

Competencies for Teaching: Confronting the Real Priority in Canadian Education*

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Le fait que des programmes d'éducation basés sur la compétence des professeurs aient été mal accueillis au Canada est plus qu'étrange. Cela montre bien que malheureusement on n'a pas encore trouvé la véritable priorité dans le domaine de l'éducation au Canada. Puisque l'enseignement implique le rendement ou la pratique, et que la pratique demande inévitablement une compétence pertinente, l'identification et le développement de cette compétence semblent être la condition *sine qua non* requise par les institutions de formation des maîtres. En supposant que l'on puisse défendre les programmes basés sur la compétence contre les critiques généralement acceptées, le cas des programmes d'éducation auxquels on fait référence dans cet article est dissocié de la théorie behavioriste. On insiste toutefois sur le fait qu'une orientation s'appuyant sur la psychologie du comportement peut être justifiée d'une façon positive même si l'on croit qu'un bon enseignement exige de la part du maître des qualités générales et intangibles comme la flexibilité. Reconnaisant la nécessité de combiner perspectives et aptitudes, cet article propose: (i) un schéma indiquant les éléments d'un programme viable de formation des maîtres, et (ii) quelques stratégies pouvant aider à développer un tel programme.

A recent study which surveyed university and teacher organization perceptions of teacher education in the future revealed that "a closer relationship between theory and practice was considered to be the most desirable future state of affairs" (Bride et al., 1977, p. 3). Yet this same study has shown that competency- or performance-based teacher education (C/PBTE) programs, which professedly attempt to integrate educational theory and practice, hardly enjoy the Canadian educator's vote of confidence (Bride et al., 1977, p. 5).

One could wonder whether the current mood of distrust of any influence originating anywhere south of the Canadian border bears on the indifferent, if not cold, reception of CBTE. But whether it does so or not, the enthusiasm that greeted CBTE programs in the United States is clearly missing in this country despite some isolated positive responses (Pratt, 1975; Wasserman & Eggert, 1976).

Naturally, this is a curiosity. For if CBTE programs promise to satisfy a craving for the integration of theory and practice in Canadian education, we would expect them to receive serious consideration.

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One might suspect that infamy has preceded CBTE programs in this country. Just like any reform-oriented innovation, CBTE programs have been caricatured and vilified. Fortunately, against many criticisms, CBTE can be defended.¹ Still, to show that CBTE is defensible is not to show that it is desirable. Thus this paper attempts to demonstrate that a credible and desirable CBTE program can be developed. Accepting that present CBTE research and program development tends to be narrowly behavioristic in its theoretical orientation, it can be argued that a CBTE program can be devised to provide for significant non-behavioral dimensions in teacher education.

THE CASE FOR AN UNTYPICAL CBTE PROGRAM

A cautious disclaimer

Perhaps the main reason for Canadian educators' negative reactions to competency-based programs is the perceived dependence of CBTE on theoretical behaviorism. Any advocacy of CBTE must thus note that the link between the two, if there is one, is a contingent one, and that the rejection of behaviorism need not entail the rejection of a CBTE program. As Kazepides points out, "All current educational programs . . . which have come to be associated loosely with radical behaviorism should be considered on their own merits and evaluated independently" (Kazepides, 1976, p. 67). In fact, some educational theorists offer alternative approaches which can be employed to determine teacher competencies and CBTE programs without appealing to behaviorism (Green, 1976; Kerr & Soltis, 1974).

One who is sympathetic to CBTE need not appeal, much less be committed, to behavioristic theory. For certainly there is at least one good, overriding reason for keeping a safe distance from such theory. Much protestation from Skinner and his disciples to the contrary, Hirst appears quite right when he suggests that most central objectives in education are states of mind which are not reducible to observable behavior. Moreover, as he insists, although observable correlates are the only evidence we have that objectives which label states of mind have been achieved, states of mind should never be confused with the evidence for them (Hirst, 1974, p. 21).²

We will not dispute the view that behaviors which correlate with desirable states of mind in the pupil could serve merely as evaluative indices to ascertain whether such mental states are being achieved or not. Good only for evaluative purposes, they should not be used as educational objectives. Nevertheless, the fact remains that after specifying teacher objectives (or, alternatively, pupil outcomes) in appropriate mentalistic language, we are still left with the task of identifying teacher behaviors or activities that will bring the objectives about. Our job, clearly, is to do

so without falling into the behavioristic trap. Our strategy is suggested below.

Some assumptions

Ultimately, the positive case for CBTE must rest on the claim that it reasonably promises to result in good teaching. But it has been contended that at this point we already encounter an invincible problem. Not a few in utter despair have given up the possibility of characterizing good teaching in the wake of decades of fruitless search for the good teacher. Such a rejection is frequently seen to undermine any attempt to show that one teacher education program is better than another. For how are we to evaluate the superiority of one or the other, given that a program must eventually aim at producing the good teacher whom we cannot identify, much less characterize?

There is good reason to think that the problem, while complex, is not unmanageable. As Helen Freeman has observed, the perceived confusion surrounding the search for the good teacher is due, at least in part, to “slipping from one sense of teacher (a person who is teaching) to another (the role sense of a person who undertakes to teach . . .)” (Freeman, 1973, p. 8). To speak of the teacher in the role sense is to view someone as occupying a role simultaneously consisting of awesome dimensions. The teacher as a role occupant has been expected, no doubt, to act as a baby-sitter, as an authentic person, as a community value exemplar, as bearer of humanistic knowledge and appreciation, as liaison between school and community, as community leader, and so on. Not surprisingly, studies meant to characterize the good teacher along these varied dimensions are bound to fail.

Fortunately, a strong case can be made for the search for the good teacher viewed in the other, narrower sense. In this sense, the good teacher is someone who is good in teaching — someone, that is, whose skills, perspectives, and knowledge are such that he is reasonably³ successful in bringing about desired learnings on the part of pupils. If we view a good teacher or good teaching in this way, we may then concentrate on teacher competencies along the lines suggested by Harry Broudy, namely didactics — transmission of knowledge and skills; heuristics — teaching by problem solving or discovery; and philetics — establishing motivation and rapport conducive to learning (Broudy, 1972a; 1972b, 60-66, 184-192; 1973).

Defining the good teacher in terms of good teaching is not without its problems. Using this definition, one would need to venture into the conceptual analysis of the notion of teaching to determine whether it implies merely a task or a success, or both, and to ascertain whether or not a means-end model appropriately applies to it. And it would seem necessary, insofar as we are speaking of good teaching, to discuss the

normative aspects of this concept. Would a teacher be good if his students learned their multiplication table successfully under the threat of an ever-present strap, or if, in an intellectually convincing manner, he succeeded in getting students to understand and accept the claim that Hitler's actions and views are justifiable, after all? Is the teacher a good one who achieves intended learnings for the young, but at the same time produces in them improper learnings via the "hidden curriculum"?

Unable to deal with these and related issues in this paper, I shall simply lay bare some assumptions which to me appear justifiable. First, whatever the notion of teaching conceptually entails, the enterprise of teaching derives its point from an intent on the part of one to produce intended learnings on another. In this regard, central to the evaluation of teaching is whether intended learnings are being attained or not. Second, since teaching involves human beings subject, through their rationality, to certain moral principles, no teaching which violates such principles with strong enough justification could count as good teaching. Third, since schooling is intended to promote well-founded (justified by evidence) and useful beliefs and skills, no teaching can be good which inculcates ill-founded and useless learnings as if they were well-founded or useful ones. Finally, although we might wish for an ideal teacher who fosters, whether consciously or unconsciously, only desirable learnings, evaluation of teaching may centre only on the conscious, intended ones. Given that much undesirable learning results from a "hidden curriculum" over which the teacher has virtually no control, it does not seem fair that the quality of his teaching should be degraded on account of unwanted pupil learnings via the hidden curriculum. On the other hand, insofar as the attainment of intended learnings requires teacher attention to some aspects of that curriculum, good teaching requires his awareness of these aspects and their successful modification or control.

The CBTE case stated

Common sense suggests that, if we want to see good teaching in schools, what we badly need are teachers who possess behavioral competencies the exercise of which may be expected reasonably to bring about anticipated results. Common sense testimony, however, should not prove enough for any educator who legitimately resists jumping onto current bandwagons for superficial reasons. Thus, in a lucid and incisive article, Johnson (1975) cautions us that any given technique or competency operates effectively only in a given context, such that its effective use depends on a general ability on the part of a teacher to recognize, assess, and modify the appropriate teaching context. Johnson's worry is that the CBTE movement has ruled this general ability out.⁴ Yet granting that he is right, this should not bother the CBTE advocate too much. For CBTE need not be exclusively behavioral. An advocate concerned with

inculcating behavioral techniques or competencies on prospective teachers may at the same time aim at an intelligent understanding of the competencies and their application. No CBTE advocate seems to be, or need be, committed to the production of robots. Further, there is no reason, in principle, why a CBTE program may not teach, together with specific techniques, accompanying rules of application by which prospective teachers may determine when such techniques should be correctly utilized or not.

Still, Johnson is disturbed by an alleged CBTE assumption that there are techniques so causally related to outcomes that, given the use of one technique, its expected outcome will follow invariably (Johnson, 1975, p. 164; also, see Price, 1974, pp. 11-33). Yet it would be difficult to find any CBTE advocate professing such an idea. Clearly, Johnson is right in insisting on the virtual impossibility of a uniform, unfailing causal relationship between a teaching technique and its outcome. Nevertheless, two points may be raised. (1) We may assume that within a certain range and a given set of conditions, some generalizations about human behaviors, including certain teaching techniques and their outcomes, can be validated. Otherwise, we may have to give up the behavioral and sociological sciences (and even common sense!) altogether. (2) More importantly, it is possible to show that the correctness of Johnson's views does not invalidate the case for a teacher education program centring on behavioral competencies. Paradoxically, the fact that individual discretion or judgments figure prominently in teaching due to frequent failures of teaching procedures and techniques points to the need for behavioral competencies.

Assuming that teaching contexts change, and that even validated techniques fail, surely what we need are teachers who are flexible, sensitive, perceptive, confident, and poised enough to change strategies mid-stream, and to shift gears and confront a changed situation, a block, or an unforeseen circumstance. But why would these general, intangible characteristics point to behavioral competencies?

Conceptual analysis of these characteristics cannot be undertaken here. However, we may reasonably conclude that flexibility conceptually entails the possession of specific behavioral competencies needed to cope with varying or unexpected situations. To be sure, flexibility conceptually requires also the ability to recognize and appraise varied situations. This ability will enable the teacher to perceive a changed situation in the proper perspective. But no amount of intelligent appraisal results in appropriate action unless the teacher possesses a repertoire of specific behavioral competencies he can draw from. In the absence of such repertoire, the consequence of an appraisal is only inaction, or at best awkward behavior. Conceptually, there is no flexibility where the individual does not command appropriate behavioral competencies for concrete action in differing situations.

The same may not be said of confidence and poise, and perceptiveness and sensitivity. But even in relation to these, the contribution of behavioral competencies should not be underestimated. Not only are there behavioral components in poise and confident bearing, akin to, for example, what one learns in public speaking, but one who knows he possesses adequate teaching competencies is likely to have more poise and confidence than one who realizes he does not possess them. Perhaps nothing destroys an assumed poise or confidence more than the absence of needed behavioral competencies in unfamiliar situations.⁵ Again, behavioral competencies may not be built conceptually into the notion of sensitivity or perceptiveness. But without them, sensitivity or perceptiveness merely flounder in frustration.

What emerges from all these is that good teaching must combine cognitive competencies with behavioral ones. There is no point in insisting that one is prior to, or more significant than, the other. It is not likely that there will be competent teaching without either of them.

Despite what has been said so far, the effectiveness of the scheme being suggested here might still be doubted. Can such a scheme guarantee competent teaching? Is nothing else needed?

Evidently no teacher education program can guarantee anything. And assuredly, more than general and behavioral competencies are needed. Dedication, intelligence or plain good sense, initiative, emotional balance, and warmth are also required. Unfortunately, these are traits that any teacher education program cannot do much about. In fact, the same may be said of the affective aspects of flexibility, poise, confidence, perceptiveness, and sensitivity. Much of these are already imbedded in the personality structure that a student brings with him into a teacher education institution. Since it is unrealistic and improper to view the institution as a potent force for personality reform, there would seem to be good grounds for initiating a system of screening and evaluation. There is a need to weed out, before and during the preservice program, students who just do not have what it takes, affectively and intellectually, for a truly professional practice. If teacher education institutions are charged, as they are, with producing good teachers, we are well advised to select the human materials we are to work with. Certainly numerous difficulties are to be encountered. But it is time we listened receptively to Ira Steinberg's warning.

If these difficulties preclude screening in practice, then our pious mouthings about the improvement of teaching quality are just that — empty mouthings of piety. We shall not train better or worse. And, whether we like it or not, that judgement must be made on the basis of their teaching. If we cannot make such judgements, then we can justify no program of teacher preparation or retraining as better than any other. In that case we are mere members of a priestly caste sanctifying the rite of accession of candidates to the roles of teachers at the appropriate levels of prerequisites and duties. If

we are to be more than this we shall have to act as though we are. (Steinberg, 1974, p. 303)

The conclusion, at this stage, is not an unreasonable one: provided that screening and evaluation are judiciously carried out, and provided that a mastery of subjects for classroom teaching is required, a CBTE program is very likely to produce competent teachers.

TOWARDS CBTE PROGRAMS IN CANADIAN EDUCATION

A full-blown, operational CBTE program in Canada will come about only as a result of a laborious, co-operative process. If one may be bold enough to suggest some strategies for CBTE research and program development, several may be offered.

The need for a discourse on values

What is most prominent in the CBTE movement is that it has been an almost exclusively science-dominated affair. Psychologists, sociologists, and psycho-sociometricians oversee the scene. Humanists, like the philosophers, are seen as unwanted, critical intruders. But while the behavioristic and quantitative thrust of CBTE renders this situation understandable, it is hardly justifiable at all. Even if we granted that CBTE is supposed to base teacher competencies on specific pupil outcomes, its research and program development cannot proceed until it settles the question of which outcomes. Unless we are satisfied with arbitrarily determined answers, CBTE advocates have to stop believing as if the matter can be settled without appropriate expertise or as if a mere survey of teachers and the public will be sufficient.⁶

Far from being a plea for CBTE program planners to give obeisance to philosophers, this is simply to insist on the necessity of the contributions from the philosophical activity. But this activity may be undertaken by non-philosophers. Thus even if philosophical contribution is desirable, the presence of a professional philosopher in CBTE research and program development is not indispensable. Nevertheless the need for sufficient expertise may render his presence advisable.

All this points to what philosophers have said all along. Schooling is such a value-laden enterprise that for its rational direction a philosophical discourse on values must be carried out. Frankena (1972) and Broudy (1971) have described what this discourse may be like. Broudy has suggested, for example, that from life values we proceed conceptually and deductively to more specific, lower-level social and individual values. From these values, in turn, we may deduce, with an increasing degree of specificity, appropriate school aims, and lesson, course, or episode objectives. Figure 1 simplifies the suggested process by showing the links among broad educational goals, pupil dispositions to be fostered in terms of knowledge and skills, and specific pupil outcomes.

The links between mental states and behavior

As noted earlier, the character of pupil outcomes has remained an issue of contention between mentalists and behaviorists. No doubt, curriculum developers have been drawn to the latter camp because mentalists have tended towards vague, general statements of educational aims which serve as poor guides to teaching activities. Thus, insofar as the identification and the evaluation of teaching competencies depend on specific objectives, enthusiasm for behavioral objectives is understandable, but not, we must insist, justifiable. Specific objectives, as Hirst notes, do not have to be behavioral. For example, assuming that ability to understand the physical world is an important school aim, statements such as "The pupil understands the concept of 'gravity'" or "The pupil knows the steps of the scientific method" might suffice. Now the situation will be different if we want to evaluate whether these objectives are being achieved or not. This would call for measures incorporating behavioral performances on the part of the student. However, this merely confirms Hirst's claim noted earlier.

Given that specific objectives can be drawn from broader educational goals, the subsequent stage in CBTE program development involves laying down suitable behavioral teaching competencies. Nothing so profound (or evil!) as the behavioristic theory is being illicitly smuggled in here. What is simply involved at this stage is the task of drawing out the pragmatic (Burns, 1962; Conklin, 1969) or situational (Burnett, 1961) implications that the specific objectives have for behavioral competencies. The controlling question in carrying out the task is: What behavioral competencies in the teacher are required by such and such objectives? It is particularly in answering this question that experts in various disciplines of knowledge — sociologists, psychologists, philosophers, master teachers from the field, and curriculum developers — can join hands.

The evaluation of teacher competencies and education programs

CBTE's preoccupation with evaluation is essential, for it is only through this that we are able to ascertain whether the teacher competencies and teacher education programs we have formulated actually work. Rigorous evaluation, undertaken by psychologists, sociologists, and psychometricians, will help immensely in the elimination, replacement, or refinement of some aspects of a teacher education program.

While good enough as a strategy for program development, the use of pragmatic or situational deduction "is non-logical and hence non-rigorous" (Conklin, 1969, p. 131). Thus the components of our program are always open to challenge. To quote Noddings:

Our challenger is asking: *What grounds have you for supposing that this particular strategy S will produce X in A?* We may, then, offer backing of two kinds: We may cite empirical evidence that S has in the past produced

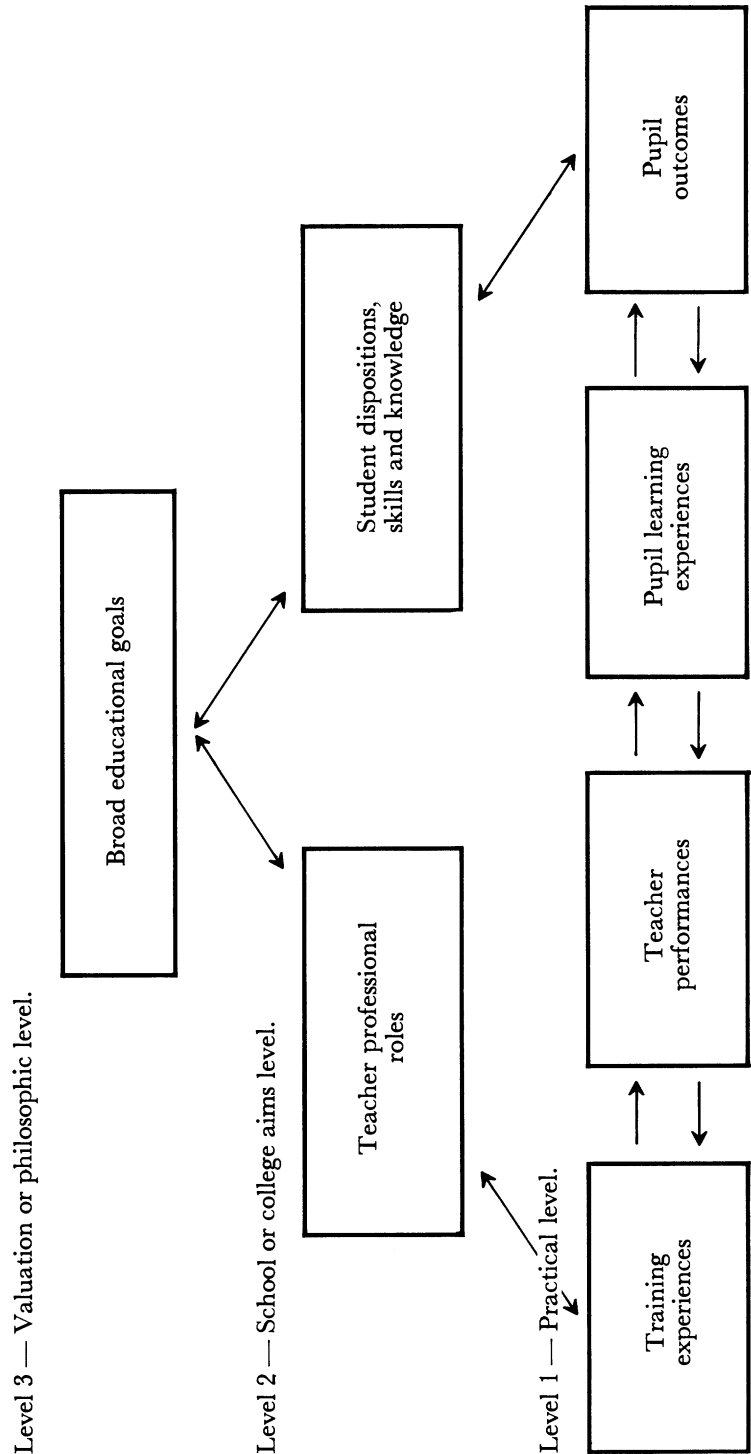


FIGURE 1
Schema or model for PBTE program development

Level 2

Teacher dispositions,
skills and knowledge

Level 1

- (a) Study of disciplines
 - (i) subject(s) to teach
 - (ii) foundations of education
- (b) Teacher's experiences for technical proficiency: development of behavioral competencies through
 - (i) laboratory experiences
 - (ii) clinical experiences
 - (iii) internship experiences

(Training experiences)

- (a) Didactics — activities for transmission of knowledge or understandings
- (b) Heuristics — activities for engaging pupils in discovering knowledge and skills; use of problem solving
- (c) Philetics — activities meant to diagnose pupil abilities and to foster student's emotional adjustment

(Teacher performances)

FIGURE 2
Broudy's proposals for teacher education and for teacher activities

outcomes like X in similar situations, or we may claim that S and X are properly construed as examples of the sort of strategy and learning outcome prescribed by a particular theory which attempts to connect certain general forms of teaching with certain general forms of learning. (Noddings, 1976, p. 185)

Clearly, a continual empirical or theoretical validation is required if the CBTE responses to challenges are to be justified.

The analysis of teacher roles

A CBTE program that results from a philosophical deduction of educational objectives, a pragmatic deduction of teaching activities, and continual validation may be sufficient to produce competent teaching in the narrow sense. But every teacher has numerous non-instructional roles which he must understand and for which he must have some competencies. Views on just what these roles are compete with one another. Thus, we need an attempt to sort these roles out by examining just what society is morally entitled to expect of teachers. Consequently a consideration of teacher roles and of their implication for the teacher education program, as schematically shown in Figure 1,⁷ seems to be called for. Broudy's brief attempt to do so provides us with a worthy example, if not a definitive guideline (Broudy, 1972b, pp. 44-54).

A model CBTE program

No one can foresee what an ideal competency-based teacher education program might look like. Nevertheless, we can anticipate in broad outline what it might include by considering the schematic representation in Figure 2. The representation focuses on the content of a CBTE program and on the kinds of skills needed for at least competent teaching. Ironically, although Broudy remains a staunch critic of CBTE, a number of his proposals on the professionalization of teaching (1972b) and on the modes of teaching (1972a, 1973) can well serve as categorial frameworks for some aspects of CBTE program development.

As represented below, the program being proposed in this paper does not seem to resemble any CBTE program currently available. The first reason is already obvious: Since far too many of them have a behavioral orientation, and since having such an orientation is rightly to be rejected, the acceptability of a proposal in the Canadian context is not to be helped by blind, unthinking reproduction of available programs. But, second, the general character of the representation in Figure 2 does not reveal what is otherwise distinctive in it. Full-blown, the representation will include details not only of the specific competencies to be provided to prospective teachers, but also, among others, the organization, supervision, sequencing, and evaluation of their experiences. But being in many ways similar to the more traditional, non-CBTE programs, why classify

what is proposed here as a species of competency-based teacher education programs? The brief answer, in general terms, is that the proposed program is unabashedly geared towards the development of teachers who can competently employ behavioral techniques from their first day in the classroom. Consequently, the program will exhibit several relevant characteristics: (1) It will seriously stress a detailed specification and validation of competencies taught particularly in methods and other practice-oriented courses, and will demand that students show command of such competencies before their degrees are granted. (2) It will emphasize the need to re-examine the control and character of the disciplines that prospective teachers study for classroom teaching (e.g., their major and minor subjects for secondary school teaching). All too often, the teaching of these disciplines is determined almost exclusively by the faculties of arts and sciences (particularly in the conjoint B.A./B.S. and B.Ed. program), resulting in irrelevance or wasteful duplication. If the preparation of teachers is to be rationally systemized, it seems as if the faculty of education should have at least a strong voice, if not a predominant one, in the prospective teacher's study of the disciplines he is to teach in the schools. (3) It will allocate more time than is usually available to practical experiences in actual teaching situations. Obviously, there are several problems here related to how these experiences may be lengthened, what form these experiences may take (e.g., what combination of laboratory, clinical, and internship experiences is maximally effective), and where and with whom these experiences are to be had. Notwithstanding, the ridiculously meagre time for practical experiences allowed in many non-CBTE programs must now be seen as intolerable. (4) Given the need to preserve the study of the foundational disciplines for an understanding of the context of teaching, it still remains that a CBTE program would need a maximal contribution from them. How might this be done?

What role for studies in foundations

It is not unusual to depict foundations professors as villains wielding their evil swords to protect their vested interests and, in the process, obstructing the cause of progress in teacher education. Such a picture, no doubt, hardly approximates justice or reality. But whatever truth there is in their concern for their interests foundations courses have a vital role to fulfill in any teacher education program that seeks to avoid mechanical, inflexible, and unintelligent performance on the part of teachers. The issue, it seems, is not the usefulness of foundations studies. Rather it is how their usefulness may be so maximized as to foster the flexible, intelligent performance of behavioral skills. The standard view, as suggested by Broudy, is that the usefulness of foundations studies is confined to their power to throw perspectives or understandings on perplexing educational situations. There is no overriding reason to believe, however, that theories or prin-

ciples in these studies have no applicative power. Perhaps it is about time that a co-operative attempt is undertaken to show a tighter linkage between foundational knowledge, teaching competencies, and teaching activities. It is also perhaps appropriate to note at this stage that no matter what strong loyalty we may have towards our parent disciplines, we ought to do justice to foundational studies as educational studies. Needless to say, as components of a professional program, they are intended to cultivate competent teachers, not generally educated ladies and gentlemen, and not even experts in the parent disciplines. Their teaching must thus be undertaken in that spirit.

CONCLUDING REMARKS

The desire to provide an effective teacher education program is as strong, if not more so, as it ever has been. In recent times, accountability demands have acutely pierced educators' consciousness of their moral (and perhaps even legal) obligation to come up with a satisfactory one. Unfortunately, tinkering with education courses here and there will not do the job. The worry about many committee or commission studies on teacher education is not that very often their recommendations remain undebated or unacted upon. What is truly disturbing is that frequently they do not have to be carried out in the first place. Unwilling to venture into reforms that could make a real difference, they are hampered from the start. For no amount of juggling or restructuring of the traditional teacher education program will bring about substantial consequences unless a new, behavioral (not behavioristic) orientation is adopted.

However, something other than a new orientation is also needed. No one group can be left alone to undertake reform. Teaching is too important and too complicated to be left completely in the hands of teachers or, for that matter, solely in the hands of education professors, psychologists, sociologists, philosophers, historians, evaluation experts, or curriculum developers. What is needed, therefore, is a concerted, co-operative effort on the part of dedicated, open-minded workers with complementary expertise. It is only in this way that suitable CBTE programs might emerge. Joyce's view, presented in a slightly different context, seems to make a lot of sense:

It should be possible to build a synthesis that succeeds, without sinking to an absurd eclecticism, in developing views of education and of the education of the teacher that can capitalize on the real truths that lie in competing philosophies. (Joyce, 1975, p. 145)

NOTES

- ¹ The author has defended CBTE against several criticisms in "A credible PBTE model: What is it like?" in Magsino and Covert, *The Modes of Teaching* (1977).

- ² More simply, in Petrie's phraseology, "the behavioral-objectives people tend to conflate the goal with the indices of the goal" (Petrie, 1974, pp. 70-71). Pratt (1976) discussed this point admirably in his "Humanistic goals and behavioral objectives: Towards a synthesis." Heslep (1972, 1973) has also written insightful articles on this issue.
- ³ Nel Noddings (1976) has discussed what might be meant when one claims that teaching implies the use of activities or procedures that could be reasonably expected to result in success. In this regard, we might distinguish between competent and successful teaching. Competent teaching involves "behavior which is known to be reasonably likely to bring about learning"; successful teaching is that "which in fact results in the hoped-for learning" (Powell, 1968, p. 116). Although ideally we would wish to secure successful teaching, any teacher education program may aim realistically only at competent teaching. In effect, I am maintaining in this paper that good teaching is no less than competent teaching. At the same time, I maintain that ideally it could be more (i.e., as successful teaching), although I would not use the latter in the evaluation of teachers.
- ⁴ Although Elam (1971) rules out non-behavioral competencies in any CBTE program, the AACTE Committee on PBTE in its final report (1974) explicitly rejected his contention. However, it concluded that the non-behavioral components should be labelled "conviction-based."
- ⁵ This supposition might well explain what Clifton has observed in a recent study, namely, that student teachers suffer a lowered self-confidence after practice teaching (Clifton, 1979).
- ⁶ Thus, the views of Medley (1975) and Kay (1975), otherwise admirable in many ways, are quite deficient from this perspective. Lately, some philosophers of education have rediscovered their old role involving their participation in discussions related to substantive matters of social and educational policy (Neff, 1968; Berson, 1975).
- ⁷ Upper arrows show the cause and effect relationship that characterizes the educational process. The lower arrows show the influence relationships for evaluation purposes. The elements on the left are evaluated or discovered in terms of the elements on their right (Medley et al., 1975, pp. 2-13).

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