DOCUMENT RESUME

ED 221 518 SP 021 044

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TITLE The National Teacher Examinations (NTE) Commons Revision Survey: Final Report of the Results of a National Survey to Review Proposed Specifications for the Revised Commons Examinations of the NTE.
INSTITUTION Educational Testing Service, Princeton, N.J.
PUB DATE May 82
NOTE 47p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Higher Education; Interpersonal Competence; *Preservice Teacher Education; *Teacher Certification; Teacher Education Curriculum; *Teacher Evaluation; Teacher Qualifications; Teaching Skills; Test Items; *Tests; *Test Validity
IDENTIFIERS *National Teacher Examinations

ABSTRACT

In July of 1981, the Policy Council of the National Teacher Examinations (NTE), in conjunction with the Educational Testing Service in Princeton, New Jersey, completed a series of national surveys to review proposed changes in the NTE Commons Examinations. The survey was designed to tap varying perspectives on the proposed test content and its relationship to teacher education curricula and existing requirements for entry-level teaching positions of elementary and secondary school teachers. The three elements of the proposed test used in the survey were general knowledge, communication skills, and professional knowledge. The nationally sampled populations included deans of education, professional education faculty, English department heads, elementary and secondary level principals and teachers, student teachers, state and local boards of education, and school-based parent groups. A need for greater clarity in professional education and more weight on the processes than on the context of teaching were indicated. Items in the general education fields were generally acceptable, and communications skills were a high priority. Emphasis for all groups of respondents was on useful and job-related knowledge and skills needed by beginning teachers. Interpersonal skills were stressed in all areas. Responses revealed high expectations regarding teacher literacy and teacher awareness of current real life concerns. Sample questionnaires used in the survey are appended, along with tables containing the demographic and rating statistics of each response group. (JD)

THE NATIONAL TEACHER EXAMINATIONS (NTE) COMMONS REVISION SURVEY:

Final Report of Results of a National Survey to Review Proposed Specifications for the Revised-Commons Examinations of the NTE

May, 1982

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REPORT OF THE NATIONAL TEACHER EXAMINATIONS

COMMONS REVISION SURVEY

May, 1982

INTRODUCTION

In July of 1981, the Policy Council of the National Teacher Examinations (NTE), in conjunction with the Educational Testing Service in Princeton, New Jersey, completed a series of national surveys designed to review proposed changes in the NTE Common Examinations. This standardized, multiple-choice test battery has been uwed to assess academic competencies in beginning K-12 grade teachers.

The Commons Revision Survey was designed to tap varying perspectives on the proposed test content and its relationship to both teacher education curricula and existing requirements for entry-level teaching positions. In essence, those concerned with the preparation of future teachers were asked if the preliminary test outlines, specified by committees of examiners, appropriately addressed the teaching knowledge and skills needed by a beginning teacher. The NTE Policy Council, a 12-member* body representing user and non-user teacher training institutions, NTE certifying agencies, and user school districts, planned to use the judgements and reactions of the 3,000 professionals and citizens surveyed. The broad-based input collected at the front end of the test development process was critical, given the project goals to expand and improve the NTE offerings. The diverse populations sampled nationally included deans of education, professional education faculty, English department heads, elementary and secondary level principals and teachers, student teachers, state and local boards of education and school-based parent groups.

Currently, the NTE Common Examinations is designed to measure achievement in the liberal arts and professional components of training common to most undergraduate teacher education programs preparing K-12 level teachers. The Commons and 25 area specialization exams are used in 8 states for teacher certification and in approximately 25 states for various purposes including selection, program evaluation, certification, and licensure. Recognizing new directions in teacher education and current testing requirements for certifying entry-level teachers, the Council has proposed that the Commons be substantially revised. Revision objectives call for broader content coverage, flexibility in test choice and use, and a wider range of candidate services and score-reporting possibilities.

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* As of May 1982, the NTE Policy Council expanded its membership to 15 members to include 3 classroom teachers.

The revised Commons, to be named the NTE Core Battery, will consist of three new tests to be developed for use in the fall of 1982 -- the Test of General Knowledge, the Test of Communication Skills and the Test of Professional Knowledge*. They will be available independently or together for use at various points during the teacher training years, possibly for screening and guidance of students entering teacher training, and at exit points upon completion of a prescribed program. The General Knowledge and Communication Skills tests will focus on the knowledge and cognitive skills that are essential for a well-educated, literate person to function and communicate effectively. The Professional Knowledge test will emphasize the professional knowledge considered necessary for all entry-level teachers, whatever their field of specialization.

The results of the survey were sent to the various Committees of Examiners who are charged with responsibility for selecting test content, item development and final form review. This report will provide a summary of the sampling plan, data collection procedures, the questionnaires, overall response patterns, and major findings.

SAMPLING

Random samples, some of which were stratified, were drawn from the most complete, up-to-date lists available for each population. In addition to educational mailing lists, AACTE and NCATE** members (lists included Historically Black Institutions list) were sent copies of the surveys. They appeared to overlap sufficiently with the randomly selected populations that were considered to be adequately represented in the samples. Sample sizes were based on requirements of 95% confidence that estimated parameters have a 10% precision. Tables 1A, 1B, and 1C provide the sample size for each population.

The population of deans of education was stratified three ways: geographically (4 regions), NTE user or non-user, and AACTE member or non-member. Simple random samples were drawn using the same sampling fraction for each stratum. Questionnaires for each of the three NTE test modules were then spiralled through each subsample so that one-third of the sample responded to the specifications in Professional Education, one-third to those in General Education and one-third to those in Communication Skills. They were also sent abbreviated outlines of the other two modules.

The sample of professional education faculty was obtained through the random sample of deans by requesting a list of faculty who teach professional education courses. From each list obtained, one member was selected at random. Those deans who did not send a list were asked

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* At the time of the survey, these test modules were referred to as tests of General Education, Communication Skills and Professional Education. Future references in this report will retain the test names used at the time the survey took place.

** AACTE - American Association of Colleges for Teacher Education
NCATE - National Commission for Accreditation of Teacher Education

to select a professional education faculty member at the time they were surveyed. Instructions for random selection were enclosed. Professional education faculty members were sent the Professional Education specifications plus abbreviated outlines of the other two modules. Each dean was further asked to forward a packaged questionnaire containing the Communication Skills specifications (along with the other abbreviated outlines) to the head of the English department at that institution.

Two simple random samples of principals were selected, one from elementary and one from secondary public schools. They were sent the Professional Education specifications plus abbreviated versions of the other two modules. Principals were also given a packaged questionnaire containing the above and a set of instructions for selecting one entry-level teacher at random from their school. The same principals were also asked to forward a pre-packaged questionnaire containing abbreviated versions of all three specifications to the president of the local parent group.

From a list of student teacher supervisors, a simple random sample was drawn. A packaged questionnaire containing the Professional Education specifications were sent to each supervisor along with instructions for selecting one student teacher at random.

All three abbreviated specifications were sent to a simple random sample of school board presidents who were selected directly from a national mailing list.

Chief state school officers from all fifty states were sent abbreviated versions of the three test specifications.

QUESTIONNAIRES

The content of the questionnaire varied depending upon the particular sample being surveyed. Generally it consisted of a list of specifications from one or more of the three test modules. Next to each specification was a five-point Likert scale on which the respondent indicated a rating. Table II shows specific sample instructions for rating the specifications and the dimensions on which they were rated. In addition, certain demographic information such as institution size, minority enrollment, and whether the population was primarily urban, suburban or rural were obtained so as to provide descriptive information about those institutions participating in the survey.

The complete Professional Education specifications were sent to one-third of the deans, the professional education faculty, principals, teachers, and student teachers. Complete General Education specifications were sent to one-third of the deans. Complete specifications for Communication Skills were sent to one-third of the deans as well as to the English Department heads.

Abbreviated forms of the General Education and Communication Skills specifications were also developed into a questionnaire form and sent to teachers. Parent group presidents, school board presidents, and state

departments of education were sent a short questionnaire with the abbreviated specifications from all three test modules.

DATA COLLECTION

All samples were surveyed by mail. Six of them were contacted indirectly: chairmen of English Departments and professional education faculty were surveyed through the deans, student teachers were reached through their supervisors, and elementary and secondary teachers and parent group presidents received questionnaires forwarded by their principals. The remaining five samples -- deans of education, elementary and secondary principals, school board presidents, and state departments of education -- were sent questionnaires directly.

In each case a cover letter describing the purpose of the survey was enclosed with the questionnaire. Where necessary, specific instructions for random sampling were included. Postage-paid envelopes were included for returning the completed questionnaire.

Two follow-ups were conducted. The first was an automatic post-card reminder that was mailed two weeks after the initial questionnaire was sent. After another two weeks, a second copy of the questionnaire with a follow-up letter and return envelope were mailed to everyone who had not yet responded.

RESPONSES

RESPONSE RATES RANGED FROM 33% TO 86%, DEPENDING ON THE POPULATION SAMPLED. NON-RESPONSE BIAS EFFECTS ARE LIKELY TO INFLUENCE INTERPRETATIONS.

Tables 1A, 1B, and 1C show the rates of response for each sample and summary characteristics of those who did respond. Rates ranged from 33% for elementary teachers to 86% for state departments of education. Not surprisingly, response rates were lower among those groups for whom two stages of sampling were required and the actual questionnaire recipients had to be contacted indirectly.

Teacher Education Institutions

Among deans of education, the highest percentages responding were from southern institutions and were users of NTE. The same pattern held for professional education faculty and English department heads. Because only 54% to 65% of the institutions responded, we must assume that some non-response bias* effects are inherent in the data. Just how these effects are manifested is unknown.

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*Bias here refers to the difference between the true population statistic and the estimate computed on the sample. A sample is unbiased only if it is random and 100% of the questionnaires are returned completed. When fewer than 100% are returned, the specific bias introduced is called non-response bias.

On the average, the institutions responding had teacher education programs from which 60 to 100 students graduated during the last academic year (1980). This number covered a considerable range, from 3 to 5,554 graduates.*

Schools

The surveys of elementary and secondary school principals and teachers yielded responses of 33% to 49%. Non-response bias effects are likely to be more serious in these groups. Furthermore, results of the surveys of teachers indicated that, contrary to sampling instructions given, more experienced (as well as entry-level) teachers were sampled by principals. Instructions for sampling specified that a pool of teachers with less than five years' experience be used. In fact, only 58% of the elementary teachers and 55% of the secondary teachers responding to the surveys satisfied this condition. One teacher had as much as 31 years' experience.

It is possible that many schools had no entry-level teachers and that principals chose among all of the staff instead of not responding at all. Over half (60%) of the elementary schools had fewer than five entry-level teachers; 86% had fewer than 10. Secondary schools had significantly more entry-level teachers, but 76% still had fewer than ten.

While the effects of non-response bias cannot be known, one of its sources may be related to whether the school population was primarily urban, suburban or rural. About half of the principals and teachers responding were from rural schools, while only a quarter were urban and the other quarter suburban. Thus the data must be regarded as reflecting most heavily those attitudes, values, and experiences of rural teachers and principals. Because of the small numbers sampled, it was not possible to analyze urban and suburban data separately.

Student Teachers, Parents, School Boards, State Departments

Sources and effects of non-response bias in the other four samples are not known. Results from student teachers and parent group presidents must be interpreted with particular caution because only 35% and 38% respectively responded. Half of all school board presidents responded, and there is no way to know how the non-respondents reacted to the survey. The survey of state departments of education represents all but seven states. Thus, it probably reflects the nation as a whole fairly accurately.

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* Other interesting background data and comments collected from teacher education institutions will be analyzed at a future time.

MAJOR FINDINGS

MOST SPECIFICATIONS RECEIVED HIGH RATINGS BY ALL SAMPLES. RESPONSES INDICATED NEED FOR GREATER CLARITY IN PROFESSIONAL EDUCATION AND MORE WEIGHT ON THE PROCESSES THAN ON THE CONTEXTS OF TEACHING. GENERAL EDUCATION TOPICS WERE GENERALLY ACCEPTABLE. COMMUNICATION SKILLS WERE HIGHLY PRIORITIZED. EMPHASIS (ACROSS GROUPS) WAS ON USEFUL AND JOB-RELATED KNOWLEDGE AND SKILLS NEEDED BY BEGINNING TEACHERS. INTERPERSONAL SKILLS WERE STRESSED IN ALL AREAS. RESPONSES REVEALED HIGH EXPECTATIONS REGARDING TEACHER LITERACY AND TEACHER AWARENESS OF CURRENT REAL LIFE CONCERNS.

Frequency distributions of responses to each specification (i.e., topic) were computed for all samples and strata. It was particularly useful to examine the percentage of respondents who found the wording of a specification unclear. Among the Professional Education specifications, those most frequently marked "not clear" were numbers 12, 15, 17, 31, 38, 42, 52, and 62. In the Communication Skills specifications, number 11, 12, 16, 25, and 40 were most often indicated. From General Education, 12, and 46 were occasionally judged unclear.*

Ratings of the importance of each specification were analyzed separately for each population sample. Most of the specifications received high ratings by all samples and the distributions of responses were thus skewed to left (i.e., high ratings). Because of this assymetry, it proved useful to look most closely at those specifications for which more than half of the sample marked the most extremely high rating. In addition, it was most informative to examine ones which more than one-fifth of the sample judged to be less than "useful." The specifications falling into either of these categories are shown in Tables III to V, in Appendix A.

By looking across the rows in Table III, we see that deans of education tended to mark the greatest number of Professional Education specifications as "essential." Deans, in fact, had the most positive reactions to all of the specifications; only number 52 (Recognizing judicial policies regarding the language of instruction) was judged less than "useful" by a sizable 23%.

The sample showing the greatest tendency towards low ratings was student teachers. (One must bear in mind, however, that they were asked how well the topic was covered in their own teacher education program.) Seven of the specifications were found to pertain to topics covered "thoroughly" in the program of the majority of student teachers and thirteen were covered "not at all" or less than "moderately" by over one-fifth of this group.

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* See high and low rated specifications (i.e., topics), page 7.

Professional Education Ratings Across Samples (Professional Education Deans & Faculty, Elementary & Secondary Principals, Elementary & Secondary Teachers, Student Teachers)

The Professional Education Specifications receiving the highest ratings by all of the samples were the following (in rank order, the highest being first):

A. The Process of Teaching Knowing how to behave in a professional manner, including the...	36. Encouragement of student feelings of self-worth.... 35. Respecting of human rights.... 37. Interaction with colleagues, parents, students and the public in a responsible way...
A. The Process of Teaching Knowing how to plan, involving the...	2. Identification and formulation of specific objectives for lessons and students....
A. The Process of Teaching Knowing how to implement plans, involving the...	13. Encouragement of appropriate student behavior.... 14. Discouragement of inappropriate student behavior.... 18. Presentation of information and directions in a clear way....
A. The Process of Teaching Knowing how to plan, involving the...	3. Gathering and interpretation of specific information to diagnose student achievement and needs....
A. The Process of Teaching Knowing how to implement plans, involving the...	19. Asking of appropriate questions.... 23. Monitoring of student progress....
A. The Process of Teaching Knowing how to behave in a professional manner, including the...	39. Handling of controversial issues in the classroom in an objective manner....

The Professional Education Specification rated lowest by all samples was number 52. The five lowest were the following:

B. The Context of Teaching Recognizing the implications of state/federal/judicial policy, including the implications of policy regarding...	52. The language of instruction (i.e., teaching in the child's mother tongue)...
B. The Context of Teaching Recognizing the extra-classroom influences on teachers, including...	56. The influence of special interest groups.... 60. Influence of the media/public....
A. The Process of Teaching Knowing how to evaluate, including the...	31. Preparation and use of anecdotal records....
B. The Context of Teaching Recognizing the constitutional rights of students and the implications for classroom practice, including the...	48. Separation of church and state...

In general, there was a tendency for those specifications in "Part B: The Context of Teaching" to receive lower ratings than those under "Part A: The Process of Teaching."

General Education Ratings (Deans)

Only deans of education were sent the complete General Education specifications. None of those received less than "useful" ratings by more than 20% of the sample. The most highly essential specifications were indicated to be the following:

Mathematics

Has good number sense, that is, understands how numbers behave...	1. Has a sense of order among numbers (e.g., $\frac{1}{2}$ is between $\frac{1}{3}$ and $\frac{2}{3}$, 75% is less than 1)...
	2. Has a meaningful understanding of the way numbers are named; understands that a number has many names, and has facility in translating from one to another as needed (e.g., .5 is $\frac{1}{2}$ is 50%)....
Understands and uses numbers in an appropriate way to quantify thinking...	5. Recognizes an appropriate match between mathematics and real life (e.g., can establish a correct ratio or percent, or select an appropriate operation for a real life problem)...
Understands the mathematical basis of measurement...	19. Understands that numbers are used to quantify attributes (e.g., length, temperature, area) of objects, not the objects themselves....
	20. Recognizes and uses appropriate units for making everyday measurements....
	23. Knows in a general way how to convert from one unit to another in the same system (e.g., whether to multiply or divide)....
Understands deductive reasoning...	28. Uses deductive reasoning to determine whether a conclusion based on a series of statements about everyday situations is valid or invalid....

Social Studies

Demonstrates understanding that the development of human culture is affected by both natural and human forces and their interaction:	1. There are conditions or forces that have pervasive consequences in cultural development. This theme will emphasize the ways in which both natural forces (e.g., climate, topography, natural forces) and forces resulting from human action (e.g., technology, inflation, urbanization) shape cultures. Attention will also be given to the interactive relationship between natural and human forces....
Human behaviors are varied and complex and are affected by interrelationships between individuals, small groups, and large groups:	2. The variety of patterns which characterize human behavior is a function of dynamic interrelationships between people and groups and the various contexts within which people live. Questions developed for this theme will explore the ways in which people behave and interact with other people on three levels (individual, small group, large group); questions will also focus on interactive processes and behaviors (e.g., attitudes and beliefs, socialization, conflict)....

Science

Demonstrates understanding of energy relationships in both living and nonliving contexts

1. Organisms perform energy changes in the processes of photosynthesis, nutrition, respiration, and fermentation. Energy transfer occurs in food webs and food chains
2. The Sun is the dominant source of all or nearly all of the Earth's energy
3. Energy is conserved but can be converted from one form to another

Demonstrates understanding of the relationships between living organisms, particularly humans, and the environment

1. Living organisms, and especially humans, can change their environments. The changes may be beneficial but are often destructive
2. Some resources are nonrenewable, although others can be renewed

Demonstrates understanding of the role of science in securing and maintaining important human values

1. Knowledge of nutrition and of the causes of illness and disease enables humans to employ strategies for health maintenance, illness prevention, and safety
2. Science has provided the means of maintaining life while making time available for a wide range of human activities

The topics in Literature and Fine Arts did not receive extremely high or low ratings, as defined in the context of this survey. No. 5 received the highest rating (33% marked "essential," 40% between "essential" and "useful"), and No. 1 was close.

Literature and the Fine Arts

Knowledge of basic concepts required for understanding, analyzing, and interpreting works in major types and forms of literature and fine art:

1. Demonstrate knowledge and awareness of basic elements of meaning such as vocabulary in context, basic musical concepts, widely used symbols, representational features

The ability to relate works of literature and fine arts to one another and to their social/historical context:

5. Seeing works of literature and fine arts as reflections of their social/historical contexts or as embodiments of significant questions concerning human values

The lowest rating was given to No. 7, with 19% marking this topic as less than "useful."

7. Distinguishing between works from different genres, stylistic types, and schools and seeing relationships among the various arts

Communication Skills Ratings (Deans, English Department Heads)

Literature and Fine Arts did not receive extremely high or low ratings. (See DISCUSSION section for related comments.)

The Communication Skills specifications were rated by deans and heads of English Departments. There was strong agreement in the

responses of these two samples. In general, all of the specifications were given ratings of high importance. The following were rated as essential by more than 50% of both samples:

Reading

Comprehension: The ability to understand accurately and completely the explicit content of a written message

1. Main idea....
3. Relationships (e.g., sequence, cause and effect)....

Analysis: The ability to clarify a written message and understand how it is organized and conveyed

5. The writer's purpose....
9. Fact vs. opinion in the message....

Writing

1. Providing and sustaining a focus or thesis....
7. Preserving coherence in an extended piece of writing....
9. Constructing sentences in standard written English, adjusting choice of sentence structure and word choice to suit purposes and aims....
10. Using sentences and vocabulary which are appropriate to the purpose of writing....
11. Using words and sentences which are appropriate for the intended readers....
12. Constructing sentences in standard written English and identifying sentences that do not observe the conventions of standard written English, such as grammar, usage, and punctuation

Listening

1. Basic Comprehension of Message: Noting details, paraphrasing message, recognizing cognitive clues, understanding connotations of words, interpreting metaphorical language; summarizing major ideas

Curriculum Data (Deans, English Department Heads)

In addition to asking for ratings of each specification, respondents were asked whether their English departments offered improvement courses in each of the three areas. There was a considerable discrepancy between the responses to these questions depending on whether deans or English department heads were asked. Of the deans, 56% said that a reading course was offered, while 71% of the English departments said that such a course was available.

Discrepancies may be due to differences in non-response bias patterns because neither sample had a very high response rate. If non-response bias is not responsible for the difference, the discrepancy may reflect either lack of information about the availability of a reading improvement course per se, or differing perceptions regarding the content of certain English courses.

Of the deans, 88% said that writing courses were offered, while 94% of the English departments reported having such a course. The two samples agreed on the percentage offering a listening skills course, namely, 28%.

Sixty-six percent of the deans and 70% of the English department heads thought that a speaking skills test should be part of the NTE Commons. According to deans, 51% of the institutions now offer courses designed to improve speaking skills; only 36% of the English departments said that they now have such a course. Again it is not possible to explain the discrepancy from the data alone.

Short Form Response Data (Parent Group Presidents, School Board Presidents, State Department Heads)

Analysis of data from the three samples who completed the short form* of the specifications revealed that the parent group presidents were generally more positive about all of the specifications and rated more of them as "essential" than did the school board presidents. Overall, the ratings assigned by the state departments of education were somewhat lower, suggesting that parents and school board presidents may tend to regard more areas as "essential" than the state actually requires for certification.

Of the Professional Education specifications, over half of all three samples rated planning and implementing plans as "essential" or required. Over half of the parent group and school board presidents also rated evaluation of student achievement and behaving in a professional manner as "essential." The content area receiving the lowest overall rating was "demonstrating knowledge of the teaching profession: professional organizations, teachers' rights and responsibilities." Thirty-one percent of the school board presidents assigned ratings lower than "useful" to this specification.

Among the General Education content areas, mathematics and science were most often rated "essential." Again the parent group presidents gave the highest ratings overall. Only two or three respondents from any of the samples marked any content area as unimportant or not required for certification.

Communication Skills received ratings of high importance in all three content areas, particularly by parent group presidents. For example, 78% of this group marked Writing as "essential." Reading was the area most consistently marked "essential" by all three samples. Even the lowest ratings were generally high: state departments of education rated Listening, on the average, as somewhere between "recommended" and "definitely required." Given the average pattern of responses of these three samples, it would appear that standards may differ, depending on the perspective of the particular group. It is also likely that only the most concerned parent groups responded to the survey (38% response rate).

DISCUSSION

Due to the low to moderate response rates obtained, considerable caution must be exercised in drawing inferences about any of the populations represented. Some conclusions about the samples can, however, be drawn.

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* The "short form" consisted of an abbreviated outline of the major topics included in the test specifications.

Ratings of all specifications in all three modules tended to be high. Some groups tended to have higher overall ratings than did others, but the relative preferences were quite similar. No specification from any module was rated high by one sample and low by another, indicating considerable consensus across population samples regarding the importance of the topics and subtopics.

Nearly all specifications showed the full range of possible ratings. Thus there was considerable variation in responses within any particular sample. However, this variation tended to be greater within a sample than between samples.

Several important recommendations resulting from this study have been implemented. First, the specifications marked "not clear" were reworded for use by item writers; and second, the fifteen Professional Education specifications with relatively low ratings were further reviewed and a decision was made as to their relative importance in the test. The suggested direction to weight Process topics more heavily than Context topics was carried out. Other suggestions, additions and re-emphases have been incorporated. For example, an improved outline for the Social Studies portion of the General Education test was developed that would enable item writers to improve their approach to sampling content from the various social science disciplines. This was a direct result of feedback and comments generated by the surveys regarding this area. The support and enthusiasm directed to our development of a Communications Skills test added impetus to our efforts, and signalled additional long-range work to be considered by the NTE Research and Development Committee.

The Commons Revision Survey netted an overall response of 50%. Considering the rather technical nature of the questionnaire content and the fact that test specifications per se are not typically popular discussion items (even among the more academic samples surveyed), the NTE Program views this response as encouraging.

An opportunity for various concerned groups to review early test outlines helps to inform them about the process and goals of test development in a professional context. The survey has provided a vehicle for broadened input in a more general rather than technical sense, and at least some global reactions to the test direction and test emphases.

While non-response bias effects are evident, and reviews of test topics are not to be equated with reviews of the tests themselves (i.e., the actual test items or questions that reflect the topics), the public has had an early opportunity to learn of new directions in the NTE using paper-and-pencil assessments of the knowledge and skills deemed essential for beginning entry-level teachers. The judgments of teacher educators, teachers and test specialists, augmented by the consulting advice of well-known, respected leaders in education were used to develop the preliminary test outlines; the survey respondents added their judgments in determining the final content areas which in turn, affected the selection of items and the relative weightings of items

that will make up the new 1982 test battery. Other added dimensions that will help shape the final test specifications - extensive pretesting, teacher panel reviews and committee of examiner reviews - have been implemented in the interim period following this survey and the preparation of the final report. All reflect the broadened input promised by the NTE Program.

Given the overall, generally positive response to the proposed specifications, and the absence of major discrepancies among the surveyed groups, agreement on the priorities given to entry-level teacher competency as defined by the new NTE Battery may be assumed, at least for the populations sampled in this study.

The competencies most valued in the Professional Education area by these groups centered on a teacher's interpersonal skills, planning and presenting skills (including appropriate teacher feedback behavior), and professional behavior. Relatively low priority was given to the teacher's knowledge of state, federal or judicial policies on education and other extra-classroom influences involving public relations, and to record-keeping for pupil evaluation purposes. As noted earlier, the process of teaching was viewed as far more important than understanding the context in which the teaching takes place.

Overall, the General Education ratings tended to be more positive with a focus on a teacher's appropriate, meaningful use of quantitative thinking in real life situations, a teacher's awareness of interpersonal and cultural forces, and basic scientific literacy in energy, resource (human and physical) and health areas. As noted earlier, the topics in Literature and Fine Arts did not receive extremely high or low ratings.

It is interesting to observe that across all samples surveyed, high ratings were given to the three communication skill areas, particularly writing competency. This is also reflected in their teacher education programs, although less so for listening skills. Basic comprehension in reading and listening, the ability to analyze a written message and to distinguish fact from opinion were strongly emphasized. Apparently, reading and writing improvement courses are offered in a majority of the teacher education institutions sampled, while listening courses per se are still relatively rare. Formal speaking courses appear with higher frequency than listening, and respondents strongly favored adding this component to the NTE battery.

The data also suggest that certain lay groups (i.e., parents and school board presidents) demand broad areas of competency and high standards of their teachers. The divergence in standard setting among lay and some professional groups surveyed, formal or informal, implicit or explicit, may also reflect changing values about traditional role expectancies for teachers. While this is only conjecture, the data suggests that basic, across-the-board literacy is certainly expected, but that the responsibility of teaching children requires higher standards which include human and interpersonal factors that permeate all academic and professional knowledge areas.

The survey results are encouraging. The NTE Policy Council and the NTE staff at ETS have made good use of this data to make informed decisions on final test specifications that will shape the content of the new revised teacher examinations battery. The NTE Core Battery -- the Test of General Knowledge, the Test of Communication Skills, and the Test of Professional Knowledge -- will be ready for use in November 1982, given the support of diverse groups concerned with improving the quality of education.

Note: Special acknowledgment and appreciation is extended to Nancy Baker, Administrative Assistant, HEP-Test Development, Educational Testing Service; and Shula Freedel Sadock, a University of Pittsburgh doctoral student enrolled in the 1981 Educational Testing Service Summer Program in Research for Graduate Students. Their help in planning, preparing and coordinating the surveys was vital.

APPENDIX A

TABLES

TABLE IA: DESCRIPTION OF SAMPLES

Population	Specifications*	Stratification**	# Mailed	# Returned	Response Rate (%)	Average Size of Teacher Education Program***
DEANS OF EDUCATION	Professional Education		157	92	59	100
		Northeast	45	26	58	100
		South	33	26	79	150
		Midwest	53	26	49	100
		Far West	26	14	54	150
		User	27	22	81	175
		Non-User	130	70	54	100
		AACTE Member	118	71	60	125
		Non-Member	39	21	54	45
	General Education		157	102	65	75
		Northeast	44	26	59	46
		South	33	21	64	130
		Midwest	54	37	69	55
		Far West	26	18	69	98
		User	29	17	59	75
		Non-User	128	85	66	75
		AACTE Member	104	68	65	118
		Non-Member	53	34	64	31
	Communication Skills		157	97	62	85
		Northeast	44	29	66	75
		South	33	19	58	80
		Midwest	53	32	60	85
		Far West	27	17	63	186
		User	27	21	78	74
		Non-User	130	76	58	85
		AACTE Member	101	63	62	160
		Non-Member	56	34	61	50

*The three module specifications were spiralled within the Deans of Education sample.

**The Dean of Education sample was stratified three ways: by region, NTE User/Non-User and AACTE Member/Non-Member.

***Median number of students graduated 1979-80 academic year.

TABLE 1B: DESCRIPTION OF SAMPLES

Population	Specifications	Stratification*	# Mailed	# Returned	Response Rate (%)	Average Size of Teacher Education Program**
PROFESSIONAL EDUCATION FACULTY	Professional Education		471	258	55	60
		Northeast	133	76	57	53
		South	99	60	61	80
		Midwest	160	81	51	68
		Far West	79	41	52	75
		User	83	53	64	62
		Non-User	388	205	53	60
		AACTE Member	323	180	56	
		Non-Member	148	78	53	
ENGLISH DEPARTMENT HEADS	Communication Skills		471	256	54	N/A
		Northeast	133	68	51	
		South	99	59	60	
		Midwest	160	86	54	
		Far West	79	43	54	
		User	83	62	75	
		Non-User	388	194	50	
		AACTE Member	323	192	59	
		Non-Member	148	64	43	

*The Professional Education Faculty and English Department Heads were stratified three ways: by region, NTE User/Non-User and AACTE Member/Non-Member.

**Median number of students graduated 1979-80 academic year.

TABLE IC: DESCRIPTION OF SAMPLES

Population	Specifications	Mailed	Returned	Response Rate (%)	Median % Black/Hispanic Students	Teacher Experience*	Years Taught**	Urban	Suburban	Rural
ELEMENTARY PRINCIPALS	Professional Education(PE)	160	73	46	5	3	N/A	17(24%)	16(22%)	39(54%)
SECONDARY PRINCIPALS	PE	160	79	49	5	6	N/A	19(24%)	21(27%)	39(49%)
ELEMENTARY TEACHERS	PE	160	52	33	10	N/A	4	13(25%)	12(23%)	27(52%)
SECONDARY TEACHERS	PE	160	67	42	3	N/A	4	15(22%)	18(27%)	34(51%)
STUDENT TEACHERS	PE	320	113	35	N/A	N/A	N/A	N/A	N/A	N/A
PARENT GROUP PRESIDENT	Short Form	160	60	38	10	N/A	N/A	N/A	N/A	N/A
SCHOOL BOARD PRESIDENT	Short Form	160	80	50	2	N/A	N/A	N/A	N/A	N/A
STATE DEPARTMENT OF EDUCATION	Short Form	50	43	86	N/A	N/A	N/A	N/A	N/A	N/A

*Median number of teachers having less than 4 years teaching experience.

**Median number of years taught.

TABLE II: TEACHER RESPONSE ON SUBJECT AREAS TAUGHT*

	Elementary Teachers	Secondary Teachers	Student Teachers**
Total Number Received	52	67	113
SUBJECT AREAS			
Elementary curriculum	39	3	79
Special Education	7	4	18
English	5	23	16
Mathematics	5	10	13
Natural Sciences	4	7	9
Social Sciences/History	4	10	15
Foreigh Languages	0	7	6
Art/Music	3	3	8
Business	0	4	1
Home Economics	1	3	3
Vocational/Technical	0	2	3
Physical Education/Health	3	4	6
Other	4	11	15

*Includes multiple responses.

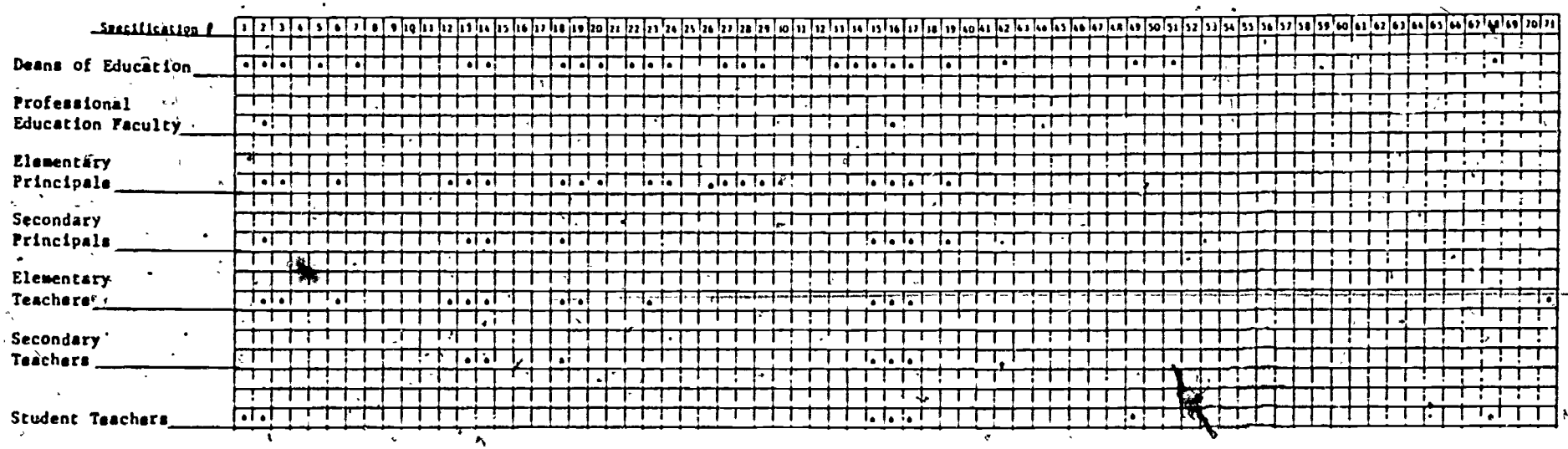
**Student Teachers were asked to indicate the area(s) they were preparing to teach.

TABLE IIA: RATING SCALE INSTRUCTIONS AND HEADINGS FOR EACH SAMPLE

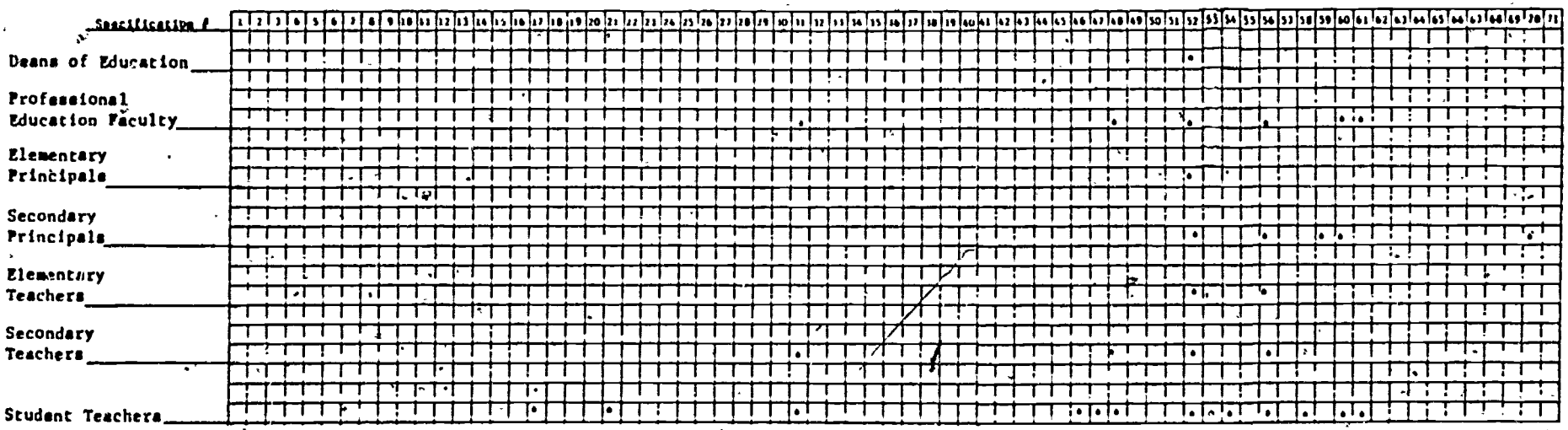
Sample	Instructions given to respondent: "rate each in terms of. . . . ."	Rating Scale Heading	Ratings 1=	3=	5=
Deans and English Department Chairmen	. . .its importance as to knowledge to be acquired by teacher education students by the time they graduate.	Knowledge for graduation is. . .	Not Important	Useful; Desirable	Essential
Professional Education Faculty	. . .the degree to which must teacher education students have been exposed to that topic by the time they graduate.	Most students are exposed to this topic. . .	Not at all	Moderately	Thoroughly
Principals	. . .its importance for an entry-level teacher to know before being hired at your school.	Knowledge for entry-level teaching is. . .	Not Important	Useful; Desirable	Essential
Teachers	. . .how useful it is for you to know this topic in order to teach.	Knowledge for entry-level teaching is. . .	Not Important	Useful; Desirable	Essential
Student Teachers	. . .the degree to which it was covered in your teacher education coursework.	In my own teacher education program this topic was covered. . .	Not at all	Moderately	Essential
Parent Groups and School Boards	. . .its importance, in your opinion, for a beginning teacher to know before being hired at your school.	Knowledge for beginning teachers is. . .	Not Important	Useful; Desirable	Essential
State Departments of Education	. . .its importance as knowledge to be acquired by teacher education students in order to be certified as teachers in your state	Knowledge for teacher certification is. . .	Not Required	Recommended	Definitely Required

TABLE III: PROFESSIONAL EDUCATION SPECIFICATIONS RECEIVING HIGHEST AND LOWEST RATINGS

HIGHEST RATINGS*



LOWEST RATINGS**

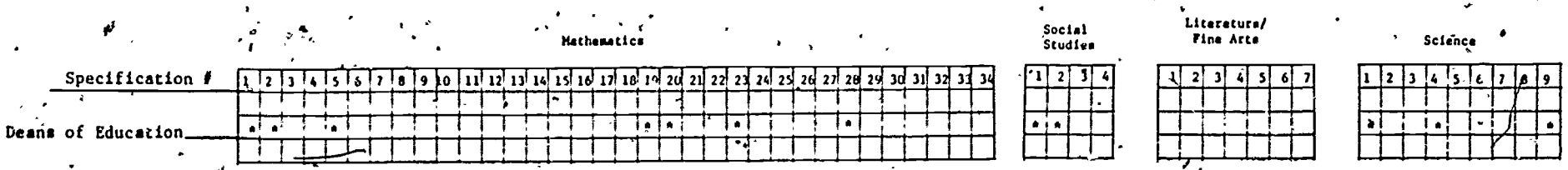


*HIGHEST ratings are specifications for which 50% or more of the sample marked "essential".

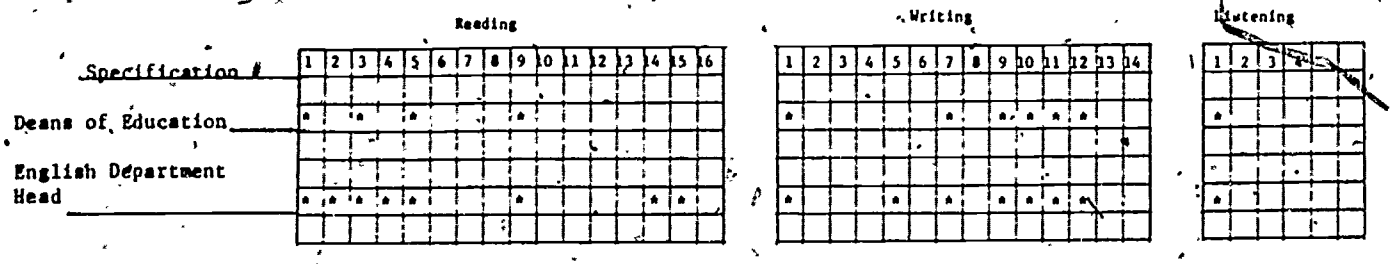
**LOWEST ratings are specifications for which 20% or more of the sample marked less than "useful".

TABLE IV: GENERAL EDUCATION AND COMMUNICATION SKILLS SPECIFICATIONS
HIGHEST AND LOWEST RATINGS*

GENERAL EDUCATION



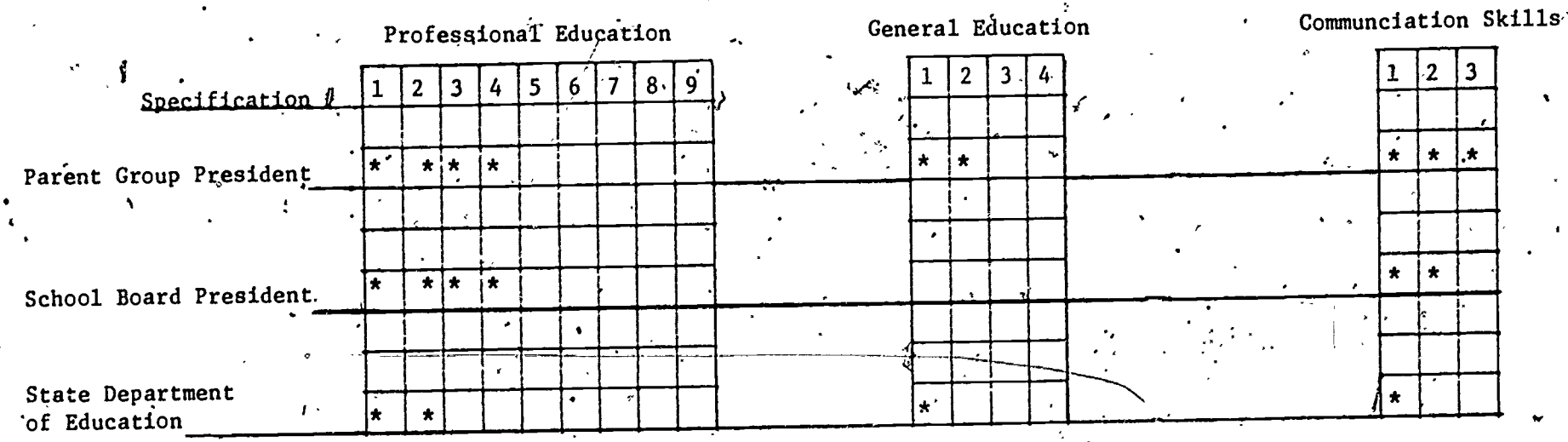
COMMUNICATION SKILLS



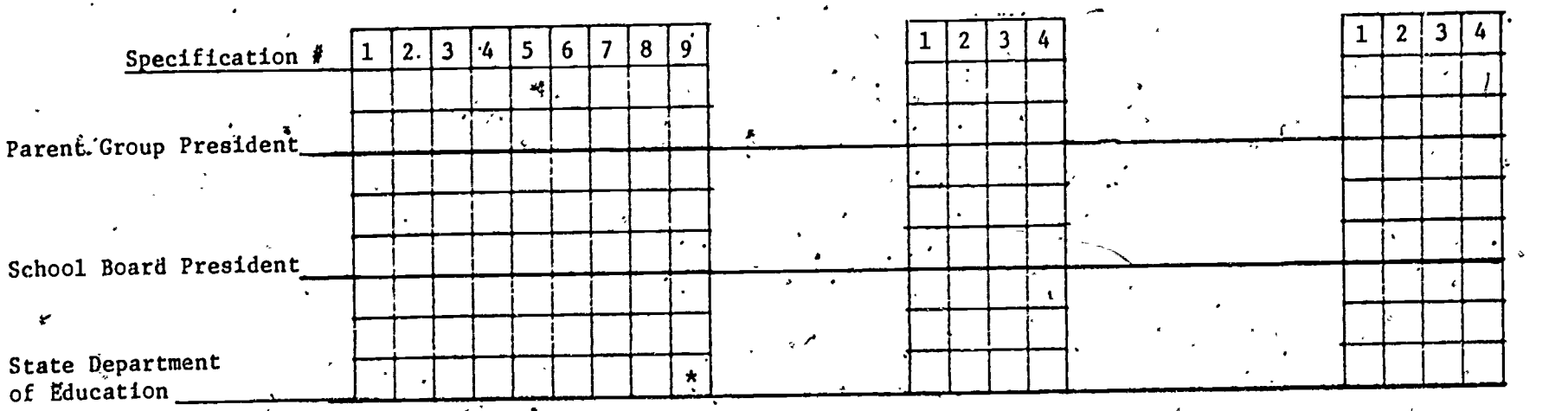
*HIGHEST ratings are specifications for which 50% or more of the sample marked "essential". There were no specifications for which 20% or more of the sample marked ratings less than "useful".

TABLE V: SHORT FORM OF SPECIFICATIONS RECEIVING HIGHEST AND LOWEST RATINGS

HIGHEST RATINGS*



LOWEST RATINGS**



*HIGHEST ratings are specifications for which 50% or more of the sample marked "essential".

**LOWEST ratings are specifications for which 20% or more of the sample marked less than "useful".

APPENDIX B

SAMPLE QUESTIONNAIRES FOR TWO POPULATIONS

- Long Forms (Deans)
- Short Form (State Boards)

SAMPLE SURVEY (Deans)

NTE COMMONS REVISION SURVEY

General Education

The General Education portion of the new NTE Common Examinations emphasizes knowledge and skills expected of well-educated, literate citizens who are entering the profession of teaching. The test content draws on themes which reflect the essentials of education and the interdependence of skills and knowledge in the areas of mathematics, science, social studies and the humanities.

Please read the following topics and rate each in terms of its importance as to knowledge to be acquired by teacher education students by the time they graduate. Whether the topic was learned in college or in high school does not matter. What is important is whether your institution expects a graduating teacher education student to have an understanding of that topic. Assign a rating of "5" to a topic that you consider absolutely essential for graduation; assign a "1" to those you regard as totally unimportant. Assign a mid-range rating of "2", "3", or "4" if the topic is more or less useful for graduation. If you find the wording unclear or so vague or ambiguous that you cannot respond, place a check within the parentheses in the rightmost column.

Bearing in mind your current institutional requirements for graduation, read through the topics in each section and decide whether they are sufficient. On the lines provided, add any important topics you think we have omitted. Be sure that what you add is not simply a rewording or a specific subcategory of an existing topic.

EXAMPLE:

	Knowledge for graduation is...					
	Not important		*Useful; desirable*		*Essential*	*Not clear*
Development of instructional materials.	1	2	3	(4)	5	( )

This example shows the response given by a person who would rate knowledge of the development of instructional materials as more than desirable but not essential for graduation.

Now carefully consider each topic below, including those you have added, and indicate your rating by circling the appropriate number. If you have any comments, please write them at the end of the questionnaire or on a separate sheet.

MATHEMATICS	Knowledge for graduation is...					
	Not important		*Useful; desirable*		*Essential*	*Not clear*
Has good number sense, that is, understands how numbers behave...						
1. Has a sense of order among numbers (e.g., $\frac{1}{2}$ is between $\frac{1}{3}$ and $\frac{2}{3}$, 75% is less than 1)	1	2	3	4	5	( )
2. Has a meaningful understanding of the way numbers are named; understands that a number has many names, and has facility in translating from one to another as needed (e.g., .5 is $\frac{1}{2}$ is 50%)	1	2	3	4	5	( )
3. Has a sense of the order of magnitude of number as it relates to place value or scientific notation (e.g., 100 is 1,000 times as great as 0.1).	1	2	3	4	5	( )
4. Estimates, or otherwise predicts, the outcome of computation (approximates answer).	1	2	3	4	5	( )

Mathematics *(continued)*

	Knowledge for graduation is...				
	Not important	*Useful; desirable*		*Essential*	*Not clear*
Understands and uses numbers in an appropriate way to quantify thinking...					
5. Recognizes an appropriate match between mathematics and real life (e.g., can establish a correct ratio or percent, or select an appropriate operation for a real life problem)	1	2	3	4	5 ( )
6. Recognizes necessary and sufficient conditions for the solution of real life problems (e.g., for a real life problem, knows what numbers are needed and how to obtain them, such as needed measurements to determine the amount of paint necessary to paint the walls of a room)	1	2	3	4	5 ( )
7. Solves real life problems by estimating answers and doing the necessary computation	1	2	3	4	5 ( )
8. Recognizes multiple ways to find answers and equivalent computational procedures	1	2	3	4	5 ( )
9. Recognizes an appropriate number that can be used as an answer to a problem and adjusts and interprets answers to fit the context of the problem (e.g., the answer, $5\frac{1}{3}$ would be recorded as 6 if it represents the number of cars needed to transport people, but recorded as 5 if it represents the number of passengers per car)	1	2	3	4	5 ( )
10. Correctly predicts the outcome of changing some number or condition in a problem in an "if-then" sense (e.g., if one of the numbers in a problem is doubled, how does that change the outcome)	1	2	3	4	5 ( )
11. Interprets numbers when used to express probability (chance)	1	2	3	4	5 ( )
Recognizes and uses mathematical relationships...					
12. Distinguishes among direct, inverse and other kinds of variation without necessarily knowing the correct term for the relationship	1	2	3	4	5 ( )
13. Recognizes spatial relationships in everyday life (e.g., identifies and predicts possible relationships among lines in space)	1	2	3	4	5 ( )
14. States and uses relationships for the measures of common two-and three-dimensional geometric figures	1	2	3	4	5 ( )
15. Recognizes equivalent relationships having a different form (e.g., d = rt is equivelant to t = d ÷ r)	1	2	3	4	5 ( )
16. Symbolizes a relationship appropriately; conversely, interprets a relationship expressed in symbols; understands the use of a formula as a way to solve a class of similar problems	1	2	3	4	5 ( )
17. Solves problems involving ratio and proportion and percent	1	2	3	4	5 ( )
18. Recognizes relationships evident in data and makes appropriate predictions and/or extrapolations from these data	1	2	3	4	5 ( )
Understands the mathematical basis of measurement...					
19. Understands that numbers are used to quantify attributes (e.g., length, temperature, area) of objects, not the objects themselves	1	2	3	4	5 ( )
20. Recognizes and uses appropriate units for making everyday measurements	1	2	3	4	5 ( )

Mathematics *(continued)*

	Knowledge for graduation is...					
	Not important		*Useful; desirable*		*Essential*	*Not clear*
21. Recognizes and uses geometric concepts in making linear, area, and volume measurements.	1	2	3	4	5	( )
22. Understands the relationship between the size of the unit and the number of units (e.g., the shorter the unit used to measure length, the larger the number of those units in a specific measurement)	1	2	3	4	5	( )
23. Knows in a general way how to convert from one unit to another in the same system (e.g., whether to multiply or divide)	1	2	3	4	5	( )
24. Determines the measurements needed in order to solve a problem; can solve measurement problems.	1	2	3	4	5	( )
25. Is literate about the metric (SI) system	1	2	3	4	5	( )
26. Reads a calibrated scale correctly, whether the calibration is in multiples of whole numbers or fractional divisions; estimates readings between tic marks	1	2	3	4	5	( )
Understands deductive reasoning...						
27. Correctly interprets sentences which incorporate the logical connectives, "and", "or", and "if-then" as well as the quantifiers, "some", "all", and "none" (e.g., recognizes that $x < 2$ and $x > 3$ is impossible)	1	2	3	4		( )
28. Uses deductive reasoning to determine whether a conclusion based on a series of statements about everyday situations is valid or invalid.	1	2	3	4	5	( )
29. Sees the need for basic definitions and assumptions and recognizes hidden assumptions (e.g., in advertisements or political slogans).	1	2	3	4	5	( )
30. Makes appropriate generalizations; identifies counter-examples to inappropriate generalizations (e.g., can find an exception to the statement "all fractions are less than one").	1	2	3	4	5	( )
Can interpret graphic, symbolic and verbal material...						
31. Makes reasonable visual comparisons of the size of two or more objects.	1	2	3	4	5	( )
32. Reads and interprets bar, line, and circle graphs and pictographs.	1	2	3	4	5	( )
33. Chooses a mathematically appropriate graph to represent a given set of data.	1	2	3	4	5	( )
34. Interprets a schematic diagram (e.g., a flow-chart, road map, or diagram of the circulatory system of a frog)	1	2	3	4	5	( )
35. _____	1	2	3	4	5	
36. _____	1	2	3	4	5	
37. _____	1	2	3	4	5	

SOCIAL STUDIES

Knowledge for graduation is...

	Not important	Useful; desirable	Essential	Not clear
Demonstrates understanding that the development of human culture is affected by both natural and human forces and their interaction:				
1. There are conditions or forces that have pervasive consequences in cultural development. This theme will emphasize the ways in which both natural forces (e.g., climate, topography, natural forces) and forces resulting from human action (e.g., technology, inflation, urbanization) shape cultures. Attention will also be given to the interactive relationship between natural and human forces.	1	2 3 4	5	( )
Human behaviors are varied and complex and are affected by interrelationships between individuals, small groups, and large groups:				
2. The variety of patterns which characterize human behavior is a function of dynamic interrelationships between people and groups and the various contexts within which people live. Questions developed for this theme will explore the ways in which people behave and interact with other people on three levels (individual, small group, large group); questions will also focus on interactive processes and behaviors (e.g., attitudes and beliefs, socialization, conflict)	1	2 3 4	5	( )
There are both shared and distinctive features of cultures in various historical periods:				
3. All cultures can be described in terms of certain dimensions or features. Some of those dimensions or features may reflect basic needs of any social grouping. Other features may reflect ways in which people express or organize themselves. Cultures can be described, compared, or contrasted in terms of such features (e.g., economic and political systems, ways of satisfying basic needs, religion). Questions that explore particular cultures or periods in history should emphasize those aspects which are particularly salient to our understanding of the contemporary world	1	2 3 4	5	( )
The study of human affairs is accomplished by various methods of investigation, which have both appropriate uses and limitations:				
4. Various methods of investigation are used to study human affairs and to resolve social issues and problems. Social studies methods of investigation include complex modes of inquiry which involve problem recognition and definition, the formulation of hypotheses, the collection and analysis of data, and the formulation of conclusions or solutions. Questions developed for this theme will explore various methods of investigation and their relevant strategies. Some questions will focus on the limitations and/or appropriate application of these methods.	1	2 3 4	5	( )
5. _____	1	2 3 4	5	
6. _____	1	2 3 4	5	
7. _____	1	2 3 4	5	

Knowledge for graduation is...

LITERATURE/FINE ARTS	*Not important*		*Useful; desirable*		*Essential*	*Not clear*
Knowledge of basic concepts required for understanding, analyzing, and interpreting works in major types and forms of literature and fine art:						
1. Demonstrate knowledge and awareness of basic elements of meaning such as vocabulary in context, basic musical concepts, widely used symbols, representational features . . .	1	2	3	4	5	( )
2. Demonstrate knowledge and awareness of basic structural components and materials including the nature of materials, compositional elements, principles of sound and light.	1	2	3	4	5	( )
The ability to analyze and interpret works of literature and fine arts:						
3. Demonstrate the ability to understand formal structures in terms of the inter-relationship of their elements including concepts such as relation of parts of works to the whole, pattern, unity, function, and rhythm	1	2	3	4	5	( )
4. Demonstrate the ability to interpret works of literature and fine arts in terms of such topics as meaning, symbolism, convention, holistic significance, theme, mood, tone, figurative elements, ambiguity	1	2	3	4	5	( )
The ability to relate works of literature and fine arts to one another and to their social/historical context:						
5. Seeing works of literature and fine arts as reflections of their social/historical contexts or as embodiments of significant questions concerning human values	1	2	3	4	5	( )
6. Demonstrating awareness of similarities and differences between works from different cultural traditions and historical periods	1	2	3	4	5	( )
7. Distinguishing between works from different genres, stylistic types, and schools and seeing relationships among the various arts	1	2	3	4	5	( )
8. _____	1	2	3	4	5	
9. _____	1	2	3	4	5	
10. _____	1	2	3	4	5	

SCIENCE

Knowledge for graduation is...

	Not important		Useful; desirable		Essential	Not clear
1. Demonstrates understanding of energy relationships in both living and nonliving contexts • Organisms perform energy changes in the processes of photosynthesis, nutrition, respiration, and fermentation. Energy transfer occurs in food webs and food chains • The Sun is the dominant source of all or nearly all of the Earth's energy • Energy is conserved but can be converted from one form to another	1	2	3	4	5	( )
2. Demonstrates understanding of the significant features of living things • Living things, in contrast to nonliving things, possess cellular structure • Living things have the following functions: food getting, digestion, transport, assimilation, excretion, response to environmental stimuli, and reproduction	1	2	3	4	5	( )
3. Demonstrates understanding of the fact that the operation of natural processes has resulted in organisms that fill a vast number of ecological niches and that these organisms are usually classified on a structural basis into a small number of categories, which facilitate the understanding and study of the organisms • There is great variety among organisms, both plant and animal • Processes at work have led to changes in the dominant organisms at various times and in various places	1	2	3	4	5	( )
4. Demonstrates understanding of the relationships between living organisms, particularly humans, and the environment • Living organisms, and especially humans, can change their environments. The changes may be beneficial but are often destructive • Some resources are nonrenewable, although others can be renewed	1	2	3	4	5	( )
5. Demonstrates understanding of the fact that Earth is both a part of the Universe and a body that has special characteristics • Various evidences provide insight into the origins of the Universe and of Earth • Earth has various components. The arrangements of some of these components have changed and are changing with time, in response to various forces that produce these rearrangements	1	2	3	4	5	( )
6. Demonstrates understanding that all matter is composed of atoms, that atoms are divisible, and that atoms undergo combinations • Matter exhibits three states and these states can be described in molecular terms • Atoms combine in various ways, resulting in a wide diversity of substances • The properties of substances determine the applications of these substances; metals and nonmetals, elements and compounds, acids and bases, organic substances and inorganic substances, etc.	1	2	3	4	5	( )

Science *(continued)*

Knowledge for graduation is...

	Not important		*Useful; desirable*		*Essential*	*Not clear*
7. Demonstrates understanding of the forces that act on units of matter • Almost all interactions of matter result from the operation of a limited number of forces: gravitational, electromagnetic, and nuclear • Humans and their inventions can manipulate forces to bring about important movements and changes	1	2	3	4	5	( )
8. Demonstrates understanding of the methods of science: the kinds of reasoning and the organization of information that have contributed to the development of science • Humans can increase their understanding of the laws of science and can use them, but cannot alter them • There is dynamic interaction between pure science and technology • Models facilitate the demonstration and explanation of scientific principles	1	2	3	4	5	( )
9. Demonstrates understanding of the role of science in securing and maintaining important human values • Knowledge of nutrition and of the causes of illness and disease enables humans to employ strategies for health maintenance, illness prevention, and safety • Science has provided the means of maintaining life while making time available for a wide range of human activities	1	2	3	4	5	( )
10. _____	1	2	3	4	5	
11. _____	1	2	3	4	5	
12. _____	1	2	3	4	5	

Approximately how many students graduated from your teacher education program during the past academic year (1979-1980)? . . . . . [ ]

Comments: _____

Return to:
National Teacher Examinations
Box 911
Princeton, NJ 08541

SAMPLE SURVEY (Deans)

NTE COMMONS REVISION SURVEY

Communication Skills

The communication skills portion of the new NTE Common Examinations focuses on the processes of communication (reading, writing, listening). The emphasis is on understanding and manipulating the elements of a written or spoken message.

Please read the following topics and rate each in terms of its importance as to knowledge to be acquired by teacher education students by the time they graduate. Whether the topic was learned in college or in high school does not matter. What is important is whether your institution expects a graduating teacher education student to have an understanding of that topic. Assign a rating of "5" to a topic that you consider absolutely essential for graduation; assign a "1" to those you regard as totally unimportant. Assign a mid-range rating of "2", "3", or "4" if the topic is more or less useful for graduation. If you find the wording unclear or so vague or ambiguous that you cannot respond, place a check within the parentheses in the rightmost column.

Bearing in mind your current institutional requirements for graduation, read through the topics in each section and decide whether they are sufficient. On the lines provided, add any important topics you think we have omitted. Be sure that what you add is not simply a rewording or a specific subcategory of an existing topic.

EXAMPLE:	Knowledge for graduation is...					
	Not important		*Useful; desirable*		*Essential*	*Not clear*
Development of instructional materials.	1	2	3	(4)	5	( )

This example shows the response given by a person who would rate knowledge of the development of instructional materials as more than desirable but not essential for graduation.

Now carefully consider each topic below, including those you have added, and indicate your rating by circling the appropriate number. If you have any comments, please write them at the end of the questionnaire or on a separate sheet.

READING	Knowledge for graduation is... *Not important*		*Useful; desirable*		*Essential*	*Not clear*
Comprehension: The ability to understand accurately and completely the explicit content of a written message						
1. Main idea	1	2	3	4	5	( )
2. Detail (e.g., definition - word, phrase, etc.; supporting ideas)	1	2	3	4	5	( )
3. Relationships (e.g., sequence, cause and effect)	1	2	3	4	5	( )
4. Paraphrase/summary of elements in the message	1	2	3	4	5	( )
Analysis: The ability to clarify a written message and understand how it is organized and conveyed						
5. The writer's purpose	1	2	3	4	5	( )
6. The writer's assumptions	1	2	3	4	5	( )
7. The writer's attitude or tone	1	2	3	4	5	( )
8. Implications of the message; inferences from the message	1	2	3	4	5	( )
9. Fact vs. opinion in the message	1	2	3	4	5	( )
10. Organization of the message	1	2	3	4	5	( )
11. Use of language in the message	1	2	3	4	5	( )
Application of elements in the message	1	2	3	4	5	( )

Reading *(continued)*

Knowledge for graduation is...

	Not important	Useful; desirable			Essential	Not clear
Evaluation: The ability to make reasoned qualitative judgments about the nature and merits of a written message						
13. Emotional or manipulative aspects of the message	1	2	3	4	5	( )
14. Strengths and/or weaknesses of the argument	1	2	3	4	5	( )
15. Relevance and/or appropriateness of supporting evidence, arguments	1	2	3	4	5	( )
16. Relation of the message to the audience and/or to the general universe of the topic	1	2	3	4	5	( )
17. _____	1	2	3	4	5	
18. _____	1	2	3	4	5	
19. _____	1	2	3	4	5	

Does your English Department offer a course designed to improve most of these reading skills?

( ) Yes ( ) No

WRITING

1. Providing and sustaining a focus or thesis	1	2	3	4	5	( )
2. Attaining in different papers the varied aims or purposes (e.g., explanatory, persuasive, expressive) of discourse	1	2	3	4	5	( )
3. Deciding which of these aims or purposes is appropriate in a given writing situation	1	2	3	4	5	( )
4. Selecting and sustaining an appropriate persona or voice	1	2	3	4	5	( )
5. Producing and developing adequate and appropriate material to accomplish the purpose for writing, identifying and supporting, as appropriate, important assumptions	1	2	3	4	5	( )
6. Choosing and using a mode of organization consistently	1	2	3	4	5	( )
7. Preserving coherence in an extended piece of writing	1	2	3	4	5	( )
8. Choosing an appropriate mode of organization (chronological, enumerative, etc.)	1	2	3	4	5	( )
9. Constructing sentences in standard written English, adjusting choice of sentence structure and word choice to suit purposes and aims	1	2	3	4	5	( )
10. Using sentences and vocabulary which are appropriate to the purpose of the writing	1	2	3	4	5	( )
11. Using words and sentences which are appropriate for the intended readers	1	2	3	4	5	( )
12. Constructing sentences in standard written English and identifying sentences that do not observe the conventions of standard written English, such as grammar, usage, and punctuation	1	2	3	4	5	( )
13. _____	1	2	3	4	5	
14. _____	1	2	3	4	5	
_____	1	2	3	4	5	

Writing *(continued)*

Does your English Department offer a course designed to improve most of these writing skills?

( ) Yes ( ) No

Knowledge for graduation is...

	Not important		*Useful; desirable*		*Essential*	
LISTENING						
1. Basic Comprehension of Message: Noting details, paraphrasing message, recognizing cognitive clues, understanding connotations of words, interpreting metaphorical language, summarizing major ideas.	1	2	3	4	5	( )
2. Analysis of Message: Identifying assumptions, drawing inferences, recognizing implications, identifying speaker's tone	1	2	3	4	5	( )
3. Evaluation of Message: Identifying and evaluating logical structure, assessing appropriateness and effectiveness of supporting material, evaluating effect of speaker's tone on an audience	1	2	3	4	5	( )
4. Feedback-Response: Identifying appropriate responses to questions or dialogues.	1	2	3	4	5	( )
5. _____	1	2	3	4	5	
6. _____	1	2	3	4	5	
7. _____	1	2	3	4	5	

Does your English Department offer a course designed to improve most of these listening skills?

( ) Yes ( ) No

The NTE is also considering developing a test in speaking skills. Do you think such a test should be part of the NTE Commons?

( ) Yes ( ) No

Does your English Department offer a course designed to improve speaking skills?

( ) Yes ( ) No

Approximately how many students graduated from your teacher education program during the past academic year (1979-1980)? . . . . . [ ]

Comments: _____

Return to:

National Teacher Examinations
Box 911
Princeton, NJ 08541

SAMPLE SURVEY (Deans)

NTE COMMONS REVISION SURVEY

Professional Education

The Professional Education portion of the new NTE Common Examinations focuses on the ability of a beginning teacher (K-12) to consider appropriate alternatives in making decisions based on a core of professional knowledge about the processes and contexts of teaching.

Please read the following topics and rate each in terms of its importance as to knowledge to be acquired by teacher education students by the time they graduate. Whether the topic was learned in college or in high school does not matter. What is important is whether your institution expects a graduating teacher education student to have an understanding of that topic. Assign a rating of "5" to a topic that you consider absolutely essential for graduation; assign a "1" to those you regard as totally unimportant. Assign a mid-range rating of "2", "3", or "4" if the topic is more or less useful for graduation. If you find the wording unclear or so vague or ambiguous that you cannot respond, place a check within the parentheses in the rightmost column.

Bearing in mind your current institutional requirements for graduation, read through the topics in each section and decide whether they are sufficient. On the lines provided, add any important topics you think we have omitted. Be sure that what you add is not simple a rewording or a specific subcategory of an existing topic.

EXAMPLE:

	Knowledge for graduation is...					
	Not important		*Useful; desirable*		*Essential*	*Not clear*
Development of instructional materials.	1	2	3	(4)	5	( )

This example shows the response given by a person who would rate knowledge of the development of instructional materials as more than desirable but not essential for graduation.

Now carefully consider each topic below, including those you have added, and indicate your rating by circling the appropriate number. If you have any comments, please write them at the end of the questionnaire or on a separate sheet.

A. *The Process of Teaching* Knowing how to plan, involving the...	Knowledge for graduation is... *Not important*		*Useful; desirable*		*Essential*	*Not clear*
1. Identification and formulation of general curriculum objectives.	1	2	3	4	5	( )
2. Identification and formulation of specific objectives for lessons and students.	1	2	3	4	5	( )
3. Gathering and interpretation of specific information to diagnose student achievement and needs.	1	2	3	4	5	( )
4. Identification of available human, physical and material resources	1	2	3	4	5	( )
5. Selection of instructional strategies.	1	2	3	4	5	( )
6. Grouping of students for instruction	1	2	3	4	5	( )
7. Selection of instructional materials	1	2	3	4	5	( )
8. Development of instructional materials	1	2	3	4	5	( )
9. Organization of instructional resources.	1	2	3	4	5	( )
10. Selection and/or construction of achievement measures	1	2	3	4	5	( )
11. Establishment of performance standards	1	2	3	4	5	( )

The Process of Teaching (continued)

Knowledge for graduation is...

	Not important		*Useful; desirable*		*Essential*	*Not clear*
Knowing how to implement plans, involving the...						
12. Communication of expectations and limits	1	2	3	4	5	( )
13. Encouragement of appropriate student behavior	1	2	3	4	5	( )
14. Discouragement of inappropriate student behavior	1	2	3	4	5	( )
15. Provision of a supportive physical environment	1	2	3	4	5	( )
16. Monitoring of the effectiveness of classroom management	1	2	3	4	5	( )
17. Handling of emerging conditions	1	2	3	4	5	( )
18. Presentation of information and directions in a clear way	1	2	3	4	5	( )
19. Asking of appropriate questions	1	2	3	4	5	( )
20. Guiding of discussions	1	2	3	4	5	( )
21. Maintenance of appropriate pacing	1	2	3	4	5	( )
22. Provision of student opportunities for appropriate practice	1	2	3	4	5	( )
23. Monitoring of student progress	1	2	3	4	5	( )
24. Provision of facilitative feedback to the student	1	2	3	4	5	( )
25. Monitoring of instructional effectiveness (teacher self-evaluation on an ongoing basis, day-to-day evaluation)	1	2	3	4	5	( )
26. Modification of instruction on the basis of teacher ~~self evaluation (day to day evaluation)~~	1	2	3	4	5	( )
Knowing how to evaluate, including the...						
27. Recording of student progress	1	2	3	4	5	( )
28. Determining of student mastery	1	2	3	4	5	( )
29. Grading of student achievement	1	2	3	4	5	( )
30. Reporting of student achievement	1	2	3	4	5	( )
31. Preparation and use of anecdotal records	1	2	3	4	5	( )
32. Conducting and use of systematic observation	1	2	3	4	5	( )
33. Assessment of instructional effectiveness (teacher self-evaluation)	1	2	3	4	5	( )
34. Use of student achievement and instructional effectiveness data to refine subsequent instruction	1	2	3	4	5	( )
Knowing how to behave in a professional manner, including the...						
35. Respecting of human rights	1	2	3	4	5	( )
36. Encouragement of student feelings of self-worth	1	2	3	4	5	( )
37. Interaction with colleagues, parents, students and the public in a responsible way	1	2	3	4	5	( )
38. Respecting of community standards	1	2	3	4	5	( )
39. Handling of controversial issues in the classroom in an objective manner	1	2	3	4	5	( )

The Process of Teaching (continued)

Knowledge for graduation is...

	Not important		*Useful; desirable*		*Essential*	*Not clear*
40. Being aware of and/or responding to educational issues	1	2	3	4	5	( )
41. Recognition of the limits of one's own competence and authority	1	2	3	4	5	( )
42. Awareness of and appropriate application of knowledge in the field	1	2	3	4	5	( )
43. _____	1	2	3	4	5	
44. _____	1	2	3	4	5	
45. _____	1	2	3	4	5	

B. *The Context of Teaching*

Recognizing the constitutional rights of students and the implications for classroom practice, including the...

46. Fourteenth Amendment (due process rights)	1	2	3	4	5	( )
47. First Amendment (free speech rights)	1	2	3	4	5	( )
48. Separation of church and state	1	2	3	4	5	( )

Recognizing the implications of state/federal/judicial policy, including the implications of policy regarding...

49. Handicapped children (e.g., Public Law 94-142)	1	2	3	4	5	( )
50. Sex equity	1	2	3	4	5	( )
51. Racial justice	1	2	3	4	5	( )
52. The language of instruction (i.e. teaching in the child's mother tongue)	1	2	3	4	5	( )
53. Compulsory school attendance	1	2	3	4	5	( )

Recognizing the extra-classroom influences on teachers, including...

54. The variations in school system policy (school district organization, structure, governance)	1	2	3	4	5	( )
55. Community expectations based on type of setting (urban/rural), conflicts, political or ideological divisions, etc	1	2	3	4	5	( )
56. The influence of special interest groups	1	2	3	4	5	( )
57. Parent expectations	1	2	3	4	5	( )
58. Teacher peer group expectations	1	2	3	4	5	( )
59. Federal, state and local involvement in governance of education	1	2	3	4	5	( )
60. Influence of the media/public	1	2	3	4	5	( )
61. Financial support of education	1	2	3	4	5	( )
62. Shifting societal patterns	1	2	3	4	5	( )

Knowledge for graduation is...

Recognizing the extra-classroom influences on students, including...	*Not important*		*Useful; desirable*		*Essential*	*Not clear*
63. Socioeconomic status	1	2	3	4	5	( )
64. Culture	1	2	3	4	5	( )
65. Race	1	2	3	4	5	( )
66. The type of setting in which students live (e.g., urban/rural)	1	2	3	4	5	( )
67. Sex roles	1	2	3	4	5	( )
68. Developmental patterns and maturation	1	2	3	4	5	( )
69. Shifting societal patterns	1	2	3	4	5	( )
Demonstrating knowledge of one's occupation/profession, including a knowledge about...						
70. Professional organizations	1	2	3	4	5	( )
71. Teacher rights and responsibilities	1	2	3	4	5	( )
72. _____	1	2	3	4	5	
73. _____	1	2	3	4	5	
74. _____	1	2	3	4	5	

Approximately how many students graduated from your teacher education program during the past academic year (1979-1980)? . . . . . ☐

Comments: _____

_____

_____

_____

Return to:

National Teacher Examinations
Box 911
Princeton, NJ 08541

SAMPLE SURVEY (State Boards)

NTE COMMONS REVISION SURVEY

THE COMMON EXAMINATIONS will consist of three separate modules: Professional Education, Communication Skills, and General Education. These tests are designed to assess necessary competencies of all K-12 entry-level teachers.

Please read the following topics and rate each in terms of its importance as knowledge to be acquired by teacher education students in order to be certified as teachers in your state. Assign a rating of "5" to a topic that your state definitely requires for certification; assign a "1" to those that are definitely not required. Assign a mid-range rating of "2", "3", or "4" if knowledge of the topic is recommended but not required. If you find the wording unclear or so vague or ambiguous that you cannot respond, place a check within the parentheses in the rightmost column.

Bearing in mind your state's requirements for certification, read through the topics in each section and decide whether they are sufficient. On the lines provided, add any important topics you think we have omitted. Be sure that what you add is not simply a rewording or a specific subcategory of an existing topic.

EXAMPLE:

Knowledge for teacher certification is...

	Not required		*Recommended*		*Definitely required*	*Not clear*
Evaluating student achievement.	1	2	3	(4)	5	( )

This example shows the response given by a person who would rate the ability to evaluate student achievement as very strongly recommended but not actually required.

Now carefully consider each topic below, including those you have added, and indicate your rating by circling the appropriate number. If you have any comments, please write them at the end of the questionnaire or on a separate sheet.

Knowledge for teacher certification is...

Professional Education	*Not required*		*Recommended*		*Definitely required*	*Not clear*
1. Planning: Instructional goals; diagnosing student needs; identifying resources; designing instructional activities. . . .	1	2	3	4	5	( )
2. Implementing plans: Creating conditions for effective learning; carrying out instruction.	1	2	3	4	5	( )
3. Evaluating student achievement; self-evaluation.	1	2	3	4	5	( )
4. Behaving in a professional manner: Interaction with students, colleagues, parents and community.	1	2	3	4	5	( )
5. Recognizing state and federal policies affecting education (e.g., policies related to race, sex, language and handicaps).	1	2	3	4	5	( )
6. Recognizing constitutional rights of students.	1	2	3	4	5	( )
7. Recognizing influences from outside the classroom on teachers (e.g., district policies, community expectations, finances).	1	2	3	4	5	( )
8. Recognizing influences from outside the classroom on students (e.g., influences of culture, race, sex roles, community setting)	1	2	3	4	5	( )
9. Demonstrating knowledge of the teaching profession: Professional organizations, teachers' rights and responsibilities	1	2	3	4	5	( )
10. _____	1	2	3	4	5	
_____ 46	1	2	3	4	5	

Knowledge for teacher certification is...

General Education	Not required		Recommended		Definitely required	Not clear
1. Mathematics: Sense of the order and magnitude of numbers, solving real-life problems, mathematical relationships, measurement, reasoning, charts and graphs.	1	2	3	4	5	( )
2. Science: Understanding energy, forces, composition of matter, features of living things, relationship of living things to the environment, scientific methods, science and human values	1	2	3	4	5	( )
3. Literature/Fine Arts: Ability to analyze and interpret works of literature and fine arts in terms of meaning, structure, and social-historical context	1	2	3	4	5	( )
4. Social Studies: Forces affecting culture and human behavior, interactions among individuals and groups, comparisons of cultures, methods of studying social issues . . .	1	2	3	4	5	( )
5. _____	1	2	3	4	5	
6. _____	1	2	3	4	5	

Communication Skills						
1. Reading: Comprehending the main idea and details, analyzing the writer's purpose and attitude, judging the quality or appropriateness of writing.	1	2	3	4	5	( )
2. Writing: Purpose of the writing; organization; adequate support for the main idea; effective use of rhetorical skills; constructing sentences in standard written English; choice of appropriate vocabulary; grammar; punctuation (multiple choice and essay).	1	2	3	4	5	( )
3. Listening: Candidates will be played short tape recordings after which they will answer questions pertaining to basic comprehension, analysis, and evaluation of cognitive and affective messages	1	2	3	4	5	( )
4. _____	1	2	3	4	5	
5. _____	1	2	3	4	5	

Comments: _____

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