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ABSTRACT

Rather than being neutral, teacher education is grounded in a set a values that are culturally defined and politically transmitted. These values, and their political significance in terms of power and control issues, go far toward defining the educational experience that students and teachers, both in the schools and in universities, have. Educators are generally not conscious of the values that are embedded in the curriculum of teacher education. Our investigation suggests that the student teaching evaluation form used at the University of Alberta is technical, code (rather than meaning) centered, and focusses upon knowledge and value transmission rather than on a broader sense of education. The form embodies a set of ideological beliefs that impacts students, teachers, and the school community. Student teaching evaluation forms, although they legitimate particular educational "truths," do so quietly. They remain unexamined, partly because those directly involved in the student teaching experience fail to see the experience in anything more than the narrowest sense of practical. Our purpose is to examine one student teaching evaluation form thoroughly and critically to expose its theoretical and ideological agenda. (Author)

# THE HIDDEN CURRICULUM OF STUDENT TEACHER EVALUATION

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June, 1985

## ABSTRACT

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# The Hidden Curriculum of Student Teacher Evaluation

## Introduction

Everyone involved with teacher education is familiar with practicum progress report forms used in student teaching evaluation. The vast majority of these forms (although they may exhibit various structures) attempt to legitimate the evaluation process by organizing a "body of knowledge" around certain fundamental regularities. In this way, cooperating teachers and faculty consultants are guided by a set of supposedly neutral statements, based on "ultimately right principles" to stratify student teachers according to teaching abilities.

Although these forms generally reflect a normative structure which is acceptable to a wide range of cooperating teachers and faculty consultants, there should be no mistaking that forms such as these actually create knowledge and curriculum. Similar to all curriculum, the curriculum displayed on these forms represents ideological and cultural biases which come from somewhere. Conceptions of student teacher competence, good performance, and proper behavior are not free-floating ideas; each is a construct laden with values.

By developing forms of this nature, do universities legitimate the limited and partial standards of teaching which make them up as unquestioned truths? Unfortunately, forms such as these are almost never seriously examined as a personal construction of human beings, nor as tools of a culture. Users should not take for granted that curriculum expressed in them is neutral. Rather, they should look for social interests embodied in the knowledge within the form itself. In addition, there can be no doubt that interpretations of these forms vary widely because they are fundamentally linked to the structures of the various social, cultural and ideological orders in which the users exist.

Too often the curriculum espoused by these forms is taken at face value by its users. There is a danger in this. We must heed Pinar (1975) in his urgings to recognize the need for inquiry into the deep-level structure and intent base within which curriculum is couched. Others have also alerted us to danger, whether intentional or unintentional, included in curriculum. Polanyi (1966) has described the idea of tacit knowledge. Apple

(1979) has further developed this theme to talk of a school system which serves to reproduce the capitalistic society in which it exists. Illich (1972) discusses the concept of the hidden curriculum. Freire (1970) speaks to people who have been programmed into conformity and therefore are a part of a "culture of silence."

Each of these educators suggests that learning does not take place only on the "face" of what is learned. Meaning and values are reproduced and transmitted both on the surface structures and concomitantly in deeper structures. Thus it is that a form used for the evaluation of student teachers is more than a form used to evaluate; it is a curriculum document. We believe that as a piece of curriculum it has been designed, whether deliberately or not, with intention. Our purpose is to critically analyze one particular student teacher evaluation form in an attempt to bring to the surface the meanings, values, and ideologies that lie within it.

The form we have elected to analyze is shown on the following page.

(PLEASE PRINT) — Faculty of Education **PRACTICUM PROGRESS REPORT CULMINATING PRACTICUM**

| | |
|---|---|
| Name of Student | Dates of the Round |
| Program | School |
| ☐ Elem ☐ Sec. Major _____ ☐ I.A./Voc. Ed. | Subject and/or Grade |
| Cooperating Teacher | Faculty Consultant |
| Round I ☐ Midpoint ☐ Final | Round II ☐ Midpoint ☐ Final |

NOTE: 1. This document is an indicator of growth toward professional competency and is NOT FOR USE AS AN EMPLOYMENT REFERENCE
2. Please refer to the current Practicum Handbook for instructions before completing this form

| Evaluation: Check appropriate response | Unsuccessful 1 | Limited Success 2 | Average 3 | Above Average 4 | Excellent 5 |
|---|---|---|---|---|---|
| **LESSON PREPARATION** | | | | | |
| 1. Unit plans | | | | | |
| — appropriateness of objectives | | | | | |
| — division into lesson packages | | | | | |
| — preparation of materials | | | | | |
| — evaluation of pupil progress | | | | | |
| — evaluation of teacher effectiveness | | | | | |
| 2. Lesson plans | | | | | |
| — definition of objectives | | | | | |
| — planning of procedures | | | | | |
| — selection of aids | | | | | |
| — preparation of materials | | | | | |
| — adapting to situations | | | | | |
| — appropriateness of lesson evaluation | | | | | |
| **TEACHING SKILLS** | | | | | |
| 1. Motivation | | | | | |
| 2. Illustrating/explaining | | | | | |
| — clarity | | | | | |
| — appropriateness of examples | | | | | |
| — checking for understanding | | | | | |
| 3. Questioning | | | | | |
| — amount | | | | | |
| — distribution throughout class | | | | | |
| — suitability | | | | | |
| — development | | | | | |
| 4. Instructional aids | | | | | |
| — sufficient use | | | | | |
| — suitability | | | | | |
| — neatness | | | | | |
| — organization | | | | | |
| 5. Discussion | | | | | |
| 6. Pace division of time | | | | | |
| **COMMUNICATION SKILLS** | | | | | |
| command of English | | | | | |
| quality of voice | | | | | |
| enunciation and pronunciation | | | | | |
| appropriateness of language | | | | | |
| printing/handwriting | | | | | |
| non-verbal | | | | | |
| **RELATIONSHIP WITH PUPILS** | | | | | |
| empathizes and gains respect | | | | | |
| aware of individual differences and needs | | | | | |
| ability to secure and hold class attention | | | | | |
| **CLASSROOM MANAGEMENT** | | | | | |
| 1. Handling routines | | | | | |
| — assembling and dismissing | | | | | |
| — distribution of materials | | | | | |
| — reporting attendance | | | | | |
| — grouping for instruction | | | | | |
| 2. Discipline | | | | | |
| — awareness of codes of conduct | | | | | |
| — application of codes of conduct | | | | | |
| 3. Self-control | | | | | |
| **PROFESSIONAL AND PERSONAL QUALITIES** | | | | | |
| attitude | | | | | |
| initiative | | | | | |
| vitality | | | | | |
| sense of humor | | | | | |
| accepts and acts on supervisory suggestions | | | | | |
| relationships with community | | | | | |
| relationships with colleagues | | | | | |

Comments regarding main strengths and areas needing improvement

Main Strengths.

Areas Needing Improvement

Supportive Statement

For this round: (please check one at the time of making the Final Evaluation for the round)
☐ Satisfactory. Recommend that credit be granted. ☐ Not satisfactorily completed. Recommend additional Culminating Practicum experiences
☐ Unsatisfactory. No additional Practicum experiences recommended.

Date _____ Signature: .....
☐ Cooperating Teacher ☐ Faculty Consultant

NOTE: Mid-point forms are retained by the evaluators and the student teacher. Distribution Green—student, Blue—originator, Buff—Field Services

Anderson (1981) makes a case for analyzing curriculum materials in a new and illuminating way. His work is based on the antique concern of philosophers, such as Aristotle, with the rhetorical arts and their connection with the moral conduct of human affairs. Anderson founds his arguments on the detailed analysis of texts. He explains how to recognize and analyze rhetorical usages so that curriculum users can evaluate the worth of materials. In essence, he has provided a deeper notion of curriculum analysis.

Anderson's analysis begins with the text; points made are synthesized in response to issues generated while reading the text. Knowledge of the world outside the text is used as a response to issues in the text rather than as a way of selecting issues from the text. The type of textual analysis presented by Anderson addresses the inter-relationship of the text as well as the ideas. It must be remembered that words often mean more than their literal definition because they can suggest things by activating understandings that readers carry with them. Using Anderson's approach, we hope to expose the nature of the social and educational context in which the selected form was produced.

## An Emphasis on the Technological Metaphor

Richard Hofstadter (1962), in a book entitled Anti-Intellectualism in American Life, notes the existence in societies of what he calls "God" terms and "Devil" terms. "God" terms are, essentially, terms which carry with them meanings, connotations, and nuances which are always good. (For example, motherhood, for the majority of people, is a "God" term.) "Devil" terms, on the other hand, carry bad meanings, connotations, and nuances. (For example, it would be extremely difficult to be a successful junior high school teacher if your last name were Hitler.) For the past 350 years, since the radical influence on human thought exerted by Bacon, Descartes, Newton, and Locke, the notions of science and technology have been "God" terms. The Western tradition has seen science and its resulting technology as the "Novum Organum," the new tool, which would affect progress and positive social change. The road to progress has been seen as "the enlarging of the

bounds of human empire, to the effecting of all things possible." (Francis Bacon, Novum Organum, Book 1, Aphorism 2). In other words, Bacon was stating that the road to progress was through control and manipulation of man's environment.

While the extremely positive natures of the terms science and technology might have waned in more recent years, they have become ingrained into our thinking in Western society. Chapman (1981), in her research analyzing the nature of Alberta's inservice from a metaphorical perspective, describes the technological metaphor as linear, focused on means-ends, starting from objectives and working to products, emphasizing packaging, and suggesting that all people seen with the same problem should be "applied" with the same solution. Clearly, since this form was to be used at both the elementary and secondary levels and with all subject areas (including Industrial and Vocational Education), this Practicum Progress Report is technological. Ostensibly, it is seen as possible to develop one form (package) which is suitable for all situations and all people. For example, the notion of the contextual or substantive differences between an elementary reading class and a senior high auto-mechanics class is not seen as important. The user of the innovation (the evaluation form) has the task of applying it to the situation.

Listings under Classroom Management point to the one way, top-down nature of education. Classroom management, according to this form, is something which the student teacher effects. Since each note under the heading refers to an action that the student

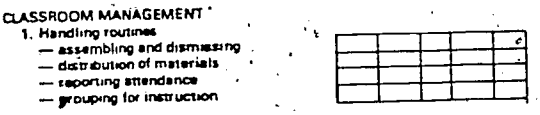


Figure 1

teacher does, the focus of the teaching is viewed as one way. The student teacher assembles, dismisses, distributes, reports and groups. This view is also apparent in the notes under Lesson Preparation and Teaching Skills. Knowledge is viewed as a commodity to be distributed, and it is distributed in one way--from the student teacher to the students. The

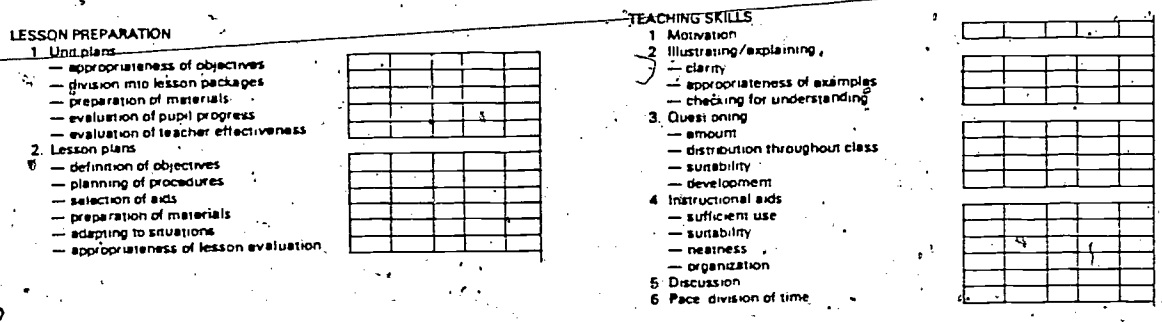


Figure 2

student teacher plans, motivates, illustrates, questions, discusses, and develops instructional aids. Why is there not, for example, a note to the effect that the student teacher is "able to learn from the students?" It appears that the nature of the student teaching experience is not socially interactive; it is linear and technological. Interestingly, the one-way notion also has impact (maybe greater impact) in the fact that the student teacher's own evaluation is one-way, from the cooperating teacher or university consultant to him or her. There is no sister form where the student can evaluate his or her teachers, nor is there a form whose purpose is to stimulate interactive dialogue between anyone.

Because the form follows the technological metaphor, objectives are given the first priority. In both 1. Unit Plans and 2. Lesson Plans objectives precede teaching. The

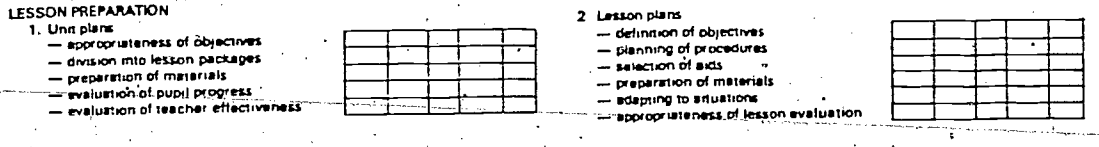


Figure 3

implication here is that procedures exist to achieve objectives. The view that education is sometimes spontaneous, unplanned, or instigated by the students is completely missing from the form and, one must believe, is seen as foreign to this education. The technological metaphor is seen as apparent in phrases like "division into lesson packages." The focus is clearly assembly-line-like with lessons being packaged, we suppose, much like frozen food.

They are obviously seen as commodities suitable for delivery to students.

Under 1. Unit Plans (Fig. 3), the notion of evaluation is linked directly to "progress." And, the fact that this progress is contained in categories which also contain terms like "objectives and division into packages," show the linearity of the evaluative act. It is no accident that pupil progress is tied to teacher effectiveness. The implication of this marriage denotes that the nature of education and teaching is clearly means-end and that education is accountable. If the end has been reached, the means were appropriate. To us, this is logic straight from the Richard Nixon school of pragmatism, with the same potential opportunity for intentional, circumstantial, unethical action as for ethical action.

The title of the selected evaluation form (Practicum Progress Report Culminating Practicum) also leads us towards the piecemeal nature of teacher education. This form is the activity that culminates practicum. "Practice teaching" and "real teaching" are differentiated with the use of the term culminating. The culmination of practicum means that the practice of teaching is over. In this definition, practice/practical is seen in an increasingly technical sense. Practice happens before the real thing and, when the real thing comes, there is no time for practice or, for that matter, no need for practice. With the initiation comes the knowledge. In a cynical way, we wonder whether student teaching, in this sense, is similar to the "hazing" often used as a part of fraternity initiations.

The notion of aids in 2. Lesson Plans and 4. Teaching Skills is interesting to explore. The fact that aids exists as a sub-category under teaching skills attests to its

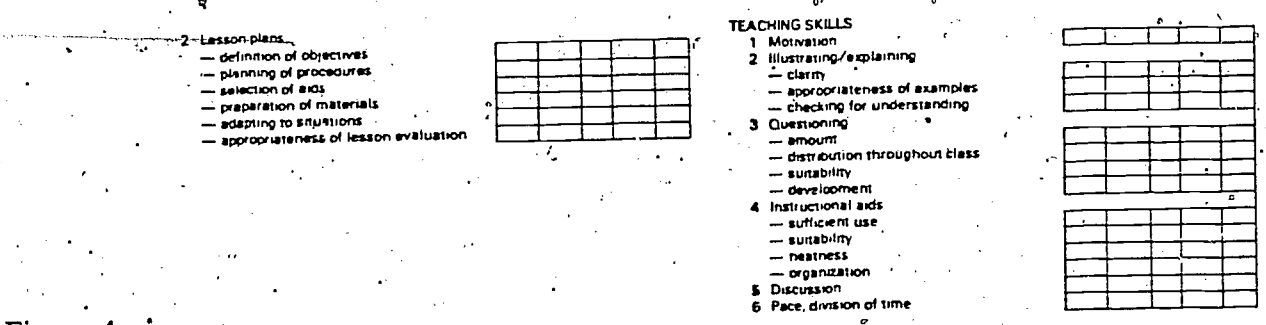


Figure 4

importance. Pity the poor student teacher who attempts to teach without aids. To us, the implications are interesting. One is that teachers are not exciting enough to carry the focus of the class alone; that is, without help. One must have an aid--help. A second implication is that help is inanimate; it is not a person. The fact that an aid rather than an aide is used reinforces the notion of the teacher as one alone, dealing with the students as many. The idea is economically efficient. Should the form carry a category named "Use of aides," we believe that the student teacher would be encouraged and, in fact, directed to utilize another person or persons for instructional assistance within the context of the class. We regret the belief that a teacher should work alone in a classroom. In this form, followed carefully, the elevation of other students to peer-educative roles seems unlikely. If the teacher wants an aid, that aid is viewed as a pill for an illness, as opposed to a human person who teaches and counsels. This form was created within an historical time period where knowledge of things rather than knowledge from people was seen as most important.

"Selection of Aids" under 2. Lesson Plans (Fig. 4) carries a third assumption about aids. Aids exist in some manufactured form which are catalogued, stockpiled, and selected as appropriate. The implication is that the teacher is viewed as a dispenser of information, using aids to help, as opposed to a builder of curricula where aids are built by the teacher to fit that teacher's own intents and activities. Aids are seen as existing in a type of supermarket where one selects rather than builds. The best aids, it is implied, are mass produced rather than individually produced. This statement is supported by criteria used to judge aids in number 4 under Teaching Skills: sufficient use (number), neatness

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TEACHING SKILLS
4 Instructional aids
— sufficient use
— suitability
— neatness
— organization

Figure 5

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(market-produced aids are often more appealing), and organized. We believe that such a

conceptualization of aids does two things. First, if teachers are to select aids from a common stockpile, it moves toward homogeneous education. Second, the notions of number and the neatness (quality control) of aids smacks of piecework. We understand the dependence upon aids for teaching as a support for the technological metaphor in teacher education.

Under the category entitled Communication Skills, the focus on command of English, quality of voice, enunciation and pronunciation, printing/handwriting, etc., shows a strong (to the point of almost ignoring other qualities) focus on the teacher as a delivery system. Each of the components in this category focus on one-way delivery--from the teacher to

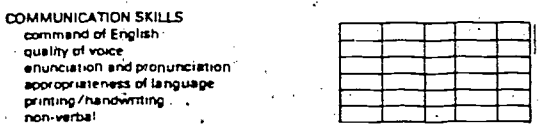


Figure 6

the students. This category also assumes the posture of the technological metaphor that believes packaging and marketing are crucial factors in the "selling" of merchandise from a producer to a consumer. Also, several assumptions are made, some of which have been mentioned before. For one thing, the student is a passive consumer who can be persuaded to buy what is attractively presented and displayed. Second, the best teachers are good deliverers. Substance and character are secondary to presentation; content is secondary for form. This, in fact, assumes that the nature of eduction is not substantive. It is a surface transfer based upon "slickness." For, if it were substantive, would we not be assuming that teachers were communicating some substance? There is not, in the entire form, a category where the suitability of content is judged. The focus of the whole form, as we see it, is superficial. We call this the "whiter teeth and fresher breath syndrome." In being critical of a society where it is obvious (e.g., statistics on marriage and home breakups) that relationships between people lack depth of substance, we lament lack of substance in ideas of the classroom as a community; or teachers as critical judges of content for their

students. We are afraid that prospective teachers are encouraged by this form to concentrate upon themselves--teaching into a video-tape as a mirror--as opposed to a real understanding of teacher and student communication. We believe that the more time spent on "primping" ourselves to become teachers as deliverers, the more narcissistic we become. In such an education, students become increasingly more objectified as "audience," or ignored altogether by classrooms sometimes constipated by plans.

Fortunately, we can recall instances where this focus on delivery and, in extension, the possibility of a narcissistic paranoia, does not exist. We have watched Yves, who could hardly speak English, not only survive but thrive in an English classroom; and Bill, who was a constant stutterer, ace student teaching. We hear that these men continue to teach and, from speaking to a parent of a child in Bill's class, express a real knowledge and sensitivity about the needs and futures of individual students. It is, dare we say, more valuable that these men hold a real passion for teaching and a love for their students than have a slick delivery. How would Yves and Bill fare as student teachers, we wonder, when evaluated with a form which has sacrificed soul for technique?

As we made the student teacher evaluation form problematic and looked at it critically, one question we asked ourselves was: "When can (and when should) evaluation best take place?" The focus on progress in this form is that it takes place in small, linear increments towards some goal--in this case the culmination of the practicum experience. Embedded within the context of this form is the belief that teachers can be evaluated almost immediately (after four weeks). But, how is it that we know when a teacher has been, or is being, effective? Are student achievement test scores the answer? If so, when should these tests take place? Or is it more correct to judge the actions of teachers by the quality of men and women whom they help to nurture? Can this nurturing behavior be judged immediately or by its long-term effects? The point is that, while debate should continue about how one might judge teaching effectiveness, the student teacher evaluation form has opted to judge the effectiveness of teachers immediately. Certainly, the observer

can see why immediate evaluation is necessary. Without some sort of evaluative criteria, how can the practicum program at any university exist? How is it possible to know whether a student can go from one step to another towards the completion of his or her program? What we have is a practical, technological problem.

The immediacy of evaluation extends not only to program but also to lessons (see under Lesson Plans: "appropriateness of lesson evaluation"). Is it possible to evaluate the

2 Lesson plans
— definition of objectives
— planning of procedures
— selection of aids
— preparation of materials
— adapting to situations
— appropriateness of lesson evaluation

Figure 7

effectiveness of a particular lesson immediately? The form says "Yes!" Theoretically, it is possible to evaluate the lesson without even seeing it in the context of a unit, let alone in its more far-reaching scope. This focus on immediate evaluation of lessons (we see it as quality control) reinforces the notion of lessons as products to be marketed and sold to, generally, passive consumers. This immediate evaluation limits the kind of teaching which can take place. That is, the teaching fostered by a form which focuses on immediate evaluation is cognitive or straight recall teaching. Such is the only teaching which can be measured immediately.

We also believe that one cannot forget the experience of student teachers in a fishbowl situation like practicum. People are watching, things seem magnified and, as if seen through glass and water, slightly out of proportion. Our point is that student teachers are always aware of exam evaluation and are trying not to make mistakes. Therefore, they opt for the immediately "evaluatable" if they are to be immediately evaluated. Even if they do not think that all teaching is this way, for the time under surveillance they act as though it were. And, according to Parsons' and Beauchamp's law, "Whatever you learn to do is what you learn to do." The teacher who learns to teach recall, teaches recall.

## The Context of Language

As mentioned earlier, the language one uses must be seen beyond the definition of the terms used. Kinneavy (1971), in his book A Theory of Discourse, suggests that almost all language can be seen as persuasive in its intent. Terms and phrases are used for their relational impact, for their ethical impact, and for their persuasive appeal. Kenneth Burke (1941) suggests that much of the language we use has the purpose of persuading others that we can and do identify with them. Language carries the full impact of the culture from which it originates as well as the intentions of the individual or the corporate entity which produces the language. While words may be used thoughtlessly, they are not used without intention. Language can, therefore, be studied as a critical hermeneutic to liberate the embedded truth within it, even if that truth is not consciously apparent to the user or speaker. Thus it is that a person who continually tells jokes with racial slurs cannot, truthfully, say that he or she is not a racist. Nor can a person who uses his or her spouse as the focus of embarrassing stories truly say that he or she respects that person.

Within the evalution form under study, contexts, combinations, and juxtapositions of terms offer more understanding of the real nature of the enterprise than the meanings of the terms taken in isolation. For example, the use of the term "discussion" (5 under Teaching Skills) can only be understood correctly within its context--as a sub-category of Teaching Skills. Truthfully, we cannot see this type of discussion as a real dialogue

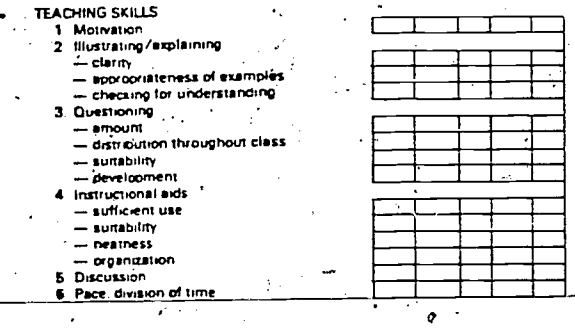


Figure 8

between learners, with the teacher and student both exchanging roles when the need or the

circumstance arises. This discussion is a skill of the teacher. As a skill, it is a thing useful for something else. We understand the concept of skill as, generally, used as an adjective, as in a skillful farmer or a skillful musician. Or if the term is used as a noun as in, "He has learned a skill," the implication is that the skill is useful for something else. If one goes to school to learn a skill, presumably the function of that school attendance is clearly to aid that person in the making of a living--the earning of money to satisfy that person's material needs and desires. This notion of skill, in its typical sense, is opposed to the notion of liberal arts where a person typically undertakes the study of an art or arts more to enhance the appreciation of life than to satisfy material needs and desires.

When "discussion" (Fig. 8) is seen as a skill to be utilized by teachers, given the term's context within this form and its juxtaposition as a sub-category of teaching skills, we envision a type of discussion used by the teacher to enhance the one-way passage of information to an audience. If discussion could be seen any other way, we contend it would be categorized under Relationship with Pupils (meaning that the student teacher can both talk to and listen to students) or, perhaps under Communication Skills (meaning that a discussion has a sense of genre, much like an essay, and that the student teacher could understand this sense of purpose and had the ability to use the genre effectively). Under the second category, Communication Skills, discussion must still be seen as a skill; however, it is a skill for another and, we believe, a more appropriate sense. We contend that the purpose of this discussion is in part to open a forum for discussion. That is, in one sense a discussion is an end--a place where teachers and students can discuss, talk to one another, exchange ideas, both teach and learn, and be generally seen as free from behavioral, means-ends objectives. In a true discussion, the course of the talk is continually negotiated and re-negotiated as the talk moves and flows. In our sense, the five-category checklist given to the right of the categories like Discussion is inappropriate. How can a

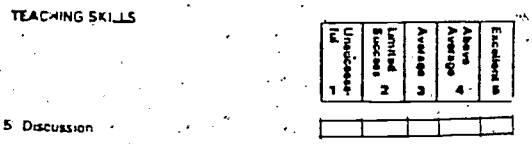


Figure 9

discussion be unsuccessful? From our perspective, if there is a discussion it is, automatically, successful. However, from the perspective of the form, we imagine that discussion is unsuccessful if it does not accomplish the student teacher's prescribed objective. Here, we believe, is the Catch 22. If discussion is used to achieve a teacher's objective and seen as a teaching skill, then discussion cannot truly be a discussion. It is information passing with a lot of student noise. To us, as well, the fact that Discussion has no sub-categories suggests its status as an add-on rather than a thoughtfully conceived entity unto itself.

Two other terms stand out in interesting juxtaposition. These are the terms of Success (Fig. 9), seen within the five-category evaluative schema, and Satisfaction, used as a final evaluative criteria on the bottom of the form. In a real sense, the use of the terms in

For this round, (please check one at the time of making the Final Evaluation for the round)
☐ Satisfactory. Recommend that credit be granted. ☐ Not satisfactorily completed. Recommend additional Culminating Practicum experiences
☐ Unsatisfactory. No additional Practicum experiences recommended.

Figure 10

the precise manner in which they were used points again to the mindset of the technological metaphor. The assumption is that, once the experience is completed in a successful manner--the student has passed the practicum and does not have to have additional practicum--then both the student teacher and the granting agency will be satisfied. This attitude supports the notion of student teaching as more of an initiation than an education. If the experience were seen as educational, undoubtedly there would be portions of the experience which might not induce satisfaction even though they were successfully completed.

When looking at the bottom of the form, we asked ourselves, "Whose satisfaction is implied?" To us, it is the satisfaction of the degree-granting institution. Probably, the student teacher, although he or she may be joyful about his or her success, is the person least likely to be satisfied from the experience. However, as we mentioned earlier, the form does not really concern itself with the student teacher's satisfaction. It is, again, both one-way when dealing with the students within the classroom and one-way when dealing with the student teacher. However, once the student teacher passes student teaching, there is always the possibility that the post-student teacher will "use" this form "on" a student of his or her own. Within this discussion of Success and Satisfaction, we see a creeping paternalistic stance by the granting institution. There is a sense in which the institution has a fatherly happiness (satisfaction) when one of its "lambs" comes into the fold. On one hand the form suggests a fatherly stance, on another hand it hints at a collegial stance. We sense it is, partially, the promise of reward for a successful life.

While some terms can only be known through their context, other terms cannot be known even through context. And, we believe, some terms are used for good sound more than for clear meaning. "Empathizes and gains respect" found under Relationship with Pupils is one such phrase. In the first place, we see problems with the idea that one

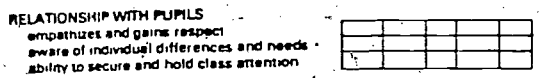


Figure 11

gains respect only through empathy. The first problem with this understanding is that it represents an untrue picture of classroom life. While empathy represents a "God" term, and it is difficult to argue against the need for an empathetic teacher, we have difficulty picturing a teacher who sees the bulk of interactions in terms of empathetic behavior, if this indeed is understood. Such actions confuse education with therapy.

Our critics may suggest that we are going too far; but, we perceive that, for example, psychiatrists rather than teachers build relationships solely on empathy.[1] A teacher's task, although it includes the ability to be empathetic, goes beyond this. Furthermore, students do not need therapy because they are not ill nor do they have problems. They may be immature and uneducated in particular areas, but this we see as the natural state of their lives rather than some problem which must be irradicated or some spectre that hangs over their heads. These are children; they are not psychotics. They need to be nurtured, not healed.

Another problem with the phrase "empathizes and gains respect" is that empathy is a difficult "concept"[2] to measure. Regardless, the linking of empathizing with gaining respect smacks too closely of pragmatism for us. One empathizes to understand another's perception or to participate with another. The idea of "walking in another's shoes" loses its real meaning when one finds out that the purpose of the empathy was to get something in return--respect. In the case of this form, the ability to measure empathy (the measurement conducted on the five-category form--from unsuccessful empathy to excellent empathy)[3] is tied to gaining respect. Again, we do not know how one is to measure this respect, except in the most typical way--a quiet, well-disciplined classroom. If this is the case, and we believe it often is, we encourage readers to consider the possible gulf between silence and respect.

One final comment concerning the nature of empathizing is that, typically, we understand empathy to be extended from someone more experienced or mature to someone less experienced or mature. Empathizing, especially when linked to a success-oriented

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[1]For some, this stance suggests more demeaning stances with respect to others. Walter Kaufman (1976, p. 42), in discussing Karl Jaspers' communication style, says, "Jasper has remained true to his training; he has never abandoned the psychiatrist's condescension."

[2]We see difficulties, even, in naming empathy a concept or some other term. Empathy is known through the experience of, rather than through, its definition, since defining takes it out of its context and it can only be known within its context.

[3]We can't imagine the scene where the evaluator tells the student teacher: "You did well on almost everything, but you had unsuccessful empathy." "I guess you're right," replies the student teacher. "I know I talked with the students a lot, but I just couldn't think of anything I wanted in return for my empathy."

evaluation form, re-emphasizes the one-way nature, (from greater to lesser nature) of the teaching experience. Again, empathy in teachers is necessary and should be a "professional and personal quality." However, the pragmatic empathy shown in this form cannot be true empathy, since true empathy expects nothing in return.

Since respect must be measured by some criteria, and, since in a four-week period of student teaching time the criteria are limited (we previously suggested quiet and well-disciplined classrooms), we expect that respect must be measured by some product. Again, like the technological metaphor, the emphasis on measurement by looking at the product as opposed to the process does not establish any qualitative distinction between the action of a student teacher as that student teacher moves toward the securing and the holding of respect. In a product-emphasized respect, a tyrant may be as good as an angel. Furthermore, the link to empathetic behavior does not win the day. We both remember well the junior high students who used their new-found ability to empathize with their peers so that they could find "soft spots" to exploit.

A third term of interest, and one that has been mentioned earlier, is the term aid. As previously mentioned, aids (1) suggest that the student teacher cannot carry the load alone--he or she needs help; (2) the help that student teachers use is inanimate; and, (3) aids exist outside of the student teacher and are not created by that student teacher to fit any circumstantial need; rather, are prepared professionally, and the implication is homogeneity.

Additional meaning is implied when the use of aids is connected to the concept of sufficient use (under Teaching Skills, 4. Instructional Aids). The statement to student

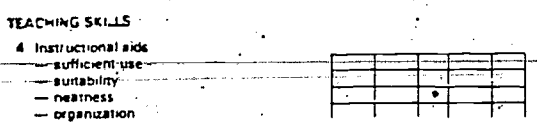


Figure 12

teachers is that they must use aids. We wonder what the difference might be between aids

and what teachers call instructional materials. Is a textbook an aid? Is a blackboard an aid? The point is that one effect of naming aids is to break up, unneccessarily, the enterprize of teaching in such a manner as to make it unnatural. One effect of this form is to break the world down into little pieces and then to analyze those pieces towards knowing the whole. This act extends the metaphor of technology by making teaching known through the epistemology of science. We see science as an inappropriate epistemology for understanding educational activities. The focus of science is the study of an objective reality. The classroom filled with people is not an objective reality. To make teaching a scientific study is to objectify the humans involved within the interaction. This objectification is already too apparent in education and can be seen in activities like readability formulas, ability grouping, and in labels like "special" education and "atypical adolescents."

We also submit that, when considered seriously, jargon like "organization of instructional aids" is used more as sound-goods[4] than as meaningful concepts. In the Aristotelian sense, the terms are used as logical rhetoric--who can argue with the need for organization or neatness? However, in really thinking about the phrase and in picturing the activity in one's mind, the effect borders on the absurd. Only an absolute idiot would consistently show reel three of a three-reel movie after reel two and before reel one or would organize the classroom so that the movie projector would point towards an open window, etc. We submit that most of these people have already been "counseled out" of the teaching profession.

Some other interesting juxtapositions include, under Teaching Skills, Questioning, the notion of suitability of questions. What makes a question unsuitable? Recent criticism of

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[4]We have coined the term sound-goods to refer to phrases that are either consciously or unconsciously used more for their high-sounding terms and nuance than for their meaning.

TEACHING SKILLS
3. Questioning
— amount
— distribution throughout class
— suitability
— development

Figure 13

the Alberta Social Studies Curriculum in an Edmonton Journal news article (March 7, 1983, B2) focused on a question in a study of the Protestant Reformation in Europe. It asked whether there might be a connection between John Calvin and the development of such luxury items as Corvettes or pantyhose. The criticism was that such a question was a perversion of history. However, to look at the question in the context of the study is illuminating. The question followed an exposition and study of Max Weber's thesis that the growth of Calvinism and the resulting tendency of Calvinists and others to attempt to prove their pre-election was by amassing material goods. Weber argues that the result of this Calvinistic activity set the proper conditions for the growth of the system of capitalism. Our point is that, when out of context, a question relating pantyhose to John Calvin seems ludicrous. However, within context it may seem ironic but it seems less ludicrous. How is a question judged unsuitable, especially by an observer who may not know the whole context in which the question was asked. We have often seen evaluative commentary focus on vocabulary or "perceived" level of the students ("You were over the students' heads"). Suitability is an especially difficult evaluative criteria, made even more difficult by a lack of contextual understanding.

Other interesting ideas are expressed through the language of the form. For example, Under Relationship with Pupils, the student teacher is evaluated on his or her ability to successfully be "aware of individual differences and needs." Yet, there is seemingly no pressure upon the student teacher to either deal with or be aware of how to deal with


Figure 14

these needs. Given the strong technological tenor of the form, which includes an embedded notion of division of labor, we suspect that the student teacher, and in some measure the cooperating teacher who uses this form, will come to implicitly understand that those students with individual differences or needs should be separated out and sent to others--specialists--for remediation.

We note within our own university the formal movements to create programs for "atypical" adolescents. The assumption here is that there exists a majority of normal and homogeneous people and some abberant people who have special needs because they are individually different. Our knowledge of students suggests that the thought of being different, especially of being labeled as different and separated out from others for "special" educational help causes trauma. Our knowledge of children is that they keenly desire to belong. Our belief about children is that each is different with special needs.

Professional and Personal Qualities, "relationship with colleagues," suggests that there

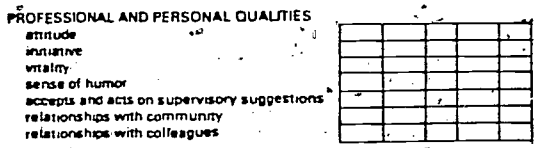


Figure 15

is a collegial relationship between the teachers in the school and the student teacher. This statement is more of a pipedream than a reality for two reasons. First, the evaluation form, when taken as a whole, militates against a collegial relationship because the one-way nature of the form is so strong. Second, a student teacher is not a colleague because the university, through an evaluation form, says so. The cooperating teachers know this and the student teachers know this. Unless the student teacher is in a situation with other

student teachers, he or she is usually without colleagues. Unfortunately, many pupils see the student teacher as a challenge and many schools see the student teacher as a curse (schedules must be changed, content must be rearranged, conferences must be scheduled, etc.). The rationale most often mentioned to us for a cooperating teacher taking a student teacher is "professional responsibility."

Webster's New Collegiate Dictionary (1980) states that practicum is "a course of study designed esp. for the preparation of teachers and clinicians that involves the supervised practical application (as in a classroom or clinic) of previously studied theory." Viewing student teaching as practicum and viewing practicum according to Webster's definition further separates the world into the dual notions of theory and practice and makes the purpose of practice the conservative activity of passing on "previously studied theory." Student teaching becomes more reinforcement of other education and learning rather than education in itself (as would be implied in the notion of praxis). The focus on the "application . . . of previously studied theory" tends to exclude, as we see it, one of the most important people in the education of the prospective teacher--the cooperating teacher. In this notion of practicum, the cooperating teacher is no teacher in his or her own right; but, rather, must become (more or less) a pawn of the university--the place where previously learned theory was previously learned--reinforcing[5] that previously learned theory.

Educators (Aoki, 1983; Freire, 1972) have warned about the separation of theory and practice. This division is made even more evident in the notion of Culminating Practicum (the top of the evaluation form). Not only does the form tend to separate theory and practice in relation to its notion of practicum, it also splits "practice teaching" and "real teaching." Such a separation is not viewed as artificial in the sense that practicum is supervised and "real teaching"--the teaching which happens when a teacher works for pay

[5]We have not hidden our own values from this paper; and will not do so now. Neither of us are supporters of behaviourism and are influenced negatively by concepts which seem to us to be supportive of a behavioristic view of the world. We see this notion of practicum as fundamentally behavioristic in both a socio-political sense (how should people in context act, given basis of power?) and an economic sense (who owns and distributes the knowledge as commodity?).

under contract--is unsupervised. However, in terms of the way teachers learn how to teach, the split must be seen as highly artificial. Most teachers learn the majority of what they know after their practicum experience. In fact, one of the real roadblocks to teachers learning much about how they can and should teach in their student teaching is that they are seldom, if ever, given the freedom to explore themselves as teachers within the context of a specific classroom. Student teachers are taught, encouraged, and/or required to make application of "previously taught theory," as though that theory were a commodity useful for distribution. Thus, the technological metaphor rears its head again. We also disagree that activities like micro-teaching (teaching to peers using video equipment) aids a person in the discovery of himself or herself as a teacher. Micro-teaching, to us, places the person in the situation where he or she sees the person on camera as an it--someone who is a user of technique either good or bad--who is trying to accomplish a specific, short-term objective. The task is to see only the surface of the micro-teacher, that part obvious to all for scrutiny. One never sees the heart, soul, or vision of the prospective teacher. The value of substance is given over to slickness.

Whose idea of professional competence is implied in Note 1 on the form? Certainly,

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NOTE: 1. This document is an indicator of growth toward professional competency and is NOT FOR USE AS AN EMPLOYMENT REFERENCE
2 Please refer to the current Practicum Handbook for instructions before completing this form

Figure 16

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it is the student teacher's growth which will be assessed. However, where is there (anywhere) a description of what a competent teacher does? Furthermore, is competence the correct concept to use here? The term competence suggests only a sufficient ability. Two dictionaries, Webster's New Collegiate Dictionary (1980) and Funk & Wagnalls Standard Desk Dictionary, Vol. 1 (1976), state that competence is "sufficient means for comfortable living." Thus, competence is a minimum standard, not an ideal. However, the phrase in Note 1 "of growth toward" implies ideal rather than sufficient or minimum standard. In actuality, there are three requirements necessary for present-day professional competence.

These are:

1. "Satisfactory" checkmarks on all Practicum Progress Reports.
2. Graduation with a suitable degree (usually a B.Ed.).
3. Being hired.

None of these three requirements, although each is worthwhile, represents an ideal that one can "grow toward." We believe that a corrected note should read: "This document is an indicator of professional competence and is ..." Competence is concrete, not ideal. Again, the form gets caught up in "sound-goods" while implying something false. In an evaluation so crucial, we suggest greater care. The objectivity of this form is only an illusion. As we have noted at the beginning of this paper, this form, and all forms like it, are pregnant with values--some apparent and some implied. In Note 1, we see the belief that an ideal exists that teachers can "grow toward." However, as we examine the notions carefully, we find that one cannot truly attach notions of competence with notions of utopia.

Under Teaching Skills, 3. Questions, the notion of "distribution throughout class" of questions is problematic. On the surface, the idea of equal distribution of questions

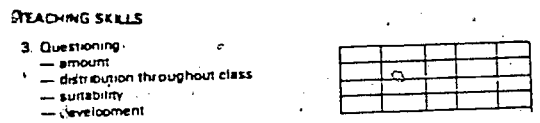


Figure 17

throughout a class seems democratic because it focuses on the accepted societal logic of equality. However, the distribution does not give a clue, or even make a connection to the context in which the questions were asked. Nor does the notion of distribution give any hint as to the substance of the questions asked. For example, it is quite a different matter to ask one student the date of Confederation and another student to state five fundamental values that have seemed to guide Canadian foreign policy since World War II.

We agree that suitability and appropriateness, concepts used in a number of places throughout the form, are both suitable and appropriate since they call into context the particular action which has occurred. It is essential that an observer understand, insofar as is possible, both the immediate context and the broader context in which the action takes place. Student teaching is not ahistorical. It occurs within a point in time. It is also understood best within its social-political contexts. While certain teacher actions, like beating or verbally abusing children, are intolerable to us in any circumstance, most actions fall into an area of actions which are neither good nor bad in themselves, but must be understood in context. Within this same area, we see the importance of adding a category which evaluates whether the student teacher can "demonstrate an understanding of the educational context" of the particular classes he or she is working with.

The category, 6. Pace and division of time, as seen under Teaching Skills, brings with it the baggage carried by notions of skills which we mentioned earlier. They assume an idea of "teacher in control" as opposed to beliefs that education within the confines of

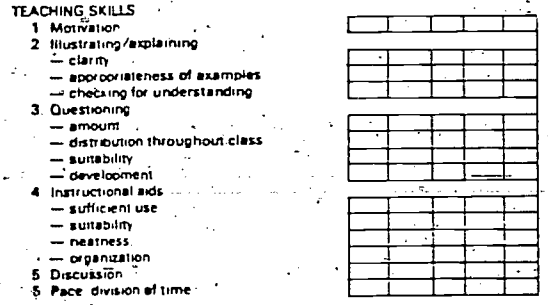


Figure 18

a classroom is a power-sharing, integrative experience. As well, they beg the questions: "Can time be divided?" and "What are the implications of dividing time?"

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'This suggestion, and others like it, is made under the assumption that forms like the one being critiqued will continue to be used, more or less, in their present form. While we have spent considerable energy in specific critique, we also believe that the form, in a wholistic manner, should be made problematic. There are other ways one might evaluate the student teaching experience. Because we suggest ways to manipulate the form to make it better from our perspective, this act does not suggest that we support the use of this form.

Clearly, attempts to divide time, from a teacher's perspective, focus on planning activities and suggest that the best way to plan is in small increments, as opposed to wholistically. There is no sense, in this form, of what Sarte (1956) calls the "Fundamental Project" of going beyond simple situations towards a more liberating reality. As we mentioned earlier, breaking the world into small increments for study and then attempting to put the world back together actively is inherent in the scientific technological mindset. As a theoretical concept, we suppose that it is possible to divide time and we also suppose that, as schools have come to be subject-content centered, this division of time probably seems sensible, given the division of labor metaphor which abound within the schools. However, we believe that, generally, only teachers and administrators view the world as split into pieces for ease of instruction, and then they have not come to see the world naturally in this way. Subjects and content-area specialities were, originally, contrivances. They only seem to exist naturally because they have remained unquestioned for such a long time. Viewing the world as split into pieces or divisions, whether these are pieces of time or pieces of human experience (school subjects) is basically a conservative activity, conserving the power of the teacher or school and the authority of the teacher or school to legitimately have that piece-making power.

The notion of pace also encourages the idea of teacher as performer. Pace is important in delivery and, we believe, assumes a set body of knowledge to be delivered. For us, rightly or wrongly, it paints a picture of a solitary performer (maybe a politician or even a stand-up comic) who is attempting to persuade an audience to accept the material being presented in a particular way. (For the politician the persuasive appeal is that the audience accept the delivery and content as truthful and appropriate. The comic, on the other hand, manipulates the material and, in turn, the audience in an attempt to persuade the audience that the delivery and content is funny.) The teacher, given the focus on the pace, can be seen as no different than a comic or a politician. In each of these instances, there is a focus on the manipulation of time ultimately to persuade, a focus on

people as audience rather than a community of individuals, and a focus on delivering a pre-set body of content. Each sees the task of the listener as that of a passive receiver of knowledge. This knowledge is static and unchangeable and, within certain limits, not open to question.

Briefly, the use of the term community under Professional and Personal Qualities is a "sound-good." Depending upon who uses the form, the notion of community would be

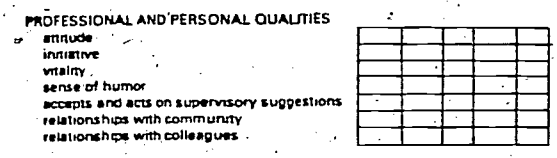



Figure 19

different. As we recall our experience as "real" teachers in secondary and junior high school, an important part of the school community was the janitorial staff, the counseling staff, and even the manager or owner of the shopping mall or the local store that became the hangout during times when students were not attending class. Or is the term community referring to the part of town in which the school is located?[7] If such is the case (or even in the case where the community is thought of as "only" the school community) it is a pipedream that the student teacher will develop relationships in the short time devoted to the student teaching experience.[8] First, the student teacher is not primarily concerned about relationships with the community or even with colleagues. The student teacher's first concern is satisfactory teaching performance. Second, it is the rare student teaching experience, in our opinion, which offers the student teacher entrance into the whole community of the school. Certainly, the student teacher almost always gains admission to the teacher's lounge, but often only as a spectator in the holy of holies--most of the bridge games have consisted of the same partners for several years. Also,

[7]The form attests to the relative importance of these relationships, placing them at the bottom of the list. In any list which exists vertically, there is an implicit assumption that most important items come first.

[8]In our experience, it is a rare student teaching placement which lasts long enough for such relationships to have time to develop.

there is the notion of ownership that exists: "So and so is Mr. X's student teacher." Our point is that, for most student teachers, the community generally consists of the cooperating teacher to which the student teacher is assigned and the classes in which the student teacher comes to work.

Under Classroom Management 1. Handling Routines, the juxtaposition of the concept of routine with its sub-categories suggests meaning different than we believe should be suggested. The notion of routine suggests two things. First, to be routine is to be

CLASSROOM MANAGEMENT
1 Handling routines
— assembling and dismissing
— distribution of materials
— reporting attendance
— grouping for instruction
2. Discipline
— awareness of codes of conduct
— application of codes of conduct
3 Self-control

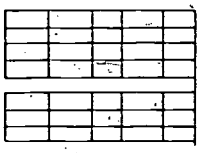


Figure 20

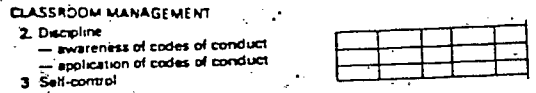
habitual. Second, to be routine is to imply insignificance. Certainly, "assembling and dismissing" and "reporting attendance" is routine action for teachers. And, generally, the distribution of materials is thought to be routine, although there are pedagogical choices to make even in this activity; but, there is no way that "grouping for instruction" can or should be thought of as routine.

Choices to be made in the area of grouping students are both pragmatic (Are there students, because of their propensity to disturb the class, who should not be placed together?) and pedagogical (What is the best way to achieve the intentions of the learning activity? or What students, if put in the same group, would likely work together in such a way as to maximize their learning from each other?). We see grouping for instruction as a teaching skill rather than as routine behavior. The reasons for grouping in one way or another should be carefully considered and not subject to routine. In fact, grouping patterns which become routine are also likely to become boring. That the grouping is placed under the category called 1. Handling Routines reinforces our experiences with observing classrooms. These are that (1) grouping is hardly ever done, and (2) grouping is

hardly ever done thoughtfully or well. Placement of grouping under routines in this form will conserve the thoughtless uses of grouping in classrooms. It may also imply more an ability grouping based on IQ scores rather than on pedagogical criteria.

Under Classroom Management 2. Discipline it is assumed that "codes of conduct" exist in some form which is both observable and applicable. Such is seldom the case. Each

Figure 21




school, each teacher within that school, and even each classroom which a particular teacher works with is likely to have a different code of conduct. Each school, each teacher, and each classroom has its (his or her) own personality, folk wisdom, and social mores. Far from being problematic, we see this as natural and positive. Students are not the same and classes are not the same.

The debate outlining the possible differences between teacher actions being consistent or being fair is pursued often in educational discussions. Should every student be treated in exactly the same way? Should all codes of conduct be applied in exactly the same way? We suggest that they should not. To apply codes of conduct uniformly implies that students are homogeneous; this deprives them of individuality and personality and tends to objectify them in the mind of the teacher.

Furthermore, even though a school may have a written code, that written code can be interpreted in many different ways. Some teachers may see it as an ideal to work towards, some may see it as a set of standards to apply absolutely, and some teachers may see it as hopelessly antiquated and useless. It would be presumptuous for an observer-evaluater to evaluate this category without specific and thorough knowledge as to how these codes of conduct are viewed in the particular circumstance in which the student teacher finds himself or herself placed.

Although it is impossible to know what the creators of the form meant to say, our notion is that they believe that classroom "Discipline" can be maintained through the awareness and application of codes of conduct. The form prima facie says as much. If it is truly believed that discipline is maintained by the application of codes of conduct, the task of the student teacher is to mobilize as much power as is necessary to apply these codes of conduct. This action, in and of itself, precludes any desire to share power or relinquish power to the students. The student teacher will work to build himself or herself up to as powerful a position as possible. These power-building actions further cement the one-way (from teacher to students as audience) notion of the experience of education. Not only is knowledge passed in one way, discipline is also passed in one way. Unfortunately, we see the form as essentially working to encourage student teachers to maximize their own power in relationship to the power of the students. We believe that this ultimately results in a separation of the teacher from the students and then with an alienation between the teacher and the students. The teacher comes to feel more as a colleague with the subject matter than with the students. Given this form, as we see it, it is unthinkable that teachers would feel any collegial relationship with students.[9]

Phrases like "appropriateness of language" under Communication Skills are difficult to understand. Not everyone's values are the same, nor are the goals of education similar for

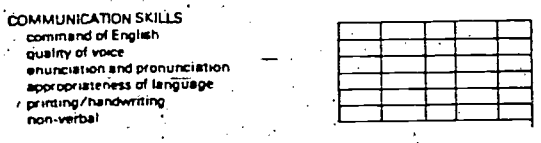



Figure 22

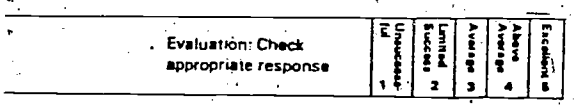
everyone. This is especially true in cultural situations, but it is also true in situations where, on the surface there seems to be consensus about goals. Frank Kush, former head football coach at Arizona State University, would probably attest to the fact that

[9]Readers should not assume that we are calling for a buddy-buddy or touchy-feelie relationship between students and teachers. There are, however, formal ways in which teachers and students can both view themselves as being educable.

appropriate action is viewed differently by different people involved in the action. Kush's example can be instructive for educators. When people are placed in tense situations (like coaching football or teaching) where goals are measurable in terms of products (like wins, grades or behavior), "appropriate" can be viewed pragmatically and means can be seen as subservient to ends (like when it seems appropriate to beat a football player on the helmet with your fists or when intellectual or physical freedoms are curtailed in an effort to achieve appropriate academic behavior). In this sense, almost every classroom is a circumstance where the War Measures Act has been effected but never repealed. Our reading of this form suggests that martial law, in the form of teacher power, is the ideal for every classroom.

The mixing of quantitative and qualitative criteria on the form seems silly, at best, and damaging, at worst. For example, although we generally see concepts like appropriate and suitable to be useful terms for evaluation because they require the observer-evaluator to be cognizant of the context in which an action occurs, when linked to the checklist evaluation found horizontally on the top of the form, the resulting juxtaposition seems

Figure 23




stupid. For example, can a student teacher be said to have "average" success at being appropriate. "Almost" appropriate or "somewhat" appropriate leave something to be desired. Appropriate is an all or nothing term, much like pregnancy. When linked to terms of degrees (like "limited success") the term becomes meaningless.

Nowhere is the confusion caused by juxtaposing quantitative and qualitative terminology more apparent than under Professional and Personal Qualities. Can we say

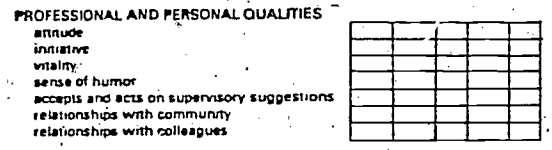



Figure 24

about a student teacher: "Yes, he has a lot of attitudes." What does it mean to have an unsuccessful sense of humor? One cannot measure "attitude" in the same sense that one can measure "initiative" or "vitality."

One of the most frequently asked questions by those who use the form for evaluation concerns the notion of the term average. Does this term mean average for the particular student teacher, average for all the student teachers which the evaluator has evaluated, or does it mean average given some ideal conception of what or how a student teacher should theoretically have been able to do at a particular point in his or her "growth toward professional competency?" Also, a question in such an evaluation is the context in which the student teacher is placed.[10] There are certain schools, cooperating teachers, or classrooms where freedom abounds. There are other classrooms where even the best student teacher would have real difficulty "looking good" to an evaluator. In some placements, the student teacher can look weak and yet must be viewed as average or even as above average. The mixing of "success," which is event- or circumstance-oriented, with "average," which is person oriented, is potentially troublesome.

In this same light, it becomes difficult to distinguish between well-intentioned activities and evil-intentioned activities. We have both encountered, though not often, student teachers who have worked hard with the best of intentions but have had a difficult time finding success. At the same time, we both have known student teachers who have had less than

[10]Throughout this paper and the language of teacher education is the concept of student teacher placement. The idea of "placing" a student teacher implicitly deprives that student teacher of power, impicitly views the student teacher as an object to be manipulated by others, and implicitly conserves the power and authority over the placement of student teachers with that institution doing the placement--most often the university.

good intentions (they have been extremely self-centered or lazy) but who have been extremely successful given their intentions. An unethical action, even done well, remains unethical. It would be ludicrous to congratulate a mass murderer for the clever way he disposes of his victims or to admire the marksmanship of a political assassin. There is no way to conceive of someone doing something bad, well. In such circumstances, the mixing of qualitative and quantitative terminology has little meaning.

The Message of Form

Meaning is carried not only by the language used but also through formal, stylistic means. In this respect, a critical reviewer can address the format, or package, which the evaluation form adopts and through this process come to understand the meanings inherent in the form. For example, why is it true that the form is only a one-page form as opposed to a lengthier form which addresses the categories contained in some greater depth? Those student teachers who are being evaluated using this form would certainly agree that the form is important enough. Folk wisdom, substantiated by occasional administrative comment, suggests to us that the form is one page simply because those personnel who hire teachers would not take the time to read material any lengthier. Whether such is true or not, or whether it is more likely that those evaluators using the forms have a history of not completing longer forms, we do not know. But what is obvious to us is that the value of efficiency has taken priority over the value of thoroughness. Neither of us is convinced that the story of a student teacher's experience within a round of student teaching can be adequately told on a one-page evaluation form, regardless of the size of type.

Besides the fact that we believe the form is an inadequate indicator of a student teacher's performance, our general impression is that the form is a counting form. When a person reads the form which has been filled out, one of the first things that happens is that the person looks within the index on the left side of the form for those marks out

of the ordinary. Does the student teacher have any check marks on the left of the index, the side towards unsuccessful? If so, how many? Or, does the student teacher have a greater propensity of checkmarks towards the right side--excellent success? If so, how many here? The tendency is to first count the marks which seem out of place, either good or bad. How does this form compare to others I have seen or have filed? Although the form states that it is "NOT FOR USE AS AN EMPLOYMENT REFERENCE" many students do, in fact, use it as an employment reference, if only to give greater specificity to their evaluation items.

We have stated that the first impression one gets when using the form is that it serves as a counting index. Just the fact that the evaluation form partly comes in the form of a checklist suggests that evaluator responses can be discrete. In other words, the format of the form encourages the belief that the actions of a student teacher can and should be assessed in small pieces. An action fits naturally, according to the form, in either one discrete space or another. Much like the novel Cheaper by the Dozen, this evaluation form implies that the act of teaching can be seen in much the same way as a time and motion study. The format of the form clearly suggests a particular view of the world. At the risk of being redundant, this view of the world lifts the technological metaphor to the height of ideal.

The main problem with reliance on the technological metaphor as the ideal for evaluation is that it offers the illusion of objectivity. The form not only implies that people can be categorized but that, if given enough criteria (the checklist), these categories can be made objective. However, student teacher evaluation cannot be made objective. More discrete is not more true. Carefulness is not correctness. What the evaluation form masks is that it is filled out by a human who comes to its filling out with a system of values that both consciously and unconsciously affect the way in which the form was filled out. In other words, if the university evaluator is a male who has just been jilted by a red-haired woman, we would hate to be a red-haired woman who is depending upon this

evaluator's objectivity. Even if the same evaluator filled out all of the evaluation forms and was responsible for the evaluation of all the student teachers, we believe that these evaluations would still not be objective. But the situation is even more complicated. Usually evaluations are filled out by different people--each cooperating teacher generally with only one student teacher and each university evaluator with only a small number of the total student teacher population. As a result, the objectivity of the form is further complicated by the fact that the forms are filled out by people with a variety of different notions about such basic terminology as "above average," "neatness," "clarity," and "initiative." We submit that even the most basic, and the most important, concept of the form cannot generally be agreed upon--the concept of satisfactory. While the evaluation form seems to be objective, it masks real differences in the way the form is filled out by different people or even the same person with different students. People cannot be categorized so easily.

The format of the evaluation form also suggests a finiteness. It assumes, because there is a definite number of categories and these categories are specially named, that we as teacher educators understand what makes a good teacher. Such is not the case. As we recall those teachers in our past who impressed us favorably and as we observe good teachers and good student teachers, we are struck by the dissimilarities between them. There are no clones of great teachers. In fact, the good teachers--those whom students enjoy and from whom students seem to learn a lot--are hardly ever alike. Some lecture; some spend almost all their time organizing group work or field trips. Some demand what seems like inordinate amounts of homework; some don't believe in homework; work to make everything relevant to their particular groups of students; and some are "lost" in their content and invite students to share this enthusiasm.

The checklist follows quality-control standards constructed along the lines of the technological metaphor and assigns these standards to all student teachers in every subject area or grade level in which the form is used. By doing this, it implies that good

teaching is the same for everyone in every subject area at every level. But social studies is different than physical education is different from music. And the secondary school is different than the elementary school. All of these are different than industrial education and vocational education. Why is this same form used for inherently different subject areas and levels? The answer generally lies in pragmatics--cheaper, less confusing, and/or more efficient.

Another shortcoming of the evaluation form is its physical layout. Under Teaching Skills, 2. Illustrating/Explaining, for example, are the sub-categories a hierarchy of skills or just a list? We suggest that forms like this one uses a horizontal column as opposed to a vertical column because a vertical column, more than a horizontal column, signifies a

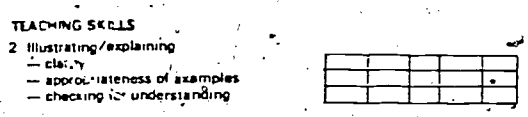



Figure 25

priority in order. We have mentioned this briefly before, but vertically is the way we make our grocery lists, remind ourselves of things to pack on a business trip, and write down points to include in a manuscript on teacher evaluation forms. In each case, we put those things we feel most important at the top of the list. We think of them first. In this sense, Lesson Preparation, Teaching Skills, and Communication Skills are bread, milk, and eggs; while Professional and Personal Qualities is sage for seasoning. Whether the creators of the evaluation form meant to or not, the verticality of the list implies the priorities of the experience. In a debate that argued teacher as doer vs. teacher as be-er, this form would clearly support the notion of a teacher as one who does. Skills have a higher verticality than qualities.

Earlier, we were critical of the language used in the phrase "growth towards professional competency." There are other problems with the use of this phrase, especially toward the top of this evaluation form. Assuming student teachers need to grow towards

professional competency, when they have "satisfactorily" completed this student teaching round they are seen to be more "grown" then when they arrived--something must be responsible for this growth. Furthermore, since (as we have earlier pointed out) the precise meaning of practicum is a supervised, clinical experience where the student teacher applies previously learned theory; and that growth is seen as resulting not so much from the student teacher's own intelligence and initiative but more from the correct application of previously learned theory, the student teacher is in debt to the university for teaching him or her that theory. What we are saying is that, by using the phrase "growth towards professional competency" at the top of the form and by linking that concept to "satisfactory" completion, the university has become an apologist for its own continued existence. First, it sees student teachers as immature and in need of further growth. Second, it sets up a practicum notion dependent upon itself to provide the fuel (theory) which is fundamental to the "machine's" moving.

We cannot be too critical of the university's position. We know who pays us. And, in truth, a large portion of student teachers we have seen actually do grow to be better teachers as a result of their "practicum" experience. However, we have known students who were exceptional when they entered their program of studies and who flew through their student teaching experience with such little difficulty that we wondered whether the experience did them any good or not. There are students for whom the notion of "growth towards professional competency" is silliness. They are naturally good teachers who artfully continue their teaching careers in and past practicum.

It catches our eyes when we look at the form which certain categories have a great number of sub-categories while other categories exist as single entities. Under Teaching Skills, 1. Motivation and 5. Discussion seem particularly unadorned. However, 4. Instructional Aids has four sub-categories. What does this mean? Certainly there are

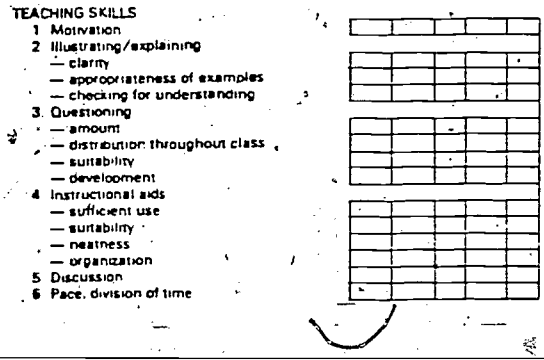



Figure 26

sub-categories that could, easily, become attached to either of these naked categories. For example, imagine the following:

5. Discussion
   - initiating
   - controlling
   - distribution
   - suitability
   - amount
   - development
   - organization
   - sufficient use

Much like ancient royalty[11] whose worth was measured by the entourage that followed them, we believe that to some extent the worth of a category on this evaluation form is measured by the number of sub-categories it contains. If this is true, as we believe it is, the evaluation form places a high priority on categories like unit plans, lesson plans, illustrating, questioning, aids, and routines. It is no accident that these categories are predominantly teacher "working" categories and student receptive categories. On the other hand, the categories of motivation and discussion are highly dependent on student interaction. From the beginning of this manuscript, we have continually harped on the one-way nature of this evaluation form and the beliefs and values which ground the form. This is only one additional case in point.



[11]Or, present day boxers.

In figure skating competitions, there are two sets of marks: one for school figures and one for freestyle. As an analogy, this evaluation form emphasizes school figures to the exclusion of freestyle. Because of the number of sub-categories within each category, we can get an idea of the relative worth of each category and a view of the nature of teaching implicit in the evaluation form. Discussion and motivation are relatively silent while aids and routines are noisy. The emphasis, surely, within this form is on good technique. Unfortunately, good technique alone does not make a good teacher. Those items that we feel are more interactive and, thus, more indicitive to us of what we value as good teaching silently dissolve into the solution for good teaching given by the form.

There is one other point we would like to make concerning the phrase "NOT FOR USE AS AN EMPLOYMENT REFERENCE." The implication is that the evaluator can be honest on this particular form; but, on the other form[12] the evaluator must "cover up" honest criticism. Our reaction is not so much with this form, but rather with the notion that one should cover up "faults" on an employment reference form so the candidate would appear without blemish. Appearance without blemish is not reality, since we feel that even master teachers have areas of weakness. However, the notion of appearance without blemish is consistent with the notion we mentioned earlier that, when a potential teacher completes his or her practicum experience, no more learning is needed. Again, we see the separation between teaching and learning too neat and too clear.

Spacing, too, can be an indication of relative merit. In the column on the righthand side of the form, Main Strengths is given more space than Areas Needing Improvement. We wonder whether the creators of the form had in mind that it is good to be psychologically supportive, in which case this form has a therapeutic effect; or, whether, given completion of the student teaching round, the belief is simply that there will be fewer areas needing improvement. Although we have no quarrel at all with the notion of Supportive Statement, at the bottom of the right-hand column, this statement must be

[12]This form was used at the University of Alberta in connection with a second form entitled "THE EMPLOYMENT REFERENCE FORM."

understood in juxtaposition with "NOT FOR USE AS AN EMPLOYMENT REFERENCE." If the supportive statement is supportive, why? If it is not support for a job, it can only be seen as psychological support. As we have talked together about our own filling out of the form, we both often approach this section with the thought that we must be reminded to say something good about a student teacher, no matter what. Although it doesn't happen often, there may be times when our responses here fall in the category or genre of, "You don't sweat much for a fat person." We have been "schooled" to fill in every space, whether we know anything about the category or not.

Note, on the bottom of the form, the almost indiscriminate use of capital letters on such terms as Final Evaluation and Practicum. Why? These are not the names of anything.

For this round. (please check one at the time of making the Final Evaluation for the round)
☐ Satisfactory. Recommend that credit be granted. ☐ Not satisfactorily completed Recommend additional Culminating Practicum experiences
☐ Unsatisfactory. No additional Practicum experiences recommended.

Figure 27

In fact, the capitalization of the terms Final Evaluation tells much about the real nature of the form. On the surface, the form is simply a report of progress by the student teacher through the practicum experience chronicled by this report. For example, the report only "recommends" certain actions. These recommendations do not seem, on the surface, to be carved in stone. However, the reality is that this is the Final Evaluation. Really, there is not a question in anyone's mind as to the status of this form. It is a Final Evaluation.

## The Dominant View of Teaching and Education

Having discussed formal criticisms of the particular student teaching evaluation form (in other words, criticisms of the format of the form), it is now appropriate to examine more intrinsic patterns that emerge from the form. One of the most noticeable patterns, or groups of meanings, that can be analyzed within the form are the intrinsic meanings given to what it means to be a teacher; what the enterprise of teaching entails; and, perhaps more importantly, the meaning of education.

One of the very powerful sets of messages embedded within this form is the message that the prospective teacher receives about how learning takes place. The form means to say that learning is one way--from teacher to learner. Certainly, many critical metaphors of teaching from this perspective have been used to make commentary about the philosophy of this one-way learning. The water jug metaphor suggests that the teacher pours (information or knowledge) into the student (who is understood as empty or deficit of this important knowledge). Implicit in this metaphor is the idea that what is being poured has substance, is concrete, is recognizable through its form, and is "particlized" (or broken down into pourable quantities). This metaphor holds attraction to those educators who are concerned with measurement and evaluation. Measurement must necessarily be of some substance; one does not understand the concept of measurement to be appropriately applied to a notion, an idea, or those things which the Greeks termed noumenal.

In this notion of one-way knowledge, the function of knowledge (as the Marxist critics would suggest) is mainly to reproduce the ideology of the dominant society. Another metaphor, the banking metaphor, points out how the source and the accessibility of knowledge is socially constructed by those in domination. The banking metaphor has two embedded ideas: the first is implied status of hierarchy and the second is utility. Banks are those places where the individuality (both personally and economically) of the customer must be subjugated to the collective control of the bank so that the system can work. In order to work to its potential, the bank must have a large number of customers whose combined economic assets produce enough surplus cash flow for the bank to utilize money in a number of ways to generate profit. In such a situation, the size of the collective economies must theoretically be great enough so that the aberrant action (say a large withdrawal of funds) of a single individual or group of individuals cannot seriously jeopardize the workings of the system. But such a system is not always ultimately liberating for the individual banker. A small example of this is that rigorous scrutiny is

placed on the individual who attempts to borrow the "bank's" money; yet, the bank is not subject to the scrutiny of the individual depositor in the philosophy it uses to generate profit. Specifically, it is the bank which decides at what rate interest should be paid or charged and to whom, and under what terms loans should be made. The bank also assesses the worth of an individual's assets or collateral, based upon a strictly economic formula for naming value. In some sense, the question of what a person is worth primarily carries with it economic criteria and nuances. The bank assumes responsibility for the accessibility of its commodity and the terms under which that commodity is granted to customers. The nature of the individual's control of resources has dwindled to a minimum.

The banking metaphor also carries with it the notion that the purpose of their commodity is ultimately utilitarian. Money is loaned from a bank to be used for something, whether it is the generation of more money, the fulfillment of needs, or the opportunity to afford perceived comforts. Such is the nature of knowledge in a one-way system. Those who dominate and control choose the rate, function, accessibility, and utility of the knowledge which they understand as capital in their system. These decisions are not neutral and are dominated by those with power. This power does not and, it is believed, should not, be given to students. One reason that the decision-making power is not easily granted to students is that the power to make decisions represents a real power, and a power not to be trusted to those who might be critical of the system. As Gustav Mensching (1971, p. 51) states, "the fact that the institution strives to preserve its unity is the root of every kind of formal intolerance." Those in control, in order to stay in control, must necessarily be intolerant of granting power to those who may tend to lessen their own power.

An example of the effect of "particlizing" so that knowledge becomes pourable can be seen in the treatment of the concept of motivation. Motivation has been separated from the content of whatever lesson is being undertaken. This implies that content cannot, usually, be motivating in itself. It also assumes and sets the stage for the content of

schools to be boring to students. The teacher's task, therefore, is much like a modern-day Mary Poppins who provides the "spoonful of sugar" to "help the medicine go down." There is also no doubt that schools have historically been seen as medicinal, providing the "cure" for a "sick" citizen or the hope for a "sick" society.

Motivation is something which the teacher must learn to do--it is a teaching skill--as opposed to something that is intrinsic to the content. As a category under Teaching Skills, it also implies that if the students are not motivated it is the teacher's fault because he or she did not have the necessary skill. While such an attitude is enslaving in that it creates a real burden for the teachers, it also works to separate students from responsibility for their own learning. This attitude tends to keep the students in the category of children and tends to legitimate all the political control that the teacher or school assumes in the structuring of students' lives.

The term lesson has come to mean a small separation of a unit of study--usually a daily separation. However, the concept of lesson cannot entirely be separated from its normative history. For example, lesson can also be understood in the phrases, "He was taught a lesson" and "He learned a lesson." The point we are restating is that, although schooling and specifically here teacher education may seem to be neutral, teacher education must be understood to be a normative activity with value and worth being defined by those who dominate the activity ideologically. In this case, the separation of units into lessons not only has a separating effect but also a normative effect.

A second specific effect of "particlizing" teaching and learning (and by doing so ripping away the context) is seen in the placement of 3. Self-control under the larger heading of Classroom Management. As one tends to "particlize" in greater and greater specificity, the problem of inventory (storage) becomes more important. This is true because a part comes to be known by the place where it is stored. In this form, self-control is inventoried with "other" management tools. The critical question is: "What does it mean to know self-control as a management technique?" The first meaning can be

seen in the wording of the previous question. Self-control is a technique; it is a technical priority. The fact that self-control is not a Professional or Personal Quality suggests that it is not as significant as an abiding quality of a teacher but is to be understood as a ploy to be used when needed. We believe that it means something different to have self-control than it does to use self-control. We also believe that self-control is an important teacher quality which should abide constantly in teachers--it should be part of the intrinsic nature of good teachers. We disagree that self-control is of the same nature as 1. Handling Routines. It is a quality rather than an act. It is important in more and wider situations than for use in front of a classroom. That self-control can be seen as a technical problem and as such judged in terms of "good self-control and bad self-control" or "appropriate self-control and inappropriate self-control," narrows the meaning and changes the nature of the concept. We have called this tendency to see things only as technical problems as the "Ed Psyching" of education. While this critical term probably implies more damage than we hope, we do mean to be critical of the tendency in Educational Psychology to see all education in terms of appropriate behavior, as opposed to a broader view that includes those things more difficult to measure.

Particlizing the curriculum has a third effect on the way that teaching and education come to be understood. To break education into pieces and to dwell on the meaning of these pieces individually and out of context brings the surface of the activity and tends to make less important the underlying deep structures. Three analogies will help to explain the difference between surface structures and deep structures.

The first is the analogy of the dialectic between grammer and meaning which almost every North American high school graduate has faced during his or her high school career. While the grammar of the English language has its own specialized meaning, and different grammars carry different meanings, grammar is usually best thought of as the functioning of the vehicle that helps carry meaning. Just like an automobile might be finely-tuned or out of tune and in need of a tune-up, and the in-tuneness of the auto in some way

affects the carrying of the passengers, the degree of in-tuneness affects the carrying of meaning in narrative or text. While a good understanding of grammar helps a writer communicate better, an over-attention to grammar (where meaning is granted much less value than technique) can be ultimately constipating to meaning or even worse may constrict meaning altogether. We are reminded of the episode in the movie To Sir, With Love where the English teacher corrects the grammar and returns a student's suicide note. When form becomes so powerful, the surface of the activity has taken over the meaning from the meaning of the activity, the results are grim.

The second analogy useful in sensing the difference between deep and surface structures is the difference between using weights for body building or for strength training. The body builder uses a variety of techniques, including research of anatomy and the division of the muscle system into its separate muscles, essentially to pump each individual muscle to its fullest capacity. The body builder is not so much interested in strength as he or she is interested in definition and specificity of each individual muscle. While the person interested in strength training has the goal of building a strong body, the body builder desires to build a developed body. Strength and definition are not similar; and, big muscles are not necessarily strong muscles. In the same way, a curriculum of student teacher evaluation which separates the practice of teaching into a number of different parts and works to build up the parts may not achieve a strong evaluation.

The third analogy is the dialectic between style and meaning, which can be seen on this evaluation form in the difference between performance and communication skills. While phrases like "quality of voice," "enunciation and pronunciation," "appropriateness of language," and "printing and handwriting" appear under the heading of Communication Skills, these clearly dwell more explicitly upon the delivery system (the teacher) than they do upon either the student or the communicative interaction between the teacher and the student. The focus is not, therefore, on communication in its true sense but rather upon the actions and performance of the teacher. Such a focus puts a high value upon the

teacher as a stylist and as a person who "acts." The focus is consistent with other portions of the evaluation form which place a higher value upon surface structures and upon doing as opposed to being. It also assumes that students respond better to superficial behavior. Earlier in this paper, we argued that we knew teachers who, despite problems with performance skills, were in fact excellent teachers. The difference between style and meaning reminds us of Charles Asnivar who, lacking what many people feel is a smooth voice, can nonetheless "deliver" the meaning of a song as well as any singer.

Intrinsic Ideological Viewpoints

This evaluation form, within its inherent curriculum, represents a philosophical and ideological view of those involved in education. Specifically presented within the form are views of students, education, teachers, student teachers, and evaluation. These viewpoints are not presented formally but, rather, intrinsically in the meanings embedded within it.

The ideological position of this evaluation form denies the right or responsibility of students to gain knowledge through the critical use of their own faculties. Over and over, the form inherently states that students are passive receivers rather than creative interactors. This is apparent in the need for teachers and student teachers to motivate students. Motivation is the number one teaching skill. Instruction also demands aids. In addition, there is an extensive need for students to be managed. All of these points, combined with the apparent linear nature of the educational activities, suggest a classroom where students, like motorcycles, need to be "kick-started." The nature of students, if the student teacher is to believe the implied messages of this form, is resistant to student teachers' efforts to educate. If they are not actively resistant, they are at least slow to act and are waiting to be motivated.

The classroom situation described in this form is one where teachers are responsible for talking and students are responsible for listening. This focus is one reason why teacher clarity, in both written work and in oral performance, is so crucial. We wonder if one of

the reasons for the importance of clarity is that the students are perceived as being incapable of thinking for themselves. We have also wondered why there has been such a stress on clarity in curriculum and instruction courses. The reason must center on the need for the "audience" to understand exactly what the speaker is saying. This, to us, reduces education to a transmission of the already known to those with a deficit of that knowledge. Such clarity also represents a normative statement about how the world of education ought to be conducted. This world is a world intolerant of ambiguity and nuance, although ambiguity and nuance exist liberally in life. Reducing educational evaluation essentially to the issue of clarity also eliminates substantive criticism of the truth of the message. Truth has already been taken for granted; criticism is only disruptive. For students, thinking too much makes education difficult and is not, after all, the purpose of education in the first place--at least according to this form.

## A Philosophy of Teaching and Education

We have claimed that this student teaching evaluation form is, essentially, a curriculum. As a curriculum, it contains a series of programmatic implications; and it contains the philosophy that undergirds these notions of program. What is the philosophy which is embedded within this form?

Some of the statements that follow we have made before, and in this section we will only repeat them briefly. For example, we have shown how this form is representative of the scientific-technological metaphor which has grown to encompass societal logic since the 1600s. This form must be understood within the historical context of the times; and it carries the baggage, both good and bad, of fundamental values embedded within the technological metaphor.

There are four other philosophical statements which seem to be implicit within this evaluation form. These include:

1. Learning is isolated. It comes in little pieces, and when added up gives an indication of what education has occurred.

It is obvious to us, even at first glance, that the form evaluates the student teaching experience in little increments. As we have mentioned redundantly, every "act" of teaching which can be broken into little pieces has been broken into little pieces. Furthermore, these pieces have been separated from each other by category; and, in such separation, they have become discrete. Marks are given for each piece.

Certainly, there is a section where an evaluator can make comments on any aspect of the teaching which seems appropriate, without specific direction. In other words, the evaluator can write whatever he or she wants to write under the areas entitled "Main Strengths" and "Areas Needing Improvement." These categories are suitably vague as to engender a variety of comments. However, their position on the right-hand side of the form weakens their power. It is a simple notion but, in English, writing begins on the top left side of the paper and not on the right-hand side. If the form were done naturally, according to the way we write, we would probably fill out the check mark side and then fill out the narrative side. And, in fact, we suspect that this is how most teachers fill out the forms. Between us, we have filled out this form more than 100 times and have never filled it out narrative side first. The problem we see with this is that (and we recall this from our own experience) the narrative tends to reinforce the checkmarks. We, therefore, have said nothing new--we have not understood this as an opportunity for different and varied comment. We have, if we fill out the form in this way, bought into the philosophy of the left-hand side; and this philosophy, as we have stated before, is separated items, piece-work, disparateness, and technological.

2. Learning is best accomplished by setting up a series of one-way experiences--from those who have them to those who do not.

We have mentioned before that the nature of practicum, as a concept, sets experiences where student teachers put into practice previously learned theory. The teachers (University staff) of this previously learned theory are the experts to both the cooperating teacher and the student teacher. There is also a sense in which the cooperating teacher is, and must be, the expert to the student teacher. Also, given the implicit and explicit nature of the categories within the checklist on the left-hand side of the form, the student teacher, in order to attend to the checklist correctly, must deal expertly with the student. At every stage, we believe, hierarchies have been established where learning is passed from one more-expert person to another less-expert person. The form clearly explicates an experience in hierarchy. Given the form, it can be no other way.

3. Learning has a moral, ethical, and political overtone.

We have mentioned, briefly, the notion of learning a lesson and what we typically mean when we use such a phrase. The notion of lesson, we think, cannot be entirely removed from this moral, ethical conception of teaching. The term "lesson," used in the context of pedagogy, has a long history and comes from a time when people did not see the need to separate the values orientation from the cognitive orientation. In social studies, for example, it has only been the last thirty years or so that has seen curriculum which was not, as Barth and Shermis (1970) named it, citizenship transmission. As students learned their history lesson, they also learned concomitantly, the correct values and actions of the society. Without apology, the social studies taught students how to be "democratic" citizens. Historically, the ideal of lesson comes from such a time; and, we believe, learning a lesson continues to carry some of this moral overtone.

Second, there is generally little critique of the assumptions of a technological teacher education curricula from teacher education faculties. Our university is no exception. As we have stated before, what is done becomes what should be done. Because a technological curriculum has been used so extensively, it has become the right way to do things.

Variation from this form is seen as the breaking of tradition through radical and, often, revolutionary behavior.

4. The teacher is one who acts and, like a catalyst, does not change as a result of the action.

In a chemical reaction a catalyst speeds up the rate of the reaction without undergoing any change itself. This is the unique characteristic of a catalyst. Teachers can also be viewed in this way. Most often, they are not asked to become involved in a critical way with the knowledge being transported; nor are they asked to become involved with students as individuals. Their sole task is to move knowledge as quickly and efficiently as possible.

The perception of knowledge in this sense is that it exists in the classical way, unchanged, and with no real need for any change since it has been sanctioned by those in authority. In this particular view, knowledge is transported to people rather than transformed by people. Implicit in this view is the belief that knowledge, rather than people, is the number one priority in teaching and learning. Within this belief system teachers are seen as "truckers." Their job is to transport knowledge without breaking anything rather than to function as critical, thoughtful individuals who build and transform knowledge within the particular context in which their classes live. The latter suggests, and we would agree, that knowledge should be viewed as particular to each class rather than to all classes.

View of Education

The view of education expressed in and through the form is clearly behavioristic. Activities of teachers are seen to be important in that they are the cause of actions by students. There is a causal relationship, for example, between empathy shown by a teacher and the resultant gaining of respect. We mentioned this obvious relationship between empathy and respect earlier, but in that instance we were almost mystified by the

aberration of the relationship. In other words, it seemed strange that such a connection could be made legitimately. Yet, there can be no curiosity about the fundamental behavioristic idea of the connection. The connection exists because the intrinsic nature of the form is behavioristic. There is an underlying belief that, similar to a domino effect, one action is both necessary and sufficient cause for another action.

The view of education pervading the form suggests that education is a series of causes and effects, each cause having a redundant and measurable impact upon classroom life. Similar causes have the same effect. Since this impact can be known, it is one major task of the teacher to come to understand these impacts and (it implicitly follows) to control them by controlling the causes. Although the notion that control implicitly follows knowledge of causes is highly inferential in this context, we believe it is a justifiable point given the preoccupation with control easily and explicitly seen in other portions of the form. The goal of the teacher's work is the "right" and "good" behavior of the student--empathy is useful to gain respect and with respect comes deference. As mentioned earlier, the placement of "self-control" under Classroom Management instead of under Professional and Personal Qualities also highlights the behavioristic, cause-effect nature of the form. Self-control is the cause (one of them) and a managed classroom (a well-behaved classroom) is the effect. All things in the environment must be controlled--even the teacher's self. This tie-in of self-control and classroom management implies which the teacher is, without question, the focus of the classroom. It seems plausible that the only time when a teacher's self-control or lack of self-control affects the classroom activity is when attention is focused upon the teacher.

In summary, education in reference to this form is a circumstance understood not through the interaction of teacher and student, since even communication skills are teacher-as-performer skills and have absolutely nothing to do with teacher and student exchange. Rather, the interaction is between the teacher action (cause) and the appropriate student reaction (effect). Education is not communication and interaction; education is

appropriate performance. The form highlights a reductionism of education to only one action--that of teacher doing. By intent and design, the form instructs student teachers not to see the forest for the trees. The proper place for the student is as part of an audience. The proper place for the teacher is in front of that audience. This evaluation form quite clearly paints the landscape of the classroom. The student teacher's task is to learn how to be the authority. The students' task is to defer to that authority.

A View of the Teacher

Other than assuming the role of the authority, what other tasks does this evaluation form imply are a must for teachers? The list seems almost endless, and in some ways as impossible as it is endless. That teachers could possibly have the power implied in the form is flattery, a pipedream or silliness. For example, the form makes the teacher responsible for the behavior of the students. This point can clearly be seen in Relationship with Pupils--ability to secure and hold class attention. That a student could misbehave (be inattentive) despite the best work of a teacher is not considered possible. The problem is the teacher's, not the student's. Either the form believes that the student is naturally servile and easily manipulated or that, despite how unwieldy the student is or becomes, the teacher must be stronger. In either case, the scenario established is one of the teacher as "master", and the student as "servant." If so, what is the derivation of the term "master teacher?" Have we, as educators, so long accepted this master-servant relationship between teacher and student that we have formalized it as part of our vocabulary? Again, the view of the teacher is consonant with the view of education expressed in this form. The learning focus is the teacher; students will learn more and better as the teacher becomes better able "to secure and hold" class attention. Furthermore, since we have already depersonalized the students by seeing them as part of an audience (rather than as individuals) and by making them the objects of instruction, it is fair to believe that the ends justify the means. Anything done to an object to mold it is justifiable; it is more difficult to justify things done to individuals.

The form encourages the teacher to see his or her job as technical. The overriding belief is that a system or program can be established (ostensibly, that is) to suit all people. Within this system, the goal of the teacher is to string together perfect lesson plans--as many as there are preparations. While no teacher, or any other person for that matter, wants to have bad days, it is particularly important not to have bad days in teaching. Students, whose actions and behaviors are intrinsically tied to teachers' actions, will not tolerate such days. The form carries the belief that, should the teacher's performance not be up to par, the students will revolt. Often this idea is the common folk wisdom of the university curriculum and instruction class: "If you are not prepared, the students will run all over you." In one sense, we can understand why we, as instructors, use it; it is a stern admonition not to be lazy.

In a deeper sense, it is quite possible that university instructors have added to the alienation of teachers in the classroom by unconsciously setting teachers against students. If teachers believe that at any given moment students are likely to turn on them, how else can they be expected to act except to keep the students in check--chained, so to speak. And, the best way to chain students is to control the type of activities which are used in a classroom. The best activities are structured activities where information is transmitted as clearly and efficiently as possible. If the teacher can focus the attention on the issue of clarity--how well the student can understand what the teacher is saying--the teacher retains all the power over content, a status position relationship is maintained, and the teacher is seen as legitimately holding the goods or commodities. This emphasis on clarity can be seen throughout the form, from "2. discipline" where cases of conduct already exist in absolute somewhere to each sub-topic under Communication Skills. Form is given priority over content--content is assumed to be sanctioned and constant.

Not only are student teachers expected to perform flawlessly, they are expected to do it in a world that is more myth than reality. The evaluation form paints the picture of a classroom that, in our experience, does not exist. For a student teacher to be able to

construct firm divisions of lessons, firm planning of procedures and to have ideas of divisions of time and pace beforehand, he or she must first be able to assess the correct amount of time which certain activities will take and be able to predict students' reactions. This knowledge is neither possible nor appropriate in schools. Life as we know it in secondary classrooms is one of constant interruption. Aside from teaching, a teacher must also administer all manner of trivial, non-educational activities (such as collecting money for pictures, clubs, yearbooks and newspapers). The public address system blares out at the most inconvenient of times. Students are constantly moving in and out of classrooms for all sorts of legitimate reasons. In short, life in the secondary classroom is noted for its constant interruption and its lack of precision about time. Adapting to situations is probably the criterion closest to explaining what is important in a classroom teacher. Yet, in this catch-as-catch-can world, the teacher is supposed to have planned, well in advance, not only what will happen but when it will happen. Such planning is an exercise in frustration, especially if a teacher tries to stick to the same schedule for all students and classes.

Such planning also assumes that all students will react or respond to particular content in similar, predictable ways. This point does not match our experience in secondary schools either. It is possible to ignore the reactions of students to particular content or instruction, especially when the focus is technical fidelity--stressing a clear reception of a pre-sanctioned content. The more the focus is on the teacher and the teacher's presentation of content, the less important students' needs and interests become. The more carved in stone a teacher's plans become, the more that teacher will want to avoid knowing what students think and believe. Such beliefs can become dysfunctional, stopping the orderly running of the administrative machine. University faculties of education can be especially guilty of this. They lament that their graduates cannot, or do not, set up creative experiences for their own students. Yet these same graduates were given little or no control over their own university programs. Given their own background and the hidden curriculum-

("Do what you're told when you're told; your university professors and administration are older and wiser about your needs than you.") of university education curricula, it is no wonder that teachers chain students to their own ideas of value. How could it be otherwise? It is instructive to note that it is the university, by and large, which creates the student teaching evaluation form. The adage states that teachers teach like they were taught. If the student teacher is a teller and an explainer, it is partly because his or her own education consisted of telling and explaining.

A View of the Student Teacher

When one of the authors of this paper (Parsons) was in grade 12, an English teacher had the class predict what each student would be doing in twenty years. It was unanimously decided that a male student named Karl would be a teacher. The class's reasoning was simple: Karl could write well on the blackboard. His handwriting was flawless, neither climbing nor falling, and beautifully readable. Karl did not, however, go on to be a teacher although he set out in university to do so. But, to the person, the class thought that he should--after all he was by far the most gifted handwriter.

Even in grade 12 when we were so confident that we knew the meaning of life, we believed that the primary nature of a teacher was good handwriting. In some ways, the student teacher evaluation is no less naive about the substance of teaching than we. As mentioned before, clarity remains central to beliefs about education and this form, no less than we, celebrates the surface aspects of teaching. Every one of the subheadings under the topic Communication Skills stresses the surface clarity of the message as opposed to the substance of the communication. Student teachers are asked to "command English," have good voice "quality," to "enunciate and pronunciate" well, to use "appropriate language" (does this mean not to curse or speak so that grade seven students, for example, can understand what is being said?), and to have good "printing/handwriting" and good "non-verbal" skills. There is not one category with which one can evaluate the content of the communication. We have evaluated the surface structures and ignored the

deeper understandings. We have come to believe that the facade is more important than the intrinsic structure. And, like the grade 12 class who named Karl as the future teacher, we have confused what it means to be a teacher--an educator of humans--by making it equal to the clear passing on of information from some other source. The teacher himself or herself has become only a media through which something else can pass. To the extent that the teacher's own humanness shows through, that humanness may get in the way (distort or interfere) with the learning that is supposed to take place.

The status of the student teacher can also be seen within the form. Under Professional and Personal Qualities the student teacher is asked to "accept and act on supervisory suggestions." While there is no doubt that the student teacher usually lacks the professional experience of either the cooperating teacher or the faculty consultant, the idea that the supervisor (a term of status) is always correct and that those supervisory suggestions must be attended to is less than accurate. The phrase does tend to remind student teachers, however, of their relative status within this educational hierarchy. The student teacher only holds power over the students; the cooperating teacher and the faculty consultant exercise immediate power over the student teacher, and the university holds subtle, yet obvious, power over everyone else. The student teaching situation is a study in administrative organization and, to understand it, one cannot fully extract it from the political arena. In this administration of power, it is a central belief that people exercise power and authority over those whom they can and are, in turn, subservient to those who hold power over them. Student teaching is in no way democratic; nor, under present circumstances can it be. The political context of the student teaching experience, as evident through the form, further reinforces the one-way, deficit nature of teaching mentioned earlier.

In this highly political, yet human social context, the student teacher lives and tries to learn about teaching and education. The situation is schizophrenic. On one hand, the student teacher is to be a teacher, fully in charge of a whole host of educational

experiences. On the other hand, the student teacher can never be in charge because he or she can hardly ever make really crucial decisions about the structure of the world in which he or she lives. Student teachers can come to live in the house but can never rearrange the furniture to suit themselves; they can drive the car but can never adjust the seat position or the mirrors. We have noticed when we visit student teachers at work that they are never really comfortable. With such restrictions on freedom, not restrictions that exist as written rules but that live in truth nonetheless, is it any wonder?

The Nature of Evaluation

The whole of the student teacher evaluation form is set up so that the evaluator, who is assumed to be an expert, can find something wrong with the student teacher's performance. This problem or mistake then serves as the substance and focus of the discussion (usually called a conference) held after the student teacher teaches a lesson. The focus for discussion always concerns the behavior of the student teacher. It usually involves a situation where the evaluator questions some "wrong" action of the student teacher and gives some admonishment for that action or some suggested ways to improve that "wrong" action.

In many ways, this pattern exists because we do not know any other way to conduct our evaluating business. However, it may just be that we have not considered other ways. For example, imagine a different kind of focus where a cooperating teacher, faculty consultant or university professor discusses with the student teacher an activity to be undertaken. The student teacher attempts to teach this activity and then returns to discuss the activity--essentially questioning the validity of other's ideas or beliefs. Such a scene might radicalize student teaching; however, there is little chance of this happening because it would call into question some of the basic organizing structures upon which the organization of student teaching rests. It is much easier and ultimately much safer to evaluate student teachers without evaluating the other important factors in the experience. Again, the question of power cannot be ignored.

Another reason for focusing on the wrong to be righted is that, from a human standpoint, it is easier to criticize than to support. As long as the criticism is not ultimately devastating and can be done in a way which is not rude, "constructive" as it is sometimes called, we find it easier to criticize than to be overly supportive. Maybe it is our culture, but we are uncomfortable when we are "mushy."

Evaluation, as mentioned before, is evaluation of the surface, rather than the substance, of teaching. The focus of evaluation is almost entirely on clarity and neatness--the clearer and the neater the better. In lifting these two criteria to the highest values, there are some inferential leaps which occur. First, if something is neat then more care has obviously been taken. If care can be evidenced on the surface, it must follow that more care has been taken throughout. As stated before, the focus on the package is technical. And, while the form which an object takes is important, to confuse the form with the substance is debilitating. Nevertheless, it is common in our society to place a high value on form. This value can be seen in television commercials as well as in education. The person who attends university whose mate types holds a distinct advantage over the person whose mate does not type. Again, categories like printing/handwriting, neatness, clarity, and quality of voice show the stress on the form and surface of teaching.

A second notion about evaluation can be heard when we listen to student teachers discuss their student teaching experiences. Much of their conversation stresses problems with their cooperating teacher or their faculty consultant--about how clearly these people have outlined expectations, about differences in their personalities or priorities, about a real or perceived lack of communication between them, etc. Many times it seems to us that the student teacher's main concern is not teaching the students but rather figuring out the cooperating teacher and the faculty consultant. For student teachers, in many ways, the powerful nature of the evaluation sets up a situation where the actual teaching can become secondary to the good evaluation. It is common folk wisdom among student teachers,

sometimes supported by univesity personnel, that the task of student teachers is to sit down and shut up so that they can find out the way its supposed to be. Later, when student teachers become "real" teachers, they can make more crucial decisions about their lives as teachers. For now, the task is one of loneliness. In such ways, the cooperating teacher and the faculty consultant become problems for the student to solve--sometimes by the banding together of two of the three parties in a sort of a covert arrangement to solve the third. Fortunately, sometimes all three parties work together for each other's benefit, although in our experience this is too rare.

While this point has been mentioned briefly before in another context, it is again fruitful to point out the problem in assuming that good teaching can be evaluated immediately over a four-week time period. Such a belief limits the emphasis of evaluation to the immediate behavior and, as we have repeated, can never get past the surface nature of the teaching "act." Such evaluation is only possible when we can forget that there are students who, in some cases, only years later reflect the teachings of a good or bad teacher. A focus on behavior and action to evaluate students can never really understand the full impact of teaching because it ignores so many aspects of the experience.

## Issues for Teacher Education

The purpose of our long and sometimes repetitive discussion of a single student teaching evaluation form has been to suggest that such a form can be "unpacked" in order to read the social, political, and ideological nature of it. These forms exist within a particular history and are encouraged by certain prevailing beliefs about what is of value in education. As we have looked at the intrinsic and implicit content of the form, what we have called its curricuum, several issues for further study of student teacher evaluation and teacher education have emerged. Some of these are repeated in the form of questions suitable for further study.

(1) If we are correct when we state that student teaching is established in a political environment which can only tend to reproduce the power and dominance already existing within the educational hierarchy, is there any way, short of tearing down the entire structure, in which the student teaching experience can be more authentically liberating and educational for all those involved? Or, is it correct to assume that the more hidden curriculum of status, power and control, and administrative organization is exactly the kind of education which we want student teachers to have?

(2) Is it really possible to evaluate a student teacher's ability in such a short time, based almost entirely upon that student teacher's behavior and actions in a confined setting and upon other's perceptions of that student teacher's attitude? This matter is further compounded by the fact that the evaluator often has little knowledge about the "person" of the student teacher and the student teacher is operating in a situation which almost demands him or her to hide, rather than reveal, his or her true feelings, beliefs, and personality.

(3) Is it possible to rethink the notion of practicum so that it can be more of an educational opportunity for those involved in it and less of a "proving ground" where the "losers" are dismissed from the profession and where the "winners" are assumed to be fully competent teachers by virtue of the proper sanction, never to be involved in teacher education again?

(4) Is it possible to conceive of the education of student teachers in a more wholistic manner, forsaking the tendency to break down teaching into a variety of discrete pieces which, although allowing administrative ease in evaluation, forces those involved to see the world in an increasingly technical way?

(5) And, finally, what is a good teacher? Is it someone who <u>does</u> or someone who <u>is</u>? Is a good teacher someone who acts, behaves, dresses, and talks in a certain way or rather someone who believes and lives in a particular way? While the mutually exclusive dichotomy between doing and being may not be the most fruitful way to discuss the

nature of a good teacher, we chose it simply because as an important educational issue, educators spend so little time discussing it. We have written this paper because we want to encourage a discussion about what we see as fundamentally important issues in teacher education and because we want to go on record as saying that we believe many of the actions we have come to take for granted are, quite simply, wrong and need to be rethought.

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