities with parents and the community, and work with system staff and committees. The trainees did year-long studies of individual students and curriculum programs that they selected. The experiences unique to each part of a school year and the opportunities to plan and

build on concepts made a minimum of one school year an essential requirement of the program. The supervising teacher served as an adviser in planning a program that built upon the assets brought to the program by the trainee and took advantage of the resources available for the trainee.

Material resources were integral components of the consortium program. The libraries and media centers of all agencies were made available to the trainees. The classrooms and special facilities in the schools could be used by the trainees for small and large group activities as needed. Practice was provided with the diagnostic and remediation materials used by the specialists. Curriculum materials available to regular teachers were utilized by the trainees. Copies of the current school system and state curriculum guides were given to each trainee. The latest in audiovisual equipment and materials were provided to enhance competencies in the operation of a wide range of equipment. Art supplies for bulletin boards and projects were available. Transportation could be arranged through regular channels for field trip experiences. All agencies made the effort to supply all the materials needed by the trainees for complete programs that included wide ranges of experiences with a variety of resources.

Personnel were made available from all agencies. The NCAE office sent officials to most of the ceremonies

that welcomed trainees or graduated certified teachers, in addition to providing writers for media coverage. The university provided personnel to teach the supervision courses for teachers in addition to seminars and workshops. The State Department also provided workshop consultants. The school system provided the greatest number of personnel. It provided the students, teachers, principals, specialists, and administrative staff. System clerical personnel prepared correspondence, took minutes, and maintained all files. The system graphics department printed brochures, forms, stationery, the self-study, and other evaluative materials. Personnel in the schools held conferences, observed, and met with the trainees to share information in many areas. The aides, secretaries, janitors, and other staff members all contributed their time and assistance to the trainees.

### Evaluation

The trainees were observed performing classroom activities by the supervising teachers, other teachers, principals, and university personnel. Each trainee maintained a daily log, completed self-assessment forms, and kept copies of all lesson plans and written work. The trainees' written case studies, plan books, and curriculum critiques were examined in terms of the competencies represented; the daily log was considered private and was not examined.



A listing of Exit Criteria was required by the State Department and utilized throughout the consortium program for determining progress in reaching competencies and for ultimate recommendation for certification. (See Appendix I for copy of Exit Criteria for Teacher Education Graduates.) Checklists and written evaluative records were made following each formal classroom observation. (See Appendix J for Intern Teacher Checklist and Appendix K for Evaluation of Intern Performance.) Feedback sessions were utilized throughout the evaluation process. When the supervising teacher and the Camp Lejeune NCAE Consortium Committee agreed that the trainee had mastered competencies at the level of a first-year teacher, they recommended that the trainee be designated by the Policy Board as an Associate Teacher. (See Appendix L for Requirements to Be Associate Teacher, and Appendix M for CLNCAE Consortium Committee Recommendations Relating to Evaluation of Trainees.) As an Associate Teacher, the trainee was given increased classroom responsibility, often planning and teaching all subject areas for a week or more. This period was a time to polish skills prior to the recommendation for certification.

Trainees were advised and counseled by the supervising teachers and the Camp Lejeune NCAE Consortium Committee who reviewed their work periodically. Problems with trainees were presented to the Policy Board by the Camp Lejeune NCAE

representative. The Board had final authority to withdraw a trainee or Associate Teacher who did not meet competencies or respond to the requirements of the consortium program.

An attempt was made to evaluate the overall effectiveness of the consortium program. The ratings received by the trainees on the Exit Criteria indicated one measure of the consortium program's success at preparing competent teachers. The attitudes and behaviors of the trainees were evaluated to assess positive changes; they completed the Teacher Attitude Survey and Teacher Behavior Inventory as postevaluative instruments when they reached Associate Teacher status.

The State Department sent a follow-up questionnaire to the principals who hired the consortium graduates toward the end of their first year of teaching. (See Appendix N for Follow-up Questionnaire for Beginning Teachers.) The first trainee completed the consortium program in the spring of 1977; four trainees completed the consortium program in the spring of 1978 and four finished in the spring of 1979.

The Teacher Education Area of the State Department developed a consortium program evaluation instrument. (See Appendix O for copy of Follow-Up Consortium Evaluation.) It was sent early in 1978 to consortium participants in the following categories: (1) the trainees, (2) supervising

teachers, (3) principals, (4) university personnel, (5) central office personnel, (6) Camp Lejeune NCAE Consortium Committee members, and (7) Policy Board members. The results were compiled and printed in June 1978. Overall, the responses were very positive. However, there were some areas that needed improvement for the 1978-79 program year. Attempts were made to correct obvious weaknesses. Using the results, for example, the Policy Board made the following improvements for 1978-79: an informative orientation program and notebook were prepared, the Camp Lejeune NCAE Consortium Committee was made more accessible to the trainees by providing them a schedule of meetings, inservice sessions were made more practical, the university personnel made contact earlier in the year with the supervising teachers, and program requirements were in writing from the outset of the year.

There were no written evaluations by the 1979 consortium program participants in the above categories. However, the Policy Board minutes for 1978-79 documented the many efforts that were made to strengthen the consortium program in the areas of inservice, communication, and written materials.

The Policy Board requested that the State Evaluation Committee on Teacher Education provide an on-site visit to evaluate the Camp Lejeune Teacher Education Consortium for approval as a certifying agency. A Visitation Committee

was formed that made the on-site visit in October 1978. The Policy Board had prepared a Self-Study<sup>3</sup> according to the only available program standards which were for a traditional competency-based teacher education program. After the visitation, the committee reported that the Camp Lejeune consortium program could not be evaluated in terms of the traditional program because the consortium program was not operated by the same standards and the Self-Study could not present a fair, responsible, and accurate evaluation. The committee recommended that the consortium program be granted approval to operate in an experimental status until the State Department could prepare standards for a competency-based consortium program.

The consortium program operated the rest of the 1978-79 school year under its approval as an experimental program. Any of the recommendations made by the Visitation Committee that would improve the consortium program's operation were taken under advisement by the Policy Board.

In the summer of 1979, the University of North Carolina at Greensboro withdrew as an agency of the consortium program. The two universities closest to Camp Lejeune, East Carolina University and the University of North Carolina at Wilmington, were contacted but were not able to commit financial

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<sup>3</sup>Camp Lejeune Teacher Education Consortium, "Self-Study Report," paper presented to Camp Lejeune Teacher Education Consortium Visitation Committee, Camp Lejeune, N.C., October 1978. (Typewritten)

support, faculty personnel, nor student trainees at that time. Therefore, the Camp Lejeune Teacher Education Consortium has not operated since June 1979.

Follow-up interviews with six of the ten supervising teachers and six of the eight consortium program graduates were conducted in 1981 by the researcher with Lois Edinger and Roland Nelson of the University of North Carolina at Greensboro. A number of advantages from the consortium program were pointed out by the supervising teachers. They included, for example, improvements in the ability to evaluate their teaching skills; improved skills and more confidence in giving and receiving feedback; and preparation of complete, well-organized lesson plans. The supervising teachers also benefitted from opportunities to observe co-workers because they set specific objectives for the observation. In summary, their work with the trainees was considered by them to be as valuable as the best inservice training. The supervising teachers all agreed that the trainees were definite assets by the beginning of second semester. They defined the year-long experience and the continuous, informal supervision arrangements as the strengths of the consortium program.

Consortium program graduates made positive comments in regard to the strengths of the consortium program. These comments made reference to the opportunities for informal learning gained from planning and working closely

with the supervising teachers, to observations being non-stressful situations because the consortium program required frequent evaluations, to their willingness to try many approaches until the best results were obtained from students, to evidence that their lesson plans were thorough, and to the confidence expressed in their abilities to make long-range plans and handle student ability levels. They stated that their development as teachers was continuing at a rapid rate in the first year on the job, and they felt more like second-year teachers than first-year teachers. All had received positive evaluations from their principals and utilized feedback to their advantage.

The purpose of this chapter was to describe the competency-based teacher education consortium program that operated at Camp Lejeune. The consortium program was modified from the usual competency-based format. In Chapter IV an analysis of the consortium and its modifications will be made according to previously stated procedures to answer the four questions posed by the study concerning the modifications.

CHAPTER IV  
ANALYSIS OF A MODIFIED COMPETENCY-BASED  
TEACHER EDUCATION CONSORTIUM

Introduction

The purpose of this chapter is to analyze the competency-based Camp Lejeune Teacher Education Consortium in order to identify and diagram the modifications which operated as parts of the program. The consortium program was analyzed using the Street model for examining competency-based programs. He developed the model in the analysis and evaluation of the administration and operation of a college's "Mastery Learning" competency-based grading system for teacher education students. Street's model included the following three functions:

Initiating Function: includes the measures taken to establish a competency-based system.

Maintaining Function: includes the measures used to sustain or support a competency-based system.

Monitoring Function: includes the measures used to assess and evaluate a competency-based system.<sup>1</sup>

Specific questions were addressed under each of these functions in order to analyze a competency-based program. The consortium program was further analyzed in relation to the four questions posed in Chapter I and in response to the

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<sup>1</sup>Harold B. Street, "A Model Developed for the Analysis and Evaluation of the Administration and Operation of a Competency-Based System and Field Tested with National College of Education" (Ph.D. dissertation, Michigan State University, 1977), p. 11.

assumptions for a quality teacher education program identified from the Chapter II review of the literature.

This researcher attempted to find out if a competency-based teacher education program could be modified to focus on key performance results, give key responsibility for decision-making to classroom teachers, increase field-based preparation time, and allow personalized plans for each individual to be developed and followed.

Modifications to the consortium program were described. A diagram was designed to illustrate the process that occurred and provide a suitable format for the modification of other teacher education programs.

This chapter consists of the following sections:

Analysis of Camp Lejeune Teacher Education Consortium Program Using the Street Model

Modification of Camp Lejeune Competency-Based Program

A Diagram of a Modified Competency-Based Teacher Education Program

Analysis of Camp Lejeune Teacher Education Consortium Program Using the Street Model

Initiating Function

Street's model asked two questions to ascertain the measures taken to establish a competency-based system--the Initiating Function. The questions were:

How is a competency-based system defined?

Is there an understood and accepted model of competency statements to be used?<sup>2</sup>

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<sup>2</sup>Ibid.



The initiation of the Camp Lejeune consortium program involved the definition of a competency-based system as a consortium program that provided a set of competencies attained with various and unique experiences. This definition distinguished the consortium program from traditional programs that typically provided a set of common experiences for all students.

The Camp Lejeune consortium program took initial steps to assure that each trainee's program was based on the same critical competencies, yet, on the other hand, personalized to the fullest possible extent. This was accomplished through the development of entry level competencies and professional competency clusters. The consortium program was designed for a small number of trainees who could meet an entry-level equivalent to a general college education with appropriate and successful experiences dealing with children. Recruiting procedures were planned since the trainees could be drawn from areas other than the college campus. Instruments were used to assess the attitudes and behaviors of the trainees toward teaching upon entry into the program. After being teamed with a supervising teacher, a personal program was built around the six basic competency areas. Each trainee would have a unique program because it was dependent upon the initial entry-level competencies of that trainee.

The competency clusters were designed in the Camp Lejeune consortium program to be representative, but not

all-inclusive, and to allow flexibility of the indicators that showed each competency cluster had been demonstrated. The Camp Lejeune consortium program was based on the belief that many routes to competence existed, and therefore the initial documents that specified the competencies reflected this personalized approach. All agencies accepted and understood the competencies as the basis of the consortium program.

A Visitation Committee observed the consortium program, reviewed the consortium program's Self-Study, and reported to the State Department following the 17-18 October 1978 visit to Camp Lejeune. The report contained the following comments in regard to the consortium program documents:

The entire program has supporting lists of entrance and exit criteria, professional competencies, and levels of performance criteria for evaluating competencies. The conceptualization of the program reflects a high degree of cooperation and collaboration between and among all components of the consortium policy board.<sup>3</sup>

#### Maintaining Functions

The measures taken to sustain the operation of a competency-based program included the establishment of support groups and procedures for facilitating the learning experiences. Street asked the following four questions in his model to demonstrate the maintaining function:

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<sup>3</sup>North Carolina Department of Public Instruction, Division of Teacher Education Standards and Certification, "Report of the Visitation Committee to the Camp Lejeune Teacher Education Consortium," Raleigh, N.C., 1978. (Typewritten)

How widely accepted is the competency-based system by the administration, faculty, and students?

Are students able to pace themselves in an individualized manner? Does the use of modules of instruction aid in this regard?

Is a consistent position on the competency-based system reflected between the public school critic teachers and the college supervisors?

Does using the competency-based system contribute in a positive fashion to the teaching profession or does it detract from it?<sup>4</sup>

These questions, answered in terms of the Camp Lejeune consortium program, revealed that the Policy Board had the necessary support of the professional association and the school district to operate the consortium program. Traditional teacher education programs were sustained by program decisions made by a college faculty. In contrast, the maintaining of a consortium teacher education program was based on decisions made by all who were affected. The Camp Lejeune administrators, teachers, and trainees accepted this decision-making responsibility as a critical component of a competency-based system.

The consortium program allowed the classroom teachers to make the most critical decisions in regard to the field experiences. The teachers needed support from the other agencies in the form of consultants and some specialized training, but the majority of the support the teachers wanted came from their fellow professionals. A committee structure

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<sup>4</sup>Street, "Model," p. 12.

was established to support the work of the supervising teachers. In-school committees were available for daily advice, discussions, and recommendations concerning a trainee's individual program. The Camp Lejeune NCAE Consortium Committee met monthly. Representative teachers from the participating schools met with the supervising teachers to review trainee programs, plan workshops, consider trainee achievements for advancement to Associate Teacher, suggest experiences, and other business matters, as revealed in the minutes kept of the meetings. The association representatives to the board chaired the meetings and took concerns of the teachers to the board in addition to recommendations for action on the trainees' advancements.

Traditional teacher education programs viewed the role of the classroom teachers as passive and subordinate, whereas consortium program arrangements viewed the teachers as active and coordinate. The consortium program used peer teachers as the major source of the support system provided to the supervising teachers. Initially, the teachers expressed some concern over a lack of direction from the university. These feelings were expressed in board minutes with reference to the infrequent visits by university personnel the first year. The board purposely shifted the main support system for supervising teachers to the professional association to establish the association as the main participant in the field experiences.

Administrative support was essential in the area of workshop arrangements. Released time for supervising teachers and trainees involved obtaining substitutes for classes. Administrative support was also critical for establishing the balance between the trainee being a colleague, yet, at the same time, not being used as a substitute. Administrators at Camp Lejeune were cooperative in maintaining the trainee's status as both learner and teacher. The administrators aided in explaining the consortium program to parents and arranging within the schools for the trainees to share students and classrooms with the Camp Lejeune teachers all year.

A function shared by all participants in the consortium program was to build support for the fact that a small number of teachers were, in Bush's words, "being custom built" in the program. The process involved support from the students, community, and parents, as well as the school administrators and teachers. The trainees could become long-term assets to the education profession if given the initial support during the year in the classroom from participants who accepted a competency-based system.

Principals and the Policy Board (administrators), faculty (supervising teachers), and students (trainees) responded in the 1978 Summative Evaluation (See Appendix P.) of the consortium program. An item in the Likert-Type

Scale (Part I-A, #4) stated, "The Consortium is a vigorous force for the improvement of teacher education." Mean scores of the responses ranged from 4.0 to 5.0 which indicated that the participants had checked "Agree" (4) or "Strongly Agree" (5). It appeared that the participants accepted the competency-based consortium program as a positive force in education.

An important component of the maintaining function is the individual pacing of the students (trainees), according to Street. Traditional teacher preparation programs communicate in a language of courses and credits. Consortium preparation programs communicate in a language of objectives and subsequent performance. The Camp Lejeune consortium program facilitated learning experiences by communicating two modifications that sustained the program: the experiences of each trainee were unique to his/her program and performances were judged in terms of competency clusters and results, not specific objectives or behaviors. The year-long experience provided many opportunities to personalize the learning plan for each trainee. Many different routes were taken to indicate achievement of a competency cluster. Examples of the variety in program direction were these:

One trainee needed to know how to mainstream educable mentally retarded students. Therefore, she observed an EMR class, planned with the teacher, and received some training from the teacher prior to teaching the students.

One trainee needed a stronger background in mathematics. She did the only curriculum review of the K-8 mathematics program written by a trainee, taught a math group the entire year, and attended workshops on math methods.

One trainee had a strong background in art and used it to develop colorful, informative displays for a nutrition unit.

An item in the checklist (Part II, #23) in the Summative Evaluation indicated that 77.8% of the participants checked that the supervising teachers were encouraged "A great deal" by the consortium program to provide the trainees with a variety of experiences outside the assigned classroom. This encouragement facilitated the individualizing of trainee programs. The Camp Lejeune consortium program was maintained on the assumption that experiences would be personalized in addition to general requirements of the overall program. Individualized trainee experiences were developed to support this assumption. The board, administration, and committees supported this operating principle in many ways. Opportunities were arranged for the trainees to have access to any teacher, staff member, program material, or equipment necessary to achieve a program goal. Some trainees worked with faculty and students at the junior high school to specialize in a subject area and follow the curriculum development strand to the ninth grade. The following examples illustrated these personal experiences:

One trainee concentrated in science and planned a three week unit on weather. She was the only trainee

to work over one month with the junior high science team.

One trainee concentrated in reading and spent three weeks with the junior high English team to observe, teach, and study the scope and sequence of the program for seventh and eighth graders.

The university and State Department maintained the personal program function of the consortium program by providing workshop consultants and skills training according to competencies needed by the supervising teachers and trainees. These sessions were arranged upon the requests made by the participants based on analyses of the competencies. Policy Board minutes of 30 March 1979 included topics of workshops provided for the supervising teachers and trainees in school year 1978-79. The topics were Mainstreaming, Marine Science Education, Gifted and Talented, Children's Literature, Math Manipulatives, Family Life Skills, Learning Centers, and Professional Ethics and Legal Rights of Teachers. Additional topics that depended on the needs of the trainees were presented in sessions held during the period the consortium program operated that illustrated the support given to the participants by the agencies involved.

Street observed that the consistency of beliefs of the supervising teachers and university personnel was an important maintaining function of a competency-based program, as evidenced by his inclusion of it as a question. The consortium program viewed the personal nature of the program



as being maintained by groups of colleagues with similar beliefs on several levels. The first collegial group that maintained the consortium program was the Policy Board. All of the agency representatives worked as equals with various contributions to make. The second level of colleagues was made up of the supervising teachers who worked with each other. A third level was the working relationship of the supervising teachers with the university consultants. Consistent positions on matters pertaining to the trainees were evident.

Policy Board minutes revealed communication existed between the university personnel and supervising teachers in regard to the trainees' programs. The university personnel reviewed each program carefully and provided sessions on topics requested by the supervising teachers, both for the trainees and themselves, and provided sessions on topics board members felt were essential. One trainee who was having difficulty meeting consortium program competencies at the excellent level received counseling from the university representatives at the request of the supervising teacher. At her final exit interview the university representatives spoke with her again regarding her average scores and encouraged her to improve her competencies through staff development upon employment.

An item in the checklist (Part II, #26) of the Summative Evaluation stated, "How much help have university

personnel provided you?" A majority of the participants (87.4%) checked "Some of the help I felt I needed" or "Most of the help I felt was needed." It appeared that the participants shared a consistent belief in working together.

Comments written for Section III of the Summative Evaluation indicated that the most valuable part of the program for the supervising teachers was "Time spent with university personnel." The consortium program was maintained upon the strength of these working relationships based upon shared beliefs.

Another level of collegial relationship existed among the staff and teachers of the school district. The human and material resources of the district were offered to the trainees in countless examples of team efforts. A fifth level of colleague relationship was found between and among the teachers and the trainees. The trainees were introduced and given duties from the first day as if they were certified classroom teachers. This established a working relationship with the students that went beyond the type traditionally formed during the temporary assignment of a student teacher. All of these support systems, including the State Department's relationship with each group, helped maintain the Camp Lejeune Teacher Education Consortium.

An item in the Likert-Type Scale (Part I-A, #10) of the Summative Evaluation stated, "There appears to be little

difference in viewpoint on substantive matters among the agencies which are participating in the Consortium." It received a mean score of 4.1, indicating agreement of the participants and confirming that consistency of beliefs existed in the consortium program.

The final question posed by Street under the maintaining function had to do with the positive contribution to the teaching profession of a competency-based system. An examination of the memoranda that described the consortium program's formation revealed that the Camp Lejeune professional association became involved in the consortium in order to contribute to the profession by allowing teachers to help prepare teachers. The traditional view of voluntary professional associations as being interested only in welfare and fringe benefits shifted in the consortium-based program to an additional interest in the quality of teacher preparation programs and professional practices. The Camp Lejeune NCAE Consortium Committees were examples of colleagues working to achieve a common goal of improving the profession through the sharing of ideas and mutual decision making.

An item in the Likert-Type Scale (Part I-A, #5) of the Summative Evaluation stated, "The Consortium's operation and organization patterns were conducive to encouraging educational change and innovative programs." The mean score was 4.2, indicating that the participants agreed with

the statement and felt that there were positive contributions in the form of innovations to the teaching profession.

The Camp Lejeune consortium program was actively involved in improving the quality of professional practice acceptable for preparing teachers to enter the profession. The procedures and materials used to maintain the program were designed to produce teachers who would make positive contributions to the teaching profession. The data resulting from the Follow-up Questionnaire for Beginning Teachers (See Appendix Q.) completed by principals of the 1978 graduates indicated that the lowest mean scores corresponded to Criterion #7 having to do with the motivation of learners and Criterion #9 regarding clinical approaches to misbehavior. The highest mean scores were 5.0 (excellent) on Criterion #11 regarding the ability to work cooperatively with other staff members and Criterion #12 indicating the demonstration of professional traits of character. According to conclusions drawn by the Teacher Education Area of the State Department, the overall evaluation was most favorable. These conclusions indicated that the consortium program graduates were performing well above average in most areas evaluated in their first year of teaching.

One consortium program graduate shared this comment in an interview made during her first year of teaching, "My principal asked if there were more graduates like me available."

A checklist item (Part II, #5) of the Summative Evaluation asked the participants from all agencies to "check the three most major motivations for serving as a cooperating teacher." Of the respondents, 33.3% checked "Believed the student would profit"; and 30.6% checked "Considered it to be an opportunity to grow." Results indicated that over half of the participants perceived that the consortium program was operated by professionals who wanted to benefit students directly and improve the competencies of teachers.

From an examination of survey instruments and other documents, it can be concluded that positive contributions were made by the consortium program that improved the quality of the profession.

#### Monitoring Functions

The measures used to analyze and evaluate a competency-based program assess the administration and operation of the system. Street indicated that an examination of the amount of paperwork, the major advantages, and the important impediments to using a competency-based system would assess a program's operation. He asked the following questions:

Does the use of the system require minimum paperwork?

What are the major advantages to using the competency-based system?

What are the important impediments to using the competency-based system--i.e., time, effort, evaluation?<sup>5</sup>

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<sup>5</sup>Ibid.

Several unique procedures were established by the Camp Lejeune consortium program in the area of evaluation. These procedures were modified approaches to competency-based program evaluation and personnel evaluation. The monitoring functions of the consortium program were used to evaluate the trainees, supervising teachers, and overall program. The procedures required a minimum of paperwork because of the emphasis on performance results rather than specific behaviors.

Traditional teacher education programs measured competence by a set of credentials, earned after receiving favorable feedback in the form of grades. Consortium programs recognize competence as the ability to perform and the results of that performance. The Camp Lejeune consortium program measured competence in terms of the results. The performance appraisal by the supervising teacher examined key performance result areas, such as classroom management, pupil achievement, and teacher-student relationships. The trainee's performance was related specifically to key performance result indicators for each result area, such as teacher-made test results, homework assignments, and projects. The focus on the results of teaching provided a truer picture of performance than did the paperwork necessary to check off lists of specific behaviors observed without regard to the students' responses and results.

Feedback given the trainee by the supervising teacher was frequent, mostly verbal, and focused on results. University personnel provided training in giving feedback that was nonjudgmental. The supervising teachers were encouraged to observe varied situations, examine the results of the teaching, and give feedback in a manner that maintained a nonthreatening atmosphere. Other teachers, principals, and university personnel also observed and evaluated the trainees. The involvement of others added to the continuous, informal feedback provided by the supervising teacher throughout the year.

Three formal observations were made to complete the "Evaluation of Intern Performance" form. The "Exit Criteria" form provided the bench-mark evaluations for advancement to Associate Teacher and to Certified Teacher. Both of these forms were adopted from other competency-based programs and modified to have a results' focus. Indicators for the competency areas were measured in terms of the effects of the teaching on students. The learning outcomes were measured to verify the achievement of the teaching competencies. There was not an all-inclusive list of teacher behaviors; therefore, the evaluation sampled the mastery of some unspecified tasks that achieved the desired results.

A type of paperwork required of the trainees was to make daily entries in a log book. The trainees recorded many of their reactions after the conferences in logs they

maintained. They were counseled by the university personnel to look for patterns of behaviors and personal strengths and weaknesses in the log entries for the purpose of self-evaluation. Discussions with their supervising teachers in relation to log entries often led to personal discoveries for the trainees because of the close relationships that developed.

The teaching units produced by the trainees were examined as part of the evaluation process, as were the written case studies and curriculum reviews that may have been in their programs. The Camp Lejeune NCAE Consortium Committee and the Policy Board read the materials for evidence of knowledge of material, methodology, and ability to plan and organize. Approval of the materials was necessary for advancement to Associate Teacher and to Certified Teacher. Associate Teachers answered the Teacher Attitude Survey and the Teacher Behavior Inventory again as part of their final evaluations. It was expected that changes in attitudes toward teaching and improved behavior inventory scores would occur as results of the training experiences and would be obvious from an examination of the more recent scores. These changes and improvements did occur as evidenced in the comparisons made with the scores.

A major advantage of the competency-based consortium program was that it helped people become competent teachers by making them aware of their personal strengths and



weaknesses. The entry-level competencies established a beginning point; a personal program produced a direction for growth; and the exit criteria indicated personal achievement and growth as a professional. There was evidence verified by other professionals that each trainee was prepared to deal with the education of students. The uniqueness of the individual was maintained, and each was competent in his own way.

Another advantage was that the supervising teacher, the person closest and most knowledgeable about the trainee's performance, had the central role in the evaluation process. The immediate feedback to the trainee was a valuable part of the consortium program because it enabled the trainee to make corrections and learn from mistakes. Statements that expressed the value of feedback were made by consortium program graduates in later interviews.

The competency-based system as it was utilized at Camp Lejeune offered few impediments in regard to time and effort spent in the written evaluation process. The instruments were shortened once and made easier to use. Most of the evaluation was on an informal, continuous basis and seen more as a developmental process than paperwork. The informal evaluations required less paperwork but more contact time. Program graduates made the following comments when asked if being evaluated in their first year of teaching was like being evaluated in the consortium program:

No, there is not the relationship that existed from daily contact and personal responsibility. I don't see my principal in the classroom as much.

A principal doesn't have time to develop that relationship with all of his duties and people to work with.

Time was a factor of concern to some supervising teachers in the first months of a trainee's program. Information to prepare trainees for teaching had to be provided daily, in addition to regular classroom and school duties by the supervising teachers. The following statements from interviews with former supervising teachers illustrated the frustrations experienced in trying to provide trainees individual attention:

As a program it makes so much sense on the surface, but it is not being done in the universities because it involves so many people and meetings.

It is a lot of work and involves many hours after school.

It is just too much work to have a trainee every year.

During the first month there was not enough meeting time for the supervising teachers and the trainees for the informal fellowship that builds the relationship needed for evaluations.

The advantages of the consortium program must have far outweighed these time and effort factors because every year there were more teachers applying to be trained as supervising teachers and only one experienced supervising teacher decided not to take another trainee.

In this section the Camp Lejeune Teacher Education Consortium was analyzed using the Street model. The questions

posed by Street in the analysis of the functions could be answered in terms of the Camp Lejeune consortium; therefore, it was demonstrated that the program was competency-based.

### Modification of Camp Lejeune Competency-Based Program

#### Identification of Assumptions

Basic assumptions for a quality teacher education program were identified from the literature and formed the basis for further analysis of the Camp Lejeune consortium program. These assumptions were as follows:

- (1) Performance appraisal in teacher education programs should focus on the results of the teaching to give a truer picture for competency assessment.
- (2) Consortium arrangements should be examined that provide greater responsibility for teachers and parity to all agencies involved in teacher preparation.
- (3) A greater emphasis should be placed on the supervising teacher as a competent professional with a voice in who can enter the profession.
- (4) More time in field-based experiences should be provided in order to allow extensive opportunities to work with students, teachers, and the community and to see the results of that work.
- (5) Specification of teaching competencies and acceptable criteria for the performance of the competencies should be established so that the importance of individual differences is both recognized and retained as a program component.
- (6) Security and acceptance of the trainee should be assured by providing a nonthreatening atmosphere in which the trainee is recognized as a unique, growing individual.
- (7) Highly competent teachers should be custom built in individually tailored training programs.

Using these assumptions as the elements of a quality teacher preparation program, the researcher examined the Camp Lejeune Teacher Education Consortium to answer the following questions as presented in Chapter I:

- Question #1: Can a competency-based teacher education program be modified to focus primarily on key results of teaching rather than on "specific" teacher behaviors?
- Question #2: Can a competency-based teacher education program be modified to shift major responsibility for key decisions concerning the preparation of preservice teachers from university instructors to classroom teachers?
- Question #3: Can a competency-based teacher education program be modified to allow for a greater percentage of total preparation time to be spent in field-based experiences than in campus-based experiences?
- Question #4: Can a competency-based teacher education program be modified to allow for a highly personal teacher education program geared to an individual's specific needs?

Excerpts from consortium program records, publications, evaluations, and interviews with former supervising teachers and program graduates were utilized to help answer the four questions. In each case, the printed material remaining from the consortium program reinforced the fact that the Camp Lejeune Teacher Education Consortium was a competency-based program that made modifications which improved its quality as a teacher preparation program based upon the seven assumptions.

## Responses to the Questions

Question #1: Can a competency-based teacher education program be modified to focus primarily on key results of teaching rather than on "specific" teacher behaviors?

Modifications can be made to a competency-based teacher education program that focus the evaluation on the key results of teaching rather than on "specific" teacher behaviors. As the review of result-focused performance appraisal indicated, a truer picture of what occurs in the classroom is provided by an examination of the key performance results areas and indicators. Trainees were observed teaching by the supervising teachers who also reviewed products resulting from the teaching.

Evaluation instruments for the consortium program were designed with general performance indicators. Competencies were assessed in terms of observed indicators. These indicators were representative of the goals the trainees set for themselves in working with students.

Central to results-focused performance appraisal is feedback provided by the supervising teacher. In discussing feedback with supervising teachers, the comment was made by one that, "Giving feedback was difficult because you had to stick to just what happened and not give your opinion." That statement summarized the rules for giving feedback based on results as used in the consortium program. Training in giving feedback specified that the observer must

report exactly what the results of the trainee's actions were; it was then up to the trainee to draw conclusions about the effectiveness of the teaching. As one program graduate said in an interview, "It's the outcomes with the students that are important."

The supervising teachers interviewed stated that they came to realize several things from the feedback training in regard to giving opinions and evaluating performance. They realized that the means used to achieve results were not as important as the results themselves, and that there are many ways to achieve the same results. Therefore, making value judgments on what was "good or bad" teaching behaviors would not be beneficial and not help the trainee attain competencies. As several supervising teachers said when interviewed about giving feedback:

I came to realize that different things bother each teacher. Some let the kids get away with too much and are not bothered by the noise, mess or anything; but they get the results, so who am I to say they can't teach.

What works for teachers varies. It's the results that count.

One program graduate indicated an understanding of focusing on results when she said:

You can pick out what works for you as a teacher if you look at what happened to the students.

Another had this to say about the value of feedback on results over a year's time:

My experience included close extended work with students so the effects of my instructional program on the students could be seen.

Getting used to this type of evaluation produced responses from the trainees such as these:

It was hard to be watched at first. I'm used to feedback now and comfortable with observations and visits.

Being observed and getting feedback was great.

I had a very open relationship with my supervising teacher and felt free to respond to her observations.

The evaluation process used in the consortium program was continuous and informal. Program graduates mentioned several benefits of having results of their teaching pointed out to them in these interview statements:

I am a practical person and was helped very much by the day-to-day learning that occurred in the classroom. I saw the strengths and weaknesses of my own ability to get results and was able to try many methods to meet individual needs of students.

I use the communication and feedback skills I learned in the program with my students now. They like knowing the results of their work, too. They can decide if it is good or bad.

There appeared to be a professional growth process occurring as each trainee analyzed for herself what behaviors had contributed to the obtained results. Other statements made by the program graduates indicated a professional approach to their first year of teaching. For example:

I could handle the classroom management better than the other first year teachers could. The others were not as open to talk about what happened in their rooms (the results). I was used to talking about what happened.

There was openness in the consortium evaluations. I learned a lot. I would not be a teacher today if it were not for the program. My first year was with a difficult group, but my experiences seeing other teachers have trouble with getting results made me realize I'd have to try harder, not give up. If I don't get the results I want, I try different approaches--reading, observing someone else, ask for a workshop, things like that.

Question #2: Can a competency-based teacher education program be modified to shift major responsibility for key decisions concerning the preparation of preservice teachers from university instructors to classroom teachers?

Modifications can be made to a competency-based teacher education program that shift the major responsibility for key decisions concerning teacher preparation from university instructors to classroom teachers. A competency-based teacher education program operated by a consortium of agencies facilitated the shift of responsibility for teacher preparation to the classroom teachers at Camp Lejeune. Minutes of a Camp Lejeune Teacher Education Consortium Policy Board meeting revealed the initial organization that was necessary to shift the emphasis to the classroom teachers:

4 February 1977

Policy Board Minutes

The Consortium Based Teacher Education Program is not duplicating the university student teacher plans. It is the intent of our program to place the student teacher with a team of teachers, although one person on the team does accept responsibility for that student teacher. Having a student teacher should be viewed as an asset--one who will share the workload--and not as a liability. The idea is to use modeling as the basic instructional vehicle. The student teacher will be observing and modeling himself/herself after



the supervising teacher, but the observation must be active rather than passive.

The consortium program established policies that made the supervising teachers and other faculty members responsible for most of the training and evaluation processes that occurred in the field-based teacher preparation consortium program. Three consortium agencies worked with the professional teachers' association to provide the human and material resources necessary to support the classroom teachers in their efforts. The success of this unique arrangement was recognized by the Visitation Committee that observed the consortium program in 1978. Their report included this statement on the operation of the consortium program:

Efforts of professional agencies within the Consortium acting in concert have resulted in a unique teacher educational program. Board members, staff, faculty, and interns are not alienated from one another, but rather work cooperatively toward common goals. The Consortium is not bureaucratic in structure which allows concerns of interns and supervisory teachers to be handled quickly and the flow of information and the implementation of policy appears smooth and concise.<sup>6</sup>

Supervising teachers did communicate concerns to the board members in regard to the importance of being the key person in the teacher preparation process. The professional attitudes displayed by the supervising teachers were summarized when one of them remarked in a follow-up interview:

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<sup>6</sup>"Report of Visitation Committee," p. 2.

It is a tremendous responsibility. Someone would have to see a value in it for the profession to want to help a trainee.

Initial feelings of doubt about their capabilities for handling this important responsibility were expressed by some of the supervising teachers. Assuming the roles of decision maker, model, and key resource person in the teacher preparation process was overwhelming for the supervising teacher working with her first trainee. These comments were made in a follow-up interview after the consortium program ceased operation:

I was uncomfortable at first when the university said, "YOU work it out" when I asked questions.

I wanted to know every requirement of my trainee from day one, but later I saw that that was impossible.

I was uncomfortable knowing I would be the final judge of competence. That was too much authority at first.

I wanted more deadlines and standards from the university in advance instead of second semester when there was not much time.

Another adjustment faced by the supervising teachers concerned the sharing of the classroom students. Providing the trainee with immediate classroom responsibilities involved trusting that trainee to work effectively with the students from the first day. This concern was expressed by a supervising teacher who understood that a trainee learned from making mistakes but did not like observing the results produced:

It is hard to watch my trainee without commenting on what she is doing that is distractive or ineffective

with my class, but I have to keep quiet and not interfere.

This type of situation was the topic of some Camp Lejeune NCAE Consortium Committee meetings in which feelings were shared and advice exchanged on dealing with the responsibilities of working with both students and trainees. The university personnel provided the supervising teachers instruction in giving feedback that helped them work with trainees on identifying problems in classroom management and other areas. Most problems were solved because of the cooperation among the agencies. For example, the minutes of the Policy Board meeting held on 20 May 1977 included this:

The State Department representative planned to provide the supervising teachers with a 26-page notebook on how to evaluate behaviors identified in each competency area.

The supervising teachers had decisions to make outside of the classroom, too. They were active committee members conducting other business of the consortium program. Excerpts from the Policy Board minutes revealed some of this involvement:

11 March 1977

The CLNCAE President reported to the board that the supervising teachers had compiled a list of things that the trainee should be capable of doing from the first day in the classroom. The list of expectancies were given to the board for use in designing simulations to be used at the interviews for candidates.

17 June 1977

Plans were made for the initial meeting of the supervising teachers with the new trainees. The location and all arrangements were decided by the CLNCAE committee.

On the basis of their own use of the Teacher Behaviors Inventory, the supervising teachers recommended that this instrument be administered as a part of the orientation of trainees.

27 February 1978

The board accepted the report of the CLNCAE Consortium Committee for changing the classification of a trainee to an associate teacher.

Contributions of the supervising teachers were recognized by the Visitation Committee that observed the consortium program. Their report listed the following strengths related to the supervising teachers:

- (1) Association with and involvement in public school settings
- (2) Close association with and involvement in appropriate professional organizations
- (3) Consistency of teaching load with reputable practices and standards of the Southern Association of Colleges and Schools
- (4) Planning for an institutional provision of support for continuous staff development
- (5) Effective logistical support--clerical assistance, expendable supplies, supporting services, etc.
- (6) Positive and wholesome morale
- (7) Systematic process for the evaluation of faculty performance.<sup>7</sup>

In addition, the committee found the supervising teachers to be "knowledgeable in their fields; competent in terms of preparation, experience, and teaching performance; and competent in the use of teaching materials and strategies."<sup>8</sup>

The supervising teachers recognized that the consortium program benefitted them professionally in addition to preparing the trainees. The growth of the supervising

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<sup>7</sup>Ibid., p. 4.

<sup>8</sup>Ibid., p. 5.

teachers was indicated by statements they made in a follow-up interview after the program ceased to operate:

I am more aware of the competencies needed to be a teacher.

Having a trainee to help inspired me to do creative things I had forgotten about.

The program has had an effect on my lesson plans. The plans had to be specific for the trainee, so now I am planning ahead and being precise for myself.

Modeling caused us to plan carefully. My plans today have more purpose; I can zero in on objectives and points easily.

I see the work of my students in terms of competencies. It is a part of my teaching to tell them what the end expectations are and why we do activities. Everything has a purpose.

Talking to other team members is easier; we are more comfortable talking about teaching.

I am a team leader and the program skills have helped me give feedback to my teachers.

Some positive effects that resulted from being responsible for the professional preparation of teachers were revealed in remarks made by the supervising teachers in the follow-up interview:

It would be just as easy for co-workers to observe each other the same way we observed trainees and talked with them afterwards.

I think I could meet competencies by spending time in another classroom with someone showing me how to use a new technique.

So many teachers have strengths to show and explain that it could be inservice to work with another teacher instead of a course or workshop.

Being in the classroom with a teacher demonstrating a skill is just not the same as videotaping or microteaching the same skill--it's better.

It is possible to modify a competency-based teacher education program by shifting the responsibility to the classroom teachers and obtain positive results for both the teachers and the trainees. In the Camp Lejeune Teacher Education Consortium program, the supervising teachers recognized the benefits the trainees gained in working with students for a full year. They were aware that trainees left the consortium program with a real feeling for what the day-to-day commitment to teaching meant. The supervising teachers were rewarded for their efforts when some of the program graduates said:

The preparation of units with supervision has carried over. I set up my own math system the first year. Everyone talks about how organized I am when it comes to having materials on hand for my students and other teachers.

I can ask for help freely and always plan cooperatively with another teacher. The sharing with my supervising teacher was a real advantage of the program.

I carried personal things from my supervising teacher to my classroom to model: discipline techniques, control, and the expectations of students.

Question #3: Can a competency-based teacher education program be modified to allow for a greater percentage of total preparation time to be spent in field-based experiences than in campus-based experiences?

Modifications can be made to a competency-based teacher education program that allow for a greater percentage of field-based experiences. The consortium program at Camp Lejeune released articles in local papers to publicize a year-long teacher preparation program. A copy of one

such release filed with the Policy Board minutes for March 1977 stated:

. . . it [consortium] offers a full year internship in the classroom. This varies from the traditional teacher preparation program where most of the senior year is spent on campus with 6-12 weeks of student teaching. . . . The advantage of the Consortium approach for the undergraduate is the year-long internship spent in the schools which provides more in-depth teaching experiences. In addition, formal course work and professional seminars can be correlated with classroom experiences. This helps the student relate theory and practice.

Calls were received requesting more information and applications arrived soon afterwards. The consortium program did extend the field-based portion of a teacher preparation program and did identify persons who spent ten months in classroom experiences as trainees.

The differences cited by the supervising teachers in comparing the consortium program to traditional student teaching programs were basically the same reasons given by the trainees to explain their involvement. Differences were viewed by the teachers and trainees:

The modeling is different from short term experiences. The growth can be seen. There is follow-through of all lessons, not just a few to sample.

Student teaching is more like putting on a show. That is not the case with a year of dealing with problems, day in and day out.

There was more time in the consortium program to experiment and make mistakes.

Two months is not long enough to make a teacher.

Living through methods in a classroom is not even comparable to a traditional college course. In a

competency-based program you learn about yourself and it's valuable. I learned how I wanted to be as a teacher and how I didn't want to be.

The greatest strength of the consortium program identified in the Report of the Visitation Committee was "the year-long practical experience--from the opening school period through the ending school period."<sup>9</sup> The Report of the Visitation Committee included this statement in regard to the field experience:

A real strength of the consortium is the length of time a trainee works in the classroom and the close relationship that appears to exist among the trainees, their supervising teachers and consortium personnel.<sup>10</sup>

In the Comments section (Part III) of the Summative Evaluation, the trainees indicated that the most valuable feature of the consortium program was "seeing children coming into school in the fall and being with them the entire year because it provided a clear and true picture of the classroom."<sup>11</sup>

Trainees identified several strengths of the field-based consortium program in a follow-up interview:

It gave you a year to grow and develop in a safe environment.

There is so much time to get feedback, and that is how I learn.

The NTE exam was easier because I had been in the classroom. The questions seemed familiar.

I can tell I am not missing any skills because I do not have a transcript of methods courses--I just learned them in school.

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<sup>9</sup>Ibid., p. 8.

<sup>10</sup>Ibid., p. 3.

<sup>11</sup>Ibid., p. 9.



The schedule was perfect and the financial arrangements were great.

All of the consortium program graduates were hired as classroom teachers soon after being certified. One commented on how the year of teaching in the consortium program helped at her interview:

I have a portfolio of units, a case study, a journal, lesson plans, a curriculum analysis, workshop materials, etc., from my year in the program. The materials helped me get my job--I took them to the interview and the principal loved them.

Being a trainee for the whole school year was of particular value to one early childhood graduate. She stated:

I got a job teaching first grade. I have all the lesson plans for the team and a big file of bulletin boards, units, and activities for all the holidays from September to June since the consortium teachers all shared.

After the first year of teaching employment, the program graduates were interviewed. When asked what effects the year-long experience had on them as first-year teachers, some responses were:

I was completely prepared and ready for the year.

I felt prepared and knew what to ask to get settled in a new school and oriented to the programs and materials.

I will stay in teaching. Most teachers quit because they do not know any options; I can draw from a variety of styles and keep trying if I am not successful. That came from having a supervising teacher show you and tell you how to get over the rough spots.

I could see that experienced teachers can not do it all and meet everyone's needs; I knew not to feel that frustrated the first year.

I felt I had had a job already because I had worked with a good teacher and attended so many workshops with good ideas.

I started out with a 5th-6th grade combination class my first year, but I did not panic because I had had so much experience in grouping and working with different grades.

I seem to have a different teaching style from the other teachers in my school. I can cope with kids with problems, so the principal assigns all the kids with problems to my class. At one time I had a reading group with 39 kids and had to diagnose three levels I could handle, so I made a test and observed every child until I figured out how to group them. I am the only one in my school that did my own grouping for math, too. I could never have done it without all that experience in the grade levels.

Modifying a teacher preparation program by increasing the length of the field-based experience was accomplished by a competency-based consortium program that combined the time spent in methods courses with the student teaching time. The benefits of seeing the scope, sequence, continuity, and development of programs and students were evident in the Camp Lejeune Teacher Education Consortium program and its graduates.

Question #4: Can a competency-based teacher education program be modified to allow for a highly personal teacher education program geared to an individual's specific needs?

Modifications can be made to a competency-based program so that highly personal programs can be designed for trainees without the use of modules and behavior checklists that were typical of most competency-based programs. The Camp Lejeune consortium program modified the organization

of teaching competencies into clusters of indicators. Personal programs for trainees were built around the competency clusters and based upon the competencies each trainee brought to the program. This process produced a unique program for each trainee. The consortium program approach was explained in a March 1977 newspaper article that included this section taken from the release copy filed with the board minutes:

. . . Because of the many resources made available through the four cooperating agencies and the close cooperation of these agencies within a school system, the Consortium approach to teacher education provides a unique and exciting alternative to traditional teacher education programs. Interns in the program will have the opportunity to spend many more hours in the classroom developing their teaching skills. The Consortium approach also has the flexibility to meet the individual needs of the interns accepted. Each intern participating in the Consortium will develop with an advisor a program which will build on his or her assets. Each intern's program will be designed to attain the competencies needed to enter the teaching profession.

The North Carolina Association of Educators published an article about the consortium program in the June 1977 NCAE News Bulletin entitled "Camp Lejeune: It's a Training Camp for Teachers." The article emphasized the personal program aspect of the consortium program in a section that stated:

. . . one of the strengths of the program will be that trainees can meet the competency levels at different times, thereby eliminating the lockstep approach to training teachers. A trainee who shows unusual promise may be recommended for certification when the supervising teachers feel competency levels have been reached

and the individual is ready for the classroom. Another person might take longer before reaching the same level.<sup>12</sup>

The Report of the Visitation Committee included some strengths of the curriculum program provided for the trainees in the consortium program:

- (1) the level and quality of educational background of each student is carefully assessed and a program of study appears to be individualized accordingly
- (4) the harmonious relationship between the supervising teacher and the trainee generally creates a comfortable learning environment for the classroom<sup>13</sup>

Trainees wrote in the Comments section (Part III) of the Summative Evaluation that the second most important feature of the consortium program was "working in different grades as a teacher." Opportunities to observe and teach in grade levels above and below the assigned level were provided. This, and other personalized experiences, were the result of the close work of the Policy Board and the teachers.

The board minutes revealed many examples of actions that illustrated the emphasis on personal programs balanced with attempts to insure comprehensive programs:

13 October 1977

The board advised the CLNCAE representative that it appeared that the trainees are accepting too much responsibility too soon. They needed much more in-depth study in selecting materials and an hour or so a day to develop a unit.

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<sup>12</sup>"Camp Lejeune: "It's a Training Camp for Teachers," NCAE News Bulletin, June 1977, p. 4.

<sup>13</sup>"Report of Visitation Committee," p. 6.

The board also recommended that each trainee spend 2-3 weeks in one or more grade levels above and below the area of assignment. The supervising teacher would plan with the trainee and the teachers in the other grade levels for appropriate experiences.

20 November 1978

The educational programs of each of the four trainees were examined by the board. Some points which the group felt should be added to the programs, if needed by the trainee, were observing and discussing the special areas of the counselor, art teacher, reading teacher, librarian, music and physical education teacher, nurse, special education teacher, speech therapist, and social worker with the person in the system hired as that specialist. It was desirable that each trainee spend a minimum of three hours of school time weekly for professional reading and study. All trainees should be sure to receive training in the use of instructional and audiovisual equipment, as well as office machines for duplicating materials. It was recommended that each trainee observe in grades above and below the assigned grade to see the curriculum and skills development.

12 January 1979

Trainees being certified in intermediate were assigned to approximately one month at the junior high school. The teachers receiving them were oriented to the program and trained to evaluate them. The trainees reported back to their original supervising teacher each week to share progress and activities done at the junior high.

The Policy Board considered each trainee's program to be unique. The board recognized that each trainee progressed at an individual rate. Board minutes revealed the actions taken to advance each trainee through a personal program.

31 March 1978

Board advanced one trainee to Associate Teacher.

5 May 1978

One Associate Teacher was interviewed and accepted for

certification. Two trainees were moved to Associate Teacher status after a review of materials.

23 June 1978

Two Associate Teachers were approved for certification. Concerns over one were expressed and it was noted that she had begun to make the kind of improvement that the board felt led to a good grasp of the competencies but that she needed to continue to teach and grow in a number of areas.

23 April 1979

Three trainees were voted as Associate Teachers. One was so outstanding that an interview was scheduled for an exit interview to approve certification.

25 May 1979

Four Associate Teachers were interviewed and passed for certification.

16 October 1978

Written plans developed cooperatively by the trainees and the supervising teachers and designed to enable each trainee to meet competencies were submitted to the board for review.

The Camp Lejeune consortium program was modified to allow for highly personal programs geared to the specific needs of trainees. The highly individualized programs were seen as a strength of the program and contributed to the overall success of the program graduates. The personal program approach was cited most often as the feature that attracted applicants to the consortium program. In the Summative Evaluation Checklist (Part II, #9), 33.3% of the program participants checked "The Consortium's preservice is much better" in comparison to others, and 44.4% checked "The Consortium's preservice is better." The rest of the participants checked "The same." The interpretation of the item was that the consortium program was considered by

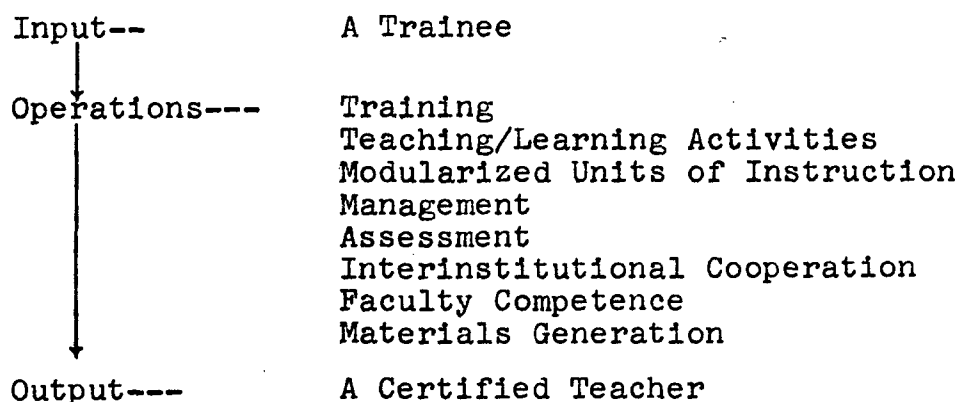
most to be better than programs to which it was compared. There appeared to be support for personal programs in teacher education.

Interviews and documents reviewed related to the Camp Lejeune Teacher Education Consortium program confirmed that a competency-based program can be modified in four areas: results-focused performance appraisal, professional responsibilities, length of time in field-based setting, and personal nature of teacher education programs.

This analysis of the consortium program further revealed that the assumptions for a quality teacher education program were present in the consortium program: a focus on results, the uses of a consortium arrangement, an increase in the teachers' role, an increase in the field experience, use of competencies with performance criteria, the creation of a nonthreatening atmosphere, and the custom building of individuals for teaching.

#### A Diagram of a Modified Competency-Based Consortium Program

Most competency-based programs could be diagrammed as flow charts similar in content to the following:



More detailed flow charts would incorporate a series of specific component behaviors that, if performed in sequence, appear to combine and produce a person competent at teaching. The linear, sequential nature of a flow chart is indicated with arrows. A product that appears equal to the sum of its parts is implicit in this type of process.

The Camp Lejeune Teacher Education Consortium did not produce competent teachers in a serial, mechanical manner as illustrated in the diagram above. The consortium program modified some of the operations of competency-based teacher education programs. The emphasis on results in a field-based personal program with teachers as the key decision makers produced a different diagram. The diagram "Trainee in a Field-Based Classroom Setting" illustrated the synergistic process that occurred which produced a whole greater than the sum of its parts. The modified competency-based teacher education program which was developed in the Camp Lejeune consortium program is shown within an amoeba figure. Note that linear, serial processes, as illustrated by arrows, are not appropriate in this model due to the constant interaction of elements within the setting as illustrated by the amoeba figure in the diagram that follows:



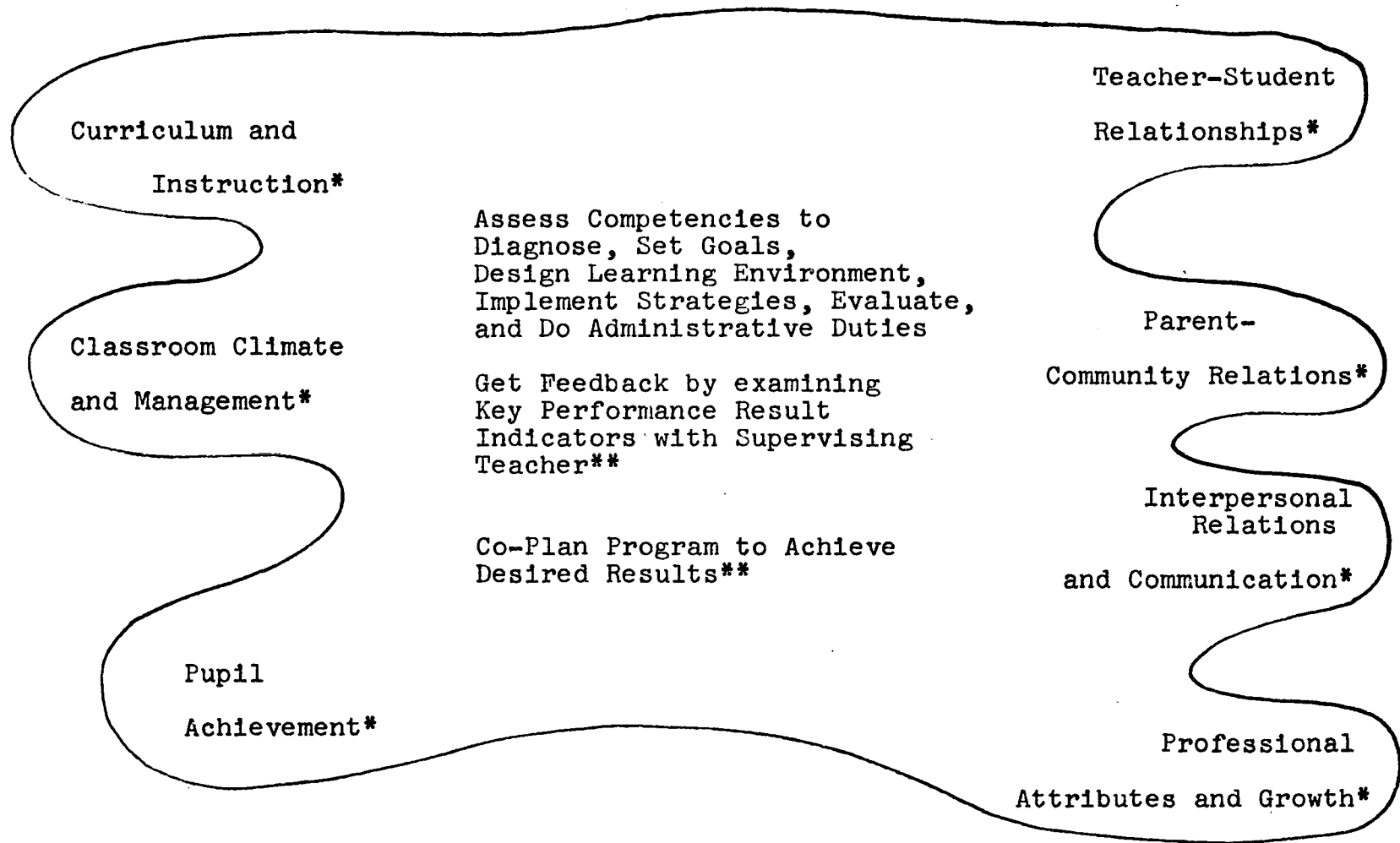


Figure 1. Trainee in Field-Based Classroom Setting

\*Key Performance Results Areas

\*\*Curriculum Development Processes in Which the Trainee as a Professional Educator Participates

## Discussion of Diagram

Key Performance Results were the descriptors for the major parts of a job that specified the trainees' responsibilities. Each key performance results area had related results indicators. To facilitate the reader's understanding, the following sample indicators are given:

### Key Performance Results Area: Curriculum and Instruction

#### Performance Results Indicators

- Adaptation of materials to needs of students
- Lesson plans
- Unit development with long-range plans
- Learning tasks and instructional techniques

### Key Performance Results Area: Classroom Climate and Management

#### Performance Results Indicators

- Discipline procedures
- Pattern of student behavior
- Physical arrangement of classroom
- Supervision of classes

### Key Performance Results Area: Pupil Achievement

#### Performance Results Indicators

- Written products
- Projects
- Homework assignments
- Reading and Comprehension skills
- Test results from teacher-made tests

### Key Performance Results Area: Teacher-Student Relationships

#### Performance Results Indicators

- Evaluation system
- Reinforcement techniques
- Congruence between verbal and nonverbal communication

Key Performance Results Area: Parent-Community Relations

Performance Results Indicators  
Pupil progress report to parents  
School-community activities  
Parent conferences

Key Performance Results Area: Interpersonal Relations and Communication

Performance Results Indicators  
Response to suggested ideas from administrators  
Relationship with administrators  
Relationship with school personnel  
Accurate, legible records submitted on time

Key Performance Results Area: Professional Attributes and Growth

Performance Results Indicators  
Knowledge of subject matter  
Attendance at workshops and professional meetings

Key performance results indicators were the observed results that the supervising teacher described in the feedback sessions with the trainee. Together the trainee and supervising teacher assessed the effectiveness of the teaching performance. Specific and, if possible, measurable indicators were utilized in the assessment process to determine whether the performance met predetermined standards. Standards were developed based upon the unique experiences of the trainees and the students involved.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem on which this study focused was whether a competency-based teacher education program could be modified in certain specified directions through collaborative arrangements to improve the quality of teacher preparation programs. The directions these modifications would take involved results-focused performance appraisal, the classroom teacher assuming teacher training responsibilities, an increase in the length of time for field-based experiences, and the development of personal programs based on individual needs. The Camp Lejeune Teacher Education Consortium, a competency-based program which emphasized a personal and individualized approach to teacher education, was examined to determine the existence and nature of the modifications.

The study employed four procedures to answer the questions raised concerning the modifications of a competency-based teacher education program. They were a review of literature to identify assumptions for quality teacher education programs, a description of the Camp Lejeune Teacher Education Consortium program, an analysis of the Camp Lejeune Teacher Education Consortium program based on the Street model and the assumptions of quality

teacher education programs related to the four questions, and the development of a diagram of the modified competency-based teacher education approach.

It was the thesis of this study that a modified competency-based teacher education program coupled with an innovative teacher education consortium could effect positive change in teacher education.

The areas considered in the review of literature on teacher education included historical background, competency-based teacher education, teacher education consortia, and results-focused versus behavior-focused performance appraisal.

From this review of literature certain changes were identified which were necessary to improve the quality of teacher preparation programs. These changes were establishing performance criteria, forming collaborative arrangements, assessing performance, increasing the influence of classroom teachers, and increasing the time spent by teacher trainees in the field-based classroom.

The Camp Lejeune Teacher Education Consortium program was described from an examination of the consortium program records and documents. The description included the purpose and objectives, organization and administration, managerial structure, admissions policies and procedures, supervising teachers, competency-based classroom experience, and evaluation of the consortium program.

Additional data were obtained and analyzed by reviewing the Camp Lejeune Teacher Education Consortium program in terms of the Street model using the three functions of a competency-based system. The Initiating Function of the Camp Lejeune Teacher Education Consortium program was analyzed through a review of committee reports and program documents that served to identify the measures taken to establish the consortium program. The Maintaining Function of the consortium program was analyzed through a review of program evaluations, sample trainee programs, and Policy Board minutes. The Monitoring Function of the consortium program was analyzed through an examination of program evaluation documents, a Self-Study, and interviews with participants. The Camp Lejeune Teacher Education Consortium program met the standards of a competency-based teacher education program according to criteria established by the Street model.

Further analysis of the Camp Lejeune Teacher Education Consortium program was made using the assumptions for a quality teacher education program that were identified from the literature. The seven assumptions centered on results-focused performance appraisal, consortia arrangements, key decision-making role for classroom teachers, increase in field-based time, specification of competencies and performance criteria, maintenance of a nonthreatening environment, and the importance of individually tailored teacher preparation programs.

## Conclusions

Conclusions drawn from this study refer to modifications of a competency-based program that were identified as being present in the Camp LeJeune Teacher Education Consortium program.

The first conclusion involved increasing the time spent in field-based experiences. It was concluded that the increase in time was a necessary factor in the improvement of the quality of the teacher education program; however, the increase in field-based time was not sufficient to improve the quality of the program by itself. Merely extending the time framework would not automatically improve the classroom experience or the quality of the teacher. The approach used in the Camp Lejeune consortium program involved appropriate support systems, personnel, communications, and a positive teaching-learning environment; it was a combination of these factors that produced the results, not any one in isolation.

The benefits of lengthening the time spent in the field were found to be most directly related to the efforts of competent supervising teachers. Effective instruction required the talents and resources of the professional teacher in addition to the year-long experience. Trainees needed to confront professional problems and discover appropriate personal solutions in the classroom setting under the observation of a teacher who could observe, give

feedback, and co-plan the experiences on a continuous, informal basis. All of these parts of the modified teacher education approach were needed if the training was to be effective.

A consortium arrangement was concluded to be an effective means of providing support to the classroom teachers who were managing the competency-based teacher education program.

Another finding of the study was that teachers do want to be key decision makers with active roles in the teacher preparation process. The teachers wanted the opportunities to train other professionals and willingly learned how to manage the approach.

A conclusion related to making the competency-based teacher education program a rewarding experience was that the trainee's program could be tailored to individual needs. Close relationships with the supervising teachers were found to be central to the personal growth process.

It was evident that feedback, if provided in a safe atmosphere, led to the identification of personal strengths and weaknesses when the feedback focused on expected results. Evaluation was found to have a prominent role in competency-based programs. Focusing on the outcomes or accomplishments provided a truer picture of the trainee's competencies. Competency-based programs can be modified



from a standard series of skills imposed on an individual to a results-focused process in which the trainee develops as both a person and a teacher.

The close relationships that developed between supervising teachers and trainees were found to contribute to the professional growth of the teacher as well. The preservice and inservice education were combined in the field experience.

The study concluded that competency-based teacher education programs can be modified in the directions specified from the questions and assumptions from the literature. The quality of the teacher education program did improve as the result of the lengthening of the field experience, the active roles of the teachers, the consortium arrangement, the personal nature of the programs, the focus on results, and the close supervising teacher-trainee relationship that developed.

### Recommendations

The modifications identified from this approach for improving the quality of teacher education programs should be tried in a more traditional teacher education setting to determine which, if any, of the modifications could be incorporated to improve the student teaching experience.

The modified competency-based approach described in this paper should be implemented in a variety of settings

and the effects reported. For example, the approach was used in an elementary setting and could be tried in a high school setting. Another example would be trying the approach with more than ten students to see what optimum number of students can be involved with this personal approach. If answers can be provided for these and other applications of the approach in new settings, we would know better how to recommend the use of the approach for improving the quality of teacher education programs.

The strongest recommendation to result from this study emphasizes the importance of the year-long field experience. It would appear that there is great value in lengthening student teaching periods. It is recommended that teacher preparation programs of all types consider extending their programs in field-based settings to at least one year and utilize the appropriate support systems.

Related to the longer field-based period is the concept of the professional associations taking a more active role in the teacher preparation process and the competency-based assessment process. A study needs to be conducted to determine what would happen in a traditional student teaching program if the local professional teachers' association increased the role expectations of the supervising teachers in terms of their responsibilities in the teacher preparation program. Such a study would answer the question of whether one of the program modifications

could work to improve the quality of a teacher education program without the other modifications being used.

It is recommended that this modified competency-based teacher education program be tried in other consortium arrangements. For example, the number of agencies involved in a consortium program could be increased to two universities, two local school districts, and two professional associations working with a State Department of Public Instruction.

Further research should be conducted on the following questions: What effect does a program such as the modified Camp Lejeune consortium program have on the supervising teacher? What effect does the modified consortium program have on the professional development of the supervising teacher during and after the consortium program's operation? How do people in the different roles in the program view their contributions to the consortium program, their time commitment, and personal growth and development? Is there a significant difference in the performance of first-year teachers who were trained in a traditional competency-based teacher education program and a modified consortium program like the Camp Lejeune program?

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APPENDICES

APPENDIX A  
ENTRY LEVEL SUMMARY

Developed by the Camp Lejeune Teacher  
Education Consortium Policy Board

## PROSPECTIVE TEACHER PERFORMANCE OBJECTIVES

## ENTRY LEVEL SUMMARY

Demonstrate through satisfactory completion of course work, simulation or experience:

1. Understanding and recognition through leadership activities of the role and function of the educational institution as an agent in transmission of culture and as an agent of social change.
2. Understanding of the components of decision making and the kinds of decisions teachers generally are called on to make in teaching-learning situation.
3. Cognitive understanding in the area of general education.
4. The ability to communicate effectively through speaking and writing.
5. An understanding of group dynamics and intergroup relations.
6. An attitude of acceptance for individuals and a respect for individual growth.
7. An elementary understanding of how children grow physically, mentally, emotionally, and spiritually.
8. A healthy self-concept which permits flexibility in own style and thinking and allows it for others.
9. The possession of traits generally accepted as those of a good human being, i.e., self-control, emotional maturity, enthusiasm, warmth, positive affectivity, sense of humor, etc.
10. The ability to evaluate one's self.

APPENDIX B  
LEVELS OF CRITERIA FOR EVALUATING  
ENTRY LEVEL COMPETENCIES

Developed by the Camp Lejeune Teacher Education  
Consortium Policy Board

Levels of Criteria for Evaluating Entry Level Competencies  
Continuum - Level 6 (low) to Level 1 (high level of  
competence)

- Level 6: Indicates understanding of a behavior concept. Knowledge through grades, standard tests, or personality inventories, etc.
- Level 5: Provides for evaluation through demonstration and/or simulated experiences in teaching skill or knowledge, or attitudes.
- Level 4: Provides for controlled experiences so that variables are limited. Example: micro-teaching with peers or students.
- Level 3: Provides for judgments of competency based on observable behavior of teachers and is gauged on the quality of his professional actions.
- Level 2: Demonstrates relationship between observed teacher behavior and student performance.
- Level 1: Provides for evaluation of types of teacher behavior most likely to influence specific changes in pupil behavior.

From material by Richard L. Turner

APPENDIX C  
ENTRY LEVEL COMPETENCIES

Developed by Camp Lejeune Teacher  
Education Consortium Policy Board

## Entry Level Competencies

### 1. General Education

- |                       |  |
|-----------------------|--|
| Levels of<br>Criteria | a. Cultural Arts   |
| Level 6<br>Level 5    | (1) Understand the role and influence of the arts in the development of culture.   |
| Level 5<br>Level 4    | (2) Ability to motivate students to express feelings, perception and emotions through cultural arts mediums.   |
|                       | b. Health Education  |
| Level 6<br>Level 5    | (1) Understand major health and health related problems in today's society and ways in which values, perceptions, and social emotional, and physical factors relate to cause, prevention and solution. |
| Level 5               | (2) Understand the developmental patterns and characteristics of the individual in relation to health needs and the possible development of health problems.   |
|                       | c. Physical Education  |
| Level 6<br>Level 4    | (1) Know and understand perceptual motor development as it relates to learning.  |
|                       | d. Language Arts   |
| Level 6<br>Level 5    | (1) Ability to listen, to speak, read, and write the English Language  |
|                       | (2) Understand broad concepts of both human and technical linguistics and how these relate   |

Level 6 to the study of the human and technical aspects  
Level 5 of oral and written communication.

(3) Understand the development of language  
Level 6 concepts and thinking skills and their relation-  
Level 5 ship to the communication process.

(4) Understand the acquisition, development  
Level 5 and alteration of speech patterns and habits in  
Level 4 relation to various age levels and different  
levels of maturity.

(5) Understand the role of language and  
Level 6 literature in influencing the development of the  
Level 5 individual, in shaping his view of himself, and  
his world and his sensitivity to and interpreta-  
tion of events.

(6) Understand the reading process and  
Level 6 demonstrate competence in the use of diagnostic  
Level 5 procedures and of the developmental and corrective  
Level 4 techniques.

(7) Know principal types of creative litera-  
Level 6 ture and a representative sample of world  
literature.

(8) Understand and be sensitive to the  
Level 5 literary tastes and interests of young children  
and youth.

e. Mathematics

(1) Understand basic ideas and principles  
Level 6 of mathematics.



Level 6  
Level 5

(2) Understand the structure of the number system, elementary number system and use of algebra and geometry.

f. Natural Sciences

Level 6  
Level 4

(1) Understand the fundamental concepts of and the interrelationships among the major areas of science.

Level 5  
Level 4

(2) Understand the relevance of scientific knowledge to individual and corporate living and an awareness of the rapid expansion and change of such knowledge.

Level 6  
Level 5

(3) Understand natural science concepts and principles as they relate to basic environmental conditions

g. Social Sciences

Level 6  
Level 5

(1) Understand the development and evolution of human culture, along with the interplay of physical, economic, political, and social forces in the shaping of human institutions and affairs.

Level 6  
Level 5

(2) Understand basic concepts, generalizations, and methodologies of the social science descriptives and their interdisciplinary relationships.

Level 6  
Level 5  
Level 4

(3) Understand and appreciate the multi-ethnic American society and its interrelationships with other societies.

Level 4  
Level 3           (4) Ability to apply Social Studies concepts in developing self-awareness and a positive self-concept as individuals and as members of social groups.

Level 4  
Level 3           (5) Understand group dynamics and intergroup relations.

Level 5  
Level 3           (6) Understand the origin and development of values, attitudes and beliefs, how they change and the impact they have on human relationships.

Level 6  
Level 5           (7) Exhibit skill in analyzing, interpreting and using maps, globes, graphs, and other resources in understanding the social sciences.

## 2. Subject Concentration Competencies

Level 6  
Level 4           a. Know and understand the concepts, structure and language of the subject specialization.

Level 4  
Level 3           b. Ability to extrapolate from the disciplines the concepts and generalizations which meet the needs of learners.

Level 3           c. Ability to apply knowledge in new situations.

## 3. Professional Competencies

### a. Human Growth

Level 6  
Level 5           (1) Understand the principles and processes of human growth and development in relation to human potential.

Level 6 (2) Ability to recognize the components of personality structure.

Level 6 (3) Understand theories of learning which will insure appropriate individualization of achievement and development among learners.  
Level 5

b. Foundations

Level 6 (1) Understand the historical and continuing role of the school as a social institution.

Level 6 (2) Understand philosophies of education and their implications for the education of young children and youth.  
Level 5

Level 5 (3) Understand the role of governments at each level in determining the direction of public education.

Level 6 (4) Understand the cultural aspects of education including its influence on values and social-technological change.  
Level 5

c. Personal attributes and attitudinal qualities that promote interaction between teacher and learner.

Level 5 (1) Humane qualities that promote student learning and reflect sensitivity to student desires, expressions and ideas.  
Level 3

Level 5 (2) Understand the components of decision making and the kinds of decisions teachers generally are called on to make in teaching-learning situation.  
Level 3

Level 5 (3) Understand and use non-verbal communica-  
Level 3 tion to encourage student participation.

Level 5 (4) Recognize young children and youth and  
Level 3 individuals with feelings, attitudes and emotions  
that shape their behavioral responses.

APPENDIX D  
CLNCAE REPORT ON ROLE IN CAMP LEJEUNE  
TEACHER EDUCATION CONSORTIUM

CLNCAE Report on Role in Camp Lejeune  
Teacher Education Consortium

I. Criteria to be a Supervising Teacher

A. Initial selection process for supervising teachers

1. School Consortium Committees are formed in each school.
2. School Consortium Committee to make selections composed of the following members:
  - a. School Principal
  - b. Faculty Representative
  - c. CLNCAE Consortium Committee member
3. Committee asks for volunteers to serve as supervising teachers
4. Requirements of volunteers
  - a. Be a current member of the local professional association
  - b. Have a minimum of 3 years of teaching experience in area certified that is the same area they will be supervising
  - c. Have a minimum of 3 full years of teaching experience
  - d. Have a minimum of 1 year teaching experience in CLDS
  - e. Submit a paragraph on "Why I'd Like to be a Supervising Teacher"
5. Volunteers are observed by Committee
  - a. One observation is scheduled with teacher and one is unannounced
  - b. Observations are of different subject areas
  - c. All members are present for same observations
  - d. Each member completes a "Teacher Evaluation by Peer" form for each observation
6. Committee discusses evaluation of a volunteer's lesson. They reach a consensus and write a paragraph on their conclusions. The volunteer is accepted or rejected as a supervising teacher.
7. Committee submits names of all teachers recommended to be supervising teachers to the CLNCAE President.

## B. Final approval process for supervising teacher

1. Teacher must attend a training workshop with the following objectives

- a. Orientation to Consortium
- b. Evaluative techniques
- c. Interpretation of teacher competencies for candidate
- d. Awareness of duties as supervising teacher

2. Teachers who were approved by School Consortium Committee and have completed the training workshop will be interviewed by the CLNCAE Consortium Committee

3. The CLNCAE Consortium Committee submits to the Board the list of supervising teachers

## II. CLNCAE Responsibilities

### A. For Field Experience

1. Introduce candidate to organization and encourage membership and committee participation

2. Form a committee responsible to the CLNCAE Consortium Board representative for the following

- a. Reviewing final candidate evaluations
- b. Hearing grievances of candidates and teachers concerning the field experience situation
- c. Recommend supervising teachers to Board and hold a periodic review of their progress
- d. Establishing suggested guidelines for teachers to use with candidates, i.e., "breaking-in" period, timetable, amount of teaching time, teaching methods to use.

### B. As a Consortium Board Member

1. To provide an association handbook of candidate placement procedures, supervising teacher criteria, candidate evaluation procedures, and CLNCAE policies regarding Consortium up-to-date

2. To make Board aware of problems, complaints, suggestions, etc., from teachers and candidates regarding roles of other Consortium agencies

APPENDIX E  
SUPERVISING TEACHER EVALUATION BY  
CONSORTIUM COMMITTEE

Developed by Camp Lejeune NCAE Consortium Committee



## SUPERVISING TEACHER EVALUATION

By

Consortium Committee

---

Name of Teacher Evaluated

---

School

---

Grade or Subject Taught

---

Date

You are requested to indicate your opinion of this teacher's performance in the five important dimensions of teaching described on the following pages. The highest rating number is 5; the lowest number is 1. Please circle the number that represents your opinion of the teacher.

| <u>DIMENSIONS<br/>OF TEACHING</u>                                 | <u>DESCRIPTIVE WORDS AND PHRASES</u>   | <u>RATING</u> |
|---|--|---------------|
| Subject Matter<br>Competence                                      | Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain and illustrate concepts and relationships.   | 5             |
|   | Adequate understanding; most interpretations and explanations are clear.   | 4<br>3        |
|   | Knowledge of subject is limited; does not give clear explanations and illustrations.   | 2<br>1        |
| -----   |  |               |
| Relations with<br>Students  | Excellent rapport; feeling of good-will prevails; very interested in students; easily approached; students are challenged yet individuality is respected.  | 5             |
|   | Adequate rapport; shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor.  | 4<br>3        |
|   | Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.  | 2<br>1        |
| -----   |  |               |
| Appropriateness<br>of Assignments and<br>Academic<br>Expectations | Assignments are challenging; he allows for differences of ability but expects superior achievement; stresses important topics and concepts and avoids giving time to trivial details; demands critical and analytical thought; tests seem valid.       | 5             |
|   | Most assignments are clear, reasonable and related to class work; expects understanding not memorization; recognizes individual differences among students but generally seems to ignore them. tests are usually related to assignments and class work | 4<br>3        |

| <u>DIMENSIONS<br/>OF TEACHING</u>     | <u>DESCRIPTIVE WORDS AND PHRASES</u>   | <u>RATING</u> |
|---------------------------------------|--|---------------|
|                                       | Assignments are unrealistic, often not clear, not related to class work; students do not know what the teacher expects; tests seem unrelated to assignments and class work.  | 2<br>1        |
| -----                                 |  |               |
| Overall<br>Classroom<br>Effectiveness | Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related; enthusiastic and stimulating; raises thought provoking questions; discussions are lively; pleasing manner, free from annoying mannerisms. | 5             |
|                                       | Usually well prepared, purposes are usually clear; presentations are fairly well organized; encourages student participation; objectionable mannerisms are not serious or numerous; asks some good questions.  | 4<br>3        |
|                                       | Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained; asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.  | 2<br>1        |
| -----                                 |  |               |
| Teacher-Staff<br>Relations            | Takes part in school activities and responsibilities; cooperates harmoniously with co-workers; shares and uses original ideas and teaching techniques with co-workers; accepts responsibility in relation to the total school program.                                       | 5             |
|                                       | Adequate rapport; shows some interest in co-workers; usually approachable; shares ideas if asked.  | 4<br>3        |

DIMENSIONS  
OF TEACHINGDESCRIPTIVE WORDS AND PHRASESRATING

|   |        |
|---|--------|
| Seems unfriendly and unresponsive;<br>impatient; sometimes antagonizes<br>co-workers; too busy to be<br>helpful | 2<br>1 |
|---|--------|

---

Assuming this person is eligible for appointment as a supervising teacher, would you recommend? \_\_\_yes \_\_\_no

You may wish to comment further on this instructor's teaching performance. If so, you may use the space below and the back of this page.

APPENDIX F  
PROFESSIONAL COMPETENCIES

Developed by Camp Lejeune Teacher  
Education Consortium Policy Board

## PROFESSIONAL COMPETENCIES

The competencies deemed essential for the teacher are included in the six competency clusters described in this section. Those clusters are 1) Diagnosing of student abilities, interests, and needs, 2) Setting appropriate educational goals for students, 3) Structuring effective learning environments, 4) Implementing effective instructional strategies, 5) Evaluating the above #2, #3, and #4, 6) Carrying out administrative duties.

Under each competency cluster is a list of behaviors which are related to that competency. This list is not intended to be exhaustive or prescriptive. It can be assumed however that a person exhibiting many behaviors related to a teaching competency is likely to possess that competency.

We accept that a totally objective means for evaluating teacher competency does not exist; however, if agreement is reached on what competencies are critical and what behaviors are likely to evidence those competencies, then our evaluation of teaching can be much more valid and reliable than it now is.

Our listing of competency clusters and related behaviors is designed to improve the validity and reliability of the evaluation of teaching.

- I. A teacher should demonstrate effective skills in diagnosing the needs, interests, and capabilities of students.

A. Selection of Assessment techniques

1. Choose appropriate standardized tests for use in specific classroom situations
2. Use a variety of evaluative techniques to assess aptitude, behavior, and other aspects of a student's learning, such as standardized test scores, biographical materials, anecdotal records, etc., and observation and interpretation of student behavior in a variety of situations.

B. Designing and developing assessment instruments

1. Develop diagnostic instruments and individualized materials such that continuous pupil progress may be enhanced.
2. Develop evaluative criteria with which to determine effectiveness of specific classroom instructional goals, experiences, materials, methodology, and evaluation procedures.
3. Develop indicators of student performance, attitude, and motivation during the times that the student is not in direct interaction with the teacher.

C. Collecting and interpreting assessment data

1. Use informal procedures for observing pupils.
2. Administer a variety of standardized tests.
3. Analyze pupil behavior to determine levels of mastery in relation to ability .
4. Discriminate the learning styles of individual students.
5. Identify a pupil's learning difficulties.
6. Utilize test results to improve curriculum and school programs.
7. Diagnose the self-concept of students through the use of appropriate instruments.
8. Use interaction analysis to categorize and analyze teacher classroom behavior.

D. Evaluating assessment data

1. Evaluate the quality of teaching materials before, during, and after their use.
2. Use feedback information from individual students as a basis for modifying the message being communicated.
3. Provide activities by which students can evaluate their own progress.

II. Setting appropriate educational goals

A. Translating results of student diagnosis into meaningful educational goal statements (general and individual)

1. Relate subject matter to each learner's interests, needs, and abilities.
2. State goals in terms of measurable changes in student behavior.
3. Organize a set of specific objectives into a defensible teaching sequence.
4. Plan for skill progression at all levels of ability.
5. Develop instructional objectives in cooperation with students.

B. Translating educational goal statements of the school system into goals for the individual classroom.

1. Evaluate a school curriculum plan according to criteria derived from an analysis of the expectations and requirements of the immediate and larger communities.
2. Identify the primary educational purpose reflected in each goal.
3. Develop immediate and long-range plans for the total class.
4. Define objectives to include values important to the culture.



C. Clarifying personal instructional goals

1. Recognize and abandon goals that cannot be achieved or goals that are not worth the expenditure of required time and effort.
2. Analyze the degree of congruence of his/her personal goals with those of the school system and the student.

D. Establishing goal hierarchy through reconciliation of A, B, C, above

1. Analyze educational issues and theories.
2. Analyze the consistency of educational goals with his/her statement of convictions.
3. Analyze the degree of congruence of his/her values with those of the community and the profession.
4. Analyze educational practices for consistency with his/her set of convictions.

III. Structuring effective learning environments

A. The teacher will create and maintain a physical and emotional environment which facilitates learning as a worthwhile activity

1. Promote inquiry and process skills
2. Support creative processes
3. Skill in establishing a number of individual and small group learning activities.
4. Provide experiences so that children will gain both enjoyment and knowledge.
5. Provide a physical environment that recognizes student comfort in respect to light, temperature, and furnishings.
6. Construct appealing displays related to course objectives.
7. Analyze patterns of human interrelationships existing in a classroom by use of structured observational techniques.

8. Provide a psychologically safe climate that is also lively and encourages student participation.

B. Organizing students for effective learning

1. Direct students in instructing other students.
2. Organize each class group in such a manner that each student will know what is expected of him.
3. Group students into flexible groups based on intellectual, emotional, and social growth.
4. Form reading groups and provide rational grouping on the basis of information typically available in cumulative folders.

C. Selecting and developing materials and activities

1. Identify textbook series and make comparisons among them.
2. Match instructional activities with the objectives of the lesson, capabilities and interests of the students.
3. Adapt curriculum materials in accord with the ability and mastery level of individual pupils.
4. Translate content into teaching units and lessons.
5. Design learning experiences which include opportunities for inquiry, discovery, and experimentation.
6. Use ideas suggested by students to build lessons.
7. Use visual aids.
8. Use improvised materials in areas where standard equipment and materials are not available.
9. Utilize technological equipment.

10. Use a variety of instructional media, resources, and materials to facilitate the learning of specific topics.
11. Make simple visual materials and teach students how to make and use them.

D. Planning and organizing effective instructional strategies

1. Relate subject matter to each learner's interests, needs, and abilities.
2. Provide an atmosphere that will help children perceive and deal with each other as human beings of intrinsic worth.
3. Structure experiences so students will examine the nature of and reflect concern for contemporary social, political, and economic trends and issues.
4. Utilize test results to improve curriculum and school programs.
5. Adapt prescriptive programs as specific deficits are determined.
6. Develop courses by clustering and sequencing related tasks.
7. Design and evaluate strategies which involve students in planning their own learning-- specify objectives, determine experiences, evaluate own work.
8. Match instructional activities with the objectives of the lesson, capabilities and interests of the students.
9. Adapt materials and methods to levels of learning ability of pupils.
10. Develop flexible assignments.

E. Cooperative planning for instruction

1. Involve parents, paraprofessionals, and professional personnel in the school instructional program.

2. Use ideas suggested by students to build lessons.
3. Work cooperatively with students to develop individual study plans for each student.
4. Engage in activities with other teachers which will promote his own personal skill development.

#### IV. Implementing effective instructional strategies

##### A. Communicating effectively with students

1. Establish positive relationships in limited periods of time.
2. Synthesize, without editorializing, all students' opinions.
3. Exhibit behavior in the classroom which is generally empathic, positively reinforcing, acceptant, and generally learner supportive.
4. Use feedback information from individual students as a basis for modifying the message being communicated.
5. Demonstrate sensitivity to community mores.
6. Provide the appropriate information or direction that the student is seeking.
7. Deal openly with the feelings of himself and others.
8. Give precise directions for carrying out any instructional activity.
9. Use praise and constructive criticism effectively.
10. Provide effective story-telling, dramatization and poetry experiences.
11. Make use of students' names in teaching.
12. Use clear, concise conducting gestures.
13. Respond to others such that they feel secure enough to express themselves honestly and openly.

14. Help students respond critically and constructively to one another.
15. Provide a system of almost continuous feedback (both positive and negative) to students about their performance.
16. Provide activities by which students can evaluate their own progress.
17. Recognize and regard approximations of the ultimate performance objective.
18. Conduct activities in which students learn and use techniques of giving and receiving helpful feedback.

B. Effective application of large and small group management techniques

1. Manage discussion and other classroom activities so that the classroom is orderly.
2. Organize each class group in such a manner that each student will know what is expected of him.
3. Utilize social interaction methodologies, such as role playing, panel discussion, buzz groups, and prepared skits.
4. Conduct group activities so as to demonstrate acceptance of this principle: When people have a voice in decisions that affect them, they function more effectively and they accept restrictions placed on their behavior.
5. Control the interactive factors for large-group learning.
6. Identify patterns of control in teacher-student and student-teacher groups, and select and use those patterns most conducive to effective group work.
7. Design and conduct group activities according to the kinds of learning that are facilitated by the different groupings.
8. Adjust group organization and focus to increase involvement of group members.

9. Deal with a variety of numbers of pupils.
10. Develop group knowledge and cohesion.

C. Demonstration of human relation skills

1. Identify the feelings (and reasons for those feelings) that another has toward him.
2. Accept critiquing and supervision from peers.
3. Maintain a positive view of self.
4. Accept (and understand) disabilities in himself and others.
5. Deal openly with the feelings of himself and others.
6. Elicit student reactions as valid data for evaluation of his effect on the students.
7. Analyze the effect of his own teaching behavior.
8. Identify elements of his own teaching behavior that need improving.
9. Identify incompatibilities in his own values with those of children, general society, and specific social groups.
10. Monitor his own behavior using some of the interaction analysis systems.

D. Carrying out individualized instruction

1. Relate subject matter to each learner's interests, needs, and abilities.
2. Foster independent study with supervision.
3. Permit the gifted child to advance in accordance with his interests and skills.
4. Conduct individually prescribed instruction in the classroom.
5. Utilize the sensory awareness (auditory and visual) most appropriate to the individual student.

6. Use tutorial activities with teachers and pupils in terms of behaviorally stated objectives.
7. Administer remedial work effectively.

E. Utilize inquiry process skills

1. Structure experiences so students will examine the nature of, and reflect concern for, contemporary social, political, and economic trends and issues.
2. Use simulation and academic games in the instructional program.
3. Encourage the recognition and formulation of problems to be solved in social living.
4. Use examples and instances which are motivating because they relate to the students' career goals.
5. Provide situations in which students can demonstrate applications of acquired knowledge.
6. Pose a problem to introduce an activity.
7. Focus on a problem to seek higher levels of thinking.
8. Redirect questions to pupils to help them diagnose their own learning problems.
9. Use open-ended questioning.
10. Ask questions that require other than rote memory to answer them.
11. Elicit information or feelings for the group to consider.
12. Ask questions calling for interpretation of facts.

V. Evaluating instructional effectiveness

A. Evaluating educational goals

1. Use of standardized and teacher made tests.
2. Use of systematic observation to determine congruence of goals to pupil needs.
3. Determine goal priorities using new information about students.
4. Reconciliation of goals of pupils, school system, and the teacher into an effective hierarchy.
5. Use of colleagues' reactions to goal statements.

B. Evaluating learning environments

1. Analyze patterns of human interrelationships existing in a classroom by use of structured observational techniques.
2. Discriminate between types of classroom social-emotional climates and note the effect each has on the group's functioning.
3. Use student feedback as a source for determining effectiveness of learning environment.
4. Use peer, parent, and administrator feedback as sources for determining effects of learning environment.
5. Employ instruments designed to measure student attitudes, and organizational climate.

C. Evaluation of instructional strategies

1. Utilize test results to improve curriculum and school programs.
2. Judge outcomes partly in terms of method used to obtain them.
3. Use student feedback as a source for determining effectiveness of learning environment.
4. Use peer, parent, and administrator feedback as sources for determining effects of learning environment.
5. Employ instruments designed to measure student attitudes, and organizational climate.



## VI. Carrying out administrative duties

### A. Administrative duties related to the instructional process (self-imposed)

1. Organize the supplies, equipment, and other physical resources within the classroom for maximum utility by students.
2. Arrange instructional materials so that they will be maximally accessible to students.
3. Provide students with sufficient supplies for completion of teacher assignments.
4. Place material within reach of children.
5. Place material in appropriate learning centers.
6. Operate all A-V equipment required for classroom instruction.

### B. Administrative duties related to local school policies and procedures

1. Apply safety laws and procedure.
2. Prompt and accurate record keeping.
3. Perform a defined task when requested, by proper authority.
4. Regular reporting to parents about the instructional program.

### C. Administrative duties related to school system policy and procedures

1. Compliance with system regulations and policies.
2. Prompt and effective distribution of survey forms and other data collection instruments.
3. Keeping of accurate records as requested by administrative authority.

APPENDIX G  
EXPERIENCES IN INTERN EDUCATION

Developed by Camp Lejeune Teacher  
Education Consortium Policy Board

## Experiences in Intern Education

### I. Observation (by intern)

- A. System and/or school to acquaint intern with overall philosophy, level-to-level curriculum continuity and model methodology
- B. Exposure to level or area to which assigned
- C. Observation period determined by individual intern and/or sponsoring school needs
- D. Write a critique of the school curriculum plan that demonstrates a knowledge of its effectiveness and possible improvements relative to its purposes

### II. Exploratory experiences

- A. Assist with opening of school
- B. Grouping of students
  1. Testing, diagnosis and prescription
  2. Administer standardized tests to one or a group of students
  3. Be able to place students in an effective classroom situation based on the interpretation of test scores, observations and previous records
- C. Write a case study on one student that includes techniques used (classroom, playground, lunch, etc.), variety of test scores, comparison of pupil behavior as related to peer group expected behavior, learning difficulties and diagnosis of self-concept
- D. Participate in parent conferences, counseling referrals, reassignment, meetings and planning

### III. Participation in seminars

- A. Materials and methodology
  1. The intern should attend a mini-course conducted by the counselor and reading specialist to become familiar with evaluative techniques to aptitude, achievement, behavior, intelligence and reading.
  2. The intern should attend workshops to become familiar with texts, materials, methods and ideas for all subject areas

## B. Testing

1. The intern should be acquainted with the tools utilized within the system for student evaluation, placement and/or referral
  - a. Academic
  - b. Achievement
  - c. Psychological
2. The intern should be acquainted with personnel data records, referral forms, etc.

- C. Curriculum planning
- D. Discipline
- E. School law
- F. Awareness activities
- G. Educational trends, tricks and tactics
- H. Others including films, simulations, micro-teaching etc.
- I. Interns should participate in group sessions of self-evaluation and improvement employing audio and visual tapes and other instruments to evaluating verbal and non-verbal teaching techniques
- J. Complete a self-observation survey and determine if personal goals agree with those of school system and students
- K. Express in writing an opinion of one basic instructional in each subject area before, during and after use

## IV. Assuming responsibility for the classroom

- A. List personal instructional goals according to priorities
- B. Team planning
  1. Write a unit lesson plan which states measurable goals, lists specific objectives in sequential order and shows a development of instructional objectives
  2. Make and display on the team a variety of charts and award systems which motivate independent student activities
  3. Be able to place students in an effective classroom situation based on the interpretation of test scores and observations

- C. Subject plans
- D. Daily lesson plans
- E. Presentations
- F. Conducting class activities

1. Establishing a classroom climate conducive to learning
2. Provide activities, learning centers and other materials to meet individual, supplemental and enrichment needs
3. Be able to teach in one-to-one, small and large group situations
4. Maintain lunchroom, attendance and other reports and records
5. Be able to adapt lesson plans (immediate and long-range) to values pertinent to cultural needs

G. Feedback and follow-up

1. Make a questionnaire to help students evaluate their own progress toward specific objectives
2. Write self-made tests to evaluate pupil progress and help determine effectiveness of instructional goals
3. Carry through a systematic and periodic conferencing and reporting method with both students and parents

V. Personal evaluation and improvement process

- A. Activity logs
- B. Lesson plans
- C. Micro-teaching
- D. Conferencing
- E. Group seminar activities
- F. Classroom observation

1. Instruments

- a. Flanders Interaction Analysis
- b. Waimon
- c. Grant Hennings Non-Verbal
- d. System check forms
- e. Others available

2. Accomplished by

- a. Self
- b. Peers
- c. Instructional leader
- d. University supervisor
- e. Principal and/or central office staff member

### 3. Strategies

- a. Periodic analysis with the use of Flanders, Waimon or other appropriate tools could be employed to measure strengths and/or weaknesses
  - b. Self analysis of own teaching behavior by using video and audio tape and appropriate instrument for verbal and non-verbal behavior
  - c. Periodic observation and written narrative to reveal strengths and weaknesses of teaching behavior
- VI. To evaluate the intern's instructional effectiveness, checklist and evaluation forms are attached. This evaluation will be supported by results of evaluation instruments, observations, team and administrative feedback and will include anecdotal remarks.
- VII. To determine the intern's ability in carrying out administrative duties, expectations will be reviewed by the intern, instructional leader and principal after observations.

APPENDIX H  
SAMPLE PROGRAM

Developed by the Trainee and Supervising  
Teacher with Approval from  
Camp Lejeune NCAE Consortium  
Committee and Policy Board

CAMP LEJEUNE  
TEACHER EDUCATION CONSORTIUM

20 November 1978

Mrs.  
Tarawa Terrace II Elementary School  
Tarawa Terrace, NC 28543

Dear

The Policy Board has approved your program for the year with the following additions:

1. Under #4 include one day of observation and visitation with the Social Services Coordinator, some time with the EMR teacher, the LPN and Speech Therapist.
2. Under #14 plan some work and observation at grades K-3 and 7-9.
3. The Board recommends that the Supervising Teacher work with you to schedule a minimum of three hours per week during the school day for professional reading.
4. Plan to become proficient with instructional equipment and office machines.

We congratulate you on a well-thought-out program. Let us know if you have any special needs.

Sincerely yours,

LOIS V. EDINGER  
Chairman, Policy Board

LVE:cjk



These activities are proposed to prepare the trainee in the competencies of the program.

- (1) Participating in all of the aspects of the team, i.e. weekly meeting with the counselor, team planning meetings, special activities and grade level meetings.
- (2) Participating in the varied workshops and tours available to the Camp Lejeune School System, i.e., Learning Disabilities Workshop; a guided tour of the Mental Health Department; Discipline Workshop.
- (3) Becoming familiar with the special facilities in the Learning Lab.
- (4) Visiting, observing and discussing with special area personnel the scope of their duties and activities. Included will be the counselor, music, and physical education teachers, librarian, art teacher, reading specialist and lab teacher.
- (5) Becoming aware of the services provided by the instructional aides and using them effectively.
- (6) Working with children on an individual or small group basis to provide special instruction.
- (7) Constructing some teaching activities to be used with a student or students as a remediation device
- (8) Maintaining a personal file of activities, articles, brochures or other valuable information.
- (9) Participating in the testing programs for ICRT, COMP, and CTBS.
- (10) Becoming familiar with the various materials used for different levels of instruction in reading; i.e., Holt Basic Reading system and Ginn 360 Series.
- (11) Planning a short term lesson including objectives, materials and activities. Assess the outcome noting strengths or areas of weakness.
- (12) Planning long term goals
- (13) Observing other teachers on the team and working with them.

- (14) Observing and being an active part of the grades preceding and following the level of concentrated work.
- (15) Displaying a professional interest in activities and responsibilities.
- (16) Developing methods of evaluation for use in short lessons and long range units. Using tests, observations, student and teacher conversations.
- (17) Planning and effectively implementing a course of activities, class management and control for a period of seven to ten weeks to culminate the year of training.

Supervising Teacher

APPENDIX I

EXIT CRITERIA FOR TEACHER EDUCATION GRADUATES

Exit Criteria for Teacher Education Graduates was developed by the Camp Lejeune Teacher Education Consortium Policy Board based on North Carolina State Department of Public Instruction requirements. The percentage scores and standardized test scores asked for in Part I are requirements for initial certification.



2. Demonstrates Ability to Implement Effective Instructional Strategies

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Indicators:

- a. deciding upon worthy objectives and identifying appropriate procedures to accomplish them
- b. stating clear objectives and goals for the pupils
- c. including both long- and short-range objectives in planning
- d. gathering and/or constructing appropriate materials and teaching aides
- e. balancing lesson or unit to reach the "whole" child (cognition, emotions, socialization, etc.)
- f. identifying the important things in a lesson or topic and giving them proper priorities
- g. varying approaches to the introduction of lessons
- h. planning and directing effective learning activities based on the learning styles
- i. setting priorities in subject matter to be taught; includes both in-depth as well as general
- j. stating clear objectives and goals for the teacher

3. Demonstrates a Proper Perspective to Teaching-Learning Situations

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Indicators:

- a. adapting the material to the level of the learners
- b. setting attainable goals for all students
- c. presenting materials at proper level of concreteness--abstraction
- d. prescribing proper learning activities for individual pupils and groups of pupils
- e. properly assessing the group being taught
- f. providing feedback and verbal reward to learner
- g. encouraging early success in learning by students
- h. relating instruction to pupils' store of in and out-of-school experiences
- i. clarifying progress toward objectives during instruction by providing feedback to learners
- j. restructuring situations which seem to be failing to achieve purposes
- k. diagnosing pupil needs collectively and individually
- l. pacing the assigned tasks in relation to the students' needs
- m. identifying objectives with learners in advance of instruction
- n. reteaching needed lessons in another way
- o. Evaluating outcomes
- p. maintaining poise and positive attitude when faced with a problem
- q. setting reasonable, measurable objectives

4. Demonstrates Competence in Evaluating Students

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Indicators:

- a. using a variety of measures
- b. developing means of evaluation beyond paper/pencil tests
- c. avoiding using evaluation as punishment
- d. utilizing procedures which fair--which do not "trick" students
- e. providing feedback to students on their accomplishments and progress
- f. applying results of evaluation for diagnostic purposes
- g. using evaluations as a basis for reteaching
- h. constructing evaluating instruments appropriate to the group
- i. constructing tests that fairly evaluate students' skills and knowledge

- |   |   |   |   |   |
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|---|---|---|---|---|
- j. developing and using measuring devices consistent with stated objectives
- k. using test results for reteaching
- l. establishing clearly stated standards of achievement for pupils
- m. constructing evaluative items that are valid and reliable
- n. keeping records of individual progress
5. Demonstrates Ability to Profit from Feedback 

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- Indicators:
- a. responding to criticism in a positive manner
- b. asking for criticism
- c. utilizing self-evaluation
- d. being available and willing to discuss criticism
- e. repeating in subsequent lesson plans those things which have been learned in earlier lessons and proved to be valuable
- f. constructively using pupil evaluations
- g. evaluating feedback
- h. adjusting lesson to the changing needs of the class
- i. reteaching concepts not made clear
- j. admitting mistakes
6. Demonstrates Ability to Perform a Variety of Critical Teaching Tasks 

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- Indicators
- a. reinforcing students positively
- b. reinforcing students' positive self-concepts
- c. diagnosing class and individual problems
- d. reacting to positive behavior rather than negative behavior
- e. planning for the individual needs of the pupils
- f. asking higher-order questions
- g. handling confidential information appropriately
- h. asking thought-provoking questions
- i. providing activities for entire class while working with group
- j. diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon the diagnosis
7. Demonstrates Ability to Motivate Learners 

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- Indicators:
- a. showing enthusiasm through voice, actions, and preparation
- b. setting realistic expectations--not too low or too high
- c. using a variety of initiating activities
- d. relating subject matter content to everyday personal family living and occupational experiences
- e. taking advantage of existing student interest as a vehicle to more effective motivation
- f. helping students to make application of their learning in solving real-life problems
- g. explaining purposes for learning activities
- h. capitalizing on individual strengths and interests
- i. building in success and rewards--verbal and otherwise
- Total Points 

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**B. GUIDELINE 2--CLASSROOM MANAGEMENT AND CONTROL**  
 (Check Appropriate Rating)

|   |   |   |   |   |
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**1. Demonstrates Competence in Classroom Management**

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**Indicators:**

- a. demonstrating consistency in the conduct of classroom management procedures
- b. developing a sense of self-management on the part of students
- c. reinforcing children in a positive manner
- d. establishing clear rules of conduct in beginning
- e. remaining sensitive to mood of students or situations
- f. exhibiting a sense of humor in situations where it can relieve the tensions and pent-up emotional strains of students
- g. refraining from reinforcing inappropriate behavior
- h. using a variety of control techniques
- i. conveying a friendly, yet firm and consistent personality
- j. showing no favoritism; being honest and fair with students
- k. establishing a routine for handling daily classroom procedures
- l. encouraging individual pupil decision making
- m. demonstrating objectivity in the conduct of classroom management procedures
- n. drawing all or nearly all students into discussions
- o. operating consistently in the use of control devices
- p. seeking the causes for pupils' misbehavior
- q. involving students in the establishment of guidelines for acceptable classroom behavior
- r. manipulating the emotional environment in the classroom so that students may learn to get along together as well as work together
- s. having materials and equipment ready when needed
- t. making effective use of time and materials
- u. suggesting alternative behavior to children
- v. keeping pupils interested in lessons
- w. anticipating difficulties
- x. eliciting pupil involvement in organization and maintenance of class
- y. keeping students usefully occupied

**2. Demonstrates a Clinical Approach to Misbehavior**

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**Indicators:**

- a. differentiating between minor and major incidents in classroom
- b. emphasizing worth and strengths of pupils
- c. maintaining a positive attitude with groups as well as individual students
- d. demonstrating courtesy and regard for self-esteem when dealing with problem situations
- e. fitting discipline to situation
- f. fitting correctional measures to individuals rather than to offenses
- g. listening privately to problems of those showing misbehavior
- h. deferring judgment until information can be gathered
- i. demonstrating professionalism when discussing a problem with another staff member
- j. referring analysis of problem to others when appropriate
- k. helping students evaluate, state problems, and state possible solutions
- l. helping student analyze what he is doing and building a plan for better behavior
- m. utilizing counseling techniques instead of accusation and/or abuse
- n. responding to misbehavior without displaying excessive emotion

Total Points

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**C. GUIDELINE 3--EXPERTISE IN THE AREA OF HUMAN RELATIONS**  
(Check Appropriate Rating)

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1. Demonstrates a Fair and Just Attitude in Dealing with Students

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Indicators:

- a. setting realistic standards of behavior
- b. practicing courtesy with pupils
- c. exhibiting honesty and high morals as a model for pupils
- d. helping students develop a wholesome self-image
- e. maintaining consistency between words and actions
- f. not playing favorites
- g. refraining from derogatory statements about students to colleagues
- h. rejecting a request or behavior without rejecting the person
- i. treating severe individual cases privately

2. Demonstrates Ability to Work Cooperatively with Other Staff

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Indicators:

- a. listening rather than talking at appropriate times
- b. avoiding gossip
- c. assuming shared responsibilities
- d. refusing to participate in rumor-mongering, tale-carrying and other unprofessional behavior
- e. planning cooperatively with supervisor
- f. responding positively toward supervision by principal and supervisors
- g. maintaining open communication with cooperating teacher
- h. supporting and encouraging new teachers
- i. accepting criticism and suggestions from peers
- j. following through with offers of assistance
- k. accepting leadership roles in areas of expertise
- l. tactfully disagreeing when wishing to hold own conviction/opinion
- m. restricting comments to positive statements about other teachers and student teachers
- n. tolerating other's differences from own actions or views

Total Points

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**D. GUIDELINE 4--PROFESSIONAL ATTRIBUTES**  
(Check Appropriate Rating)

1. Demonstrates Professional Traits of Character

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Indicators:

- a. working cooperatively with peers, administrators and community members
- b. sharing professional materials and ideas with peers
- c. demonstrating ethical behavior
- d. demonstrating a positive attitude toward the teaching profession

2. Demonstrates Commitment to Student Teaching

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Indicators:

- a. spending adequate time in preparations
- b. participating actively in student teaching seminars
- c. centering attention on pupils' needs rather than on personal concerns
- d. continuing attempts to correct weaknesses and enhance strengths

Total Points

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E.GUIDELINE 5--PERSONAL AND SOCIAL CHARACTERISTICS  
(Check Appropriate Rating)

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1. Demonstrates Adequate Health and Vitality

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Indicators:

- a. being consistently prompt and in attendance
- b. setting a good example of personal health and cleanliness for pupils
- c. arriving at school punctually, alert, and "ready to go" each day
- d. reflecting in voice and action an enthusiasm for the task at hand
- e. displaying a positive self-image
- f. demonstrating before pupils that good health habits are important

2. Demonstrates Effective Voice and Speech Patterns

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Indicators:

- a. setting a good example by listening carefully and thoughtfully while others are speaking
- b. pronouncing words clearly and distinctly
- c. using an adequate and appropriate vocabulary
- d. being understood by all students in all areas of the classroom
- e. varying voice level and speech according to the classroom situation
- f. using the voice to set a variety of moods
- g. speaking naturally
- h. effectively using voice as a means for achieving class control and establishing rapport with students
- i. emphasizing key points in lesson with voice
- j. rephrasing when necessary
- k. using standard English
- l. changing pace
- m. commanding respect and attention through tone and level
- n. making relatively few grammatical errors
- o. talking at a moderate pace

3. Demonstrates an Open and Flexible Teaching Personality

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Indicators:

- a. consistently maintaining a fair and friendly attitude
- b. displaying ability to accept each pupil "as is" and helping him from that point
- c. following student-initiated ideas in discussion
- d. exhibiting enthusiasm for pupils, school and teaching
- f. making positive comments relative to the viewpoints of others
- g. changing planned activities or lessons when appropriate
- h. taking advantage of teachable moments
- i. coping with interruptions or changes in routine without a loss of equilibrium
- j. showing appropriate emotions such as humor, sympathy, compassion, etc.
- k. responding to student questions in a non-defensive manner
- l. utilizing pupils' experiences
- m. encouraging and sustaining pupil talk
- n. exhibiting a wholesome self-image

Total Points

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APPENDIX J  
INTERN TEACHER CHECKLIST

Developed by Camp Lejeune NCAE  
Consortium Committee

## INTERN TEACHER CHECKLIST

This checklist is designed for use by interns, instructional leaders and university supervisors.

The intern will maintain the checklist as a part of the activity log and utilize it as a guide throughout the internship. Items covered in Roman numerals I, II, V and VI will be checked at the beginning and at the end of the school year or both when applicable. Areas covered by Roman numerals III and IV will serve as a guide and personal evaluation tool in all actual teaching experience.

The checklist will be utilized by instructional leaders during all classroom observations and as otherwise indicated. It shall provide the basis for conferencing and assistance to the intern.

| CHECKLIST   |   | YES   | NO    |
|---|---|-------|-------|
| I. Diagnosing needs, interests and capabilities of students |   |       |       |
| 1.  | Were standardized tests administered?   | _____ | _____ |
| 2.  | Were test results used in classroom groupings?  | _____ | _____ |
| II. Setting appropriate educational goals                   |   |       |       |
| 1.  | Did the teacher have long range goals?  | _____ | _____ |
| 2.  | Did the teacher have short range goals?   | _____ | _____ |
| 3.  | Does the teacher recognize and abandon goals that cannot be achieved or goals that are not worth the expenditure of required time and effort? | _____ | _____ |
| 4.  | Are the teacher's goals and the school system's goals in congruence?  | _____ | _____ |
| III. Structuring effective learning environments            |   |       |       |
| 1.  | Were students interested in the work that was being done?   | _____ | _____ |
| 2.  | Did most of the students participate?   | _____ | _____ |
| 3.  | Was material kept at understanding level of students?   | _____ | _____ |
| 4.  | Were outside consultants involved in the planning for instruction?  | _____ | _____ |
| 5.  | Were students used in evaluating the unit or special area of learning?  | _____ | _____ |
| IV. Implementing effective learning strategies              |   |       |       |
| 1.  | Was climate of classroom one in which learning could take place?  | _____ | _____ |
| 2.  | Did teacher encourage students' interaction?  | _____ | _____ |
| 3.  | Did the teacher use activities in which students received helpful feedback?   | _____ | _____ |
| 4.  | Did students know what was expected of them?  | _____ | _____ |
| 5.  | Was classroom grouping one in which learning was taking place?  | _____ | _____ |
| 6.  | Was the teacher aware of the students' feelings?  | _____ | _____ |
| 7.  | Was there evidence of creativity in the classroom?  | _____ | _____ |
| 8.  | Was a variety of teaching methods used?   | _____ | _____ |
| 9.  | Were the questions asked thought provoking?   | _____ | _____ |
| 10.   | Does the teacher accept critiquing and supervision from peers?  | _____ | _____ |

## V. Evaluating instructional effectiveness

1. Are parents' reactions positive to teacher and classroom? \_\_\_\_\_
2. Does the teacher re-evaluate her goals frequently? \_\_\_\_\_
3. Are teacher-made tests used? \_\_\_\_\_
4. Does the teacher discriminate between types of classroom social-emotional climates and note the effect each has on the group's functioning? \_\_\_\_\_

## VI. Carrying out administrative duties

1. Does the teacher attend extra-curricular activities? \_\_\_\_\_
2. Does she share in-team duties? \_\_\_\_\_
3. Is she willing to attend professional meetings? \_\_\_\_\_
4. Does she report to parents the child's progress? \_\_\_\_\_
5. Does she arrange instructional materials so that they will be maximally accessible to students? \_\_\_\_\_
6. Can she operate all A.V. equipment required for classroom instruction? \_\_\_\_\_
7. Is she prompt and accurate in her record keeping? \_\_\_\_\_
8. Does she perform a defined task when requested by proper authority? \_\_\_\_\_

APPENDIX K  
EVALUATION OF INTERN PERFORMANCE

Developed by Camp Lejeune NCAE  
Consortium Committee and Policy Board

## EVALUATION OF INTERN PERFORMANCE

Intern teachers will be evaluated a maximum of five times during the internship utilizing the Evaluation of Intern Performance Form.

Three of these evaluations shall be made by the instructional leaders; the first prior to November 15; the second prior to March 1 and the third prior to May 25. An evaluation may be made by the principal, an administrator and/or the university supervisor at the request of the intern or the instructional leader.

It shall be the combined responsibility of the evaluatee and evaluators to utilize this evaluation instrument toward attaining teaching competency by the intern.

The intern shall be deemed to have attained a satisfactory degree of teaching competency if the year end evaluation reflects a total profile of no more than four specific points indicating "Needs Improvement."



EVALUATION OF INTERN PERFORMANCE

Name \_\_\_\_\_ Level \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

| CRITERIA  | EVIDENCE   | CIRCLE ONE               |                          |                        |                          |
|---|--|--------------------------|--------------------------|------------------------|--------------------------|
|   |  | <u>Ineffec-<br/>tive</u> | <u>Needs<br/>Improv.</u> | <u>Effec-<br/>tive</u> | <u>Highly<br/>Effec.</u> |
| <b>I. Professional Competence in Area of Responsibility</b> |  |                          |                          |                        |                          |
| A. Knowledge of Testing Instruments                         | 1. Selects appropriate testing materials   | 1                        | 2                        | 3                      | 4                        |
|   | 2. Designs and develops assessment techniques  | 1                        | 2                        | 3                      | 4                        |
|   | 3. Collects and interprets assessment data   | 1                        | 2                        | 3                      | 4                        |
|   | 4. Evaluates assessment data   | 1                        | 2                        | 3                      | 4                        |
| B. Sets Appropriate Educational Goals                       | 1. Meaningfully translates student's diagnosis   | 1                        | 2                        | 3                      | 4                        |
|   | 2. Correlates school goals to the individual classroom                                 | 1                        | 2                        | 3                      | 4                        |
|   | 3. Clarifies personal instructional goals  | 1                        | 2                        | 3                      | 4                        |
|   | 4. Establishes proper goal hierarchy   | 1                        | 2                        | 3                      | 4                        |
| C. Structures Effective Learning Environment                | 1. Creates and maintains an effective physical and emotional environment for classroom | 1                        | 2                        | 3                      | 4                        |
|   | 2. Organizes students for effective learning   | 1                        | 2                        | 3                      | 4                        |

| CRITERIA   | EVIDENCE   | CIRCLE ONE               |                          |                        |                          |
|--|--|--------------------------|--------------------------|------------------------|--------------------------|
|  |  | <u>Ineffec-<br/>tive</u> | <u>Needs<br/>Improv.</u> | <u>Effec-<br/>tive</u> | <u>Highly<br/>Effec.</u> |
|  | 3. Selects and develops appropriate teaching materials                         | 1                        | 2                        | 3                      | 4                        |
|  | 4. Cooperative planning for instruction  | 1                        | 2                        | 3                      | 4                        |
|  | 5. Planning and organization of effective instructional strategies             | 1                        | 2                        | 3                      | 4                        |
| D. Implements Effective Instructional Strategies | 1. Communicates effectively with students                                      | 1                        | 2                        | 3                      | 4                        |
|  | 2. Effective application of large and small group management techniques        | 1                        | 2                        | 3                      | 4                        |
|  | 3. Carries out individualized instruction                                      | 1                        | 2                        | 3                      | 4                        |
|  | 4. Utilizes inquiry process skills   | 1                        | 2                        | 3                      | 4                        |
| E. Evaluating Instructional Effectiveness        | 1. Evaluates educational goals   | 1                        | 2                        | 3                      | 4                        |
|  | 2. Evaluates learning environment  | 1                        | 2                        | 3                      | 4                        |
|  | 3. Evaluates Instructional strategies  | 1                        | 2                        | 3                      | 4                        |
| F. Carries Out Administrative Duties             | 1. Organizes materials for classroom efficiency                                | 1                        | 2                        | 3                      | 4                        |
|  | 2. Carries out administrative duties related to school policies and procedures | 1                        | 2                        | 3                      | 4                        |

CRITERIA

EVIDENCE

CIRCLE ONE

| Ineffec-<br>tive | Needs<br>Improv. | Effec-<br>tive | Highly<br>Effec. |
|------------------|------------------|----------------|------------------|
|------------------|------------------|----------------|------------------|

3. Carries out administra-  
tive duties related to  
system-wide policies  
and procedures

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
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COMMENTS:

II. Personal Growth and Attitudes

A. Professional  
Growth

1. Continually updates  
knowledge of subject  
matter

2. Avails himself of oppor-  
tunity to grow in his  
profession

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

B. Adaptability

1. Seeks and finds new  
ideas and methods

2. Seeks assistance from  
administrators and  
supervisors when needed

3. Accepts his full share of  
responsibility in school  
beyond regular class  
schedule

4. Accepts and puts construc-  
tive suggestions into  
practice

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

COMMENTS:

| CRITERIA                           | EVIDENCE  | CIRCLE ONE               |                          |                        |                          |
|------------------------------------|---|--------------------------|--------------------------|------------------------|--------------------------|
|                                    |   | <u>Ineffec-<br/>tive</u> | <u>Needs<br/>Improv.</u> | <u>Effec-<br/>tive</u> | <u>Highly<br/>Effec.</u> |
| III. Personal Characteristics      |   |                          |                          |                        |                          |
| A. Judgment and<br>Decision Making | 1. Tries to understand<br>different sides of a<br>question  | 1                        | 2                        | 3                      | 4                        |
|                                    | 2. Demonstrates indepen-<br>dence and maturity of<br>thought in reaching<br>decisions                           | 1                        | 2                        | 3                      | 4                        |
|                                    | 3. Gathers facts before<br>reaching conclusions   | 1                        | 2                        | 3                      | 4                        |
| B. Accuracy and<br>Promptness      | 1. Meets professional obliga-<br>tions on time  | 1                        | 2                        | 3                      | 4                        |
|                                    | 2. Accurately interprets<br>and follows through on<br>information contained<br>in bulletins and<br>instructions | 1                        | 2                        | 3                      | 4                        |
|                                    | 3. Keeps and makes careful,<br>correct records and<br>reports   | 1                        | 2                        | 3                      | 4                        |
| C. Physical and<br>Mental          | 1. Has the physical health<br>needed to meet the responsi-<br>bilities required of the<br>job                   | 1                        | 2                        | 3                      | 4                        |
|                                    | 2. Demonstrates a wholesome<br>sense of humor   | 1                        | 2                        | 3                      | 4                        |
|                                    | 3. Demonstrates control and<br>effectiveness under<br>pressure  | 1                        | 2                        | 3                      | 4                        |

CRITERIA

EVIDENCE

CIRCLE ONE

Ineffec-      Needs      Effec-      Highly  
tive          Improv.      tive      Effec.

D. Personal  
Appearance

1. Dresses appropriately  
and is well groomed  
for his work

1                      2                      3                      4

COMMENTS:

APPENDIX L  
REQUIREMENTS TO BE ASSOCIATE TEACHER

Developed by Camp Lejeune NCAE  
Consortium Committee

## REQUIREMENTS TO BE ASSOCIATE TEACHER

1. The trainee will be able to plan and execute teaching of all subjects for one to two weeks and feel successful doing so. Teaching for a week at a time includes any necessary testing, grouping, record-keeping, conferences, disciplinary procedures, etc. The supervising teacher observes periodically the trainee and discusses each day's work with the trainee. If serious deficiencies are noted, strategies for improvement will be mutually identified and prescribed.
2. The trainee has worked with children in a teaching-learning situation in grades below and above the one in which he/she is assigned. Further indepth work at these levels may be undertaken at associate teacher level.
3. The trainee must have an overall rating of 3 on all exit criteria categories with a rating of 1 in any category to be designated an associate teacher. This level is for persons competent to begin teaching but in need of more experiences to develop competencies at a more proficient level.
4. The trainee will have been evaluated by the principal and receive a rating of satisfactory to excellent. The principal will go over the evaluation with the trainee.
5. The trainee will retake the Teaching Behaviors Inventory and scores will be used in making the evaluation for moving the trainee to associate teacher status.

APPENDIX M  
CLNCAE CONSORTIUM COMMITTEE RECOMMENDATIONS RELATING  
TO EVALUATION OF TRAINEES



CLNCAE CONSORTIUM COMMITTEE RECOMMENDATIONS RELATING  
TO EVALUATION OF TRAINEES

1. Final determination of the point at which a trainee moves to associate teacher status will be made in a conference involving the trainee, supervising teacher and CLNCAE's representative in the school.
2. The CLNCAE Committee will report its recommendation to the Policy Board.
3. The Policy Board will make the designation of associate teacher status and inform the trainee by letter.
4. The process to be followed in making the recommendation is as follows:
  - a. The trainee will be able to plan and execute teaching of all subjects for one to two weeks and feel successful doing so. Teaching for a week at a time includes any necessary testing, grouping, record-keeping, conferences, disciplinary procedures, etc. The supervising teacher observes periodically the trainee and discusses each day's work with the trainee. If serious deficiencies are noted strategies for improvement will be mutually identified and prescribed.
  - b. The trainee has worked with children in a teaching-learning situation in grades below and above the one in which he/she is assigned. Further indepth work at these levels may be undertaken at associate teacher level.
  - c. The trainee must have an overall rating of 3 on the exit criteria categories with a rating of 1 in any category to be designated an associate teacher. This level is for persons competent to begin teaching but in need of more experiences to develop competencies at a more proficient level.
  - d. The trainee will have been evaluated by the principal and receive a rating of satisfactory to excellent. The principal will go over the evaluation with the trainee.
  - e. The trainee will retake the Teaching Behaviors Inventory and scores will be used in making the evaluation for moving the trainee to associate teacher status.
  - f. For final certification the associate teacher must have a rating of 3 or better in all categories in the exit criteria.

APPENDIX N  
FOLLOW-UP QUESTIONNAIRE FOR BEGINNING TEACHERS

Compiled by J. Earle Harper  
North Carolina Department  
of Public Instruction

FOLLOW-UP QUESTIONNAIRE FOR BEGINNING TEACHERS  
 Camp Lejeune Teacher Education Consortium  
 Camp Lejeune, North Carolina

The purpose of this questionnaire is to gather information on the performance of first year teachers. Your assistance in providing the information indicated below will be used in analyzing students trained through the Consortium program during the \_\_\_\_\_ school year.

Name of beginning teacher \_\_\_\_\_

Number of classroom observations \_\_\_\_\_

Performance Criteria Rating Scale

- 1. Unsatisfactory: Does not meet expectations for a beginning teacher.
- 2. Below Average: Barely meets expectations for a beginning teacher.
- 3. Average: Meets expectations for a beginning teacher.
- 4. Above Average: Exceeds expectations for a beginning teacher.
- 5. Excellent: Far exceeds expectations for a beginning teacher.

- 1. Demonstrates command of subject matter.
- 2. Demonstrates ability to implement effective instructional strategies
- 3. Demonstrates a proper perspective of teaching-learning situations
- 4. Demonstrates competence in evaluating students
- 5. Demonstrates ability to profit from feedback
- 6. Demonstrates ability to perform a variety of critical learning tasks
- 7. Demonstrates ability to motivate learners
- 8. Demonstrates competence in classroom management
- 9. Demonstrates a clinical approach to misbehavior
- 10. Demonstrates a fair and just attitude in dealing with students
- 11. Demonstrates ability to work cooperatively with other staff members
- 12. Demonstrates professional traits of character
- 13. Demonstrates commitment to teaching profession
- 14. Demonstrates adequate health and vitality
- 15. Demonstrates effective voice and speech patterns
- 16. Demonstrates an open and flexible teaching personality

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
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Evaluator \_\_\_\_\_  
 Title \_\_\_\_\_  
 School System \_\_\_\_\_  
 Date \_\_\_\_\_

APPENDIX O  
FOLLOW-UP CONSORTIUM EVALUATION

Compiled by J. Earle Harper  
North Carolina Department  
of Public Instruction



|   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| 12. The Consortium works closely with school principals in coordinating the trainee program so that it is consistent with each school's philosophy . . . . .  |                   |          |         |       |                |
| 13. There are open and legitimate ways for participating members to engage effectively in the decision-making process of the Consortium . . . . .   |                   |          |         |       |                |
| 14. The present organization of the Consortium works well in its attempt to balance joint participation . . . . .   |                   |          |         |       |                |
| 15. The Consortium adequately represents the professional interests of the schools as well as the institutions of higher education and State Department . . . . .   |                   |          |         |       |                |
| 16. The organizational pattern allows for joint planning and decision-making with school, university, and State Department as equal partners, each with its own particular responsibilities and contributions . . . . . |                   |          |         |       |                |
| 17. There are means for decentralization or localizing decision-making and administrative functions so that bureaucracy does not take over . . . . .  |                   |          |         |       |                |

Checklist-Item Type

In completing the instrument, use check marks (x) to show your response where no writing is requested. Please mark only one alternative unless directed to do otherwise. Estimate if necessary, but RESPOND TO EACH ITEM.

1. What is your sex?  Male  Female
2. Which of the following are you now?
- |  |  |
|--|--|
| <input type="checkbox"/> 1. Trainee or Associate Teacher | <input type="checkbox"/> 4. College/University Personnel |
| <input type="checkbox"/> 2. Cooperating Teacher          | <input type="checkbox"/> 5. County Supervisor            |
| <input type="checkbox"/> 3. Principal                    | <input type="checkbox"/> 6. Policy Board Member          |

3. As you began the school year, which of the following would most accurately describe your feelings?
- |   |  |
|---|--|
| <input type="checkbox"/> 1. Prepared          | <input type="checkbox"/> 4. Neutral feelings |
| <input type="checkbox"/> 2. Limited readiness | <input type="checkbox"/> 5. Apprehensive     |
| <input type="checkbox"/> 3. Inadequate        |  |
4. Contrast your attitude toward the Teacher Education Consortium now with your attitude when you first became associated with the Consortium:
- |  |
|--|
| <input type="checkbox"/> 1. Less favorable |
| <input type="checkbox"/> 2. Same           |
| <input type="checkbox"/> 3. More favorable |
5. Check the three most major motivations for serving as a cooperating teacher:
- |  |
|--|
| <input type="checkbox"/> 1. Believed it to be a professional obligation and responsibility |
| <input type="checkbox"/> 2. Considered it to be an opportunity to grow professionally      |
| <input type="checkbox"/> 3. Believed the students would profit from presence of a trainee  |
| <input type="checkbox"/> 4. Desired additional monetary compensation                       |
| <input type="checkbox"/> 5. Selected by an administrator                                   |
| <input type="checkbox"/> 6. Other (Please specify) _____                                   |
- 
6. Check three qualities which you believe enable a cooperating teacher to make a special contribution to a student teaching situation:
- |   |
|---|
| <input type="checkbox"/> 1. Demonstrates a broad knowledge of curricular areas and their related basic objectives |
| <input type="checkbox"/> 2. Demonstrates a respect for the ideas and integrity of a trainee                       |
| <input type="checkbox"/> 3. Shows a general concern and liking for working with a trainee                         |
| <input type="checkbox"/> 4. Is effective in his working relationships with others                                 |
| <input type="checkbox"/> 5. Is able to objectively evaluate the performance of a trainee                          |
| <input type="checkbox"/> 7. Other (Please specify) _____  |
- 
7. If you were asked to evaluate teacher preparation programs prior to student teaching, which of the following would apply:
- |  |
|--|
| <input type="checkbox"/> 1. Imbalance in content requirements  |
| <input type="checkbox"/> 2. Unrealistic exposure to learning situations of students                            |
| <input type="checkbox"/> 3. Stereotyped, impersonal, unimaginative teaching                                    |
| <input type="checkbox"/> 4. Unfamiliarity of instructors with actualities of local school scene                |
| <input type="checkbox"/> 5. Ineffective coordination of learning experiences                                   |
| <input type="checkbox"/> 6. Inadequate involvement with total community  |
| <input type="checkbox"/> 7. Inadequate cooperation between public schools and teacher-preparation institutions |
| <input type="checkbox"/> 8. Other (Please specify) _____   |
- 
8. In general, how well do you feel the present group of trainees was prepared to enter the Consortium program?
- |   |   |
|---|---|
| <input type="checkbox"/> 1. Extremely well prepared | <input type="checkbox"/> 4. Minimally prepared    |
| <input type="checkbox"/> 2. Well prepared           | <input type="checkbox"/> 5. Inadequately prepared |
| <input type="checkbox"/> 3. Adequately prepared     |   |

9. In comparison to other preservice programs for preparing teachers, how would you classify the preservice program offered by the Consortium?
- 1. The Consortium's preservice is much better
  - 2. The Consortium's preservice is better
  - 3. The same
  - 4. Other preservice programs were moderately better
  - 5. Other preservice programs were much better
10. To what extent has the public schools participating in the Consortium's program assumed greater responsibility for the preservice component of teacher education?
- 1. A great deal
  - 2. To some extent
  - 3. Not at all
  - 4. Don't know
11. Check the three most significant ways you feel your ability has been improved as a result of your association with the Consortium:
- 1. Ability to accept and act upon criticism of your behavior as a teacher
  - 2. Openness to suggestions about new ideas of teaching
  - 3. Self-awareness of your own inadequacies as a teacher
  - 4. Ability to use evaluative methods
  - 5. Commitment to teaching
  - 6. Respect for students
  - 7. Willingness to experiment
  - 8. Other (Please specify) \_\_\_\_\_
- 
12. Which of the following did you consider to be the most important contribution of the cooperating teacher in the Consortium's program?
- 1. Provided cognitive information in the psychology and sociology of teaching and learning
  - 2. Shared the classroom and pupils to provide teaching experiences for the trainees
  - 3. Provided instruction and experience in lesson planning and methods of teaching
  - 4. Provided climate for developing a wholesome professional attitude
  - 5. Provided informal counseling and advice in one-to-one conference sessions
  - 6. Other (Please specify) \_\_\_\_\_
- 
13. What do you think should be the attitude of the principal about working with trainees?
- 1. Should aggressively seek trainees
  - 2. Should seek trainees
  - 3. Should accept trainees
  - 4. Should resist having trainees in the school
  - 5. Should refuse to have trainees in the school
  - 6. I am unable to judge



14. Who do you believe should have the major responsibility in the orientation of cooperating teachers?
- |   |  |
|---|--|
| <input type="checkbox"/> 1. Consortium Policy Board | <input type="checkbox"/> 4. College/University Personnel |
| <input type="checkbox"/> 2. School Principal        | <input type="checkbox"/> 5. Don't know                   |
| <input type="checkbox"/> 3. County Supervisor       |  |
15. Which of the following have participated in the Consortium's in-service training activities?
- |   |  |
|---|--|
| <input type="checkbox"/> 1. Cooperating Teacher | <input type="checkbox"/> 4. College/University Personnel |
| <input type="checkbox"/> 2. Trainees            | <input type="checkbox"/> 5. County Supervisors           |
| <input type="checkbox"/> 3. School Principals   | <input type="checkbox"/> 6. Other (Please Specify) _____ |
16. To what extent have you participated in teacher seminars or other in-service activities which were conducted under the auspices of the Consortium?
- |  |  |
|--|--|
| <input type="checkbox"/> 1. A great deal   | <input type="checkbox"/> 3. Not at all |
| <input type="checkbox"/> 2. To some extent |  |
17. Indicate the significant emphases of the Consortium's in-service training activities:
- |   |
|---|
| <input type="checkbox"/> 1. Application of educational theory                                     |
| <input type="checkbox"/> 2. Teaching methods  |
| <input type="checkbox"/> 3. Curriculum planning and development                                   |
| <input type="checkbox"/> 4. Individualized instruction  |
| <input type="checkbox"/> 5. Utilizing television in instruction                                   |
| <input type="checkbox"/> 6. Use of equipment and materials other than those related to television |
| <input type="checkbox"/> 7. Use of school plant facilities  |
| <input type="checkbox"/> 8. Administrative and management techniques                              |
| <input type="checkbox"/> 9. Other (Please specify) _____  |
- 
18. In your view, were the in-service training sessions and topics of practical value to the participants?
- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> 1. Most were | <input type="checkbox"/> 3. A few were |
| <input type="checkbox"/> 2. Half were | <input type="checkbox"/> 4. None       |
19. How would you classify the materials and facilities available for the in-service training session?
- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> 1. Adequate | <input type="checkbox"/> 3. Insufficient         |
| <input type="checkbox"/> 2. Limited  | <input type="checkbox"/> 4. I am unable to judge |
20. Indicate how you feel about the time allotted to the Consortium's in-service training activities:
- |  |  |
|--|--|
| <input type="checkbox"/> 1. Too many days        | <input type="checkbox"/> 4. Too much in one day      |
| <input type="checkbox"/> 2. Too few days         | <input type="checkbox"/> 5. Not enough in one day    |
| <input type="checkbox"/> 3. Just right in length | <input type="checkbox"/> 6. Length of day just right |

21. The instruction for the Consortium's in-service training session was:
- |                         |                    |
|-------------------------|--------------------|
| <u>   </u> 1. Excellent | <u>   </u> 3. Fair |
| <u>   </u> 2. Good      | <u>   </u> 4. Poor |
22. Check the following ways in which you think the Consortium's in-service training activities can be improved. You may check more than one item if you desire.
- 1. In-service training was presented in an excellent way. I don't see how it can be improved.
  - 2. I have had so little experience with in-service programs that I can't really say how they could be improved.
  - 3. In-service training should be scheduled during the school day.
  - 4. In-service training is valuable but more follow-up should be provided.
  - 5. The content should be discussed with the trainees before it is presented.
  - 6. People who lead in-service training sessions should be better prepared.
  - 7. In-service training instructors should not be limited to local personnel.
  - 8. The Consortium should offer programs relevant to my level and/or subject area of teaching.
  - 9. None of the above.
23. To what extent did the Consortium encourage cooperating teachers to provide their trainees with a variety of experiences outside the assigned classroom?
- |                                    |                                    |
|------------------------------------|------------------------------------|
| <u>   </u> 1. A great deal         | <u>   </u> 4. Not at all           |
| <u>   </u> 2. To some extent       | <u>   </u> 5. I am unable to judge |
| <u>   </u> 3. To a limited degree. |                                    |
24. How many new or different instructional aids or ideas have trainees brought, developed, provided, or suggested to the school teachers?
- |                            |                          |
|----------------------------|--------------------------|
| <u>   </u> 1. A great many | <u>   </u> 4. A very few |
| <u>   </u> 2. Quite a few  | <u>   </u> 5. None       |
| <u>   </u> 3. Some         | <u>   </u> 6. Don't know |
25. Check the item that best describes your feelings about the help and support received from Camp Lejeune Schools in conducting activities of the Consortium.
- |                         |                    |
|-------------------------|--------------------|
| <u>   </u> 1. Excellent | <u>   </u> 3. Fair |
| <u>   </u> 2. Good      | <u>   </u> 4. Poor |
26. How much help have University personnel provided you?
- 1. All the help I felt was necessary
  - 2. Most of the help I felt was needed
  - 3. Some of the help I felt I needed
  - 4. Little of the help I felt was needed
  - 5. No help at all

27. How do you feel about the effectiveness of the overall program of the Consortium?

1. Very good  
     2. Good  
     3. Fair

4. Poor  
     5. Other (Please specify) \_\_\_\_\_  
\_\_\_\_\_

28. In light of your subsequent experience with the Teacher Education Consortium, what aspects of your experience were most valuable? Least valuable? What changes in that experience would increase its value in the future?

Most valuable:

Least valuable:

Recommended changes:

APPENDIX P

CAMP LEJEUNE TEACHER CONSORTIUM: SUMMATIVE EVALUATION

**CAMP LEJEUNE TEACHER EDUCATION CONSORTIUM**

**Summative Evaluation**

**J. Earle Harper, Associate Director  
Division of Staff Development  
Teacher Education Area  
State Department of Public Instruction**

**June, 1978**

The instrument was designed to give the respondents the opportunity to express their opinions relative to their participation in the activities of the Consortium. Each item below was answered in one of the following ways (corresponding numerical equivalents were assigned as indicated): Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1). The means are indicated for the four groups of respondents.

|   | T<br>R<br>A<br>I<br>N<br>E<br>E<br>S | C<br>O<br>O<br>P<br>E<br>R<br>A<br>T<br>I<br>N<br>G<br><br>T<br>E<br>A<br>C<br>H<br>E<br>R<br>S | P<br>R<br>I<br>N<br>C<br>I<br>P<br>A<br>L<br>S | P<br>O<br>L<br>I<br>C<br>Y<br><br>B<br>O<br>A<br>R<br>D |
|---|--------------------------------------|---|--|---|
| 1. The Consortium scheduled and arranged training sessions for trainees assigned to the Consortium . . . . .  | 4.6                                  | 4.3   | 4.3  | 4.6   |
| 2. Cooperating teachers demonstrated a knowledge of recent changes in teaching methods . . . . .  | 4.6                                  | 4.5   | 5.0  | 4.1   |
| 3. The Consortium's operation was of appreciable help to the principal in maintaining and improving the quality of instruction in his school . . . . .            | 3.0                                  | 3.6   | 3.6  | 3.5   |
| 4. The Consortium is a vigorous force for the improvement of teacher education . . . . .  | 5.0                                  | 4.7   | 4.0  | 4.5   |
| 5. The Consortium's operation and organization patterns were conducive to encouraging educational change and innovative programs.                                 | 4.0                                  | 4.2   | 4.3  | 4.2   |
| 6. The Consortium exercised leadership in introducing innovation and experimentation . . . . .  | 4.3                                  | 4.5   | 4.0  | 3.9   |
| 7. The teacher preparation program operated by the Consortium was efficiently organized . . . . .   | 2.6                                  | 2.7   | 3.6  | 4.1   |
| 8. Sufficient information and orientation concerning the teacher preparation was provided by the Consortium . . . . .   | 2.6                                  | 2.7   | 4.0  | 3.9   |
| 9. The needs of the participating members were understood and recognized by the Consortium . . . . .  | 3.0                                  | 3.7   | 4.3  | 4.1   |
| 10. There appears to be little difference in viewpoint on substantive matters among the agencies which are participating in the Consortium . . . . .              | 4.0                                  | 3.7   | 4.3  | 4.1   |
| 11. The Consortium has the responsibility for carrying out policy decisions as they relate to trainees and in-service education . .                               | 5.0                                  | 4.2   | 4.3  | 4.7   |
| 12. The Consortium works closely with school principals in coordinating the trainee program so that it is consistent with each school's philosophy . . . . .      | 2.0                                  | 3.7   | 4.0  | 3.7   |
| 13. There are open and legitimate ways for participating members to engage effectively in the decision-making process of the Consortium . . . . .                 | 4.0                                  | 4.2   | 4.0  | 4.4   |
| 14. The present organization of the Consortium works well in its attempt to balance joint participation . . . . .   | 4.0                                  | 4.2   | 4.6  | 4.5   |
| 15. The Consortium adequately represents the professional interests of the schools as well as the institutions of higher education and State Department . . . . . | 5.0                                  | 4.5   | 4.6  | 4.7   |

-2-

|   | T<br>R<br>A<br>I<br>N<br>E<br>E<br>S | C<br>O<br>O<br>P<br>E<br>R<br>A<br>T<br>I<br>N<br>G<br><br>T<br>E<br>A<br>C<br>H<br>E<br>R<br>S | P<br>R<br>I<br>N<br>C<br>I<br>P<br>A<br>L<br>S | P<br>O<br>L<br>I<br>C<br>Y<br><br>B<br>O<br>A<br>R<br>D |
|---|--------------------------------------|---|--|---|
| 16. The organizational pattern allows for joint planning and decision-making with school, university, and State Department as equal partners, each with its own particular responsibilities and contributions . . . . . | 4.0                                  | 4.2   | 4.6  | 4.5   |
| 17. There are means for decentralizing or localizing decision-making and administrative functions so that bureaucracy does not take over . . . . .  | 4.3                                  | 3.7   | 4.0  | 4.0   |
| Overall Mean  | 3.9                                  | 4.0   | 4.2  | 4.2   |

## I-B. MEAN RANKING OF ITEMS

| <u>Rank</u> | <u>Mean</u> | <u>Item</u>   |
|-------------|-------------|---|
| 1.          | 3.4         | 8. Sufficient information and orientation concerning the teacher preparation program was provided by the Consortium.                                |
| 2.          | 3.4         | 3. The Consortium's operation was of appreciable help to the principal in improving quality of instruction in school.                               |
| 3.          | 3.5         | 7. The teacher preparation program operated by the Consortium was efficiently organized.  |
| 4.          | 3.5         | 12. The Consortium works closely with school principals in coordinating the trainee program so that it is consistent with each school's philosophy. |
| 5.          | 3.9         | 9. The needs of the participating members were understood and recognized by the Consortium.   |
| 6.          | 4.0         | 17. There are means for decentralizing or localizing decision-making and administrative functions so that bureaucracy does not take over.           |
| 7.          | 4.1         | 10. There appears to be little difference in viewpoint on substantive matters among the agencies which are participating in the Consortium.         |
| 8.          | 4.1         | 6. The Consortium exercised leadership in introducing innovation and experimentation.   |
| 9.          | 4.2         | 5. The Consortium's operation and organization patterns were conducive to encouraging educational change and innovative programs.                   |
| 10.         | 4.2         | 13. There are open and legitimate ways for participating members to engage effectively in the decision-making process of the Consortium.            |

| Rank | Mean | Item   |
|------|------|--|
| 11.  | 4.4  | 14. The present organization of the Consortium works well in its attempt to balance joint participation.   |
| 12.  | 4.4  | 16. The organizational pattern allows for joint planning and decision-making with school, university, and State Department as equal partners, each with its own particular responsibilities and contributions. |
| 13.  | 4.4  | 2. Cooperating teachers demonstrated a knowledge of recent changes in teaching methods.  |
| 14.  | 4.5  | 1. The Consortium scheduled and arranged training sessions for trainees assigned to the Consortium.  |
| 15.  | 4.5  | 4. The Consortium is a vigorous force for the improvement of teacher education.  |
| 16.  | 4.6  | 11. The Consortium has the responsibility for carrying out policy decisions as they relate to trainees and in-service education.   |
| 17.  | 4.7  | 15. The Consortium adequately represents the professional interests of the schools as well as the institutions of higher education and State Department.   |

II. CHECKLIST-ITEM TYPE\*

|   | T<br>R<br>A<br>I<br>N<br>E<br>E<br>S | C<br>O<br>O<br>P<br>E<br>R<br>A<br>T<br>I<br>N<br>G<br><br>T<br>E<br>A<br>C<br>H<br>E<br>R<br>S | P<br>R<br>I<br>N<br>C<br>I<br>P<br>A<br>L<br>S | P<br>O<br>L<br>I<br>C<br>Y<br><br>B<br>O<br>A<br>R<br>D | T<br>O<br>T<br>A<br>L<br>S |
|---|--------------------------------------|---|--|---|----------------------------|
| 1. What is your sex?  |                                      |   |  |   |                            |
| A. Male   |                                      |   | 1  | 2   | 3 (16.7%)                  |
| B. Female   | 3                                    | 4   | 2  | 6   | 15 (83.3%)                 |
| 2. Which of the following are you now?  |                                      |   |  |   |                            |
| A. Trainee or Associate Teacher   | 3                                    |   |  |   | 3 (18.7%)                  |
| B. Cooperating Teacher  |                                      | 4   |  |   | 4 (25.0%)                  |
| C. Principal  |                                      |   | 3  |   | 3 (18.7%)                  |
| D. College/University Person  |                                      |   |  |   |                            |
| E. County Supervisor  |                                      |   |  |   |                            |
| F. Policy Board Member  |                                      |   |  | 6   | 6 (37.5%)                  |
| 3. As you began the school year, which of the following would most accurately describe your feelings? |                                      |   |  |   |                            |
| A. Prepared   | 1                                    | 1   | 3  | 4   | 9 (52.9%)                  |
| B. Limited Readiness  |                                      | 1   |  | 2   | 3 (17.6%)                  |
| C. Inadequate   |                                      | 1   |  |   | 1 (5.9%)                   |
| D. Neutral Feelings   |                                      |   |  | 1   | 1 (5.9%)                   |
| E. Apprehensive   | 2                                    | 1   |  |   | 3 (17.6%)                  |



|  | T<br>R<br>A<br>I<br>N<br>E<br>E<br>S | C<br>O<br>O<br>P<br>E<br>R<br>A<br>T<br>I<br>N<br>G<br><br>T<br>E<br>A<br>C<br>H<br>E<br>R<br>S | P<br>R<br>I<br>N<br>C<br>I<br>P<br>A<br>L<br>S | P<br>O<br>L<br>I<br>C<br>Y<br><br>B<br>O<br>A<br>R<br>D | T<br>O<br>T<br>A<br>L<br>S |
|--|--------------------------------------|---|--|---|----------------------------|
| 4. Contrast your attitude toward the Teacher Education Consortium now with your attitude when you first became associated with the Consortium: |                                      |   |  |   |                            |
| A. Less Favorable  |                                      |   | 1  |   | 1 ( 5.5%)                  |
| B. Same  | 1                                    |   |  | 1   | 2 (11.1%)                  |
| C. More Favorable  | 2                                    | 4   | 2  | 7   | 15 (83.3%)                 |
| 5. Check the three most major motivations for serving as a cooperating teacher:  |                                      |   |  |   |                            |
| A. Believed it to be a professional obligation   | 2                                    | 3   | 1  | 4   | 10 (27.8%)                 |
| B. Considered it to be an opportunity to grow  | 2                                    | 3   | 2  | 4   | 11 (30.6%)                 |
| C. Believed the students would profit  | 2                                    | 4   | 3  | 3   | 12 (33.3%)                 |
| D. Desired additional monetary compensation  |                                      | 1   |  |   | 1 ( 2.8%)                  |
| E. Selected by an administrator  |                                      | 1   | 1  |   | 2 ( 5.6%)                  |
| 6. Check <u>three</u> qualities which you believe enable a cooperating teacher to make a special contribution to a student teaching situation: |                                      |   |  |   |                            |
| A. Demonstrates a broad knowledge of curricular areas and their related basic objectives   | 3                                    | 4   | 2  | 6   | 15 (27.8%)                 |
| B. Demonstrates a respect for the ideas and integrity of a trainee   | 2                                    | 2   | 3  | 3   | 10 (18.5%)                 |
| C. Shows a general concern and liking for working with a trainee   |                                      | 3   | 1  | 1   | 5 ( 9.3%)                  |
| D. Is effective in his working relationships with others   |                                      | 1   | 2  | 4   | 7 (13.0%)                  |
| E. Is able to objectively evaluate the performance of a trainee  | 1                                    | 2   | 1  | 5   | 9 (16.7%)                  |
| F. Demonstrates creativity and resourcefulness   | 3                                    |   |  | 4   | 7 (13.0%)                  |
| G. Other   |                                      |   |  | 1   | 1 ( 1.8%)                  |
| 7. If you were asked to evaluate teacher preparation programs prior to student teaching, which of the following would apply:                   |                                      |   |  |   |                            |
| A. Imbalance in content requirements   |                                      |   |  | 2   | 2 ( 4.6%)                  |
| B. Unrealistic exposure to learning situations of students   | 1                                    | 2   | 2  | 4   | 9 (20.9%)                  |
| C. Stereotyped, impersonal, unimaginative teaching   |                                      |   |  | 1   | 1 ( 2.3%)                  |
| D. Unfamiliarity of instructors with actualities of local school scene   | 3                                    | 2   | 1  | 3   | 9 (20.9%)                  |
| E. Ineffective coordination of learning experiences  |                                      |   |  | 5   | 5 (11.6%)                  |
| F. Inadequate involvement with total community   |                                      |   |  | 2   | 2 ( 4.6%)                  |
| G. Inadequate cooperation between public schools and teacher-preparation institutions  | 1                                    | 1   | 1  | 7   | 10 (23.3%)                 |
| H. Other   |                                      | 1   | 3  | 1   | 5 (11.6%)                  |
| 8. In general, how well do you feel the present group of trainees was prepared to enter the Consortium program?                                |                                      |   |  |   |                            |
| A. Extremely well prepared   |                                      | 1   |  | 1   | 2 (11.7%)                  |
| B. Well prepared   | 3                                    | 1   | 2  | 2   | 8 (47.0%)                  |

|  | TR<br>AINEES | CO<br>OP<br>ER<br>AT<br>ING<br>TE<br>ACH<br>ERS | PR<br>IN<br>CI<br>PAL<br>S | PO<br>LI<br>CY<br>BO<br>AR<br>D | TO<br>TA<br>LS |
|--|--------------|---|----------------------------|---------------------------------|----------------|
| 8. (Continued)   |              |   |                            |                                 |                |
| C. Adequately prepared   |              | 1   | 1                          | 4                               | 6 (35.3%)      |
| D. Minimally prepared  |              | 1   |                            | 1                               | 2 (11.1%)      |
| E. Inadequately prepared   |              |   |                            |                                 |                |
| 9. In comparison to other preservice programs for preparing teachers, how would you classify the preservice program offered by the Consortium?                         |              |   |                            |                                 |                |
| A. The Consortium's preservice is much better  | 1            | 2   | 1                          | 2                               | 6 (33.3%)      |
| B. The Consortium's preservice is better   | 2            |   | 1                          | 5                               | 8 (44.4%)      |
| C. The same  |              | 2   | 1                          | 1                               | 4 (22.2%)      |
| D. Other preservice programs were moderately better  |              |   |                            |                                 |                |
| E. Other preservice programs were much better  |              |   |                            |                                 |                |
| 10. To what extent have the public schools participating in the Consortium's program assumed greater responsibility for the preservice component of teacher education? |              |   |                            |                                 |                |
| A. A great deal  | 1            | 2   | 2                          | 5                               | 10 (58.8%)     |
| B. To some extent  | 1            | 1   | 1                          | 2                               | 5 (29.4%)      |
| C. Not at all  |              |   |                            |                                 |                |
| D. Don't know  | 1            |   |                            | 1                               | 2 (11.8%)      |
| 11. Check the three most significant ways you feel your ability has been improved as a result of your association with the Consortium:                                 |              |   |                            |                                 |                |
| A. Ability to accept and act upon criticism of your behavior as a teacher  | 3            | 2   | 1                          | 3                               | 9 (20.4%)      |
| B. Openness to suggestions about new ideas of teaching   | 2            | 4   | 1                          | 3                               | 10 (22.7%)     |
| C. Self-awareness of your own inadequacies as a teacher  | 1            | 1   |                            | 1                               | 3 (6.8%)       |
| D. Ability to use evaluative methods   |              | 1   | 1                          | 4                               | 6 (13.6%)      |
| E. Commitment to teaching  | 1            | 1   |                            |                                 | 2 (4.5%)       |
| F. Respect for students  | 1            |   | 1                          | 1                               | 3 (6.8%)       |
| G. Willingness to experiment   | 1            | 3   | 2                          | 5                               | 11 (25.0%)     |
| 12. Which of the following did you consider to be the most important contribution of the cooperating teacher in the Consortium's program?                              |              |   |                            |                                 |                |
| A. Provided cognitive information in the psychology and sociology of teaching and learning   |              |   | 1                          |                                 | 1 (4.2%)       |
| B. Shared the classroom and pupils to provide teaching experiences for the trainees  | 3            | 3   | 2                          | 7                               | 15 (62.5%)     |
| C. Provided instruction and experience in lesson planning and methods of teaching  | 1            | 2   | 1                          | 2                               | 6 (25.0%)      |
| D. Provided climate for developing a wholesome professional attitude   |              |   |                            |                                 |                |
| E. Provided informal counseling and advice in one-to-one conference sessions   |              |   | 1                          | 1                               | 2 (8.3%)       |

|  | T<br>R<br>A<br>I<br>N<br>E<br>E<br>S | C<br>O<br>O<br>P<br>E<br>R<br>A<br>T<br>I<br>N<br>G<br><br>T<br>E<br>A<br>C<br>H<br>E<br>R<br>S | P<br>R<br>I<br>N<br>C<br>I<br>P<br>A<br>L<br>S | P<br>O<br>L<br>I<br>C<br>Y<br><br>B<br>O<br>A<br>R<br>D | T<br>O<br>T<br>A<br>L<br>S |
|--|--------------------------------------|---|--|---|----------------------------|
| 13. What do you think should be the attitude of the principal about working with trainees?   |                                      |   |  |   |                            |
| A. Should aggressively seek trainees   |                                      |   |  | 2   | 2 (11.1%)                  |
| B. Should seek trainees  | 2                                    | 2   | 1  | 2   | 7 (38.9%)                  |
| C. Should accept trainees  |                                      | 1   | 2  | 4   | 7 (38.9%)                  |
| D. Should resist having trainees in the school   |                                      |   |  |   |                            |
| E. Should refuse to have trainees in the school  |                                      |   |  |   |                            |
| F. I am unable to judge  | 1                                    | 1   |  |   | 2 (11.1%)                  |
| 14. Who do you believe should have the major responsibility in the orientation of cooperating teachers?  |                                      |   |  |   |                            |
| A. Consortium Policy Board   | 2                                    | 3   | 2  | 8   | 15 (83.3%)                 |
| B. School Principal  |                                      |   | 1  |   | 1 (5.6%)                   |
| C. County Supervisor   |                                      |   | 1  |   | 1 (5.6%)                   |
| D. College/University Personnel  |                                      | 1   |  |   | 1 (5.6%)                   |
| E. Don't know  | 1                                    |   |  |   | 1 (5.6%)                   |
| 15. Which of the following have participated in the Consortium's in-service training activities?   |                                      |   |  |   |                            |
| A. Cooperative Teachers  | 1                                    | 4   | 3  | 8   | 16 (31.4%)                 |
| B. Trainees  | 3                                    | 4   | 1  | 9   | 17 (33.3%)                 |
| C. School Principals   |                                      |   | 1  | 1   | 2 (3.9%)                   |
| D. College/University Personnel  | 1                                    | 2   | 1  | 5   | 9 (17.6%)                  |
| E. County Supervisors  | 1                                    |   | 1  | 2   | 4 (7.8%)                   |
| F. Other   |                                      | 1   |  | 2   | 3 (5.9%)                   |
| 16. To what extent have you participated in teacher seminars or other in-service activities which were conducted under the auspices of the Consortium? |                                      |   |  |   |                            |
| A. A great deal  | 3                                    | 2   |  | 2   | 7 (38.9%)                  |
| B. To some extent  |                                      | 2   | 3  | 5   | 10 (55.6%)                 |
| C. Not at all  |                                      |   |  | 1   | 1 (5.6%)                   |
| 17. Indicate the significant emphases of the Consortium's in-service training activities:  |                                      |   |  |   |                            |
| A. Application of educational theory   |                                      | 2   | 2  | 5   | 9 (19.6%)                  |
| B. Teaching methods  | 2                                    | 3   | 2  | 5   | 12 (26.1%)                 |
| C. Curriculum planning and development   | 2                                    | 2   | 2  | 6   | 12 (26.1%)                 |
| D. Individualized instruction  |                                      |   |  | 2   | 2 (4.3%)                   |
| E. Instructional TV  |                                      |   |  |   |                            |
| F. Use of equipment and materials other than those related to television   |                                      | 1   | 1  | 1   | 3 (6.5%)                   |
| G. Use of school plant facilities  |                                      |   |  |   |                            |
| H. Administrative and management techniques  | 1                                    |   |  | 3   | 4 (8.7%)                   |
| I. Other   | 2                                    | 1   |  | 1   | 4 (8.7%)                   |
| 18. In your view, were the in-service training sessions and topics of practical value to the participants?   |                                      |   |  |   |                            |
| A. Most were   | 3                                    | 2   | 3  | 6   | 14 (82.3%)                 |
| B. Half were   |                                      | 1   |  | 1   | 2 (11.8%)                  |
| C. A few were  |                                      | 1   |  |   | 1 (5.9%)                   |
| D. None  |                                      |   |  |   |                            |

|  | TRAIN<br>NEES | COOP<br>ERATING<br>TEACH<br>ERS | PRIN<br>CIPALS | POL<br>ICY<br>BOA<br>RD | TOT<br>ALS |
|--|---------------|---------------------------------|----------------|-------------------------|------------|
| 19. How would you classify the materials and facilities available for the in-service training session?   |               |                                 |                |                         |            |
| A. Adequate  | 3             | 1                               | 2              | 7                       | 13 (76.5%) |
| B. Limited   |               | 1                               | 1              |                         | 2 (11.8%)  |
| C. Insufficient  |               |                                 |                |                         |            |
| D. I am unable to judge  |               | 2                               |                |                         | 2 (11.8%)  |
| 20. Indicate how you feel about the time allotted to the Consortium's in-service training activities:  |               |                                 |                |                         |            |
| A. Too many days   |               |                                 | 1              |                         | 1 (5.9%)   |
| B. Too few days  | 3             | 2                               | 2              | 4                       | 11 (64.7%) |
| C. Just right in length  |               |                                 | 1              | 2                       | 3 (17.6%)  |
| D. Too much in one day   |               |                                 |                | 1                       | 1 (5.9%)   |
| E. Not enough in one day   |               |                                 |                |                         |            |
| F. Length of day just right  |               | 1                               |                |                         | 1 (5.9%)   |
| 21. The instruction for the Consortium's in-service training sessions was:   |               |                                 |                |                         |            |
| A. Excellent   | 1             |                                 |                | 2                       | 3 (17.6%)  |
| B. Good  | 1             | 2                               | 3              | 5                       | 11 (64.7%) |
| C. Fair  | 1             | 2                               |                |                         | 3 (17.6%)  |
| D. Poor  |               |                                 |                |                         |            |
| 22. Check the following ways in which you think the Consortium's in-service training activities can be improved:   |               |                                 |                |                         |            |
| A. In-service training was presented in an excellent way.  |               |                                 |                | 1                       | 1 (3.3%)   |
| B. Really can't say.   |               | 1                               |                |                         | 1 (3.3%)   |
| C. In-service training should be scheduled during the school day.  | 1             |                                 |                | 1                       | 2 (6.7%)   |
| D. In-service training is valuable but more follow-up should be provided.  |               | 1                               | 2              | 5                       | 8 (26.7%)  |
| E. The content should be discussed with the trainees before it is presented.   |               |                                 |                |                         |            |
| F. People who lead in-service training sessions should be better prepared.   | 1             | 1                               |                |                         | 2 (6.7%)   |
| G. In-service training instructors should not be limited to local personnel.   | 1             | 1                               | 1              |                         | 3 (10.0%)  |
| H. The Consortium should offer programs relevant to my level and/or subject area of teaching.  | 2             | 1                               |                | 1                       | 4 (13.3%)  |
| I. None of the above.  | 1             | 1                               |                |                         | 2 (6.7%)   |
| 23. To what extent did the Consortium encourage cooperating teachers to provide their trainees with a variety of experiences outside the assigned classroom? |               |                                 |                |                         |            |
| A. A great deal  | 2             | 4                               | 3              | 5                       | 14 (77.8%) |
| B. To some extent  |               |                                 |                | 2                       | 2 (11.1%)  |
| C. To a limited degree   |               |                                 |                | 1                       | 1 (5.6%)   |
| D. Not at all  |               |                                 |                |                         |            |
| E. I am unable to judge  | 1             |                                 |                |                         | 1 (5.6%)   |

|  | TR<br>A<br>I<br>N<br>E<br>E<br>S | C<br>O<br>O<br>P<br>E<br>R<br>A<br>T<br>I<br>N<br>G<br><br>T<br>E<br>A<br>C<br>H<br>E<br>R<br>S | P<br>R<br>I<br>N<br>C<br>I<br>P<br>A<br>L<br>S | P<br>O<br>L<br>I<br>C<br>Y<br><br>B<br>O<br>A<br>R<br>D | T<br>O<br>T<br>A<br>L<br>S |
|--|----------------------------------|---|--|---|----------------------------|
| 24. How many new or different instructional aids or ideas have trainees brought, developed, provided, or suggested to the school teachers?                     |                                  |   |  |   |                            |
| A. A great many  |                                  | 2   |  |   | 2 (11.1%)                  |
| B. Quite a few   |                                  |   | 1  | 1   | 2 (11.1%)                  |
| C. Some  | 2                                | 1   | 1  | 4   | 8 (44.4%)                  |
| D. A very few  |                                  |   | 1  |   | 1 (5.6%)                   |
| E. None  |                                  |   |  |   |                            |
| F. Don't know  | 1                                | 1   |  | 3   | 5 (27.8%)                  |
| 25. Check the item that best describes your feelings about the help and support received from Camp Lejeune Schools in conducting activities of the Consortium: |                                  |   |  |   |                            |
| A. Excellent   | 3                                | 4   |  | 5   | 12 (66.7%)                 |
| B. Good  |                                  |   | 2  | 2   | 4 (22.2%)                  |
| C. Fair  |                                  |   | 1  | 1   | 2 (11.1%)                  |
| D. Poor  |                                  |   |  |   |                            |
| 26. How much help have University personnel provided you?  |                                  |   |  |   |                            |
| A. All the help I felt was necessary   | 1                                | 1   |  |   | 2 (12.5%)                  |
| B. Most of the help I felt was needed  | 1                                |   | 1  | 5   | 7 (43.7%)                  |
| C. Some of the help I felt I needed  | 1                                | 3   | 2  | 1   | 7 (43.7%)                  |
| D. Little of the help I felt was needed  |                                  |   |  |   |                            |
| E. No help at all  |                                  |   |  |   |                            |
| 27. How do you feel about the overall program of the Consortium?   |                                  |   |  |   |                            |
| A. Very good   | 3                                | 2   | 1  | 2   | 8 (44.4%)                  |
| B. Good  |                                  | 2   | 1  | 5   | 8 (44.4%)                  |
| C. Fair  |                                  |   | 1  | 1   | 2 (11.1%)                  |
| D. Poor  |                                  |   |  |   |                            |

\* Columns at right contain the numbers of responses for each item.

### III. COMMENTS

#### Cooperating Teachers

Most Valuable: (1) Time spent with university personnel; (2) Gained ideas on teaching and working with others; (3) Trainees were allowed to see the total school picture from beginning to end.

Least Valuable: (1) Some speakers were not on the subject of education; (2) Guides not set down.

Recommended Changes: (1) Need to meet with trainee more than once before they are in our classroom; (2) More contact with university; (3) Set down better guides and rules; (4) Need training in many areas -- child development, testing, children's literature, teaching reading and curriculum need to be provided for trainees who do not receive this training in college.

#### Principals

Most Valuable: (1) Teachers having more voice in deciding who becomes certified; (2) Working in planning stage and counseling with the trainee.

Least Valuable: (1) Professors who communicated very little about progress of trainee, very little exchange.

Recommended Changes: (1) Have more and better planned in-service training; (2) Make sessions practical. Cooperating teachers and trainees can suggest what the needs are. Speakers brought in should be knowledgeable and not too far removed from the classroom. Cooperating teachers need some instruction on how to see trainees objectively to suggest ways that they can be both candid yet waste little time in getting a point across effectively without hurting feelings.

#### Trainees

Most Valuable: (1) Seeing children coming into school in the fall and being with them the entire year provides one with a clear and true picture of the classroom; (2) Working in different grades as a teacher; (3) Actual classroom experience over an entire school year.

Least Valuable: (1) Too much observation time; (2) The papers, such as the curriculum critique, case study, etc.

Recommended Changes: (1) I would like to see more in-service training in the areas of readiness and motivation techniques. Training of the cooperating teachers should provide a clearer definition of their roles; (2) Make plans more definite about papers, seminars, and basic requirements of the Consortium. There were some papers we knew were required and some we were not sure about; (3) Communications between the trainees and the policy board could be improved. A synopsis of what the trainee will be expected to do, including papers, should be provided at the beginning of the year. The supervising teachers seemed to be uncertain about when evaluations were to be filled out and when and how a trainee could be recommended for associate teacher.

#### Policy Board

Most Valuable: (1) One year time ... the personal touch the supervising teacher gives in a situation that is not crammed into a six-eight weeks time period. More time to observe; (2) Coordinated planning involving people from many aspects of teacher education; (3) Cooperative efforts among Consortium agencies; (4) Opportunity for professional interchange with personnel from other educational agencies; (5) Direct work with trainees.

Least Valuable: (1) Some of the in-service programs were too broad in scope since we had to depend on who we could get to hold the training sessions; (2) Lack of adequate feedback on my involvement.

Recommended Changes: (1) Possibly have more Camp Lejeune persons hold training sessions. Use the experience of the supervising teachers for 77-78 to help train those for 78-79; (2) Need financial support for trainees; (3) Systematic feedback for all participants in program, different scheduling for in-service sessions. Participants too tired at end of day. Too much material in short time span. Follow-up on in-service sessions; (4) Policy board should monitor early days of trainees experiences - university representatives should be more available in early days - local association committee should be more readily available to trainees and cooperating teachers; (5) The local teacher organization needs its strongest and best teachers actually involved in selection and supervising of cooperating teachers; more interest for Consortium program needed in local teacher organization. Policy board needs to determine better way to support and assist cooperating teachers; (6) In-service organized in advance, possible requirements set down clearly in advance, better communication between teachers and trainees with all other levels, early involvement of CLNCAE Committee.

JEH/shw  
6/29/78

APPENDIX Q  
FOLLOW-UP QUESTIONNAIRE FOR BEGINNING TEACHERS:  
MEAN SCORES

FOLLOW-UP QUESTIONNAIRE FOR BEGINNING TEACHERS: MEAN SCORES  
Camp Lejeune Teacher Education Consortium  
1977-78

| <u>Criterion</u>  | <u>Rating*</u>     |                    |                    | <u>Mean</u> |
|---|--------------------|--------------------|--------------------|-------------|
|   | <u>1st Teacher</u> | <u>2nd Teacher</u> | <u>3rd Teacher</u> |             |
| 1. Demonstrates command of subject matter                               | 4                  | 5                  | 4                  | 4.3         |
| 2. Demonstrates ability to implement effective instructional strategies | 5                  | 5                  | 4                  | 4.7         |
| 3. Demonstrates a proper perspective of teaching learning situations    | 5                  | 5                  | 4                  | 4.7         |
| 4. Demonstrates competence in evaluating students                       | 4                  | 5                  | 4                  | 4.3         |
| 5. Demonstrates ability to profit from feedback                         | 5                  | 5                  | 4                  | 4.7         |
| 6. Demonstrates ability to perform a variety of critical learning tasks | 4                  | 5                  | 3                  | 4.0         |
| 7. Demonstrates ability to motivate learners                            | 3                  | 5                  | 3                  | 3.7         |
| 8. Demonstrates competence in classroom management                      | 4                  | 5                  | 6                  | 4.3         |
| 9. Demonstrates a clinical approach to misbehavior                      | 3                  | 5                  | 3                  | 3.7         |
| 10. Demonstrates a fair and just attitude in dealing with students      | 4                  | 5                  | 4                  | 4.3         |
| 11. Demonstrates ability to work cooperatively with other staff members | 5                  | 5                  | 5                  | 5.0         |
| 12. Demonstrates professional traits of character                       | 5                  | 5                  | 5                  | 5.0         |
| 13. Demonstrates commitment to teaching profession                      | 5                  | 5                  | 4                  | 4.7         |
| 14. Demonstrates adequate health and vitality                           | 4                  | 5                  | 4                  | 4.3         |
| 15. Demonstrates effective voice and speech patterns                    | 4                  | 5                  | 4                  | 4.3         |
| 16. Demonstrates an open and flexible teaching personality              | 4                  | 5                  | 4                  | 4.3         |
| OVERALL MEANS   | 4.2                | 5.0                | 3.0                | 4.4         |

Performance Criteria Rating Scale\*

- |                    |  |
|--------------------|--|
| 1. Unsatisfactory: | Does not meet expectations for a beginning teacher |
| 2. Below Average   | Barely meets expectations for a beginning teacher  |
| 3. Average:        | Meets expectations for a beginning teacher         |
| 4. Above Average:  | Exceeds expectations for a beginning teacher       |
| 5. Excellent:      | Far exceeds expectations for a beginning teacher   |



APPENDIX R  
ORIGINAL MEMBERS OF CAMP LEJEUNE TEACHER EDUCATION  
CONSORTIUM POLICY BOARD

The original members of the Camp Lejeune Teacher Education Consortium Policy Board were the following:

Joe Cashwell  
Teacher Education Area  
North Carolina Department of Public Instruction

Lois V. Edinger  
Professor, School of Education  
University of North Carolina at Greensboro  
(Served as Chairman)

James Howard  
Deputy Superintendent  
Camp Lejeune Dependents' Schools

Judy Novicki  
President  
Camp Lejeune unit of North Carolina Association of Educators

Persons who served on the Policy Board during the operation of the consortium were the following:

Presidents of Camp Lejeune NCAE

Judy Novicki  
Charles Hager  
Richard Scroggs  
Libby Reeves

Representatives from University of North Carolina at Greensboro

Dr. Lois V. Edinger  
Dr. Shirley Haworth  
Dr. Roland H. Nelson, Advisor

Camp Lejeune Dependents' Schools Administrators

Dr. James M. Howard  
Dr. E. Conrad Sloan  
H. S. Parker  
Laurine Tisdale  
Helen Klarpp

Department of Public Instruction

Joe Cashwell  
J. Earle Harper