DOCUMENT RESUME

ED 211 500 SP 019 336

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TITLE A System for Documenting and Evaluating the Experiences of Pre/Inservice Teachers.
INSTITUTION Ohio State Univ., Columbus. Coll. of Education.
PUB DATE Nov 81
NOTE 46p.

EDRS PRICE MF01/PC02 Plus postage.
DESCRIPTORS Education Majors; Higher Education; Longitudinal Studies; Outcomes of Education; *Preservice Teacher Education; *Program Evaluation; Schools of Education; *Student Evaluation; *Teacher Education Programs; *Teacher Evaluation; *Teaching Experience
IDENTIFIERS Ohio State University

ABSTRACT

Ohio State University's College of Education has created the Student Information System (SIS) as a means of receiving feedback and evaluating its teacher education programs. SIS is based on the documented experiences, from the variety of perspectives of those involved in the teacher education process, and will be used for program planning, accreditation, and student advisement. There are four components to the system: (1) quantitative and descriptive records on each student; (2) assessments of candidates' skills by cooperating teachers, peers, and college supervisors; (3) narratives of the teacher education experience, in the form of summative, supervisor, and students' self analyses; and (4) descriptions of the context, or environment of on- and off-campus settings, by all those involved in the learning experience. SIS is designed to monitor students' skill development at many stages and takes into consideration the interrelated factors that shape teachers. This document presents: the reasons for creating the SIS (Section I); the general background of the SIS (Section II); and the components of the SIS (Section III). Section IV of this document presents the instrumentation of the SIS, including tables describing the SIS components and a cross section of a stage in professional development illustrating the components. (FG)

College of Education

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EDUCATION
OSU

A SYSTEM FOR DOCUMENTING AND EVALUATING THE EXPERIENCES OF PRE/INSERVICE TEACHERS

The College of Education
The Ohio State University

November 1981

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PREFACE

The College of Education at The Ohio State University is in the process of creating a system for documenting and assessing the experiences and abilities of its teacher candidates toward the improvement of its teacher education programs. The purpose of this document is to describe the social and political context out of which such a system has been created (Section I) and to explicate the system, its design purpose and uses (Section II and III). The components of this system, referred to as the Student Information System, have been generated from the discussions, perspectives and interests of a diverse set of College faculty, working together for the past two years. This document is a synthesis of these ideas and plans.

SECTION I: CONTEXT

Like most issues that evolve in a college of education, the creation of the Student Information System has been stimulated by events and forces both external and internal to the OSU College of Education. The external forces described below set the critical climate within which teacher education operates nationally. As well, certain practices and concerns currently characterize the OSU College of Education which are, no doubt, true for schools, colleges and departments of education nationally. The catalyst for action in the evolution of the Student Information System ultimately rests on the external and internal need for accountability, explained below.

External Context

There is an increasing public demand for an improved educational system. A significant portion of this demand is for more highly qualified teachers (Time Magazine, "Help! Teachers Can't Teach"). State legislatures are responding to these public pressures by mandating new standards for teacher education (e.g., State Standards for Teacher Education in Ohio, 1975), including responsibility to develop and implement evaluation--accountability procedures. Thus the public and the legislature have, perhaps unknowingly, banded together in demanding that teacher education programs be held accountable for the performance of those they graduate.

Beneath contemporary accountability demands are a number of fundamental questions which challenge us as teacher educators:

- Who are the teachers we are educating and graduating?
- What is the nature of teacher development?
- What critical experiences should be made available in a teacher education program?

How should teachers and teacher education programs be evaluated?

Many of the current efforts do not deal with the totality or implications of these critical questions. Rather these efforts are limited when they evaluate teachers at one stage in their development or use accountability systems which depend upon an assessment of competencies through the use of tests. Minimum competency testing of students and teachers is an example. Currently, more and more school districts are requiring that teachers demonstrate their competencies through some sort of test, e.g., the National Teacher Examination. Yet the solution to determining effective teaching seems to require a more thoughtful approach.

Rather than exceed to the pressures reflected in the current agendas of various public interest groups, the College of Education at The Ohio State University is undertaking a major research and development effort that attempts to temper public demand with its knowledge of recent research and developments in this area, matching these efforts with the mission and assumptions inherent in this College.

Internal Context

On the assumption that conditions internal to the OSU College of Education might resemble characteristics of other schools, colleges and departments of education, we will parallel external forces described above with some events of the last decade in the history of our College. Our introspection, stimulated by external concerns, is a candid reflection of our own practices and problems, which we assume are a mirror of educator concerns nationally. Ten years ago the College of Education had as one of its standing faculty committees an assessment council, whose primary charge was to facilitate the ongoing evaluation of programs within the College. As such the council also generated policy regarding national accreditation and state department approval processes. After

completion of a 1974 NCATE visitation and with the approval of new State of Ohio standards for teacher education, this body gave way to program planning teams charged with the redesign of our teacher education programs to comply with new state standards.

In keeping with national movements to install efforts to evaluate teacher candidates after graduation, the College created a follow-up study, beginning in 1976. This system is now in full operation, including quantitative evaluation and on-site observations of graduates during the first, third years of practice. A great deal of data has emerged from these studies, but the need to integrate the data into ongoing program improvement decisions still exists.

In addition to the absence of a strong feedback loop for follow-up studies, there are other internal issues which trouble program developers. Teacher candidates continue to arrive at the culminating experience, student teaching, with undiagnosed and unremediated problems. Ethnographic studies conducted by the authors during student teaching reveal that students have strengths and weaknesses that appear unrelated to the preceding course experiences. Intensive studies of first year teachers suggest that graduates of this and other teacher training programs continue to experience great frustrations in classroom management, and other problems of teaching and learning. Follow-up studies itemize a long list of skills beginning teachers say they never acquired in their program. Paradoxically, these skills are documented components of existing course requirements. All these issues suggest that survival techniques for beginning teachers continue to be self-acquired and not attributable to preparation programs.

Although each of these forces, internal and external, appears to

represent isolated strands in the history of our programs, their confluence results when attempting to measure the competence of our graduates compared to teacher candidates nationally, or in light of the apparent needs and frustrations of first year teachers. It is out of this bed of anomalies that the College of Education Student Information System has evolved, not out of any single event, but out of a study of multiple causes and needs for the obvious improvement of teacher candidates and teacher education programs.

SECTION II: THE STUDENT INFORMATION SYSTEM - GENERAL BACKGROUND

The Model

Before principles, key features, components, and instrumentation are explained, a very brief discussion of the model which guides the design of SIS is necessary. There are several general models for teachers or program evaluation in education. One is an input-output model, in which the input is usually defined as program objectives and the outcome is defined as student attainment of these objectives. This input-output model is conducted ex post facto and does not provide for remediation. A second is a competency-based model, in which experts identify exactly those skills which are necessary and effective for practitioners and analyze these skills into tasks. Programs teach each task and then remediate or license teacher candidates based upon an examination.

We chose not to use either of these two models (or any other existing one) for a variety of reasons. First might be mentioned the nature of our College. The OSU College of Education is a large, diverse collection of 25 programs, each somewhat autonomous, and each with its own perception of effective teaching. In this diverse setting, any system which

sacrificed broadness the contextuality for the precision of standardization would likely be rejected. In addition, the environment at OSU has been so rapidly changing in the last five years that at this time the assumption of stability which is so important for current models of evaluation can not be met.

Likewise, we believe a teacher's contribution to society can only be assessed by examining the total preservice and postgraduation experience of a graduate. This includes the impact of the preservice program, the graduate's own inherent characteristics, abilities and values, on-the-job working conditions, and the extent of personal, social, organizational, economic, or political resources.

Another reason for our disinterest in current models of teacher evaluation is linked to a unique conception of our graduates. Current models often tend to view teacher education as a training experience, one similar to the preparation of factory workers:

Training Model

Teacher Graduate = HIGH SKILLS (Tasks A, B...) + low skills (Tasks F, G..) (
+ ideosyncratic factors

This view pictures graduates as having some ready skills they can draw upon plus some immature skills which have not been successfully developed during training. Although useful for a variety of training programs, we believe this approach is inadequate. In our view, an OSU graduate "looks" more like this:

Analytical/Educative Model

OSU Teacher Graduate = high skills (Tasks A, B...) + LOW SKILLS (Tasks D, E...) + self-analysis skills + change skills
+ ideosyncratic factors

Although an OSU graduate is a beginning professional, probably with concomitantly low skills, she/he must develop a set of self-analysis→

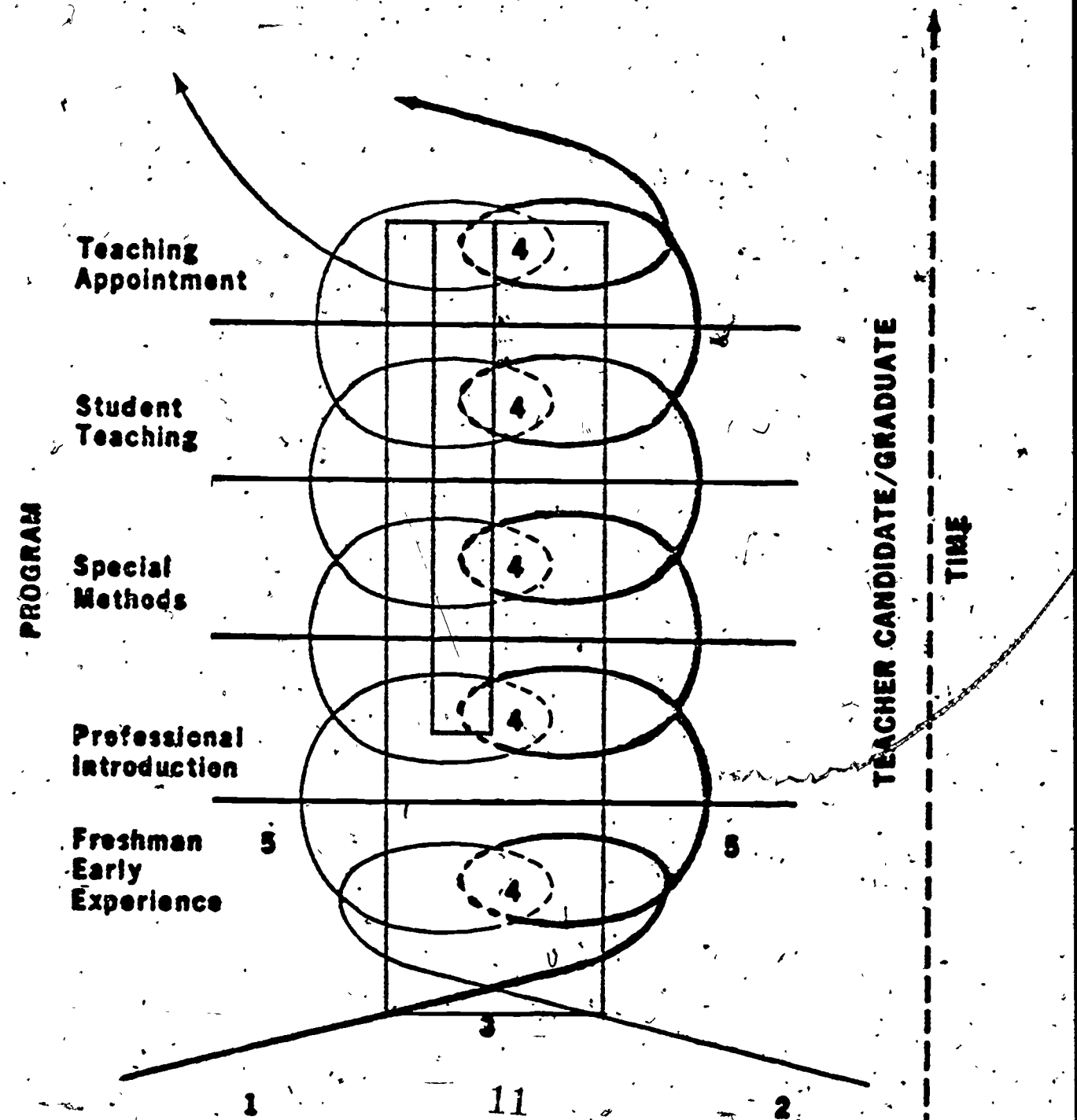
feedback→change skills which will lead to almost inevitable positive change. While we want to document the graduate's skill development, we also want to account for the multiple changes as they take place in a graduate's life.

Finally we are concerned about the nature and timing of the judgements made about the teacher candidate/graduate. One could make the distinction between a system which concentrates most of its energy on directly assessing merit and a system which only provides descriptive data for external decision-makers to use as they please. However, the question seems to us to be one of delicately balancing somewhere between these two polar positions. Reality must be heeded, so it seems unlikely to us that any system might only describe or only judge. Recognizing that judgements will take place in any effort, we have designed our system so that judgements are clearly labeled as such, that judgements are used to facilitate further learning, that judgements result from the accumulation of longitudinal data which have been gathered from a number of perspectives, and that judgements are always surrounded and tempered by non-judgemental, descriptive materials.

So, in response to those characteristics which give our College of Education its unique character, the complexity and interrelatedness of the factors which impact upon a contributing teacher, and the nature of this specific reality, we began to look for a fresh perspective toward the evaluation of teachers. Our present model parallels our view of graduates and is developmental, grounded (based on the graduates' actual documented experiences) longitudinal, many-faceted, and reflexive (it can test reality and change accordingly).

Thus, we have developed a system we call SIS, based upon a model

we might call a grounded, accountable profile model. It rests upon the assumptions that capturing the actual experience of teacher candidates from a variety of perspectives, and the subsequent assembly of the evidence accumulated as a result of this documenting process into a portrait or profile will yield findings which can be used for historical and accreditation documentation, student advisement (diagnosis/remediation/retention), program improvement, and research. The following diagram is suggestive of dimensions of the model we have developed:



This diagram demonstrates the interactions of the teacher candidate with the teacher education program. Notice that the diagram also retains and honors the individual character and development of both the teacher candidate and the program.

The following explains the notations of the diagram:

1. At Point 1 the teacher candidate enters the program with pre-established formative knowledge, skills, attitudes, and values as well as perceptions about self and self as a teacher. As the teacher candidate moves through the program (upward along the right-hand spiral), the personal and professional development that takes place is a refining, extension, or addition to these dimensions of a teacher candidate's life.

2. At Point 2, the program, just like the teacher candidate, is a developing entity. The program progresses upward along the left-hand spiral. The program's history can account in good part for the expectations and content represented in the instructional activities facilitated by the college instructor. However, since development is an ongoing process, then interaction with teacher candidates and instructors should impact upon and change the program. Furthermore this model suggests that program areas, and the College, must update their articulated conception and implementation of their program.

3. At Point 3, the program and candidate first meet. Hopefully our programs include and are affected by the entry characteristics of our teacher candidates. Of particular importance is knowledge of formative dimensions, or what a teacher candidate knows, is able to do, values, etc. prior to his/her entering the program; or even at substages in the program.

4. At Point 4, dynamic forms of interaction take place as program and teacher candidate meet. The degree of congruence between the teacher candidate and the program depends to a significant degree upon such

variables as the teacher candidate, the instructor, the activities as designed and implemented, the content, the nature of interaction, etc. Much of this interaction, in the form of activities and teacher candidate performance, is observable. Here a three-way analysis by, for example, the teacher candidate, the college instructor, and the cooperating teacher, should provide us with a valid view of the experience. In addition, we know that much of the impact of this experience is "private" and may only be revealed through reflective, narrative accounts and analysis.

5. At Point 5 the candidate and the program proceed together. Experiences in the program impact upon the teacher candidate in various ways, and vice versa. Challenges are assimilated and growth develops to become a formative dimension for the teacher candidate and program assumptions for the program.

In summary, existing models explicate program content and evaluate teacher candidate's predetermined, observable and measureable skills in terms of competencies or objectives (n.b. represented by the area within the narrow rectangle in diagram). Our model suggests that there must be documentation of the development of both the teacher candidate and the program in terms of the ongoing nature of the experience (n.b. represented by the area within the large rectangle in the diagram). This requires a multi-faceted, cumulative data gathering and analysis system.

Expectations

After this very brief glimpse of the model behind the design of SIS, and a very few of its assumptions, we turn to the issue of expectations upon SIS here at OSU. Once we have laid out what is expected

of SIS, we will discuss some guiding principles behind the design.

To begin with we will briefly list the external and internal expectations a complete system should fulfill. From this list will then flow the other topics discussed in this section: purposes and principles which determine the design of our Student Information System.

External Expectations. The following items are not necessarily specific to SIS but would apply to many evaluation systems.

The system should permit assessment of observable capabilities (teacher performance, teacher cognitive functioning).

The system should permit the assessment of nonobservable capabilities (teacher induction, feelings toward the profession, critical incidents).

It should permit both external and self-assessment. Regardless of the congruence between such findings, change should be an effect of the assessments.

The system should account for the impact of the pre-entry, preservice, and continuing inservice experience on teacher performance (as mediated through program success).

The system should provide a rationale for the use and sequence of specific data collection methods, their analysis, their dissemination, and their use.

It should help explicate the philosophies of teaching which exist for the rationale behind the program.

It should provide for data ownership, internal data generation, and both internal/external data use for program improvement.

It should provide a format which is simple to use so that system usage is maximized.

Internal Expectations. At OSU, some preservice experiences are common (Freshman Early Experience Program, Professional Introduction), most are specific to a program (methods, student teaching). Therefore, the system must be capable of capturing both common and specific objectives.

At OSU, effective teaching is defined differently by different programs. Therefore the system must be able to handle diversity of outcome objectives.

At OSU, programs are both autonomous and accountable, therefore the system must profile the individual, then the program, then the college.

At OSU, teacher education is changing rapidly (redesign, retrenchment). Therefore the system must capture institutional changes and relate them to training effects.

At OSU, teacher education is lengthy and continuous, therefore the system must be able to accumulate and synthesize data over a four to six year time span.

At OSU, teacher education is large-scale and often cumbersome. therefore the system must permit manageable collection and dissemination of data.

At OSU, many components of teacher education are independent, therefore the system must force a historical, articulated perspective which spans a student's entire experience.

At OSU, our graduates, programs, and entire college are accountable at different levels, therefore SIS must permit findings to be used for accountability at a variety of levels:

a. teacher effectiveness: how well does the graduate function at the pupil, class, school, and district level?

b. program effectiveness: how well does the program meet individual graduate needs? How well does it prepare graduates generally? How much does it contribute to the College of Education?

c. intra-university (college-wide): how well do our College graduates stack up against other colleges? How total an education do graduates really receive?

d. state and national: is our College meeting state and national standards? To what extent does our College add to the good of society by leading rather than following, by pushing the limits of known research on education, by demonstrating our commitment to showing there is still a desperate need to know?

What can be said about the way these expectations shape SIS's form? These various and diverse expectations demonstrate the types of demands to be placed upon any system adopted by this institution. Most obvious is the clear challenge that SIS do different things for different people at the same time, while simultaneously pulling together a number of possibly very loose data-gathering, analysis, interpretation, usage, and storage means. The following are the purposes and principles which have guided us in the development of this system.

Purposes

There are four basic purposes. They are:

1. to document student experience for accountability purposes [e.g., number of field and clinical hours in a student's program, the setting for these experiences (urban, suburban, rural), courses taken and grades received, etc.];

2. to diagnose student progress in programs in order to fulfill the

general advising function (e.g., to prescribe additional and/or remedial experiences or courses);

3. to collect data about our students and program for purposes of evaluation of both graduates and programs, and;
4. to research the nature of teacher education and teacher development.

Principles

The OSU College of Education SIS rests upon six design principles, which, when examined in the context of the expectations and purposes placed upon it, give it its unique structure. These principles are:

a. SIS findings must be the result of multiple and triangulated data inputs and analyses. That is, neither the NTE or any other single instrument will be used as the sole determinant of an individual's or a program's success. Further, triangulation must occur both at the collection phase [comparison of several judgements of a single incident (cooperating teacher, university supervisor, and teacher candidate assessments of the same lesson)], and at the analysis phase as well [(the use of as many multiple analysis perspectives as possible for the same set of results (quantitative assessment of clarity during a lesson, teacher candidate subjective assessment, observer description of the same lesson)]. This principle will insure a personal and programmatic profile, rather than isolated point-data findings.

b. The system must stress description as well as evaluation. In a much smaller school it might be possible to assume that all students undergo the same experiences, and that effectiveness can be judged solely on the basis of effort. Precisely because our size makes the experience here so diverse, then, it is crucial that a student's

experiences be documentable (i.e., describable) before any evaluations are made about his or her competence. For example, FEEP (a freshman-level exploration program) has just recently added a strong emphasis on alcohol abuse to its curriculum. Students in this revised program should be better able to identify alcohol abusers and deal with alcoholic abuse in classrooms. Students just one quarter senior, however, could not be expected to have acquired these skills systematically.

c. SIS must contain both formative and summative elements. Positive change in either student or program must result from frequent diagnostic and participatory assessments, whose aims are to facilitate change, rather than result from single, judgemental, all-or-none type evaluations.

d. SIS must provide for sequential and longitudinal data collection, analysis, and usage. SIS must guarantee that information gathered at "time A" will influence judgements at "time B" by tempering and clarifying the student or program profile. Concurrently, "time A" information must become a part of "time B" information.

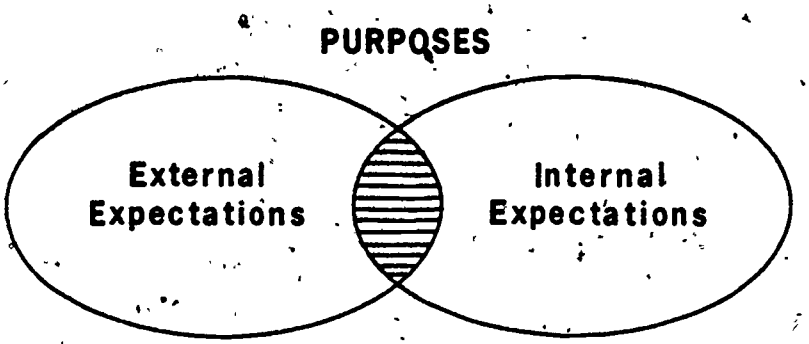
e. SIS must have cross-group validity, and thus stress simplicity and manageability. Its findings must be understandable and interpretable by college instructors, by public school teachers, by teacher candidates themselves, by program representatives, by legislators, by counselors, etc. A guiding principle is that simple wording, short, plain-language instrumentation, an easy to understand profile format is a prerequisite for wide usage. The designers of SIS assert that a system which errs on the side of simplicity and manageability and is frequently used is superior to a system with apparently high

statistical validity and which is complex but unused. SIS should be a practice-oriented user's system, not a psychometrician-oriented system. (In anthropological terms, SIS must be culturally accessible to be successful.) Although beyond the scope of this brief, there is ample evidence that internal and external validity and reliability concerns can be met by other than conventional psychometric strategies, strategies which SIS currently possesses (multiple data sources, longitudinal and accumulative analyses, etc.).

f. SIS must provide for maximum student input. For years cumulative record systems have been driven by the observation and assessment of students provided primarily by the student's instructors and/or counselor. We do not negate these entries, but we are creating a system that requires students to reflect on themselves and to enter personal and professional data at significant stages of their experience to balance the views of those persons charged with their assessment and advisement.

g. SIS must be legally responsible. Its design should insure our students' clear direction on their right to participate in the system, receive feedback on the handling and processing of the data, and control the final disposition of the findings.

The Relationship of Expectations, Purposes, and Principles



It should be pointed out that the expectations, the purposes, and the principles are related as in the diagram above. Purposes come from the selected interaction of those external and internal expectations which are appropriate to our College. Thus, although there could be many purposes, the four mentioned earlier seem at this time to fall into the area common to both sets of expectations; and, of course, the principles form the base. Their strength must balance the weight of the expectations for SIS to be successful.

A Few Thorny Issues

Such a grand design is not without its potential pitfalls. To conclude this section and provide further material for thought, these questions could be raised:

What will the consequences be for our College if the system (say in three years) is successful? Can we withstand the tension of implementing change bases upon irrefutable data?

Is it possible for the system to overcome organizational inertia? Can the system, in other words, exist on an incomplete data base?

Who will make the most difficult programmatic decisions, that is, to become most sensitive about individual student needs (counseling/remediation before all else) or to abandon individuals for the general good (stringent selection of entrants/continuing students). Will our College have to prioritize the purposes of SIS?

SECTION III: THE STUDENT INFORMATION SYSTEM - COMPONENTS

In this section of the document, we will present a narrative description of the components of the Student Information System. Following, in Section IV, is a graphic display of the system, as well as illustrations of data entries and instrumentation. Specifically, the system requires the entry of data at various points in the teacher education program, from admission to the University, through the first years of the candidate's teaching position. The stages are referred to as the "Profile Progressive" shown in the design on page 24. Each stage, or entry point, is explicated by certain types of data described below as "components" and show on the same chart on page 24. These "components" are elaborated below.

Component I: Descriptors

The data included in Component I of SIS are at the most quantitative and descriptive level. This component presents data typically recorded on official student transcripts, e.g., course numbers and grades, and cumulative point hour ratios. Other entries are as follows: a brief description of the course (catalog description); a record of the student's field and clinical experiences, to include the number of contact hours in field and clinical settings; a demographic, curricular description of field sites (urban/suburban, open-spaced/traditional, mastery learning/informal education, etc.); career decision data; and psychological data.

Other data included in Component I might be the student's test history, from early administration of ACT/SAT tests, to university math and English placement tests, and College administration of the National Teacher Examination or another standardized test. Particularly in regard to the display of standardized test scores, such records will always be displayed in light of other academic measures, such as grades and class

standing, and also in relation to more triangulated and qualitative data generated in Components Two, Three, and Four described below. In summary, Component I includes demographic, achievement, experience, career decision, and psychological data.

Component II: Assessment

Component II contains all the assessment instruments. They are designed to give a longitudinal picture of selected performance capabilities for each teacher candidate. That is, certain kinds of questions are asked at the freshman, sophomore, junior, senior and postgraduate level in order to determine when a student acquired a certain skill. These skills are divided into three categories.

1. the "basics": reading, writing, speaking, in general;
2. level-related: skills associated with, for example, a sophomore-level program at OSU ("the teacher candidate demonstrated the capability of effective human relations practices at the peak of his/her field component in Ed 451.");
3. program-specific: skills associated with specific program objectives (being able to demonstrate the appropriate reading strategy for early childhood candidates, etc.).

All assessments are gathered through a unique method. Only situations where at least three persons can assess a performance are used; further, only persons who are intimately associated with the teacher candidate complete an assessment. (For example, during a sophomore teaching unit, the teacher candidate, the cooperating teacher, the instructor, and a peer all assess the performance.) Finally, all completed assessments are triangulated after assessment. The interested parties gather together to discuss their ratings. Ratings are not

changed as a result of this conference, but rather the outcome of the conference is documented for inclusion in the system's Component III.

Thus, although each instrument looks simplistic, the accumulation of sets of judgements over a teacher candidate's career will give a valid picture of his or her performance.

Component III: Narrative

Component III consists of descriptive and analytical materials written by the teacher candidate, the adviser, college instructors/supervisors, and cooperating teachers. These data will be gathered at appropriate points throughout the teacher candidate's participation in the program. These narrative materials complement the data available in Columns 1 and 2. As descriptive, analytical and reflective accounts these materials should be a rich source of information about the nature of the teacher candidate's experiences and developing pedagogical style.

It is anticipated that the following types of narrative data will be gathered.

*Summative Analyses - Upon completion of major experiences in the program (e.g., a course, the capstone field experience in Education 451, student teaching), the teacher candidate, the college instructor/supervisor, and the cooperating teacher write summative analyses of the work completed and the experience. These reports should include a description; reactions to and analysis of the experience; indication of successes and achievements; and notation of areas for growth.

*Critical Event Analyses - During selected times during the program, (e.g., FEEP or PI field placements; clinical teaching experiences; student teaching), the teacher candidate will write, on an ongoing basis, analyses of 'critical events and experiences.' Selected because of its importance

or interest to the teacher candidate, such a "critical" event may be, for example, an activity which succeeded, an inappropriate response to a pupil's question, the challenge of handling a discipline problem, or dilemmas confronted in deciding upon grades. The analysis written by the teacher candidate includes--a brief description of the 'event,' a reaction analysis stated in terms of feelings and thoughts about the event, and conclusions or thoughts about future action as a result of the experience.

*Documentary Record - Written primarily by the college instructor/supervisor or adviser after an advising session or special meeting, these statements should include the purpose and nature of discussion, prescriptions/options discussed, decisions reached, and outcomes. These descriptive and analytical statements are crucial in maintaining a documentary record of decision points and interaction with the teacher candidate.

Component IV: Context

Teacher candidates' experiences and development are to be interpreted with due consideration given to the experiential environment. Therefore, as part of the assessment procedure, teacher candidates, college instructors, and cooperating teachers and others involved with teacher candidates provide descriptive statements about the context in which the experience takes place. The "experiential environment" includes information about the settings in which the teacher education program occurs, both on campus and in the "laboratory" of local schools and agencies used as field sites. Respondents are asked to provide descriptive comments upon any or all of the following chancteristics of both campus and field sites:

On Campus Environment

* General and/or unusual conditions of the on campus environment. These data will be descriptions of the conditions relevant to the experience of being a teacher candidate in a college of education. That is, what are the characteristics that describe the experience of becoming a teacher? How do teacher candidates relate to one another, to their instructors, to the events and concerns of scheduling, studying, seeking advisement, etc.? How by our own actions as professors do we instill professionalism in the minds of our teacher candidates? What is the relationship of "teaching and learning" in teacher education to "teaching and learning" in school settings? Using historical analysis, how do we know the real meaning of becoming a teacher? These are the descriptive entries proposed for on campus context.

Field Site Environment

* General and/or unusual conditions in the Community - School environment. The school setting in a particular community may be of critical importance in interpreting a teacher candidate's experience. For example, a teacher candidate with a rural Ohio background may undergo transition problems when placed in an inner city school; or, cooperating teachers in a school making the transition to a Mastery Learning program may not be able to facilitate a teacher candidate's experience as easily as she/he might with the previous program. Brief notations and descriptions of these contextual conditions as well as the teacher candidate's reactions to the same should assist interpreters as they examine a teacher candidate profile.

* General and/or unusual conditions in the classroom environment. The character of the specific classroom in which the teacher candidate completes a set of clinical or field experiences may be of critical

importance in interpreting a teacher candidate's experience. For example, the class may be a mixed age grouping; there may have been a traumatic experience in the class due to a pupil accident or an influx of immigrant children; the cooperating teacher may be new to the school or new to this age group. Brief descriptions and event analyses of these conditions, as well as the teacher candidate's reactions to the same, should assist interpreters as they examine a teacher candidate profile.

* Relationships of the teacher candidate with pupils, the cooperating teacher, the college instructor/supervisor, fellow teacher candidates. The nature of the teacher candidate's relationship with pupils, the cooperating teacher, the college instructor/supervisor, and fellow teacher candidates may be informative when reviewing the teacher candidate's experiences and activities. Here, for example, descriptive or analytical comments about a teacher candidate's style of interaction, use of personal skills or expressions of concern for pupils may be noted as well as how pupils or peers reacted to the teacher candidate. These comments, when validated from multiple sources, may be a rich source of information useful for understanding how the teacher candidate relates to a variety of persons.

SECTION IV: INSTRUMENTATION

Part A: Graphic Design for the Student Information System

Part B: S.I.S. Cross-sectional Prototype

Part C: Examples of Components

Component I : Descriptors

Component II : Assessments

Component III : Narratives

PART A

7-1-81

GRAPHIC DESIGN FOR THE
STUDENT INFORMATION SYSTEM
College of Education
The Ohio State University

PROFILE PROGRESSION	COMPONENTS			
	I. Descriptors (factual descriptions including demographic, achievement, experience, career decision and psychological data)	II. Assessment (multiple perspective judgment by expressed criteria of the experience)	III. Narrative (multiple perspective commentary & analysis of experiences)	IV. Context (descriptions which will assist user in interpreting environment of experiences)
Pre-College Admissions High school profile Field experiences Demographic profile Basic university courses				
Pre-Service FEEP Education 450-451 Special methods Foundations Content Specialty Courses Student teaching		(see example)		
Post-graduation First year teaching Inservice activities				

PROFILE PROGRESSION	DESCRIPTORS	ASSESSMENT	NARRATIVE	CONTEXT
Professional Introduction	Ed: 451-Professional Introduction II. A common, integrated introduction to human development, general instructional methods, human relations, cultural pluralism, and school as a social phenomenon, with extensive clinical and field experiences. U6 Instructor: John Doe Quarter/Yr: Aut. '79 Course Grade: B+ School: Barrington Elem. Upper Arlington 4th Grade Ms. Smith 40 hr/quarter; a.m.	PROFESSIONAL INTRODUCTION TEACHER CANDIDATE PROFILE A. BASIC SKILLS 1. T.C. displayed the basic reading, writing, and speaking skills required of a potential teacher. 1 2 3 4 5 T.C. reading skills displayed were inadequate ⟷ T.C. reading skills displayed were outstanding T.C. writing skills inadequate ⟷ T.C. writing skills outstanding T.C. speaking skills inadequate ⟷ T.C. speaking skills outstanding B. GENERAL PROFESSIONAL SKILLS 2. Clarity: Ideas, feelings, thoughts, and activities were expressed in a way that was clearly understood by the students in class. 1 2 3 4 5 T.C. lacked clarity to the point of being inadequate ⟷ T.C. was extremely clear to the point of being outstanding 3. Enthusiasm: T.C. displayed a personal commitment to the importance of the course content; expressed a personal excitement about the ideas taught and an excitement about thinking about these ideas with students in class. 1 2 3 4 5 T.C. lacked enthusiasm to the point of being inadequate ⟷ T.C. expressed enthusiasm to the point of being outstanding 4. Time Management: T.C. managed student work time to promote high quality, on-task student behavior. 1 2 3 4 5 T.C. promoted low quality, off-task student behavior ⟷ T.C. promoted high-quality, on-task student behavior ...to be continued [See PILOT - Professional Introduction Teacher Candidate Profile, Section III-Component II.]	Student: My teaching experiences during the teaching unit went well. I used some of the skills I learned from micro-teaching such as set induction and using examples. I still need help in classroom management though. There were times when the class got away from me. Instructor: During the lessons that I observed Chris effectively used skills (set induction and use of examples) acquired in practice during micro-teaching and RTL's. But whenever Chris tried to conduct a class discussion, or allowed the students to work in small groups, she experienced difficulty in keeping them on task. Chris exhibits skill in large group instruction, but she needs help in the areas of structuring classroom discussions and organizing tasks for small groups so that they can work independently. Chris has an additional competency in the areas of planning, establishing rapport with her student, and working well with professional peers. ...to be continued	Instructor: Chris is a sophomore and 19 years old. Her previous experience with children includes teaching Sunday School and working with young adolescents at a drug rehabilitation center in the summers. She is the oldest of five children, one of my more mature students, and takes her education as a teacher very seriously. She is interested in using her skill as a teacher in the private business sector. Her father is a vice-president at IBM. I didn't have a whole lot of time to spend with Chris this quarter because my taking my generals. I did send Chris to the Placement Office to discuss her job interests. I'm afraid she might get discouraged of the bad morale among teachers in her school placement site. Historian: During this quarter the PI program's structure was changed considerably from its previous structure. Graduate students formed a "directions" committee whose purpose was to consider administrative decisions. ...to be continued

PART C-EXAMPLES OF COMPONENTS

COMPONENT I: Descriptors

A. Achievement Data

ACT Score: Verbal.....89%
ACT Score: Math.....83%

SAT Score: Verbal.....87%
SAT Score: Math.....84%

High School GPA.....3.0

OSU Math Placement Exam.....84%
OSU English Placement Exam.....85%

OSU University College GPA
at date of application to
The College of Education.....2.9

Ed: -SpSv 289.01
(Introductory Experience in a School).....S

Ed: SpSv 271
(Seminar in Exploring Helping Relationships:
Teaching/Learning).....B+

Other Coursework Included.....--

B. Demographic Data

Sex Code:	Male
Birth Date:	November 12, 1962
Current Address:	East Lane Avenue Columbus, Ohio 43211 (Franklin County)
Campus Attended:	Columbus
Student Major:	Early and Middle Childhood Education
Student Level:	Junior
Admissions Period:	Entered Autumn, 1980
Credit Hours:	91 Quarter Hours
Minority Code:	0
Marital Status:	Single
Enrollment Status:	Full time

B. Demographic Data (Continued)

Quarters Attending OSU:	6
Credit Hours Attempted	91
Credit Hours Failed	0
High School Diploma	River High School Townville, Ohio
High School Class Size:	320
High School Class Standing:	41
Region in which you were raised:	Midwest
School setting in which you were raised:	Multi-Age Grouping

C. Experience Data

1. Field Experiences

Course Number:	Ed. Spsv 289.01
School/Agency Name:	Barrington Elementary
Grade Level:	5
Socio-economic status (Economic, mobility rate, ADC recipients):	Middle/Upper Middle Class
Geographic Location:	Suburban
Curricular Organization:	Traditional and Open-Space
Type of Experience (Observation, participation):	Participation
Cooperating Teacher (Name; Years of Experience; Subject Area):	Jane L. Smith
Hours of Experience:	180 Hours
University Supervisor:	George Jones (Repeatable by Course)

2. Clinical Experience

Course Number:	Education 450
Type(s) of Experience:	Microteaching Peer Teaching Simulations. Small Group Sessions
Contact Hours:	40 Hours (Repeatable by course)

3. Other Experience

Volunteer/Work Experiences:	Camp Counselor 77-78
Extra-Curricular Experiences:	Cub Scout Leader 78-79

D. Psychological Data

1. Myers-Brigss scores administered in FEEP

E. Career Decison Data

1. Career Exploration Survey (used in FEEP)

2. Other instruments to be developed for other core experiences

FRESHMAN EARLY EXPERIENCING PROGRAM

Career Exploration Survey

Name _____ Social Security No. _____ Date _____

Local Address _____ Local Phone _____

Coordinator _____ School _____

School System _____ Subject Area _____

Seminar Leader _____ Level (Circle One) Pre Elem Jr High Sr High Adult

CAP Area _____ Quarter (Circle One) Au 1 Wi 2 Sp 3 Su 4 197___

Advisor _____

For each question circle your answer or indicate a response in the space provided.

1. Sex a) Male b) Female
2. Marital Status a) Single b) Married
3. Age _____
4. Transfer Status Yes _____ No _____
5. Student Status a) Fr b) So c) Jr d) Sr e) Grd
   Quarter 1 2 3
6. Local Residence a) On Campus b) Off Campus c) Commuter
7. Which statement best describes how you have approached or plan to approach your career decisions?
   a) Choose my major first, then think about an occupation.
   b) Choose my occupation first, then select a major to help me get the training I need.
8. Rank your Preferred Program Majors in Order: 1st_____, 2nd_____, and 3rd_____only.

The Arts in Education
- 01 Art Education
- 02 Dance Education
- 03 Music Education

Education: Early and Middle Childhood
- 04 Elementary Education
- 05 Elementary-Special Education

Education for Exceptional Children
- 06 Blind and Partially Seeing
- 07 Mental Retardation
- 08 Deaf and Hard of Hearing

Education: Humanities
- 09 English Education
- 10 Foreign Language Education
- 11 Journalism Education
- 12 Social Studies Education
- 13 Speech Education
- 14 Education: Industrial Technology

Education: Science and Mathematics
- 15 Mathematics Education
- 16 Science Education

Education: Vocational-Technical
- 17 Business Education
- 18 Distributive Education
- 19 Trade and Industrial Education

Interdisciplinary Curricula
- 20 Dental Hygiene Education
- 21 Psychology (Non Teaching)

School of Health, Physical Educ., Recreation
- 22 Health Education
- 23 Physical Education
- 24 Interscholastic Sports
- 25 Public Recreation (Non Teaching)

Programs in Other Colleges
- 26 Social Work
- 27 Speech and Hearing Therapy (ASC)
- 28 Home Economics Education
- 29 Agriculture Education
- 30 Other: Guidance and Counseling, Research and Evaluation, Library Science, Administration
- 31 No specific subject area preference

Use the above Program Majors code number to answer the next item.

Name _____ Soc. Security Number _____

For the following items indicate your status as far as choosing your MAJOR.

9. Which statement best describes you with regard to your choice of a college major?
   a) I have decided on my college major: it is _____.
   b) I have my major narrowed to two or three possibilities; they are: 1) _____ 2) _____ 3) _____.
   c) I have tentatively thought of majoring in the following: _____.
   d) I have a hazy understanding about the majors I am considering.
   e) I am completely undecided about my major.

10. I need to learn what is involved in choosing a major. a) yes b) no

11. I need an overview of all the majors available at OSU. a) yes b) no

12. I need a better understanding of my interests, values, and goals so that I can choose my major in harmony with them. a) yes b) no

13. I need to learn good decision-making procedures so I will be able to make the decision about my major and feel good about it. a) yes b) no

14. I need more detailed information about the few majors I have been thinking about. a) yes b) no

15. I need other types of help. If "yes," explain: _____ a) yes b) no

For the following items, indicate your status as far as choosing your OCCUPATION.

16. Which statement best describes you with regard to your choice of an occupation?
   a) I have decided on an occupation; it is _____.
   b) I have my occupational choice narrowed down to two or three possibilities; they are: 1) _____ 2) _____ 3) _____.
   c) I have tentatively thought of the following occupations: _____.
   d) I have a hazy understanding about the occupations I am considering.
   e) I am completely undecided concerning my future occupation.

17. I need to learn what is involved in choosing an occupation. a) yes b) no

18. I need an overview of the occupational opportunities in the U.S. a) yes b) no

19. I need a better understanding of my interests, values and goals so I can choose an occupation in harmony with them. a) yes b) no

20. I need to learn good decision-making procedures so I will be able to make a decision about my occupation and feel good about it. a) yes b) no

21. I need more detailed information about the few occupations I have been thinking about. a) yes b) no

22. I need other types of help. If "yes," explain: _____ a) yes b) no

COMPONENT II

Assessment

PILOT

SSN _____
Name _____
Date _____
Grade/Course _____

Blue - Cooperating Teacher
Yellow - FEEP Co-ordinator
White - Teacher Candidate (T.C.)

FRESHMAN EARLY EXPERIENCING PROGRAM
TEACHER CANDIDATE PROFILE

Please respond to the items below. For each item, place a check mark (✓) at the place on the continuum that best describes your observations concerning your teacher candidate.

A. BASIC SKILLS

1. T.C. displayed the basic reading, writing, and speaking skills required of a potential teacher.

	1 2 3 4 5	
T.C. reading skills displayed were inadequate	——+——+——+——+——	T.C. reading skills displayed were outstanding
T.C. writing skills inadequate	——+——+——+——+——	T.C. writing skills outstanding
T.C. speaking skills inadequate	——+——+——+——+——	T.C. speaking skills outstanding

B. GENERAL PROFESSIONAL SKILLS

2. Clarity: Ideas, feelings, thoughts, and activities were expressed in a way that was clearly understood by the students in class.

	1 2 3 4 5	
T.C. lacked clarity to the point of being inadequate	——+——+——+——+——	T.C. was extremely clear to the point of being outstanding

3. Enthusiasm: T.C. displayed a personal commitment to the importance of the course content; expressed a personal excitement about the ideas taught and an excitement about thinking about these ideas with students in class.

	1 2 3 4 5	
T.C. lacked enthusiasm to the point of being inadequate	——+——+——+——+——	T.C. expressed enthusiasm to the point of being outstanding

4. Time Management: T.C. managed student work time to promote high quality, on-task student behavior.

	1 2 3 4 5	
T.C. promoted low quality, off-task student behavior	——+——+——+——+——	T.C. promoted high quality, on-task student behavior

C. SPECIFIC SKILLS RELATING TO THE FRESHMAN EARLY EXPERIENCING PROGRAM

5. Work Adjustment: Student displayed punctuality, completed assignments carefully and accurately, and presented a professional appearance.

	1 2 3 4 5	
Student lacked adjustment to the experience to the point of being inadequate	——+——+——+——+——	Student adjusted to the experience to the point of being outstanding

Comments and/or action taken _____

6. Initiative: Displayed a personal commitment to the importance of the exploration process.

	1 2 3 4 5	
Student lacked initiative to the point of being inadequate	——+——+——+——+——	Student expressed initiative to the point of being outstanding

Comments and/or action taken _____

D. SETTING

7. Setting: Check the overall rating of the difficulty of the setting as a context in which to teach.

	1 2 3 4 5	
Setting is exceptionally difficult compared to others I have seen	——+——+——+——+——	Setting is exceptionally easy compared to others I have seen

* - Note change in rating
Blue - Cooperating Teacher
Yellow - PI Instructor
White - Teacher Candidate (T.C.)

PILOT

SSN _____
Name _____
Date _____
Grade/Course _____

PROFESSIONAL INTRODUCTION TEACHER CANDIDATE PROFILE

Please respond to the items below. For each item, place a check mark (✓) at the place on the continuum that best describes your observations concerning your teacher candidate.

A. BASIC SKILLS

1. T.C. displayed the basic reading, writing, and speaking skills required of a potential teacher.

	1 2 3 4 5	
T.C. reading skills displayed were inadequate		T.C. reading skills displayed were outstanding
T.C. writing skills inadequate		T.C. writing skills outstanding
T.C. speaking skills inadequate		T.C. speaking skills outstanding

B. GENERAL PROFESSIONAL SKILLS

2. Clarity: Ideas, feelings, thoughts, and activities were expressed in a way that was clearly understood by the students in class.

	1 2 3 4 5	
T.C. lacked clarity to the point of being inadequate		T.C. was extremely clear to the point of being outstanding

3. Enthusiasm: T.C. displayed a personal commitment to the importance of the course content; expressed a personal excitement about the ideas taught and an excitement about thinking about these ideas with students in class.

	1 2 3 4 5	
T.C. lacked enthusiasm to the point of being inadequate		T.C. expressed enthusiasm to the point of being outstanding

4. Time Management: T.C. managed student work time to promote high quality, on-task student behavior.

	1 2 3 4 5	
T.C. promoted low quality, off-task student behavior		T.C. promoted high quality, on-task student behavior

C. SPECIFIC SKILLS RELATING TO THE PROFESSIONAL INTRODUCTION

5. Human Relations Skills: T.C. displayed behaviors which showed the effect of Teacher Effectiveness Training or Helping Relationship objectives.
OPTIONAL FOR COOPERATING TEACHER

	1 2 3 4 5	
____ Not applicable * T.C. displayed such skills to the point of being outstanding		T.C. did not provide any evidence of human relations training

6. Core Competencies: T.C. displayed unit planning and execution skills.

	1 2 3 4 5	
* T.C. lacked planning skills to the point of being inadequate		T.C. evidenced lesson planning skills to the point of being outstanding
* T.C. executed teaching unit in an outstanding manner		T.C. executed teaching unit in an inadequate manner

7. Work Adjustment: T.C. displayed punctuality, completed assignments carefully and correctly, behaved and dressed appropriate to the norms of the school.

	1 2 3 4 5	
* T.C. lacked adjustment to the point of being inadequate		T.C. adjusted to work to the point of being outstanding

D. SETTING

8. Setting: Check the overall rating of the difficulty of the setting as a context in which to teach.

	1 2 3 4 5	
Setting is exceptionally difficult compared to others I have seen		Setting is exceptionally easy compared to others I have seen

PILOT

SSN _____
Name _____
Date _____
Grade/Course _____

Blue - Cooperating Teacher
Yellow - Program Instructor
White - Teacher Candidate (T.C.)

ELEMENTARY EDUCATION TEACHER CANDIDATE PROFILE

Please respond to the items below. For each item, place a check mark (✓) at the place on the continuum that best describes your observations concerning your teacher candidate.

A. BASIC SKILLS

1. T.C. displayed the basic reading, writing, and speaking skills required of a potential teacher.

	1 2 3 4 5	
T.C. reading skills displayed were inadequate		T.C. reading skills displayed were outstanding
T.C. writing skills inadequate		T.C. writing skills outstanding
T.C. speaking skills inadequate		T.C. speaking skills outstanding

B. GENERAL PROFESSIONAL SKILLS

2. Clarity: Ideas, feelings, thoughts, and activities were expressed in a way that was clearly understood by the students in the class.

	1 2 3 4 5	
T.C. lacked clarity to the point of being inadequate		T.C. was extremely clear to the point of being outstanding

3. Enthusiasm: T.C. displayed a personal commitment to the importance of the course content; expressed a personal excitement about the ideas taught and an excitement about thinking about these ideas with students in class.

	1 2 3 4 5	
T.C. lacked enthusiasm to the point of being inadequate		T.C. expressed enthusiasm to the point of being outstanding

4. Time Management: T.C. managed student work time to promote high quality, on-task student behavior.

	1 2 3 4 5	
T.C. promoted low quality, off-task student behavior		T.C. promoted high quality, on-task student behavior

C. SPECIFIC SKILLS RELATING TO ELEMENTARY EDUCATION (Strand I, Block A)

The teacher candidate demonstrated the following capabilities:	Circle the rating Low - High
1. Ability to relate and interact with children	1 2 3 4
2. Ability to relate and interact with peers	1 2 3 4
3. Accepts professional role and responsibilities	1 2 3 4
4. Knowledge of the following content areas:	
a. Children's Literature	1 2 3 4
b. Educ.: Mathematics	1 2 3 4
c. Art Education	1 2 3 4
5. Ability to apply knowledge of the following areas:	
a. Children's Literature	1 2 3 4
b. Educ.: Mathematics	1 2 3 4
c. Art Education	1 2 3 4

6. In comparison with other students in this program, how do you rate this person as a teacher candidate?

_____ Outstanding
_____ Good
_____ Average
_____ Below Average

PILOT

SSN_____
Name_____
Date_____
Grade/Course_____

Blue - Cooperating Teacher
Yellow - University Supervisor
White - Teacher Candidate (T.C.)

STUDENT TEACHING EVALUATION PROFILE

Comments (Use back of paper if necessary)

Please respond to the items below. For each item, place a check mark (✓) at the place on the continuum that best describes your observations concerning your teacher candidate.

A. BASIC SKILLS

1. T.C. displayed the basic reading, writing, and speaking skills required of a potential teacher.

	1 2 3 4 5	
T.C. reading skills displayed were inadequate		T.C. reading skills displayed were outstanding
T.C. writing skills inadequate		T.C. writing skills outstanding
T.C. speaking skills inadequate		T.C. speaking skills outstanding

B. GENERAL PROFESSIONAL SKILLS

2. Clarity: Ideas, feelings, thoughts, and activities were expressed in a way that was clearly understood by the students in class.

	1 2 3 4 5	
T.C. lacked clarity to the point of being inadequate		T.C. was extremely clear to the point of being outstanding

3. Enthusiasm: T.C. displayed a personal commitment to the importance of the course content; expressed a personal excitement about the ideas taught and an excitement about thinking about these ideas with students in class.

	1 2 3 4 5	
T.C. lacked enthusiasm to the point of being inadequate		T.C. expressed enthusiasm to the point of being outstanding

4. Time Management: T.C. managed student work time to promote high quality, on-task student behavior.

	1 2 3 4 5	
T.C. promoted low-quality, off-task student behavior		T.C. promoted high quality, on-task student behavior

C. SPECIFIC SKILLS RELATING TO STUDENT TEACHING

Curriculum Development

The teacher candidate:

Level of Competency
Low 1 2 3 4 5 High

5. demonstrates knowledge in the curricular areas of:
   _____ (The cooperating teacher enters the 3 subject areas mainly taught by the student teacher.)
   _____
   _____

6. prepares lesson plans that show:
   organization,
   completeness,
   compatibility with the level of student development.

7. utilizes various media tools when appropriate.

8. makes use of various strategies to appropriately evaluate the achievement level of students in this class.

PILOT

Classroom Management

Level of Competency
Low 1 2 3 4 5 High

The teacher candidate:

9. can develop and maintain a learning environment which promotes healthy interpersonal relationships (i.e. cooperation, consideration).
10. can develop and maintain an orderly and stimulating physical environment.
11. maintains self-control in reacting to disruptive or offensive behavior.
12. encourages and responds in a positive manner to student involvement.

Personal Characteristics

Demonstrated — Needs Attention

The teacher candidate:

13. shows discretion and respects confidentiality in communications with others.
14. is consistent in:

    being punctual,
    completing assignments carefully and correctly.
15. shows initiative (i.e. works beyond the minimal requirements).
16. behaves and dresses appropriate to the norms of the school.
17. is fair in dealings with people.
18. respects a student's individuality.
19. can adapt to a variety of situations.

SETTING

20. Check the overall rating of the difficulty of the setting as a context in which to teach.

Extremely Difficult — 1 2 3 4 5 — Exceptionally Easy

SCHOOL (Print) _____ _____

COOPERATING TEACHER (Print) _____ _____

SUPERVISOR (Print) _____ _____

COMPONENT III

Narrative

FRESHMAN EARLY EXPERIENCING PROGRAM

Experiencing Report Form

Name _____ School or Agency _____

Grade or Age Level or Subject _____ Date _____

Brief description of the activity, duty, incident or observation

Reaction to the experience (Feelings, thoughts and actions, both immediate and long-range.)

What further or additional experience or direction will you seek because of these experiences?