

# Education and Allied Professions, College of - Competency-Based Teacher Education Implementation Committee Files

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**UNIVERSITY OF TOLEDO ARCHIVES  
INVENTORY**

**Collection Number:** UR 84/33

**Collection Name:** College of Education and Allied Professions- Competency-based Teacher Education Implementation Committee Files

**Dates:** 1968 to 1974

**Received from (department and person):** Thomas Gibney, Education

**Date Received:** 5/24/84

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**Description** (include arrangement, types of material, subjects covered, processing notes, etc.):

This series documents the development of the “Ohio Model” for Competency-Based Teacher Education, a program to design and implement a new set of specifications to train elementary school teachers. The program was a collaboration among the public universities of Ohio (the Ohio Consortium), headquartered at the University of Toledo College of Education. The collection is divided into the project’s four phases: development, feasibility, implementation, and evaluation; with two additional categories: dissemination and later developments of the project.

Development is divided into pre- and post-grant periods. Pre-grant material deals mostly with the development of specifications, or specific goals of the project. Consortium members worked with EVCO Basic Instructional Research and Design of Albuquerque, NM to produce specs that would make the Ohio Model unique enough to win federal money. They also corresponded with the Evaluation/Test Center at OSU, and worked with the United States Office of Education. This led to the final grant application,

*Educational Specifications...*, or the Blue Book. Several newsletters and a press release relate the awarding of a \$105,000 grant to the Consortium.

After the grant was received, Consortium members studied other awardees' programs. They added 63 specs and subtracted 15 of the originals, for a total of 879. Next, they placed the specs in a context grid, in which each spec related to at least one target population, such as elementary teachers or administrators, and fit in one or more of five contexts, like educational technology, societal factors, or research. The Context Coordinators built four models, from Option I which included all specs, to Option IV, the Minimal Program. With the help of the New York Institute of Technology they ran a feasibility study. U.T. also served as a distributor for materials from I/D/E/A/, the Kettering, OH center for educational materials development.

One of the purposes of the Ohio Model, according to Dr. Thomas Gibney, was to "produce a positive charge in elementary teacher education." An integral part of the model, then, was the dissemination of information to interested individuals and universities. Members of the project travelled around the country speaking to education colleges, and copies of the Blue Book were mailed to many others. The Ohio Board of Regents also sponsored a series of workshops in the summer of 1970 for elementary school teachers.

The implementation phase did not seem to go as smoothly as the first phases did. Four memos mention concerns of the team at the beginning of their third year on the project. To implement the project meant reorganizing the University's College of Education, as well as retraining the teachers they were to work with at the pilot school, Martin Luther King, Jr. School in Toledo.

In the evaluation phase, materials include several reviews of the program's effectiveness at the University. Later developments include proposals to extend Competency-Based Teacher Education through junior high and middle school, and developing a teacher center in Toledo.

Completed by: Emily Carter

Date: 12/14/1988

<b>ITEM DESCRIPTION</b>	<b>BOX</b>	<b>FOLDER</b>
Teacher Specifications Project	1	1
Project to Develop Educational Specifications for a Comprehensive Teacher	1	2
Ohio Consortium	1	3
Evaluation/Test Center at OSU	1	4
Department of Health, Education and Welfare Office of Education	1	5
<i>Educational Specifications for a Comprehensive Elementary Teacher Education Program, volume II</i>	1	6
Newsletters and Press Releases	1	7
Memoranda and Notes	1	8
Similar Programs at Other Universities	1	9
Context Coordinators	1	10
/I/D/E/A/	1	11
Feasibility Project	1	12
Proposal to Determine Feasibility of a Comprehensive Teacher Education Program	1	13
NYIT/Computer Model of "Ohio Model"	1	14
Implementation	1	15
<i>Evaluation Report on Multiunit School Project at Martin Luther King Jr. School</i>	1	16
Four Memos	1	17
Dissemination: of materials, of committee members	1	18
Dissemination: workshops	1	19
Ohio Board of Regents Summer Institutes	1	20
Colloquiums and Conferences	1	21
Formal Evaluations, 1971, 1974	1	22
<i>A Formative Evaluation of the Elementary Competency-Based Teacher Education Program at the University of Toledo</i>	1	23
Research Proposal	1	24
<i>Competency-Based Teacher Education and Individually Guided Education in the State Universities in Ohio</i>	1	25
<i>Planning for a Performance-Based Teacher Education Program</i>	1	26
Concept Paper, Competency-Based Field Education, Secondary Schools, 1972	1	27
Concept Paper, the Junior High and Middle School Program	1	28
Planning a Prototype Teacher Center for Ohio and Second Stage Teacher Center	1	29
Second Stage Teacher Center and CBTE Development and Implementation, Parts I-V	1	30