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ABSTRACT

This is a worktext for assessment management system planners designing competency based teacher education programs. The worktext exercises are based on the following eight questions, which need to be answered specifically as an assessment management system is planned: (1) What information (data) is to be used in making decisions about trainee and/or program? (2) Who uses the data and for what purpose? (3) Who is to collect the data? (4) How often are data to be collected? (5) What instruments and procedures are to be used in collecting data? (6) When are data needed and how often? (7) In what forms are data to be kept and/or displayed for those who use it? and (8) How are decisions and judgments communicated to those persons who need to know? Two principles are suggested as guides when working through the exercises: (1) Parsimony--In making a decision, don't collect any more designing competency data nor involve any more persons than are absolutely necessary; and (2) Involvement--Those affected by a decision should be involved in making it. (MM)

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ED129807

DESIGNING A SYSTEM FOR MANAGING ASSESSMENT IN
COMPETENCY BASED TEACHER EDUCATION PROGRAMS

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Worktext prepared for CBTE Conference sponsored by State University of
New York. Plattsburg. August, 1976.

SP 010 532

INTRODUCTION

A story is often told of the airplane pilot who interrupted his passengers to announce that he had good news and bad. The good news was that they were in a jet stream and were making excellent time, the bad news---that they were lost. Today, many teacher education programs are lost - they are not moving their students toward an identified goal. Competency-based teacher education is an attempt to prepare prospective teachers in terms of specified observable goals. It is a significantly different kind of program. Stan Elam has defined it as follows: a program in which "performance goals are specified, and agreed to, in rigorous detail in advance of instruction. The student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades, but for attaining a given level of competency in performing the essential tasks of teaching."¹

Five elements are now generally agreed to be essential to competency-based programs.

1. Teaching competencies to be demonstrated are role-derived, specified in behavioral terms, and made public.
2. Assessment criteria are competency-based, specify mastery levels, and made public.

¹"Performance-Based Teacher Education - What is the state of the art?" Stanley Elam, A.A.C.T.E. 1971.

3. Assessment requires performance as prime evidence, takes student knowledge into account.
4. Student's progress rate depends on demonstrated competency and is therefore, self paced.
5. Instructional program facilitates development and evaluation of specific competencies.

In the writer's experience there are four other critical elements.

1. They must contain worthwhile content.
2. They must be humane.
3. Eventually competency-based teacher education programs must be based on more than assumptions about training experiences and teacher skills and outcomes in children and therefore -
4. The training system must be self-corrective. It must be able to seek and respond to feedback from the users of the system. This quality of being self-corrective may not be required in competency systems but because we are going to make mistakes as we identify competencies to be attained by trainees, because the profession does not yet have all the data needed on which to base and establish competencies, we, therefore, need to build a self-corrective system which constantly gets feedback from the community, from children and parents, from the users of our product, and modify our system in terms of that feedback.

Assessment will be defined here as the generation and use of information that supports descisions relative to the trainee or the program. Most programs in operation began with, and still spend most of their energy attending to assessment problems regarding trainee performance. However,

because of the absolute necessity for all present day CBTE programs to be self corrective these materials are organized so that questions about trainee and program assessment are considered simultaneously.

The following eight questions need to be answered specifically and in some detail, as an assessment management system is planned. Ideally decision regarding these questions will be made by those persons to be effected by the decisions. Your time today should be spent in thinking about the questions and writing tentative recommendations of answers which will result in the best assessment system for your program.

1. What information (data) is to be used in making decisions about trainee and/or program
2. Who uses these data-for what purpose
3. Who is to collect the data
4. How often are data to be collected
5. What instruments and procedures are to be used in collecting data
6. When are data needed (how often)
7. In what form are data to be kept and/or displayed for those who use it
8. How are decisions and judgements communicated to those persons who need to know

It will soon be evident to serious planners that each of the above questions is interrelated, but more important, each is a general question implying many specific questions.

As you struggle with questions regarding assessment there are two principles which I value, and which you may choose to use as guides.

Principle 1: Parsimony - In making a decision, don't collect any more data, nor involve any more persons than are absolutely necessary.

Principle 2: Involvement - Those affected by a decision should be involved in making it.

You will notice that each of these principles tends to serve as a check on the other.

WORKTEXT

Although all questions are interrelated question one is probably the place to begin. Some space is provided after each question for your tentative notes, ideas, and recommendations.

I. What information is to be used in making decisions

A. ~~Trainees~~
About Trainees

1. ~~Trainees~~
Learner Outcomes

a. What do they need to know?

b. What teaching skills must they possess?

c. What pupil outcomes must they achieve? (under what conditions)

d. What other qualities must they possess? What other requirements must they meet for certification?

2. **Learner Characteristics**

- a. **Background**
- b. **Physical Characteristics**
- c. **Scholastic ability**
- d. **Personality**
- e. **Attitudinal**

3. **Descriptions of the setting in which teaching has occurred.**

- a. **School**
- b. **Classroom**
- c. **Pupils**

B. About Program

1. **Staff**

- a. **training**
- b. **performance**
- c. **etc.**

2. **Instruction**

- a. **modules**
- b. **scheduling**
- c. **sequence**
- d. **etc.**

3. **Information transmission**

4. **Logistic support**

5. **Record keeping**

6. **Assessment and research**

7. Counseling

8. Decision making

NOTE - Data - about program element might include descriptive and evaluative data - how it works, how effective it is, what it costs in time and dollars.

II. Who ^{USES them} ~~uses~~ data - for what purposes.

A. What information about his performance does the trainee need and when does he need it.

1. To help him improve

2. For other reasons

B. What information do trainee's supervisors need and when?

1. To help trainee improve

2. To help supervisor improve

C. What information do other instructors need.

D. What information do those who make judgements about trainee's competency need? When? (Some program designate a panel of faculty - not to include the trainee's supervisor - who makes final judgement on a trainee's competency).

E. What information do program administrators - design need to make judgements about the program.

- III. Who will collect data? (will this be teachers and supervisors mainly or will "third party" observers also be used.
- IV. How often will data be collected? (sampling, validity, cost are important here)
- V. What instruments and procedures are to be or can be used to standardize simplify and accurately collect data.
- VI. How often are data needed to be displayed for those who use them? What data are to be available
- On demand
- One per week - for staff meeting for instance
- At the end of each semester
- For yearly evaluation and revision sessions
- VII. In what form are data to be kept and/or displayed for users?

4.0 Competencies are treated as tentative predictors of professional effectiveness, and are subjected to continual validation procedures.

Indicators: **4.1** Program includes research component to validate competencies

| | | | |
|--|---|--|--|
| Personnel and resources are specifically assigned to this component | Planned validation effort is evident | Some validation testing is done | No planned validation effort is evident |
|--|---|--|--|

4.2 Competency statements are continually analyzed and revised

| | | |
|---|---|---|
| Statements are systematically reviewed for possible deletion or revision for each training cycle | Some competencies are revised or deleted for each training cycle | Competencies are treated as permanent objectives |
|---|---|---|

10.0 Learner progress is determined by demonstrated competence.

10.1 The student is knowledgeable of the general nature of competencies and criteria used to determine the extent to which performance approaches professional standards for acceptability.

Student describes competencies and the standards for acceptability.

Student not able to describe competencies request or criteria that are acceptable.

10.2 Learner progress records are adequately detailed in terms of the competencies to be acquired.

Learner progress records are adequately detailed, in terms of the competencies to be acquired.

Learner progress records not kept on file.

10.3 Learner progress records are used to chart future programs' directions.

Learner progress records are frequently used to chart program direction.

Learner progress records are seldom if ever used to chart program direction.

10.4 The demonstration of progress in acquiring the competency is the focus of attention in determining the extent to which the learner is experiencing success.

Success is determined by extent of progress in acquiring the competency.

Success is determined by some other other criterion such as amount of knowledge acquired, or number of activities completed.

10.5 The instruction management system makes provisions for students to be working at various points of development concurrently.

Instruction is modularized and organized to be carried out individually or in small groups by variable scheduling techniques.

Instruction is based on the assumption that all students should acquire the same learnings at the same time.

10.6

11.0 The extent of learner's progress in demonstrating competencies is made known to him throughout the program.

Indicators: 11.1 Learner progress records are maintained and available to all concerned (learner, instructors, counselors).

Learner progress records are accessible, adequately detailed, and open to himself, instructors, and counselors.

Learner progress records are inaccessible, inadequate, and/or closed to students.

11.2 The instructional staff (instructors and counselors) and learner periodically review progress records in conference.

Student progress conferences are held frequently.

Student progress conferences are non-existent.

11.3 The instructional management system provides for the frequent and/or continuous updating of the student's progress records.

Progress records updated on a continuing basis.

Progress records if available are only updated at infrequent (i.e., semester end) periods.

11.4 The student is provided with opportunities to acquire skill in analyzing and evaluating his own professional behavior.

In addition to being provided with information about his progress, the student is helped to acquire skill in analyzing his own professional behavior.

Little or no attention is given to the analysis of the student's progress, and none in helping the student acquire this skill himself.

11.5

12.0

Instructional specifications are reviewed and revised based on feedback data.

Indicators: 12.1 Specifications for the instructional system are explicit and all concerned (students, instructors, counselors, instructional professional services personnel, etc.) are aware of these specifications.

A list of specifications for the instructional system is published.

Neither specifications nor policies concerning the instructional system have been recorded much less made known to those involved.

12.2 Procedures have been established for having students assess the instructional system.

On a frequent periodic or continuing basis students are asked to react to the effectiveness of the procedures used in the instructional system.

No attempt is made to obtain students' reactions to the instructional procedures.

12.3 A wide range of data is considered in the analysis of the instructional system. (Student time, instructor time, instructional resources, management needs, learner performance, etc.).

An extensive collection of data is used for the analysis of the instructional system.

No attempt is made to analyze the operation of the instructional system.

12.4 Data obtained from the analysis of the instructional system as provided by student feedback are used to revise the system.

On a frequent periodic or continuing basis the instructional system is revised from data provided by student feedback.

No systematic or regular attempt is made to revise the instructional system. Changes are made primarily on demand from some condition or authority.

Assessment

13.0 Competency measures are related validly to competency statements.

Indicators: 13.1 A listing of performance indicators is included with each competency statement.

| | | |
|--|---|--|
| Multiple indicators are present for all competency statements | Few competency statements have multiple indicators | No competency statements have more than one indicator |
|--|---|--|

13.2 Indicators are logically related to competency statements.

| | | |
|-------------------------|---------------------|-------------|
| all competencies | some of them | none |
|-------------------------|---------------------|-------------|

13.3 Measuring instruments are logically related to indicators.

| | | |
|-------------------------|---------------------|-------------|
| all competencies | some of them | none |
|-------------------------|---------------------|-------------|

13.4

14.0 Competency measures are specific, realistic, and sensitive to nuance.

Indicators: 14.1 Competency measures discriminate between learners who demonstrate and those who do not demonstrate competency.

| | | |
|--------------------------------------|---------------------------------------|---------------------|
| All measures most of the time | Most measures most of the time | Undetermined |
|--------------------------------------|---------------------------------------|---------------------|

14.2 Measures assess consistency of performance over time.

| | | |
|---------------|----------------|---------------|
| Always | Usually | Seldom |
|---------------|----------------|---------------|

14.3 Reliability of instruments is known and high.

**Computed for
all instruments
and high**

**Some
instruments**

Not known

14.4 Procedures for measuring competency demonstration are specified so as to assume quality and consistency.

**Generally followed
and known by data
collectors**

**Procedures not
specified, known
or followed.**

14.5 Data collection procedures require realistic time and resource expenditures by students and staff.

Realistic

Unrealistic

14.6

16.0 Data provided by competency measures are manageable and useful in decision making.

Indicators: 16.1 Data are collected and stored in an easily retrievable form.

| | | |
|--|---|-------------------------------------|
| Data on competency measures are collected and centrally stored. | Some data are collected, storage not planned or centrally located. | Not collected or not stored. |
|--|---|-------------------------------------|

16.2 Data are reported at pre-specified decision points.

| | | |
|---|--|----------------------------------|
| Reports are helpful to decision makers | Some reports are made as a result of special needs. | No reports are generated. |
|---|--|----------------------------------|

16.3 Data are used in making programmatic decisions.

| | | |
|---|---|------------------|
| Data are generated as a basis for decision making. | Occasionally data used as a basis for decision making. | Not used. |
|---|---|------------------|

16.4 Data collection and analysis procedures are feasible in terms of time, personnel, and resources.

| | | |
|--|---|--|
| Efficiently handled within resources. | Collected but seldom used because procedures are cumbersome. | Burden is on program, or not collected. |
|--|---|--|

16.5 Data are easy to interpret.

| | |
|--|----------------------------------|
| Format of data analysis is clear. | Not easily interpretable. |
|--|----------------------------------|

16.6

17.0 Competency measures and standards are specified and made public prior to instruction.

Indicators: 17.1 Competency measures and standards are in a written form.

| | | |
|--|---------------------|-------------------|
| For all competency measures and standards. | Some are available. | None are written. |
|--|---------------------|-------------------|

17.2 Competency measures and standards are specified in advance.

| | | |
|-----|----------|----|
| yes | for some | no |
|-----|----------|----|

17.3 Students can describe competency measures and standards.

| | | |
|-------------------|------------|---------------------|
| all known to them | some known | unknown to students |
|-------------------|------------|---------------------|

17.4 Procedures for demonstrating competencies are known to students and faculty.

| | | |
|---------------|----------------|----------------------|
| Known to all. | Known to some. | Unknown to students. |
|---------------|----------------|----------------------|

17.5

Governance and Management

18.0 Policy statements are written to govern, in broad outline, the intended structure, content, operation and resource base of the program.

Indicators: 18.3 Policy decisions are supported by and made after consideration of data on program effectiveness and resources required.

Data are collected, and systematically stored, and considered in reviewing, changing or creating policies.

No research base exists for policy decisions. Policies are the result of power relationships and personal opinions.

22.0 Research and dissemination activities are an integral part of the total instructional system.

Indicators: **22.1** A research strategy for validating and revising the program is operational.

| | | |
|---|---|-----------------|
| Written procedures, hypotheses, date; systematically applied. | Some efforts to study results of program. | Not being done. |
|---|---|-----------------|

22.2 Reports of completed studies are used in revising program.

| | | |
|---|--------------------------------------|-------------|
| Numerous written reports available, used. | Data or unwritten reports available. | No reports. |
|---|--------------------------------------|-------------|

22.3 Research management system is operational.

| | | |
|--|---------------------------------|------------------|
| Yes, comprehensive, workable, working. | Some processes, not systematic. | Not operational. |
|--|---------------------------------|------------------|

22.4 Procedures for sharing results with other programs and for obtaining their reports are operational.

| | | |
|--|---|---|
| Regularly shares with at least two programs, some sharing with ten others. | Haphazard sharing of results with other programs. | No relationship other than casual ones. |
|--|---|---|

22.5 Staff can describe the research strategy, on-going studies, and conclusions of previous efforts.

| | | |
|-----------|------|------------------------------------|
| All staff | Some | Only for studies he is engaged in. |
|-----------|------|------------------------------------|

22.6

24.0 The program is planned and operated as a totally unified, integrated system.

Indicators: 24.1 The program was planned as a totally integrated system.

| | | |
|--|----------------------------------|--|
| Total program designed prior to independent parts. | Courses compiled into a program. | Independent parts grouped together and called a program. |
|--|----------------------------------|--|

24.2 The program is operated as a system.

| | |
|--|--------------------------------------|
| Decisions reflect consideration of the total system. | Many isolated independent decisions. |
|--|--------------------------------------|

24.3 Management is by objectives.

| | | |
|-----|----------|---|
| Yes | Somewhat | N |
|-----|----------|---|

24.4 Evaluation system provides continual feedback to assess objectives achievement for various sub-systems.

| | | |
|---|-------------------------|-------------------|
| Data available and used. Program revised. | Data occasionally used. | None operational. |
|---|-------------------------|-------------------|

24.5 When making decisions on one phase of the program, impact on other sub-systems is calculated and considered.

| | | |
|--------|-----------|-------|
| Always | Sometimes | Never |
|--------|-----------|-------|

24.6 The sub-systems are continually being modified.

| | | |
|-----|----------|----|
| Yes | Somewhat | No |
|-----|----------|----|

24.7 Harmony in principles among various sub-systems is apparent.

| | | |
|---------------------------------------|--|------------------------------------|
| Internal consistency easily apparent. | Consistency can be generally identified. | No consistency, or not considered. |
|---------------------------------------|--|------------------------------------|

24.8 The program is continually evaluated against the actual professional needs, and refined based on feedback.

| | |
|--|---------------------------------------|
| Formal review structure operational; changes continually being considered. | Program not amenable to modification. |
|--|---------------------------------------|

Date Enrolled: F W Spr-Smmr 19__ Student's Name _____
 ISTEP Supervisor _____
 Academic Supervisor _____ BYU Number _____
 Cooperating Teacher _____ Social Security Number _____
 Public School _____ Major _____
 Subjects Taught _____ Grade Level _____ Married _____ Single _____
 _____ Grade Level _____ Class: Jr. Sr. Gr. _____
 _____ Grade Level _____

Pass-Fail

476 P F Number of Hours _____
 479 P F M
 H. Ed. 362 A B C + -

Pass-Fail

476 P F Number of Hours _____
 479 P F M
 H. Ed. 362 A B C + -

Grades

301 A B C + - 403 A B C + -
 377 A B C + - 415 P F
 310 A B C + - 479 P F M
 H. Ed. 362 A B C + -

Grades

301 A B C + - 403 A B C + -
 377 A B C + - 415 P F
 310 A B C + - 479 P F M
 H. Ed. 362 A B C + -

Student Signature _____

Supervisor Signature _____ Date _____

Supervisor Signature _____

Grades Submitted _____ Date _____

NOTE: If you are registered for 479 with your major department, circle M.

| | | | |
|--------|--------|--------|--------|
| *A-100 | *D-220 | *G-250 | G-466 |
| *A-110 | *D-221 | *G-252 | *G-470 |
| *A-120 | *D-222 | G-254 | G-473 |
| *A-130 | *D-223 | *G-255 | G-474 |
| *A-140 | *D-224 | G-256 | G-475 |
| *A-150 | *D-225 | G-257 | G-476 |
| *A-160 | *D-226 | G-258 | *G-477 |
| B-205 | *D-327 | *G-259 | G-550 |
| B-206 | D-427 | *G-261 | *H-280 |
| B-303 | D-428 | *G-262 | *H-380 |
| B-305 | D-520 | *G-263 | *H-381 |
| *B-307 | E-231 | G-264 | *H-382 |
| B-405 | *E-332 | *G-265 | *H-383 |
| *B-408 | E-333 | G-266 | *H-384 |
| *B-410 | E-530 | G-267 | H-480 |
| B-500 | F-240 | G-340 | H-481 |
| *C-211 | *F-241 | *G-350 | *H-483 |
| *C-212 | *F-242 | G-351 | H-580 |
| *C-213 | F-343 | G-357 | J-200 |
| C-214 | *F-344 | G-367 | J-201 |
| C-315 | *F-445 | G-368 | *J-202 |
| C-414 | *F-446 | *G-369 | J-203 |
| C-416 | F-540 | G-370 | J-204 |
| C-511 | | G-371 | J-205 |
| | | G-372 | *J-300 |
| | | *G-375 | *J-301 |
| | | *G-385 | *J-400 |
| | | *G-386 | J-590 |

Student Teaching: Beginning Date _____ Ending Date _____
 Projected _____ Projected _____
 Actual _____ Actual _____

KEY TO READING CONTRACT:

*Required for B or pass/fail. Required for an A--starred objectives, additional major quest project, outstanding student teaching, complete within 2 semesters.

D-427 Initial contract D-427 Dropped through renegotiation
 427 Added through renegotiation

EDUCATION-BIOLOGY 276

(2 copies: Instructor, Student)

Name _____

| <u>Pages</u> | <u>Assignment</u> | <u>Attempts</u> | <u>Date Achieved</u> |
|--------------|--|-----------------|----------------------|
| 5 | 10 Camp Out | ----- | ----- |
| 7-10 | 20 Keeping Up-To-Date Reading | ----- | ----- |
| 11 | 30 Operating Instructional Equipment | ----- | ----- |
| 13 | 31 Preparing INstructional Materials | ----- | ----- |
| 15 | 32 Bulletin Boards | ----- | ----- |
| 17-18 | 33 Field Trips | ----- | ----- |
| 19-26 | 34 Collections | ----- | ----- |
| 27-28 | 35 Laboratories | ----- | ----- |
| 29-37 | 36 Teaching Games | ----- | ----- |
| 39 | 37 Innovative Science Programs | ----- | ----- |
| 41-42 | 38 Value Clarifying Activities | ----- | ----- |
| 43-48 | 39 Individual Differences | ----- | ----- |
| 49-77 | 40 Classroom Management | ----- | ----- |
| 79-111 | 41 Writing Instructional Objectives | ----- | ----- |
| 113-137 | 42 Performing A Task Analysis | ----- | ----- |
| 139 | 43 Evaluation Theory | ----- | ----- |
| 141-159 | 44 Concept Learning Theory | ----- | ----- |
| 161-171 | 45 Interaction Analysis | ----- | ----- |
| 173-200 | 46 Using Questions in Teaching | ----- | ----- |
| 201-216 | 50 Inductive Micro-teaching | ----- | ----- |
| 217-250 | 51 Memorization Micro-teaching | ----- | ----- |
| 251-259 | 52 Changing Affect Toward Living Specimens | ----- | ----- |
| 261-267 | 53 Lesson Teaching | ----- | ----- |
| 269 | 60 Concept of Teaching | ----- | ----- |

We are attempting to evaluate the syllabus for this class. Listed below are each of the sections of this syllabus. In the first column, please indicate if you studied that section or not. If you studied that section, indicate if you felt it was adequate or not, and if you felt that it was not, please indicate what you think could improve that section in the space provided, such as eliminate, condense, re-write, clarify, expand, etc.

| | Studied? | | Adequate? | | Recommended Changes |
|--------------------------------------|----------|----|-----------|----|---------------------|
| | Yes | No | Yes | No | |
| Table of Contents | | | | | |
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| To Determine Type of Test pp. 3-4 | | | | | |
| Types of Measuring Instruments p. 5 | | | | | |
| Norm and Criterion Referenced p. 6 | | | | | |
| Evaluation pp. 7-10 | | | | | |
| Practice Items pp. 13-21 | | | | | |
| Formative-Summative Evaluation p. 23 | | | | | |
| Attribute Sheet p. 25 | | | | | |
| Instruction/Examples pp. 27-35 | | | | | |
| Practice Items pp. 37-42 | | | | | |
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| Attribute Check-list p. 49 | | | | | |
| Essay Test Items p. 51 | | | | | |
| Oral Test Items p. 52 | | | | | |
| Developing Questionnaire pp. 53-57 | | | | | |

| | Studied? | | Adequate | | Recommended Changes |
|---|----------|----|----------|----|---------------------|
| | Yes | No | Yes | No | |
| Observational Testing Methods pp. 59-60 | | | | | |
| Norm Setting Evaluation Sheet p. 61 | | | | | |
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| Designing and Using Evaluation Materials p. 72 | | | | | |
| Assignment Sheet "Preparing a Test" p. 73 | | | | | |
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| Examples of Diagnostic-Prescriptive Examinations pp. 79-105 | | | | | |
| Assignment Sheet "Interpreting Student Test Performance" p. 107 | | | | | |
| Norm and Criterion Referenced Grading pp. 109-111 | | | | | |
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UNIT REPORT FORM

Unit 10

Instructions: Please report on the learning activities you engaged in as you studied this unit.

| | Very Helpful - Worthless | | | | | Minutes Spent | | | |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 0 - 30 | 30 - 60 | 60 - 120 | 120 - more |
| 1. Reading Text | <input type="checkbox"/> |
| 2. Lecture on X | <input type="checkbox"/> |
| 3. Lecture on Y | <input type="checkbox"/> |
| 4. Lecture on Z | <input type="checkbox"/> |
| 5. Film " _____ " | <input type="checkbox"/> |
| 6. Help Session | <input type="checkbox"/> |
| 7. Supplementary Reading A | <input type="checkbox"/> |
| 8. Supplementary Reading B | <input type="checkbox"/> |
| 9. Conference with Instructor | <input type="checkbox"/> |
| 10. Studying with other Students | <input type="checkbox"/> |
| 11. Other: _____ | <input type="checkbox"/> |

Signed _____

PROJECT 4 - CONFUSION QUESTIONNAIRE

OBJECTIVE

The common college experience is altogether unlike the ISTEP experience. The demand of self discipline on the part of the student in individualized instruction is a substantial change from the spoon-fed approach.

There is ample reason to believe, if you listen to departmental secretaries, that many entering ISTEP students are confused about various aspects of the program.

It is the objective of a properly structured questionnaire to determine where and how serious the confusion is.

Areas where confusion commonly surfaces are:

1. How to work on modules
2. Grading procedures
3. Overall requirements of program
4. Expectations of student performance on service projects
5. Expected performance during student teaching
6. Requirements for completing a quest

It is apparent that confusion about some of the above items, and others would not arise until later in the term. Questionnaires were thus given during the third, seventh, and eleventh weeks.

* * *

INSTRUCTIONS TO STUDENTS

ISTEP is currently undergoing an evaluation which will isolate its strengths and weaknesses as a teacher training program. Appropriate changes will be made, based on data collected.

This questionnaire is part of the data collection process and is designed to help the researchers know what it is about ISTEP that confuses you, when that confusion occurs, and how long it lasts.

On each of the items listed in the questionnaire, indicate:

- A. Whether you have felt confusion about the item by using the following scale:

1=no confusion

2=some confusion, but not enough to affect my work

3=enough confusion to slow down my progress

4=extreme confusion - I can't do anything until it is cleared up

- B. When that confusion occurred by marking the timeline from the first week in the semester you felt the confusion to the week when your confusion on the particular item disappeared.
- C. What confused you in the area (it is important that you write specifically what it was that confused you).
- D. Whether or not you attended a seminar or help session to help you with this objective. If you DID attend a seminar or help session, circle the number of the question.

Example: 1. Requirements for Quests

a. 3 (amount of confusion)

b. week #

1 2 3 4 5 6

c. How do I write a Quest Proposal?

QUESTIONNAIRE #1

Students responded to the following questions by circling a number 1-7 on a scale opposite each question. Example: Question 1

1. Registration Procedures
- a. _____
- b.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
- c. _____
-
2. Where to go for help
3. What is an objective
4. How to fulfill objectives
5. Requirements for Quests
6. Keeping a Journal
7. How to find staff, materials, returned objectives, etc. in the LRC and McKay Building
8. How to use the syllabus
9. Contracting and renegotiating
10. Goal Setting
11. Seminars
12. Campout
13. Requirements for Service Project
14. School Visits
15. Concept of Teaching
16. Personal Development Unit
17. Adolescent Development Unit
18. Health Unit
19. Administrative Aspects of Teaching
20. Curriculum Unit
21. Instruction Unit
22. Classroom Management Unit
23. Unit flow charts

QUESTIONNAIRE #2

Students responded to the following questions by circling a number 1-7 on a scale opposite each question. Example: Question 1

1. How do I use a form 1 and what is all the information on it for?

a. _____

b.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

c. _____

2. How to find staff, materials, returned objectives, etc. in the LRC-McKay Bldg.

19. Choosing and using learning activities.

3. How to prepare for the simulation game.

4. How to use Administrative Aspects of Teaching Evaluation sheets.

5. Position and situation assignment in the Administrative Aspects of Teaching Simulation Game.

6. Newspaper editorials in Simulation Game.

7. Ideas to be Learned in Simulation Games. (Administrative Aspects)

8. Procedures and rules in the Simulation Game.

9. Required and optional objectives list.

10. Having a vision of what ISTEP is and should be.

11. Introduction Unit

12. Personal Development Unit

13. Adolescence Unit

14. Health Unit

15. Curriculum Unit

16. Instruction Unit

17. Classroom Management Unit

18. What do you do when you can't find material in the LRC?

QUESTIONNAIRE #3

Students responded to the following questions by circling a number 1-7 on a scale opposite each question. Example: Question 1

1. What is required to pass Micro-teaching lesson?

a. _____

b.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

c.

-
2. Concept of Teaching
 3. What happens when you finish this semester and what happens if you don't?
 4. What is required on the Individualized Unit, Objective G-477?
 5. What do you do when you can't find material in the LRC?
 6. Inductive Teaching
 7. Expanded Inquiry, Objective G-476
 8. Introduction to Syllabus Unit
 9. Personal Development Unit
 10. Adolescent Development Unit
 11. Health Unit
 12. Curriculum Unit
 13. Classroom Management Unit
 14. How to write a programmed unit
 15. Problem-Solving Theory
 16. Classifying Questions
 17. Analyzing Objectives
 18. Evaluation Theory
 19. Choosing and Using Learning Activities
 20. Reading the flow chart in Unit G Instruction