DOCUMENT RESUME

SP 003 038

ED 033 876

TITLE	Summary of a Proposed New Program for Elementary Teacher Education.
INSTITUTION	Massachusetts Univ., Amherst.
Spons Agency	Office of Education (DHEW), Washington, D.C.
Bureau No	BR-8-9023
Pub Date	Oct 68
Contract	OEC-0-8-089023-3312(010)
Note	16p.; Summary of the Final Report
EDRS Price	EDRS Price MF-$0.25 HC-$0.90
Descriptors	Differentiated Staffs, Elementary School Teachers, *Models, *Performance Criteria, *Systems Approach, *Teacher Education, *Teacher Education Curriculum
Identifiers	METEP, *Model Elementary Teacher Education Program, University of Massachusetts

Abstract

The model program, an attempt to institutionalize change through a thorough analysis of educational roles, tasks, structure, and objectives, is based on performance criteria in three broad conceptual areas related to teaching: content knowledge for subject matter competency, behavioral skills for presentation competency, and human relations skills for decisionmaking competency. Cornerstone criteria are in the human relations and behavioral areas; content criteria in science, language arts, mathematics, aesthetics, social studies, foreign languages, and preschool education; supplementary criteria in evaluation, media, supervision, and technology. The model illustrates how teacher training may be viewed as a preservice-inservice continuum of experience; four basic elements of the recognized educational setting are varying levels of responsibility, specific areas of specialization, careful initial and followup placement of all teacher candidates, and a system of strategies and systems to support the proposed program. Subsystems in the system conceptualization are (1) Control--to maintain day-to-day operation; (2) Administrative; (3) Information--to store data for decision-making; (4) Placement; (5) Educator--to generate instructional methods used by trainees; and (6) Analysis--to provide feedback regarding the quality, success, competency, acceptability, and competitiveness of system output. (This document summarizes ED 025 490.) (JS)

SUMMARY OF THE FINAL REPORT

Project No. 8-9023
Contract No. OEC-0-8-089023-3312 (010)

SUMMARY OF A PROPOSED NEW PROGRAM FOR ELEMENTARY TEACHER EDUCATION

UNIVERSITY OF MASSACHUSETTS

October 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SUMMARY*

I. Introduction and Summary of Organization

The elementary teacher of the future faces many new and little understood challenges. Organizing a totally new curriculum for teachers based on conceptions of performance criteria has required a complex of approaches and many new ways of integrating material on teacher education. This introduction is designed as a cognitive map of the structure of the total proposal.

The proposal is organized as follows:

Section I. NEEDED: A NEW PROFESSIONALISM IN EDUCATION. In this section a rationale for "radicalization" of today's schools is presented. It is maintained that education to survive in the rapidly changing times ahead must find new ways to adapt with the environment. However, education for the future requires more than adaptation, it also requires a new professionalism which demands that education and teachers provide leading roles for the society of the future. This philosophical introduction also maintains that performance criteria offer one important approach to educational change and improvement in the future.

Section II. ASSUMPTIONS AND PARAMETERS OF THE MODEL ELEMENTARY TEACHER EDUCATION PROGRAM. Two main emphases will be found in this section which are designed to outline the general structure, function, and assumptions of the total proposed program. The section begins with a list of basic assumptions underlying the total proposal. This is followed by a visual presentation of the program with an accompanying textual explanation.

Section III. PERFORMANCE CRITERIA AS A PLANNING PRINCIPLE FOR A NEW MODEL IN TEACHER EDUCATION. This section discusses performance criteria as a planning principle for developing a new model of teacher education. It suggests the need for consideration of a "hierarchy of teaching competencies", a system which illustrates the need for teachers to have three basic areas of skill competencies: 1) subject matter competency; 2) presentation competency; and 3) decision-making competency.

Section IV. A SYSTEMS CONCEPTUALIZATION OF THE MODEL ELEMENTARY TEACHER EDUCATION PROGRAM. Crucial to the implementation of a performance curriculum is an organization which gives coherence and structure to an educational program. Traditional school and credit offerings give no guidance in this regard. Systems analysis was found to offer a set of basic understandings which provide a useful and meaningful organization of the many diverse elements of a teacher education program. In this section is a visual model of how a student teacher or an inservice teacher would enter into and exit from the program. Essential to the success of any program is adequate evaluation. A new systems approach to evaluation is presented in this section in which a conceptual model has been devised to determine activities and necessary skill components

*Prepared by University of Massachusetts

for teachers in the program. There is also a visual model of the METEP proposal in operation. This section of the proposal is perhaps one of the most important and should be read early in the examination of the material presented here.

Section V. THE SCHOOL OF EDUCATION AND THE UNIVERSITY AS A WHOLE. Performance criteria approaches are based on the ability of the student to act. A student may take as much or as little time as he wishes to move through these criteria. This may be compared with the model of the typical university which is based on a time and credit system. Needless to say, implementing a performance curriculum in a university setting presents some complex issues of planning. This section explores the issue of integrating a performance criteria approach into the traditional university.

Section VI. THE PRESERVICE - INSERVICE CONTINUUM. A major concept of the METEP is that the schools of the future can no longer think of preservice teacher training as a completely separate function from in-service training. Rapid change in the future will demand almost constant inservice training programs for teachers. A new model embodying conceptions of performance criteria and differentiated staffs illustrate how teacher training may be viewed as a continuum of experiences rather than a series of distinct and non-continuous steps. Important in this model are four basic elements of a reorganized educational setting:
1) varying levels of responsibility; 2) specific areas of specialization;
3) careful initial and followup placement of all teacher candidates;
4) a system of strategies and systems to support the proposed program.

Section VII. PLACEMENT SUBSYSTEM. Supplementing the preservice-inservice continuum are conceptions of teacher placement which illustrate the manner in which a school of education remains tied to its students over time. No longer does the act of placement mean a termination of the relationship between a teacher and the institution which educated him. Rather, a new and perhaps more fully developed relationship occurs in which the teacher stays in contact with the school, provides feedback information and data which may help change the school, and also gains new data input from the school so that his performance is constantly updated and changed.

Section VIII. AREAS OF TEACHER PREPARATION. This section, more than half the body of this proposal, presents the summary rationales for the "cornerstone" criteria of elementary education (human relations and behavioral skills), subject-matter performance, and supplementary criteria (evaluation, media, and supervision). In essence, these areas are the real content of the proposal and are presented in a series of descriptions of the approach to a performance criteria curriculum.

The ideas in Section VIII range from the traditional to the "far-out." It is recognized that all that is presented here will never become operational. Rather, a series of innovative ideas and procedures is presented which will be modified and eventually become the structure of an actual new curriculum to be implemented at the University of

Massachusetts during the coming year. As such the material in this section should be considered as a document in transition. However, this itself is in tune with the philosophy of performance criteria which, of necessity, are ever changing and flexible to meet the needs of the specific individual as a specific point in time.

A few highlights of this section might be noted. The section on human relations emphasizes the notion that specific behavioral criteria can be established for many "fuzzy" concepts such as empathy, flexibility, or self-awareness. Yet mixed with this approach are the philosophies of Martin Buber and Michael Polanyi. The behavioral skills section is based on the well established, but still developing, technical skills approach using microteaching procedures. The content areas offer new approaches to imparting subject matter to teacher trainees. The language arts, social studies, and aesthetics materials offer examples of what might be considered the beginning of a revolutionary approach to subject matter. Supplementing these materials are sections on the use of evaluation, media, and supervision which are believed to be some of the first attempts to apply specific performance criteria to areas which before have been considered in such a wholistic fashion that elementary teachers often ignore or fail to understand them adequately.

ADDENDUM: A special area of concentration will be in the area of urban education. Special performance criteria in the field will be constructed to supplement the regular areas of teacher preparation. Because of the late arrival of qualified staff in the area of urban education almost no mention is made in the main report. However, urban education will be a major part of METEP when it is operationalized.

Section IX. APPENDICES I and II. While not in the body of this report itself, it is believed to be essential that those interested in fully understanding the conceptions of this proposal should examine in detail the appendices of this report which provide examples of performance criteria and additional rationale for the information presented. One helpful approach for using the Appendices might be for the interested readers to study performance criteria from the Appendices as they read material from the body of Section VII. In this way, maximum integration of the ideas expressed may be possible. These examples should not be construed as a complete teacher education curriculum. They are incomplete and represent only example performance criteria.

SUMMARY COMMENTS

A suggested set of readings for those who want a capsule summary of the METEP would be the following:

1. Assumptions and parameters of the METEP provide an overall picture of the total program. (Section II.)
2. The systems conceptualization describes how the program would function as an organizational unit. (Section IV.)
3. The material on human relations, behavioral skills and one

subject matter area of interest provides a background of information on the method of approach in applied areas. (Section VIII.)

4. Concurrently with 3, the reader may wish to examine related performance criteria from the Appendices with Section VIII.

II M.E.T.E.P. Assumptions

The University of Massachusetts' Model Elementary Teacher Education Program is an attempt to institutionalize change through a thorough analysis of educational roles, tasks, structure and objectives. It is based on seven over-riding assumptions.

A. The role of the elementary school teacher is changing and will continue to change in the future. We must prepare teachers for change and not stability. The concepts of performance criteria, multiple instructional routes, differentiated staffing patterns, and continual inservice training programs appear to offer a meaningful approach to education in the future.

B. Specific performance criteria, based on an analysis of knowledge, skills, and attitudes in the human relations, behavioral, and content areas should be identified to provide a flexible basis for change. When the trainee meets the specified criteria requirements he will have completed the program, regardless of the length of time enrolled. Thus, variable entry and exit points in programs will occur.

C. Elementary school staffs will begin to differentiate their roles as teachers, thus requiring personnel with different competencies in new and different areas of specialization. Special consideration of differential staffing seems essential in the schools of the future.

D. Since there is no real evidence of the efficacy of any one major strategy of teacher training, this program includes as many widely differing overall strategies as possible in order to provide for examination of training consequences, for insights into relative training efficiencies, and for discovering relative acceptance and appreciation of the processes by trainees.

E. On the assumption not only that each trainee's strengths and weaknesses will differ but also that they will change during the program as a desired consequence of training, one major goal is to provide continuous diagnosis of the needs of each trainee and constant evaluation of the program components designed to meet these needs. Cronbach's

concept of Aptitude-Treatment Interaction as an important research component of the program.[1]

F. As a consequence of the above goal, one of the most important emphases throughout planning will be the development of multiple program alternatives, so that there are never fewer than two alternative and instructional paths to the same objective.

G. In most teacher-training programs the university's commitment ceases upon graduation. The graduate rarely receives diagnostic help, but instead is merely evaluated. It is the belief of the designers of this program, on the other hand, that a teacher's training never ends, and therefore a closely knit relationship between preservice and inservice training will be developed. The resources of the University, both technological, such as videotape, and human, such as supervisor, will be systematically made available to the graduate. In addition these same resources will be made available to other teachers in the area.

III. M.E.T.E.P. Parameters

To visualize the METEP imagine it as a flowing stream ever growing as it moves toward its goal. (See Figure 1) The main stream is the METEP. The off-shoots, which also are constantly growing, represent performance criteria in the areas of competencies which a differentiated staff in an elementary school might possess. There is nothing fixed about these areas of competencies. It is expected that more competencies would be added as needed, and some might be deleted. At the present, however, these are the areas in which teachers would receive training in our program. Other institutions might define different areas of competencies which they felt to be more appropriate.

The areas of competencies for which performance criteria have been written are:

1. Human Relations
2. Behavioral Skills
3. Science
4. Language Arts
5. Mathematics
6. Aesthetics
7. Social Studies
8. Foreign Language
9. Evaluation

---

[1] Lee J. Cronbach, "How Can Instruction be Adapted to Individual Differences?" Learning and Individual Differences, ed. Robert M. Gagne, Columbus, Ohio, 1967.

10. Media
11. Supervision
12. Pre-School
13. Technology

Cornerstone Criteria

The first two, human relations and behavioral skills, are considered to be the cornerstone areas for elementary school teachers. It is in these two areas of competencies that the teacher will better understand himself, others, and his relationships to others, and where he will master teaching skills to help him become an effective teacher.

Content Criteria

Science, language arts, mathematics, aesthetics, social studies, and foreign languages represent content areas which form the curricula in most elementary schools. In addition, a program in pre-school education will be part of our teacher education program.

Supplementary Criteria

The evaluation area includes performance criteria for the teacher in tests and measurements as well as skills required to make decisions on whether to implement new curricula. The media area contains criteria from simple to complex understanding of the area of audio-visual media. The supervision area contains criteria for the effective training of supervisors in the elementary school. Criteria in the area of technology also have been written as required supplements to any of the regular areas of concentration. Since our world is increasingly a technological one it is deemed desirable that a rudimentary knowledge of technology become a part of every teacher's training.

Specialist - Generalist

The performance criteria in each area are defined whenever possible, in a hierarchical order from the simple to the more complex. Note in Figure 1 that the words Generalist and Specialist appear along the vertical dimension of the figure. The teacher trainees would have the opportunity to decide if they wanted to specialize in a particular area or to be a generalist elementary school teacher with certain levels of competency in each of the areas. If a trainee elects to specialize in science, for example, he would be required to meet certain minimal criteria in the human relations and behavioral areas, a high level of criteria in the area of science as well as defined minimal levels in all of the other areas. (See Figure 1) Requiring every teacher, whether he is a generalist or a specialist, to meet a minimal criteria level is a value judgment with which some teacher educators may not agree. The rationale for this requirement is our belief that every elementary school teacher should know at least something about the various areas of competency represented by a differentiated staff, if

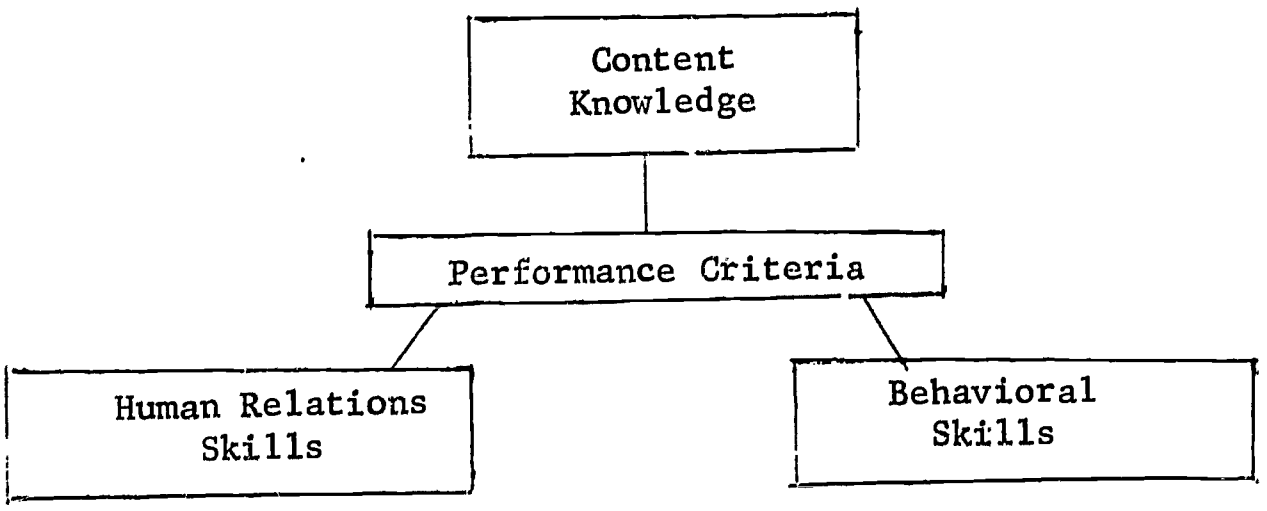
for no other reason than to improve communication and open-mindedness among the teachers. This decision is an arbitrary one and any institution planning on implementing this model would have to decide this issue for itself.

It should be noted in Figure 1 that the areas of competency are not closed figures, but are open at the top. This symbolizes the fact that in any one area a person could spend a lifetime and not be able to meet all the possible criteria which could be written as more information and skills become known and developed. It should also be noted that there are some blank off-shoots from the main line. These represent the other areas of competencies which can be developed as the elementary school changes.

Performance Criteria as a Planning Principle for a New Model in Teacher Education

The formulation of performance criteria requires the specification of instructional and program goals in terms of behaviors to be exhibited by the trainee when instruction has been completed. Performance criteria, as we have defined them, are essentially behavioral objectives. They state the behavior expected of the teacher, under what conditions the behavior will be performed, and how the behavior will be evaluated. In addition, at least two instructional alternatives are provided for each performance criterion. Careful formulation of performance criteria liberates the planners from describing the program in terms of traditional "courses." Rather it is recognized that there are alternative paths to reaching many of the criteria. The development of meaningful criteria and the alternative paths for meeting these criteria has been of central concern to the architects of this program.

Performance criteria have been developed in three broad conceptual areas related to teaching. (1) content knowledge, (2) behavioral skills, and (3) human relations skills.



Content Knowledge

The restatement of content requirements from course requirements for a specified period of time to performance criteria which emphasize ability to perform was the major thrust in the planning stages of METEP. It is believed that recognition should be given to the fact that content knowledge is derived from many sources, formal coursework being only one.

Content knowledge is defined to include the depth and breadth of content most often seen as deriving from undergraduate liberal arts courses as well as the kind of content knowledge most often associated with that acquired within a School of Education. The latter is seen as a logical extension of the former, inseparable, but focused on questions of relevance and conceptual organization for pupils at the elementary level.

Behavioral Skills

One of the basic goals of the teacher education program is the development of technical skills of teaching. The basic premise of the technical skills approach is that much of teaching consists of specific behavioral acts. If skills and behaviors which teachers perform often in the classroom can be identified, different training protocols or established procedures and techniques can be developed in order to produce proficiency in their use. In other words, much of the complex act of teaching can be broken down into simpler, more easily taught skills and techniques.

One of the main components of the proposed teacher education program will be the implementation of microteaching in order to train prospective teachers in the technical skills which have been identified.

Human Relations Skills

Human relations is not a mysterious activity. Rather it is a codifiable set of behaviors which describe what goes on inside a person or between people.

> Human relations is defined as behaviors exhibited in relation to self and other individuals, and in relation to groups.

Thus, an individual thinking about himself or simply sitting by himself is engaging in human relations behavior. Two individuals meeting in an interpersonal interaction are engaging in human relations behaviors. School classrooms or group dynamics sessions are situations in which an awesome number of human interactions are going on. In short, any human behavior or behaviors engaged in intrapersonal or interpersonal activities represent human relations behaviors.

Human relations has been defined in the past almost always from a value framework. Somehow, human relations is seen as a "good" thing. Thus, traditional definitions of human relations tend to center on what should be rather than what is. By doing so, human relations experts have tended to confuse the present with future goals. The aim in this proposal is not to avoid the value issue of what human behavior should be, but simply to report what is actually present so that better specification of future goals may be possible.

The Model Elementary Teacher Education Program does have many specific value commitments as to the type of human behaviors considered desirable for elementary teachers. Some of these are well known constructs such as warmth, critical thinking, openness, and consciousness of cultural differences. These concepts, however, have been defined within behavioral terms and specified so that it is possible to teach these behaviors directly instead of by admonition, example, or as is done more commonly, by chance. Some new constructs such as attending behavior, decision process, and the physical system are introduced by adding more precise definition of human relations behaviors. Wherever possible human relations behaviors have been organized in a hierarchical structure so that the teacher trainee increasingly learns how to integrate old behaviors into new patterns.

The METEP is interested in producing the fully human teacher, a person who meets the human criteria of warmth of human understanding, but is also capable of rigorous thinking, is in control of his own behavior, and is in a constant pattern of growth. These are high objectives for teacher training, but it is believed that education, psychology, philosophy, and behavioral technology are at a stage whereby the effectively trained teacher can now be a human relations expert in addition to having content knowledge and presentation skills.

IV. Inservice

Existing inservice education programs seem to be based on the belief that the completion of preservice training and bestowal of a teaching credential creates a lifetime of professional competence and that any inadequacies in a teacher's preservice training will leave a lifetime of irremediable professional handicaps. It is apparent that our present compartmentalization of preservice and inservice education must be replaced by a new perspective which views the intellectual and practical development of educators as occurring along a continuum beginning with the decision to enter the teaching profession and ending only upon permanent retirement.

The METEP has developed a set of guidelines for such a preservice - inservice continuum. These guidelines are based on the use of hierarchies of performance criteria for two distinct but interrelated purposes: (1) diagnosing individual teacher education needs and prescribing from a number of learning alternatives designed to remediate those needs, and (2) evaluating teaching competency and growth as a

teacher in order to determine initial placement and career advancement within a differentiated staffing structure.

Operating within the perspective of a differentiated teaching staff structure fosters the recognition of significant distinctions among teacher roles - and it is at that point that we are able to begin developing the performance - based task delineations which will provide the key to a relevant inservice education program. As differentiated staffing becomes a possibility, then carefully thought out performance criteria for teachers become a necessity. A school which allows for the possible diversity of teacher roles is uniquely motivated and able to analyze and reformulate the criteria by which it can judge competence in any given teaching task. With such criteria, teacher training, both at the preservice and inservice levels, becomes closely integrated with the main concern of all educators --the educational development of students.

If teacher education is reorganized so that continuous relevant growth experiences are provided for teachers throughout their careers, then preservice education and inservice education will become a part of the same continuum. It simply will not do any longer to separate preservice from inservice experiences. We must, in the process of specified teaching performance criteria, set out our priorities in such a way that the credentialing procedure becomes a formality and professional growth becomes the criterion of all training experiences. Whatever criteria we settle on for preservice programs, and whatever training procedures we judge relevant at that level, must be applied and extended in our inservice programs. Insofar as we insist on the distinction between preservice and inservice training techniques we simply reveal our ignorance of systematic criteria by which we can assess the professionalism of our teachers. But as soon as we give serious attention to the development of such criteria the distinction becomes meaningless. The point here is not that the preservice and inservice training are, or should be, identical. Rather, it is that the procedures and goals of each must become specific and defensible in a way that they currently are not. We must make some tentative decisions regarding what criteria a teacher should meet before reaching a credential and what criteria should be met later as part of his inservice professional growth. With such modifiable decisions at hand we can begin to design inservice programs which have the continuity and rationality so clearly lacking in most current approaches.

V. System Conceptualization of The Model Elementary Teacher Education Project

How can teacher education best be conceptualized? We have developed many models over the years, but inevitably have returned in practice to traditional forms of teacher education. As performance criteria were developed by the project staff, it became increasingly apparent that a totally new approach to the organization of teacher training was necessary.

Systems analysis has proven to be the most useful method of organizing performance criteria. To develop a teacher (or to use the words of system analysis, "product") of maximum effectiveness both to himself and society, we must consider the many inputs and outputs of the person, of the teacher education program, and of the schools in which the teacher is eventually placed. Further, we must consider the way in which these three major components interrelate among themselves. Systems analysis provides the most comprehensive method of organizing objectives presently available.

The subsystems which compose the METEP are indicated below. In addition, they are represented schematically in Figure 3.

A. Control Subsystem: This subsystem performs several functions which are involved in maintaining the day-to-day operation of the Model Elementary Teacher Education System. It is the process controller and is responsible for insuring that the system remains in a stable state and operates in an optimum manner. It carries on a continual analysis of collected data and uses this analysis for decision-making. The subsystem provides immediate feedback for system control. It is concerned with the following functions:

1. Aptitude Assessment
2. Guidance
3. Scheduling
4. Attitude Monitoring

B. Administrative Subsystem: The functions performed by this subsystem include the supplying of materials, staff, and para-professionals necessary to operate the program, management and allocation of funds for operating the program, and coordinating the program with the rest of the University, and with other agencies outside the University, e.g., certification agency school districts.

C. Information Subsystem: The Model Elementary Teacher Education Program will require a large amount of data collection and data manipulation for system control and monitoring. Highly structured and organized methods of data storage must be used in program implementation. Information must be readily available for decision-making. For example, trainees must be able to reschedule an instructional alternative within a short period of time. This implies the status of the resources necessary for the newly selected alternative must be determined with ease. Files must be maintained indicating the current status of all resources including staff, facilities, and equipment.

Data which will be contained within this subsystem will involve: (a) aptitude and achievement data stored in the

control subsystem; (b) sequence of learning experiences selected by each trainee to meet each performance criterion and some measure of the effectiveness of this sequence in relation to trainee's goals; (c) the cost in terms of resources, and the student and faculty time required to help each student meet each performance criterion through each instructional route; (d) system status of each trainee, i.e., what performance criteria he has met and what educational alternatives he is now engaged in for meeting which performance criteria; and (e) utilization and availability of all training resources including staff, equipment, and facilities.

D. Placement Subsystem: This is not completely within the bounds of the system, but it does play a very important function. Unless the product produced has a market the system will become inoperable. Therefore, one of the important tasks of the placement subsystem will be to disseminate information about the teacher-training program and the products of that program to prospective employers. In addition, this subsystem will determine qualifications and vocational interests of trainees, determine employment opportunities and recommend trainees to positions.

E. Educator Subsystem: The Educator Subsystem can be segmented into two not completely distinguishable components; human and automated. Both components are responsibile for a direct educational interaction with trainees. This subsystem is responsible for generation of all instructional methods used by the teacher trainees. These methods range from formal lectures to microteaching clinics. The subsystem must respond to demand changes by trainees in instructional alternatives. For example, if a trainee for good reason indicates a desire to terminate a seminar and initiate a simulation exercise, staff and equipment must be rescheduled quickly to meet this new demand. This rescheduling will be done within the constraints of the availability of resources.

F. Analysis Subsystem: Feedback regarding the quality, success, competency, acceptibility and competitiveness of system output is provided by this subsystem. This feedback is used to add, delete, and modify performance criteria. The analysis of trainee performance and indirectly the effectiveness of performance criteria is measured using rating procedures, video tapes, archival data and market value of trainees. Comparative analyses are made of three groups, program graduates, graduates of other teacher education programs and the population of experienced teachers.

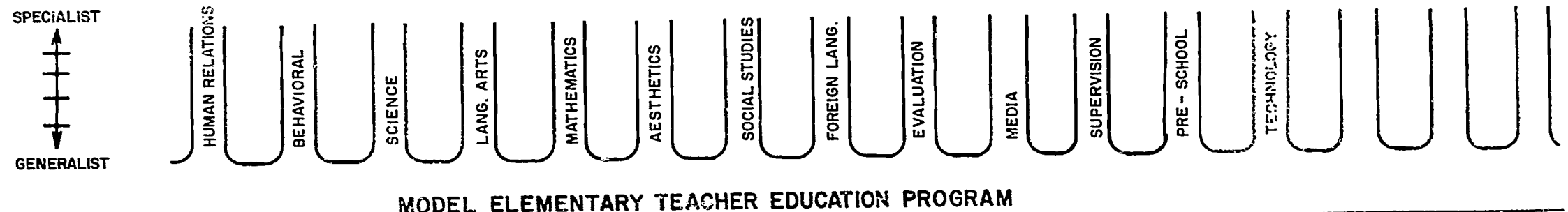
VI. M.E.T.E.P. Evaluation

The evaluation of the METEP program has been designed within a conceptual model for evaluation developed for the program and called the Evaluation Skills Training Program Section. Since the purpose of the evaluation activity, the nature of the evaluation results, and the size of the program component being evaluated determine the type of evaluation activity required, and since several evaluation activities are required to provide the necessary information needed to assure quality control of a specific program, the proposed evaluation has a multi-dimensional design. Evaluation activities for the METEP have been proposed to emit from two distinct components of the program, the Control Subsystem and the Analysis Subsystem.

The Control Subsystem will house the evaluation activities which have been designed to offer feedback information upon the efficiency of the system. Since the purpose of these activities is for internal control of effectiveness, the size of the evaluation units is generally limited to individual program subsystems. The nature of the required results calls for specific data on the METEP program suitable to problem-solving decisions demanded by the individual circumstances created in program operation. These evaluation activities provide managerial data on facilities and staff as well as feedback on specific omponent production.

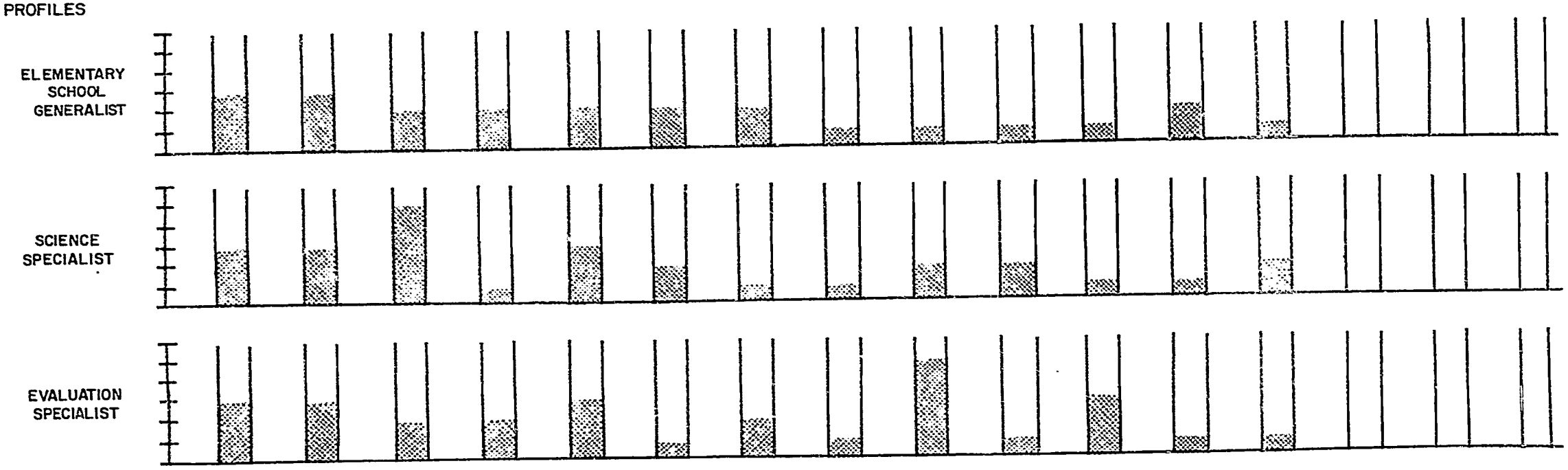
The Analysis Subsystem will house the evaluation activities designed to offer external information upon the appropriateness and competitiveness of the overall program. These activities have been designed for the purpose of developing information on the relationship of the model and its products to the world of education. By design, these activities seek generalizable results and the unit of evaluation is the total program. Market-value, validity of performance criteria, and the degree to which the program maintains social relevance and meets the current needs of education are the concern of these activities.

FIGURE - I



MODEL ELEMENTARY TEACHER EDUCATION PROGRAM

EXAMPLE STUDENT PROFILES



MODEL ELEMENTARY TEACHER EDUCATION PROGRAM

SYSTEM CONCEPTUALIZATION

FIGURE - 3