AN INSTRUMENT TO REVIEW THE DESIGN OF A TEACHER EDUCATION PROGRAM

by

JOAN L. IRVINE

A thesis

submitted in partial fulfillment

of the requirements for the degree of

Master of Education

University of Manitoba

1980

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ABSTRACT

The purpose of this study was to develop an instrument that would allow the staff of a faculty of education to study the design of its own undergraduate program.

Teacher education programs were seen as continually changing due to a variety of pressures exerted on them by both educational and societal needs. It is a common concern that in responding to these pressures, many decisions about programs might be made as a reaction to single pressures. Decisions made on that basis might unwittingly alter the original design of a program substantially. It was felt that there was a need for an instrument which would assist the staff of a faculty of education to analyze critically the design of its program, to make decisions about changes in design, and to be initiators and directors of change.

From a review of the literature and the experience of the researcher and her colleagues in teacher education, an initial instrument was developed. This initial instrument had most of its emphasis on the study of the final year of a four year undergraduate program.

The initial instrument was field tested in a series of interviews with teacher educators in eight western Canadian universities. The instrument proved to be useful in a data gathering process about the design of a teacher education program. However, the process revealed that terminology varied from faculty to faculty. The instrument needed to be revised to accommodate these

variations.

A second type of revision was necessary. The interviews revealed that it was difficult to examine the design of a single year of a four year program in isolation from the design of the total program.

Consequently, a final instrument was created which made use of the insight gained from the initial instrument. The final instrument took as its scope the design of a four year program. The A.A.C.T.E. Standards and Mitzel's presage factors, process factors, and product factors were used as organizers for the development of a series of questions for examining this design. Data gathered with the initial instrument were used to suggest alternative responses to the questions on the final instrument.

Using the final instrument, it is possible for a staff to engage in gathering information about its program, to reflect on the interrelations among its parts, and to question its basic assumptions.

ACKNOWLEDGEMENTS

My thanks are due and gratefully given to the members of the various teacher educators who so graciously consented to being interviewed in the spring of 1978.

Additionally, I would like to thank the members of this thesis committee, Professors Marcel Bonneau and Jacob Redekopp, for their advice and moral support.

Special thanks is due to Dr. Eric MacPherson without whom the study would not have been undertaken or completed.

TABLE OF CONTENTS

Chapter 1

INTRODUCTION

The assessment of a teacher education programs is a very complex task. Even a cursory review of an individual teacher education program leads an observer to be aware of the vast network of interactions which are part of any such program. The more knowledge one has of a specific program, the more one is impressed with the myriad of factors which made a contribution to the total program.

It is probably impractical to examine objectively any teacher education program in its entirety. This may account for the penchant of educators to study rather than evaluate them. One could predict that no questionnaire, series of interviews or even anecdotal reports, let alone formal study could indicate with certainty which factors, either those which are intended or those which happen by change, have had the most effect on the achievement of the goals of a teacher education program.

If one considers only the 'planned' or 'intended' experiences, which stretch over three to five years and include course work and other activities, one can appreciate the difficulty of ascertaining which variables are most critical to the attainment of the goals of a program. If one adds to this the subtleties of the human interactions within a program over that same period, one can see that the task of identifying the most important variables is nearly impossible.

Nevertheless, teacher educators cannot give up the study of the design of the programs they plan for prospective teachers. Their responsibility is to continue to develop coherent programs which make sense to them, to their students and to the community.

The major thrust of evaluation in teacher education seems to have been directed to the parts of a given teacher education curriculum. A large number of studies have been published in specific subject areas and on specific topics and even on one year of a total program. Very little effort has been directed to the examination or evaluation of full teacher education programs. The most complete work of this latter kind was the A.A.C.T.E. Standards (1971) which did set out to address itself to an entire teacher education program. Since these standards and their forerunners were the guidelines for funding the Nine Elementary Education Models of the United States Office of Education, one could expect that there will be continuing attention to them in the future. To date, little has been done to follow up the work of the Standards.

What seems to be needed is an instrument which will act as a guideline for the analysis of the design of any particular program. The instrument can act as a device to keep the focus of on the whole program and as a reminder that all parts of the program make a contribution to the whole. The questions making up the instrument should be broad enough in scope to be useful guidelines for analysis regardless of the specific objectives of the program or of the arrangement or even inclusion or exclusion of its component parts

and of the style in which the curriculum is operated.

PURPOSE OF THE STUDY

The purpose of the study, then, is to develop an instrument which will be useful in reviewing the design of a given teacher education program. In the context of the goals of the program, the instrument will help teacher educators to:

a) examine the basis or rationale of the program itself,

b) identify the component parts of the curriculum,

c) examine the contribution of each of its parts to the achievement of the program goals,

d) examine the priority or weighting of each component within the curriculum,

e) examine the sequence of components within the curriculum,

f) examine the interrelationships among the respective parts of the curriculum,

g) examine the way in which the component parts are intended to be delivered. The latter would include the task style, the general climate, and the availability of alternatives to both staff and students.

THE SIGNIFICANCE OF THE STUDY

In the past ten to twenty years, there has been considerable change in teacher education programs in Canada. This change has

been characterized by a move from Normal Schools and Teachers Colleges to Faculties of Education in university settings.

For the most part programs have gone from one year after high school to three or four years in length. It should be noted that it is still possible to take a one year training program after completing a first degree.

This time extension led naturally to the development of teacher education curricula which included many new courses and other experiences for student teachers. Many of these innovations developed around the interests and expertise of staff members and administrators of faculties of education. Others had their origins in responses to groups outside of faculties of education who pressed for the addition of courses which they deemed necessary to meet the educational needs of the community.

The design of teacher education curricula continued to change and to be shaped by both developments within and outside faculties of education. As new approaches, techniques and materials developed through research or different ways of viewing learning, those within faculties of education felt a need to modify existing courses or to add new courses to the curriculum. Groups outside faculties of education continued to press for new courses. In some instances, governments legislated changes in teacher education programs. In others, agencies, largely governments, funded particular courses and experiences. All of these forces affected and will continue to affect the design of teacher education programs.

In addition, larger social and economic conditions affected and continue to affect the design of teacher education programs. These conditions include changes in the size of the student teacher population, employment opportunities for teachers, and changes in the economic environment from a period of growth to a period of fiscal restraint.

Thus, change has been an integral part of teacher education programs. All of the forces above continue to be a part of the environment in which teacher education programs exist and continue to affect programs in some way.

Coping with these forces in a positive way is one of the tasks of a faculty of education. While many forces may operate on a program, teacher educators have the responsibility to maintain programs which have a sense of direction as well as a total experience which is coherent and does not degenerate to become a mere collection of courses.

Every teacher education program has some rationale underlying its operation. This rationale, created by the day to day activities of teacher educators involved, is usually implicit. Some staffs attempt to reflect on their activities and try to make explicit the beliefs which are held collectively by the members of the faculty. This exercise might help to maintain a sense of direction by providing a statement against which decisions about curriculum could be made, but it can also be argued that little has been accomplished in such deliberate reviews to date.

What is needed is a way of reviewing a total teacher education curriculum in the light of its own rationale and goals. Decisions about the retention or deletion of elements of the curriculum might then be made in the context of that rationale and through assessment of their contribution to the achievement of those goals. The finding of effective ways to deliver these components might ensue from this process.

FIRST ASSUMPTION

Of the teacher education programs examined, most had a design which identified a general studies component and a professional component of theory and practice. While other conceptualizations existed, it was decided to develop this instrument with the aforementioned dichotomy in mind.

LIMITATIONS

This instrument was intended to be used to gather data about the design of a teacher education program as distinct from data about how the quality of the program was assessed by staff and students. This instrument was not created for the purpose of evaluating a program against external standards.

Neither was this instrument intended to promote the collection of data for the sake of gathering data. Its purpose was to gather information to help a staff clarify its thinking about a complex series of interactions, to review what existed, and to clarify what was intended.

At some later date, a faculty might choose to use the same instrument or some modification of it to gather data to see whether or not the curriculum was operating as its design intended.

DEFINITIONS

A teacher education program refers to the curriculum, the teaching, and the resources for the preparation of persons for work in the education professions.

The curriculum includes the courses, seminars, readings, laboratory and clinical experiences, and practica, and any other experience which is seen as making a contribution to the development of the student teacher.

A program of study is the sequence of courses, seminars, readings, laboratory and clinical experiences, practica, and other experiences suggested for a student teacher.

Presage factors are those factors which must be considered before a program is developed.

Process factors are the treatments proposed in the design of a program for future teachers.

Product factors are the actual behaviours produced.

Chapter 2

REVIEW OF THE LITERATURE

This chapter examines two major areas of interest. The first of these is recent trends in teacher education, particularly in Canada. The second is the background of theoretical frameworks for the examination of the design of teacher education programs.

THE LITERATURE AND RECENT TRENDS IN TEACHER EDUCATION

In the past twenty to thirty years many changes have taken place in teacher education programs in Canada. One of the most significant of these has been the transfer of these programs to the universities and the subsequent impact of that move on the curricula of teacher education programs.

Until the forties, the majority of teachers were trained in Normal Schools or Teachers' Colleges. A few were prepared in Faculties of Education associated with universities. Regardless of the institution, the programs were usually one year in duration.

Major changes in this pattern began in Canada in 1945 when the University of Alberta introduced a general Bachelor of Education degree. (Lazerte, 1950, p. 63) This was the first four year teacher education program to be developed in Canada.

Other institutions were slow to follow. As Calam (1977) reported, "In 1960 over 83 percent of Atlantic province teachers and 70 percent of those in Western provinces held no degree, a figure reduced to 52 percent by 1972." (p. 132) The trend has continued.

The Canada Yearbook (1976-77) reported that "requirements for all public school teachers in Canada to have a degree have been introduced. At present, the requirement is almost universal." (p. 139) It should be noted that this is required only of teachers new to the profession.

The move to the universities and the concomitant lengthening of the programs to four years had many effects on teacher education curricula. They have been expanded to include many desired elements which previously were excluded due to time constraints. Many new courses were developed to meet these new curricular demands. Others were developed to provide students with a range of options. This was a considerable change from the situation described by Wees (1974):

> During the decades of the twenties, thirties, and forties in normal schools and teachers colleges, everything on the programme for students intending to teach in the elementary school was compulsory, and the same for everybody. The same held true for the education of graduates in universities. (p. 13)

Corresponding changes in the nature of programs were also expected. The universities would demand programs that were "longer, more difficult, and more academically respectable." (MacDonald, 1970, p. 7) Ellis (1978) also noted that the expectations were that teachers would benefit from the cultural and social context of the university, and that classroom activities would rely more on research and scholarship and less on anecdote.

It is difficult to say whether or not teacher education programs have reached these expectations. Faculties of education are

still very young and have grown very rapidly. Ellis pointed out that most teacher education programs are in their "infancy". (Ellis, p. 6) He explained further:

> Few of them have had the responsibility for preparing both elementary and secondary teachers for more than twenty years - many of them for much less. Some have not yet struggled through start-up problems, some suffered the effects of too rapid growth during their infancy, some were created overnight from groups of faculty drawn from desperate backgrounds and traditions, some were welcomed to the university campus, others were merely tolerated. (p. 6)

Ellis continued:

> It would indeed be interesting to know how many faculties, from the frantic beginning days to the present, have had time or opportunity to think clearly about what they reasonably could or should achieve. I expect there would be very few. (p. 6)

Ellis maintained that we should be setting priorities. He said:

> Ideally, the priorities of faculties of education should emerge from the thoughtful consideration of questions such as: What functions are we best equipped to perform? What expectations are held for us by groups with whom we work both inside and outside the university? Or - What is our mandate and what support can we muster for its conduct? (p. 5)

He further pointed out that faculties of education should address themselves to these questions regularly and seriously but added, "Unfortunately, the concerns which normally receive our attention tend to be those of individuals and small groups." (p. 5)

Obviously, faculties of education do need to be concerned with the setting of priorities and with the long range development of programs in the context of those priorities. Current economic

conditions may in fact force faculties to rethink their priorities. Therefore this may be a particularly appropriate time to make available to a faculty an instrument that provides opportunities to analyze the total structure of its program.

THE LITERATURE AND THE DESIGN OF TEACHER EDUCATION PROGRAMS

Many educators and groups of educators have been interested in the design and theoretical frameworks of teacher education programs.

The A.A.C.T.E. Standards (1971) are the best known and the most complete statement available concerning the elements of the design of teacher education programs.

The Standards assumed that each teacher education program had a set of goals against which the elements of program can be measured. They stated that the goals should reflect the "institution's conception of the role". (A.A.C.T.E., 1971, p. 3)

The assumption that teacher education programs will have differing goals and differing conceptions of teachers' roles is an interesting one for it implies that there is no one right way or best way to educate teachers. Dean John M.H. Andrews was quoted as saying, "people call a program good if it reflects their own particular views on education and since we live in a pluralistic society there is every reason for us to be pluralistic in our provision of teacher education." (Calam, 1977, p. 134) This idea

is echoed in the James Report (1972):

> All teachers need to be well educated professionals but the specific kind of preparation a teacher needs obviously depends upon the kind of school in which he plans to work, his specialization, if any, and the age range of the children or young people he intends to teach. (p. 67)

This was qualified to some extent by the assertion in the same report that "....the professional training of all teachers should be the same in length and structure, however different in its emphasis and the details of its content...." (p. 67)

Many of the teacher education programs studied seemed to identify two components: a general studies component and a professional component including a practicum. The Standards (1971) made this same distinction between a general studies component and a professional component - general studies includes "whatever instruction is deemed desirable for all students, regardless of their prospective occupation" (p. 4) and the professional component includes "all requirements that are justified by the work of the specific profession of teaching." (p. 4)

Elsewhere (O.E.C.D., 1974; Smith, B.O., 1971; Conant, 1963), the components of a teacher education program are categorized as academic, professional studies and professional practica. Since these are subsumed in the definitions of the A.A.C.T.E. Standards, the terms of the Standards are used in this study.

The General Studies Component

The literature gives considerable attention to the general studies component. Not all educators agree on the nature of the component, but seem to be willing to take quite firm positions. For example, The Standards (1971):

> There is a planned general studies component requiring at least one-third of each curriculum for prospective teachers consist of studies in the symbolics of information, natural and behavioural sciences and humanities." (p. 4)

It added that the one-third is to be considered a minimum and that institutions are encouraged to go beyond this minimum if possible.

The James Report (1972) recommended a two year course of general studies for prospective teachers leading to a Diploma in Higher Education. The aim of such a course is to provide:

> Some essential background in the main areas of human thought and activity in the humanities (above all literature), mathematics and the sciences (including their applications in practical situations), the social sciences, and the arts. (p. 43)

Both the 1971 Standards and Howsam (1976) made clear statements about the purposes of general studies. They saw this component of a teacher education program as helping teachers become "learned persons". (Howsam, p. 82) Additionally, the Standards saw these studies as providing background for teaching specialties.

Whether or not the general studies component actually achieves these purposes is suspect. C.E. Smith (1963) felt it was more likely to produce an "examination grasp of a wide range of

subject matter more than a profound understanding of any part of it." (p. 36) Wees (1974) added, "On analysis one finds that available courses in many departments are not geared to the education of teachers." (p. 25) He explained further:

> Please do not interpret the above as a plea for easy courses. The work of the prospective teacher should be just as demanding as the courses for other students. The point is that they should be 'appropriate' and they should attempt to produce a well-informed person with a broad cultural base rather than the narrow scholar who is designed to play an entirely different role in society. (p. 26).

There are also statements of the need for discussions between university staff members inside and outside of faculties of education concerning the nature and purpose of the general studies component. The Standards assumed that the general studies component was "determined jointly by faculty members in the academic areas and those in teacher education." (p. 3)

Smith (1963) added:

> If we are to have more cultured teachers, secure in their knowledge, this can only come about by reason of an understanding on the part of the arts and science faculties of the university, that education may make demands somewhat different from the demands made by their own individual disciplines, that a different kind of program may be required in which the pace of both teaching and learning may be much slower but the grasp of what is taught and learned much broader and deeper. (p. 37)

In summary, views of the nature and purpose of the general studies component vary in detail among teacher educators but this is seen as an important part of teacher education programs, as a contribution to background and as a basis for the teaching specialty.

Further, this component is seen as a responsibility of both the education faculty and of other organs of the university. Communication between these groups is seen as important in the development of appropriate general studies courses for future teachers.

The Professional Studies

The A.A.C.T.E. Standards (1971) defined professional studies as those that were "justified by the work of the specific profession of teaching". (p. 4) Traditionally, this has been the area of greatest interest to teacher educators and includes all of the experiences deemed appropriate for the preparation and growth of future teachers. As one would expect, there are many points of view about how these concerns should be addressed.

The Standards were careful to state in their description of the elements of this professional component that:

> It is not intended to prescribe a particular design for teacher education. Rather it is intended to provide a set of categories through which an institution can describe and review the professional studies component of the various teacher education curriculum it offers. It is assumed that these elements can be identified in any acceptable design for teacher education. (p. 4)

The Standards went on to include the following elements of a professional component of teacher education:

> 1) The study of content to be taught to pupils, and the supplementary knowledge from the subject matter of the teaching specialty and from allied fields, that is needed for perspective and flexibility in teaching. (p. 4)

> 2) ..instruction in the humanistic studies and behavioural studies. (p. 5)
>
> 3) ..the systematic study of teaching and learning theory with appropriate laboratory and clinical experience. (p. 6)
>
> 4) ..includes direct substantial participation in teaching over an extended period of time under the supervision of qualified personnel from the institution and the cooperating school. (p. 6)

In a report from the Organization for Economic Cooperation and Development (1974), essentially the same features of the professional component were identified. Reports from North America and four European countries indicated a wide variety of plans for programs but they included:

> Professional studies that include basic pedagogics involving some knowledge of psychology and usually some understanding of the sociology, philosophy, and history of education. In most courses this is now augmented by the study of curriculum development and evaluation, educational technology and the study of management and administrative skills. There is also attention to the methodology of teaching the specific areas of knowledge in which the student has competence. (p. 23)

and

> Professional practice wherein the student is given opportunities, with appropriate guidance, to develop practical competence in the day-to-day work of a practising teacher. (p. 24)

Of these elements of the professional studies, that dealing with the teaching specialty seemed to be dealt with most specifically.

The Standards made clear that there are two dimensions to the teaching specialty - that part which is "knowledge that will be taught to the pupil" (p. 4) and the other that is the knowledge

needed by the teacher as "background" (p. 4) for the understanding of the specialty. Smith (1969) agreed and added another dimension; the possession of "knowledge about knowledge". (p. 112) He described this dimension in this way:

> This sort of knowledge is built upon more particular knowledge of the elements of subject matter and the relationships among them, the uses of the disciplines' knowledge, and the way their information is manipulated and its dependability described. (p. 112)

The relationship between the teaching specialty content and the ways in which it might be taught was not specified in the Standards except to say that the academic faculties were responsible for instruction in the subject matter of the specialties; while the academic and professional faculties were jointly responsible for the "identification and selection" (p. 4) of learning experiences required for the specialty. The Standards placed on faculties of education the responsibility to be informed and to take part in decision making about what their students were to receive from academic faculties.

As with general studies, many writers (Wees, 1974; Smith, C.E., 1963; Smith, B.O., 1969; Howsam, 1976; James, 1972) agreed with this position because of an uneasiness with the kinds of courses offered to education students by academic faculties. These courses tended to be, as C.E. Smith said, "narrowly professional" (p. 36), while what future teachers needed were courses, to use Howsam's term, which were "human service functional". (Howsam, 1976, p. 85) Howsam used the term to describe the "in-

breadth understanding of how a special subject matter can be useful to students in discovering personal levels of meaning, and how students can translate this meaning into humane daily activity." (p. 85)

The core of the professional program, however, as outlined by the Standards, included the following: humanistic and behavioural studies; teaching and learning theory with laboratory and clinical experience; and appropriate practice.

The Standards viewed humanistic and behavioural studies as those courses which provide the student 'with a set or context in which educational problems can be understood and interpreted." (A.A.C.T.E., 1971, p. 5) These may be provided partially through the general studies component but more fully through courses, readings, or experiences in educational psychology, educational foundations, educational sociology, and/or philosophy of education. The Standards went on to describe teaching theory and learning theory as "the body of knowledge about teaching and learning that should be the basis for effective performance". (p. 5) They made the case that these theories needed to be tried out in laboratory exercises and practised in clinical settings under the supervision of experienced teachers.

Finally, the Standards acknowledged the importance of professional practica defined as opportunities in schools for students to put theory and practice together and to develop their own teaching styles.

There is no doubt that the beliefs held by a staff of teacher educators will influence the design and interpretation of a teacher education curriculum. As Clarke (1971) stated:

> The conceptualization of teaching, conscious or unconscious, held by teacher educators will effect the manner in which these components are assembled and emphasized in any given teacher education curriculum. (p. 119)

One of the outcomes of curriculum design might be to make these conceptualizations of teaching explicit. As Houston noted:

> All too often, teacher education programs have been designed with little or no attention to the underlying assumptions being made by developers. Without such an explicit framework, programmatic decisions are made on the basis of immediate, persuasive arguments or on political grounds....
>
> Explicitly specifying the propositions assumed to be true provides a sound framework for designing a program. (Houston, 1973, p. 200)

One conceptualization which had a great deal of impact during the late sixties and seventies was labelled "performance based teacher education" or "competency based teacher education". Both were characterized by their emphasis on stating objectives in terms of observable behaviour. Houston pointed out that these behaviours were "derived from the role of the practitioner rather than from the logical structure of traditional disciplines." (p. 200) Atkin (1975) attributed the growth of this kind of conceptualization to the "accountability pressures on the educational system that came to full flower in the late 1960's". (p. 15)

Considerable impetus was given to this type of approach in 1969 when the United States Office of Education mandated the use

of such statements as criteria for funding innovative elementary teacher education programs. The impact was not as great in Canada where, as Watts reported:

> In a study of recently revised teacher education programs in Canada, McGill U., 1970, U. of Alberta, 1969, COFFE Report, 1969, U. of P.E.I., 1971, it became evident that the changes in these Canadian programs did not rely on the specification of performance criteria, but they dealt more with the identification of the broadest areas of the program and the courses which appeared to be a part of the general area. There remains a concern in Canadian teacher education programs to specify the courses and numbers necessary for most teacher candidates to complete the teacher certification program. (p. 34)

In any case there was a strong trend in the literature and research towards using such language. It seemed to attract those teacher educators who wished for a tidier and apparently more scientific and objective basis for the discussion of the design of teacher education curricula. At the same time, this approach came under attack by those who saw it as borrowed from the field of engineering where "we look only at results." (Atkin, p. 20)

Other conceptualizations of teacher education have had an impact on the design of programs. Among these are what are sometimes referred to as humanistic models of teacher education. This conceptualization was a response to the work of Rogers and the approach of the British primary schools. Combs' (1965) self-as-instrument concept was an outstanding example of this approach. The work of Fuller in her concerns-based teacher education model is another example of an approach which stresses the importance of the teacher as an individual. This approach has not had nearly the

impact on teacher education program design as that of either the knowledge centered approach or the behaviourist approach.

In summary, the two basic components of a teacher education program are commonly identified as general studies and professional. Elements of these two components are commonly selected and more precisely defined by curriculum designers. Different conceptualizations held by members of the same staff are often accommodated by the provision of alternative programs within the same faculty.

A review or analysis of a program of teacher education must be carried out in the light of the particular concept of teacher education which underlies the design of the program and on the basis of the intended contribution of each of the elements of the two components to the achievement of the goals of the program.

Since there is no limit to the number of variations which might result from the combinations and permutations of these elements, there is a need for an instrument with which the components and interrelations of a teacher education program can be examined but without prejudicing the analysis to any particular rationale. Clarke (1971) proposed using the categories devised by Mitzel (1960) for identifying the decision making areas essential in any given teacher education program.

Mitzel referred to three factors: presage factors, process factors and product factors. Presage factors refer to those decisions which must be made before developing a program. Process factors refer to the treatments proposed. Product factors refer to

to the actual behaviours produced.

Each of these factors is subdivided. For example, presage factors include context, cybernation, extent of lead, control, boundaries, and selection. Process factors include dimensions, extent of individualization, graduated conceptualization-practice, support systems, and tasks. Product factors involved two questions: 'Were the graduates of the program able to do what the design of the program called for them to be able to do?' and 'Was what they were able to do what was expected of them in the field?'

Recognizing that this Mitzel model was based on a means-ends assumption about the design of a program and that it could be used as a basis for a discrepancy model of evaluation as opposed to a critical analysis of the design of a program, it was decided to adopt and adapt Mitzel's framework as a way of organizing a review of the design of a teacher education program.

Chapter 3

THE TESTING OF THE INITIAL INSTRUMENT

The purpose of this chapter is to describe the development of the initial instrument, the gathering of data using the original instrument, and the subsequent findings, and how they were used to modify and reorganize the initial instrument.

THE INITIAL INSTRUMENT

The initial instrument was developed in the winter and spring of 1978 and tested at eight western Canadian universities that spring.

The Development of the Initial Instrument

First, a set of questions was developed from as an examination of the literature and the experience of the researcher in teacher education. Since that experience had mainly been in the final or professional year of a teacher education program, the first instrument was particularly related to that year. This approach was broadened by the review of the literature and the advice of the thesis committee which recommended gathering data about the total four year program.

Wees' major organizing components (academic, professional theory and practice, and practica) were used as organizers.

An instrument was drafted. That instrument entitled "An Instrument to Examine the Critical Variables in a Teacher Education Program" is found in Appendix A.

Copies of the initial instrument were used to gather data from eight faculties of education in western Canada.

The institutions visited were the University of British Columbia, Simon Fraser University, the University of Victoria, the University of Lethbridge, the University of Calgary, the University of Alberta, the University of Saskatoon, the University of Regina. Parallel information about the University of Manitoba and Brandon University was also available to the researcher.

Interviews were conducted at each of these university faculties of education.

A variety of educators were interviewed. They included Directors of Student Teaching, Directors of Elementary Education Programs, Directors of Secondary Education, Chairpersons of special projects, Deans Assistant, Deans, and a number of professors. In all, between twenty and thirty people were interviewed.

In addition to the interviews, information was collected from University calendars, Student Teaching Handbooks, evaluation forms used in student teaching and other professional courses, and other descriptions of activities within a faculty of education.

Findings from the Initial Instrument

This exercise was particularly useful in highlighting the very complex nature of teacher education programs. While all these teacher education programs addressed themselves to the components mentioned above, each program not only used different terminology to describe the same activities, but also placed different

emphasis on each of them. Each university had also developed its own terms for describing the credit given for courses and used a variety of time arrangement descriptions. These variations added to the difficulty of analysis.

Each faculty of education visited had addressed itself to the three major components suggested by Wees and each had made a distinction between elementary and secondary education teacher preparation.

While the initial instrument yielded a great deal of valuable information, it became evident that the instrument needed major revision to broaden the context for the collection of information.

Data Gathered on the Academic Component

An academic component was identified in each program. There was greater emphasis on this component for students preparing to teach at the secondary level than at the elementary level.

Most often this component has greater emphasis in the early years of a program. In several of the programs (U.B.C., U. of Victoria, Simon Fraser, U. of Alberta, and the U. of Lethbridge) the first year was devoted entirely to academic courses. Both Simon Fraser and the U. of Lethbridge require that two years be completed in Arts/Science before students are accepted into the faculty of education.

Each faculty had retained a great deal of control over the academic courses which were acceptable to it. In addition, both a

general education component and an indepth specialization had been identified. (The latter was more prevalent in secondary programs but appeared in some elementary patterns.)

The general education component was usually specified. English at the first year level was often compulsory. (U.B.C., University of Victoria, Simon Fraser, University of Calgary, University of Manitoba, University of Regina) Other areas were sometimes spelled out as areas of study from which at least one couse must be selected. For example, at U.B.C. an English course and both a social science course and a lab science course were required in the first year. In other institutions it was recommended that students include at least one course from each of several areas. For example, U. of Lethbridge (Formal Disciplines, Fine Arts, Natural Sciences, Social Sciences, Humanities) and the U. of Manitoba (one from each of English or French, Math, Science, Social Science and Canadian Studies).

Faculties seemed to give more attention to describing the in-depth or specialization portion of the academic component. Here, the requirements become more specific, yet more difficult to understand because of variations in terminology across institutions and in the system for keeping track of allotted time.

Terms such as major and minor, (double major and double minor) were relatively common but were defined in quite different ways from faculty to faculty. Other terms such as concentrations, (U.B.C.), teaching areas, (U. of Victoria), teachable subjects,

(Simon Fraser), and areas of specialization, (U. of Regina) were also used to describe in-depth study.

In some instances, the faculty had listed the specific courses which a student must include in his area of specialization. At Lethbridge, for example, the courses within an area of specialization (e.g. Math) were grouped as those required and those recommended. At the universities of Alberta, Regina, Lethbridge and Victoria, there was a matching of the academic specialization with the professional specialization, not only at the secondary level but also at the elementary level.

The third dimension of the academic component was that of awareness of the knowledge of knowledge or the structure of the disciplines. The dimension was difficult to identify in any of the faculties visited. It would appear that, at that point, little emphasis was placed on that dimension in a formal sense. Individual classes may address this question to some degree. It would still seem to be accidental, although there may be a greater chance of this happening in those programs where the academic component is tied tightly to the professional component. (Regina and Lethbridge)

It was also difficult to estimate the degree of communication between faculty members of either Arts or Science and of Education faculties. Obviously on smaller campuses (Regina and Lethbridge), this seemed to happen more often and seemed also to affect the quality of the exchange among them.

Data Gathered on the Professional Theory

The professional component of teacher education programs varies across faculties. In the majority of them the professional component began as a very small portion of the first two years of the program and usually ended with one year which totally was given over to professional work.

Very often, the first professional courses tended to have as their purpose an orientation to schools and schooling and/or an awareness of the candidate's suitability for teaching. (Regina's EDGEN, U. of Manitoba's Seminar and School Experience, U. of Calgary's Intro. to Education).

Other compulsory beginning courses would seem to fall into the category of conceptual or background courses. Educational Psychology (U.B.C., U. of Victoria, U. of Calgary, U. of Saskatoon, U. of Alberta, and U. of Manitoba) was most often identified as essential at a very early stage. Other background courses given early included Communication Labs (U. of Victoria), and Educational Foundations (U. of Alberta and U. of Saskatoon). Educational Administration courses, on the other hand, seemed to be placed later.

The more "craft-like" professional courses, to use Wee's term, were often contained in a year (either the third or fourth) designated as a professional year. Generally, these were curriculum and instruction courses or major methods courses, micro teaching, audio-visual courses, etc. These courses were often associated with the practica experiences of the faculty. In one instance,

(Regina), one of the curriculum and instruction courses (reading) was moved to the second year and had a related practicum associated with it. Elsewhere, the curriculum and instruction courses were offered in either the third or fourth year of the program.

Data Gathered on the Practica

School experiences were sequenced for the most part so that the role of the student teacher and the time spent in the school increased as they proceeded. The role of the student teacher changed from observer to assistant from as little as half a day a week to full time.

In most instances, the full time teaching blocks occured in the final year. The exception to this was at the U. of Calgary where there was no school experience in the final year of the program.

The most variation was found in the final practicum and the courses associated with it. At U.B.C., for instance, there were twelve alternatives available to students in the final year and the U. of Manitoba had seven alternatives available in its final year.

These alternatives seemed to have been given impetus by the preferences of staff members, by variations in philosophy, and, in some instances, by needs perceived in the community.

Supervision of student teaching in all programs caused problems. A variety of different solutions to the problems were being tried. In some, faculty members with limited help from others

continued to do the supervision. In two universities (Simon Fraser and Calgary) specialists who were part of the faculty were trained to supervise. At Lethbridge, a program to train school personnel to supervise was underway.

Other Data Gathered

In addition to data on the three major components of the programs, other information important to understanding the programs was gathered.

1) Rationale

Very seldom did one find a statement of the philosophy or rationale of the entire program. The only university calendar which contained such a statement was that of the U. of Lethbridge. Other universities tended to outline the component parts of their programs.

Some faculties have detailed statements of their professional component, including the practica (U. of Victoria's - Professional Programs Elementary and Professional Programs Secondary and Simon Fraser's - Education 404) or, at least, a handbook of the practica of the faculty (U. of Calgary's - The Practica Handbook, U. of Alberta's - Education Practica Handbook, U. of Lethbridge's - The Field Experience Handbook, U. of Manitoba's - Student Teaching Handbook, etc.).

2) Evaluation

Each of the faculties visited had a minimum score of 2.00 for successful completion of a course and students had to maintain

a 2.00 G.P.A. in all courses. Some courses were marked on a pass/fail basis.

Evaluation in the practica usually involved some standard evaluation form. These forms varied from university to university. Some required anecdotal reporting with few guidelines for the evaluator (Simon Fraser). Others required written comments on specified dimensions outlined (Simon Fraser). Others required comments on specific dimensions of teaching (Calgary, Victoria, Alberta, U.B.C.). Still others made use of checklists and rating scales.

Several faculties have different forms for evaluation of different experiences in student teaching.

Regardless of the format of reporting, the faculties seemed to be addressing themselves to similar areas of concern (terminology again varied) such as personal qualities, professional qualities, professional skills, interaction with pupils and pupil response, etc.

There seemed to be an assumption in all faculties that the combined experiences of the teacher education program provided students with the training and/or the background finally evaluated. It might be argued that some of these were not taught anywhere in the program (sense of humour, voice quality) and should perhaps be part of the admission criteria.

3) Admission Criteria

Most of the criteria for admission to these programs were related to academic background-particularly to success in the course

requirements of a high school learning programs.

Other criteria included: proof of written language proficiency (Calgary's Effective Writing Qualification Program, Brandon, U. of Manitoba's written autobiographies and tests of written English, and written tests at both U.B.C. and Lethbridge), proof of oral language proficiency (U.B.C.'s Speech Clearance Test, Lethbridge's Oral Proficiency Test, and Simon Fraser's test of English as a Foreign Language Test for foreign students).

Other considerations were involved for students entering education programs at points other than at the beginning of a four year program. These included experience working with children, other work experience, etc.

Character references were often required from all candidates entering education programs at whatever point.

4) Counselling and Feedback Mechanisms

In most faculties, there was no continuous counselling throughout the four year program on a planned basis. At best, counselling was planned for in a particular year - usually the professional year, where pressure of evaluation was added to the counsellor's role. In a few programs counselling was delivered through seminars and specific professional courses. In others, a faculty advisor was assigned for the purpose of making sure that the requirements of the program were being met. 'Demand' counselling was also available on many campuses.

Feedback on the progress of individual students in course work was commonly given through assignments and tests. In addition, in the first years of the program, those supervising the early practica were responsible for feedback as to suitability to proceed.

Summary of the Use of the Initial Instrument

The initial instrument was useful as a starting place for the data gathering process in the analysis of the design of teacher education programs. However, it soon became evident that it was virtually impossible to examine only one year of a program. All of the parts of a program were so interconnected that they only made sense in terms of their contribution to the whole program.

The initial instrument was also useful in discovering the wide variety of terminology used in faculties of education. Often several terms were available to describe the same concept. Understanding of this problem helped with the design of the final instrument.

The initial instrument revealed how varied the designs of a teacher education can be. Although almost all of the programs contained the same elements, there was a great deal of variety in how these were weighted, sequenced, and delivered.

In summary, the initial instrument was useful in gaining some insight into the design of teacher education programs.

It was evident, however, that this instrument needed a major revision to make use of the insight gained into the variety of factors which are part of teacher education programs. This revision

would include a broadening of the scope of the instrument and inclusion of the details of the programs discovered in the use of this initial instrument.

Chapter 4

THE FINAL INSTRUMENT

This chapter examines the revision of the initial instrument, a description of the organization of the final instrument, and an outline of the instrument itself.

Revision of the Initial Instrument

A major revision of the initial instrument was required. At the simplest level, the revision was needed to adjust the terminology of the instrument to take into account the variations of language from one teacher education program to the next.

The first task was to decide whether or not more than one term applied to the same concept. The process also included searching for variations in the use of the same term. These terms were used to provide the alternative responses to the questions posed on the final instrument.

Other data generated from the initial instrument was analyzed to determine what the elements of the design of the various programs were. As the patterns emerged, it was evident that a stronger organizational framework of some kind was needed so that data could be analyzed more easily.

Organization of the Final Instrument

The A.A.C.T.E. Standards provided the basic organizational framework. The Standards helped to give the overview of the design of the total teacher education program. Generally speaking, each

of the teacher education programs of the type analyzed was divided into two main components - a general studies component and a professional studies component. This framework helped to organize statements of the design of a program. Questions from the Standards were useful as guidelines to be sure that all dimensions of a teacher education program were included.

A further refinement of the framework was required to sequence the process of gathering data about any given teacher education program. The decision was made to use the conceptual framework developed by Clarke (1971). His framework made use of Mitzel's (1960) categories. These categories were presage factors, process factors and product factors. These implied examining the factors to be considered before a program was designed, those to be considered as part of the design, and finally, those factors which relate to the intended outcomes of the program.

Further detail was needed. This related to the use of the instrument. The intention of this instrument was to allow a group of staff to examine the design of their own teacher education program. Since the emphasis was intended to be analysis and reflection rather evaluation, it needed to be made clear that this instrument was not intended to gather data for the sake of comparison. Instead the instrument was designed for the purpose of understanding a total program design.

With this in mind, a first section of the instrument was designed to question the origins of the program and its underlying

assumptions. Staff are invited to articulate what they believe to be the rationale of their program and its goals whether or not a written statement of the same exists.

The statements generated in this first section then, become the framework within which other components of the program are analyzed.

The Final Instrument

The final instrument entitled "An Instrument to Review the Design of a Teacher Education Program" is Appendix B.

The instrument is a set of questions which are divided into four major sections:

1) The Program
2) Presage Factors
3) Process Factors
4) Product Factors

Each of these sections is further divided into subtopics. The outline below indicate the major topics and subtopics of the instrument:

1) The Program
    a) Origins
    b) Rationale
    c) Underlying Assumptions
    d) General Description
        Length, Target Population, etc.

2) Presage Factors

   a) Context

   b) Cybernation

   c) Extent of Lead

   d) Control

   e) Boundaries

   f) Selection of Candidates

3) Process Factors

   a) Dimensions

   b) Extent of Individualization

   c) Support Systems

   d) Intended Curriculum of the Program

      i) Academic Component

      ii) Professional Component

         Theory

         Practica

4) Product Factors

Each of the subtopics above is followed by questions which are intended to guide discussion and data gathering. The alternatives provided are those which were gathered from the testing of the initial instrument. Space is provided for alternatives which were not encountered in the testing of the initial instrument. Staff members are encouraged to provide their own responses.

Hopefully, the use of this instrument will help a staff gather data about their program that will allow them to review and explore the design of their program.

Chapter 5

SUMMARY AND RECOMMENDATIONS

This chapter summarizes the development of this instrument and makes recommendations for its use.

SUMMARY

Teacher education programs were seen as continually changing due to a variety of pressures exerted on them by both educational and societal needs. It is a common concern that in responding to these pressures, many decisions about programs might be made as a reaction to single pressures. Decisions made on that basis might unwittingly alter the original design of a program substantially. It was felt that there was a need for an instrument which would assist the staff of a faculty of education to analyze critically the design of its program, to make decisions about changes in design, and to be initiators and directors of change in its teacher education program. Decisions about alterations of the curriculum of a program, whether these be additions or deletions or changes in the style in which the program is delivered, could be in the light of the overall design of the program.

The intent of the study, then, was to develop an instrument that would allow a staff to study the design of its own program.

An initial instrument was developed making use of the literature available and the experience of the researcher and her colleagues in teacher education. From these sources a preliminary

test of questions about the components of a teacher education was generated. In the first stages of development, the emphasis of the instrument was on the final year of the undergraduate program. Questions related to as many of the elements of the final year as could be identified became an initial instrument.

The researcher took the instrument to a number of western Canadian universities and used it to gather information about the design of the final year of each program. Interviews were held with a wide range of teacher educators and administrators. Their answers became the basis for modifications of the instrument.

As the interviews continued a number of decisions were made. The most important of these was that the study had to be addressed to the total programs, not just the final year. It was found that the design of a final year had to be seen in the perspective of its place in the design of a whole program.

There was a problem with terminology used to describe common events in faculties of education. Conversations were about familiar concepts but the language used to refer to the concepts varied from one campus to the next. This language was collected, refined, and organized along with the data about variations in teacher education programs.

One other understanding was gained from these interviews. That was that teacher educators tend to view teacher education programs from their own positions within them. Thus, teachers in the first year tend to describe and know the program from the

perspective of that year. Directors of student teaching view the programs from the point of view of the practica. This, of course, was to be expected, but it also emphasized the need for a focus on the total programs.

The scope of the instrument was thus broadened to include an examination of total programs. The data gathered on the visits to the other universities was used to reformulate the questions on the instrument. Some of the data was used to provide the suggested alternative responses to the question on the revised instrument.

The A.A.C.T.E. Standards were used to ensure that all of the appropriate content of a teacher education was included in the instrument.

The instrument was further structured using a framework developed by Clarke from an earlier model created by Mitzel. This framework led to questions being sequenced in a logical fashion. The researcher had some concerns about the technical tone of the language of this framework.

The researcher had a concern that the instrument would merely be a data gathering instrument. The hope was that the questions in the instrument would lead teacher educators to search for underlying relationships and connections.

RECOMMENDATIONS FOR THE USE OF THE INSTRUMENT

The use of this instrument is technically beyond the terms of this study. However, there are some assumptions made about its use which should be restated.

First this instrument is not intended to be used to evaluate a program. Rather it is intended to be used to act as a guide in examining its design.

Second, the inclusion of alternative answers is intended to raise some possible alternatives which might generate discussion among members of a staff.

Third, this instrument is meant to be used by teacher educators themselves, not by outside evaluators of a program.

At some later date, this instrument might be used with others than staff to see whether or not their perceptions of the design of a program is similar to that of the faculty.

With modifications, this instrument might also be used to examine what actually happens as a design is implemented. The congruence between what was intended to take place in the program and what actually takes place in the program could be gauged. Where the two are not congruent staff could examine the program to see how or why it is not functioning as planned. For example, in a situation where there was no practicum in the final year in the intended design of the program and where one found students arranging to take their course work of the final year in spring and summer session so that, in essence, the year with the practica became the final year, staff might want to investigate the causes of this student-generated departure from the intended design.

In summary it is hoped that this instrument will make a contribution to the understanding of the design of teacher education.

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APPENDIX A

AN INSTRUMENT TO EXAMINE THE CRITICAL VARIABLES IN A TEACHER EDUCATION PROGRAM

APPENDIX A

AN INSTRUMENT TO EXAMINE THE CRITICAL VARIABLES IN A TEACHER EDUCATION PROGRAM

EXPERIENCES PRIOR TO CERTIFICATION YEAR

What is the minimum number of years a student teacher needs before entering the certification year?

Elementary
- within an undergraduate program in Education 1 2 3 4
- outside an Education program 1 2 3 4

Secondary
- within an undergraduate program in Education 1 2 3 4
- outside an Education program 1 2 3 4

What academic courses are compulsory before entering the certification year?

Elementary

within the undergraduate program
- none
- English
- French
- History
- Geography
- Canadian Studies
- Math
- Science
- Other (specify)

regular University courses designed for Education students

outside the undergraduate program
- none
- English
- French
- History
- Geography
- Canadian Studies
- Math
- Science
- Other course (specify)
- Major/Minor

Secondary

within the undergraduate program
- Major/Minor
- Double Major
- Doule Minor
- Other (specify)

outside the undergraduate program
- Major/Minor
- Double Major
- Double Minor
- Other (specify)

What professional courses are required before entering the certification year?
(undergraduate program)

Elementary	Administration Psychology
Secondary	Foundations Microteaching Other (specify)

What school experiences have the students had prior to the certification year?
(undergraduate program)

in first year	none ½ day a week (one term) ½ day a week (both terms) a full day a week blocks of time (specify) other (specify)
in second year	none ½ day a week (one term) ½ day a week (both terms) blocks of time other (specify)
in third year	none ½ day a week (one term) ½ day a week (both terms) a full day a week blocks of time other (specify)

What is the nature of the school experience?

orientation orientation orientation
observation observation observation
participation

		Year			
What is the nature of the school experience?					
	orientation	1	2	3	4
	observation	1	2	3	4
	participation	1	2	3	4
	teaching	1	2	3	4
Is the school experience supervised?					
	yes	1	2	3	4
	no	1	2	3	4
Who does the supervision?					
	faculty	1	2	3	4
	school personnel	1	2	3	4
	other	1	2	3	4
What is the ratio of student teachers to supervisors?		1	2	3	4
How much time is given to supervision?					
	sporadic	1	2	3	4
	moderate	1	2	3	4
	intensive	1	2	3	4
What is the nature of the supervision?					
	informal	1	2	3	4
	critical	1	2	3	4
How is the experience evaluated?					
	not at all	1	2	3	4
	through seminars	1	2	3	4
	written reports	1	2	3	4
	interviews	1	2	3	4

The Certification Year Program

Does the program have a statement of philosophy? yes no

Does the program have a statement of goals? yes no

Is the program intended for a particular group of student teachers? yes no
If yes, which group?

Where did the teacher education program originate? Within the faculty?
by administration
by staff
by both
Ouside the faculty?

Is the program shaped by participants within it? yes no

Who have roles in shaping the program?
faculty
cooperating teachers
student teachers
administrators
others (specify)

What mechanisms are used to shape the program:
informal meetings
committees
questionnaires
other (specify)

Relationships between Theory and Practice

Actual Time %

How much time is given to theory?

How much time is given to practice?

What patterns of time exist between theory and practice?

Type A
Type B
Type C
other (specify)

What mechanisms are developed to link theory and practice?

Team approach to theoretical input and supervision of practice

course work/assignments

time arrangements

none

other (specify)

Theoretical Input

How are staff selected from within the teacher education program?

assigned
opt in
other (specify)

What is the theoretical input?

pre-determined by course descriptions

meeting needs as identified by

- staff
- students
- cooperating teachers
- others

How is the theoretical input timetabled?

fixed
flexible

How is the time arranged for theoretical input?

- workshops
- classes large/small
- mini-courses
- seminar
- other

Practicum Input

Who does the supervision?

- team members
- assigned faculty members
- outside teacher education staff
  - graduate students
  - retired professionals
  - cooperating teachers
  - others

What is the ratio of student teachers to supervisor?

How much time is given to supervision?

- none
- sporadic (due to numbers, distance, commitment, etc.)
- moderate
- intensive

What is the nature of the supervision?

- pre-planning, teaching, post conference,
- critic concept-evaluation
- both
- other

What mechanisms are used to provide feedback to student teachers?

- written forms
- oral reports
- audio tape
- VTR
- other

How are schools selected?	opt in criteria (numbers, proximity, type of school, programs) statute
How are students arranged within schools?	clusters random
How are cooperating teachers selected?	opt in criteria (course work, training, etc.) by principal other (specify)
What training is given to cooperating teachers in supervision?	none casual (meetings, faculty personnel in school, etc.) in-depth program credit course other (specify)
What reward(s) does the cooperating teacher receive?	prestige monetary in-service course credit none other (specify)
How are students assigned to program?	opt in no choice
How are students assigned to schools?	choice assigned by team members assigned by student teaching office selected by schoolstaff other (specify)

How are students assigned to cooperating teachers?

- choice by student teacher
- choice by cooperating teacher
- mutual agreement
- assigned by principal
- assigned by faculty

What is the range of experience of student teacher within the program?

Grade(s)

- one teacher/one grade
- more than one grade
- many grades
    - blocks of time
    - visits

School Resources

- itinerants
- specialists
- Other (support staff, aides, etc.)

Other Experiences

- parent/teacher interviews
- community committees
- school board meetings
- visits to other schools
- visits to other educational services
- other

Are the above experiences arranged by

- student choice
- imposed

What is the range of tasks given to the student teachers?

generalists

observation

assisting

individuals
small groups
whole class

specialists

teaching isolated lessons

individuals
small groups
whole class

teaching long-range experiences

individuals
small groups
whole class

Evaluation

Student Teacher

Who is involved in the evaluation of the student teacher?

faculty advisor
supervisor
team members
cooperating teacher
principal
other school personnel
student teacher
others

What is evaluated?

- total performance
- student teaching performance
- course work
- attendance
- others

How is it evaluated?

- written reports
- conferences
- letter grades
    - pass/fail
    - other

Program

Who is involved in the evaluation of the program?

internal

- administration
- faculty members
- school personnel
- student teachers

external

- teachers' groups
- other teacher education institutions
- departments of education
- other

What is evaluated?

- achievement of goals
- theoretical input
    - course work
    - modules
    - mini sessions
    - other
- practica experiences
- role of faculty
- role of school
- role of student teacher
- other

How is it evaluated?

interviews
informal meetings
questionnaires
open-ended comments
committee work
formal research

APPENDIX B

AN INSTRUMENT TO REVIEW THE DESIGN OF A TEACHER EDUCATION PROGRAM

AN INSTRUMENT TO REVIEW THE DESIGN OF A TEACHER EDUCATION PROGRAM - Final Draft

I. The Program

A. Its Origin

1. How long has the program been in existence? 0-5 6-10 11-15 16-20+

2. How was the program developed? (Specify)

B. Rationale

1. Does the program have a written statement of rationale or philosophy? yes no in part

2. Does this include a statement of goals? yes no in part

3. Are the goals stated in terms of outcomes for student teachers? Should they be? yes no in part

4. Are these goals reflected in the final evaluation forms of the program? yes no in part

5. Does the rationale need revision? yes no in part

C. Underlying Assumptions

1. What are the underlying views about teaching and learning of this program? (Specify)

D. General Description

1. What is the length of the program? 1yr. 2yr. 3 yr. 4yr. 5yr.

2. What is the target population of this program?

undergraduate students
after degree students
mature students
other (specify)

II. Presage Factors

A. Context

1. For what situations are the candidates being prepared?

elementary — generalist
secondary — specialist
early childhood
other (specify)

2. What can be predicted about the nature of teaching by the time these candidates leave the program?

B. Cybernation

1. What mechanisms are built into the program to allow for revision and modification as context changes?

committees of faculty
committees of faculty and other interested bodies
none
other (specify)

2. In some programs, the ability to adjust to change is encouraged in the candidates themselves.

3. Is this a feature of this program?
If yes, how is this skill encouraged? (specify)

C. Extent of Lead

1. How far ahead is this program planned for? 3yrs. 4yrs. 5yrs. 6yrs. 7yrs.+

D. Control

1. Who is involved in the decision making process?

staff
students
other academics in the university
school personnel
other public groups (specify)

2. What effect does the university have on the decision making process?

credit system
course requirements for degree
approval of courses
budget
other (specify)

3. Is this control flexible or rigid?

4. What effect does the legislature have on the decision making process?

budget
certification requirements
accreditation
approval of courses
other (specify)

E. Boundaries

1. What are the boundaries of the teacher education program? that is:

a. Is the general education component part of the program? yes no in part

b. Is the general education component a prerequisite to entering the program? yes no in part

c. How is this component controlled?

faculty choice of courses
student choice

F. Selection of Candidates

1. Criteria

a. What factors are considered to be important in screening candidates?

Academic

specified courses
- high school
- university entrance
- other

entrance examinations
a minimum g.p.a.
a degree
oral language competency
written language competency
mathematical competence
other (specify)

Personal

intelligence
aptitude test
race, religion, langauge, nationality
place of residence
character references
specific talents
work experience
- with children
- with others

other (specify)
none (other than application)

b. Are all of the factors considered of equal importance. If not, how are they given priority?

2. Application of Criteria

a. Who reviews the criteria?

- Administration
- Committee of staff
- Committee of staff and other interested bodies

b. Who administers the criteria?

- Administrators
- Academic staff
- Support staff
- Other (specify)

c. How are the criteria administered?

- Paper qualifications gathered and read
- Interviews with candidates
  - individual
  - group
  - both
  - neither
- Other (specify)

d. Numbers accepted

- All those who meet criteria
- An arbitrary quota
- Quota related to projected job market
- Other (specify)

e. Who has the final responsibility for acceptance?

No one
Individual
    a faculty member
    a clerk
    an administrator
Committee

f. Are the criteria the same at all entry points to the program?

yes no

How are they different?

g. Do the present criteria and the process used provide an appropriate screening procedure for this program?

yes no in part

If not, how should this procedures be changed?

III. Process Factors

A. Dimensions

1. In what form is this program packaged?

Traditional
    credits
    courses
    semesters
Performance Modules
Both
Other

B. Extent of Individualization

1. To what extent is the program individualized for students?

a common program for all
a large compulsory component with some options
few compulsory courses - many options
as many programs as candidates

2. How are students helped to interpret the experiences of the program? (counselling)

Planned for as a continuous feature of the program
Planned for on a sporadic basis
No plan-left to student to interpret on his own

3. How are students given feedback on their suitability to continue the program?

through assignments
through tests
through seminars
through anecdotal reports
through personal interviews
all of the above
other (specify)

C. Support Systems

1. What support systems are available to record the program and progress of individual students?

computer systems
Which specific system is used?

2. Can this system be used to provide more data on the individual student?

3. How could the system be used to provide more feedback to students on their progress?

D. Intended Curriculum of the Program

1. Academic Component

a. Is there an academic component to the program? yes no

b. What percentage of the total program is it? half / more than half / less than half

c. How is the academic work sequenced? at the beginning of the program / throughout the program / at the end

d. What percentage of the program is given to the academic portion.

in the first year?
in the second year?
in the third year?
in the fourth year?
in the fifth year?

e. Why is the academic component sequenced in this way?

f. What part of the academic component is considered to be a general education component?

g. Are there any courses in the general education component which are compulsory?

yes no

Which ones?

English
French
History
Geography
Mathematics
Science
Canadian Studies
All of the above
Other (specify)

Social Studies
History
Geography
Science
Physics
Chemistry
Art
Music
Physical Education
Home Economics
Industrial Arts
Others (specify)

h. Are these courses designed for education students?

yes no

i. Why are these courses compulsory?

j. What contribution does each make to the goals of the program?

k. Does each course have a clearly delineated role?

yes no

l. How are these courses delivered?

large group lecture
regular class
workshop
seminars
individual tutoring
programmed instruction
labs
other (specify)

m. Are these offered in the most economical way they can be without sacrificing quality?

n. What alternatives might be considered?

o. Are these courses sequenced appropriately?

p. Are they appropriate to student concerns?

q. How are academic courses delivered?

large group lecture
regular classes
seminars
workshops
seminars
individual tutorials
programmed instruction
computer instruction
all of the above

r. Are these perceived as courses or modules of instruction?

as courses
as modules

s. How are courses evaluated?

assignments
tests
application in schools
all of the above
other (specify)

t. What level of proficiency is required?

pass/fail
g.p.a. (specific average requirement)
2.00
2.50
3.00

2. Professional Component
Theory

a. Is there a professional component?

yes no

b. What percentage of the total program is given to the professional component?

half
less than half
more than half

c. What percentage of the total program is given to the professional courses

in first year
in second year
in third year
in fourth year
in fifth year

d. Are there any compulsory courses?

yes no

e. Which courses are compulsory?

General introduction to theory
Administration
a specific course or
one of several
Psychology
a specific course or
one of several

f. Why are they compulsory?

Foundations
    a specific course or
    one of several
Microteaching
Communications Lab
Audio Visual
Reading
Curriculum and Instruction
    Language Arts
    Reading
    Mathematics
    Others (specify)

3. Professional Component
   Practica

   a. Is there a practica associated with the professional component of the program?

   b. What percentage of the total program is given to the practica?

   c. What is the nature of the experience in the practica?

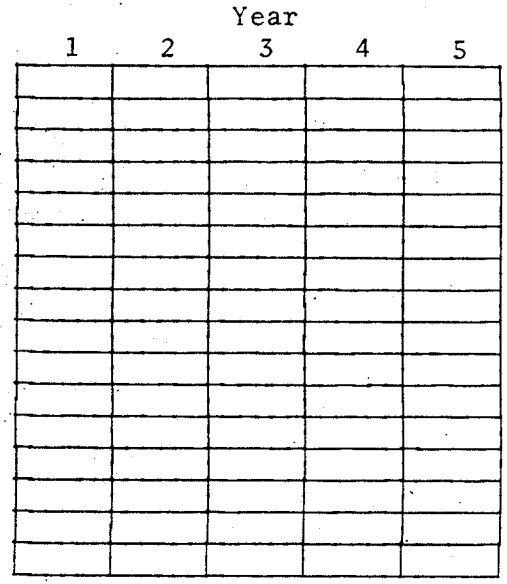
      orientation
      observation
      participation
      teaching

(Since these experiences vary from one year to the next, they should be considered at each year).

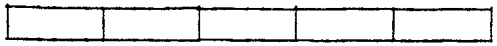
	Year			
1	2	3	4	5

d. How much time is spent on the practica?

- none
- an hour per week
- ½ day a week (one semester)
- ½ day a week (both semesters)
- full day a week
- blocks of time
  - 1 week
  - 2 weeks
  - 3 weeks
  - 4 weeks
  - 5 weeks
  - 6 weeks
  - 7 weeks
  - 8 weeks
  - 9 weeks
  - other (specify)

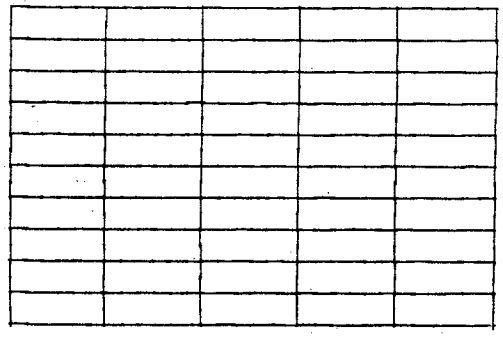


e. Is the school experience supervised in



f. Who does the supervision of student teaching?

- faculty
  - randomly assigned
  - team member
- a core of faculty assistants
- outside the education staff
  - paraprofessionals
  - teachers (cooperating, supervising)
  - graduate students
  - retired professionals
  - other (specify)



g. What is the ratio of students to supervisor?

h. What is the nature of the supervision?

- none
- sporadic (due to distance, number, commitment, etc.)
- critic concept (evaluation)
- pre-planning, teaching observation, and post conference
- all of the above
- other (specify)

Year

1	2	3	4	5

i. What mechanisms are used to provide feedback to student teachers?

- oral reports
- written reports
  - checklists
  - comments
- audiotape
- VTR
- seminars
- other (specify)

j. How are schools selected for programs?

- opt in
- selected by criteria
  - numbers accommodated
  - proximity to university
  - type of school
  - program availability
  - other (specify)
- statute

k. How are students arranged in schools?

- random placement
- numbers requested by schools
- attempt to cluster

Year				
1	2	3	4	5

l. How are cooperating teachers selected?

- opt in
- criteria
  - course work in supervision
  - training in a program
- by the principal
- other

m. What training is given to supervising personnel?

- none
- casual (meetings in university or in schools)
- in-depth program
- course credit
- other

n. What rewards do cooperating teachers receive?

- prestige
- monetary
- course credit
- in-service
- none
- other (specify)

o. How are students assigned to schools?

- their choice
- assigned by student teaching office
- assigned by team
- selected by school staff
- other (specify)

	Year				
	1	2	3	4	5

p. What is the range of experience intended for student teachers within the program?

- experience in one school
- experience in more than one school
  - inner city
  - suburban
  - rural
  - special
- one grade experienced
- several grades experienced
  - short visits
  - blocks of time
- use of school resources
  - work with specialists
    - resource teachers
    - music
    - physical education
    - art
  - work with other school personnel
    - teachers aides
    - support staff
    - child psychology personnel
    - school nurse
    - other (specify)
- parent teacher interviews
- community committees
- staff meetings
- school board meetings
- visits to other educational services

q. Are these experiences arranged by

student choice
random selection
planned by faculty as part of program

Year

1	2	3	4	5

r. What contribution to the goals of the program do these experiences make?

s. What is the range of tasks given to a student teacher?

observation
assisting individuals
assisting small groups
assisting with the whole class
teaching isolated lessons
teaching long range units

generalist
specialist

t. Are these practica experiences sequences appropriately?

u. Is there a need for more experience earlier in the program?

v. Do the practica help students make decisions early in the program about their suitability for teaching, about their strengths and weaknesses and the subsequent needs for course work and other experiences?

4. Product Factors

a. What does the design of the program intend the graduates of the program to be able to do?

b. How does this match what they are expected to do in the field?

c. Are the graduates able to do what the design of the program intends them to be able to do?