

*The current need for teacher education programs to prepare teachers who are competent in today's schools requires continuing program evaluation. Evaluation of programs may be assisted through the use of a model of teacher education in which the process of teacher preparation is identified as two dimensional: institutional and individual. Within this framework, the process identifies several roles of prospective teachers that may serve as the basis for both program development and its evaluation.*

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## Relevance in Teacher Education

The preparation of teachers who possess the skills necessary to adequately meet the diverse challenges of the classroom is an increasing concern in North American education. To meet this concern, teacher preparation institutions must be increasingly sensitive to the changing needs of the schools and they must provide program experiences that will prepare teachers to function within the changing classroom. The design and provision of experiences in teacher preparation appropriate to meet the challenge requires an ongoing evaluation of the process of teacher development as it relates to specific goals. The purpose of this paper is to demonstrate how an analysis of the process of teacher preparation through the use of a model as a framework can identify elements critical to the development of relevant experiences.

A psycho - social model of teacher preparation is used as the framework for examining the teacher education process.<sup>1</sup> The model (Fig. 1), expresses the teacher training process as a sequence of identifiable parts. It conceptualizes teacher preparation as a social system which has an institutional and individual dimension. Roles and role - expectations make up the *institutional* dimension. The *individual* dimension is concerned with the personality and needs of those proceeding through the system.<sup>2</sup> These individuals are called role - incumbents, since at any point in their passage through the system, they can be thought of as filling one of several possible roles.

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<sup>1</sup>Marvin A. Brottman, "A Psycho-Social Model of Teacher Education," (Mimeo.) (Chicago: The University of Chicago, 1969).

<sup>2</sup>(a) Jacob W. Getzels, "A Psychosociological Framework for the Study of Educational Administration," *Harvard Educational Review*, XXII (1952), pp. 234-46.  
(b) Jacob W. Getzels, James Lipham and Ronald F. Campbell, *Administration as a Social Process* (New York: Harper & Row, 1968).

Teacher education programs usually devote almost all of their efforts to the role of pre-service teacher. It is the author's premise that, to be more effective in preparing teachers, programs should reflect an awareness of not only this role but the other roles of the sequence. Teacher education should be viewed as a continuous process affecting the professional life of the teacher. This view negates the traditional separation between pre-service education of prospective teachers and in-service training of experienced teachers.

A brief description of the model, its two dimensions, and their components follows. This will be followed by the application of the model to teacher preparation programs.

### THE MODEL

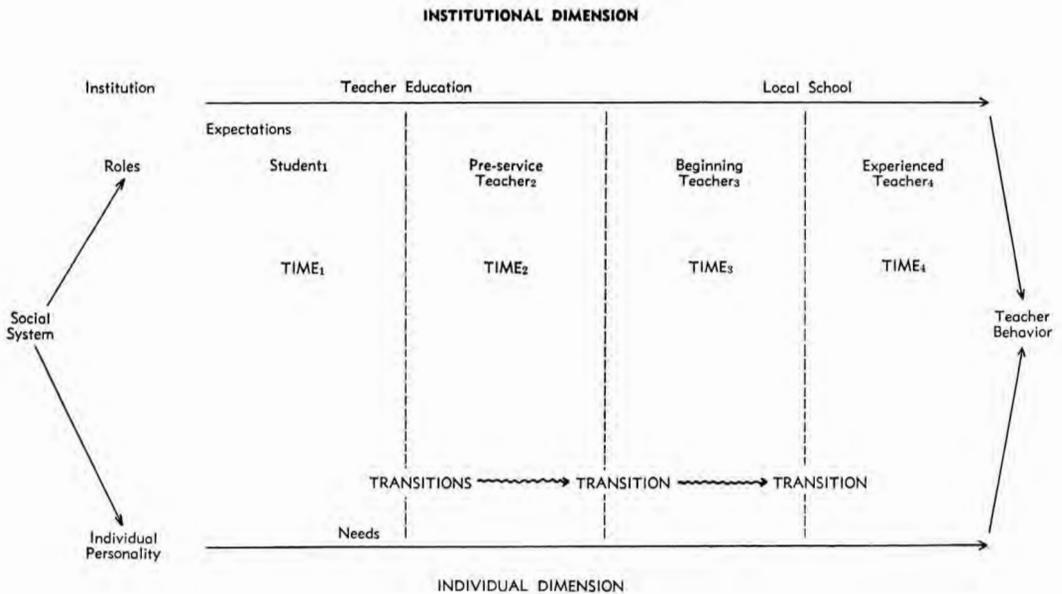


Fig. 1.

A Psycho-Social Model of the Process of Teacher Preparation.

#### The Institutional Dimension

The institutional dimension comprises the institution, the roles that the institution defines for the incumbent, and the expectations that it sets. Roles, with their corresponding expectations, enable the institution to perform its function. A role is defined as those aspects of the positions, offices, and statuses in an institution with the expectations (rights,

privileges, obligations) that any incumbent of the role must act upon.<sup>3</sup> There are four roles defined by the institution for teacher education: the student, the pre-service teacher, the beginning teacher, and the experienced teacher. Each role can be identified by means of certain sets of institutional expectations.

### *Individual Dimension*

The individual dimension concerns the personality of role-incumbents. Personality is defined as the "dynamic organization within the individual of those need-dispositions and capacities that determine his unique interaction with the environment."<sup>4</sup> Parsons describes need-dispositions as comprising (1) attitudes with and about social objects and (2) internalized social values.<sup>5</sup> It follows from these definitions that a prospective teacher brings to a program a store of need-dispositions, representing all of his attitudes and values. At any point in time, many needs that are brought into play are responses to the expectations of a role.

## COMPONENTS OF THE INSTITUTIONAL DIMENSION

### *Student Role (1)*

"Student" role-expectations are defined solely by the training institution, and are typically concerned with subject matter and theory. Interpersonal relationships with children are either ignored or may be dealt with theoretically.

### *Pre-service Teacher Role (2)*

"Pre-service teacher" is defined variously by institutions. However, in general, the demands of this role are associated with (1) the trainee's devising learning experiences for children in classrooms, (2) the trainee's dependent relationship with a cooperating teacher, (3) the trainee's skill in classroom management, and (4) the trainee's cooperation with other teachers. The role 2 person is subject to a dual authority: the teacher education program and the local school.

### *Beginning Teacher Role (3)*

Usually certain requirements must be met before the role of "beginning teacher" can be assumed; these include acquisition of a degree and a teaching certificate. The expectations of this role that are fixed by the teacher's employers, the school and community, may include the organization of specific curricula as well as joining professional organizations.

### *Experienced Teacher Role (4)*

"Experienced teacher," the final role of the model's Institutional Dimension, is an extension and refinement of the role of beginning teacher.

<sup>3</sup>Ralph Linton, *The Study of Man* (New York: Appleton-Century Crofts, 1936).

<sup>4</sup>Getzels, Lipham and Campbell, *op. cit.*, p. 69.

<sup>5</sup>Talcott Parsons and Edward A. Shils, *Toward a General Theory of Action* (New York: Harper and Row, 1962).

The expectations of this role pertain to accepting the norms of the teacher group. An experienced teacher is successful in classroom control and in other managerial affairs.

#### PROGRAM EVALUATION

Examination of various aspects of teacher preparation programs within the context of various roles will be made using the model. Some areas that require research and/or modification will be identified.

##### *Student Role (1)*

A prospective teacher begins his professional preparation anticipating that he will begin to develop professionally, although he will continue for a time to answer to the demands (the "expectations") of his continuing student role. Ideally, a role - incumbent develops appropriate anticipations of later roles, while fulfilling the expectations of a present role. But the process by which students internalize expectations is unclear. This area could benefit from research.

How are role - expectations transmitted by an institution? Current methods of defining and transmitting student role - expectations are represented in general, in all the policies which determine selection, admission, and retention of students; and all the experiences provided by the training program. It is reasonable to assume that only students who appear likely to succeed in a program are admitted to a school, and only students who think they will succeed apply, enroll, and persevere in a program.<sup>6</sup> Selecting students whose expectations seem to match those of the program is, at best, haphazard, and points to the need for examination of the methods by which institutional role - expectations can be conveyed earlier and more clearly.

##### *Pre - service Teacher Role (2)*

When a student becomes a teacher - in - training, he is expected to perform differently than he did as a student. As a pre - service teacher, the student must be aware of the expectations of both the teacher preparation program and the local school. To successfully affect a transition from the first to the second role, the preparation the student receives must convey the expectations of both institutions. Then he will be able to see the relevance of the program's experiences to those he is to encounter in his first experience in the local school.

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<sup>6</sup>(a) Roger E. Wilk and Walter W. Cook, "A Study of Factors Operative in the Selective Retention of Students in Teacher-Education," (Part I, HEW Co-operative Research Project #174, [University of Minnesota, 1963]).

(b) Roger E. Wilk, William H. Edson, and Jung J. Wu, "Student Personnel Research in Teacher-Education," *Review of Educational Research*, XXXVII (1967), pp. 219-232.

The expectations for this role are oriented more towards interpersonal relations as contrasted to the expectations for student role, which are oriented toward mastery of subject matter and independent inquiry. The divergence of emphasis between the first two roles may result in conflict. For example, a student may learn that freedom of expression is an essential aspect of the learning process for children. In the pre-service role however, his cooperating teacher indicates that the "control" of children in the classroom is essential to the learning process. A student is likely to become frustrated if the experiences provided by the institution do not correctly convey the expectations and demands encountered in this role.

An additional factor contributing to the student's successful transition from the role of student to that of pre-service teacher is his own image of the expectations for this role. Successful transition from student to pre-service teacher is effected with greater ease by students who come to the program with a clear and accurate image of the teaching role. These students are better able to appreciate the relevance of training experiences.<sup>7</sup> The knowledge that taking attendance daily is a standard procedure may free the student to question other classroom procedures.

But what of the students whose image of the teaching role is inaccurate? What are his chances of making a successful transition? For this student the importance of conveying proper expectations of the teacher preparation program must not be minimized. One example is the sequence of experiences provided: practice-teaching following supervised observation of children. When a teacher-education program conveys a clear picture of its expectations to pre-service teachers, those who come with mistaken expectations have an opportunity to revise their preconceptions.

Role expectations for the pre-service teacher role are related to those for the beginning teacher (role 3). There is no absolute separation between pre-service teacher and the beginning teacher roles since in actuality, Role 3 is to a degree an extension of Role 2. Many of the skill and character demands, or expectations, of this role are similar to those of the roles previously described. One of the key distinctions between beginning teacher and pre-service teacher is the beginning teacher's complete responsibility for a classroom. This responsibility involves the children, on one hand, and the adults to whom the teacher is responsible on the other. Expectations that relate to pupils may be further distinguished as: (1) teacher as leader in the learning process and (2) teacher as a mediator of culture.<sup>8</sup> It is in the role of beginning teacher that the relevance of previous experiences comes to the fore. Teacher preparation programs should offer experiences to pre-service teachers that engender

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<sup>7</sup>Dorothy K. Riddle, "Intern Teachers' Experienced Anticipatory Socialization" (Unpublished Doctoral Dissertation, State University of New York, Buffalo, 1968).

<sup>8</sup>Robert H. Havighurst and Bernice L. Neugarten, *Society and Education* (Boston: Allyn and Bacon, 1957).

expectations congruent with those encountered by beginning teachers in their local schools. A case in point is the writing of lesson plans as an experience in planning and organizing ideas for presentation. This would provide reinforcement between expectations and experiences, and would facilitate role acceptance.

Questions similar to those raised for Role 3 may be considered when examining the experienced teacher role, Role 4. (1) What relevant experiences were, or could be, provided at the various stages of the teacher's development from Role 1 to Role 4 to help him achieve the role of experienced teacher? (2) What elements of a teacher-preparation program can be modified or added to enable more teachers to reach this role with a minimum of difficulty?

### *Time*

An important area that must be examined apart from the content of the various roles is the length of time each role encompasses. Catalogs of teacher-training institutions set forth the time thought to be necessary for completing a program. Programs usually take four years for the undergraduate, and one or two years for a graduate student.<sup>9</sup> But no matter how long a program runs, it includes Roles 1 and 2 (student, pre-service teacher). A prospective teacher's experiences proceed according to a fixed timetable, not according to the incumbent's ability to internalize the expectations of each new role. Following the accrual of a specified number of course credits and the completion of certain experiences, a degree or teaching certificate is awarded. Teacher education researchers should evaluate these timetables to determine their realism in the face of individual rates of development.

The same kind of timetable is applied to the transition from beginning teacher to experienced teacher. A beginning teacher, after two or three consecutive years of satisfactory teaching (depending on statute law), is granted tenure. Thus, the time required for transitions is again predetermined — in this instance by precedent and statute, not by a consideration of the particularities of role-expectations and a role-incumbent's ability to internalize them.

### INDIVIDUAL DIMENSION

In this consideration of teacher education, the institution has been designated as the source of roles. Role-expectations have been discussed apart from the incumbent who fills the role. But, the process of teacher education also has an individual dimension, which considers the need-dispositions of a role incumbent. The interaction of role-expectations and the individual's need-dispositions determines the degree of success an individual achieves as he moves through the roles.

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<sup>9</sup>James A. Conant, *The Education of American Teachers* (New York: McGraw-Hill, 1963).

Teacher education programs should be aware of the variety of need-dispositions that are likely to be called forth by different role-expectations. Insofar as an institution views itself as a source of expectations, and a provider of experiences that are designed to enable a role-incumbent to identify with and internalize these expectations, it must also select these experiences in the light of role-incumbent's needs.

#### *Student Pre-service Teacher Needs*

At the beginning of a training program a student is encouraged to exercise his individuality in theoretical matters concerned with content. He may feel that change is the order of the day and it should be aggressively pursued. Financial considerations have a low priority in his overall plans.<sup>10</sup> This is a portrait of an idealistic young person whose needs will change as he moves through the various roles. When a program is unaware of the individual's needs, and the experiences provided do not take into account the changing needs of the individual as he responds to changing role expectations, the resulting conflict may produce lowered self-esteem in role-incumbents.<sup>11</sup> When lowered self-esteem is one result of a training program, the program cannot be considered truly effective, and must be re-examined.

#### *Pre-service Teacher Role — Beginning Teacher Role Needs*

The needs of an incumbent continue to change when the role of beginning teacher is assumed. Certain need-dispositions are evoked by the particular expectations of this role. Research on gains and losses in need-dispositions during the pre-service and the beginning teacher role experiences reinforces the contention that each experience causes changes in the need-dispositions of the role-incumbents.<sup>12</sup> A loss in happiness in elementary school teachers and a loss in feelings of competence in secondary school teachers are not unexpected consequences of an initial teaching experience.

Any dramatic loss in an incumbent's self-concept may be attributed largely to a program's lack of awareness of changing needs and its failure to properly mediate between expectations and needs within roles and between roles. Inadequate or unrealistic program experiences widen the divergence between expectations and needs, with subsequent losses in the role incumbent's ability to profit from later parts of the program.

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<sup>10</sup>Marvin A. Brotzman, "Theory into Practice: Teacher Education for Urban Schools," (Mimeo.) (Chicago: The University of Chicago, 1969).

<sup>11</sup>Herbert J. Walberg, "Personality-Role Conflict and Self-conception in Urban Practice Teachers," *School Review*, LXXVI (1968), pp. 41-49.

<sup>12</sup>Benjamin D. Wright and Shirley A. Tuska, "Student and First Year Teachers' Attitudes Toward Self and Others" (Cooperative Research Project No. 1503, U.S. Dept. of Health, Education, and Welfare, Chicago: The University of Chicago, 1966). For a somewhat condensed version, see Benjamin Wright and Shirley Tuska, "From Dream to Life in the Psychology of Becoming a Teacher," *The School Review*, LXXVI (1968), pp. 253-293.

### *The Needs of the Experienced Teacher*

The experienced - teacher role demands mature relations with children, competence in curriculum matters, and adaptability in relationships with peers and parents. In filling this role, the experienced teacher must have internalized and fulfilled earlier teacher role - expectations. The need - dispositions associated with the teacher - role change over time, since it is an evolving rather than a static position.

The motives associated with teachers remaining in particular schools provide an example of one type of need - disposition.<sup>13</sup> Why do some teachers remain in slum schools under conditions that cause others to leave? It is obvious that, like teacher training institutions, local schools do not meet the needs of those who leave, while they do meet the needs of those who stay. But what can a teacher preparation program do to adequately prepare teachers for slum schools? This is an important area for research and analysis. Teacher turnover is a dramatic symptom of unmet needs, but perhaps more important, it is also a symptom of mistaken expectations in a setting where mediating and clarifying experiences do not occur.

### *Transition and Time*

In considering role changes in teacher training, the time required for transitions was singled out as critically important. In addition, the individual's needs (Individual Dimension) were assigned the same degree of importance as the institutional role - expectations (Institutional Dimension). Congruence of expectations and needs affects the incumbent's movement within, and transition between, roles. Teacher education ought to be more concerned with how the two dimensions are related to each other over time. Program designers should relate the program experiences to each other over time; to expectations of student performance; and to role - incumbent's needs.

### *Evaluation of Teacher Development*

As a prospective teacher moves through a training program, he is evaluated in each role before being allowed to proceed to the next. A student is evaluated before being allowed to do student teaching; the pre - service teacher is evaluated before receiving a teaching certificate; and a beginning teacher is evaluated before the decision on tenure is made. Evaluation is performed by the teacher - training institution for the student role and the pre - service teacher role, and by a local school for the beginning teacher and experienced teacher roles.

The criteria used for evaluation reflect the expectations of each role. Vague or conflicting expectations result in indefinite or unrealistic evaluative criteria. Here again, the need is demonstrated for programs to deter-

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<sup>13</sup>William W. Wayson, "Source of Teacher Satisfaction in Slum Schools," *Administrator's Notebook*, XIV, No. 9 (May, 1966). (Chicago: University of Chicago, Midwest Administration Center).

mine clearly what their expectations are for various roles, and the importance of the methods of conveying these expectations cannot be stressed too much. Teacher - education institutions must have clear expectations if their evaluation of incumbents is to be relevant to the goals of the institution.

In every instance, the evaluation is external to the role - incumbent and is based on role - expectations as perceived by those who assign the roles (training institutions and local schools). External evaluation determines whether incumbents *can* move through roles. However, an institution may allow or encourage an incumbent to move through roles at the very time that the incumbent sees himself as unready to move. This may occur when the nearly automatic award of a teaching certificate is made to a graduate or tenure is given for having spent a given time in teaching.

During this external evaluation, the role - incumbent is also evaluating himself. His evaluation is based partly on his perception of expectations as viewed through the screen of his needs, and partly on self - perceived behavior. Self - evaluation determines whether an incumbent *wants* to continue in teacher education. A role incumbent might be aided in making a realistic evaluation if he were helped to select criteria through which his perceptions of role - expectations could be compared to his perceptions of his needs. In this way an accurate gauge for a determination of progress toward personal and institutional goals might be developed. Other versus self - evaluation is another area in which research must be performed.

#### SUMMARY

If teacher preparation programs are to provide students with meaningful experiences, then examination and reformation of current programs is necessary. The use of an educational model like the one presented here by which research can be organized and put to use, may serve as a starting point in this reformation process.

In this model, teacher preparation is composed of institutional and individual dimensions. Descriptions of the elements of each dimension point up their relationships to each other and to the concept that teacher preparation is a continuing process. Four roles are identified within the process; each role serves as an introduction to every successive role.

The importance of the need for evaluation of existing programs is stressed. Institutions must determine their own expectations and the expectations of the local schools; the rationale used to select these expectations; the most effective method of conveying these expectations to prospective teachers; and how these expectations are perceived and achieved by developing teachers. Other aspects of teacher preparation that should be examined and evaluated are the needs and perceptions of the individual. These are reflected in his responses to experiences provided by a program.