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ABSTRACT

Recognizing the need for competency-based teacher education to become more closely coordinated with the field of experience of teachers, the study focuses on identifying professional competencies which majors in agriculture and natural resources education should have developed prior to student teaching. Based on interviews with four supervising teachers, a checklist of competencies was prepared and mailed to 27 vocational agriculture teachers (who had served as supervising teachers) who were asked to rank the degrees of need for mastery of each competency. The analysis of the 20 respondents indicates a great or considerable need for student teachers to have developed several competencies prior to their field work. Ratings are presented in tabular form. Nine of the highly rated competencies (instructional planning, instructional materials and resources, conducting instruction, supervised occupational experience programs, working with FFA, evaluating instruction, counseling, maintaining community relations, and maintaining a professional role) are summarized. Recommendations stress coordination of the segments of teacher education programs and improvement of these programs. An appendix containing the checklist of competencies and accompanying letter conclude the report. (JB)

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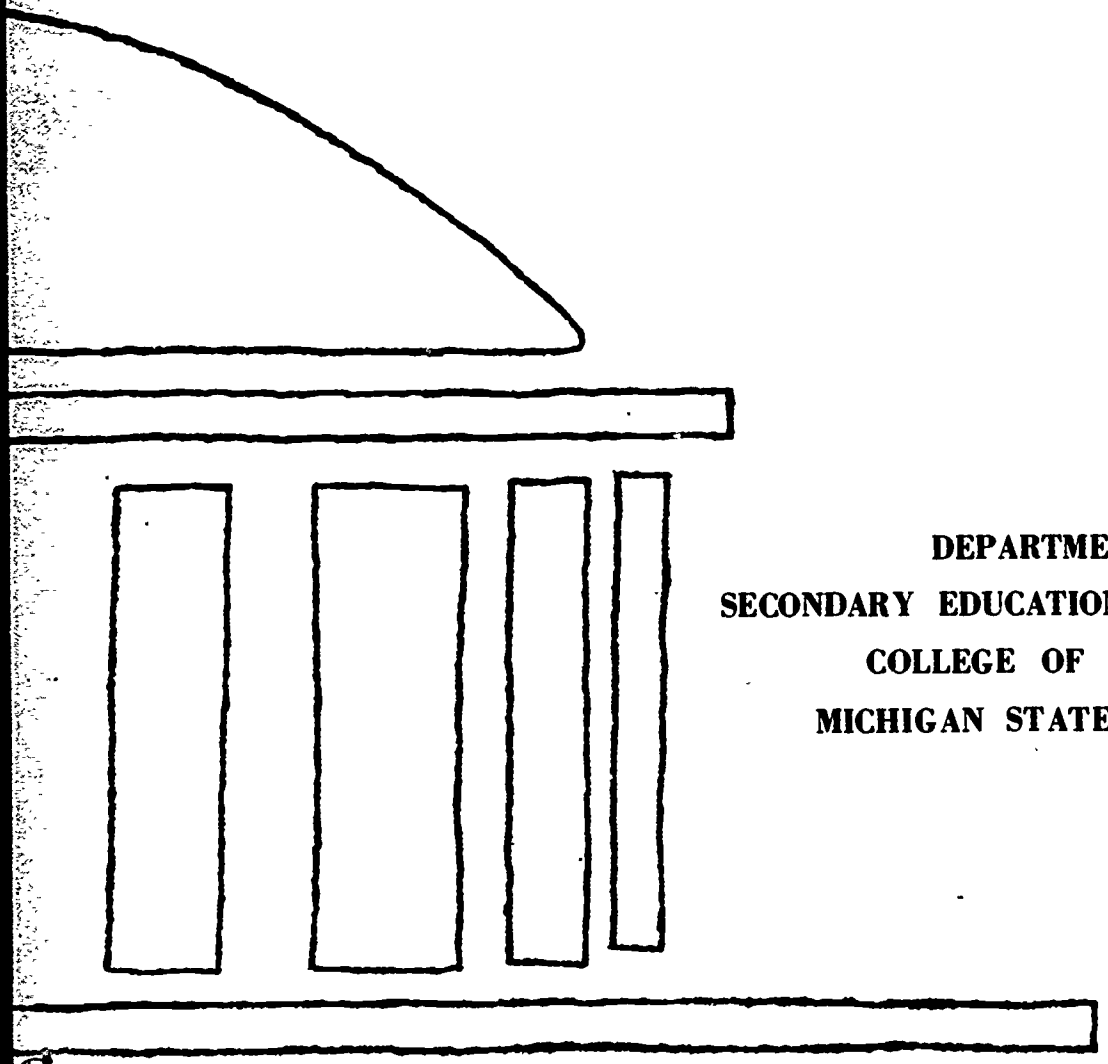
COMPETENCIES NEEDED BY STUDENTS IN AGRICULTURE AND NATURAL RESOURCES EDUCATION PRIOR TO STUDENT TEACHING



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Professional Series in Agricultural Education

Number 4

COMPETENCIES NEEDED BY STUDENTS IN AGRICULTURE AND NATURAL RESOURCES EDUCATION PRIOR TO STUDENT TEACHING

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FOREWORD

The preparation of teachers of vocational agriculture and natural resources in Michigan has been viewed as a very important task ever since Walter H. French was hired as the first teacher educator in agriculture in 1908. The agricultural teacher education program of today has its roots in the work of Professor French.

The role of the teacher of vocational agriculture has changed dramatically over the years but the teacher has continued to be an integral part of a high school faculty. The school curriculum has changed and the school community has changed. The size of the schools, measured by number of students enrolled, has increased and most students now have a much broader choice of courses to meet their needs. In addition, the facilities and equipment available to the teachers have changed.

Dr. Raymond Garner has used his breadth of experience with the supervising teachers as a basis for securing their opinions about the professional competencies the students should possess when they go to the local schools for their "student teaching." In addition, Dr. Garner has successfully utilized his understanding of both the learning process and the institutional structure to give the reader insights into how to prepare the prospective teacher for the student teaching experience.

The challenge of preparing teachers of vocational agriculture and natural resources is partially identified in this report. More remains to be done, especially in regard to the technical competencies needed by the teacher. However, this report represents a very positive step forward in the task of preparing effective teachers.

O. Donald Meaders, Professor
Agribusiness and Natural Resources
Education
August 30, 1974

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INTRODUCTION

Competency-based or performance-based teacher education is a development which is receiving the attention of professional educators throughout the United States. But it is abundantly clear that educators are not equally enthusiastic about the promise of this development. Its more zealous advocates, seemingly, would regard it as a strategy with tremendous potential--a veritable panacea for all of the problems of teacher education. Its more hypercritical detractors, on the other hand, would contend that competency-based teacher education is only a passing slogan which will vanish from the educational scene after running its course. But a majority appear to take a more moderate view. To them there is nothing so very new about competency-based teacher education. Rather they would hold that the competency-based movement represents a worthy effort to reassess, redesign and change the emphases of the various facets which make up teacher education programs.

Competency-based instruction is manifested in a variety of forms as it is carried out in teacher education institutions. Much of it is planned and conducted in a campus setting with no direct involvement of personnel in the local schools where students are later assigned to do student teaching. Rather than providing opportunities for students to develop competencies while actually teaching, the focus seems to have been largely on providing knowledge about teaching. It appears that relatively few efforts have been directed toward planning and conducting the campus elements of the teacher education programs so that they contribute to the development of an integrated whole, extending from the time the student commits himself to become a teacher, continuing through

his pre-student teaching experience and through student teaching, and, finally, carrying into an in-service education program. Generally, there seems to be a great need for campus efforts in competency-based teacher education to become more closely coordinated and articulated with the field experience of teachers.

THE PROBLEM

This study was focused on identifying professional competencies which majors in agriculture and natural resources education should have developed, to some extent at least, before they report for student teaching. Technical competencies were not considered in this study.

This project involved Michigan teachers of vocational agriculture who have served as supervising teachers for one or more student teachers. It was assumed that teachers who have served as supervising teachers were able to identify competencies which student teachers should have developed prior to student teaching. Furthermore, it was assumed that the involvement of supervising teachers in determining competencies which student teachers should acquire before student teaching, would provide greater likelihood that the competencies would be perfected and used during student teaching. It seems reasonable to believe that competencies which are cooperatively identified and cooperatively implemented are more likely to be acquired by prospective teachers.

Until recently the teacher education staff in agriculture and natural resources education at Michigan State University has assumed the responsibility for coordination of student teaching in agriculture. This arrangement facilitated a close working relationship between supervising teachers and the campus staff in agricultural education. Common concerns in teacher

education were considered in periodic meetings involving one or more campus faculty members. Suggestions for improving the teacher education program were often generated and implemented. Frequently, the suggestions of student teachers have been solicited and adopted.

Since it is no longer possible to use such channels of communication with supervising teachers of agriculture, this seemed to be a particularly appropriate time to turn to them for an examination of the professional competencies which they believe student teachers should have developed prior to student teaching. Use of these findings should insure a continuing effort to provide a teacher education program which is geared to the professional needs of students when they report to the local schools to begin their student teaching in vocational agriculture.

DETERMINING THE COMPETENCIES

A check-list of competencies was prepared after interviewing four supervising teachers. Two of these teachers, Clyde Ray of Charlotte and Peter Zaldokas of Williamston, have worked with many student teachers. The other two, James Potier of Perry and William Wheeler of Webberville, have supervised several student teachers.

During these interviews, the focus was on what the supervising teachers would like their student teachers to be able to do when they arrived at the local schools to begin student teaching. The supervising teachers were encouraged to respond freely and openly but initially it was suggested that they confine their responses to the following areas of instruction: (1) instructional planning, (2) instructional materials and resources, (3) conducting instruction, (4) supervised occupational experience programs, (5) working with FFA, (6) evaluating instruction, (7) counseling

and guiding students, (8) maintaining community relations, and (9) maintaining a professional role. Before the interview was concluded, the supervising teachers were asked to suggest competencies in any other areas.

The responses of the four supervising teachers served as the basis for compiling the check-list of professional competencies. This check-list of 86 competencies appears in the Appendix. It was mailed to the 27 teachers, now teaching vocational agriculture in Michigan, who had served as supervising teachers for student teachers from Michigan State University. Twenty of the supervising teachers returned the check-list. The mean ratings of the responses to each competency, which appear on the check-list in the Appendix, were added after the check-lists had been returned by the supervising teachers.

While responding to the check-list, the supervising teachers were instructed to indicate their opinions regarding the need for student teachers to have developed each competency prior to student teaching. They were asked to use the following rating scale:

(1) Great need for the competency

(2) Considerable need for the competency

(3) Competency desirable but not necessary

(4) Competency unnecessary

In addition to indicating the need for each competency, the supervising teachers were encouraged to add any competencies which had not been included on the check-list. One teacher indicated a great need for the competency, "understand the importance of punctuality."

ANALYSIS OF DATA

Considered as a group, the 20 supervising teachers who rated the competencies, indicated either a great need or considerable need for

student teachers to have developed each of the competencies before student teaching. An examination of the mean ratings in the Appendix reveals that none of the competencies received a mean rating as low as a 3.00. But several of the teachers gave a rating of three (competency desirable but not necessary) to specific competencies and occasionally a supervising teacher gave a rating of four (competency not necessary).

Forty of the competencies received a mean rating between 1.00 (great need for the competency) and 2.00 (considerable need for the competency). These competencies are listed in rank order in Table I. Below is a breakdown which shows how these more highly rated competencies were divided among the nine instructional areas indicated in the check-list.

Instructional planning. An examination of the check-list in the Appendix reveals that 14 competencies are listed in the instructional planning area. The following four competencies in this area received a mean rating between 1.00 and 2.00.

Recognize the need for completing initial planning sufficiently in advance of teaching so the supervising teacher can contribute to the plans.	1.39
Prepare clearly stated objectives and outline learning activities to achieve them.	1.71
Justify objectives included in plans which he prepares.	1.87
Include a variety of teaching approaches in his teaching plan.	1.94

Thus, in the area of instructional planning, the supervising teachers recognize a great need for their student teachers to be able to plan with clearly stated objectives and to outline appropriate learning activities. Most important of all, they want the initial planning to be done in advance of teaching so they can contribute to the plan. Finally, they

TABLE I

PROFESSIONAL COMPETENCIES RATED BY SUPERVISING TEACHERS AS NEEDED MOST BY STUDENT TEACHERS PRIOR TO STUDENT TEACHING

Competency	Mean Rating
Lead a discussion. (29)*	1.24**
Keep student information confidential. (72)	1.28
Recognize the need for completing initial planning sufficiently in advance of teaching so the supervising teacher can contribute to the plans. (13)	1.39
Talk in front of a class and use English correctly. (40)	1.39
Observe ethical standards expected of a professional person. (83)	1.39
Recognize that methods of instruction used in college may not be effective in high school. (39)	1.50
Use a chalkboard. (41)	1.50
Identify the leadership role of an FFA advisor and effective techniques for discharging this role. (56)	1.53
Recognize that students like to be actively involved in the learning process. (30)	1.56
Recognize that students want direction and some firmness. (44)	1.56
Recognize that evaluation extends beyond giving paper-and-pencil tests. (60)	1.56
Listen to students without injecting himself into the picture. (73)	1.56
Set goals in student teaching and establish means for measuring their achievement. (81)	1.56
Grasp the relation of FFA to the curriculum of vocational agriculture and how it can facilitate student learning and development. (54)	1.59

TABLE I (CONTINUED)

Competency	Mean Rating
Present an illustrated talk. (20)	1.61
Recognize the need to have teaching aids ready and at hand when beginning to teach. (22)	1.61
Demonstrate a manipulative skill. (35)	1.61
Recognize the major divisions of a program of FFA activities and the role of the advisor in developing a strong program. (55)	1.65
Identify the responsibilities of the teacher in initiating and carrying out supervised experience programs. (47)	1.67
Prepare clearly stated teaching objectives and outline learning activities to achieve them. (4)	1.71
Recognize signs that students are learning. (42)	1.72
Perceive that students want to be liked and recognized for their contributions and achievements. (43)	1.72
Recognize the need for participating in community activities. (78)	1.72
Avoid labeling students as A or E. (64)	1.78
Describe the role of a professional person while working with students. (82)	1.78
Identify with MATVA and other professional organizations. (82)	1.78
Describe the unique contributions of vocational education in agriculture and its relation to other education. (85)	1.78
Use correct parliamentary procedure. (58)	1.82
Perceive the great breadth and variety of instructional materials which are available. (19)	1.83
Recognize the many possibilities for establishing supervised experience programs. (46)	1.83
Recognize the role of the teacher of vocational agriculture in carrying out strong supervised experience programs during the summer months. (53)	1.83

TABLE I (CONTINUED)

Competency	Mean Rating
Perceive that students progress at different rates. (61)	1.83
Use effective techniques for meeting people and drawing them out. (74)	1.83
Justify objectives included in plans which he prepares. (9)	1.87
Prepare instructional materials such as charts, transparencies and overlays, and bulletin boards. (16)	1.89
Perceive that students vary greatly in abilities and available resources but that all can be helped to learn and achieve through supervised experience programs. (50)	1.90
Plan diagnostic procedures to determine whether learning is taking place. (6)	1.94
Select appropriate reference and other material. (15)	1.94
Identify possible contributions of a local citizen advisory committee in planning, implementing and evaluating a local program of instruction in vocational agriculture. (79)	1.94
Begin instruction at a level where students are able to learn. (23)	1.95

* Numbers in parentheses indicate the number of the competency in the check-list. The check-list may be found in the Appendix.

** Ratings were made on a 4-point scale with 1 being the highest and 4 the lowest.

want their student teachers to be able to justify their planning objectives and to include a variety of teaching approaches in their plans.

Instructional materials and resources. Nine competencies were listed on the check-list under instructional mat rials and resources. Five of them received a mean rating between 1.00 and 2.00.

Present and illustrated talk.	1.61
Recognize the need to have teaching aids ready and at hand when beginning to teach.	1.61
Perceive the great breadth and variety of instructional materials which are available.	1.83
Prepare instructional materials such as charts, transparencies and overlays, and bulletin boards.	1.89
Select appropriate reference and other instructional material.	1.94

Even though the supervising teachers did not place as high a priority on competencies in the instructional materials and resources area as they did on several of the other more highly regarded competencies, they indicated that their student teachers should be able to present an illustrated talk, prepare instructional materials, and select appropriate reference and other instructional material. They also want their student teachers to be able to recognize the need to have teaching aids ready and at hand and to perceive the great breadth and variety of available instructional materials.

Conducting instruction. Twenty-three competencies were listed on the check-list under the area of conducting instruction. Ten received a mean rating between 1.00 and 2.00.

Lead a discussion.	1.24
Talk in front of a class and use English correctly.	1.39

Recognize that methods of instruction used in college may not be effective in high school.	1.50
Use a chalkboard.	1.50
Recognize that students like to be actively involved in the learning process.	1.56
Recognize that students want direction and some firmness.	1.56
Demonstrate a manipulative skill.	1.61
Recognize signs that students are learning.	1.72
Perceive that students want to be liked and recognized for their contributions and achievements.	1.72
Begin instruction at a level where students are able to learn.	1.95

The supervising teachers rated the competency, lead a discussion, highest of all the competencies on the check-list. Another competency which they rated highly was the ability to talk in front of a class and to use English correctly. They want their student teachers to recognize that methods of instruction used in college may not be effective in high school. Supervising teachers would like their student teachers to be able to use a chalkboard and to demonstrate a manipulative skill. While working with their students, they want their student teachers to recognize that students like to be actively involved, wish to receive direction and some firmness, and want to be liked and recognized for their achievements. Supervising teachers also desire that their student teachers are able to recognize signs that students are learning and to be able to begin instruction at a level where students are able to learn.

Supervised occupational experience programs. Nine competencies were listed on the check-list under the area of supervised occupational experience programs. Four received a mean rating between 1.00 and 2.00.

Identify the responsibilities of the teacher in initiating and carrying out supervised experience programs.	1.67
Recognize the many possibilities for establishing student supervised experience programs.	1.83
Recognize the role of the teacher of vocational agriculture in carrying out strong supervised experience programs during the summer months.	1.83
Perceive that students vary greatly in abilities and available resources but that all can be helped to learn and achieve through supervised experience programs.	1.90

It can be seen that supervising teachers want their student teachers to have developed competencies in carrying out supervised occupational experience programs prior to beginning their student teaching. They want their student teachers to be able to recognize the many possibilities for establishing supervised experience programs and to be able to identify the responsibilities of the teacher in initiating and carrying out these programs, especially during the summer months. They also place a priority on the student teacher being able to perceive that students, regardless of backgrounds and available resources, can be helped to learn and achieve through supervised experience programs.

Working with FFA. Six competencies were listed on the check-list under the area of working with FFA. Four of these competencies received a mean rating between 1.00 and 2.00.

Identify the leadership role of an FFA advisor and effective techniques for discharging this role.	1.53
Grasp the relation of FFA to the curriculum of vocational agriculture and how it can facilitate student learning and development.	1.59
Recognize the major divisions of a program of FFA activities and the role of the advisor in developing a strong program.	1.65
Use correct parliamentary procedure.	1.82

Obviously, the supervising teachers feel that their student teachers should have developed competencies in working with the FFA before their student teaching. They want their student teachers to be able to identify the leadership role of an FFA advisor and to grasp the relation of FFA to the curriculum of vocational agriculture. They also want their student teachers to be able to recognize the major divisions of a program of FFA activities and to use correct parliamentary procedure.

Evaluating instruction. Six competencies were listed on the check-list under the area of evaluating instruction. Three of them received a mean rating between 1.00 and 2.00.

Recognize that evaluation extends beyond giving paper-and-pencil tests.	1.56
Avoid labeling students as A or E.	1.78
Perceive that students progress at different rates	1.83

The supervising teachers placed a high rating on the need for their student teachers to be able to recognize that evaluation extends beyond giving paper-and-pencil tests. They also want their student teachers to avoid labeling students as A or E and to be able to perceive that students progress at different rates.

Counseling and guiding students. Eight competencies were listed on the check-list under the area of counseling and guiding students. Two of these competencies received a mean rating between 1.00 and 2.00.

Keep student information confidential.	1.28
Listen to students without injecting himself into the picture.	1.56

Generally speaking, the supervising teachers did not place as high a priority on their student teachers having acquired competencies in the area of counseling and guiding students as they did in other areas of competencies

but they gave a high mean rating to two of the competencies. The competency, keep student information confidential, received the second highest rating of all of the competencies on the check-list. Supervising teachers also placed a high priority on the need for their student teachers to be able to listen to students without injecting themselves into the picture.

Maintaining community relations. Seven competencies were listed on the check-list under the area of maintaining community relations. Three of these competencies received a mean rating between 1.00 and 2.00.

Recognize the need for participating in community activities	1.72
Use effective techniques for meeting people and drawing them out.	1.83
Identify possible contributions of a local citizen advisory committee in planning, implementing and evaluating a local program of instruction in vocational agriculture.	1.94

It becomes evident that supervising teachers want their student teachers to recognize the need for participating in community activities and to be able to use effective techniques for meeting people. They also want their student teachers to be able to identify possible contributions of a local advisory committee.

Maintaining a professional role. Six competencies were listed on the check-list under the area of maintaining a professional role. Five of these received a mean rating between 1.00 and 2.00.

Observe ethical standards expected of a professional person.	1.39
Set goals in student teaching and establish means for measuring their achievement.	1.56
Describe the role of a professional person while working with students.	1.78
Identify with MATVA and other professional organizations.	1.78
Describe the unique contributions of vocational education in agriculture and its relation to other education	1.78

It is readily apparent that the supervising teachers place a high priority on their student teachers having acquired competencies related to maintaining a professional role. They want their student teachers to be able to observe ethical standards expected of a professional person and to be able to describe their roles while working with students. They also want their student teachers to be able to set goals in student teaching, to be able to describe the unique contributions of vocational agriculture, and to identify with MATVA (Michigan Association Teachers of Vocational Agriculture) and other professional teacher organizations.

SUMMARY AND CONCLUSIONS

Supervising teachers recognize a need for their student teachers to have developed many professional competencies prior to student teaching. Below is a composite of competencies which supervising teachers have indicated as most necessary for student teachers to have acquired by the time they report for student teaching.

Be able to plan with clearly stated objectives, appropriate learning activities, and a variety of teaching approaches; be able to justify objectives and complete plans in time for the supervising teacher to assist with any revisions.

Be able to select and prepare a variety of instructional materials and have them at hand when they are needed.

Be able to lead a discussion, present an illustrated talk, use a chalkboard, and demonstrate a manipulative skill while using correct English.

Be able to begin instruction at a level where students can learn, recognize signs of learning, understand that students like to be actively involved, want direction and some firmness and want to be liked and recognized for their achievements.

Be able to recognize the many possibilities for establishing supervised experience programs and the role of the teacher in initiating and carrying out such programs for all students.

Be able to grasp the relation of FFA to the curriculum in vocational agriculture and identify the role of an FFA advisor in helping students develop a strong program of FFA activities.

Be able to listen to students and keep student information confidential.

Be able to meet people, recognize the need for community participation, and identify the contributions of a local citizen advisory committee.

Be able to set goals in student teaching, observe ethical standards and describe the role of a professional person while working with students; be able to identify with professional teacher organizations and describe the unique contributions of vocational agriculture.

IMPLICATIONS AND RECOMMENDATIONS

The implications and recommendations which follow are based not only on this study but also on observations and experiences of the writer, gained primarily while serving in various roles as a teacher educator in agriculture.

Regardless of whatever is done to develop a competency-based program in agricultural education, much more will be accomplished if the effort is coordinated and articulated with other segments of the teacher education program at Michigan State University. Certainly existing developments should be considered. The faculty in student teaching at Michigan State, for instance, is making a strong thrust to fulfill its commitment to a competency-based teacher education program. Also a significant research phase is being carried out by the faculty in teacher education.

Steps should be taken to determine what is being done in other professional education classes to support a competency-based teacher education program. In particular, an effort should be made to determine what attention competency-based teacher education is receiving in the required teacher preparation courses, ED 200, ED 327 and ED 450.*

* These courses are: ED 200 (5 credits), Individual and the School; ED 327 (2 credits) Methods of Teaching--Secondary Common Elements; and ED 450 (5 credits), School and Society.

The supervising teachers indicated either a great need or considerable need for all of the 86 competencies examined in this study. It seems unrealistic and probably inappropriate to attempt to develop all of these competencies in the two undergraduate education courses in agricultural education which are presently available to majors in agriculture and natural resources education. Obviously, many of the competencies, such as leading a discussion or using a chalkboard, would be appropriate competencies for any teacher to develop regardless of his specialization. Students could at least learn about such competencies in other general professional education courses although the size of such classes might preclude opportunities for students to practice and perfect them.

It may be possible for students to develop some of the professional competencies needed for student teaching by enrolling in selected classes in other colleges of the University. While opportunities for elective courses are limited, it may be that a careful inventory of offerings in other colleges would reveal many courses which would help satisfy the professional needs of students who are planning to be teachers of vocational agriculture.

The contribution of informal instruction to a competency-based program of teacher education should not be overlooked. The Agricultural Education Club, for instance, has had a long history of contributing significantly to the professional development of teachers of vocational agriculture. If faculty support and leadership for this organization can be assured in the future, the Agricultural Education Club should continue to exert a positive influence on the professional growth of its members.

A continuation of the present program of academic and personal advisement could also contribute to the development of needed professional

competencies. Faculty in agricultural education have long maintained an open-door program of advisement. They have strived to know their students well. Each student is helped to assess his special needs and strengths and a program of study and self-improvement is designed to meet his individual needs.

Finally, there should be a recognition of the contribution which teachers in the field have made and will be able to make to future programs of teacher education in vocational agriculture. Several of them have served as supervising teachers. On various occasions they have participated as resource persons in teacher education classes. They have regularly hosted individual students or groups of students who wished to study their programs of instruction. In order to provide students a contact with teachers who are distantly located from the campus, the writer worked with several teachers to prepare a series of slide-tapes which will be available for use in the two pre-service agricultural education classes and the Agricultural Education Club. These slide tape sets could also be used by individual students and loaned to teachers who are employed. Teachers in the field should be encouraged to make further contributions to any developments in competency-based teacher education in vocational agriculture.

The potential exists for the development of a competency-based teacher education program in vocational agriculture but to be most effective it should be closely coordinated and articulated with other facets of the teacher education program at Michigan State University and with instructional programs in the field.

APPENDIX

Check-list of Competencies for Student Teaching

and

Accompanying Letter to Supervising Teachers

COMPETENCIES FOR STUDENT TEACHING

Below is a list of competencies which student teachers may need to develop before student teaching. Please circle a number at the right to indicate your opinion of how necessary it is for student teachers to have developed the competency prior to student teaching. The numbers represent the following categories of need:

1. Great need for the competency to be developed prior to student teaching.
2. Considerable need for this competency to be developed prior to student teaching.
3. Desirable but not necessary for this competency to be developed before student teaching.
4. Unnecessary for this competency to be developed before student teaching.

As you read each competency you should prefix "The student teacher will be able to." Thus, competency number 1, for example, would read: "The student teacher will be able to identify individual needs of students" while competency number 2 would read: "The student teacher will be able to relate instruction to the students' individual supervised experience programs."

INSTRUCTIONAL PLANNING		Mean Rating
1. Identify individual needs of students.	1 2 3 4	2.28
2. Relate instruction to the students' individual supervised experience programs.	1 2 3 4	2.17
3. Relate instruction to agriculture problems of the local community.	1 2 3 4	2.40
4. Prepare clearly stated teaching objectives and outline learning activities to achieve them.	1 2 3 4	1.71
5. Plan diagnostic procedures to determine whether learning is taking place.	1 2 3 4	2.06
6. Include a variety of teaching approaches in his teaching plan.	1 2 3 4	1.94
7. Plan alternate teaching procedures and learning activities designed to bring about learning by all students.	1 2 3 4	2.11
8. Plan learning activities which would appeal to students who may be difficult to motivate.	1 2 3 4	2.17

9.	Justify objectives included in plans which he prepares.	1 2 3 4	1.87
10.	Carry out student-teacher planning.	1 2 3 4	2.33
11.	Recognize the relation between his objectives to teach and the students' objectives to learn.	1 2 3 4	2.17
12.	Anticipate questions which students might wish to have answered.	1 2 3 4	2.11
13.	Recognize the need for completing initial planning sufficiently in advance of teaching so the supervising teacher can contribute to the plans.	1 2 3 4	1.39
14.	Recognize how a unit of instruction assigned to the student teacher fits into the total instructional program.	1 2 3 4	2.00
	Add other needed competencies on instructional planning.		

INSTRUCTIONAL MATERIALS AND RESOURCES

15.	Select appropriate reference and other instructional material.	1 2 3 4	1.94
16.	Prepare instructional materials such as charts, transparencies and overlays, and bulletin boards.	1 2 3 4	1.89
17.	Involve students in securing or developing instructional materials.	1 2 3 4	2.39
18.	Recognize the value of securing instructional materials from the local community.	1 2 3 4	2.11
19.	Perceive the great breadth and variety of instructional materials which are available.	1 2 3 4	1.83
20.	Present an illustrated talk.	1 2 3 4	1.61
21.	Use films and other instructional aids that fit recognized learning outcomes.	1 2 3 4	2.18
22.	Recognize the need to have teaching aids ready and at hand then beginning to teach.	1 2 3 4	1.61
	Add other needed competencies on instructional materials and resources.		

CONDUCTING INSTRUCTION

22. Assess the existing level of learning of students when instruction begins.	1 2 3 4	2.17
23. Begin instruction at a level where students are able to learn.	1 2 3 4	1.95
24. Use effective oral questionning techniques.	1 2 3 4	2.11
25. Adjust instruction to meet the individual needs of students.	1 2 3 4	2.22
26. Provide needed remedial instruction	1 2 3 4	2.76
27. Provide appropriate enrichment instruction for the abler students.	1 2 3 4	2.67
28. Reinforce learning of students.	1 2 3 4	2.22
29. Lead a discussion.	1 2 3 4	1.24
30. Recognize that students like to be actively involved in the learning process.	1 2 3 4	1.56
31. Help students assess a problem-solving situation and guide them in securing needed information to solve problems.	1 2 3 4	2.06
32. Conduct supervised study of reference books and bulletins.	1 2 3 4	2.44
33. Help students to interpret information needed to carry out individual programs of supervised experience.	1 2 3 4	2.22
34. Plan and conduct a field trip.	1 2 3 4	2.33
35. Demonstrate a manipulative skill.	1 2 3 4	1.61
36. Help students prepare and present a demonstration.	1 2 3 4	2.17
37. Draw out the students' experience with projects.	1 2 3 4	2.56
38. Use local farmers and other resource persons so that they contribute to recognized instructional outcomes.	1 2 3 4	2.44
39. Recognize that methods of instruction used in college may not be effective in high school.	1 2 3 4	1.50
40. Talk in front of a class and use English correctly.	1 2 3 4	1.39
41. Use a chalkboard.	1 2 3 4	1.50
42. Recognize signs that students are learning.	1 2 3 4	1.72

43. Perceive that students want to be liked and recognized for their contributions and achievements.	1 2 3 4	1.72
44. Recognize that students want direction and some firmness.	1 2 3 4	1.56
Add other needed competencies on conducting instruction.		

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

45. Identify the many educational values which may accrue to students through participation in supervised experience programs.	1 2 3 4	2.00
46. Recognize the many possibilities for establishing student supervised experience programs.	1 2 3 4	1.83
47. Identify the responsibilities of the teacher in initiating and carrying out supervised experience programs.	1 2 3 4	1.67
48. Demonstrate basic agricultural skills during visits to supervised experience programs of students.	1 2 3 4	2.11
49. Meet with parents and workers in agriculture and converse with them on a mature level.	1 2 3 4	2.00
50. Perceive that students vary greatly in abilities and available resources but that all can be helped to learn and achieve through supervised experience programs.	1 2 3 4	1.90
51. Help individual students to establish goals and to plan their programs of supervised experience.	1 2 3 4	2.17
52. Enumerate instructional activities which a teacher might carry out during visits to supervised experience programs during the summer months.	1 2 3 4	2.00
53. Recognize the role of the teacher of vocational agriculture in carrying out strong supervised experience programs during the summer months.	1 2 3 4	1.83
Add other needed competencies related to supervised experience programs.		

WORKING WITH FFA

54. Grasp the relation of FFA to the curriculum of vocational agriculture and how it can facilitate student learning and development.	1 2 3 4	1.59
55. Recognize the major divisions of a program of FFA activities and the role of the advisor in developing a strong program.	1 2 3 4	1.65
56. Identify the leadership role of an FFA advisor and effective techniques for discharging this role.	1 2 3 4	1.53
57. Recite from memory the advisor's part in the opening and closing ceremony for FFA meetings.	1 2 3 4	2.24
58. Use correct parliamentary procedure.	1 2 3 4	1.82
59. Advise an FFA committee to foster maximum contributions by all members.	1 2 3 4	2.00

Add other needed competencies on working with FFA.

EVALUATING INSTRUCTION

60. Recognize that evaluation extends beyond giving paper-and-pencil tests.	1 2 3 4	1.56
61. Perceive that students progress at different rates.	1 2 3 4	1.83
62. Identify the level of learning when teaching begins.	1 2 3 4	2.11
63. Assess student growth and achievement in non-classroom activities such as supervised experience and FFA.	1 2 3 4	2.17
64. Avoid labeling students as A or E.	1 2 3 4	1.78
65. Help students set goals and establish means for measuring their achievement.	1 2 3 4	2.00

Add other competencies in evaluating instruction.

COUNSELING AND GUIDING STUDENTS

66. Help students make personal, educational and occupational decisions.	1 2 3 4	2.33
67. Identify the nature of guidance services in a school and the unique contributions which a teacher of vocational agriculture can make toward facilitating these services.	1 2 3 4	2.28
68. Serve as a conduit of educational and occupational information for students who are considering post secondary education.	1 2 3 4	2.11
69. Help students relate to college and to Michigan State University.	1 2 3 4	2.28
70. Use effective techniques for approaching a parent.	1 2 3 4	2.00
71. Help students recognize the need for high academic achievement.	1 2 3 4	2.28
72. Keep student information confidential.	1 2 3 4	1.28
73. Listen to students without injecting himself into the picture.	1 2 3 4	1.56
Add other needed competencies on counseling and guiding students.		

MAINTAINING COMMUNITY RELATIONS

74. Use effective techniques for meeting people and drawing them out.	1 2 3 4	1.83
75. Find and use instructional resources from the community.	1 2 3 4	2.33
76. Perceive the concept of a community larger than the local school district.	1 2 3 4	2.05
77. Use techniques for informing people in the local community about achievements of students.	1 2 3 4	2.11
78. Recognize the need for participating in community activities.	1 2 3 4	1.72

79. Identify possible contributions of a local citizen advisory committee in planning, implementing and evaluating a local program of instruction in vocational agriculture.	1 2 3 4	1.94
80. Recognize the unique contribution of the teacher of vocational agriculture in adult education and recommended techniques for conducting such classes.	1 2 3 4	2.28

Add other needed competencies in maintaining community relations.

MAINTAINING A PROFESSIONAL ROLE

81. Set goals in student teaching and establish means for measuring their achievement.	1 2 3 4	1.56
82. Describe the role of a professional person while working with students.	1 2 3 4	1.78
83. Observe ethical standards expected of a professional person.	1 2 3 4	1.39
84. Identify with MATVA and other professional organizations	1 2 3 4	1.78
85. Describe the unique contributions of vocational education in agriculture and its relation to other education.	1 2 3 4	1.78
86. Assess innovations in vocational agriculture and their possible adoption in local programs of instruction.	1 2 3 4	2.10

Add other needed competencies in maintaining a professional role.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

Dear

This spring and summer, among other assignments, I have been working on a project related to competency-based teacher education. A limited amount of funding from the Michigan Department of Education has been made available to support this project.

As you know, competency-based teacher education is receiving considerable attention throughout the country. Michigan State is moving in the direction of developing a competency-based teacher education program.

I am attempting to identify the competencies which student teachers should have developed, to some extent at least, when they report for student teaching. I believe that teachers who have served as supervising teachers are in the best position to identify these competencies.

In the past, as you know, you and our staff in agricultural education have worked closely together while we carried out our student teaching program. Since this avenue of communication has been eliminated, it seems especially important that we use other means for correlating what we do through advisement, through our AG Ed Club, and in our two campus classes--Careers in Agricultural Education (for freshmen and transfer students) and Methods of Teaching Vocational Agriculture (for juniors and seniors)--to help our majors become better prepared to work with you in student teaching.

The enclosed list of competencies represents an attempt to get at the abilities and understandings which you would like your student teachers to have acquired before they arrive in your school to begin student teaching. While preparing this list, I had the help of Jim Potier, Clyde Ray, Bill Wheeler and Pete Zaldokas. Each gave me an hour of his time so I could find out what they would like their student teachers to be able to do when they reported for student teaching. Their reactions were used to develop the list of competencies which I am enclosing.

I hope that it will be convenient for you to react to the competencies on this list by taking a few minutes to complete this inquiry form. A self-addressed envelope is enclosed for your convenience in returning this material.

When you react to each competency on the form, remember that the focus is on what you would like your student teachers to be able to do when they report to you for student teaching. This doesn't mean, however, that the student teachers would not be expected to develop each competency still further while they are with you. Keep in mind also that there are many competencies which are not on the list because the logical place for student teachers to develop them is during student teaching.

As you read down the list, if you find some omissions of competencies which you believe student teachers should develop before student teaching, I would like you to jot them down in the space provided or turn the sheet over and write them on the back.

I appreciate your cooperation in this project.

Sincerely,

Ray

Raymond Garner
Professor of Education

RG:pt