A Response to Hunter

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Professor Hunter's major criticisms of our paper appear to be what he sees as the confusion in the purpose of the paper, and his concern that there are a great many variables other than success in an education program which contribute to success in teaching. His premise seems to be that evaluation of individual teachers and teaching skills is not a legitimate way to evaluate teacher education programs.

He states that the issue presented in the abstract is not the one stated in the title, but then indicates that the abstract "goes on to describe a study designed to address the issue presented in the title." Admittedly, we did not sufficiently clarify the relationship between this study and our total evaluation project. Within the larger teacher education program evaluation project, which was begun in 1972, approximately 40 studies have been conducted to examine issues such as predicting success within the program, relationships between various components of the program, placement of graduates, and so on. This particular study was the first to attempt to establish some kind of link between the program and the success of its graduates, and to establish the ground work for the observational study which is now in progress. Obviously, we recognize that other factors affect teaching success (not the least of which is pupil achievement), but if the program makes no difference, is it even necessary?

Many of the tentative conclusions reached in the study were based on interview results and descriptive analysis. The lack of statistically significant correlations, we believe, was due in part to small sample size, but especially to the restricted range of criteria in view of the intensive screening process that occurs in our program prior to the student teaching component.

Hunter also states that the number of subjects varies with each analysis, with little or no explanation. In each instance, and we thought this was clear, the *n*'s were based on the number of people who responded to the particular question.

For our purposes, at least, this study proved to be a very valuable first step in evaluating teaching, and it provided us with more information for the total evaluation of the program.

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