ABSTRACT
          This bibliography lists books, documents, and journal
articles appearing during the past five years on the evaluation of
student teachers. In addition to references dealing specifically with
this topic, a number of references on the related topics of teacher
effectiveness, teacher evaluation, and teacher supervision have been
included. Most entries are annotated. Sources consulted include
BRITISH EDUCATION INDEX, CANADIAN EDUCATION INDEX, CURRENT INDEX TO
JOURNALS IN EDUCATION, CANADIAN BOOKS IN PRINT SUBJECT GUIDE,
DIRECTORY OF EDUCATION STUDIES IN CANADA, RESOURCES IN EDUCATION, and
SUBJECT GUIDE TO BOOKS IN PRINT. (MM)

BIBLIOGRAPHIES IN EDUCATION

No. 59

EVALUATION OF STUDENT TEACHERS

January 1977

Evaluation of Student Teachers

This bibliography lists material appearing on this topic during the past five years. In addition to references dealing specifically with evaluation of student teachers, a number of references on the related topics of teacher effectiveness, teacher evaluation and supervision have been included. Most entries are annotated.

Sources consulted include the British Education Index (the Library Association), the Canadian Education Index (CEA), Canadian Books in Print Subject Guide (University of Toronto), the Current Index to Journals in Education (CCM), the Directory of Education Studies in Canada (CEA), Resources in Education (ERIC), and the Subject Guide to Books in Print (Bowker).

Abstracts of material with an ED number may be found in Resources in Education. If marked "Available ERIC" hard copy or microfiche copies may be purchased through the Education Document Reproduction Service of the ERIC system.

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Geraldine Channon,
Director,
Research and Information Services.

CONTENTS

4

A. BOOKS

*1. Alberta Teachers' Association. Report on Opinions of Principals
on the First Year Experience of Teachers Prepared in Alberta
Universities 1973. Edmonton: the Association, 1973. 21 p.

> This report includes a summary of selection procedures
> used by the three Alberta universities. Principals indicated
> that about 4% of the first year teachers were "unsuccessful"
> and a further 14% "fair". Of the 150 first year teachers
> classified as fair or unsuccessful, 97% were reported to be
> "unable to maintain classroom discipline" and 28% to have
> "personality defects".

**2. Andrews, Theodore E. (ed.) Assessment. Albany: State University
of New York, 1974. 130 p. Available ERIC. ED 102 200.

> "The Role of the State in Performance-Based Teacher Education-
> Certification" by Robert Roth creates a context for viewing
> how state agencies are approaching performance education.
> Peter Airasian then explores the value questions that are
> at the heart of evaluation issues. Fred McDonald looks at
> "The State of the Art in Performance Assessment," and
> Barak Rosenshine lists recommendations concerning the
> research dilemmas. James Popham, in three papers, touches
> on the problems of selecting assessment systems, developing
> performance tests, and identifying minimal competencies.
> Del Schalock then details what occurs when "Moving from
> Conceptualization to Practice in Assessment." Concerning
> costs and teacher concerns, two educators, Bruce Joyce
> and Herbert Hite present their conclusions. Beatrice Ward
> discusses the cost factors involved in developmental work
> at the Far West Regional Laboratory. Finally two teachers,
> Sandra Feldman and Bernard McKenna, note their interest
> in the potential of performance-based teacher education and
> reveal their most serious concerns.

*3. Aquino, John. Performance-Based Teacher Education: A Source
Book. Washington: American Association of Colleges for Teacher
Education, 1976. 118 p.

> This book is a compilation of articles, book extracts and
> abstracts chosen by a jury of accepted authorities on
> performance-based teacher education. Includes an extract
> from Harry S. Brondy's Critique of Performance-Based Teacher
> Education, as well as various articles on the purpose and
> potential of PBTE.

4. Archer, Roy G. Assessing the student teacher, Pages 31-8 in
Heath, John E., and others. The School and the Student Teacher.
Derby: Professional Association of Teachers, 1975.

> Deals with the assessment of teaching practice.

5

5. Armstrong, Harold R. A Teacher's Guide to Teaching Performance
    Evaluation. Washington: School Management Institute, Inc., 1972.
    24 p. ED 077 123. Not Available ERIC.

    What is popularly known in teacher evaluation as "the
    Redfern Approach" has emerged from almost two decades of
    experimentation and discussion. This approach involves
    setting performance standards and job targets, monitoring
    the data, the evaluating, the evaluation conference, and
    related followup activities. This guide is intended to
    fill a gap in performance evaluation inservice training.
    Most such materials have been prepared for evaluators rather
    than for teachers, whose understanding of the process is
    vital to its success. This booklet stresses what is done
    "with" the teacher rather than "to" the teacher. It describes,
    from the evaluatee's viewpoint, the entire performance
    evaluation cycle; and it emphasizes techniques in setting
    job targets, using monitored data, self-evaluation, and
    evaluation conference preparation and participation. Also
    discussed are the importance of behavioral objectives in
    setting goals, the power of self-evaluation, the require-
    ments for documentation of performance data, and the need
    for mutual trust between the evaluator and evaluatee.

*6. The Assessment of Teacher Effectiveness. Report submitted to
    the Dean and the Senior Advisory Board by the Faculty Committee
    on the Assessment of Teacher Effectiveness. Vancouver: Faculty
    of Education, University of British Columbia, 1972. 59 p.

    The purpose of the report is to consider and recommend ways
    in which the teaching in the Faculty of Education can be
    improved and to suggest criteria and procedures that should
    be used in evaluating teaching competence in the Faculty.

*7. Baer, G. Thomas. The Cooperating Teacher - Some Hints for a
    Successful Experience. 8 p. Available ERIC. ED 117 086.

    The role of the cooperating teacher is one of the most
    crucial factors in determining the success or failure of
    the student teaching experience. There are seven major
    factors to be considered in the development of an effective
    cooperating teacher-student professional relationship. First,
    the student teacher must be given a sincere sense of belonging.
    Setting the tone of the cooperating teacher-student teacher
    relationship is also extremely important and should be
    accomplished during the first few days of the student teaching
    experience. The third factor involves allowing for individual
    abilities to control the rate at which the student will
    progress into full time teaching. It is also necessary for
    the cooperating teacher and the student teacher to schedule

6

a portion of each day for a conference and planning period.
The fifth factor concerns allowing the student teacher to
have experience in writing lesson plans for the activities
he/she teaches. Next, informal observations and feedback
aimed at the improvement of the individual or program must
be provided by the cooperating teacher on a regular basis.
Finally, each cooperating teacher should be expected to
formally observe the student teacher a minimum number of
times while he/she is teaching the entire class. By
establishing strong lines of communication at the start of
the cooperating teacher-student teacher relationship, the
opportunity for a positive student teaching experience is
greatly increased.

**8.   Baral, Laurie R. (comp.). The Evaluation of Teachers. ERS
      Annotated Bibliography. Washington: Educational Research Service,
      1974. 22 p. Available ERIC, mf only. ED 039 478.

      To provide a useful reference to published and unpublished
      documents relating to teacher evaluation, a search was
      made of the Education Index, Research in Education (RIE),
      and Current Index to Journals in Education (CIJE), which
      resulted in this 125-item bibliography. The source for
      each entry is indicated, along with pricing and ordering
      information, if available. Abstracts from Research in
      Education are designated by ERIC document order numbers,
      and an EDRS order blank is provided. (Compiler)

**9.   Bar-On, Ehud, and others. The Use of Computers in Evaluating
      Teacher Competency. Paper presented at Annual Meeting of American
      Educational Research Association, 1974. 13 p. Available ERIC.
      ED 093 931.

      Sixty-five student-teachers' performance was tested to
      determine laboratory grades. Grading was based on Category
      Observation System TDS. Since TDS categories are structures
      of two ordered facts where order has the same meaning,
      general score of pupil stimulation was computer calculated.
      Students' previous awareness as to score calculation enabled
      lesson planning to achieve the highest possible grade. The
      resulting score was highly correlated with supervisors'
      general evaluation and was preferred by students. Comparison
      of test and last lesson before receiving instruction showed
      dramatic improvement. Planned and actual lessons were
      compared regarding realistic planners, frequent categories
      and teaching sequences.

**10. Baker, Eva L. Teaching Performance Tests as Dependent Measures
      in Instructional Research. Paper presented at the Annual Meeting
      of American Educational Research Association, New Orleans, 1973.
      16 p. Available ERIC. ED 076 608.

3

The need for common measures in research on teaching is
legend, and the merits of teaching performance tests to
meet this requirement are explored here. A regression study
where teacher performance tests were used as dependent
measures is described. Sixty-four subjects were given
objective-based lessons to teach. During their lesson,
they were rated on the use of six instructional principles.
Following instruction, learners were administered a short
test of achievement and interest. Step-wise regression
analyses were conducted, and variables related to the per-
formance criteria described. Suggested modifications of
performance tests to enhance their suitability as dependent
measures are discussed.

**11.   Beal, Jack L., and others. A Comparison of Participant Performance
and Attitudes in Two Teacher Preparation Patterns. Seattle:
Seattle College of Education, University of Washington, 1975.
51 p. Available ERIC. ED 107 630.

This report evaluates the effectiveness of two teacher
preparation patterns. Pattern A students take specified
professional coursework followed by a one-quarter, full-
time teaching practicum. Pattern B Students spend
multiple quarters in a classroom under guidance while
engaged in professional coursework. A formal assessment
of teaching performance and attitudes of participants
included (a) internal evaluations which examined a
pattern in terms of its own stated objectives; and
(b) external evaluations which compared a pattern with
some outside criterion. Internal evaluations so far
have taken the form of individual research projects and
dissertations by graduate students. In order to obtain
information pertinent to an external examination of
both preparation patterns, a questionnaire was employed
to evaluate all students in both programs. Based on
a five-point scale, the instrument measured 11 categories
of teaching effectiveness. The categories can be
broadly grouped as follows: (a) professional and personal,
(b) instructional preparation, (c) instructional implemen-
tation, and (d) instructional evaluation.

**12.   Berger, Carl F., and Stephen A. Roderick. CBTE: A Critical Look.
Evaluating and Assessing Competencies for Elementary Science
Education. Paper presented at Annual Meeting of American Educational
Research Association, Washington, 1975. 21 p. Available ERIC.
ED 109 170.

Groups of teachers in and around Ann Arbor, Michigan identified
143 characteristics a competent elementary school teacher
should have in order to teach science. When teacher educators
were asked to rate these competencies major discrepancies
became obvious. Teacher educators placed a very important

4

value on competencies which were rated low or as having
no value by practicing teachers. Such differences in
perception become critical when practicing teachers
evaluate the performance of student teachers whose goals
are more likely to be those advocated by teacher educators.
Further, teachers and teacher educators differed signifi-
cantly in their estimations of when a competency should
be attained. Three conclusions can be drawn from this
preliminary research: (1) Teacher educators appear to
attach less importance to classroom discipline and record
keeping and more importance to working with students;
(2) Teacher educators appear to believe that competencies
should be attained earlier in the student's carreer; and
(3) The differences found between teachers and teacher
educators indicate that assessment of the competencies
themselves is as important a task as assessing student's
attainment of the tasks and should be included in any
competency based program. The 143 competencies are included
i., the Appendix.

*13.   Blount, Gail (comp.). Teacher Evaluation: An Annotated
       Bibliography. Toronto: Ontario Institute for Studies in
       Education, 1974. 43 p. Available ERIC. ED 093 033.

       Three interrelated frames of reference -- the purpose of
       evaluation, the criteria for evaluation, and the evaluators --
       form the basis of the major subject divisions of this biblio-
       graphy. Part one consists of general material on teacher
       evaluation, teacher effectiveness, and supervisory practices.
       Attempts to determine the qualities of a good teacher are the
       major concern of materials listed in part two; and citations
       in part three emphasize the how, when, and what of evaluation.
       A representative sample of the literature on classroom
       observation techniques is included in the latter, as well
       as material on student evaluation of teachers and self
       evaluation. Additionally, there is information on two recent
       objective-based innovations: performance-based evaluation
       and teaching performance tests. Part four brings together
       studies and reviews of research studies that investigate
       whether effective teaching can be scientifically determined.
       Of primary concern are attempts to correlate teacher behavior
       with positive changes in learners. The final section includes
       listings that cover this subject from an essentially Canadian
       point of view.

**14. Borg, Walter R. Making the Leap from Correlational to Experimental
       Studies of Teacher Behavior. Paper presented at Annual Meeting
       of American Educational Research Association, Washington, 1975.
       16 p. Available ERIC. ED 104 844.

What little we know about relationships between specific
classroom behavior of teachers and relevant pupil outcomes
has been obtained almost entirely from correlational
studies. Yet if we are ever to apply knowledge in this
area to teacher education, we must carry out experimental
studies in which teachers are trained to emit specific
behaviors that are found to be related to pupil outcomes.
In order to evaluate how specific changes in teacher
behavior can bring about changes in related pupil out-
comes, Utah State University created three sets of protocol
modules employed as experimental treatments. Through these
studies, it was determined that relationships between
specific teacher behaviors and pupil outcomes tend to be
higher in correlational studies than in experimental studies.
Four variables seem to be the cause of this difference.
First, general teaching competence operates more strongly
in correlational studies and probably leads to spuriously
high correlations between specific teacher behaviors and
pupil outcomes. Second, the length of pupil exposure to
teaching behaviors studied may be longer in correlational
studies than in experimental studies. Third, when teachers
adopt new behaviors, there is a lag in the development by
pupils of appropriate responses to these behaviors. Fourth,
when teachers are trained in new behaviors, time is not
often allowed to incorporate the skill into teacher performance.

**15.   Borg, Walter R. Research and Development as a Vehicle for
        Improving Teacher Competence. Paper presented at the Annual
        Meeting of the American Educational Research Association, New
        Orleans, 1973. 15 p. Available ERIC. ED 076 584.

        The most essential element in the Research and Development
        (R&D) process is the provision for repeated field testing,
        evaluation, and revision until the product reaches its
        objectives. This process can be implemented to improve
        the instructional process in two ways: to improve the
        instructional skills and strategies of teachers; and
        to develop more effective curriculum material for
        use in the schools. To test the effectiveness of an
        instructional method, one must first identify the
        specific elements that go into the successful use of
        that method and, secondly, involve in research teachers
        who effectively apply behaviors and strategies essential
        to this method. Most present teaching methods are not
        well-defined enough to permit such research. In fact,
        conventional teacher programs today are ineffective because
        they lack definition, an effective instructional model,
        objectives and evaluation, generalizability, and
        resources. In contrast, R&D efforts have made good
        strides towards defining teaching skills, providing teacher
        access to objective evaluation data that indicates which
        aspects have succeeded or failed, and developing components
        such as minicourses to serve as resources. R&D could
        similarly aim towards developing tested curriculum components.

6

16. Borich, Gary D. Sources of Invalidity in Measuring Classroom
Behavior. _Austin: University of Texas, 1976. 66 p. Available
ERIC. ED 120 262.

> This paper is a review of the methodological problems
> recently uncovered in studying the nature of teacher
> effectiveness and evaluating the performance of individual
> teachers. Four problems encountered in the literature
> are range of measurements, inconsistent instrumentation
> across similar studies, lack of a generic framework from
> which to select behaviors to be measured, and use of
> instruments with inadequate psychometric characteristics.
> These problems are discussed. From a review of the
> literature, three general dimensions were selected from
> the purpose of categorizing classroom behavior and the
> instruments used to measure it. These dimensions
> were: (1) stage of behavior on a process-product con-
> tinuum; (2) level of inference required in measuring
> behavior, and (3) objectives of the instruction. If the
> measurement of behavior is viewed as a longitudinal
> process, four distinct and consecutive measurement
> stages are apparent: (1) Preoperational (personality,
> attitude, experience, and aptitude/achievement); (2)
> Immediate (sign, counting, and rating systems); (3)
> Intermediate (Likert and Guttman Scales, semantic
> differentials and check lists); (4) Product (influences
> other than the teacher, unreliability of the raw gain
> score, and the teacher's desire to teach to the test).
> Last, some guidelines are offered for improving the
> measurement process.

17. Boyan, Norman J. Improving Teacher Preparation Through Training
Supervising Teachers. Santa Barbara: University of California,
1974. 54 p. (Paper presented at Annual Meeting of AERA,
Chicago, 1974). Available ERIC. ED 090 167.

> The University of California at Santa Barbara (UCSB) has
> developed a training program for supervising teachers as
> a strategic device for improving the preparation of
> teachers. Training activities and events derive from
> a "model" of the supervisory process which emphasizes
> the acquisition and use of specific supervisory skills,
> including the ability to observe and analyze systematically
> classroom instruction in order to identify behaviors
> needing change or maintenance. The model also emphasizes
> work with student teachers in developing solutions to
> their instructional problems. During the first two
> years (1970-1972), training was conducted by UCSB staff;
> during the third year, an "instructional package" was
> developed for use at distant sites. Evaluation results
> indicate that the targets skills are acquired by parti-
> cipants through both UCSB "hands on" training and through
> use of the "hands off" package.

7

11

**18. Breiter, Joan. The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness. 10 p. Available ERIC. ED 075 395.

>   The relationship between teacher effectiveness (performance) and personality orientation of a specific group of intern teachers is examined. One hundred fifty-three elementary education majors in their fourth year at Iowa State University were administered the Personality Orientation Inventory (POI) and rated on a Teacher Performance Inventory (TPI) by the university supervisor and cooperating teacher for effectiveness while serving as student teachers. The performance inventory for student teachers has 36 statements, related to teaching performance, to be rated on a continuum from four to one. The raters did not know the OPI scores of the student teachers they rated. The study did not find a relationship between the TPI as a measure of teacher effectiveness and personality as measured by the OPI. (A four-item bibliography and the performance inventory are included.)

**19. Brushing, Christer, and Tingsell, Jan-Gunnar. Self-Observation and Self-Analysis in Teacher Training. Teacher Materials and Curriculum Together with Preliminary Findings on their Use. Research Bulletin No. 14. Sweden: Gothenburg School of Education, 1973. 56 p. Available ERIC. ED 076 552.

>   This new model for the supervision of student teachers utilizes videotaping hardware which allows the student teacher and his supervisor to evaluate teaching methods and behavior. Thus, the student teacher is better able to supervise himself. Employing Flanders Interaction Analysis, the student is able to interpret his teaching on closed-circuit T.V. This enables him to measure the predominant qualities of contact between teacher and pupils. Results of preliminary testing indicate that student observations on the same videotaped lesson agree with each other to a moderate degree. The latter can be explained by the relatively short teacher training time. (Six appendixes detailing data are included.)

**20. Bryan, Carson, and Quinlisk, Jon. Student Teacher Evaluation Must Reside in the Neutral World of Documented Behavior. 5 p. Available ERIC. ED 080 458.

>   Three problems have plagued the traditonal methods of evaluation of student teachers: the imposition of a supervisor's philosophy on the student, semantic vagueness in a supervisor's checklist of a student's performance, and determining each student's level of achievement. Wheeling College revised its field-based secondary teacher preparation program to overcome these problems. The competencies of a master teacher were identified and became the goals of

12

the students in the program. Each goal emphasized
the student's developing his style of teaching and
shaping his curriculum consistent with his philosophy
and theory of learning, thus avoiding differing
educational philosophies. Semantic vagueness was
dealt with by identifying a progression of more
demanding behaviors that culminate in each particu-
lar goal behavior. The final problem of determining
each student's level of achievement was accomplished
by providing tools to document student teacher
performance (audio and videotapes, clinical super-
vision feedback) with the responsibility for utilizing
these tools resting with the student teacher.

**21. Butcher, Russell H., and Heaps, Richard A. Predicting Student
Teacher Effectiveness. 1972. 8 p. Available ERIC. ED 074 046.

The value of four pre-training screening devices for
predicting student teaching effectiveness was examined.
The four activities were a) microteaching for 7 minutes,
b) microteaching for 30 minutes, c) role playing using
reality therapy, and d) values conflict discussion.
These activities were administered to 52 undergraduates
in the Brigham Young University Individualized Secondary
Teacher Education Program. Following each activity, an
evaluation of the participants was made. The predictive
areas of evaluation included a) interaction of the par-
ticipant with the students during the student teaching
experience, b) interaction of the participant with other
teachers during student teaching and c) general teaching
effectiveness of the participant during student teaching.
Following the student teaching, an evaluation of the
participants was made by their cooperating teachers.
A comparison of the data revealed that the 7-minute
microteaching was the most consistent predictor of
student teaching success. The 30-minute session was
the poorest predictor. The remaining activities proved
to be irrelevant to the student teaching evaluation. (Ten
references and one table of statistical data are included.)

**22. Chissom, Brad S., and John E. Morris. Development of an
Automated System for Evaluation of Student Teacher Effectiveness.
Final Report. Statesboro: Georgia Southern College, 1973.
45 p. Available ERIC, mf only. ED 117 156.

The primary purpose of this project was to develop a
system for the evaluation of student teachers employing
automated data processing as an integral part of the
system. This system employed data gathered from four
sources: (1) Public School Pupils, Grades 7-12; (2)
Student Teachers; (3) Supervising Teachers; (4) College
Supervisors. The emphasis was placed on the first source,
the data obtained from the pupils of the student teachers.
This source constituted a large volume of evaluation infor-
mation that had to be processed through the use of automated

9

procedures. Results of the project compared the several
sources of data, and indicated the relative effectiveness
of each. The feedback provided from the evaluation infor-
mation was used to identify strengths and weaknesses of
individual student teachers, and cumulatively to evaluate
the total student teacher program. Finally, by subdividing
the data into categories relating to pupil characteristics,
information was obtained about the effectiveness of
student teachers in working with black, white, male and
female students. As a result of this project, an automated
system for gathering and analyzing a large amount of data
is available to evaluate the effectiveness of student
teaching.

**23. Ciampa, Bartholomew J. Working with Student Teachers. 1975.
      54 p. Available ERIC. ED 104 892.

      The purpose of this six-part document is to assist
      cooperating teachers in training student teachers. Chapter
      one examines the goals of student teaching. Considerations
      for the cooperating teacher to keep in mind while working
      toward the development of competent teachers are presented.
      Chapter two discusses the cooperating teacher's responsi-
      bilities, including a) preparing for the student teacher;
      b) familiarizing the student teacher with the school,
      procedures, resources, etc.; c) answering commonly asked
      questions; and d) maintaining student teacher morale.
      Chapter three discusses various aspects of observation and
      planning techniques and how the cooperating teacher and
      student teacher can collaborate on these techniques.
      Chapter four examines competency-based teacher education
      and lists competencies for student teachers. Chapter five
      discusses evaluation of the student teacher and lists
      important items to consider. Chapter six deals with
      encouraging professional ideals in the student teacher
      and includes the text of the "Code of Ethics of the
      Education Profession," adopted in 1963 by the National
      Education Association.

*24. Clark, Christopher M., and others. Teacher Self-Improvement
      Through Teacher Training Products: an Experimental Course.
      Stanford: School of Education, Stanford University, 1974.
      30 p.

      An experimental course was conducted to test three products
      that may be included in the Systematic Teacher Training
      Model being developed by the SCRDT Program on Teaching
      Effectiveness. Subjects were 14 intern teachers, the
      interns' curriculum and instruction professor, and their
      supervisor. Course consisted of a six-hour Self-Observation
      Training Program, a ten-hour Group Process Training
      Curriculum, and a twelve-hour Communication Skills Workshop.
      The subjects' overall reaction to the experimental course
      was moderately favourable.

The results indicate that the experimental course format is a useful and convenient method for obtaining trainee feedback on teacher training products.

*25. Cogan, Morris L. <u>Clinical Supervision</u>. Boston: Houghton Mifflin, 1973. 236 p.

A major purpose of this book is to develop and explicate a system of in-class supervision that, in competent hands, will prove powerful enough to give supervisors a reasonable hope of accomplishing significant improvements in the teacher's classroom instruction. Clinical supervision is conceptualized as the interaction of peers and colleagues. It is not unilateral action taken by the supervisor and aimed at the teacher. On the contrary, the teacher is called on to assume almost all the roles and responsibilities of a supervisor in his interaction with the clinical supervisor.

**26. Cole, Henry P., and Musser, Louise S. <u>Field Activities Selected by Preservice Teachers in Traditional and Experimental Programs</u>. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 17 p. Available ERIC. ED 076 575.

An activity Preference Questionnaire was administered to both a group taking an experimental program in education and a group taking the regular program to measure the frequency and variety of field experience in which the students engaged. Results and correlations of results were engaged. Results and correlations of results were plotted to highlight the students' interests. The result indicated a need for independent assessments of student activities as opposed to self-report data and a teacher written report. (Copies of tables are included.)

*27. <u>Competency Assessment, Research and Evaluation</u>. Report of a National Conference, March 12-15, 1974, University of Houston. Chicago: American Association of Colleges for Teacher Education. 272 p.

Includes papers on a variety of topics related to teacher competence and competency - based programs of teacher education. Papers include "Assessing Teacher Competency" (Ward, Morine and Berliner), "Teacher Competency Research" (Rosenshine) and "The Politics of Teacher Competence" (Scribner and Stevens).

11

15

**28. Cooper, James M. Pupil Growth Measures and Teacher Evaluation: Pressing for Practical Applications. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 19 p. Available ERIC. ED 090 297.

The use of pupil growth measures to evaluate the competency of preservice teacher trainees is advocated by many proponents of competency-based teacher education. This paper (_) raises pro and con arguments for the use of pupil growth measures to evaluate preservice teachers, (2) suggests practical applications for the use of various types of pupil growth measures to evaluate teacher trainees, and (3) suggests ways in which these pupil growth measures can be developed and measured.

*29. Copeland, Willis D., and Norman J. Boyan. Training in instructional supervision: improving the influence of the cooperating teacher, pp. 28-38 in Heidelbach, Ruth. Developing Supervisory Practice. Washington: Association of Teacher Educations, 1975. 38 p.

This paper asks the question "How can a teacher preparation institution assist cooperating teachers in working directly with student teachers in an effort to solve teaching problems and improve instruction?" In reply it suggests that assistance may be provided by training cooperating teachers to employ a process of supervision which focuses on chaning teaching behaviour as a method of solving instructional problems.

**30. Crim, Roger D. The Use of the Videotape Recorder in Teacher Self-Evaluation. 1974. 31 p. Available ERIC. ED 106 270.

This document contains five chapters. The first chapter is entitled "The Need for Self-Evaluation." It explains why teacher self-evaluation is necessary and outlines the basic assumptions underlying teacher self-appraisal. Chapter two looks at the value of videotape recorders in providing an objective, neutral record of teaching. Chapter three examines the use of codes-systems used to view class-room behavior from different points of view. This chapter also describes the Roberson Self-Appraisal System. Chapter four describes three programs using videotape. The first is a video inservice program; the second, interaction analysis adapted to videotape; and the third, student teacher self-evaluation. Chapter five presents the summary and conclusions. It stresses the need for a nonthreatening situation for self-evaluation (which videotaping can provide), and a desire on the part of the teacher for improvement.

16

**31. Denton, Jon J. <u>An Evaluation Model for Competency Based Teacher Preparatory Programs</u>, 1976. 15 p. Available ERIC. ED 121 727.

> This discussion describes an evaluation model designed to complement a curriculum development project, the primary goal of which is to structure a performance based program for preservice teachers. Data collected from the implementation of this four-phase model can be used to make decisions for developing and changing performance objectives and program components. This model provides two classes of information: data on program operations and data on student achievement. The initial component (phase one) of the evaluation model serves two assessment functions: student achievement and program effectiveness. This information is obtained from a formative test with objective-type test items. The achievement and perception data collected in phase one provide information for short term maintenance decisions for the coursework preceding student teaching. Phase two involves the confirmation of the stability of the assessment instruments. Two measurement processes constitute this phase: final cognitive assessment and observation of classroom teaching skills. Phase three centers on assessing the ability to apply teaching skills emphasized in the course work preceding student teaching. Phase IV of the model expands the effort to collect "consequence of instruction" information. Graduates of the program are asked to evaluate their preparation after one semester of classroom teaching experience on a brief questionnaire.

**32. Denton, John J. <u>Pupil Perceptions of a Student Teacher's Competence</u>. Paper presented at Association of Teacher Educators Conference, St. Louis, Missouri, February 4-7, 1976. 24 p. Available ERIC. ED 120 153.

> This project was undertaken to develop and validate a pupil response instrument for evaluating the instructional competence of aspiring teachers. Two school districts of moderate size and in close proximity to a university were selected for the project. The sample consisted of the pupils of 96 secondary area teacher candidates completing the student teaching requirement for a teaching certificate during the 1974-75 academic year. An instrument of 55 items was devised in which the pupils responded to each item on a five point scale ranging from agree to disagree. Candidates were requested to select one class section to complete the instrument near the end of the program. The resulting data was treated with a variety of statistical procedures which resulted in the selection of 30 items grouped into nine different factors. Results indicated, however, that the instrument could not be

17

validated for students in grades seven through nine, because
the terminology used was too difficult. It was concluded
that pupil assessment of teaching competence adds a signi-
ficant dimension to the student teaching program from
a measurement viewpoint. However, because the fear of this
practice by student teachers is great, the use of pupil
assessment instruments for determining competence should
be placed in the context of a formative test of self
improvement and not be a final measurement of the candidates'
capabilities to teach.

*33.   DuBey, Robert E., and others. A Performance-Based Guide to
        Student Teaching. Danville, Illinois: Interstate Printers and
        Publishers, 1972. 183 p.

        This book was prepared to provide the student teacher, the
        supervising teacher, and the university supervisor with
        a carefully planned guide for professional growth of
        the student teacher. It contains performance objectives
        for student teaching, suggestions for activities, provisions
        for analyzing the student teacher's progress toward stated
        objectives, and evaluation devices for recording progress.

*34.   Dunkin, Michael J., and Bruce J. Biddle. The Study of Teaching.
        New York: Holt, Rinehart and Winston, 1974. 490 p.

        This book is concerned with teaching as researchers have
        conceptualized it. It provides a summary of the methods,
        concepts, and findings of observational research on
        teaching. Approximately 500 studies involving systematic
        observation of teaching in classrooms were reviewed in
        creating this book.

**35.   Dunway, Lillian R., and Robison, Helen F. Student Teachers Self
        Analysis of Teaching Behavior. Paper presented at the Annual
        Meeting of the American Educational Research Association, New
        Orleans, 1973. 19 p. Available ERIC. ED 083 122.

        Analyses of teaching behavior, transcribed from videotaped
        samples by elementary student teachers, who used a new
        instrument, Baruch Behavior Analysis, were examined for
        accuracy, reliability, quantification, and interpretation.
        The instrument helps the student to analyze himself
        and prescribe improvement for his behavior as to extent
        and patterns of teacher talk, distribution of pupil
        talk, categories of teacher questions, kinds of responses
        teachers make to student verbalizations, and quality of
        teacher's nonverbal behavior. The data indicated that most
        students recognized the need to improve their teaching
        and made specific appropriate recommendations for amelioration.

14

*36.   Dussault, Gilles. A Theory of Supervision in Teacher Education.
       New York: Teachers College Press, 1970. 275 p.

       In this monograph the author brings together what is known
       (findings from research) and what is asserted (professional
       opinion) about supervisors' work with student teachers. In
       an effort to provide direction for future research he turns
       to Carl Rogers' theory of therapy and personality change.
       From that model theory he develops a middle-range theory of
       supervision in teacher education.

**37. Fanslow, Alyce M., and Leroy Wolins. Assessment of Observational
       Items for Use in Competency-Based Teacher Education Programs.
       Paper presented at Annual Meeting of National Council on Measure-
       ment in Education, Washington, 1975. Available ERIC. ED 117 164.

       A 50-item observational instrument was used by cooperating
       teachers and college supervisors to evaluate the compe-
       tencies of 77 home economics student teachers from two
       universities at two time intervals during the student
       teaching experience. Two analyses of variance (AOV)
       for each of the 50 items were used to identify items
       which judges could rate reliably. Intra-class correlation
       coefficients were utilized to ascertain if different ratings
       between student teachers were due to differences in their
       performance. The AOV analyses suggested that judges
       could reliably rate 18 items. Of these, five appeared to
       discriminate between student teacher's performance whereas
       eight did not.

**38. Fortune, Jimmie C., and others. Use of Classroom Distributions
       of Student Achievement Test Scores to Evaluate the Instructional
       Effectiveness of Teachers. Paper presented at Annual Meeting
       of American Educational Research Association, Washington, 1975.
       25 p. Available ERIC. ED 117 170.

       The instructional effectiveness of elementary classroom
       teachers is investigated through the use of distributions
       of student achievement scores. The data used for this
       investigation were reading, language, and arithmetic
       subtest scores on the Comprehensive Tests of Basic Skills
       for fifth and sixth grade public school children. Students
       were classified by their grade equivalent scores on each
       of the subtests. For each teacher in each of the grades,
       the scores were computed for each of their students. Upon
       grouping of students, each teacher received nine data points;
       mean gain scores for slow, average and fast students in
       reading, language and arithmetic. It was then determined
       which cluster of teachers was most effective with certain
       students and then to follow these teachers the second year
       of the study and reinvestigate their effectiveness. Results
       indicate that it may be possible to determine that certain
       teachers are more successful in working with certain types
       of students in various subject areas and at differing abilities.

15

*39.   Gage, N.L. Handbook of Research on Teaching. Sponsored by
        American Educational Research Association. Chicago: Rand McNally
        and Company, 1963. 1218 p.

            Includes chapters on measuring classroom behavior by
            systematic observation and rating methods in research on
            teaching. Reviews the research on teaching various grade
            levels and subject matters.

*40.   _____ . Teacher Effectiveness and Teacher Education: The
        Search for a Scientific Basis. Palo Alto: Pacific Books,
        1972. 226 p.

            This book provides a general review of research on
            teaching. Included is a section on the role of evaluation
            of teaching as a basis for administrative decisions on
            promotion, tenure and pay, as a tool for self-improvement
            on the part of teachers, and as a criterion for use in
            research on teaching. The results and value of feedback of
            ratings to and from teachers is also considered.

**41.   Gaines, W. George. What Focus in the Measurement of Teaching
        Competency? Paper presented at the Mid-South Educational
        Research Association, Memphis, 1975. 6 p. Available ERIC.
        ED 092 571.

            This paper deals with the question of what should be the
            focus of measurement in a competency-based teacher education
            program. Two modes for measuring teaching competency,
            product measurement and process measurement, are contrasted
            and discussed. Product measurement focuses on changes in
            pupil behavior brought about by the teacher while process
            measurement focuses on the teaching act itself. Since
            there is little research evidence that causally links teacher
            behavior with pupil behavior, the simultaneous use of both
            product measurement and process measurement is advised.

**42.   Garner, Raymond A. Competencies Needed by Students in Agriculture
        and Natural Resources Education Prior to Student Teaching.
        Professional Services in Agricultural Education No. 4. East
        Lansing: Michigan State University, 1974. 32 p. Available ERIC.
        ED 110 636.

            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

16

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, instruc-
tional materials and resources, conducting instruction,
supervised occupational experience programs, working with
FFA, evaluating instruction, counseling, maintaining community
relations, and maintaining a professional role) are summa-
rized. Recommendations stress coordination of the segments
of teacher education programs and improvement of these
programs. An appendix containing the checklist of compe-
tencies and accompanying letter conclude the report.

**43.   Geisert, Paul. A Discrepancy Evaluation System for Elementary
School Teachers 1973. Laramie: University of Wyoming, 1973.
32 p. Available ERIC. ED 081 856.

A model for evaluating the professional activities of
elementary school teachers is presented. It is based
on: (1) a systematic process for reporting their
activities; (2) discrepancy evaluation -- the comparison
of goals and objectives with outcomes and (3) product
rather than process evaluation. Teacher activity in
nine categories is assessed -- teaching, curriculum, school-
related activities, student interactions, administration,
service, professional growth, student evaluation, and
test evaluation. The ten steps involved in the evaluation
are described. The evaluation forms are included. An
appendix contains a sample contract for implementing the
discrepancy evaluation models and a list of job targets.

**44.   _____. A Discrepancy Evaluation System for High School
Teachers. Laramie: University of Wyoming, 1973. 32 p.
Available ERIC. ED 081 857.

A model for evaluating the professional activities of
high school teachers is presented. It is based on:
(1) a systematic process for reporting their activities;
(2) discrepancy evaluation -- the comparison of goals and
objectives with outcomes; and (3) product rather than
process evaluation. Teacher activity in nine categories
is assessed -- teaching, curriculum, school-related activities,
student interactions, administration, service, professional
growth, student evaluation, and test evaluation. The ten
steps involved in the evalution are described. The evalua-
tion forms are included. An appendix contains a sample
contract for implementing the discrepancy evaluation models
and a list of job targets.

21

45. Gibbs, Gloria S. _Implications of Learning Theory in a Systems Approach to Supervision._ 22 p. Available ERIC. ED 111 785.

> This report presents the results of a curriculum project which produced an instructional design for field supervision. The primary objective was to operationalize the "systems approach" to field supervision by showing how the theory/practice synthesis, learning theory, and variation of newer instructional designs could be used in the student teaching practicum at the University of Illinois, Chicago Circle Campus. The instructional design, placed in the context of learning theory, consists of nine components and a flow chart model depicting the components and their relationships in achieving objectives applicable to a specific skill(s) or concept needed by the student teacher. Included in the report are guidelines for developing a self-instructional package (SIP) focusing on a specific skill or concept needing mastering by the student teacher. The concomitant use of the SIP based on this instructional design in a learning/teaching classroom setting is intended to (1) provide self-paced, individualized learning for the student teacher; and (2) provide systematic feedback and evaluation of the student teacher's performance by both the classroom cooperating teacher and the college supervisor. A self-instructional package, with self-contained units, developed within the framework of a nine-component instructional system is currently being used to help students acquire specific skills associated with the open classroom concept.

46. Grandgenett, Donald J. _A Comparison of the Ratings Given Ten Teacher Applicants by Ten Public School Administrators after a Traditional Interview and a Videotape Teaching Demonstration._ Omaha: University of Nebraska, 1972. 84 p. Available ERIC. ED 083 183.

> This study determined if added information in the form of a 10-minute teaching demonstration on videotape would significantly change the ratings given 10 teacher candidates by 10 judges in an earlier 15-minute interview. The judges were members of the Omaha school system responsible for interviewing and hiring new teachers. Subjects were second-semester student teachers at the University of Nebraska at Omaha. Statistical results indicated that there were no significant differences between the ratings of judges using only the traditional interview method and the ratings of those benefiting from the additional videotape. However, the lack of agreement among the judges in ranking the candidates in both the interview and the videotaped demonstration may have been significant enough to mask any treatment effect of the videotape. A

18

criterion, and evaluative check list, or some other rating
process that has reliability, needs to be developed by
school systems for the selection of teacher candidates.
(Selected appendixes are included.)

**47.   Grubb, Jane. New Student Teaching Program and the Classroom
Teacher. St. Louis: Association of Teacher Educators, 1972.
16 p. Available ERIC. ED 061 172.

This speech describes a clinical experience program
designed to a) illustrate and demonstrate principles
of practice, b) involve the application and testing
of teaching and learning theory, and c) provide oppor-
tunities for developing competency in a full range of
teaching tasks. Clinical experiences in the school
are composed of three phases: associate teaching, intern
teaching, and pretenure teaching. Associate teaching
is a continuous experience of teaching under close super-
vision. Intern teaching is the acceptance of full
responsibility of a class or classes, again under close
school and college supervision. Pretenure teaching
employs the students as regular teachers with full
salary with supervision available on request. The
supervisory positions include the participating, clinical,
and consultant teacher. A participating teacher shares
his classroom and himself with laboratory students. The
clinical teacher supervises students placed with him for
associate teaching experience. The consultant teacher
supervises two or more pretenure teachers and works in
partnership with other members of a supervisory team.
This program has the potential to satisfy critics of
teacher effectiveness. The program results include
earlier exposure to students, more careful screening
of teacher candidates, and better integration of
clinical experience and theory.

*48.   Haberman, Martin. Guidelines for the Selection of Students
into Programs of Teacher Education. Washington: Association
of Teacher Educators and ERIC Clearinghouse on Teacher Education,
1972. 26 p.

The author reviews research evidence he considers pertinent
to the selection of teacher education students and synthe-
sizes the evidence into 11 criteria for selection. Criteria
include the following: "Admission to professional education
is a professional decision not a student right"; "External
selection must complement self-selection"; "Selection must
assess the potential of candidates to function as continuous
learners."

23

49.   Harper, Frank B.W. Student Teacher Assessment Project. London:
      Althouse College, University of Western Ontario, 1970-71.

**50.   Harrow, Thomas L., and others. An Investigation into Student
       Teacher Problems during Practice Teaching. Paper presented
       at the Annual Meeting of the American Educational Research
       Association, New Orleans, 1973. 8 p. Available ERIC. ED 076 578.

          Problem areas related to student teaching experiences
          were identified in this study. Weekly seminars for
          student teachers were held to collect data on specific
          problems. Fifty problems were identified and then rated
          according to severity by over 300 students. A correlation
          matrix was formed, and a component analysis was performed.
          As a result, items were combined according to component
          loadings. The components were grouped to provide a factor
          base. Five scales were formed: administrative, discipline,
          student peer, motivation, and school policy. Specific
          problems were identified within each scale. The results
          emphasized that student teachers should be provided with
          relevant information concerning administrative functions,
          discipline of students, problems of student peer groups,
          motivation of students, and policies of the school and
          school system. It was recommended that these five main
          problem areas be included as guidelines for curriculum
          development in teacher preparation programs. (A 14-item
          bibliography and one table of data are included.)

**51.   Helsel, A. Ray, and Willower, Donald J. Toward Definition and
       Measurement of Pupil Control Behavior. Paper presented at the
       Annual Meeting of the American Educational Research Association,
       New Orleans, 1973. 19 p. Available ERIC. ED 074 073.

          An attempt is made to define and measure pupil control
          "behavior." In order to measure pupil control behavior,
          an instrument called the Pupil Control Behavior (PCB)
          Form was developed and tested. The 31 custodial and
          34 humanistic items were randomized, and the initial
          version of the PCB Form was administered in 20 schools
          in Illinois (13 secondary and 7 elementary). A total
          of 2,815 usable PCB Forms were collected, representing
          student descriptions of 129 of the 130 teachers who
          participated in the investigation. The mean class size
          for the sample was 21 students. A one-way analysis of
          variance was applied to each of the questionnaire items.
          All of the items survived the analysis of variance test;
          the final PCB Form retained 20 of the original 65 items,
          12 being positive to the humanistic end of the control
          continuum and 8 characterizing the custodial extreme.
          The theoretical range of the scale is from 20 to 100;
          the higher the score, the more custodial the behavior. A

one-way analysis of variance indicated that the scale
differentiates among subjects while clustering within
subjects. A reliability analysis of the form yielded
a coefficient of .92 as estimated by Cronbach's alpha.
To test the general hypothesis that there would be a
positive relationship between custodialism in educators'
pupil control ideology and custodialism in their pupil
control behavior, data were drawn from 43 schools (14
elementary, 16 junior highs, and 13 high schools).
Students described the pupil control behavior of their
teacher, counselor, and principal; teachers, counselors,
and principals completed the Pupil Control Ideology
Form and a personal data sheet. The general hypothesis
was supported.

*52.   Henry, Marvin A., and W. Wayne Beasley. Supervising Student
       Teachers the Professional Way. A Guide for Cooperating
       Teachers. Terre Haute, Indiana: Sycamore Press, 1972. 172 p.

       This book is designed to assist the supervising teacher
       in responding to the responsibilities of working with
       a student teacher. Includes chapters on the supervisory
       conference, on evaluation of student teachers and on the
       supervision of problem student teachers.

**53. Hewitt, Toni. Supervising a Secondary Student Teacher in
       a Foreign Language. Montana Foreign Language Teachers
       Association Bulletin 17:9-16 Apr-My'73. Available ERIC.
       ED 097 797.

       Based on experiences in supervising student teachers
       of French and Russian at the secondary level, this paper
       examines the relationship between the student teacher
       of a foreign language in a secondary school and the super-
       vising teacher in terms of the general and specific
       responsibilities of each. Suggestions and criticisms
       are offered concerning the preparatory work required of
       the supervising teacher, the initial period of the
       practice teaching experience, the role of the college
       supervisor, and evaluation procedures.

**54. Hosford, Phil, and Angela Schroder. Can The X-Factor of Teaching
       be Used in Research?, 1974. 7 p. Available ERIC. ED 100 920.

       For years, an intuitively perceived X-factor seemed to
       help principals, professors, and supervisors announce
       with confidence those who were "really good teachers."
       This study attempted to point the way to gathering data
       objectively with regard to the X-factor. Two specific
       objectives were sought. The first one was to determine
       to what degree the following groups of people, involved
       with teachers in different capacities and roles, may be
       in agreement on the stronger/weaker "teachers" viewed:
       (a) selected 9th-grade students, (b) 9th-grade class,

21

(c) a senior high school class, (d) masters-level students
in a graduate education course, (e) fulltime teachers in a
graduate education course, and (f) doctoral students and
professors in education. A second objective was to determine
if the evaluation of prospective teachers made by the
group of five 9th-graders would correlate at a high level
with the other groups and be reliable enough to serve as
sufficient and representative in the evaluation process
of prospective teachers.

All six groups evaluated the videotaped performance of
sophomores involved in a microteaching assignment. The
results of the collected data showed significant correla-
tions between evaluations made by five 9th-grade students
and by students in both a 9th-grade class and a senior
high school class from different schools within the same
district. Low correlations were found between evaluations
by the five 9th-graders and graduate students, public
school teachers and professors.

*55.   Houston, W. Robert (ed.), and Howsam, Robert B. (ed.).
       Competency Based Teacher Education. Progress, Problems, and
       Prospects. Chicago: Science Research Associates, Inc., 1972.
       192 p. ED 074 017. Not available ERIC.

       This volume is an outgrowth of the 1971 conference on
       competency-based teacher education at the University of
       Houston. The authors deal with topics which concern the
       conference participants. The topics include a) change
       and challenge in teacher education, b) explicit objectives,
       c) curriculum design, d) evaluation of teaching behavior,
       e) consortia, f) implementation of teacher education
       programs, g) certification, and h) national priorities and
       commitments. Reference notes follow each topic.

**56. Howell, John. Performance Evaluation in Relation to Teacher
       Education and Teacher Certification, 1971. 27 p. Available
       ERIC. ED 055 974.

       Any particular teaching performance is limited by
       time and place and must be regarded as only a small
       sample of the large collection of activities called
       teaching. Evaluation is part of teaching, but it may also
       be a separate activity carried on by a third party.
       Evaluation methods differ according to the purpose, whether
       for guidance of preservice teachers, improvement of training
       programs, or certification. For both teacher education
       and teacher certification a major problem is that of
       defining all the kinds of jobs that teachers are expected
       to fill and adequately describing the social and institu-
       tional settings in which the jobs exist. No matter what
       the main reason for the evaluation of a particular teaching
       performance, the evaluator must take some account of what

22

the teacher is trying to accomplish. If teaching
performance is to be evaluated in detail, some theory
of teaching is needed as a guide to how it should be
broken down. Adequate justification for the theory must
be available in some form. A particularly difficult
problem in evaluating teaching performance is that of
gathering sufficient accurate data. If teaching per-
formance is to be judged on the basis of pupil learning,
great care must be used to eliminate major sources of
error in the assessment of learning. Among the many
issues related to the problem of evaluating teacher
performance are racial bias in teacher selection, merit
rating, accountability, differentiated staffing, and
community control of the schools.

**57. Huddle, Donald D. Supervision of Student Teachers: A New
Concept. 27 p. Available ERIC. ED 074 029.

This document describes changes in the traditional
methods of supervising student teachers. These changes
are based on curricular innovations in schools and
universities and the reallocation of currently available
resources. Major changes include the employment of a
Coordinator of Education Field Experiences whose primary
responsibility lies in the direction of curricular
revision, the assignment of professors to spend blocks
of time in the schools to act as resource personnel,
the identification of a school employee who will act
as a Student Teacher Instructional Leader, the develop-
ment of inservice programs, and the development of a
system of identifying and implementing mutual goals
so that the schools and universities become a cooperative
team in teacher and pupil education.

**58. Hursh, Hilda Bengtson, and others. A Pilot Project to Examine
Whether Teachers "Turn On" Only When Observers Are Present.
Paper presented at Annual Meeting of American Psychological
Association, New Orleans, 1974. 17 p. Available ERIC.
ED 107 622.

This report examined the effect of observer presence
and absence on teacher behavior in the classroom. The
study involved two undergraduate teachers in a preschool
classroom serving eight children with special problems.
Observations were made during a 45-minute work-play
period when one of the teachers was in the play area.
One observer recorded the teacher's behaviors behind
a one-way mirror; the other observer was present in the
classroom for 10 minutes of the 20-minute observation
period. Records were kept continually throughout the

27

play period by the observer behind the glass. In this study, physical contact was the teacher behavior observed, and was noted under one of the following categories: (a) teacher physical contact to appropriate child behavior, and (b) teacher physical contact to inappropriate child behavior. When the teachers were asked to increase physical contact with the children, the results showed that teachers carried out the request more when the observer was present than when absent.

**59.   Jackson, Mary Lynn, and Fuller, Frances F. Influence of Social Class on Student's Evaluation of Their Teachers. Appendix D. Austin: University of Texas, 1966. 5 p. Available ERIC. ED 055 984.

The Pupil Observations Survey Report (POSR), a 38-item rating scale, was administered to pupils of 26 female student teachers in secondary schools. Social class origin of the teachers was assessed using the short form of the McGuire-White Index of Social Status. Pupil social class was operationally defined in terms of the social class of the neighborhood from which pupils were drawn. Pupils' POSR responses were factor analyzed using Kaiser's varimax rotation technique and yielded nine orthogonal factors. The factor scores of 28 pupils -- seven males and seven female randomly chosen from each of eight classes evenly divided between lower and middle class --- were submitted to analysis using a triple classification analysis of variance design. Results showed the female pupils tended to perceive teachers as more confident or poised. Middle class pupils rated teachers as more pleasant and effective than did lower class pupils. Lower class pupils tended to like teachers in personal terms more than did middle class pupils. Lower class pupils tended to perceive all teachers as more authoritarian. Lower class teachers were evaluated as more authoritarian by all pupils but especially by lower class pupils. Pupils seemed to prefer a teacher of a different social class except in evaluation reflecting effective communication. There, teachers of the same social class as pupils were rated higher. (Related document is ED 028 148.)

**60.   Kenny, James, and others. How Students See Teachers. 1972. 14 p. Available ERIC. ED 077 221.

A study of student-perceived teacher roles was attempted at four different school levels: elementary school, middle school, high school, and college. In each case, students were asked to give three qualities which characterized the "good" teacher and three qualities which characterized the "bad" teacher. Written responses were

24

then postcoded and scored in one of 18 possible categories according to a protocol adapted from studies at Western Michigan University. Results were compared for students in the different schools and for differences between the sexes. Qualities that became increasingly important in higher school levels were also indicated.

**61. Kleinfeld, Judith. <u>Effective Teachers of Indian and Eskimo High School Students</u>. University of Alaska, 1972. 74 p. Available ERIC. ED 068 246.

The focus of this study is upon analyzing effective and ineffective teachers in terms of their behavior in the classroom, not in terms of their personalities or attitudes. It is suggested that 2 fundamental characteristics distinguish effective from ineffective teachers of American Indian and Eskimo students: (1) a high level of personal warmth, especially warmth communicated non-verbally through facial expression, body distance, and touch; and (2) a high level of active demandingness in the classroom -- demandingness expressed as an aspect of the teacher's personal concern for the student, rather than a concern for subject matter. This study also suggests the need for pre-service and in-service training for teachers to acquire the type of interpersonal behavior that facilitates learning among the Indian and Eskimo students. Teachers of Indian and Eskimo students were observed in 2 boarding schools and in 5 integrated urban high schools during the 1970-71 school year. The focus was on teachers of 9th grade Indian and Eskimo students. The teachers were videotaped to permit a more intensive analysis and interviewed to discuss problems of village students and effective teaching methods. The "Supportive Gadflies," who exhibited personal warmth and active demandingness, appeared to be successful with the Indian and Eskimo students as compared to the other types of teachers (traditionalists, sophisticates, and sentimentalists).

*62. Lang, Duaine C., and others. <u>A Partnership for the Supervision of Student Teachers</u>. Mt. Pleasant, Michigan: Great Lakes Publishing Company, 1975. 180 p. ED 103 365. Not available ERIC.

This book is divided into 10 chapters. The first deals with the historical development of clinical experiences in teacher education. Chapter 2 explains how it was realized in the late 1960's that a true partnership between colleges and public schools was needed if quality laboratory experiences were to exist. Many such partnerships have been developed in the 1970's. Chapter 3 deals with

25

student teaching supervision, pointing out that the
one individual who most influences the student teaching
experience is the supervising teacher. Chapter 4 describes
communication between the supervisor and trainee in terms
of those factors which help to describe the various kinds
of communication devices. Chapter 5 emphasizes the impor-
tance of planning in a teacher training experience.
Chapter 6 gives the reader an awareness of the potential
value of observations, particularly as a growth and
development technique. Chapter 7 emphasizes that each
supervisor must develop the ability to conduct effective
conferences with student teachers. Chapter 8 discusses
ways in which behavior modification can be used in clinical
experiences. Chapter 9 deals with problems that arise
concerning evaluation, and some attempts that have been
made to solve these problems. The last chapter looks at
a number of current trends in teacher education programs.

**63.   Lawson, Dene R. Indicators of Teacher Ability to Relate to
Students. Paper presented at the Annual Meeting of the American
Educational Research Association, New York, 1971. 26 p.
Available ERIC. ED 050 008.

The purpose of this study was to find teacher behaviors
which correlate significantly with a criterion measure
of teacher ability to relate to students. Videotapes of
50 teacher interns were shown to 100 high school students
of three different ethnic backgrounds -- white, black
and oriental. Teachers were rated on ability to relate
to students. Subsequent interaction analysis of the
videotapes identified 51 potential teacher behavior
correlates, 15 of which were found to correlate signi-
ficantly with teacher ability to relate to students.
In general students tended to rate higher those teachers
who 1) lecture in response to student talk, 2) allow
students freedom to initiate discussion, and 3) use
praise extensively in rewarding students. Students
tended to rate less favorably those teachers who 1)
permit silence in the classroom to continue for pro-
longed periods of time, 2) give directions for extended
periods of time, 3) prolong an activity, and 4) ask
questions for prolonged periods of time. No significant
differences were found among mean teacher relatability
scores by main effects of race and sex of student raters.

**64.   Limbacher, Philip C., and Rosenshine, Barak. Relationship of
High-Inference and Low-Inference Observation Measures. Paper
presented at the Annual Meeting of the American Educational
Research Association, Chicago, 1972. 13 p. Available ERIC.
ED 065 550.

30

The correlation between high-inference measures and low-inference observation measures was studied using two groups of social studies student teachers (25 students per group). The high-inference measure for two videotaped lessons was obtained with the 10-item Teacher Performance Appraisal Scale (TPAS), on which pupils rated the lesson on a scale from one to seven. The low-inference observation measures were obtained by having trained observers categorize the vediotapes into the 10 categories of Classroom Interaction Analysis (1A) observation system of Ned A. Flanders. Separate analyses were made for each group. No steady correlations were established between the high-inference and low-inference data. Another study was then conducted in which scores for the individual items comprising the TPAS were developed, and the results were subjected to additional correlation studies with the IA scores. The only consistent correlation was a negative correlation across observations for the high-inference variable "content organized" and the low-inference variable "student talk -- initiation."

**65. Mahan, James M., and Frank K. Lester. A Study of Inter-Relationships Between Three Independent Rankings of Student Teacher Effectiveness and Student Teacher and Supervising Teacher Assessments of Satisfaction with a Year-Long Field Program. Paper presented at Annual Meeting of American Educational Research Association, Chicago, 1974. 16 p. Available ERIC. ED 096 323.

The relationships between rankings of student teachers' effectiveness and the student teachers' and supervising teachers' satisfaction with a year-long student teaching program were assessed. Three independent rankings of student teachers were obtained from (1) 85 student teachers, (2) 46 supervising teachers, and (3) 10 university personnel. In order to measure the degree of satisfaction with student teaching, the Purdue Student Teacher Opinionnaire was administered to all student teachers and supervising teachers. Results indicated that both student teachers and supervising teachers tended to perceive the student teaching experience satisfactorily, but student teachers were significantly more critical of certain aspects of school programs than supervising teachers.

**66. McAteer, John F. Your Student Teacher's Final Evaluation. 8 p. Available ERIC. ED 085 394.

Each confidential statement about a student teacher by his teacher supervisors should be written with one goal in mind, that of offering a candid assessment of a teacher candidate who is being considered for employment by a hiring official. Amidst the current trend

31

toward pass/fail courses, these statements assume an
even higher importance. There are numerous criteria
one can apply in such an assessment. The following are
cited as illustrations: a) the situation (school setting,
educational philosophy of community, social and economic
characteristics); b) teaching experience; c) extra-
Academic initiative; d) personal interaction; e) appearance
and social demeanor; f) preparation versus production;
g) cautious versus curious (mention any innovative ideas
the student teacher may have implemented, especially if
they were less than successful but worthwhile for the
expended effort); h) receptive to suggestions; i)
strengths; and j) deficiencies and attitudes toward
correction.

*67.   Medley, Donald M., Robert S. Soar, and Ruth Soar. Assessment and
Research in Teacher Education: Focus on PBTE. Washington:
American Association of Colleges for Teacher Education, 1975.
38 p. Available ERIC. ED 107 600.

This report deals with "a couple of very important Achilles'
heels" of the performance-based teacher education movement:

1)   the problem of measuring or assessing the performances
or competencies

2)   their validation as behaviors that make a difference
in student learning.

The report includes an exploration of the psychometric
realities of assessment.

**68.   Millar, Dan P. Should You Become a Teacher? -- the Use of
Screening Procedures. Paper Presented at the Central States
Speech Association Convention, Chicago, 1972. 17 p. Available
ERIC. ED 070 110.

This paper presents a screening procedure for potential
teachers of speech that encourages self-appraisal and
provides an opportunity for the student to remove himself
from the program. The author briefly examines past
efforts to predict the performance of potential teachers;
reviews qualities to be looked for in effective speech
teachers; and outlines procedures and instruments for
screening candidates for the classroom.

**69.   Millman, Jason. Task and Administrative Facets of Teaching
Performance Tests raper presented at Annual Meeting of American
Educational Research Association, Chicago, 1974. 9 p. Available
ERIC. ED 090 300.

The teaching performance test is a recently developed
assessment technique designed to sharpen our teacher
competence evaluation procedures. It assesses a teacher's
ability to promote learner mastery of prespecified instruc-
tional objectives during a relatively short lesson
designed by the teacher. The principal contributions
of this paper are the suggestions of what key facets
(i.e., task dimensions and administrative factors) are
crucial in the effective use of teaching performance tests.
The critical dimensions involved in teaching performance
tests fall into two groups -- those associated with the nature
of the instructional objective and those concerned with the
administration of the test.

**70.   Mott, Johanna K., and Sydney L. Schwartz. Using Two Coding
Systems, Teacher Behavior Form (TBF) and Pupil Behavior Form
(PBF) with Classroom Teachers in Field Centers to Shape
Observation and Guidance of Teacher Trainees. Paper presented
at Annual Meeting of American Educational Research Association,
Chicago, 1974. 14 p. Available ERIC. ED 096 318.

The objective of the project was to unify the efforts
of the classroom teacher and the college faculty in
observing and guiding the teacher trainee in classroom
teaching practice. Two coding systems, one on teacher
behavior and one on pupil behavior, were used to establish
a common language for professional dialogue on des-
cription of and prescription for teacher trainee perfor-
mance. The common focus served to coordinate the energies
of all participants in the experimental program. The
project offers a model for coordinating the efforts of
classroom teachers with college faculty in diagnosing
and prescribing teaching practice for teacher trainees
toward the goal of performance-competence. Sample forms
are included.

*71.   Myers, Douglas, and F. Reid (eds.). Educating Teachers: Critiques
and Proposals. Toronto: Ontario Institute for Studies in
Education, 1974. 156 p.

**72.   Nadeau, Gilles G. Validity of Student Ratings of Instruction:
Validity for what Purpose and What Kind. Paper presented at the
Annual Meeting of the American Educational Research Association,
Washington, 1975. 16 p. Available ERIC. ED 110 484.

Four statements formulated after an extensive literature
review on student ratings of instruction are proposed:
(1) we must remember the basic definition of validity,
(2) we must clarify what it is that a particular teacher

33

is trying to do or proposes to do in a given classroom,
(3) we must be clear about defining what we want to
obtain from student ratings, and (4) we must make a
greater effort to measure student performance as a
result of or in spite of what the teacher intended to
do and what actually was done. A Taxonomy of kinds of
validity is presented. The identification of validity
for a particular purpose, situation, and group is
discussed. The need for a more sophisticated analysis
of student rating data, utilizing more recent statistical
tools such as discriminant analysis and multivariate
procedures, is pointed out.

**73.   Okey, James R., and Donald W. Humphreys. Measuring Teacher
Competence. Paper presented at Annual Meeting of National
Association for Research in Science Teaching. Chicago, 1974.
12 p. Available ERIC. ED 090 060.

Presented is a discussion of three types of teacher
competencies: cognitive, performance, and consequence.
The study identifies some methods for measuring out-
comes in each of the three categories. Also discussed
is the problem of designing research studies for investi-
gating teacher effectiveness.

*74.   Ontario Public School Men Teachers' Federation. A Position on
Teacher Education. Toronto: OPSMTF, 1974. 14 p.

Includes suggestions for pre-selection screening and
post-acceptance assessment.

**75.   Painter, Lorene H., and William K. Wiener. Developing Competent
Cooperating Teachers: A Challenge to Teacher Educators.
Hickory, N.C.: Lenoir Rhyne College. 9 p. Available ERIC.
ED 098 231.

This paper describes an inservice program at Lenoir
Rhyne College that is designed to improve the professional
quality of cooperating teachers, aid the college in
continuing a program in formative evaluation with the
goal of improving designs for professional laboratory
experiences, and enrich the student teacher's insight
into his own growth experiences during student teaching.
Initially, cooperating teachers, student teachers, and
education department faculty meet for an orientation
session. The second segment of the program is a series
of three one-hour conferences between the college
supervisor and the cooperating teacher in the public
school setting, with one session involving the student
teacher. These meetings are designed to balance time
and topics with the goals of the program and the needs
of the cooperating teacher. During the sixth week,

30

cooperating teachers visit college classes in their
major academic areas while the student teacher substi-
tutes in their classrooms. This segment of the program
is designed to acquaint the cooperating teachers with
recent changes in basic core course organization and
curricular designs of academic majors. The final seg-
ment is a three-hour session on campus at the close of
the semester. The first two hours are devoted to
professional growth experience for the cooperating
teacher. The student teachers are included in the
final hour which is an evaluative seminar. During
this time an evaluative instrument of the semantic
differential-short answer type is completed.

*76.   Palmer, Tunde, Donald Musella and Steve Lawton. Teacher
       Evaluation: Current Practices in Ontario. Toronto: Ontario
       Institute for Studies in Education, 1972. 47 p.

       The focus of this study is directed primarily at an
       analysis of criteria used for the evaluation of teachers
       and at the identification of various practices and
       procedures employed in operationalizing the evaluation
       process. The study involved a questionnaire survey of
       all school districts in Ontario.

**77.   Papolia, Anthony. Supervision of Student Teachers in Foreign
       Languages: A Practical Guide for Cooperating Teachers.
       Buffalo: State University of New York, 1974. 32 p. Available
       ERIC. ED 098 829.

       This manual was written for cooperating teachers who
       plan to participate in the training of student teachers
       in foreign languages. It begins with a short question-
       naire to be filled out by the cooperating teacher,
       designed to help the teacher decide how he or she
       actually feels about working with a student teacher.
       In the next section of the guide, suggestions are made
       concerning an orientation program for the student
       teacher, followed by a list of suggested activities for
       the first few weeks of the student teacher's working
       session. The sample student teacher observation sheet
       provided next is to be filled out daily by the cooperating
       teacher. A detailed checklist for evaluating the student
       teacher's personal characteristics, general teaching
       ability, foreign language ability, and professionalism
       is presented, followed by suggested criteria for making
       these evaluations. The guide concludes with an analysis
       of foreign language teacher competency requirements.

31

**78. Peck, Robert F., and Veldman, Donald J. Personal Characteristics Associated with Effective Teaching. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, 1973. 14 p. Available ERIC. ED 078 038.

> Objective scores and judges ratings, both based on a complex personal assessment battery, were correlated with a pupil-gain criterion of teaching effectiveness and with a number of observationally derived measures of classroom teaching behavior. Twenty-seven primary teachers were studied who had demonstrated consistent patterns of pupil gain over the previous three years, varying substantially in the degree of gain achieved. The relationships of the assessment-based measures to the teaching effectiveness measures are described. In addition, the objective assessment scores and the judgmental ratings are compared in their predictive power.

**79. Perkins, Lawrence H. Competencies of Trade and Industrial Teachers: As Perceived by Teachers, Supervisors, School Administrators, and Teacher Educators. Tallahassee and Pensacolo: Florida State Advisory Council on Vocational and Technical Education and University of West Florida, 1975. 67 p. Available ERIC. ED 112 067.

> The purposes of the study were: (1) to ascertain the professional competencies needed by trade and industrial teachers to be effective, as perceived by successful trade and industrial teachers, administrators, supervisors, and teacher educators; (2) to ascertain whether the teachers felt that they had the opportunity and instruction available to develop or acquire the competencies needed to teach effectively; and (3) to construct an instrument for administrators to evaluate trade and industrial teachers' performance. The 169 participants identified 164 competencies in rank order of importance; teachers, administrators, supervisors, and educators were in high agreement as to the necessary competencies and their order of importance. It was discovered that teachers have the greatest opportunity to develop or acquire those competencies to which they assigned highest ratings, while they have less opportunity to develop or acquire those competencies to which they assigned lowest ratings. The competencies were grouped into clusters of: (1) essential preservice competencies, (2) important inservice competencies, and (3) competencies to be developed when time permits. A five-page instrument for administrators and supervisors to use in rating the grade and industrial teachers' performance was developed and is included in the document. The findings of the study are presented in tables of data.

36

**80. Peters, Richard O. Classroom Observation Criteria and Techniques.
1976. 12 p. Available ERIC. ED 121 790.

> Classroom observation is an integral part of teacher
> preparation. The observer must enter the classroom
> with a frame-of-reference: knowledge of the teacher's
> goals and objectives, awareness of the climate of the
> classroom, and knowledge of the discipline. Observa-
> tion forms to objectively record classroom interaction,
> assess the learning climate, and to profile the teacher's
> role in the process can be used along with analysis
> of the student's academic performance to indicate the
> teacher's success in attaining goals and objectives.
> (A model for classroom observation which incorporates
> these and additional specific observational techniques
> is provided.)

81. Popham, W. James. Evaluating Instruction. Englewood Cliffs:
Prentice-Hall, Inc., 1973. 15 p. ED 076 036. Not available
ERIC.

> This book consists of six self-instructional programs
> to be completed individually by the reader. Topics
> of the programs are: current conceptions of educational
> evaluation; modern measurement methods; instructional
> supervision; a criterion-referenced strategy; constructing
> teaching performance tests; using teaching performance
> tests; and alternative avenues to educational accountability.
> The latter includes personal, professional, and public
> accountability

**82. _____. Alternative Teacher Assessment Strategies. 1973.
7 p. Available ERIC. ED 087 757.

> This document, noting that teacher evaluation has
> now become a terror for teachers due to legislation
> such as the Stull Act, reviews the major assessment
> alternatives for teacher competence appraisal. The
> author discusses the use and merits of ratings,
> observations, and pupil test performance and finds
> them all to have fatal defects. He then describes as
> a final alternative the use of teacher performance
> tests, which he first advocated for use in the mid-
> sixties. The rationale behind this type of test is
> described as follows: since one of the major diffi-
> culties of comparing teachers for evaluation is that
> different teachers have different instructional
> emphasis, a teacher's ability to accomplish prespecified
> instructional objectives should be measured. The
> teaching performance test accomplishes this by providing
> an identical task for different instructors. Projects
> exploring this method are noted, but further experimen-
> tation is advocated.

33

83. Potter, David, and others. The Relation of Student Achievement and Student Ratings of Teachers. Paper presented at Annual Meeting of American Educational Research Association, New Orleans, 1973. 2 p. Available ERIC. ED 090 139.

> Two conflicting hypotheses are a) that students' ratings of teachers correlate with the students' achievement and b) that they do not. The latter hypothesis is difficult to test under ordinary classroom conditions because of differences in subjects taught and other factors. This defect in design was remedied by randomly assigning 12 English teachers and 12 social studies teachers to classes to which 20 students had been randomly assigned. Each teacher taught the same 2-week course in his own subject area. Students' achievement was measured at the end of the course; all students rated their teachers. A modest relation was found between achievement and ratings in both English and social studies classes. A strong relation between aptitude and achievement is associated with a weak one between achievement and rating.

84. Predicting Success in Teaching. Appleton: Fox Valley Technical Institution, 1971. 58 p. Available ERIC. ED 077 913.

> This is a report on a pilot program in predicting success in teaching conducted at Fox Valley technical Institute. The goals of the program are listed as follows: a) to write a philosophy, objectives, and systematic plan for a pilot program of evaluation; b) to select a personality measurement instrument and an instructor rating scale (for supervisors and students); c) to conduct an in-service program for supervisors dealing with the administration of the rating scale; d) as an ultimate goal, to determine whether predicting teacher success is possible through these means; and e) if nothing else, to collect data to supporting hiring decisions. Findings are included in the text; and scales, tables, and a bibliography are placed as appendixes.

85. Redfern, Goerge B. How to Evaluate Teaching. A Performance Objectives Approach. Worthington: School Management Institution, Inc., 1972. 112 p. ED 077 124. Not available ERIC.

> This book is concerned with the objectives of teacher evaluation, the materials and tools of evaluation, and the utilization of evaluation outcomes. The principal's attitude toward and his vital role in the evaluation process is discussed, and one chapter contains the approach for the performance evaluation of administrators.

38

86. Robinson, H. Alan. <u>Teaching Effectiveness and the Language Arts</u>. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. 10 p. Available ERIC. ED 075 775.

> This paper explores criteria for judging teaching effectiveness in the language arts. The author argues that a number of studies have been concerned with viewing pupil-teacher interaction during instruction, but few have focused on this interaction during the teaching and learning of specific language arts lessons. There is a need for establishing relationships between interaction and pupil success. The author praises a recent study by Frizzi, utilizing and interrelating Mitzel's three classifications for criteria of teaching effectiveness (product -- measure of student growth; process -- social interaction of pupils and teachers; presage -- such predictors as teacher traits and successes on paper and pencil tests, etc.). It is concluded that observation of specific teacher-student interactions during specific types of language arts lessons with some measure of achievement administered may be more useful for viewing teacher effectiveness in the language arts than vague evaluations undertaken in the past.

87. Rosen, Pamela, Ed. <u>Assessment of Teachers</u>. Princeton: Educational Testing Service, 1973. 11 p. Available ERIC. ED 083 322.

> This 53-item test bibliography lists a variety of currently available measures which may be used to assess teachers. Among the devices described are: instruments which are completed by teachers and which provide an indication of their proficiency in or knowledge of both general and specific areas in education; self report attitudinal measures for teachers; instruments which are completed by students and which may indicate their attitudes toward and/or evaluations of a particular teacher or classroom situation which is dependent upon the teacher; and observational devices that may be used to consider such factors as the teacher's competency, teaching style, characteristics and/or interaction with pupils. Information was obtained from the holdings and references of the Educational Testing Service Test Collection.

88. Roth, Robert A., and Peggy Mahoney. <u>Teacher Competencies and Assessment Techniques</u>. Paper presented at Annual Meeting of American Educational Research Association, Washington, 1975. 50 p. Available ERIC. ED 104 838.

35

39

This document analyzes assessment problems related
to teacher competencies and synthesizes diverse
opinions on a variety of assessment concerns found
in educational literature. Part one reviews the
nature of competency statements and their implica-
tions for assessment. Part two discusses various
viewpoints on how competencies should be written.
Part three presents an analysis of literature dealing
with the problems and implications of assessment of
competencies and offers six attributes for discrimi-
nating among criterion measures. Part four discusses
the assessment of knowledge competencies including
mediated stimulus-response techniques. Part five
suggests a rationale for considering teacher outputs
as a measureable competency and as a bridge for
connecting teacher behavior with learner outcomes.
Part six discusses teacher evaluation which is based
on pupil learning. Part seven focuses on consequence
objectives which require the teacher trainee to produce
changes in students. Part eight suggests a way of
assessing experiences. The study concludes with a
summary and a list of references.

**89. Rothberg, Carole, and C.K. Wilcox. The Effects of Pre-Service
Participation upon Performance in Student Teaching. 1974. 6 p.
Available ERIC. ED 100 814.

A pilot study was conducted to determine if a program
providing early classroom teaching contacts for under-
graduate students leads to graduates who are better
prepared. It was hypothesized that participants in
a preservice program would be judged more favorably
in terms of general performance than would past students
who had not had such an experience. Classroom super-
visors of these individuals were asked to evaluate
them in comparison to other student teachers from
Western Illinois University that they had supervised.
Fifteen supervisors were mailed questionnaires, which
made no mention of the student's preservice experience,
and were asked to rate the student teacher "weaker than,"
"same as," of "better than" previous student teachers.
Results indicated that preservice programs favorably
affected performance in student teaching. Some positive
characteristics of the students with preservice training
included a greater speed of adjustment to the class-
room routine and stronger classroom management and
leadership skills. In conclusion, student teachers
who had participated in a preservice program were judged
significantly better than past student teachers on
7 out of 17 items, which supports the intuition that
a preservice program can lead to a better-equipped
graduate.

36

*90.   Sandefur, J.T.   An Illustrated Model for the Evaluation of
       Teacher Education Graduates.   Washington D.C.:   American
       Association of Colleges for Teacher Education, 1970.   51 p.
       Available ERIC.   ED 080 485.

           Following the acceptance and implementation of the
           new National Standards for Accreditation of Teacher
           Education, the American Association of Colleges for
           Teacher Education prepared this model for evaluating
           teacher education graduates as an aid to education
           institutions.   The paper briefly reviews research on
           teachers and evaluation and places the research into
           three thematic clusters: teaching methodology, effective
           climate of the classroom, and characteristics of
           teachers.   On the basis of generalizations drawn from
           this research, the model suggests that the proposed
           evaluative data can be derived from four sources:
           career line data (systematic collection of data on
           wastage from teaching, promotions, advanced degrees,
           writing, and research); direct classroom observations
           (two suggested systems: the Classroom Observation
           Record and a 14-category modification of the Flanders
           system and Hough variation of interaction analysis);
           student, peer, and supervisor ratings (for example,
           the Student Evaluation of Teaching developed by Heldman
           and Peck); and standarized measures.   The document
           closes with recommendations for utlizing the model and
           a discussion of the cost.

*91.   Schalock, H.D., B.Y. Kersh and J.H. Garrison.   From Commitment
       to Practice: the Oregon College of Education Elementary
       Education Program.   Washington: American Association of
       Colleges for Teacher Education, 1976.   132 p.

           A description of the competency-based program at Oregon
           College of Education.   Includes description of assess-
           ment procedures.   An interesting feature of the program
           is its orientation toward research into the measurement
           of pupil learning outcomes and teacher effectiveness.

92.   Scott, N.W.   The Classroom Performance of Education Students
       in Practice Teaching and Internship as Observed by Classroom
       Teachers and College Personnel.   University of Saskatchewan,
       January, 1974.

**93. Seager, G. Bradley, Jr.   Evaluation of a Diagnostic Instrument
       of Supervision.   Paper presented at the Annual Meeting of the
       American Educational Research Association, New York, 1971.   16 p.
       Available ERIC.   ED 052 222.

37

Instructional supervision is regarded as a resource to
be managed by teachers for the improvement of instruc-
tion. Major problems in research on teaching effective-
ness -- operational definition of teaching effective-
ness; systematic description and observation of teaching
behavior; and systematic modification of teaching
behavior in specified directions -- are discussed. The
Diagnostic Instrument of Supervision (DIOS), which
employs student responses, is designed to identify
strengths and weaknesses in the classroom to facilitate
instructional improvement. Its development and evaluation
are described. It is concluded that while teachers
and supervisors use DIOS results in their planning,
they have difficulty effecting changes which provide
more favorable student responses. The instrument,
item scores, and a report to the teacher which presents
and explains DIOS results are included.

**94. Self-Evaluation in Student Teaching. Greenville: University
of East Carolina, 1973. 11 p. Available ERIC. ED 085 393.

The Elementary Education Department at East Carolina
University, in cooperation with the public schools in
the area, has developed a program that involves video-
taping approximately 60 student teachers located
throughout eastern North Carolina. The taping was made
possible through close coordination of university super-
visors, public school personnel, and a technical assistant.
The first phase of the program allowed the student teachers
to be taped once during the quarter by the technical
assistant. A second phase of the program calls for
the student teachers to tape themselves and make these
tapes available to their university supervisors and
supervising teachers for evaluative purposes. As part
of phase two, student teachers will tape themselves more
than once during the quarter. It is felt that additional
tapings will enhance the meaning of this self-evaluative
technique by allowing the student teacher to view his
progress. Prospective student teachers will learn the
basic of operating videotape equipment during under-
graduate methods courses and microteaching sessions.
Equipment used in the second phase is made available
to the school where the teacher is assigned.

**95. Shapiro, Bernard J., and Shapiro, Phyllis P. The Relationship
Between Satisfaction and Performance in Student Teaching. 1971.
14 p. Available ERIC. ED 056 997.

38

The present study explored the relationship between
student teacher satisfaction with the classroom intern-
ship and the assessment of the student teacher's class-
room performance by the master teacher. Subjects were
50 college women randomly selected from seniors enrolled
in the teacher education program of a 4-year Catholic
liberal arts college. Following the subjects' 6-week
experience in an elementary public school, each of the
50 master teachers was asked to rate her student teacher's
overall classroom performance as either unsatisfactory,
marginal, below average, average, above average, or
outstanding. Each of the student teachers was asked to
respond to a 32-item questionnaire developed by Ostrecher
and Aikman to measure the degree of satisfaction with the
student teaching experience. Results showed that those
student teachers seen as either "outstanding" or "unsatis-
factory" by their master teachers are the least satisfied,
while higher levels of satisfaction are characteristic
of student teachers in the "average" ranges. Further,
item analyses revealed that although the high performing
and low performing student teachers are about equally
dissatisfied with their experience, the basis for each
group's dissatisfaction is not the same. It is suggested
that student teaching programs should be more indivi-
dualized with respect to length of experience and degree
of responsibility.

**96.   S:erman, Thomas M. Formative Student Evaluation of Instruction.
TM Report 46. Princeton, N.J.: ERIC Clearinghouse on Tests,
Measurement and Evaluation, Educational Testing Service, 1975.
15 p. Available ERIC. ED 117 199.

Current practices and controversial issues pertaining to
student evaluation of instruction are briefly reviewed
and followed by a discussion of the application of for-
mative evaluation to this endeavor. Two reasons are
generally given for conducting teacher evaluations by
students: identification of good teachers and instruc-
tional improvement. Summative evaluation appears to
provide the identification but does not appear to improve
instruction. The use of summative evaluation alone
ignores the dynamic and process characteristics of
teaching and makes teaching seem to be a static product
which is unchanging and unidimensional. A formative
approach appears best suited to provide information on
improving instruction and should meet these three criteria:
(1) it should be specific to a lesson, objective, or
teaching behavior; (2) it should be conducted frequently;
and (3) it should yield information which may foster

39

the improvement of instruction during the teaching
process. Such evaluation must be an integral part of
the teaching process. In this way a closed feedback
loop is created wherein information may be continually
recycled. Formative evaluation should be embedded in
a series of comprehensive and systematic procedures
designed to evaluate instructional quality. Using
formative evaluation by students effectively and in
concert with other forms and sources of information should
help teachers answer many questions about their teaching
effectiveness and ultimately result in teaching improvement.

97.   Short, N.J. Checklist of Terms and Names Pertinent to
        Assessment and Remediation of Learning Difficulties for
        Teacher Training Participants only. Minneapolis: Minneapolis
        Public Schools, 1971. 3 p. ED 060 033. Not available from
        ERIC.

            This 46-item teacher rating form assesses the respondent's
            knowledge of basic concepts and teaching techniques
            related to the education of learning disabled children.
            The respondents are asked to rate their personal under-
            standing of these terms along a five-point scale, ranging
            from excellent understanding (complete familiarity) to
            poor understanding (unfamiliarity).

**98.   Snider, Sarah J., and William L. Butefish. Student Teaching
        Behaviors Identified by a National Jury as Indicators of
        Success in Sixteen Competency Areas. Paper presented at
        Association of Teacher Educators Conference, St. Louis, Missouri,
        February 4-7, 1976. 23 p. Available ERIC. ED 120 127.

            This study identified specific student teacher behaviors
            which could indicate success in 16 teaching competency
            areas. Part 1 of the study, completed by student teaching
            supervisors, resulted in the identification of the student
            teaching behaviors considered to be indications of
            success in each of the 16 competency areas. Part 2
            resulted in the identification of primary and secondary
            behaviors selected according to mean and modal ratings
            of the behaviors compiled in part 1. The behaviors
            identified were included under the following 16 competency
            areas: (1) open and flexible teaching personality,
            (2) proper perspective of teaching-learning situations,
            (3) adequate health and vitality, (4) effective voice and
            speech patterns, (5) ability to work cooperatively
            with other staff members, (6) ability to profit from
            feedback, (7) maturity of judgment and ability to make
            realistic decisions, (8) command of subject matter, (9)
            competence in preparing effectively for lessons, (10)
            competence in classroom management, (11) competence in

performing a variety of critical teaching tasks,
(12) competence in evaluation of students, (13) com-
petence in motivating learners, (14) fair and just
attitude in dealing with students, (15) competence in
the clinical approach to misbehavior, and (16) commit-
ment to student teaching.

**99.   So ... You Are Getting a Student Teacher! A Handbook of Practical
Suggestions for Cooperating Teachers. Baltimore: Maryland
State Department of Education, 1974. 33 p. Available ERIC.
ED 096 279.

This guide is directed toward the needs of supervising
teachers and focuses on the role of the cooperating
teacher. Part one, "Getting Ready for the Student
Teacher," discusses conducting the initial student
teacher visit and preparing for the student teacher's
arrival by preparing the class, making notes for early
conferences, considering the parents, studying the
student teacher's background, and collecting materials.

Part two, "Developing Competence in Planning and Teaching,"
discusses developing activities to help the student
teacher begin teaching, planning for teaching, confer-
ring with the student teacher, and relating to the
college and the college supervisor. Part three, "Assessing
and Guiding the Student Teacher's Performance," discusses
resolving problems and assessing the student teacher
through classroom observational systems and other
techniques. Two appendixes and a 15-item bibliography
are included.

**100.   Stewart, Michael O., and Schmeidler, John. Attainment of
Behavioral Objectives by Teacher Education Graduates. Hays:
Office of Institutional Research, 1972. 19 p. Available
ERIC. ED 087 764.

The performance of the graduates of the Fort Hays
Kansas State College's teacher education program was
evaluated by their employers to determine the adequacy
of the college's elementary and secondary education
programs. The Kansas State Department of Education
developed two questionnaires, one consisting of 16
performance-related items for rating elementary school
teachers and the other consisting of 12 items for

4 5

rating secondary school teachers. Using a four-point
scale, principals, supervisors, or district heads
completed questionnaires for 39 secondary school teachers
and 21 elementary school teachers. The responses
indicate that a) secondary school teachers attained
a mean score of 35.87 out of a possible 48; b) elementary
school teachers attained a mean of 44.14 out of possible
64; c) 92.1% of secondary school teachers were recom-
mended for employment; and d) 95.3% of elementary school
teachers were recommended for employment. It appears
then that the products of Fort Hays State College's
teacher education program are well prepared in relation
to their peers. However, the smallness of the sample
limits the study, and findings should be considered
tentative until they are validated. Further research
suggestions include a) a replication of this study with
a sample from the three state colleges in Kansas and
b) a combined teacher-employer study in which evaluations
of teachers are compared with those of their employers.

**101. Swartz, Ned K. Divergent Perception of Teaching Effectiveness
by Different Groups of Raters. Paper presented by Annual
Meeting of National Council on Measurement in Education,
Washington, 1974. 17 p. Available ERIC. ED 104 959.

A mail survey was conducted to study the differences
among group ratings of the same instructor. A popula-
tion of 72 teachers of differing background levels,
teaching in the field of trade and industrial education,
was selected. Each instructor was rated by one school
administrator, a local supervisor, two teaching colleagues,
all of the students enrolled in one of the classes
of the instructor, and a self evaluation. Four different
evaluation instruments were developed for the study;
15 items were common to all four instruments and these
were used in the analysis. Significant differences
were found in the performance rating evaluations of
all four groups. Statistical data from the study is
included.

*102. Teacher Evaluation. Bibliographies in Education No. 29. Ottawa:
Canadian Teachers' Federation, 1972. 27 p. Available ERIC.
ED 069 607.

This bibliography, prepared by the Canadian Teachers'
Federation, presents documents covering a 5-year period
concerning teacher evaluation. One hundred twenty-seven
books, 193 articles, and 29 theses are listed. An
introductory statement indicates sources consulted and
where the document may be obtained.

42

*103.   Teacher Evaluation. Bibliographies in Education No. 52. Ottawa: Canadian Teachers' Federation, 1975. 26 p.

>   Lists 150 books and reports, 209 articles and 11 theses which have appeared since the first bibliography on this topic (No. 29) was published.

**104.   Teacher Evaluation: Interface on Learning. Columbus, Ohio: Educational Association, Printing and Mailing Division, 1970. 182 p. Available ERIC. ED 057 008.

>   This document contains papers from a variety of sources related to the topic of teacher evaluation. Following a brief introduction, chapter two provides a definition of evaluation. Chapter three outlines some current problems in appraisal and suggests a new approach. Chapter four contains four models of appraisal procedure: classroom observations, rating scales, the Redfern Model, and the Battelle Self Appraisal Instrument. Chapter five is a review of research on teacher appraisal and teaching effectiveness. Chapter six is concerned with the analysis of research findings. Chapter seven is the official position paper of the Ohio Education Association on teacher evaluation. Chapter eight contains 17 specific suggestions for improving the ability of the individual to perform his assigned responsibilities. Chapter nine gives the teacher evaluation position of the New Jersey Education Association. Chapter 10 lists guidelines developed by the St. Louis Suburban Teachers Association. Chapter 11 includes a selected list of systems and resources on the evaluation of instruction and of educators. Chapter 12 contains the instruments for the evaluation program of the Akron Public Schools and Chapter 13 the program for the Toledo Public Schools. Chapter 14 lists examples of position descriptions, Chapter 15 contains material for administrative and supervisory evaluation, and Chapter 16 gives the fair dismisal standards of NEA.

**105.   Throne, John M. Inappropriateness of Inferential and Insufficiency of Descriptive Statistics in Educational Evaluation: The Problem and a Solution. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. 17 p. Available ERIC. ED 050 019.

>   This paper argues that to be appropriate the evaluation of teaching must occur under circumstances entirely free of the limitations which inferential statistics necessarily impose on teaching. Regardless of whether the statistical, design, and treatment assumptions required for the valid use of inferential statistics in education are met, inferential statistical

43

analysis is still functionally inappropriate. Descriptive statistical analysis, often recommended as an alternative, is also insufficient for evaluating teaching effectiveness. Interpretations or predictions based on descriptive or inferential statistical findings are based on presumed relationships between phenomenal variables which the statistical findings apparently -- but only apparently -- reflect. It is suggested that a viable replacement consists of functional analysis of behavior strategy based on operant conditioning. This method is precisely tailored for the moment-to-moment manipulation required by educational practice.

*106.   Travers, Robert M.W. Second Handbook of Research on Teaching. Sponsored by American Educational Research Association. Educational Research Association. Chicago: Rand McNally and Company, 1973. 1400 p.

The Handbook provides an extensive review of available knowledge that has implications for teaching. It also reviews new ideas that are being explored in this broad area. Includes a chapter by Barak Rosenshine and Norma Furst which criticizes current approaches to the use of direct observation to study teaching. Also includes a chapter by John McNeil and James Popham on the assessment of teacher competence.

**107.   Veldman, Donald J. Comprehensive Personal Assessment System for Teacher Education Programs. 26 p. Available ERIC. ED 078 089.

A teacher assessment system is presented which holds that there is no ideal teacher and that to maximize the potential of an individual during a teacher education program, each candidate must be known as a unique person. This system has the following characteristics: (1) design for administration through a central office, and (2) need for a psychologist as director. Data files will be maintained in a central locked office, with restricted access. Initial assessment of the teacher will take into account the following factors: (1) vision, hearing and speech, (2) academic ability, (3) academic performance, (4) adjective self description (ASD), (5) self-report inventory (SRI), (6) one-word sentence completion (OWSC), (7) directed imagination (DI), (8) biographical information (BIO), and (9) concerns of teachers. Final assessment covers the following: (1) teacher evaluation form (TEF), (2) student evaluation of teacher (SET), and (3) exit interview form. The primary purpose of the entire system is the enhancement of the value of the teacher education experience to the individual students who go through the program. Other aspects of the system include services to students, retention/termination

44

decisions, services to faculty and administration, and adjunctive research oriented procedures.

**108.   Veldman, Donald J. <u>Pupil Evaluation of Student Teachers and</u>
<u>Their Supervisors</u>. Austin: University of Texas, 1969. 6 p.
Available ERIC. ED 051 138.

> This report is the first completed study from a
> larger project called Teacher Aides in a Secondary
> School. Pupils in 55 seventh-grade public school
> classes completed the Pupil Observation Survey
> Report (POSR) twice -- once to describe their
> student teacher and once to describe the regular
> (cooperating-supervising) teacher. All teachers
> involved were female. Analyses of variance of the
> six factor dimensions of the POSR indicated that
> the student teachers were seen as more friendly,
> cheerful, lively, interesting, and directive, but
> as less poised, knowledgeable, and firmly control-
> ling than their supervisors. The difference in
> general evaluation of the two groups was not sig-
> nificant. Correlations between the POSR scores of
> the student teachers and their supervisors were
> significant only for the factors called Non-Direct-
> ive (r-.57) and Firm Control (r-29). These results
> are consistent with the hypothesis that the regular
> teachers "set" the classroom atmoshphere and activity
> structure before the student teacher arrives on the
> scene to handle the class by herself. The findings
> are relevant to any research employing pupil eval-
> uation of teacher behavior and support the validity
> of the POSR as a specific tool for such measurement.

**109.   Veldman, Donald J. <u>Student Evaluation of Teaching</u>. Austin:
University of Texas, 1970. 17 p. Available ERIC. ED 055 979.

> On the basis of previous research with the 38 - item
> Pupil Observation Survey (POSR), used for evaluation
> of student teachers by their pupils, two central
> items for each of the five POSR factors were select-
> ed and reworded slightly for a new instrument. Named
> the Student Evaluation of Teaching (SET), the instru-
> ment was simulated for old POSR item data and the
> factor structure was reconfirmed. A FORTRAN routine
> for scoring the instrument is provided, as well as an
> example of output from another computer program which
> generates verbal summary reports from class-grouped
> data. A copy of the SET instrument is also included.
> Interpretation of SET profiles is discussed briefly.
> It is suggested that feedback of SET results is most
> effective in a context where both the student teacher

49

and her supervisor study the profile of scores and
discuss its implications.

**110.   Veldman, Donald J., and Brophy, Jere E. Measuring Teacher
          Effect on Pupil Achievement. Paper presented at a symposium
          ·of Annual Meeting of the American Educational Research Assoc-
          iation, New Orleans, 1973. 7 p. Available ERIC. ED 076 708.

          Four successive years of Metropolitan Achievement
          Test scores of all second- and third-grade pupils
          in a large Southwestern urban school system were
          used to compute mean residual gain scores for 170
          teachers who taught during the three focal years.
          Alternate regression models were compared for pre-
          cision in estimating the magnitude and consistency
          of teacher influence on pupil achievement. Consist-
          ency was examined across MAT subtests, pupil sex,
          and the three focal school years. Thirty-one of the
          most consistent teachers were intensively studied
          with self-report instruments and classroom observa-
          tions.

**111.   Verner, Zenobia Brown (ed.). Indicators of Competence for
          Secondary Student Teachers at the University of Houston (Main
          Campus). 1975. 25 p. Available ERIC. ED 111 797.

          This report defines 16 designated program competen-
          cies of the University of Houston's competency
          based teacher preparation program and then lists
          the indicators of each competency. The indicators
          are separated into three categories, which include
          (1) behavior of student teachers before or after
          class, (2) behavior of student teachers during class,
          and (3) behavior of students during class. The
          identification of indicators was deemed necessary
          to ensure that the teacher preparation program was
          competency based.

**112.   Warner, Allen R. (comp.). The Selection and Training of
          Supervising Teachers: A Bibliography. Pierre: South
          Dakota State. Department of Public Instruction, 1967.
          199 p. Available ERIC. ED 076 593.

          This is a selected unannotated bibliography of
          material on the selection and training of co-
          operating (or supervising) teachers. A main
          criterion of the selectivity of this bibliography
          was recency of materials. The bibliography is
          divided into sections of commercially published
          works, ATE publications, periodical articles,
          doctoral dissertations, and workshop training
          kits.

46

113.   Washington, Eva. Expert Teacher Action Program. California:
        Fearon Publishers / Lear Siegler Inc., 1971. 18 p. ED 065 451.
        Not Available ERIC.

            The expert teacher action program is to improve class-
            room teaching performance. The program has been
            tested in workshop sessions involving more than 1,200
            educators representing 50 school districts. A set of
            standards, consisting of 25 variables, lead to the def-
            inition of expert teaching. Each variable deals with
            a major aspect of the duties of the professional teacher.
            The book details procedures for becoming a skilled ob-
            server of classroom actions and conditions. It then
            explores methods of evaluating observations on the basis
            of the variables. School administrators who have par-
            ticipated in the program have gained new awareness of
            the performance of the expert teacher enabling them to
            give greater support to the classroom teacher. Student
            teachers are given the opportunity to differentiate
            between the degrees of importance of classroom actions.
            The program also includes a self-evaluation guide for
            teachers. Teachers and administrators who have par-
            ticipated in the program have developed a high degree
            of proficiency in evaluating classroom actions. More
            significantly, they have increased their proficiency
            in self-evaluation, which is invaluable to the pro-
            fes   growth of a career teacher. Appendixes contain
            detailed material used in the program, including the
            self-training program for in-service teachers, film
            observation practice score sheet, and classroom ob-
            servation practice score sheet.

                            B. Articles

114.   Abraham, Michael R., and Dorothy M. Schlitt. Verbal interaction:
        a means for self-evaluation. School Sci and Maths 73:678-686
        Nov'73. EJ 090 065.

            Describes and explains an instrument (SATIC) developed
            at Florida State University which allows teachers to
            make an objective self-evaluation regarding verbal
            behavior. The instrument is designed to measure the
            type and amount of verbal behavior exhibited by a
            teacher during a lesson.

115.   Anders-Richards, Donald. Teaching practice: assessment pro-
        cedures. Ed for Teaching no. 88: 53-54 Summer '72.

47

*116. Andreyka, Robert, and Blank, Bill. A checklist for the evalu-
       ation of competency based teacher education programs. Edu-
       cational Technology 16:34-37, January 1976.

            As more and more institutions and districts develop
            competency based teacher education programs, the
            need arises for a means of formative evaluation to
            ensure program quality. This article describes an
            instrument which would fulfill this need.

*117. Arnstein, Robert. Trial by Jury: a new evaluation method.
       II. The outcome. Phi Delta Kappan 57:188-190 November 1975.

            The Indiana University experience should not be
            taken as "proof" that the judicial evaluation
            approach works or does not. The evidence is that
            this type of adversary proceeding needs improve-
            ment, that it holds great promise, and that the
            next attempt should tell us more.

119.   Aren, Samuel D., and others. What happens to marginal student
       teachers? Improving College and University Teaching 19:129-31
       Spr'71. EJ 042 345.

120.   Babin, Patrick. Supervisors look at themselves. Instr'l Dev
       2:1,3,6 Nov'70. EJ 028 263.

            Describes an institute which trained supervising
            teachers in techniques of evaluating teaching.

121.   Barsalou, Judith M. Student Evaluation of staff in secondary
       schools. NASSP Bulletin 58:10-14 Feb'74. EJ 090 652.

            Article explores several questions about the value
            of student evaluation of teachers, and describes
            one school's experience with student evaluation.

*122. Bassin, William M. A note on the biases in students' evalu-
       ations of instructors. Journal of Experimental Education
       43:16-17. Fall 1974.

            This article demonstrates that a significant
            pattern of bias is discernible in students'
            evaluation of instructors. Low grades and
            a high level of quantitative content lead to
            low evaluation scores, and vise versa. Al-
            though the R^2 values for the regression co-
            efficients are low (about 10 percent), the
            average impact of grades and quantitive
            orientation on instructor's percentile rank-
            ings is material.

52

123.   Bennie, William A., and Patricia Ann Graham. In-service
        education of the supervising teacher. Contemporary Ed
        43:295-97 May'71. EJ 039 558.

            Results of a survey of in-service programs offered
            by schools of education.

124.   Boeck, Marjorie A., and Clarence H. Boeck. Pupil rating of
        preservice science teachers. Sci Ed 56:557-562 Oct-Dec'72.
        EJ 069 721.

            Describes grade 7 and 8 pupil evaluation of 1970
            and 1971 junior microteachers in terms of their
            personality, relationships to pupils, teaching
            procedures and classroom control. Indicates
            that pupils' critiques found acceptance with
            student teachers and college supervisors.

125.   Bolen, John E. The dilemma in evaluating instruction. Nat'l
        Elem Principal 52:72-75 Feb'73. EJ 077 769.

            Discusses the three vital factors upon which infor-
            mation derived from an evaluation instrument depends:
            (1) the criteria by which teaching performance is
            judged, (2) the reliability and validity of the
            acquired data, and (3) the comparison of the evidence
            against the criteria.

*126.   Brayne, R.C., and C.C. Wood. Faculty concensus: is it necessary?
        Man J Ed 7:31-41 Je'72.

127.   Breiter, Joan Catherine. Measured self-actualization and student
        teacher effectiveness. Improving College and Univ Tchg 23:16-18
        W'75. EJ 112 828.

            Discusses whether a healthful personality is a nec-
            essity for a teacher to be effective.

128.   Britton, R.J., and G.O.M. Leith. An experimental evaluation of
        the effects of microteaching on teaching performance. Aspects
        of Ed'l Technology 6:262-8 1972.

            Performance measured during first school practice.

129.   Broudy, H.D., and William K. Applegate. J Amer Assoc of Teacher
        Educators in Agriculture 16:1-7 Nov'75. EJ 125 447.

130.   Brown, William R. Checklist for assessment of science teachers
        and its use in a science preservice teacher education project.
        J Res in Sci Teaching 10,3:243-249 1973. EJ 086 702.

            Describes the development of two forms of the
            Checklist for Assessment of Science Teachers

49

and their application to preservice teachers.
Reveals that differences in classroom activities
and student-teacher relationships are found
between the treatment and nontreatment teacher
groups, but not in teacher personal adjustment.

*131.   Bryson, Rebecca. Teacher evaluations and student learning: a
re-examination. J Ed Res 68:12-4 Sept'74. EJ 106 603.

This article describes a study conducted to reexamine
the question of the relationship between teaching
skill as evaluated by college students and teaching
skill as evidenced by how much the instructor's
students learn.

132.   Buethe, Chris, and Timothy Pettibone. Evaluating student teacher
behavior -- three views. Teacher Educator 9:36-40 Aut'73.
EJ 088 708.

Three groups (student teachers, students, and super-
vising teachers) were involved in an experiment that
sought to answer the question, do student teachers
see themselves as others see them?

133.   Burgess, William V. The competencies student teachers say
they need. Calif J Teach Ed 2:1-4 Win'75. EJ 125 051.

134.   Burnside, Houston, M. Evaluating student teachers objectively.
Instructor 84:166, 168-70 Oct'74. EJ 102 116.

Article provides guidelines for supervising teachers
or supervisors to keep in mind when evaluating a
student teacher.

135.   Bushman, John H. Are teachers playing "statue" in the classroom?
NASSP Bulletin 58:25-37 Dec'74. EJ 106 950.

Principals, this author says, must allow teachers to
appraise themselves. Introducing teachers to
observation systems and inviting them to participate
will give them the impetus to improve their teaching
through increased self-knowledge.

136.   Butcher, Russell H., and Richard A. Heaps. Predicting student
teacher effectiveness. J Student Personnel Assoc for Teacher
Ed 12:82-86 Mar'74. EJ 094 368.

Examines the relationship between evaluations of
four pretraining screening activities designed
to approximate behaviors teachers are likely
to perform and supervisor ratings of student
teacher effectiveness.

54

137.   Byers, Charles, and Harold Binkley. The role of conferencing
       in developing a competent student teacher. Agricultural Ed Mag
       48:116-7 Nov'75. EJ 125 502.

*138. Caldwell, Bruce G. Differentiated staffing and collegial evalu-
       ation. Ed'l Tech 11:7 Jun'71. EJ 042 335.

           The author lists general characteristics of
           an approach to evaluating teaching staff which
           emphasizes improving teachers' performance
           rather than criticizing their mistakes.

139.   Carr, Glenna Dodson. Video recordings of practice teachers.
       J Bus Ed 50:159-60 Jan'75. EJ 110 537.

140.   Chaney, Lillian Hunt. A rating instrument for evaluating student
       teachers of skill subjects in business. Delta Pi Epsilon J 17:30-7
       Aug'75. EJ 123 785.

141.   Chapman, L. John. Assessment and evaluation in teacher training.
       Dudley Ed'l J 1:47-52 Spring'72.

           Assessment of teaching practice.

*142. Cheong, George S.C. Predicting practice teaching performance
       from experimentalism and dogmatism ratings. Manitoba Journal of
       Education 7:31-35 November 1971.

           A review of the literature indicated that though
           Rokeach's Dogmatism Scale (1960) or the D Scale
           and Brown's Experimentalism Scale (1968a) or the
           X Scale have been repeatedly used since their ap-
           pearance, they have not been used to predict
           teaching performance. Therefore, the purpose of
           his study was to investigate the relation between
           the degree of experimental attitude, dogmatic
           attitude, and practice teaching performance. The
           hypotheses of this study were: (a) There is a pos-
           itive correlation between experimental attitude and
           teaching performance. (b) There is a negative
           relation between dogmatic attitude and teaching
           performance.

143.   Chiu, Lian-Hwang. Influence of student teaching on perceived
       teaching competence. Perceptual and Motor Skills 40:872-74
       June'75. EJ 125 728.

           Concludes that as a group, student teachers'
           perceptions of their teaching effectiveness
           agreed with that of cooperating teachers.

55

144.   Clawson, Barbara N., and M. Marguerite Scruggs. Performance
       and attitude of student teachers as affected by two grading
       systems. Home Ec Res J 3:103-13 Dec'74. EJ 112 086.

           Findings of a study conducted at Iowa State
           University. Ames, indicated student subjects
           were not affected by the use of pass-fail
           grading, and the student teachers were less
           anxious and more positive about their relation-
           ship with their cooperating teachers under
           pass-fail than under A-F grading.

*145. Copeland, Willis D. The relationship between microteaching and
       student teacher classroom performance. The Journal of Educational
       Research 68:289-293 April 1975.

           The assumption that laboratory training in
           specific teaching skills is directly related
           to classroom performance was tested for a sample
           of 32 elementary student teachers. Eight to 20
           weeks after laboratory training of experimental
           groups and testing to verify initial traning
           effect, samples of teaching performance of all
           Ss were recorded in the student teaching class-
           rooms. These recordings were coded for exhibition
           of target skills by application of a low-inference
           category instrument which yielded scores represent-
           ing rates of occurrence of the target skills by the
           experimental and control groups revealed no signi-
           ficant differences. These results are discussed
           in terms of the possible causes of such a lack of
           significant relationships between groups.

*146. Cortis, Gerald A., and A. Joan Dean. Teaching skills of pro-
       bationary primary teachers -- a follow-up survey. Ed'l Res
       14:200-3 Jun'72. EJ 061 838.

           One hundred and nineteen probationary teachers, the
           subject of an earlier survey, were assessed by their
           head teachers after one year of teaching. The im-
           plications of the findings are discussed in terms of
           present practice and future development.

147.   Cross, W.K., and Y.D. Yore. Micro-teaching: one component in
       a system approach to training elementary teachers. ACIT News/Bul
       CATP 2:14-16 Ap'73.

*148. Davis, Sam, and Barbara Gross-Davis. Assessing teacher effectiveness
       based on student learning Cal J Ed Res 25:86-91 Sept'74. EJ 108 280.

           An evaluation model based on Scriven (1972) is
           presented for assessing teacher effectiveness

52

in a beginning architecture design class using
student learning gains.

*149.   Denham, Carolyn H. Criterion-referenced, domain-referenced
and norm-referenced measurement: a parallax view. Ed'l Technology
15:9-13 Dec'75.

Article discusses the three types of testing,
their characteristics and degree of overlap.
Suggestions for item selection are included.

150.   Detzner, Daniel F. Teacher evaluation: a self-appraisal method.
The General College Studies 11,1:1974-75. Available ERIC. ED
102 099.

In recent years there has been an increasing
demand for accountability and evaluation of
teachers. One nonthreatening method that
might be used by teachers to evaluate and
improve their classroom performance is self-
appraisal. The experiment in this document
uses the Teacher Self Appraisal (TSA) obser-
vation system which divides the teaching act
into three categories: (a) methods, (b) ob-
jectives, and (c) expressions. By video
taping classes and using these categories, it
was hoped that the teacher would be able to
recognize deficiencies and improve performance.
Six tapings were made at two-week intervals, and
after each session the tape was viewed and
analyzed. Stops were made at 15 second inter-
vals, and the teacher determined what was going
on according to the above categories. The tape
was then analyzed in terms of the teachers'
goals for the class. In this particular case,
the teacher was able to identify various deficien-
cies and problems after viewing the tapes. By the
time the last tape was finished (and after much
effort towards self-improvement on the part of the
teacher) a definite improvement was obvious. (Ap-
pendixes describe the TSA observation system and
contain a sample work sheet and results of the
video taping.)

151.   Dieter, Donn L. Biology teacher evaluation: factors significant
in the process. J Res in Science Tchg 12:139-146 Apr'75.
EJ 126 473.

Describes a study which investigated the criteria
which judges use to assess biology teachers. Chi-
square analysis of the answers on a questionnaire
sent to judges of the Outstanding Biology Teacher
Award program revealed that specific criteria exist

53

which are significant to competent judges. Also,
various judges do value specific criteria differently,
and this difference is related to the judge's
specific occupational status.

152. Dimmitt, Norma M. Evaluation of sixth cycle teacher corps intern
teaching competence. <u>College of Ed Record</u> 40:11-16 Nov'73.
EJ 087 022.

> This article details the procedures and results
> of the evaluation of intern teaching competence
> in the Teacher Corps Project, Sixth Cycle, orig-
> inated in August 1971.

*153. Doyle, Kenneth O., Jr., and Susan E. Whitely. Student ratings
as criteria for effective teaching. <u>Amer Ed Res J</u> 11:259-74
Sum'74. EJ 108 432.

> A rating instrument was administered to students
> in a multi-section beginning language course.
> "Across-" and "between-sections" data were studied.
> Results indicated that student ratings overlap
> with classroom achievement, yet possess a unique
> component.

*154. Doyle, Walter, and Olszewski, Ronald W. Colleague interaction
and teacher performance. <u>Education</u> 95:276-279 Spring 1975.

> Inservice education programs typically focus on
> individual development and ignore the environment
> in which teaching occurs. The paper analyses the
> colleague interaction network as a factor in-
> fluencing teacher performance and as a target for
> staff development activities. A review of recent
> studies suggests that structural and attitudinal
> barriers restrict meaningful task-related colleague
> interaction among teachers. Research in open
> space and multiunit environments indicates, however,
> that it is possible to modify the amount and
> quality of colleague interaction in schools and
> that increased interaction does affect teaching
> practices.

*155. Drumheller, Sidney, J. Evaluating teachers through a jaundiced
eye. <u>Ed'l Techn</u> 14:17-22 July'74.. EJ 101 269.

> Author argues that most teacher evaluations,
> because of their lack of essential information
> and evaluation skills, revert to criteria they
> think they can handle -- picking out the socially
> sophisticated "nice guy".

54

156. Duncan, David R., and Bonnie H. Litwiller. Guidelines for the
      evaluation of student teachers in mathematics. Sch Sci and
      Maths 72:430-432 My'72. EJ 057 452.

157. DuVall, Charles R., and James A. Yutzey. A program to train
      skilled supervisors of student teachers. Supervisors Q
      6:24-27 Spr'71. EJ 037 774.

         Describes program at Indiana University at South
         Bend.

158. DuVall, Charles R., and Wayne J. Krepel. The use of videotape
      recordings in the analysis of student teaching performance.
      Teacher Educator 7:12-16 F'71. EJ 048 735.

159. Dyer, Mary. Research developments. Amer Ed 10:38-9 Nov'74.
      EJ 105 248.

         The aim of these NIE programs is to supply infor-
         mation about what teachers do that helps their
         students learn more and thus what skills prospect-
         ive teachers should be taught in order to be
         effective.

160. Ediger, Marlow. Evaluation, open spaces, and the child.
      Social Studies J 4:35-6 Fall'75. EJ 126 931.

         Guidelines for the evaluation of teachers and
         administrators in open space education are
         provided.

161. Edwards, Scott. A modest proposal for the evaluation of teaching.
      Liberal Ed 60:316-326 Oct'74. EJ 106 118.

         It is suggested that the total faculty organize
         itself for systematic evaluation of the teacher
         by his peers.

162. Eggleston, James, and Mick Youngman. "High failure rates will
      persist until selection procedures are improved". Times Higher
      Ed Supl no. 197, 1 Aug'75, p.9.

         A survey of performances of B ED students.

*163. Egnatoff, John G. A new look at evaluating teacher performance.
      Ed Canada 11:19-21 Dec'71. EJ 050 301.

         Teacher performance evaluations should be teaching
         learning centered; planned and continuous; co-
         operatively designed and implemented.

59

*164.   Elliott, Arthur. Predicting success in teaching. <u>Alberta</u>
         <u>Journal of Educational Research</u> 17:69-75 June 1971.

                 A random sample of 60 graduates of the Simon Fraser
                 Professional Development Program was used to
                 study predictors of success in professional teach-
                 ing. The criterion variable "success" was defined
                 as the level of teaching performance as rated on
                 a five-point scale by supervisors in school systems.
                 The predictor variables found to be most closely
                 correlated with success were (1) the student
                 teachers' grade in Education 405, a 16-week experience
                 in the classroom; and (2) the students' matriculation
                 (grade 12) average. By means of a step-wise regres-
                 sion analysis it was possible to develop a predictor
                 equation. The multiple correlation coefficient be-
                 tween predictors and criterion after appropriately
                 weighting the three best predictors was found to be
                 49.

165.   Elliott, Velma L. Peer evaluation for teachers? why not?
         <u>Elementary English</u> 51:727-30 May'74. EJ 100 910.

                 anels of teacher-selected classroom teachers
                 should evaluate both faculty and administration
                 performance.

*166.   Elmore, Patricia B., and John T. Pohlmann. An automated instructor
         evaluation system. <u>AEDS Journal</u> 8:108-116 Sum'75. EJ 125 861.

167.   English, Joseph C. The university supervisor of student teachers.
         <u>Improving Coll and Univ Teaching</u> 19:157-58 Spr'71. EJ 041 799.

*168.   Esposito, James. Supervisor personality and task preference.
         <u>The Journal of Experimental Education</u> 42:17-20 Spring 1974.

                 The purpose of the study was to determine what relation-
                 ships existed among the personality of instructional
                 supervisors as reflected in a disbelief-belief and
                 measured by the Rokeach Dogmatism Scale and the tasks
                 they performed and preferred to perform. A survey
                 questionnaire was employed as the research method
                 and included a sample of 274 instructional super-
                 visors. Data were analyzed through the use of one-
                 way analysis of variance which yielded F statistics
                 and t-tests which yielded t values in order to test
                 the null hypotheses at the .05 level of confidence.
                 The study revealed a significant difference with
                 respect to the performance and preference of certain
                 supervisory tasks by open and closed-minded super-
                 visors.

56

*169.   Fisher, Robert J. External examiners for final teaching practice
          in England. Education 92:54-6 Sept-Oct'71. EJ 045 809.

 170.   Fontana, D. What do we mean by a good teacher? Pages 72-7 in
          Research Forum on Teacher Education. Slough: National Found-
          ation for Educational Research, 1972.

               Describe research to construct a rating scale to
               be used in assessment of teaching practice.

 171.   Foth, Dennis L. Evaluative devices as learning opportunities.
          Can J Higher Ed 5,1:65-72, '75. EJ 131 212.

               Thirty-three third and fourth-year university
               students reported their preferences for eight
               evaluative devices. The most preferred: a pool
               of options from which they could select two in
               addition to a final exam. Preparation for exams
               was considered a better learning opportunity
               than a research paper or similar assignment.

 172.   Friedrich, Gustav W., and William D. Brooks. The use of system-
          atic observation instruments for the supervision of teaching.
          Speech Teacher 19:283-88 Nov'70. EJ 029 793.

               Includes a brief summary of numerous existing
               systematic observation schemes.

 173.   Gale, H.P. Teacher education: evaluating practical teaching in
          secondary schools. Paedagogica Europaea 8:132-7 1973.

 174.   Gallo, Donald R. Needed alterations in student teaching super-
          vision. English Ed 3:105-09 W'72. EJ 053 843.

               Examines the problems encountered between student
               teachers, public school teachers, and the college
               supervisors. Suggests that more favorable re-
               lationships would result in more rewarding ex-
               periences for all.

*175.   Goldberg, Gale, and Cathleen Kubiniec Mayerberg. Emotional
          reactions of students to nonverbal teacher behavior. J Exp Ed
          42:29-32 F'73. EJ 090 349.

               Purpose of study was to determine how students
               evaluated the affective behavior of their
               teacher when that behavior reflected positive,
               neutral, and negative affect, respectively.

*176.   Groh, L.D. Changing the role of the faculty consultant. Alberta
          Engl 14:24-7 Spring'74.

57

177.   Gruen, Barbara, and Gregory Ball. Let's evaluate evaluation.
       School Counselor 21:228-229 Jan'74. EJ 092 450.

          This paper calls for a reevaluation of the
          evaluation procedures of counselors-in-training.
          Specifically, it advocates making evaluation
          educational rather than judgmental.

178.   Hardy, Clifford A. Student teaching and the pass-fail system
       of evaluation. College Student J 9:80-81 Feb-Mar'75. EJ 120 709.

          Study was designed to measure student attitudes
          toward the pass-fail system of evaluation for
          the student teaching sequence. Questionnaire
          was administered to 158 student teachers and to
          32 faculty members. Results of the chi-square
          analysis indicated that student and faculty at-
          titudes were strongly positive.

179.   Harste, Jerome C., and others. Toward validating reading teacher
       competencies. Teacher Education Forum 3,9:   Mr 1975. Available
       ERIC. ED 109 654.

          Two studies are reported which represent an
          attempt at operationalizing the first step of
          a seven-step strategy for validating reading-
          teacher competencies. That step is to develop
          a procedure whereby the profession might identify
          the components of reading maturity at various
          levels. The paper discusses and explores the
          following three assumptions which underlie the
          first step and on which the viability of the
          model depends: (1) agreement among groups of
          reading educators is possible; (2) pupil out-
          comes can be identified which are acceptable to
          reading educators; (3) once identified, these
          outcomes can be ordered as to their saliency at
          various reading levels. In the first study, 13
          reading professors at a midwestern university
          were polled. Twelve pupil outcomes were generally
          accepted and ranked with the broad areas of at-
          titude and comprehension considered most important
          to reading maturity as pupils exit from elementary
          school. When primary and intermediate reading
          teachers were polled, they too accepted the 12
          pupil outcomes, were able to rank these outcomes,
          and were in general agreement within their sub-
          group. However, elementary teachers ranked
          decoding skills as most important.

62

*180. Heichberger, Robert L., and James M. Young Jr. Teacher per-
ceptions of supervision and evaluation. Phi Delta Kappan
57:210 Nov'75. EJ 125 825.

 Teachers acknowledge the need for supervision and
 evaluation in the schools, and they want to take
 part in developing or selecting evaluation in-
 struments so they will be familiar with the criteria
 against which they are to be judged.

*181. Heitzmann, Wm. Ray, and Starpoli, Charles. Teacher characteristics
and successful teaching. Education 95:298-300 Spring 1975.

 Despite the fact that some researchers have de-
 spaired in their search to identify characteristics
 of successful teachers, these characteristics to
 exist. Several researchers have found two traits
 common among successful teachers -- "warmth" and
 "flexibility".

*182. Herbert, John, and Carol Attridge. A guide for developers
and users of observation systems and manuals. Amer Ed Res J
12:1-20 Win'75. EJ 121 793.

 A set of criteria was developed to assist users
 and developers of observation systems. Thirty-
 three criteria which observation systems should
 meet were identified and classified into three
 main types: identifying, validity and practical-
 ity.

183. Herold, William. Evaluating student teachers by means of
teaching performance tests. French Review 48:1009-1012
My'75. EJ 117 687.

*184. Hinkemeyer, M. Thomas. Let's give competency based teacher
education a chance. Ed'l Techn 15:23-25 Jul'75. EJ 121 184.

 A discussion of the major criticisms leveled
 against competency Based Teacher Education, and
 attempt to show that CBTE is suffering no more
 than previously proposed innovations.

185. Howsam, Robert B. Current issues in evaluation. Nat'l Elementary
Principal 52:12-17 Feb'73. EJ 077 760.

 Argues that, if progress is to be made, educators
 must develop processes by which they redefine their
 own professional goals, identify their objectives,
 proceed toward them, and put into operation an
 evaluation system that is strongly formative in
 its effect.

<center>63</center>

136. Hughes, Thomas H., and John A. Dewar. A study of selected characteristics and behaviors of effective cooperating teachers. Illinois School Research 10:47-51 Feb'73. EJ 097 236.

> Article investigated what really constitutes an effective cooperating teacher and what student teachers recognize as a good experience.

187. Hunter, Madeline. Piagetian theory applied to assessment of the teaching process. Calif J Teacher Ed 2:22-9 Oct'74. EJ 108 308.

> This article describes an instrument based on a system of coordinates applicable to all teaching regardless of content, size of instructional group, organization of class or school, age and ability of the learner, or his past experience and ethnic derivation.

188. Is it true what they say about those new young teachers? Grade Teacher 89:52-5 Mar'72. EJ 055 858.

> Older teachers make statements about new ones. The article shows the falsity or corroboration of these statements by citing empirical evidence.

189. Jelden, D.L. The educational portfolio: reform in teacher education. Man/Society/Technology 33:110-112 Jan'74. EJ 089 195.

> To make up for the administrator's lack of information about a prospective teacher, an educational portfolio is recommended. It would be developed throughout the undergraduate years and contain sample items relating to teaching competencies and video tape.

190. Jones, Robert Kenneth. Some possible approaches to the role of the college supervisor with particular reference to the assessment and allocation of teaching grades. Human Relations 24:315-30 Aug'71.

*191. Jones, Wayne, Sommers, Paul A., and Joiner, Lee M. Three structures for teacher evaluation. Educational Technology 16:48-50 Feb'76.

> In an attempt to develop a systematic procedure for dealing with the task of making appropriate and efficient decisions, this article suggests certain overall structures within which teacher evaluation can be carried out. The evaluation structures discussed in this paper include (1) a systems approach to evaluation, (2) a cost-efficiency analysis approach and (3) an experimental design approach.

60

192.   Keegan, John J. Operating Salem's performance based staff
        evaluation system. Catalyst for Change 5:23-25 Feb'75.
        EJ 125 797.

*193.   Keegan, John J. Performance based staff evaluation: a reality
        we must face. Ed'l Tech 15:35-37 Nov'75. EJ 128 062.

        A discussion of how the Salem (Oregon) Public
        Schools are moving to an objective based teacher
        evaluation system.

194.   Keillor, Jacqueline, and Maria Vera Corsini. The associate teacher
        and the student teacher: an opportunity for two people to meet
        and enrich each other. Can Mod Lang Rev 30:30-2 Oct'73. EJ 092 878.

        Student teacher and associate teacher interact in
        a brief dialogue to develop greater understanding
        and rapport as a working team.

195.   King, Ina. How do I look as a teacher? Teacher 92:45-7 My/Jn'75.
        EJ 120 358.

        Article provided teachers with a system for
        measuring their interaction with their students.

196.   Kuhn, Jeanette M. An investigation of the attitudes of college
        juniors toward video-taping the teaching act. Illinois School
        Research 8:34-8 Spr'72. EJ 058 917.

        Video-taping the teaching act may provide a viable
        alternative for implementing evaluation programs
        during this age of accountability.

*197.   Kult, Laurence E. Using teacher evaluations by students. The
        Clearing House 49:11-13 September 1975.

        According to the author, this paper represents
        an attempt to offer a basic guide for implement-
        ing the concept of student evaluation of teachers.
        He feels that his concept is by no means entirely
        complete or thorough and teachers who use it
        should develop their own techniques in order to
        meet their own needs and those of their classes.

*198.   Lamb, F.C. Limitations of personality testing as applied to
        college of education students. Ed Res 17:34-40 Nov'74.

        An attempt to show an application for Study of Values
        or Minnesota Teacher Attitude Inventory in the select-
        ion of students for teacher training.

61

*199.   Lange, Donald N.   An application of social learning theory in
        affecting change in a group of student teachers using video
        modeling techniques.   J Ed Res 65:151-4 Dec'71.   EJ 050 785.

            The study was conducted in order to determine
            the extent to which imitation can be used to educate
            student teachers.   Results suggest application for
            teacher education.

 200.   Larson, Richard L.   Some underlying premises of performance-
        based teacher education.   English Ed 4:121-26 W'73.   EJ 079 820.

*201.   Lawton, Steve, Don Musella, and Tunde Falmer.   Teacher evaluation:
        current practices and future directions.   Orbit 16 4:20-22
        February 1973.

            The evaluation of teachers is one of the many respon-
            sibilities of Ontario boards of education that are
            being affected by changes currently taking place
            in the province.   This article reviews the findings
            of a survey of the purposes, methods, and criteria
            of present day teacher evaluation and considers the
            problems that evaluations will face in the near
            future.

 202.   Lemlech, Johanna.   Checklist of teaching competence in social
        studies.   Calif Council for Social Studies Rev 11:3:30-31, '72.
        EJ 062 644.

            A tool to assess teaching competence includes questions
            on Social Sciences, Analysis of Classroom Needs,
            Program Design, Methods to Teach and Methods to
            Evaluate.

*203.   Levine, Martin G., and Vicki F. Sharp.   Use of teaching perfor-
        mance tests to validate the effectiveness of a performance based
        program of teacher education.   Ed Techn 15:40-42 Mar'75.
        EJ 115 310.

*204.   Levinthal, Charles F., and Lansky, Leonard M.   Student evaluation
        of teacher behaviors as estimators of real ideal discrepancies:
        a critique of teacher rating methods.   Journal of Educational
        Psychology 62:104-109 April 1971.

            Ratings imply comparative judgments between the
            values of the observer and his observations, for
            instance, a student's ratings of his teacher are
            estimates of the discrepancy between the student's
            ideals for the teacher's behavior and what he sees
            the teacher do.   However, most methods for collecting
            teacher ratings make assumptions about ideals and
            about the discrepancies between ideals and observed

behavior. In order to assess the relevance of
direct measurement of ideals, students were asked
to rate a teacher and to report their ideals for
the teacher's behaviors. The judgments of ideal
behavior varied across students and items; there
were also interactions between ideals and observed
responses. Thus, the authors recommend new ap-
proaches to teacher ratings.

205.   Lindman, Margaret R., and George P. Grimes. The development and
       use of behavioral objectives in student teaching. Art Education
       26:11-5 Nov'73. EJ 088 982.

       The author's purpose in presenting this paper was
       to propose a rationale on the importance of de-
       veloping and using behavioral objectives to improve
       student teaching experiences.

*206. Lucio, William H. Pupil achievement as an index of teacher
       performance. Ed'l Leadership 31:71-7 Oct'73. EJ 085 523.

       Article discusses the systematic efforts in the
       direction of analyzing teacher performance as a
       correlate of predicted changes in learners.

207.   MacGregor, Ronald N. Evaluating student teacher experiences in
       art education. Art Ed 27:15-8 Feb'74. EJ 092 238.

       Article evaluated the performance of the student
       teacher as well as that of the cooperating
       teacher and their interaction.

*208. Marshall, Max S. Reverse grading: Ed'l Leadership 28:663-65
       Mar'71. EJ 033 263.

       Problems arising from the evaluation of teachers
       by their students are presented.

*209. McDowell, Earl E. The systematic differential as a method of
       teacher evaluation. The Journal of Educational Research 68:330-332
       May/June 1975.

       Fifty-one college freshmen in the researcher's
       Communication I classes participated in two
       pilot studies to establish concepts and semantic
       differential scales for teacher evaluation. Scores
       for each concept were factor analyzed to determine
       unidimensional scales for each variable. The main
       study focused on the relationships among teacher
       variables. The analysis of the data revealed that
       correlations (1) among teacher credibility, content,
       delivery, and feedback, (2) among content, delivery,
       and feedback, and (3) between delivery and feedback

63

were significant at the .01 level. The results
of the study support the use of the semantic
differential as a method of teacher evaluation.

210.   Meighan, Roland. Children's judgements of the teaching per-
formance of student teachers. Ed'l Review 27:52-60 Nov'74
EJ 110 254.

This study attempted to establish in a general way
whether children's perceptions of the performance
of student teachers warranted some attention and
to try out one form of converting children's per-
ceptions into an analysable form.

211.   Menard, Tracy. An analysis of the relationship between teacher
effectiveness and teacher appearance. J Student Personnel Assoc
for Teach Ed 13:27-32 Sept'74. , EJ 103 916.

The purpose of this study was to determine if the
appearance of teachers has an impact on their
effectiveness as judged by student ratings and
student achievement. Results indicate that there
was no difference.

212.   Meyer, John, and Alan F. Quick. Let's do away with letter
grades in evaluating student teachers. Supervisors Quarterly
6:11-15 Feb'70. EJ 028 264.

Describes the development and implication of a
pass-fail grading system for student teaching
at Central Michigan University.

*213.   Miller, Clint, and Dorothy Miller. The importance of certain
personal qualities and professional competencies in successful
classroom teaching. The Journal of Teacher Education 22:37-39
Spring 1971.

The purpose of this study is to determine the degree
of importance of selected personal qualities and
professional competencies that administrators in
the Louisiana public school system believed contri-
buted most to the success of classroom teachers.

214.   Miller, Thomas V., and Stephen Jurs. Situational anxiety in
student teaching. J Student Personnel Assoc for Teacher Ed
13:33-38 Sept'74. EJ 103 917.

This article examines the anxiety level of student
teachers at various points in the student teaching.
experience. No significant differences were found.

68

*215.   Morris, John D. Personality and student teaching success.
         J Exp Ed 43:15-20 Summer '75. EJ 127 083.

              The purpose of this study was to explore the
              relationship between personality factors and
              student teaching success, and to construct
              and test a student teaching effectiveness
              predictor model.

216.   Morrison, Edward J. Performance observation as an approach to
         teacher evaluation. Ed'l Horizons 52:167-72 Sum'74. EJ 123 611.

              The controversial measurement of performance
              observation as a basis for evaluating teaching
              and teachers was discussed.

217.   Muc .ler, Doris L. What do students say about competency-based
         teacher education? Coll Student J 9:269-274. Sept'75. EJ 132 291.

*218.   Mueller, Dorothy G. How to evaluate teaching. The Journal of
         Teacher Education 22:229-244 Summer 1971.

              Article reviews research on teacher evaluation.
              Author concludes that, while a vast body of research
              has identified teacher characteristics and behavior,
              and has developed instruments to record objectively
              what goes on in classrooms, no overall definition of
              what constitutes good teaching has as yet evolved.
              Article includes 75 annotated references.

219.   Murray, Jerry P. Student attitude as a measure of teacher per-
         formance. Amer Biol Teacher 37:235-237 Apr'75. EJ 118 219.

              Reports a study designed to use a measure of student
              attitude in the assessment of teacher performance.

220.   Nelson, Clifford L., and Timothy J. Sonnenberg. Student evalu-
         ation in teacher education: a proposal for study of sociometry
         as an additional aid. J Amer Assoc of Teacher Educators in
         Agriculture 13:24-29 Jul'72. EJ 061 778.

*221.   Newell, Laura. The evaluation component of a personalized
         teacher education program. Educational Technology 16:54-56
         January 1976.

              An article entitled, "Personalizi , . acher Educa-
              tion" by A. Kenneth Cadenhead and : · :a Newell was
              published in Educational Technology, March 1973.
              The program described in the article resulted from
              staff participation in a TTT Project (Training
              Teacher Trainers) at Auburn University. Since the

65

program has been institutionalized, the teaching
team has worked with many procedures and is con-
tinually searching for more effective ways to
improve the teacher education program. This fol-
low-up article deals with one phase of the program,
the evaluation process. The process described here
is for a two-quarter sequence and evidences signif-
icant change from the original article.

*222.   Oestreich, Arthur H.   The professional growth of the student
teacher.   Phi Delta Kappan 55:335-337 January 1974.

Criticizes the lack of a defensible approach to
evaluation of student teachers, as well as the
lack of a rationale for many aspects of student
teaching programs.

223.   Olds, Robert. Performance evaluation rates a close look. Compact
8:13-16 May-June'74. .   868.

One of the great myths of education, faithfully
    subscribed to for many years by legislators,
board members, and educators, is that colleges
and universities turn out teacher and adminis-
trators as finished products guaranteed to work
satisfactorily in any school district. Supporters
of performance evaluation are disbelievers. They
regard formal university training as only an intro-
duction to educational work. The real growth takes
place on the job.

224.   Oles, Henry J. Stability of student evaluations of instructors
and their courses with implications for validity. Ed Psych Meas
35:437-45 Sum'75. EJ 125 085.

Although students quickly form reasonably lasting
judgments of their instructors and courses they
are also able to alter their judgments as warranted
by changing situations. These findings appear to
provide support for the validity of student evaluations.

225.   Ovard, Glen F. The practitioner's guide to research: teacher ef-
fectiveness and accountability. NASSP Bulletin 59:87-94 Jan'75.
EJ 110 357.

Attempts to make teacher evaluation objective have
been a recurring theme in educational research.
The current research attempts to link accountability
with performance based objectives.

66

70

*226.   Overby, George Robert. A new perspective in the evaluation of
         prospective teachers in professional education courses. J Teach Ed
         23:50-52 Spr'72. EJ 057 453.

*227.   Overing, Robert L.R. Toward a redefinition of teacher education.
         Interchange 4:19-27 (2/3) 1973.

             This paper focuses on the relationship between a
             teacher education institution and its associate
             schools in effecting change. First, it notes
             factors that may have lessened the effectiveness
             of teacher training institutions as change agents.
             Second, it identifies characteristics of emerging
             contemporary schools and the capabilities teachers
             need to operate effectively in these schools.
             Finally, it describes some of the structural elements
             of the York program intended to correct past deficien-
             cies and to graduate teachers capable both of working
             in emerging schools and of effecting change in schools.

*228.   Owens, Mary Seymour. Evaluation of teaching competence by three
         groups of educators. JEYP Ed 40:77-82 W'71. EJ 051 119.

             The purpose of this study was to compose the per-
             ceptions of teacher competence within and among
             three groups of educators as measured by the inter-
             view scales of the instrument for the Observation
             of Teaching Activities (IOTA).

229.   Panhorst, Donald L. Current practices in the evaluation of student
         teachers in music. J Res in Music Ed 19:204-8 Sum'71. EJ 041 321.

230.   Pease, Dan. Comparing faculty and school supervisor ratings for
         education students. Coll Student J 9:91-94 Feb-Mar'75. EJ 120 712.

             Analyzes the relationships between four sets of
             ratings given to college students while in a pre-
             paration program for teaching credentials. Ratings
             by 1) college and public school supervisors, 2) col-
             lege classroom instructors, 3) student-peer groups,
             and by 4) students themselves via self-ratings are
             evaluated for significant relationship patterns.

*231.   Pierce, Harmon B., and Lee L. Schroeder. An objective-based par-
         ticipatory evaluation plan for teaching faculty. Ed Teach 14:28-32
         Aug'74. EJ 102 921.

             A discussion of how staff evaluation can keep pace
             with objective-based teaching and learning.

71

*232.   Popham, W. James. Applications of teaching performance tests
           in preservice and inservice teacher education. J Teach Ed
           26:244-8 Fall'75. EJ 125 003.

*233.   _____. Performance tests of teaching proficiency: rationale,
           development, and validation. American Educational Research Journal
           8:105-117 January 1971.

                The principal conclusion of this project was that
                in three separate instances teachers were not
                able to perform better than nonteachers in their
                ability to promote learner attainment of prespecified
                instructional objectives. Obviously, generalizations
                beyond the types of teachers and nonteachers involved
                in the investigation, as well as the teaching task
                and pupils, should be undertaken cautiously. The
                explanation offered for these results was based on
                the teachers' lack of skill in achieving preset be-
                havioral changes in learners.

*234.   _____. Teacher evaluation and domain-referenced measurement.
           Ed'l Techn 14:35-7 June'74. EJ 099 890.

                A discussion of accountability of teacher per-
                formance using domain-referenced tests.

 235.   _____. Teaching performance tests. Nat'l Elem Principal
           52:56-59 Feb'73. EJ 077 767.

                As a method of helping teachers evaluate their
                own instructional performance on the basis of
                how that instruction affects learners, teaching
                performance tests may prove a useful ally to the
                elementary school principal.

*236.   Povey, R.M. A comparison of three methods of evaluating teaching
           performance in a college of education. Br J Ed Psych 45:279-85
           Nov'75.

                Research study providing comparative data for the
                evaluation of the reliability and validity of
                three different methods of assessing students'
                performance on teaching practice.

72

*237.   Pratt, David. A competency based program for training teachers
         of history. Teacher Education 8:80-91 Spring 75.

               This description of a non-traditional program
               in the preparation of history teachers has
               special interest for teacher educators. Pratt
               maintains that the development of a high degree
               of competence in basic areas of knowledge and
               skill is an essential aim of any professional
               training course. While favouring the com-
               petency-based plan, he does recognize its
               problems.

*238.   Ratsoy, Eugene W. Accounting for differences in teacher effect-
         iveness criteria. Can Admin 10:8 May 1971.

               Articles reports results of a study of the use
               by Alberta teachers of such organizational practices
               as team teaching, intraclass grouping by ability,
               and individualization of instruction. Concludes that
               various situational variables, such as grade level,
               type of school, subject-matter field and number of
               students taught, are related to the extent to which
               teachers use various organizational practices. Sug-
               gests that attempts to measure teacher effectiveness
               using organizational practices as criteria should
               take into account the situational variables.

239.   Redfern, George. Teacher evaluation: the big picture. Colorado
         J Ed Res 14:8-12 Spring '75. EJ 128 652.

               This article discusses teacher evaluation as one
               of the most important aspects of teacher education.

240.   Reed, Warren D. Supervision is a competency for teachers. Agri-
         cultural Ed 46:282 June '74. EJ 095 766.

               In view of the fact that many of the important
               duties of the vocational agriculture teacher
               involve supervision of student teachers, pre-
               service and inservice agricultural teacher
               preparation programs should include supervisory
               training as part of their responsibility.

241.   Resnick, Norman H., and Henry R. Reinert. Competency based teacher
         evaluation. Colorado J Ed Res 13:19-21 Feb'73. EJ 090 321.

               The "Teacher Competency Scale" of 12 items was
               devised to identify skills considered requisite
               for effective teaching. The test instrument,
               though still deemed well designed, is seen to
               frighten rather than motivate. Therefore, solu-
               tions for these affective problems are being
               sought.

69

*242.   Richards, L.   Responsibilities and tasks of an intern supervisor:
         a point of view.   Sask Admin 8:9-12 My'75.

*243.   Roeder, Harold H.   Are today's teachers prepared to use tests?
         Peabody J Ed 49:239-40 Apr'72.   EJ 056 830.

         Results of a questionnaire showed that most
         teacher-training institutions did not require
         a separate course in tests and measures for
         prospective elementary teachers.

*244.   Sanders, James T.   Toward a rationale for practice teaching.
         Teacher Education 7:18-24 Spring 1974.

         What is sometimes called the "practicum" of teacher
         preparation has long been the one part of the pro-
         gram that is never seriously questioned by students,
         staff, or the teachers in the schools.   Sanders, how-
         ever, makes a good case for re-examining most practice-
         teaching procedures -- especially if they still conform
         to the classroom immersion or the solo performance
         models.

*245.   Scott, N.W.   The classroom performance of college of education
         students in practice teaching and internship as observed by
         classroom teachers and college personnel.   Saskatchewan Journal
         of Educational Research Development.   5:3-14 Fall 1974.

         The results of this study appear to show (1) that,
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         those in Division II and III; (2) that teachers and
         college personnel show a marked similarity to school
         superintendents in placing emphasis on five areas of
         concern, with a predominance of emphasis on the
         characteristics of the teacher or student teacher;
         (3) that teachers and college personnel place stress
         on the original and adaptable teacher, whereas the
         superintendents stressed the consistent and organized
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73

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78

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> data revealed that groups of basic knowledges from
> the areas of systems of weights and measures, tem-
> perature conversions, basic arithmetic concepts, a
> few calculus items, and all aspects of nomographs
> and techniques of measurement were considered
> essential or desirable by at least one group of
> medical personnel. Also, the basic concepts of sta-
> tistics and knowledge of computation devices needed
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> teacher placement, role relationships, evaluation,
> an inservice education. The hypothesis for this
> study was that northeast Missouri social studies
> cooperating teachers' opinions toward student
> teacher placement and evaluation would indicate
> that substantial changes are necessary in existing
> programs. A 31-item survey instrument was employed

79

to elicit cooperating teachers' responses to
four research questions dealing with placement,
role relationships, evaluation, and inservice
training. The study surveyed 464 cooperating
teachers employed in junior and senior high schools,
and selected at random a sample of teachers from
the service area of Northeast Missouri State
University. The data obtained were tabulated
using two different configurations: (a) numbers
and percenta es for males, females, and totals;
and (b) numb. and percentages according to
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sponses to h item were then analyzed in terms
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80

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1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(o/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	October 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
13	Nov. 1970	Individualized Instruction ED 046 881	(o/p)	
14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
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20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433		
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers		
24	Dec. 1971	Training Teachers for Inner City Schools ED 058 172		
25	Dec. 1971	Systems Analysis in Education ED 058 171		
26	Jan. 1972	Community Colleges		
27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695		
32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	Jun. 1973	Paraprofessional School Personnel		
36	Sept. 1973	Differentiated Staffing		
37	Oct. 1973	Secondary Education		
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
41	Feb. 1974	Interaction Process Analysis		
42	Mar. 1974	Supervision		
43	Apr. 1974	Elementary Education		
44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
46	Sept. 1974	Work Experience and Cooperative Education Programs		
47	Oct. 1974	Education Finance in Canada		
48	Nov. 1974	Curriculum Development in Canada		
49	Jan. 1975	School Discipline		
50	Feb. 1975	Junior High and Middle Schools		
51	Mar. 1975	Principals and Vice-Principals ED 114 995		
52	May 1975	Teacher Evaluation		
53	June 1975	Continuing Education for Teachers ED 115 652		
54	Oct. 1975	Tenure		
55	Nov. 1975	Teacher Education Programs for Native People		
56	May 1976	Open Area Schools		
57	Sept. 1976	Industrial Relations in Canada		
58	Oct. 1976	Pre-Service Teacher Education in Canada		
59	Jan. 1977	Evaluation of Student Teachers		