CHARACTERISTICS OF THE COMPETENT ELEMENTARY CLASSROOM TEACHER: FOCUS ON PHILOSOPHICAL ORIENTATIONS AND A CRITICAL TIME FRAME FOR DEVELOPMENT OF COMPETENCIES

By

KATYE MARIE PERRY

Bachelor of Science
Bishop College
Dallas, Texas
1968

Master of Education
Southeastern Oklahoma State University
Durant, Oklahoma
1981

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of the Oklahoma State University
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Thesis Approved:

Norma Jo Campbell
Thesis Adviser

John D. Campbell

Jay S. Bull

Kenneth L. King

Kenneth St. Clair

Norman N. Durham
Dean of the Graduate College

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Teacher preparation institutions are presently being challenged to determine if their offerings are designed to provide appropriate experiences that will lead to the development of competent teacher behaviors. The impetus behind this challenge has emerged as a result of public dissatisfaction with teacher performance and as many have described it "outright incompetence" on the part of teachers (U.S. News and World Report, 1981; Time, 1980).

In response to this challenge, educators have witnessed, among other innovative ideas, the emergence of Competency-Based Teacher Education (CBTE) programs. A survey conducted by Kay and Massanari (1977) revealed that between 1972 and 1975, hundreds of colleges and universities showed a 35 percent increase in CBTE activities. Additional evidence of interest in CBTE has been reflected by such organizations as: the National Center for Improvement of Education Systems, the United States Office of Education; Teacher Corps, United States Office of Education, the National Council of States on In-Service Education; Center for Vocational Education; and Ohio State University (Moseley, Cohen & Almanza, 1978). Furthermore, over 30 states reported either legislative/ administrative support for CBTE or competency testing or

were studying the concept seriously (Andreyka & Blank, 1976; and Benderson, 1982).

The attraction to Competency-Based Teacher Education has basically been two-fold: (1) competencies can be translated to observable learning behaviors that are to be exhibited by the learner. Competencies define specifically what the learner should "be able to do" versus the traditional emphasis on what "knowledge the learner should be able to demonstrate," and (2) competencies mesh well with the principle of accountability. Accountability is interpreted as having at least two dimensions. First, the learner alone is held responsible for the attainment of a set of objectives. Therefore, the emphasis is directed toward criterion-referenced measures, in contrast to norm-referenced measures. Second, state departments of education are presently revising their standards for teacher certification and as a result are providing more specific criteria for what they define as competent teacher characteristics.

Many have challenged the idea of a CBTE program stating that it is difficult if not impossible to determine specific variables that interact to produce competent teacher behaviors. Combs, Blume, Newman, and Wass (1974) surmise that "seldom can we determine what should be for the beginner by examining what the expert does well . . . some of the methods used by the expert can only be used because he is expert" (p. 4). Additionally, critics such as Verble (1979) state that:

> identifying and rating isolated competencies and summing the total of these parts doesn't yield an accurate picture of the professional . . . more often, performances of individual competencies may not be outstanding, but the total performance will be such that all viewers can agree upon its excellency (p. 79).

Ultimately, she concludes that it is "quality", not competency that makes the difference.

Traditionally, teacher-licensing agencies have relied on evidence such as courses taken, grade-point averages, student-teaching/internships, test results, and/or professional recommendations to determine the degree to which teacher education graduates possess the competency to practice in various school districts. However, research data have shown that the variables are inadequate predictors of success in the classroom (Borich, 1977). Dohl and Schalock (1973) suggest that "demonstration of competency will supersede evidence of courses passed and time spent in student teaching as certification requirements" (p. 46).

Before one can adequately define and develop the components of a CBTE program, a critical issue must be addressed. That is, what is competency or more specifically, what is competent teacher behavior? Cook, Nuhauser, and Richney (1972) point out that the distinction between competency and performance is elusive. They conclude: A competency is knowledge, skills, and judgment which the student will <u>demonstrate</u> on a predetermined proficiency level before initial and/or continuing certification (p. 2). In contrast, Cooper, Willford, and Johnson (1973) see competence as: "attitudes, understanding, skills and behavior that <u>facilitate</u> intellectual, social, emotional and physical growth in children" (p. 15). To take the ideation a step further, Dohl (1972) perceives ". . . competency in terms of what teacher <u>can</u> do," while Johnson et al. (1974) posit that "a competency is a rational performance which satisfactorily meets the objectives for a desired condition and can be categorized as being basic, common, technical or professional" (p. 10).

In agreement with Cook et al. (1972), the author also believes that the distinction between competence and performance is elusive. While some theorize that competence is more skill oriented, and therefore, the

necessary factors for developing competence are more cognitive than affective in nature, others seem to envision it as being a combination of factors. That is, it is ultimately within the context in which the skills are applied that will govern whether or not the demonstrated behavior is reflective of competence.

More recently, Pottinger (1979) has proposed that, from the beginning, the distinction between two important dimensions must be understood. That is:

> (1) One must differentiate techniques which identify critical dimensions of the job from those which identify critical characteristic of the job performers; and
>
> (2) One must differentiate techniques which identify critical job or performer characteristics which are task, situation or level specific from those which identify critical job or performer characteristics that are broad or generalizable across jobs and situations and throughout a wide range of career performance levels (p. 31).

Other research studies have been conducted to identify and classify professional competencies most important to the researchers' respective area(s) of interest. These studies include competencies of teachers in such areas as: business (Duncan, 1978); special education: learning disabilities (Freeman & Becker, 1979), mildly handicapped (Mosley, Cohen, & Almanza, 1978); vocational/technical education (Blank, 1979); reading - secondary education (Strange & Allington, 1979); and athletic coaching (Nathanson, 1979). A close examination of these studies reveals that: (1) each study focused on the characteristics of the job rather than the characteristics of the job performer; (2) only the studies conducted by Blank (1979), Freeman and Becker (1979), and Strange and Allington (1979), addressed critical job characteristics in regard to the situation (i.e. location) or level (i.e. entry vs. experienced level behaviors) at which the jobs are to be performed; and (3) each researcher

sought to measure the degree to which practioners in their respective fields agreed upon statements reflective of competent behaviors.

Statement of the Problem

Many studies have been conducted for the purpose of identifying, classifying and/or defining competent teacher behaviors outside the realm of a specialized discipline. In most cases where both elementary and secondary teachers have been assessed against the same set of competency statements. However, when competencies have been identified that are unique to the elementary classroom teacher, most often the results are generalizable to specific grade levels, subject matter, and/or class size. Therefore, the research is lacking in identifying those skills that are common among competent elementary teachers regardless of the specific settings in which they are employed.

It would also be erroneous to assume that the act of teaching is a straightforward, simplistic process. There are several factors, such as the educational philosophy(ies) that underlies acceptable classroom practices, classroom management techniques, instructional strategies, and interpersonal skills, which work together to create a conducive learning environment at the elementary level. However, it would appear that among the teacher competencies which define these factors, some would be more salient than others. The critical question that needs to be answered is, what are the specific skills that are critically important for competent teacher performance at the elementary level?

It is characteristic to require four years for completion of undergraduate teacher education programs. One semester is typically scheduled during these four years to allow the student to practice teach in an

actual classroom setting on a part- or full-time basis. Is it reasonable to assume that: (1) this relatively short period of time is sufficient for developing or assuring highly competent teaching practices; and (2) teacher education programs have sufficient human and non-human resources to produce highly competent practices in their graduates. The rise in demand for inservice training following graduation and entrance into teaching would suggest that present teacher education curricula are insufficient in immediately developing highly competent teachers to work in their respective school settings (Noad, 1980). If this assumption is correct, then what competencies are expected to have been acquired by prospective teachers upon graduation and entrance into full-time teaching? At which time might the competencies be most critically needed?

Because both teacher preparation programs and public school systems are in training and evaluative positions of the same populace, it is, therefore, imperative that their criteria for competent teacher performance be congruent. For instance, we now have evidence which suggests that the cooperating teacher serves as a strong model for the student teacher, especially when the cooperating teacher is perceived as being competent by and supportive of the student teacher. When the philosophy and practices of the cooperating teacher are reflective of competent performance, as agreed upon by the teacher preparation institution, then a state of congruence exists between both groups. The questions, therefore, are: (1) To what extent do faculty of teacher preparation institutions, State Department of Education curriculum consultants, and personnel within the public school system concur regarding the identification of important competencies of the elementary teacher and the time when the competencies are expected to be demonstrated; and (2) Is there a

distinguishable educational philosophy(ies) that governs the way in which these competencies are demonstrated in actual classroom practices?

Purpose of the Study

The purpose of this study is to identify behaviors that are critical for the competent performance of the elementary teacher focusing primarily on characteristics of the occupational and educational philosophy of the job performer. Specifically, the study will attempt to determine if: (1) a specific educational philosophy is identifiable; and (2) if competent teacher behaviors are developmental by measuring the extent to which teachers, principals, and college faculty members are in agreement regarding behaviors that are critically important for competent performance, and at what time these behaviors are expected to be exhibited.

Research Questions

The specific questions asked in this study are:

Research Question One: What philosophical orientations underlie acceptable classroom practices on the basis of the professional positions held by the raters?

Research Question Two: What differences, if any, in philosophical orientations that underlie acceptable classroom practices exist among raters on the basis of their professional positions?

Research Question Three: What behaviors are critically important for the competent performance of the elementary classroom teacher?

Research Question Four: With respect to their professional positions, to what extent do raters agree as to which competencies are

critically important for the acceptable performance of the elementary classroom teacher?

Research Question Five: With respect to their professional positions, to what extent do raters agree as to the time each competency should be possessed by the elementary classroom teacher?

Research Question Six: Are more competencies expected to be possessed at one stage than at any other stage during the development of the elementary classroom teacher?

Definition of Terms

For the purpose of this investigation, the following terms and definitions will be employed:

1. Competent Teacher: One who has sufficient knowledge (factual information), skills (technical know-how), and the ability (moral and intellectual power) to help the student learn what is to be taught. However, when a level of sufficiency is exceeded, the teacher is defined in terms of the modifier that precedes the word competent. For example, a "highly" competent teacher is one whose knowledge, skills and ability near or reach what is maximally required to effect student learning.

2. Teacher Competencies: The specific skills (behaviors) that characterize a competent teacher, in terms of what he/she is rather than what he/she should be.

3. Elementary School: While standard elementary education certification allows one to teach in grades K-8, there tends to be an overlap between the grade levels in what some school districts define as elementary, junior high or middle school. Consequently, the elementary school is defined as representing grades K-6.

4. Beginning (entry) Teaching: Three years or fewer of teaching on a full-time basis.

5. Experienced (mature) Teaching: Four or more years of teaching on a full-time basis.

Assumptions Underlying the Study

Three basic assumptions surround the interpretation of this study. First, according to Evans (1976) cooperating teachers who work directly with student teachers are perceived as being competent and as a result provide the positive model for the student teacher to emulate. Second, first-year teachers will be in a position to serve as a primary source for reporting specific competencies needed at that stage of development rather than rely on experienced teachers to report from delayed recall. Third, because the study will not involve a structured, formal observation of teachers performing on their jobs, and because of the method utilized for data collection, the conclusions will be contingent upon the raters having a common understanding of the competency statements they will be asked to qualify, and that these statements are complete and valid. However, and as Dick, Watson, and Kaufman (1981) have cautioned, it must be acknowledged that high ratings of the competency statements may be a reflection of "socially acceptable" skills rather than those that are indeed critically important for successful performance.

Limitations of the Study

The focus of this study will be limited to the identification of teacher competencies at the elementary school level only, and not on the

measurement of the different levels of competent elementary teacher performance. In addition, data collection will be limited to defined populations that are involved in the training of student teachers or have completed the teacher education program at Oklahoma State University within the State of Oklahoma because the State Department of Education, under the mandate of House Bill 1706, is presently revising its teacher certification criteria.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature to follow supports the notions that: (1) the nature of certain philosophical, psychological and material support systems can serve to either assist or impede the development of competent performance; (2) the consensus approach represents a viable means for identifying critical skills that are needed by the competent elementary teacher; and (3) expectations for competent performance must be set in accordance with the support systems that contribute to the development of this behavior.

Educational Philosophies that Underlie Competent Teacher Behavior

Presently, attention is being focused on the institution or proposition of minimum competency testing to ensure that entry-year teachers possess the basic skills and pedagogical knowledge that warrants certification. However, some educators are beginning to question and re-examine curricula offerings to determine if they continue to be relevant for the development of competencies that are needed for effective classroom practices today. For instance, Atkins (1981), Gore (1981), Van den Blink (1979), and Lyons (1979) argue that the present curriculum, which produces the acquisition of basic skills, does little more than provide helpful hints in regard to effective classroom procedures while placing

diminished emphasis on the philosophical and theoretical underpinnings that explain and govern them. In addition, Lyons (1979) contends that students are too restricted within the domicile of academia, that not enough opportunities are given for practice in actual classroom settings.

Taking these ideations a step further, Van den Blink (1979) suggests that teacher-trainees be recruited from liberal arts colleges/ departments within the university, or that the liberal arts component of the teacher education curriculum be expanded. In explaining his premise, he states:

> Give me a person with a solid academic background in English or political science or mathematics. Above all, give me a person who thinks--one who is aware of what is going on in the world, one who questions and probes into problems--and I will give you a teacher who will stimulate, excite, and interest our school-age children.
>
> Never mind the methodology of teaching, it can be learned in the classroom (p. 28).

What is paramount in these present practices and suggestions for change are the educational philosophies that underlie them. Supporters of competency-based teacher education and minimum competency testing, as a means for providing a measure of competence, imply that there are requisite skills which can be acquired through training. Therefore, the teacher education curriculum can be structured or patterned around a behavioristic theory or around a scientific model that is designed as MacDonald (1968) puts it . . . "to prepare a person to perform defined functions in a predictable situation . . . "(p. 38). In contrast, educators who are more cognitive-field than behavioristically oriented, support the idea that an understanding of theory greatly enhances one's ability to interpret unobservable as well as observable behaviors of the learner. Specifically, the teacher or teacher-trainee should acquire an

understanding of how the learner perceives stimuli in the learning environment, and place some responsibility for learning in their hands by encouraging them to question and probe for answers to their own questions. It is felt that such a program would more likely develop an educated as opposed to merely a trained teacher who can function competently in unpredictable as well as predictable situations.

There is a third force who propose that the acquisition of basic skills and an understanding of theoretical interpretations of human behavior are still insufficient as a basis around which a teacher education curriculum should be designed. It is their belief that these postulates should be extended to include the feelings and satisfactions of the learner when definitions of competence are derived. Hence, regardless of the degree to which skills are acquired and theories are understood, in the final analysis it will be the perceptions and feelings of the individual that will more strongly influence the outcome of those behaviors deemed as competent.

Wirsing (1972) postulates that the design of any curriculum incorporates a "wholistic approach." Therefore, the methodology applied in the learning environment is a function of: (1) the theory that explains how the organism learns; (2) a philosophy that defines the purpose of education around which the theory is developed; and (3) a philosophy of life which includes a world-view (metaphysics), a knowledge-view (epistemology), and a value-view (axiology). Together, the components of one's philosophy of life support one's philosophy of education.

Congruence between the levels of Wirsing's model that comprise the "wholistic approach" could result in various outcomes, one of which could result in what follows. A teacher, for example, might perceive

that things in the universe exist separate from man and that nature itself is orderly, accurate, and objective. Consequently, nothing occurs by chance, but rather according to the law of cause and effect. Man, being part of this universal structure, would be viewed as a static organism whose behaviors are determined by the nature of his surrounding environment, and as a result would function in predictable ways.

Knowledge is obtained through sensory experiences. Therefore, the mind is hypothesized as being like what Wirsing (1972) describes as "a blank sheet of paper which records impressions that are made there on . . ." (p. 69); and the human mind, subsequently, would be viewed as being passive rather than active or interactive. Interestingly, Bigge and Hunt (1980) report that early philosophers such as Johannes Muller (1801-1858), Gustav Fechner (1801-1887), and Herman Von Helmholtz (1821-1894) did not acknowledge the "mind" as a function of human behavior. It was their conclusion that all of life, as we know it, could be explained through the laws of physics and chemistry. Continuing within this philosophical line of reasoning, the axiological nature of man would be interpreted according to the influences of the environment in which he can be found. What is considered "good," therefore, would be defined as being anything that produces compatibility between man and his environment, while "evil" would be anything that estranges him.

The purpose of education would be to acquire knowledge and learn the skills specified by the teacher. Since knowledge would be defined on the basis of empirical truths, which also would be preexistent to the learning of it, the educational curriculum would therefore focus on content that is structured in a logical sequence with the expected outcomes clearly established. Proponents of this theory conclude that

"if anything exists, it exists in some amount, if it exists in some amount it can be measured" (Bigge & Hunt, 1980, p. 280). Evidence of learning, therefore, would be governed by what could be observed and measured in accordance with a curriculum that would produce this occurrence. A methodological approach that would produce this type of behavior would probably incorporate the use of lecture, simulation activities, programmed instruction, drill, recitation, etc. A teacher would rely on extrinsically controlled approaches in order to shape and reinforce those behaviors that are compatible with the expected outcomes of learning, and/or if necessary extinguish those perceived as being inappropriate.

While the preceding illustration is hypothetical and focuses on the congruence between philosophies and practices of one individual who represents only one part of a complex educational system, it does raise several real questions. For instance, are teachers able to identify the educational philosophy that they feel should govern classroom practices? Is there congruence between elementary teachers' philosophical beliefs and what they practice in their classrooms? Since more than one resource unit (academia, administration and support services within public/private schools, state departments of education, perceptions of the individual teacher, etc.) contributes to the development of competent elementary teachers, are the philosophical belief systems of these units congruent? Kessinger (1979) probed to find the answer to the first two questions by determining if 15 elementary classroom teachers and one principal were able to align themselves significantly, individually or as a group, with an educational philosophy; if so, were their philosophical belief systems congruent with their perceived classroom practices.

Participants in Kessenger's study were administered the Educational Belief System Inventory (EBSI) and the Educational Practice Belief Inventory (EPBI) developed by Dobson, Dobson, Grahlman, and Kessenger (1970). The EBSI is a 69 item instrument subdivided into 7 subscales that contain an equal number of statements from three distinct philosophical orientations: (1) Idealism philosophy--Behavioristic psychology; (2) Experimentalism philosophy--Cognitive psychology; and (3) Existentialism philosophy--Humanistic psychology. The EPSI is a 69 item instrument that is subdivided into 6 subtests. Each subtest comprises an equal number of statements that describe classroom practices which correspond to each of the three philosophical orientations.

Results of Kessinger's (1979) investigation revealed that following an interview, but prior to the administration of the EBSI and EPSI, 11 of the 16 educators described themselves as being more existential humanistic in orientation, while the remaining five were unable to relate their philosophical beliefs to any specific philosophy. However, following the administration of the two instruments, no significant congruence between beliefs and practices relating to existentialistic philosophy/humanistic psychology was found to exist for any of them as individuals. Analysis of the data showed that only 6% (1) of the teachers was experiencing harmony between his/her philosophical beliefs and classroom practices at the .05 level of significance. Interestingly, a significant correlation between philosophical beliefs and classroom practices ($p < .05$) was found for the educators as a group. The strongest measure of this congruence was observed in the category of Experimentalism philosophy--Cognitive psychology. An explanation for this finding was that the smallest range and mean score was found on the end of the

continuum that represented this category. It should be noted, however, that it was difficult to compare their philosophical belief systems to the appropriate classroom practices since they were unable to define their beliefs initially.

If teachers, as individuals, are unable to align themselves with a prevailing educational philosophy which interprets their practices, to what extent would knowledge of their educational philosophy alter their present classroom practices? Kessinger (1979) found that 44% (7) of the teachers in his study would not change their interaction with children in any way, in contrast to 55% (8) who would prefer a behavioristic-scientific management model as a basis around which their behaviors would be governed.

Since more than one resource unit is involved in the process of establishing the curricula, arranging student teaching experiences of teacher-trainees and evaluating their performance, the question still remains as to how congruent the educational philosophies are from these varying units. It would stand to reason that if academia teaches toward idealistic cognitive philosophical orientations while public/ private school systems adhere to a humanistic orientation, and professional standards boards evaluate competence according to behavioristic management models, this lack of congruence would lead to frustration on the part of the beginning teacher.

The first step in the process of establishing congruence in philosophical orientations of the instructional resouce units may be better accomplished by working backwards on Wirsing's (1972) model, that is by identifying the philosophy that underlies acceptable classroom practices from the various resource units. Once those involved in the process of

training or educating teacher trainees are made aware of the extent to which they concur regarding their belief systems, a less discrepant and more consistent educational program may evolve since each phase of the program would share a common foundation.

In addition to the need for establishing congruence between philosophies of those charged with task of designing curricula for teacher-competence, one might be inclined to raise the question as to the feasibility of being consistently "behavioristic", "cognitive-field" or "humanistic" in all phases of the educational process. In other words, given that each philosophy has its own virtues and limitations, would it not be more realistic to extract effective practices from each philosophy, where appropriate, and thereby educate to develop eclectic teachers, as opposed to developing teachers who practice according to the mandates of one distinctive educational philosophy? If this outcome were deemed a viable approach, then the original questions emerge, that is, in what areas would a particular educational philosophy be appropriate and how congruent are the educational philosophies that govern these areas between those units that have input in the design of the teacher education programs?

Eclecticism has been examined by several psychologists who concluded that it may not represent the better alternative around which educational curricula should be designed. Combs (1962), Marshall (1973), and Dawson (1976), for example, foresee that teachers will be unsuccessful in refining and improving their craft without a systematic framework that links what they value to what they practice. It is their contention that the two are inseparable. Bigge and Hunt (1980) more explicitly describe the impact that such an approach would have by stating that:

> Eclectics who are not extremely astute in identifying their deepest assumptions may very easily--and with good intentions--select from differing schools of thought ideas that on superficial examination seem very attractive. But suppose, when examined in light of their primary assumptions, these ideas are contradictory? This is the risk the eclectics take, and they often fall into the trap of building a new point of view out of incompatible elements. What emerges is a position that may at first glance look logical, but on more careful scrutiny is a hodgepodge of contradictory and mutually exclusive components (p. 6).

Identifying Competent Teacher Behavior

The ultimate aim for any teacher preparation program is the development of the necessary skills or competencies in teachers that will directly produce student growth and learning. That is, changes in student learning can be attributable to the teacher's help. A competency-based teacher education program is no exception.

One phase involved in developing a CBTE program or in identifying characteristics against which to evaluate beginning or experienced teacher performance is to survey the literature in order to identify those techniques or traits that have proven to be indicators of competent teaching. An examination of the literature directly related to the characteristics of competent elementary classroom teachers, proves to be very complex. First of all, one has to decide in advance what general or specific variables will govern the search. This is imperative when the elementary classroom teacher serves as the independent variable. Factors that are considered as positive correlates to effective teaching patterns have included grade level, class size, subject matter, socio-economic states and/or previous experience on the part of the student. These factors, therefore, determine which outcomes are relevant in terms of their generalizability.

It is, however, the purpose of this review, when possible, to relate characteristics of competent elementary teachers that are more generic as opposed to specific in terms of demographic characteristics of the learning milieu. It is also the intent to relate these characteristics to variables that have empirical support to justify their inclusion in lists that describe competent behaviors of the elementary classroom teacher.

An intensive study that was designed to access characteristics of "superior" teachers was conducted by Ryans (1960). He attempted to identify some of the personality characteristics of this group. Strom and Bernard (1982) include the following characteristics that were drawn from the Ryan's study. Good teachers:

> like children and are interested in their development as reasons for teaching;
>
> typically appear to be accepting and generous in their appraisals of other persons and tend to see the good points of a person rather than the bad;
>
> are more friendly, cooperative and agreeable, restrained, objective, tolerant, emotionally stable, and more inclined to "try to give a good impression" than the average adult;
>
> enjoyed school when they were students; and
>
> express satisfaction with teaching, (and also with teacher salaries) and intend to continue teaching indefinitely (p. 20).

Far more important than knowing the personality characteristics of superior and inferior teachers, is knowing the effects their attitudes, which aid in determining personality characteristics, have on pupil achievement. Rosenthal and Jacobson (1968) provided surprising results following an examination of the relationship between teacher expectations and pupil achievement. In summary, the investigators learned that the amount of pupil learning was a function of instructional strategy

which in turn was a function of what teachers expected of their learners. Other researchers (Cornbleth, David, & Button, 1974: and Good, 1970) have found results congruent with the outcome of Rosenthal and Jacobson's study.

As part of a general model to illustrate the source of teacher expectations and their residual effects on pupil learning, Braun (1976) identified five general categories of teacher behaviors. These categories are: grouping, patterns of questioning, teacher pupil interaction, reinforcement and feedback, and diversity of classroom activities. Each has research evidence to support their inclusion.

In terms of grouping and seating arrangements of students, McGinley and McGinley (1970) found that teachers tend to have a preference for students assigned to higher reading groups as opposed to those assigned to lower reading groups. More importantly is the fact that even younger students are aware of their group placement, and like their teacher, tend to prefer friends from the higher-ability groups. In conjunction with this pattern, Rist (1970) observed a kindergarten teacher who had assigned students in the lower-ability grouping to tables farthest from the teacher's desk. Unfortunately these students experienced difficulty in hearing the teacher and received less attention from the teacher as well.

Differential treatment of students, according to teacher expectations, has been observed in terms of the patterns of questioning and quality of interaction (Rosenthal, 1973). Teachers tend to ask higher level questions, allow more wait-time for responses and engage in more in-depth communication with students who are perceived as being higher achievers. This same pattern was also found to be true in terms of the

amount of feedback and issuance of positive reinforcement to the same type of student (Brophy and Good, 1970). In contrast, lower achievers received fewer and less difficult questions, less time to respond, acceptance of incorrect answers, and less praise than their counterparts even when correct answers were given.

Fortunately, the results from other research have provided more positive implications regarding classroom practices. Sherman, Brophy, Evertson and Crawford (1976), for example, found that second and third grade elementary classroom teachers were more effective in producing higher achievement gains among their pupils when their beliefs and practices were congruent regardless of their age and/or years of teaching experience. Among the practices that distinguished the effective from the ineffective teachers were:

> insisting that pupils stay in place and work, following a planned schedule, and requiring students to stand while reciting.

The beliefs held by successful teachers were:

> Except for tests, materials were unimportant;
> Teachers should spend more time with the class as a whole than with individual pupils;
> Teachers should urge pupils to do better;
> After an incorrect response, another pupil should be asked to respond;
> More should be required of abler pupils; and
> It is the teacher's responsibility to see that supplies are available (p. 10).

It should be pointed out, however, that following a study conducted by Weinrott and Jones (1977), placing a high demand on students who were identified as being withdrawn proved effective in changing their behavior, while it proved to be totally ineffective for students who were identified as having disruptive behavior patterns.

The issue of classroom discipline has been cited as a major problem that concerns teachers, administrators, and parents (Gallup, 1982). As

part of his theory of needs, Maslow (1970) suggests that the pupils' desire for discipline is an integral part of their need to feel safe in not only the social, familial and other environments, but in the school environment as well. Strom and Bernard (1982) further suggest that " ... external discipline is therefore unnecessary when pupils' needs are met and when they are allowed to pursue their interests" (p. 529). Nevertheless, it would be ambitious to assume that each pupil's needs and pursuit of interests could be amply accommodated in the same classrooms at the same time. Consequently, Emmer, Evertson, and Anderson (1980) sought to determine what effective and ineffective teachers did during the first critical days and weeks of the school year to meet, from among other needs, the safety needs of their students. They observed that among effective teachers, rules and procedures were taught in an appropriate, coherent pattern to the student, and when misbehavior did occur, it was handled quickly in a firm but not harsh manner. Ineffective teachers, on the other hand, were vague in establishing rules and procedures, and inconsistent in handling inappropriate pupil behaviors.

Another important issue addresses effective instructional strategies of the competent elementary teacher. To this end, there is a whole body of research that has attempted to relate teacher behaviors to pupil achievement. Rosenshine and Furst (1971) provided a complete summary of investigations that attempted to identify instructional strategies related to pupil cognitive measures of achievement. It was their conclusion that of some 50 teacher-behavior variables examined, 11 provided the most promise in terms of pupil achievement. However, of these 11

variables, they contended that the following five variables were more conclusive than the remaining six. In hierarchical order, these were:

1. clarity of teacher presentation of lessons;
2. variability of instructional presentations
3. enthusiasm;
4. task oriented and/or businesslike behaviors; and
5. student opportunity to learn criterion material.

Heath and Nielson (1974) explored the implications that these and other teacher-behavior variables researched, have on performance-based teacher education programs. It was their ultimate conclusion that "The research on the relation between specific teacher skills and student achievement fails to reveal an empirical basis for performance-based teacher education programs" (p. 463). They found that the majority of teacher effectiveness research undertakings were too weak in regard to their conception, design and methodology to serve as a basis around which performance-based teacher education programs could be designed. More specifically, interaction effects between content, teacher behaviors, and characteristics of the student were not controlled or the outcomes were too trival to warrant much attention.

Even though some teachers are more adept or competent than others in their use of varying instructional interventions, rapport-building strategies, classroom management techniques, etc., the question remains the same: Why are some teachers more competent than others, and how can those less competent improve their performance? One possible area to explore is the extent to which support systems are made available to teachers and the extent to which these systems are perceived by them as being important, and are therefore, utilized. In other words, it is

possibly those teachers who take the initiative to solicit support, explore alternative strategies relevant to their needs and interests, and consequently strive for excellence and pursue personal and professional growth, who are more successful than others. In essence, some teachers are more professional than others (Sergiovanni and Starrat, 1979).

Howsman, Corrigan, Denemark and Nash (1976) write that teaching is a profession in the sense that:

> In practice it is an applied or clinical science involving service to people; using processes of diagnosis, prescription, and implementation; and characterized by the creative integration of professional knowledge and skill, personal style, and teaching art (p. 41).
>
> . . . It is the responsibility of:
>
> a. The preparation program to prepare teachers with the skills needed to learn to cope with specific community and school situations and needs;
>
> b. The individual teacher, as a professional, to learn what is needed by the community and to adjust performance to community realities.
>
> c. The local education authority to assist the teacher in this accommodation through inservice education, appropriate supervisory assistance, and other means.
>
> . . . Teachers, as professionals, individually are responsible for keeping up to date and for improving their competence throughout the period of their professional careers (p. 43).

While it is perceived by some as being less efficient and expensive, Sergovanni and Starratt (1979) contend that schools that have a "professionally-oriented" organizational climate promote adaptiveness (schools' emphasis on responding to changing professional and societal environments), and job satisfaction (schools' positive response to differential needs and professional growth of the teachers and the changing needs of the students). In contrast, bureaucratically-oriented environments tend to

be highly predictable in that its members are expected to conform to a predetermined set of professional standards that do not account for any needs or professional pursuits that are not amenable to the system. Consequently, production and efficiency are high, while adaptiveness and job satisfaction are low.

Following an investigation of leader behavior and organizational climate, Litwin and Stringer (1968) found that organizations that combined informal structure, shared decision-making, team work, emphasized quality performance and encouraged creativity, were effective in producing high performance, satisfaction and innovative talents of its personnel. Halpin and Croft (1963) suggest that it is the top administrator, that is, the principal who is in direct position to set the tone that will influence whatever degree of performance and satisfaction attained by its faculty.

While it is theoretically possible to attribute student achievement to teaching techniques, most studies have proven to be limited in regard to their generalizability (Glass, 1973; Cooley & Lohnes, 1976; Cruickshank, 1976; Heath & Nielson, 1974; and Linn & Slinde, 1977), and as a result, makes them indefensible as indicators of an individual teacher's competence (Coker, 1976). These findings do not suggest that a continuation of an attempt to relate teaching techniques to pupil outcomes would be futile, but rather, until such evidence is available, alternative approaches for defining effective behaviors are imperative.

A job analysis approach for defining competent behaviors has been considered as an alternative. This approach involves developing tests for the purpose of assessing the presence or absence of competent solutions to actual problems occurring on specific jobs. This is often

referred to as criterion sampling. However, as Klemp (1979) has noted, this approach has its limitations in that only one aspect of competency is being assessed, i.e. knowledge competency. Therefore, the test can measure specific detailed skills, and yet not measure the true competence that underlies them. Tests designed to measure competence within educational professions suffer from these same inadequacies.

Starkman, Bellis and Olsen (1979) indicated that, following an examination of recent National Council for the Accreditation of Teacher Education (NCATE) reports, teacher preparation institutions utilize judgmental feedback from groups such as recent graduates and/or supervisors of the graduates' field experiences as a source of input for the evaluation of the programs. However, it would be remiss to conclude that this source of input is devoid of any weaknesses. Pottinger (1979) warns, however, that the utilization of expert judgment is a dangerous technique because the approach is far too subjective and even a large group of judges can be wrong.

Nevertheless, Blank (1979); Christner et al. (1979); Coker (1976); Dick, et al (1981), and Mosely et al. (1978), each suggest that it is the practioners, that is the teachers themselves, who provide more promise in regard to defining what behaviors are needed for competent performance. The rationale is that:

> while most teachers cannot apply the breadth of knowledge of the researcher or the creative ingenuity of the theoretician, they are in immediate contact with all aspects of the problems as they occur, and may be less likely to overlook or incorrectly weight the importance of any single aspect (Coker, 1976, p. 54).

A Developmental Process

Since it is the desire of teacher-preparation institutions to prepare its graduates to perform competently in their roles as teachers, it is therefore crucial to establish congruence between the goals of the teacher education program and the expectations of the school systems in which the graduates will be employed. This is especially important as it relates to those competencies that are perceived as being critical for competent teaching.

A review of the related literature to follow suggests that in establishing criteria for competent teacher behaviors, the following ideas should be considered:

1. Competency is developmental; and
2. Expectations of desired teacher performance must be realistically set.

Developing Competent Teacher Behavior

From the time a student expresses a desire for becoming a teacher until the moment when he/she is considered to be highly competent as a teacher, several intellectual and psychosocial changes have transpired which can have a direct influence on his/her behavior. In other words, the teacher goes through several stages of transition with each stage possessing its own unique set of characteristics.

Evans (1976), Fuller (1969), and Woolfolk and Nicolich (1980) agree that there are at least three major developmental stages in the process of becoming a teacher, and each can have a direct bearing on how the teacher performs. These stages are referred to as preteaching (student teaching), early (beginning) teaching, and mature (experienced) teaching.

Evans (1976) provides the following descriptions of each stage which focus on a specific pattern of personal or professional concerns expressed by the persons involved.

Preteaching. Prior to their student teaching or internship, the students' major concerns focus on academic and social demands. That is, the students are interested in selecting and passing courses, maintaining an acceptable grade point average, maintaining social relationships and other factors that concern typical college students. The act of teaching is viewed in reference to those behaviors that have been exhibited by teachers they perceived as being effective, and in turn, whose behaviors the student would like to emulate. Conversely, they are equally as determined to avoid the misfortunes of those teachers' behaviors that they perceive as being ineffective. In total, this stage of development concentrates on concerns for "self."

It is during their student teaching or internship that the students begin to shift their concerns from academia per se to the immediate tasks of teaching. While their concerns basically remain self-centered, they tend to focus on factors such as their student teaching assignment, earning high grades in student teaching, as well as exhibiting behaviors that will enhance their employability, etc. It is not uncommon for these students to criticize theory and demand specific solutions to problems encountered during their field experience. As a result of this brief experience (8-12 weeks), students often come to realize that there is far more to teaching than what they had originally expected. "Depending upon a given assignment, this brief apprenticeship is alternately traumatic and palliative, exhilarating and depressing, concordant and dissonant" (Evans, 1976, p. 9).

Beginning Teaching. Beginning (early) teaching, i.e., the first two to three years of employment is described as the second major stage of development. For the first time, full responsibility of the classroom is assigned. This responsibility includes the implementation of curriculum as well as certain teaching methods and the adoption of an educational philosophy which may or may not coincide with the new teacher's own points of view. This is to say that freedom of choice in determining the content and methods of instruction can be limited depending upon the administrative philosophy under which the beginning teacher works.

Dominating concerns of teachers at this developmental stage closely approximate those at the preteaching stage. The teachers are in the process of acclimating themselves to a new environment and system of operation. Therefore, they tend to be more concerned about "self", i.e. their ability to survive the demands of the system, manage classroom discipline, and maintain personal acceptance by their students, colleagues, parents and administrators. It is also not uncommon for the beginning teacher to realize the extent to which their knowledge of teaching, children, and the process of schooling is limited.

Experienced Teaching. As teachers gain more experience in their profession, and become more comfortable with the philosophy and regulations of the school environment, and are more aware of the expectations of them in their roles, a shift in their concerns can be observed. This shift moves away from a direct concern for "self" (as was experienced in the first two stages) to concerns for the learning and welfare of their students. Recognition of the contributions of professional journals, desire for advanced coursework for additional certification, participation

in professional conferences and membership in professional organizations are but a few indices that reflect a teacher's desire to improve the quality of instruction which in turn will result in increased learning on the part of their students.

Implications of Developmental Concerns

Some psychologists (Combs, Blume, Newman, & Wass, 1974; and Maslow, 1970) suggest that people's behavior is a reflection of their field of perception at the moment of their behaving. That is to say, the motivation behind people's behavior at any given moment reflects: (1) how they perceive themselves; (2) how they perceive the situation in which they are involved; and (3) the interrelations of these two. Therefore, if the motivation behind a teacher's behavior is related to how the teacher perceives him or herself in the school, then teacher-preparation programs must also focus on the psychosocial development of their own students. Consideration of the psychosocial development of teacher trainees should therefore receive as much emphasis as is placed on the understanding of subject matter and teaching methods.

Fuller (1969) concluded that during their early developmental phase, student teachers and beginning teachers appear to be overly concerned with perceived "adequacy" from not only those in positions of authority, (i.e. principals, college supervisor and cooperating teacher) but from their students and colleagues as well. In both instances, this overriding concern regarding the opinions of others proved to be threatening and anxiety-producing.

In explanation of his theory of competence, White (1959), argues that threat or feelings of anxiety can be debilitating to the development

of competence. He defines competence as "an organism's capacity to interact effectively with its environment" (p. 247). It is White's contention that the environment has to be such that the individual feels at liberty to explore and experiment. In Maslowian terms, the environment should be psychologically "safe," and the individual should sense a feeling of "belongingness," i.e. acceptance by important others. Fuller (1969, p. 220) learned through clinical sessions with student teachers that they were unsure as to "where they stood." Some specific concerns expressed by these students were, "Is it going to be my class or the teacher's class?" "Does she tell me what to do?" or "Can I try things myself?" "If I see a child misbehaving in the hall, do I handle it, ignore it, or tell someone else?"

If the student teacher is to develop what White (1959) terms as "feelings of efficiency," and what Maslow (1970) calls achievement of satisfaction of the "esteem needs," then a shift from threat in the environment must be replaced with encouragement to experiment on one's own. Without this support factor, competent teaching behaviors will be slow in developing.

In a more recent study, Noad (1980) explored the relationship between the student teacher's perception of competencies that are important to effective teaching and their actual performance. The findings showed that the relationship between these variables was statistically significant ($p<.05$). The implications of this findings are two-fold. First, student teachers tended to place more emphasis on those competencies that were perceived as being important to the cooperating teacher. Second, the findings could be regarded as encouraging, if the goals and philosophies held by the cooperating teacher were congruent with those

of the university. If such were not the case, then the efforts of the university's teacher education program could be considered as counter productive in developing appropriate teaching behavior.

Evans (1976) illustrates how this state of incongruence between goals and philosophies transpired in an actual setting based on an experience of a student who had just completed eight weeks of student teaching. A cooperating teacher told the student, "I've watched you young turks come out of the university with fancy ideas about teaching for over 15 years now. Try them if you must, but sooner or later you'll end up doing it our way" (p. 38).

If, in fact, there is some validity to the attitudes that beginning teachers are severely lacking in needed teaching competencies, then what is needed by or expected of students when they enter student teaching, or for that matter, when they begin their first years of teaching? Is the university completely missing the point by emphasizing the wrong things? Pigge (1978) posed this question to 1851 teachers who graduated between 1968 and 1974. Among his findings, he learned that the university was given more credit in developing proficiencies in less needed areas than in high need areas. More specifically, "the ability to maintain classroom order" was given the highest priority, and that only 8% of the teachers gave the university credit in helping to develop this needed proficiency.

Setting Expectations

McDonald (1978) contends that given the present teacher education curriculum structure, one should not expect any more than teacher education graduates who are at least "moderately effective," and have

sufficient competence to "survive" the first year of teaching. While the goal of teacher education should continue for the purpose of developing highly effective teachers, the criteria for evaluating competence should be those associated with moderate effectiveness.

Factors that support the need for setting realistic expectations vary. McDonald continues by suggesting that the "amount of effort teacher education programs now devote to measuring knowledge of subject and knowledge of teaching methodologies is probably wasteful in terms of identifying competence" (p. 12). What is important, is to evaluate how students integrate and apply the principles and methods taught in such courses. This would, therefore, call for the use of modular or microteaching, more field studies and experiments in instructional settings, and longer periods to "practice teach." Consequently, the acquisition of highly effective competencies is developmental.

Competent teacher behavior is more likely to emerge when there is congruence between the needs of and expected roles to be assumed by teachers. Brottman (1974) suggests that teacher education programs can better serve their students by helping them to identify and clarify the various roles they will assume during the process of their development. Equally important is for the program to provide coping strategies should this conflict arise.

The sources of conflict between expected roles and needs of the students are sometimes elusive. For example, the student teacher functions in both the role of student (as classified by the university and in the eyes of the cooperating teacher) and as teacher (as expected by the practice teaching site and as seen by their pupils). Sometimes the developing teacher has problems determining when he/she is expected to

assume which role and for how long. The criteria for competent behavior of the student teacher can be incongruent between the cooperating teacher and university supervisor. Therefore, the student teacher could form a distorted view of what constitutes competent teaching. Another source of conflict can occur when the beginning teacher expects to fulfill the same role(s) that were assumed during their student teaching experiences. This difference can represent an improvement, while at other times it can be dissatisfying.

It is imperative, therefore, that teacher education programs establish agreement with school systems in regard to what behaviors will be reflective of competence. In so doing the teacher education program can provide experiences that will help the student identify expected roles they are to assume, and strategies for coping when conflict should arise.

Summary

While the literature is replete with studies that have attempted to identify the characteristics of the competent elementary teacher, it has been lacking in determining if there is a distinguishable educational philosophy(ies) that underlies acceptable classroom practices. In addition, the results have had inherent weaknesses in regard to their generalizability. It has been suggested that a consensus approach be used as a first step in identifying those competencies that are perceived as being important for competent teaching. However, other factors must be taken under consideration if teacher outcomes are to reflect competence.

The psychosocial needs of the developing teacher must be addressed. Until this factor is considered, beginning teachers will tend to focus more attention on where they fit in the environment as opposed to concentrating on the academic and social growth of their students. A means by which this potentially debilitating factor can be ameliorated is by: (1) recognizing that what is practiced in the classroom is a function of one's perception of the nature of man and learning; (2) identifying and communicating what specific skills are critically needed for the competent elementary teacher; (3) establishing which stage during their development the skills are needed or should be acquired and (4) providing the support system to enhance the development of these competencies in both the university and public school settings. The university, alone, cannot set the standards. They must be agreed upon by both the university and the school systems. Any incongruence between the university and school systems can distort the efforts of the university and lay the groundwork for a crisis to be experienced by the developing teacher.

CHAPTER III

METHOD AND PROCEDURE

Subjects

Subjects for this study consist of 102 educators who either have input in the training of student teachers from Oklahoma State University (OSU) and/or are regular elementary classroom teachers. The subjects represent four populations from the State of Oklahoma and also include a principal and teacher from Arizona whose school was a practice teaching site for a student teacher in OSU's teacher-training program. Table I provides a description of the subjects that comprise this study. It should be noted that input was requested from curriculum consultants from the Oklahoma State Department of Education. However, because of the sampling technique that was employed in this study, their return rate was insufficient for their inclusion.

Procedures

Instrumentation

A questionnaire, "Identification of Critical Competencies of the Elementary Classroom Teacher" was developed by the researcher with the assistance of several Oklahoma State University faculty members. The instrument was designed to secure information in two areas: (1) demographic characteristics of the subjects; and (2) evaluation of statements

related to practices of the competent elementary classroom teacher. See Appendix A for a copy of the questionnaire.

TABLE I

DESCRIPTION OF SUBJECTS

Subjects	Number Represented	Percent of Total Number Represented
Cooperating teachers who worked directly with OSU student teachers	45	44
Principals of elementary schools at which OSU student teachers completed their student teaching experience	18	18
Teacher education faculty members at OSU who supervise student teachers in elementary schools	9	9
Beginning teachers who are OSU graduates	30	29
Total	102	100

Section I - Demographic Variables

In order to ascertain the relationship between the ratings of the competency statements, and the characteristics of the subjects, the following information was requested:

1. Employment position held by the subject (i.e. elementary classroom teacher, elementary principal, college faculty, or curriculum consultant); and

2. Years of teaching/administrative experience in present position asked mainly to distinguish beginning from experienced teachers.

Section II - Evaluation of Competency Statements

Section II of the questionnaire is designed to measure three variables. They are: (1) philosophical orientations that underlie practices of the competent elementary classroom teacher; (2) the degree of the importance of the competency statements; and (3) an identification of a critical time frame in which the competencies need to be developed.

Philosophical Orientations. The questionnaire, "Identification of Critical Competencies for the Elementary Classroom Teacher" is comprised of 144 competency statements which are subdivided into four categories, and three educational philosophies that underlie practices in an elementary school setting. The educational philosophies are: (1) behaviorism; (2) cognitive-field; and (3) humanism. The four categories are: (1) human relations; (2) teaching and assessment; (3) classroom management; and (4) professionalism.

The 144 statements that comprise the questionnaire were generated from the "Entry-Year Observation Instrument" that is included in the Policies and Procedures Handbook for House Bill 1706 (September, 1981). The rationale for selecting this list of competency statements was that on June 10, 1980, the Oklahoma Legislature adopted House Bill 1706. As part of this legislative document, the State Department of Education was directed to develop an Entry-Year Assistance Program for the purpose of providing guidance and assistance to beginning teachers in the State of

Oklahoma. This responsibility was to be fulfilled by an Entry-Year Assistance Committee who in turn would recommend to the State Board of Education as to whether or not the beginning teacher should be certified. Data to be used in this decision-making process would be obtained from the "Entry-Year Observation Instrument."

The 36 statements that comprised the Entry-Year Observation Instrument" were developed by a State Board of Education appointed committee who are professional educators from institutions of higher education in the State of Oklahoma. It was their recommendation that the instrument be used by each Entry-Year Assistance Committee to evaluate a beginning (entry year) teacher for certification purposes only. The instrument received final approval from the Professional Standards Board and was adopted by the State Board of Education on September 24, 1981. See Appendix B for a listing of the 36 competency statements that are included in the "Entry-Year Observation Instrument."

The researcher's critique of the 36 statements resulted in the generation of a total of 48 competencies that are included in the observation instrument. The extension of the list evolved since eight of the competency statements included a measure of more than one variable. Likewise, it was necessary to insure that the statements utilized in the questionnaire for this study were mutually exclusive.

Three educational philosophical descriptions were written for each of the 48 statements yielding a total of 144 statements that comprise the questionnaire. The distribution of these statements across the four categories is described in Appendix C.

Since the complete list of statements was lengthy and could affect the rate of return from the subjects, the 144 competencies were randomly

assigned to 3 forms of the questionnaire. Therefore, the subjects were asked to respond to a total of 48 statements. Using a 5-point Likert scale, the subjects were asked to indicate the extent to which they agreed or disagreed with each of the competency statements as a classroom practice by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). The use of the method for rating the various aspects of the competency statements was found to be appropriate according to the research investigations of Thomas and Kay (1974). This method was also found to be effective when the desire is to distinguish the ratings on the basis of the teaching background and experience of the raters.

In order to determine the extent to which the items in the questionnaire were reflective of the desired philosophies, five university professors who are proficient in this domain were asked to serve as raters. The professors were provided a list of the 144 statements and were asked to read each set of three statements, and for each set, indicate which philosophical orientation each statement represents. They were to indicate the philosophy by marking "B" for Behavioristic; "CF" for Cognitive-Field; or "H" for Humanistic. Each set of three statements was preceded by an underlined statement that is written as part of the "Entry-Year Observation Instrument" for HB 1706. Hence, the raters had a common point of comparison against which the statements were to be classified.

A measure of interrater agreement was calculated for the purpose of establishing the percentage of complete agreement among the judges' assignments of an educational philosophy to each statement. The results of this analysis yielded an estimate of interrater agreement of 86%.

The implications of this relatively high percentage of agreement suggests that: (1) content validity was established in terms of the extent to which the raters agreed that a specific educational philosophy was reflected in a given statement; and (2) construct validity was established since the descriptions of each statement was generated on the basis of the theories that define and distinguish behavioristic, cognitive-field, and humanistic philosophies from one another and manifest themselves in actual classroom practices.

Furthermore, it was important to determine the quality of the descriptions of each of the 144 statements. Consequently, after each statement had been classified, the professors were asked to evaluate how well each statement described the educational philosophy by rating it as either "Good," "Fair," and/or "Poor." The descriptions were revised if three or more of the five professors rated the quality of a statement as being "Fair" and/or "Poor." Table II provides a description of the means, variances and reliability coefficients for the educational philosophies which were calculated following the administration of the instrument to the 102 subjects that served as participants in this study.

Degree of Importance of Competency Statements. Of equal importance in the identification of the educational philosophy(ies) that underlie the subjects' perceptions of acceptable classroom practices, was the determination of those practices that are important characteristics of the competent elementary teacher. Since each set of three statements described one competency in three different philosophical modes, a total of 16 of the 48 competencies were actually being measured on each form. The subjects, therefore, were asked to select one of three statements in each set and rate its degree of importance as a classroom practice by

circling either 1(VERY IMPORTANT); 2(SOMEWHAT IMPORTANT); 3(SOMEWHAT UNIMPORTANT); 4(NOT IMPORTANT). It should be noted at this point that it was not crucial that the subject select any specific statement and rate its importance since the set of statements had been judged to be valid measures of a particular competency.

TABLE II

MEANS, VARIANCES, AND RELIABILITY ESTIMATES OF RESPONSES ON SECTIONS MEASURING PHILOSOPHICAL ORIENTATIONS BY FORM

	SECTIONS								
	Behavioral[b]			Cognitive-Field			Humanistic		
Form[a]	$\bar{x}$	s^2	r[c]	$\bar{x}$	s^2	r	$\bar{x}$	s^2	r
1	1.99	.19	.87	1.82	.25	.81	2.04	.21	.82
2	1.54	.04	.67	1.82	.31	.71	2.00	.47	.67
3	1.95	.13	.90	2.03	.14	.83	2.40	.43	.73

[a]34 subjects completed each form.

[b]16 items comprised each section by form

[c]r represents a standardized item estimate of reliability utilizing Cronbach's alpha

Critical Time Frame. As had been suggested by Pigge (1978), and McDonald (1978), expectations of competent behaviors of classroom teachers must be realistically determined by those who are responsible for the education of teachers at various stages in their developmental process. Therefore, the subjects were asked to indicate the time at which a teacher or teacher-trainee should be competent in each of the 16

classroom practices. They were directed to indicate the time by circling either 1(PRIOR TO STUDENT TEACHING); 2(DURING STUDENT TEACHING); 3(DURING THE FIRST 3 YEARS OF TEACHING); or 4(AFTER THE FIRST 3 YEARS OF TEACHING).

Data Collection

Identification of Subject. A list of the elementary principals, cooperating teachers and college faculty members who coordinated and/or supervised student teachers during the Fall and Spring Semesters of the 1981-82 school year was secured from the Office of the Director of Teacher Education at Oklahoma State University. The list of beginning teachers was obtained from the State Department of Education, while the list of State Curriculum Consultants was secured from the Oklahoma Educational Directory (1981-82). A total of 287 subjects was identified from the listings.

Design for Data Collection. The design for the collection of data incorporated a multiple matrix sampling (MMS) technique. This technique employed the random assignment of the 144 items to three forms of the questionnaire, and the random assignment of the three forms to subjects within each of the five populations originally represented in the study. Since each item appeared only once on either of the three forms, the assignment of the items was made without replacement. In addition, since all 144 items were assigned across the three forms and evenly distributed to subjects within each population, the sampling process was exhaustive.

Matrix sampling techniques were first introduced by Lord (1955). Since their introduction, matrix sampling designs have been recognized

as a viable means by which data can be collected in an efficient manner in terms of time and cost while providing the researcher the power to make estimates of population parameters without securing a measure of every item on the test or questionnaire from every subject in the population (Sirotnik, 1974).

As with most statistical sampling designs, MMS techniques have their virtues as well as their limitations. The primary advantage of selecting the exhaustive MMS technique for this study is two-fold. First, Lord and Novick (1968) have demonstrated algebraically, while Pugh (1971) demonstrated empirically with Likert items, that this technique results in a reduction in the size of standard errors of estimate, thus providing a more efficient sampling procedure than any other sampling methods extracting the same amount of data. Secondly, since the original list of competency statements totalled 144, the distribution of items across subgroups aided in the control of "context effect". This effect has been defined by Sirotnik (1970) as "any tendency for the matrix sample estimates of matrix population parameters to be different from those obtained had the examinee in fact responded to the population of items" (p. 199).

While MMS designs allow the research to make comparisons of two or more groups, these comparisons are confined to those items that are the same for members in the representative groups. In other words, group comparisons can only be made within forms rather than between the three forms of the questionnaire. It should be noted, however, that this limitation was not relevant to the comparison of philosophical orientations of the five groups of subjects since the three educational philosophies were equally represented and distributed across the three forms of the questionnaire.

Finally, consideration of the size of the population of subjects and items represented in each matrix was imperative. There is no optimum number of subjects and items in each matrix regardless of sampling with or without replacement/exhaustively or nonexhaustively (Plumlee, 1964; Pugh, 1971; and Sirotnik, 1974). This is to say that the more data one has in terms of subjects and items, the more accurate the estimates. In an effort to control the amount of error in estimating characteristics of the subjects' respective populations, the number of forms (subscales) of the questionnaire was limited to three with 48 items per form. However, in terms of the percent of the subjects by group per form, the readers will have to determine for themselves the extent to which the information is representative of the populations from which the subjects were drawn.

Data Collection Procedures. A questionnaire was mailed to the business address of the 287 subjects identified in the listings during the first week of May, 1982. In accordance with the suggestions of Berdie and Anderson (1974); Miller (1970); and Williamson, Karp, Dalphin, and Gray (1982), and in an effort to increase the percent of the return rate, the following procedures were utilized: (1) Each subject received an original-typed cover letter bearing the official letterhead, with signature, from the office of the Dean of the College of Education, Oklahoma State University. Prestamped and self-addresed return envelopes were also included; (2) Each subject was informed as to the purpose of the study and why their input was solicited. They were also assured that their responses would not be analyzed individually, but as a group, thus securing confidentiality; and (3) Type-addressed postcards with

personal signatures were used as a follow-up two weeks following the original mailing.

See Appendix D for a sample of the cover letter and follow-up postcard used in the study.

Hypotheses

Based on research conducted or reported by Bigge and Hunt (1980); Dick, Watson and Kaufman (1981); Evans (1976); Fuller (1969); Kessinger (1979); Noad (1980); Pigge (1978); Sergiovanni and Starratt (1979); and Wirsing (1972), the following hypotheses were formulated:

Hypothesis One: There are no significant differences in the sums of the ranks of the statements that describe three different educational philosophies when the ranks are compared by subjects within the following four professional groups:

a. Cooperating Teachers
b. Elementary Principals
c. College Faculty
d. Beginning Elementary Teachers

Hypothesis Two: There are no significant differences in the sums of the ranks of statements that describe three different educational philosophies when the ranks are compared among the four professional groups.

Hypothesis Three: There are no significant differences in the sums of the ranks of statements that describe three different educational philosophies when the statements are subdivided according to categories whose items share common characteristics, i.e. human relations, teaching and assessment, classroom management, and professionalism, and the ranks are compared by subjects within the four professional groups.

Hypothesis Four: There are no significant differences in the sums of the ranks of statements that describe three different educational philosophies when the statements are subdivided into categories whose items share common characteristics, i.e. human relations, teaching and assessment, classroom management, and professionalism, and are compared among the four professional groups.

Hypothesis Five: There are no significant differences among the ratings according to the level of the importance of the competency statements when the sum of the ratings are compared among the four professional groups.

Hypothesis Six: There are no significant difference in the time periods that the competencies should be possessed by the elementary classroom teacher when the sum of the ratings are compared among the four professional groups.

Hypothesis Seven: There is no significant difference between the number of competencies that are needed at one stage than at any other stage during the development of the competent elementary classroom teacher.

Analyses of Data

Hypotheses one, three, and five were investigated using the Friedman two-way analysis of variance by ranks (rank of philosophical agreement, importance and time of competencies within the professional groups of raters). This statistical test was chosen because the scales with which the variables were measured were ordinal, and it allows the researcher to test the null hypothesis that the K samples (groups of subjects) were drawn from the same population (Siegel, 1956). Analyses of the data

were based on the sums of the ranks, and where appropriate, the Nemenyi's specific comparison test was utilized. Linton and Gallo (1975) caution that interpretations of data utilizing this technique applies to ranks as opposed to numerical scores that underlie the ranks. Computations were done using the SPSS UPDATE 7-9 (Hull and Nie, 1981). The minimum requirement for statistical significance was set at an experimentwise error rate of $p < .05$.

Hypotheses two, four, and six were investigated using the Kruskal-Wallis one-way analysis of variance by ranks (ranks of philosophical agreement, importance and time of competencies among professional groups of raters). This statistical test allows the research to test the null hypothesis that K samples were drawn from the same population or from identical populations with respect to averages. Like the Friedman test, the Kruskal-Wallis test interpretations are based on the rank sum of each group. In accordance with the suggestions offered by Kirk (1968), the Mann-Whitney U specific comparison test was calculated if statistically significant differences were determined to exist among three or more groups. Computations were done using the SPSS UPDATE 7-9 (Hull and Nie, 1981). The minimum requirement for statistical significance was set at an experimentwise error rate of $p < .05$.

Hypothesis seven was investigated using the one-way chi square test. This statistical test allows the researcher to test the hypothesis that the proportion of competencies needed during the four stages of development of teaching are equal.

CHAPTER IV

RESULTS

Introduction

The purpose of this chapter is to present the results of the statistical analyses of the data collected in this study. More specifically, seven hypotheses were tested using the ratings of competency statements describing varying classroom practices appropriate for an elementary school setting by professional educators who have input in the design of curriculum for teacher-trainees at Oklahoma State University. In general, the study was designed to determine if, according to their ratings, the professional educators were congruent in terms of: (1) the educational philosophy(ies) that describe classroom practices that each agree is acceptable; (2) their perceptions of the importance of each competency statement which has been judged acceptable by the Oklahoma Education Professional Standards Board; and (3) their indication of the time at which each competency should be possessed by the competent elementary teacher.

Test of Research Questions

The research questions are discussed in terms of the statistical analysis of the data. The results of the analyses also include the outcome of each hypothesis tested.

Research Question One: What philosophical orientations underlie acceptable classroom practices on the basis of the professional positions held by the raters? The results of the Friedman two-way analysis of variance reported in Table III reveal that there are no significant differences among the three educational philosophies for two of the four groups of educators. A statistically significant difference ($p < .005$) among the three educational philosophies of the cooperating teachers and elementary principals was found. Nemenyi's specific comparison test was utilized in order to identify the pair(s) that are significantly different in both groups. The results of the Nemenyi's test revealed that cooperating teachers and elementary principals are significantly ($p < .001$ and $p < .005$, respectively) more accepting of practices that are behavioristic rather than humanistic in orientation. No other differences were found to be significant. Therefore, Hypothesis One is rejected when the responses of the cooperating teachers and elementary principals are considered.

The 144 competency statements were subdivided into categories whose items share common characteristics, i.e. human relations, teaching and assessment, classroom management, and professionalism. The results of the Friedman two-way analysis of variance indicated that there are significant ($p < .05$) differences among the educational philosophies that underlie three of the four categories responded to by the four groups of raters. Reported in Table IV are the mean responses and mean ranks of the competency statements according to the categories and corresponding philosophies. The Nemenyi's specific comparison test was used to identify which philosophy was preferred by each group where significant differences were observed within the three categories of competency statements.

TABLE III

FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE OF RANKS RESULTS COMPARING PHILOSOPHICAL ORIENTATIONS THAT UNDERLIE CLASSROOM PRACTICES WITHIN POSITIONS ACROSS FORMS

		Average Responses and Ranks of Philosophical Orientations						
		Behavioral Scale		Cognitive-Field Scale		Humanistic Scale		
Positions	n	Mean Response	Mean Rank of Response	Mean Response	Mean Rank of Response	Mean Response	Mean Rank of Response	X^2_r
Cooperating Teachers	45	1.58[a]	1.67	1.65	1.90	1.82	2.43	13.90*
Elementary Principals	18	1.60	1.44	1.70	2.03	2.02	2.53	10.58**
College Faculty	9	1.81	1.78	1.63	1.78	1.94	2.44	2.67
Beginning Teachers	30	1.53	1.78	2.56	1.92	1.75	2.30	4.32

[a] A rank of 1 indicates practices with which the group strongly agreed and a rank of 5 represents strong disagreement

* $p < .001$

** $p < .005$

TABLE IV

FRIEDMAN'S TWO-WAY ANALYSIS OF VARIANCE RESULTS COMPARING PHILOSOPHICAL ORIENTATIONS THAT UNDERLIE CLASSROOM PRACTICES ACCORDING TO CATEGORIES WITHIN GROUPS ACROSS FORMS

	Average Response and Rank of Categories															
Positions	Human Relations				Teaching and Assessment				Classroom Management				Professionalism			
	B[a]	C	H	x^2	B	C	H	x^2	B	C	H	x^2	B	C	H	x^2
Cooperating Teachers (n=45)																
$\bar{x}$ Response	1.61	1.65	1.63		1.50	1.82	1.75		1.20	1.62	2.30		1.56	1.53	1.73	
$\bar{x}$ Rank of Responses	1.99	2.07	1.94	.34	1.83	2.17	2.00	2.50	1.39	1.93	2.68	37.68**	1.87	1.83	2.30	6.10*
Elementary Principals (n=18)																
$\bar{x}$ Response	1.49	1.62	1.69		1.63	1.89	2.35		1.12	1.77	2.27		1.71	1.60	2.01	
$\bar{x}$ Rank of Responses	1.78	2.06	2.17	1.44	1.53	1.94	2.53	9.08*	1.39	2.06	2.56	12.33**	1.94	1.69	2.36	4.08
College Faculty (n=9)																
$\bar{x}$ Response	1.98	1.49	1.57		1.63	1.77	2.20		1.23	1.80	1.94		1.79	1.57	2.30	
$\bar{x}$ Rank of Responses	2.44	1.83	1.72	2.72	1.67	1.61	2.72	7.06*	1.67	2.17	2.17	1.50	1.94	1.44	2.61	6.17*
Beginning Teachers (n=30)																
$\bar{x}$ Response	1.57	1.64	1.75		1.72	1.59	1.93		1.00	1.46	2.02		1.39	1.51	1.34	
$\bar{x}$ Rank of Responses	1.73	2.02	2.25	4.02	2.10	1.73	2.17	3.27	1.37	2.05	2.58	22.32**	2.07	2.05	1.88	.62

[a] B=Behavioral Orientation
C=Cognitive-Field Orientation
H=Humanistic Orientation
* $P < .05$
** $P < .01$

Elementary principals appear to be significantly ($p < .01$) more accepting of behavioristic practices than those humanistic in orientation in the area of teaching and assessment. In contrast, college faculty members indicated that they are significantly ($p < .02$) more accepting of cognitive practices than those which are humanistic in orientation in the area of teaching and assessment. In terms of classroom management practices, cooperating teachers, elementary principals, and beginning teachers significantly ($p < .01$) prefer behavioristically oriented approaches to those humanistic in orientation. Interestingly, when the educational philosophies of cooperating teachers and college faculty members were analyzed in the area of professionalism, both groups significantly ($p < .05$) preferred cognitive-field oriented approaches to those humanistically oriented. Therefore, Hypothesis Three is rejected when responses are compared within each of the four professional groups according to categories that describe teaching and assessment, classroom management, and professional competencies.

Research Question Two: What differences in philosophical orientations that underlie classroom practices exist among raters on the basis of their professional positions? A comparison of the mean ranks of each philosophy across groups using the Kruskal-Wallis one way analysis of variance test indicates that there are no statistically significant differences in the educational philosophies among the populations from which the samples were drawn and Hypothesis Two is not rejected. Results of the three Kruskal-Wallis analyses are presented in Table V.

The Kruskal-Wallis one way analysis of variance test was used to compare the mean ranks of the comparison groups for the competency statements after they had been subdivided into four categories. The

TABLE V

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE OF RANKS RESULTS COMPARING PHILOSOPHICAL ORIENTATIONS THAT UNDERLIE CLASSROOM PRACTICES AMONG GROUPS ACROSS FORMS

	Average Rank of Philosophies		
Positions	Behavioral	Cognitive-Field	Humanistic
Cooperating Teachers (n=45)	48.66	50.73	50.04
Elementary Principals (n=18)	55.81	59.33	62.00
College Faculty (n=9)	67.06	53.39	58.44
Beginning Teachers (n=30)	48.52	47.38	45.30
H value	3.60	1.92	4.19

N=102

results presented in Table VI show no statistically significant differences among the opinions of the four groups of raters in any category except that of professionalism. The corresponding H value for the humanistic orientation is significant ($p < .01$), suggesting that the responses of the four groups of raters were not drawn from the same population. The Mann-Whitney U specific comparison test was used to identify the pairs of groups which differed significantly from one another. The mean ranks of the items that describe humanistically oriented professional competencies indicate that these competencies were significantly preferred more by beginning teachers than cooperating teachers ($p < .03$) or ($p < .009$) elementary principals. Because a significant difference was found in the educational philosophies that govern professional practices between beginning teachers and cooperating teachers and beginning teachers and elementary principals, Hypothesis Four is rejected for these professional groups.

Research Question Three: What behaviors are of critical importance for the competent performance of the elementary classroom teacher? An examination of the combined mean responses of the four professional groups of raters across the three forms of the instrument revealed that only two of the competency statements were rated two or higher. These two statements, included in Form 2, sensitive to needs/feelings of others (2.161); and "treats students fairly" (2.250) fell within the criterion of "somewhat important." Generally, these results indicate that for the most part, the raters tend to "strongly agree" that 46 of the 48 practices are of critical importance for the performance of competent elementary classroom teachers. See Appendix F for a listing of the combined mean responses to the 48 competency statements by group and by form.

TABLE VI

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE OF RANKS RESULTS COMPARING PHILOSOPHICAL ORIENTATIONS THAT UNDERLIE CLASSROOM PRACTICES ACCORDING TO CATEGORIES WITHIN GROUPS ACROSS FORMS

	Average Rank of Categories											
Positions	Human Relations			Teaching and Assessment			Classroom Management			Professionalism		
	B[a]	C[b]	H[c]	B	C	H	B	C	H	B	C	H
Cooperating Teachers (n=45)	50.47	51.14	48.42	44.83	51.27	44.78	53.78	50.57	55.17	51.04	49.48	52.29
Elementary Principals (n=18)	45.78	52.06	53.14	54.69	59.56	64.81	53.28	58.69	54.69	60.81	59.31	62.39
College Faculty (n=9)	70.11	44.78	47.61	52.22	57.00	63.61	55.56	54.78	43.28	54.89	52.72	68.06
Beginning Teachers (n=30)	50.90	53.72	56.30	59.37	45.37	49.97	45.80	47.60	46.55	45.58	49.48	38.82
H Value	4.40	.65	1.51	4.77	3.00	7.64	1.69	1.79	2.47	3.16	1.67	10.99*

[a] B=Behavioral Orientation
[b] C=Cognitive-Field Orientation
[c] H=Humanistic Orientation
* $P < .01$
$\overline{N}$=102

Research Question Four: With respect to their professional positions, to what extent do raters agree as to which competencies are of critical importance for the competent performance of the elementary classroom teacher? The Kruskal-Wallis one way analysis of variance was used to compare the mean ranks of the importance of each competency statement within each of the three forms among the four groups of raters. Results of this analysis showed no statistically significant differences among the ratings of 44 of the competency statements. However this pattern of congruence was not repeated for the four remaining statements. A listing of these four statements is presented in Table VII accompanied by their corresponding mean ranks, mean responses and X^2 values for each group by form. It should be noted that while a significant difference exists among the mean ranks of the four groups, the mean response for each group falls within the range of "very to somewhat important."

In an effort to identify the pair(s) of groups that differed significantly from one another in terms of the intensity of the importance of the competencies within each of the three forms, the Mann-Whitney U test was used. The results of the Mann-Whitney U analyses indicate in Table VIII that elementary principals perceive that the demonstration of "appropriate behavior and composure" is significantly more important for the competent elementary teacher than cooperating teachers ($p < .05$), members of college faculty ($p < .005$), or beginning teachers ($p < .005$) perceive it to be. College faculty members perceive that "maintaining classroom discipline" is less important ($p < .01$) than either principals, beginning teachers ($p < .005$) or cooperating teachers ($p < .01$) perceive

TABLE VII

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE RESULTS OF THE INTENSITY OF THE IMPORTANCE OF COMPETENCIES YIELDING SIGNIFICANT DIFFERENCES AMONG GROUPS BY FORM

	Position	n	Mean Response	Mean Rank	X^2 *
	Form 1				
Compentency Statement:					
14. Demonstrates appropriate behavior and composure	Cooperating Teachers	15	1.73	17.13	
	Elementary Principals	6	1.00	8.50	9.80
	College Faculty	3	2.33	25.83	
	Beginning Teachers	10	1.90	20.95	

TABLE VII (Continued)

	Position	n	Mean Response	Mean Rank	X^2 *
		Form 2			
Competency Statements:					
10. Maintains classroom discipline	Cooperating Teachers	13	1.23	15.58	
	Elementary Principals	5	1.20	15.10	9.74
	College Faculty	3	2.00	27.50	
	Beginning Teachers	10	1.10	13.55	
12. Teachers are courteous/respectful	Cooperating Teachers	10	1.60	13.10	
	Elementary Principals	6	2.33	19.83	9.02
	College Faculty	3	2.33	21.50	
	Beginning Teachers	9	1.22	10.17	

TABLE VII (Continued)

	Position	n	Mean Response	Mean Rank	X^2 *
		Form 3			
Competency Statement:					
10. Handles disruptive students effectively	Cooperating Teachers	14	1.00	14.50	
	Elementary Principals	6	1.83	25.58	15.35
	College Faculty	3	1.00	14.50	
	Beginning Teachers	10	1.10	16.10	

* $p < .05$

TABLE VIII

RESULTS OF MANN-WHITNEY U PAIRWISE COMPARISON TEST OF MEAN RANKS AMONG GROUPS REGARDING THE DEGREE OF THE COMPETENCY STATEMENTS' IMPORTANCE

		Statements by Form			
Groups	n	Form 1 [14][a]	Form 2 [10]	Form 2 [12]	Form 3 [10]
Cooperating Teachers	15	-1.96*[b]	-0.14	-1.63	-3.31†*
vs. Elementary Principals	6	(+4.90)[c]	(+0.28)	(-3.73)	(-6.67)
Cooperating Teachers	15	-1.33	-2.40**	-1.65	0.00
vs. College Faculty	3	(-4.20)	(-6.15)	(-3.90	(0.00)
Cooperating Teachers	15	-0.96	-0.80	-0.90	-1.18
vs. Beginning Teachers	10	(-2.67)	(+1.50)	(+1.90)	(-1.20)
Elementary Principals	6	-2.78†	2.05*	-0.14	-1.73
vs. College Faculty	3	(-4.50)	(-3.20)	(-0.25)	(+3.00)
Elementary Principals	6	-2.78†	2.05*	-2.42**	-2.33**
vs. Beginning Teachers	3	(-6.40)	(+0.75)	(+5.14)	(+4.67)
College Faculty	6	-1.14	-2.85†	-2.42**	-0.55
vs. Beginning Teachers	10	(+2.38)	(+5.85)	(+5.11)	(-0.65)

[a] The number of the competency statement
[b] The Z value of the difference between the mean ranks of the two groups
[c] The difference between the mean ranks of the two pairs
* $p < .05$
** $p < .01$
† $p < .005$
*† $p < .0005$

it to be. In contrast, beginning teachers perceive that it is significantly ($p < .01$) more important for the competent elementary teacher to be "courteous/respectful" than either elementary principals or college faculty members do. Cooperating and beginning teachers indicated that the ability to "handle disruptive students effectively" was significantly ($p < .0005$ and $p < .01$, respectively) more important than the elementary principals indicated. Results of the analyses indicate that Hypothesis Five is rejected for only four of the 48 competency statements.

Research Question Five: With respect to their professional positions, to what extent do raters agree as to the time each competency should be possessed by the elementary classroom teacher? According to the results produced by Kruskal-Wallis one way analysis of variance, no significant differences were found among the mean ranks of the four groups of raters for 42 competency statements. However, the corresponding X_r^2 values for six of the statements were significant, suggesting that the four groups do not represent the same population. Descriptions of the six competency statements that yielded significant differences among the mean ranks of the four groups of professional educators are presented in Table IX.

The results of the Mann-Whitney U analyses of the responses to the statements having significant Kruskal-Wallis values indicate the following findings in Table X. Elementary principals' perceptions of the time at which competent teachers should possess the ability to "provide positive reinforcement" for their students is significantly different from the perceptions of cooperating teachers ($p < .005$), college faculty members ($p < .05$), and beginning teachers ($p < .05$). More specifically,

TABLE IX

KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE RESULTS THAT YIELDED SIGNIFICANTLY DIFFERENT TIME PERIODS FOR THE POSSESSION OF COMPETENCIES AMONG THE GROUPS BY FORM

	Position	n	Mean Response	Mean Rank	X^2 *
		Form 1			
Competency Statement:					
1. Provides positive reinforcement	Cooperating Teachers	14	2.14	13.71	
	Elementary Principals	6	2.60	25.92	9.92
	College Faculty	3	1.67	10.71	
	Beginning Teachers	10	2.50	18.30	

TABLE IX (Continued)

	Position	n	Mean Response	Mean Rank	X^2 *
		Form 2			
Competency Statement:					
13. Gives clear, explicit directions to students	Cooperating Teachers	12	1.50	10.25	9.45
	Elementary Principals	5	2.00	15.90	
	College Faculty	3	2.33	19.67	
	Beginning Teachers	10	2.40	20.35	
		Form 3			
Competency Statements:					
3. Helps students accept similarities/differences	Cooperating Teachers	14	2.21	16.07	8.07
	Elementary Principals	6	1.50	8.50	
	College Faculty	3	3.33	15.83	
	Beginning Teachers	8	2.75	21.56	

TABLE IX (Continued)

	Position	n	Mean Response	Mean Rank	X^2 *
4. Aware of cognitive and affective growth/development patterns	Cooperating Teachers	13	2.92	18.04	10.26
	Elementary Principals	5	1.60	5.10	
	College Faculty	3	2.67	14.33	
	Beginning Teachers	8	2.75	16.50	
Competency Statement					
5. Accepts and/or uses ideas of students	Cooperating Teachers	15	2.07	14.03	16.43
	Elementary Principals	5	1.80	11.40	
	College Faculty	3	1.67	26.50	
	Beginning Teachers	10	3.20	13.95	

TABLE IX (Continued)

	Position	n	Mean Response	Mean Rank	X^2 *
6. Organizes time	Cooperating Teachers	15	2.00	13.95	8.32
	Elementary Principals	6	1.67	10.17	
	College Faculty	3	1.67	10.17	
	Beginning Teachers	10	2.60	20.40	

* $p < .05$

TABLE X

RESULTS OF MANN-WHITNEY U PAIRWISE COMPARISON TEST OF MEAN RANKS AMONG GROUPS REGARDING THE TIME PERIODS AT WHICH SELECTED COMPETENCIES SHOULD BE POSSESSED

	Statements by Form											
Groups	n	Form 1[1][a]	n	Form 2[13]	n	Form 3[3]	n	Form 3[4]	n	Form 3[5]	n	Form 3[6]
Cooperating Teachers	14	-2.87†[b]	12	-1.43	14	-2.26*	13	-2.95†	15	-0.71	15	-0.83
vs. Elementary Principals	6	(-7.62)[c]	5	(-3.40)	6	(+5.71)	5	(+7.75)	5	(+2.00)	6	(+1.87)
Cooperating Teachers	14	-0.95	12	-1.95*	14	-0.14	13	-0.66	15	-0.92	15	-0.64
vs. College Faculty	3	(+2.83)	3	(-5.00)	3	(+0.4)	3	(+1.85)	3	(+2.80)	3	(+1.52)
Cooperating Teachers	14	-1.35	12	-2.77†	14	-1.79	13	-0.61	15	-3.54†*	15	-1.73
vs. Beginning Teachers	10	(-3.60)	10	(-7.15)	8	(-4.71)	8	(+1.41)	10	(-9.83)	10	(-4.20)
Elementary Principals	6	-2.01*	5	-0.69	6	-0.85	5	-1.55	5	-0.16	6	0.00
vs. College Faculty	3	(+3.25)	3	(-1.07)	3	(-1.50)	3	(-2.40)	3	(+0.27)	3	(0.00)
Elementary Principals	6	-1.99*	5	-1.07	6	-2.43**	5	-2.71†	5	-2.91†	6	-2.63†
vs. Beginning Teachers	10	(+4.00)	10	(-2.40)	8	(-5.25)	8	(-5.53)	10	(-6.30)	10	(-5.87)
College Faculty	3	-1.30	3	-0.28	3	-0.54	3	-0.46	3	-2.90†	3	-2.07*
vs. Beginning Teachers	10	(-3.03)	10	(-0.65)	8	(-1.14)	8	(-0.92)	10	(-6.50)	10	(-4.77)

[a] The number of the competency statement

[b] The z value of the difference between the mean ranks of the two groups

[c] The difference between the mean ranks of the two pairs whereby the mean rank of the second group is subtracted from the mean rank of the first group is reported within parentheses

* $p < .05$ †$p < .005$

** $p < .01$ *†$p < .0005$

elementary principals believe elementary classroom teachers should demonstrate this competency later than the other three groups of educators who feel the competency should be possessed just prior to or during student teaching.

The perceptions of cooperating teachers are significantly different from those of college faculty members ($p < .05$) and beginning teachers ($p < .005$) regarding the time at which competent elementary teachers should be able to "give clear and explicit directions to students." The mean response of cooperating teachers suggests that this competency should be possessed sometime prior to student teaching, while college faculty members and beginning teachers indicate that this ability should be possessed during student teaching.

Elementary principals, unlike cooperating ($p < .05$) and beginning teachers ($p < .01$), indicated that competent elementary teachers should be able to "help students accept similiarities/differences" among other students sometime prior to student teaching. It is the opinion of the cooperating and beginning teachers that this competency should be possessed during student teaching. Similiarly, elementary principals indicated that competent elementary teachers should also be "aware of cognitive and affective growth/development patterns" of their students prior to student teaching. This opinion was significantly different from those views expressed by cooperating ($p < .005$) and beginning teachers ($p < .005$) who feel that this competency should be possessed sometime later, but before the first three years of teaching. Beginning teachers' responses indicate that they feel elementary teachers should have the ability to "accept and/or use ideas of students" during the first three years of teaching, while cooperating teachers ($p < .0005$), elementary

principals ($p < .005$), and college faculty members ($p < .005$) indicated that this ability should manifest itself just prior to or during student teaching. Finally, elementary principals ($p < .005$) and members of the college faculty ($p < .02$) suggested that the competent elementary teacher should be able to "organize time" prior to student teaching, while beginning teachers indicated that this ability should be possessed sometime during student teaching. Overall, results of the analyses indicate that Hypothesis Six can be rejected for only six of the 48 competency statements. See Appendix F for a listing of the combined mean responses to the 48 competency statements by group and by form.

Research Question Six: Are more competencies expected to be exhibited at one stage than at any other stage during the development of the competent elementary classroom teacher? A one-sample chi square test was used to determine if the possession of the 48 competencies were equally distributed across the four time periods. The obtained value ($x^2=463.03$, $df=3$) is significant ($p < .05$). This suggests that a disproportionate number of competencies is expected at one or more time periods than would be expected by chance.

In accordance with the suggestions of Linton and Gallo (1975), an adaptation of the Ryan's procedure was used to make pairwise comparisons of time periods that possibly differed significantly from one another. A summary of the outcome of these comparisons is presented in Table XI, and as it can be observed, significantly more competencies are reported as needing to be developed during student teaching ($p < .05$) and during the first three years of teaching ($p < .05$) than either prior to or following these time periods. It can also be observed that significantly ($p < .05$) more competencies are needed to be developed prior to student

TABLE XI

RESULTS OF RYAN'S PAIRWISE COMPARISON TEST OF THE DIFFERENCES AMONG THE FREQUENCY OF RESPONSES REGARDING THE FOUR PERIODS OF TIME WHEN COMPETENCIES SHOULD BE POSSESSED

	During Student Teaching 576 (37%)[a]	During First Three Years 546 (35%)	Prior to Student Teaching 378 (25%)	After First Three Years 44 (3%)	d	d-1	X^2 tabled
During Student Teaching 576	---	.75	41.09*	456.49*	4	3	6.97
During First Three Years 546		---	30.55*	427.13*	3	2	6.25
Prior to Student Teaching 378			---	264.35*	2	1	5.02
After First Three Years 44				---			

[a] The number outside the parentheses represents the frequency of the responses for the category, while the number inside the parentheses is the percent of the total number of responses across the four categories.

* $p < .05$

teaching than after the first three years of teaching. No other statistically significant differences were obtained. As a result of the outcome of these analyses, Hypothesis Seven is rejected.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of the Investigation

This study examined the extent to which professional educators, who have input in the design of curricula for teacher-trainees at Oklahoma State University, are congruent in terms of three variables that underlie competencies for the elementary classroom teacher. These variables were:

1. educational philosophies that translate each competency into an actual classroom practice;
2. degree of importance that each competency has for the successful performance of the elementary classroom teacher; and
3. time periods at which a teacher or teacher-trainee should become competent in demonstrating each classroom practice.

Additionally, the study sought to determine if significantly more competencies are needed at a particular time period than any other during the development of the competent elementary classroom teacher.

While previous research has been conducted for the purpose of generating lists of competencies that reflect characteristics of effective classroom teachers, most have focused on either specific content areas, grade levels, and/or socioeconomic status of the students, or

have derived lists of characteristics common to both elementary and secondary teachers. It was the purpose of this study, however, to identify competencies that are of critical importance for the elementary teacher primarily because at this level, students will be changing physically, maturationally and intellectually at a faster rate than at any other stage of their development. Teachers will also be spending more in-school time with the same group of students, and will be teaching more diverse subject matter than their secondary counterparts.

Of equal importance in the identification of critically important competencies of the elementary teacher was the determination of the educational philosophies that form the basis upon which teachers' methodologies are derived and their learning environments created. Lack of consideration of this variable would result in more mechanistic behaviors, likened to what Marshall (1973) describes as one who... "repairs a value or replaces a component in a computer, without knowing or caring what the function of the valve or the component is or, if indeed, it has any function at all" (p. 7). As one is aware that student achievement is a function of time and experience, so it is with the development of teacher competence. Therefore, expectations of competent teachers must be realistically set, while enabling time and experience to assume their rightful positions in this process. It was, therefore, the overall purpose of this study to examine, from a myriad of variables, three that are believed to enhance and support the development of the competent elementary teacher. Hopefully, the information gleaned from this study will facilitate decision-makers in clarifying their goals and in establishing appropriate experiences to be included in a teacher-preparation program. In order to add to the information

currently found in the research literature, six research questions and seven hypotheses were formulated.

Using a mailed questionnaire, with one postcard follow-up, data were obtained from 100 educators across the State of Oklahoma with two additional responses from a principal and classroom teacher from the State of Arizona whose school served as a practice teaching site for an OSU teacher education major. Analysis of variance by ranks and a one-sample chi square test were used to interpret the data, answer the research questions, and test the hypotheses.

Conclusions

The conclusions address three major variables around which the study was centered, i.e. educational philosophies, identification of behaviors critically important for competent practices, and time periods for the development of the competencies. Therefore, based upon the responses to questions measuring the three variables by four groups of professional educators, the following conclusions were drawn.

Educational Philosophy

Overall, there was no evidence to support the idea that a prevailing educational philosophy could be identified with a particular professional group according to their perceptions of the extent to which varying classroom practices are considered acceptable in general. However, when the statements were subdivided into categories on the basis of common characteristics that they share, it was observed that beginning teachers, more so than cooperating teachers and elementary principals, preferred a humanistic approach in the area of

professionalism. The outcome of this analysis is consistent with previous research findings reported by Evans, 1976; Fuller, 1969 and; Woolfolk and Nicolich, 1980, in that beginning teachers tend to center on "self," in the sense that they experience a strong desire to gain acceptance from among others, their administrators and colleagues. Approaches that are humanistic in orientation allow the novice teacher to develop professionally without fear of criticism or exclusion, while enabling them to function with the knowledge that their administrator(s) and colleagues are there to lend support when they perceive the need, rather than when a rule or an opinion from some "significant other" decides it.

When the ratings of the competency statements were analyzed as a whole, as well as subdivided according to categories, and then compared within groups (versus between groups), several significant differences were identified. It was observed that, in general, cooperating teachers and elementary principals preferred behavioristically oriented approaches to those humanistic in orientation. This outcome is consistent with some previous research findings (Kessinger, 1979), and because of the nature of the two philosophies, some possible explanations are obvious. Specifically, classroom environments that are governed by behavioristically oriented principles place the teacher at the hub of the decision-making process that determines what student-activities and behaviors are acceptable in the learning milieu. This approach is considered efficient to the extent that rules and regulations are clearly defined; therefore, the students have but to conform or bear the consequences for exhibiting inappropriate behaviors. Time does not have to be allowed for negotiations and compromises between teacher and

student, as is characteristic of cognitive-field philosophical principles. On the other hand, when the classroom environments are governed according to humanistic philosophical oriented principles, primary control of curriculum and student conduct (deemed non-threatening to others) is centered on the student. Therefore, the teacher forfeits ultimate control in favor of assuming the role of facilitator. This also means that the teacher must be quite flexible in order to accommodate the self-expressed needs of the student, as opposed to channeling the student's activities to conform to what the teacher defines as being necessary.

The preference for behaviorism over humanism, on the part of cooperating teachers and principals, could also be a function of their lack of understanding of the theoretical and/or practical applications of humanistic principles in actual classroom settings. However, this preference also may have resulted from their own personal experiences or experiments which may have caused them to conclude that the amount of learning (according to their own definitions) is not worth the time and maybe even the cost that it takes to produce it. Consequently, humanistic approaches can be perceived as being too inefficient.

Interestingly, beginning teachers did not follow the same pattern of having a behavioristically oriented philosophical preference as did cooperating teachers and principals. This lack of congruence is intriguing for two reasons. First, this outcome is in keeping with previously tested assumptions in that the focus of concerns and attention of beginning teachers are different from those of experienced teachers (Evans, 1976; Fuller, 1969). Secondly, beginning teachers are in the process of defining for themselves their own educational

philosophies, the nature of the act of learning, and the experiences that they perceive students need in order to excel. Nevertheless, when the data were analyzed using the ratings of four categories of competencies statements it was found that beginning teachers, as well as cooperating teachers and elementary principals, significantly preferred behavioristic approaches in the area of classroom management, rather than an approach that is humanistic in application. This finding is rather interesting because taken at face value, it suggests that in general, while students are perceived as being able to either follow directions, model appropriate behaviors, negotiate among themselves or with the teacher, or have the capacity to define their own needs for learning, they are also perceived as not having the ability to govern their own conduct to the extent that the classroom environment would be conducive for learning.

In the area of teaching and assessment, it was observed that both elementary principals and college faculty members have a different philosophical preference than one which is humanistically oriented in its approaches. Specifically, elementary principals support behavioristic approaches, while college faculty members support cognitive-field oriented modes as a means to teach and to assess student achievement. According to either of these philosophy, the students would not be in a position to establish, for themselves, learning activities which they feel would be effective, nor would they determine what should be expected of them in terms of their interests, and/or criteria for success in their endeavors. Based on their responses, elementary principals, therefore, perceive that it is the teacher who is in a better position for determining these variables, while college faculty

members perceive them as being negotiable. To college faculty members, both student and teacher should determine together what instructional strategies, kinds and depths of explanations, types of experiences, and resources would enhance the student's learning. Criteria for success would be determined according to the student's ability to apply the outcome of these experiences in problem-centered situations.

The difference in the two philosophical positions of elementary principals and college faculty members could possibly be accounted for on the basis of the difference in the roles that they assume in their respective occupational environments. Elementary principals, for example, are part of a system that typically conforms to a bureaucratic organizational structure. Consequently, members of the organization comply with decisions that are determined by persons in positions of authority who, in turn, have obtained their positions because their level of expertise exceeds the level of those underneath them in rank. Since teachers are in higher authoritative positions than students, students are expected to comply with the decisions made by teachers, and since a principal is in a higher authoritative position than teachers, then teachers are expected to follow the dictates of their principal. The extent to which members are successful in reaching the goals of the organization are a reflection of the competencies of those in positions of leadership. College faculty members, on the other hand, function in a more loosely structured and cooperative work environment in contrast to one more bureaucratic in structure. Consequently, as a result of their own experience, and recognizing that there are norms for responsible behavior, and some risks involved, college faculty members perceive that accountability for the amount of student learning should be shared by both students and teacher.

The endorsement of a cognitive-field philosophical approach, in the area of teaching and assessment by college faculty members, was found to be congruent with their perceptions of what should be expected of themselves in terms of their own professional roles. Therefore, definitions of competent professional behavior would be mutually determined by them and their department head. Whereby, cooperating teachers did not significantly endorse a particular philosophy in the area of teaching and assessment, they were emphatic about the philosophical approach they perceive should be adopted when expectations of their own performance are defined by persons in positions of authority (e.g. principals, supervisors, etc.). Like college faculty members, cooperating teachers significantly preferred a cognitive-field philosophical approach in defining competent professional behavior as opposed to one behavioristic in orientation. This outcome was rather significant because it suggests that cooperating teachers are somewhat philosophically eclectic in regard to their interaction with students. Therefore, at times they perceive the need to be in total control of decisions made regarding curriculum, assessment, classroom management, and student/teacher and/or student/student relations, while at other times, decisions regarding these areas could be shared or determined exclusively by the students, themselves. However, when decisions are made regarding each dimension of their own professional growth and development they definitely prefer to have input in this process.

Behaviors Critically Important for Competent Practices

When the mean responses to competency statements were combined for the four professional groups of raters, and then compared across forms,

it was found that only two were rated "somewhat important," while the 46 remaining statements were rated "very important." However, some significant differences were observed when the responses were compared among the four groups of raters. These differences were confined to the areas of professionalism and classroom management. Specifically, it was observed that elementary principals, more so than members of the remaining groups of raters, place a higher degree of importance on the elementary teacher demonstrating appropriate behavior and composure. As has been suggested previously, the organizational climate in schools typically conforms to one bureaucratic in structure. Indications that the system is functioning as desired, is often manifested in the behavior patterns of members within the organization. With the notion in mind, it possibly stands to reason that to a great extent, the behavior and composure of teachers and students could be viewed as a reflection of the quality and leadership style of the principal. In other words, principals may view the conduct of the teachers as a reflection of their own competence.

Specific comparisons of the mean ranks among the four groups of raters yielded differences that are significant, and measured two variables that, according to previous research findings, were determined important for effective teaching. As reported by Gallup (1982) and Pigge (1978) the ability to maintain classroom discipline and handle disruptive students were rated as high priority needs for public school teachers. While elementary principals, cooperating teachers and beginning teachers concurred with these findings, college faculty members placed a significantly lower degree of importance on the ability to maintain classroom discipline. While academicians have been critized

for not being aware of the "real" needs in actual classroom settings, and for advancing the use of fancy dysfunctional ideas (Evans, 1976; Lortie, 1975), it may be that they concur with the premise of Strom and Bernard (1982), which suggests that the need for control of external discipline becomes unnecessary as the needs and interests of the students are met.

In keeping with this same pattern of reasoning, beginning and cooperating teachers perceived the ability to handle disruptive students effectively as being significantly more important than elementary principals. The discrepency in these perceptions appears to be significant since it has not been uncommon for classroom teachers to divert the responsibility of handling disruptive students to principals (Woolfolk and Nicolich, 1980). Consequently, it seems as though elementary principals, as much or even more so than cooperating and beginning teachers, would place a very high degree of importance on this competency in an effort to lessen the potential for negatively reinforcing this kind of behavior on the part of the student.

Significant differences were observed among the perceptions of the raters when they were asked to indicate the degree to which it is important for teachers to be courteous and respectful in their interactions with students and colleagues. Beginning teachers perceived this competency as being significantly more important than did elementary principals and college faculty. It is interesting to note at this point that both elementary principals and college faculty members could be viewed as assuming positions of authority. Nevertheless, the outcome of this finding continues to support the conclusion drawn from previous

investigations (Fuller, 1969; Evans, 1976; and Woolfolk and Nicolich, 1980), in that a primary concern of beginning teachers centers around their ability to procure personal acceptance by others (students, colleagues, administrators, etc.) in their occupation environment.

Time Periods for the Development of Competencies

Of the 48 competency statements, there were six on which the raters significantly differed from one another in terms of the time period at which each perceived that the competency should be initially possessed. Possibly, of even greater importance was that, following an examination of these six competencies, it was revealed that the majority (4) were confined to the area of human relations, and that it was the opinion of the elementary principal that significantly differed from those of the other groups of raters on half (3) of them.

Regarding the area of human relations, it was the opinion of principals that the competent elementary teacher possessed the ability to help students accept similarities/differences, and developed an awareness of the cognitive and affective growth/development patterns prior to their student teaching. In contrast, cooperating and beginning teachers suggested that the ability to help students accept similarities and differences was developed during student teaching, while awareness of the cognitive and affective growth/development patterns was acquired later during this time period. The pattern of responses, in reference to time, was reversed when the raters were asked to indicate the stage at which the elementary teacher should be able to provide positive reinforcement to students. Elementary principals indicated that a teacher should be competent in this area later during student teaching,

whereas, college faculty members, cooperating and beginning teachers indicated that this competence should be evidenced prior to or during student teaching. Up to this point, principals appear to be suggesting that the development of competence in these human relations skills come as a function of the teachers' personal experience and/or it should be the enhanced or developed by the training institution. This notion is not inconceivable to the extent that Lortie (1975) concluded that the elementary principal is most often interested in the instructional competence of the student teacher.

The fourth human relations competency that yielded significant differences among the opinions of the raters focused on the ability of the teacher to accept and use ideas of students. To beginning teachers, the possession of this competency comes with experience, that is, following student teaching. Cooperating teachers, principals, and college faculty members, however, concur that it should be acquired prior to or during student teaching. Interestingly, the difference in the opinions of beginning teachers, and their experienced colleagues support one basic rationale for identifying them as a separate and distinct group in this study. As it has been previously shown (Evans, 1976; Fuller, 1969), the major concerns of beginning teachers differ from those of educators who have been involved in teaching for longer periods of time. Consequently, while experienced educators perceive the ability to accept and use ideas of students as a more mundane task, beginning teachers probably imagine that more complex skills would be needed in order to incorporate these ideas in their own instructional strategies. The validity of this assumption was supported following an examination of the two remaining competency statements that produced significant differences in the opinion of the raters.

In the area of teaching and assessment, the opinions of beginning teachers were significantly different from those of college faculty members and principals in terms of the time at which a teacher should be able to organize his or her time. Specifically, beginning teachers indicated that a teacher is not competent in this skill until student teaching, whereby college faculty members and principals expect this competency to be developed prior to student teaching. Time, in this instance, refers to the organization of time for instruction and instructional activities according to the scope and sequence of the curriculum established by the school district, or these mutually determined by the student and teacher, or according to those activities requested by the students. In any case, principals and college faculty members are implying that this ability should be developed prior to any classroom experience. On the other hand, the beginning teacher is suggesting that the observation experience is insufficient, that more concentrated time, which usually occurs during student teaching, is necessary in order for this competency to be developed. Again, this discrepency further illustrates another area in which experienced educators are either remiss or unaware of the dominant concerns and level of expertise of the undergraduate.

Finally, the ability to give clear, explicit directions to students, as part of the classroom management competencies, produced significant differences among the opinions of the four professional groups. Cooperating teachers indicated that this competency is, or at least should be, developed prior to student teaching. College faculty members and beginning teachers agreed that it is developed during student teaching. The same explanation for the difference in the

opinions of raters regarding the organization of instructional time could be cited here. That is, alone, knowledge and awareness of what is involved in this task are insufficient as means for determining one's competence. Beginning teachers and college faculty members indicated that competence in giving clear and explicit directions to students is developed when the teacher-trainee has had direct experience, including feedback from students, in order to determine the extent to which this ability is possessed.

Implications of the Research Findings

The results of this investigation focus on three major areas that should be considered when characteristics of the competent elementary teacher are defined, and when curriculum is designed to lead to the development of these competencies. First, consideration should be made of the educational philosophy(ies) that underlies varying instructional strategies which developing teachers are either required or encouraged to implement. Since the results of the study revealed that the four groups of raters were not always congruent in terms of their preferred educational philosophy regarding specific or groups of competencies, a clarification of the philosophical basis around which the competencies are generated can lead to a better understanding and conceptualization of the nature of man, the purpose of education, the nature of the act of learning, and the role the teacher is to assume in this process. Recognition of this variable can also help in understanding of the philosophical basis on which the system, as a whole is organized.

Second, a distinction needs to be made between knowledge competencies and performance competencies, particularly when expectations are

set for teachers at their various stages of development. The importance of this distinction was evidenced when the competencies were rated in terms of the time periods at which they should be developed. A close examination of those competencies that generated significant differences among the opinions of the groups of raters showed that for some groups, knowledge of the variable that underlied the classroom practice was sufficient for determining a teacher's competence while for other raters, competence could not be achieved until the teacher had the opportunity to perform the task in actual classroom settings.

Third, there continues to be a difference between the focus of concerns of the beginning teacher and those of their more experienced professional colleagues. That is, beginning teachers continue to focus on their feelings of adequacy and need for personal acceptance and approval from their students, peers, administrators, etc. While this difference in concerns was identified by Fuller (1969) as being characteristic of one of four stages through which the developing teacher passes, the influence they have on the performance of the beginning teacher continued to warrant the attention of those assigned the task of helping the beginning teacher make the transition from student to professional smooth as possible. The absence or provision of this support system could result in a difference between helping teachers become highly competent without expending too many years for its development. Ameliorating the beginning teacher's feelings of inadequacy or continuing to support the notion that their feelings are just part of the rites of passage trauma can make the transition from the role of beginning to experienced teacher smooth or strained.

Each of the three implications offer a direct challenge to the educators who are assigned to the Entry Year Assistance Committees mandated through House Bill 1706. It is the responsibility of the committee to observe, evaluate, and provide feedback to the beginning teacher in terms of their competence. Acknowledgement and consensus regarding the educational philosophies that underlie the competencies that they are to evaluate, the differentiation between knowledge and performance competencies, as well as the removal of barriers to the attainment of the competencies (affective as well as cognitive) can only stand to enhance the development of the competent elementary teacher.

Recommendations

Based on the implications of the investigation, and in an effort to control for threats to the internal and external validity of this study, should it be replicated, the following recommendations are offered:

1. Factor analyze the items of the instrument in order to provide empirical evidence to support the assignment of competencies to a given category.

2. Conduct a correlational study in order to provide empirical evidence that there is or is not a relationship between competence and congruence between one's philosophical beliefs and practices.

3. If a relationship between competence and congruence between one's philosophical beliefs and practices is found, then competency statements that will reflect the varying philosophies need to be generated.

4. Obtain a larger representation of members from each respective group of raters. Since House Bill 1706 of the State of Oklahoma mandates that an Entry Year Assistance Committee be assigned to each beginning teacher, solicit input from this resource.

5. Administer the instrument earlier during the school term in order to increase the initial rate of response and allow time for additional follow-ups at the work site.

6. Conduct a casual-comparative study to determine if specific competencies are related to the grade, socio-economic status of the student, and/or to subject content.

7. Conduct an experimental study to determine if support from the Entry Year Assistance Committee is more likely to produce a greater degree of competence than what would be expected without such support.

8. Conduct a longitudinal study to determine if the developing teacher's philosophy of education changes or remains the same as he/she passes through the four stages of teacher development.

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APPENDICES

APPENDIX A

SAMPLE COPY OF THE QUESTIONNAIRE (BY FORM): IDENTIFICATION OF CRITICAL COMPETENCIES FOR THE ELEMENTARY CLASSROOM TEACHER

IDENTIFICATION OF CRITICAL COMPETENCIES FOR THE ELEMENTARY CLASSROOM TEACHER

Name of School _____

City _____

Position (check one)
( ) Elementary Teacher
( ) Elementary Principal
( ) College Faculty
( ) Curriculum Consultant

Experience in position (check one)
( ) 0-1 year
( ) 2-3 years
( ) 4-5 years
( ) More than 5 years

INSTRUCTIONS

1. Please read each set of 3 statements, and for each statement, describe the extent to which you agree or disagree with it as a classroom practice. Describe the extent of your agreement with the statement by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). If you cannot agree or disagree with a statement, circle 3 for undecided.

2. After you have described the extent to which you agree or disagree with each of the three statements in a set, select the one statement and rate its importance on the IMPORTANCE Scale to the right of the 3 statements. Rate the statement by circling either 1(VERY IMPORTANT); 2(SOMEWHAT IMPORTANT); 3(SOMEWHAT UNIMPORTANT); or 4(NOT IMPORTANT).

3. After you have rated the importance of a statement, please indicate the time at which a teacher or teacher-trainee should become competent in that classroom practice. Indicate the time by circling either 1(PRIOR TO STUDENT TEACHING); 2(DURING STUDENT TEACHING); 3(DURING THE FIRST 3 YEARS OF TEACHING); or 4(AFTER THE FIRST 3 YEARS OF TEACHING).

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will reinforce students' behavior that is in accordance with the rules governing classroom conduct and is within the guidelines of the scope and sequence of the curriculum.	1 2 3 4 5		
2. The teacher will provide positive reinforcement by helping the students determine what experiences will lead to the reduction of uncertainty, and by encouraging them to evaluate the process and outcome of these experiences.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will provide positive reinforcement by allowing the students to set their own goals for learning, and by removing any barriers that may interfere with the attainment of such goals as long as they do not prove harmful to others in the learning environment.	1 2 3 4 5		
1. The teacher will conduct interaction with other staff members according to the predetermined goals and established modes of behavior as defined by the school district.	1 2 3 4 5		
2. The teacher will be allowed to develop and initiate varying modes of interaction without judgement or evaluation from the school district staff.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will negotiate with district administrative staff the types of interaction modes among teachers according to their self-determined needs and those established by the school district.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will be firm in controlling students by consistently enforcing rules that govern appropriate student behavior.	1 2 3 4 5		
2. The teacher will be firm in negotiation with students to insure that student behavior is within the range acceptable to the school and other students in the class.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will be firm by insuring that the desires of one student do not have harmful physical, social, or emotional impact on the development of other students.	1 2 3 4 5		
1. The learning environment will be arranged so as to develop a sense of trust and support that will encourage the students to be willing to interact with the teacher.	1 2 3 4 5		
2. Rapport between students and teacher will be established on the basis of contingency management (e.g., "If you do this, the _____").	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The learning environment will be open and supportive so as to allow students to feel free to question and not solicit teacher help until they feel it is necessary.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will provide instruction related to the bases of similiarities and differences in others, e.g., sexual, racial, economic, etc.	1 2 3 4 5		
2. The teacher will provide situations in which the students can explore in order to discover and gain insight into the differences between themselves and others.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will offer opportunities in which students can choose to find out about the differences between themselves and others.	1 2 3 4 5		
1. The teacher has a feeling for humor on the part of the students and can respond effectively to student-initiated humor.	1 2 3 4 5		
2. The teacher has a sense of humor and both students and teacher will initiate and respond to humorous aspects of the learning situation.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will use humor as part of a lesson to illustrate specific points or to provide social reinforcement.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will clearly explain materials according to the needs of the student when such explanations are requested by the student.	1 2 3 4 5		
2. The teacher will provide explanations of the purpose of materials that will help the students discover and find solutions to problems in accordance to their agreed upon instructional goals.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will select and provide explanations of materials that fit within the predetermined goals of the school district.	1 2 3 4 5		
1. The teacher's expectations of student performance will be determined by the rules defining appropriate behavior and the behavioral objectives of the instructional program.	1 2 3 4 5		
2. The teacher will help students develop their own clear expectations for learning and performance, and will hold no expectations for any student that the student has not clearly articulated.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher's expectation of student performance will be determined through negotiation between groups and/or individual students.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will make decisions regarding instructional strategies and classroom management in accordance with the rules governing in-school behavior and the diagnosed needs of individual students.	1 2 3 4 5		
2. The teacher will make decisions regarding instructional strategies and classroom management in reference to the needs of students as agreed upon by the students and the teacher.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will make decisions regarding instructional strategies and classroom conduct according to the expressed desires and needs of the students.	1 2 3 4 5		
1. The teacher will insure that all materials/supplies are available which are necessary for conducting the various individual programs for the students at their diagnosed entry levels.	1 2 3 4 5		
2. The teacher will facilitate acquisition of material/supplies necessary for students in interest-based and self-selected activities.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will provide materials/ supplies which are necessary for the students to accomplish mutually agreed upon activities for a class period or specific activity.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will work cooperatively with students to develop a classroom environment which is safe and attractive to all participants.	1 2 3 4 5		
2. The teacher will allow students to develop their own learning environment as long as it does not physically or psychologically harm themselves or others.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will control the classroom environment so that it is physically and psychologically attractive.	1 2 3 4 5		
1. The teacher will help students, who are interested in small and large group interactions, to develop their interactions skills.	1 2 3 4 5		
2. The teacher and students will plan situations in which all students will have an opportunity to interact within the classroom.			
3. The teacher will systematically program all students into classroom interactions to provide opportunities in which to reinforce and shape interaction skills.	1 2 3 4 5	1 2 3 4	1 2 3 4
	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will demonstrate evidence of scholarship through the development of materials, ideas, articles, etc. as required by the guidelines for the role and functions performed.	1 2 3 4 5		
2. The teacher and the immediate supervisor will jointly determine the criteria for evidencing scholarship and develop a program or the teacher to be able to accomplish this goal.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will personally determine the methods by which evidence of scholarship will be developed.	1 2 3 4 5		
1. The teacher will determine his/her own standards for behavior and composure and will follow his/her own internal criteria as to what is appropriate.	1 2 3 4 5		
2. The teacher will determine standards of appropriate behavior and composure in discussion with the immediate supervisor and will follow these standards.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will conduct him/herself according to the guidelines promulgated by the school district in terms of behavior and composure.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will select from current theories those applications which fit within his/her personal style and implements those theories in the classroom.	1 2 3 4 5		
2. The teacher will endeavor to use current theories of education, discipline, etc., and share the use of these theories with supervisors.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will use current theories of education, discipline, etc., as these are adopted or espoused by the school administration.	1 2 3 4 5		
1. The teacher will endeavor to use current practices in education and share the use of these practices with their supervisors.	1 2 3 4 5		
2. The teacher will select, from among current educational practices, those which fit his/her own personal style and philosophy, and implements these in the classroom.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will use current educational practices as these are adopted or espoused by the school administration.	1 2 3 4 5		

IDENTIFICATION OF CRITICAL COMPETENCIES FOR THE ELEMENTARY CLASSROOM TEACHER

Name of School _____

City _____

Position (check one)

( ) Elementary Teacher
( ) Elementary Principal
( ) College Faculty
( ) Curriculum Consultant

Experience in position (check one)

( ) 0-1 year
( ) 2-3 years
( ) 4-5 years
( ) More than 5 years

INSTRUCTIONS

1. Please read each set of 3 statements, and for each statement, describe the extent to which you agree or disagree with it as a classroom practice. Describe the extent of your agreement with the statement by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). If you cannot agree or disagree with a statement, circle 3 for undecided.

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3. After you have rated the importance of a statement, please indicate the time at which a teacher or teacher-trainee should become competent in that classroom practice. Indicate the time by circling either 1(PRIOR TO STUDENT TEACHING); 2(DURING STUDENT TEACHING); 3(DURING THE FIRST 3 YEARS OF TEACHING); or 4(AFTER THE FIRST 3 YEARS OF TEACHING).

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will try to find out the needs of the students and will be sensitive to these needs as he/she tries to facilitate their articulation and remove any barriers which are in the way of the student's individual goals.	1 2 3 4 5		
2. The teacher and students will negotiate how many and in what order the needs of the students are to be satisfied.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will identify the needs of the students according to the scope and sequence of the curriculum and will provide the mechanisms that will meet the needs.	1 2 3 4 5		
1. The teacher will implement curricular activities according to the scope and sequence which will shape and reinforce the development of self-awareness.	1 2 3 4 5		
2. The teacher will work with the students to help them develop self-awareness through experiences related to the overall goals of the educational process.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will facilitate the development of self-awareness in students by providing a variety of activities and situations in which students may choose to participate in order to accomplish their goals.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will identify appropriate behaviors that are reflective of a positive self-concept and reinforce those behaviors as they occur or when necessary, will shape to achieve appropriate behaviors that will lead to the development of a positive self-concept.	1 2 3 4 5		
2. The teacher will provide an environment whereby the students will be allowed to actualize themselves in such a way that will not be damaging to others, but will lead to the development of a positive self-concept.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher and students will plan activities in which they can experience success and will allow for evaluation of their performance which together will lead to the development of positive self-concepts.	1 2 3 4 5		
1. The teacher will share with parents the kinds of things the students are interested in and the activities that have been provided for the development of these interests.	1 2 3 4 5		
2. The teacher will convey to parents, during the parent-teacher conference, the goals of student behavior according to the scope and sequence of the curriculum.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher and parents will share their views according to what curriculum is appropriate for the enhancement of learning on the part of the student.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. Students will be allowed to seek their own criteria for progress or intellectual, social, emotional development.	1 2 3 4 5		
2. The students will be able to negotiate with the teacher so that each can determine, with the help of the teacher, fairness in reward, grading, etc.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. Rewards will be equally available to all students so that they will perceive the learning situation as being fair.	1 2 3 4 5		
1. The teacher will plan instruction to include all on the basis of their diagnosed and prescribed needs in accordance to the scope and sequence of the curricuoum.	1 2 3 4 5		
2. The teacher will include each student in all activities according to the agreed upon goals of instruction determined by the student and the teacher.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will plan instruction to include each student in all activities according to the perceived needs and desires of the student, and by insuring that their goals will be met with the least restriction and are not harmful to others in the same environment.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will provide explanations for procedures to follow based upon task analyses and objectives of the predetermined scope and sequence of the curriculum.	1 2 3 4 5		
2. The teacher will be available for explanations for procedures when students solicit assistance.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will explain the procedures for using materials that will lead toward the development of insight and finding solutions to problems.	1 2 3 4 5		
1. The teacher will provide varied instructional strategies according to the negotiated needs of individual or groups of students, and for what the student(s) agree upon as to which strategies are more appropriate for the tasks.	1 2 3 4 5		
2. The teacher will use varied instructional strategies in order to accomplish predetermined curricular goals and objectives.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The students will select from among the varied instructional strategies that prefers in order to accomplish their goals for instruction.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will recognize and/or use impromptu teaching as long as it directly relates to the present discussion.	1 2 3 4 5		
2. The teacher will recognize and/or use impromptu teaching in order to facilitate the natural curiosity of the students in their areas of interest.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will recognize and/or use impromptu teaching in order to stimulate the students' development of insight.	1 2 3 4 5		
1. The teacher and the students will determine the rules for discipline in the classroom and group sanctions will be imposed on offenders.	1 2 3 4 5		
2. The teacher will control classroom discipline by reinforcing appropriate behaviors and not reinforcing those which are inappropriate according to the rules established for the school.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. Classroom behavior will be determined by each individual student given that no behavior has a detrimental impact on the development of any other student.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPETENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will structure the learning environment so that appropriate responses are rewarded and inappropriate responses are extinquished so that maximal learning will take place.	1 2 3 4 5		
2. The teacher will develop an environment conducive to learning through the use of discovery, inquiry, and other procedures to insure that insights into problem finding and solving are developed by students.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will develop a conducive learning environment by facilitating growth in areas in which students have interest.	1 2 3 4 5		
1. Each teacher will be courteous and respectful to peers and students following the rules prescribed for such behavior according to the school district guidelines.	1 2 3 4 5		
2. Each teacher will negotiate with supervisors the parameters for courteous/ respectful behaviors and then implement those which are mutually agreed upon.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. Each teacher will be courteous and respectful to peers and students according to their own internal definitions and values.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will provide clear and explicit directions for all tasks which the students are required to perform.	1 2 3 4 5		
2. The teacher will help the students develop clear and explicit ways of performing negotiated tasks.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will provide clear and explicit directions for student-selected tasks when they are requested by students.	1 2 3 4 5		
1. To the best of his/her ability, the teacher will be cooperative and helpful when dealing with other employees in the school.	1 2 3 4 5		
2. The teacher will follow school rules and will be cooperative and helpful when dealing with other employees of the school.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. Each teacher will be allowed to work with other employees of the school in the way he/she sees best as long as his/her behavior does not seriously degrade the performance of others.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will work with others, both co-workers and students, to function as a leader when it is appropriate and engenders leadership behavior in others when possible.	1 2 3 4 5		
2. The teacher will display leadership by following the rules and guidelines set forth by the administration.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. Each teacher will assume a leadership role in those areas where he/she has a high level of interest and committment.	1 2 3 4 5		
1. The teacher will function as a professional by satisfying those requirements promulgated by the school administration.	1 2 3 4 5		
2. In conjunction with his/her administrator, the teacher will determine the components of professional demeanor which are appropriate in a given school setting.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. Each teacher will personally determine his/her internal standards for professional demeanor and will follow them.	1 2 3 4 5		

IDENTIFICATION OF CRITICAL COMPETENCIES FOR
THE ELEMENTARY CLASSROOM TEACHER

Name of School _____

City _____

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( ) Elementary Principal ( ) Curriculum Consultant

Experience in position (check one)
( ) 0-1 year ( ) 4-5 years
( ) 2-3 years ( ) More than 5 years

INSTRUCTIONS

1. Please read each set of 3 statements, and for each statement, describe the extent to which you agree or disagree with it as a classroom practice. Describe the extent of your agreement with the statement by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). If you cannot agree or disagree with a statement, circle 3 for undecided.

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COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will express him/herself effectively in written communication according to his/her own internal standards of correctness.	1 2 3 4 5		
2. The teacher will follow the guidelines and practices of the school district by correctly expressing effective written communication.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will use effective written communication in all areas as determined by consensus between the teacher and the appropriate administrator(s).	1 2 3 4 5		
1. The teacher will develop effective verbal communication skills which meet the norms and patterns of the school and community in which he/she teachers.	1 2 3 4 5		
2. Each teacher will personally determine the effectiveness of their own verbal communication and make any necessary modifications.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher and the immediate supervisor will determine the criteria for effective expression in a verbal mode and a program will be established if any deficiencies are noted.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will communicate to parents by way of primary and secondary media (parent-teacher conferences, telephone calls, happy grams, letters, etc.) the progress the student is making according to the goals that have been decided upon by the student and teacher, while allowing for input from the parents.	1 2 3 4 5		
2. The teacher will communicate to parents by way of primary and secondary media the type of activities in which the student is involved according to the interests and desires of the student.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will convey to parents, by way of primary and secondary media, the progress the the student is making according to the predetermined criteria for appropraite student behavior.	1 2 3 4 5		
1. The teacher will provide situations (e.g., simulations, role-play, etc.) in which the students can feel how it is to be different and to accept that others have different cultures, viewpoints, and feelings.	1 2 3 4 5		
2. The teacher will reinforce and shape student behavior which require the acceptance of individual differences among peers and adults.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will try to insure that the feelings of all students, regarding the similarities and differences of others do not have negative impact on others.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will implement activities according to the scope and sequence of the curriculum that will shape and/or reinforce appropriate indicators of cognitive and affective growth.	1 2 3 4 5		
2. The teacher and students will negotiate the implementation of activities according to the expressed needs of the students and the degree to which both agree that they can be reached.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will provide an atmosphere that will allow each student to grow cognitively and affectively according to the expressed needs of that student, while assuring that others will not experience any adverse effects.	1 2 3 4 5		
1. The teacher will communicate to staff by way of primary or secondary media (staff meetings, memoranda, etc.) their intentions to implement activities in accordance with the scope and sequence of the curriculum.	1 2 3 4 5		
2. The teacher will communicate to staff, by way of primary or secondary media, their intentions to implement activities that have been mutually agreed upon by him/herself and other members of the staff.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher can choose to communicate effectively with other staff members, using primary or secondary media, what he or she personally desires to do in relation to classroom activities.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher and students will share ideas and will determine together which ones fit into the structure of their agreed upon instructional goals.	1 2 3 4 5		
2. The teacher will accept any ideas of the students as long as the ideas do not prove to be harmful to others in the environment.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will accept and reinforce any ideas as long as the ideas fit into the structure of the predetermined curriculum.	1 2 3 4 5		
1. The teacher will organize time for instruction and instructional activities to follow the scope and sequence of the curriculum established by the school district.	1 2 3 4 5		
2. The organization of time for instruction and instructional activities will be mutually determined by the teacher and students in reference to their agreed upon instructional goals.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will facilitate the arrangement of time for instruction and instructional activities when requested by the students.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher and students will determine together what resources and materials will be needed to support the acquisiton of knowledge in accordance to their agreed upon instructional goals.	1 2 3 4 5		
2. The teacher will organize resources and materials to the extent that they fit with the objectives of the curriculum as determined by the school district.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will allow the students to determine what resources and materials will be needed to accomplish their goals of instruction, and will facilitate their use as long as they do not present harm to others in the same environment.	1 2 3 4 5		
1. The teacher will utilize reflective or problem centered essay, performance tests and/or high level multiple choice items which are problem oriented in order to access student progress.	1 2 3 4 5		
2. The teacher will use test items for which desired or appropriate responses can be observed and measured in accordance with the predetermined goals and objectives of the curriculum.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will not use testing, but rather the students evaluate their achievement according to their own feelings.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will characterize his/her enthusiasm for the subject by structuring instruction to meet the guidelines of the school district.	1 2 3 4 5		
2. The teacher will demonstrate enthusiasm by facilitating the needs of students based on expressed student desires and interests.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will share feelings and content with students and will look forward to receiving input from the students.	1 2 3 4 5		
1. The teacher will allow any behavior on the part of each student as long as there is no negative impact. When such behavior occurs the teacher will isolate the student from others in the environment.	1 2 3 4 5		
2. The teacher will negotiate with students who are disruptive of the work of others and will help these students channel their disruptive energies in more appropriate directions.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will be competent in dealing with disruptive students such that the disruptive behaviors are extinguished.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will provide an example of courteous and respectful behavior which students may follow. Other behaviors are allowed as long as there is no negative impact on others.	1 2 3 4 5		
2. The teacher and students mutually determine the parameters of courteous and respectful behavior, and all members of the group will help in developing these behaviors in the group.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will insure that students are courteous and respectful according to appropriate norms by rewarding appropriate responses, and ignoring or punishing inappropriate responses.	1 2 3 4 5		
1. Each student will be allowed to perform his/her desired activities as long as their is no clear and present danger to self and others.	1 2 3 4 5		
2. The teacher will carefully structure all school related activities so that the students will be free from physical harm.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher and the students will jointly negotiate the kinds and types of activities which are allowable on school property so that no dangerous acts are performed.	1 2 3 4 5		

COMPETENCY STATEMENTS	AGREEMENT WITH PRACTICE Strongly Disagree Disagree Undecided Agree Strongly Agree 1 2 3 4 5	IMPORTANCE OF COMPENTENCY Not Important Somewhat Unimportant Somewhat Important Very Important 1 2 3 4	CRITICAL TIME FOR DEVELOPMENT OF COMPETENCY After First 3 years During First 3 years During Student Teaching Prior to Student Teaching 1 2 3 4
1. The teacher will operate within the rules of the school and the community, and will maintain a friendly relationship with co-workers, administrators and support personnel.	1 2 3 4 5		
2. Each teacher will be allowed to work with colleagues in the way he/she sees best, and this behavior will not seriously degrade the performance of others.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will work with others in a professional way and will be friendly when possible.	1 2 3 4 5		
1. Based on his/her own abilities and interests, the teacher will contribute to the development and maintenance of an effective educational team.	1 2 3 4 5		
2. The teacher will follow the guidelines of the administration and perform his/her role and function as a member of an educational team.	1 2 3 4 5	1 2 3 4	1 2 3 4
3. The teacher will provide input as required to facilitate the decisions and actions of the educational team.	1 2 3 4 5		

APPENDIX B

ENTRY YEAR OBSERVATION INSTRUMENT

ENTRY-YEAR EVALUATION CRITERIA (MUST BE CROSS-REFERENCED WITH EBTE)

I. Human Relations

A. Reacts with sensitivity to the needs and feelings of others.
B. Helps students build self-awareness and a positive self-concept.
C. Provides positive reinforcement to students.
D. Interacts and communicates effectively with parents and staff.
E. Treats students firmly and fairly while maintaining respect for their worth as individuals.
F. Develops and maintains rapport with students.
G. Helps students to understand and accept their similarities and differences.
H. Shows awareness of the growth and development patterns characteristic of the group taught.
I. Exhibits a sense of humor.
J. Attempts to include all class members in classroom activities.
K. Accepts and/or uses ideas of students.

II. Teaching and Assessment

A. Organizes time, resources, and materials for effective instruction.
B. Makes a clear and adequate explanation of material presented and procedures followed, and teacher expectations for student involvement.
C. Implements a variety of instructional strategies to motivate students.
D. Encourages class participation through interaction with students and feedback.
E. Recognizes and uses opportunities for impromptu teaching.
F. Utilizes valid testing techniques based on the identified objectives.
G. Exhibits enthusiasm for the subject matter.
H. Demonstrates initiative and responsibility in changing situations.

III. Classroom Management

A. Maintains classroom discipline.
B. Handles disruptive students effectively.
C. Treats students fairly.
D. Provides an environment conducive to learning.
E. Teacher and students have accessibility to materials and supplies.
F. Physical arrangement of room is attractive and safe as circumstances permit.
G. Teacher makes an effort to include all students through participation, eye contact, and feedback.
H. Students and teacher are courteous and respectful to one another.
I. Gives clear, explicit directions to students.
J. Teacher is careful for the safety of the student.

IV. Professionalism

A. Maintains a friendly, cooperative, and helpful relationship with other employees.
B. Exhibits leadership by sharing knowledge and techniques with other faculty.
C. Works effectively as a member of an educational team.
D. Demonstrates evidence of professional demeanor, scholarship, and behavior.
E. Effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary.
F. Demonstrates appropriate behavior and composure in a variety of situations.
G. Uses current educational theories and practices.

APPENDIX C

RANDOM ASSIGNMENT OF COMPETENCY STATEMENTS BY SECTION ACROSS THREE FORMS

TABLE XII

RANDOM DISTRIBUTION OF 144 COMPETENCY STATEMENTS BY CATEGORY ACROSS THE THREE FORMS

	CATEGORIES											
	A HUMAN RELATIONS			B TEACHING & ASSESSMENT			C CLASSROOM MANAGEMENT			D PROFESSIONALISM		
	Competency(a) Number	Item(b) Numbers		Competency Number	Item Numbers		Competency Number	Item Numbers		Competency Number	Item Numbers	
	1	15	43-45	1	10	79-81	1	5	94-96	1	10	139-141
	2	6	16-18	2	3	58-60	2	6	97-99	2	9	136-138
I	3	9	25-27	3	5	64-66	3	4	91-93	3	6	127-129
	4	12	34-36							4	11	142-144
	5	4	10-12									
	6	11	31-33									
	1	5	13-15	1	6	67-69	1	3	88-90	1	2	115-117
	2	16	46-48	2	4	61-63	2	8	103-105	2	3	118-120
II	3	3	7-9	3	7	70-72	3	1	82-84	3	5	124-126
	4	1	1-3				4	9	106-108			
	5	10	28-30									
	6	2	4-6									
	1	17	49-51	1	2	55-57	1	7	100-102	1	8	133-135
	2	8	22-24	2	1	52-54	2	2	85-87	2	1	112-114
III	3	7	19-21	3	9	76-78	3	10	109-111	3	7	130-132
	4	13	37-39	4	8	73-75				4	4	121-123
	5	14	40-42									
	(1-51)c			(52-81)			(82-111)			(112-144)		

a The competency number represents the distribution of the total number statements within each section across the three forms. For example, of the 44 statements that comprise the ENTRY YEAR OBSERVATION FORM, 17 are categorized as Human Relations Competencies.

b The item numbers represent the descriptions of 3 classroom practices with different underlying educa- competency statements by section, across the three forms.

APPENDIX D

COVER LETTER AND POSTCARD FOLLOW-UP

Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-6346

As you are aware, state departments of education across the United States are in the process of revising their standards for granting licensure and certification to new teacher-education graduates. The State of Oklahoma is no exception. The identification of appropriate characteristics of effective teaching competence in different school settings is important to the licensure/certification process.

The attached survey instrument includes characteristics identified by various researchers as important to teacher effectiveness in different school settings. However, the instrument is not meant to be an inclusive list of all possible competencies or variables identified as important to effective teaching. Research evidence has also shown that experienced educators like yourself provide promise in regard to defining what competencies are needed to make a teacher effective. Therefore, we need your help in this study, especially since the number of respondents requested to participate is small. The survey instrument should require no more than 15 minutes of your time to complete. Please complete it and return in the enclosed stamped and addressed envelope AS SOON AS POSSIBLE.

This survey is designed to insure a wide representation of those who teach or work directly with personnel in the elementary school, and the accuracy of your responses is contingent upon your being straightforward in answering the questions. You will NOT be identified with your answers. The code listed in the upper right-hand corner of the instrument will be used only for follow-up purposes.

If you have any questions regarding this study and/or would like a summary of our findings, please don't hesitate to contact us. Again, thanks so very much for your time and invaluable input.

Sincerely,

Donald W. Robinson
Dean, College of Education
Director, Teacher Education

Katye Perry, Instructor
College of Education

/vp

Enclosures

IDENTIFICATION OF CRITICAL COMPETENCIES
FOR THE ELEMENTARY CLASSROOM TEACHER

The responses to our survey are being received from colleagues across the state. We are enthusiastic about how the results of this study can be of benefit to you and to us, and greatly need your input. If you have not already done so, would you please take a few minutes of your time to complete the survey today?

If you have questions or need a copy of the survey give us a call. Don't forget, please return the survey today!!

Donald W. Robinson, Dean
College of Education
Oklahoma State University

Katye Perry, Instructor
College of Education
Oklahoma State University
(405) 624-6036

APPENDIX E

DESCRIPTIVE STATISTICS OF DEGREE OF AGREEMENT OF CLASSROOM PRACTICES

IDENTIFICATION OF CRITICAL COMPETENCIES FOR THE ELEMENTARY CLASSROOM TEACHER

Name of School _____

City _____

Position (check one)
( ) Elementary Teacher ( ) College Faculty
( ) Elementary Principal ( ) Curriculum Consultant

Experience in position (check one)
( ) 0-1 year ( ) 4-5 years
( ) 2-3 years ( ) More than 5 years

INSTRUCTIONS

1. Please read each set of 3 statements, and for each statement, describe the extent to which you agree or disagree with it as a classroom practice. Describe the extent of your agreement with the statement by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). If you cannot agree or disagree with a statement, circle 3 for undecided.

2. After you have described the extent to which you agree or disagree with each of the three statements in a set, select the one statement and rate its importance on the IMPORTANCE Scale to the right of the 3 statements. Rate the statement by circling either 1(VERY IMPORTANT); 2(SOMEWHAT IMPORTANT); 3(SOMEWHAT UNIMPORTANT); or 4(NOT IMPORTANT).

3. After you have rated the importance of a statement, please indicate the time at which a teacher or teacher-trainee should become competent in that classroom practice. Indicate the time by circling either 1(PRIOR TO STUDENT TEACHING); 2(DURING STUDENT TEACHING); 3(DURING THE FIRST 3 YEARS OF TEACHING); or 4(AFTER THE FIRST 3 YEARS OF TEACHING).

1 = Strongly Agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly Disagree

* Numbers in parentheses represent the number of respondents for the particular competency

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
10	The teacher will reinforce students' behavior that is in accordance with the rules governing classroom conduct and is within the guidelines of the scope and sequence of the curriculum.	1.20 (15)*	1.40 (5)	2.67 (3)	1.20 (10)
11	The teacher will provide positive reinforcement by helping the students determine what experiences will lead to the reduction of uncertainty, and by encouraging them to evaluate the process and outcome of these experiences.	1.71 (14)	1.50 (6)	1.50 (2)	1.50 (10)
12	The teacher will provide positive reinforcement by allowing the students to set their own goals for learning, and by removing any barriers that may interfere with the attainment of such goals as long as they do not prove harmful to others in the learning environment.	2.07 (14)	2.75 (4)	2.00 (1)	2.17 (6)
16	The teacher will conduct interaction with other staff members according to the predetermined goals and established modes of behavior as defined by the school district.	1.36 (11)	1.83 (6)	2.00 (3)	1.67 (9)
17	The teacher will be allowed to develop and initiate varying modes of interaction without judgement or evaluation from the school district staff.	1.90 (10)	3.60 (5)	2.33 (3)	2.22 (9)
18	The teacher will negotiate with district administrative staff the types of interaction modes among teachers according to their self-determined needs and those established by the school district.	2.00 (12)	3.00 (5)	2.33 (3)	2.00 (10)

COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
25 The teacher will be firm in controlling students by consistently enforcing rules that govern appropriate student behavior.	1.29 (14)*	1.33 (6)	2.00 (2)	1.30 (10)
26 The teacher will be firm in negotiation with students to insure that student behavior is within the range acceptable to the school and other students in the class.	1.60 (15)	1.33 (6)	1.00 (3)	1.30 (10)
27 The teacher will be firm by insuring that the desires of one student do not have harmful physical, social, or emotional impact on the development of other students.	1.47 (15)	1.33 (6)	1.67 (3)	1.11 (9)
31 The learning environment will be arranged so as to develop a sense of trust and support that will encourage the students to be willing to interact with the teacher.	1.13 (15)	1.00 (6)	1.00 (3)	1.10 (10)
32 Rapport between students and teacher will be established on the basis of contingency management (e.g., "If you do this, the _____").	2.79 (14)	4.33 (3)	4.50 (2)	3.00 (9)
33 The learning environment will be open and supportive so as to allow students to feel free to question and not solicit teacher help until they feel it is necessary.	1.50 (12)	2.50 (6)	2.00 (3)	1.70 (10)

COMPETENCY STATEMENTS		Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
34	The teacher will provide instruction related to the bases of similiarities and differences in others, e.g., sexual, racial, economic, etc.	2.39 (13)*	2.33 (6)	1.00 (1)	2.22 (9)
35	The teacher will provide situations in which the students can explore in order to discover and gain insight into the differences between themselves and others.	1.50 (14)	1.83 (6)	1.50 (2)	1.40 (10)
36	The teacher will offer opportunities in which students can choose to find out about the differences between themselves and others.	1.69 (13)	1.83 (6)	1.33 (3)	1.67 (9)
43	The teacher has a feeling for humor on the part of the students and can respond effectively to student-initiated humor.	1.33 (15)	1.50 (6)	2.00 (3)	1.60 (10)
44	The teacher has a sense of humor and both students and teacher will initiate and respond to humorous aspects of the learning situation.	1.40 (15)	1.60 (5)	1.33 (3)	1.40 (10)
45	The teacher will use humor as part of a lesson to illustrate specific points or to provide social reinforcement.	1.62 (13)	1.16 (5)	3.00 (2)	1.50 (8)

COMPETENCY STATEMENTS		Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
58	The teacher will clearly explain materials according to the needs of the student when such explanations are requested by the student.	1.57 (14)*	1.40 (5)	3.33 (3)	1.10 (10)
59	The teacher will provide explanations of the purpose of materials that will help the students discover and find solutions to problems in accordance to their agreed upon instructional goals.	1.60 (15)	1.40 (5)	2.00 (3)	1.56 (9)
60	The teacher will select and provide explanations of materials that fit within the predetermined goals of the school district.	1.54 (13)	2.40 (5)	2.50 (2)	2.29 (7)
64	The teacher's expectations of student performance will be determined by the rules defining appropriate behavior and the behavioral objectives of the instructional program.	1.57 (14)	1.80 (5)	3.00 (2)	1.78 (9)
65	The teacher will help students develop their own clear expectations for learning and performance, and will hold no expectations for any student that the student has not clearly articulated.	2.58 (12)	3.33 (6)	3.00 (2)	2.78 (9)
66	The teacher's expectation of student performance will be determined through negotiation between groups and/or individual students.	2.90 (10)	4.20 (5)	4.00 (3)	2.33 (9)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principal	College Faculty	Beginning Teachers
79	The teacher will make decisions regarding instructional strategies and classroom management in accordance with the rules governing in-school behavior and the diagnosed needs of individual students.	1.25 (12)*	1.00 (6)	1.50 (2)	1.60 (10)
80	The teacher will make decisions regarding instructional strategies and classroom management in reference to the needs of students as agreed upon by the students and the teacher.	1.69 (13)	2.80 (5)	2.00 (3)	1.50 (10)
81	The teacher will make decisions regarding instructional strategies and classroom conduct according to the expressed desires and needs of the students.	2.08 (13)	3.20 (5)	4.33 (3)	2.00 (8)
91	The teacher will insure that all materials/supplies are available which are necessary for conducting the various individual programs for the students at their diagnosed entry levels.	1.39 (13)	1.60 (5)	2.00 (3)	1.40 (10)
92	The teacher will facilitate acquisition of material/supplies necessary for students in interest-based and self-selected activities.	1.73 (15)	1.83 (6)	1.50 (2)	1.56 (9)
93	The teacher will provide materials/supplies which are necessary for the students to accomplish mutually agreed upon activities for a class period or specific activity.	1.79 (14)	2.67 (3)	2.67 (3)	2.30 (10)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
94	The teacher will work cooperatively with students to develop a classroom environment which is safe and attractive to all participants.	1.47 (15)*	1.00 (6)	1.67 (3)	1.10 (10)
95	The teacher will allow students to develop their own learning environment as long as it does not physically or psychologically harm themselves or others.	2.20 (15)	3.60 (5)	3.33 (3)	2.88 (8)
96	The teacher will control the classroom environment so that it is physically and psychologically attractive.	1.71 (14)	1.80 (5)	2.00 (3)	1.90 (10)
97	The teacher will help students, who are interested in small and large group interactions, to develop their interactions skills.	1.54 (13)	1.67 (6)	3.00 (3)	1.70 (10)
98	The teacher and students will plan situations in which all students will have an opportunity to interact within the classroom.	1.27 (15)	1.33 (6)	2.00 (3)	1.30 (10)
99	The teacher will systematically program all students into classroom interactions to provide opportunities in which to reinforce and shape interaction skills.	2.00 (13)	2.17 (6)	1.50 (2)	2.00 (9)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
127	The teacher will demonstrate evidence of scholarship through the development of materials, ideas, articles, etc. as required by the guidelines for the role and functions performed.	1.33 (12)*	1.33 (6)	3.67 (3)	2.00 (8)
128	The teacher and the immediate supervisor will jointly determine the criteria for evidencing scholarship and develop a program or the teacher to be able to accomplish this goal.	2.50 (14)	1.75 (4)	1.50 (2)	2.38 (8)
129	The teacher will personally determine the methods by which evidence of scholarship will be developed.	2.25 (12)	3.00 (4)	2.67 (3)	1.86 (7)
136	The teacher will determine his/her own standards for behavior and composure and will follow his/her own internal criteria as to what is appropriate.	2.00 (14)	3.67 (6)	2.67 (3)	1.70 (10)
137	The teacher will determine standards of appropriate behavior and composure in discussion with the immediate supervisor and will follow these standards.	2.00 (12)	1.83 (6)	1.00 (1)	2.22 (9)
138	The teacher will conduct him/herself according to the guidelines promulgated by the school district in terms of behavior and composure.	1.87 (15)	1.17 (6)	2.00 (1)	1.75 (8)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
139	The teacher will select from current theories those applications which fit within his/her personal style and implements those theories in the classroom.	1.50 (14)*	1.80 (5)	2.67 (3)	1.44 (9)
140	The teacher will endeavor to use current theories of education discipline, etc., and share the use of these theories with supervisors.	1.46 (11)	2.00 (6)	1.67 (3)	1.75 (8)
141	The teacher will use current theories of education, discipline, etc., as these are adopted or espoused by the school administration.	2.08 (12)	3.00 (6)	4.50 (2)	3.00 (5)
142	The teacher will endeavor to use current practices in education and share the use of these practices with their supervisors.	1.50 (14)	1.67 (6)	2.00 (3)	2.00 (8)
143	The teacher will select, from among current educational practices, those which fit his/her own personal style and philosophy, and implements these in the classroom.	1.29 (14)	1.80 (5)	2.67 (3)	1.30 (10)
144	The teacher will use current educational practices as these are adopted or espoused by the school administration.	1.93 (14)	2.50 (6)	5.00 (1)	2.14 (7)

IDENTIFICATION OF CRITICAL COMPETENCIES FOR THE ELEMENTARY CLASSROOM TEACHER

Name of School _____

City _____

Position (check one)
( ) Elementary Teacher ( ) College Faculty
( ) Elementary Principal ( ) Curriculum Consultant

Experience in position (check one)
( ) 0-1 year ( ) 4-5 years
( ) 2-3 years ( ) More than 5 years

INSTRUCTIONS

1. Please read each set of 3 statements, and for each statement, describe the extent to which you agree or disagree with it as a classroom practice. Describe the extent of your agreement with the statement by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). If you cannot agree or disagree with a statement, circle 3 for undecided.

2. After you have described the extent to which you agree or disagree with each of the three statements in a set, select the one statement and rate its importance on the IMPORTANCE Scale to the right of the 3 statements. Rate the statement by circling either 1(VERY IMPORTANT); 2(SOMEWHAT IMPORTANT); 3(SOMEWHAT UNIMPORTANT); or 4(NOT IMPORTANT).

3. After you have rated the importance of a statement, please indicate the time at which a teacher or teacher-trainee should become competent in that classroom practice. Indicate the time by circling either 1(PRIOR TO STUDENT TEACHING); 2(DURING STUDENT TEACHING); 3(DURING THE FIRST 3 YEARS OF TEACHING); or 4(AFTER THE FIRST 3 YEARS OF TEACHING).

1 = Strongly Agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly Disagree

* Numbers in parentheses represent the number of respondents for the particular competency

COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
1 The teacher will try to find out the needs of the students and will be sensitive to these needs as he/she tries to facilitate their articulation and remove any barriers which are in the way of the student's individual goals.	1.20 (15)*	1.83 (6)	1.33 (3)	1.50 (10)
2 The teacher and students will negotiate how many and in what order the needs of the students are to be satisfied.	3.27 (11)	2.80 (5)	3.00 (3)	2.20 (10)
3 The teacher will identify the needs of the students according to the scope and sequence of the curriculum and will provide the mechanisms that will meet the needs.	1.67 (15)	1.33 (6)	1.33 (3)	1.50 (10)
4 The teacher will implement curricular activities according to the scope and sequence which will shape and reinforce the development of self-awareness.	1.39 (13)	1.67 (6)	2.00 (3)	1.78 (9)
5 The teacher will work with the students to help them develop self-awareness through experiences related to the overall goals of the educational process.	1.40 (15)	1.67 (6)	1.67 (3)	1.44 (9)
6 The teacher will facilitate the development of self-awareness in students by providing a variety of activities and situations in which students may choose to participate in order to accomplish their goals.	1.92 (12)	1.83 (6)	1.67 (3)	1.90 (10)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
7	The teacher will identify appropriate behaviors that are reflective of a positive self-concept and reinforce those behaviors as they occur or when necessary, will shape to achieve appropriate behaviors that will lead to the development of a positive self-concept.	1.43 (14)*	1.50 (6)	1.50 (2)	1.30 (10)
8	The teacher will provide an environment whereby the students will be allowed to actualize themselves in such a way that will not be damaging to others, but will lead to the development of a positive self-concept.	1.47 (15)	1.80 (5)	1.00 (3)	1.30 (10)
9	The teacher and students will plan activities in which they can experience success and will allow for evaluation of their performance which together will lead to the development of positive self-concepts.	1.58 (12)	1.33 (6)	1.00 (3)	1.60 (10)
13	The teacher will share with parents the kinds of things the students are interested in and the activities that have been provided for the development of these interests.	1.40 (15)	1.67 (6)	1.33 (3)	1.60 (10)
14	The teacher will convey to parents, during the parent-teacher conference, the goals of student behavior according to the scope and sequence of the curriculum.	1.21 (14)	1.17 (6)	1.00 (2)	1.40 (10)
15	The teacher and parents will share their views according to what curriculum is appropriate for the enhancement of learning on the part of the student.	1.80 (10)	2.00 (3)	1.00 (3)	.22 (9)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
28	Students will be allowed to seek their own criteria for progress or intellectual, social, emotional development.	3.85 (13)*	4.00 (2)	2.50 (2)	3.78 (9)
29	The students will be able to negotiate with the teacher so that each can determine, with the help of the teacher, fairness in reward, grading, etc.	3.00 (13)	4.25 (4)	2.33 (3)	3.00 (7)
30	Rewards will be equally available to all students so that they will perceive the learning situation as being fair.	1.50 (14)	1.83 (6)	1.67 (3)	1.40 (10)
46	The teacher will plan instruction to include all on the basis of their diagnosed and prescribed needs in accordance to the scope and sequence of the curricuoum.	1.33 (15)	1.67 (6)	1.67 (3)	1.90 (10)
47	The teacher will include each student in all activities according to the agreed upon goals of instruction determined by the student and the teacher.	1.57 (14)	2.00 (5)	2.00 (2)	1.67 (9)
48	The teacher will plan instruction to include each student in all activities according to the perceived needs and desires of the student, and by insuring that their goals will be met with the least restriction and are not harmful to others in the same environment.	1.73 (15)	2.20 (5)	2.00 (2)	1.56 (9)

COMPETENCY STATEMENTS		Cooperating Teachers		Elementary Principals		College Faculty		Beginning Teachers	
61	The teacher will provide explanations for procedures to follow based upon task analyses and objectives of the predetermined scope and sequence of the curriculum.	1.73	(15)*	2.17	(6)	1.50	(2)	1.90	(10)
62	The teacher will be available for explanations for procedures when students solicit assistance.	1.33	(15)	1.50	(6)	1.33	(3)	1.40	(10)
63	The teacher will explain the procedures for using materials that will lead toward the development of insight and finding solutions to problems.	1.29	(14)	1.67	(6)	1.00	(3)	1.22	(9)
67	The teacher will provide varied instructional strategies according to the negotiated needs of individual or groups of students, and for what the student(s) agree upon as to which strategies are more appropriate for the tasks.	1.69	(13)	2.60	(5)	2.00	(3)	1.89	(9)
68	The teacher will use varied instructional strategies in order to accomplish predetermined curricular goals and objectives.	1.21	(14)	1.50	(6)	1.33	(3)	1.60	(10)
69	The students will select from among the varied instructional strategies that prefers in order to accomplish their goals for instruction.	1.89	(9)	2.33	(6)	2.67	(3)	1.88	(8)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
70	The teacher will recognize and/or use impromptu teaching as long as it directly relates to the present discussion.	1.53 (15)*	2.17 (6)	2.00 (2)	1.70 (10)
71	The teacher will recognize and/or use impromptu teaching in order to facilitate the natural curiosity of the students in their areas of interest.	1.53 (15)	1.67 (6)	1.33 (3)	1.30 (10)
72	The teacher will recognize and/or use impromptu teaching in order to stimulate the students' development of insight.	1.40 (15)	1.83 (6)	1.33 (3)	1.20 (10)
82	The teacher and the students will determine the rules for discipline in the classroom and group sanctions will be imposed on offenders.	2.33 (13)	2.17 (6)	2.00 (3)	2.44 (9)
83	The teacher will control classroom discipline by reinforcing appropriate behaviors and not reinforcing those which are inappropriate according to the rules established for the school.	1.71 (14)	1.60 (5)	3.00 (2)	1.30 (10)
84	Classroom behavior will be determined by each individual student given that no behavior has a detrimental impact on the development of any other student.	4.00 (13)	3.80 (5)	4.00 (1)	2.89 (10)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
88	The teacher will structure the learning environment so that appropriate responses are rewarded and inappropriate responses are extinquished so that maximal learning will take place.	1.85 (13)*	1.83 (6)	1.67 (3)	1.20 (10)
89	The teacher will develop an environment conducive to learning through the use of discovery, inquiry, and other procedures to insure that insights into problem finding and solving are developed by students.	1.29 (14)	1.17 (6)	1.67 (3)	1.30 (10)
90	The teacher will develop a conducive learning environment by facilitating growth in areas in which students have interest.	1.86 (14)	1.83 (6)	1.00 (3)	1.67 (9)
103	Each teacher will be courteous and respectful to peers and students following the rules prescribed for such behavior according to the school district guidelines.	1.20 (15)	1.33 (6)	1.50 (2)	1.20 (10)
104	Each teacher will negotiate with supervisors the parameters for courteous/ respectful behaviors and then implement those which are mutually agreed upon.	2.54 (13)	2.40 (5)	4.00 (1)	1.22 (9)
105	Each teacher will be courteous and respectful to peers and students according to their own internal definitions and values.	2.50 (14)	3.33 (6)	2.00 (3)	1.25 (8)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
106.	The teacher will provide clear and explicit directions for all tasks which the students are required to perform.	1.27 (15)*	1.67 (6)	1.00 (2)	1.10 (10)
107	The teacher will help the students develop clear and explicit ways of performing negotiated tasks.	1.40 (15)	2.00 (6)	1.33 (3)	1.33 (9)
108	The teacher will provide clear and explicit directions for student-selected tasks when they are requested by students.	1.31 (13)	1.67 (6)	1.33 (3)	1.44 (9)
115	To the best of his/her ability, the teacher will be cooperative and helpful when dealing with other employees in the school.	1.33 (15)	1.33 (6)	1.00 (3)	1.22 (9)
116	The teacher will follow school rules and will be cooperative and helpful when dealing with other employees of the school.	1.07 (15)	1.50 (6)	1.33 (3)	1.10 (10)
117	Each teacher will be allowed to work with other employees of the school in the way he/she sees best as long as his/her behavior does not seriously degrade the performance of others.	2.08 (13)	2.20 (5)	1.33 (3)	1.33 (9)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
118	The teacher will work with others, both co-workers and students, to function as a leader when it is appropriate and engenders leadership behavior in others when possible.	1.43 (14)*	1.83 (6)	1.67 (3)	1.30 (10)
119	The teacher will display leadership by following the rules and guidelines set forth by the administration.	1.43 (14)	2.00 (6)	1.50 (2)	1.20 (10)
120	Each teacher will assume a leadership role in those areas where he/she has a high level of interest and committment.	1.83 (12)	1.60 (5)	1.50 (2)	1.22 (9)
124	The teacher will function as a professional by satisfying those requirements promulgated by the school administration.	1.58 (12)	2.20 (5)	1.33 (3)	1.60 (10)
125	In conjunction with his/her administrator, the teacher will determine the components of professional demeanor which are appropriate in a given school setting.	1.79 (14)	1.83 (6)	1.67 (3)	1.67 (9)
126	Each teacher will personally determine his/her internal standards for professional demeanor and will follow them.	2.42 (12)	3.67 (6)	2.00 (2)	1.56 (9)

IDENTIFICATION OF CRITICAL COMPETENCIES FOR THE ELEMENTARY CLASSROOM TEACHER

Name of School _____

City _____

Position (check one)
( ) Elementary Teacher ( ) College Faculty
( ) Elementary Principal ( ) Curriculum Consultant

Experience in position (check one)
( ) 0-1 year ( ) 4-5 years
( ) 2-3 years ( ) More than 5 years

INSTRUCTIONS

1. Please read each set of 3 statements, and for each statement, describe the extent to which you agree or disagree with it as a classroom practice. Describe the extent of your agreement with the statement by circling either 1(STRONGLY AGREE); 2(AGREE); 3(UNDECIDED); 4(DISAGREE); or 5(STRONGLY DISAGREE). If you cannot agree or disagree with a statement, circle 3 for undecided.

2. After you have described the extent to which you agree or disagree with each of the three statements in a set, select the one statement and rate its importance on the IMPORTANCE Scale to the right of the 3 statements. Rate the statement by circling either 1(VERY IMPORTANT); 2(SOMEWHAT IMPORTANT); 3(SOMEWHAT UNIMPORTANT); or 4(NOT IMPORTANT).

3. After you have rated the importance of a statement, please indicate the time at which a teacher or teacher-trainee should become competent in that classroom practice. Indicate the time by circling either 1(PRIOR TO STUDENT TEACHING); 2(DURING STUDENT TEACHING); 3(DURING THE FIRST 3 YEARS OF TEACHING); or 4(AFTER THE FIRST 3 YEARS OF TEACHING).

1 = Strongly Agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly Disagree

* Numbers in parentheses represent the number of respondents for the particular competency

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
19	The teacher will communicate to parents by way of primary and secondary media (parent-teacher conferences, telephone calls, happy grams, letters, etc.) the progress the student is making according to the goals that have been decided upon by the student and teacher, while allowing for input from the parents.	1.67 (15)*	1.20 (5)	1.00 (3)	1.60 (10)
20	The teacher will communicate to parents by way of primary and secondary media the type of activities in which the student is involved according to the interests and desires of the student.	2.00 (13)	2.00 (6)	2.00 (3)	2.67 (9)
21	The teacher will convey to parents, by way of primary and secondary media, the progress the the student is making according to the predetermined criteria for appropraite student behavior.	2.07 (15)	1.17 (6)	3.33 (3)	1.40 (10)
22	The teacher will provide situations (e.g., simulations, role-play, etc.) in which the students can feel how it is to be different and to accept that others have different cultures, viewpoints, and feelings.	1.40 (15)	1.67 (6)	1.33 (3)	1.44 (9)
23	The teacher will reinforce and shape student behavior which require the acceptance of individual differences among peers and adults.	2.00 (15)	1.20 (5)	4.00 (2)	1.67 (9)
24	The teacher will try to insure that the feelings of all students, regarding the similarities and differences of others do not have negative impact on others.	1.14 (14)	1.60 (5)	1.67 (3)	1.70 (10)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
37	The teacher will implement activities according to the scope and sequence of the curriculum that will shape and/or reinforce appropriate indicators of cognitive and affective growth.	1.60 (15)*	1.67 (6)	2.00 (2)	1.22 (9)
38	The teacher and students will negotiate the implementation of activities according to the expressed needs of the students and the degree to which both agree that they can be reached.	2.23 (13)	2.00 (4)	2.00 (3)	2.00 (9)
39	The teacher will provide an atmosphere that will allow each student to grow cognitively and affectively according to the expressed needs of that student, while assuring that others will not experience any adverse effects.	1.40 (15)	1.33 (6)	1.00 (2)	1.40 (10)
40	The teacher will communicate to staff by way of primary or secondary media (staff meetings, memoranda, etc.) their intentions to implement activities in accordance with the scope and sequence of the curriculum.	2.14 (14)	1.33 (6)	2.67 (3)	2.00 (6)
41	The teacher will communicate to staff, by way of primary or secondary media, their intentions to implement activities that have been mutually agreed upon by him/herself and other members of the staff.	2.08 (13)	1.83 (6)	2.33 (3)	1.80 (10)
42	The teacher can choose to communicate effectively with other staff members, using primary or secondary media, what he or she personally desires to do in relation to classroom activities.	1.93 (14)	2.00 (4)	2.67 (3)	2.25 (8)

COMPETENCY STATEMENTS		Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
49	The teacher and students will share ideas and will determine together which ones fit into the structure of their agreed upon instructional goals.	2.29 (14)*	1.60 (5)	1.67 (3)	2.50 (8)
50	The teacher will accept any ideas of the students as long as the ideas do not prove to be harmful to others in the environment.	2.85 (13)	1.25 (4)	1.33 (3)	2.75 (8)
51	The teacher will accept and reinforce any ideas as long as the ideas fit into the structure of the predetermined curriculum.	2.75 (12)	1.50 (4)	4.00 (3)	2.78 (9)
52	The teacher will organize time for instruction and instructional activities to follow the scope and sequence of the curriculum established by the school district.	1.64 (14)	1.50 (6)	3.00 (2)	1.70 (10)
53	The organization of time for instruction and instructional activities will be mutually determined by the teacher and students in reference to their agreed upon instructional goals.	3.33 (15)	1.40 (5)	2.33 (3)	3.00 (7)
54	The teacher will facilitate the arrangement of time for instruction and instructional activities when requested by the students.	2.15 (13)	2.25 (4)	2.67 (3)	2.89 (9)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
55	The teacher and students will determine together what resources and materials will be needed to support the acquisiton of knowledge in accordance to their agreed upon instructional goals.	2.85 (13)*	1.83 (6)	1.00 (2)	3.43 (7)
56	The teacher will organize resources and materials to the extent that they fit with the objectives of the curriculum as determined by the school district.	1.67 (15)	1.67 (6)	1.67 (3)	1.70 (10)
57	The teacher will allow the students to determine what resources and materials will be needed to accomplish their goals of instruction, and will facilitate their use as long as they do not present harm to others in the same environment.	2.46 (13)	2.83 (6)	2.00 (2)	3.50 (6)
73	The teacher will utilize reflective or problem centered essay, performance tests and/or high level multiple choice items which are problem oriented in order to access student progress.	2.36 (11)	2.00 (3)	2.00 (2)	1.67 (6)
74	The teacher will use test items for which desired or appropriate responses can be observed and measured in accordance with the predetermined goals and objectives of the curriculum.	1.93 (13)	1.60 (5)	1.00 (3)	1.50 (10)
75	The teacher will not use testing, but rather the students evaluate their achievement according to their own feelings.	3.30 (10)	4.00 (6)	2.00 (2)	4.43 (7)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
76	The teacher will characterize his/her enthusiasm for the subject by structuring instruction to meet the guidelines of the school district.	2.42 (12)*	1.80 (5)	3.33 (3)	2.56 (9)
77	The teacher will demonstrate enthusiasm by facilitating the needs of students based on expressed student desires and interests.	1.93 (15)	2.50 (6)	1.67 (3)	2.63 (8)
78	The teacher will share feelings and content with students and will look forward to receiving input from the students.	1.53 (15)	2.17 (6)	1.50 (2)	1.75 (8)
85	The teacher will allow any behavior on the part of each student as long as there is no negative impact. When such behavior occurs the teacher will isolate the student from others in the environment.	3.87 (15)	3.00 (5)	2.67 (3)	4.00 (7)
86	The teacher will negotiate with students who are disruptive of the work of others and will help these students channel their disruptive energies in more appropriate directions.	1.53 (15)	2.67 (6)	1.33 (3)	1.60 (10)
87	The teacher will be competent in dealing with disruptive students such that the disruptive behaviors are extinguished.	2.21 (14)	2.17 (6)	1.67 (3)	1.75 (8)

	COMPETENCY STATEMENTS	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
100	The teacher will provide an example of courteous and respectful behavior which students may follow. Other behaviors are allowed as long as there is no negative impact on others.	2.53 (15)*	2.00 (5)	1.67 (3)	2.86 (7)
101	The teacher and students mutually determine the parameters of courteous and respectful behavior, and all members of the group will help in developing these behaviors in the group.	1.67 (15)	2.33 (6)	2.00 (3)	1.43 (7)
102	The teacher will insure that students are courteous and respectful according to appropriate norms by rewarding appropriate responses, and ignoring or punishing inappropriate responses.	2.79 (14)	2.00 (6)	3.33 (3)	1.78 (9)
109	Each student will be allowed to perform his/her desired activities as long as their is no clear and present danger to self and others.	2.86 (14)	4.00 (3)	3.00 (2)	4.00 (9)
110	The teacher will carefully structure all school related activities so that the students will be free from physical harm.	1.67 (15)	1.33 (6)	3.00 (2)	1.33 (9)
111	The teacher and the students will jointly negotiate the kinds and types of activities which are allowable on school property so that no dangerous acts are performed.	2.00 (14)	2.00 (5)	2.00 (3)	1.67 (9)

COMPETENCY STATEMENTS		Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
112	The teacher will operate within the rules of the school and the community, and will maintain a friendly relationship with co-workers, administrators and support personnel.	1.53 (15)*	1.33 (6)	1.67 (3)	1.50 (10)
113	Each teacher will be allowed to work with colleagues in the way he/she sees best, and this behavior will not seriously degrade the performance of others.	2.07 (15)	1.60 (5)	1.67 (3)	2.00 (6)
114	The teacher will work with others in a professional way and will be friendly when possible.	1.87 (15)	1.33 (6)	1.67 (3)	2.25 (8)
121	Based on his/her own abilities and interests, the teacher will contribute to the development and maintenance of an effective educational team.	1.40 (15)	1.17 (6)	1.33 (3)	1.50 (10)
122.	The teacher will follow the guide-lines of the administration and perform his/her role and function as a member of an educational team.	1.73 (15)	1.33 (6)	1.67 (3)	1.30 (10)
123.	The teacher will provide input as required to facilitate the decisions and actions of the educational team.	1.67 (15)	1.67 (6)	2.00 (3)	1.50 (10)

COMPETENCY STATEMENTS		Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers
130	The teacher will express him/herself effectively in written communication according to his/her own internal standards of correctness.	2.42 (12)*	2.33 (6)	4.33 (3)	2.43 (7)
131	The teacher will follow the guidelines and practices of the school district by correctly expressing effective written communication.	1.85 (13)	1.50 (6)	1.67 (3)	1.75 (8)
132	The teacher will use effective written communication in all areas as determined by consensus between the teacher and the appropriate administrator(s).	1.92 (13)	1.67 (6)	2.00 (3)	2.00 (7)
133	The teacher will develop effective verbal communication skills which meet the norms and patterns of the school and community in which he/she teachers.	2.43 (14)	1.33 (6)	2.00 (3)	1.63 (8)
134	Each teacher will personally determine the effectiveness of their own verbal communication and make any necessary modifications.	2.46 (13)	2.20 (5)	3.67 (3)	1.43 (7)
135	The teacher and the immediate supervisor will determine the criteria for effective expression in a verbal mode and a program will be established if any deficiencies are noted.	1.70 (10)	1.33 (6)	2.33 (3)	1.83 (6)

APPENDIX F

DESCRIPTIVE STATISTICS OF STATEMENTS BY FORM AND CATEGORY REGARDING THEIR IMPORTANCE AND TIME OF POSSESSION

TABLE XIII

AVERAGE RESPONSES OF GROUPS REGARDING IMPORTANCE AND TIME OF POSSESSION OF COMPETENCIES FORM 1

COMPETENCIES	IMPORTANCE				TIME			
	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers Total	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers Total
I. HUMAN RELATIONS								
1. Provides positive reinforcement	1.27	1.50	1.67	1.40	2.14	3.17	1.67	2.50
2. Interacts effectively with staff	1.79	1.67	2.67	2.00	3.00	2.60	2.67	2.89
3. Treats students firmly	1.00	1.00	1.33	1.10	2.00	2.67	1.67	2.10
4. Develops/maintains rapport with students	1.73	1.75	1.67	2.22	2.40	2.50	1.33	2.22
5. Helps students understand similarities/ differences	1.71	1.83	2.00	1.90	2.14	2.67	1.67	2.40
6. Exhibits sense of humor	1.60	1.20	2.33	1.50	1.93	2.00	1.33	2.30
II. TEACHING AND ASSESSMENT								
7. Explanation of materials is clear	1.33	1.33	1.67	1.50	2.07	2.00	1.33	1.90
8. Expectations are clear	1.80	1.50	2.33	2.00	2.47	2.67	1.67	2.20
9. Demonstrates initiative and responsibility in changing situations	1.43	1.50	1.33	1.50	2.36	3.00	2.00	2.20
III. CLASSROOM MANAGEMENT								
10. Teacher and students have accessibility to materials/supplies	1.33	1.50	1.67	1.50	2.21	2.67	2.33	2.40
11. Safe/attractive room arrangement	1.87	1.17	1.67	2.30	2.27	2.67	2.00	2.30
12. Makes effort to include all students in classroom interaction	1.27	1.17	1.67	1.40	1.80	2.33	1.33	2.30
IV. PROFESSIONALISM								
13. Demonstrates evidence of scholarship	1.73	1.50	2.67	1.78	2.33	2.17	2.67	2.89
14. Demonstrates appropriate behavior and composure	1.73	1.00	2.33	1.90	2.13	1.83	2.50	2.40
15. Uses current theories	1.67	1.83	1.67	2.00	2.33	2.33	2.33	2.20
16. Uses current practices	1.53	1.50	2.33	1.50	2.33	2.50	1.67	2.40

Scale for Importance

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Scale for Time

1 = Prior to Student Teaching
2 = Prior to Student Teaching
3 = During the First Three Years of Teaching
4 = After the First Three Years of Teaching

TABLE XIV

AVERAGE RESPONSES OF GROUPS REGARDING IMPORTANCE AND TIME OF POSSESSION OF COMPETENCIES
FORM 2

COMPETENCIES	IMPORTANCE					TIME				
	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers	Total	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers	Total
I. HUMAN RELATIONS										
1. Sensitive to needs/ feelings of others	2.31	2.50	2.00	1.80		2.30	3.00	3.00	2.50	
2. Builds self-awareness	1.33	1.67	1.67	1.44		2.13	2.20	2.67	2.33	
3. Builds a positive self-concept	1.27	1.83	1.33	1.20		2.29	2.33	2.00	2.00	
4. Interacts effectively with parents	1.60	1.00	1.00	1.20		2.53	2.00	2.67	2.40	
5. Treats students fairly	2.00	3.00	2.00	2.20		2.46	1.50	2.00	2.50	
6. Attempts to include all in activities	1.54	1.83	2.00	1.50		2.15	2.83	2.00	2.10	
II. TEACHING AND ASSESSMENT										
7. Explanation of procedures is clear	1.29	1.33	1.00	1.20		1.86	2.17	1.67	1.90	
8. Implements variety of instructional strategies	1.20	1.50	1.67	1.60		1.87	1.83	1.67	1.90	
9. Recognizes/uses impromptu teaching	1.47	1.50	1.33	1.40		2.20	1.83	1.33	2.30	
III. CLASSROOM MANAGEMENT										
10. Maintains classroom discipline	1.23	1.20	2.00	1.10		1.71	1.80	2.33	2.00	
11. Provides environment conducive to learning	1.31	1.17	1.67	1.20		1.92	1.83	2.67	2.10	
12. Teachers are courteous/respectful	1.60	2.33	2.33	1.22		1.64	2.67	2.50	2.10	
13. Gives clear, explicit directions to students	1.33	1.83	1.33	1.20		1.50	2.00	2.33	2.40	
IV. PROFESSIONALISM										
14. Maintains a cooperative/helpful relationship with employees	1.15	1.50	1.33	1.30		1.54	2.00	2.33	2.30	
15. Exhibits leadership	1.25	1.17	1.67	1.30		1.62	1.83	2.33	2.40	
16. Demonstrates evidence of professional demeanor behavior	1.36	1.33	1.67	1.70		1.57	2.00	2.00	2.40	

Scale for Importance

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Scale for Time

1 = Prior to Student Teaching
2 = Prior to Student Teaching
3 = During the First Three Years of Teaching
4 = After the First Three Years of Teaching

TABLE XV

AVERAGE RESPONSES OF GROUPS REGARDING IMPORTANCE AND TIME OF POSSESSION OF COMPETENCIES FORM 3

COMPETENCIES	IMPORTANCE					TIME				
	Cooperating Teachers	Elementary Principals	College Faculty	Beginning Teachers	Total	Cooperating Teachers	Elementary Principals	Beginning Teachers	College Faculty	Total
I. HUMAN RELATIONS										
1. Communicates effectively with parents	1.67	1.50	1.33	1.80		2.60	2.60	2.67	2.70	
2. Communicates effectively with staff	1.33	1.17	1.33	1.20		2.27	1.60	1.33	2.10	
3. Helps students to accept similarities/ differences	1.75	2.00	1.33	1.75		2.21	1.50	2.33	2.75	
4. Aware of cognitive and affective growth/ development patterns	1.92	1.20	2.00	2.22		2.92	1.60	2.67	2.75	
5. Accepts and/or uses ideals of students	2.00	1.80	1.33	1.90		2.07	1.80	1.67	3.20	
II. TEACHING AND ASSESSMENT										
6. Organizes time	2.15	1.67	1.00	1.80		2.00	1.67	1.67	2.60	
7. Organizes resources and materials	1.36	2.00	1.33	1.78		2.13	1.83	2.00	2.78	
8. Utilizes valid testing techniques	1.62	1.67	1.33	1.80		2.00	1.50	3.00	2.33	
9. Exhibits enthusiasm for subject matter	1.50	1.83	1.67	1.70		2.29	2.17	2.00	2.60	
III. CLASSROOM MANAGEMENT										
10. Handles disruptive students effectively	1.00	1.83	1.00	1.10		2.07	1.83	2.00	2.60	
11. Students are courteous/respectful	1.13	1.67	1.33	1.40		2.00	1.67	1.67	2.11	
12. Careful for the safety of the student	1.21	1.50	1.67	1.20		2.08	1.83	2.33	1.70	
IV. PROFESSIONALISM										
13. Maintains a friendly relaionship with employees	1.47	1.50	1.33	1.56		2.20	1.67	1.67	2.13	
14. Works effectively as member of educational team	1.20	1.33	1.00	1.30		2.07	1.83	2.00	2.10	
15. Effectively expresses written communication	1.57	1.50	1.00	1.60		2.14	1.67	1.00	1.89	
16. Effectivley expresses verbal communication	1.27	1.33	1.00	1.60		1.80	1.33	1.00	2.00	

Scale for Importance

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Scale for Time

1 = Prior to Student Teaching
2 = Prior to Student Teaching
3 = During the First Three Years of Teaching
4 = After the First Three Years of Teaching

VITA

Katye Marie Perry

Candidate for the Degree of

Doctor of Philosophy

Thesis: CHARACTERISTICS OF THE COMPETENT ELEMENTARY CLASSROOM TEACHER: FOCUS ON PHILOSOPHICAL ORIENTATIONS AND A CRITICAL TIME FRAME FOR DEVELOPMENT OF COMPETENCIES

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Houston, Texas, March 28, 1946, the daughter of Rev. and Mrs. Earl J. Perry, Sr.

Education: Graduated from Douglass High School, Oklahoma City, Oklahoma, in May, 1964; received Bachelor of Science degree in Elementary Education from Bishop College in 1968; received Master of Education degree in Reading from Southeastern Oklahoma State University in 1971; entered doctorate program at Oklahoma State University, August, 1979; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in May, 1983.

Professional Experience: Second Grade Teacher, Oklahoma City Public Schools, September, 1968, to May, 1970; Reading Clinician, Oklahoma City Public Schools, August, 1971 to August, 1976; Research Associate, Planning, Research and Evaluation Department, Oklahoma City Public Schools, August, 1976 to August, 1979; Visiting Lecturer, Department of Applied Behavioral Studies, Oklahoma State University, August, 1979 to June, 1981; Instructor, Department of Applied Behavioral Studies, Oklahoma State University, July, 1981 to present; member of Phi Delta Kappa, American Educational Research Association, National Council of Measurement in Education.