

vanced courses as those who followed the normal pattern.⁷

Sixth: Credit by examination may well attract superior students to our institutions.

Difficulties do exist. The construction of a proper testing instrument is not to be taken lightly. Many examinations for credit are more difficult than the final for the course. While the instrument should thoroughly test a student's knowledge, there should be no penalty for making the attempt. An item analysis of a final for the course should be the first step in preparation of a suitable instrument. Oral examinations may well be an excellent method of evaluation. They are, however, time consuming and may not give a real objective analysis of the student's knowledge.

In conclusion, we need to do something in our system to account for individual differences. Credit by examination is only one way, but it is a step toward a flexible challenging program in agriculture.

¹College Entrance Examination Board, *A Guide to the Advanced Placement Program*, (New York: The Board, 1962-63), p. 9.

²Charles C. Cole, *Flexibility in the Undergraduate Curriculum*, (New York: The Carnegie Corporation, 1958), p. 31.

³Lanora G. Lewis, *The Credit System*, New Dimensions in Higher Education No. 9, United States Department of Health, Education and Welfare. (Washington: United States Government Printing Office, 1961), p. 3.

⁴The Ohio State University, undated and unmarked publication. (Columbus: The Ohio State University), p. 2.

⁵*Ibid.*, p. 1.

⁶James Hedrick, "An Analysis of Practices of Granting College Course Credit by Examination in North Central Colleges and Universities" (Searcy, Arkansas: Harding College, Undated).

⁷THE STUDENT AND HIS KNOWLEDGE, by William S. Learned and Ben D. Wood, the Carnegie Foundation for the Advancement of Teaching, New York, 1938, p. 406.

The Evaluation of Student Teaching

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People in all kinds of gainful work are evaluated, whether they are doctors, lawyers, teachers, public officials, ditch diggers, or custodians at the county court house. Their work is evaluated by the public, their co-workers, their employers, their clientele, and even their families.

Who evaluates the effectiveness and efficiency of the production of classroom teachers? This evaluation is made by various groups and individuals, some of whom are: the superintendent, the principal, the teachers, the board of education, the parents, the public, and yes, even by the students. Quite often the evaluation done by the students is almost as accurate as that done by any other group.

The superintendent or principal may not have a written check list that is used every time he visits Jane Doe's class. Perhaps in some instances, the school administration does not do enough evaluating of teachers during the year. However, when contract time comes, the superintendent is evaluating when he recommends that a teacher be dismissed or that a teacher be employed. This school official is evaluating when he recommends a salary increase for a teacher or a professional advancement for the teacher in a school system.

If the student teacher is to be evaluated next year when he has a regular teaching position, why not evaluate him during the student teaching period? The term evaluation means more than reporting a letter grade, even though this procedure is important.

Who does the official evaluating of the student teacher? At William Penn College, this important procedure is done by the supervising teacher, the college supervisor, the student teacher, and in some instances, the principal and/or the superintendent. When is the evaluation done? It is done during the entire period of student teaching (ten weeks at our college) and the evaluation sheets are given to the college supervisors the week following the closing of student teaching.

Some specific points to consider in evaluating student teaching might be placed in these six categories: personal qualities, professional qualities, teaching abilities, classroom management, outside-class activities, and general evaluation.

Personal qualities are usually the first to be observed by the students. Respect of pupils is indicated by sincerity of pupils' response, by pupils' attitude on the worth of the course, and by pupils' respect on the opinion of the instructor. Initiative is shown by active participation in departmental meetings and activities, willingness to contribute in conducting tests, and developing new instructional materials. The teacher's personality shows some animation, a sense of humor, self-confidence, patience, understanding and an interest in students as "people." The teacher, who has desirable personal qualities, dresses appropriately. He is poised and confident. His voice is clear with distinct articulation. Also, he should be friendly but not familiar with students.

A very much desired professional quality is academic scholarship, which is indicated by a command of the subject matter far beyond that being taught, and seeing its relationship to allied fields and its application to current situations. The professional teacher is interested in the problems encountered in a given subject and in keeping informed on new developments in teaching his subject. This teacher uses correct English, both oral and written, which is concise and understood by the class. Such a teacher uses the most up-to-date techniques of teaching that are available in his field and as such, he is open to suggestions and criticism. Another desirable professional quality is that of professional ethics. This characteristic is shown by his regard for the teaching profession; his attendance and participation in educational meetings; his reading of

professional magazines and books; his keeping confidential statements that are confidential; and his discussing of problems and personalities only with those concerned. He, also, is dependable in a discharge of responsibilities and cooperates with school personnel.

Teaching abilities and qualities are very important for efficient and effective teaching. Such a teacher is creative by making situations that tend to increase pupils' interest, responsibilities, and confidence. To achieve this last characteristic, the teacher must give clear explanations and clear assignments; inspire pupils to volunteer and ask questions; and adjust content and techniques to the level needed by a particular group. Effective class techniques are evident by the use of specific materials and procedures that are aimed at attaining the basic objectives of the course; the use of sufficient variation in procedure to hold the attention of the students; making provision for directive study; and providing for short quizzes and review as needed. The achievement of students is shown by test results, quality of recitations, quality of special projects and performances, and by any other types of evidence available.

Proper classroom management is conducive to desirable learning situations. In this connection, the general atmosphere of the room and pupil behavior is indicative of control of pupils. Discipline is important in classroom management. Proper discipline can be obtained by being punctual, fair and consistent in handling disciplinary problems, and by providing desirable physical working conditions in the room. The proper care of school property and good housekeeping are essential in classroom management.

If a teacher desires to be more than a two-by-four teacher, that is, between the two covers of the book and within the four walls of the classroom, he must participate in outside-class activities. In so doing, he should arrive at school several minutes before the beginning of the official school day and must stay after school to help students with academic problems. It is also necessary to help with outside-class activities such as, supervising the lunch room, study halls, selling tickets to school functions, supervising the loading of school buses, attending pep rallies, and so forth. Such a teacher accepts responsibility in a church and in community affairs. Taking part in these outside activities necessitates the teachers organizing these meaningful activities.

Finally, there must be a general evaluation of the probable success of a student teacher, as a teacher, in his academic fields.

At William Penn College, a check sheet is used with a 1 2 3 4 5 X for each of these characters. The student teacher, the supervising teacher, and the college supervisor circles one of the numbers for each characteristic in evaluating the student teacher. The 1 indicates the superior, and down the scale to 5, indicating unsatisfactory. The X is circled if there has been no opportunity to observe that particular factor as pertaining to the student teacher.

After these evaluation sheets have been collected by the college supervisor, he reports the grade

for the student in student teaching. It should be emphasized that the final decision of the grade is with the college supervisor. These evaluation sheets are left in the permanent record folders of each student teacher so that, if within a few years he writes to someone at the college for a recommendation, it will be much easier to write such a recommendation.

Minutes of the NACTA Executive Committee Meeting

The Executive Committee of NACTA met Sunday, April 2, at 2:00 p.m. in the Student Union at Arizona State University, Tempe, Arizona.

The meeting was called to order by President Keith Justice, with the following members present:

Donald J. Ayo, Hilbert Kahl, Hal B. Barker, Daniel O. Robinson, Charles Cameron, Carl Schweningerdt, Keith Justice, Gordon A. Stewart, Franklin Eldridge, John A. Wright.

The Resolutions and Auditing Committees for this year's convention were appointed by President Keith Justice.

Donald Ayo, National Advisor of Delta Tau Alpha, presented several matters for discussion concerning DTA.

1. Corbus Award — It was suggested that the changes in selecting the winner of this award would be followed according to recommendations set forth by the committee appointed by President Justice during the past year.

2. The National Honor Society Association. This organization does not recognize chapters of DTA that do not grant four-year degrees in agriculture at their colleges. Since some of the members of DTA may be from junior colleges, this has caused some concern among present members. Further investigations on this matter should be made with the National Honorary Society office. It was suggested that the new president of NACTA appoint someone to investigate why the National Honor Society does not approve Honorary Fraternities, and why DTA is not recognized by this National Society. It was hoped that a report concerning this investigation could be made to the executive committee at their first meeting at the National Convention in Ruston, Louisiana, in 1968.

3. Methods of Selecting National Advisor. In the past, the National Advisor has been selected by NACTA. It was suggested by Dr. Ayo that the past presidents of Delta Tau Alpha suggest names to the NACTA Nominating Committee for consideration in selecting the National Advisor in future years.

Membership and registration fees for this year's convention were discussed by the committee; Dr. Barker moved that the dues remain the same this year as they were during the past year: Individual dues, \$5.00; Institutional Membership, \$30.00; Registration for the convention, \$10.00 plus \$3.00 for the banquet. It was seconded by Gordon Stewart, and the motion carried.