

---

Two objectives have been advanced by professional associations: (a) to force recognition of the association as representative of the practicing teacher; and (b) to support experimentation in teacher education, such as competency-based programs.

---

## Professional

# Play a Part in the Competency

**T**HE professional associations at all levels have supported the goal that only competent teachers should be employed in professional positions in the schools of America. The National Education Association has a current resolution "that each educator must have the knowledge and skills necessary to assure that all professional positions are filled by a certified educator. . . ."<sup>1</sup>

The Association worked for this goal historically through the Teacher Education and Professional Standards (TEPS) Commission of the NEA. Representatives of the NEA included the American Association of Colleges for Teacher Education (AACTE), the National Council for the Accreditation of Teacher Education (NCATE), and the U.S. Office of Education along with their Commission to promote the professional standards of teachers in schools. At the state level similar commissions existed.

Don Davies, who had headed NEA-TEPS, moved to USOE to direct the Bureau of Educational Personnel Development and conducted the most comprehensive and

thorough study of teacher education ever undertaken by the federal government. The bulk of EPDA funds went to universities to develop models for teacher education. The professional associations supported such grants as means of experimenting for better teacher education programs.

There was still talk of the cooperative spirit in teacher education. AACTE established its own Committee on Performance-Based Teacher Education to further the cause. In the 1971 Hunt Lecture of AACTE, Evans Collins explained,

Our (teacher educators') relationships with school systems and with classroom teachers, among individuals or organizations, are relationships of equals—of equals with differentiated responsibilities and with accountabilities for different functions. The established school systems, through their administrative staffs and classroom teachers, are and should be held responsible for the education of pupils at the elementary and secondary levels. For the education of teachers at all levels we hold to account the teacher educators.<sup>2</sup>

<sup>2</sup> Evans R. Collins. "The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education." 12th Charles W. Hunt Lecture, presented at the American Association of Colleges for Teacher Education meeting, Chicago, Illinois, February 24, 1971.

<sup>1</sup> Continuing Resolution 5. *Resolutions and Other Actions*. National Education Association Convention, Portland, Oregon, 1973.

# Associations Movement

**WILLIAM A. CORNELL\***

USOE granted more money to institutions of higher education to develop what was to become competency-based teacher education.

It was beginning to be clear that USOE and AACTE had set out to establish competency-based teacher education as the way of educating teachers.

The NEA-TEPS Commission, formerly dominated by higher education influences, was abolished in 1971, to be replaced with the Instruction and Professional Development (IPD) Council. AACTE moved from the NEA building to Dupont Circle with the American Council on Education and other higher education groups.

Some persons may have interpreted the demise of the TEPS movement in the NEA and its state affiliates as a lessening of interest in standards for teacher education, but the new IPD Councils of the NEA and its affiliates meant a broadened professional interest with more practicing teachers involved in the organizational policy in professional areas.

\* William A. Cornell, Assistant Executive Director for Professional Development, Pennsylvania State Education Association, Harrisburg

The 1972 NEA Assembly called for a Task Force on Practicing Teacher Involvement in Teacher Education which in 1973 recommended ongoing and continuous study by the NEA on practitioner involvement in all aspects of teacher education.<sup>3</sup>

At the national level the drive to control the teaching profession and teacher education has been between the federal agency, with its grants to institutions of higher education that agreed to the USOE line, and the National Commission for the Accreditation of Teacher Education (NCATE), which controls accreditation of institutions that graduate over 80 percent of all teachers.

Within NCATE a struggle developed between the NEA and the American Association of Colleges for Teacher Education (AACTE). Until 1972 the structure of NCATE gave AACTE twice the votes given to the NEA.

In 1972, by withholding funding, NEA brought about proposed realignment of control of NCATE with equal votes for the NEA and AACTE, but there were hang-ups as to votes for other groups.

The matter was yet unsettled as the 1973 NEA Representative Assembly voted,

The NEA Executive Committee shall determine whether to continue working through the existing national teachers accrediting agency, namely NCATE, or move to create a new agency.<sup>4</sup>

On that national level, as federal funding is reduced, accreditation by NCATE will have greater control over the standards of teacher education programs approved. The role of the NEA is to be an important part of the standard setting in NCATE to improve professional development and to protect teacher education programs from government-imposed straitjackets in the name of competency-based teacher education.

David Darland of the NEA-IPD staff has

<sup>3</sup> "Report of the Task Force on Practitioner Involvement in Teacher Education to the Representative Assembly of the National Education Association," Portland, Oregon, July 1-6, 1973.

<sup>4</sup> New Business Item 3, *Resolutions and Other Actions*, *op. cit.*

said that some persons see competency-based teacher education as a kind of last-ditch stand to maintain the status quo, especially in terms of who controls standards of teacher education.

### **"The Profession Must Govern Itself"**

As an alternate to control of teacher education at the national level, the NEA has an adopted policy that "the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions in the states, must set and enforce standards of license, practice, ethics, and competence."<sup>5</sup>

Although USOE, NCATE, AACTE, and NEA operate at the national level, the decisions that really control teacher education are often made at the state level. The USOE counterparts are state departments of education which are often empowered to establish standards for teacher education to do the accrediting of teacher education institutions as well. The state affiliates of AACTE are in their infancy and are at the mercy of the departments of education that both set standards and enforce them through program approval. The major organized body of any political power and also professional determination are the state education associations.

State directors of teacher education and certification, returning from their meetings with USOE officials, the National Association of State Directors of Teacher Education and Certification (NASDTEC), and AACTE, began instituting programs of competency-based teacher education and requiring all teacher education institutions to submit plans to implement such programs. Institutions found that their newly won freedom of action under program approval was being threatened as the old *credit* counting system became *competency* counting.

Dean Hilton Heming, President of the New York unit of AACTE, said,

Let me give you an example (of the need

<sup>5</sup> Continuing Resolution 36, *op. cit.*

for state organizations of AACTE). In January of this year (1972), we found that the state education department had put out a paper which would have removed teacher education from the colleges and universities, public and private, by 1976. . . .<sup>6</sup>

State professional associations first saw the competency movement as a step toward improved professional education, but soon saw competency-based teacher education as reducing teaching from an emerging profession to a trade which one entered by mastering certain skills. Skills were not established by the practitioner, but rather the ultimate employer: the state, and trainers: the teacher education institutions.

### **Next: Evaluation of Teachers?**

The extension of competency-based teacher education into competency-based evaluation of teachers, as related to goals established by state boards of education, is already in evidence in Michigan, New York, California, Arizona, and other states.

In New York the Education Department's Division of Teacher Education and Certification has already established a timetable to have teacher education as competency based by 1975, and certification with the process by 1980. The 1980 action is a move to have teacher tenure repealed by having no further permanent certification issued from that date forward.

Mrs. Toni Cortese, Second Vice President of the New York State United Teachers, said in an editorial<sup>7</sup>:

We must oppose the current models of renewable certification, not only because they are antithetical to the current tenure system and will violate the principles of academic freedom, but also because the identification and validation of teaching competencies are in an embryonic stage and not ready for implementation. . . .

A premature implementation of compe-

<sup>6</sup> Hilton Heming. *AACTE Bulletin*, Vol. 25, No. 3; May 1972.

<sup>7</sup> Toni Cortese. "Where We Stand: Teacher Preparation." *New York Teacher* 14 (41): 19; June 10, 1973.

tency-based regulations will abort the entire movement and destroy one of the most promising developments in education in this decade.

The Michigan Education Association recommended that teachers be a part of the advisory committee to the State Board of Education, but MEA spokesman Arthur Rice claimed the staff of the Department of Education had predetermined the philosophical groundwork for teacher education and teacher performance objectives. The MEA felt alone in resisting departmental proposals, but by July of this year had convinced the Michigan Federation of Teachers, the Michigan Association for Supervision and Curriculum Development, and administrator groups to pass a resolution to require the Department of Education to give more factual research as to the worth of proposed performance objectives. The MEA has established its own "Task Force on Assessment and Accountability" to recommend policies in the areas of competency-based teacher education and teaching.

Pennsylvania's teacher educators were summoned to a conference where competency-based teacher education was explained, and the Education Department appointed a committee of teacher educators to develop recommendations concerning problems associated with the implementation of competency-based programs in all aspects of teacher education. All teacher education institutions had to submit programs of competency-based teacher education by June 1, 1972.

A teacher education representative said he had no choice but to follow the directive or lose his program approval to educate teachers.

A compromise profession-wide advisory Committee on Professional Standards was established by the State Board of Education at the request of the Association in 1970, but the teacher education office claimed to have unilateral power to require competency-based programs of teacher education within existing standards and ignored the committee.

The Department of Education held a workshop, using federal funds, to develop an "Interim Inventory of Generic Competencies"

for all teacher education programs in Pennsylvania. For the first time, a small number of association members and staff were involved in the project, but only after the Association had held its own conference on competency-based teacher education and teaching.

In the meantime, a proposed law to establish a mandated standards and practices commission to recommend matters on teacher education standards passed the lower house of the state legislature and was in the Senate at the time of this writing. The Standards and Practices Commission would have a majority of classroom teachers advising the State Board of Education as compared to the present practice of having the teacher education director recommending to the State Department of Education.

Oregon, California, and Minnesota already have such commissions to allow professional association members to present their positions directly to the legislatures or state boards of education without having the ideas filtered through state education departments.

The Massachusetts Teachers Association, to combat unpopular teacher education procedures, has established its own teacher education programs. In conjunction with a college, credits are granted for MTA's own summer leadership program, in-service programs run by locals in instructional conferences run by the MTA. Any teacher member of the MTA can teach any graduate course in which 20 students enroll, with credits granted through the college. Plans for degree programs through the MTA are projected.<sup>8</sup>

Not all departments of education oppose teacher input. In Illinois the Superintendent of Public Instruction has said,

We would make a serious mistake if we were to allow concepts like "competency/performance-based teacher education" and "clinical and individualized experiences" to deter us from needed reforms in this area. . . . I believe

<sup>8</sup> For further details, contact Girard Hottelman of the MTA.

teachers should be amply represented on a reconstituted State Teachers Certification Board, should have a role in fashioning preservice and in-service programs, should participate in specifying evaluation procedures, and should share responsibility for dealing with fellow professionals in the area of professional ethics and related matters.<sup>9</sup>

In the state of Washington, the WEA has an equal voice with teacher educators and school administrators in recommending to the State Board of Education on matters of teacher education and certification and also on the matter of competency.<sup>10</sup>

In summary, professional associations consider teacher education as an integral part of the teaching profession. They recog-

<sup>9</sup> Michael J. Bakalis. "State of Education Message," Springfield, Illinois, 1973.

<sup>10</sup> Washington Education Association. *Guidelines (for) Involvement of Local Associations (in) 1971 Standards for Certification*. Seattle: the Association, 1971.

nize the unique role of teacher education institutions in teaching theory, but question the role of such institutions and departments of education in the establishment of competencies for prospective teachers without the involvement of the total profession. They view the current competency movement as a possible experimental model, but by no means an approach that all teacher programs must follow.

The role of the professional associations in the competency movement has been twofold: (a) to force recognition of the association as the representative for the practicing teacher in any arena that affects the teacher, whether it be in teacher education, in-service education, instructional improvement, or teacher evaluation; and (b) to support experimentation in teacher education, such as competency-based programs, but to resist using an unproven method of teacher education as the basis of all teacher preparation and extending the method as a means of evaluating teachers. □

---

## PROGRAMMED LEARNING & INDIVIDUALLY PACED INSTRUCTION - BIBLIOGRAPHY

### NEW FALL 1973 FIFTH EDITION

*Indexed in vinyl binder*



**FREE TRIAL**  
On 30 Day Approval

### SELF PACED INSTRUCTION SOURCE BOOK

Current sources of individualized instruction in 213 subjects.

Textbooks, programmed instruction, instruction on cassettes, film, slides and using machines and devices.

Descriptions written by an educator assist in identification of needed instruction.

Pictured descriptions of devices used in individualized instruction.

*Elementary, High School, Adult Education, Trades & Industry.*

*Mentioned in Reader's Digest, Saturday Review of Education, & Audiovisual Instruction, NEA.*

Supplements giving later releases will be issued in 1974-1975. Subscription available.

Basic Bibliography SBN 911832-05-X \$30.00

pay with order; invoiced add \$1.65  
Canadian orders add 75¢; other foreign add \$3.00

---

HENDERSHOT BIBLIOGRAPHY, 4114 Ridgewood, Bay City, Michigan 48706 U.S.A.

---

Copyright © 1974 by the Association for Supervision and Curriculum Development. All rights reserved.