

A STUDY OF THE RELATIONSHIP BETWEEN  
YEARS OF TEACHING EXPERIENCE AND A  
DEVELOPMENTAL PROGRESSION OF  
TEACHERS' CONCERNS

By

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Problem Statement . . . . .	3
Purpose . . . . .	3
Research Questions . . . . .	3
Assumptions . . . . .	4
Limitations . . . . .	4
Definitions . . . . .	4
Organization of the Study . . . . .	5
II. REVIEW OF RELATED LITERATURE . . . . .	7
History of the Problem and Background of House Bill 1706 . . . . .	7
Related Requirements in Other States . . . . .	10
New Challenges to Educators and Needs for Staff Development. . . . .	11
Characteristics of Good Staff Development . . . . .	16
Overview of Teacher Continuing Education Programs Undertaken in Other States . . . . .	17
Background of Fuller's Theory and Research on the Developmental Sequence of Teachers' Concerns . . . . .	20
Summary . . . . .	22
III. METHODOLOGY . . . . .	23
Planning and Creating the Instrument . . . . .	23
Description of Population and Sample . . . . .	25
Collection of Data . . . . .	25
Validity . . . . .	26
Analysis of Data . . . . .	27
IV. ANALYSIS OF THE DATA . . . . .	28
Responses to Initial Needs Assessment . . . . .	28
Needs Identified in Needs Assessment Survey . . . . .	29
Discussion of Responses of Elementary Teachers . . . . .	35
Discussion of Responses of Secondary Teachers . . . . .	42
Discussion of Combined Responses by Years of Experience . . . . .	45

Chapter	Page
Classification of Concerns and Discussion of Responses According to Classification and Years of Teaching . . . . .	47
Analysis of Elementary Teachers' Responses . . . . .	50
Analysis of Second Year Elementary Teachers' Responses . . . . .	51
Analysis of Third Year Elementary Teachers' Responses . . . . .	52
Analysis of Fourth Year Elementary Teachers Responses . . . . .	52
Analysis of Tenth Year Elementary Teachers' Responses . . . . .	53
Analysis of Responses of Elementary Teachers With Thirteen Years Experience . . . . .	54
Analysis of Responses From Elementary Teachers with Fifteen-plus Years of Experience . . . . .	54
Analysis of Secondary Teachers' Responses . . . . .	55
Analysis of Responses of First year Secondary Teachers . . . . .	55
Analysis of Responses of Second Year Secondary Teachers . . . . .	57
Analysis of Responses of Third Year Secondary Teachers . . . . .	57
Analysis of Tenth Year Secondary Teachers' Responses . . . . .	58
Analysis of Responses of Secondary Teachers With Fifteen-plus years of Experience . . . . .	58
Analysis of Responses in Relationship to Classification and Years of Teaching . . . . .	59
Discussion of the Spearman Analysis . . . . .	65
Summary of Findings . . . . .	68
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	 71
Summary . . . . .	71
Conclusions . . . . .	73
Recommendations . . . . .	74
 SELECTED BIBLIOGRAPHY . . . . .	 76
 APPENDIX A - TEACHER CONCERN QUESTIONNAIRE . . . . .	 79
 APPENDIX B - STAFF DEVELOPMENT NEEDS ASSESSMENT INSTRUMENT . . . . .	 82
 APPENDIX C - SCHOOLS INCLUDED IN THE STAFF NEEDS ASSESSMENT . . . . .	 86

Chapter	Page
APPENDIX D - RESULTS OF STAFF DEVELOPMENT SURVEY . . . . .	88
APPENDIX E - COVER LETTER AND LIST OF PANEL OF EXPERTS . . . . .	90
APPENDIX F - TEACHER CONCERNS INSTRUMENT . . . . .	93

## LIST OF TABLES

Table	Page
I. Responses for Combined Groups . . . . .	31
II. Responses of Elementary Teachers . . . . .	33
III. Responses of Secondary Teachers . . . . .	36
IV. Distribution and Percentages of Elementary Teachers in Sample by Years Teaching Experience . . . . .	38
V. Frequencies of Greatest Need by Years of Teaching Experience for Elementary Teachers . . . . .	40
VI. Frequencies of Greatest Need by Years of Teaching Experience for Secondary Teachers . . . . .	43
VII. Frequencies of Greatest Need by Years of Teaching Experience for Composite of Elementary and Secondary Teachers . . . . .	46
VIII. Topics in Rank Order of Preference by Elementary Teachers . . . . .	48
IX. Topics in Rank Order of Preference by Secondary Teachers . . . . .	48
X. Topics in Rank Order of Preference for Combined Elementary and Secondary Teachers . . . . .	49
XI. Distribution and Percentages of Secondary Teachers in Sample by Years of Teaching Experience . . . . .	56
XII. Number and Percentage of Teachers Listing Each Need as Greatest . . . . .	60
XIII. Highest and Lowest Type Concerns by 15 Experience Groups . . . . .	63



Table	Page
XIV. Spearman R for Elementary and Secondary Teachers by Concern . . . . .	66
XV. Spearman Test for Years of Experience by Concern . . . . .	67

FIGURE

Figure	Page
1. Percentage of Elementary and Secondary Teachers in Survey in each Category of Years of Experience . . . . .	30

## CHAPTER I

### INTRODUCTION

Confidence in the ability of public schools to conduct quality educational experiences for young people seems to have reached an all-time low (Gallop, 1980). Evidence of this lack of confidence can be seen in the establishment of increasing numbers of private schools as well as repeated rejections of proposed school bond issues in all areas of our country. Schools in several large cities have had to close and others are threatened with closure because insufficient funds are being allocated for their operation. There is federal legislation proposed that would allow parents to withhold the taxes they now pay to support public schools (Savage, 1981).

Critics of the public school system generally attack teacher education programs as the culprit and source of the problems with quality and accountability. Lyons (cited by Kleine and Wisniewski, 1981, p. 115) has been so harsh as to state: "Teacher education is a massive fraud. It drives out dedicated people, rewards incompetence, and wastes millions of dollars". Lyons challenged school districts to work independently of college and state departments of education to bring about reform. Kleine and Wisniewski relate that a more moderate approach to the problem of the need for reform of teacher education has been suggested by Smith. After a thorough analysis of the internal and external obstacles of teacher education reform, he proposed that, since

legislative intervention is inevitable, educational organizations in each state should form a strong coalition to inform legislators and influence legislative action with respect to education (Kleine and Wisniewski, 1981).

Reflecting Smith's (cited by Kleine and Wisniewski, 1981) philosophy, many members of the educational community of Oklahoma worked together to enact the passage of House Bill 1706. A group of legislators became committed to two goals: strengthening teacher education, and raising teachers' salaries. Pressure to separate the salary issue from the statutes for improving teacher education was resisted, and the real strength of the bill lies in its inclusiveness. It is designed to encourage changes in three areas of preparation, induction and continuing education. This legislation provides a framework for raising admission standards to colleges of education, requiring competency examinations in content fields before graduation, requiring a year of internship before certification, close monitoring of a beginning teacher's performance by a team of professionals, and mandating continuing education for teachers and teacher educators. This final provision mandates that programs for staff development be conducted by school districts to meet the identified needs of teachers. The first step in complying with this directive requires school districts to conduct a needs assessment of their professional personnel. That need precipitated the beginning of this study. The second phase sought to answer the question: "How can in-service staff development be planned which will effectively meet the wide variety of needs identified?"

### Problem Statement

Oklahoma House Bill 1706 requires that needs of teachers be identified as a starting point for staff development plans. No one has conducted an analysis of teachers' needs according to developmental stages and years of teaching experience. Results of such an analysis would make it possible for planners of staff development programs to offer professional growth opportunities relevant to teachers' needs.

### Purpose

The purpose of this study was to determine the areas of greatest need for public classroom teachers, and to relate these to the developmental stages of teachers. One reason for this survey was to assist the Mid-Del School District in conducting the needs assessment required by House Bill 1706; however, the paramount concern of this researcher was to provide information which will assist personnel responsible for designing in-service programs to plan programs that will be relevant to teachers in all stages of professional development.

### Research Questions

This study sought to answer the following questions:

1. What are the perceived needs of teachers?
2. How are these needs classified according to Fuller's (1971) model of developmental stages of teachers?
3. At what developmental stage are the teachers in the Mid-Del School District?
4. Is there a pattern of relationship between years of teaching experience and the developmental stages of teachers?

### Assumptions

For the purposes of this study, the following assumptions were accepted by this researcher:

1. Teachers are capable of identifying their own needs.
2. Teachers in the Mid-Del District represent all stages of professional development as delineated by Fuller (1971).
3. Teachers can be helped to develop professionally through meaningful in-service education.
4. For continuing professional education to be meaningful and effective, it must relate to the developmental stage of the learner.

### Limitations

This study was conducted with the following limitations:

1. Data were limited to the self-perceived needs of teachers.
2. The sample was limited to one school district in Oklahoma.
3. Limitations inherent in the questionnaire technique were accepted.
4. Choices on the questionnaire were limited to items approved by the staff development committee of the participating school district.

### Definitions

The following terms used in this study are defined below:

Concerns as defined by Fuller (1971) are dependable motives or constructive frustration. They progress through 3 major phases:

1. Self-Concerns are usually expressed by pre-service educators who have not experienced the problems of classroom teaching. An example is the concern about being liked by pupils.

2. Task-Concerns are those which relate to the task of classroom teaching, such as constructing a valid test.

3. Impact-Concerns surface after self-and task-concerns have been resolved. An example of an impact-concern is attempting to find a way to motivate disinterested students.

Developmental Stages refer to a sequential progression dependent upon professional experience and maturity.

House Bill 1706 is legislation passed by the Oklahoma State Legislature to provide a framework to strengthen the preparation, induction, and continuing education of teachers.

In-service refers to professional development opportunities provided for teachers by school districts. These usually take place during the teachers' work day.

Teachers referred to in this study are those who have been certified to teach in the public school system of Oklahoma. This includes both classroom teachers and specialists, such as reading specialists, media specialists, bi-lingual coordinators, and remedial specialists.

Teaching Experience refers to the number of years taught as a certified teacher.

### Organization of the Study

Chapter I of this study includes the introduction, the problem statement, the purpose of the study, the research questions to be answered, the assumptions necessary, the limitations within which the study was conducted, and a definition of terms. Chapter II contains a review of literature pertinent to the study of teacher needs and various attempts to remedy these needs. This was divided into six parts:

the history of the problem and the background of Oklahoma House Bill 1706; related requirements in other states; new challenges to educators and needs for staff development programs; characteristics of good staff development programs; an overview of some programs for teacher continuing education undertaken in other parts of the country; and background of Fuller's (1971) theory and research on the developmental sequence of teacher concerns. Chapter III reports the procedures utilized in the study; including a description and selection of the population and sample, the creation of the instrument, the collection of the data, and the methods for analysis of the data. Chapter IV deals with the findings of the analysis, and Chapter V contains a summary of the study, conclusions, and recommendations of this researcher.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The literature related to the main theme of this study has been organized into six sections:

1. History of the problem and background of House Bill 1706.
2. Related requirements in other states.
3. New challenges to educators and needs for staff development.
4. Characteristics of good staff development programs.
5. An overview of some programs for teacher continuing education undertaken in other states.
6. Background of Fuller's (1971) theory and research on the developmental sequence of teacher concerns.

#### History of the Problem and Background of House Bill 1706

When Oklahoma City teachers went on strike and delayed the opening of city schools in August of 1978, Oklahoma ranked forty-ninth in teacher salary levels. In addition to the low morale of teachers, this statistic was also responsible for the short duration of teachers' careers. Many had left the profession for more lucrative positions. The frequent turnover of faculties resulted in unstable conditions which were felt in the classrooms, and the overall quality of instruction as measured by standardized test scores was on the decline.

Professional educators recognized the need to improve the quality of working conditions and salary for teachers, and also to regenerate the image of public educators in the eyes of taxpayers. While individual school districts had the power to enact continuing education requirements for their teachers, there was no unified state policy. Although some form of continuing education has been required for 16 professions other than teaching in all 50 states, and some form of continuing or in-service education for teachers has been required in at least 28 states, mandatory continuing education (MCE) did not exist statewide in Oklahoma before 1980. In spite of the rapid spread of MCE throughout the majority of states in teaching as well as in other professions, there has been growing opposition among teachers to mandatory continuing education (Lisman, 1980).

One example of the resistance to MCE can be found in the Supreme Court decision of February 26, 1979, in Harrah Independent School District v. Mary Jane Martin. The Harrah, Oklahoma, School District passed a continuing education requirement in 1971 which stipulated that teachers holding only a B.S. degree must earn five hours of college credit every three years. Martin, a veteran of 12 years of teaching, refused, stating that with that amount of teaching experience she did not think she should be forced to take additional course work. The district initially withheld her annual salary step increases. When the Oklahoma legislature passed a bill in 1975 making that action illegal, the school board fired the teacher on the ground of willful neglect of duty. Backed by teacher organizations, the teacher challenged the firing in court. Courts ranging from the Oklahoma courts to the U. S. Supreme Court became involved, with the latter finally ruling that the

school district had not violated Martin's rights under the 14th Amendment, and the decision to fire the teacher was upheld (Lisman, 1980).

In opposition to the growth of MCE, some teacher groups are challenging it, complaining about the academic quality of continuing education courses. Others point to the research findings that there is no conclusive evidence that continuing education improves a professional's ability. Apps (1980, p. 7) claimed recently that "Research findings do not show a clear relationship between increased education and improved competency." Most opponents have not disavowed the value of continuing education, only questioning whether it should be mandatory. Critics of MCE describe it as part of an accountability movement in public education which is too technocratic.

What would a society look like with a competency-based educational system? Will such education serve to enrich lives, to foster happiness and well-being, or will it instead, as I suspect, encourage an even more highly competitive and stratified society of people who may have limited mastery of testable skills but a reduced capacity to understand the society they serve (Lisman, 1980, p. 126).

Against such a background of controversy, lawmakers in Oklahoma enacted comprehensive legislation aimed at improving the quality of public education and at raising teachers' salaries. This passed in June, 1980, as House Bill 1706. According to Kleine and Wisniewski (1981) this bill has generated more debate than any other educational development in the history of the state. Seventy-five years of tradition needed to be altered to comply with all stipulations for certifying and recertifying teachers. The Bill provided a framework and funding for improving teacher education and "The status of teaching as a profession may rise as new norms of performance emerge during the

Eighties" (Kleine and Wisniewski, 1981, p. 117). While the interest of this study focused on in-service teacher education programs as avenues for improving teacher capabilities, House Bill 1706 addressed many other areas of concern for improving the quality and image of teacher competency. It also marked the first time in the history of Oklahoma teacher education that such amounts of funding had been allocated to developing and maintaining reform in teacher education programs.

#### Related Requirements in Other States

Oklahoma is far from the first state to enact legislation mandating continuing education for teachers. It is required in more than half of the fifty states at present, and programs in this direction are underway in many other states. In Wisconsin, lifetime licensing of new teachers will end in 1983 and licenses will be renewed every five years based upon the completion of the required continuing education (Lisman, 1980).

Both North Carolina and South Carolina have passed legislation in recent years which seeks to improve the academic level of teachers by imposing more stringent entrance requirements upon applicants to colleges of education, requiring content examinations for certification, and making periodic renewal of contracts contingent upon the completion of continuing education. North Carolina has developed an innovative Summer Institute Staff Development Program. South Carolina's Educator Improvement Act has been called the most comprehensive and ambitious education law in the country today (McDaniel, 1981).

All of the literature which outlines different attempts to improve the status of public education emphasizes the same steps:

requiring competency-based subject examinations in fields of concentration; imposing an observation and evaluation upon new teachers by teams of professional educators; and mandating continuing education for certified teachers.

Not all educators agree about the requirement for competency tests in content areas. Perry (1981) contends that the requirement of competency tests undermines the public confidence in the value of grades which colleges of education assign. She urges colleges to fight the use of competency tests for any purpose other than admission to teacher education programs. The public must regain confidence in college grades. Only then will those responsible for hiring teachers place proper emphasis upon the academic record. Perry's study reveals that students with the highest grade point averages (GPA) are not necessarily those who are being hired by school districts. This practice exists in spite of research evidence that the most significant independent predictor of teaching competence was GPA. Perry (1981) cited several studies which indicated that academic criteria were good predictors of teaching success.

#### New Challenges to Educators and

#### Needs for Staff Development

The Coleman Report of 1981 is a comprehensive study of private and public schools. According to Ravitch (1981):

The most important finding of the new Coleman Report is that, after taking family background into account, there remains significant variation in student achievement and that variation is related to differing educational policies, (p. 719).

and the study concludes that private high schools provide better

education than public ones. Contrary to the findings of Coleman's famous study published in 1966 that concluded that schools do not make a difference, this recent study confirms the importance of schools and offers extensive documentation of the practices that make up good education. This report provides all educators considerable evidence which demonstrates that school policy affects student achievement and behavior. This should cause school administrators to re-examine their curricula, programs and policies.

The changing structure of our society brings more children into the school from single-parent families and from homes in which both parents are employed. This lack of parental contact, nurturing, discipline and direction is coupled with a pervasive permissiveness regarding honesty and responsibility in the population generally. Parents are expecting schools to feed, nurture and train their children in values in addition to teaching them competencies for successful living. Since there appears to be no trend reversal on the horizon, schools need to examine their abilities to meet the challenges (Combs, 1981).

Oklahoma legislators concluded that staff development is one of the most important steps school districts can take to equip teachers to cope with the ever increasing demands placed upon them by a changing society (Kleine and Wisniewski, 1981). Other factors impinging upon teacher competencies are the explosion of knowledge, rapid technological change, and a no-confidence attitude of people reflecting multiple frustrations and disappointments with public servants.

In studying the effectiveness of instruction, many aspects of the learning situation must be considered. There are, of course, the teacher and the learner. Beyond those, there are goals and objectives,

methodologies for attaining the goals and objectives; the learning environment, both physical and psychological; and the subject matter. Studies for several decades have emphasized the fact that the teacher is the variable that makes the real difference in the quality of an educational experience. The Rockefeller Report of the 50's determined that no school is better than its teachers. It goes on to make the point that no amount of technological or scheduling changes will bring about excellence in our schools unless teachers are constantly growing toward excellence (cited by St. Clair, 1981). Bruner (1961) has quoted Whitehead as saying that education should be an exposure to excellence. In a study of good and bad practitioners in the helping professions, Combs (1971) revealed that no single method of teaching is associated with either good or bad teaching. Indeed, Clark, (cited by St. Clair, 1981) in his research, found that when a teacher was using any reasonable method enthusiastically, people learned. Ryans (cited by St. Clair, 1981) listed three criteria needed for selecting a good teacher: 1) a warm, friendly, understanding personality rather than a cool aloof one, 2) a responsible, business-like method rather than a disorganized, slipshod one, and 3) a stimulating and enthusiastic manner.

These findings, which indicate a positive relationship between teacher characteristics of warmth and enthusiasm and teacher effectiveness in the classroom, are in partial disagreement with conclusions of studies (cited by James, 1976) who list enthusiasm among nine traits which have a high correlation with student achievement, and teacher warmth as having no significant relationship with achievement. This contrast only points out the fact that various studies on teacher effectiveness have produced conflicting conclusions.

The emphasis on supportive personal traits relates to the concentration on human development evident in the implications for educators delineated by Combs (1981). He sees the challenge of educators to be one of producing persons capable of solving problems that cannot presently be foreseen. The explosion of knowledge is so great, "that it is impossible to be certain that any specific subject matter will be essential to cope with life even in the very near future" (Combs, 1981 p. 369). He believes that more attention must be focused on the nature of human beings and their interactions with each other, since the more complex the world becomes, the more interdependent everyone is. The major problems people will face in the future have to do with learning to live effectively with ourselves and other people. Combs (1981, p. 372) says that, "more than ever societies of the future will depend upon caring, responsible citizens willing and able to pull their own weight".

The Leeds College Curriculum Projects in 1973 formed a basis for competency scales each relating to a set of basic assumptions about teaching. Sixty-five positive statements about teaching were written. These were ranked by professors of all teaching departments. All said that in classroom behavior, the first priority was to survive long enough to develop professional judgment, social awareness, and wider involvement which come with maturity and experience (Dymand, 1976). These findings coincide with Fuller's (1971) findings concerning the relevance of professional education in the teacher preparation curriculum. While believing that it is a vital part of a professional's education, she posed the question of the possible wisdom of saving all the professional education courses for in-service teachers, and giving



pre-service students the emphasis on skills they felt they needed to enter the classroom and survive (George, 1978). The question must be asked, how can a teacher be taught to survive?

One suggested answer to that question can be found in a study by Denham and Michael (1981) on teacher sense of efficacy. They related that studies by Harvey, Hunt and Schroeder in 1961 and Harvey, Prather, Whiteh and Hoffmeister in 1968, indicate that there is some evidence to suggest that attitudes influence teacher behavior and that teacher behaviors influence student outcomes. Teachers reporting a low sense of efficacy preferred custodial control more than teachers with average or high sense of efficacy. Stinnet's research of 1970 is cited to make the point that sense of efficacy is related to teacher dropout. Studies by Weiner in 1976 (cited by Denham and Michael, 1981) indicate that teachers might benefit from sense of efficacy training.

Closely related to sense of efficacy is self-image, and this is another area which has been promoted as necessary for teacher growth into greater effectiveness. Combs (1981) has stated that people who believe they are competent and able to cope do indeed operate with confidence and effectiveness. This is strongly related to Rosenthal's (1968) theory of self-fulfilling prophecy.

As schools assess their abilities to meet the new challenges for educators of tomorrow's citizenry where social interaction and responsibility will be of paramount importance, it should come as no surprise that teachers and administrators alike perceive strong needs for relevant in-service opportunities. Teachers trained to answer yesterday's questions understandably feel inadequate to equip students with competencies to cope with the certainty of constant change. Teachers

are finding themselves facing situations posed in Toffler's *Future Shock*, (1970) and needing the humanistic competencies called for in The Third Wave (Toffler, 1980).

#### Characteristics of Good Staff Development

In the chapter entitled "The Case For Staff Development," Sergio-vanni (1975) lists four critical factors for staff development. The first meshes closely with other studies cited; it is the teacher's sense of purpose based on the teacher's values and belief system concerning schools and learners. He feels that this can be improved through analysis and training in values clarification. This dovetails with Combs' (1981) belief that effective teaching is not determined by knowledge or technique, but by the message conveyed by what the teacher does, and this action is determined by the belief system. Effective helpers hold the belief that people in general are dependable, worthy, able, and friendly. The second critical factor is the teacher's understanding of the particular age group with which he is dealing. This can also be improved upon by learning, especially by keeping up with current research and findings. The third and fourth factors, knowledge of subject matter and mastery of techniques, are areas which demand continuous updating because of the rapid changes in knowledge, delivery systems and techniques.

A four-year study on staff development conducted by the Rand Corporation has provided insights into the characteristics of effective staff development. The researchers in this project discovered that staff development activities which resulted in major positive and long-lasting effects had certain characteristics in common. These included

teacher-specific training which allowed teachers to try out new techniques and ask for assistance at the time they needed it. The best training focused on the specific needs of the individual teacher. In contrast, one-shot, pre-implementation training conducted by an outside consultant was usually not effective. Local resource personnel are preferred as facilitators because they can provide the necessary on-going assistance and encouragement teachers need and appreciate. The Rand study reported studies by Joyce and others in 1976 and revealed a desire on the part of all teachers to have more responsibility for determining program content for inservice programs. Very few respondents felt that administrators or college personnel should have the sole responsibility or inservice planning. The interviewees were concerned about the need to relate training to on-the-job needs, and for teachers to receive training when they need it and want it. The element of timeliness was especially crucial (Mazzarella, 1980).

#### Overview of Teacher Continuing Education Programs Undertaken in Other States

As school systems across the country have adopted staff development programs as the vehicles for delivering answers to the needs of teachers, a vast amount of writing has been reported on the subject. A paper entitled, "Developing an In-Service Education Program", presented at the National Council of States on In-Service Education, espoused the belief that colleges of education should assist school districts in assessing needs for in-service education, writing programs and teaching courses. An example presented took place at Clemson University in North Carolina. Educators there developed a Systems Approach to

Professional Development which included the following seven steps: introduction, philosophy, purpose and goals design, criteria for assessing needs, administration of programs, and evaluation (Landrith, 1980).

The plan developed in Georgia for improving the quality of new teachers is considered the most sophisticated approach in the South. It is similar to some aspects of Oklahoma House Bill 1706. Its five major areas involve: 1) cognitive tests given near the end of a person's formal education for a Bachelor of Science degree, 2) lengthening the probationary period for beginning teachers before certifying them, 3) raising admission standards to teacher education programs and/or testing basic skills, 4) strengthening student teaching experiences, and 5) combining in-service training with probationary period to correct deficiencies. Test results in Georgia seem to indicate that the new programs are producing positive results (Stoltz, 1981).

Teacher centers are considered by many to be the ideal of the informal approach to staff development. Teachers go to these voluntarily to share and learn. Public Law 94-842 provided federal grants to school districts for planning and establishing teacher centers. Governance of these centers was intended to be controlled by teachers. The stated purpose of the legislation is to aid teachers in their local districts to plan and develop curriculum materials to meet their individual needs, to design and conduct in-service training programs, and to use educational research findings to meet classroom needs. Institutions of higher learning would be depended upon to provide consultation and technical assistance to the centers (Harty and Henry, 1981).

While teacher centers vary widely in function and purpose, they

have certain attributes in common. They are usually professionally staffed by a center director and specialist who provide in-service assistance to teachers based on the teacher's expressed needs. Programs are about evenly divided between informal instruction and construction activities. Materials are often provided free or at nominal cost. Instructional programs based on identified needs and district goals are frequently presented by faculty from nearby colleges. These programs are usually presented for in-service teachers; however, other participants sometimes include pre-service teachers, para-professionals, substitute teachers, supervisors, administrators, community groups and parents.

Another popular type of in-service training is the Action Research Model. Using this model, a teacher works with a supervisor and consultant to identify, analyze, and plan solutions for his classroom problems. The latest variation of this model is the Interactive Model developed at the Far West Laboratory (Oliver, 1980).

A type of interaction model for studying the verbal behavior that takes place in the classroom is Flanders' (1970) Interaction Analysis Model. Using this a teacher can work on a continual program of individualized, non-threatening, self-directed professional development with the supportive help of a supervisor.

Most of the staff development programs which seem to be resulting in positive gains for the teachers involved are based on sound principles of adult education. Teacher centers allow teachers to be independent and self-directing in making their own decisions concerning what they will learn, as well as in deciding when, where and how to undertake the learning. These characteristics are all contained in Knowles'

(1978) assumptions for andragogy. Furthermore, charging teachers with the responsibility for assessing their own needs helps motivate them toward undertaking learning projects. Extensive research by Tough (1971) found that adults are best motivated to enter into a learning situation when they recognize an immediate application to meet a need. Similar studies of adults' motivation to learn conducted by Houle (1972) also support the problem-centered orientation to learning.

#### Background of Fuller's Theory and Research on the Developmental Sequence of Teachers' Concerns

Fuller's (1971) interest in a developmental sequence of teachers' concerns stemmed from research conducted at the Research and Development Center for Teacher Education at the University of Texas in the 1960's. Findings indicated that most students preparing to teach school felt their education courses were irrelevant and worthless (George, 1978). The students felt that they were not being taught what they needed to learn. Recognizing the relationship between pupil motivation and effectiveness of learning, Fuller sought to discover information about dependable motives of students preparing for careers in teaching. Fuller (1971, p. 4) more clearly labeled McKeachie's expression "dependable motives" as "concerns" which she defined as "constructive frustration", "anticipation", and "what a person is trying to do in a particular situation".

Fuller's (1971) subsequent studies of the concerns of education students and teachers indicated that there was a developmental progression of concerns through three phases. The first is called Self-Concerns. These are expressed by students who have not yet taught and

do not understand the problems and frustrations which the teaching situation will produce. As pre-service educators, they are primarily concerned about being liked and accepted by students and fellow teachers and impressing their supervisor favorably. After some teaching experience, educators are still concerned about themselves; however, they are also concerned about managing the tasks involved in teaching. Concerns such as controlling the class and knowing the lesson are classified as Task-Concerns. Later, after concerns about self and task have been resolved, teachers reflect a concern about their impact on student learning. They begin to consider their effect on students' learning and begin to explore possibilities for changing themselves and the learning environment which will enhance student learning. These are called Impact-Concerns.

Fuller's original research on concerns involved personal counseling interviews of preservice teachers during their semester of student teaching in 1969. In 1971, she developed the Teachers' Concerns Statement, a free-response instrument asking teachers: "When you think about your teaching, what are you concerned about?" Teachers had ten minutes to respond on two sides of an 8 1/2" by 11" piece of paper. The scoring of this consisted of six teaching concerns categories and one non-teaching category (Fuller and Case, 1971). This work produced more reliable measurement of the concerns teachers express than had the interviews. Shortly thereafter, the Teachers Concerns Checklist, Form B was developed. This instrument contained 56 Likert scaled items. A more refined and simplified research tool evolved from the Checklist in the form of the Teacher Concerns Questionnaire developed by Fuller and George (1974). See Appendix A for a copy of the Teacher Concerns

Questionnaire. This is a 15 item instrument designed to measure self, task and impact concerns of teachers about teaching. These 15 items all appeared on the 56 item Teachers' Concerns Checklist, Form B.

Research studies reported by George (1978) support Fuller's theory that teachers' concerns progress through these three phases. Concerns are produced by situations which cause their arousal. Once aroused, those concerns must be resolved before more sophisticated needs surface. Successive arousal and resolution are the developmental stages of teachers' concerns.

#### Summary

This review of literature has addressed the general topic of staff development, and has presented: a history of the problem and background of Oklahoma House Bill 1706; related requirements in other states; needs and challenges of educators for the future; characteristics of good staff development; examples of some staff development programs which have been implemented across the country; and background of Fuller's (1971) theory and research on the developmental sequence of teachers' concerns. The literature revealed that there is great variety in philosophy and practice in developing continuing education for teachers. Many different approaches are demonstrating successful results. Research studies indicate that opportunities for staff development which demonstrate the characteristics of an andragogical approach offer the greatest likelihood of providing positive evidence of professional growth.



## CHAPTER III

### METHODOLOGY

The procedures to be discussed in this chapter have been organized into five sections:

1. Planning and creating the instrument;
2. Description of population and sample;
3. Collection of data;
4. Validation by panel of experts;
5. Analysis of data.

In order to fulfill the purpose of this study of identifying needs of teachers and determining whether these needs follow a developmental sequence, a three-step procedure was planned. First a representative needs assessment survey was conducted. Next, a panel of experts classified the 14 most frequently mentioned needs according to Fuller's (1971) categories of self, task and impact concerns. Finally, a statistical analysis of the data was performed to determine whether a developmental sequence of concerns existed in relationship to years of teaching experience.

#### Planning and Creating the Instrument

This researcher worked as a voluntary consultant to the Staff Development Committee of the Mid-Del School District in return for permission to use the information in this study. Before designing the

survey questionnaire used, the researcher studied the needs assessment instruments used by numerous school districts in Kansas and Oklahoma, and conferred with the consultant for the needs assessment project for the Putnam City School District. Consideration was also given to the ability of Oklahoma State University to respond to the identified needs. A review of Drive-In Seminars offered by the OSU College of Education and various courses and workshops scheduled was conducted to help select topics for the survey.

Before and after construction of the questionnaire, guidelines were studied and reviewed to assure that items asked only one question, avoided bias, were worded briefly and clearly, and contained commonly understood rather than obscure terms. A study of Key's (1974) guidelines for research investigation helped the researcher construct a combination of open and closed questions, to categorize items, and to plan the tabulation and interpretation. Further guidance from Key helped determine the use of one of Sax's (1968) ordinal scales of measurement, the Likert-type response scale.

The survey instrument designed by this researcher was reviewed and modified several times, first by the Chairperson of the District's Staff Development Committee, then by the subcommittee for Needs Assessment, and finally by the entire Staff Development Committee, which consisted of one parent, one secretary, four administrators and seven teachers. The two page questionnaire contained three sections for identifying needs. See Appendix B for a copy of the approved questionnaire. The first section contained 30 topics for professional development which related to teaching, teacher-student interactions, and classroom management. Section two contained nine topics concerning

personal development. The items in these two sections were ranked on a Likert-type ordinal scale according to perceived importance to the respondent for inclusion in staff development program planning under three headings: "need to include", "nice to include", or "not needed". An open-ended question formed the third section of the instrument, asking the reader to state any needs which had not been addressed in sections one or two which he/she would like to have included in the planning of staff development programs. The committee added a section asking the respondent's preference of method for earning the state mandated points for staff development participation. The approved survey instrument was color coded to differentiate elementary and secondary samples. The respondents remained anonymous. Demographic information requested included name of school, position (teacher, counselor, librarian), grade level and/or subject taught, and number of years teaching experience.

#### Description of Population and Sample

According to Oklahoma House Bill 1706, each school district in Oklahoma was to conduct a needs assessment of all certified personnel employed by the district. The sample of that population this researcher used was the certified employees of the Mid-Del School District in Midwest City and Del City, Oklahoma. This included employees of 17 elementary schools, 5 junior high schools, and 3 senior high schools. See Appendix C for a list of schools included in this survey.

#### Collection of Data

In order to avoid a biased sample of returns, plans were made to

conduct the survey in a uniform manner throughout the 25 schools. Building principals were instructed by the chairperson of the Staff Development Committee to distribute the questionnaires to their certified staff members the day prior to a regular faculty meeting, and to collect them at the faculty meeting the following day. The assistance of sponsorship by the school district proved invaluable. The perceived needs of teachers surveyed were tallied and prioritized to the tenth place for both elementary and secondary teachers. Seven of the 10 most frequently mentioned needs were expressed by both groups. (See Appendix D for prioritized lists of needs by both elementary and secondary teachers).

#### Validity

In order to relate the identified needs to the three stages of teachers' concerns defined by Fuller (1971), several steps were taken. Combining the ten most frequently mentioned needs of both secondary and elementary teachers, the researcher made a composite list of 14 items. These were rewritten into concerns statements to resemble Fuller's statements. The content validity of these statements was tested through the cooperative judgements of a panel of experts in the field of teaching, see Appendix E for a copy of the cover letter and a list of the panel members. Letters explaining the purpose of this study were mailed to the ten experts along with a separate page which contained the 14 concern statements, definitions of Fuller's three stages of concerns (self, task and impact), examples of each type of concern, directions for indicating their judgment, and a self-addressed stamped envelope for the return of the categorized statements.

### Analysis of Data

The 14 most frequently indicated items on the needs assessment survey were tallied according to years of teaching experience, level of teaching (elementary or secondary), and level of perceived need. There were 15 experience-level groups ranging from 1 to 15 plus years. Results of these tallies were analyzed descriptively to ascertain frequency and percentage distribution. To answer the question "Is there a pattern of relationship between years of teaching experience and the developmental stage of teachers' needs?" the Spearman rank-difference method was used to determine the correlation coefficient of these two variables. The concerns statements were ranked 1 to 14 according to the number of respondents who perceived the item as needed to be included in staff development program planning. Years of teaching experience formed the second variable. These were ranked using the separate years from 1 to 14. A confidence level of .05 was adopted for a test of significance. A second Spearman RHO was performed to determine whether a significant relationship difference existed between the needs of elementary and secondary teachers.

## CHAPTER IV

### ANALYSIS OF THE DATA

The information in this chapter has been organized into eight sections: (1) responses to initial needs assessment; (2) responses to all items on the questionnaire according to level of needs recorded and breakdown of responses into elementary and secondary teachers' responses; (3) discussion of responses of elementary teachers by years of experience; (4) discussion of responses of secondary teachers by years of experience; (5) discussion of combined responses by years of experience; (6) discussion of priority of needs and classification according to Fuller's definitions by a panel of experts; (7) statistical analysis using the Spearman coefficient to determine whether a relationship exists between the needs of elementary and secondary teachers and a separate Spearman  $r$  to determine whether there is a relationship between years of teaching experience and developmental stages of teachers' needs; and (8) a summary of the findings.

#### Responses to Initial Needs Assessment

Seven hundred sixty questionnaires were returned from teachers in the 25 schools included in the initial Needs Assessment Survey. Of those returned, 18 (2 percent) did not include the demographic information requested concerning level of teaching and/or years of teaching experience. These were discarded leaving 742 (98 percent) useable

questionnaires. Of these, 413 (55.7 percent) represented elementary teachers and 329 (44.3 percent) represented secondary teachers. Figure 1 is a comparison of elementary and secondary teachers by years of teaching experience.

#### Needs Identified in Needs Assessment Survey

Teachers participating in the Needs Assessment Survey were asked to indicate their level of interest in having each topic included in programs planned for staff development. The three levels of interest were categorized as "need to include", "nice to include", and "not needed". Frequency of response for each item at the three levels of interest is recorded in Table I. The largest number of responses in the "need to be included" category were assigned to the topics of "discipline" and "motivation", with each receiving 543 responses. This was followed by 458 responses for "effective listening". The least number of responses for the "need to be included" category was 46 for the topic "How to use hand-held calculators to solve your consumer and classroom computation problems." This same subject received the greatest number of responses in the "not needed" category, and "motivation" elicited the least number of "not needed" responses.

Questionnaires were then separated according to level of teaching, elementary or secondary. Responses of the elementary teachers to each item at the three levels of interest are recorded in Table II.

Elementary teachers indicated "discipline" to be the most needed topic to be included in plans for staff development programs. This topic received 331 responses. "Motivation" scored a close second with 322. "Effective listening" was the third ranked concern of elementary

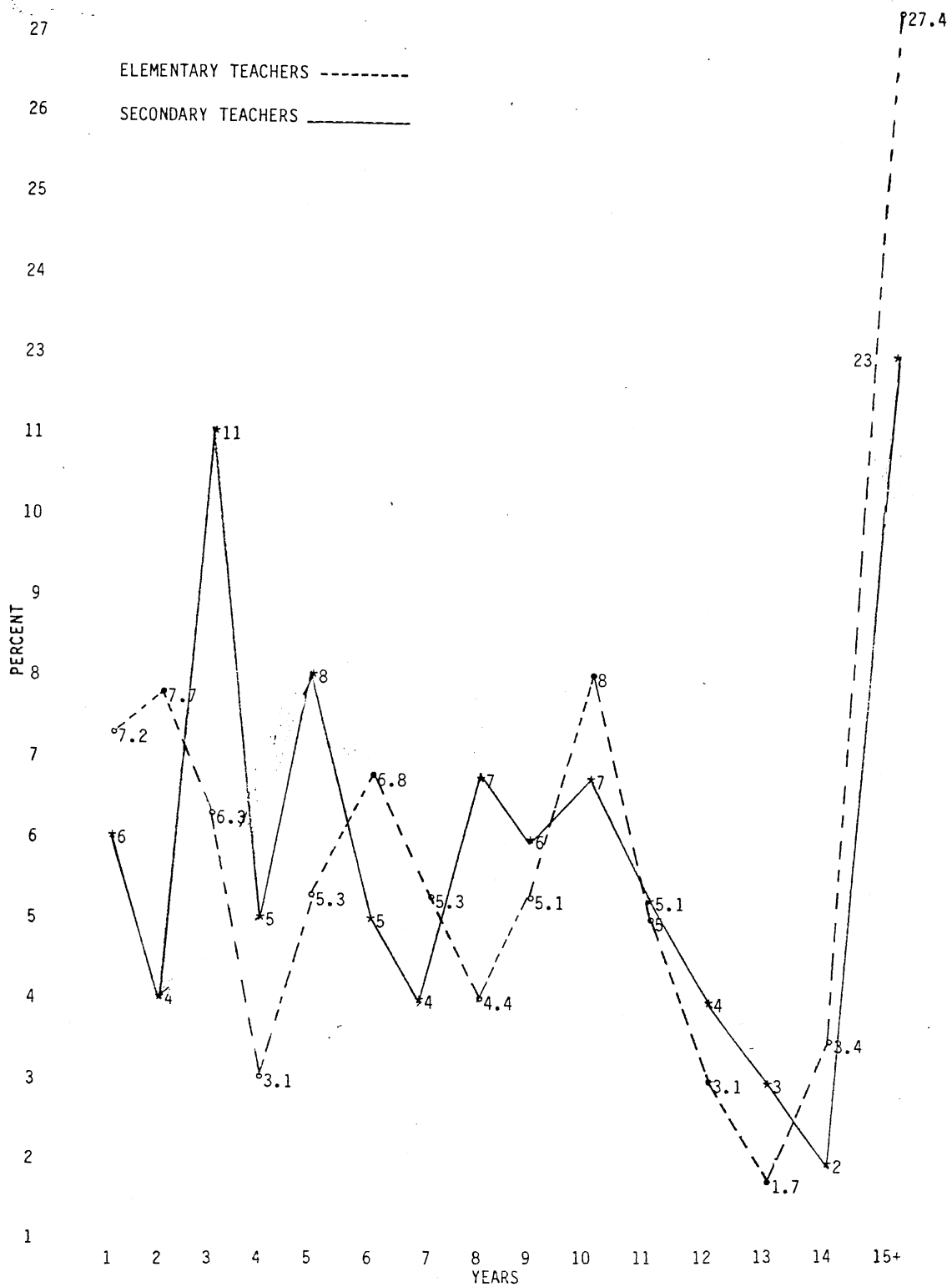


Figure 1. Percentage of Elementary and Secondary Teachers in Survey in each Category of Years of Teaching Experience.



TABLE I  
RESPONSES FOR COMBINED GROUPS

Topic	need to include	nice to include	not needed
Metric education	165	311	177
How to use hand-held calculators to solve your consumer and classroom computation problems	46	207	426
Grant proposal writing	56	126	386
Competency based instruction	148	331	193
Instructional technology	118	332	218
Literacy skills for 1990+	169	293	202
Serving students with multi-cultural backgrounds and specific needs	241	352	124
Individualized approach to teaching: reading, math, science, etc.	365	257	100
Classroom management in individualized instruction (physical arrangement, movement, learning centers)	342	264	99
Communicating with parents	387	300	63
Effective communication (verbal and non-verbal)	404	294	64
Motivation	543	182	32
Discipline	543	178	39
Behavior Modification	393	257	78
Humanizing the classroom	231	310	145
Teaching responsibility	404	242	89
Encouraging creativity	380	288	58
Gifted	321	328	71
Mainstreaming problems	313	306	108

TABLE I (Continued)

TOPICS	need to include	nice to include	not needed
Questioning strategies	114	384	188
Teaching study habits	398	272	67
Effective listening	458	221	57
Assertiveness training	230	334	146
How to understand myself & others	191	336	172
Conflict resolution	222	345	122
Interpreting test scores to parents	253	328	141
CPR workshops	243	357	99
Time management	209	343	149
Make it - Take it activities	297	288	154
Values Clarification	153	351	181
Financial management	205	327	161
Investment planning	240	323	154
Resource management for one-parent families	101	317	258
Effective parenting	214	280	199
Family crisis management	181	329	181
Family support services	143	335	196
Mid-life adjustment	138	313	244
Pre-retirement planning (financial & emotional)	211	319	167
Maximizing leadership effectiveness	131	334	127

TABLE II  
RESPONSES OF ELEMENTARY  
TEACHERS

Topics	need to include	nice to include	not needed
Metric education	103	178	90
How to use hand-held calculators to solve your consumer and classroom computation problems	17	108	264
Grant proposal writing	20	122	238
Competency based instruction	73	194	106
Instructional technology	53	176	142
Literacy skills for 1990+	74	179	124
Serving students with multi-cultural backgrounds and specific needs	149	200	60
Individualized approach to teaching: reading, math, science, etc.	234	139	37
Classroom management in individualized instruction (physical arrangement, movement, learning centers)	236	133	36
Communicating with parents	248	153	27
Effective communication (verbal and non-verbal)	236	143	29
Motivation	322	95	14
Discipline	331	96	16
Behavior Modification	244	136	37
Humanizing the classroom	136	170	77
Teaching responsibility	246	123	45
Encouraging creativity	219	170	21
Gifted	185	195	35
Mainstreaming problems	184	185	45

TABLE II (Continued)

Topic	need to include	nice to include	not needed
Questioning strategies	60	215	107
Teaching study habits	225	152	34
Effective listening	270	129	24
Assertiveness training	130	201	78
How to understand myself & others	112	188	99
Conflict resolution	118	209	67
Interpreting test scores to parents	189	181	49
CPR workshops	134	213	52
Time management	124	200	76
Make it - Take it activities	231	154	41
Values Clarification	73	201	112
Financial management	107	188	100
Investment planning	117	194	102
Resource management for one-parent families	58	196	147
Effective parenting	124	161	114
Family crisis management	105	186	110
Family support services	81	185	120
Mid-life adjustment	85	186	142
Pre-retirement planning (financial & emotional)	105	179	110
Maximizing leadership effectiveness	111	200	83

teachers, receiving 270 responses. The least important topic to be addressed was "the use of hand-held calculators". Next to the bottom was "grant proposal writing". "Use of the calculators" ranked first in the "not needed" category followed by "grant proposal writing". The third ranked "not needed" topic was "instructional technology."

Responses of secondary teachers to each item on the questionnaire at the three levels of interest are recorded in Table III. Secondary teachers indicated by 221 responses that "motivation" was their first choice for topics for inclusion in staff development programs. "Discipline", with 212, ranked a close second. The "teaching of study habits" was the third ranked choice of secondary teachers. As with elementary teachers, the two topics least needed concerned "the use of calculators" and "grant proposal writing". These subjects ranked highest in the "not needed" column, followed by "make-it/ take-it activities."

#### Discussion of Responses of Elementary Teachers

Four hundred thirteen usable questionnaires came from elementary teachers. The number of teachers in each of 15 categories of years of teaching experience is reported in Table IV. One hundred thirteen of the 413 elementary teachers reported 15 or more years of teaching experience. This is 27 percent of the elementary teacher group. The largest single year group represented those in their tenth year of teaching. This totaled 33, accounting for 8 percent of the elementary teachers. The second largest group, numbering 32, were the second year teachers, representing 7.7 percent of the sample. First year teachers ranked fourth with 30, or 7.2 percent of the group. Years 4 and 12 had

TABLE III  
 RESPONSES OF SECONDARY  
 TEACHERS

Topic	need to include	nice to include	not needed
Metric education	62	133	87
How to use hand-held calculators to solve your consumer and classroom computation problems	29	99	162
Grant proposal writing	36	104	148
Competency based instruction	75	137	87
Instructional technology	65	156	76
Literacy skills for 1990+	95	114	78
Serving students with multi-cultural backgrounds and specific needs	92	152	64
Individualized approach to teaching: reading, math, science, etc.	131	118	63
Classroom management in individualized instruction (physical arrangement, movement, learning centers)	106	131	63
Communicating with parents	139	147	36
Effective communication (verbal and non-verbal)	168	106	35
Motivation	221	87	18
Discipline	212	92	23
Behavior Modification	149	121	41
Humanizing the classroom	95	140	68
Teaching responsibility	158	119	44
Encouraging creativity	161	118	37
Gifted	136	133	36

TABLE III (Continued)

Topic	need to include	nice to include	not needed
Mainstreaming problems	129	121	63
Questioning strategies	54	159	81
Teaching study habits	173	120	33
Effective listening	188	92	33
Assertiveness training	100	133	68
How to understand myself & others	79	148	73
Conflict resolution	104	136	55
Interpreting test scores to parents	64	147	92
CPR workshops	109	144	47
Time management	85	143	73
Make it - Take it activities	48	134	113
Values Clarification	80	150	69
Financial management	98	139	61
Investment planning	123	129	52
Resource management for one-parent families	43	131	111
Effective parenting	90	119	85
Family crisis management	76	143	71
Family support services	62	150	76
Mid-life adjustment	53	127	102
Pre-retirement planning (financial & emotional)	106	140	57
Maximizing leadership effectiveness	120	134	44

TABLE IV  
 DISTRIBUTION AND PERCENTAGES  
 OF ELEMENTARY TEACHERS IN  
 SAMPLE BY YEARS TEACHING  
 EXPERIENCE

Years of Teaching Experience	Freq.	%
1	30	7.2
2	32	7.7
3	26	6.3
4	13	3.1
5	22	5.3
6	28	6.8
7	22	5.3
8	18	4.4
9	21	5.1
10	33	8.0
11	21	5.1
12	13	3.1
13	7	1.7
14	14	3.4
15+	113	27.4
Total	413	99.9*

\* Does not equal 100 percent due to rounding



only 13 teachers each, and the smallest group consists of 7 members in the 13 years classification.

Responses of elementary teachers in the "need to be included" column were tallied. From this information, a prioritized list of the top 10 concerns was developed. Heading the list was the topic of "discipline." This was followed by "motivation", and then "effective listening." "Communication with parents" ranked fourth, then "teaching students responsibility." In sixth place was "behavior modification" followed by "classroom management in individualized instruction." "Effective communication" ranked eighth. "An individualized approach to teaching reading, math and science" was ninth, and "make-it/take-it activities" ranked tenth. In order to determine whether teachers' needs follow a developmental progression related to years of teaching experience, responses of the elementary teachers were recorded to identify the number in each category of experience that indicated the topic needed to be included in the planning of staff development programs. This information is reported in Table V.

Of the 30 first year elementary teachers, 26 listed "discipline" and "motivation" as their first choice for inclusion in staff development program planning. Twenty-two felt that becoming a better "manager of the environment for individualized instruction" was needed. Twenty teachers perceived developing skills for conducting "effective parent-teacher conferences" to be needed. A tie for next ranked position included "learning to use behavior modification" and "need for instruction and hands-on experience in developing artistic teaching aids." A three-way tie followed which included "communication", "methods for individualized instruction" and "mainstreaming exceptional children."

TABLE V  
 FREQUENCIES OF GREATEST NEED BY  
 YEARS OF TEACHING EXPERIENCE  
 FOR ELEMENTARY TEACHERS

Years Taught	N	Concerns													
		Discipline	Motivation	Effective Listening	Effective Communication w/Parents	Responsib.	Behavior Mod	Classroom Management	Communication	Individualized Teaching	Make/take Activities	Study Habits	Creativity	Gifted	Mainstreaming
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	30	26	26	14	20	13	19	22	17	17	19	11	15	10	17
2	32	29	22	19	20	14	18	23	16	19	19	13	15	12	14
3	26	16	17	14	14	14	8	15	10	16	13	12	15	9	14
4	13	11	9	8	11	5	8	7	12	7	5	6	7	5	6
5	22	20	18	13	13	11	14	11	12	13	11	12	11	9	9
6	28	16	16	20	12	9	11	12	14	13	18	13	15	10	14
7	22	13	12	11	16	12	11	9	11	10	8	9	9	10	5
8	18	13	12	9	8	11	12	10	7	12	12	9	9	8	8
9	21	17	17	13	11	11	10	12	9	13	11	11	9	9	7
10	33	27	28	23	21	25	21	14	22	15	16	18	21	16	14
11	21	8	9	7	10	9	8	6	8	6	5	8	6	6	5
12	13	10	10	7	7	8	8	8	8	5	7	8	6	7	4
13	7	5	4	5	2	3	5	2	3	3	2	5	3	2	4
14	14	9	11	13	3	10	9	7	7	8	8	10	10	7	5
15+	113	85	82	77	55	67	64	59	53	60	65	69	59	51	51
NT	413														

Next in priority for first year elementary teachers was the topic of "understanding and developing creativity." The four lowest needs in rank order concerned "listening skills", "student responsibility", "study habits", and "gifted students".

Thirty-two second year elementary teachers returned useable questionnaires. "Discipline" was the number one concern of 29 teachers. The next concern was "becoming better classroom managers for individualized instruction". Some topics of moderate concern addressed "motivating students" and "conducting effective parent conferences." The lowest identified need was working with the "gifted student". "Motivation", followed by "discipline" and the need to learn more about "individualized instruction" were the primary concerns of third year elementary teachers. They were least interested in "behavior modification." Fourth year teachers indicated equal interest in "discipline" and "parent conferences" as their chief concern, followed by "motivation". They were least interested in "teaching students responsibility", the "gifted child", and "make-it/take-it activities" as topics for staff development programs.

While "motivation" and "discipline" still dominate first and second ranks, elementary teachers in their tenth year indicated more interest in teaching students a "sense of responsibility" and "learning to use behavior modification" than their less experienced colleagues. Their last ranked needs concerned "individualized teaching" and "mainstreaming exceptional children".

In the thirteenth year category a topic other than "discipline" first surfaced as number one or two. A four-way tie for the greatest

need included "discipline", "effective listening", "behavior modification", and "study habits". They were least concerned about "parent conferences", "classroom management", and "make-it/take-it activities".

One hundred thirteen of the 413 elementary teachers had 15 or more years of teaching experience. This group also indicated greatest concern about "discipline" and "motivation". Effective listening, study habits and responsibility were also of significant interest. This group considered gifted and mainstreaming least important as topics for staff development programs.

#### Responses of Secondary Teachers

Three hundred twenty nine of the 742 useable questionnaires were completed by secondary teachers. In order to determine whether teachers' needs follow a developmental progression related to years of teaching experience, responses of secondary teachers were recorded to identify the number in each category of experience that indicated the topic needed to be included in planning staff development programs. This data is reported in Table VI.

Secondary teachers in most year groups to 13 ranked the topic of "motivation" as most needed and "discipline" as second for staff development programs. Beyond 13 years of teaching experience, those two topics remained at the top of the ranking; however in reverse order.

For first year teachers, topics such as effective listening, study skills, mainstreaming problems and behavior modification took precedence over individualized instruction, creativity and gifted students. They were least interested in "make-it/take-it" activities. Indeed, that topic was of least concern to all experience groups of secondary

TABLE VI  
 FREQUENCIES OF GREATEST NEED BY  
 YEARS OF TEACHING EXPERIENCE  
 FOR SECONDARY TEACHERS

Years Taught	N	Concerns													
		Discipline 1	Motivation 2	Effective Listening 3	Effective communication w/parents 4	Responsib. 5	Behavior Mod 6	Classroom Management 7	Communication 8	Individualized Instruction 9	Make/Take Activities 10	Study Habits 11	Creativity 12	Gifted 13	Mainstreaming 14
1	20	11	12	10	4	7	9	5	7	7	2	9	7	7	9
2	14	6	8	4	9	4	4	4	5	6	1	6	8	7	6
3	36	17	22	16	8	14	7	13	12	16	6	13	13	11	10
4	15	10	11	6	5	5	7	5	7	5	3	5	8	2	4
5	27	13	19	15	7	10	13	7	11	9	3	12	13	10	11
6	15	8	8	7	4	5	7	6	6	8	4	7	7	10	2
7	14	7	7	7	4	7	5	4	5	8	2	4	3	6	5
8	24	12	16	7	9	9	6	6	11	5	5	13	10	8	6
9	20	16	18	11	11	13	13	6	11	7	3	12	10	8	9
10	23	13	14	11	11	9	8	8	11	9	3	10	9	8	9
11	16	9	12	6	7	5	7	4	10	6	2	8	8	6	6
12	12	7	8	9	8	4	7	3	8	4	2	8	8	4	5
13	10	7	8	6	3	5	6	4	4	4	2	4	6	4	5
14	7	4	3	4	3	5	2	3	3	4	0	4	2	5	2
15+	86	49	44	40	29	31	28	22	39	28	5	42	32	29	23
NT	329														

teachers. Only slightly more important to all groups was individualized instruction.

Second year secondary teachers indicated much more interest in learning how to conduct effective parent-teacher conferences than did any other experience group. Also high on their list of priorities were "creativity" and "motivation".

Besides "discipline" and "motivation", third year teachers were also interested in effective listening and individualized instruction. Their concern over conducting parent conferences dropped dramatically from that of second year teachers, from 64 percent to 22 percent.

While motivation stood out as the primary need for fifth year teachers, they were as much interested in programs addressing "creativity" and "behavior modification" as "discipline". Sixth year teachers were the first to depart from "motivation" or "discipline" as primary concerns. This group was most interested in the "gifted student". the topic "mainstreaming problems" was of least concern.

Twelfth year teachers also departed from the majority by naming "effective listening" as their priority for a staff development topic. Their need for programs in "individualized instruction" was very low. Twenty-three percent of the secondary teachers had 15 or more years of teaching experience. After "discipline" and "motivation", they felt a need for "study habits" and "effective listening skills". "Classroom management for individualized instruction" and "mainstreaming exceptional children" were close to the bottom of their "need to be included" category.

Discussion of Combined Responses  
by Years of Experience

Because the teachers with 15 and more years of teaching experience comprised 50.5 percent of the sample, the percentage of responses to all items was highest in that category. Of the single year groups, the highest percentage of interest was found in the tenth year group which represented 5.7 percent of all teachers responding to item number two, "discipline", as first ranked priority for staff development programs. Third year teachers had 5.3 percent of the total, also naming "discipline". This was followed by the interest of first year teachers, representing 5.1 percent, indicating an equal concern over "discipline" and "motivation". These were the only instances of any response by teachers in single year groups which represented more than 5 percent of the total. The number of teachers in each experience group who indicated each need as greatest is reported in Table VII.

The smallest percentage of need representing the combined elementary and secondary teachers was found in the "make-it/take-it" activities in the group with 13 years of experience, showing only .53 percent. Other topics which elicited less than one percent of the total teachers interest were the 13 years groups responses to items 4, 7, 9, and 13. The thirteenth year teachers represented only 4.7 percent of the teacher force in this sample. Others reporting less than one percent of total interest were the eleventh year teachers' responses to item 10, "make-it/take-it" activities; and fourteenth year teachers responses to items 4 and 14, "parent-teacher conferences" and "mainstreaming problems".





Classification of Concerns and Discussion  
of Responses According to Classification  
and Years of Teaching

From the tally of total responses, the 10 greatest needs of elementary and secondary teachers were determined. Three topics preferred by elementary teachers did not rank among the top 10 concerns of secondary teachers. These were: 1) "individualized approach to teaching reading, math, science, etc."; 2) "classroom management in individualized instruction, and 3) "make-it/take-it activities." A prioritized list of elementary teachers' preferences is presented in Table VIII.

Four topics on the secondary teachers' top 10 list did not appear on the elementary teachers list. These were: 1) "teaching study habits"; 2) "encouraging creativity"; 3) "gifted students"; and 4) "mainstreaming problems". A prioritized list of secondary teachers' preferences is presented in Table IX.

Since seven of the same items appeared on both lists, and seven other items appeared on one or the other list, the combination of the two resulted in the list of 14 items. A ranked order listing of topics preferred by the combined elementary teachers is presented in Table X. The items on the composite list were rewritten into concerns statements for classification by a panel of experts. Members of the panel of experts are listed in Appendix E. These statements were classified into categories defined by Fuller as Self Concerns, Task Concerns, and Impact Concerns. (See definitions, Chapter I, pp. 4 and 5.) These statements appear in Appendix F. The panel was divided on item number 8 concerning communication; most classified it as a Task Concern, but almost as many classified it as a Self Concern. This was the only item

TABLE VIII  
TOPICS IN RANK ORDER OF PREFERENCE  
BY ELEMENTARY TEACHERS

Topic	Rank
Discipline	1
Motivation	2
Effective Listening	3
Communicating with Parents	4
Teaching Responsibility	5
Behavior Modification	6
Classroom Management in Individualized Instruction	7.5
Effective Communication	7.5
Individualized Approach to teaching: reading, math, Science, etc.	9
Make it/Take it Activities	10

TABLE IX  
TOPICS IN RANK ORDER OF PREFERENCE  
BY SECONDARY TEACHERS

Topic	Rank
Motivation	1
Discipline	2
Teaching Study Habits	3
Effective Communication	4
Encouraging Creativity	5
Teaching Responsibility	6
Behavior Modification	7
Communicating with Parents	8
Gifted	9
Mainstreaming Problems	10

TABLE X  
 TOPICS IN RANK ORDER OF PREFERENCE  
 FOR COMBINED ELEMENTARY AND  
 SECONDARY TEACHERS

Topic	Rank
Discipline	1.5
Motivation	1.5
Effective Listening	3
Effective Communication	4.5
Teaching Responsibility	4.5
Teaching Study Habits	6.5
Behavior Modification	7
Communicating with Parents	8
Encouraging Creativity	9
Individualized Approach to Teaching Reading, Math, Science, etc	10
Classroom Management in Individualized Instruction	11
Gifted Students	12
Mainstreaming Problems	13
Make-it/Take-it Activities	14

which any expert thought was a Self Concern. The panel determined that statements 1, 3, 4, 6, 7, 9, 10, and 14 expressed Task Concerns, and that items 2, 5, 11, 12 and 13 expressed Impact Concerns.

#### Analysis of Elementary Teachers' Responses

Of the 30 first year elementary teachers who responded to the questionnaire, 26 indicated that they felt that items 1 and 2 "need to be included" in staff development programs. The subject of item 1 was "discipline" which was categorized as a Task Concern by the panel of experts. Item number 2, classified as an Impact Concern, was a statement about motivating students.

The next ranked need by the sample of first year teachers was a Task Concern, number 7, concerning becoming a better manager of the environment for individualized instruction. Ranked fourth was item number 4, a Task Concern about developing skills and confidence in conducting effective parent-teacher conferences. Two other Task Concerns, items 6 and 10, ranked fifth. Three more Task Concerns, items 8, 9, and 14 ranked eighth. Tenth ranked was number 12, an Impact Concern about understanding the nature of creativity and ways of encouraging it in students. Ranked eleventh was concern number 3, a Task Concern about developing effective listening in students. In twelfth place was an Impact Concern, number 5, concerning instilling a sense of responsibility in students. Impact Concerns occupy thirteenth and fourteenth ranks in items 11 and 13 respectively.

The three lowest priority concerns of first year teachers were all Impact Concerns. The greatest number of "not needed" statements by first year teachers were also assigned to an Impact Concern, Number 5,

followed by equally ranked number 11, an Impact Concern, and number 6, a Task Concern. This analysis seems to support Fuller's thesis that Impact Concerns are more likely to be felt by teachers who have taught longer and have had time to resolve most Self Concerns and many Task Concerns.

#### Analysis of Second Year Elementary Teachers' Responses

The second year elementary teachers listed concern number 1, "discipline", to be their greatest need, followed by another Task Concern, number 7. Concerns 2 and 4, which addressed motivation of students and communication with parents, followed in that order. Items 3, 9, and 10 were next and of equal rank. These were identified as Task concerns. (A list of Concern Statements appears in Appendix F.) Two more Task Concerns followed, number 6 and 8 respectively. An Impact Concern, number 12, first appeared in tenth place. Number 14, a Task Concern, and number 5, another Impact Concern, received an equal number of responses. Numbers 11 and 13, two Impact Concerns, rounded out the priorities of second year elementary teachers.

An Impact Concern, number 11, and a Task Concern, number 3, tied for the most "not needed" responses by these teachers, followed by another Impact Concern, number 13. An Impact Concern number 5 and two Task Concerns, numbers 10 and 14, next ranked equally as "not needed". The general pattern of Task Concerns being more important than Impact Concerns for teachers with only two years of teaching experiences seemed to support Fuller's theory of developmental progression of needs, from Self Concerns, through Task Concerns to Impact Concerns.

### Analysis of Third Year Elementary Teachers' Responses

While an Impact Concern, number 2, which deals with the motivation of students occupied the number one position for needs of third year teachers, it was separated by only one response from two Task Concerns, numbers 1 and 9. It also was only one more from the listing of number 7, another Task Concern, tied with number 12, an Impact Concern. Three more Task Concerns, numbers 3, 4 and 14 tied with number 5, an Impact Concern, for the next position. Number 10, another Task Concern was ranked tenth, followed in eleventh place by number 11, an Impact Concern. Numbers 8, 13, and 6 occupied the last three ranks. These were Task, Impact and Task Concerns in respective order.

The most "not needed" responses of third year teachers went to a Task concern, number 10. Six others tied for the next ranked "not needed" position. These were five Task Concerns, numbers 4, 6, 8, 9 and 14, and an Impact Concern, number 5. The least "not needed" formed a five-way tie of items 1, 2, 3, 7 and 13 (three Task and two Impact Concerns). This data represented more of a mixed pattern than did the data for first or second year teachers. Perhaps the progression of needs begins to shift during the third year of teaching experience.

### Analysis of Fourth Year Elementary Teachers' Responses

Three Task Concerns, 8, 1 and 4, occupied the top three concerns of fourth year teachers. These were followed by an Impact Concern, number 2; then a two-way tie between items 3 and 6, two more Task Concerns. A

three-way tie involving two Task Concerns, 7 and 1, and an Impact Concern, Number 12, ranked next. Another mix of Task and Impact, items 11 and 14, were tied for positions 10 and 11. A three-way tie for bottom position was shared by 5, 10 and 13 (one Task and two Impact Concerns). The overall pattern again was mixed.

#### Analysis of Tenth Year Elementary Teachers' Responses

To shift significantly in experience, the next group to be analyzed were those elementary teachers with 10 years of teaching experience. The Impact Concern, item number 2, ranked number 1, followed closely by item number 1, a Task Concern. Item 5, another Impact concern, ranked third. In fourth and fifth places were items 3 and 8, both Task Concerns. Two Task Concerns, 4 and 6, tied with Impact Concern 12 for the next position. Item 11, an Impact Concern, ranked ninth. Items number 10 and 13, Task and Impact respectively, tied for next position. Number 9, a Task Concern, ranked twelfth, and a two-way tie for last place was shared by items 7 and 14, both Task Concerns. The four most "not needed" were all Task concerns, and of those getting no responses as "not needed", two were Task and one was Impact. There were very few teachers in the 10 year experience category who considered any Impact Concern as "not needed". Only five of the 451 responses made by elementary teachers with 10 years experience listed any Impact Concern as not needed.

Analysis of Responses of Elementary  
Teachers With Thirteen  
Years Experience

The smallest group of elementary teachers surveyed fell into the category with 13 years of teaching experience. In this group, items 1, 3, 6 and 11 all tied for first position as most needed. The first three items are Task Concerns, and item 11 is an Impact Concern. Item number 2, an Impact Concern, and item number 14, a Task Concern, tied for next position. A four-way tie for two Task and two Impact Concerns, items 5, 8, 9 and 12 followed. The final four positions were also a tie between items 4, 7 and 10 (Task Concerns) and 13 (Impact Concern). The most "not needed" were three Task Concerns, items 6, 7, and 8. Items 3 and 9, Task Concerns, did not receive any "not needed" responses, whereas the Impact Concerns all received one "not needed" response.

Analysis of Responses From Elementary  
Teachers with Fifteen-Plus Years  
of Experience

More than 100 respondents, over 25 percent of the elementary teachers surveyed, fell into the 15 plus years of experience category. Of 1504 responses recorded from this group, the greatest number listed item 1, a Task Concern addressing discipline, as the most needed. This was followed closely by an Impact concern, item number 2, which addressed the topic of motivation. Another Task Concern, item number 3, was in third place, followed by two Impact Concerns, items 11 and 5. These were followed by three more Task Concerns, items 10, 6 and 9 in



that order, then an Impact Concern, number 12, and a Task Concern, number 7, tied for ninth place. Items 4 and 8, two Task Concerns, ranked tenth and eleventh. Item 13, an Impact Concern, ranked thirteenth, and item 14, a Task Concern, fourteenth.

The vast majority of the 122 responses of teachers with 15 plus years of teaching experience listed Task Concerns as more "not needed" than Impact Concerns (86 to 36). While the results indicated a mixed response, the Impact Concerns took 58 percent of the most needed responses for these teachers, compared to 42 percent for Task Concerns. These results also support Fuller's theory of the developmental progression of teachers' needs.

#### Analysis of Secondary Teachers' Responses

A total of 329 useable questionnaires were returned by secondary teachers. This was 44.3 percent of the sample. Table XI shows the distribution according to years of teaching experience.

#### Analysis of Responses of First Year

##### Secondary Teachers

Motivation, an Impact Concern, was the greatest need for first year secondary teachers, followed closely by item number 1, a Task Concern about "discipline". Item 3, a Task Concern ranked third, followed by a three-way tie between items 6, 11 and 14. Those were classified as Task, Impact, Task respectively. A five-way tied ranked next, consisting of items 5, 8, 9, 12 and 13. These represented two Task and three Impact concerns. Twelfth rank went to item 7, thirteenth to number 4, and fourteenth to item number 10. These were all Task Concerns.

TABLE XI  
 DISTRIBUTION AND PERCENTAGES OF SECONDARY  
 TEACHERS IN SAMPLE BY YEARS  
 OF TEACHING EXPERIENCE

Years of Teaching Experience	Freq.	%
1	20	6.1
2	14	4.2
3	36	10.9
4	15	4.6
5	27	8.2
6	15	4.6
7	14	4.2
8	24	7.3
9	20	6.1
10	23	6.9
11	16	4.9
12	12	3.6
13	10	3.0
14	7	2.1
15+	76	23.1
Total	329	99.8*

\* Does not equal 100 percent due to rounding

Unlike the priorities of elementary teachers, the three lowest priorities of secondary teachers of this experience level were all task concerns. The two items that received the most "not needed" responses of the first year secondary teachers were Impact Concerns, items 5 and 11.

#### Analysis of Responses of Second Year

##### Secondary Teachers

A Task Concern, item number 4, ranked first with second year secondary teachers, followed by a tie between two Impact Concerns, items 2 and 12. Another Impact Concern, item 13, ranked fourth, followed by a four-way tie between items 1, 9, 11 and 14, three Task and one Impact Concern. In ninth place was Task Concern number 8, followed by another four-way tie between items 3, 5, 6, and 7, again three Task and one Impact Concern.

#### Analysis of Responses of Third Year

##### Secondary Teachers

The largest single year group of secondary teachers in the sample had three years of teaching experience. Like first year teachers, their first two concerns were "motivation" and "discipline. These were followed by a tie between 3 and 9, both Task concerns. An Impact Concern, number 5 ranked next, followed by a three-way tie between 7, 11 and 12. Item 7 was a Task Concern, and the other two were Impact Concerns. Item 8, a Task Concern was followed by 13, an Impact Concern, with item 14 next in eleventh place. Three Task Concerns, 4, 6 and 10 occupied the final three ranks in that order.

Two Task Concerns, items 14 and 10 ranked first and second as "not needed" by third year teachers. Items 1 and 2, their highest priority for needed, received no "not needed" responses from the group. Of twenty-nine "not needed" responses, 7 went to Impact Concerns. As with the elementary teachers' concerns, the pattern of needs seems to begin to shift with the third year of teaching experience.

#### Analysis of Tenth Year Secondary Teachers' Responses

Among the group with 10 years of teaching experience, the greatest need was an Impact Concern, item number 2. Task Concerns 1, 3, 4 and 8 follow before another Impact Concern, item 11 emerged. A four-way tie between two Task and two Impact Concerns followed in items 5, 9, 12 and 14. A three-way tie next involved two Task Concerns and one Impact, items 6, 7 and 13. In last place was item 10, a Task concern.

The two most "not needed" items were Task Concerns, 9 and 10. Twenty of the 58 "not needed" responses were assigned to Impact Concerns, with 38 going to Task Concerns. Of the 303 responses made by tenth year secondary teachers, only 20 assigned any Impact Concern to the "not needed" category.

#### Analysis of Responses of Secondary

##### Teachers With Fifteen-plus

##### Years of Experience

This most experienced group of secondary teachers considered discipline to be the most needed topic for staff development. "Motivation" and "study habits", two Impact Concerns ranked second and third. In fourth place was item 3, a Task Concern, followed by item 8, another

Task Concern addressing communication. Two Impact Concerns, items 12 and 5 ranked next in sixth and seventh places. A two-way tie between item 4 and 13 occupied 8 and ninth places. Two Task Concerns, 6 and 9 tied for next position, while items 14, 7 and 10 occupied the final three places in that order. The final six items were all Task Concerns. Only 34 "not needed" responses were given to an Impact Concern. This general pattern of more experienced teachers being more concerned about Impact Concerns seems to support Fuller's theory about a developmental progression of teachers' needs.

#### Analysis of Responses in Relationship to Classification and Years of Teaching Experience

The frequency distribution and percentages of all teachers' responses to each need according to 15 experience groups is reported in Table XII. The Classification of concern that ranked highest and lowest in the 15 experience groups is recorded in Table XIII.

Combining first and second year teachers' responses, their greatest need was for concern number 1, a Task Concern about discipline. Third year teachers listed an Impact Concern number 2, as their greatest need. Their least important was item 6, a Task Concern about behavior modification. Fourth year teachers also listed item number 1 as their greatest concern. Item 13, an Impact Concern about gifted students, was at the bottom of their concerns. Fifth year teachers listed item 2, "motivation", at the top of their concerns, and item 13 at the bottom. Both were Impact Concerns.

Sixth year teachers reported a first rank tie between items 1 and 2

TABLE XII  
NUMBER AND PERCENTAGE OF TEACHERS  
LISTING EACH NEED AS GREATEST

Need	Years															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+	
Discipline																
N	37	35	33	21	33	24	20	25	33	40	17	17	12	13	134	
%	5.1	4.7	4.4	2.8	4.4	3.2	2.7	3.4	4.4	5.4	2.3	2.3	1.6	1.8	18.1	
Motivation																
N	38	30	39	20	37	24	19	28	35	42	21	18	12	14	126	
%	5.1	4.0	5.3	2.7	5.0	3.2	2.6	3.8	4.7	5.7	2.8	2.4	1.6	1.9	17.0	
Effective Listening																
N	24	23	30	14	28	27	18	16	24	34	13	16	11	17	117	
%	3.2	3.1	4.0	1.9	3.8	3.6	2.4	2.2	3.2	4.6	1.8	2.2	1.5	2.3	15.8	
Communication with Parents																
N	24	29	22	16	20	16	20	17	22	32	17	15	5	6	84	
%	3.2	3.9	3.0	2.2	2.7	2.2	2.7	2.3	3.0	4.3	2.3	2.0	.7	.8	11.3	
Teaching Responsibility																
N	20	18	28	10	21	14	19	20	24	34	14	12	8	15	98	
%	2.7	2.4	3.8	1.3	2.8	1.9	2.6	2.7	3.2	4.6	1.9	1.6	1.1	2.0	13.2	
Behavior Modification																
N	28	22	15	15	27	18	16	18	23	18	15	15	12	11	92	
%	3.8	3.0	2.0	2.0	3.6	2.4	2.2	2.4	3.1	2.4	2.0	2.0	1.6	1.5	12.4	

TABLE XII (Continued)

Need	Years														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+
<b>Classroom Management</b>															
N	27	27	28	12	18	18	13	16	18	22	10	11	6	10	81
%	3.6	3.6	3.8	1.6	2.4	2.4	1.8	2.2	2.4	3.0	1.3	1.5	.8	1.3	10.9
<b>Communication</b>															
N	24	21	22	19	23	20	16	18	20	33	18	16	7	10	92
%	3.2	2.8	3.0	2.6	3.1	2.7	2.2	2.4	2.7	4.4	2.4	2.0	.9	1.3	12.4
<b>Individualized Teaching</b>															
N	24	25	32	12	22	21	18	17	20	24	12	9	7	12	88
%	3.2	3.4	4.3	1.6	3.0	2.8	2.4	2.3	2.7	3.2	2.3	1.2	.9	1.2	11.9
<b>Make-it/Take-it Activities</b>															
N	21	20	19	8	14	22	10	17	14	19	7	9	4	8	70
%	2.8	2.7	2.6	1.1	1.9	3.0	1.3	2.3	1.9	2.6	.9	1.2	.5	1.1	9.4
<b>Study Habits</b>															
N	18	19	25	11	24	20	13	22	23	28	16	16	9	12	111
%	2.4	2.6	3.4	1.5	3.2	2.7	1.8	3.0	3.1	3.8	2.2	2.2	1.2	1.6	15.1
<b>Encouraging Creativity</b>															
N	22	23	28	15	24	22	12	19	19	30	14	14	9	12	91
%	3.0	3.1	3.8	2.0	3.2	3.0	1.6	2.6	2.6	5.0	1.9	1.9	1.2	1.6	12.3

TABLE XII (Continued)

Need	Years															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+	
Gifted Students																
N	17	19	20	7	19	20	16	16	17	24	12	11	6	12	80	
%	2.3	2.6	2.7	.9	2.6	2.7	2.2	2.2	2.3	3.2	1.6	1.5	.8	1.6	10.8	
Mainstreaming Problems																
N	22	20	24	10	20	16	10	14	16	23	11	9	9	7	74	
%	3.5	2.7	3.2	1.3	2.7	2.2	1.3	1.9	2.2	3.1	1.5	1.2	1.2	.9	10	



TABLE XIII  
 HIGHEST AND LOWEST TYPE CONCERNS  
 BY 15 EXPERIENCE GROUPS

Years of Teacher Experience	Highest Ranked Concern	Class	Lowest Ranked Concern	Class
1	2 Motivation	Impact	13 Gifted	Impact
2	1 Discipline	Task	5 Responsibility	Impact
3	2 Motivation	Impact	6 Behavior Modification	Task
4	1 Discipline	Task	13 Gifted	Impact
5	2 Motivation	Impact	13 Gifted	Task
6	1 & 2 Discipline & Motivation	Task & Impact tie	5 Responsibility	Impact
7	1 Discipline	Task	10 & 14 Make-it/Take-it, Mainstreaming	Task Task
8	2 Motivation	Impact	14 Mainstreaming	Task
9	2 Motivation	Impact	10 Make-it Take-it	Task
10	2 Motivation	Impact	6 Behavior Modification	Task
11	2 Motivation	Impact	10 Make-it Take-it	Task
12	2 Motivation	Impact	9, 10, 14 Individualized Teaching, Make-it/Take-it Mainstreaming	Task Task Task
13	1, 2, 6, Discipline, Motivation, Behavior Modification	Task, Impact, Task Tie	10 Make-it/Take-it	Task
14	3 Listening skills	Task	4 Parent Conferences	Task
15+	1 Discipline	Task	10 Make-it/Take-it	Task

and their lowest concern was an Impact Concern about teaching responsibility, item number 5. Seventh year teachers' responses record number 1 as their number one choice. Last choice went to two Task Concerns, items 10 and 14. Eighth year teachers listed item 2, "motivation", as their greatest concern, and item 14, "mainstreaming problems," as their least. Ninth year teachers agreed with many others that motivation was of paramount importance. Item number 10, "make-it/take-it activities" was at the bottom of their list.

With 10 and 11 years of experience, teachers still perceived motivation as the most needed topic for staff development. Tenth year teachers were least interested in behavior modification, item number 6; while eleventh year teachers were least concerned about item 10 "make-it/take-it" activities.

"Motivation" was in first place for twelfth year teachers, and there was a three-way tie between 9, 10, and 14 for last place. a three-way tie for top position between items 1, 2, and 6 surfaced in the data for teachers with 13 years of experience. Item number 10 was in last position. Teachers with 14 years of experience were the only ones to list item 3 in top position. Item 3 was a Task Concern about "effective listening". Their least concern was item number 4, "communicating with parents". The group of teachers with 15 and more years of teaching were grouped together, and their responses put number 1, "discipline", in first place and number 10 in last place.

Analysis of this information indicated that Impact Concerns were the greatest needs between three and 10 years of teachers experience. Task Concerns seemed to be most important during the first two years of teaching and after 10 years. Impact concerns were very unimportant up

to the sixth year of teaching; however, after six years they were never at the bottom of the scale of concerns.

#### Discussion of the Spearman Analysis

Since the primary purpose of this study was to obtain information which would help planners of staff development programs for public school teachers offer programs relevant to teachers' needs, a test was indicated to determine whether a significant relationship existed between the needs of elementary teachers and secondary teachers. The Spearman  $r$  was performed using the ranking of the 14 concerns by elementary and secondary teachers. The formula for the Spearman coefficient is  $r_s = 1 - \frac{6D^2}{N(N^2-1)}$  where  $r_s$  is the coefficient,  $D^2$  is the sum of the squared differences between ranks, and  $N$  is the number of paired ranks.

In order to test whether the obtained  $r_s$  of .537 was significantly different from zero, or whether the correlation coefficient was due to chance or sampling error, Table D in Bartz (1981, p. 405) was consulted. The value for  $r_s$  at the .05 level of significance was .545. The correlation of differences between elementary and secondary teachers was not significant. This data is presented in Table XIV.

A second Spearman  $r$  was performed using the concerns statements as ranked by all teachers and the years of experience using the single years from one to 14. The Spearman  $r$  of .698 was significant at the .05 level, so it can be concluded that there was a significant relationship in ranking of concerns based on years of teaching experience. This data is presented in Table XV.

TABLE XIV  
 SPEARMAN R FOR ELEMENTARY AND SECONDARY  
 TEACHERS BY CONCERN

CONCERN	SECONDARY		ELEMENTARY		D	D <sup>2</sup>
	NUMBER	RANK	NUMBER	RANK		
1	49	1	85	1	0	0
2	44	2	82	2	0	0
3	40	4	77	3	1	1
4	29	8.5	55	11	2.5	13.75
5	31	7	67	5	2	4
6	28	10.5	64	7	3.5	12.25
7	22	13	59	9.5	3.5	12.25
8	39	5	53	12	7	49
9	28	10.5	60	8	2.5	13.75
10	5	14	65	6	8	64
11	42	3	69	4	1	1
12	32	6	59	9.5	3.5	12.25
13	29	8.5	51	13.5	5	25
14	23	12	51	13.5	1.5	2.25
						D <sup>2</sup> = 210.50

P < .05  
 r = .537

TABLE XV  
SPEARMAN TEST FOR YEARS OF  
EXPERIENCE BY CONCERN

Concern	Rank	Years Taught	D	D <sup>2</sup>
1	1	1	0	-
2	2	2	0	-
3	3	3	0	-
4	10	4	6	36
5	5	5	0	-
6	6.5	6	.5	.25
7	11	7	4	16
8	6.5	8	1.5	2.25
9	9	9	0	-
10	14	10	4	16
11	4	11	7	49
12	8	12	4	16
13	12	13	1	1
14	13	14	1	1
			D <sup>2</sup> =	<u>137.50</u>

P < .05  
r = .698

### Summary of Findings

The purposes of this study were: 1) to identify the needs of teachers in a particular school district, 2) to classify the identified needs according to Fuller's definitions of Self Concerns, Task Concerns, or Impact Concerns, 3) to determine the developmental stages of the teachers in the sample, and 4) to determine whether a relationship exists between years of teaching experience and the developmental stages of teachers' needs.

To accomplish the first objective a needs assessment survey was conducted in 25 schools. Seven hundred sixty questionnaires were returned and 98 percent, or 742, contained all demographic information needed for the entire study. Five hundred forty three teachers listed the topics of discipline and motivation as their greatest concerns. The tally results were tied. When this was broken down into elementary and secondary teachers' responses, "discipline" received nine more responses than "motivation" from elementary teachers. Secondary teachers gave top priority to "motivation", but only nine responses separated it from "discipline". Eighty percent of the elementary teachers considered "discipline" the greatest concern. Sixty-four percent of the secondary teachers put "discipline" in first place. Sixty-seven percent of the secondary teachers considered motivation most important compared to 78 percent of the elementary teachers. Each item on the survey instrument was tallied according to the respondent's level of teaching, years taught, and degree of interest in the topic.

To accomplish the second purpose, a panel of experts classified the 14 greatest concerns according to Fuller's definitions of Self, Task and Impact Concerns. The panel was divided between the classification

of Self and Task for the topic of communication. They classified as Impact Concerns topics dealing with motivation of students, teaching responsibility, teaching study habits, developing creativity and developing the potential of gifted students. Topics which were classified as Task Concerns dealt with discipline, listening skills, parent conferences, behavior modification, managing the classroom environment for individualized instruction, communication, individualized instruction, make-it/take-it activities, and mainstreaming problems.

To determine the developmental stages of the teachers in the sample, information from the questionnaires was tallied for each according to experience level of respondent and level of interest the respondent expressed in having the topic included in staff development programs. The majority of teachers with 1, 3, 7, 11, 14, and 15 plus years of experience listed a Task Concern as the one they felt most needed to be included in planning staff development programs. Teachers with 3, 5, 8, 9, 10, and 12 years of experience indicated an Impact Concern. Ties between Task and Impact exist in sixth and thirteenth year groups.

To determine whether a relationship exists between developmental stages of teachers' concerns and their years of teaching experience, and whether the needs of elementary teachers are significantly different from those of secondary teachers, two Spearman rank difference tests were performed. The first was found to be significant at the .05 level. The second was not.

Impact concerns emerged as the greatest needs of teachers with between three and 10 years of teaching experience. Task concerns were most important during the first two years and after 10 years of teaching. Impact Concerns are very unimportant up to six years of

teaching; however, an Impact Concern never appeared in the "not needed" column with teachers beyond six years of experience.

In general, the findings of this study supported Fuller's theory that teachers' needs follow a developmental sequence from Self Concerns, to Task and then to Impact concerns. Teachers need to resolve one level of concern before they can address a higher level. There were teachers in the sample at both Task and Impact Concern level.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the areas of greatest need for public school teachers, and to relate these to the developmental stages of teachers in order to provide information that would assist personnel responsible for planning staff development programs to plan programs that would be relevant to teachers in all stages of professional development. This chapter will present a summary of the study, conclusions, and recommendations.

#### Summary

In order to accomplish the stated purpose, this study was conducted in two stages; first a determination of needs, and secondly, a classification and analysis of these needs according to Fuller's (1971) theory of a developmental sequence to teachers' needs. This researcher developed a needs assessment survey instrument for the participating school district. Demographic information requested included level of teaching (elementary or secondary) and years of teaching experience. The sample consisted of certified teachers in the 25 schools comprising one school district. Seven hundred sixty questionnaires were returned and 742 were useable for the entire study. The respondents were asked to indicate their level of interest in each topic's being included in

staff development programs. A Likert-type response scale was used. Information from all 760 questionnaires was tallied and the ten greatest needs of both elementary and secondary teachers were derived. A composite list contained 14 topics.

A panel of experts classified these topics according to Fuller's (1971) definitions of teachers' concerns as Self, Task and Impact. Data were analyzed to report the frequency distributions and percentages of each year's respondents to the 14 topics. A rank order list of concerns and classifications was derived for both elementary and secondary teachers. The Spearman  $r$  test was conducted to determine the relationship between concerns of elementary and secondary teachers. A second Spearman  $r$  was conducted to discover whether a relationship existed between developmental stages of teachers' concerns and years of teaching experience.

In general, the findings of this study supported Fuller's theory that teachers' needs follow a developmental sequence. The findings from this particular sample indicate that there was a relationship between years of teaching experience and stage of development from Self through Task to Impact Concerns. Task Concerns were most important during the first two years of teaching and after ten years of experience. This latter phenomenon was not suggested in Fuller's work. Impact concerns provided the greatest interest for teachers between three and ten years of experience. The teachers in the sample of this study were in both Task and Impact level of concern about their teaching. The number of teachers dropped significantly between the third and fourth year of teaching in the surveyed school district.

## Conclusions

Several conclusions can be drawn from the results of this study:

1. Teachers in the school district surveyed have both Task and Impact Concerns about their teaching.

2. There was a relationship between years of teaching experience and a teacher's type of concerns about his/her teaching. This appeared to correspond to Fuller's progression from Self through Task to Impact Concerns.

3. The difference between years of teaching experience was more significant than a teacher's level of teaching in determining that teacher's concerns about his/her teaching.

4. An overwhelming majority of both elementary and secondary teachers considered discipline a great concern. Eighty percent of the elementary teachers and 64 percent of the secondary teacher surveyed indicated that discipline was a topic which needed to be included in staff development programs.

5. Motivation was the other outstanding concern of all teachers in this study.

6. Task concerns such as discipline, listening skills, parent conferences, behavior modification, managing the classroom environment for individualized instruction, communication, individualized instruction, "make-it/take-it" activities and mainstreaming problems prevailed during the first two years of teaching.

7. Impact concerns such as motivating students, teaching students responsibility, developing creativity, teaching study habits, and developing the potential of gifted students were most important with teachers between three and ten years of teaching.

8. Impact concerns were very unimportant to teachers up to the sixth year of teaching.

9. Although task concerns re-emerge as primary after ten years of teaching, impact concerns were never considered "not needed" by any teacher with over six years of experience.

#### Recommendations

Numerous recommendations emerge as a result of this study. Recommendations for practice are:

1. Teachers should be included in deciding what topics are to be addressed in staff development programs, and how, and when and where these programs are to be conducted.

2. Programs dealing with discipline and motivation should be provided for both elementary and secondary teachers.

3. First and second year teachers should be assisted in resolving their Task Concerns.

4. Programs on a variety of topics, some related to task concerns, some to Impact should be available during staff development workshops.

5. Teachers should be free to choose the workshop they want to attend.

Recommendations for further research:

1. A study of the attrition rate of third year teachers would be of interest.

2. A study should be made of the needs of teachers with more than ten years of experience to try to determine the reason for the regression to Task Concerns at that stage.

3. A study of teachers with more than ten years of experience might focus on their continuing education patterns.

4. A study of teachers' needs after ten years of teaching might investigate the relationship of predictable adult crises to the return to Task Concerns after ten years of experience.

5. A study of teacher burnout should be related to years of teaching and professional continuing education.

6. Further research on the theory of the developmental progression of concerns would be helpful to educators.

7. A study of why discipline is such a problem is indicated.

8. Further research relating the continuing education needs of adults in other professions to Fuller's theory of a developmental progression of needs might be warranted.

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APPENDIX A

TEACHER CONCERN QUESTIONNAIRE

## TEACHER CONCERNS QUESTIONNAIRE

Frances Fuller and Archie George

Research and Development Center for Teacher Education  
The University of Texas at Austin

1. Name \_\_\_\_\_  
Male \_\_\_\_\_ Female \_\_\_\_\_ Age \_\_\_\_\_ Date Completed \_\_\_\_\_
2. Circle the one that best describes your teaching experience:
- |  |                                   |
|--|-----------------------------------|
| 1. No education courses and no formal classroom observation or teaching experience | 4. Presently student teaching     |
| 2. Education courses but no formal observation or teaching experience              | 5. Completed student teaching     |
| 3. Education courses and observation experience but no teaching                    | 6. Presently an inservice teacher |
3. If you are a student:  
Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Graduate \_\_\_\_\_
4. The level you plan to teach (if student) or are now teaching (if inservice):  
Preschool \_\_\_\_\_ Elementary \_\_\_\_\_ Junior High \_\_\_\_\_ Senior High \_\_\_\_\_  
College \_\_\_\_\_ Other \_\_\_\_\_
5. If currently teaching:  
Average number of students you teach per class: \_\_\_\_\_  
Number of years teaching experience: \_\_\_\_\_

Directions: This checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

We consider to be "concerned" about a thing if you think about it frequently and would like to do something about it personally. You are not concerned about a thing simply because you believe it is important --if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about problems, but you may also be concerned about opportunities which could be realized. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of

view. In short, you are concerned about it if you often think about it and would like to do something about it.

Read each statement, then ask yourself;

WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned

2 = A little concerned

3 = Moderately concerned

4 = Very concerned

5 = Extremely concerned

1. Lack of instructional material.....1 2 3 4 5
2. Feeling under pressure too much of the time.....1 2 3 4 5
3. Doing well when a supervisor is present.....1 2 3 4 5
4. Meeting the needs of different kinds of students.....1 2 3 4 5
5. Too many noninstructional duties.....1 2 3 4 5
6. Diagnosing students learning problems.....1 2 3 4 5
7. Feeling more adequate as a teacher.....1 2 3 4 5
8. Challenging unmotivated students.....1 2 3 4 5
9. Being accepted and respected by professional persons.....1 2 3 4 5
10. Working with too many students each day.....1 2 3 4 5
11. Guiding students toward intellectual and emotional growth.1 2 3 4 5
12. Whether each student is getting what he needs.....1 2 3 4 5
13. Getting a favorable evaluation of my teaching.....1 2 3 4 5
14. The routine and inflexibility of the teaching situation...1 2 3 4 5
15. Maintaining the appropriate degree of control.....1 2 3 4 5

Please use this space for any comments  
or to express additional concerns.

Thank you

APPENDIX B

STAFF DEVELOPMENT NEEDS  
ASSESSMENT INSTRUMENT

MIDWEST CITY-DEL CITY SCHOOLS  
STAFF DEVELOPMENT NEEDS ASSESSMENT

SCHOOL \_\_\_\_\_

POSITION \_\_\_\_\_

GRADE LEVEL and/or SUBJECT \_\_\_\_\_

NUMBER OF YEARS EXPERIENCE \_\_\_\_\_

Dear Fellow Staff Member:

House Bill #1706, passed in June, 1980, mandates the establishment of staff development programs to help teachers enrich their professional abilities.

To identify areas of interest for staff development, please indicate your level of interest in the following topics which might be used for in-service workshops in 1981-82.

<u>TOPICS</u>	need to include	to nice include	to not needed
Metric education			
How to use hand-held calculators to solve your consumer and classroom computation problems			
Grant proposal writing			
Competency based instruction			
Instructional technology			
Literacy skills for 1990+			
Serving students with multi-cultural backgrounds and specific needs			
Individualized approach to teaching: reading, math, science, etc.			
Classroom management in individualized instruction (physical arrangement, movement, learning centers)			
Communicating with parents			
Effective communication (verbal and non-verbal)			
Motivation			
Discipline			

<u>TOPICS</u>	<u>need to include</u>	<u>nice to include</u>	<u>not needed</u>
<u>Behavior Modification</u>			
<u>Humanizing the classroom</u>			
<u>Teaching responsibility</u>			
<u>Encouraging creativity</u>			
<u>Gifted</u>			
<u>Mainstreaming problems</u>			
<u>Questioning strategies</u>			
<u>Teaching study habits</u>			
<u>Effective listening</u>			
<u>Assertiveness training</u>			
<u>How to understand myself &amp; others</u>			
<u>Conflict resolution</u>			
<u>Interpreting test scores to parents</u>			
<u>CPR workshops</u>			
<u>Time management</u>			
<u>Make it - Take it activities</u>			
<u>Values Clarification</u>			

SUGGESTIONS FOR INDIVIDUAL PERSONAL DEVELOPMENT

<u>Financial management</u>			
<u>Investment planning</u>			
<u>Resource management for one-parent families</u>			
<u>Effective parenting</u>			
<u>Family crisis management</u>			
<u>Family support services</u>			

SUGGESTIONS FOR INDIVIDUAL PERSONAL DEVELOPMENT (cont.)

<u>TOPICS</u>	need to include	nice to include	not needed
Mid-life adjustment			
Pre-retirement planning (financial & emotional)			
Maximizing leadership effectiveness			
OTHER TOPICS IN WHICH I AM INTERESTED:			

HOW WOULD YOU PREFER TO EARN YOUR 15 STAFF DEVELOPMENT POINTS FOR NEXT YEAR? (Indicate your 1st, 2nd, 3rd, and 4th choice).

- Local in-service workshop
- College courses
- Specialized field -Clinics
- Other (Please specify) \_\_\_\_\_

APPENDIX C

SCHOOLS INCLUDED IN THE  
STAFF NEEDS ASSESSMENT



Schools included in the survey of teacher needs for this study

ELEMENTARY SCHOOLS

Cleveland Bailey Elementary School  
Barenes Elementary School  
Country Estates Elementary School  
Del City Elementary School  
East Side Elementary School  
Epperly Heights Elementary School  
Highland Park Elementary School  
Parkview Elementary School  
Pleasant Hill Elementary School  
Ridgecrest Elementary School  
Soldier Creek Elementary School  
Sooner-Rose Elementary School  
Steed Elementary School  
Tinker Elementary School  
Townsend Elementary School  
Traub Elementary School  
West Side Elementary School

JUNIOR HIGH SCHOOLS

Carl Albert Junior High School  
Del Crest Junior High School  
Jarman Junior High School  
Kerr Junior High School  
Monroney Junior High School

Senior High School

Carl Albert Senior High School  
Del City Senior High School  
Midwest City Senior High School

APPENDIX D

RESULTS OF STAFF DEVELOPMENT SURVEY

Midwest City-Del City Schools  
Staff Development Needs Assessment

Survey Results

Elementary (top 10)

Discipline  
Motivation  
Effective listening  
Communicating with Parents  
Teaching responsibility  
Behavior modification  
Classroom management in individualized instruction  
(physical arrangement, movement, learning centers)  
Effective communication (verbal and non-verbal)  
Individualized approach to teaching: reading, math, science, etc.  
Make it -Take it activities

Secondary (top 10)

Motivation  
Discipline  
Teaching study habits  
Effective communication (verbal and non-verbal)  
Encouraging creativity  
Teaching responsibility  
Behavior modification  
Communicating with Parents  
Gifted  
Mainstreaming problems

APPENDIX E  
COVER LETTER AND LIST OF  
PANEL OF EXPERTS

3601 Rolling Lane Circle  
Midwest City, Oklahoma 73110  
September 13, 1982

Dear \_\_\_\_\_ :

I am pursuing an Ed.D at Oklahoma State University. My dissertation involves a study of needs of public school teachers. Having gathered information from over 900 teachers in an Oklahoma School district, I wish to classify this data according to the three categories defined by Dr. Frances Fuller in her studies at the Research and Development Center for Teacher Education at the University of Texas in Austin. In order to do this, I have written the identified needs into statements similar to those used by Fuller and her Teacher Concerns Questionnaire. Fuller theorized that there is a developmental sequence of teachers' needs. She categorized these as Self, Task and Impact Concerns.

I am writing to ask you to serve as a member of a panel of experts to classify these statements according to Fuller's categories. Definitions and examples are contained on the attached list of statements of teachers' concerns.

I am attempting to discover whether a pattern of needs exists based upon years of teaching experience. Such information could help planners of staff development programs to offer professional growth opportunities for teachers in each stage of development.

I will be very appreciative of your assistance in this vital step. Enclosed is a stamped, self-addressed envelope for your reply. I would appreciate having your reply by September 30 if possible.

Sincerely,

Marjorie S. Foutz

## PANEL OF EXPERTS

Dr. John Baird,  
Associate Professor  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Jerry Davis,  
Assistant Professor  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Cecil Dugger,  
Associate Professor  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Gene Hall,  
The Research and  
Development Center for  
Teacher Education  
University of Texas at  
Austin  
Austin, Texas

Dr. John Hampton,  
Professor  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Wayne James,  
Associate Professor  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Vernon McAllister,  
Asst. Superintendent of Schools,  
Mid-Del School District  
Oklahoma City, Oklahoma

Dr. Dale Mullins,  
Chairman, College of Education,  
Central State University  
Edmond, Oklahoma

Dr. Edward Smith,  
Director, Management Training Center,  
Oscar Rose Jr. College  
Oklahoma City, Oklahoma

Dr. Kenneth St. Clair,  
Professor  
Oklahoma State University  
Stillwater, Oklahoma

APPENDIX F

TEACHER CONCERNS INSTRUMENT

## Teacher Concerns

According to Fuller's studies, all teachers have three levels of concerns: self, task, impact. Before teachers have any classroom experience, they are unable to anticipate the problems and frustrations involved in teaching, so their concerns are primarily about themselves. Examples of SELF CONCERNS are: doing well when a supervisor is present, and being liked and accepted by students and other teachers.

After having some teaching experience, teachers are still concerned about themselves; however, now, they are concerned about themselves as teachers and their ability to manage the tasks involved in teaching, such as controlling the class knowing the lessons. This phase is called TASK CONCERNS.

Later, after concerns about themselves and their tasks have been resolved, some teachers become concerned about their effect on student learning and about changes in themselves and the students' environment which might affect student learning, such as students' feelings of accomplishment. This phase is called IMPACT CONCERNS.

DIRECTIONS: The following statements reflect possible concerns teachers have. Please classify these according to Self Concerns, Task Concerns, or Impact Concerns. Use "S" for Self Concerns, such as pleasing a supervisor. Use "T" for Task Concerns such as being able to construct a valid test. Use "I" for Impact Concerns, such as challenging unmotivated students.

- T   1. Being able to maintain discipline in the classroom.
- I   2. Being able to motivate students to apply themselves to learning opportunities so they will develop their potential.
- T   3. Being able to develop effective listening skills in students.
- T   4. Developing skills and confidence in conducting effective parent-teacher conferences.
- I   5. Learning how to instill in students a sense of responsibility for their own lives and the consequences of their actions on the lives of others.
- T   6. Learning how to use the Behavior Modification Model to promote desired behaviors by using positive reinforcement.
- T   7. Become a better manager of the environment for individualized instruction (such as physical arrangement, movement patterns, learning centers, etc.)
- S/T  8. Learn to communicate both verbally and non-verbally more effectively.



- T 9. Learn the methods and skills necessary for using an individualized approach to teaching reading, math and science.
- T 10. Need for instruction coupled with hands-on experience in developing artistic and creative teaching aids.
- I 11. Learning how to help students develop effective study habits.
- I 12. Understanding the nature of creativity and ways of encouraging it in students.
- I 13. Learning how to help gifted students develop their potential.
- T 14. Understanding how to integrate exceptional children into the "mainstreamed" classroom for the mutual benefit of all concerned.

VITA<sup>2</sup>

MARJORIE ANN SLEE FOUTZ

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP BETWEEN YEARS OF TEACHING EXPERIENCE AND A DEVELOPMENTAL PROGRESSION OF TEACHERS' CONCERNS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Lewistown, Pennsylvania, February 5, 1933, daughter of Mr. and Mrs William C. Slee.

Education: Graduated from Lewistown High School, Lewistown, Pennsylvania, in June, 1951; received Bachelor of Science in Education degree with majors in English and Social Studies from West Chester State College in 1955; attended Wayne State University, Detroit, Michigan, parttime in 1964 and 1965; attended Southwest Texas State University, San Marcos, Texas, 1970 -1972, and received a Master of Education degree in May, 1972; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1982.

Professional Experience: Teacher of Language Arts and Social Studies, Woodland Way Junior High School Hagerstown, Maryland, 1955-56; teacher of English, history and music, Biglerville Junior-Senior High School, Biglerville, Pennsylvania, 1956-57; Teacher of English and history, Walled Lake High School, Walled Lake, Michigan, 1975-58; Substitute teacher, St. Clair Shores, Michigan, public schools, 1965-66; Teacher of Grade 2, 1966-67, and Grade 1, 1967-68 at Arnold Heights Elementary School, Riverside, California; First Grade Teacher, Andersen Elementary School, Andersen Air Force Base, Guam, February-June, 1968; Principal, Andersen Air Force Base Kindergarten and Pre-School 1969-70; Fourth grade teacher, Schertz Elementary School, Schertz, Texas, February-June, 1972; first grade teacher, Randolph Elementary School, Randolph Air Force Base, Texas, 1972-73; substitute teacher, Colorado Springs public schools, 1973-74; teacher of English and Social Studies, Charles Russell Junior High School,

Colorado Springs, Colorado, 1974-75; Teacher of English, Kaiserslautern American Junior High School, Kaiserslautern, Germany, 1975-78, Department chairperson 1977-78; Coordinator of IDEA and College Prep Programs, Clinton Community College, Plattsburgh, New York, 1979-80; Academic Advisor at Tinker Air Force Base for Central State University, June-October, 1980; Currently employed by Oklahoma State University as University Representative at Tinker Air Force Base.

Professional Organizations: Adult Education Association, Oklahoma Adult and Continuing Education Association, Phi Delta Kappa, Higher Education Alumni Council of Oklahoma.