This questionnaire was designed for state education personnel who wish to ascertain the number and nature of competency-based teacher education programs in their state. The document in its present form has been field tested in two states in which surveys were conducted using preliminary versions of this form. The form may be modified to obtain information suited to the needs of other users. The form is flexible enough that sections may be removed or inserted as required. (JD)
A SURVEY INSTRUMENT TO DETERMINE THE STATUS OF
COMPETENCY-BASED TEACHER EDUCATION IN A PARTICULAR STATE

Robert A. Roth
Michigan Department of Education
July 1974
A Survey Instrument to Determine the Status of Competency-Based Teacher Education in a Particular State

This survey was designed for state education personnel who wish to ascertain the number and nature of competency-based teacher education programs in their state. The document may be used by any individual in need of such information and can be modified to obtain more specific details on aspects of CBTE programs of interest to the individual conducting the survey. Data is also collected on future plans of the institutions surveyed.

The initial definition was purposely written in broad terms to encourage programs to provide further information. A precise or narrow definition might exclude some programs from responding, and the main purpose of the survey is to acquire data on the nature of the programs which have elements of the competency-based approach. In addition, there is no consensus on a definition of competency-based teacher education at this time. Those conducting surveys may wish to insert their own definition so as to obtain data on specific kinds of CBTE programs.

The document in its present form has been field tested in two states in which surveys were conducted using preliminary versions of this form (New Jersey, Michigan). An individual may, however, modify the form to obtain information suited to his purposes. For example, more information may be required on module development such as field testing time, number of student attempts allowed per module, etc. The survey form is flexible enough that one may remove or insert sections as required.
CBTE SURVEY

Respondent

Name: ____________________________

Title: ____________________________

College: __________________________

Department: _______________________

Do you wish to receive a copy of the results of the survey?

_____ yes    _____ no

Please return by___________ to:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Thank you!
CBTE SURVEY

Competency-based teacher education (CBTE) can be briefly defined as follows:

Competencies to be demonstrated are explicitly stated and made public in advance; learning activities to facilitate student's achievement of competencies are developed; criteria for assessing competencies are consistent with specified competencies, are explicit, and made public in advance; and performance is the primary source of evidence.

Please answer either area A or B only.

A. We do not have any CBTE programs at this time.____________________

1. We are, however, interested in and exploring the concept. yes____ no____

2. We are planning to implement CBTE on a trial basis within the next______years, in the following areas:

   Elementary Education: yes____ no____

Secondary Education: (please list)

Graduate program(s): (please list)

Other:

If you checked A, survey is completed, stop here.
B. We do have some CBTE programs. If you checked B, please continue with survey.

The following characteristics apply to the program(s):*

<table>
<thead>
<tr>
<th>Check if Applies to your program</th>
<th>If applies to program does it apply only to the student teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies (Knowledge, skills, behaviors) to be demonstrated by the student are</td>
<td></td>
</tr>
<tr>
<td>1) derived from explicit roles,</td>
<td></td>
</tr>
<tr>
<td>2) stated so as to make possible assessment of a student's behavior in relation to specific competencies,</td>
<td></td>
</tr>
<tr>
<td>3) made public in advance</td>
<td></td>
</tr>
<tr>
<td>Program competencies are based on</td>
<td></td>
</tr>
<tr>
<td>4) knowledge criteria (assess cognitive understandings)</td>
<td></td>
</tr>
<tr>
<td>5) performance criteria (assess teaching behaviors)</td>
<td></td>
</tr>
<tr>
<td>6) product criteria (assess effectiveness in terms of pupil growth)</td>
<td></td>
</tr>
<tr>
<td>Criteria to be employed in assessing competencies are</td>
<td></td>
</tr>
<tr>
<td>7) based upon, and in harmony with specified competencies</td>
<td></td>
</tr>
<tr>
<td>8) explicit in stating expected levels of mastery under specified conditions</td>
<td></td>
</tr>
<tr>
<td>9) made public in advance</td>
<td></td>
</tr>
</tbody>
</table>

Assessment of the student's competency:

10) uses his performance as the primary source of evidence,

11) takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors,

12) strives for objectivity.

13) The student's rate of progress through the entire teacher education program is determined by demonstrated competency rather than by time or course completion.

14) The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

15) Modules have been developed (modules are learning activities which specify objectives, prerequisites, pre-assessment, learning activities, post-assessment techniques and standards).

16) How many modules have been developed?

17) Instruction is individualized and personalized, real choices among means to achieve objectives are made available to the individual. (e.g. class attendance not mandatory, other options available).

18) The emphasis is on exit, not on entrance requirements.

19) The student is held accountable for performance, completing the preparation program when, and only when he demonstrates the competencies

20) The program is field centered prior to student teaching.

21) A theoretical or research base for the curriculum has been developed and can be identified.
22) In what areas do you have CBTE programs?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:

A. # of students
B. Percentage of all teacher education students in this area that are in CBTE programs
C. Year of operation
D. Length of CBTE program (2 semesters, etc.)
E. # of students graduated to date
F. # of faculty in CBTE in this area (indicate full-time, f.t.; part-time, p.t.)
G. When do students enter program (junior, senior, etc.)?
H. Certificate issued (provisional, continuing)

23) Student entry into CBTE program required?

24) Total number of faculty involved?

25) Total number of students involved?

26) Number of schools cooperating in program?

27) Does program operate on special funding, such as Teacher Corps, etc? Yes____ No____ Source:
28) Reaction to your CBTE program: positive____negative____
    comments:

29) Do you plan to expand your program? yes____no____
    explain:

30) If there are any innovative or significant elements in the school-
    college relationship briefly describe:

31) Is program evaluation being planned or in progress? ____

32) How do you evaluate your program? __________

33) Is there a competency-based inservice (school) component
    in your program? yes____no____

34) If yes in 33, is the primary purpose to train teachers to work
    with CBTE students______or for improvement of their
    own competencies______?

35) Is there a program (formal or informal) for college faculty
    CBTE training? yes____no____

36) What type of grading system do you use (pass-fail, letter grades)?

37) Please describe any research efforts in areas such as
    competency validation or program effectiveness not
    explained in 32.

38) Please provide any information on costs, including develop-
    ment and management.

Suggestions for improving the survey:
Please provide a brief description of your program suitable for state dissemination, including items such as history, number of students and areas, significant problems, (in initiating or operating) strengths or areas of promise, future directions, etc.