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ABSTRACT

Standards and guidelines for the approval of institutions and programs for teacher education in the state of North Carolina are presented. The document contains six sections presenting state competency based program regulations on: (1) standards for the approval of institutions for teacher education at the undergraduate and graduate levels (overall policies, student personnel programs and services, faculty curricula, professional laboratory experiences, facilities, equipment, and materials); (2) guidelines for teacher education programs at the basic and advanced levels (including elementary education, secondary education, special and occupational education, and special service personnel); (3) standards and guidelines for institution-based innovations and experimental programs; (4) standards and guidelines for organizing and implementing consortium-based teacher education; (5) administration of the competency based teacher education program; and (6) certification patterns. (MJE)

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STANDARDS & GUIDELINES for APPROVAL OF INSTITUTIONS & PROGRAMS FOR TEACHER EDUCATION

COMPETENCY-BASED PROGRAM

DIVISION OF TEACHER EDUCATION / NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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PREFACE

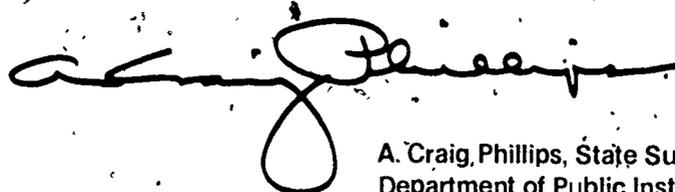
MOVING TOWARD A NEW APPROACH IN TEACHER EDUCATION AND CERTIFICATION

The old ways in every phase of human activity are continually being challenged regarding their relevance and validity in meeting the needs of a rapidly changing society. In the same vein, serious questions are being raised concerning the appropriateness of traditional approaches in education. In teacher education, the relevance of preparation programs to teacher competence is being questioned. As a result of the questioning, support seems to be growing for a procedure that would base certification on a teacher's demonstrated abilities rather than on the completion of a formal and specified college or university program that is common for all teacher education students. The current concern for accountability that places emphasis on "output" rather than "input" provides additional support for moving in the direction of demonstrated performance as a basis for teacher certification.

In response to the questions and developments as described above, teacher education standards and guidelines have been developed in North Carolina with the objective of moving toward a performance-based certification system. The phrase *moving toward* a performance system is emphasized since it is felt that the change process must be deliberate and gradual, based on careful study and comprehensive planning. The *first step* in the process is described as being competency-based which means that the preparation program is focused on a catalog of competencies that beginning teachers should be able to demonstrate.

The *second part* of the strategy in moving toward a performance-based program will involve the development of techniques for assessing students in pre-service programs and teachers on the job. The first step in the study to develop assessment techniques will be to set up pilot projects in several institutions and public school systems aimed at tying preparation programs to performance. The current approved program approach provides the climate within which teacher education institutions in cooperation with public school units can develop preparation programs based on performance criteria. It is anticipated that the research program in the pilot centers will extend over a period of several years. The ultimate goal of the study will be the development of a comprehensive teacher assessment system which can provide the following: (1) selection criteria at the entry point in the training program, (2) an evaluation instrument to measure performance during the preparation period, (3) exit criteria to determine types of recommendations for candidates seeking certification, and (4) performance criteria in assessing competence as a basis for certification.

The competency-based portion of the overall program was adopted by the State Board of Education on September 7, 1972 and is described in this bulletin. Approximately six hundred people representing a wide array of interests and concerns were involved in the development of the program. The study committees operated as ad hoc groups under the general supervision of the State Advisory Council on Teacher Education and Staff Development. Appreciation is expressed to all who have had a part in the study.



April 1973
Revised May 1977

A. Craig Phillips, State Superintendent
Department of Public Instruction

INTRODUCTION

The basic purpose of State standards and guidelines relating to teacher education is to ensure the competence of professional school personnel. Prior to 1962, the State's method for guaranteeing teacher competence was through a course and hour analysis process in the State Teacher Certification Office. In 1962, the State Board of Education adopted a different approach known as the Approved Program Approach, which focuses on the program as developed and implemented at the college or university level. On the basis of broad State standards and guidelines, each institution develops its own teacher education program and the institutions that meet the approved program test of the State Board of Education are granted approval and the graduates are automatically certificated upon a recommendation from the college or university involved. The 1962 program (1) demands a total institutional involvement in teacher education, (2) emphasizes high admission standards for the teacher education program, (3) calls for an enriched overall curriculum for the preparation of teachers, (4) requires cooperation between colleges and school organizations with the objective of providing more meaningful student teaching experiences, (5) requires adequate faculties, facilities, equipment and supplies for the programs offered, and (6) fosters flexibility in program planning.

The State standards and guidelines adopted by the State Board of Education in 1972 provide for more emphasis on individual needs. Identified as a *competency-based* teacher education approach, the new program (1) continues and expands the approved program approach concept, (2) focuses on competencies needed by teachers rather than on a single course and hour program for everyone, (3) provides for an individualized and personalized preparation approach; (4) makes possible opportunities for experimental and innovative programs, (5) contains a field centered emphasis, (6) broadens the base of the responsibility for teacher education by providing for a more extensive relationship between and among colleges and universities, public schools, State Department of Public Instruction, State Board of Education and professional associations.

Under the 1962 standards and guidelines the major focus of the State Approach in teacher education is on the *program*. Too often, this has resulted in teacher education curriculums that are discrete and unrelated course arrangements—existing for their own sake, apart from individuals. This assumes that if a student planning to teach experiences a specified program and undergoes some kind of student teaching experience, he is ready to begin teaching. By contrast, the primary thrust of the Competency-Based Approach in teacher education is on the *specified competencies needed by teachers to bring about appropriate, behavioral responses from students*. This assumes that the competencies to be demonstrated are role-derived and used in developing and implementing preparation programs. It is further assumed that all prospective teachers are not forced to fit into a single pattern of courses, but provision is made for personalized programs of study that recognize individual needs.

The Standards of the State Board of Education for Colleges and Universities preparing teachers and other professional school personnel have been revised to accommodate and guarantee the Competency-Based program. Running through the revised standards is the idea that teacher preparation programs must be *Competency-Oriented*. For the guidance of institutions in developing and implementing preparation programs, a State catalog of competencies is provided, as well as suggested program guidelines. The competencies and guidelines are designed to be directional rather than prescriptive and thus flexibility and originality are to be a definite part of the program.

The Competency-Based program provides for alternate or experimental approaches to the preparation of teachers as follows: (1) experimental or innovative programs directed by college or university personnel and (2) preparation programs planned and implemented through a consortium of agencies. Under the first approach, an institution wishing to establish an experimental pro-

gram is required to submit proposals to the State agency giving rationale for the design of the program, procedures for admitting students, program objectives, plan of operation and provisions for evaluating the program. The second approach makes it possible for colleges/universities, professional associations, public school administrative units and the State education agency to form consortia to plan and carry on preparation programs. Under this arrangement each of the agencies in the consortium would have an equal voice in overall planning, policy formation, assignment of responsibilities, evaluation of programs and the hearing of appeals. Preparation programs under this concept would reflect and encourage an open-system arrangement which would allow input from a variety of sources. It would not lock a person into a credit-earning mold and would encourage differences, variety and experimentation. The consortium of agencies would develop a program in accord with State guidelines and procedures and submit it to the State agency for approval. Once approved, certificates would be issued to those going through the program upon the recommendation of the consortium of agencies. Both approaches recognize responsible experimentation and innovation as essential to the improvement of teacher education.

SECTION I

STANDARDS FOR THE APPROVAL OF INSTITUTIONS FOR TEACHER EDUCATION

PART ONE: STANDARDS FOR UNDERGRADUATE INSTITUTIONS

North Carolina senior colleges and universities seeking approval of the State Board of Education for the undergraduate preparation of teachers must hold membership in the Southern Association of Colleges and Schools. Such membership should guarantee (1) the general financial stability of the institution, (2) the effectiveness of overall administration, (3) the adequacy of general facilities, (4) the quality of the student personnel program, (5) the appropriateness of the overall program, including general education and subject-matter majors, (6) the strength of the faculty in general, (7) the faculty personnel policies of the institution and (8) the quality of instruction. With the general excellence of the institution thus established, specific approval of the institution for the education of teachers will be governed by the standards set forth in this publication.

Standard I—Overall Policies

This standard recognizes that teacher education must be related to the overall policies of the institution:

1.1 Purposes and Objectives

- 1.1.1 Programs for the preparation of teachers are expected to operate with appropriate purposes and objectives. An institution seeking initial and continuing approval of its program for the education of teachers shall include these purposes and objectives in official documents.
- 1.1.2 The institution shall have an officially adopted policy statement that assures that the education of teachers is one of its major objectives.
- 1.1.3 The institution must demonstrate that it has the instructional provisions (staff, facilities, equipment and materials, curricula and organizational structure), and evaluation procedures necessary to achieve the objectives of the programs for which approval is sought.
- 1.1.4 The general tone of the institution, as manifested in its administrative, instructional and student-life policies and practices, shall identify it as an appropriate institution for the education of teachers.
- 1.1.5 The education of teachers must be recognized as an institution-wide function and receive full cooperation, support and constructive participation from every involved unit.
- 1.1.6 The institution must have a clearly stated definition of the teacher education offerings and services, indicating the specific programs offered.

1.2 Organization and Administration

The institution shall designate clearly the responsibility for planning, developing and administering a program for the education of teachers. Since institutions differ in overall organizational patterns, no set organizational structure is required of all institutions. However, any pattern of organization shall—

- 1.2.1 Include a standing teacher education body (committee or council) representative (strongly recommended that such a body include students and public school personnel) of those who have a major concern in teacher education. *The responsibilities and functions of the teacher education body shall be clearly defined.* Designing, approving and evaluating teacher education programs should be among the primary responsibilities of the body.

Any proposal regarding teacher education must be submitted to this body for its consideration and recommendations prior to implementation

1.2.2 Provide for a single agency such as the college of education, school of education or department of education. This unit shall be charged with responsibility to act upon and be accountable for all matters relating to the teacher education program. The agency should coordinate the planning, development, implementation and evaluation of—

1.2.2a Curricula for the education of teachers

1.2.2b Policies that govern the admission and retention of students in teacher education curricula

1.2.2c A system of registration and enrollment that identifies students preparing to teach.

1.2.2d Policies and standards to be met by students for the satisfactory completion of teacher education curricula

1.2.3 Finances: The institution shall maintain a sound financial structure in support of the programs offered. Resources adequate for the accomplishment of announced purposes must be available, and current income for both public and private institutions must be such as to enable an institution to carry on its proposed work. As related to teacher education, particular attention should be directed to the relative amounts expended for instruction, administration, maintenance, equipment and supplies, including supporting library and educational media services

1.2.4 Extended Services: Institutions offering extended services, including summer sessions, evening and weekend programs, off-campus extension or correspondence classes and survey and consultative services, should be expected to provide adequate resources to support such services

1.2.5 Recommending Authority for Certification: One central agency of the institution must be vested with authority and responsibility for certifying to the State Department of Public Instruction that a candidate for State certification has achieved the level of competency required for entry into the profession. The institutional recommendation shall include the approval or endorsement of those departments or areas in which the candidate is to be certified and the approval or endorsement of the administrative head of the professional education unit.

Standard II—Student Personnel Programs and Services

The personnel policies and services covered here are those that relate specifically to the preparation of teachers

2.1 Admission Policies: There should be definitely announced policies and systematic screening procedures at the point of entry to the teacher education program. Admission policies and procedures shall assure that candidates selected for the teacher education curricula show promise of becoming competent teachers, and objective evidence shall be provided to substantiate each candidate's professional promise. Candidates for the program should be evaluated for scholarship, personal and social fitness, physical and mental health, and suitability to area of interest. Admissions criteria should restrict initial approval for teacher education to a *tentative status*, and allow final and unconditional approval only when competency to teach has been verified through actual performance

2.2 Assessment Provisions: In addition to the screening techniques that would eliminate some applicants at the program entry point, the institution will be required to have assessment instruments to provide information needed to prescribe individualized and personalized experiences. Preparation experiences would be designed in relation to the individual's assets and needs which means that the kind, amount and duration of preparation experiences would be determined on an individual basis

2.3 Retention Policies and Procedures: Established procedures shall provide for selective retention and continuous evaluation of candidates throughout the program of preparation. The principle of selective retention assumes the withdrawal of those found unlikely to succeed as teachers. The quality of scholarship in the teaching field or area of each candidate shall be at a level of demonstrated competencies that will assure teaching effectiveness. Objective evidence must be available to substantiate each candidate's competency in his chosen field. There should be procedures for determining as objectively and systematically as possible specific strengths and weaknesses (including personal factors) of students as these affect their continuing in a teacher education program. Therefore, the institution should have a well defined plan for the evaluation of the performance of students and the program. The evaluation should provide (1) means for determining the extent to which a student is attaining program goals and (2) ways of getting information for use in altering or redirecting learning activities and experiences.

2.4 Advisement and Counseling Policies: A system of advisement shared by appropriate academic and professional education faculties must be provided. The institution should work continuously toward the improvement of counseling services to help students in the appraisal of their potentialities, the recognition of their needs, and their referral for developmental assistance. The responsibility of the college/university for counseling and advising services to prospective teachers goes beyond that provided for all students. Qualified advisors or counselors should be available to (1) assist students in assessing their strengths and weaknesses and in individually tailoring their programs, (2) inform students about professional organizations and community agencies and (3) provide students with information on career options available to them in the educational professions.

2.5 Record System: An organized system of records covering all persons preparing to teach shall be available.

2.6 Exit Policies: The institution shall have evaluation procedures to assess the quality of its graduates when they complete preservice programs. The exit evaluation should be an assessment of their ability and promise as performing teachers.

2.7 Follow-up Policies: The institution should have follow-up and evaluation policies and procedures relating to its graduates in their first teaching positions. In the future, the period of teacher preparation will be extended into the first years of teaching. This means that there should be some procedure for evaluating the performance of the beginning teacher. The evaluation should involve not only the institution but the appropriate public school systems.

2.8 Career Opportunity Provisions and Placement Service: Teacher education candidates should be provided adequate information on current career opportunity trends in teaching including current data on teacher supply and demand. A placement service to assist graduates in securing appropriate positions shall be available within the institution. Prospective teachers should be recommended for positions that will enable them to make optimum contributions to themselves, the teaching profession and to the community in which they will serve.

Standard III—Faculty

The teacher education program requires a competent faculty which has been developed into a body committed to the preparation of effective teachers.

3.1 Faculty Preparation and Number

- 3.1.1 Each faculty member should have a commitment to teaching and professional growth. The competence of faculty is established on the basis of academic preparation, experience, teaching service and scholarly performance.
- 3.1.2 The faculty shall be appraised in terms of its competence to provide the teacher education programs for which approval is sought.

- 3 1 2a Faculty members in each teaching area should be competent in the field or fields of their assignment. It is assumed that advanced graduate work or equivalent in a well defined field of specialization, is the minimal requirement for teaching.
- 3 1 2b All faculty members identified as a part of the professional education program shall have at least the master's degree with a graduate major or demonstrated competencies in the area of their teaching assignments.
- 3 1 2c At least one half of the full-time faculty teaching in the professional education segment should possess the earned doctor's degree.
- 3 1 2d Teachers in professional education areas should have had experience in professional situations similar to those for which the students taking such courses are being prepared and should demonstrate in their teaching the same competencies that they try to inculcate in their students.
- 3 1 2e The director of the program of teacher education should have an earned doctor's degree.
- 3 1 3 The institution shall provide a faculty for the professional education component adequate in number to handle the scope of the program offered and to perform the necessary planning and counseling functions. An institution engaged in the preparation of both elementary and secondary teachers shall have a minimum of five full-time teachers or the equivalent representing expertise at both levels. Specializations on the staff should make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. In addition, appropriate specializations to ensure competent supervision of laboratory, clinical and practicum experiences must be provided.
- 3 1 4 The institution shall provide a faculty adequate in number to handle the program in each teaching area for which approval is sought, for example, English, science, social studies, mathematics.
- 3 1 5 Faculties should maintain a continuous association and involvement with elementary and secondary schools to assure that their teaching and research are current and relevant.

3.2 Faculty Load

- 3 2 1 The teaching load for all faculty members shall be consistent with reputable practices and the standards of the Southern Association of Colleges and Schools.
- 3 2 2 The total professional education load shall be so distributed as to allow for reasonable specialization in the assignment of each faculty member.
- 3 2 3 The teaching loads of faculty members in professional education shall be comparable to those of staff members in other departments of the institution.
- 3 2 4 The teaching load of each faculty member shall be determined by the kinds and amount of services he is expected to render. Among the factors to be considered are the following:
 - 3 2 4a The teaching load of the department head should be adjusted to reflect his administrative responsibilities.
 - 3 2 4b College supervisors of student teachers should have their load equated on such basis as number of students, distances traveled, and the number of schools involved. The full-time load of such a supervisor of student teachers should not exceed 20 students.

3.3 Conditions for Faculty Service

- 3.3.1 The institution has a plan for faculty development which provides such opportunities as in-service education, sabbatical leave, travel support, summer leaves, intra- and inter-institutional visitation and fellowships.
- 3.3.2 Provision is made for supporting services (such as institutional media technicians, teaching assistants, research assistants, and secretaries) that permit faculty members to carry out their instructional and other professional responsibilities at a high level of performance.

Standard IV—Curricula

This standard applies to the undergraduate curricula offered by the institution for the education of teachers. A curriculum is a program of courses and experiences specifically designed to prepare persons for a particular school position. Each curriculum should provide for the common needs of all teachers and for the special needs of those preparing for the position for which the curriculum is designed. In the development of programs, each curriculum is expressed in terms of competencies and guidelines which give direction to the nature, scope, sequence and relative emphasis to the parts of which it is composed (Competencies and guidelines for individual programs will be found in Section II.) The competencies and guidelines are aimed at allowing for flexibility and diverseness but at the same time providing structure and direction. They make a special point to encourage individuality, imagination and innovation in program planning. The over-riding major guide for the conceptualization of preparation programs should be the role for which the programs propose to prepare individuals.

4.1 Components of Preparation: Implementation of this standard requires that each curriculum shall include components in general studies, teaching speciality and professional studies.

4.1.1 General Studies Component: The general studies component represents the common knowledges, skills, attitudes and ideals which every citizen should possess to enable him to function satisfactorily and effectively as a member of society. The preparation program should provide the understandings, appreciation and sensitivity attainable through experiences in and the study of a broad range of materials and concepts ranging across the humanities, the arts, the social sciences, the natural sciences and mathematics. The need for competence in these areas for the teacher is accentuated by the nature of the professional responsibilities that he is expected to assume. The teacher must play an important role in providing general education for his students as well as in serving as a model of an educated person. In addition, the general education program should be essential as a support for the teaching speciality. However, the various areas in the general studies component should be taught with emphasis upon generalization and concept formation rather than with academic specialization as a primary objective.

4.1.2 Teaching Specialization: Teaching speciality is defined as including elementary education (early childhood and intermediate education) as a specialized field as well as the various specializations in the secondary and special subject areas. Each teaching speciality should be built upon a clear-cut statement of the purposes and objectives of teaching in the area of the public school curriculum. The program of studies in each field of specialization should be formulated on the basis of a catalog of competencies needed by teachers in the area involved. These competencies should include the attitudes, knowledges, understandings and skills needed by and the degree of expertise necessary for a beginning teacher.

4.1.3 Professional Studies Component: The professional studies component of a curriculum is designed to provide the competencies necessary for the specific profession of teaching. The areas making up the component are as follows: humanistic and behavioral area, human growth and development sector, and teaching and learning theory with appropriate laboratory and clinical experiences. In addition, it includes direct substantial par-

ticipation in teaching over an extended period of time under the supervision of qualified personnel from the institution and the cooperating school

4.2 Required Preparation in Each Component: The total program for each curriculum shall provide a general studies component, subject matter specialization and professional studies in such amounts as to assure reasonable competence in each area and balance in the total program. Throughout the various segments of the program, there should be an emphasis on their implications for career opportunities

4.3 Demonstrated Competency: Demonstrated competency on the part of an individual should be the basis for exemption from any portion of the curriculum.

4.4 Emphasis in Curriculum Planning: The institution in its curriculum planning must take into account the adequacy of its staff, its physical resources and facilities and the composition and nature of its student body

Standard V—Professional Laboratory Experiences

5.1 Definition of Professional Laboratory Experiences: Professional laboratory experiences constitute an essential part of the preparation of teachers. These experiences include the direct school and community involvements designed to contribute to the understandings and competencies needed by the classroom teacher. Such experiences should include a planned program of observation with varying degrees of participation as early in the preparation program as possible. Examples of participatory activities are: observer, school service aide, instructional aide, tutor, monitor, and suitable roles in State and community service agencies (e.g., good neighbor councils, community action groups and social welfare agencies)

5.2 Duration of Experiences: Professional laboratory experiences must include participation in teaching activities over an extended period of time during which the student assumes responsibility for a group of pupils in an appropriate instructional situation. The total program of professional laboratory experiences is a joint, cooperative venture between higher education institutions and school administrative units

5.3 Criteria of Program: An approved program shall—

5.3.1 Include a statement of purposes and objectives of the program of professional laboratory experiences

5.3.2 Be jointly planned by the institution and appropriate school administrative units.

5.3.3 Provide an organization for the administration and supervision of professional laboratory experiences. Such organization must include an official responsible for coordinating the program

5.3.4 Provide, beginning as early as possible in the student's program of teacher education, for directed observation and participation in classroom teaching situations involving one or more local administrative units. A student's professional experiences must include acquaintance with the full range of the responsibilities of a teacher and must involve an extended period of continuous full-time experience in the area or areas in which the applicant wishes certification.

5.3.5 Have written criteria for determining admission to student teaching.

5.3.6 Develop in cooperation with local administrative units—

(a) criteria designed to select as off-campus cooperating schools or centers those schools that best meet the needs of the teacher education program, and (b) criteria for the selection of cooperating teachers who will provide a student with high quality teacher preparation experiences and guidance.

5 3 7 Provide for the orientation of all supervisory personnel connected with professional laboratory experiences in cooperating schools.

5 3 8 Provide adequate supervision, by both the cooperating school unit and the college or university, of all students involved in professional laboratory-experiences

5 3 9 Provide for cooperation of school administrative units and colleges or universities involved in professional laboratory experiences, in the evaluation of both the student teaching experience and the total program of professional laboratory experiences.

NOTE The institution, at its discretion, may recognize successful teaching experience in a public or State-approved non-public school in lieu of student teaching.

Standard VI—Facilities, Equipment and Materials

Facilities, equipment, and materials provided by the institution shall be sufficient to assure quality in each teacher education program. The standard emphasizes the importance of the library, the materials and instructional media center and the overall physical facilities.

6.1 Library: The library is adequate to support the instruction, research and services pertinent to each teacher education program. Holdings in the library in teacher education should be sufficient in number for the students served and should be pertinent to the types and levels of programs offered. As a minimum, the library should provide the following.

6 1 1 A comprehensive selection of books and other resources in all areas of professional education and in all subject matter fields for which the college seeks approval in its teacher education program

6 1 2 Sufficient reference materials, including articles, pamphlets, periodicals and curriculum studies

6 1 3 A library budget sufficient to take care of the needs in teacher education

6 1 4 Financial support consistent with the needs of the program

6.2 Materials and Instructional Media Center: The materials and instructional media center should be adequate to support the instruction, research and services pertinent to the teacher education programs

6 2 1 A materials and instructional media center is maintained either as a part of the library or as a separate unit convenient for the teacher education students and is adequately staffed and funded

6 2 2 There is evidence that the media center collection includes:

6 2 2a Standard and contemporary holdings in education (such as books, microfilms, microfiche copies, etc.)

6 2 2b Standard periodicals in education

6 2 2c Additional specialized books, periodicals and other resources needed to support each teacher education program

6 2 2d Psychological and achievement testing materials

6 2 2e Curriculum studies and courses of studies in elementary and secondary schools

6 2 2f Community resources which contribute to the realization of an adequate media center

6 2 3 There is evidence of a comprehensive array of available instructional media such as films, filmstrips, audiovideo tapes, transparencies, closed-circuit TV, audiovisual equipment, etc

6 2 4 There is evidence that both students and faculty have access to, and use the media center holdings

6.3 Physical Facilities: The institution shall provide adequate facilities including sufficient office space to serve the needs of the staff and faculty in planning and administering the teacher education program, in counseling students and in working effectively with schools and other agencies outside the institution. Classroom space must be provided within a reasonably concentrated area and sufficiently equipped to meet the needs of the program.

PART TWO: STANDARDS FOR GRADUATE INSTITUTIONS

The graduate standards relate to the preparation of three categories of school personnel. (1) Administrators (principals and superintendents), (2) Educational Specialists (curriculum-instructional specialists, counselors, media personnel, and school psychologists, and (3) teachers preparing for advanced degrees and certificates. With varying degrees of emphasis, each standard applies to all levels of graduate programs. The standards conform in format to those for institutions preparing teachers at the undergraduate level, and are to be considered extensions of the undergraduate standards.

Institutions seeking approval of the State Board of Education for the graduate preparation of teachers and other professional school personnel must be accredited by the Southern Association of Colleges and Schools to offer graduate instruction. This assumes that the institution as a whole has (1) an adequate administrative structure, (2) a competent faculty in the major and supporting fields, and (3) library and laboratory facilities consonant with the graduate programs offered, and that the total program of the institution is coordinated and held in proper balance. The standards which follow will be applied to institutions seeking approval of graduate teacher education programs.

Standard I—Overall Policies

This standard affirms that the preparation of professional personnel at the graduate level, as at the undergraduate level, must be related to the overall policies of the institution.

1.1 Purposes and Objectives:

- 1 1 1 An institution seeking approval of its graduate programs shall have a clearly-defined statement of its purposes and objectives, expressed in terms of—
 - 1 1 1a The full range of school positions for which the institution proposes to prepare personnel
 - 1 1 1b The competence required for each position.
 - 1 1 1c Means of acquiring the competence.
 - 1 1 1d The level at which each program is offered; for example, one-year graduate, two-year graduate, doctoral.
- 1 1 2 An expressed philosophy which reflects an institution-wide interest in and concern for preparation of professional school personnel shall be basic to the program or programs.
- 1 1 3 The general tone of the institution, as manifested in its governing, administrative, instructional and student-life policies and practices, shall identify it as an appropriate institution for conducting graduate programs.
- 1 1 4 The institution must provide the machinery for and show evidence of continuous study for improvement of its programs.

1.2 Organization and Administration:

- 1 2.1 The institution must have a structure that relates to all phases of advanced programs. Procedures for admitting students, planning programs, adding new courses, hiring staff, and determining requirements for degrees should be carefully organized and systematized.

- 1 2 2 The policy-forming body at the graduate level must have its authority clearly defined. This body may be identified as a graduate council or by some similar designation.
- 1 2 3 An administrative arrangement for implementing the institutional policies shall show clearly where responsibility lies.

Standard II—Student Personnel Programs and Services

This standard recognizes that student personnel programs and services for graduate level preparation of school personnel are similar to those for the undergraduate level, and related directly to the areas of preparation.

2.1 Admission Policies: Admission procedures shall operate to maintain a program selectivity in each area appropriate to its objectives. Standards for admission to a curriculum must be clearly defined and administered so that only persons of professional promise are admitted and shall cover the following:

2 1 1 Standards regarding personal, intellectual, social and physical qualifications of candidates.

2 1 2 Teaching experience and/or other equivalent experiences.

2 1 3 Entry requirements for each program should take into account the relevant competence the student brings with him. In some cases, he may need to acquire a better background before he begins the graduate program, in others he may be able to proceed more rapidly than the program sequence suggests. Therefore, each graduate student's program should be individualized.

2.2 Evaluation and Assessment Procedures: Established procedures shall provide for continuous evaluation of candidates throughout the program of preparation including withdrawal of those found unlikely to succeed in their chosen area. The institution should have student participation in the evaluation and development of its advanced programs.

2.3 Residence Study: Some period of full-time continuous residence study, or provision for comparable experiences, is required for candidates pursuing advanced degrees.

2.4 Time Limit for Completion of Study: A time limit within which a program must be completed shall be included in the policies of the institution.

2.5 Organized System of Records: An organized system of records covering all students engaged in graduate study shall be available.

2.6 Student Load: Graduate student loads shall be structured to encourage extensive reading, independent thinking and appropriate individual research.

2.7 Transfer Policies: Credits by transfer and extension shall be in keeping with established policies of the institution.

2.8 Recommending Procedure for Certification: The institution must have an established procedure for recommending candidates for certification. The institutional recommendation shall include the approval or endorsement of those departments or areas in which the candidate is to be certified and the approval or endorsement of the administrative head of the professional education unit.

2.9 Follow-up Program: The institution conducts a well-defined follow-up study and evaluation of its graduates. The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively.

The institution evaluates its graduates at two critical points, when they complete their programs of study and after they enter the professional roles for which they have prepared. Maintenance of acceptable programs for the advanced preparation of teachers and other professional school personnel requires (1) the systematic evaluation of the quality of the professionals who complete the

programs, (2) continuous modification and renewal of existing programs, and (3) long-range planning.

Standard III—Faculty

3.1 Preparation and Number

The staff shall be such in number and preparation as to assure quality in each program .

- 3 1 1 Faculty members teaching students working toward advanced degrees and certificates should have specialized preparation above the master's degree and successful practical experience in the field in which they are teaching.
- 3 1 2 The faculty shall include at least one member with appropriate preparation, ordinarily evidenced by the doctor's degree, in each field of specialization offered by the institution, for example, psychological foundations, historical, philosophical and sociological foundations; administration, curriculum and instruction.
- 3 1 3 At least 60 percent of the faculty shall hold the doctor's degree.
- 3 1 4 Supervision of faculty should be provided by members holding the doctor's degree. If faculty are supervised by other persons, such supervision shall be justified in terms of the experience, preparation and eminence in teaching and research of the members concerned
- 3 1 5 In the preparation of personnel in the special services areas, the faculty must be adequate in number and in preparation for the programs offered. A minimum of two full-time teachers or equivalent shall be required for each program on the master's degree level and three full-time or equivalent when an additional year is offered
- 3 1 6 If an institution prepares personnel in all of the special service areas, the faculty when viewed as a whole shall, through experience and study, embody expertness in school law, school finance, school plant, school personnel, instruction, community relationships, curriculum development, school counseling and psychology and related disciplines in the behavioral and social sciences. There will be some overlapping of content in certain programs, but the total faculty shall have the specialized preparation needed for each program offered

3.2 Conditions for Faculty Service

Conditions that make possible a high level of performance include (1) reasonable faculty load, (2) adequate support for faculty research, (3) opportunities for faculty development, and (4) essential supporting services

- 3 2 1 The teaching load of faculty members in graduate level instruction shall be progressively lowered as graduate instruction becomes more specialized
- 3 2 2 Extension teaching and thesis supervision should be equated with campus teaching as factors in determining load
- 3 2 3 The institution provides time and some financial support to enable faculty members to engage in research
- 3 2 4 The institution has a plan for faculty development which provides such opportunities as in-service education, sabbatical leave, travel support, summer leaves, intra- and inter-institutional visitation and fellowships.

Standard IV—Curricula

The curriculum of a program shall be sufficient to assure competence for the position involved and to provide for variations on the basis of differences in student backgrounds. Colleges and universities are encouraged to develop new and innovative kinds of programs for the preparation of professional school personnel at the graduate level. These programs which may be identified as special or experimental in nature, are subject to the same standards of quality as are the regular

advanced programs. In these situations, the institution is required to present such programs to the State agency separately from the regular programs (Guidelines for individual programs will be found in Section II.)

4.1 Objectives of Curricula: Each program offered shall make adequate provision for achieving its stated objectives.

4.2 Study Requirements and Level of Performance: Program requirements should make clear the provisions for assuring scholarship in depth appropriate to the announced level of the program. Advanced programs require a level of study and performance beyond that required for the beginning professional. The institution establishes clear policies regarding work prerequisite to graduate credit for courses, seminars, readings and/or other learning experiences which are included in students' programs of study.

4.3 Level of Scholarship: Each program shall clearly provide for maintaining a quality of scholarship appropriate to the level of the program. If work normally offered at an undergraduate level is provided within an advanced study program, it shall be so offered as to demand and utilize the advanced competence of students who have already completed the disciplined study leading to a degree.

4.4 Flexibility of Programs: Each program should have sufficient flexibility to permit adaptation to the individual backgrounds and objectives of the students who are admitted under the announced program objectives.

Standard V—Professional Laboratory Experiences

Professional laboratory experiences are essential at all levels of professional preparation. Such experiences provide opportunities in which the student can conceptualize principles and interpret their application to practical problems. The experiences should be in the functions for which the student is being prepared. The program should be designed both to develop competence and to serve as a basis for evaluating the student's performance and for recommending him for appropriate certification. Appropriate field experiences are described in the guidelines for each graduate program.

Standard VI—Facilities, Equipment and Materials

Facilities, equipment, library and other instructional materials and general institutional support shall be sufficient to assure quality in each advanced program. The institution shall present evidence that it has and is using facilities and materials for graduate study well in excess of undergraduate standards.

6.1 Library Resources: The adequacy of library holdings is a major factor in establishing the quality of advanced programs. The library must be adequate to support the instructional and research programs and shall contain materials and periodicals relating to each program well in excess of those required by undergraduate standards. The library resources required for sixth year and doctoral programs vary widely, but, in any case they are substantial and considerably exceed those for master's programs. The established plan for library acquisitions shall assure efficient maintenance and replenishment. Adequate library service is provided to assure that students and faculty members have access to the holdings.

6.2 Physical Facilities and Resources: The institution provides physical facilities and other resources essential to the instructional and research activities of each advanced program. It is assumed that such facilities and resources are readily accessible so that faculty and students may effectively pursue instructional objectives.

6.2.1 Space for classroom and offices must be ample.

6.2.2 Classroom instructional aids must be adequate in type and number.

6.2.3 The institution's physical plant must be sufficient to accomplish the defined purposes of its programs.

SECTION II

COMPETENCIES AND GUIDELINES FOR TEACHER EDUCATION PROGRAMS

PART ONE: COMPETENCIES AND GUIDELINES FOR UNDERGRADUATE OR BASIC PREPARATION PROGRAMS

The program of preparation of any prospective teacher should be based upon recognition of the fact that he is to be a teacher. It is assumed that the teacher should (1) be liberally educated, (2) have competence in the field he is to teach, (3) know students—their needs and how they learn, and (4) possess the qualities needed to work effectively with them. Therefore, the teacher education curricula are organized to include general studies, teaching specialty and a professional component.

Throughout the various segments of the program there should be an emphasis on developing in the teacher the capabilities that will enable him to promote in students (1) an understanding of self (2) an understanding and support of the fundamental principles that undergird a free democratic society (3) an active acceptance of the ethical values that enhance group living, (4) a recognition and acceptance of the responsibility for earning a living and (5) an understanding of the importance of informed decision making in relation to the development of salable skills. The objectives of each major component of the program are determined in relation to both the professional roles for which the preparation programs are designed and the behavioral outcomes sought. Each component of the program is described in terms of competencies and suggested preparation guidelines for achieving the competencies. The guidelines establish a framework whereby the objectives of preparation are determined and competencies in subject matter specialties, pedagogy and personal characteristics are delineated. In each area, study and experiences should be in such amounts as to assure reasonable competence. The instructional resources should be provided and arranged in relation to the individual's needs and talents. This means that the kinds, amount and duration of preparation experiences should be an individual determination. All program components should be conceptualized on the basis of the teacher's role. The percentages in the guidelines refer to the normal academic degree program of 120 semester hours.

1.1 General Studies Component

The general studies component represents the common knowledges, skills, attitudes and ideals which every citizen should possess to enable him to function satisfactorily and effectively as a member of society. With reference to the teacher, it is regarded as that learning which meets the fundamental needs of all teachers, both in the role of teacher and as citizens in a democracy. For prospective teachers, the need in this area is accentuated by the nature of the professional responsibilities that they are expected to assume. As teachers, they are destined to play an important role in providing general education for the children and youth they teach, and to serve as adequate models of educated persons to their students. In addition, the subjects studied in the general studies may be needed to support their teaching specialties. The program of preparation in general education should provide the understandings, the knowledge, the appreciation and the sensitivity attainable through experiences and the study of a broad range of materials and concepts ranging across the humanities, the arts, the social sciences, the natural sciences and mathematics or logic.

Both the uniqueness of each of the fields of knowledge and the interrelationships among the fields should be emphasized.

1.2 Teaching Specialty Component

The "teaching specialty" is defined as including elementary education (early childhood and intermediate education) and the various specializations offered in the secondary schools. It

is assumed that each specialty is adequately and appropriately supported by a general education background. Each teaching specialty or curriculum is presented in the following format.

1.2.1 A short cogent statement of purpose, depth and breadth of study, and structure of the program as incorporated in the school curriculum.

1.2.2 Competencies needed by teachers to achieve program objectives.

1.2.3 Preparation guidelines for preparing teachers in line with the specified competencies.

The suggested kinds, amount and length of preparation are described in connection with the program guidelines. The percentages stated are for guidance purposes in establishing programs. As in the other components of preparation, flexibility should be provided in order to accommodate individual differences.

1.3 Professional Studies Component

The professional studies component focuses on the various elements involved in the art of teaching. Specifically, it provides for the development of those professional understandings and abilities which are essential to the professional role of a teacher. The overall preparation program is described in terms of (1) professional competencies needed by teachers and (2) the program guidelines for achieving the competencies. It is expected that the program will provide for professional needs on an individual basis when appropriate.

1.4 Completion of Programs

The program for the initial regular certificate includes as a part of its requirements the bachelor's degree. The institutional recommendation of the candidate for a State certificate should include the approval or endorsement of those departments or areas in which the candidate is to be certified and the approval or endorsement of the administrative head of the professional education unit. This procedure applies to all candidates seeking a teaching certificate. Credential evaluations will not be made by the State certification office. For example, a non-teacher-education college graduate who later decided to teach would have his credentials evaluated by an approved institution and a copy of the evaluation would be filed with the certification office. He would satisfy that institution's assessment of his needs, and upon meeting the requirements of the evaluation, he would be recommended by the institution for the appropriate certificate.

ELEMENTARY EDUCATION PROGRAM (Early Childhood and Intermediate Education)

The overall program for the preparation of early childhood education and intermediate teachers has many commonalities. However, this does not imply that a single program of preparation is adequate to prepare teachers for both levels. While there are some program areas that are the same for both groups, there are others that should be considered individually and in relation to the age and stage of development of the children or youth with whom the prospective teacher will be working. The differences in the two programs are appropriately identified. The three segments in the preparation program (general education, specialization, and professional) should be planned on the basis of the competencies and guidelines described below:

2.1 Purpose and Nature of the Program as Incorporated in the Elementary School Curriculum

The overall purpose of the school curriculum is to provide the learning opportunities and experiences needed by students as they progress from immature, dependent childhood to mature, independent adulthood. The primary goal is the development of individuals who possess the knowledge, skills, and humanistic characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to their society. To achieve this ultimate goal, the individual must be provided with learning opportunities, including direct experiences, designed to develop language usage skills, scientific understanding, mathematical insights, historical perception, aesthetic participation, humanistic skills, and vocational proficiency. Within this overall goal, the early childhood education segment of the curriculum provides the initial phase and the intermediate segment provides the second.

The purpose of elementary education in the early childhood and intermediate phases is to provide learning experiences appropriate to serve the interests, needs, and capabilities of young children and youth. Each phase of the program is designed to assist the individual in forming attitudes, acquiring knowledge, and developing skills that will serve him as a lifelong learner capable of adjusting satisfactorily to changing social, political, and economic conditions. The learning environment is focused on active student involvement and is activity-oriented. Through the use of interest centers and laboratory-type learning centers, a variety of activities provide freedom and motivation for the student to explore, experiment, discover, inquire, and interact with others. In essence, the experiences, activities, and learning sequences are designed to (1) foster and provide for the sound intellectual development of each individual in a manner and at a pace appropriate for him, (2) promote the development of a positive self-image and a feeling of worth, (3) provide for sound physical, social, and emotional development, (4) develop decision-making capability and assist in the formation of attitudes and values, and (5) develop an awareness of and an appreciation for career opportunities.

The program in its early childhood phase is structured to serve children ages five through eight or nine and incorporates the kindergarten with those grades that have traditionally been designated as primary grades. The intermediate phase is structured to serve children ages nine or ten through fourteen or fifteen. The total program is articulated internally and with the senior high school program. Flexibility, individualization, and personalization characterize the program through the employment of a variety of organizational and grouping practices, multiple teaching-learning methods, strategies, and techniques, differentiated patterns of staffing and staff deployment, and multiple media and multilevel materials.

2.2 Competencies Needed by Teachers to Achieve Program Objectives

2.2.1 Subject-Matter Competencies (General Education and Specialization)

The teacher should have subject matter competencies ranging across the language arts, the

cultural arts, mathematics, health and physical education, and the natural and social sciences. The development of competencies in each of the discipline areas should include experiences that enable the prospective teacher to understand the interrelationships between and among these several areas. While emphasis should be placed on interdisciplinary teaching and learning, the teacher's competence in each area should be at the level necessary to meet the learning needs of early childhood and/or middle school children and to provide the background for further educational development.

The competence level of the teacher in the various areas is characterized as described below. (Competencies identified by the asterisk should have special emphasis for the early childhood education teacher.)

- 2.2.1a Cultural Arts

Understanding of the role and influence of the arts in the development of culture

Understanding of the role of the arts in contemporary life as a medium for self-expression and self-realization

Ability to motivate students to express feelings, perceptions and emotions through cultural arts mediums*

Ability to use cultural arts mediums as a means of expressing ideas and concepts in all areas of living and learning

Skill in selecting and using equipment, materials and supplies appropriate for each of the cultural arts areas*

- 2.2.1b Health Education

Understanding of the major health and health-related problems in today's society and the ways in which values, perceptions and social, emotional, and physical factors relate to cause, prevention, and solution

Understanding of the developmental patterns and characteristics of the individual in relation to health needs and the possible development of health problems

Ability to utilize appropriate health appraisal procedures in relation to self and clients and to recommend referral or adjustment practices where necessary

Ability to plan and implement appropriate experiences and use teachable situations to promote the development and maintenance of desirable health and safety attitudes and behavior

Ability to select materials and media to carry out the health education program

Ability to motivate students to accept increasing responsibility for their own physical, emotional and mental health*

- 2.2.1c Physical Education

Knowledge and understanding of perceptual motor development as it relates to learning

Understanding of the need for strenuous physical activities in leisure pursuits to compensate for the reduced physical exertion required in daily living routines

Ability to diagnose and prescribe movement experiences appropriate for young children or intermediate level students

Ability to select and use appropriate materials, equipment and supplies to implement the program

Ability to plan and use physical activities as a means of developing and expressing concepts, emotions and attitudes in all areas of learning

• 2.2.1d Language Arts

Ability to listen, speak, read and write effectively the English language

Understanding of the broad concepts of both human and technical linguistics; how these relate to each other, and how these relate to the study of the human and technical aspects of oral and written communication*

Understanding of the development of language concepts and thinking skills and their relationship to the communication process

Understanding of the acquisition, development and alteration of speech patterns and habits in relation to various age levels and different levels of maturity*

Understanding of the role of language and literature in influencing the development of the individual, in shaping his view of himself and his world, and his sensitivity to and interpretation of events

Understanding of how history, geography and social groups have affected and continue to affect the development of the English language, and how this understanding relates to a more sensitive interpretation of our culture

Ability to identify, analyze and utilize patterns of communication within the classroom and in the larger community

Understanding of the reading process and competence in the use of diagnostic procedures and of the developmental and corrective techniques*

Specific reading competencies include the following:

Ability to determine an individual student's level of conceptual development as it relates to reading.

Ability to determine whether or not a student can see, hear and discriminate auditory and visual stimuli well enough to be able to learn to read in a normal manner.

Ability to determine when a student seems to experience undue difficulty in matching auditory and visual stimuli.

Ability to determine a student's interests, learning style, emotional and psychological readiness to read, experiential background, and general linguistic competence.

Ability to determine a student's approximate reading level.

Ability to determine the extent to which a student has mastered the basic reading and work-study skills necessary for success in reading any books and other materials in his regular classroom.

Ability to identify, select, and evaluate reading methodologies.

Ability to prescribe reading instruction on the basis of knowledge of (a) diagnostic information, (b) methods, and (c) materials.

Ability to teach reading appropriate to individual student's reading skill(s), needs and interests.

Ability to outline a reading instructional program for the student, suggesting which materials and what methods would seem most appropriate, and the time and effort which would be required to bring a student to a given level of proficiency.

Ability to evaluate planned and on-going programs of reading assistance.

Knowledge of the principal types of creative literature and a reasonably extensive knowledge of representative works of world literature, both ancient and modern

Sensitivity to and appreciation of literature with a special understanding of the literary tastes and interests of young children and youth

Ability to design real and vicarious child-centered activities for developing the skills—observing, listening, reading, oral and written communication

Ability to relate to children and youth the relationship of language skills to occupational choice

• *2.2.1e Mathematics*

Acquaintance with the ideas and basic principles of mathematics such as the nature of mathematical thinking, the use of mathematical models and machines, the nature of proof in mathematics, the relation of mathematics to logical thought, and the relation of mathematics to knowledge of the world

Understanding and appreciation of the structure of the number system, elementary number theory, and use of algebra and geometry

Ability to organize mathematical experiences as a means of discovery rather than to present a fixed set of facts and procedures

Skill in selecting appropriate content and designing effective learning sequences in mathematics moving from the concrete to the abstract*

Ability to select and organize a variety of materials which enable the student to pose and solve his individual mathematical problems*

Knowledge and understanding of occupations in which mathematical skills are required

• *2.2.1f Natural Sciences*

Understanding of the fundamental concepts of and the interrelationships among the major areas of science

Understanding of the relevance of scientific knowledge to individual and corporate living and an awareness of the rapid expansion and change of such knowledge

Understanding of natural science concepts and principles as they relate to basic environmental conditions

Ability to devise and improvise investigations and demonstrations which raise and/or answer questions and illustrate principles

Ability to plan instructional experiences in science adapted to the learning capacity of pupils of various ages and levels of development, using appropriate methods and materials commonly available to the teacher, including community resources*

Ability to show application of a variety of scientific methods, knowledge and skills in occupational and leisure pursuits

Ability to plan and conduct field trips that tie classroom and laboratory activities together into a well balanced science learning experience*

• *2.2.1g Social Studies*

General understanding of the development and evolution of human culture, with an appreciation of the interplay of physical, economic, political, and social forces in the shaping of human institutions and affairs

Understanding of the basic concepts, generalizations and methodologies of the social science disciplines and their interdisciplinary relationships

Understanding and appreciation of the multiethnic American society and its interrelationships with other societies

Ability to apply social studies concepts in developing self-awareness and a positive self-concept as individuals and as members of social groups*

Ability to select, organize and use a variety of activities aimed at developing skills and problem-solving and decision-making

Understanding of the origins and development of values, attitudes and beliefs, how they change, and the impact they have on human relationships

Skill in analyzing, interpreting and using maps, globes, graphs and other resources as related to the social studies curriculum*

Understanding and appreciation of a wide range of vocational and avocational opportunities and the ability to help the pupils relate their learnings to these possibilities

2.2.2 Professional Competencies

The professional competencies of the teacher should enable him to be effective in working with students. Included in the areas of concern are (1) the growth patterns, learning styles, and individual characteristics of young children and youth, (2) the organizational patterns and working relationships involved in the learning environment, including the community, (3) materials, strategies, techniques, tools and activities appropriate for the educational setting, (4) and the contemporary issues and trends in education from a historical, philosophical, and sociological standpoint. The level of competence of the teacher in each area is characterized as described below.

- *2.2.2a Growth patterns and learning styles of young children and youth*

Understanding of the theories and principles of learning, growth and development, and their implications for structuring learning opportunities and environments to serve young children and youth*

Understanding of the effect of differing environmental conditions (socioeconomic-ethnic) on learning capability and learning styles

Ability to observe student behavior, discriminate between kinds of behavior manifested, and identify patterns of growth and development*

Ability to administer and interpret aptitude, achievement, behavioral and other types of evaluative devices for the purpose of organizing appropriate learning activities

- *2.2.2b Organizational patterns and working relationships for use in developing learning environments*

Ability to plan and develop learning environments where students of differing age levels with differing needs, interests, and abilities may learn through individualized and personalized processes*

Ability to organize and implement an integrated interdisciplinary program utilizing a variety of approaches designed to cultivate independence, individuality, spontaneity and originality*

Skill in establishing a variety of independent and small group learning opportunities which provide successful experiences, and promote creative expression and self-initiated activities

Ability to help young children or youth develop a positive self-concept, grow in self-un-

derstanding, acquire understanding of occupational opportunities, plan and evaluate their own work, and interact constructively with peers and others

Understanding of and the ability to use the human relations skills necessary to ensure an effective working relationship with students, other professionals and paraprofessionals

Ability to work with and relate to people of differing ages, races, cultures, occupational and ethnic backgrounds

Ability to establish constructive relationships with the home and community; to recognize and utilize the resources from each in the total educative process

- *2.2.2c Materials, strategies, techniques, tools and activities for the early childhood and middle school settings*

Skill and judgment in selecting, adapting and evaluating learning media, materials, instructional strategies and activities for use in the learning-teaching situation at the early childhood or middle school level*

Familiarity with different approaches in curriculum planning and development, and skill in applying them to the early childhood or middle school setting*

Ability to apply sound principles of learning in the selection of content, and in the use of methods and materials in the learning-teaching process

Ability to formulate goals for individuals, groups, and programs by developing objectives that can be observed, measured, and continuously evaluated*

Creativity in the employment of a variety of methods and approaches to learning including cooperative planning, problem-solving, group discussion, involvement of resource persons, and cooperative evaluation*

Understanding of various organizational patterns and staffing practices such as team teaching, differentiated staffing, multiage grouping, etc

- *2.2.2d Contemporary issues and trends in education from a historical, philosophical and sociological standpoint*

Understanding of the historical and continuing role of the school as a social institution in American society

Understanding of philosophies of education and their implications for the education of young children and youth

Understanding of the role of government, (local, state and national) in determining the scope, shape and direction of public education

Understanding of the contemporary purposes served by education for both the individual and society

Understanding of the cultural aspects of education including its influence on values and constant social-technological change

- *2.2.2e Personal attributes and attitudinal qualities that promote interaction between teacher and learner*

Humanistic qualities that promote student learning and reflect sensitivity to student expressions, desires, and needs

Realistic inner security based on a positive self-concept and reflecting sensitivity to the feelings of others

Recognition of young children and youth as individuals with feelings, attitudes, and emotions that shape their behavioral responses

Empathetic understanding of individual student reactions to learning situations

2.3 Competency-Based Guidelines for Preparing Teachers

2.3.1 Subject-Matter Preparation

The nature and amount of preparation should bear an obvious relationship to the competencies needed by teachers at the early childhood or middle school level. The subject-matter competencies in the areas covered in Guidelines 1-6 are common to both levels and refer to substantive knowledge that is basic for the teacher at any level. The differences in intellectual and physical development between children at the early childhood and intermediate levels require that the study be differentiated according to levels. For example, while a detailed understanding of the reading process is a basic objective for teachers in both programs, the early childhood program should focus almost exclusively on matters related to the acquisition stage of reading, the intermediate program places its major emphasis upon the expansion and refinement of existing skills and their application to content from all subject areas.

Study appropriately distributed under Guidelines 1-6 below should constitute approximately 75 percent of a four-year program for the prospective early childhood education teacher, for the prospective intermediate teacher the percentage should be approximately 60 percent. In addition, the intermediate teacher is required to have an academic concentration as specified under Guideline 7. The program under this guideline, including appropriate work in the concentration area(s) under Guidelines 1-6, should constitute 15-20 percent of the prospective intermediate teacher's four-year program.

GUIDELINE 1: The program should present a study in the cultural arts in sufficient depth to provide the skills needed to enable the teacher to work creatively with children and the knowledge required to understand the nature of and need for aesthetic experiences.

The program should develop an understanding of the role of the arts in the development and transmission of human culture, including the ways the arts have influenced and influence individuals and groups as they find meaning in life. The study should provide direct experiences with many types of music—past and present, creative work using common classroom visual art materials, classroom social instruments, classroom dramatics and creative dance. *For the early childhood teacher there should be appropriate emphasis on skills in the arts.* The entire program should engender a feeling for the emotional and aesthetic needs of children along with an understanding of the role of the arts in society.

GUIDELINE 2: The program should provide an appropriate study of the health, physical, and safety needs of young children and youth.

Study under this guideline should deal with both the health and physical needs of prospective teachers. In the area of *physical education*, the program should enable the student to know and understand perceptual motor development as it relates to learning; understand the need for strenuous physical exertion required in daily living routines, diagnose and prescribe movement experiences appropriate for young children or intermediate level students; select and use appropriate materials, equipment, and supplies to implement the program; and plan and use physical activities as a means of developing and expressing concepts, emotions, and attitudes in all areas of learning.

The *health study* should enable the student to appraise his own health behavior and its effects on his present and future life, provide an appreciation of the significance of good health and his role in the health of his family and community, identify the major health problems in his own life and in his family, community, and nation, and utilize the best scientific information and resources available as he solves health problems.

GUIDELINE 3: The program should develop an understanding of the influences of communication on individual development, and on understanding of the process of learning to listen, speak, read and write the English language clearly and effectively; and it should develop sensitivity to and appreciation of literature.

The preparation of the early childhood and middle school teacher should include learning experiences sufficient to provide a thorough understanding of language as a factor in human development, and the process of learning to listen, speak, read, and write. The program of study should focus on language arts, reading, and literature. Study in the language arts should enable the teacher to be effective in the use of oral and written language and include consideration of the educational implications of the varying dialects exhibited by pupils from different social and intellectual backgrounds. In the area of reading, the preparation should be sufficient to give the teacher a thorough understanding of the reading process, including diagnostic procedures and corrective techniques. The preparation in literature should extend the teacher's understanding of the literary tastes and interests of young people. In the study of literature, oral reading, storytelling, and dramatization should receive strong emphasis.

Phases of the program devoted to study of reading and children's literature should be tailored separately to the needs of the early childhood and the intermediate teacher.

GUIDELINE 4: The program should develop an appropriate understanding of the mathematics and the knowledge needed in providing a balanced and challenging mathematics curriculum for young children and youth.

Study in this area should include the basic structure of mathematics with emphasis on the why rather than on the "how," i.e., the concept rather than the process. Thus, the objective is to enable the student to think for himself and help him understand that problems can be solved in a variety of ways. The study should focus on the rational number system, geometry, the introduction of real numbers, algebra, probability, functions, mathematical systems, and the role of inductive and deductive reasoning. *For the prospective early childhood teacher, special emphasis should be given to the use of three-dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers.* The study should enable the teacher to provide learning experiences in school settings that promote knowledge acquisition, skill development, and appreciation for mathematics and its uses.

GUIDELINE 5: The program should afford a basic knowledge of the fundamental processes, concepts, and principles of the major science areas and an understanding of the science experiences needed by young children and youth.

The study should present the underlying concepts and principles characteristic of the major areas of science. Opportunities should be presented for exploring, experimenting and investigating in a process-oriented program. The study should present an understanding and an appreciation of the physical world, promote an understanding of the interrelationships that exist between the various science areas and develop an awareness of the involvement of science in everyday living. The objectives of the program may be achieved through a carefully planned integrated program assigned to cover all appropriate areas.

GUIDELINE 6: The program should provide study in the social studies content areas at the level necessary to provide an understanding and appreciation of the interplay of the social, political, geographical, economic, and cultural forces in shaping society.

Study in this area should present the basic tenets and institutions of a democratic society. It should contribute to an understanding and appreciation of the American culture and the interrelationships among all cultures. The depth of study should be sufficient to give a clear understanding of the scope and methodology of the various disciplines, the specific skills and concepts of each as they apply to the social studies program, and how to integrate subject matter drawn from the sev-

eral fields in developing a social studies curriculum. The implementation of the program may be done through a carefully planned, comprehensive, interdisciplinary block program designed to provide for individual needs.

GUIDELINE 7: The program should provide appropriate subject concentration for prospective intermediate teachers. (Guideline refers only to the intermediate teacher.)

Study under this guideline should provide appropriate concentrated work in one or more of the areas of study comprising the middle school curriculum which includes the following: language arts, social studies, science, math, art, music, physical education, and health. The areas of language arts, social studies, mathematics, and science are strongly recommended as priority areas. In choosing areas of study, students should give careful attention to the supply-demand factor. The second area of concentration may be one of the aforementioned areas or in other areas such as media education, reading, special education, and speech. Including appropriate content from Guidelines 1-6, the concentration area should constitute approximately 15 to 20 percent (depending on the area of concentration) of the four-year program. The content of study in the concentration area should be appropriate for the prospective teacher involved.

2.3.2 Professional Studies Component

The professional studies component for prospective early childhood and middle school teachers should provide for the development of the competencies necessary to enable the teacher to be effective in providing for appropriate educational, personal, social and aesthetic growth of young people. The program should constitute approximately 20-25 percent of a four-year program and should be in accordance with the following guidelines:

GUIDELINE 1: The professional studies program should provide study of sequences of human growth with special emphasis on pupils of the early childhood or middle school years.

Study under this guideline should provide the knowledge necessary for the understanding of behavior in relation to the factors of age, sex, cultural backgrounds, socioeconomic and physiological conditions, and their implications for effective living-learning environments. *The early childhood education teacher should have a psychological depth study in child development.*

The program should provide a working knowledge of (1) the general principles of human growth and development—intellectual, physical, emotional and social, (2) the wide range of differences in developmental patterns of children, and (3) the influences of economic, sociological and psychological factors on development, and (4) how, even at this early age, all of these factors influence occupational choices and competencies.

GUIDELINE 2: The professional studies component should provide a study of the principles of learning and their implications for the learner and his learning environment.

Study under this guideline should include content dealing with the basic principles and theories of learning and their implications for and application to the early childhood or middle school learning-teaching situation. There should be an emphasis on individual diagnosis, planning, and prescription, using such assessment techniques as professional observations, parent-pupil-teacher conferences, checklists, and test results. Through the skilled use of the information secured, the teacher should be able to implement effective learning sequences based on individual pupil aptitudes, needs, and interests.

There should also be an emphasis on extending the learning environment to include the personal and physical resources of the community to provide a variety of personal contacts for the learner, a variety of media with which to work, and extensive exposure to the world of work.

GUIDELINE 3: The professional studies program should provide a study of the contemporary issues and trends in education within a historical, philosophical, and sociological framework.

Content in this area should promote an understanding of the changing role of the school as an institution in a rapidly changing society, philosophies of education and their implications for early childhood and middle school programs, and the influence of government and the social environment in all of their aspects on the scope, shape, and direction of education. The need for a closer working relationship between school and community should be emphasized.

GUIDELINE 4: The professional studies component should provide preparation in the methods, strategies, techniques, tools, materials, and curricula needed by the teacher for the early childhood or middle school setting.

The study focuses on learning environments for the early childhood or middle school setting with particular emphasis on the selected area of concentration. Specifically, it includes study in the following areas: (1) methods, materials, instructional strategies and activities for use in learning-teaching situations at the early childhood or middle school level (at the intermediate level, there should be an emphasis on the academic concentrations), (2) selection, preparation, and creative use of multimedia (e.g. manipulative and audiovisual materials including informal teacher-pupil made materials and materials representative of the world of work), (3) adaptation of curricular content and innovation to local conditions, particularly local occupational opportunities, (4) planned experimentation, (5) use of appropriate community resources, including resources to orient learners to local employment opportunities

GUIDELINE 5: The professional studies program should provide study in organization patterns and working relationships involved in developing and directing learning environments for early childhood or middle school programs.

Preparation in this area should place emphasis upon the establishment of a learning environment appropriate for the young child or youth as well as extending the learning environment to include the community and its work force. This includes an understanding and use of different techniques and strategies in a variety of organizational settings, including learning centers planned to promote independent investigation and to foster originality and creative expression. It should include a special focus on skills needed to develop satisfactory relationships with such groups and agencies as other professionals, paraprofessionals, home, and community.

2.3.3 Continuing Professional Development

The program of preparation should develop an awareness of the need for continuing education and professional development. The rapidly expanding body of knowledge devoted to learning and the learning processes plus an extension and refinement of knowledge in the content areas require that teachers become lifelong learners. To do this they must view professional learning as a continuing need and accept responsibility for fulfilling that need. This means that every teacher education program should develop in the individual the capacity for and the disposition needed to make continued learning a part of his on-the-job, day-to-day routine. Avenues for continuing education include relevant in-service education, self-education, and formal course work.

SECONDARY, SPECIAL AND OCCUPATIONAL EDUCATION

3.1 General Education Component

The teacher education curricula should require a pattern of general education in such amount and of such nature as to assure that all teachers will be broadly educated and cultured persons. The program should comprise approximately 35 percent of the four years of undergraduate study and should be developed in accordance with the guidelines outlined below. In implementing the program, flexibility should be provided to the extent that adaptation to individual needs is possible. The overall program should be conceptualized on the basis of competencies needed by the teacher. Proficiency in any area might be satisfied through accepted evaluation procedures.

GUIDELINE 1: The program should assure that all teachers are able to communicate clearly and effectively.

GUIDELINE 2: The program should develop a critical understanding of and a sensitivity to the aesthetic, philosophical, ethical and imaginative values expressed in the arts, literature, philosophy, and religion.

The guideline might be satisfied by a diversified selection from the arts, literature, philosophy, and religion or by an integrated study of the areas. Consideration should be given to inclusion of nonwestern as well as western sources in these categories.

GUIDELINE 3: The program should develop an understanding of the development of world cultures and an understanding of the basic concepts and structure of the social and behavioral sciences.

Preparation under this guideline might be satisfied by making diversified selections from the following areas: anthropology, economics, geography, history, political science, and sociology. The implementation of the guideline might also be through a carefully planned, comprehensive, interdisciplinary program designed to cover all areas.

GUIDELINE 4: The program should develop an understanding and appreciation of the structure of science, the nature of scientific thought and inquiry, and of the major scientific principles.

The guideline might be satisfied by selecting areas of study from the physical and biological sciences or through an integrated study of the areas. The study should promote an understanding of the interrelationships that exist among the various science areas and develop an awareness of the involvement of science in everyday living.

GUIDELINE 5: The program should develop an understanding and appreciation of the structure and applications of mathematics or logic.

GUIDELINE 6: The program should develop the knowledge, habits and attitudes necessary to achieve and maintain sound physical and mental health.

A realization of the objectives in this area requires experiences in both health and physical education.

3.2 Specialization Components

Subject specializations for secondary, special, and occupational teachers are assumed to include those experiences needed in specific subject-matter areas to qualify the individual to teach in those areas. General education logically serves as a base or background for specialization, but the teacher's specialization may begin during the period usually assigned to general education. In order that the teacher may be well equipped in his field of specialization, the program should provide a wide range of content based on a continuum of experiences at ever-increasing levels of comprehension and competence. A program for teacher specialization probably should provide a greater spread and involve more preparation than is normally required of academic majors. The amount of time that the prospective teacher should devote

to the field in which he is preparing to teach will depend on his assessed needs and on the area of concentration. In order to cater to differing needs the program in the area of concentration should be capable of providing approximately 25 to 40 percent (depending on the area) of the undergraduate study. The program in teaching areas should be developed in accordance with the catalog of competencies and guidelines for the different areas.

3.2.1 Secondary Specializations

ENGLISH

A. Purpose and Nature of English Instruction in the Secondary School Curriculum

The ability for man to communicate effectively is essential for his survival in a rapidly changing world—a world of altered values and life styles created by increased knowledge and technology. Man's language is the means by which he establishes his relationship with his fellowman and his environment. It embodies responses to human experiences involving value judgements and the assumption that human life has meaning. Therefore, the aim of English is to create literate citizens who can experience life through literature; who can internalize and extend experience through oral, written, and visual composition, and who can share their encounters with life through the use of language as they interact with people.

English is a study of the process of communication through verbal and nonverbal symbols. Traditionally, English has been concerned with the verbal aspects of language, literature and composition. English instruction today, however, is broadening the conventional understandings of these three areas, anticipating increased emphasis of nonverbal communication.

At every level of instruction, kindergarten through grade twelve, English/language arts is an integral part of the school curriculum.

B. Competencies Needed by the English Teacher to Achieve Program Objectives

- *Competencies needed in language:*

- 1 Detailed understanding of how language functions, including knowledge of the principles of semantics
- 2 Knowledge of the history of the English language and its phonetic, morphological, and syntactic changes
- 3 Thorough understanding of at least two grammatical systems, one being transformational-generative
- 4 Thorough knowledge of levels of usage, some knowledge of the varieties of English dialects; the cultural implications of both
- 5 Understanding of the role of nonverbal language, for example, still and moving pictures, body language or kinetics, and sounds
- 6 Understanding of language development for all age groups

- *Competencies needed in literature:*

1. Understanding of works of major British-American authors
2. Understanding of the characteristics of the various genres
3. Understanding of significant works of foreign literature in translation
4. Understanding of the different critical theories and approaches to literary criticism
5. Understanding of writing especially appropriate for children and adolescents
6. Understanding of works presented through nonprint media
7. Ability to make an independent evaluation of a work of literature

- *Competencies needed in composition:*

1. Understanding of the principles and theories of rhetoric
2. Understanding of the process of composition, both in verbal and nonverbal terms
3. Ability to analyze critically all forms of oral and written composition

- *Competencies needed in skill areas:*

1. Understanding of the skills involved in the reading process and the factors affecting reading and the ability to utilize that understanding in teaching
2. Ability to demonstrate competency in the expository aspects of both oral and written communication and in relating these to creative writing and to other forms of expression such as painting, music, pantomime, puppetry, creative dramatics and film-making
3. Understanding of the skills involved in nonverbal language communication
4. Ability to use the knowledge of language and language learning to develop students' abilities to listen critically

- *Competencies needed in methodology:*

1. Understanding of the purposes and goals of English instruction in the schools
2. Ability to prepare and analyze units of instruction, individual lessons, instructional materials, and instruments of measurement
3. Ability to appraise the development and effectiveness of courses of study
4. Ability to create or find, evaluate, and use significant instructional materials from various media texts, films, kinescopes, audio tapes, video tapes, records, slides, and programmed materials
5. Ability to integrate all aspects of the language arts with one another and with other subjects in the curriculum
6. Understanding of the techniques, possibilities, and limitations of testing and of grouping students by interest, aptitude, achievement and task
7. Ability to recognize students who have the kinds of differences or disabilities in the language skills which should be referred to specialists
8. Ability to use appropriate methods to improve the reading abilities of students at various levels of achievement and with various rates of progress

C. Guidelines for the Preparation of English Teachers

The program of preparation for the prospective teacher of English should consist of approximately 30 percent (excluding instruction in methods) of the undergraduate studies, planned in accordance with the following guidelines:

GUIDELINE 1: The program should provide study in language, literature, composition, and mass media as they relate to an understanding of the process of communication and should develop the prospective teacher's ability to impart these things to his students.

Specialized study in language would include the following: the library of the English language, including the sources and development of the English vocabulary, descriptive analysis, with a working acquaintance of at least two grammatical systems, the social, regional, and functional varieties of English dialects, and the role of nonverbal language in the English curriculum. Specialized study in literature would include the following: works from the British and American tradition in the various genres, by the major authors, and from the various historical periods, significant works of foreign literature in translation, critical approaches to literature with emphasis upon close reading of texts; writing that is especially appropriate for children and adolescents; and works presented through nonprint media. Specialized study in composition would include the following: the principles and theories of rhetoric, classical and modern; an understanding of

the process of composition in both verbal and nonverbal terms, and the ability to analyze critically all forms of composition

GUIDELINE 2: The program should provide study in the skills of reading, writing, speaking, viewing, and listening, and develop the prospective teacher's ability to impart these skills to his students.

Opportunities should be provided to develop skills in the reading process and the factors affecting reading. Instruction should include several approaches to the teaching of reading and ways to use appropriate methods to improve the reading abilities of students at various levels of achievement and with various rates of progress. Experiences should be designed to permit the prospective teacher to demonstrate competency in the expository aspects of both oral and written communication and in relating these to creative writing and to other forms of expression such as painting, music, pantomime, puppetry, creative dramatics, and film-making. Instruction should include the skills involved in nonverbal language communication and should encourage the acquisition of listening skills and the ability to develop these skills in others.

GUIDELINE 3: The program should provide an opportunity to demonstrate proficiency in using a variety of methods in the teaching of English.

Opportunities should be provided to permit the individual to consider and analyze thoroughly the purposes of English instruction in the schools. Study should include the preparation and analysis of units of instruction, individual lessons, instructional materials and instruments of measurement, and how to understand and appraise the development and effectiveness of courses of study. Instruction should permit the student to create or find, evaluate, and use significant instructional materials from various media: texts, films, kinescopes, audio tapes, video tapes, records, slides and programmed materials. Instruction should include the nature of the problems which social, economic and cultural deprivation, membership in minority groups and physical, intellectual and emotional handicaps bring to the teaching-learning situation and the special implication these problems have for the teacher of English. Because he must constantly evaluate the performance of his students and the effectiveness of his own teaching, both subjectively and by diagnosing and measuring student performance, the prospective teacher should be led to understand the techniques, possibilities, and limitations of testing and of grouping students by interest, aptitude, achievement, and task.

The program should be designed to help the prospective teacher understand how to integrate the many aspects of the language arts with one another and with other subjects in the curriculum.

GUIDELINE 4: The program of preparation should develop an individual awareness of the need for continuing education and professional development.

MODERN FOREIGN LANGUAGES

A. Purpose and Nature of Modern Foreign Language Study in the Secondary School Curriculum

Foreign language study is defined as the formal study of a language other than one's native language. Involved in the program are (1) the explicit mechanics of the language and its use as an instrument for interpersonal communication, and (2) the culture of which the language is a part, ranging from the daily living patterns of ordinary people to the accomplishments of the culture in the arts and as a world influence.

Intracultural and intercultural adjustment in a rapidly-changing world is imperative for all mankind. The growing interdependence of peoples within the world community is an established fact. Thus, the need for better understanding and the establishment of constructive relationships among peoples of differing cultures is readily apparent. Basic in the development of such understanding and the establishment of positive relationships among peoples is the study of languages and cultures.

using the language of a particular culture as the medium of study. Other areas of the curriculum can give *knowledge about* other peoples, foreign language study can lead to direct *experiences in* another culture.

The immediate objective of foreign language teaching in the public schools is the practical one of communication involving a progressive development of linguistic skills (listening, speaking, reading, and writing) Pursuit of this objective yields a number of concomitant values, including the following:

Awareness of the universality of human experience

Empathetic understanding of another people through insights into their values and behavior patterns

Gradually expanding and deepening knowledge of the foreign country, its geography, history, social organization, literature, and culture—and, as a consequence, a better perspective on American culture, and a more enlightened humanism through adjustment to the reality of differences among cultures

Understanding of language as a manifestation of cultures

Deepening of the intellectual insights developed in one's own culture through the study of the literature and philosophy of other cultures

Realization of the possible opportunities for use of the foreign language in professions, vocations, and avocations

A minimum of four sequential years in at least one foreign language is the first objective in any secondary school. Where school organization permits and where a foreign language program in grades 9-12 is in effect, the school may consider extending the language down to grades 7-8 or below.

B. Competencies Needed by Teachers to Achieve Program Objectives

Initial competencies may be acquired through preservice education. Maintenance, expansion and refinement of competencies require a continuing program of coherent in-service education, including study in the country of the target language. The competencies needed by the foreign language teacher are listed below:

- 1 Ability to understand conversation, lectures, and news broadcasts at normal tempo.
- 2 Ability to talk with a native with a command of vocabulary and syntax sufficient to express thoughts in conversation at normal speed with reasonably good pronunciation.
- 3 Ability to read with immediate comprehension prose and verse of average difficulty and mature content
- 4 Ability to write a simple "free composition," such as a letter or message with clarity and correctness in vocabulary, idiom, and syntax.
- 5 Understanding of the differences between the sound systems, forms and structures of the foreign language and of English, and ability to apply this understanding to modern foreign language teaching.
- 6 Good knowledge of the historical development of the language and thorough understanding of applied linguistics
- 7 Awareness of language as an essential element of culture and understanding of the principal ways in which the foreign culture differs from our own.
- 8 First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.
- 9 Understanding of the psychological and social factors that affect language learning

10 Knowledge of the present-day objectives of modern foreign language teaching as communication, and understanding of the methods and techniques for attaining these objectives, knowledge of the use of specialized techniques, such as the use of educational media, and ability to evaluate the professional literature of modern foreign language teaching.

11 Ability to present the foreign literature in such a way as to bring the students to understand it and to appreciate its values and the value system it reflects.

12 Ability to locate and use a variety of resources from the school and community, including individuals possessing special knowledge and skills, to enrich learning experiences.

13 Ability to correlate and integrate foreign language study with other areas of the curriculum.

14 Ability to evaluate the progress of students and diagnose the effectiveness of the learning opportunities provided.

15 Ability to adapt instruction and materials to the varied capabilities, talents, and interests of individual students.

C. Guidelines for the Preparation of Modern Foreign Language Teachers

An evaluation of the previous language experience of applicants for admission to an institution's foreign language program should be made through adequate testing procedures, and admission to and placement in the teacher education program should be based on language skill evaluation and recommendation by staff members of the modern foreign language department.

In order to provide candidates of varied backgrounds and abilities with the opportunity to achieve the competencies needed, the program should include preparation through courses, independent study, extracurricular activities, and opportunities for study abroad in accordance with the following guidelines. The depth of preparation should normally consist of at least 25 percent (not including the elementary level of preparation or instruction in methods) of the four-year undergraduate program.

GUIDELINE 1: The program should develop competency in four skills—understanding, speaking, reading, and writing.

All language skills should be stressed continuously throughout the training period, but advanced preparation in the correct active use of the language is essential, and therefore, special composition-conversation preparation is necessary. There should be some preparation in general and applied linguistics and in English-foreign language contrastive analysis.

The instruction should include regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants or mechanically reproduced speech, as well as exposure to several varieties of the written language through media such as books, newspapers, magazines, documents.

GUIDELINE 2: The program should provide an emphasis on language analysis.

Preparation in this area should include a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English. Instruction in practical phonetics should be available for those candidates needing to improve the accuracy of their own pronunciation and intonation.

GUIDELINE 3: The program should include a study of the literature, history, and civilization of the country or countries concerned.

This study should involve the major works of the literature and other aspects of the culture and civilization, including aspects of history, geography, fine arts, and contemporary civilization, including the life of young people today. The study should be largely or entirely in the foreign language:

GUIDELINE 4: The program should include instruction in methods, materials, and equipment specifically related to the teaching of modern foreign language.

The preparation should include a study of the present-day objectives of modern foreign language teaching as communication (both linguistic and cultural) and develop an understanding of the methods and techniques for attaining these objectives. It should develop a knowledge of the use of the most recent education media and of the relation of modern foreign language study to other areas of the curriculum.

The preparing institution should maintain a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages, provide such opportunities for reinforcement of classroom learning as a language laboratory, foreign films, plays, and lectures, and provide language reading and listening rooms with books, periodicals, records, and tapes.

GUIDELINE 5: The program of preparation should develop an individual awareness of the need for continuing education and professional development.

The prospective teacher should be informed on opportunities available through state and local foreign language organizations, programs, resource materials and persons. He should be encouraged to continue his education through study programs abroad, graduate work, and individual study.

LATIN—CLASSICS PROGRAM

A. Purpose for and Depth of the Study of Classics in the School Curriculum

Foreign language study is defined as the formal study of a language other than one's native language. The classics, broadly defined, embrace the study of all the humanistic, scientific, philosophical, and social phenomena of those ancient civilizations whose literature and other monuments have profoundly influenced the Western World, especially the civilizations of Rome, Greece, India, and the Near East. Involved in the program are (1) the explicit mechanics of the language and its use as an instrument for literary expression and (2) the culture of which the language is a part, ranging from the daily living patterns of ordinary people to the accomplishments of the culture in literature, history, philosophy, religion, art, architecture, music, and technology.

Intracultural as well as intercultural adjustment is imperative for all mankind. Equally important, especially in an era of rapid cultural change and expansion of knowledge, is the development of a sense of history and the study of cultural phenomena which cross boundaries of nationality and time. The study of the classics, with inevitable interdisciplinary training in the humanities, has been and continues to be a primary way by which this historical context for present experience may be imparted to students in the public secondary schools.

Study of the original languages makes the experience of the culture more direct, providing first-hand contact with a civilization on which the comparative civilization of the western world is based. It also bestows linguistic and philological benefits, increasing reading-writing-vocabulary skills in the native language of the student, while contributing to an understanding of language itself, an understanding which aids in comprehending man and human development and facilitates the learning of other languages, ancient and modern.

The immediate objective of the teaching of classics (the study of the Latin and/or Greek language and the Greco-Roman civilization) in the public schools is the progressive development of linguistic skills (listening, oral and silent reading, and writing). Pursuit of this objective yields a number of distinctive concomitant values, including the following:

- Awareness of the universality of human experience in relation to the concept *Civis Europaeus*
- Empathetic understanding of another people through insights into their values and behavior

patterns by the comparative method: comparative law, comparative literature, comparative religion, comparative philosophy, comparative history.

Gradually expanding knowledge of Italy, Greece, and the Romansch District of the Swiss Alps (where Latin is still spoken today), the geography, history, social organization, literature, and culture—and as a consequence, a better perspective and a more critical understanding of contemporary institutions, together with a more enlightened humanism through adjustment to the reality of differences among cultures.

Improvement of academic literacy and expression through structural and lexical analysis required for interpreting Latin (or Greek).

Appreciation of the original significance and psychological effect of mythological allusions by western authors through familiarity with classical mythology and heroic legend.

Deepening of all intellectual insights developed in one's own culture through exposure to the classics and the various disciplines of the humanities.

Realization of the possible opportunities for use of the classics and the humanities in professions, vocations, and avocations.

A minimum of four sequential years in Latin is the first objective in any secondary school. Where possible, one or two years of Greek should be added (perhaps in new central facilities serving a number of schools) Where school organization permits and where a Latin program in grades 9-12 is in effect, the school may consider extending language training down to grades 7-8 or below.

B. Competencies Needed by Teachers to Achieve Program Objectives

Initial competencies may be required through preservice education. Expansion and refinement of competencies require a continuing program of coherent in-service education, including study in the cultural background and contemporary implications of the target language. The competencies needed by the classical language teacher are listed below:

- 1 Understanding of the similarities and differences between the grammatical form and structure of the classical languages and of English, and ability to apply this understanding to the teaching of Latin or Greek.
- 2 Ability to read with immediate comprehension and acceptable pronunciation prose and verse of average difficulty and mature content.
- 3 Ability to compose material appropriate for the teaching of the language with clarity and correctness in vocabulary, idiom, and syntax.
- 4 Ability to understand oral drill and practice, simple conversation with reasonably good pronunciation, and short literary selection in the spoken language.
- 5 Comprehensive knowledge of the historical significance of the language, Indo-European family relationships, and the rich influence of Latin and/or Greek on the vocabulary of modern languages and English.
- 6 Awareness of language as an essential element of culture and an understanding of the principal ways in which the ancient cultures, though differing from our own, have left indelible influences on our language, literature, government and civil law.
- 7 First-hand knowledge of classical literary masterpieces and acquaintance with the geography, history, religion, art, social customs, and philosophy of civilization in ancient Greece and Italy.
- 8 Understanding of the psychological principles that affect learning in the classroom, such as the necessity for motivation, with emphasis upon the system and structure of the language, development of work attack and translation skills, and a progressive approach to prose composition.
- 9 Knowledge of the present-day objectives of classical language teaching for both *linguistic* and *humanistic* values, and an understanding of the various instructional methods and media for attaining these objectives.

10 Ability to locate and use a variety of resources, aids, and devices from the school and community to enrich learning experiences through providing a tangible link with antiquity while illustrating contemporary values.

11 Ability to present appropriate classical literature and various examples from the humanities and the fine arts in such a way as to bring students to understand their intrinsic values and the value systems so reflected

12 Ability to integrate the study of classical language, literature, and culture in a humanities course and to correlate these studies with other areas of the curriculum if in a departmental setting

13 Ability to evaluate the linguistic, literary and cultural progress of students and to diagnose realistically the effectiveness of the learning opportunities provided

14 Acquaintance with the range of professional literature available for the classical language teacher and ability to evaluate its relative usefulness

C. Guidelines for the Preparation of Teachers of Classics

An evaluation of the previous language experience of applicants for admission to an institution's classics program should be made through adequate testing procedures, and the admission to and placement in the teacher education program should be based on language skill evaluation and recommendation by staff members of the classics department

In order to provide candidates of varied backgrounds and abilities with the opportunity to achieve the competence needed, the program should include preparation through courses, independent study, extracurricular activities, and opportunities for study abroad in accordance with the following guidelines. *The program of preparation should normally provide for at least 25 percent* (not including the elementary level of preparation) of the four-year undergraduate program

GUIDELINE 1: The program should develop competency in four skills—pronunciation, reading, writing, and translation.

All language skills should be stressed continuously throughout the training period, with particular emphasis on reading comprehension without mental translation and on the techniques of effective translation. There should be some preparation in general and applied linguistics and in English-Latin (or Greek) contrastive analysis

Instruction should include exposure to several varieties of Latin through examination of texts or manuscripts written in classical, medieval, vulgar or ecclesiastical Latin as well as in the Rhaeto-Romanic dialects spoken today in the Swiss Grisons. Tapes of mechanically reproduced speech should be acquired and used in the classroom, rather than in the laboratory, under the immediate supervision of the classroom teacher.

GUIDELINE 2: The program should provide an emphasis in language analysis.

Preparation in this area should include a study of the phonology, morphology, and syntax of the classical language and comparison of these elements with those of American English. Emphasis should be placed mainly on studies in etymology for extensive vocabulary improvement. Tapes in practical phonetics and vocabulary drill should be available for improvement of pronunciation and intonation in reading prose or poetry

GUIDELINE 3: The program should include a study of the literature, history, and civilization of ancient Greece and Rome and their relevance today.

This study should involve the major works of the literature and other aspects of the culture and civilization, including aspects of history, geography, and fine arts, and the way in which the works of literature and art have been transmitted to the present day. The study of the literature should be largely, but not entirely, in the original language and should include training in the techniques of literary analysis.

GUIDELINE 4: The program should include instruction in methods, materials and equipment specifically related to the teaching of Classics.

The preparation should include a study of the present-day objectives of the teaching of classics as expression (both linguistic and cultural) and a knowledge of the methods and techniques for attaining these objectives. It should develop a knowledge of the use of the most recent educational media and of the relation of the study of classics to other areas of the curriculum. Every effort should be made to keep up with professional trends and to develop creative methods.

The preparing institution should (1) maintain a curriculum library containing the materials and equipment commonly used in teaching classics, (2) provide such opportunities for reinforcement of classroom learning as foreign films, plays, filmstrips, tapes, and lectures, and (3) furnish the language classroom with appropriate books, periodicals, records, and tapes from the contemporary scene to illustrate the relevance of the classics today.

MATHEMATICS

A. Purpose and Nature of Mathematics Instruction in the Secondary School Curriculum

Mathematics, like other subjects in the school curriculum, should satisfy a portion of the need of each individual to possess some control over his destiny. Specifically, the goal of mathematics education is to aid each individual in adjusting more satisfactorily to his physical, mental and social environment by helping him to—

Develop a mathematical literacy which will assist him in making wise decisions as a producer and/or consumer of products and services

Use the words, symbols, and techniques of mathematics with precision so that he will be able to communicate ideas correctly and clearly

Experience the satisfaction of mathematical discovery from which will evolve curiosity, initiative, confidence, and interest in mathematics

Comprehend how mathematics contributes to the analysis of events that occur in the physical world

Understand the contributions of mathematics to man's social, economic, philosophic, and artistic heritage

Develop patterns of reasoning which will enable him, when confronting new situations, to invent mental representations, to formulate abstractions, to put forward hypotheses, to gather evidence, to verify conjectures, to draw inferences, and to construct arguments

The school mathematics program is currently structured to achieve the above goals by presenting mathematics in a sequential manner beginning at the early childhood education level and continuing through the secondary school. In the early years (K-6) the student is exposed to the concept of quantity from which the various numerical operations involving whole, fractional and decimal numbers are developed. In addition, he is taught many of the elementary ideas of geometry, measurement, and problem solving.

In the eighth and ninth years (grades 7-8) the ideas developed earlier are extended to include operations with the set of rational numbers. At this level many students exhibiting a special competency in mathematics are enrolled in a curriculum which provides greater challenge and which enables them to work at a more abstract level in high school. The curriculum is structured to provide every student with learning experiences that not only challenge him, but also enable him to achieve a reasonable degree of success.

The high school mathematics curriculum (grades 9-12) provides for a variety of interests and needs. The basic education program consists primarily of courses in general mathematics and consumer mathematics. This program is often strengthened through the inclusion of other courses in which the emphasis is on the applications of mathematics in the real world. For students having a greater aptitude in mathematics, courses in algebra I, geometry, algebra II, and advanced mathematics are offered. In some schools this program is enriched by such courses as calculus and computer-related mathematics.

B. Competencies Needed by Teachers to Achieve Program Objectives

1. Understanding of the vector space concept and its use in the study of n -dimensional Euclidean space
2. Familiarity with linear transformation, their representations by matrices, and their use in the solutions of dependent and independent systems of linear equations
3. Knowledge of the real numbers as a complete ordered field
4. Understanding of the basic limit processes as they occur in calculus and their applications to differentiation, integration, infinite series and improper integration
5. Ability to differentiate and integrate elementary functions and the ability to apply these processes in solving problems
6. Knowledge of basic algebraic structures such as groups, rings, fields, and ordered fields and their use as unifying concepts in mathematics (for example—groups of transformation, permutations, rings of integers, polynomials, fields of rational, real, and complex numbers)
7. Understanding of Euclidean and at least one non-Euclidean geometry (hyperbolic or elliptic), familiarity with alternative approaches (for example—analytic, synthetic, transformational)
8. Awareness of the use and limitations of the axiomatic method in determining the logical consistency of a given mathematical structure
9. Knowledge of probability as a mathematical system, or random variables and their distributions, of statistical limit theorems and of basic topics in statistical inference
10. Knowledge of the role of the computer (its capabilities and limitations) and ability to use the computer in problem solving
11. Ability to recognize a problem that can be analyzed mathematically to formulate mathematical models for the problem, to integrate mathematical ideas in search of a solution and to interpret the results in light of the initial problem
12. Understanding of the fundamental principles of logic which are used in mathematical reasoning, familiarity with connectives, various forms of the statements of implications and equivalences, universal and existential quantifiers and their denials, knowledge of the relationship between logic and the algebra of sets
13. Understanding of the role of mathematics in the development of culture, of the universality of its nature, and of its applications in today's world
14. Understanding of the purposes, methods, materials, and evaluation of procedures appropriate to the teaching of mathematics
15. Awareness of current trends in content development and a familiarity with the literature on the teaching of mathematics
16. Ability to select, use, and create from experience a variety of teaching-learning activities, including laboratory experiments, demonstration equipment, and other teaching-learning resources
17. Ability to make use of implications from the behavioral sciences in the teaching and learning of mathematics

C. Guidelines for the Preparation of Mathematics Teachers

The program should consist of approximately 25 percent (excluding instruction in methods) of a four-year program, planned in accordance with the following guidelines.

GUIDELINE 1: The program should take into consideration the logical and sequential nature of mathematics, its structure and interrelationships, the universality of its applications, and its contributions to culture.

The program for the preparation of mathematics teachers should give emphasis throughout the total program to the logical nature of mathematics and the universality of its applications, to the basic concepts of mathematics, initially formulated in possibly an abstract manner and given substance by concrete application to the solution of real-life problems, to the unity of mathematics which is separated into discrete disciplines for study purposes only, and to an understanding of the role of mathematics in the development of society.

GUIDELINE 2: The program of mathematics should include an in-depth study in those areas of mathematics having maximum relevance to the secondary curriculum.

It is essential that the prospective teacher of secondary school mathematics be aware of and skilled in dealing with basic concepts and currently valid viewpoints of algebra, geometry, probability/statistics and analysis

The study of algebra should include an introduction to algebraic structures and linear algebra, make the prospective teacher aware of the structure of algebra and how the manipulative techniques of algebra are derived from this structure, and include careful consideration of the structure of the number system and algebraic systems such as groups, rings, and fields. The work in linear algebra should include topics such as matrices, vector spaces, linear systems and linear transformations

The geometry in the program should include a critical study of the development of Euclidean and non-Euclidean geometry. Additional topics might include foundations of geometry, other types of geometries, and the study of a single geometry from various postulational systems.

The work in probability/statistics should include a discussion of sample spaces, events, theoretical and empirical probability, measures of central tendency, standard deviation, and statistical analysis of quantitative data.

The work in analysis should include not only an intuitive discussion of the integral and an introduction to the concept of a limit and its use in an intuitive approach to differential calculus, but should include a deeper study of these topics and their application to other disciplines.

GUIDELINE 3: The program should include upper-level work in mathematics with relevance to current mathematical trends.

The upper-level work may be in one or more of those areas listed under Guideline 2 and/or other work chosen from offerings in mathematics such as set theory, logic, number theory, and topology

GUIDELINE 4: The program should include experience with the field of computing as it relates to mathematics and the teaching of mathematics.

The program should provide experiences in which the computer is used to carry out such algorithms as the determination of solutions for a quadratic equation or the evaluation of lower and upper approximations for the area under a curve.

GUIDELINE 5: The program should include work in areas related to mathematics.

The study should include work in related areas, such as science and the social sciences, in which problems are solved by means of mathematical ideas and methods in pursuit of a solution and the interpretation of results in light of the initial problem.

GUIDELINE 6: The program should include instruction in the use of methods, materials, and equipment specifically related to the teaching of mathematics.

The preparations should include a study of the present-day objectives of mathematics education and develop an understanding of methods and techniques suitable for attaining those objectives. It should develop knowledge of and skill in the use of educational media appropriate for teaching-learning in mathematics.

GUIDELINE 7: The program should develop an awareness of the need and the disposition for continued learning in the field of mathematics and the teaching of mathematics.

The program should develop within students the attitude that learning mathematics is exciting and rewarding, and that studying to keep abreast of new developments in mathematics, its applications, and its pedagogy, must be a lifetime professional commitment for the teacher. Avenues open for further professional development include in-service education, independent study, and formal graduate study.

SCIENCE

A. Purpose and Nature of Science Instruction in the Secondary School Curriculum

The central purpose of science instruction in the school curriculum is the development of a scientifically literate citizenry. Both the individual student and society are the beneficiaries when this is accomplished. Scientific literacy is an imperative for the layman as well as for those who plan careers in science and science-related fields.

The goals of instruction are to provide those direct and vicarious learning experiences deemed desirable to the development of scientific literacy. The learning experiences should be designed to aid the individual in—

Developing an appreciation for the logical processes of science and modes of inquiry

Acquiring a reasonable understanding of the natural world

Learning and understanding the basic theories, concepts, laws, and processes of science.

Acquiring knowledge of the relationships between science and technology, the impact this relationship has had on economic development, and its influence on social change

Recognizing the potential of science as an aid in solving mankind's pressing problems

A modern science program must recognize the interdisciplinary nature of science and allow students to see science as an entity as well as separate disciplines. Students also must see the relationship of science to mathematics, English, social studies, and the other subjects in the curriculum. Emphasis on laboratory experiences is necessary if students are to develop the skills of inquiry and an appreciation of the ways of science. And perhaps most important of all, the spirit of science and experimentation should characterize science programs and the work of every science teacher.

Science instruction should be based on a spiral curriculum approach. This means that basic scientific concepts and generalities are introduced during the early years of schooling and are expanded at increasing levels of sophistication throughout the school program. The science learning experiences range from simple investigations and inquiries during the early years to the rigorous laboratory study of specific topics in the senior high school. Specifically, during the first seven years (K-6) the science content is general in nature with emphasis on the basic concepts and processes. Life science and earth science are generally studied during the middle years. At the high school level, the science program is composed of individual courses with physical science, biology, chemistry and physics being the most common sequence. In many schools this sequence is supplemented by courses such as applied science, and advanced courses in biology and chemistry. All students are enrolled in at least two science courses during the four high school years.

B. Competencies Needed by Teachers to Achieve Program Objectives

- *Competencies in the general field of science*

1. Understanding of the investigative nature and the fundamental theories, laws, and concepts of science
2. Knowledge of the interrelationships and commonalities of content that exist among the various disciplines of science and the relationships of science to other areas of study
3. Understanding of and commitment to scientific inquiry and concept formation
4. Ability to explore with students the relationships between science, technology and society
5. Knowledge of the historical, social, political, philosophical and economic aspects of science and their implications for current human affairs
6. Awareness and appreciation of the physical and living world and some insight into the fundamental dynamics of the universe and living organisms
7. Familiarity with the simple techniques of measurement of observations (including the primary world-accepted standards of measurement and their relationship to the commonly used units) and a knowledge of ordinary measurement instruments
8. Understanding of quantitative data and the ability to analyze its degree of accuracy
9. Knowledge of mathematics in the depth required in the application of the fundamental laws of science and in the development of an in-depth knowledge in one or more area(s) of science.

- *Competencies in one or more fields of specialization*

1. Ability to use sophisticated quantitative techniques in investigations of scientific problems in the field of specialization
2. Ability to carry out and to guide students in fairly sophisticated inquiry processes within the field(s) of specialization
3. Ability to analyze experiments critically and when appropriate relate the results of experiments to the social and human problems of the day
4. Understanding of the development and use of recent curricula in a teaching setting
5. The ability to interpret science in a manner that—
 - a. Provides meaning to the science experience at the personal level
 - b. Promotes understanding of how and why man is dependent upon his environment
 - c. Aids individuals in understanding the limitations of science and technology in terms of what they can and cannot do
 - d. Assists individuals, through science experiences, in developing a rational basis for making value judgments relative to the role of science and technology in society
6. Understanding of instructional methodology compatible with the conceptual and investigative nature of science, and an ability to use teaching strategies which complement the nature of scientific knowledge, including the means by which such knowledge is attained
7. Ability to use a variety of instructional media and materials to facilitate the learning of specific topics, and a familiarity with appropriate instructional resources and how to use them effectively

- *Personal attributes*

1. Humanistic qualities that promote student learning and reflect sensitivity to student expressions, desires and needs
2. Inner security based on a positive self-concept that reflects a sensitivity to the self-concept of others
3. Abiding interest in teaching and a desire to continue growing professionally

- 4 Responding positively to responsibilities for personal performance and professional growth, including keeping informed on current issues, trends, and research methods in the field of science.
5. An attitude which emphasizes the responsibility and demonstrates the ability to interpret science in terms of the humanistic needs of individuals and society

C. Guidelines for the Preparation of Science Teachers

The acquisition of competency in an area or topic may, but does not necessarily, imply a course. In terms of current organization and operations in most colleges and universities, the content in science should comprise approximately 40 percent (excluding instruction in methods) of the four-year curriculum. About one-half of the 40 percent should be in the area of specialization. The overall program should be in accord with the following guidelines.

GUIDELINE 1: The program should provide study in the fundamental processes, concepts, and principles within, and the interrelationships among, the various science areas.

Fundamental to the preparation of secondary school teachers of science is a broadly based experience stressing the interrelatedness of major concepts within the various disciplines. A wide range of experience in the broad areas of science is necessary to adequately express the relationships within and among earth, biological, and physical science disciplines. The range of experience should be focused on the commonalities in content and investigative approaches with emphasis being placed on principles, processes, and concepts.

GUIDELINE 2: The program should provide for the teacher a mathematical competency sufficient to enable him to use mathematics appropriately in the sciences.

The program should provide for the development of those mathematical skills needed by science teachers in general and the particular needs in the area of specialization. It is essential that all science teachers have as minimal mathematical competencies the equivalent of those developed in two years of high school algebra, including elementary trigonometry. In addition, it is desirable that the prospective teacher of science have an acquaintance with the basic principles of differential and integral calculus, some knowledge of probability and statistics, and a brief introduction to computer programming.

GUIDELINE 3: The program should provide an awareness of the influence and impact of scientific developments upon the evolution of society, including the potential influence on further societal development.

Study under this guideline should include the development of scientific ideas that have had impact in directing man's thinking. Emphasis is given to the interaction between scientific knowledge and the non-scientific world throughout history. In addition, consideration should be devoted to the study of problems facing contemporary man such as environmental pollution, population growth, food production, and the biologically determined aspects of human culture.

GUIDELINE 4: The program should provide an in-depth study in one or more areas of science and this study should have maximum relevance to the secondary school science curriculum.

The areas of study include the following:

Biological Science: When biological science is the area of concentration the following topics should be emphasized: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. The work should, wherever possible, deal with actual living materials through laboratory and/or field experiences and should approach science as a technique of investigation and inquiry. Organic chemistry should be in the study, and it is recommended that biochemistry be included.

Physical Science: Study in physical science should include preparation in both physics and chemistry. The emphasis in chemistry should include study of organic, analytical, inorganic, and phys-

ical chemistry. In physics, the emphasis should include the essential concepts in the following areas: physical mechanics, heat and thermodynamics, optics, electricity and magnetism, electronics, sound, and atomic and nuclear physics.

Earth Science: A concentration in earth science should include study in three of the four basic areas—geology, meteorology, astronomy and oceanography, and advanced work in one of the selected areas. Advanced study in geology for example should emphasize the essential concepts in the following areas: paleontology, mineralogy, structural geology, economic geology, petrology, and geomorphology.

Chemistry: A program of concentration in chemistry should emphasize the essential concepts in the following areas: organic chemistry, analytical chemistry and physical chemistry. It is expected that courses in mathematics, including calculus, which will provide a broader basis for the interpretation of scientific phenomena, will be included in the program of studies for preparation in depth in chemistry.

Physics: If the teacher's concentration is in physics, the essential concepts in the following areas should be emphasized: physical mechanics, heat and thermodynamics, optics, electricity and magnetism, electronics, sound, atomic and nuclear physics, and astronomy.

GUIDELINE 5: The program should provide experience in the methods of instruction and in the use of materials suitable for teaching the investigative nature of science.

The preparation should include careful consideration of effective ways and means for use in eliciting the kinds of behavior patterns needed to support the purposes and objectives of science education. This should involve prospective teachers in the development of learning environments as they relate to science education and the use of strategies, media and materials in direct and simulated experiences with students beginning early in the science teacher education program. Development of the ability to evaluate science learnings in terms of stated goals should be given a major emphasis.

GUIDELINE 6: The program should develop the capacity and the disposition for continued learning in the field of science.

The program should develop in the student the habits and attitudes of continued learning, both formal and informal. The rapid pace of change in the world of science requires that science teachers upgrade their professional capability on a continuing basis, using such mediums as in-service education, individual study and formal graduate study.

SOCIAL STUDIES

A. Purpose and Nature of Social Studies Instruction in the Secondary School Curriculum

The social studies program in elementary and secondary schools (K-12) is an integrated, multidisciplinary study of the interaction of people in diverse cultural and geophysical environments. Involved in this study are political institutions, economic processes, and historical and social forces which influence human behavior and produce continually changing relationships and ideas.

The program is directed toward enabling the student (1) to understand himself, his society and the interrelationships that exist between self and society, (2) to comprehend social, political, economic and environmental matters as they developed in the past, exist in the present, and hold implications for the future, (3) to acquire the skills and intellectual orientation in the social sciences which will motivate and enable him to acquire knowledge, to solve problems rationally, and to make informed decisions, and (4) to examine through a process of continuous inquiry his system of values and his patterns of behavior.

The accelerating pace of change brought about by technological advance and social evolution in the United States and the world have intensified the need for individuals to understand and

to react rationally to varying economic, political and social situations. Adequate presentation and analysis of these situations require that the social studies program be developed with an explicit awareness that all social sciences have contributions to make in understanding society.

The social studies program begins at the kindergarten level with the introduction of basic social studies concepts, and the consideration of individual and group relationships. Each year thereafter the basic concepts are expanded and new concepts are introduced. The program structure moves from the study of individual and group relationships to the consideration of home-school, neighborhood-community relationships and relationships within and among communities in other regions and other cultures. Beginning with the fifth year (grade 4), more intensive consideration of specific areas is introduced with the study of the State and region. The Americas are considered during the sixth year, followed by the consideration of Europe and the U.S.S.R. in the seventh year, and Africa, Asia, and the Pacific World in the eighth year, which completes the first sequence. The second sequence begins with a comprehensive study of United States and North Carolina heritage during the ninth and tenth years (grades 8-9) followed by a study of world cultures in the eleventh and twelfth years. The program is climaxed with a consideration of the United States in today's world in the thirteenth year. The program is interdisciplinary throughout, drawing ideas, concepts, generalizations and content from each of the social sciences. The basic program is supplemented by individual courses in economics, geography, history, political science, and sociology.

B. Competencies Needed by Teachers to Achieve Program Objectives

Initial competencies may be acquired through preservice education. Maintenance and expansion of competencies demand extensive self-education and a continuing program of coherent in-service education. Among the competencies are:

- 1 Understanding of the role, function, and basic concepts of the social sciences in an advanced culture
- 2 Knowledge about and sensitivity to the differing environments, customs and values which condition the behavior of individuals, groups and societies
- 3 Understanding of the development and evolution of human institutions and value systems
- 4 Understanding of the philosophy and modes of operation of a democratic society, particularly as they contrast with those of authoritarian systems
- 5 Awareness of and concern for the quality of the natural environment, including a knowledge of those factors that promote environmental balance and those factors that cause environmental degradation
- 6 Firm grounding in each of the social sciences disciplines in which a specific course is to be taught
- 7 Ability to analyze, synthesize, evaluate, and organize social science data for use in instruction
- 8 Ability to recognize each individual as a person of worth and dignity
- 9 Ability to structure learning experiences in the social sciences so as to examine the nature of and reflect concern for the contemporary social, political, and economic trends and issues
- 10 Ability to design and to implement learning experiences which develop inquiry, decision-making, and problem-solving skills
- 11 Ability to locate and use a variety of resources from the school and community to enrich learning experiences
- 12 Understanding of and skill in exploring with students the origins and development of values, attitudes and beliefs, how they change, and the impact which they have on human relationships
- 13 Ability to integrate knowledge drawn from several social science disciplines as a means of promoting an understanding of society.

C. Guidelines for the Preparation of Social Studies Teachers

The program for the preparation of social studies teachers should provide through the structure and tone of the program, and through external experiences, for building a consciousness of the worth and dignity of man, and of the individuality of each human being. In addition, it should develop an awareness of the key role which values play in conditioning human behavior and the mutability of value systems and institutions (social, political, and economic).

Preparation in the teaching area of the social studies should include approximately 35 percent (excluding instructions in methods) of the prospective teacher's total undergraduate program, developed in accordance with the following guidelines.

GUIDELINE 1: The program should assure that the student acquires an understanding of the social, political, geographical, economic and historical forces operating in society.

The preparation in the social sciences requires appropriate study covering anthropology, economics, geography, history, political science and sociology, and mastery of the analytical skills and modes of inquiry employed in each area. It should integrate subject matter drawn from the several fields and contribute to an appreciation of our own culture and the interrelationships among all cultures. The study should be sufficient to give the prospective teacher an understanding of the scope and methodology of the social science disciplines, and the specific skills and concepts of each as they apply to social studies programs. The program should be implemented through a carefully designed, comprehensive, interdisciplinary approach including all areas. The depth of comprehension should be developed well beyond that provided by descriptive, "survey-type" treatment of the several social sciences.

GUIDELINE 2: The program should provide for in-depth preparation in the broad area of the social sciences and/or intensive study in one or more of the major disciplines.

When the concentration is in the broad area of the social sciences the program of study should include a thorough examination of the United States and other cultures involving (1) the basic tenets and institutions of a democratic society in contrast with those of other societies, (2) differing cultural patterns and their implications for international understanding and relations, (3) an analysis of social, political and economic institutions and how they evolve, (4) the geographic arrangement of people and their primary, secondary, tertiary and quaternary activities, and (5) institutional and contemporary problems. The program should reflect a strong interdisciplinary emphasis.

When the concentration is in one or more specific discipline(s) the program should provide an in-depth comprehension and understanding of the basic content, concepts, ideas and methodology of the discipline(s).

Approximately one-half of the undergraduate social studies program should be devoted to the area of concentration.

GUIDELINE 3: The program should provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning.

The program should provide the teacher with the knowledge and skill needed to (1) analyze the forces shaping the goals of social studies learning, (2) achieve balance in the program structure between the needs of society and the needs of the individual, (3) explore the relationships between objectives and the selection of content, (4) state objectives in clear, concise, achievable terms, (5) select content that bears an obvious relationship to the stated objectives, captures and holds student interest, (6) select and use those teaching strategies most likely to enable the student to achieve the stated objectives, (7) understand a wide range of evaluative procedures and have the ability to develop procedures peculiar to the needs of varying individuals and groups, and (8) be able to seek out and use effectively new information, concepts and procedures to enrich learning in the social studies.

Preparation under this guideline should be a part of the professional program.

GUIDELINE 4: The program of preparation should develop an individual awareness of the need for continuing education and professional development.

Programs of preservice education should develop in students an awareness of the necessity for continuing study. A constant renewal of social studies knowledge and skills should be provided through self-education, in-service education, and formal graduate study.

3.2.2 Special Areas

CULTURAL ARTS EDUCATION

The purpose of cultural arts education in the schools is to help children and youth find satisfaction and personal fulfillment through the arts. The aims of such an effort should include learning opportunities which—

- Broaden the student's acquaintance with the arts to include all major forms and styles
- Help the student discover and measure his interest in and talent for participating in the various arts
- Help the student develop the skills and attitudes necessary to work creatively in the arts
- Help the student perceive the relationships between the arts and universal human needs
- Assist the motivated student to prepare for further education and a career in the arts

Consistent with a realistic appraisal of their needs, interests and abilities, all students should have practical introductory experiences in the arts of music, drama, dance and the visual arts and should acquire, before leaving secondary school, competencies in one or more of the arts, as they choose, sufficient to enable them to make wise value judgments and creative use of their talents.

The arts are an integral part of the general curriculum in the early years, functioning as equal partners with all the areas of learning, supporting and being supported by the total educational effort during these years. In the upper grades, arts courses are offered as entities which rank with all other courses, carrying the same administrative concern and credit, and sharing the same responsibility to receive students and encourage their learning.

ART EDUCATION

A. The Purpose of Art in the School Curriculum

Consistent with the general purposes and objectives of cultural arts education, art exists in schools to—

- Provide opportunities for students to learn to express themselves in art processes and media
- Develop aesthetic problem-solving behaviors
- Improve levels of visual literacy
- Relate art to the past, present, and future of society
- Assist in the preparation for career and noncareer life experiences.

B. The Competencies Needed by Teachers

- 1. *Art knowledge and skill*
 - a. Understanding of basic concepts and skills related to processes, organizational structure and technical aspects of art developed through studio experiences
 - b. Understanding of the expressive content and communicative qualities of art
 - c. Ability to use all plastic elements and design principles.

- d Knowledge of the development of the visual arts
- e Sufficient skills to teach many art forms at various levels of proficiency
- f..Knowledge of theories of aesthetic criticism
- g Technical knowledge in areas related to the visual arts. physics of light, chemistry of pigments, chemical and thermal aspects of shaping materials
- h Understanding of the relevance of art to life and vocational potentials
 - i Knowledge and appreciation of related art areas; dance, drama and music
- 2. *Professional competencies*
 - a Ability to fashion and express a personal philosophical stance
 - b Awareness of research and methodology in art and art education
 - c Perception of the value of humanistic and behavioral studies in the development of a human being
 - d. Understanding of curriculum, its bases and development
 - e Understanding of personal, group, and individual needs of learners
 - f Recognition of the social dynamics of the school as a social structure
- 3. *Personal attitudinal competencies*
 - a Ability to inspire all students to participate in a diversified program of art
 - b Ability to assist students interested in art-oriented career decisions (college and work-centered)
 - c Understanding and tolerance of other fields of creative endeavor
 - d Ability to balance personal tastes, biases, and preferences with professional responsibilities
 - e Ability and willingness to demonstrate skill and interest in production

C. Guidelines for the Preparation of Art Teachers

The program for the preparation of art teachers should constitute approximately 40 percent of the total undergraduate curriculum, planned in accordance with the following guidelines:

GUIDELINE 1: The program should provide for the development of a sound philosophy of art education.

The content in this area should include an exploration into the major approaches to the field of art education from a historical as well as from a contemporary point of view

GUIDELINE 2: The program should provide for a thorough study at advanced levels of the aspects of art included in the curriculum of elementary and secondary schools.

The studio component is concerned with basic concepts and skills related to processes, organizational structure, technical aspects, expressive content, communicative qualities, and technological knowledge, to be developed through studio experiences. The creation of expressive forms should include drawing, painting, printmaking, photography, film-making, graphic communication, sculpture and crafts (*fabrics, wood, metal, clay, etc.*). Instruction should include traditional as well as newer technological developments.

The art appreciation component is concerned with aesthetics, art history and criticism. The program should include study of contending philosophies of art, the developments of past and contemporary art forms, and examinations of theories of criticism.

The program should require extended work in at least one or more studios and/or art appreciation areas (*competencies built upon and beyond those cited in the studio and art appreciation components.*)

GUIDELINE 3: The program should provide for an understanding of past and present world art, with emphasis on the relationship of the art to the culture in which it was produced and its influence on subsequent cultures.

This study should be oriented toward developing a firm knowledge of the basic history of the art of the world. Auxiliary instruction which would enable the student to expand his knowledge through techniques of bibliographical and pictorial reference should be provided.

GUIDELINE 4: The program for the prospective art teacher should provide for the examination of methodologies of teaching and learning with laboratory and clinical experience.

The student should have experiences in developing activities, lessons, units, curricula and programs

There should be opportunities to structure and conduct experiences beyond immediate creative production, leading to the more fundamental and broader development of qualitative visual perception and the application of art learnings to other areas of life and school curriculum

Students should become accustomed to organizing materials, media, tools, equipment, and visual aids, managing the classroom, attending to the learning environment, using curriculum guides, and evaluating the teaching-learning situation

GUIDELINE 5: The program should develop the capacity and the disposition for continued learning in the field of art.

The program should develop in the student the habits and attitudes necessary for continued learning, both formal and informal. New developments and the rapid pace of change in the field of art requires that teachers upgrade their professional capability on a continuing basis, using such means as in-service education, individual study and formal graduate study.

MUSIC

A. The Purpose of Music in the School Curriculum

Consistent with the general purposes and objectives of cultural arts education, music education exist in the school to—

Provide experiences contributing to the students' development as music creators, performers and responders

Lead students to an understanding of music as a means of universal and personal expression

Provide opportunities for students to experience many types and styles of music, including explorative music of their own making

Assist students with special talent and interest to prepare for further education and careers in music and music-related fields

B. Competencies Needed by Teachers

The teacher's competence should be at the level necessary to meet the learning needs of children and youth and to provide the background for further educational development. The competence level of the teacher in various areas is characterized below:

• 1 *Musical knowledge and skill*

a Basic understanding of the human voice as a musical instrument and the ability to use his own voice effectively

b Sufficient techniques to demonstrate and teach representative musical instruments at beginning levels of proficiency. In addition, the instrumental specialist should be able to demonstrate and teach each of the instruments used in school music programs

- c. Ability to perform simple accompaniments on the piano or on other keyboard or fretted instruments.
- d. Conducting techniques sufficient to elicit from ensembles a musical performance.
- e. Ability to interpret representative works of the past and to present and perform them with understanding and technical proficiency in the area of specialization.
- f. Ability to improvise and compose music in a variety of styles
- g. Understanding of the elements of music as they relate to all kinds of musical expression and the ability to apply both aural and visual techniques to this understanding.
- h. Knowledge of the historical development of music and the evolution and characteristics of styles.
- i. Ability to compose and arrange sounds for school situations
- j. Working knowledge of music literature, materials, equipment and related vocations

- **2. Professional competencies**

- a. Ability to define and express a positive philosophy of music education
- b. Ability to adopt this philosophy in the teaching of music
- c. Familiarity with the principles of learning and how these apply in music education; also with current instructional media and patterns of organization in teaching
- d. Recognition of the need for a broad musical background based on a comprehensive understanding of music
- e. Knowledge of the importance and nature of music in various cultures, including their own
- f. Perception of music as a totality within and related to experience, as well as to the curriculum; realization of the importance in this regard of a broad foundation in the humanities, the social sciences, and the natural sciences
- g. Recognition of the role of music education as a part of aesthetic experience at all levels of instruction
- h. Recognition of the need for a vital and diversified music curriculum which will encourage continued aesthetic growth and musical involvement beyond the years of formal education
- i. Recognition of the value and role of out-of-school music participation
- j. Understanding of an ability to respond to the individual needs of learners

- **3. Personal attitudinal competencies**

- a. Ability to inspire students to participate in a diversified program of music which will enable them to become consumers of music
- b. Ability to relate well to individuals and society
- c. Ability to relate well to other arts and disciplines
- d. Ability to make creative use of his imagination
- e. Ability to put student needs ahead of his own

C. Guidelines for the Preparation of Music Teachers

All aspects of the program of preparation for the prospective musician-educator should contribute to the development of total musicianship.

Such a view suggests some deviation from the traditional sequence of music courses toward an integrated curriculum designed to produce a synthesis of the component elements, processes, and characteristics peculiar to all musics. Thus, the experience of matriculation should provide

for self-realization through an intense though artistic and humanistic process of musical involvement.

The program for preparation of music teachers should constitute a minimum of 40 percent of the total undergraduate program, planned in accordance with the following guidelines:

GUIDELINE 1: The program should provide for the development of a comprehensive and integrated understanding of music theory, literature and history.

In support of this guideline the program should provide for related involvement in the three basic areas of the musical experience: composition, performance, and critical analysis. Music theory and history should be considered as an illuminating core of systems and information essential to the improvisation, composition, analytical study, and performance of music. Music literature from a broad sampling of times and places should be studied. Ideally, such study would strike an appropriate balance between traditional idioms and current practices including youth, ethnic, aleatoric, and electronic musics. Emphasis should be given to the relationship of contemporary thought and practice to those of the common style periods, recognizing the twentieth century as the repository of a continuing musical history. Within this context, stress should be given to the structural elements of pitch, texture, rhythm, timbre, dynamics, and form as they relate to the stylistic and expressive nature of all musics.

The objective of preparation in this guideline area is the development of comprehensive musicianship defined in terms of skill development, knowledge, and value judgment ability as music creator, performer, listener, and teacher.

GUIDELINE 2: The program should provide adequate preparation in conducting, analyzing, arranging, and composing.

Preparation in this cognate should be considered an upper-level extension of the basic studies program described under the previous guideline. The various musical competencies and understandings resulting from the study of theory and literature should be extended and expanded in the problematic sense to the content areas listed. Every effort should be made to foster the development of attitudes and understandings important to the integrated musical relationship of the various content areas represented. The objective of preparation in this guideline area is the advanced development of musicianship derived from an applied and functional understanding of the component musical areas studied.

Formal preparation in conducting should include the development of both baton and rehearsal techniques along with the understandings relating to the peculiar educational responsibility of the school music conductor.

GUIDELINE 3: The program should provide for the development of musical sensitivity and technical proficiency in musical performance areas.

The course of study should be designed to allow for a substantive emphasis in at least one area of applied music. Proficiencies to be developed would include the accurate and expressive performance of the standard studio, solo, and ensemble literature appropriate to the particular major. Ensemble experience should be coordinated with studio study and not restricted to the larger performance organizations of band, orchestra and chorus. Requirements in the major area of applied music should be considered in terms of musical and technical standards and breadth of ensemble experience rather than credit hours or years of study.

The program should also provide for a substantive emphasis in supportive areas of musical performance. As a result of such emphasis, the prospective teacher should demonstrate proficiency in reading, transposing and improvising accompaniments appropriate to the needs of a wide variety of instructional settings. While the piano has been traditionally utilized for this purpose, the substitution of various fretted or keyboard instruments may be acceptable.

Also as a result of study in the supportive area, the prospective teacher should demonstrate ade-

quate knowledge and understanding of percussion and vocal techniques, and an experiential familiarity with representative instruments of the wind and string families. Additional preparation in the supportive performance area should be individualized to meet the specific needs and interest of each student. Preparation for instrumental teaching, for example, should provide for further concentration of those instruments normally found in the band or orchestra. Similarly, the program should provide students planning to enter the secondary choral field with preparation in the common practices of good singing.

Finally, the program should provide for the development of those skills necessary to the control and production of electronically modified and synthesized sounds, including understandings relating to their aesthetic and expressive potential.

GUIDELINE 4: The program should provide a philosophical basis for the planning and implementation of an inclusive program of music education consistent with the aesthetic nature and function of music and the other arts in the pluralistic society.

The prospective musician-educator should demonstrate an understanding of the K-12 music program, including the purpose and responsibility of each curricular component. Thus, study in this area should involve the identification of a taxonomy of desirable cultural goals, related educational objectives, and contributing curricular outcomes. With purposes so conceived, experience should be provided in the design, development, implementation, and evaluation of the various curricular offerings necessary for their attainment.

GUIDELINE 5: The program should provide opportunities for the development of professional awareness and communication skills pertaining to the music teaching process at all learning levels.

Preparation in this area should be directed toward the development of a teaching style demonstrating the aesthetic and expressive nature of music, the principles of concept and discovery learning, the structure of the musical art, the developmental nature of musical learning, the use of instructional media, and the selection of music literature, materials and activities appropriate to the specific learning outcomes desired.

In addition to specific emphasis in the broad area of general music, elective concentrations in the special fields of instrumental or choral music should be provided. Laboratory experience in this guideline area should commence well before the formal student-teaching program and be considered as a component of the basic studies curriculum.

GUIDELINE 6: The program should provide opportunities for advanced preparation in areas determined by the special needs and interests of the prospective teacher.

Emphasis in this guideline area would involve upper-level elective preparation in theory, music history, pedagogy, performance, research procedure, ethnic music, contemporary music, conducting, composition, the psychology of music, or the broad areas of philosophy and aesthetics.

GUIDELINE 7: The program should develop the capacity and the disposition for continued learning in the field of music.

The program should develop in the student the habits and attitudes necessary for continued learning both formal and informal. New developments and the rapid pace of change in the field of music requires that teachers upgrade their professional capability on a continuing basis using such mediums as in-service education, individual study, and formal graduate study.

SPEECH COMMUNICATION

A. The Purpose of Speech Communication in the School Curriculum

Consistent with the general purposes of cultural arts education, speech communication exists in the schools to—

Provide opportunities for students to discover alternate means of communication through creative speech.

Help students develop talents they have for expressing themselves through speech.

Encourage students to use these talents creatively.

Lead students to an understanding of the universality of symbolic oral communication.

Assist students with special talent and interest to prepare for further education and careers in speech and related areas.

B. The Competencies Needed by Teachers

The teacher's competence should be at the level necessary to meet the learning needs of children and youth and to provide the background for further educational development. The competence level of the teacher in various areas is characterized as described below:

- 1. *Speech communication, knowledge and skill*
 - a Understanding of how oral communication contributes to the aesthetic, social and logical fulfillment of society in general and of the child in particular.
 - b. Ability to demonstrate and to teach the oral interpretation of literature.
 - c Ability to demonstrate and to teach the art of oral discourse, including argumentative, persuasive, and interpersonal communication
 - d Ability to demonstrate and to teach how the human voice interacts with communication, including knowledge of pronunciation, social dialects, voice production and oral vocabulary development
 - e Working knowledge of theatrical and radio or television production, with emphasis on creative drama
 - f Ability to recognize common speech pathologies and to make referrals to specialists.
- 2. *Professional competencies*
 - a Ability to express their philosophy of speech communication and education.
 - b Knowledge of how people learn and ability to adapt this knowledge in the teaching of speech communication.
 - c. Familiarity with current media and patterns of instructional organization.
 - d Understanding of the need for dedication to teaching and to the need to continue their own learning.
 - e Perception of speech communication as a totality within and related to the whole curriculum.
 - f. Recognition of the value of out-of-school speech communication experiences.
 - g. Understanding of the individual needs of learners.
- 3. *Personal attitudinal competencies*
 - a Ability to inspire students to participate in a diversified program of speech communication which will enable them to become consumers of speech communication.
 - b. Ability to relate well to individuals and society.
 - c. Ability to relate well to other arts and disciplines.
 - d. Ability to make creative use of their imagination.
 - e. Ability to put student needs ahead of their own.

C. Guidelines for the Preparation of Speech Communication Teachers

In the preparation of speech communication teachers, a minimum of 25 percent of the undergrad-

uate program should be devoted to speech communications in accordance with the following guidelines.

GUIDELINE 1: The program should provide a knowledge of and skill in the traditional performance areas of speech.

This study should include the fundamentals of speech communications, the oral interpretation of literature, group discussion, debate, public speaking, parliamentary procedure, and similar disciplines.

GUIDELINE 2: The program should introduce the student to the area of interpersonal communication theory.

The program should provide the prospective teacher with a knowledge of those courses which stress speech communication theory, including such fields as the history of communication, the psychological aspects of communication, the human dynamics of communication, and similar disciplines.

The program should include at least one field experience in which the prospective teacher attempts to apply the knowledge learned in the above areas.

GUIDELINE 3: The program should introduce the student to basic problems of speech and the theory of speech correction.

This program should provide the prospective teacher with sufficient knowledge to recognize common speech handicaps among children and to evaluate the needs for special therapy. The speech communications teacher should be able to help classroom teachers create attitudes and environments which will help handicapped students maintain progress in the correction of speech defects. The clinical aspect of speech correction is, however, the province of the speech therapist.

GUIDELINE 4: The program should introduce the student to basic knowledge of the theater arts.

This study should include opportunities to learn about and practice acting, directing and general play production. It should develop in the teacher the ability to help children use drama as a form of communication within the classroom and in special creative theatrical productions.

GUIDELINE 5: The program should establish an awareness of general school activity and the part that speech communications can play in enlarging learning throughout the school spectrum.

The prospective teacher should be able to develop speech programs and activities which support the general educational efforts of the schools. Consideration must be given to the variety of activities appropriate for children of various ages.

GUIDELINE 6: The program should include sufficient preparation for the later pursuit of graduate work in one or more of the specialized fields within speech communications.

GUIDELINE 7: The program should develop the capacity and the disposition for continued learning in the field of speech.

The program should develop in the student the habits and attitudes necessary for continued learning both formal and informal. New developments and the rapid pace of change requires that teachers upgrade their professional capability on a continuing basis, using such mediums as in-service education, individual study, and formal graduate study.

THEATER ARTS

A. The Purpose of Theater Arts in the School Curriculum

Consistent with the general purposes of cultural arts education, theater arts education exists in the schools to—

- Provide opportunities for students to discover theater as an avenue for the expression of feelings and beliefs.

Help students develop talents they have for expressing themselves through speech, movement and theatrical devices.

Encourage students to use these talents creatively.

Lead students to an understanding of the universality of symbolic oral and physical communication

Assist students with special talent and interest to prepare for further education and careers in theater and related fields.

B. The Competencies Needed by Teachers

The teacher's competence should be at the level necessary to meet the learning needs of children and youth and to provide the background for further educational development. The competence level of the teacher in various areas is characterized as described below:

• 1. *Theater arts knowledge and skill*

a Understanding of the development of theater as a universal response to the human need for expression of feelings and beliefs.

b Working knowledge of the organization and direction of speech and drama activities with students of varying ages.

c Working knowledge of technical theater, radio and television production, and creative drama.

d Knowledge of a wide range of dramatic literature and theater forms.

e Basic understanding of the voice as an instrument of expressive speech.

f Sufficient technique to demonstrate and teach speech and body movement as they relate to the various forms and styles of theater.

g Ability to recognize common speech problems and common coordination problems and to make referral to specialists

h Ability to express himself creatively through theater and related media.

• 2. *Professional competencies*

a Ability to express their philosophy of theater arts and theater arts education.

b Knowledge of how people learn and the ability to adapt this knowledge in the teaching of theater arts

c Familiarity with current media and patterns of instructional organization.

• 3. *Personal attitudinal competencies*

a Ability to inspire students to participate in a diversified program of theater arts which will enable all children to become consumers of theater arts

b. Ability to relate well to individuals and society.

c Ability to relate well to other arts and disciplines.

d. Ability to make creative use of his imagination.

e. Ability to put student needs ahead of his own.

C. Guidelines for the Preparation of Theater Arts Teachers

In the preparation of theater teachers and directors a minimum of 25 percent of the undergraduate program should be devoted to theater arts, planned in accordance with the following guidelines:

GUIDELINE 1: The program should provide for a study in dramatic literature and theater history.

This study should include a survey of plays, kinds of theaters, methods of production, styles of acting, and important persons, in the major periods of theater history. The study should help the prospective teacher to see how drama helps in understanding people and their problems.

GUIDELINE 2: The program should provide for practical training in acting, voice and diction, and directing.

This study should consider such elements of acting as emotion and technique, voice and diction, bodily movement, dance, characterization, and styles of acting. The study should also deal with such major problems of the director as interpreting the script, planning the production, casting, working with actors, and conducting rehearsals. The director-teacher should also be aware of the proper procedure and techniques for handling creative drama.

GUIDELINE 3: The program should provide for a study of the problems involved in play production.

This study should treat the technical problems of scenery, costuming, lighting and make-up. There should also be careful consideration of the major types of staging—proscenium, arena, platform. Opportunities for actual participation in the staging of plays must be provided.

GUIDELINE 4: The program should provide study in the fundamentals of speech communication.

This study should include basic knowledge in oral interpretation, in introductory speech correction, and in one area of public address such as public speaking, debate, group discussion, persuasion, and similar disciplines.

GUIDELINE 5: The program should establish an awareness of the general school activity and the part that theater can play in enlarging learning possibilities within this activity.

The prospective teacher should be able to develop theater programs and activities which support the general educational efforts of the schools. This should include creative drama for younger children, the informal use of drama in classrooms, the building of an awareness of the occupational potential of theater skills, as well as upper level vocational preparation in the varied fields related to drama and the teacher.

GUIDELINE 6: The program should develop the capacity and the disposition for continued learning in the field of theater arts.

The program should develop the habits and attitudes necessary for continued learning, both formal and informal. New developments and the rapid pace of change in the field of theater arts require that teachers upgrade their professional capability on a continuing basis using such mediums as in-service education, individual study, and formal graduate study.

DRIVER AND TRAFFIC SAFETY EDUCATION

A. Purpose and Nature of Driver and Traffic Safety Instruction in the Secondary School Curriculum

Public education is concerned with promoting the welfare of society as well as that of individuals within it. The safety aspect of the overall welfare is promoted through general safety education and driver education in the school setting. Opportunities are provided for students to develop the knowledge, skills, and habits necessary for the prevention of accidents in the home, in the environment in general and in traffic. During the early years of school, instruction is concerned with safety at play, as a pedestrian and in the home. The program is continued in the middle grades, where fire safety, water safety and bicycle safety are considered. In the high school first aid, life saving, and traffic safety, including driver education, constitute the program.

The program in driver and traffic safety education is structured to serve students 14-1/2 to 18 years of age. It is normally offered, but not restricted to, the sophomore year of high school. An approved course should consist of a minimum of one semester or equivalent of instruction.

B. Competencies Needed by Teachers to Achieve Program Objectives

1. Understanding of transportation systems in a highly industrialized, technological, urbanized society.

- 2 Awareness of the sociological, psychological and ecological problems related to the operation of massive transportation systems
- 3 Understanding of the role of transportation in the operation of the economic system
- 4 Recognition of the numerous employment opportunities available in the field of automotive transportation, highway and general safety, and related areas
- 5 Recognition of each individual as a person of worth and dignity
- 6 Exhibition of good mental health habits as evidence by even temperament, empathetic attitude, and patience in working with people
- 7 Understanding of the role of the driver, the vehicle, and the environment, and their interrelationships in the traffic phenomenon
- 8 Understanding of the application of learning theories to driver and traffic safety education
- 9 Understanding of the social and psychological factors that have impact on the development of attitudes and values in relation to driving
- 10 Understanding of the physical, mental and attitudinal growth characteristics of the teenager
- 11 Ability to communicate effectively with student drivers from various social and cultural backgrounds
- 12 Understanding of the basic function of the automobile systems
- 13 Understanding of the natural and man-made laws that govern the operation of motor vehicles
- 14 Understanding of the concepts and interrelationships of laboratory classroom instruction
- 15 Ability to plan instruction to meet specified learning objectives
- 16 Ability to develop and use appropriate techniques and environments for teaching driver and traffic safety education
- 17 Ability to design and implement learning experiences which develop decision-making and problem-solving skills in student drivers of varying capabilities
- 18 Ability to identify and use other resources (materials and persons) to complement and supplement the learning opportunities provided
- 19 Ability to organize and administer Driver and Traffic Safety Education programs
- 20 Ability to work effectively with professional and lay individuals and groups in program development, including expertise in public relations
- 21 Recognition of the need and personal responsibility for continuing professional development

C. Guidelines for the Preparation of Driver and Traffic Safety Education Teachers

The program should provide for the development of competencies on an individual need basis. The study and experiences should consist of approximately 25 percent of the four-year program and should be in accordance with the following guidelines:

GUIDELINE 1: The program should provide a general understanding of the broad area of transportation in relation to the movement of goods and the travel of people.

The program should provide a general study of transportation in a technologically advanced, urbanized society, including transportation needs as related to the movement of goods and the travel of people in relation to their work and recreation; the various modes of transportation in use; the extent to which each is used, including the employment of people in its operation; the demands and implications of each facet of the transportation system in relation to the construction of facilities and roads, the transportation and related problems now confronting people living in highly industrialized, heavily populated areas, including ecological problems affected by transportation; the psychological and sociological factors that directly influence group and individual attitudes and behavior patterns, particularly in relation to the massive use of motor vehicles.

GUIDELINE 2: The program should include an introduction to the general field of safety.

The study of safety should include a survey of the facts relating to accident occurrence; the number and types of accidents, the major causes of them, and their cost in loss of manpower and in human misery. It should also include a consideration of ways to prevent accidents through activities such as the design, construction and use of machines, equipment and facilities, the elimination of occupational and fire hazards, legislation, the work of safety councils and committees, and education.

GUIDELINE 3: The program should include specialized study in the area of Driver and Traffic Safety Education.

The program should include concentrated study in driver and traffic safety education, including the motor vehicle transportation system, its extent and the means by which it is regulated such as law, law enforcement, mechanical devices, highway and street construction, the causes and prevention of motor vehicle collision; the development, maintenance and use of safety devices; traffic hazards, pedestrian and vehicle, including those created by the use of alcohol and drugs; the development of advanced driving skills, with particular emphasis on defensive driving.

GUIDELINE 4: The program should provide preparation through study and experience in the use of appropriate methods, strategies, media and materials.

The prospective teacher should develop expert skill in the use of driver education facilities, equipment, materials, media, strategies and techniques. Work on driving ranges, in driver education laboratories, and with simulation equipment and materials should be included in the program, as well as direct experience at a public school for an extended period with driver education students.

GUIDELINE 5: The program should provide preparation in organizing and administering a program in driver and traffic safety education.

The study should include organizing and scheduling students for instruction in the program as a regular part of the school's operations; the planning and implementation of instruction activities including the acquisition and use of facilities, equipment, materials and media essential for effective learning, provision for insurance, the establishment and maintenance of working relationships with community groups and organizations; and keeping records and filing reports.

GUIDELINE 6: The program of preparation should develop an awareness in the individual of the need for continuing education and professional development.

The increasing knowledge emerging from current research relative to safety and the use of motor vehicles mandates continuing study by the teacher in order to maintain professional competency. Professional development on a continuing basis can be achieved through organized independent study, in-service education, and formal graduate study.

HEALTH EDUCATION

A. Purpose and Nature of Health Education in the School Curriculum

The purpose of health education is to provide the individual with experiences aimed at influencing his understandings, attitudes and decisions in ways to bring about responsible behavior in relation to personal and public health. The program is designed to enable each student, according to his particular level of development and education, to achieve capability to—

- 1 Ascertain his personal health status and interpret its implications for his present and future life
2. Identify major health problems in relation to self, family and community
- 3 Analyze the potential effects, immediate and long range, of his health decisions in his pattern of growth and development and on the lives of others

4. Conceptualize the interrelationships among values, perceptions, social, emotional and physical factors as they relate to the cause, prevention and solution of personal, family and community health problems
5. Identify criteria for evaluating the scientific authenticity of health information and resources
6. Appreciate the significance of optimum health as a means to effective living
7. Accept persons who have physical, social or emotional problems
8. Respect the rights of individuals to establish personal values and make personal decisions as long as they do not infringe on the rights of others
9. Appreciate the effects of individual decisions on family and community health and accept responsibility for such decisions
10. Assume responsibility for promoting and maintaining optimum personal health
11. Utilize scientific information and resources in solving health problems
12. Support and cooperate with his family and community in attempts to solve health problems

The health education program is designed to provide a unified and comprehensive approach to health teaching and learning. As planned and implemented, the scope of the program is broad and the sequence is orderly throughout the school experience (K-12). In the early childhood years, the study of health is incorporated within the curriculum through integration and correlation with other areas of study. Direct health instruction is provided to meet individual and group needs that cannot be met through integration and correlation. Emphasis is placed on the development of appropriate behavior for meeting health related problems. In the intermediate years and beyond, the curriculum includes a sequential program of direct health instruction which includes areas of study pertinent to the present and future life of each student. With the emphasis on sound health behavior, opportunities are provided for all students to become personally involved in the exploration of individual family and community health problems. In addition to direct health instruction, there is correlation and integration of health study with other areas of study to provide a greater depth of understanding of the diverse social, economic, and political factors, and forces affecting health problems and behavior.

B. Competencies Needed by Teachers to Achieve Program Objectives

• Knowledge Competencies—the health educator—

1. Has insight into the principles and concepts in the natural, social and behavioral sciences and the ways in which these influence behavior related to preventing and/or solving health problems.
2. Recognizes the effects of political structure, social institutions and organizations and economics on health and behavior.
3. Understands the historical and philosophical developments in the field of health education and their implications for today's program.
4. Knows the growth and developmental patterns of children and youth, and the health problems and needs of various age levels and their implications for the school program.
5. Recognizes changes in behavior and physical (appearance) characteristics which may indicate health problems.
6. Recognizes the implications of the emotional and physical climate of the school for the health of students.
7. Identifies the significant and emerging health problems and issues in the school, community, and society.
8. Identifies valid and reliable techniques for school use in appraising the health of school children.
9. Identifies community resources that can assist in school health program activities.

- 10 Develops breadth and depth of knowledge in health areas to be included in the instructional program
- 11 Understands how to plan and implement the health education curriculum using varied instructional and teaching methods
- 12 Understands a variety of methods and techniques for determining needs and progress of students in meeting the objectives of the instructional program
- 13 Is familiar with the three patterns commonly used in organizing health instruction, separate course or direct instruction, correlation and integration with related disciplines
- 14 Interprets the contributions which health instruction makes to the total school health program and the responsibilities involved in program development and administration
- 15 Is familiar with legislation which has implications for the total school health program
- 16 Understands the structure and functions of the school-community health program
- 17 Identifies and interprets reliable guides for the development of school health policies and procedures
- 18 Recognizes professionally recommended standards and is familiar with procedures used for evaluating the total program
- 19 Identifies sources of research which are useful in developing and improving the total program
- 20 Describes the contributions that an effective school health program makes to the total school program and ultimately to the education and the quality of life of children and youth
- 21 Understands the influences of various kinds of interpersonal relationships in the school

• *Skills/Behaviors—the health educator*

- 1 Develops curricula and provides learning experiences based upon the developmental needs, problems, and interests of children and youth
- 2 Utilizes a wide variety of methods and techniques which allow students to participate actively in decision making
- 3 Utilizes a variety of human and material resources in the implementation of the curriculum
- 4 Participates in determining the health status of students, through the use of appropriate appraisal techniques and in the necessary follow-up of student health problems
- 5 Modifies the physical environment in ways that are conducive to learning
- 6 Plans and implements a total school health program which reflects the social, economic, cultural, political and legislative factors in the community
- 7 Plans and implements a total school health program that will motivate students and reinforce appropriate health behavior
- 8 Evaluates and uses current research data, materials, and resources to plan and implement the total program
- 9 Selects and utilizes valid and reliable instruments for the continual evaluation of the total school health program
- 10 Assists in the implementation of school programs for handling emergencies
- 11 Follows existing school health policies and procedures or assists in developing or improving these as needed
- 12 Communicates and works effectively with students, parents, co-workers, administrators, and others in the school-community health program
- 13 Promotes the reciprocal relationships which should exist between the health programs of the home, school and community

14 Motivates students and co-workers to accept progressive responsibility for their own health

- *Attitudes—the health educator*

- 1 Believes in the value of health education, and recognizes its role in the total education program
- 2 Appreciates the effects of cultural, economic and environmental factors upon the health problems, needs and interests of students
- 3 Believes that a well developed school health program can be a positive force in the lives of students
- 4 Appreciates the value of personal health in relation to the attainment of other goals
- 5 Realizes the importance of safety in the life of the student and the need for school policies and procedures for handling emergencies and illness
- 6 Values the use of decision-making processes

- *Personal Traits—the health educator*

- 1 Recognizes the importance of personal health and fitness for teaching and the influence of his behavior and appearance on students
- 2 Exemplifies optimal mental, emotional, social, and physical well-being through maintenance and promotion of his own health
- 3 Makes intelligent decisions in using health information and services in his personal life
- 4 Has the qualities of enthusiasm, tolerance, patience, empathy, responsibility and dependability and a sense of humor in his personal and professional life
- 5 Establishes stimulating and understanding relationships with pupils, parents and co-workers
- 6 Accepts responsibility for continued professional improvement
- 7 Supports and participates in professional organizations
- 8 Practices professional ethics

C. Guidelines for the Preparation of School Health Educators

The undergraduate health education program should be flexible and diverse to provide a curriculum to meet the needs of candidates with varied backgrounds, different levels of competencies and abilities, and individual interests. To attain the depth and breadth of study needed, approximately 35 percent of the undergraduate curriculum should be in the field of health education. The program should be developed in accord with the following guidelines:

GUIDELINE 1: The program should provide a broad understanding of the scientific, behavioral, historical, and philosophical bases of health and health education.

The prospective teacher should have knowledge, understandings, and concepts in the behavioral, biological, social and political sciences and the ways in which these influence the development of optimal health behavior. The teacher should understand the historical and philosophical bases of health and health education, their implications for the school and community health programs, and their relationship to the total educational program.

GUIDELINE 2: The program should provide for comprehensive knowledge, understandings and concepts in the various areas of health.

The prospective teacher should have basic knowledge and understandings in the following areas: mental, emotional, and social health (including substances of abuse), dental health, visual health, hearing and total fitness, safety and emergency care, community and environmental health; major national and world health problems, nutrition, food and health; disease prevention and control (communicable and chronic), family life education, the psychological, cultural, economic and social factors promoting successful family living, human sexuality (reproductive processes, roles

of males and females in interpersonal relationships as influenced by culture and society); consumer health; evaluation and selection of health products and services, consumer protection laws and agencies, professional health care and health insurance plans, quackery and fads; and human ecology and its role in the health of the human organism.

GUIDELINE 3: The program should provide for in-depth preparation in specific and pertinent health problem areas.

The prospective teacher should pursue specialized studies to obtain depth of knowledge and understanding in a variety of the significant and emerging health problems and issues included in the instructional program. These problem areas, reflecting the sociological, psychological and cultural aspects of society, may be studied through selected and varied experiences in health education, interdisciplinary programs, and health-related fields.

GUIDELINE 4: The program should provide for the development of competencies in curriculum construction and the selection and utilization of instructional methods and materials based upon the principles of learning.

The prospective teacher should have the ability to develop health education curriculum (K-12) based on an understanding of the learner, his changing needs and interests and the learning process, formulate clear instructional objectives, integrate and correlate health with other disciplines, select and use a variety of teaching methods and techniques, evaluate instruction, and use situations in the community, school, family and personal life of students at all educational levels to motivate them to develop values which lead to desirable health behavior.

GUIDELINE 5: The program should provide for the development of competencies in planning, organizing, interpreting, administering and evaluating a school health program.

The prospective teacher should develop the ability to plan and implement the educational aspects of the total health program, utilize human and material resources, assist in planning and implementing the school health services, assist in creating and maintaining a healthful school environment; counsel students in health matters, appraise the general health of students through observation and screening techniques, interpret the school health program to school personnel and the community, utilize research data in developing and improving the program, select and use valid and reliable evaluation and measurement instruments in the total program, and recognize the relationship and contributions of the school health program to the total educational program.

GUIDELINE 6: The program should provide for early and continuous laboratory experiences.

Beginning in the early part of teacher preparation and continuing throughout the program, each student should have experiences with children and youth in the school and community, through observation and participation programs. This should be followed by an extended period of student teaching.

GUIDELINE 7: The program should provide sufficient information, understandings, and competencies for continuous professional development and graduate study in health education.

MEDIA EDUCATION

A. Purposes and Nature of the School Media Program

A unified program of audiovisual and printed services and resources in the individual school provides optimal services for students and teachers.

The focus of the media program is on facilitating and improving the learning process in its new direction with emphasis on the learner, on individualization, inquiry, and independent learning for students.

The media center's program, collection, and environment provide a broad spectrum of learning

opportunities for large and small groups of students as well as for individual students. Resources and services of the media center meet the needs of all students, with their different abilities and learning patterns. Media are provided in a variety of formats appropriate to different learning tasks.

B. Competencies Needed by Associate Media Coordinator

• 1 *Media in Relation to Teaching and Learning*

a Ability to demonstrate the manner in which different media contribute effectively to learning by students with varying abilities, interests, and needs.

b Ability to participate, as a member of the education team, in the construction and application of a systematic process for analyzing curriculum and instructional problems and developing validated, practical solutions to these problems.

c Ability to relate media, in terms of the learner's environment, to an instructional system designed through the instructional development process.

• 2 *Human Relationships—Attitudes and Skills*

a Ability to work cooperatively with administrative staff while keeping it fully informed about the media program

b Understanding of the complexity of the tasks which face teachers as they try to meet the differing needs of individual learners

c Ability to communicate a feeling of enthusiasm to students and teachers in the use of materials and equipment

d Ability to recognize and respond to needs which have not been put into words

e Ability to invite and accept suggestions from students and teachers about the services the program provides

f Ability to maintain an effective public relations program which communicates to students, teachers, administrative staff, parents and the public the vital contributions of the media program to learning.

g Ability to provide an inviting and comfortable atmosphere in the media center.

• 3 *Evaluation and Selection of Media*

a Awareness of the varied needs of the student body being served.

b Awareness of the organization pattern of the school program and the effect this pattern has on the use of materials

c Ability to provide for the curriculum needs of the entire school including the staff.

d Knowledge of and ability to use selection guides.

e Ability to identify and apply appropriate criteria for assessing and evaluating materials and equipment in terms of their purported function and the needs of the potential users.

f Ability to involve the staff and students of the school in the process of evaluation and selection.

g Ability to maintain a collection free of worn, unattractive, and obsolescent (providing inaccurate information) materials.

h. Knowledge of the content of a broad range of print and audiovisual materials.

• 4. *Effective Utilization of Media*

a Ability to assist students and teachers to acquire the skills essential to the operation of various equipment used with different forms of materials.

b Ability to teach skills and provide reference service in the use of materials.

c Ability and the initiative to assist students and teachers to identify, obtain, or adapt materials to meet special needs.

d Ability to create in students and teachers an awareness of the application of media to the accomplishment of specific learning objectives.

e. Effective use of media in communication with students and teachers.

f Ability and the initiative to inform students and teachers of programs and of the applicability of available television programs to the instructional program of the school

• *5. Production of Instructional Materials*

Ability to perform mechanical operations involved in the production of basic audio and visual instructional materials.

• *6. Organization and Management of the Media Collection*

a Ability to provide accessibility to resources and equipment through organizing, processing, circulating, and systematic physical arrangement-amenable to the user.

b. Ability to arrange the collection of media in an attractive, stimulating manner.

c Ability to maintain inventory information related to the media collection in an orderly, efficient, and useful manner.

• *7 Program Planning and Management*

a Ability to develop and maintain staff harmony.

b Ability to assist in the selection of paraprofessional personnel.

c Ability to organize his personal schedule of activity in terms of the total job responsibility.

d Ability to plan and carry out the most effective use of available space in terms of the total activities of the program.

e Ability to recognize need for change in services in relation to changing needs of the population served

f Awareness of the impact of technological developments on media programs in the future.

g Awareness of the role of State, regional, and national standards in program development.

h Knowledge of the funds which are available or which could be available to the support of the program.

i Ability to communicate and interpret to superiors quantitative and qualitative needs to implement the desired program.

C. Guidelines for the Preparation of Associate Media Coordinator

The first level of preparation of media personnel (Associate Media Coordinator) should comprise 15-20 percent of the four-year program in accordance with the following guidelines:

GUIDELINE 1: The program should provide for the development of a comprehensive, integrated understanding of the role of media in relation to teaching and learning.

Emphasis should be placed on the acquisition of knowledge concerning the contribution of different media in promoting effective learning by students who vary widely in interests, capabilities, and needs, and the development of skills that enable the media coordinator to exercise a leadership role in the application of media to the accomplishment of specific learning objectives.

GUIDELINE 2: The program should develop appropriate attitudes and skills in human relations.

The program of study and practicum experience should develop human relations skills in providing leadership for the media program including group processes and their specific application to work with instructional and supportive personnel

GUIDELINE 3: The program of study and practicum experience should provide for the acquisition of knowledge and the development of skills in the evaluation and selection of media.

The program should provide competence in the evaluation and selection of materials and equipment in terms of their (1) purported function in promoting learning, (2) appropriateness to learner needs, and (3) compatibility with instructional objectives

GUIDELINE 4: The program should include study and experience that provides competence in developing effective utilization of media by students and teachers.

Emphasis should be placed upon the development of skills related to assisting students and teachers in the effective use of media, and to creating and maintaining a favorable environment for learning

GUIDELINE 5: The program should provide for the development of skills in the production of instructional materials.

Study and laboratory experience should develop competencies essential to produce and to assist students and teachers in producing basic instructional materials.

GUIDELINE 6: The program, through study and experiences, should provide basic competencies related to the organization and management of the media collection.

The skills to be developed include the ability to (1) display the collection in a manner that attracts and stimulates prospective users, (2) provides accessibility to materials and equipment through convenient arrangement, organization, and circulation procedures, (3) maintains a systematic and efficient inventory of the collections

GUIDELINE 7: The program should provide for the acquisition of knowledge and the development of skills related to the planning and management of the Media Program.

Study and practicum experiences should provide opportunity for the development of basic planning and managerial skills related to (1) the effective use of staff, (2) the efficient utilization of available space, (3) the application of state, regional, and national standards in program development, and (4) the interpretation of quantitative and qualitative program needs.

PHYSICAL EDUCATION

A. Purpose and Nature of Physical Education in the School Curriculum

As an essential and integral part of the school curriculum, the physical education program provides opportunities for a wide range of movement experiences which assist the individual in understanding and accepting himself as a physical being. It provides opportunities for the individual to (1) creatively express, explore, and apply his movement potential in the development of motor skills, (2) improve physical fitness, (3) develop emotional stability and social skills for positive human relationships, (4) acquire constructive attitudes and positive values, (5) explore and make wise use of activities during leisure time, and (6) find a degree of success in a variety of movement situations

The physical education program in the schools is composed of differentiated levels of learning in attitudes, understandings and skills that are promoted through sequential and development activities, K-12. It includes balanced participation in movement experiences through sports, games, dance, gymnastics and aquatics throughout the student's school life. At the early childhood education level, children experience a wide variety of basic movement skills that establish an appropriate foundation for body management. In the middle years, the emphasis is on the development of a broad spectrum of motor skills which provide the basis for participation in a wide variety of activities. The secondary school program provides opportunities for students to learn and refine specific skills required for satisfactory participation in individual, partner and team activities. And,

at the senior high school level, the program provides learning experiences that encourage self-directed activities throughout life

B. Competencies Needed by Teachers to Achieve Program Objectives

• *Knowledge Competencies: the ability to—*

- 1 Select activities within the program based on knowledge of growth and development
- 2 Interpret historical and philosophical concepts of physical education and its related programs
- 3 Interpret the interrelationship of physical education with other components of the total school program
- 4 Demonstrate understanding of the different cultural and environmental background of students
- 5 Identify the need for and techniques in developing good human relationships
- 6 Apply basic anatomical, kinesiological, physiological, psychological and sociological concepts to the teaching of physical education
- 7 Analyze theoretical concepts of movement
- 8 Apply mechanical principles of movement
- 9 Analyze skill performance and bring about its improvement
- 10 Select teaching strategies as they relate to learning principles
- 11 Evaluate teaching strategies as they relate to the processes of learning
- 12 Recognize teacher behavior as it influences student responses
- 13 Evaluate changes that take place in students as a result of learning experiences and determine the effectiveness of the experiences which produce these changes
- 14 Use problem-solving processes in making decisions related to physical education
- 15 Conceptualize the components of a balanced program and the relationships to intramurals and athletics
- 16 Design a balanced program which meets the needs of all students, including the exceptional students
- 17 Demonstrate practical procedures in the construction, selection and purchase, care and repair of facilities, equipment and supplies
- 18 Apply the principles of the psychology of coaching
- 19 Evaluate insurance coverage necessary to the physical education program in terms of State legal liability
- 20 Use effectively various types of educational and instructional media
- 21 Devise appropriate evaluative tools and measuring devices to meet the needs of individual students
- 22 Use appropriate evaluative tools and measuring devices in the physical education program
- 23 Identify the role and associated behavior of the teachers and coaches within the larger social structures of the school and the community
- 24 Analyze the differences between required and elected programs in physical education and their impact on achievement of educational and recreational goals
- 25 Demonstrate understanding of the structure and goals of, informal and formal sports organizations and how they affect and are affected by society
- 26 Recognize student health problems and needs
- 27 Identify what effect the student's health has on the teaching-learning process
- 28 Demonstrate an understanding of the broad scope of health concerns, needs and problems

in communities and in the world today

29 Evaluate his own personal health as it relates to his effectiveness as a teacher

• *Skill Competencies: the ability to—*

- 1 Demonstrate proficiency in performance of activities in a balanced program
- 2 Express himself creatively through movement
- 3 Perform with proficiency in movement skills which allow him to participate more fully in a variety of activities
- 4 Demonstrate fitness in keeping with his physical capacities and potential
- 5 Develop leadership and human relation skills in students
- 6 Demonstrate proficiency in the teaching process, including the skill of observation
- 7 Teach concepts of safety for accident prevention and administer first aid including care of athletic injuries

• *Personal and Attitude Competencies: the ability to—*

- 1 Exemplify patience and empathy
- 2 Display initiative, versatility, flexibility, enthusiasm, dependability and an open-mindedness in working with students and in developing a program
- 3 Demonstrate concern and feeling for, and an understanding of youth
- 4 Work well with and show a positive attitude toward others
- 5 Demonstrate high professional standards showing devotion to duty and a desire for continuous growth and learning
- 6 Develop an attitude of acceptance of students' needs and rights
- 7 Formulate and implement his own philosophy based on a knowledge of man's needs and the nature of learning
- 8 Demonstrate a desire to grow professionally by keeping up with educational and professional trends
- 9 Evaluate his own personal health as it relates to effectiveness in teaching
- 10 Actively demonstrate a well-defined value system which reflects a personal philosophy of living that students may profitably emulate
- 11 Find enjoyment and success in his own movement experiences

C. Guidelines for the Preparation of Physical Education Teachers

The preparation program should be flexible enough to provide opportunities for independent study, specialization, personalization and self-pacing. It should constitute approximately 35% of the total undergraduate curriculum and should be developed in accord with the following guidelines:

GUIDELINE 1: The program should provide a broad understanding of the scientific and philosophical bases of physical education.

Preparation in this area should enable the student to select activities within the program based on knowledge of growth and development, interpret historical and philosophical concepts of physical education and its related programs, interpret the interrelationship of physical education to the total school program, apply basic anatomical, kinesiological, physiological, psychological and sociological concepts to the teaching of physical education, apply mechanical principles of movement, and formulate his own philosophy based on a knowledge of man's needs and the nature of learning

GUIDELINE 2: The program should develop a comprehensive knowledge in the analysis of movement.

The prospective teacher should be able to apply mechanical principles of movement, analyze theoretical concepts of movement, and analyze skill performance and bring about its improvement

GUIDELINE 3: The program should provide for the development of a wide range of motor skills, especially those related to the area of teaching.

Study under the guideline should enable the student to demonstrate proficiency in the performance of the activities included in a balanced program, express himself creatively through movement, perform with proficiency in movement skills which allow him to participate more fully in a variety of activities, demonstrate fitness in keeping with his physical capacities and potential, teach concepts of safety for accident prevention and administer first aid including care of athletic injuries, and find enjoyment and success in his own movement experiences

GUIDELINE 4: The program should require an in-depth study of teaching-learning processes, materials and equipment specifically related to the area of physical education.

Preparation should include study that (1) would enable the student to select and evaluate teaching strategies as they relate to learning processes, (2) recognize teacher behavior as it influences student responses, (3) evaluate changes that take place in students as a result of learning experiences and determine the effectiveness of the experiences which produce these changes, (4) use problem-solving processes in making wise decisions related to physical education, (5) use effectively various types of educational and instructional media, (6) devise and use appropriate evaluative tools and measuring devices, (7) demonstrate practical procedures in the construction, selection and purchase, care, and repair of facilities and equipment, (8) demonstrate proficiency in the teaching process, including the skill of observation, (9) and evaluate his own personal health as it relates to effectiveness in teaching.

GUIDELINE 5: The program should provide knowledge and competencies in planning, organizing, administering, supervising, evaluating, and interpreting various aspects of a balanced physical education program.

Study under this guideline should enable the student to (1) know the components of a balanced program and the relationship to intramurals and athletics; (2) design a balanced program which meets the needs of all students, (3) demonstrate practical procedures in the construction, selection and purchase, care and repair of facilities, equipment and supplies, (4) adapt the program of physical education to meet the needs of exceptional students, (5) evaluate insurance coverage necessary to the physical education program in terms of State legal liability, (6) use effectively various types of educational and instructional media, (7) devise and use appropriate evaluative tools and measuring devices, (8) interpret the interrelationship of physical education to the total school program; (9) identify the role and associated behavior of the teachers and coaches within the larger social structures of the school and the community, (10) analyze the differences between required and elected programs in physical education and their impact on achievement of educational and recreational goals, and (11) know the structure and goals of informal and formal sports organizations and how they affect and are affected by society

GUIDELINE 6: The program should provide basic concepts of health required for personal, school and community needs.

Study in this area should enable the student to demonstrate an understanding of the broad scope of health needs and problems in communities and in the world today, recognize student health problems and needs, identify what effect the student's health has on the teaching-learning process, and know his own personal health as it relates to his effectiveness as a teacher.

GUIDELINE 7: The program should include provision for extensive laboratory experiences which provide opportunities for direct association with students.

The area of study should enable the student to develop leadership and human relations

skills; demonstrate proficiency in the teaching process, select and evaluate teaching strategies as they relate to learning processes, recognize teacher behavior as it influences student responses; evaluate changes that take place in students as a result of learning experiences and determine the effectiveness of the experiences which produce these changes, select activities within the program based on knowledge of growth and development, know the different cultural and environmental backgrounds of students, identify the need for techniques in developing good human relations, demonstrate concern, and feeling for and understanding of youth, develop an attitude of acceptance of students' needs and rights, and work with and show a positive attitude toward others

GUIDELINE 8: The program of preparation should develop an individual awareness of the need for continuing education and professional development.

READING EDUCATION

A. Purpose and Nature of Reading in the School Curriculum

Reading is defined as the active process of reconstructing meaning from the language represented by graphic symbols. The goals of the reading program are, first, to equip students with the skills necessary for reading and understanding written materials, and second to develop in students the inclination and desire to read. Since man is born into a culture that has as one of its principal functions the conservation and transmission of past learning and since the written word is one of the principal means by which such learning is transmitted, the person who either cannot or will not read severely restricts his ability to participate in what is increasingly a world community.

Within the curriculum of the school beginning with the early childhood education setting, reading is recognized as a long term developmental process. The building of self-confidence, acceptance and positive attitudes toward reading is the basis of the *Early Childhood Program* in reading. The program is based upon the child's sociological, psychological and physiological readiness for reading, is flexible, and is built upon an ongoing program of diagnosis and guidance. When these conditions are met, the child can then proceed to acquire the skills through which he may become an independent reader.

In the Intermediate grades, the skills introduced in the Early Childhood Program are extended and refined and the pupil is guided into a large number of more complicated reading tasks. The integration of reading and subject-learning is necessary in this stage so that the student can begin to apply his more general reading skills to the increasingly complex reading demands of society. The widening range of individual abilities and interests must be taken into account in the selection and use of materials in all subject areas if flexible, student-centered programs are to be realized and children led to the discovery that reading can be not only functional but also rewarding.

At the secondary level the use and application of work-study skills and the application of general and specific reading skills to the demands of a particular subject area become important.

B. The Competencies Needed by Reading Teachers

There are three levels of preparation for the reading teacher: (1) Undergraduate second

concentration area for the Intermediate Teacher; (2) Major area of undergraduate program in reading; (3) Graduate (master's degree) and sixth year programs in reading. *Teachers at the different levels of preparation will meet the competencies at varying degrees corresponding with the levels of preparation.*

The competencies determined essential for teachers of reading are divided into three clusters with a fourth cluster for the curriculum-instructional specialist in reading. **FIRST**, competencies required to provide direct assistance to students; **SECOND**, competencies required to provide assistance to classroom teachers in improving the instruction of reading; **THIRD**, competencies needed to provide assistance to a school in assessing, planning, implementing, and evaluating reading programs. Competencies in the first two clusters are involved at the undergraduate level. These two clusters, plus a third cluster, should have emphasis in the graduate level program for the preparation of reading teachers.

• *1. Competencies needed in providing direct teaching assistance to students (FIRST CLUSTER)*

- a. Ability to determine an individual student's level of conceptual development as it relates to reading;
- b. Ability to determine if a student can see, hear and discriminate auditory and visual stimuli well enough to be able to learn to read in a normal manner;
- c. Ability to determine if a student seems to experience undue difficulty in matching auditory and visual stimuli;
- d. Ability to determine a student's interests, learning style, emotional and psychological readiness to read, experiential background, and general linguistic competence;
- e. Ability to determine a student's approximate reading level;
- f. Ability to determine the extent to which a student has mastered the basic reading and work-study skills necessary for success in reading any books and other materials in his regular classroom;
- g. Ability to identify, select, and evaluate reading methodologies;
- h. Ability to locate, evaluate and select reading instructional materials;
- i. Ability to prescribe reading instruction on the basis of knowledge of (a) diagnostic information, (b) methods, and (c) materials;
- j. Ability to teach reading appropriate to individual student's reading skill(s), needs and interests;
- k. Ability to outline a reading instructional program for the student, suggesting which materials and what methods would seem most appropriate, and the time and effort which would be required to bring a student to a given level of proficiency;
- l. Ability to evaluate planned and on-going programs of reading assistance.

• *2. Competencies needed in providing direct assistance to classroom teachers (SECOND CLUSTER)*

- a. Ability to provide assistance to the classroom teacher in determining the approximate reading levels of students in the teacher's class, the approximate difficulty levels and appropriate uses of the instructional materials at the classroom teacher's disposal;
- b. Ability to assist the classroom teacher in planning instruction for the students in his class: locating, constructing or modifying materials at varying levels of difficulty and planning continuing diagnosis; so that the classroom teacher might determine the extent to which his students are mastering the reading skills which are being taught;
- c. Ability to use group and individual means to determine reading levels;

- d. Ability to use informal group instruments to determine mastery of basic reading skills;
- e. Ability to establish a systematic method of two-way communication with the student's classroom teacher(s) about the student's educational needs and his success, or lack of success within the planned program of assistance in reading instruction;
- f. Ability to develop study guides; modify questions asked by textbook authors; locate supplementary materials;
- g. Ability to assist in organizing classroom for small group and individual instruction in reading;
- h. Ability to develop viable reading record-keeping procedures;
- i. Ability to work cooperatively with curriculum instructional specialists in in-service training in reading.

C. Guidelines for the Preparation of Reading Teachers

The undergraduate preparation program for the regular teacher of reading should comprise approximately 25 percent of the four-year curriculum. As a concentration area for the intermediate teacher the program should constitute about 15 percent of the four-year curriculum and is considered only as a second area of preparation. The program should be in accordance with the following guidelines. (The main difference in the two levels of preparation is in the depth of preparation).

GUIDELINE 1. The program should assure familiarity with the methods, materials, and basic research in developmental reading.

This area of the program should involve a survey in reading that would acquaint the prospective teacher with the various facets to reading instruction. It is anticipated that the preparation would be the foundation for subsequent preparation in the field of reading. Areas of appropriate study include foundations of reading, basic skills of reading, methods and materials for teaching reading, and fundamentals and reading.

GUIDELINE 2: The program should assure an understanding of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques.

Preparation under this guideline assumes that there will be some study in the following areas: causes of reading disabilities, observation and interview procedures, diagnostic instruments, mechanics of reading, comprehension techniques, standard and informal tests, and report writing. Some of the appropriate courses in this area are diagnosis and correction, remedial reading, reading improvement, diagnosis of learning difficulties, and principles and procedures in remedial reading.

GUIDELINE 3: The program should assure an understanding of reading in relation to the different content and subject matter areas in the curriculum.

This area of study would include literature for children and/or adolescents, language arts and their interrelatedness, and reading as it relates to other disciplines.

GUIDELINE 4: The program should provide a clinical or laboratory practicum in reading diagnosis and correction in which the student works with reading disability cases under supervision.

The experience required in connection with the guideline might be provided as an integral part of a course or courses in the diagnosis and correction of reading disabilities. (See Guideline 2)

GUIDELINE 5: The program should provide sufficient preparation for the later pursuit of graduate study in reading.

EXCEPTIONAL CHILDREN AND YOUTH

A. Purpose of the Program for Exceptional Children

The exceptional child and/or youth is one who has physical, intellectual, communicative, social, or emotional differences to such a degree that curriculum modification and/or special services must be provided for him. Programs for exceptional children range from preschool settings through post-school facilities. They complement and supplement general education programs to the degree necessary to assure that the special needs of children and youth are met. Specifically, the purposes of special education programs are to identify and provide for the atypical educational needs of children and youth through (1) the identification and diagnosis of such needs, and (2) the design of specific program activities to meet them. They should be expanded sufficiently to meet the needs of the growing number of children requiring special educational consideration.

The following objectives take into consideration the child or youth, the educational system in which he functions, the teacher as a person, and the total community.

To identify specific or unique areas of education or developmental deficit or failure

To provide or to initiate appropriate procedures for habilitation or rehabilitation of children and youth exhibiting deficits or failures

To complement and supplement the work of the regular teacher to assure that the cognitive, communicative, social, emotional, physical, and vocational needs of the children and youth are met

To advocate the recognition and acceptance of children and youth who are different within the mainstream of education

To develop an awareness of one's own attitudes, prejudices, feelings and responses as they influence, and are influenced by, exceptional children and youth, and to utilize this understanding positively in working with them.

To focus on a child or youth's unique instructional needs, and subsequently providing for the implementation of appropriate instructional strategies

To mobilize community resources appropriate to serve the needs of children and youth

B. Competencies Needed by Teachers of Exceptional Children

Special education teachers, therapists or clinicians should possess the competencies to serve exceptional children directly and to serve as resources or consultants to other teachers.

General Competencies

1. Ability to identify the various needs of all children and youth
2. Ability to understand and respect behavior patterns rooted in cultural variation
3. Ability to recognize and understand the impact of teacher attitudes and feelings on the behavior of children
4. Understanding of and ability to utilize, in planning a meaningful educational program, information regarding chronological age, mental age, growth and development, and interests of normal and exceptional children and youth

- 5 Ability to evaluate and provide for the instructional, psychological, communicative, social, emotional, vocational, physical, and medical needs of exceptional children and youth
- 6 Ability to intervene in the instructional process to advocate the educational rights and privileges of exceptional children and youth
- 7 Ability to assess research and learning theories, and apply relevant aspects to educational situations
- 8 Ability to convey to school staff and to parents the characteristics, needs and abilities of exceptional children and youth
- 9 Ability to communicate effectively with exceptional children and youth, their parents, and their community
- 10 Ability to observe critically the behavior of exceptional children and youth
- 11 Ability to plan, implement, and evaluate the effectiveness of instruction in terms of stated behavior objectives
- 12 Ability to adjust teaching or clinical strategies to the child's unique pattern of development
- 13 Ability to implement appropriate organizational plans and to use a variety of classroom techniques for the effective instruction of children and youth in a variety of situations
- 14 Ability to develop and utilize a variety of appropriate methods and materials for the instruction of exceptional children and youth

Special Competencies

The following competencies refer to the core area and/or the area of specialization. However, it is suggested that preparation include a variety of supporting, multidisciplinary information to provide a broad base of knowledge for teachers, therapists, and/or clinicians.

In the area of specialization the teacher, therapist or clinician should have

- 1 Understanding of the individual and social problems and needs of the children and youth concerned
- 2 Ability to provide for educational needs of the children and youth concerned, including pre-vocational and vocational education
- 3 Ability to use informal and formal diagnostic and prognostic skills
- 4 Ability to use appropriate strategies, methods, and techniques
- 5 Ability to use effectively appropriate equipment, media, and materials
- 6 Ability to design, implement, and evaluate learning programs for individuals and groups

C. Guidelines for the Preparation of Teachers of Exceptional Children and Youth

Preparation programs should be of sufficient depth and breadth to provide a sound base for specialization as a teacher, therapist or clinician. Preparation should be sufficient to guarantee the development of the competencies identified. Approximately 25 percent of the undergraduate program should be devoted to work in accordance with the following guidelines.

GUIDELINE 1: The program should provide for a survey study of all exceptionalities including implications for education.

The preparation should give emphasis to the variety of factors which impinge upon exceptional children and youth including a recognition of their social, emotional, and physical characteristics, their educational and vocational potential and opportunities to observe programs concerned with their education, health, and welfare, such as instructional programs, residential facilities, sheltered workshops, and special centers.

GUIDELINE 2: The program should provide preparation in an area of concentration in sufficient depth to develop the required competencies.

Areas of exceptionality are mental retardation, speech and hearing, visual handicap, emotional disturbance, learning disability, physical handicap, and giftedness. It should be noted that the variables which serve to label and categorize educational administrative programs are not entirely appropriate when applied to children. However, for purposes of clarity in program planning, they are described by areas.

Preparation under this guideline should provide concentrated study in an area of exceptionality. Except for speech and hearing, approximately 10 percent of study in an undergraduate preparation program should be in the area of specialization. In speech and hearing, the program should constitute at least 20 percent of the undergraduate program. As a part of the program, there should be at least 125 clock hours in supervised practice with a part of such practice taking place in a public school setting.

ALL AREAS—In each concentration area there should be appropriate study dealing with the educational, psychological, social, emotional, vocational, legal, and medical aspects of the area. Additional preparation needed in each specialization is described below.

a. Mental Retardation—Educational diagnosis, evaluation and prescription in a variety of educational or clinical settings, language development, educational media, sociocultural implications.

b. Speech and Hearing—Emphasis differs depending on whether the training is for the preparation of a clinician or a teacher to specialize in speech, hearing, deafness, or language. Study should include the normal development of speech, hearing, and language in infants and children, and possible anomalies or disorders in their development, basic techniques for the prevention and remediation of speech, hearing, and language disorders, study of the etiology and treatment of specific speech, hearing, and language impairments, such as articulation, rhythm (stuttering), voice, organic involvements and language, and hearing disorders, study of phonology and language development, physiological, psychological and social foundations of speech and hearing disorders, anatomy, physiology and function of auditory and speech mechanisms, observation of procedures and methods in the diagnosis, evaluation and treatment of hearing, auditory training and speech reading, speech rehabilitation, testing of hearing, speech for the acoustically handicapped, and problems of the child with a hearing loss. Those students preparing to become speech, hearing or language clinicians should take the major portion of their course work in speech pathology, audiology, and/or language disorders. Those students preparing to become teachers of the hearing impaired, including the deaf, should take the major portion of their course work in education of the hearing impaired and/or the deaf.

c. Handicaps—Development of skills such as Braille reading and writing, orientation and mobility for blind children, utilization of low vision and vision aids, precision teaching for the multi-handicapped child; understanding of specialized and adaptive equipment.

d. Emotional Disturbance—Cultural and environmental factors, personal and interpersonal influences, behavioral management, sensitivity training, community resources, interpersonal relationships, therapeutic intervention.

e. Learning Disabilities—Types and nature of specific learning disabilities, community resources, assessment of specific skills such as modality functions, attentional factors, sensory-motor development, memory, temporal and spatial orientation, verbal and nonverbal processes, information processing, conceptualization, mediational processes, language structure and/or production, and academic achievement.

f. Physical Handicaps—Speech and language development, occupational education and vocational rehabilitation, orientation to medical, occupational therapy, and physical therapy services.

social and health agency services; recreation, guidance and counseling; specialized and adaptive equipment.

g. Gifted—Philosophies and theories of learning; identification of creativity and talent; guidance and counseling; administrative provisions; bright underachievers; culturally and economically disadvantaged potential.

GUIDELINE 3: The program should include work in fields related to the area of concentration.

It is strongly recommended that preparation programs go beyond categorical demarcations. Related work should be chosen from academic fields which will enable the teacher to meet more effectively the needs of exceptional children and youth. Such study may be concerned with other areas of exceptionality, and/or a supporting area, such as one or more of the behavioral and life sciences.

GUIDELINE 4: The program should provide for competencies in methodology, techniques of instruction, diagnosis, evaluation and prescription, and practicum experiences to ensure effective utilization of these skills.

The program should develop an awareness in students of the need for continued study to maintain and expand professional competency. In-service programs, independent study, and formal graduate study offer opportunities for continuing professional improvement.

3.2.3 Occupational Education

The overriding goal in occupational education is to insure a comprehensive and qualitative program through which all children and youth are brought to a level of performance in the occupational world commensurate with their human potential and the needs of society. In grades K-6, the objective is to develop occupational awareness in children and to provide occupational information through various activities. In the middle grades, curricular offerings provide opportunities for students to explore a variety of career fields. Responsibility for providing appropriate instruction is shared by all teachers, especially those with specialized preparation in career exploration. The abilities, interests and aspirations of students provide the bases for identifying potential programs and patterns of occupational preparation at the secondary level of education. At this level occupational education curricula are designed to prepare youth to perform work that is responsive to human needs and wants. Occupational curricula must also reflect the varied manpower needs and job opportunities which are identified as broad program areas.

Common Competencies Needed by Occupational Education Teachers

- 1 Understanding of the philosophic foundations of vocational education, demonstrated by stating a coherent philosophy of occupational education.
- 2 Understanding of the place of career education for all youth as a unifying core for personal development.
- 3 Ability to identify the importance of intensive occupational preparation for employment as a significant aspect of career education.
- 4 Ability to understand and use employment data and trends in directing the instructional program.
- 5 Understanding of the importance of the work ethic in our economy and ability to engender in students a respect for work of all types.
- 6 Willingness to identify, support and participate in the activities of professional organizations devoted to the promotion of vocational, technical and practical arts education.
- 7 Ability to use undergraduate work as a foundation for further investigation, study and professional development.
- 8 Adaptability, shown in modifying attitudes and skills in relation to constantly changing social and occupational patterns.
- 9 Ability to design new and/or modify existing curricula offerings based on identified occupational needs of the disadvantaged, the handicapped and the gifted students.

Guidelines Applicable to all Occupational Areas

GUIDELINE 1: The program should provide for the development of a broad understanding of the nature and purposes of career education and the place of Occupational Education as a significant part of career education.

Preparation in this area should include the study of the history, philosophy, nature, and purposes of vocational education, as well as the terminology referring to occupation and career education. Study in this area should help teachers to distinguish clearly between education for living and education that is concerned with preparation for employment. It should include study of major occupational areas, employment trends, and characteristics of effective workers in a number of fields. The study should enable the teacher to introduce students to the nature of career choices and to the concept that preparation for an occupation is a continuing process.

GUIDELINE 2: The undergraduate program of studies in each occupational area should provide the background for self-evaluation, continued study and professional growth through in-service education, formal graduate programs, and occupational experience.

The undergraduate program should aid the teacher in identifying the limitations of present knowledge and skills in relation to the potential impacts of changing conditions and give emphasis to the need for continuing in-service education and graduate study

GUIDELINE 3: The undergraduate program should prepare prospective teachers to design and/or modify the occupational curriculum to meet specialized educational needs of atypical youth.

Student teaching or clinical experiences should prepare prospective teachers to identify differences among students who may be educationally, culturally, or economically disadvantaged or handicapped as well as those who possess special achievement ability

AGRICULTURAL EDUCATION

A. Purpose and Objectives of the Program as an Integral Part of the Total School Program

Objectives for the program include exploration of the agricultural industry at the junior high level and instruction for skill development in agribusiness and natural resource development at the senior high level. The primary purpose of agricultural education is to provide learning experiences in the broad field of agriculture for all rural and urban boys and girls who are interested and can benefit from such instruction. The instruction should complement the career development plans of youths enrolled in the program

The program shall be based on objectives which will enable students to—

Develop an understanding of and an appreciation for career opportunities in the broad field of agriculture and the preparation needed to enter and progress in agricultural occupations

Develop competencies needed by individuals engaged in or preparing to engage in agricultural occupations

Develop human relation abilities which are essential in working situations

Secure satisfactory initial placement and advance in an agricultural occupation through a program of continuing education

Develop the abilities to exercise effective leadership in fulfilling occupational, social, and civic responsibilities

Develop competencies needed in providing outdoor recreation and in occupations concerning the protection and improvement of our environment

Develop understanding and appreciation of plant and animal growth and development

Students are involved in learning activities which explore the world of agriculture, self-study and evaluation, skill development for job entry, and the opportunity to continue education beyond high school. Learning experiences, provided outside the classroom through the supervised occupational experience program, are flexible and related to the aptitudes, interests, and needs of each student

B. Competencies Needed by Teachers

• 1 *Subject matter competencies*

• a *Agricultural Mechanics*: the ability to—

Comprehend the educational requirements and job competencies necessary for success in the occupational field of agricultural mechanics

Demonstrate an understanding of the theory and principles of internal-combustion engines

Describe and demonstrate the use of farm implements and equipment

Adjust and repair farm equipment and machinery

Identify the job opportunities in agricultural mechanics

- b Agricultural Construction: the ability to—

Explain the basic principles and concepts essential for the construction of farm buildings

Identify and use tools used in farm building construction

Demonstrate an understanding of building types, building design requirements and construction techniques

Plan farm buildings and estimate costs

Demonstrate skills needed in the construction and maintenance of farm buildings and equipment

Describe the fundamentals of electricity and its application to agriculture

Plan and install an adequate wiring system for farm use in accordance with appropriate electrical codes

Demonstrate safety practices related to electricity

Identify the job opportunities in agricultural construction

- c Animal Science: the ability to—

Identify animals grown for home and commercial use

Describe the role animals play in the national and state economy

Describe principles of producing the basic farm animals in North Carolina. This knowledge should include breeds, breeding, feeding, diseases and controls, slaughtering, and marketing.

Identify the many job possibilities and professions available in animal science

- d Soil Science: the ability to—

Evaluate and classify land for agricultural and industrial uses

Describe the importance of land use and proper soil management in the national economy

Describe the major soil forming processes and soil properties

Explain the relationship between soil water, soil fertility, and plant growth

Demonstrate proficiency in taking soil samples and interpreting results of soil analysis

Identify educational and occupational opportunities in soil science

- e Plant Science: the ability to—

Describe the fundamentals of the nature of ecology and plant growth and plant propagation

Explain the relationship between plants, soil, and animals and their importance to the national economy

Demonstrate a knowledge of plants used for the production of agricultural crops

Demonstrate a knowledge of plant insects and diseases and the proper use of chemicals and cultural practices to control them

Identify trees and relate the importance of forest land in soil conservation and in our economy

Identify educational and occupational opportunities available in plant science

• f Horticulture: the ability to—

- Identify ornamental horticulture plant materials
- Design and write specifications for a landscape plan
- Plan and manage a greenhouse operation
- Demonstrate methods of plant propagation
- Identify and correctly use rooting and growth medias
- Identify and correctly use agricultural chemicals
- Identify and know control of horticultural insects and diseases
- Demonstrate floral arrangements—including corsages
- Test soils and interpret soil test recommendations
- Identify, establish and maintain turfgrasses
- Prune all types of plants effectively
- Correctly use spray, cultural, and other horticultural equipment

• g Agricultural economics: the ability to—

- Describe the general structure of economy
- Explain the factors of production, land, labor, capital and management as these relate to the United States and North Carolina in particular
- Describe the grading, purchasing, storing and marketing process of the major farm and home commodities
- Analyze a farm operation including crop and/or livestock enterprises through systematic record keeping
- Identify jobs and vocations in agricultural economics

• 2 Professional competencies unique to agricultural education: the ability to—

- a Comprehend the total concept of agricultural education as including farm and off-farm agribusiness occupations
- b Collect and interpret manpower needs and employment opportunities in the employment area of the school
- c Involve students, parents and advisory committee members in determining sequential program objectives and learning experiences for career awareness, exploration and skill development in production agriculture and agribusiness areas
- d Comprehend the pattern for the administration of occupational education and agricultural education
- e Analyze social changes to which agricultural education programs must respond; and comprehend economic change and plan programs to meet this change.
- f Develop a strategy for working with school administrators and other teachers to identify concepts that may best be taught in a comprehensive high school
- g Formulate a budget for a local program of agricultural education
- h Identify and participate in organizations that stimulate professional growth and development
- i Collect and analyze data in relation to agricultural objectives to determine instruction needs
- j Identify and use effectively available resources and resource personnel of the community in the instructional program

- k Counsel students concerning careers in farming and agribusiness
- l Provide progressive community leadership in rural and urban settings in relation to community improvement and development
- m Evaluate student progress in terms of stated behavioral objectives
- n Understand and utilize the FFA as an integral part of the instructional program and to plan activities for effective use
- o Develop and implement a plan for self-improvement

C. Guidelines for Preparation of Teachers

- 1. *Subject Matter*

Approximately 40 percent of the undergraduate program for preparing occupational agriculture and agricultural technology teachers (including professional education peculiar to the area) should be devoted to agriculture in accordance with the following guidelines

GUIDELINE 1: The program should provide a broad understanding of the biological, physical, and applied sciences as related to agriculture.

Preparation in this area should include integrated courses in the physical, biological, and applied sciences. These are needed in greater depth than normally provided in general education programs. Study in these areas should be related to the practical solution of agricultural problems.

GUIDELINE 2: The program should provide technical agriculture experiences sufficiently broad in scope and sufficiently flexible that students may study in the several agricultural areas as identified in the catalog of competencies.

Technical agriculture courses in the curriculum should contribute to the ability of students to understand and solve agricultural problems concerned with managerial aspects of all of agriculture. The ability to solve these problems effectively requires competencies in identifying problems, determining alternatives, and making decisions, with a broad knowledge and understanding of agriculture. Opportunity should be provided for each prospective agriculture teacher to study in the following areas in addition to his fields of specialization: plant science and technology; animal science and technology; agricultural economics and farm management, processing, packaging, and marketing agricultural products; rural sociology; agricultural mechanics technology; and rural recreation and environmental improvement.

GUIDELINE 3: The program should provide an opportunity for limited specialization based upon the agricultural curriculum in the public schools and individual interests.

The areas of specialization should be selected from agricultural mechanics, agricultural construction, animal science, soil science, plant science, horticulture or agricultural economics. The program should provide opportunity for specialization in one or more areas.

- 2. *Professional Education*

The professional education program should discover and develop the professional competencies necessary for a beginning teacher of agriculture and should comprise approximately 15 percent of the undergraduate program developed in accordance with the following guidelines.

GUIDELINE 1: The program should provide preparation in the area of specialized professional competencies in sufficient depth to meet the identified catalog of competencies in the area.

Study should include the basic principles and theories of learning and how these are applied to occupational education students at the secondary school level. Methods of determining students aptitudes, needs and interests should be a part of the skills attained by each student. Instruction should include methods of teaching, tools and equipment needed for programs, preparation and use of audiovisual materials, effective use of a youth organization (FFA), creating an effective

teaching-learning environment, developing occupational experience programs, and occupational guidance

GUIDELINE 2: The professional education program should provide experiences for understanding the purpose, organization, and administration of school systems, with special emphasis on the role of the teacher in developing and directing learning environments related to agricultural education for secondary school pupils and adults.

Preparation in this area should develop understanding of the organization and administration of the school, curriculum patterns, and the teacher's role in relating the school to the community. Emphasis should be placed upon establishment of a learning environment appropriate for the pupils to be taught. This includes understanding and use of techniques and strategies in a variety of organizational settings, including adult farmer education programs.

GUIDELINE 3: The professional education program should provide an extended period of continuous full-time student teaching experiences in agriculture.

Preparation in this area should include a variety of experiences in the various functions of the teacher of agriculture in the secondary school program. Experiences should be acquired with all groups engaged in the learning processes, both in and out of school settings. The program should include planned observations and participation in school and community activities related to the instructional program.

BUSINESS AND OFFICE EDUCATION

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

Business education in the public schools is concerned with four goals. These four goals are (1) to provide appropriate exploratory experiences in business, (2) to contribute to the general and economic education of all students, (3) to prepare students for careers in office occupations, and (4) to lay a sound foundation for post-secondary education. To meet the challenges inherent in these roles, the program in business and office education should—

- Be flexible and sensitive to changes in business

- Provide related occupational information and appropriate exploratory experiences for all students

- Contribute to the general education of all students by preparing them to become competent citizens in a business-oriented society

- Prepare students for careers in business and office occupations appropriate to their abilities, interests, and goals

- Provide opportunities for individualizing instruction consistent with varying student abilities, interests and personal qualities

- Provide sequential learning experiences to help students achieve the highest occupational competence

- Provide on-the-job work experience through cooperative programs

- Provide opportunities for all students to develop an understanding of the operation of the American business system

- Cooperate with other instructional programs in the school that are concerned with economic understandings

- Provide occupational information, counseling, and placement in cooperation with guidance personnel

- Evaluate the quality of programs, facilities, and student accomplishment, including the follow-up of graduates

B. Competencies Needed by Teachers

• 1. Subject matter competencies: the ability to—

- a Understand the functional and fundamental operation of business organization in the American economy as it relates to finance, insurance, marketing and production management, personnel and human relations, and government control.
- b Understand the individual's rights and responsibilities as an intelligent and conscientious wage earner, investor, producer, consumer, and citizen-voter in a business-oriented free-enterprise society
- c Recognize and understand different economic systems as they relate to the individual and to the business organization in the American economy.
- d Use mathematical concepts associated with the business world in a manner most meaningful to students
- e Identify and use relevant forms of recordkeeping.
- f Use nontechnical terms related to the day-to-day use of the computer in data processing.
- g Recognize the role data processing has in our society today and the implications it has for the future.
- h Demonstrate proficiency in office skills
- i Select and operate business equipment efficiently
- j Communicate in writing in succinct and forceful English with proper sentence and paragraph structure

• 2. Professional competencies: the ability to—

- a Organize and administer vocational office education programs.
- b Guide the student in refining and integrating business skills and knowledges, including those gained in a program of actual work experience
- c Coordinate the office education program within the community.
- d Apply the total concept of business education in preparing students for both vocational and nonvocational roles
- e Apply knowledge, skills, attitudes, appreciations, and interests essential for effective business teaching
- f Use effective methods, specialized techniques, instructional procedures, and educational media in the presentation of business subjects
- g Synthesize new developments in business and office occupations and related areas and make application to curriculum development and instruction
- h Recognize psychological and social factors affecting the acquisition of skills and knowledge as they relate to business and office education.
- i Identify and use resources of organizations in implementing and enriching the business education program
- j Identify and participate in professional organizations that stimulate growth and development.
- k Advise a chapter of FBLA in the development of leadership abilities.
- l Evaluate the progress and learning of students and the effectiveness of teaching procedures
- m Locate and use business resources in the community to enrich learning experiences.
- n Correlate and integrate business studies with other areas of study in school
- o Provide guidance and counseling to business students to help them achieve their personal and career objectives

- p Assist students in the development of personal attributes and attitudes essential for rapport with co-workers, employers, and to total effectiveness in work.
- q Synthesize the student teaching experiences for application in managing the business and office education program

C. Guidelines for Preparing Teachers

Preparation in the area of business and office education (including professional education unique to business education) should comprise approximately 40 percent of the total undergraduate program. Two interrelated programs in business and office education are recommended—comprehensive business with emphasis in secretarial sciences, and basic business with emphasis in accounting. Both programs are developed in accordance with the following guidelines:

COMPREHENSIVE BUSINESS

• 1. Subject-Matter Preparation

GUIDELINE 1: The program should provide for appropriate business and economic principles and applications essential to (a) effective citizenship and (b) effective performance in a business career.

Study should include the subject-matter areas of business and economic information essential for all citizens, as well as a program in the functions of business, such as, accounting, law, marketing, finance, management and administration, data processing, insurance, communications, and economics.

GUIDELINE 2: The program should provide for the development of competency in the related office technical skills, knowledge, and attitudes essential to business and office occupations.

Study should include the development of skills in typewriting, shorthand, transcription, and business machines, at an acceptable level for employment.

GUIDELINE 3: The program should provide relevant work experience in business and office occupations.

There should be documented evidence of work experience, within the last three years, in a business office, or there should be a university program designed to provide supervised work experience.

• 2. Professional Education Unique to Business Education

GUIDELINE 1: The program should provide an understanding of the purposes, principles, and philosophies of business education and the role of business education and office education in the total school program.

Study should include subject matter dealing with principles, problems, and trends in business education as well as an identification of the role that business education plays in the total school program.

GUIDELINE 2: The program should provide an understanding of curriculum development and teaching methods in the business and office education programs.

Study in this area should include methods of teaching office technical skills, vocational office occupations, bookkeeping, accounting, data processing, and basic business.

GUIDELINE 3: The program should provide for the application of teaching-learning theories to cognitive, motor skill and effective development in the subject-matter areas of business and office education.

Study in this area should include analyzing the learning processes of both skill and cognitive areas in business to determine the tasks involved, the abilities and attitudes to be developed, and the problems encountered in various phases of learning.

GUIDELINE 4: The program designed to meet requirements for the office occupations coordinator should include the requirements of the Comprehensive Business program and should provide for an understanding of the philosophy, principles, and strategies peculiar to effective office education.

Study in this area should include the subject-matter areas of history and philosophy of vocational education coordinating techniques, and job analysis in cooperative and in-school office occupations programs, plus the requirements for the Comprehensive Business preparation.

BASIC BUSINESS

The program in basic business is essentially the same as for comprehensive business. In subject-matter preparation, Guideline 2, "for the basic business teacher, shorthand and transcription would be excluded, and Guideline 1 would place greater emphasis upon management and economic subject matter, such as accounting, business administration, economics, and data processing.

CAREER EXPLORATION

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

The overall purpose of the career exploration program is to provide exploratory learning experiences to assist students in developing their educational and occupational plans. The specific objective of the career exploration program is to provide the following:

Activities designed to enable each student to appraise his abilities, potentials, interest, desires and needs, including access to a qualified counselor to provide assistance in understanding these in relation to future opportunities

Learning experiences which assure that each student can identify occupational opportunities (local, state, national) and understands the implications of a mobile labor force for a future worker

Individualized and group instruction and related services as needed to allow each student to verbalize methods for entry into the labor market or entry into post-secondary education programs

Opportunities to nurture creativity and to engage in activities designed to develop problem-solving skills

Opportunities to participate in planned activities dealing with the economic system by which goods and services are produced, processed and distributed.

Instruction and/or activities designed to develop desirable attitudes toward work and to recognize the dignity of every occupation.

Opportunities which are designed to allow him to experience success and to develop personal pride

Opportunities to engage in activities designed to teach acceptance of responsibilities and decision-making skills

Opportunities to participate in activities which are designed to familiarize him with occupational education at the high school and post-high school levels

Opportunities to identify major occupational categories or clusters and participate in activity experiences in each category or cluster (including work tasks involved, trends, educational and training requirements, etc.)

Activity experiences that assist the student in developing a positive self-concept.

Occupational information and laboratory and other exploration activities integrated into all subject areas

Career information and student self-appraisal on a group and individual basis

Laboratory experiences for exploring basic skills in the fifteen occupational cluster areas

B. Competencies Needed by Career Exploration Teachers

- 1 *Subject-Matter Competencies: the ability to—*
 - a Interpret the characteristics of occupational information available from various sources.
 - b Identify fifteen occupational clusters, identify entry-level jobs in each cluster area, and list the job skills required for each job
 - c Describe the hierarchy of jobs in each occupational cluster and identify educational and/or skill requirements for each level
 - d Take advantage of the benefits to be derived from community resources
 - e Explain the basic principles of our economic system, including consumer economics and their relationship to occupational endeavors
 - f Synthesize data based on social, economic, political and technological conditions as they affect labor market trends over the next ten-year period.
- 2 *Professional Competencies:— the ability to—*
 - a Cooperate with other faculty members in designing and implementing learning experiences that relate all studies to career exploration
 - b Organize learning centers for individuals and groups of students to explore career interests
 - c Organize activities so as to involve parents, other faculty members, older students, and administrators in planning, implementing and evaluating the program
 - d Design experiences that encourage students to select from among several options and to justify their selection
 - e Design strategies for encouraging optimal student performance and recognition
 - f Establish a learning environment which stimulates learning, provides a model for raising aspirations and is sensitive to the economic, cultural and social conditions in the nearby community
 - g Design and use evaluation techniques that measure student progress toward the achievement of performance objectives
 - h Design sequential learning experiences for student progress in exploratory experiences
 - i Design and implement instructional experiences through which students may compare interests and aptitudes with work requirements in a variety of occupations
 - j Identify and manage equipment, instructional materials and supplies to provide optimal student use
 - k Translate the stated interests of students into learning experiences within the school and community
 - l Design and implement curriculum based on a synthesis of data related to the mobility of the labor force, manpower needs, and economic status of families in the community
 - m Guide students in learning experiences that provide for creative expression of ideas of use of materials
 - n Develop a student-to-teacher and student-to-student relationship that permits freedom to discuss personal attitudes, feelings and habits
 - o Develop individualized instructional materials that identify performance objectives, learning experiences and evaluation techniques for student use
 - p Stimulate teacher-pupil planning and evaluation as an integral part of the instructional process

- q Evaluate the ability of students to express facts, questions, concerns and interests related to areas of study
- r Express personal teaching competencies in stimulating and managing the learning process to obtain desired student performance
- s Interpret and use findings from the administration of a variety of standardized student evaluation instruments
- t Analyze the benefits each student derives from group and individualized instruction and adjust teaching methods to varying styles and patterns of learning

C. Guidelines for Teacher-Preparation

GUIDELINE 1: The program should prepare prospective teachers with a basic knowledge of career information.

Preparation under this guideline should provide sufficient concentrated study to assure that competency is developed in locating, evaluating, storing, retrieving, and using career information (including occupational information, educational information, and personal-social information). Occupational trends, life styles associated with occupations and occupational levels and the psychological and sociological aspects of work should be understood by the prospective teacher

GUIDELINE 2: The program should provide prospective teachers with an understanding of the concepts of vocational development and vocational maturity.

Concentrated study in this area should assure that teachers understand self-concept theory, are able to identify characteristics associated with various stages in the process of vocational development and demonstrate competence in planning and/or prescribing activities which promote vocational maturity in students

GUIDELINE 3: The program should provide for the development of basic skills in three or more career cluster areas.

Preparation under this guideline would require courses in technical subject-matter areas. These should be sufficient to assure that prospective teachers can plan, direct, and coordinate appropriate exploratory activities in career cluster areas

GUIDELINE 4: The program should provide for the development of competencies in the specific methods, strategies, techniques, tools, materials, and curricula needed by the career exploration teacher in working with students both in the school and in the community.

The program should include study in the philosophy and objectives of career exploration programs and contemporary trends and issues influencing these programs. Content in this area should include materials, methods, and strategies in the development of learning, development and measurement of student skills, the use of effective teaching procedures, selection, preparation and use of learning resources for specific areas and levels of career exploration, identification and use of community resources; and other appropriate content

The program should include experiences in which the prospective teacher learns to solve problems concerning organization, administration, classroom management, and classroom instruction. The opportunities should be provided for teachers to learn to plan and equip career exploration laboratories, to maintain the equipment and facilities, and to develop appropriate course content

GUIDELINE 5: The program should assure that prospective teachers acquire first-hand information about several occupations through a variety of work experiences, a part of which should be supervised by the teacher education institution.

Preparation under this guideline would require work experience opportunities for students as a part of their teacher education program. These should be sufficient to assure that prospective teachers have exposure to the world of work in a number of occupational cluster areas

DISTRIBUTIVE EDUCATION

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

Distributive education is designed to qualify those enrolled for gainful employment in distributive occupations or in occupations in which a distributive function appears. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications. A program in distributive education provides instruction designed to prepare students for an occupation in the field of distribution—the marketing and merchandising of goods and services. The program has its roots in both education and distribution. This environment encompasses distributive education as an educational service and as a service to distribution. Educational, social, and economic responsibilities are included in a statement of the goals of distributive education:

1. to offer instruction in marketing and distribution (2) to aid in improving techniques of distribution, and (3) to develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free competitive society

The general objectives of distributive education are—

To promote high standards of operation in the distribution of goods and services through the improvement of marketing and merchandising throughout the distributive field

To prepare qualified young men and women for the distributive jobs of today and the business leadership of tomorrow

To assist in the reduction of the costs of distribution through increasing the efficiency of distributive workers

To aid distributive owners and managers to conduct their business operations efficiently for the benefit of the consumer, employer, and employee

To prepare employees in distributive occupations to take advantage of opportunities for advancement

To develop a better understanding of the mutual problems of the consumer, employer, and employee

To develop a closer working relationship between the schools and the business community

Instruction in distributive education generally utilizes cooperative or project methods. The cooperative distributive education program utilizes both the facilities of the school and the distribution and merchandising resources of the community. Instruction in the school is supplemented by supervised work experience provided by cooperating businesses. Programs using project methods provide for vocationally centered learning experiences in the classroom.

B. Competencies Needed by Distributive Education Teachers

1. Professional Competencies, the ability to—

a. Integrate other school classes and learning activities which may be beneficial to the D.E. students

b. Design on-the-job learning experiences

c. Develop individual training plans for cooperative students

d. Design participating experiences and, or projects for D.E. students who are not in the cooperative program

e. Formulate a viable concept of the D.E. teacher-coordinator's guidance role

f. Develop policies to serve as flexible guidelines in the selection of the D.E. students for both the cooperative and the project plans of the program

g. Assist the student—according to his vocational interest, aptitude and ability—in selecting the most appropriate on-the-job training placement for him

- h Counsel students concerning careers in distribution
- i Realize the importance of having a trained sponsor appointed by the employer for each D E cooperative student
- j Formulate a concept of the role of coordination in the education of a D E student
- k Formulate a concept of the role of the distributive education program
- l Explain the meaning of terms unique to the distributive education program
- m Explain the pattern for the administration of vocational education and distributive education
- n Evaluate the effectiveness of the local D E program
- o Design a plan for working with an advisory committee
- p Demonstrate his ability to serve as advisor to the distributive education club
- q Formulate a distributive education budget

- 2 *Technical Competencies*

- a *Selling Area* the ability to—

- Demonstrate and explain the proper use of cash registers
- Relate accurate sales check writing to store operations and control
- Demonstrate and teach the importance of a strong sales approach
- Relate the importance of determining customer buying motives to successful selling
- Incorporate product and service information into a sale
- Select and teach the best method of creating customer desire for product
- Incorporate a customer's questions and objectives into a successful sale
- Incorporate various methods to help a customer making a buying decision
- Decide on an appropriate closing for a sale
- Assess the importance of suggestion selling to increased volume
- Formulate a concept regarding the role of credit in selling
- Weigh the importance of customer services as selling tools
- Relate low selling costs to successful job performance
- Form a concept of the salesperson's role in regard to business and public relations policies
- Evaluate the need for carefully handling customer complaints
- Determine the best approach for handling situations in which merchandise is being returned for exchange, cash refund or charge credit

- b *Display Area* the ability to—

- Formulate a concept concerning the role of display in merchandising
- Weigh the importance of the planning and preparation necessary for effective display
- Incorporate certain rules and principles into good display
- Relate the importance of adequate merchandise information to display
- Explain the value of display as an aid to selling
- Integrate technical elements into effective display
- Appraise the importance of space and location to effective display
- Judge the importance of various fixtures to display

Use point-of-sale signs as sales stimulators

Develop display signs

Relate certain housekeeping duties to effective display

• c Advertising Area: the ability to—

Explain or convey the uses and the purposes of advertising

Weigh the significance of the planning expense involved in advertising preparation

Assess the importance of various media to effective advertising

Incorporate the elements of written advertising into an advertising layout

Appraise the significance of brand names and slogans

Relate the importance of advertising information to effective selling

Weigh the importance of coordinating other sales promotion activities with advertising

Explain or convey the role publicity plays in a business's image

Assess the employee's responsibility toward advertising

• d Communications: the ability to—

Explain the necessity for clearly written communications

Assess the need for clear communications regarding policies and procedures

Relate the role of training to successful communications

Assess the value of an adequate technical vocabulary

Formulate a concept concerning the effective use of speech and vocabulary in business

Explain or convey the need for clear communications with customers

Explain or convey the value of using the telephone for successful business

Show that the "spoken word" is an important tool of the trade in distributive occupations

Show the value of clarity in spoken communications

Formulate a concept concerning communications as a two-way process between management and employees

Show the value of good relationships among competing businesses

Explain how it is that communications in assigning work means a constant striving for clarity

Show the value of keeping abreast of certain business publications

Convey the necessity of making the public aware of the business image

• e Mathematics: the ability to—

Demonstrate the need for developing basic mathematical skills

Relate accuracy in mathematical procedures to an efficient selling process

Assess the importance of careful and efficient cash register usage and money handling

Explain the role of markup in profitable merchandising

Show why open-to-buy is a useful guideline for merchandising a department profitably

Relate turnover and stock-to-sales ratio to profitable merchandising

Relate the use of exact mathematics to efficient merchandising buying plans

Relate certain terms and dating to profitable merchandising

Relate the importance of accurate stock control records to efficient merchandising

Appraise the usefulness of retail and/or methods of inventory

Judge the value of profit and loss statement for guidance improving operating performance

Determine the usefulness of certain mathematical aids to distributive workers

• f Human Relations: the ability to—

Weigh the implications of working conditions to good human relations

Explain or convey the relationships of business policies and human relations

Relate good morale to high standards of work performance

Relate personality factors and adjustment of personalities to human relations

Relate good grooming and good health to productive job performance

Exhibit certain personality traits desirable in business

Show how human relations involve a balanced interdependence among business associates

Relate effectiveness as a leader to obtaining results through other people

Relate the values of good customer relations to successful business

Show the value of public relations

Evaluate the importance of a pleasant working environment

Apply the principles of motivation

Show the value of employees' contributions to business

• g Operations and Management: the ability to—

Appraise the worth of personnel organization

Plan departments and store merchandise arrangements in relation to floor space expense, potential sales and profits

Organize stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking

Judge the effect of policies on operations and personnel

Show that employee evaluation is necessary for increased job performance

Relate employee morale and payroll savings to careful employee scheduling

Evaluate satisfactory working conditions

Design wage schedules and job classifications best suited to a business

Evaluate the need for policies regarding employment

Perceive that those job applicants should be hired who will best carry out business objectives

Relate adequate employee orientation to increased work production

Weigh the importance of management training

Select the most effective method of training for various situations

Defend the idea that a well-kept store is a primary means of attracting and holding business

Distinguish among the various kinds of storage

Relate wrapping and packing to efficient operation and satisfied customers

Incorporate certain innovations into improving customer services and facilities

Weigh the influence of delivery on increased business and customer satisfaction

Weigh the importance of location to the success of a business

Perceive developments and trends which will affect present and future business operations

Incorporate store protection measures

Defend the idea that every business should take precautions against accidents and injuries

Assess the importance of credit

Distinguish among various credit plans, terms and conditions

Perceive the need for the efficient processing of credit applications

Describe the functions of billing

Assess the need for carefully handling credit collections

Assess the value of careful expense planning

Evaluate the effect of expense control on profitable business operation

Compare the various modes of transportation used in shipping merchandise from vendor to store

Show that efficiency is essential in receiving merchandise

Weigh the necessity for an efficient checking and marking system

Relate an accurate bookkeeping system to efficient receiving and marking

Summarize the procedures for intrastore transfers of stock

Describe the procedures for making returns of merchandise to vendors

• h Product and/or Service Technology: the ability to—

Relate adequate merchandise for service information to efficient selling

Explain the use of merchandise handtags, labels, etc. as sources of merchandise information

Judge the usefulness of various sources of merchandise information

Evaluate the usefulness of information gained from advertising

Determine the uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs

Relate merchandise and service technology to effective job performance

Show why it is that merchandise guarantees and warranties are necessary

Appraise the benefits derived from keeping abreast of product trends and innovations

Formulate a concept concerning the protective measures behind standards, grades and labels

Judge the value of agencies protecting the consumer

• i Merchandising: the ability to—

Form judgments regarding the use of either retail or cost method of accounting

Compare the benefits of various vendors' terms and discounting policies

Offer a strong positive assertion about a buyer or department manager's selling floor responsibilities

Incorporate model stock plans into successful merchandising

Explain merchandise pricing

Relate the importance of careful merchandise pricing to profitable merchandising

Evaluate the necessity for merchandising price changes

Assess the need for maintaining unit inventory control records

Determine the necessity for accurate merchandise stock counts

Maintain unit control records by using information from various sources

Assess the importance of the buyer's market responsibilities

Show how it is that the customer is the determining factor when buying merchandise for the department or a store

Relate the careful planning of promotional activities to successful merchandising

Relate complete stock assortments to increased sales volume

Evaluate the usefulness of market and trend information

Weigh the influence of competitive market conditions on a business

Make adequate comparisons of factors influencing buying decisions

• Economics and Marketing: the ability to—

Define terms unique to marketing and economics

Formulate a philosophy of the American private enterprise system

Identify economic resources

Value the market as the focus of the American economy

Formulate a concept of the part prices play in our economy

Formulate a concept of the role of the individual in the American economy

Explain the role of government in the American economy

Explain the role of financial institutions in the economy

Explain the role of profits in our economy

Explain the effect of competition in the American private enterprise system

Set forth some principles of distribution

C. Guidelines for the Preparation of Teachers

The program of preparation of teachers for distributive education subjects should include the broad general education required of all teachers. In addition, approximately 40 percent of the undergraduate program should be devoted to the development of specialized professional and technical competencies basic to distributive education.

GUIDELINE 1: The program should provide preparation in the area of specialized professional competencies in sufficient depth to develop the required professional distributive competencies identified in the catalog of competencies.

Preparation under this guideline should provide concentrated study in all of the professional competency areas unique to distributive education: administration and program management, coordination strategies, methodology, guidance, careers in distribution, terminology, youth activities, use of community resources and advisory committees, management of individual learning activities, evaluation and handling fiscal matters.

GUIDELINE 2: The program should provide preparation to an area of concentration in sufficient depth to develop the required technical distributive competencies.

Preparation under this guideline should provide sufficient concentrated study to assure competency in all of the following technical distributive areas: selling, display, advertising, communications, mathematics, human relations, operations and management, product and/or service technology, merchandising, economics, and marketing

GUIDELINE 3: The undergraduate program should provide for enough appropriate distributive occupational experience to enable the prospective teachers to develop saleable skills in at least one area. A part of this experience should be supervised by the teacher education institution.

HEALTH OCCUPATIONS

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

The health occupations program in the secondary school is an attempt to meet present and predicted needs for health workers within the diverse occupations in the health field. The program is designed to provide the high school student with instruction in health career opportunities, theory and principles of health care, related health care information, and basic health care skills. Through the cooperation of community health facilities, the student has the opportunity to learn the organization of health care, the functions of health workers within the wide spectrum of health occupations, and develop entry level health skills. The program provides for student instruction that will stimulate student interest in the field of health. It also provides for students to have learning experiences in a real clinical environment under the supervision of a professional teacher who is experienced in health care procedures. The clinical instruction is correlated with classroom instruction and integrates the specific and social principles of health care. The goals of the program are as follows:

- To provide students with knowledge and abilities to make realistic decision regarding health career goals
- To develop knowledge and skills that will allow the student to enter the health care labor market as a health assistant
- To respond to employment needs in the community and the nation
- To develop appropriate attitudes for work
- To promote understanding of the organization and economic impact of the health service industry
- To prepare students for the pursuit of further education

B. Competencies Needed by Teachers

Teachers of health occupations must be knowledgeable in scientific principles, related health care subjects, health care skills, and procedures. They should have an objective attitude toward needs and opportunities within the professional, technical, and occupational spectrum of health occupations. Teachers must continuously analyze changes in secondary educational concepts, occupational tasks, social concepts, and technological advancements in order to prepare students for work in health occupations. They must be able to—

1. Understand and use reference materials, professional literature, and journals pertinent to health occupations and occupational education
2. Utilize health occupations audiovisual aids effectively in the laboratory and classroom
3. Present health and medical information graphically
4. Understand and demonstrate acceptable standards of performance in the health field.
5. Describe the professional groups in health occupations and the services they provide at the national, State and local levels
6. Direct learning experiences based on behavioral objectives that will prepare students for employment as health assistants and for further study.
7. Evaluate the effectiveness of teaching aids and adjust them to the demand of the teaching situation
8. Identify the types and sources of specialized equipment, materials, and supplies essential for instruction
9. Compile and use information related to health occupations as a basis for counseling students about career objectives

- 10 Synthesize and use current trends and change in health and health occupations
- 11 Survey employment opportunities and health manpower needs in a community and apply the findings in curriculum development
- 12 Organize a health occupations laboratory and clinical area for a sequential development of skills and concepts
- 13 Organize and supervise clinical experiences legally available to health occupations students in a given health agency
- 14 Organize and supervise field trips relevant to health occupations as an effective method of instruction
- 15 Evaluate and select educational materials, audiovisual aids, and other devices related to health occupations curricula in order to increase teaching efficiency
- 16 Use a wide range of teaching techniques and methods appropriate for health occupations.
- 17 Design and implement a course of study for health occupations based on job requirements and student interest and ability
- 18 Apply safety practices in patient care
- 19 Arrange sequential student assignments in caring for patients
- 20 Assist students in evaluating skills performed in the classroom, laboratory and clinical area
- 21 Stimulate and maintain interest in the health occupations student throughout the instructional process, both in the classroom, laboratory and/or clinical area.
- 22 Diagnose individual student interest and abilities and develop a curriculum around useful and meaningful units of experience that relate the instructional program to clinical practices.
- 23 Coordinate the placement of health occupations students based on the purposes, services, and locations of the health agencies
- 24 Develop and use effective evaluative instruments for assessing students achievement
- 25 Apply principles of learning to the performance of patient care and health maintenance skills
- 26 Develop a cooperative relationship with students, fellow educators, administrators, and others in the community in establishing and maintaining a health occupations program.
- 27 Establish and maintain professional standards of human relationships in the classroom, laboratory, and clinical areas
- 28 Evaluate student performance in the selection and safe use of equipment, materials, and supplies in the classroom, laboratory, and clinical area.
- 29 Apply techniques for proper maintenance and storage of teaching aids and audiovisual equipment
- 30 Identify the legal regulations and economic conditions governing preparation and employment of a student learner
- 31 Organize and advise youth club activities relevant to health occupations students.
- 32 Assess personal competencies and select professional experiences in order to keep abreast of changing technologies
- 33 Organize and utilize successfully the services of an advisory committee.

C. Guidelines for Preparing Teachers

GUIDELINE 1: The prospective health occupations teacher shall be a licensed professional nurse (RN) prior to entrance into the teacher education program.

Since prospective health occupations teachers will have already completed the technical require-

ments in the nursing program, these guidelines will apply almost entirely to professional competencies

Some registered nurses who enter the teacher education program will be four-year college graduates and will require only the professional preparation to teach in a health occupations program. Other registered nurses will have completed nurses' training within a three-year diploma school of nursing. These prospective teachers will need additional college preparation, including the professional preparation to teach, before being fully qualified for a Vocational "A" Certificate

GUIDELINE 2: The program should provide basic understanding of the natural and behavioral sciences significant to health and health related behavior.

Preparation in this area should include study in the following areas: the growth, development, and nature of man in his total environment and his ecological interactions, scientific principles of health, health care skills and procedures, economic, legal, political and sociocultural forces as they relate to health, disease, and disability, current and emerging individual, family, and community health problems and resources

The program should provide study of the related disciplines which will provide an understanding of teaching-learning processes and various methods which are unique to health occupations

GUIDELINE 3: The professional education program should provide an understanding of school and health systems, with special emphasis on the role of the health occupations teacher.

Preparation in this area should include study in the following areas: school purposes, organization and administration, including curriculum patterns, counseling and guidance, legal requirements, accreditation and teacher certification, present and near future community health manpower needs, the organization and arrangement of health care systems, employment opportunities and salary ranges for health workers. In addition, study in the area should include the following: setting learning objectives, designing evaluation, selecting appropriate methods and materials to accomplish the learning objectives, and implementation of teaching-learning transaction

HOME ECONOMICS

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

Traditionally home economics was elected by high school students in grades nine through twelve desiring some training in homemaking skills. During the last decade, social and economic conditions and technological change prompted a new look at the relevance of a program directed to preparing youth for only one of the multi-roles they assume as adults. Thus, the objectives of home economics have been expanded to include instruction in consumer and homemaking education in the junior and senior high school and career awareness, orientation and exploration in the middle school and junior and senior high school. The objectives for instruction related to home economics in public schools may be identified in three major categories: (1) to provide students many opportunities to learn about jobs, subprofessional and professional that may be assumed by individuals using skills and knowledge related to home economics, (2) to prepare students, both boys and girls, to more efficiently assume roles of homemaker, consumer, parent, marriage partner and to maintain compatible relationships with other people outside of the family unit, (3) to prepare students for entry level home economics, related employment or advanced training programs beyond high school.

The several content areas generally considered as home economics related in the public schools of North Carolina are: foods and nutrition, consumer education and management, housing, equipment and furnishings, child development and interpersonal relationships, health and safety, and clothing selection, construction, and care

B. Competencies Needed by Teachers

1 *Subject-Matter Competencies: the ability to—*

- a Show that human growth and development is a continuous process, characterized by predictable styles and patterns of behavior, nurtured in different types of family structures, and responsive to social and environmental factors
- b Interpret the patterns of relationships among individuals and families as each interacts to satisfy values, needs, and goals
- c Point out similarities and differences in needs among individuals and families as reflected in the life cycle, roles, responsibilities, value systems, styles, and patterns of living.
- d Explain the components and processes of management and the influences of social, economic, and cultural factors on the organization and management of human and material resources to achieve individual and family goals
- e Express sensitivity to the cultural and aesthetic qualities of human life and its environment through application of principles of design and through discriminate use and preservation of natural and man-made resources.
- f Apply the principles and concepts of vocational education by synthesizing information pertaining to legal and economic conditions of employment and identifying career opportunities for persons possessing salable skills in home economics

2 *Professional Competencies Unique to Home Economics Education*

- a. Diagnosing pupil characteristics and instructional needs of individuals and groups, the ability to—

Collect and analyze data on individual learners to determine instructional needs

Identify influences of social conditions on attitudes, customs, traditions and practices of families represented in the school community

Identify background experiences, interests, abilities and aspirations of individual learners

Explain the effects of different environmental and cultural factors on learning

Gather data on projected manpower needs and job opportunities in a particular locale

Use findings from student evaluations to assess program effectiveness continually

- b Identifying student objectives, the ability to—

Interpret available data on youth and adults in planning the types of home economics programs that are feasible for a school and community

Analyze societal expectations of youth in relation to the potential of student abilities, interest, values, attitudes, and the adequacy of the instructional environment

Predict future development needs of students as they are related to homemaking and wage-earning roles

Involve students, parents and advisory committee members in determining sequential program objectives and learning experiences for career awareness, exploration, and development in home economics related areas

Identify instructional objectives based on all available sources of information for both the consumer-homemaking and occupation education programs

- c Designing and implementing teaching strategies the ability to—

Select concepts and develop teaching methods and materials on the basis of their potential for achieving instructional objectives in the areas of child development, clothing and textiles, consumer education and management, family and interpersonal relations, foods and nutrition, grooming and personal appearance, health and home care of the sick, and housing and home furnishings

Provide instructional experiences through FHA and home and community activities

Develop or modify teaching strategies to accommodate differences among students, personal constraints, or uncontrollable forces

Provide experiences which demonstrate the multiple roles assumed by homemaker, wage earner, family member and consumer

Design and implement instructional programs and experiences for career awareness, exploration and developing selected entry level skills

Describe the type, quality and quantity of space, equipment, furnishings, and supplies essential for providing instructional experiences in each curriculum program offering

Establish an instructional environment which enhances learning, provides a model for raising aspirations, and reflects a sensitivity to the needs of families in the community

Identify and use the resources of professional organizations in implementing and enriching the instructional program

Synthesize new developments in home economics and related areas and make application to curriculum development and instruction

Design and conduct experimental teaching or use research findings of others to solve educational problems and to improve the teaching-learning process

- d Cooperating with others in managing instructional experiences the ability to—

Enrich learning experiences by cooperating with other teachers in the use of a variety of resources from the school and community, including individuals possessing special knowledge and skills

Develop a strategy for working with school administrators and other teachers to identify concepts that may best be taught in each discipline or reinforced through an exchange of students or cooperative instruction

Correlate and integrate the study of home economics at all levels with other academic and occupational areas in the school curricula

Plan for the development, selection, organization, and management of instructional media in cooperation with other home economics teachers, teachers in other disciplines, administrators and supportive personnel such as the librarian, media specialist, guidance counselor, and teacher aides

Make contacts with local businesses, industries, and agencies in order to interpret the program and secure assistance in planning and providing the instructional needs

- e Evaluating student and teacher performances the ability to—

Use appropriate evaluative procedures to determine the effectiveness of student learning experiences

Design experiences in which students will participate in planning for self-evaluation and self-improvement

Develop criteria for evaluating personal competencies as a home economics teacher

Develop and implement a plan for self-improvement

Identify and participate in organizations that stimulate professional growth and development

C. Guidelines for Preparing Teachers

The home economics preparation program should constitute from 30 to 40 percent of the four-year program and should be planned in accordance with the following guidelines.

GUIDELINE 1: The program should provide for the study of human growth and family development.

Specialized study in the nature of human growth and family development should include the following: the functions and patterns of the family in society, patterns of physical and behavioral development of the individual and styles of living as influenced by social, cultural, political and economic variables, and roles and responsibilities of individuals and families interacting with the environment.

GUIDELINE 2: The program should provide study in the identification of human and materials resources and the application of principles and skills for managing resources for the welfare of individuals and families.

Specialized study of human and material resources which may satisfy basic human needs should include the following concepts: principles in the selection, construction, use and care of fabrics and other materials in clothing and accessories, principles of the nutritive, aesthetic, cultural and social uses of food, principles of form and function in shelter, furnishings and equipment, and principles and practices useful in promoting health. Specialized study in consumer education and management should include alternative patterns of behavior in the preservation or use of human and natural resources as affected by differing psychological, physiological, economic, and social conditions.

GUIDELINE 3: The program should provide for further development of major home economics concepts through opportunities for individualized selection of advanced studies from among combinations of complementing home economics areas and related fields.

A broadly defined home economics concept shall be selected by the prospective teacher based on interest, aptitudes and/or the projected teaching environment. Since the concept is broadly defined, studies should be chosen from either a combination of home economics areas or home economics and related fields.

GUIDELINE 4: The program should orient the prospective teacher to job classifications and competency requirements for clusters of home economics related careers and provide for some on-the-job work experience in at least one of the occupational clusters.

Opportunities should be provided for the prospective teacher to acquire knowledge of jobs and the specific tasks involved in the areas of child care services, clothing services, food services, health and management services and home furnishings services. Laboratory experiences, practicums and field experiences in business, industry and other community agencies designed to increase knowledge of the world of work and develop occupational skills should be an integral part of the program.

GUIDELINE 5: The program should provide for the development of competencies in diagnosing learning needs, developing effective teaching strategies, evaluating pupil progress and managing the learning environment to achieve specific behavioral outcomes in home economics education.

The program should include study of the objectives of home economics programs for youth and adults as well as contemporary trends and issues influencing these programs. Characteristics and needs of individuals and families should be the focal point of instructional planning.

The program should provide the prospective teacher with knowledge and skills needed to (1) determine learning and program needs, (2) determine relevant objectives and select content, learning experience, and evaluative procedures which are valid for the objectives specified in child development, family and interpersonal relationships, clothing and textiles, consumer education and management, housing, home furnishings and equipment, grooming, personal

appearance and health, and home care of the sick, foods and nutrients, and career orientation, (3) develop and use strategies for individualizing instruction, (4) manage resources and the instructional environment so as to enhance the teaching-learning process, (5) plan and implement instructional experiences for persons of different age and sex and from various social, cultural, economic and ethnic backgrounds, (6) guide students in career planning through exploration and orientation experiences, (7) plan and implement programs for the development of entry-level skills for employment in home economics related occupations, and (8) use experimental approaches in teaching to improve program effectiveness in meeting observed student needs

INDUSTRIAL ARTS

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

The purpose of industrial arts in the school program is to provide students with learning experiences that will enhance their understanding of and familiarity with the technology involved in creating and using man-made products. Paramount among its identifying characteristics are manipulative activities that complement the study of product creation, including those procedures involved in planning, selecting materials, tools, and processes, and designing organizational structure to attain efficient productivity. The program of instruction is adaptable to all levels of the secondary school and recognizes individual student abilities and content emphases. Beyond exploration of the wide spectrum of occupations represented by contemporary industrial enterprises, the student is provided opportunities to discover and develop his personal talents and potentialities for technical pursuits. Recreational expression through technical-related craft activities and a practical orientation to the post-secondary study of technology and engineering may also be realized through the program.

The specific purposes are to—

- Identify and develop problem-solving skills through experiences in designing, planning, experimentation, and evaluation of the industrial technological environment
- Provide continued development of pretechnical and preprofessional skills
- Discover and develop personal talents and encourage creativity in expression with the tools and materials of technology
- Develop value judgments related to the evaluation and selection of manufactured goods and services
- Develop concepts of the structure and organization of technological enterprises
- Strengthen recreational interests and skills through in-depth experiences with tools and materials
- Build upon career exploration activities for those students whose career goals are still developing

The secondary school program should consist of general exploratory programs in the five occupational clusters identified for industrial arts. A program dealing with a single occupational cluster would be taught in a unit laboratory while two or more clusters would be taught in a general laboratory. Normally, initial experiences are of a general nature.

At the senior high level, concentrated study and advanced laboratory work allows the students to gain greater insights into the organization, processes, tools, products, occupations and problems of each industrial area. More complex problems are solved through advanced machine and tool operations. Greater skill is developed in the use of tools and materials. Students take more initiative in designing projects and in solving technical problems.

B. Competencies Needed by Teachers

• 1 Subject-Matter Competencies

- a Demonstrate knowledge of and performance of basic operations involved in the following occupational clusters: manufacturing, communications (graphic and electronic), construction, transportation, and recreation
- b Demonstrate advanced skill in at least one of the above occupational clusters
- c Demonstrate advanced servicing skill within at least one of aforementioned clusters
- d Demonstrate the processes of planning and graphic communication of ideas to others
- e Demonstrate knowledge of and skill in using common conventions, symbols, and the vocabulary of technology
- f Demonstrate knowledge and skills associated with laboratory management and maintenance
- g Demonstrate the safe operation of laboratory tools, machines, and equipment and exemplify the safety attitude in all performances in the laboratory
- h Use and direct other in the use of scientific processes in both individual and group problem solving materials processing
- i Demonstrate knowledge of and skill in the techniques of job-shop processes, mass production processes, and the processes of research and development as the common phenomena of industrial production
- j Demonstrate a knowledge of the time-place perspective in the development of contemporary technology
- k Demonstrate the ability to analyze, evaluate, and select consumer products
- l Related technical skills to recreational pursuits
- m Demonstrate skill in using industrial arts content as occupational information in career counseling

• 2 Professional Competencies

- a Plan and execute educational strategies involving knowledge and skill in—
 - Specialized teaching techniques including the shop demonstration, project method (individual and group) line production, research and experimentation, and other forms of individualized and self-pacing instruction
 - Meeting industrial arts objectives as these contribute to the overall goals of education
 - Meeting the needs of individuals and their growth and development in a technological environment, especially in technical literacy, occupational orientation, consumership, and avocational pursuits
 - Meeting the needs of society by acquainting youth with the nature of our technological culture
- b Demonstrate knowledge and skill in arranging procedures for students to work cooperatively in a shop-laboratory situation
- c Demonstrate proficiency in the effective use of various communications aids, multimedia, etc. in the industrial arts facility
- d Demonstrate knowledge of and skill in research-based planning, implementation, and evaluation of outcomes
- e Encourage creativity in students

C. Guidelines for Preparing Teachers

The program for the preparation of industrial arts teachers should be a closely integrated system of courses and experiences with approximately 35 to 40 percent of the four-year undergraduate curriculum devoted to instruction in accordance with the following guidelines

GUIDELINE 1: The program should provide experiences to assure performance of basic operations in the following occupational clusters: manufacturing, communications (graphic and electronic), construction, and transportation with the development of advanced skills in at least one of these.

This guideline recognizes for teacher preparation the fundamental elements of *breadth* and *depth* in competencies relating to technological concepts and practices for specific occupational clusters that are associated with secondary school industrial arts programs. In addition to broad experiences in several clusters, the program should provide an opportunity for the student to specialize within a technical field and to study in the related technological fields so that he will better understand his major concentration. The program should be inclusive of studies in tools, machines, instruments, systems, materials, and processes of the occupational clusters, in the occupational, organizational and functional aspects of industry, and in the sociological, economic, and ecological aspects of technology. In addition, the program should provide for the development of a background in the technical sciences, such as statics and strength of materials.

The technical phase of the program should provide for both theoretical and laboratory experiences. Theoretical principles should be rooted in basic mathematics and science and further studied in their application to various types of laboratory problem-solving activities.

The program should also provide opportunities for the development of technical skills that will enable the future teacher to construct prototypes, mathematical and scientific models, industrial models, and other materials forms, to diagnose properly malfunction problems, to set and adjust mechanical products for satisfactory performance, to operate and service instruments, tools, and machines for peak operation, and to build jigs and fixtures in mass production activities.

GUIDELINE 2: The program should provide broad experiences for developing skills in the processes of planning, design, and the graphic communication of ideas to others; competencies in using scientific processes in solving problems with the tools and processes of technology; ability in analyzing, evaluating, and selecting consumer goods and services; and proficiencies in using industrial arts content as occupational information in career counseling.

The implementation of instructional activities that fulfill supporting objectives for industrial arts programs requires special teaching competencies that this guideline identifies. These competencies ensure familiarity with special teaching methods and course organization techniques that have been adapted to unique applications in this subject matter area. Specifically, the program should provide opportunities to develop skilled techniques in oral, written, and graphic forms of expression through studies in English composition, speech, technical writing, and visual communications (drafting). It should also be inclusive of experiences that develop skill in analyzing, planning, organizing, synthesizing, and evaluating in relation to industrial and technical elements through such activities as creativity, research-based planning, and in implementing production activities.

The program should provide opportunities to develop skilled techniques in researching, interpreting, and the dissemination of occupational and consumer information. It should be inclusive of experiences that eventuate in skilled techniques in career counseling and consumer guidance relative to the occupational clusters.

GUIDELINE 3: The program should provide for the development of managerial skills in the operation of an industrial arts laboratory; competencies in maintaining the physical environment of the laboratory; safety attitudes, skills and understandings for engaging in technical activities; and competencies in planning and equipping industrial arts laboratory facilities.

The competencies included in this guideline are those necessary to creating, managing and maintaining a safe physical environment in which the learning is to occur. In other words, the guideline corequisites embrace those knowledges and skills necessary to manage and maintain a laboratory wherein students may work safely with the tools and machines of the industrial-technological culture.

Specifically, the program should provide instruction in laboratory planning including the selection of appropriate tools, machines, and equipment as well as the organizing and managing of the instructional program. Of paramount importance is the emphasis to be devoted in the program to the development of safe work habits and the acquisition of safety attitudes.

GUIDELINE 4: The program should develop understandings of the time-place perspective in the evolution of contemporary technology.

The program should develop understandings of the historical antecedents to contemporary interpretations of technology. Emphasis should be given to the development of a broad historical background for all areas of occupational education. The program should also provide for orientation to the trends of technological development by indicating something of the future. The program should include study of the social and cultural effects of technology, especially as it influences man as a wage earner.

GUIDELINE 5: The program should develop competencies in educational strategies including curriculum construction, lesson planning, methodology, evaluation, and media development and usage to achieve specified behavioral outcomes in industrial arts education.

The program should develop understandings and skills in planning, teaching, and evaluating industrial arts activities at the senior high school level.

The program should provide experiences in planning that center on the development of competencies related to the use of systematic approaches to curriculum structure and course development. Included should be learning activities designed to enable the prospective teacher to determine learning needs, to forecast future career requirements of students, to define program goals, to delineate course objectives in terms of behavioral outcomes, and to develop curriculum plans and courses of study.

The program should provide experiences in laboratory and classroom teaching that stress competencies needed for selecting and using the teaching methods and techniques most appropriate to the realization of specified objectives.

Practicum experiences should be provided with methods recommended for teaching senior high school industrial arts. Likewise, the "hands-on" approach should be used for developing competencies in the development and use of instruction media and techniques. Such experiences should emphasize polysensory learning with a multi-media approach. Experiences should also be provided in the use of group techniques, such as laboratory demonstrations, group projects, line production, and the research and experimental approach. Additionally, experiences should be provided for helping students learn via self-paced and individualized instruction.

The program should provide experiences in evaluation that deal with methods of judging both course efficiency and program effectiveness. To judge course efficiency, competencies need to be developed in preparing and using a variety of tests for measuring student performance against course objectives. To judge program effectiveness, competencies need to be developed for comparing program goals with student performance in whatever activity he elects upon graduation.

TRADE AND INDUSTRIAL EDUCATION

A. Purpose and Objectives of the Program as Incorporated in the School Curriculum

The primary purpose of trade and industrial education as a part of secondary education is to provide instruction in the field of trades and industries for all youth who are interested and can benefit from such education. The instructional program should prepare students for employment in trade or industrial occupations by developing such competencies and knowledge as are necessary and desirable. The program should permit maximum flexibility for students to meet the need of those preparing for immediate employment and/or those who wish to continue in post high school occupational education programs.

Trade and industrial education is a balanced program of studies including laboratory and/or outside work experiences that have the common objective of producing competent workers. This program develops the skills, abilities, attitudes, and habits needed for employment, and imparts knowledge or information needed by individuals who desire to enter and make progress in an occupation. The goal is an American citizen who as a worker is competent economically, socially, emotionally, and physically.

The mission of trade and industrial education is—

The development of PEOPLE—not products

• People who can produce

• People with adaptability to the dynamics of the era

• People whose occupational interest or employment is in trade, service, or technical pursuits—
—from the lowest to the highest positions

• People who share the benefits and the responsibilities of a democratic society with all other people

Trade and industrial education includes three general types of programs, Introduction to Industrial Education, Trade Preparatory Training, and Industrial Cooperative Training.

B. Competencies Needed by Teachers

• 1. Subject-Matter Competencies

Generally, teacher education in trade and industrial areas is based on the assumption that all prospective teachers will have acquired occupational competency through actual work experience in some trade or industry prior to entering teacher education. The degree of competency needed by teachers in trade and industrial areas depends on the type of program in which the instructor will teach. Additional work experience and content courses will be offered to help overcome any occupational deficiencies based on the individual needs. Teachers of Introduction to Industrial Education and Industrial Cooperative Training require limited occupational areas. Teachers of trade preparatory courses are normally specialized and must be highly competent in the specialized area. Subject-matter competencies needed are therefore based on the teaching objectives of the prospective teacher.

a. The teacher in introduction to industrial education and industrial cooperative training should be able to—

Identify 15 industrial occupations, identify entry level jobs in each occupation and describe skills required for each job

Identify and describe equipment and tools required in an Introduction to Industrial Education shop

Demonstrate occupational competency in at least one trade or industrial occupation.

Demonstrate ability to list job trends in five industrial occupations for the next five year period

List the major jobs in progression in at least five industrial occupations.

Demonstrate an understanding of educational requirements for entry level jobs and progression in each of five industrial occupations.

Demonstrate knowledge and skill in repair and maintenance of shop equipment.

Demonstrate the knowledge of safety practices in handling tools and machinery.

b The teacher in trade preparatory training should be able to—

Demonstrate occupational competency by performance in the trade which he plans to teach

List the major jobs in progression in the trade area of teaching

Demonstrate an understanding of educational requirements for entry level jobs and progression in the trade area of teaching

Demonstrate ability to list job trends for the next five years in the trade area of his specialty.

Identify and describe equipment and tools of the trade area of teaching

List the physical requirements for employment in the trade area

Demonstrate knowledge and skill in repair and maintenance of shop equipment

Demonstrate the knowledge of safety practices in handling tools and machinery.

• 2 Professional Competencies: the ability to—

a Employ teacher-centered methods of presentations to demonstrate manipulative skill, present a concept or principle through demonstration, give an illustrated talk, and be competent to provide mediated instruction

b Demonstrate understanding of philosophy and tools of the occupational educational profession

c Provide appropriate guidance for prospective student-learners in all trade and industrial programs

d Provide safety instruction and maintain safe conditions for students in classroom, laboratory, and on-the-job situations

e Evaluate trade and industrial education students and programs

f Select training stations for Industrial Cooperative Training students

g Develop training plans and agreements for Industrial Cooperative Training students

h Organize and maintain an advisory committee

i Conduct a community vocational education survey

j Develop and direct student activities, including a VICA organization.

C. Guidelines for Preparing Teachers

The program for preparation of the several categories of instructors for trade and industrial education should be a closely integrated system of courses and experiences, with approximately 30 percent of the four-year curriculum devoted to instruction in accordance with the guidelines which follow

GUIDELINE 1: Professional competencies should be developed through a program of studies devoted to the history, philosophy and contemporary practices of trade and industrial education.

The study should develop a working knowledge of the current trade and industrial education philosophies. Opportunities should be provided for students to acquire (1) an understanding of the State Plan for Vocational Education including state and local laws pertaining to labor and vocational education, (2) an understanding of the history of vocational education and its relationship to other elements in the educational system, (3) an understanding of the roles of an instructor as a profes-

sional educator, his responsibilities to the profession, to himself, and to the student, and to society, and (4) an understanding of the role of the teacher in vocational guidance and career planning

GUIDELINE 2: The program should orient the prospective trade preparatory teacher to job classifications and competency requirements for clusters within trade and industrial careers.

Opportunities should be provided for the prospective teacher to acquire knowledge of jobs and the specific tasks involved in the areas of trade and industrial education including laboratory experiences, practicum, and cooperative experiences to obtain skills

GUIDELINE 3: The program for preparation of prospective coordinators of Industrial Cooperative Training should assure experiences in at least three of the clusters in trade and industrial areas.

Prospective coordinators should have a wide variety of occupational experiences in industrial fields prior to enrollment in the program. When such experiences are insufficient, the teacher education institution should arrange for and supervise experiences in appropriate industrial jobs

GUIDELINE 4: A broad offering of studies in the behavioral sciences should provide for the understanding of students in public school trade and industrial education programs, with particular reference to their individual growth and development and their response to learning environments and activities.

The behavioral sciences provide for understanding of human behavior in a technological environment. Principles of behavior should be studied through application of psychology, sociology, and other behavioral sciences to shop/laboratory situations and to industry. Practice in analysis and control of sociological situations should help develop ability to work effectively with students, supervisors, department heads, administrators, advisory committees, and personnel in industry

GUIDELINE 5: Studies should provide for the development of competencies necessary to analyze the needs for a trade and industrial education program; to plan and implement a program in keeping with the needs, and to devise and use effective means to evaluate program results.

Planning and organizing programs of vocational instruction are considered to be major competencies of the instructor. Preparation should include adequate opportunity to acquire skills and specific competencies, such as: conducting occupational analyses; providing for development of manipulative skills, technical knowledge, and communicative skills; selecting and arranging sequential teaching-learning activities into appropriate units; selecting pertinent text and reference materials to meet the relevant objectives identified with the students; planning, preparing, administering and evaluating appropriate tests to measure the vocational skills and knowledges acquired by students; and preparing complementary individualized instructional materials

GUIDELINE 6: The program of studies should develop competencies and skills in educational methodology, including lesson planning, teaching methods and techniques, testing and evaluation, and media development and usage.

The preparation of instructors should emphasize the characteristics of vocational teaching, and should enable the instructor to become competent in those skills and knowledges which are unique to the field of trade and industrial education, in addition to those common to all education. Throughout his program of study the prospective teacher should have ample opportunities to use audio and visual media, to prepare models, mock-ups, transparencies, and other teaching-learning materials. The program of study should enable the prospective instructor to become competent in such activities as the use of tests and measurements, the effective use of instructional materials, and techniques in counseling students

3.3 Professional Studies Component

The professional studies component of the prospective teacher's preparation program should be designed to provide the competencies, including the personal and professional attitudes needed by the effective teacher. In all of its elements, the program approach should be humanistic in nature. Considered in this vein the primary goal of the professional component is to provide oppor-

tunities for the individual (1) to examine his feelings and thoughts about himself and others as well as about knowledge and (2) to develop the behaviors, attitudes and skills needed to promote learning. In essence, the program should emphasize teaching as being primarily concerned with human beings interacting with each other in a human process. Under the humanistic approach the following provisions should be made. (1) opportunity for prospective teachers to progress at different speeds, (2) provision for the learning experience to take place in accordance with the human potential, and (3) provision for self-evaluation throughout the preparation program. With the emphasis on the acquisition of competencies and the development of optimum levels of performance, time in the program becomes a variable. Exit from the program is based on specific performance requirements without reference to time.

A. Professional Competencies Needed by Teachers

The professional competencies listed below are among those deemed essential for the effective teacher

- *Growth patterns, teaching-learning theories and their practical applications*
 - 1 Understanding of the principles and processes of human growth and development in relation to human potential
 - 2 Ability to choose and apply appropriate principles of teaching and learning
 - 3 Ability to recognize in the teaching-learning environment the implications of individual differences
 - 4 Ability to structure learning environments which stimulate students to express feelings, perceptions, and emotions through a variety of cultural and occupational mediums
 - 5 Skill in utilizing effectively workable theories of learning in the teaching-learning environment which will insure appropriate individualization of achievement and development among learners
 - 6 Ability to plan, organize, execute and evaluate human learning activities in a manner which will be pertinent to the fulfillment of the special needs of the individual
- *Contemporary issues and trends for a humanistic approach to the historical, philosophical sociological and political concepts with their implications for education*
 - 1 Understanding of the concepts of the nature of man
 - 2 Understanding of the nature, aims and goals of education in their individual and social aspects
 - 3 Understanding of current issues and trends in education including conflicting ideas and major problems
 - 4 Understanding of educational philosophies in relation to current practices
 - 5 Understanding of the role of public education in a democracy in contrast with its role in other political systems and societies
 - 6 Understanding of the role of government (national, State and local) in the finance and control of education—its development and current status
 - 7 Understanding of the various racial, ethnic, social, and economic groups that make up society and the implications for education
 - 8 Understanding of the community and its problems, needs, resources, and especially its role in the program of the school
- *Creation and utilization of learning environments, including strategies and techniques appropriate to the field of specialization*
 - 1 Ability to initiate and guide teaching-learning styles which enhance personalization and developmental growth in each individual

- 2 Ability to create a learning climate where the dignity and worth of the individual is stressed and where meaningful relationships with and among students develop
- 3 Ability to assist students in enlarging their social perspectives, sharpening their moral and aesthetic sensibilities and strengthening their sense of responsibility and commitment
- 4 Ability to design and implement learning experiences which develop inquiry, decision-making, and problem-solving skills
- 5 Ability to involve students in responsible and creative planning with the objective of enhancing self-direction
- 6 Ability to insure the successful development of *groupness* in the teaching-learning setting by making it possible for each individual's contributions to become a part of the group accomplishments
- 7 Understanding of the sensitivity to the differing environments, customs, and values which influence the behavior of individuals and groups
- 8 Ability to initiate, accept, and direct change aimed at producing better teaching-learning environments
- 9 Ability to select equipment, media, and materials appropriate for particular individuals in specific learning environments
- 10 Ability to locate and use a variety of human and material resources from the school and the community to enrich learning experiences

- *Analysis and evaluation of teaching-learning environments*

- 1 Understanding of the role of evaluation in teaching-learning processes
- 2 Ability to select, develop, and use instruments and devices effectively in evaluating learning and teaching
- 3 Ability to involve students in realistic self-evaluations which help them to grow as responsible individuals and to set achievable goals
- 4 Ability to assess personal assets and liabilities in order to clearly perceive capabilities
- 5 Ability to evaluate himself professionally
- 6 Ability to analyze, evaluate, synthesize, and organize data for use in instruction

- *Reading competencies*

- 1 Ability to demonstrate their understanding of the skills involved in the reading process and ability to utilize that understanding in teaching in the content area(s).
2. Ability to determine a student's approximate reading level.
- 3 Ability to determine the extent to which a student has mastered the basic reading and work-study skills necessary for success in reading books and materials in the content area(s).
- 4 Ability to locate, evaluate, and select instructional materials appropriate to the individual student's reading skills, needs and interests.

- *Human and social relationships*

- 1 Ability to facilitate a caring, trusting relationship with individuals and groups
- 2 Understanding of the contributions of various cultural and ethnic groups

- 3 Understanding of the differing folkways, mores, and traditions that influence life styles
- 4 Understanding of the relationship dimensions in a multiethnic, multiracial, multicultural society
- 5 Ability to recognize and appreciate the subtleties of personality structure and to use individual and group relations skills based on group dynamics and counseling techniques
- 6 Ability to work *with* groups and not *on* or *for* groups in learning environments
- 7 Ability to exercise *self-giving* in group relationships without minimizing *self-fulfillment*
- 8 Skill in initiating and guiding group behavior with the objective of maximizing both individual and group successes
- 9 Ability to accept each individual as a person of worth and dignity
- 10 Ability to recognize and deal effectively with biases, prejudices, and discrimination

B. Guidelines for the Professional Studies Component

The professional studies component of the teacher education program should be a translation of competencies into specific behavioral objectives that are attainable and measurable, observable or in other ways assessable. Each element in the component should relate directly to one or more of the competencies identified. The program should be comprehensive enough to provide adequately for the needs of the student admitted. Normally, this should comprise 15 percent-20 percent of the undergraduate curriculum developed in accordance with the following guidelines.

GUIDELINE 1: The professional studies component should include a systematic study of the processes and theories of human growth, development, learning, and teaching, with extensive clinical experiences.

Preparation in this area should include study related to physical, psychological, and social growth, including factors that enhance or retard such growth. The relationship of growth in all of its aspects to teaching and learning theory should be emphasized.

The study should be combined with clinical experiences that enable the prospective teacher to internalize the principles involved through practical applications. He should have human encounter experiences involving self, peers, community, and youth in general. The activities should include simulations as well as direct experiences. Included in the experiences should be those that present recurring types of classroom situations such as planning, organization procedures, the individualization of learning, diagnosis and prescription for individual problems, and evaluation procedures and practices.

GUIDELINE 2: The professional studies component should provide humanistic study of the problems, issues, and trends in education within a historical, philosophical, sociological, economic, and governmental framework.

The overall study under this guideline may be identified as being behavioral and humanistic in nature. The major purpose of the study is to provide the student with a set of human and theoretical contexts in which living and learning problems can be understood and interpreted. It is assumed that problems regarding the nature and aims of education, the curriculum, and the organization and administration of a school system will be studied with respect to their historical development and the philosophical issues to which they are related. In the same studies, the problems of education should be studied from an interdisciplinary standpoint to include the findings of sociology, economics, political science, anthropology, and other related disciplines.

GUIDELINE 3: The professional studies component should provide instruction and experiences in creating and utilizing learning environments which facilitate personalization, decision making, and the integration of knowledge, with particular emphasis on the area of teaching specialization.

The goal of study is to provide the prospective teacher with the strategies and techniques to con-

struct open-ended environments, centers of learning and special areas for the development of individual talents for interest or for specialization. The study should include the selection and integration of content, media, and materials that are appropriate for particular school environments. Study under the guideline should include simulated and direct human encounter experiences in the application of principles and techniques in the area of specialization.

GUIDELINE 4: The professional studies component should include study of the processes and techniques for analyzing and evaluating the teaching-learning environment.

The emphasis of study should be on the role of analysis and evaluation in constructing and maintaining effective learning environments as it relates to diagnosing, planning, and prescribing for the individual pupils' aptitudes, needs, and interests. This includes the understanding and effective use of analysis and evaluation instruments and techniques in relation to organizational practices, teaching performance, individual learning, learning media, and materials. The whole range of teaching and learning styles should be defined, explored, and assessed in the teaching-learning environments. Comprehensive self-evaluation and the ability to aid students in evaluating their own performance should be aspects of the program.

GUIDELINE 5: The professional studies component should provide experiences through which the prospective teacher acquires the knowledge, develops the skills, and forms the attitudes necessary to maximize positive human and social relationships.

The program should develop understanding of the factors and forces that influence the development of human beliefs and attitudes. It should provide the prospective teacher with the knowledge and experiences needed to free him from dogmatic superstitions and prejudices concerning race, ethnic groups, and economic status, plus the knowledge and skills that will enable him to (1) cope with the school situations and problems that reflect social stresses and strains and (2) plan and conduct learning activities that promote the acceptance of cultural and human diversity, the development of positive self-images and the recognition of each individual as a fellow human being possessing rights to be recognized and respected by others.

GUIDELINE 6: The program should provide prospective secondary and special subject teachers with the knowledge and skills needed to assure the continuing development of their students' reading capabilities.

The program should develop the knowledge and skills required to enable the prospective teacher to assess the reading levels of his students and to use methods and materials in keeping with their individual interests and needs to the end that each student's reading capability is enhanced through the teaching-learning process in each content area.

GUIDELINE 7: The professional studies component should develop an awareness of the need for continuing education and professional development.

The rapidly expanding body of knowledge devoted to learning and the learning processes requires that teachers become lifelong learners. To do this they must view professional learning as a continuing need and must accept responsibility for meeting that need. Every teacher education program should develop in the individual the capacity and the disposition for continuous learning.

PART TWO: GUIDELINES FOR ADVANCED PREPARATION PROGRAMS

4.1 Elementary School Teachers (Early Childhood and/Intermediate Education)

The program for the graduate preparation of elementary school teachers should provide flexibility to the extent that each student's program would become a planned extension of work taken at the undergraduate level, in a logical and cohesive whole or five years of study leading to a master's degree. If a sixth year of preparation is involved, the planning would be on the basis of an extension of work taken at both the undergraduate and fifth-year levels. Graduate programs should extend the breadth of knowledge and understanding demanded by the role and function of the elementary school teacher. Graduate study implies that the teacher is prepared to assume at a higher level of competency the professional responsibilities involved. The early childhood and intermediate programs will have different emphases.

Approximately 40 percent of the graduate program should be devoted to preparation required in Guidelines 1 through 4, and approximately 40 percent to that required by Guideline 5. The remainder of the program should be in areas that would add to the general competency of the individual.

GUIDELINE 1: The program should broaden the teacher's understanding of the purpose and role of the elementary school at either the early childhood or intermediate level.

Preparation in this area should provide opportunities for the teacher to develop further insights into and understandings of the theoretical and philosophical bases for practices in education, and the early childhood or intermediate curriculum, interrelationship of subjects, and major curriculum movements and trends.

GUIDELINE 2: The program should extend the teacher's understanding of the nature of the learner and learning process.

Preparation in this area should include an analysis in depth of the concepts of educational psychology, learning theory, goal orientation, conditioning, and rational processes, concepts of measurement and testing, including construction, use, and interpretation of teacher-made and standardized tests and other instruments for appraising personality, attitude and adjustment, and statistical analysis and interpretation.

GUIDELINE 3: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

Preparation in this area should include the necessary understandings and skills to develop action research in classroom situations.

GUIDELINE 4: The program should extend and deepen the teacher's ability to work effectively with the content areas of the elementary school curriculum.

Study should provide the student with a usable command of concepts, understandings, generalizations, and points of view, as well as knowledges and skills such as apply to the various areas of the curriculum. Individualization of program planning should be directed toward extending and deepening the student's ability to work effectively with the subject content at the appropriate level (early childhood or intermediate).

GUIDELINE 5: The program should provide for concentrated study in one or more of the instructional areas of the elementary school curriculum.

For the early childhood education program, the concentration should be in the general areas covered in the curriculum at that level. An early childhood education emphasis should be the focal point of consideration. At the intermediate level, provision for concentrated study in a selected instructional area of the elementary school or in a combination of academic fields should be provided.

Completion of Program

The fifth-year program should lead to the master's degree. When a sixth-year program is involved, the institution should grant appropriate recognition for completion of the program.

Recommendation of Institution

Each candidate for a certificate must be recommended by the appropriate college official(s). The recommendation must certify the completion of the master's degree level or sixth-year level program and must be accompanied by a transcript of credit.

Authorization for Service

Satisfactory completion of the programs would be the basis for the issuance of two certificates, one based on the master's degree and the other on the sixth-year program. Either certificate would authorize the holder to teach in the area of authorization.

4.2 Secondary School Teachers (Academic and Occupational)

The program for each candidate should be planned as a logically-organized whole, in continuation of his previous study and in relation to his performance on screening procedures. A minimum of 60 percent of the graduate work should be in the discipline of the teacher's subject or academic field, and a minimum of 20 percent should be in professional education. Approximately 20 percent should be free for additional work in the subject field, in professional education, or for any graduate work that would add to the general competency of the individual.

For teachers prepared to teach in two subject fields at the undergraduate level and desiring to continue certification in both fields at the graduate level, the concentration must include each area, with the work about equally divided. In this situation, the concentration would constitute approximately 80 percent of the program, instead of 60 percent. The percentage of work in electives and professional education should be reduced proportionally.

The master's degree program should provide preparation called for by each guideline, and the sixth-year and doctoral programs should be designed to develop breadth and depth in the same areas. The study should be planned so that programs meet the following guidelines:

GUIDELINE 1: The program should provide for concentrated study in the teacher's subject field or fields.

Study in the subject field should be characterized by flexibility and differentiation in recognition of individual needs and differences in backgrounds of education and experience.

GUIDELINE 2: The program should extend the teacher's understanding of the basic humanistic and behavioral studies relating to teaching and learning.

Study under this guideline should be a logical extension of undergraduate study dealing with the nature and purposes of education, the school curriculum, the problems and issues relating to education in their historical and philosophical aspects, and the concepts and principles within the behavioral sciences that have implications for education.

GUIDELINE 3: The program should broaden and deepen the understanding of teaching and learning theory through advanced study accompanied by appropriate clinical experiences.

Preparation under this guideline should include advanced study in the body of knowledge dealing with teaching and learning theory. The study and clinical experiences should enable the teacher to understand the theoretical principles that explain accepted professional practices and extend his ability to make practical applications.

GUIDELINE 4: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

Emphasis in this area should be on the study of research methods and findings, and on giving the teacher the necessary understanding and skills to develop action research in classroom situations and to extend the ability to utilize information from research reports in improving learning situations

Completion of Program

The fifth-year program should normally lead to the master's degree. When a sixth year or beyond is involved, the institution should grant appropriate recognition for completion of the program

Recommendation of Institution

Each candidate for a certificate must be recommended by the appropriate college officials. The recommendation must certify the completion of a master's degree level, sixth-year level, or doctoral program, and must be accompanied by a transcript of credit.

Authorization for Service

Completion of the programs would be the basis for the issuance of an appropriate certificate, based on the master's degree, the sixth-year, or the doctoral program. Either certificate would authorize the holder to teach in his field of certification.

Special Program in the Area of Exceptional Children and Youth

Graduate study for a student already holding an A Certificate in special education should include a majority of work in the area of concentration and related areas. For students with an A Certificate in another area, approximately 60 percent (except speech and hearing) of the work should be in the area of concentration and related areas. In speech and hearing, 80 percent of the graduate program should be in the area of specialization, including a minimum of 150 clock hours in supervised practice, with a part of this supervised practice being in a public school setting.

Special Program for the Preparation of Reading Teachers (Master's degree and 6th year)

The graduate level programs provide depth in the competencies required for the undergraduate program and in addition includes a third cluster of competencies. The sixth year program includes the same competencies as the master's degree but with more depth of preparation.

- Ability to assist the school in assessing, planning, implementing and evaluating the reading program within the school;
- Ability to assist the school in interpreting the school reading program to parents and the public;
- Ability to select, administer and interpret norm- and criterion-referenced reading and achievement tests;
- Ability to assist the school in determining the availability of instructional media, based upon the instruction goals of different subject areas of classroom teachers in the school;
- Ability to plan, initiate, and evaluate action research in reading within the school setting;
- Ability to function at an advanced level in the diagnosis and remediation of reading and learning problems.

The program leading to the graduate certificate for the teacher of reading would be through one of two channels as follows: (1) when one has a background of 18 semester hours or more (or "A" certification in the field) in reading, at least 40 per cent of his master's

degree program would be in the field of reading and (2) when one has no background in reading, all of his master's degree program would be in reading and closely related study. The program beyond the 18 hours required for the "A" certificate would be in accordance with the following guidelines.

GUIDELINE 1: The program should assure an understanding of developmental reading with emphasis on issues, trends, and research at an advanced level.

GUIDELINE 2: The program should provide study at an advanced level in the diagnosis and remediation of reading and learning problems and should provide a practicum in the area.

GUIDELINE 3: The program should provide an understanding of patterns of organizing reading programs, including remedial programs and techniques of supervising both types.

GUIDELINE 4: The program should include cognate areas of study which would contribute to the competency of the teacher in the area of reading.

Areas of study might include advanced study in testing and evaluation; study at an advanced level in language arts and children's literature; psychology, including such aspects as personality, cognition, and learning behaviors; and individual psychological measurement.

4.3 Special Service Personnel

SCHOOL ADMINISTRATORS

The school administrator is defined as one who performs administrative duties on a system-wide or school-wide basis and normally includes assistant principal, principal, assistant superintendent and superintendent. The chief function of the school administrator is to stimulate and obtain action for performance of the education task. In the past, the function has been largely accomplished through the assertion of the power and authority of the administrator's position. Today, the base for administration is being expanded to include more emphasis on the competency of the administrator. Under the competency-based concept, the administrator is granted decision-making rights primarily because he has demonstrated the competency required to render good decisions. As the base for decision making and securing action shifts from authority to demonstrated competency, the administrator's role as a specialist in management will be emphasized. He will lead a management team that will perform the administrative tasks of the school system. The traditional concept that supposed the on-site administrator to be a specialist in every area of school operation is no longer logical.

Preparation programs for the administrator comprise two stages and normally take place through the cooperative efforts of universities and public schools. The goal of the first or initial stage of preparation is to provide the prospective school administrator with the competencies, to at least the minimum level, deemed essential for the beginning administrator. It usually culminates in a graduate degree of at least a master's in school administration. The second or advanced stage of preparation has as its goal to provide the school administrator with those competencies and capabilities required in rendering high levels of service in top administrative positions. The advanced stage of preparation normally culminates in the completion of a sixth-year or doctoral program. There are three levels of certification as follows. (1) Administrator I (Master's Degree), (2) Administrator II (sixth-year), and (3) Administrator III (Doctoral Degree).

A. Competencies Needed by School Administrators

The competencies deemed essential for the administrator are described in the five competency clusters outlined below. It is assumed that individuals may possess the competencies in various degrees. It is further assumed that one might demonstrate an effective leadership style without possessing all of the competencies normally associated with such leadership. For example, some leaders are good speakers; some are not. Some write well; others do not.

• Demonstration of an effective leadership style

- 1 Knowledge and understanding of leadership roles under varying conditions and in varying situations
- 2 Understanding and recognition through leadership activities of the role and function of the educational institution as an agent in the transmission of culture and as an agent of social change
- 3 Understanding and utilization of effective human relations skills
- 4 Ability to communicate effectively with widely differing individuals and groups including staff, community groups, and students
- 5 Ability to set realistic organizational and personal goals
- 6 Sound decision-making skills and the ability to make wise decisions relating to the efficiency and improvement of teaching-learning
- 7 Ability to identify and develop strategies adequate for organizational change
- 8 Ability to assist individuals and groups in setting goals and organizing tasks
- 9 Ability to maximize individual and group efforts by posing challenges, providing inspiration and giving practical assistance

• Ability to analyze and evaluate the functioning of organizations in general, and educational organizations in particular

- 1 Knowledge of the functioning of formal and informal organizations, including educational organizations, and the ability to analyze them
- 2 Ability to recognize and deal effectively with changing organizational variables such as legal structure, organizational technology, the organization's clients, and obtaining and allocating organizational resources
- 3 Knowledge and understanding at the operational level of such concepts as authority, power, responsibility, policy, and administration
- 4 Ability to apply system analysis procedures in solving problems
- 5 Understanding and application of effective planning techniques within the total area of responsibility
- 6 Demonstration of vision, courage and patience required in planning wisely for the future
- 7 Knowledge about and ability to use effectively evaluation tools and techniques relating to the organization and administration of schools and school systems

• Demonstration in decision-making situation (simulated and real) of a professionally viable personal value system

1. A strong devotion and commitment to the human values that exemplify America's purpose
- 2 In all activities an understanding of the particular rights, responsibilities, and ethics inherent in professional service
- 3 Rational convictions relating to the purposes of education, the nature of the learner, and the functions of schools

- 4 Knowledge of his value priorities as verified by his actions in decisions requiring value choices
- 5 Sensitivity to values and value systems which affect the behavior of individuals and groups
- 6 Humanistic qualities that reflect an empathetic understanding of and respect for individuals and groups who hold divergent ideals and aspirations
- 7 Strength of personality, vision, insight and skill needed in inspiring associates to work closely and effectively with him

• *Demonstration of knowledge of the current status of societal institutions, other than education, and an understanding of how such institutions affect and are affected by the institution of education*

- 1 Understanding of the role and function of basic social institutions in a complex society
- 2 Understanding of the interrelationships and areas of common concern that exist between and among institutions
- 3 A creative, imaginative, and realistic competence in sensing emerging social aspirations and needs
- 4 Understanding of the general public—what it is, what it wants, how it is organized, and who leads it
- 5 Ability to recognize and deal effectively with problems and situations stemming from changing attitudes and mores within the larger society
- 6 Ability to relate effectively the objectives and functions of schools to the objectives and functions of other organizations in society
- 7 Ability to develop and maintain a dynamic system of interagency and school-community cooperation in providing support and services for the education program

• *Demonstration of a functional knowledge of school curricula and the instructional process*

- 1 Knowledge about and understanding of structural organization for the deployment of staff and students, desirable environments for classrooms and learning laboratories, the tools for teaching-learning and their use
- 2 Understanding of the role and function of curricula in the several areas as well as instructional processes
- 3 Ability to apply understanding of curricula and instruction in setting school objectives and in securing the means to achieve them
- 4 Ability to develop an educational system that provides for the diverse needs of pupils from different social, economic, and ethnic environments
- 5 Ability to apply knowledge and skills related to group dynamics in curricular improvement efforts
- 6 Ability to conceptualize the interrelationships of the various disciplines in structuring school programs
- 7 Understanding and appreciation of the need for providing instruction relating to career opportunities

B. Program Guidelines for the Preparation of School Administrators

Educational programs designed to develop the foregoing competencies will place as much emphasis upon educative process as upon educative content, for the process of administration is as much a reflection of affective understanding as it is of cognitive learning. Emphasis, then, must be placed upon experiential learning through simulation, case studies, field studies, internships and other instructional activities which require the individual to interact with a "real" administrative environment.

The program for the preparation of the administrator should be characterized by flexibility, to allow for differences in the educational background and experiences of each candidate. Programs of study for all students should have common elements, but the mix of these elements will vary for individual programs of study. The master's degree, sixth-year, and doctoral programs should be planned in accordance with the guidelines below. The second and third levels of preparation would logically provide for more breadth and depth of preparation in all appropriate areas. Advanced levels of preparation, especially at the doctoral level, should provide for specializations within the area of administration.

GUIDELINE 1: The program should provide advanced levels of study in the humanistic and behavioral components of preparation.

Study under this guideline should reflect upper level consideration of the problems of education from a philosophical, historical, behavioral and social sciences point of view. Preparation in this area demands a reasonable command of the principles and concepts in the areas of political science, economics, sociology, anthropology, and social psychology that relate directly to educational administration. The program should be implemented through a carefully designed, comprehensive, interdisciplinary approach including all areas. The study should emphasize the application of the principles and concepts in planning educational programs and in solving educational problems.

GUIDELINE 2: The program should develop knowledge and provide experiences designed to promote the acquisition of several different kinds of leadership styles and understanding of when each style should be used.

Study under this guideline should include examination of the purpose, structure, and operation of organizations in a complex society, giving particular attention to the educational organization and its relationship to other organizations. The dynamics of leadership should be considered in relation to the various roles and responsibilities of the school administrator. The future on-site school administrator will be a management specialist, head of a management team that will perform the administrative tasks of the school. Therefore, the role of the administrator as a management specialist should be emphasized.

GUIDELINE 3: The program should provide extensive study in the areas of organization and administration.

Areas of study under this guideline include policies and procedures relating to personnel administration, the administration of educational programs, and administration relating to funds and facilities. The study in each area should be problem-oriented and provide extensive cognitive study accompanied by simulations and direct experiences designed to develop decision-making capability.

The program should provide for the prospective administrator competencies in the following administrative processes: (1) discovering, (2) diagnosing, (3) goal setting, (4) planning, (5) decision making, (6) establishing priorities, (7) organizing, (8) delegating, (9) communicating and (10) evaluating.

Advanced preparation should include studies, activities, and experiences necessary to provide a comprehension of the principles and developments in school board relationships, school law, professional personnel responsibilities and negotiations, school finance and public relations.

GUIDELINE 4: The program should develop increased comprehension of principles and practices in curriculum development and instructional processes and the competence to interpret the principles and practices to others.

Preparation under this guideline should include studies and activities aimed at increasing the candidate's comprehension in the following areas: (1) principles and developments concerning the learner and the learning process, (2) knowledge of curriculum and competence in providing curriculum leadership, (3) knowledge and skills related to group dynamics and curricular improve-

ments, (4) principles and developments in supervision of professional and nonprofessional personnel, and (5) knowledge and understanding of the place of occupational education in the curriculum

GUIDELINE 5: The program should include internship-administrative field experiences.

Experiences at preparation levels I and II should include at least one of the following.

The student is placed with an outstanding administrator on a full or part-time basis for an extended period of time. The student intern would be supervised jointly by the practicing administrator and the institutional staff.

The student who is already a practicing administrator would undertake directed activities in administration in connection with seminars, problem courses, and school surveys.

GUIDELINE 6: The program should develop an awareness of the need for continued learning on the job, for intelligent consumption of research, and for carrying out research activities.

C. Operational Policies and Procedures Relating to the Program

1 Local school systems should share responsibility for the identification and development of future administrators. When possible, local systems should budget funds to support such procedures as developmental leave, testing programs, local seminars, and released time for initial try-out performance.

2 The plan for recruiting, selecting, and screening students should be designed to assure that all students accepted in the program of preparation insofar as possible, will have the potential considered essential for effective administrative leadership. All admissions should be provisional with continuous evaluation thereafter.

3 There should be supporting evidence from the field which would attest to traits and behaviors related to potential success in school administration. Successful experience in administration outside the education field should have consideration.

4 The first phase of the program should be designed to (a) provide orientation to school administration, (b) assist the individual in assessing his interest and commitment to positions of educational leadership, and (c) provide opportunities for more than one faculty member and practicing administrator to assess the candidate's potential for positions of school leadership.

5 After the candidate has been regularly admitted to the program and as he passes from one phase of preparation to another, faculty advisors and supervisors of the internship program should make periodic evaluations of progress and take specific action designed either to encourage him to continue or to help him to rethink and reformulate his goals. In addition, program exit evaluation processes and procedures should be developed to determine student proficiency in relations to the competencies identified, and to assess program effectiveness.

D. Completion of Program and Recommendation for Certification

Each candidate for the various levels of certification must be recommended by the appropriate university officials and supervising administrators.

E. Authorization of Service

To qualify to serve as an elementary, secondary or union principal, one must complete at least the first level of preparation. At higher levels of administration, the second stage of preparation is required, (e.g., the superintendency requires as a minimum the Administrator II Certificate).

Educational Specialists

CURRICULUM-INSTRUCTIONAL SPECIALIST

The curriculum-instructional specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The term as used is a generic term and includes such position titles as curriculum consultant, curriculum director, helping teacher and assistant superintendent for instruction. The role of the curriculum-instructional specialist is to serve as a member of a management team charged with responsibility for planning, implementing and evaluating an educational program relevant to the needs of the student population in a school and/or educational district. In fulfilling the role, the specialist will provide leadership in instruction by seeking to uncover, nurture and capitalize upon the individual creative abilities of the total staff, by directing the supervisory effort to the fuller realization of the purposes and goals of education, and by seeking to maintain sensitivity in all school activities to a favorable learning situation. The specialist will also act as an advisor seeking to give help and advice that is pertinent to the needs of the individual school and classroom.

Preparation programs for the curriculum-instructional specialist comprise two stages. The initial stage should occur prior to the first experience in a supervisory position. The second or advanced stage should follow as the specialist seeks to improve his performance and/or seeks positions of increasing responsibility. The goal of the initial stage is to develop, to at least the minimum level, those competencies deemed essential for the beginner in a supervisory role. This stage is the primary responsibility of the preparing university, working cooperatively with school systems in which field experiences are provided. It culminates in at least a master's degree in curriculum-instruction. The second or advanced stage of preparation is focused on the development of those competencies and capabilities required in rendering higher levels of service as a generalist or specialist in top supervisory positions. The advanced stage is the joint responsibility of the university and school systems. It requires both formal university study and planned sequential on-the-job experiences. It culminates in the completion of a sixth-year or doctoral degree program. There are three certification levels as follows, Curriculum-Instructional Specialist I (Master's Degree), Curriculum-Instructional Specialist II (Sixth-Year Program), Curriculum-Instructional Specialist III (Doctoral Degree)

A. Competencies Needed by Curriculum-Instructional Specialists

The role of the curriculum-instructional specialist may vary from that of the educational leader who coordinates the overall educational program in a school system or a specific school to one who concentrates at a certain grade level, a certain subject area, or a certain educational process.

• *Competencies in knowledge and understanding*

- 1 Understanding in depth of the purposes and role of the school in a complex, urbanized, technological society as an agent in the transmission of culture and as an agent of social change
- 2 Knowledge from the fields of humanistic and behavioral studies related to the understanding and interpretation of educational problems
- 3 Knowledge and understanding related to school organization and operation, including related theory and research findings
- 4 Knowledge and understanding of the principles of management and supervision
- 5 Knowledge and understanding of educational planning in relation to the design, implementation, and evaluation of instructional systems
- 6 Knowledge and understanding related to facility design, equipment and material selection, and school finance
- 7 Knowledge and understanding of leadership roles under varying conditions and in varying situations

8 Knowledge and understanding at advanced levels of teaching-learning theory and practice, including strategies to elicit learning.

9 Knowledge and understanding in the area of human relations, including factors that promote harmonious social and personal relationships and factors that cause alienation and distrust between and among individuals and groups.

10 Knowledge about and the ability to provide leadership in the effective utilization of knowledge generated by specialists in upgrading the school program

11 Knowledge and understanding in depth of the discipline area of specialization

• *Professional competencies*

1 Ability to bring instructional theories and strategies to bear on the instructional process and to lead in the implementation of instructional programs

2 Ability to work harmoniously and effectively with individuals of diverse personal capabilities, cultural backgrounds and individual characteristics in improving their professional performance

3 Ability to work effectively with individuals and groups in developing, adapting, and altering instructional programs to serve changing needs

4 Ability to employ sound planning practices and techniques in the performance of professional tasks

5 Ability to analyze and evaluate teaching-learning implications for pupil development (cognitive, affective, psychomotor)

6 Ability to determine the proper mix of what to teach and how to teach it in order to achieve optimum results in a particular teaching-learning situation

7 Ability to serve as a resource agent for teachers and pupils by suggesting learning media and materials appropriate for teachers and pupils in carrying out specific learning tasks

8 Ability to provide leadership and service in planning, implementing and evaluating professional development programs

9 Skill in selecting and promoting the effective use of a wide variety of equipment, media and supplies in the promotion of effective learning

• *Competencies relating to personal attributes, commitment, and values*

1 The strength, personality, vision, insight and skill needed in inspiring and leading others in the achievement of desirable educational goals

2 Humanistic qualities that reflect an empathetic understanding of and respect for individuals and groups who are motivated by divergent ideas and aspirations

3 Commitment to a humanistic personal value system in making decisions and in working with others

4 Rational convictions relating to the purposes of education, the nature of the learner and the function of schools

5 Ability to communicate effectively, using a variety of mediums in diverse situations

B. Program Guidelines for the Preparation of Curriculum-Instructional Specialists

The program of preparation should be characterized by flexibility, individualization and personalization to allow for differences in the capability, experiences and educational background of candidates. Programs of study for all students will contain common elements, however, the mix of these elements will vary for individual programs of study. It is assumed that candidates admitted to the program will have exhibited a reasonable leadership potential in their work with students, professional associates and the general public.

Educational programs designed to develop the competencies identified will place as much emphasis upon educative process as upon educative content, for the process of supervision is as much a reflection of affective understanding as it is of cognitive learning. Emphasis, then, must be placed upon experiential learning through simulation, case studies, field studies, internships and other instructional activities which require the individual to interact with a "real" teaching-learning environment. The master's degree, sixth-year and doctoral programs should be planned in accordance with the guidelines below. The second and third levels of preparation would logically provide for more breadth and depth of preparation in all appropriate areas. Advanced levels of preparation, especially at the doctoral level, should provide for in-depth specialization.

GUIDELINE 1: The program should provide advanced level study in the humanistic and behavioral components of preparation.

Study under this guideline should reflect upper level consideration of the problems of education from a philosophical, historical, behavioral and social sciences point of view. Preparation in this area demands a reasonable command of the principles and concepts in the areas of political science, economics, sociology, anthropology and social psychology that relate directly to education supervision. The program should be implemented through a carefully designed, comprehensive, interdisciplinary approach including all areas. Emphasis should be placed upon the application of the principles and concepts learned in planning educational programs and in solving educational problems.

GUIDELINE 2: The program should provide comprehensive study of the dynamics of human behavior.

Preparation in this area should include a careful study in the variety of ways in which people work together successfully and an analysis of both individual and group behavior procedures for helping people in their personal adjustments and interpersonal relations. The program should provide (1) knowledge of and considerable practice in group processes and their specific applicability to the work of the supervisor, (2) experiences designed to foster the candidate's appreciation of individuality and sensitivity to the feelings of others, (3) opportunities for trying out and evaluating the candidate's leadership skills, and (4) opportunities for demonstrating creativity and initiative in activities of the supervisor.

GUIDELINE 3: The program should develop advanced level understanding of teaching-learning theory, including evaluation techniques related to learning.

Along with advanced level comprehension the study should develop competence in applying theory in routine teaching-learning activities. The relationship of learning to such factors as individual differences, differences in socio-economic background, social and emotional maturity, attitudes, beliefs and physical well being, etc. should be considered. The study should also have some emphasis on techniques for assessing individual learning progress.

GUIDELINE 4: The program should develop advanced levels of comprehension in the areas of curriculum development and instructional processes.

The study should provide advanced consideration of the theories, principles and practices of curriculum development, instructional processes and learning evaluation, and recent curriculum innovations, changes in subject matter content, information about new instructional strategies, and educational technology.

GUIDELINE 5: The program should provide for the study of the principles, practices and techniques of instructional leadership and some study in the areas of organization and administration.

Preparation in this area should develop a comprehension of principles and practices of instructional leadership, their development, current status and trends. Consideration should be given to the techniques such as the orientation of teachers, in-service education programs, individual and group conferences. In addition, the study should include consideration of school organization and administration, theories and principles of management, instructional systems, including their de-

sign, implementation and evaluation, school finance, decision making, and leadership roles in education. The level of competence achieved should enable the instructional leader to serve effectively as a member of an educational management team.

GUIDELINE 6: The program should provide advanced level preparation in an area of specialization.

Under this guideline two areas of specialization are provided as follows: (1) Graduate level preparation in the subject or area of specialization in which the specialist expects to devote a major portion of his time should be required. This means that at the secondary level, one's specialization should be in a teaching field or fields, at the elementary level the specialization should be in academic areas related to the elementary curricula. (2) One might specialize in the area of curriculum-instruction which means that he would be identified as a generalist.

If one's interest is Reading, he would be required to obtain a graduate certificate in that field. In addition to the competencies needed for the graduate level program in reading the program for the curriculum-instructional specialist includes a fourth cluster of competencies as follows:

- *Ability to outline a model reading program, including in the model the following elements: planning, organizing, staffing, directing, coordinating, reporting, budgeting, and evaluating;*
- *Ability to conduct an assessment of resources and constraints within an educational unit;*
- *Ability to use school records with understanding and insight;*
- *Ability to plan, conduct, and evaluate programs of in-service education in development and content reading for personnel within the educational unit;*
- *Ability to prepare annotated bibliographies, research papers, reports on current and historical research in reading and reading-related fields;*
- *Ability to plan and conduct a research project in reading;*
- *Ability to develop, in cooperation with a media specialist, a model to be used in selecting materials for, and evaluating a literature program.*

GUIDELINE 7: The program should include an emphasis on research and use of appropriate statistics.

Work in this area should assist the prospective supervisor in gaining greater insights and skills in the use of techniques of action research, and in designing and carrying out research projects. The program should provide adequate opportunities for experiences involving knowledge of significant educational research, its implications and its use.

GUIDELINE 8: The program should include a period(s) of internship-field experiences in a supervisory role.

The field experiences should include work under the direct supervision of a supervisor, or other instructional leader of recognized capability, for an extended period (as long as necessary to develop a pre-determined level of competency).

The field experience for advanced preparation levels should be composed of special projects and problems related to the area of specialization or advanced study seminars

C. Completion of Program and Recommendation for Certification

Each candidate for the various levels of certification must be recommended by the appropriate university officials and field experience supervisors

To qualify to serve as a Curriculum-Instructional Specialist, one must have completed at least the first level of preparation. Advanced levels of preparation are recommended.

MEDIA PERSONNEL

The contemporary instructional school setting demands expertise in the utilization of instructional media in teaching and learning. Among the factors making this essential are: (1) impact of newer communications media—television, radio and electronically recorded materials; (2) emphasis on the individualization of instruction; (3) movement to unified media services within the schools combining the once separate library and audiovisual programs, and (4) the growing recognition of the need for differentiated staffing in media services at the building and the system levels.

Preparation for two general types of personnel are provided as follows:

Media Coordinator: The preparation program for this certification calls for study in the broad field of educational media. Preparation and experiences in the more discrete fields of library science, audiovisual education and television are provided. There are two graduate levels of preparation as follows: (1) media coordinator (master's degree), and advanced media coordinator (sixth-year).

Media Specialist: Preparation for this area signifies graduate work (M.A. degree) or sixth-year study in an area of concentration. The concentration areas are designated as follows: (2) instructional development specialist, (3) production specialist, (4) television instruction specialist.

NOTE: Media Specialist in Subject or Teaching Area—One holding a graduate level certificate in a subject area (e.g., social studies, early childhood education) may qualify as a media specialist in the graduate teaching area by achieving the competencies identified for the associate media coordinator.

A. Competencies Needed by Media Personnel

The catalog of competencies listed includes the competencies for both the media coordinator and the media specialist. The graduate program extends the competencies in depth and breadth. These competencies include those that one would attain at the undergraduate level, as follows, with additional competencies (italicized) to be acquired at the graduate level. Competencies deemed particularly essential for a specific program are identified by the placement of a numeral after the competency statement in keeping with the following:

- (1) Media Coordinator
- (2) Media Specialist in Instructional Development
- (3) Media Specialist in Production
- (4) Media Specialist in Instructional Television

• 1 *Media in Relation to Teaching and Learning*

a Ability to demonstrate the manner in which different media contribute effectively to learning by students with varying abilities, interests, and needs.

b. Ability to participate, as a member of the education team, in the construction and application of a systematic process for analyzing curriculum and instructional problems and developing validated, practical solutions to these problems.

c Ability to relate media, in terms of the learner's environment, to an instructional system designed through the instructional development process.

d *Ability to exercise a leadership role in the design, implementation, evaluation, and revision of the instructional system.*

• 2 *Human Relationships—Attitudes and Skills*

a Ability to work cooperatively with administrative staff while keeping it fully informed about the media program

- b Understanding of the complexity of the tasks which face teachers as they try to meet the different needs of individual learners
- c Ability to communicate a feeling of enthusiasm to teachers and students for the use of materials and equipment
- d Ability to recognize and respond to needs which have not been put into words
- e Ability to invite and accept suggestions for students and teachers about the services the program provides
- f Ability to maintain an effective public relations program which communicates to students, teachers, administrative staff, parents, and the public the vital contributions of the media program to learning
- g Ability to provide an inviting and comfortable atmosphere in the media center

- 3. *Evaluation and Selection of Media*

- a Awareness of the varied needs of the student body being served
- b Awareness of the organization pattern of the school program and the effect this pattern has on the use of materials
- c Ability to provide for the curriculum needs of the entire school (system), including the staff
- d Knowledge of and ability to use selection guides
- e Ability to identify and apply appropriate criteria for assessing and evaluating materials and equipment in terms of their purported function and the needs of the potential users
- f Ability to involve the staff and students of the school in the process of evaluation and selection
- g Ability to maintain a collection free of worn, unattractive, and obsolescent (providing inaccurate information) materials
- h Knowledge of the content of a broad range of print and audiovisual materials
- i *Ability to coordinate the formulation of a media selection policy (1)*
- j *Ability to identify and involve community resources, including people.*

- 4 *Effective Utilization of Media*

- a Ability to assist teachers and students to acquire the skills essential to the operation of various equipment used with different forms of materials
- b. Ability to teach skills and provide reference service in the use of materials
- c Ability and initiative to assist teachers and students to identify, obtain, or adapt materials to meet special needs
- d Ability to create in teachers and students an awareness of the application of media to the accomplishment of specific learning objectives
- e Effective use of media in communication with students and teachers
- f *The ability to provide leadership in evaluating the results which accrue from the materials and services provided by the media program.*
- g *Ability to plan and conduct a program of guidance in reading, listening, and viewing experiences.*
- h. *Ability to plan, organize, and carry out programs for professional improvement of school staff in relation to the instructional program.*
- i Ability and initiative to inform teachers and students of television programs and of the applicability of available programs to the instructional program of the school.

- j Ability to promote, facilitate, and interpret for effective use the resources made available by television. (4)
- k Ability to exercise leadership in evaluation of the effectiveness of television programs. (4)
- l Ability to ensure that appropriate equipment and facilities (including CATV) essential to desirable reception are present and maintained in good working condition. (4)
- m Ability to provide leadership in developing the use of videotape recordings in the instructional program. (4)

- 5. Production of Instructional Materials

- a The ability to perform mechanical operations involved in the production of basic audio and visual instructional materials.
- b Ability to plan, design, and produce instructional materials. (3)
- c Ability to plan and develop instructional systems. (2) (3)
- d Ability to effectively involve students and teachers in the design and production of needed materials. (2) (3)

- 6. Organization and Management of the Media Collection

- a Ability to provide accessibility to resources and equipment through organizing, processing, circulating, and systematic physical arrangement amenable to the user
- b Ability to arrange the collection of media in an attractive, stimulating manner
- c Ability to maintain inventory information related to the media collection in an orderly, efficient, and useful manner.
- d Ability to apply and adapt principles of classifying, cataloging, and indexing to the media collection. (1)
- e Ability to appraise systems and aids available from other agencies for classifying and cataloging of resources. (1)
- f Ability to organize and carry out a system which provides preventive maintenance for equipment.
- g Ability to organize and administer a system which ensures the availability of supplies for the production and processing of materials and the maintenance of equipment.

- 7 Program Planning and Management

- a Ability to develop and maintain staff harmony
- b Ability to assist in the selection of paraprofessional personnel.
- c Ability to organize his personal schedule of activity in terms of the total job responsibility.
- d Ability to plan and conduct in-service activities to develop competencies on the part of media personnel.
- e Ability to organize and direct volunteer assistance from the community. (1)
- f Ability to supervise and evaluate personnel in relation to the effective use of their time and talents to encourage greater competency.
- g Ability to provide job descriptions and assist in the selection of media personnel.
- h Ability to plan and carry out the most effective use of available space in terms of the total activities of the program.
- i Ability to write educational specifications which incorporate knowledge of current practice and

significant trends for the design and construction of media facilities and other learning areas of the school

j Ability to plan systems for housing media in terms of their characteristics and potential use with knowledge of available systems and comparative costs. (1)

k Ability to evaluate the effectiveness of media facilities in relation to their function in the instructional program

l Ability to recognize need for change in services in relation to changing needs of the population served

m An awareness of the impact of technological developments on media programs in the future.

n An awareness of the role of State, regional, and national standards in program development.

o A knowledge of the funds which are available or which could be available to the support of the program

p Ability to communicate and interpret to superiors quantitative and qualitative needs to implement the desired program

q Ability to determine cost effectiveness measures in the program developed in terms of formulated objectives. (2)

r Ability to assist in establishing budgetary guidelines or policies.

s Ability to formulate a long-range plan delineating the immediate and future steps to be taken in the development of the media programs.

B. Guidelines for the Preparation of Media Personnel

The program of preparation of media personnel should have a planned sequence, but with sufficient flexibility to allow for differences in the educational background and experiences of the candidates. The master's degree program should provide competencies required by the guidelines. The sixth-year and doctoral programs should be designed to develop both breadth and depth in the same areas.

The emphasis in the preparation of the media coordinator should be on greater depth and breadth in the areas indicated in all of the guidelines.

Programs for the media specialists should provide, in addition to greater competencies in all areas, intensive study in areas of special concern as indicated by the numerals following the competencies (Refer to the previous section) There are three areas of special concentration as follows.

Media Specialist in Instructional Development—Study should provide in-depth preparation in the application of a systematic process of analyzing instructional problems and the development of validated, practical solutions to them. Specialization in this area requires an advanced level of competence in being able (1) to demonstrate ways media contribute to the effectiveness of learning programs, (2) to participate and exercise leadership as a member of the education team in the design, implementation and evaluation of the instructional system, and (3) to develop appropriate criteria for evaluating equipment and materials.

Media Specialist in Production—Study should provide in-depth preparation in the designing and developing of instructional materials. More specifically the study should develop the capacity (1) to perform the mechanical operations involved in the production of audio and visual materials, (2) to plan and produce instructional materials including individualized instructional materials, and (3) to design, develop, and test experimental modules of mediated instruction.

Media Specialist in Instructional Television—The study should provide an extensive study of the capability and uses of television in promoting learning. It should develop in the prospective specialist the ability (1) to aid students and teachers in selecting programs to support

particular learning needs, (2) to plan and develop the most desirable installations for television reception and distribution within the schools, (3) to design and produce instructional television materials, and (4) to evaluate the contribution of television to learning in comparison with other media.

GUIDELINE 1: The program should provide for the development of a comprehensive, integrated understanding of the role of media in relation to teaching and learning.

Emphasis should be placed on the acquisition of knowledge concerning the contribution of different media in promoting effective learning by students who vary widely in interests, capabilities and needs, the development of skills that enable media personnel to exercise a leadership role in the application of media to the accomplishment of specific learning objectives, and, the role of media personnel in the evaluation and revision of instructional programs.

GUIDELINE 2: The program should develop appropriate attitudes and skills in human relations.

The program of study and practicum experience should develop human relations skills in providing leadership for the media program including group processes and their specific application to work with instructional and supportive personnel.

GUIDELINE 3: The program of study and practicum experiences should provide for the acquisition of knowledge and the development of skills in the evaluation and selection of media.

The program should provide competence in the evaluation and selection of materials in terms of their (1) purported function in promoting learning, (2) appropriateness to learner needs, and (3) compatibility with instructional objectives. The program should also provide knowledge and competence related to the establishment and coordination of a media selection policy.

GUIDELINE 4: The program should provide study and experience that provide competence in developing effective utilization of media by students and teachers.

Emphasis should be placed on the development of skills related to assisting students and teachers in the effective use of media, in creating and maintaining a favorable environment for learning; in providing leadership in the incorporation of new and innovative uses of media in the instructional program, and planning and providing leadership in activities related to professional staff development.

GUIDELINE 5: The program should provide for the development of skills in the production of instructional materials.

Study and laboratory experience should develop competencies essential to the design and production of instructional materials which can make a significant contribution to learning. The motivation and increased learning resulting from the involvement of students and teachers in such activities should be stressed.

GUIDELINE 6: The program, through study and experience, should provide competencies related to the organization and management of the media collection.

The program should provide the competence to apply and adapt principles and practices of classifying, cataloging and indexing; to evaluate systems and aids from outside sources for cataloging resources; to display the collection in an attractive, stimulating and convenient manner; and to establish effective systems-related inventory, preventive maintenance, and provision of production and processing supplies.

GUIDELINE 7: The program should provide for the acquisition of knowledge and the development of skills related to the planning and management of the media program.

The program should provide the ability (1) to practice effective supervisory techniques and personnel relationships, (2) to formulate long-range plans of immediate and future steps related to the development of the media program; (3) to write educational specifications for the design and construction of media facilities for the school and/or the system; (4) to assist in the preparation and interpretation of the media budget; and, (5) to actively participate in the design and imple-

mentation of evaluation procedures to determine the effectiveness of the media program in the learning activities of the school or system.

SCHOOL COUNSELOR

The central purpose of school counseling is to assist the student in growth toward the attainment of the following personal, educational and vocational goals. The objective of the school counselor is to help the student to:

Develop and practice skills in identifying his personal abilities, aptitudes, attitudes, interests, beliefs, values, and other attributes related to the self-concept.

Develop and maintain an integrated, realistic sense of personal worth and dignity.

Develop and maintain self-reliance and responsibility for personal decisions and behavior.

Develop and display a meaningful personal value system and a sense of identity.

Perceive and define his/her role in the family, school setting, and community.

Develop and practice effective learning skills.

Develop and practice social skills as the basis for meaningful interpersonal relationships.

Be aware of personal limitations and to strive to overcome or to deal constructively with them.

Communicate effectively personal thoughts and feelings.

Establish meaningful and attainable goals.

Develop exploratory learning patterns which facilitate realistic career planning.

Develop and practice the skills of effective decision making through value clarification and problem solving.

Accept other persons and to identify and resolve interpersonal conflicts.

Develop a positive attitude toward, and capacity to deal positively with the central life problems of learning, work, and human relationships.

Develop a philosophy of life and a responsible and satisfying life-style.

A. Personal Characteristics Needed by the Counselor

Certain personal qualities are basic for the effective counselor. Among the necessary qualities are the following:

1. Belief in the worth and uniqueness of individuals in their capacity for growth and change, and in their ability to cope with life situations.
2. Capacity to communicate and relate effectively with others.
3. Understanding of self, including assets and limitations.
4. Openness and flexibility.
5. Emotional stability.
6. Capacity to deal with ambiguity, uncertainty and indecisiveness.
7. Sense of adequacy and self-worth.

8. Awareness and Sensitivity.
9. Clarity in cognitive thought and reasoning.
10. Capacity to relate to others.
11. Capacity to trust and to be trustworthy.
12. Capacity to learn, grow, and actualize himself/herself.
13. Professionalism.

B. Competencies Needed by the Counselor

The counselor has a three-fold role as follows: counselor, coordinator and consultant. In all roles the counselor should be able to demonstrate the substantive knowledge and technical proficiency which is characteristic of the existing state of the profession. The competencies for each role are as described.

ROLE AS A COUNSELOR

The counselor should be able to develop and maintain effective individual and group counseling relationships with regard to the educational, vocational, and personal needs and concerns of students and staff. To implement this role the counselor should be competent to:

1. Establish and maintain counseling relationships within ethical standards
2. Provide theoretical rationale which supports the use of various counseling techniques and procedures
3. Formulate a personal model for counseling which reflects the various students stages of growth anticipated in the counseling process
4. Understand the dynamics of individual behavior
5. Use of group dynamics and procedures effectively.
6. Use effectively activity media appropriate to the needs and developmental levels of students
7. Discern when individual, group, or referral procedures would be most helpful to the student.
8. Help students effectively acquire, integrate, and utilize relevant information about themselves from various sources
9. Help the student translate educational, vocational, and personal-social information into goals, decisions, and actions
10. Improve his professional effectiveness through the acquisition and use of basic research competency and a knowledge of professional literature.

ROLE AS A COORDINATOR

As a coordinator and catalyst, the counselor should be able to:

1. Establish and maintain an integrated, systematically planned, comprehensive program of guidance services in keeping with the educational philosophy of the school
2. Coordinate counseling and guidance services with other pupil personnel services, as well as with curriculum and instructional programs
3. Handle the gathering and dissemination of information relevant to the counseling and guidance program, and the integration of the information into the total school program
4. Coordinate school and community referral sources and serve a liaison function in relation to them

- 5 Coordinate the educational, psychological, and post-graduation placement functions of the school
- 6 Coordinate research and evaluation relevant to the counseling and guidance program

ROLE AS A CONSULTANT

The counselor is a professional resource person who deals with the needs and concerns of individuals and groups through consultation with students, parents, teachers, administrators, members of the pupil services personnel staff and community referral agencies. In line with this role the counselor should be competent to:

- 1 Consult with members of the pupil personnel services staff concerning the development of all relevant services
- 2 Interpret student developmental needs and characteristics and the program of guidance services to school personnel, parents and community agencies
- 3 Consult with other professional personnel in the planning and development of a guidance program based on the characteristics of the local school population
- 4 Consult with teachers concerning classroom programs and teacher-pupil relationships
- 5 Convey to appropriate administrative personnel perceived needs of individual students with special learning and social-emotional concerns
- 6 Consult with parents about their children
- 7 Plan and conduct in-service guidance training for the pupil personnel services staff, teachers and other appropriate school personnel
- 8 Consult with teachers, administrators, other guidance personnel and referral sources in case conferences and follow-up
- 9 Consult with persons doing research and evaluation in counseling and guidance
- 10 Assist in the implementation of educational programs

C. Program Guidelines for the Preparation of Counselors

In order to provide the prospective school counselor with competencies in counseling, coordination and consultation, the student's graduate program should include preparation as specified by the guidelines described hereinafter. The program of preparation should be planned as a logically-organized whole in the continuation of previous study and experience and according to performance on the screening procedures of the institution. There are three levels of preparation as follows: Master's Degree, Sixth Year and Doctorate. The Master's degree program should provide preparation required by each guideline, and the Sixth-Year and Doctoral programs should be designed to develop both breadth and depth in the same areas.

Prospective counselors should not be forced to fit into a single pattern of courses. Provision should be made for self-pacing, independent study, and personalized programs of study that recognize individual differences in needs as well as changing school philosophies and policies. The attainment of competencies should be emphasized rather than the mere completion of a certain number and sequence of courses, accumulation of credentials and insistence on the same prescribed experiences for all persons.

GUIDELINE 1: The program should provide a thorough understanding of the person, including the psychological dynamics of human behavior and group processes.

Since counseling is concerned primarily with analyzing, understanding, and assisting the individual to modify his behavior, a substantial part of the professional preparation for school counselors must necessarily be psychological in nature. This basic part of the pro-

gram may be made up of a combination of advanced undergraduate and graduate course work beyond the introductory general and educational psychology courses required in teacher preparation programs. The content areas which are regarded as important are: *Developmental Psychology, Differential Psychology, Learning, Personality, Social Psychology, Group Dynamics and Individual Assessment.*

GUIDELINE 2: The program should provide professional competencies directly related to the practice of counseling in schools.

The content in this area may be provided in varying sequences and combinations under the following categories: *Counseling Principles and Techniques; Group Procedures; Appraisal Procedures in Counseling; and Career Development, Vocational Psychology and Occupational Information* (including sources of employment).

GUIDELINE 3: The program should extend the understanding of the basic educational philosophies and school curriculum patterns.

Knowledge gained in this area should be particularly appropriate to the counselor's coordination and consultation functions in working with teachers and other school personnel.

GUIDELINE 4: The program should provide information regarding guidance philosophy and organization, and the relationship of guidance services to administration.

Work in this area should include a study of the philosophy and scope of services in a comprehensive guidance program, acquisition of information about the planning and operation of guidance services in relation to the total school program and to related agencies in the community; and a study of the functions and responsibilities of personnel involved.

GUIDELINE 5: The program should include a study of forces and changes in the areas of sociology, anthropology, economics, and intercultural relations.

The work of the counselor requires an awareness of cultural influences upon each pupil and the effects of changes in American culture. Studies should lead to an understanding of educational, social, cultural and economic conditions which make up the pupil's environment. Knowledge should be acquired of urban and rural cultures, ethnic groups, social mores, population patterns, occupational trends, sex role attitudes, family dynamics, and differing life styles.

GUIDELINES 6: The program should include an emphasis on research and statistics.

Work in this area should assist the counselor in gaining greater insights and skills in the use of research techniques and in designing and carrying out research projects. The program should include experiences providing knowledge of significant research and its implications for counseling.

GUIDELINE 7: The program should provide supervised laboratory, field and practicum experiences in counseling, including firsthand information about occupations through occupational field and/or work experiences. An internship or its equivalent should be provided.

Experience in individual and group counseling, helping relationships, guidance programming, coordination, and consultation should be provided consistent with the career objectives of the graduate student. *The experiences should be sufficient to assure that the student has had exposure to the world of work in various occupational settings.*

Laboratory or field experience may include such activities as case studies, analysis of audio and video tape-recorded interviews, and role-playing. The practicum involves actual counseling experience under supervision.

An internship is a lengthy counseling experience under professional supervision in a school, college, or community helping agency. An extended continuous full-time supervised experience in a school setting is normally required.

D. Completion of Program.

The fifth-year program of preparation should entitle the candidate to the Master's degree. When sixth-year and doctoral programs are involved the institution should grant appropriate recognition for completion of the program.

E. Recommendation for Certification

Each candidate for the counselor's certificate must be recommended by the appropriate university official(s). The recommendation, accompanied by a transcript, must certify completion of the Master's degree level or sixth-year level program for the preparation of school counselors.

F. Authorization of Service

The counselor's certificate authorizes the holder to be a counselor in both the elementary and secondary schools. Completion of the sixth-year program entitles the candidate to the advanced counselor's certificate.

SCHOOL SOCIAL SERVICES PERSONNEL

The social worker is a part of the Pupil Personnel Services Team, sharing responsibility for assisting in the prevention and resolution of difficulties that obstruct a child's ability to derive optimal benefit from the school experience. The social worker's particular contribution, through work with students, their families, and other school personnel, is to: 1) know and interpret circumstances in the student's home and family affecting his/her school adjustment; 2) represent and interpret the school to the parents of students having problems; 3) serve as primary referral link to community child-serving agencies, including the juvenile court; and 4) serve as mediator and catalyst in areas of human relations.

A. Competencies Needed by School Social Services Personnel

- 1. *Sensitivity to the feelings of others and respect for the dignity of the individual.*
 - a. Understands and subscribes to the professional social work code of ethics
 - b. Has a mature awareness of self, including motivations, biases, limitations and strengths
 - c. Has a good basic knowledge of human behavior
 - d. Understands and respects differences, including varying life styles, value systems, cultural and racial differences
 - e. Is sensitive to the feelings of others, even under pressure, whether dealing with children, parents, colleagues or superiors
 - f. Respects confidential information and uses it in a professionally responsible manner.
- 2. *Interpersonal skills*
 - a. Is able to develop and maintain constructive relationships
 - b. Can earn the respect and trust of teachers, administrators, and all school personnel, the home, and the community

- c. Is skilled in the art of listening
- d. Is proficient in understanding and responding to non-verbal communication
- e. Is able to infuse professional contacts with a sense of purpose and impart a feeling that time in interviews has been well-spent
- f. Can recognize and control own prejudices and recognize and deal with the attitudes of others.
- g. Can handle anger and the negative feelings of others
- h. Has an understanding and respect for the concept of authority and uses self constructively.
- i. Is prepared to accept all behavior as having a purpose and recognizes that the degree of understanding affects ability to help.

• *3. Skill in the identification and analysis of problems*

- a. Is able to secure and organize data relevant to an assessment of the student's problem, as seen by the school, by the student, and by his/her parents
- b. Can discern significant relationships between facts, can distinguish between facts and inferences or suppositions, and make logical interpretations of such data as a basis in planning for treatment
- c. Can write a clear concise statement of a problem
- d. Can collect selective information demonstrating an understanding of the dynamics of human behavior with regard to such psychological factors as:
 - Normal growth and development
 - Abnormal behavior resulting from crippling physical, mental or emotional conditions
 - Development of the self-concept
 - Influence of self-concept on the behavior of both children and adults
 - Family dynamics
 - Group dynamics (peer expectations, the individual in a group, etc.)
 - Dynamics of dependency, both for the individual and the family, and both economic and emotional dependency
- e. Understands social and environmental factors influencing individual and family behavior such as:
 - Economic pressures
 - Life styles as an adaptation to reality
 - Response to community supports or lack of needed supports
 - Response to institutional expectations
 - Ethnic and subculture value systems and confusions relating there to
 - Peer pressures
- f. Understands the learning patterns, in both children and adults, and actual and potential impediments to learning

• *4. Skill in helping to solve problems amenable to solution, and in ameliorating or helping the student find ways of coping with those which cannot be resolved*

- a: Can develop realistic plans and goals for the solution of problems with the student and/or his family, and involve them fully in the development and implementation of those plans

- b. Can work with appropriate school personnel in the development and implementation of plans to prevent, ameliorate, or solve problems impeding the child's ability to derive full benefit from his/her school experiences
- c. Is skilled in the selection and use of a range of treatment techniques such as: casework, family treatment skills, group work skills, and community organization skills.
- d. Understands and utilizes available resources and makes effective referrals
- e. Can be an effective and trustworthy link between home and school, interpreting each to the other and promoting mutual feelings of trust and respect
- f. Is able to maintain a continuing evaluation of the effectiveness of a plan of action or treatment, and modify the plan when indicated

- *5. Skill in the development of community relations*

- a. Understands the community with which he/she works, its social structure and the inter-relationship of systems within the community
- b. Can mobilize and coordinate resources effectively to meet the needs of students and their families
- c. Can promote the development of resources to meet needs otherwise unmet
- d. Communicates effectively and serves as interpreter of school to community and of community situations, conditions, and agencies of the school

- *6. Administrative Skills*

- a. Understands and utilizes administrative and organizational skills as related to: time and other resources, determination of priorities, and supervision of subordinates.
- b. Understands policy-making in principle and as practiced in the school system
- c. Understands how various programs in the school system are funded and what governs or influences these procedures
- d. Understands the laws governing public schools and the legislative process by which the law (at all levels) is established or modified, including
 - Students' rights and responsibilities
 - Applicable constitutional rights
 - Juvenile laws
 - Laws affecting school administration
 - Enabling legislation related to pupil personnel services
- e. Knows existing policy and procedure and is able to make recommendations to appropriate authorities and through proper channels:
 - That are well-reasoned and based on documented facts
 - That are realistic and based on a thorough knowledge of legal and fiscal restrictions
 - That are feasible and based on understanding of present school structure and program
- f. Can develop, execute, and interpret evaluation methods
- g. Can plan in accordance with the results of systematic evaluation
- h. Can evaluate performance as well as program and distinguish between the two
- i. Can organize volunteer services
 - Defining functions
 - Recruiting and orienting volunteers

- Articulating volunteer activities with other school programs
- Providing for supervision and training of volunteers

• *7. Training and supervisory skills*

- a. Is able to use supervision of subordinates as an on-going device for in-service training of paraprofessionals, volunteers, interns of school social work, and other social services personnel
- b. Is able to plan and conduct training activities for school social work paraprofessionals and for other school personnel through workshops, conferences, (problem oriented or topical) and reference materials.
- c. Is able to serve as a resource person for teachers, other school personnel and social agencies in the community as related to supplying simple information, for consultation in problem-solving and for program-planning.

• *8. Skill in Adapting to the school setting*

- a. Is able to demonstrate a thorough knowledge of the policies, procedures, and programs of the system in which he/she works and understands the reasons for such policies, procedures, and programs.
- b. Is able to understand and utilize established channels of communication
- c. Is able to understand and respect the role and function of each staff member in the school system and is able to function cooperatively as a member of the educational team.

B. Program Guidelines for the Preparation of School Social Services Personnel

Preparation for the school social work position may be at three levels as follows: Bachelor's, Master's and Doctorate. The undergraduate preparation should prepare for professional practice by providing understanding of basic principles and methods of social work. Graduation from the undergraduate program entitles one to the A certificate (level I). The graduate study leading to the MSW gives a deeper and more intense understanding of the basic principles and methods of social work plus additional specialized knowledge of a wider range of treatment techniques, or "interventive strategies". Upon completion of the MSW program, one is entitled to a graduate certificate in social work (level II).

Doctoral level study is generally considered to be preparation for position of considerable responsibility in policy-making, program planning, administration, independent research or university level teaching. Preparation at this level entitles one to the advanced graduate certificate or level III.

The U.S. Office of Education and the National Association on Accreditation have delegated specialty accreditation for social work education to the National Council on Social Work Education. Programs desiring accreditation in order to certify school social workers may be accredited by the Council on Social Work Education but must be designed in accordance with the guidelines specified below.

GUIDELINE 1: The program for preparation of a school social worker should provide specialized opportunity for achieving understanding in depth of the philosophy and values of social work.

Study under this guideline results in a reasonable command of the principles governing a social worker's professional relationships and the ethics of social work, wherever practiced. There should be conscious attention to the study and application of professional values in all work, both in the classroom and in the field instruction (practicum).

GUIDELINE 2: The program should provide learning experiences in the understanding and

application of interpersonal skills as they relate to the individual child, the family, the community, and the school.

Study under this guideline is designed to develop in the social worker an awareness of his/her own motivations, biases, strengths and limitations. The primary objective of the guideline is to develop sensitivity to the feelings of all people with whom the social worker has professional contact — pupils, parents, administrators, peers, and community representatives — and to develop the ability to form and maintain constructive relationships. The program develops an awareness of and appreciation for all supportive services in the schools and inter/intra relationships which exist between those staff members; incorporates study as to how to earn the trust and respect of those with whom he/she works, individually or as members of a group; and develops skills in the art of listening and proficiency in understanding and responding to nonverbal communication.

GUIDELINE 3: The program should develop skill in identifying problems, analyzing problems, developing realistic treatment goals, formulating and implementing treatment plans for the effective solution or amelioration of problems.

The program of study includes the dynamics of human behavior; normal growth and development, abnormal behavior, the development of the self-concept, the self-concept as a determinant of behavior; learning patterns and factors impeding learning; family dynamics; and group dynamics. Social factors studies include the influence of economic pressures, varying life styles, differing cultural values, response to community support or lack of it, response to institutional expectations, and physical and medical problems.

The program should provide competency in securing and organizing data relevant to an assessment of the student's problem, including the perceptions of the school, the child's perception of self as a student (or of self in relation to school) and his/her parents; and competency in writing a clear, concise statement of the problem for the planning of appropriate treatment. It should emphasize diagnostic skills as tools in working with the child, the parents, the teachers, the school psychologist, the guidance counselor, the school nurse, and the principal. In addition study should develop competence in a range of treatment techniques, allowing the school social worker to select and use the technique most appropriate to the situation:

- a) *Casework* — interviewing, relationship building, maintenance of goal-directed focus for the child, the family, and other relevant professionals both in the school and in the community;
- b) *Family treatment skills* — utilizing knowledge of family dynamics, interdependency, rivalries, strengths, and authority;
- c) *Group work skills* — utilizing the dynamics of peer support, both in groups of students and in groups of parents;
- d) *Community organization skills* — mobilizing resources, coordinating services, and developing institutional supports toward the solution of problems.

GUIDELINE 4: The program should develop skills in community relations and in the mobilization and coordination of local resources and services.

Study under this guideline develops an understanding of how to analyze a community and the interrelationship of systems and subsystems within the community. The school social worker learns to use his knowledge for the effective mobilization and coordination of resources and services to meet the needs of school children and their families, to promote the development of needed services, and to serve effectively as a communications link between the school and the community.

GUIDELINE 5: The program should provide for study of the basic principles of staff development, supervision, team functioning, and administration.

The program distinguishes between administrative and "training" supervision, providing skills in the use of supervision as a method for developing competence on the job in less experienced social services personnel, paraprofessionals, volunteers, and social work interns. The program should equip the social worker to serve as an effective member of the Pupil Personnel Services Team and as a resource person for other school personnel and for social agencies in the community and for consultation in problem-solving, program planning, and in-service training.

GUIDELINE 6: The program should inculcate an awareness of the importance of understanding the policies, procedures, and programs of the system within which the social worker is to function and the relationship of this system to other child-serving agencies or systems.

Under this guideline the program develops sufficient understanding of the policy making process to permit the school social worker to make recommendations regarding policy and procedure to the appropriate authorities through proper channels.

In both classroom and field instruction, attention to the importance of understanding and respecting established channels of communication and the role and function of other key members of the educational system should be emphasized.

GUIDELINE 7: The program of preparation should provide specialized opportunity for social work internships.

The field experience under qualified supervision must meet the standards established by the North Carolina State Board of Education for school social workers in the undergraduate and graduate programs of study. A student preparing for school social work will, therefore, have an internship of at least 300 clock hours which will provide the opportunity to learn the role of the school social worker in a public school setting and to acquire general information about the philosophy, policies, practices of the public school structure and the Pupil Personnel Services Team concept.

Completion of Program

Completion of the program for school social work should entitle the candidate to appropriate recognition from the institution from which he/she graduates.

Recommendation of Institution

Each candidate for a certificate must be recommended by the appropriate college or university official. The recommendations accompanied by a transcript of credit must certify that the candidate has completed one of the levels of preparation.

SCHOOL PSYCHOLOGIST

The program for the preparation of school psychological personnel should develop a thorough knowledge of psychology and its application to the activities and instructional programs at all school levels. There are three program categories or levels of preparation: **School Psychologist I—Psychometrist, School Psychologist II, and School Psychologist III.**

The program for the first level of preparation involves a planned graduate period of study, culmi-

nating in a master's degree, which prepares one to function as a basic psycho-educational examiner in offering psychological services and to practice in a program that is restricted principally to the psycho-educational evaluation of individual children, focusing mainly on the assessment of cognitive functions in learning problems with subsequent related consultation on individual child studies

The program at the second level stipulates a sixth-year planned graduate program which includes a master's degree and is geared to prepare one to assume major responsibility for general consultative work in the schools, informal case conference work, formal case consultation, and direct psycho-educational intervention

The third level of preparation culminates in the doctoral degree and equips one with the competencies necessary to assume the full range of responsibilities of the school psychologist.

The master's degree program should provide preparation required by each of the following guidelines, and the two levels above should be designed to develop both breadth and depth in the same areas.

GUIDELINE 1: The program should provide a broad understanding of the psychology of learning and the learning difficulties of children.

Preparation in this area should provide basic understanding of the learning processes, individual differences, adjustment, behavior, readiness, attitudes, ideas, beliefs, motivation, and physical growth and development.

GUIDELINE 2: The program should provide a thorough training in the techniques of measurement and evaluation.

Preparation in this area should include a basic competency in developmental psychology, statistical and measurement theory, behavior deviations, differential diagnosis, problems of measurement of the individual, and group assessment. The program should provide supervised practicum experiences in diverse psychological service settings.

GUIDELINE 3: The program should provide a comprehensive understanding of personality development and the dynamics of human behavior.

Preparation in this area should provide basic understanding of child growth and development, personality theory, behavioral deviations, individual differences, social psychology, individual and group dynamics, and constructive intervention procedures. The program should also provide opportunities for observation and participation in both consultative and counseling situations.

GUIDELINE 4: The program should provide an emphasis on research and appropriate statistical techniques.

Preparation in this area should include the development of skills in designing and carrying out experimental research. The program should include opportunities for significant psychological and educational research, its implications, and its use.

GUIDELINE 5: The program should provide a basic understanding of the organization and operation of public schools, appropriate knowledge of curriculum development, and a supervised practicum in a school setting.

Preparation in this area should include a study of the overall school setting, including curriculum, organization, and administration of elementary and secondary schools. Opportunities shall be provided for a supervised internship under a qualified school psychologist in the practice of psychology in a school setting.

Completion of Program

Completion of the program for school psychologists should entitle the candidate to appropriate recognition from the institution.

Recommendation of Institution

Each candidate for a certificate must be recommended by the appropriate college or university official. The recommendation accompanied by a transcript of credit must certify that the candidate has completed one of the levels of preparation.

SUPERVISOR OF STUDENT TEACHERS

A. Requirements for Issuance of the Certificate

(Program guidelines are not available.)

1. Hold or be qualified to hold the Graduate Teacher's Certificate
2. In addition to the requirements for the Graduate Teacher's Certificate, graduate credit for six semester hours in Education, emphasizing:

General Supervision

Methods and Techniques of Supervising Student Teaching

Student teacher relationships to the college, local school administrative unit, cooperating school, and community

3. Recommendation of the local administration (superintendent, supervisor, or principal) and the college supervisor

This is an optional certificate not to be required of supervisors of student teaching at the present time. In the meanwhile, the minimum academic and professional qualifications for a supervisor of student teaching shall be a Class "A" Teacher's Certificate, and at least two years of successful classroom teaching experience.

B Requirements of Certificate on the Sixth-Year Level

1. Hold or be qualified to hold the certificate for Supervisor of Student Teachers
2. Have thirty semester hours of additional graduate credit from an institution approved for two or more years of graduate study
3. The second-year graduate program must include substantial blocks of time in the following areas, with minimums as indicated:

Advanced preparation in teaching field.	12
Advanced appropriate professional education for teachers and supervisors of student teachers.	12
Electives.	6

SECTION III

STANDARDS AND GUIDELINES FOR INSTITUTION-BASED INNOVATIVE AND EXPERIMENTAL PROGRAMS

INTRODUCTION

Institution-based innovative or experimental programs are defined as being alternate to regularly approved college or university teacher education programs. Specifically, programs covered by the innovative and experimental rubric include: (1) programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel, (2) programs designed to prepare school personnel for new types of positions that are emerging on the education scene, and (3) programs designed for specific curricula areas for which state standards have not been developed (e.g., environmental education, drug abuse education, aerospace education, the humanities). Experimental or innovative programs when developed and implemented responsibly are recognized as being essential to the improvement of teacher education programs. It is mandatory that such programs be conceived, designed, administered, and evaluated in accord with recognized standards. Consequently, an institution wishing to establish an experimental program is required to submit a proposal to the state educational agency giving such information as rationale for the design of the program, program objectives, plan of operation, and evaluation provisions. When a program is approved through the state's regular approval process, certificates will be issued to those going through the program upon the recommendation of the institution. The guidelines and standards below are used in developing and implementing innovative and experimental programs.

STANDARDS AND GUIDELINES FOR THE DEVELOPMENT AND IMPLEMENTATION OF AN EXPERIMENTAL OR INNOVATIVE PROGRAM

STANDARD I: The program must be justified in a clear, concise, and convincing statement.

1 1 Rationale for The Program: A rationale should be developed focusing on the need for the proposed program, including explanatory information as to how and why the need has developed.

1 2 Analyses of Current Practices in the Field: The proposal should include an analysis of why existing programs are failing to meet the need and an analysis of current practices and trends in the proposed experimental field.

1 3 Assumptions Regarding the Program: The statement should describe the proposed program, indicate what is already known about it, and point out what the program proposes to do.

1 4 Objectives of the Program: Each program should be based on a clear-cut and well-conceived statement of purposes and objectives. The statement should be cooperatively prepared by the agencies involved in the program.

STANDARD II: The program must be appropriately organized and administered.

2 1 Organizational Structure: The institution must be approved by the State Board of Education to prepare teachers, and the structure for the program must be of such a nature that it guarantees the commitment of the total institution to the proposed project.

2 2 Administrative Arrangement: The administration of the institution must designate the appropriate division, school, college, or department within the institution to administer the program. Obviously, the teacher education unit within the college or university should always be appropriately involved.

STANDARD III: The program must be supported by sufficient and appropriate human and physical resources.

3.1 Human Resources: The institution should identify the staffing plan which it considers adequate for developing and implementing the program. The probable sources of available and qualified personnel to serve as consultants and instructors should be identified.

3.2 Physical Resources: The program should be supported by sufficient and appropriate physical and material resources which should be clearly identified. The continuing availability of such resources should be assured for the duration of the program.

STANDARD V: The preparation program and experiences shall be planned and implemented to meet the needs of the students in the program.

5.1 Roles for Which Program is to Prepare Individuals: The objectives and priorities of the roles should be clearly stated. The primary objective of the program should be to prepare professionals to perform in designated roles.

5.2 Competencies Needed by Professionals in Given Roles: The competencies should be described and should include knowledges, attitudes, skills, etc., related specifically to roles to be performed. In describing competencies the cooperating agencies should focus on the performance expected of the beginner in whatever role is being considered. An individual going through a program shall be eligible to receive a bachelor's degree, be proficient in his area of concentration and be capable of working with students in ways which will enhance their opportunities for learning.

5.3 Preparation Opportunities and Experiences: Experiences should be designed in relation to the individual's assets and needs. It is expected that there would be a variety of experiences in different settings/as follows: college campuses, community and school situations.

5.4 Individualization and Personalization of Programs: The chief characteristic of the program should be that it is "individual oriented". This means that an instructional program should be arranged in relation to the individual's needs and talents as determined by entry level and continuing evaluations.

STANDARD IV: The institution must develop indicators it accepts as evidence of acceptable entry into a program and identify the levels of competency expected throughout the program.

4.1 Entry Competence Levels: The institution should have ways of assessing an individual's competence in relation to the knowledge, skills, and attitudes needed as determined by the objectives of the program.

4.2 Continuous Competence Levels: The institution will be required to design and conduct a well defined plan for a continuing evaluation of students enrolled in the program. The evaluation should provide (1) means for determining the extent to which a student is attaining program goals, (2) ways of getting information for use in altering or redirecting activities and experiences, and (3) procedures for determining the effectiveness of the program itself. Throughout the program, emphasis should be on what the teacher will be expected to know and do rather than on any courses completed.

STANDARD VI: The program must provide exit levels of competence, certification recommending procedure, and follow-up processes.

6.1 Exit Levels of Competence: At the time a student exits from a program and is ready to enter the profession, the institution will be required to have evaluation procedures to assess his ability and promise as a teacher. For initial State certification the institution would certify that a candidate has (1) demonstrated ability to meet needed competencies and (2) is eligible for at least the bachelor's degree in the appropriate field.

6 2 *Follow-up Policies*: There should be follow-up evaluations of the performance of individuals completing programs in order that they and the institution might have feedback information. Through this process, individuals would become aware of their strengths and limitations and as a result would be in a position to plan their future program of professional development. The feedback information could be used by the institution as a basis for the continuous revision and improvement of programs. This means that there would be some procedure for observing, analyzing and measuring the performance of those entering the profession during their first years of service.

6 3 *Evaluation Procedures*: The experimental program should have continuing evaluation with provisions for performance criteria and follow-up at specific intervals during the timetable for the project. Evaluation should provide information to identify areas in the program that need strengthening and to suggest new directions for program development.

STANDARD VII: The program must have a timetable of sequential events involving the development and implementation of the program.

7 1 *Starting and Terminal Dates*: The program should include: (1) the sequence of activities that will occur, (2) the anticipated schedule of evaluative check points, and (3) the identification of competencies or other changes at selected intervals in the program.

7 2 *Expected Number of Students*: The program should specify the number of students to be involved.

7 3 *Periodic Reports*: The timetable should give the appropriate dates on which periodic reports are to be submitted to the appropriate officials of the institution and to the State Education Agency.

PROCEDURAL STEPS IN THE FORMATION AND APPROVAL OF INSTITUTION-FOCUSED EXPERIMENTAL AND INNOVATIVE PROGRAMS

1 An institution will file with the Division of Teacher Education, State Department of Public Instruction a letter of intent to develop a program and a brief description of the proposal.

2 The proposal will be reviewed by appropriate personnel in the State Department of Public Instruction, following which the Director of the Division of Teacher Education will present to the institution an analysis as to the merits of the proposed program.

3 Personnel in the State Department of Public Instruction will work cooperatively with college and university personnel in the development and implementation of promising proposals.

4 The State Department of Public Instruction through the Division of Teacher Education arranges for committees to make on-site visitations to review each experimental or innovative program.

5 The recommendations of the visiting committees are submitted to the State Evaluation Committee on Teacher Education and finally to the State Board of Education for disposition.

6 The evaluation and approval processes of the State Evaluation Committee on Teacher Education and the State Board of Education will operate under the same principles and procedures as for regular college and university programs.

7 After the approval of a program by the State Board of Education, the Division of Teacher Education of the State Department of Public Instruction will maintain a close contact with the operationalizing phases of the program, keep records and reports of the operation of the program, and review and analyze progress reports.

8 Candidates seeking certification after completing an approved program will be issued certificates in the regular manner.

SECTION IV

STANDARDS AND GUIDELINES FOR ORGANIZING AND IMPLEMENTING CONSORTIUM-BASED TEACHER EDUCATION

INTRODUCTION

The consortium-based teacher education program is identified as being an alternate to the regular college or university focused concept and initially is to be considered as being experimental in nature. The program has emphases that make it different from the traditional teacher education approach. Among these emphases are the following: (1) provides for a number of agencies to combine resources and efforts to evolve and implement teacher education programs, (2) requires recognition of appropriate learning regardless of how, where or when the learning took place, (3) provides accommodations that make it possible to admit to teaching persons whose preparation and teaching ability are achieved through a different set of experiences than those normally prescribed in a college or university focused program, (4) recognized demonstrated performance as the major basis for certification, (5) encourages differences, variety and change in developing and implementing programs, (6) demands that preparation experiences be relevant to competence on the job and to the changing needs of society and (7) decentralizes responsibility and accountability for preparation and the outcomes of preparation. Under the plan, colleges/universities, professional associations, public school administrative units and the State education agency form consortia to plan and implement preparation programs. The four required groups in the consortium shall have parity with each agency having an equal voice in overall planning, policy formation, assignment of responsibilities, evaluation of programs and the hearing of appeals.

A consortium of agencies develops a program in accord with State standards and guidelines and submits it to the State agency for approval. Once approved, certificates will be issued to those going through the program upon the recommendation of the consortium of agencies. The standards and guidelines outlined below are to be used in developing and implementing programs under the alternate concept.

STANDARDS AND GUIDELINES FOR THE DEVELOPMENT AND APPROVAL OF CONSORTIUM-BASED TEACHER EDUCATION

STANDARD I: Teacher education programs are planned, developed, implemented and evaluated by a consortium of agencies. The agencies in the consortium shall include colleges and universities, public school units, professional associations and the State education agency.

A consortium is defined as a formal partnership of one or more colleges or universities, one or more school organizations, one or more professional associations and the State agency functioning through representatives with authority to act within certain specified guidelines. The mandating of representation from four specific groups should not discourage the inclusion of additional agencies.

1.1 Structure and Representation of the Cooperating Agencies

1.1.1 *Professional Associations:* Representative(s) shall be elected or selected by the professional staff, who are members of the local association(s), in the participating administrative unit(s). The representatives should be in position to represent a broad spectrum of professional points of view. Many associations represent the interests of professionals, but if the guidelines and standards are to function effectively, it is necessary for accountability purposes to identify one association.

1.1.2 *School Administrative Unit(s)*: Any public school administrative unit or combination of units shall have the school organization responsibility in a consortium. Professional staff representatives should be nominated by the superintendent and approved by the local board of education to represent the interests of appropriate parties.

1.1.3 *College/University*: Any institution of higher learning or cooperative group of colleges/universities with an approved teacher education program shall have the college/university responsibility in a consortium. The representatives should be nominated by the appropriate teacher education policy-making body and be appointed by the chief administrative officer of the institution and should represent the interest of students, faculty and administration.

1.1.4 *State Education Agency*: The Division of Teacher Education of the State Department of Public Instruction shall represent the State agency in the consortium. The Division will draw upon the resources (human and material) of the State agency for as many support activities as possible.

1.2 Organization and Administration of the Consortium

1.2.1 The representatives of the various agencies in the consortium shall constitute the policy board with responsibility for all aspects of the development, implementation and evaluation of teacher education programs within the consortium.

1.2.2 Each agency in the consortium shall have parity both in the power to influence decisions and in the assumption of responsibility for implementing the decisions.

1.2.3 Roles and responsibilities of the agencies in the consortium must be clearly defined and agreed upon by the consortium. Consequently, agency representatives should have authority to act for their agency or know the parameters within which they may so act. Each agency cooperates fully in every aspect of the program. However, the focal function of each agency might be as follows:

1.2.3a **Professional Associations**: Coordinator of evaluations related to field experiences.

1.2.3b **Local School Administrative Units**: Coordinator of assignments to field experiences.

1.2.3c **College or University**: Coordinator for the implementation and evaluation of preparation programs.

1.2.3d **State Education Agency**: Coordinator for program approval and patterns of certification.

1.2.4 Arrangement must be made by the consortium for the administration of the various aspects of the program.

STANDARD 2: The consortium must follow an established managerial structure in delineating activities and relationships involved in the development and implementation of consortium programs.

2.1 *Consortium Formation*: The initiative for beginning a consortium program may be taken by an appropriate agency or combination of agencies. In order to ensure that each agency has an equal voice all agencies to be in the consortium should be involved from the very outset.

2.2 *Policy Board*: The policy board is made up of members as designated by their respective agencies. The board becomes responsible and accountable for all phases of the development. It formulates and adopts policies for governing the activities of the consortium, administers policies and procedures and determines resources needed and available to accomplish program objectives.

2.3 *Program Development*: Program development involves (1) developing role definitions and competencies from which program components will emerge, (2) determining entry and exit criteria, (3) counseling with program candidates on an individualized basis and (4) determining human and material resources needed and available.

2.4 *State Board Approval*: The proposal of a consortium is presented to the State Board of Education for approval. The State Board and State Department of Public Instruction arrange for on-site visits and program review. Reports and recommendations resulting from the visit

are presented to the State Evaluation Committee on Teacher Education. Action of that Committee is presented to the State Board of Education for final action.

2.5 Implementation of Program: Specific assignments are made for operationalizing the policies, procedures, etc., of the consortium.

2.6 Recommendation for Certification: The policy board may take the responsibility or assign the responsibility to one of the agencies for recommending candidates to the State Department for certification purposes.

2.7 Program Evaluations: Comprehensive evaluations should be a continuing process by the consortium members. In addition to these on-going consortia evaluations the State Board of Education will conduct evaluations at regular intervals.

STANDARD 3: The consortium of agencies must develop indicators it accepts as evidence of acceptable entry into a program and identify the levels of competence expected throughout the preparation process.

3.1 Entry Competence Levels: In the determination of learning experiences needed by an individual, the consortium must have ways of assessing his status in relation to knowledges, skills and attitudes appropriate to his role in education.

3.2 Continuous Competence Levels: The consortium of agencies will be required to design and conduct a well defined plan for a continuing evaluation of students enrolled in the program. The evaluation should provide (1) means for determining the extent to which a student is attaining program goals, (2) ways of getting information for use in altering or redirecting activities and experiences, and (3) procedures for determining the effectiveness of the program itself. Throughout the program, emphasis should be on what the teacher will be expected to know and do rather than on any courses completed.

STANDARD 4: The consortium of agencies must identify the human and material resources available and/or needed to develop and implement a program.

4.1 Human Resources: The consortium should identify the organizational structure and the staffing plan which it considers adequate for developing, implementing and administering the operational program. The probable sources of available and qualified personnel to serve as consultants and instructors should be identified. Responsibility for coordination of all activities should be clearly defined.

4.2 Material Resources: The consortium should provide evidence that it has the material resources, including funding to adequately implement the program.

STANDARD 5: Preparation programs and experiences shall be planned and implemented to meet the needs of students on an individual basis.

5.1 Roles for Which Program is to Prepare Individuals: The objectives and priorities of the roles should be clearly stated. The primary objective of the program should be to prepare professionals to perform in designated roles.

5.2 Competencies Needed by Professionals in Given Roles: The competencies should be described and should include knowledges, attitudes, skills, etc., related specifically to roles to be performed. In describing competencies the cooperating agencies should focus on the performance expected of the beginner in whatever role is being considered. An individual going through a program shall be required to complete bachelor's degree requirements, be proficient in his area of concentration and be capable of working with students in ways which will enhance their opportunities for learning.

5.3 Preparation Opportunities and Experiences: Experiences should be designed in relation to the individual's assets and needs. It is expected that there would be a variety of experiences in different settings as follows: college campuses, community and school situations.

5.4 *Individualization and Personalization of Programs*: The chief characteristic of the program should be that it is "individual oriented". This means that an instructional program should be arranged in relation to the individual's needs and talents.

STANDARD 6: The consortium must establish appropriate exit levels of competence, provide a certification recommending procedure and maintain an effective follow-up process.

6.1 *Exit Levels of Competence*: At the time a student exits from a program and is ready to enter the profession, the consortium will be required to have evaluation procedures to assess his ability and promise as a teacher. For initial State certification the cooperating agencies would certify that a candidate has (1) demonstrated ability to meet the competencies established by the cooperating agencies for initial employment and (2) is eligible for at least the bachelor's degree in the appropriate field.

6.2 *Feedback Through an Effective Follow-Up Procedure*: There should be follow-up evaluations of the performance of individuals completing programs in order that they and the consortium might have feedback information. Through this process, individuals would become aware of their strengths and limitations and as a result would be in position to plan their future program of professional development. The feedback information could be used by cooperating agencies as a basis for the continuous revision and improvement of programs. This means that there would be some procedure for observing, analyzing and measuring the performance of those entering the profession.

PROCEDURAL STEPS IN THE DEVELOPMENT AND APPROVAL OF CONSORTIUM-BASED TEACHER EDUCATION PROGRAMS

1. An agency or group of agencies will file with the State Department of Public Instruction a letter of intent to form a consortium.
2. State Department of Public Instruction personnel will provide assistance in bringing about appropriate communication and collaboration among and between agencies and assist the consortium in program development leading to State Board approval.
3. The consortium develops a comprehensive report in terms of the standards and guidelines of the State Board of Education and when completed it is filed with the State Department of Public Instruction.
4. The State Department arranges for committees representing the State Board of Education to make on-site visitations to review each consortium's program for consequent recommendations to be submitted to the State Evaluation Committee on Teacher Education and finally to the State Board of Education.
5. The evaluation and approval processes of the State Evaluation Committee on Teacher Education and the State Board of Education will operate under the same principle as for regular college and university programs.
6. After the initial approval of a program by the State Board of Education, the Division of Teacher Education of the State Department of Public Instruction will maintain records and reports related to consortium arrangements, review and analyze annual progress reports filed by the consortium and serve in a liaison capacity between the State agency and the consortium operations.

SECTION V ADMINISTRATION OF THE COMPETENCY-BASED TEACHER EDUCATION PROGRAM

I. PROCEDURES FOR APPLYING STANDARDS

1.1 Preliminary Application

Each institution desiring approval of the State Board of Education to engage in any phase of the preparation of teachers will submit a *preliminary application*, including a quantitative data summary, to the Division of Teacher Education of the State Department of Public Instruction. The application will be reviewed by the said Division, following which the Director of the Division will notify the institution of any obvious problems that might be encountered in the approval process. Copies of the State Board's "Standards and Guidelines" will be supplied to the institution for use in its self-study for approval or reapproval.

1.2 Self-Study and Application for State Approval

After engaging in a period of self-study with the "Standards and Guidelines" as criteria, the institution will file its report of self-study and application for State approval or reapproval with the Division of Teacher Education. If an examination of the application and self-study report indicates that all phases are complete and in order, a visit will be made to the institution by a visitation committee for an on-site look at the institution and its programs.

1.3 Committee Visitation

The main responsibility of the committee will be to analyze carefully the institution's self-study report and, in light of that analysis supported by on-site observations, to describe the institution and its program. Work of the committee will have an emphasis on evidence gathering—describing, interpreting, and validating. In addition, the team makes some judgments as to strengths and weaknesses of an institution. The judgments involve getting team consensus about the degree to which the team feels that there is evidence at the institution that particular practices, as defined in the standards, are present or are not present. The report of the committee will be filed with the Division of Teacher Education. When appropriate, the schedule for the visitation committee might be arranged at a time when the National Council for Accreditation of Teacher Education or other accrediting agencies have visiting teams at the institution.

1.4 State Evaluation Committee on Teacher Education

The Division of Teacher Education will refer the report of the visitation committee to the State Evaluation Committee on Teacher Education. The recommendations of the Evaluation Committee will be referred to the State Board of Education for consideration and action.

1.5 Approval of Programs

Approval of programs will be for a period of five years or shorter periods of one to three years, depending upon the degree to which all conditions for approval have been met. An institution conditionally approved must show annual progress toward meeting all requirements for unconditional approval, with no institution being permitted to remain in the conditional status beyond a period of time as determined by the State Board of Education.

1.6 Advisement on Improvement

If an institution or program is not approved, the institution will be advised as to the areas in which improvements or changes appear to be essential for approval. Such an institution may appeal the decision to the State Board of Education or reapply for approval when it has made the necessary improvements.

1.7 Certificate Issuance

A student who completes his study at an institution whose specific programs of teacher education have been approved by the State Board of Education will be issued an appropriate certificate

by the Division of Teacher Certification. An application for certification must be supported by an official transcript and the recommendation of the authorized officials of the institution.

1.8 Continuous Review of Programs

Each institution on the approved list should keep its programs of teacher education under continuous, faculty-wide review. A reevaluation of programs may be requested at any time deemed necessary by the State Board of Education or the institution involved.

1.9 Re-study and Re-evaluation

Maintenance of the approved program status requires each institution to restudy and reevaluate its own programs and arrange, through the Division of Teacher Education, for a visit from a visitation committee at regular five-year intervals. The visitation committee and the State Evaluation Committee will function as in the original evaluation and approval of the institution should be continued for another five-year period. The re-approval committee visit should occur during the last year of the current approval period.

1.10 Annual Reports

Approved institutions shall make annual reports to the State Board of Education. The reports shall be minimum in detail, containing basic information needed to keep the records on each institution up-to-date. The Division of Teacher Education will maintain the records and keep each institution appropriately advised.

1.11 Revision of Programs

When an institution on the approved list desires to make revisions in its teacher education program, it shall file with the Division of Teacher Education a description of proposed additions, deletions, or alterations for presentation to the State Board of Education. The State Board of Education shall approve or disapprove the proposal, effective until the next regularly scheduled re-evaluation of the institution's teacher education program, or until a special evaluation can be made.

1.12 Program Development and Revision Assistance

The staff resources of the State Department of Public Instruction are available to institutions to assist in conducting self-studies, and in program development and revision.

1.13 Special Study of Phases

Under direction of the State Advisory Council on Teacher Education and Staff Development, teacher education programs will be appropriately selected for special study. This procedure will facilitate continuous study and improvement of programs. Institutions are encouraged to suggest areas of pertinent study.

II. PROCESS FOR APPROVING INSTITUTIONS AND PROGRAMS FOR TEACHER EDUCATION

Four parties are involved in approving institutions and programs for teacher education. (1) the State, (2) the institution, (3) a visitation committee, and (4) the State Evaluation Committee on Teacher Education. The role and responsibility of each are as follows:

2.1 Role of the State

The responsibility and authority to approve institutions and programs for teacher education resides in the North Carolina State Board of Education, and the administration of the responsibility is through the Division of Teacher Education of the State Department of Public Instruction.

2.1.1 Institution makes known to the Division of Teacher Education its desire to be approved.

2.1.2 Institution is supplied with the state's evaluative criteria by the Division of Teacher Education.

2.1.3 Institution engages in a self-study, using the evaluative criteria.

2.1.4 Report of the institution's self-study is filed with the Division of Teacher Education.

2.1.5 Institution is visited and examined by an appointed visitation committee.

2.1.6 Report of the visitation committee is made, through the Division of Teacher Education, to the State Evaluation Committee on Teacher Education.

2.1.7 Report of the Evaluation Committee is referred to the State Board of Education.

2.1.8 The State Board of Education acts upon the report

2.2 Role of the Institution

2.2.1 Initiates request for approval of the institution and programs offered.

2.2.2 Engages in self-study, using the criteria for approval as the basis for study.

2.2.3 Participates in selection of the chairman of the visitation committee.

2.2.4 Supplies members of the visitation committee, through the Division of Teacher Education at least two weeks in advance of the visit, a copy of the self-study report.

2.2.5 Cooperates with the visitation committee during its visit by:

Acquainting staff with members of the committee.

Supplying the committee with necessary information about campus facilities and the program of teacher education.

Arranging for students to be interviewed by the committee.

Arranging for the committee to observe class situations

Arranging for members of the committee to have interviews with the staff.

Planning the schedule of meetings and activities of the committee

2.3 Role of Visitation Committee

2.3.1 The chairman of the visitation committee shall be selected cooperatively by the Director of the Division of Teacher Education, the dean or president of the institution, and the head of the department of education of the institution seeking approval. The selection should be made well in advance of the date for examination of the institution's program. The selected chairman will be extended an invitation to serve by the Division of Teacher Education.

2.3.2 The chairman, after accepting the appointment, shall meet with the Director of the Division of Teacher Education at an appropriate time to plan the details regarding the visit.

2.3.3 The size and composition of the committee should take into account such factors as: (a) the number of programs being reviewed, (b) the kinds of programs being reviewed, and (c) the number of students enrolled in each program being reviewed.

2.3.4 Invitation to serve on committees is made by the Director of the Division of Teacher Education, State Department of Public Instruction.

2.3.5 The committee should have a representative membership from such groups as the following: (a) faculty membership from other institutions within or outside the state, (b) practitioners from schools of less than collegiate level, (c) personnel of the State Department of Public Instruction, (d) representatives from professional organizations, and (e) teacher education students.

2.3.6 The visitation committee meets at the time and place as designated by the institution and the Division of Teacher Education, and works, in the following manner:

Purpose of the visitation is identified

Study report submitted by the institution is examined

Areas in which additional information is needed are identified

Procedures for surveying the institution's existing programs are outlined and agreed upon

The responsibility of each member of the committee in surveying the programs and reporting findings is decided

The committee's plan of action is submitted to the responsible person in the teacher educa-

tion program of the institution

The chairman directs the activities of the committee and assures that the report is completed in its entirety and approved by the committee

2.3.7 The visitation committee, in planning and executing its visit to the institution, will:

Analyze the institution's self-study report

Study the existing programs to gain evidences to support the conclusions contained in self-study relating to strengths and weaknesses of individual programs.

Plan with the institution regarding opportunities to:

Observe class situations

Interview students and staff.

Have work sessions with the staff

Review findings of the committee with the staff

Make a report of its study and findings to the Division of Teacher Education

2.4 Role of the State Evaluation Committee on Teacher Education

2.4.1 The Evaluation Committee, consisting of not fewer than 18 persons, is composed of lay and professional representatives involving all phases and levels of education. Members are named by the State Board of Education from recommendations submitted by the State Superintendent of Public Instruction. They serve for a period of three years, on staggered terms, with no one serving for more than six consecutive years. The officers are a chairman to be selected by the State Board and a secretary. The secretary is the Director of the Division of Teacher Education.

2.4.2 The work of the Evaluation Committee is to:

Review reports of the visitation committees

Appraise institutions and programs in terms of compliance with the standards and guidelines adopted by the State Board of Education, as such compliance is reflected in the reports of the visitation committees.

Meet as frequently as necessary, or when reports are to be reviewed (The chairmen of the visitation committees participate in these meetings)

Make reports and recommendations to the State Board of Education

SECTION VI

CERTIFICATION PATTERNS

Certificates indicate grade level(s), content area(s), specialization(s) and preparation levels for which the professional is or has been prepared.

1. TYPES OF CERTIFICATES

1.1 Teacher: The certificate entitles the holder to teach in some designated area of specialization. Four levels of preparation are provided as follows: bachelor's degree, master's degree, sixth-year and doctorate.

1.2 Administrator: This certificate is designated as administrator and authorizes the holder to serve in general and program administration roles such as superintendent, assistant (or associate) superintendent, principal and assistant principal. There are three levels of preparation: master's degree, sixth-year, and doctorate.

1.3 Education Specialist: This certificate authorizes the holder to serve in roles of specialized assistance to the learner, the teacher, the administrator and/or the education program in general. Roles in this category include the curriculum-instructional specialist, counselor, media specialist and school psychologist. Three levels of preparation are provided: master's degree, sixth-year and doctorate.

2. LEVELS OF CERTIFICATES

The levels of certificates recognize different levels and degrees of career development and competence. It is assumed that one will move from level to level as he demonstrates that he meets established performance criteria.

2.1 Initial Certificate: This certificate allows one to begin practicing his profession on an independent basis. It is changed to a career type of certificate by meeting certain established criteria. (Validation of successful experience as in compliance with General Statute 115-142.)

2.2 Career or Continuing Certificate: This certificate authorizes professional school service on a continuing or career basis and assumes continued professional development. There are three categories of certificates in this classification.

2.2.1 Teacher (Class "A" undergraduate and Class "G" graduate)

2.2.1a Early Childhood Education

2.2.1b Intermediate Education

2.2.1c Secondary Specializations

2.2.1d Special Areas

2.2.1e Occupational

2.2.2 Administrator

2.2.3 Educational Specialist

2.2.3a Counselor

2.2.3b Curriculum-Instructional Specialist

2.2.3c Media Specialist and/or Coordinator

2.2.3d School Psychologist

2.2.3e Supervisor of Student Teachers

3. CERTIFICATE ENDORSEMENTS:

Endorsements may be added to initial or continuing certificates to reflect changes in teaching qualifications. The determination of endorsement program requirements for individuals should be done by North Carolina institutions with approved programs in the endorsement areas involved. Certificates will be issued upon the recommendation of the institution providing the program.

4. CERTIFICATES FOR NON-TEACHER EDUCATION GRADUATES (IN-STATE AND OUT-OF-STATE):

A non-teacher education college graduate who later decides to teach must have his credentials evaluated by an approved institution or teacher education consortium and a copy of the evaluation is filed with the Certification Office. He must satisfy the assessment of his needs, and upon meeting the requirements of the evaluation, he is recommended by the institution or consortium for the appropriate certificate. Otherwise, a person in this category would qualify for some type of emergency rating.

5. RECIPROcity IN CERTIFICATION

5.1 NCATE Accreditation: Graduates of institutions outside of North Carolina accredited by the National Council for Accreditation of Teacher Education are eligible for an appropriate North Carolina certificate, provided the following conditions are met:

5.1.1 The applicant is seeking certification in his major area or areas of preparation.

5.1.2 The applicant is a graduate of an NCATE approved teacher education program and is recommended by his preparing institution for certification in his major area or areas of preparation.

5.1.3 The recommendation for certification is supported by an official transcript supplied by the institution.

5.1.4 The applicant is seeking certification in an area or level of teaching for which North Carolina has provision for certification.

5.1.5 The preparing institution has been evaluated by NCATE through a visiting team.

5.2 Interstate Contractual Agreements: In several states, (check with the Division of Teacher Education, State Department of Public Instruction for a list of states) including North Carolina, legislation has been enacted giving the state education agency the authority to make interstate contracts. This means that two or more state superintendents or commissioners of education might sign a contract whereby they agree to accept each other's teachers under the following conditions: (1) graduates from state approved programs and (2) experienced teachers who have successfully taught for at least three of the past seven years on a regular certificate.

5.3 NASDTEC Reciprocity: The National Association of State Directors of Teacher Education and Certification has developed and adopted standards for state approval of teacher education. A committee of the Association determines the eligibility of a state to participate under the standards. Several states, (check with the Division of Teacher Education, State Department of Public Instruction for a list of states) including North Carolina, have been declared eligible and the states involved have agreed on a voluntary basis to a reciprocity plan for initial certification.

5.4 Certified Teachers From Other States Who Do Not Qualify Under One of the Preceding Reciprocity Plans: Teacher education graduates of accredited out-of-state institutions who do not qualify under one of the reciprocity plans and who wish North Carolina certification shall be required to meet certain criteria as implemented through the Division of Certification. In general, the following conditions shall apply:

The applicant shall be a graduate of an accredited senior college.

Reciprocal relations shall be concerned only with certification of classroom teachers at the bachelor's degree level.

The reciprocity certificate shall be restricted to the areas and levels in which the applicant-

holds an out-of-state certificate

The reciprocity certificate shall be valid for one year, after which the applicant shall comply with North Carolina certificate requirements

The reciprocity certificate shall be subject to the renewal requirements of North Carolina

The applicant must hold *the highest grade current certificate* based on the bachelor's degree issued by the state in which the preparation was obtained