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A COMPARISON OF THE BEHAVIORS IN THE BEGINNING TEACHER PROGRAM WITH THE BEHAVIORS OF EFFECTIVE TEACHERS

by

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A thesis submitted to the Division of Curriculum and Instruction in partial fulfillment of the requirements for the degree of Master of Education

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To my husband, Dan, and our children, Dana and Adam, for their willingness to give up much of our time together during the research of this study. Without their support and encouragement, I could have never written this paper.

To the group of professors at the University of North Florida who were involved in the administration of the field program for elementary school teachers. Thank you for your belief in us.
Abstract

The behaviors of effective teachers compared to the behaviors indicated on the observation instrument of the Beginning Teacher Program were investigated. Effective teaching behaviors were drawn from professional literature. The results indicate that effective teaching includes competence, performance, and continuing teacher education. The teacher's role as a professional rather than a technician was supported in the literature. The results indicate that effective teachers universally practice the effective behaviors listed in the Beginning Teacher Program which are based on scientific knowledge. The recommendation is that more research should be done in teacher effectiveness and evaluation.
Chapter 1

Introduction

Problem Statement

Are the behaviors in the Beginning Teacher Program (Florida Department of Education [FDE], 1983) supported broadly in the literature? Academicians and practitioners merged their efforts to produce a report that would survey process-product and experimental studies which deal with the relationship between teacher behaviors and student achievement and conduct. Their intent was to organize and codify the research, so that an application of the best knowledge available might be made to the training and performance of teachers. This report resulted in the development of the Florida Performance Measurement System (FPMS).

The FPMS includes a handbook, a formative and a summative instrument for observing classroom behavior, interview and portfolio processes for domains of teacher behavior which cannot be observed, and prescriptive models to be used by the classroom teacher with minimal supervision. These models are being written now (FDE, 1983).

Rationale

A number of school districts in Florida have adopted the knowledge base contained in the domains of teacher
behaviors in the classroom. The knowledge contained in these domains is based on the classroom performance of effective teachers. The domains and their corresponding observation instruments were begun as the knowledge base of the Beginning Teacher Program in 1982. This knowledge base has become a part of the Meritorious Teacher Program created by the 1983 Florida Legislature (FDE, 1983).

The Beginning Teacher Program is a one-year program for a teacher who does not hold a valid regular Florida teaching certificate. The beginning teacher has a classroom but is assisted by a support staff including a peer teacher, the building level administrator, and another professional educator who is a trained and experienced person. A peer teacher is an experienced teacher who holds a valid regular certificate at the same level, or the same subject, or service area as the beginning teacher.

During the formative conference between the support staff and the beginning teacher, the support staff provides encouragement and feedback to the beginning teacher in order to improve and demonstrate the minimum essential competencies. The minimum essential competencies of the beginning teacher are assessed by the support staff. These competencies are the state-established competencies which are deemed essential for satisfactory teaching performance. The final process of determining the successful demonstration of minimum essential competencies is called the summative evaluation.
The Summative Observation Instrument is the form used to observe the beginning teacher behavior in the classroom. The domains of teacher behaviors identified by the Summative Observation Instrument are: 2.0 Management of Student Conduct, 3.0 Lesson Organization and Development, 4.0 Presentation of Subject Matter, 5.0 Communication: Verbal and Nonverbal. These indicators focus on teacher behavior and are evaluated as effective or ineffective by an observer (FDE, 1983).

Just what is involved in the study of teacher effectiveness? Little enough is known about the assessment of teacher competence. It appears that much of the research has been useless information.

Teacher effectiveness includes teacher performance and competence. Effectiveness is a product of the interaction between certain teacher characteristics and the teaching situation. Teacher performance produces pupil progress toward some specified goal. A teacher tries to provide certain learning experiences for the pupil to bring about the desired learning outcomes. Whatever the temperament of the teacher's performance, different pupils will have different learning experiences and will make different amounts of gain.

Teacher competence is a basis of measurement. Competence includes the knowledge of facts presented by the teacher, the skills the teacher develops in managing a
classroom, and his or her beliefs and values (Medley, Soar, & Soar, 1975).

Teacher effectiveness is not easy to define. Just what is a teacher's role? Is the teacher a professional who practices skills in diagnosing a student's learning problem and prescribes a treatment for the deficiency? Is the teacher merely a technician who deals only with problems that have known solutions?

Rating scales have been used for almost a century to determine the effectiveness of a teacher. By 1951, a shift from rating scales to structured observation schedules were being used (Encyclopedia of Educational Research, 1982). Structured observation systems can identify and measure important dimensions of teacher performance that are related to how effective the teacher is in producing pupil learning gains.

A measurement-based system of teacher evaluation will help a teacher clarify his or her objectives. Such clarity is possible only if the evaluations are specific, behavioral, and objective, and only if a teacher's behavior depends on her behavior and not an expert opinion (Medley, Coker & Soar, 1984).

The behaviors in the Beginning Teacher Program of Florida are a beginning toward a performance measurement system. Perhaps, the beginning teacher program and its objectives will produce growth and development in an
excellent teacher so that she or he may become a great teacher.

**Purpose**

The purpose of this research study is to determine if the behaviors in the Beginning Teacher Program are behaviors that are widely practiced by effective teachers as shown in the literature.
Chapter 2
Review of the Literature

The Beginning Teacher Program

America needs first-rate teacher education. Teachers of teachers must be effective teachers themselves and expect mastery of subjects taught. They must be proud to be professional educators and instill the pride in student teachers. All teachers need the esteem of peers and public.

This study attempts to identify behaviors in the Beginning Teacher Program and determine if effective teachers are those who have an understanding of and demonstrated skill in those behaviors.

The section on The Domains of Teacher Behavior will discuss the behaviors found on the Summative Observation Instrument of the Florida Performance Measurement System.

Teacher Competence will include a discussion of the characteristics of the American teaching force. The section on Teacher Performance will discuss the problem of measuring competencies and if teacher behaviors produce the desired outcomes for the pupils taught. The last section, Teacher Education, will focus on the training for improvement of teachers in the classroom.

The Domains of Teacher Behavior

An important discovery in teaching was the identification of generic performances that correlated
positively with student outcomes. Researchers are using a process/product approach and have presented reports at the 1982 meeting of the American Association of Colleges for Teacher Education (Smith, 1985).

One exhaustive survey on generic teaching behavior was made at the University of South Florida under the auspices of the Florida Coalition for the Development of a Performance Measurement System. A set of 31 concepts of effective teaching was assembled and grouped into six broad domains of instruction: planning, management of student conduct, instructional organization and development, presentation of subject matter, communication, and testing (Smith, 1985).

These 31 concepts include 134 indicators of teaching behavior; each of which is defined and exemplified by one or more instances of teacher performance. A summary of supportive studies and studies that report extensions of and exceptions to the concept follow the summaries (Smith, 1985).

Teaching consists of verbal and nonverbal performance. In this regard it is like other professions such as engineering, medicine, and law.

The teaching profession has inherited some bad treatment as well as good treatment.

The research of teaching covers instruction in school research, the general elements of teaching, and the conditions and procedures of learning and development.
Common sense folklore has often taken the place of pedagogical science. For example, if children make mistakes in basic arithmetic, they are usually guessing or do not pay attention in class. But this is contrary to research. Errors in mathematics (or reading) usually run in patterns and mistakes seem reasonable to the children who make them. Other research studies show that teachers may stir up misconduct by their classroom performance (Smith, 1985).

Scientific facts insult our common sense, just as a new medical treatment or agricultural procedure. When penicillin was discovered as a cure for infectious diseases, people were surprised to learn that bread mold was this miracle drug. Just as shocking is the discovery that teachers are the builders of classroom disorder or that practice alone does not lead to mastery of a skill (Smith, 1985).

The act of teaching can be compared again to law and medicine. The attorney and the physician both ask simple, direct questions. They gather information and make evaluations as to the prescription for the cure of an illness or the evidence for an acquittal of the accused. The physician and the attorney make judgments based on their theoretical knowledge.

Maintaining classroom discipline is one of the most feared duties of teachers, especially new teachers. Rules must be taught beginning in the elementary school (Smith, 1985).
For pupils to be in a classroom in which most of the time it was all right to do almost anything, then all of a sudden it was not all right, the classroom would not be supportive of learning (Medley, 1975).

Teacher Competence

How does a teacher help a child learn? How and what a child learns depends on many things. Teachers influence what a child learns and much of what a child learns depends on his or her abilities, motivation, and effort.

The characteristics of teachers likely to influence teaching skill is the teacher who knows and understands a concept and can help another person understand it (McDonald, 1976).

A factor that may affect what and how a child learns is the teacher's attitude towards what he or she is teaching. Another factor is the teacher's knowledge about the methods of teaching reading or mathematics.

The characteristics of the student may influence how the teacher teaches. Each teacher will usually develop expectations about the children's potential for learning, their abilities and their achievements. A study by Rosenthal (cited in McDonald, 1968) is often used to support the belief that teachers form expectations of children that influence children's learning, though it is not clear how the expectations act upon children's learning.
The status characteristics of teachers may be related to how a teacher teaches a student.

The teacher's verbal aptitude may affect the students' learning. The teacher must organize the information and interaction in the classroom. The teacher must interpret the information received from the student.

A teacher must formulate what she or he will do or not do after having organized the stimuli and make a decision from among alternatives.

These events are internal and cannot be observed, but an assumption is made that the teacher must listen, organize, interpret, and respond to the student's action or response. A person with a higher level of ability in inferential reasoning is more likely to use this ability to interpret a reading passage to the same degree the child is understanding what is being read.

The teacher's cognitive style is a way of interpreting the world that has long been habituated. The cognitive style may be changed by specific training.

A teacher may know several ways to teach reading but does not have available resources to conduct a particular instructional strategy in reading.

Resources available, the organizational structure and administrative style, and the community characteristics are the bounds within which the teacher organizes instruction and how the students approach learning tasks (McDonald, 1976).
Donald Thomas, superintendent of Salt Lake City Schools, argued in a 1975 article (cited by Pellicer, 1984) that good teaching is an art rather than a science and, as such, cannot be qualified, quantified, and conveniently duplicated.

Bloom (cited by Pellicer, 1984) has developed an operational definition of quality instruction that has four key elements: (a) the use of cues, (b) reinforcement techniques, (c) feedback/correctives, (d) active participation on part of the learner.

Effective teachers know the principles of learning and teach to objectives at the correct grade level. They monitor and adjust the lessons based on feedback from the student, according to Hunter (cited in Pellicer, 1984). Effective teachers continue to grow professionally (Pellicer, 1984).

The Beginning Teacher Evaluation Study (BTES) was conducted in California. Dehan and Lieberman, the editors of the six-year study (1980), have drawn the conclusions that five variables influence effective teaching. These are diagnosis, prescription, presentation, monitoring and feedback (cited in Pellicer). Fisher (1978) made similar conclusions.

The teacher's value system is related to academic learning time and to student achievement. The teacher's emphasis on academic goals is positively associated with student learning.
A major focus of the BTES was on how teachers utilize learning time. The factors that influence learning time are under direct control of the teacher (Pellicer, 1984).

The Program for Effective Teaching ([PET] Dildy, 1982) is concerned with the science rather than the art of teaching.

Hunter (cited in Dildy, 1982) and her team identified six components which they called the Total Teaching Act. The six components, (a) knowledge of content, (b) planning skills, (c) selection of appropriate materials, (d) classroom management skills, (e) human relations skills, and (f) instructional skills, rest on a foundation which is the knowledge and understanding of human growth and development.

The educator must complete basic instructional skills to complete the PET course. Lebold (cited in Dildy, 1982) reported that it is the total environment in which learning occurs. PET deals with four principles of learning: (a) motivation, (b) reinforcement, (c) retention, and (d) transfer. As a result of the study, PET was shown to be effective, especially with fourth and fifth grade students (Dildy, 1982).

Teachers who have a flexible teaching style use a more complex classroom organization. These teachers tend to teach the whole class without having to use special groupings and aides to produce pupil individualization (Ekstrom, 1976).
Rosenshine and Furst (1973) reported that students learn best when teachers have the following characteristics: (a) clarity, (b) variability in teaching methods and materials, (c) enthusiasm, (d) task-oriented behavior, (e) indirectness (questioning rather than lecturing), (f) student opportunities to learn the material, (g) teacher use of structuring comments, (h) multiple level of questions or cognitive discourse, and (i) avoidance of criticism (cited in Eash, 1980).

Rosenshine (1971) has found that the use of student ratings as predictors of the general effectiveness of teachers has yielded slightly stronger results than observer ratings (cited in Eash, 1980).

The public generally accepts student growth in achievement tests as a valid measure of classroom learning instead of student ratings (Eash, 1980).

**Teacher Performance**

Teaching performances are not isolated behaviors; they are clusters of interdependent behaviors (McDonald, 1976).

Patterns of effective and ineffective performances appear in primary and intermediate grade levels. Patterns differ by subject and grade level. The second grade teacher may use direct individual instruction as an effective strategy while a fifth grade teacher must combine direct instruction and pupil interaction in ways to encourage comprehension (McDonald, 1976).
The observational system called Anecdotal Process for Promoting the Learning Experience ([APPLE] Lambert, 1976) is a pupil-based system for recording behavior events in the classroom. The purpose of this study was to develop performance measures for reading and mathematics instruction. The researchers developed measures of teacher activities, instructional contexts, pupil behavior and teacher responses which can be considered to directly or indirectly relate to teachers' performance. The results showed that performance does make a difference when the effects of the initial learning and attitudes are controlled. While pupil behavior varies from second to fifth grade, the teacher responses to pupil behavior are similar from second to fifth grades.

When teacher performance from pupil behavior is inferred, it is based on the assumption that pupil behavior reflects the teacher's plan of instruction and management.

Teacher feedback responses were associated with improved achievement in both reading and mathematics at both grade levels (Lambert, 1976).

The three main ways of ineffective teacher evaluation that have been used in the past are paper-and-pencil tests, test scores of pupils, and ratings by an observer (Medley, 1984).

For years research in teacher evaluation was based on the personal characteristics of the teacher. These traits were patience, intelligence, affection for children, and
moral character. Later, the focus changed to such traits as teaching skill, rapport with pupils, and acceptance of cultural difference. Considerable literature devoted to such traits appeared in the "Commonwealth Teacher Training Study" (Charters & Waples, 1929). Such a list is useless for measurement-based performance of teachers (Medley, 1984).

For the next thirty years, subjective rating instruments were used for teacher performance (Medley, 1984).

"The Florida Catalog of Teacher Competencies" (1973) was produced as a classified compilation of all the behavioral objectives from the model programs of nine colleges.

The focus of evaluation can be competencies that are relevant to the implementation of a plan for maintaining the classroom environment. This is a complex observational system and the evaluator must be trained to compare the relevance of teaching behavior through direct intervention or statistical adjustment.

Competencies evaluated in teachers should be those displayed in the classroom while the teacher is interacting with the pupils (Medley, 1984).

One instrument exists that suggests concepts of behavior which are not common but may be useful. In 1979 Coker and Coker (cited in Medley, 1984) created the "Classroom Observation Keyed for Effectiveness Research" or
"COKER", which was rewritten after Medley and Coker finished a project to measure teacher effectiveness by deriving behavioral indicators from a local consensus (Medley et al., 1984). These items were later found to relate to pupil learning outcomes.

The COKER system was designed for evaluation rather than research. Considerable evidence shows that COKER yields useful and reliable data (Coker, 1979). The COKER uses forms which are directly processed for computer scoring programs.

Performance Based Teacher Education ([PBTE] Medley and Soar, 1975) is derived from the notion that evaluation decisions must be made on demonstrated competence rather than on evidence of training or experience supposedly related to competence. Competency is assessed through the levels of training, teacher performance, pupil learning outcomes and pupil outcomes. All of these levels are influenced by other factors: home, community, school, pupil and teacher characteristics.

Although a PBTE program is reliable and objective validity must be established.

There are only a few examples of current theory as a basis for specifying competencies and developing programs. There is a need to use the empirical knowledge which does exist in teacher effectiveness research.

There is a need to know what kind of objectives a teacher behavior is valid for, and the kinds of pupils for
whom it is valid. For example, the social status of the pupil sometimes makes a difference in the kind of teacher behavior which is associated with most growth for the pupil.

One of the reasons that research on teacher effectiveness has not been more productive in the past may have been the use of an inappropriate model. Most of the past research has sought a small number of large effects, but an appropriate model may need to look for many small effects which are cumulative.

Another defect has been the use of analyses, which examine only linear relationships and assume more is always better. Medley reported findings by Solomon, Bezdek and Rosenberg; Brophy and Evertson that relations between classroom behavior and pupil growth are often nonlinear (cited in Medley, Soar, & Soar, 1975).

Variables may interact in the statistical sense. The classroom is a highly complex place and to try to understand it by asking simple questions may not be the way to go. The difference in pupil characteristics determines which teaching behavior is most functional in a given moment.

Training experiences or programs may be evaluated in terms of teacher behaviors and pupil behaviors. The outcomes may be used to validate teacher behaviors. This becomes a continuous process of train, evaluate, validate, feedback, modify, train, etc.
Teacher Education

The United States of America is committed to mass education required by government edict. Most classrooms contain 25 to 30 students with variations of interests, and a teacher is condemned or praised by the public on how well the students master learning outcomes.

Most complaints against the schools include attacks on colleges of teaching.

Many questions are unanswered but one solution could be that the knowledge base for school improvement is ignored (Smith, 1985).

One of the purposes of studies on teacher evaluation is to enhance communication between researcher and educator. One such study suggests that school leaders and teachers are receptive to research findings.

The Research and Teacher Education ([RITE] Griffin, 1983) at the University of Texas, Austin, was designed to teach school leaders, principles, and resource leaders what research has discovered to be effective teaching and staff development.

The administration and teachers of the participating school district welcomed the researchers and observers into their classrooms for five months. The staff remained enthusiastic and exhibited professional curiosity.

RITE was an intervention in inservice teacher education. It was based upon the belief that the past two decades have seen an increase about (a) effective
teaching and (b) effective strategies for changing teachers and schools. Five research papers served as the base of the Changing Teacher Practice ([CTP] Griffin, 1983).

(Stallings, 1979; Williams, 1981; Good, 1981; Liberman and Miller, 1982, were all cited by Defino & Carter, 1982.)

The teacher behaviors forming the content of inservice training have been identified and referred to as "teacher effectiveness research" (Medley, 1980, cited in Griffin, 1983).

Other studies support the CTP. The work on the Follow-Through evaluation in Florida, by Soar and Soar (1972) and the work by McDonald and Elias (1976) on the Beginning Teacher Evaluation Study contributed some important findings. For several years in the late 1960s and the early 1970s, the Coleman Report and the book on inequality by Christopher Jencks were interpreted as indicating that teaching was not important. The implication was that improving teaching was a waste (Gage, 1984).

The CTP and other studies have rejected the notion that it is pointless to try to improve teaching.

Findings in the CTP study showed that teachers who establish both a task-oriented atmosphere in the classroom and a warm, supportive environment are providing students with a successful learning environment (Griffin, 1983).

The teacher is the classroom administrator who (a) organizes teacher-clear rules and procedures, (b) begins class promptly, (c) has smooth changes between activities,
(d) prevents misbehavior, (e) provides active instruction, (f) limits seatwork but reminds students that they are accountable for behavior as well as assignment (g) monitors classroom for success in task and appropriate behavior, and (h) reacts to problem situations as they develop with signal or cues (Griffin, 1983).

For many teachers the development of effective teaching behaviors do not come easily (Bedwell, Hunt, Touzel, & Wiseman, 1984). These authors suggest the development of the following characteristics in order to be an effective teacher: (a) a planner of instructor, (b) a communicator of information, (c) an effective performer, (d) an instructional strategist, (e) a manager of student behavior, and (f) an evaluator of performance (Bedwell, et al., 1984).

Bertha Davis believes that the quality of teacher behaviors would improve if the principal of the school would spend one month of the year working with teachers. Sometimes the supervisor must say to the teacher, "It was a disaster wasn't it? So let's start over. What could you have tried to do with that material? Now let's see what would have been a good way to go about accomplishing that purpose?" (Davis, 1984, p. 96).

In spite of bad working conditions there are still good, effective teachers who educate the youth of America.

In summary, this writer has attempted to compare the teacher behaviors of the Beginning Teacher Program with the behaviors that are practiced widely by effective teachers.
The literature is extensive and supports a theoretical framework for a performance based teacher education. Effective teaching behaviors have positive effects on student achievement.
Chapter 3
Conclusions and Recommendations

It has been the purpose of this paper to search selected literature to determine if the behaviors broadly practiced by effective teachers are the same behaviors that are indicated as effective behaviors in the Beginning Teacher Program.

Conclusions

The behaviors that are indicated in the Beginning Teacher Program are the same behaviors that are universally practiced by effective teachers.

The domains of teacher behaviors have been identified which include the following areas of instruction: planning, management of student conduct, instructional organization and development, presentation of subject matter, communication, and testing.

The literature is extensive and supports a knowledge-based performance of effective classroom teachers.

Teacher performance is what the teacher does on the job. The performance of the teacher, whether good or bad, depends in part on how competent the teacher is. Competencies have been shown to be specific knowledge, skills, attitudes and values a teacher possesses.

A teaching certificate of competence to practice teaching is designed to protect the public from failures due
to the lack of minimal competencies because of inadequate preparation of the teacher candidate.

A minimum set of competencies should be possessed by a beginning teacher in order to provide safe practice that will not be detrimental to the pupil.

Full competence is achieved only after extensive practice on the job. Most of what a professional needs to know can be learned on the job - that is why the term "he or she practices a profession" is used. Preservice professional education can only give the teacher enough professional knowledge, skills, and values to begin to practice the act of teaching and avoid malpractice which may harm the pupils in the classroom.

Teacher effectiveness has been hard to define and there is disagreement among researchers and educators about the best way to evaluate teachers in terms of effectiveness. The most accepted definition of teacher effectiveness is the results a teacher gets from the pupils. The research of teacher effectiveness is based on the relationship between teacher behavior and pupil learning outcomes or the correlation between measures of teacher performance and teacher effectiveness.

Teacher performance is based on the behavior of the teacher in the classroom setting. There must be objectivity in scoring a teacher behavioral instrument. Structured observation makes it feasible to achieve a high degree of objectivity. The improvement of teaching and its effects
on pupils can be achieved by improving the teacher, by improving the classroom environment or by using both more efficiently without changing either. The last point appears to depend on teacher morale and motivation.

In response to the questions proposed in the introduction of this paper, "Is the teacher a professional or merely a technician?" this writer thinks that the teacher is a professional. Most people will agree that they know too little about medicine, dentistry, law, plumbing, electronics or automobile engines to evaluate practitioners in these areas on the basis of the procedures they follow. But this is not the case with the act of teaching. Everyone seems to know the best way of teaching. Almost any person will choose whether a teacher is the best or the worst teacher based on how she or he behaves in the classroom.

The technician is usually evaluated on the basis of the results he produces. The professional is judged on the basis of research or professional judgment to determine the best practice in a given situation. Many influences other than the physician's skill in diagnosis and treatment determine the outcomes she or he achieves. It would be unfair to evaluate the physician on the outcomes alone when so much of what determines those outcomes is beyond the physician's control.

When comparing the effectiveness of different treatments, it is necessary and appropriate to base the comparisons on outcomes. Decisions based on current
knowledge of the medical field determine the best practice. The physician must know what the research findings are, diagnose the problem of the patient, prescribe treatment, and evaluate the prescription to determine if it is the appropriate treatment.

The problems encountered by a technician are less likely to be as complex as those confronted by the professional. If an automobile needed repair and it was taken to the automotive mechanic and the mechanic judged the automobile to be beyond repair, the owner would expect the mechanic to tell the owner so and do nothing. But if a person's father is taken to a physician and she or he judges the father to have terminal cancer, the physician is expected to tell the family, and to provide the patient with the best possible care to the end. The mortality rate for the specialist who treats serious diseases is expected to exceed that for the family physician who rarely meets such serious problems. Most would agree that there are some teaching situations in which it is more difficult to succeed than in others.

Teachers should be evaluated as professionals, not as technicians, because the public demands that teachers teach every child and offer that child the best possible chance to learn, regardless of how easy or difficult that task may be. The teacher's responsibility is to use the best practice at the time.
Today's teachers are different from teachers of a few generations ago. That teacher may have functioned as a technician. In earlier days, pupils who were difficult to teach soon dropped out of school, until the only pupils left were the ones whom the teacher was able to teach successfully. Education was for the privileged few. Deficiencies were blamed on pupil motivation or learning disability instead of deficiencies in teaching skill.

Although teachers are trained as professionals and have the ability to function as professionals they are forced to act as technicians. Standards of excellence are dictated by the legislators and the school board administrators. These standards should be created and regulated by effective teachers who are the experts in education. Both the experts of the American Bar Association and the American Medical Association govern the regulations of their professions. Each organization administers disciplinary action to members who fail to adhere to the principles of the respective governing body.

Many teachers consider themselves technicians because their administrators do not depend on the results of effective teaching found in research. Some teachers are not motivated to spend their time and energy to find the most effective practice in a given situation.

The public judges the teacher on how well he or she keeps order in the classroom. Parents depend on the teacher as a babysitter. Unfair evaluations are based on outcomes
of standardized tests when so much of what determines those outcomes is beyond the teacher's control.

This writer has leaned more toward the view that teaching is a science rather than an art. But teaching is not so much of a science as it is a scientific basis for the art of teaching. The act of teaching can be divided into specific behaviors which appear to be indicators of effective teaching. The teacher can plan, present, and monitor instruction to produce maximum student achievement. The evaluation of these teacher behaviors in the classroom is supportive of the techniques and processes found in the knowledge base of the research.

Teaching is an art, but not a fine art. It is a practical art and as such departs from recipes, formulas, and algorithms. Teaching requires improvising, spontaneity, the handling of many considerations of form, style, pace, rhythm, and appropriateness. Computers cannot take the place of the teacher in the classroom. The teaching art is a complex process so that it cannot be reduced to systematic formulas. An artistic process is not necessarily a good process. Bad art is bad art. Bad teaching is bad teaching. Teachers cannot rely on their instinctive feelings to monitor their classroom environment. Teaching must rely on a scientific basis because it has been shown that it is possible to change teaching practices for enough teachers to make an important difference in education.
Teachers need freedom to use their judgment in the classroom. Thus it is an instrumental art and cannot be taught in the same way that skills are taught to technicians.

Teachers can be influenced by education. The knowledge of a subject is not enough to make a teacher. A person who holds a Ph.D. in mathematics may confuse a class of college freshmen taking algebra just as the third-grade teacher may confuse pupils in learning past tenses of words. Teachers must be taught how to organize a course, how to plan a lesson, how to manage a class, how to give an explanation, how to arouse interest and motivation, how to ask questions, how to react to students' responses, how to give corrective feedback and how to avoid unfair biases in interactions with students.

Recommendations

Teacher education and staff development should continue through in-service in the schools. Teachers should be encouraged to continue their education through college courses leading to higher degrees. Every teacher should know the purpose of teaching.

Despite the fact of being overworked and underpaid there are great teachers in America who gain pleasure and fulfillment in teaching. This writer suggests higher salaries for the professional teacher.
Based on the findings in this study, the writer recommends the following:

(1) Every school district in Florida should comply with the Beginning Teacher Program.

(2) Similar programs should be adopted by every state in America.

(3) Study the proposals of Lamar Alexander, governor of the state of Tennessee (Alexander, 1985), which include some of the following:
   (a) give teachers a title,
   (b) make awards and prizes for great teachers,
   (c) provide teachers a secretary,
   (d) find meaningful, lucrative summer work,
   (e) recognize teachers as opinion leaders.

(4) Begin a career ladder for teachers.

(5) Set priorities that will be realistic, affordable goals aimed at helping teachers to spend more time in one-to-one contact with students.

(6) Schools must provide teachers with paid, daylight time in which to read and criticize papers.

(7) Teacher evaluations should never be used to jeopardize teachers' jobs. It should be a nonthreatening tool used by supervisors to identify strengths and weaknesses.
(8) The Beginning Teacher Program can be used as a basis for a meritorious teaching plan if modifications are made which would provide teachers with incentives to perform at optimal capacity.

(9) Incompetent teachers must not be employed as classroom instructors. Parents, administrators, taxpayers, and the teachers' union must not support and reward the teacher whose performance does not successfully demonstrate the minimum essential competencies.

(10) Educators and members of the National Education Association should research the history of both the American Bar Association and the American Medical Association to determine how their members organized as professionals. This knowledge should be a basis for the organization of a professional association of teachers. All rights and privileges should be duly conferred on successful candidates of admission.

Summary

This research study has been done to explore the teaching behaviors of the Beginning Teacher Program and to compare those behaviors with the behaviors universally practiced by effective teachers as shown in the literature.
This student of education is interested in becoming an effective classroom teacher. Effective teaching includes competence, performance and continuing education. This researcher has examined the questions of teaching as an art or a science and whether the teacher is a technician or a professional.

It is recommended that: (1) more research should be done in the areas of teacher effectiveness and, (2) educators, researchers, and administrators should reach an agreement on how to evaluate effective teachers.
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