DOCUMENT RESUME

ED 040 162   SP 003 954

TITLE   Six Areas of Teacher Competence.
INSTITUTION   California Teachers Association, Burlingame.
PUB DATE   64
NOTE   50p.
AVAILABLE FROM   California Teachers Association, 1705 Murchison
                 Drive, Burlingame, California ($0.50)

EDRS PRICE   EDRS Price MF-$0.25 HC-$2.60
DESCRIPTORS   *Effective Teaching, Personal Values,
                 Questionnaires, *Role Perception, Teacher
                 Characteristics, Teacher Education, *Teacher
                 Qualifications, *Teacher Role, *Teaching Experience

ABSTRACT

        This is the third edition of the "California
definition" of teacher competence, superseding "Measures of a Good
Teacher" (1952) and "Teacher Competence: Its Nature and Scope"
(1957). It defines the six areas as 1) director of learning, 2)
counselor and guidance work, 3) mediator of the culture, 4) link with
the community, 5) member of the school staff, and 6) member of the
profession, and gives detailed analyses of each, resulting from
continued study of each group. The need for a clear and widely
accepted definition of the nature and range of teacher competence is
emphasized and groups of questions are provided to assist in the
study. The questions are directed to local associations of teachers,
TEPS committees, groups responsible for inservice education, college
and university faculties, curriculum workers, guidance personnel, and
administrators, and supervisors. Examples are given which illustrate
the operational use of the definitions and indicate some of the
misconceptions which may lead to disappointment and failure. Finally,
the personal qualities of the successful teacher and the
responsibilities of the preparing institution are briefly discussed.
(Related to SP 003 944, in this issue.) (MBM)

Six Areas of
TEACHER
COMPETENCE

Published for

The **Commission on Teacher Education**

by

California Teachers Association
1705 Murchison Drive
Burlingame, California 94011

SP003954

2

The 1952 statement entitled *Measure of a Good Teacher* was first published by the California Teachers Association as a definition of teacher competence. It was developed by a special committee of the California Council on Teacher Education:

Robert N. Bush, Chairman	John Michaelis
Persis Cowan	William Sweeney
Glenn Kendall	Milo Whitson
Lucien Kinney	

The 1957 revision was written by the following committee:

Gerald Brown	Jennie Sessions
Charles Hamilton	Marian Wagstaff
Lucien Kinney	Lois Williams
Ruth Royer	

This edition was prepared by the following committee, headed by Lois Williams, chairman of the Commission on Teacher Education when the revision was inaugurated.

Gerald Brown	Jennie Sessions
Louis Fischer	Alden Vanderpool
June Kearney	Lois Williams
Ray Roulette	

Price: 50 cents per copy

Foreword

This is the third edition of the "California definition" of teacher competence to be published by the California Teachers Association.

Measure of a Good Teacher (1952) presented a statement developed by a special committee of the California Council on Teacher Education which began work in 1945. In 1955 this statement was adopted by the CTA Teacher Education Committee as its official definition of teacher competence.

Teacher Competence: Its Nature and Scope (1957) represented the cooperative work of many educators in refining and applying the original definition.

Six Areas of Teacher Competence (1963) retains the 1957 definition of roles and adds examples of its widespread use, along with suggestions for study by all segments of the profession.

While this endeavor has been a cooperative venture, Lucien Kinney has earned a unique place in the field of defining professional competence. As a professor at Stanford University, a leader in the California Council on Teacher Education, a member of the CTA Teacher Education Commission and an independent consultant, Dr. Kinney has succeeded in convincing his colleagues of the pressing need for an objective frame of reference for research in teacher education. His professional competence and enthusiasm have led the way in the development and application of the "California definition."

The definition has been recognized by the National Commission on Teacher Education and Professional Standards. It was a subject of study at the 1955 conference sponsored by the Commission.

Requests for the first two editions have come from almost every state. The definition has demonstrated its value in program development for professional education, in testing the effectiveness of processes of selection and appraisal, and in stimulating study of the teacher's total professional role in local associations and faculties.

With this edition, the Commission hopes to encourage further study of the definition by professional groups who will modify it for their own purposes. Such consideration can be one more step toward professional maturity.

Commission on Teacher Education

California Teachers Association

CONTENTS

CHAPTER I

Explicit Assumptions

While studying this pamphlet the reader should keep in mind certain propositions agreed upon by the writers:

Proposition One

The complex requirements which professional status confers upon teachers are such that each teacher must have a sound general-liberal education, special strength in academic areas of study relevant to his teaching specialization, and thorough professional education. The oft-repeated discussion of what to teach versus how to teach is ill based. Teaching excellence requires both, as well as understanding other important dimensions such as whom to teach, why, when, and where.

Proposition Two

While the ideas set forth here are offered to readers after careful deliberation, analysis, and discussion, they are *not* presented as fixed, final, or beyond change. They can be and have been used as springboards for further discussion, exploration, and experimentation. Thus, the statement is open to constructive criticism and should be revised from time to time in light of new developments.

Proposition Three

Certain personal qualifications are necessary for success in teaching. While a wide range of personalities meet these qualifications, all must possess emotional maturity, sound mental health, and interest in the education of children and youth. It is obvious that individuals with significant personality problems will be unable to meet the requirements of the several roles in which a teacher is expected to function.

Proposition Four

Professional roles of the teacher are closely interrelated but can be analyzed into several sub-roles. Although these sub-roles are not distinct, separation is necessary to focus attention on them one at a time. A social role is nothing mysterious: it is merely the pattern of behavior expected of people who hold certain positions in society. We expect certain behaviors from people who hold teaching positions. These behaviors are so varied and complex that we divide them into sub-categories for purposes of analysis.

Proposition Five

Professions place varied and rigorous demands on their practitioners. These demands are expressed through the several professional roles. Historically, educators as well as the public have recognized only the classroom teaching role of the teacher. This narrow conception has proved to be inadequate and we now urge consideration of the importance of the several roles. One purpose of this publication is to create broader awareness of these roles.

Proposition Six

We find individual differences among teachers as well as among students. Thus it is recognized that teachers exhibit various strengths in their several roles. Differential strengths are expected and should be utilized in the formation of a school staff.

Six Areas of
Teacher Competence

What is good teaching? How can one identify a good teacher? These questions have long been two of the most baffling questions in education. They have given rise to hundreds of research articles, marked the dead-end for important projects, and provided grounds for endless debates. Reason for the persistence in these efforts is readily found in the need to define teacher competence. Important educational decisions depend on such a definition. Key processes assume that such a definition exists.

Whether as an administrator, supervisor, teacher educator, placement officer, parent, teacher, pupil, or critic of the public schools, each has his definition of teacher competence. Fuzzy or clear, narrow or comprehensive, it must serve as the basis for significant decisions. Confusion, controversy, and inefficiency are inevitable evidences of the need for more common understandings.

A definition of teacher competence should be designed to serve two purposes. First, it should suggest kinds of evidence that identify the effective teacher. Secondly, it should call attention to important areas of teacher responsibility and indicate the expertness required in each area. Many of the problems which plague today's educational system are consequences of a widely held teacher stereotype, narrowly conceived as the director of classroom activities. Granting the necessity for classroom expertness, this limited concept has restricted the viewpoints of the profession and public alike.

11

Such a narrow viewpoint was avoided in developing the present definition. Each of the six roles describes present different responsibilities and requirements for competence. While the roles as outlined overlap, they are differentiated by the group with which the teacher is working and by the kinds of abilities called for as well as by the major function of each role.

HOW MUCH COMPETENCE IS EXPECTED?

Even the experienced teacher may not achieve maximum expertness in all roles. Rather, satisfactory minimum competence should be expected for each role, with a high level of competence in those where the teacher has special aptitudes and interests. Within any given school organization there must be sufficient competence in each role so that each function may be adequately carried out. In addition, each function offers opportunity for specialized leadership. We are, however, concerned here primarily with *teacher* competence. Competences of specialized personnel require further exploration and definition.

Questions needing further study are: What level of competence in each role should be achieved in the pre-service program of preparation? How much are schools handicapped by inadequate initial preparation for any of the roles? These are questions for empirical research.

OUTLINE OF SIX TEACHER ROLES

The following descriptions of six teacher roles outline major functions and, in a general way, the areas of teacher competence that typify each role. A more detailed analysis is given later.

Teacher Roles in Promoting Pupil Growth

Role 1: Director of Learning

Guiding learning activities is recognized as basic. Such expertness requires a high degree of competence in devising, testing, and utilizing learning activities in the variety of situations confronting the teacher.

To be expert a teacher must achieve:
- Understanding of how pupils learn, demonstrated by ability to plan and direct effective learning activities.

12

- Understanding of the individual pupil, demonstrated by ability to meet individual needs and develop individual talents.
- Ability to appraise the effectiveness of activities in achieving desired outcomes.

Role 2: Counselor and Guidance Worker

Helping the pupil become as effective an individual as possible requires teacher competence as a counselor and guidance worker. This competence is also required to meet the responsibility to society for helping to educate individuals for all important social roles. These responsibilities require the teacher to deal effectively with pupils as individuals and in groups.

The teacher provides skilled individual counseling and guidance for pupils in solving academic and personal problems, although specialized services are utilized in unusual cases and circumstances.

To be effective in this role the teacher must be able to:
- Establish appropriate relationships with pupils, both individually and in groups.
- Collect accurate, pertinent information about pupils and use it effectively.
- Use suitable counseling procedures.
- Utilize accurate information in vocational guidance.
- Achieve effective relationships with the pupil's family.
- Recognize the need, when it arises, to request specialized guidance and counseling services.

Liaison Roles of the Teacher

Role 3: Mediator of the Culture

To see that members of society acquire the cultural heritage is a major responsibility of the teacher as mediator of the culture. At first glance it may seem artificial to consider as separate areas of competence the ability to direct learning (Role 1) and knowing what is to be learned (Role 3). Yet experience shows that a teacher who is knowledgeable in one field may be ineffective if assigned to teach outside his field. It is apparent, also, that a scholar may be an ineffective teacher unless he understands learning processes and principles of human development, knows how to organize

13

materials most effectively for teaching and learning, and is able to set his field of scholarship in the context of attitudes and ideals valued in the culture.

It is to emphasize the fact that competence as **Director of Learning** and as **Mediator of the Culture** are both necessary to teaching effectiveness that, for purposes of this definition, they are placed in separate roles.

The teacher who is an effective mediator of the culture will:
- Define his objectives to include values important to the culture.
- Utilize his field of specialization to develop problem-solving effectiveness.
- Develop the appreciations, attitudes, and abilities required for effective participation in a democratic society.
- Draw on a scholarly background to enrich the cultural growth of his pupils.

Role 4: Link With the Community

The teacher is a link between organized society and its future member. The effectiveness of the school is measured, in the last analysis, by the success with which today's children meet the responsibilities of membership in tomorrow's adult society. This role includes liaison functions which are necessary for two purposes: to work cooperatively with the public in developing and interpreting an effective program of education and to provide for a systematic induction of youth into increasingly important community activities.

Competence in this role will be demonstrated by:
- Ability to participate with the public in planning the goals of education and in interpreting the school program.
- Finding opportunities to develop significant applications of subject-matter through educationally valuable pupil services to the community.
- Exercising leadership in community affairs with the purpose of making the community a better place in which young people may grow up.

14

Role 5: Member of the School Staff

Program building within the local system is directed toward three important educational functions: to provide an articulated series of learning experiences leading to desired objectives; to provide an effective environment for developing the skills and attitudes needed for effective citizenship and for meeting developmental needs; and to provide for joint planning with the public on purposes and programs in education. The classroom is articulated with the school in each of these functions.

Competence of the teacher as a member of the school staff is revealed in these functions:

- Leading the public in studying over-all purposes and objectives of the school and evaluating the success with which all-school objectives are achieved.
- Articulating classroom objectives with those accepted for the school as a whole.
- Planning curricular and co-curricular activities.
- Sharing in administrative responsibilities for effective operation of the school program.
- Participating in development of school policies.

Role 6: Member of the Profession

Effectiveness as a member of the profession (not to be confused with membership in the voluntary organizations of the profession) calls for competence in three general areas of professional behavior: personnel relationships, professional growth, and effectiveness in dealing with problems of the profession. Some of the tasks in these areas are directed by leaders with special preparation while others are assumed by professional organizations, lay-professional groups, or professional schools. All of them represent collective responsibility for the profession as a whole.

Personal relationships with pupils, colleagues and members of the public.—In these relationships the member of any profession is expected to reveal professional attitudes, conform to the established code of professional ethics, and recognize the priority of societal interests.

15

Continued professional growth.—Procedures acquired in the pre-service program will be inadequate for a lifetime of service. Progress in the foundational disciplines constantly opens ways to more effective procedures. Needs created by social change seldom can be anticipated. The well-prepared teacher is one who can develop more effective practices to meet new requirements.

Professional growth is revealed by such activities as:
- Developing and testing more effective procedures individually, in the course of classroom activity, or in collaboration with specialized professional groups.
- Keeping informed on current trends, tendencies, and practices through professional literature and attendance at professional meetings.
- Contributing to professional literature.

Effectiveness in dealing with the general problems of the profession.— Characteristic of a profession is individual responsibility for achievement of professional goals over and above duties in the immediate setting. Individual obligations for solution of a given problem vary from moral and financial support to active leadership:

Important tasks include:
- Improving the quality of membership through improved programs of preparation, accreditation of programs, certification requirements, and recruitment of desirable personnel.
- Improving the economic and social welfare of the membership.
- Defining and enforcing professional standards.
- Accumulating a body of professional procedures tested and proved to be effective.
- Securing adequate physical facilities and financial support for the total school program.

ANALYSIS OF SIX TEACHER ROLES

Detailed analyses of teacher roles that follow result from continued study by various groups concerned with quality in the teaching profession, including the teachers themselves. These definitions are useful for several purposes.

16

To illustrate observable evidence of competence.—Emphasis is placed upon results to be accomplished, rather than on "how to do it." We are concerned with what the teacher must be able to do, not how he is to do it. In adapting to specific situations, an expert teacher may use any one of several techniques. Professional expertness is not defined meaningfully through job analysis and compilation of procedures used by teachers known to be successful. Professional practice is based upon expert diagnosis and choice among techniques, adaptation of known techniques, or development of new techniques. Blind imitation of a model, no matter how "expert" is fatal to professional practice.

In several instances the analysis stops short of operational levels to avoid minutae and unnecessary elaboration. In each case, however, the nature of the required definition seems obvious.

To guide further development of analyses of the various roles of the teacher.—None of the roles has been completely defined. Other roles may exist. The expectations of communities may vary, as will expectations for teachers from one time to another as society evolves. When beginning study of teacher roles, these items should be accepted, rejected, modified, or supplemented according to the situation. These analyses serve only to emphasize the range of areas of effective performance expected of the competent teacher.

To illustrate the competences to be defined as distinct from the characteristics to be identified through research.— The personal qualifications or personality characteristics of the teacher are those which at least do not prohibit and at most enhance the development of the required competences. Identification of these characteristics is a problem for empirical research.

To aid in the development of teacher education programs and in judging their effectiveness.—Teacher education programs should be designed to produce competent teachers. A definition of teacher competence is of supreme importance as a guide to program development. An effective program is one which produces the specified competences.

To aid in developing standards and procedures for admittance and retention of persons in teacher education programs.—The likelihood that an individual will be able to acquire the com-

17

petences provides a basis for admission to a program of preparation. Reasonable progress in the development of these competences provides a criterion for retention in program of preparation. Satisfactory levels of competence are prerequisite to recommendation for licensure.

To guide development of plans for individual professional growth.— The full range of professional responsibilities as illustrated in this definition of teacher competence should be considered in any plan for professional growth. The six roles provide useful guidelines for developing a plan and for evaluating its effectiveness.

To guide development of criteria and processes for evaluating teacher effectiveness. — The definition has proved useful as a basis for developing useful instruments to judge the relative effectiveness of teachers. The role-expectations should not be lifted directly from the statement, however, as they are not specific enough nor designed to be universal in their application. Further refinement and adaptation to specific situations are necessary. Agreement on criteria and procedure should be reached before any instrument developed from these statements is used in judging teacher effectiveness.

To help the public establish its expectations for the teaching profession.— The range of responsibility and competence expected of the teacher is very wide. This definition of the roles of the teacher is broader than some stereotypes evident in the public and the profession. It is narrower than some. In any case, it is reasonably precise and provides a basis for definition of appropriate areas of professional autonomy for the teaching profession.

Roles of the Teacher in Promoting Pupil Growth

Role 1: Director of Learning
    1.1 Adapts principles of child growth and development to planning of learning activities.
        1.11 Recognizes and deals with each pupil according to his needs.
        1.12 Helps individuals acquire the skills of effective group membership.
        1.13 Works closely with specialists, parents, and

18

community agencies in the solution of physical and mental health problems.

1.14 Makes and uses pupil records in ascertaining needs, planning work and guiding the learning process.

1.2 Plans teaching-learning situations in accord with acceptable principles of learning.

    1.21 Provides effective and continuing motivation.

        1.211 Develops cooperatively with pupils objectives for large units of study, daily class work, and special activities.

        1.212 Arranges for differentiated assignments to meet needs and abilities of individual pupils.

        1.213 Uses a variety of instruments and techniques for keeping pupil informed of his progress.

    1.22 Utilizes a variety of classroom activities.

    1.23 Selects and uses a wide variety of instructional materials.

    1.24 Provides abundant and varied opportunities for individual and group expression in appropriate creative fields.

    1.25 Helps pupil make application of his experiences to many situations.

1.3 Demonstrates effective instructional procedures.

    1.31 Provides a physical environment which facilitates learning.

    1.32 Makes assignments skillfully.

    1.33 Provides opportunities for wide participation.

1.4 Utilizes adequate evaluation procedures.

    1.41 Carries on evaluation as an integral part of instruction.

    1.42 Enlists cooperation of pupils and parents in developing programs of evaluation.

    1.43 Uses a variety of devices and procedures.

    1.44 Organizes and summarizes data for meaningful interpretation.

    1.45 Reports to parents in terms of growth in knowledge, skills, attitudes and social behavior.

19

1.46 Uses evaluative evidence to improve teaching-learning experiences.

1.47 Leads the learner to assume an important role in the evaluation of his own growth and development.

1.5 Maintains an effective balance of freedom and security in the classroom.

1.51 Shows an honest liking and sincere regard for boys and girls.

1.52 Emphasizes responsible group living with standards of conduct comparatively determined.

1.53 Develops relations among pupils that are cooperative and natural.

1.54 Provides opportunities for pupils to develop qualities of leadership and of self-direction.

1.55 Plans management of classroom routine as a worthwhile learning experience for pupils.

Role 2: Counselor and Guidance Worker

2.1 Utilizes effective procedures for collecting information about each pupil.

2.11 Makes effective use of informal procedures: anecdotal records, interviews, questionnaires, check lists.

2.12 Utilizes standard tests.

2.121 Is familiar with the more useful ones in his own field.

2.122 Selects those most appropriate for his purpose.

2.13 Is skillful in constructing and using informal tests and sociometric devices.

2.131 Appraises the characteristics of the test.

2.132 Interprets test results.

2.14 Provides pupils and parents with adequate reports.

2.141 Bases grades and reports on cumulative records.

2.2 Uses diagnostic and remedial procedures effectively.

2.21 Identifies learning difficulties.

2.22 Knows common diagnostic and achievement tests in own and related fields.

2.23 Administers and interprets diagnostic and achievement tests.

20

2.24 Selects appropriate remedial materials for instruction in relation to pupil's level of achievement.

2.25 Reveals ability to work correctively with the pupil at the level of his abilities, achievements, and interests at the given time.

2.26 Prepares and uses accurate and adequate records.

   2.261 Makes case studies.

   2.262 Keeps cumulative records.

2.3 Helps the pupil to understand himself.

  2.31 Establishes effective relationships with individual pupils.

    2.311 Utilizes suitable counseling techniques.

    2.312 Maintains effective relationship with the home.

  2.32 Assists the pupil in self-evaluation.

    2.321 Helps him to understand his own abilities and limitations.

    2.322 Guides him in the analysis of his personal problems.

    2.323 Assists him in defining realistic goals.

    2.324 Directs him to sources of information on vocational opportunities and careers.

2.4 Works effectively with the specialized counseling services.

  2.41 Recognizes serious problem cases.

  2.42 Refers serious cases to the specialist, with adequate background information.

Liaison Roles of the Teacher

Role 3: Mediator of the Culture

  3.1 Draws on a scholarly background to enrich cultural growth of pupils.

  3.2 Directs individuals and groups to appropriate significant life application of classroom learning.

    3.21 Utilizes his field of subject matter and/or general education in the solution of social, economic, scientific, and ethical problems.

    3.22 Reveals the wide significance of his own subject matter field.

21

3.23 Develops an understanding of the inter-relationships among the great disciplines.

3.3 Designs classroom activities to develop pupil ability and motivation for:
   3.31 Finding democratic solutions to current social problems.
   3.32 Recognizing and identifying key problems.
   3.33 Understanding their inter-relationships and defining the issues.

3.4 Directs pupils in learning to use those materials from which they will continue to learn after leaving school.
   3.41 Teaches pupils to locate information on current problems.
   3.42 Utilizes effective activities to develop pupil skill in using such materials in analyzing current problems.

3.5 Develops pupil-attitudes and skills necessary for effective participation in a changing democratic society.
   3.51 Uses democratic techniques and skills in teaching.
   3.52 Provides for the use of democratic attitudes and skills by the pupils in the classrooms, through:
      3.521 Teacher-pupil planning of problem units.
      3.522 Development of effective discussion practices.
      3.523 Guidance in effective committee and other group participation.

3.6 Helps his students acquire the values realized as ideals of democracy, such as:
   3.61 Mutual respect.
   3.62 Willingness and ability to cooperate in the solution of problems.
   3.63 Willingness and ability to use intelligence in problem solving.
   3.64 Goals and standards for effective living in our culture.

Role 4: Link with the Community
 4.1 Utilizes available education resources of community in classroom procedures.
  4.11 Invites parents and other adults to share hobbies, talents, and experiences with students.
  4.12 Utilizes field trips to draw on community resources.
  4.13 Interprets community to pupils through his own field and incidental activities.
  4.14 Reveals to the public the significance of the school program through pupil activities in classroom, school, and community projects.
  4.15 Initiates students into community responsibilities appropriate to their age level.

 4.2 Secures cooperation of parents in school activities.
  4.21 Knows when and how to obtain assistance for school or class affairs.
  4.22 Conforms with policies of Parent-Teacher Associations and other cooperating groups relating to cooperation with the school.
  4.23 Encourages parents to visit regular classes and special school events.
  4.24 Conducts individual and group parent conferences with increasing skill.

 4.3 Assists lay groups in understanding modern education.
  4.31 Participates effectively with various socio-economic groups.
  4.32 Keeps parents and public informed of school activities through bulletins, class letters, and newspaper articles.
  4.33 Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances.
  4.34 Accepts invitations to speak upon educational subjects.
  4.35 Communicates effectively with the public as well as with members of the profession.

 4.4 Participates in definition and solution of community problems relating to education.
  4.41 Contributes to service in the community.

23

4.42 Participates as a member of the profession in school betterment programs, bond issues and legislative matters.

4.43 Draws upon reliable sources for information and assistance.

Program-Building Roles

Role 5: Member of the Staff

5.1 Contributes to the definition of the over-all aims of the school.

    5.11 Works effectively with the public to define school aims.

    5.12 Interprets the relationship of school program and activities to the desired aims.

    5.13 Articulates his classroom objectives to those of the school.

5.2 Contributes to the development of a school program to achieve its objectives.

    5.21 Participates effectively in all-school curriculum developments.

        5.211 Utilizes effective procedures in curriculum building.

        5.212 Demonstrates familiarity with current curricular projects and patterns.

    5.22 Articulates his classroom program to the school curriculum.

5.3 Contributes to the effectiveness of over-all school activities.

    5.31 Participates in planning and guidance of student activities.

    5.32 Assumes appropriate administrative responsibility for operation of the school as a whole.

5.4 Cooperates effectively in the evaluation of the school program.

    5.41 Can define school aims in terms suitable for evaluation.

    5.42 Participates in collection of relevant evidence.

    5.43 Interprets the evidence to indicate needed revisions in program and aims.

24

Role 6: A Member of the Profession

6.1 Demonstrates an appreciation of the social import-
ance of the profession.

6.11 Renders appropriate service to society beyond
that for which he has contracted.

6.12 Contributes to the honor and prestige of the
profession by his personal conduct.

6.13 Actively seeks to upgrade professional stand-
ards through selective recruitment and reten-
tion programs.

6.14 Interprets to others the goals and practices of
the profession.

6.2 Contributes to the development of professional
standards.

6.21 Takes part in the development of a functional
code of ethics.

6.22 Adheres to the accepted code of ethics.

6.23 Helps to enforce the code of ethics in upgrading
standards of professional behavior.

6.24 Supports an adequate system of certification
and accreditation.

6.25 Helps improve pre-service and in-service pro-
grams of preparation.

6.3 Contributes to the profession through its organiza-
tions.

6.31 Becomes a member of the organization.

6.32 Takes active part in the formulation of the
organizational policies.

6.33 Supports the policy once formed until it is
changed by the democratic process.

6.34 Seeks and supports legislative programs to
improve the program of education as well as
the economic and social status of the profession.

6.4 Takes a personal responsibility for his own profes-
sional growth.

6.41 Develops and tests more effective classroom
procedures.

6.42 Keeps informed on current trends, tendencies,
and practices in his field by use of professional
literature.

6.43 Participates in conferences, workshops, etc.,

25

dealing with professional problems.

6.44 Enlarges his horizons through academic and non-academic experiences.

6.5 Acts on a systematic philosophy, critically adopted and consistently applied.

6.51 Expresses a systematic philosophy of education held with deep personal conviction.

6.52 Identifies and clarifies the philosophical assumptions underlying various and conflicting policies for his work in the six roles of professional practice.

6.53 Utilizes explicitly his philosophical views in making consistent choices of educational policies and practices.

26

CHAPTER III

Group Study of Six Roles

Lack of agreement on goals, curricula, and support of education, with resulting conflicts in demands, heightens confusion about the nature and range of responsibilities appropriate for teachers. A clear and widely accepted definition of the nature and range of teacher competence is essential to resolution of these disagreements and conflicts.

A stereotype of teachers as mere purveyors of information becomes more intrenched as disagreement continues. This stereotype is likely to prevail unless all those concerned with developing an education adequate to meet ever-increasing societal challenges agree upon a definition of teacher competence which is comprehensive enough to enable teachers to be effective in meeting responsibilities assigned to education. Recognition of the teacher's several roles will contribute to this end. It will not only affect teaching practices, but also the preparation, appraisal, and utilization of the whole school staff.

The following guides have been developed to assist study of the nature and range of teacher competence. No attempt has been made to note all the questions which need asking nor for which various groups will seek answers. Instead, an attempt has been made to list some leading questions designed to open discussion and call attention to several aspects of the problem. By studying these questions, groups can expect to arrive at consensus about a definition of teacher competence within the framework set forth in this publication, but adapted and modified as each group determines it must be.

27

QUESTIONS FOR ALL STUDY GROUPS

1. Of all the people with whom you have worked, can you name someone who was outstanding in each of the roles?

2. Do you agree that good teaching involves these six roles?

3. In your pre-service preparation, what help did you receive in achieving competence in each of these roles?

4. Would it be valuable — or necessary — to develop a staff in which at least one person possesses outstanding ability in each role?

5. In what ways would the roles of the administrator be like the teacher's roles?

6. In which of the six roles of the teacher do you think you are the strongest?

7. What is your responsibility to strengthen the role in which you are the least effective? How could this be accomplished?

QUESTIONS FOR LOCAL ASSOCIATIONS OF TEACHERS

1. What committees in your organization might be interested in a definition of teacher competence? Why?

2. What group has prime responsibility for the definition of teaching competence?

3. What recent events have led to a re-examination of teacher roles? Are changes necessary? Try to be specific in defining such changes.

4. Do you believe most teachers are aware of their roles and responsibilities? Can you give examples?

5. If your answer is "no," list some reasons.

6. Do most teachers see themselves primarily as purveyors of information? Illustrate.

QUESTIONS FOR TEPS COMMITTEES

1. In your efforts to improve the standards of teaching, how can this publication be useful?

2. Is this publication adequate? If not, what additions or changes are necessary?

3. Do you believe that most teachers are aware of multiple roles? If not, which roles seem to be disregarded?
4. What can be done to correct this lack of understanding?
5. What are the implications of this definition of roles for:
   a. Preparation of teachers
   b. Certification of teachers
   c. Accreditation of teacher education institutions.
6. What are the distinctions between *legally qualified* and *competent* teachers?

QUESTIONS FOR GROUPS RESPONSIBLE FOR INSERVICE EDUCATION

1. Are any new competences demanded by the space age? The struggle with totalitarianism? The social revolution?
2. Do you believe that most teachers are aware of their roles and responsibilities? Can you give specific examples? If answer is "no," what do you believe should be done to help teachers become aware of their responsibilities?
3. Do most teachers see themselves primarily as purveyors of information? Is this desirable? Realistic?
4. To what extent is teaching an art? A science? A technology? What are the competences demanded in each case?
5. Do you believe that this publication presents an adequate definition of teacher competence? Inadequate? Too detailed? Please try to be specific.
6. In which of the six roles do you feel most adequate?
7. Did your preservice education sufficiently prepare you for all roles? If not, where were the gaps?
8. In your present teaching assignment do you function adequately in all roles? If not, what changes need to be made by you or others?
9. Are suggestions made by laymen for the improvement of teaching influenced by the stereotype of a teacher as merely a purveyor of information?
10. After examination of the roles and group consensus on a definition of competence, further discussion might be

centered upon what is needed to increase competence of presently employed staffs by:

a. school administrators
b. professional organizations
c. public groups

QUESTIONS FOR COLLEGE AND UNIVERSITY FACULTIES

Faculty groups responsible for designing and evaluating teacher education programs might consider the following questions:

1. Toward which of the roles is the teacher education program at your institution primarily directed?

2. Toward which of the roles is each course in your program primarily directed?

3. When you speak of "methods of teaching" which roles are generally implied?

4. What competences listed in the definition are developed through a course in educational psychology?

5. Where in the definition do you find competences developed through a course in principles of education?

6. Preparation for which roles is primarily the responsibility of academic departments?

7. What competences are developed through an institution's general education program?

8. What implications does each role carry for character traits essential to teaching success?

9. What implications does each role carry for personality traits essential for teaching success?

10. Is it necessary to make it explicit that this definition is concerned with what the teacher should be able to do rather than how he is to do it?

11. In what ways is a competent teacher expected to use his knowledge of the community?

12. Are there implications for the prospective teacher's value standards in this definition?

30

13. Can you agree on a definition of "professions" that fits in with the teacher's responsibilities compatible with Role 6?

14. What are the relationships between certification and accreditation in the teaching profession?

15. Why is it necessary for the teaching profession to attract "high quality" people?

16. What is meant by "high quality"?

17. Who is responsible for developing the educational program for "tomorrow"?

18. What competences in the definition refer to the teacher's job as the designer of new programs?

19. Where in the definition is the need for scholarship identified?

20. Is the scholarship implied in the definition related to specialization in a discipline or broad understanding of several related fields? Explain.

21. The definition identifies several people with whom the effective teacher must cooperate in order to work effectively, Who are these people? What skills must the teacher have to work effectively with each one?

22. Examine the program of studies leading to a major at your institution. Check the definition, especially Role 3, to see if the program can be expected to develop the necessary competence.

23. What knowledges and skills identified in Role 3 are necessary for effective teaching, regardless of the major? In what courses are these developed in your institution?

QUESTIONS FOR CURRICULUM WORKERS

1. Review the six roles of the teacher as outlined. In your opinion which are the most important? Of some value? Of least importance?

2. How can each of the roles be used in organizing or reorganizing the curriculum?

3. Can you think of other roles a teacher performs?

4. Are the roles flexible enough to provide for reorganization of instruction?

31

5. Are any new competences made necessary by the space age?

6. Are any new competences necessary for fighting totalitarianism?

7. Do you believe most teachers are aware of their roles and responsibilities? Try to illustrate with examples.

8. Do most teachers see themselves primarily as purveyors of information?

9. Examine each role in light of recent national and international events as well as criticisms and proposals for the reform of education. Include such items as emphasis upon mathematics, science, and language instruction; identification and education of the gifted, disadvantaged, or exceptional child; instructional organization plans; organization of the school staff; organization of the school day or year.

QUESTIONS FOR GUIDANCE PERSONNEL

1. Is a clearly defined and widely accepted statement of teacher competence of importance to your group?

2. Is the definition in this publication adequate? If not, what changes should be made?

3. Should guidance personnel be concerned only with Role 2? Why?

4. Are some of the items in Role 2 matters for specially trained personnel? If so, which ones?

5. Do you believe that most teachers are prepared for points 2.321 and 2.322 of Role 2?

QUESTIONS FOR ADMINISTRATORS AND SUPERVISORS

1. Is the approach of this publication realistic?

2. If your answer is negative, what changes should be made?

3. How can this volume be used in:
   a. Evaluation of teaching staff?
   b. Placement of staff?
   c. Curriculum planning?
   d. Professional growth?

e. Public relations?

f. Staff supervision and guidance?

QUESTIONS FOR STUDY OF ONE ROLE

Director of Learning

1. How can a teacher become more skillful in adapting principles of child growth and development to planning learning activities?

    a. In what ways could pre-service preparation become more helpful?

    b. Do you believe that a teacher must develop the ability to

       —meet the individual needs of pupils?

       —develop group participation?

       —work with school and community personnel and parents in resolving physical and mental health problems?

       —make and use pupil records to ascertain needs, plan work, and guide the learning process?

    c. As a director of learning, do you think it is necessary to define the principles of educational psychology you use?

2. What principles of learning do you apply to the teaching-learning situations in your classroom?

    a. What kinds of motivation are most effective?

    b. Can you recall a classroom situation in which you used a variety of activities?

    c. In what ways can you develop greater skill in the selection and use of a variety of instructional materials?

    d. Can you recall an occasion in which you were particularly successful in developing individual and group participation in creative fields?

    e. How can you become more skillful in helping children apply their own experiences to many situations?

3. Do you believe that teachers are prepared to demonstrate effective instructional procedures? In what aspects could this role be developed more fully?

33

a. In what specific ways can teachers provide physical environment which facilitates learning?

b. What teacher, in your experience, has been outstanding in making assignments skillfully?

c. How can teachers become better prepared to provide opportunities for wide participation by children?

4. How can teachers become more skillful in using adequate evaluation procedures?

a. Do you know a teacher who is highly successful in the application of instruments of evaluation to the instructional program?

b. What devices and procedures have you discovered that are most helpful.

c. How can teachers become more skillful in the organization and summarization of data for meaningful interpretation?

d. Many methods of reporting to parents in terms of growth in knowledge, skills, and attitudes have been developed. Which ones have you found to be most effective?

e. Can you describe one instance in which your teaching-learning experiences were improved through the use of evaluative evidence?

5. Specifically, in what ways are you most skillful in maintaining an effective balance of freedom and security in the classroom?

a. Do teachers have adequate preparation for developing and maintaining sound principles of mental health in the classroom?

b. What one teacher, in your experience, has been most skillful in providing opportunities for pupils to develop qualities of leadership and of self-direction?

c. How have you become more efficient in managing classroom routine?

CHAPTER IV

Uses and Abuses of the
Role Concept

The description of six areas of competence was designed for study and experimentation. Ways in which professional groups have used this functional approach illustrate the flexibility of the definition.

Requests for the publication *Teacher Competence: Its Nature and Scope* (now out of print) from throughout the United States attest to widespread interest in this approach. Letters and comments indicate that the definition has been studied and used in many ways since its original publication. Examples in this chapter, with two exceptions, have been observed by members of the committee responsible for this publication. Two examples were solicited from other persons using the definition. Readers will add their own examples of use or abuse.

These examples illustrate operational use of the definition. It is hoped that they will be helpful to others. However, a caution is in order. Some groups have misunderstood the rationale of this approach and have been disappointed in the results. These failures may help other groups avoid misuse.

*Illustrations for this chapter were contributed by the Montebello Unified School District, San Jose State College, Los Angeles State College, San Francisco State College, Student California Teachers Association, University of California at Riverside, and the State Department of Education of the State of Washington.

35

ABUSES

Applying the Definition Mechanically

Analysis of the six roles results in a static document if they are not studied critically and modified in terms of local experience.

Omitting Anecdotes

The descriptions of the roles are sterile if teachers do not have an opportunity to discuss anecdotes which illustrate or negate each item. Such a discussion leads naturally to a revision which can be used locally.

Emphasizing Traits

Most rating forms and other evaluative instruments are predominately lists of traits, and it is difficult to shift to an emphasis on competence. It requires careful leadership and a fresh viewpoint to concentrate on observable behavior. A common belief, or, at least, an assumption that "what a teacher is is more important than what he does" leads to a negation of professional competence. If accepted, this belief results in "fine people" entering the profession with no specific (or at least, only incidental) competence. All professions attempt to recruit "fine people." The question of what teachers must be able to *do* should be based upon general professional agreement.

Expecting Uniform Initial Expertness in All Roles

Some administrators yearn for beginning teachers who are equally competent in all six roles. The graduate of a teacher education program is certified only as being ready to *begin* practice. His development will be uneven and he will not mature at the same rate in all areas. Minimal competence in all six roles is a reasonable expectation at the start of a teacher's career. Growth in all should occur, with maximum strength developing in some areas.

Limiting Expectations to Role One

This block to professional maturity is best expressed in the plaintive cry, "Why don't they let me alone so that I may teach?" Fewer teachers now hold this point of view,

36

but some will resist the variety of responsibilities suggested by the definition. If every teacher was a superior director of learning, would all professional problems be solved? A consideration of all six roles may extend teachers' horizons.

Interpreting the Definition As a Step Toward "Merit Rating"

The very mention of "merit rating" closes many teachers' minds. Some, when reacting to the multiple competence approach, dismiss the idea as a prelude to "merit rating" (generally undefined). Actually, weaknesses which various forms of merit rating would attempt to eliminate might better be attacked from a serious approach to the whole nature of teacher competence.

USES

Developing Guidelines for Individual Professional Growth Plans

Dissatisfied with a professional growth policy which required only the accumulation of "points," the board of education and the teachers' association of a unified school district appointed a commission to recommend a new policy.

One activity which stimulated the commission was a study of *Teacher Competence*. All members of the district staff were invited to discuss the roles, and three were adapted as the framework for a new policy. This policy defines the individual's responsibility to improve as a teacher, a member of his staff and a member of his profession. Each individual plans his own program for a three-year period, and penalties are eliminated.

The plan made by each individual uses these guidelines:

Teaching	I PLAN TO IMPROVE MY TEACHING SKILLS BY:
A competent teacher knows how to diagnose the needs of each pupil; plans teaching-learning situations in accord with acceptable principles of learning; draws upon his academic background to enrich his teaching; demonstrates effective teaching skills; uses adequate evaluation	

37

procedures; develops pupil skills and attitudes necessary for effective participation in a changing democratic society

Membership on the Staff

An effective member of a school staff contributes to the over-all aims of the school; assists in curriculum development; participates effectively in faculty, grade-level, department and district activities.

I PLAN TO INCREASE MY EFFECTIVENESS AS A STAFF MEMBER BY:

Membership in the Profession

A responsible member of the teaching profession evidences appreciation of the importance of the profession to society; contributes to the development of professional standards; participates in professional organizations; assumes responsibility for his own professional growth; assists lay groups in understanding educational problems and goals.

I PLAN TO GROW AS A MEMBER OF THE PROFESSION BY:

Developing a Definition of Principal's Competence

The administrative council of a unified school district launched a study of competence from an interest in ethics. The group of 70 began with an analysis of failures in ethics which had been developed cooperatively by the California Teachers Association and the California Elementary School Administrators Association.

This led to an attempt to categorize ethical behavior, with teacher competence chosen as the most useful model.

Anecdotes were collected, written and discussed in small groups. From these a tentative statement was drafted and tested by the principals:

1. Is each item necessary? Possible?

2. What important responsibilities have been omitted?

3. What are direct or indirect implications for ethical behavior?

38

4. How could this statement be used in this district?

The six areas of competence for school principals identified in this study are:

1. Administrator and Manager.

2. Director of the Instructional Program.

3. Counselor.

4. Link Between School and Community.

5. Member of a District Staff.

6. Member of the Profession.

A description of one role will illustrate the nature of this document:

Role 2: Director of Instructional Program
  2.1 Develops programs of staff orientation
    2.11 Personalizes help given to teachers new to the school.
    2.12 Organizes a systematic orientation program which continues for at least several months.
  2.2 Supervises regularly and adequately
    2.21 Supervises to improve the district program.
    2.22 Encourages teachers to ask for assistance.
    2.23 Develops inservice activities related to individual and school objectives.
    2.24 Recognizes and encourages teachers trying new procedures and creative activities.
    2.25 Sets a professional example.
    2.26 Evaluates each teacher's strengths and needs.

  2.3 Initiates activities to improve instruction
    2.31 Facilitates sharing of professional literature and other materials.
    2.32 Coordinates the resources of school and district staff and other resource persons.
    2.33 Organizes teachers in flexible groupings to discuss and share ideas.
    2.34 Organizes activities to analyze and solve instructional problems.

  2.4 Encourages staff participation
    2.41 Takes leadership in organizing the staff for improving the instructional program.

39

2.42 Encourages each individual to take some leadership responsibilities.
2.43 Creates an atmosphere in which all contribute their best thinking.
2.44 Provides for shared decision-making.
2.45 Encourages activities that build friendly working relations.
2.46 Formulates objectives of education with teachers as a guide to instructional activities.
2.47 Establishes common purposes — clarifies and works for their achievement.
2.48 Encourages contributions from the entire staff.

2.5 Encourages cooperation and work with district consultants to improve the instructional program.
2.51 Cooperates with school and district staff to provide functional inservice activities.
2.52 Arranges consultants' schedules so they can give teachers adequate help.

Studying Teaching Effectiveness Experimentally

A state college staff used *Teacher Competence* in a study of teaching effectiveness by inviting local districts to develop their own standards of teaching competence, using the "California definition" of teacher competence as their guide. When the local statements of competence had been developed, five descriptions of competence, ranked from highly competent to least competent, were written for each category. These descriptions were then scrambled within each category to offset observer bias.

These statements and their descriptions formed an instrument designed to measure teaching effectiveness as locally defined. Observers were oriented to this definition of teacher competence and to the district standards, and then trained to be highly consistent with other observers in classroom observations. Training was extensive before the results of actual observations were used.

Use of the results to date has been largely experimental, although some special teacher education programs have been evaluated with the process. The most advanced form of instrument is the one used at the college and called

40

"Instrument for the Observation of Teaching Activities" (or IOTA). The project director asserts that in every case, the local standards and local measuring instruments are based on the "California definition" of teacher competence which is the most comprehensive and socially valid measurement criterion available today for the teaching profession.

Assessing Instructional Effectiveness of a Teacher Education Program

An Education Division of a State College used the definition of teacher competences for assessing the instructional program in teacher education and the product of such a program — the beginning teacher. This two-pronged approach involved a third closely-related, but considerably less direct, area of assessment: instructional performance.

Using the outline of competences as a yardstick, the staff (operating as departments and in committees) attempted to determine:

1. Where in the training sequence are the competences likely to be introduced and/or developed for prospective teachers?

2. What is the nature of "exposure" to the competences — lecture, discussion, laboratory experiences, activities?

3. What selectivity prevails in incorporating specific competences in the instructional program? Can some be eliminated or postponed for inservice education?

4. What repetition prevails throughout the sequence? Is such additional emphasis desirable or detrimental?

5. What do the competences imply for revising the content and sequence of course offerings in the teacher preparation program?

Assessing content introduced questions about the quality of instructional performance. The competences served as a yardstick to determine:

1. What consistency prevails between example and precept?

2. What techniques or procedures are most effective in achieving the competences?

41

3. What sensitivity needs to be developed in the selection and emphasis of given competences?

The competences were employed as "criteria" in limited studies of teachers who were certificated via the teacher preparation program. This provided another dimension for evaluating instructional programs.

1. What competences are used by beginning teachers?

2. Where are certain competences most likely to be acquired: pre-service, inservice or both?

3. What conflicts or roadblocks develop in making competences operational?

In utilizing the competence approach the major limitation experienced by the faculty lay in the generalized nature of the statements. The competences were not directly utilized in their current form because of the difficulty in expressing them in operational terms at the level of specificity necessary for the purpose of the study.

Developing Awareness of Breadth of Responsibilities Among Student Teachers

Expectations held for student teachers, at least as student teachers sometimes perceive them, are less specifically stated than may be desired. This can lead to insecurity. Partly to meet this situation, a college supervisor brought the publication *Teacher Competence: Its Nature and Scope* to the attention of a group of student teachers for which he was responsible. Discussion about the nature and intent of the statement, its appropriateness for student teachers, and the levels of expectation held by the supervisor in terms of the role descriptions helped to relieve some of the anxiety. In this way, their attention was also called to the breadth of responsibilities of the professional teachers. Additionally, it became clear that they were expected to be alert to appropriate functions in each role.

The student teachers were asked to keep a log of what seemed to be good examples of fulfilling the responsibilities under certain categories within each role. At the end of the student teaching assignment each was expected to select

42

what he thought was the best example for each category and write a reasonably full description of the example.

The following excerpts from several reports illustrate student teachers' concepts of role fulfillment.

Role 1: Director of Learning
    1.1 Adapts principles of child growth and development to planning of learning activities.

        1.11 Recognizes and deals with each pupil according to his needs.

Karl was not only the quickest, brightest-appearing child in the room but also the leading troublemaker. This was mainly because he finished everything before everyone else and became bored quickly. He was a good reader and enjoyed reading, so one day I asked him to read the story, which I had been reading orally, to the class. This provided something new and different for everyone. Some of Karl's spare time was used in silently reading the story and preparing it for the class.

        1.25 Helps pupil to make application of his experiences to many situations.

Chester and I have been working on remedial reading. Chester has built about a fifty-word vocabulary. He is surprised to find that the words he is learning in reading are sometimes the same words he is learning in spelling. I have Chester write sentences in which he uses his new vocabulary. He then puts his sentences together to make a story. Chester finds that in many art lessons it is necessary to have some writing at the bottom or the top of the picture. He is able to use the words he is learning in reading and spelling to complete his picture.

Role 2: Counselor and Guidance Worker
    2.1 Utilizes effective procedures for collecting information about each pupil.

        2.11 Makes effective use of informal procedures: anecdotal records, interviews, questionnaires, check lists.

In learning about the twenty-eight first and second graders, I found that an informal interview and an accompanying interest inventory was a great help. The interview was carried out with small groups of two or three, and was done in a casual, chatty manner. Afterwards, the inventory was filled out. It could be referred to at any time and was very helpful in determining the students' interests and needs.

43

Role 4: Link With the Community
  4.3 Assists lay groups in understanding modern education.

    4.33 Initiates opportunities to discuss educational
         problems and accomplishments with friends,
         neighbors, and community acquaintances.

This amounts to reporting back-fence talk which takes place all the time, especially since I have three children in school. I guess people feel reassured if I am satisfied that modern day methods are good for my children. Talk along this line amounts to assuring friends who are parents that we do teach phonics (even if they don't know what phonics are), that the children do not run the teacher and the school, that discipline is maintained in classrooms, that learning can take place even if the children are not glued to their seats.

Role 6: Member of the Profession
  6.1 Demonstrates an appreciation of the social importance of the profession.

    6.14 Interprets to others the goals and practices of
         the profession.

Many of my close friends have children who will be entering kindergarten or first grade before very long. Most of them have wanted to know what their children will be doing under the influence of so-called "progressive" programs. They have been greatly interested in finding out about the new ways of teaching. I've had some wonderful discussions with these people and I like to feel that not only do they now understand more clearly the things our profession is trying to do but they also will be more effective as cooperative, understanding, parents in all associations with their children's educators.

Developing Awareness of Roles among All Prospective Teachers

About Your Professional Organization is a handbook issued to all members of the Student California Teachers Association. The complex of professional roles is emphasized in the introduction:

Teachers have several professional roles. They are competent as directors of the learning process. They serve effectively in the counseling and guidance functions. In addition, they work as experts in important auxiliary services relating to the school's program in the community. Along with these and other definable roles, teachers also speak of their role as a **Member of the Profession.** It is with this particular aspect of the teacher's total professional undertaking that the Student California Teachers

44

Association especially identifies itself. Through this organization, the member may ally himself with his colleagues to democratically determine and promote the objectives of his profession.

Developing a Secondary Teacher Education Program

When a recently created branch of a State University decided to offer a program leading toward the general secondary credential, questions arising immediately were these:

1. What is a valid frame of reference for a program of preparation?

2. To what extent can a program of preparation vary from those existing at other institutions and still be effective?

3. What unique features of this campus can be utilized to build a strong program for preparing teachers?

The first question demanded prior attention since it not only supersedes the others in importance but also must be satisfactorily answered before other program details can be attacked.

It was recognized early that the California statement possessed several advantages over other frames of reference:

1. It had a practicality of design, in that the statements were described in behavioral terms.

2. The document had withstood critical examination nationally as well as statewide and had been recognized by such groups as NEA, NCATE, California Council on the Education of Teachers and the Western Association of Schools and Colleges as a valid statement.

3. Research had substantiated the statement as an acceptable frame of reference for a variety of purposes related to teacher education. One was its use as a basis for the schedules used for accreditation of teacher education programs at colleges and universities in California.

Having accepted *Teacher Competence* as a frame of reference, the staff proceeded as follows:

1. Noting that teacher competence was described as six discreet roles, the staff began to think of blocks of time required to cover the six areas.

2. The experiences designed for each block related directly to the competences. For each competence, experiences

which could be reasonably expected to produce the competence were planned.

3. As the experiences were identified, it became obvious that most would be meaningless to students unless preceeded or accompanied by certain background understandings. Thus, it was necessary to identify the foundational background which would give insight and meaning to experiences.

4. The final step involved examining the listed experiences and understandings to find those that were related and/or similar. Related activities placed in logical sequence then became a course.

Designing a program in this fashion enables a faculty to develop a practical program of preparation and at the same time allows assignment of priority to those experiences of most importance. Unnecessary repetition is avoided.

Developing Guidelines for Teacher Education Curricula

An example of large-scale use of the teacher competence definition was the development of guidelines by a State Department of Education which were adopted by its State Board of Education.

All colleges and universities in the state which prepare teachers were urged to use these guidelines in developing programs of preparation. The State Board of Education appointed an advisory committee of six members to assist in this process.

The guidelines begin with a statement about the functions of a definition of teacher competence:

> The first function of a definition of teacher competence is to suggest the kind of evidence that identifies the effective teacher. Research in this field has been ineffective largely from the lack of criteria for establishing teacher competence. The second function of the definition of teacher competence is to focus attention upon the important areas of teacher responsibilities and to indicate the expertness required in each area.

To assist teacher education institutions in program development, the guidelines suggest an operational definition. This definition provides for development of adequate

46

criteria by describing teacher effectiveness operationally in terms of what the competent teacher should be able to do, or the outcomes he should accomplish. The definition evolves from a value judgment rather than from research.

> These guidelines recognize that programs of teacher education should be based on accepted concepts of teacher competence. The fact is noted, however, that singleness of viewpoint in this complex area is difficult to achieve and that viewpoints change with the culture and its values. Allowing considerable latitude, recommendations are included as to the subject matter content of programs of preparation for all teachers, recognizing that each teacher needs specific or special preparation for his particular role in the public schools.

> These guidelines and standards were developed to implement licensure policies adopted by the State Board of Education. They were subjected to widespread field and institution review and studied and revised by the Board's Advisory Committee on Teacher Education and Certification. They allow increased opportunity for sound experimentation in teacher education and encourage each institution to plan programs for each student which will assure development of teacher competence as (1) a director of learning, (2) an adviser and guide, (3) a mediator of the culture, (4) a link between the student and the community, (5) a member of the school staff, and (6) a member of the profession.

> Operational definitions of these six areas are included in the statement.

Roles three and five, as set forth in the guidelines, are given here to illustrate this use of the definition.

Mediator of the Culture

The teacher as the mediator of the culture must be a scholar. To help the student know and understand his broad cultural heritage is a major responsibility of the teacher. The effective teacher develops students who are well informed about the nature and problems of their own culture and who share in the contributions of all fields of learning.

The teacher must also help students gain information and develop appreciation for the contributions of other cultures.

In a society where problem-solving abilities and the techniques for effective participation in the solution of problems are qualities desired in each member, the teacher as an effective mediator of the culture will:

47

Know his subject well and teach enthusiastically.

Define his objectives continuously so as to embrace an understanding of the values that are important to the culture.

Utilize his field of specialization to develop problem-solving effectiveness.

Design his activities to develop ability and motivation for solving problems.

Develop his appreciations, attitudes, and abilities required for effective participation in a democratic society.

Expand his scholarly background and experiences so that he may enrich the cultural growth of his students.

Member of the School Staff

Program building within the local system is directed toward three important educational functions: to provide an articulated series of learning experiences leading to desired objectives, to provide an effective environment for developing the skills and attitudes needed for effective citizenship, and to provide for joint planning with the public of purposes and programs in education. The classroom is articulated with the all-school unit in each of these functions.

Competence of the staff is revealed in several areas essential to efficiency in these functions:

Understanding of the over-all purposes and objectives of the school.

Planning of curricular and co-curricular activities which have an effective over-all sequence.

Sharing in administrative responsibility for effective operation of the school program.

Sharing in evaluation of the school program in terms of its objectives.

The guidelines close with this statement:

Minimum competence for the beginning teacher may be expected for each role. Higher levels of competence can be achieved only with additional education and teaching experience in those areas where the teacher has special aptitudes and interests.

Personal and Professional Competence

If the teacher is a competent practitioner in each of his professional roles, then it may be assumed that he has the personal qualifications, the scholarship, the attitudes, and the understandings required for practice of the profession. Thus, the definition of the desired end-product is adequate for most of the purposes for which teacher competence needs definition. On the other hand, during the processes of recruitment, selection, and teacher preparation, personal qualities become matters of immediate concern. These qualifications provide the enabling objectives necessary to articulate the detailed parts of the program leading to the finished product. To see how these enabling objectives are related to teacher roles, it is useful to examine the question, what does it take to be a teacher? Having defined "the teacher as a professional practitioner," it is necessary to consider "the teacher as a person," and "the teacher as a scholar."

PERSONAL QUALITIES OF THE SUCCESSFUL TEACHER

Many, probably most, of the studies relating to teaching success have dealt with the personal qualities of the successful teacher. Practically every desirable human trait has been listed in one or more of these studies as essential to teaching success. The results of these studies are wholly in accord with the concern of the public for the kind of men and women who staff the schools. This in turn is justified by the demonstrable fact that the personality of the teacher affects, for better or for worse, the personality of his pupils. The teacher teaches not only what he knows, but what he is.

Yet, although hundreds of studies have been reported in attempts to determine the personal qualities essential to teacher effectiveness, and practically every desirable human trait has been listed as essential in one or more of these studies, there is still need for information on the unique requirements for teaching. The young person who asks whether he is better fitted for teaching, medicine, engineering, or law deserves an answer. A high quality person is required for any of these fields, and merely to establish this fact through research is interesting but inadequate. Furthermore, even carefully designed research has been limited by the narrow stereotype of the teacher as merely a director of classroom activities. The personal qualities identified have been those essential for desirable teacher-pupil relationships. The qualities required for work in the community or as a member of the profession have been disregarded.

What is needed is identification of the personal qualities necessary for competent performance of all the teacher roles. In practice, these characteristics fall into two general categories: (1) Those scholarly abilities necessary for success in college work, such as intellectual achievement, reading skills, and adequate study habits. Such requirements are the basis for college admission; (2) The personal attributes essential for success in performance of the teacher roles. These include emotional maturity, interest in children, and some of the other commonly accepted qualities. However, these are mere guesses until their relationship to performance in the roles is established.

With the definition of teaching competence as a basis, the question of personal fitness for teaching is readily stated: What personal requirements are related to effective performance as defined in each role? This is a question which is to be answered through research. From the description of teacher roles, a testable hypothesis may be developed as to the kind of person it takes to do the job. This is an area of research in which leadership from the professional schools is essential. When similar definitions of competence become available for administrators and other specialized personnel in education, those areas also will be opened up to research.

50

In the meantime, much useful information could be gained from data now readily at hand in the student personnel files of the professional schools and in the personnel departments of larger school systems. How much of the data used in the selection program is actually related to effective teaching, as defined for each role? Merely validating current selection procedures would produce more useful information, in all probability, than all the piece-meal research reported up to this time.

RESPONSIBILITIES OF THE PREPARING INSTITUTION

Major responsibility for personal fitness of members of the teaching profession rests with the professional school, which has an obligation for recruiting, as well as screening, qualified personnel. The teaching profession is tending more and more to depend upon a guarantee of personal fitness by the preparing institution, backed up by accrediting procedures which verify that institutional screening is effective.

The initial activity of a professional school accepting this responsibility would be to determine what constitutes personal fitness, and how such fitness can be identified and, if possible, developed. With this definition of teaching competence as a frame of reference, the question of personal fitness for teaching is readily stated: What are the personal requirements essential to effective performance in each role? With this definition to serve as a criterion, the question constitutes an area of research for which the professional school is responsible.

Effective performance of its functions, either in screening or preparation, however, has been precluded in the past by the narrow teacher stereotype accepted by many preparing institutions as well as by the public. It has been noted that the practitioner in education must be prepared not only to carry on the educational program of today, but to build the program needed for tomorrow. To some extent this depends on practitioner competence. Still more, it depends on professional consciousness, arising from an awareness of professional status, appreciation of professional goals,

51

and acceptance of professional obligations. To develop this professional consciousness and attitude is a major responsibility of the professional school.

If this function was effectively carried out, we should find the practitioner considering his responsibilities for solving major problems of the profession fully as important as those faced in the classroom. Many of the most serious problems confronting education today are due, in part at least, to the failure of practitioners to accept a wide range of professional responsibilities.

The leadership responsibility of the teacher education institution is clear and inescapable. Essentially, this institution is the heart of the profession. It has obligations for activities in the field as well as for preparing competent practitioners. It must produce the manpower to solve general problems of the profession as well as to carry out the individual duties of practitioners. Whenever a profession fails to solve its own problems others tend to undertake the task. When this is done, solutions serve individual and vested interests rather than the profession and society. This occurs daily in education, evidencing the need for greater professional competence, leadership, and solidarity. It is time to face the facts. The question is not whether education is, or can be, a profession. This question is answered positively. The problem confronting the teaching profession today is whether its members are, or can be, professional educators.