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FROM THE ASSOCIATED COLLEGES OF CENTRAL KANSAS.

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A STUDY OF THE TEACHING COMPETENCIES OF A SELECTED
GROUP OF TEACHER EDUCATION GRADUATES FROM THE
ASSOCIATED COLLEGES OF CENTRAL KANSAS

A DISSERTATION
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A STUDY OF THE TEACHING COMPETENCIES OF A SELECTED
GROUP OF TEACHER EDUCATION GRADUATES FROM THE
ASSOCIATED COLLEGES OF CENTRAL KANSAS

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CHAPTER I

INTRODUCTION

A. Analysis of Need for the Study

Each profession has a particular role to play in society, and, therefore, its members must be provided with certain competencies that will enable the profession to perform its role in a highly efficient manner.

The members of the teaching profession in America are charged with the responsibility of providing for children, adolescents, and adults those experiences that will encourage the development of knowledge, skills, and attitudes that are essential for the perpetuation and improvement of our democratic ideals and values. The teacher-education institution provides its product with a broad foundation of general education and professional and academic experiences designed to give a basic preparation for either teaching or working in an area of specialization. Common professional experiences and student teaching help to organize the knowledge and the theories into a philosophy that greatly affects the type and the level of competence that can be developed.

To a high degree, competence depends upon the quality of the program in the teacher-training institution. Those involved in the preparation of teachers, therefore, must examine very carefully and critically the program of preparation designed to develop the intended competencies.

This study is of significance not only to the colleges whose graduates are involved but to teacher education in general, because the competencies assessed in this paper are common to the profession.

There is considerable ferment and activity in the field of teacher-education today brought about by the positive effect of intense public criticism of the whole field of education. This study is an attempt to capitalize on this momentum and to seek ways and means to implement improvement in the practice of preparing teachers, particularly in the colleges specified in the study. Furthermore, much of the ferment and activity derive from the inevitable changes occurring on the domestic scene and in the world outlook today. The teacher, central professional person in the educational enterprise, is affected by these changes. According to the Educational Policies Commission, "The role of the teacher needs to be examined in the light of today's changing circumstances."¹ This study focuses on six separate teacher roles and the competencies of selected teachers in

¹ Educational Policies Commission, On the Role of the Teacher (Washington, D. C.: National Education Association, 1967), p. 1.

performing these roles.

Research in the area of teacher effectiveness has been prolific, but surprisingly disappointing results have followed these efforts. This situation provides very little comfort for school officials who are constantly confronted with the every-day problems and choices in the area of teacher excellence. They must make decisions about teachers, teaching, and quality education in the face of inconclusive evidence. Research must continue in an effort to provide the understanding needed to make such decisions. Biddle states that, "Few, if any, problems are more crucial in education; and, as elusive as teacher excellence may be, research toward its understanding must continue."²

B. Statement of the Problem

The problem was to determine to what extent the ACCK Colleges are producing desirable teacher competencies as expressed by first-year teacher-education graduates and their principals in terms of the California Definition of Teacher Competence.

The purposes of this study were: (1) to identify the professional competencies of elementary and secondary teachers who were graduated from the Associated Colleges of Central Kansas in 1968 and were engaged in their first year

²Bruce J. Biddle, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart and Winston, 1964), p. 6.

of teaching in the school year 1968-69 and (2) to suggest some recommendations for the improvement of the teacher-preparation programs in the six schools involved in the study.

C. Procedure

To secure the data needed, contacts were made with administrators and heads of the department of education in each of the ACCK Schools to seek their support and assistance. Requests were sent to the specific graduates who are now teaching and their principals to complete a questionnaire derived from the "California Definition of Teacher Competence."

The data from the questionnaire were recorded in the following manner: (1) Responses to each item were tabulated on a four-point rating scale and totals were given in frequencies, percentages, and mean scores. (2) A tabulation of experiences that led to the development of the competencies was made. (3) Suggestions for program improvement to produce more desirable competencies were tabulated on a four-point rating scale and totals were presented in frequencies, percentages, and mean scores.

The data presented in the study were carefully analyzed, conclusions were drawn, and recommendations were made for the improvement of the teacher-education programs in the Associated Colleges of Central Kansas.

D. Definition of Terms

Teacher. A person who has completed professional preparation in a recognized teacher-education program and has qualified for and received an appropriate teaching certificate.

ACCK. An abbreviation denoting Associated Colleges of Central Kansas.

Elementary Teacher. A teacher in any grade or combination of grades, kindergarten through grade six, in an officially recognized elementary school.

Secondary Teacher. A teacher in any grade or combination of grades, seven through twelve, in an officially recognized either junior high school or senior high school.

Role. A major function assumed by or assigned to the teacher. It is used in operational terms and focuses on observable behavior, stressing the results to be accomplished.

Link. As used in this text, the term refers to a liaison function between organized society and its future member. It implies working cooperatively with the public in developing and interpreting an effective program of education and provides for a systematic induction of youth into increasingly important community activities.

E. Delimitation of the Study

This study involved 185 elementary and secondary school teachers who were graduated from the ACCK Schools

in 1968 and engaged in their first year of teaching in the United States in the school year, 1968-69. The principals of those schools were also involved in the study.

Data were gathered through a questionnaire that was completed by the participants. The measuring instrument was derived from the "California Definition of Teacher Competence," which describes the following six roles of teacher competence: (1) Director of Learning, (2) Counselor and Guidance Worker, (3) Mediator of the Culture, (4) Link with the Community, (5) Member of the Staff, and (6) Member of the Profession.

The "California Definition" has several advantages over other frames of reference. "Its statements are described in behavioral terms; it has withstood critical examination nationally and has been recognized by such groups as NEA, NCATE, and the Western Association of Schools and Colleges, as a valid instrument. Research has substantiated the statement as an acceptable frame of reference for a variety of purposes related to teacher-education."³ The questionnaire was reviewed by three professional educators from surrounding colleges and six first-year public school teachers who were not graduates of the ACCK Schools. They examined, scored, and made suggestions for improving the instrument.

³California Teachers Organization, Six Areas of Teacher Competence (Burlingame, California: California Teachers Association, 1964), p. 45.

The study was limited to these six colleges comprising the Associated Colleges of Central Kansas: Bethany College, Bethel College, McPherson College, Kansas Wesleyan College, Tabor College, and Sterling College.

F. Description of the Population

The Associated Colleges of Central Kansas are located in central Kansas within a radius of forty miles. All are co-educational, four-year liberal arts colleges accredited by the North Central Association of Colleges and Secondary Schools, and each college represents a different religious denomination. The fact that approximately one-half of the graduates of these colleges prepare for the teaching profession indicates that teacher preparation is a major emphasis of these schools.

Bethany College in Lindsborg was founded in 1881, and is supported by the Lutheran Church. The student enrollment during the 1968-69 school year was 613. Kansas Wesleyan College in Salina was founded by the Methodist Episcopal Church in 1886 and had an enrollment of 770 during the 1968-69 school year. Bethel College, founded in 1887, is related to the General Conference Mennonite Church. It is located in North Newton and had an enrollment of 581 in the 1968-69 school year. McPherson College, in McPherson, was founded in 1887 by the Church of the Brethren. During the 1968-69 school year, it had an enrollment of 805 students. Sterling College in Sterling, was founded by the United Presbyterian

Church in 1887. It had a student enrollment of 624 during the 1968-69 school year. Tabor College was founded in 1908 by the Mennonite Brethren Church of North America. It is located in Hillsboro and had a student enrollment of 419 during the 1968-69 school year.

The purpose of each of the schools is to offer a basic, liberal arts education that provides a Christian emphasis. Each curriculum includes professional preparation for elementary and secondary education in addition to other courses in the humanities and fine arts, social sciences, natural sciences, applied arts and sciences, and Bible and religion.

The Association of Colleges provides a unique setting for a study of this type. The organization of the six schools requires them to cooperate in various ways and was a major reason for choosing these schools for this study.

In the following list of ACCK cooperative efforts, the items underlined relate directly to teacher-education:

1. Curriculum improvement.

- A. Interterm field experience in Mexico, Europe, Argonne Laboratory, Puerto Rico (Inter-cultural Education Seminar), Jamaica, the Holy Land, New York Stock Exchange, New York Drama, and so forth.
- B. Interterm enrollment cooperation.
- C. Non-western studies program.

D. Joint "Tuesday evening" series in data processing, home economics, art workshop, Aerospace Workshop, band, orchestra, special teaching methods.

E. Telelectures.

2. Faculty sharing - music, methods, computer instruction, and so forth.
3. Faculty development - doctoral study support, NTF.
4. Visiting scholars - improvement and enrichment with as many as thirty guests for six campuses in a variety of academic/administrative capacities.
5. Library services - daily courier service, union list of serials exchange of regular and rare materials.
6. Administrative improvement - administrative central office staff, telephone network ("hot line") in-service workshops, sharing.
7. Student services - joint head-resident workshops, and so forth.
8. Data processing IBM 1404 for instruction, registration, business, admission, and so forth.
9. Joint-thrust for NCATE accreditation. Dr. Ken Anderson is working as liaison with NCATE. Special methods are to be moved to the fall semester

next year to integrate them with the professional semester.

10. Educational conferences (d.g. the "New English") 300-400 in attendance.

G. Collection of Data

The President of the Associated Colleges of Central Kansas furnished the writer with the name and the address of the President of each of the six colleges involved in the study. Each, in turn, was requested to grant permission to include his school in the study. After favorable response was received, each head of the Department of Education was asked to submit names and addresses of teacher-education graduates who had completed their training and were graduated at the end of the 1967-68 school year. To qualify, each teacher-education graduate was to be a first-year teacher and employed in the United States during the school year 1968-69. The writer arranged interviews with each head of the Department of Education in the six schools to explain the nature of the study and to enlist his cooperation. Each was enthusiastic about the study and agreed to cooperate.

The first contact with teachers who were qualified to answer the questionnaire was made in April, 1969. The letter included information about the nature and the purposes of the study, as well as a questionnaire with instructions for its completion. The initial correspondence with each student also included a letter from the head of the Department of

Education of his graduating college, encouraging him to cooperate in the study.

During May, a follow-up contact was made with each person who did not respond to the initial request. A third letter was sent in June to those who had not responded to the first two contacts. Copies of these letters are included in the appendices.

The writer arranged a second interview with each head of the Department of Education during June, 1969, for assistance with locating students and securing their cooperation.

Responses were received from 147 of the 181 teachers who were qualified to complete the questionnaire. This figure represents eighty-one percent of the total. Questionnaires were received from ninety elementary and fifty-seven secondary teachers. One elementary and one secondary teacher answered only the part of the questionnaire relating to suggestions for improvement.

Each teacher reported the name and the address of his principal who, in turn, received a personal letter from the writer explaining the nature and the purpose of the study. The principal also received a questionnaire concerning the teacher's competencies and a letter from the head of the Department of Education of the teacher's graduating college urging cooperation in the study.

Eighty-five percent, or a total of 127 principals,

responded to the questionnaire. Seventy-eight were elementary principals, and forty-nine were secondary principals. The questionnaire relating to competencies in teaching in the six roles described earlier was identical to the one given to the teacher.

H. Construction and Use of the Questionnaire

The "California Definition" served as the primary source in deriving the questionnaire used in the study. The decision to use this reference followed a review of related literature and studies. Instruments used in the evaluation of student teachers in the ACCK Schools were reviewed and considered. No satisfactory standardized instrument to serve the purposes of this study was found. The "California Definition" is not constructed as a questionnaire but as an evaluative instrument to be used in in-service study of teacher effectiveness in the six teaching roles. Consequently, an assessment scale was devised from selected items in the "California Definition."

Each participant was asked to assess his competency on a four-point scale, as follows: (1) do not possess the competency, (2) possess the competency and apply it to a limited degree, (3) possess the competency and apply it most of the time, and (4) possess the competency and apply it consistently in teaching. The teacher was also asked to list additional experiences in his program of preparation that contributed to the development of these competencies.

The second part of the questionnaire entitled, "Suggestions for Improvement in That Phase of Your Teacher-Education Program Which Seeks to Produce Desirable Competencies in its Graduates," was completed by the teachers only. The teacher was asked to check each item and to indicate the extent to which his program of preparation needed improvement. The following scale was used: (1) too much emphasis was given, (2) sufficient emphasis was given, (3) some more emphasis is needed, and (4) much more emphasis is needed. Thirty-one items were included, with four spaces for other suggestions and a section for "comments."

I. Organization of the Study

Chapter I includes an analysis of need for the study, a statement of the problem, a description of procedure, a definition of terms, a delimitation of the study, collection and treatment of data, and a brief description of the organization of the study.

Chapter II presents a review and an analysis of previous research.

Chapter III deals with an analysis of data related to teacher competencies as assessed by the teacher himself and by his principal. One section summarizes the data related to experiences in the teacher-education program that contributed to the development of the competencies.

Chapter IV is a further analysis of the data related to suggestions for improvement in the teacher-preparation

programs in the ACCK Schools.

Chapter V includes the summary, the conclusions and the recommendations.

CHAPTER II

ANALYSIS OF PREVIOUS RESEARCH

There is an abundance of research material in the area of teacher effectiveness. Hamacek⁴ points out that most of the research in this area has attempted to probe one or more of the following dimensions of teacher personality and behavior: (1) personal characteristics, (2) instructional procedures and interaction styles, (3) perceptions of self, and (4) perceptions of others.

In 1929, Charters and Waples⁵ completed a very exhaustive and comprehensive study in an effort to determine the desirable qualifications for teaching. They approached the problem by studying what teachers did. After tabulating the duties performed by teachers, they carefully studied the skills, abilities, and knowledges required to perform these duties successfully. They listed the following twenty-five

⁴Don Hamacek, "Characteristics of Good Teachers and Implications for Teacher Education," Phi Delta Kappan, 50: 341-344, 1969, p. 341.

⁵W. W. Charters and Douglas Waples, The Commonwealth Teacher-training Study (Chicago: University of Chicago Press, 1929), p. 18.

traits needed by teachers: adaptability, attractive personal appearance, breadth of interest, carefulness, considerateness, cooperation, dependability, enthusiasm, fluency, forcefulness, good judgment, health, honesty, industry, leadership, magnetism, neatness, open-mindedness, originality, progressiveness, promptness, refinement, scholarship, self-control, and thrift. The meaning of these traits was carefully defined by the authors.

Many of the early studies failed to isolate the factors that determine teaching effectiveness. In 1929 Barr⁶ noted the difficulty in selecting the variables that influence classroom effectiveness. Sixty superintendents observe a teacher during two thirty-minute lessons. After the second lesson, the superintendents were asked to rate the teacher's performance on a ten-point scale. On all items, the superintendents' ratings were dispersed over nine points of the ten-point scale. Their ratings included all ten items for the majority of the teacher's characteristics.

Almost twenty years later, in 1948, Barr⁷ reported that most of the difficulties encountered in his early research were still not resolved. He asserted that the complexity of the teaching task made it difficult to identify

⁶A. S. Barr, Characteristic Differences in the Teaching Performance of Good and Poor Teachers of the Social Studies (Bloomington: Public School Publishing Company, 1929).

⁷A. S. Barr, "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," Journal of Experimental Education, XVI, (June, 1948), 4.

single characteristics that influence teacher effectiveness.

In 1954, Morsh and Wilder⁸ published an extensive review of the results of teacher-characteristics studies. They report that the relationship of instructor I.Q. to student achievement is complex and influenced by such factors as student motivation, student ability, and subject matter. Although no relationship has been established between teacher intelligence and effectiveness, a relationship probably exists in fields that deal with difficult subject matter. They also report studies of the following variables: knowledge of subject matter, professional knowledge, cultural background, sex, marital status, teaching aptitude, teaching attitude, and teacher interests. With the exception of the sciences and mathematics, no close correlation has been found between a teacher's effectiveness and his knowledge of the subject matter. There appears to be some correlation between the experience of the teacher and his classroom effectiveness. As the teacher gains experience during the first five years, there is an improvement in rated teaching performance. Researchers report that after five years performance reaches a plateau and varies little during the next 15 to 20 years before beginning to decline. There is little evidence to connect a teacher's cultural

⁸J. Morsh and E. Wilder, Identifying the Effective Instructor: A Review of Quantitative Studies, 1900-52, Research Bulletin No. AFPTRC-TR-54-44. (San Antonio: USAF Personnel and Training Center, 1954).

background to his classroom effectiveness. There are no significant differences in the effectiveness of male and female teachers. There is no difference between married and single teachers when classroom effectiveness is compared. All instruments designed to measure teacher aptitude have failed to establish the existence of any special aptitudes for teaching. There appears to be a small positive correlation between teacher attitude and success if success is measured by pupil gains.

In 1947, Witty⁹ used the technique of questioning pupils regarding the qualities of teachers that they admire. He analyzed approximately 12,000 letters on "The Teacher Who Has Helped Me Most" that were submitted by pupils from grades two through twelve throughout the country. The following teacher traits mentioned most frequently by the pupils, in order of frequency, were the following: (1) cooperativeness, (2) democratic attitude, (3) kindness and consideration for the individual, (4) wide variety of interests, (5) general appearance and pleasing manner, (6) fairness and impartiality, (7) sense of humor, (8) good disposition and consistent behavior, (9) interest in pupil's problems, (10) flexibility, (11) use of recognition and praise, (12) usually proficient in teaching a particular subject. He summarized his findings by stating that these boys and girls appear to be grateful to

⁹Paul A. Witty, "The Teacher Who Helped Me Most," NEA Journal, XXXVI, (May, 1947), 386.

the school in proportion to the degree that it offers security, individual success, shared experience, and opportunities for personal and social adjustment. These are precisely the factors that promote good learning.

Teacher behavior studies began to follow the many studies in the area of teacher characteristics and personality. One example is the study of New York City public school teachers conducted by Medley and Mitzel¹⁰ and reported in 1959. They studied correlations of measures of teacher effectiveness and some teacher behavioral variables for forty-nine New York City teachers. They found that measured gains in reading and group problem-solving ability failed to relate to the recorded classroom behavior of teachers and pupils. Supervisory ratings (also based on teacher behavior) did not identify the classrooms.

In 1960, Ryans¹¹ published the results of an extensive and rigorous scientific analysis of teacher characteristics. He reported the results of his study of 6,000 teachers in 1,700 schools and 450 school systems. Many authorities respect his work as the most comprehensive attempt to identify and evaluate the characteristics that determine teacher effectiveness. He reported relationships

¹⁰D. Medley and H. Mitzel, "Some Behavioral Correlates of Teacher Effectiveness," Journal of Educational Psychology, L, (May, 1959), 239.

¹¹David G. Ryans, Characteristics of Teachers (Washington, D. C.: American Council on Education, 1960), p. 82.

between two or more factors but did not claim that the interconnections were causal ones. For example, he found that the size of the school in which a teacher worked correlated positively with the characteristics usually found in effective teachers. Teachers in large schools (schools with more than seventeen teachers) scored higher on tests designed to measure these traits than teachers from small schools (fewer than five teachers). This difference was most marked with respect to verbal understanding. He found significant relationships between some teacher characteristics and classroom effectiveness. He described the "good" teacher as understanding, friendly, stimulating, imaginative, and permissive. The effective teacher was found to demonstrate friendly but business-like classroom behavior, as well as a favorable attitude toward pupils and democratic classroom practices. When asked for a self-appraisal, "good" teachers: (1) named self-confidence and cheerfulness as dominant traits in themselves, (2) preferred active contact with other people, (3) reported that they had a happy childhood, (4) said that they had hobbies and enjoyed handicrafts, (5) reported that they rarely had been reprimanded by their parents, and (6) expressed favorable attitudes toward other persons - they thought highly of others until their assessment was proved incorrect. He further found some correlation between teachers' ages and their scores on the positive traits. Teachers over fifty-five years of age tended to score lower

on tests measuring systematic and businesslike classroom behavior than those under fifty-five. These older teachers were less learner-oriented and faced the classroom with more of a traditional philosophy than did the younger teachers.

Cassel and Johns¹² studied the adjectives used in principals' effectiveness reports. Their findings indicate the areas that principals believe are most important to insure effective instruction. The researchers categorized the adjectives under the following headings:

A. Leadership qualifications: Is the teacher organized and responsible? Does he understand problems of human relations? Does he function with a well-controlled methodology? Is he courageous and aspiring?

B. Personality attributes: Is the teacher emotionally and psychosocially mature? Is he relaxed, moderate, approachable, and humorous? Is the teacher sensitive and realistic? Is he enthusiastic and dynamic?

C. Effective communicative skills: Is the teacher stimulating and dramatic, fluent, concrete, and concise? Is he a good listener, as well as a good speaker?

D. Intellectual capability and training: Does the teacher have the intelligence and training necessary for good instruction?

E. Good attitude traits: Is the teacher

¹²R. Cassel and W. Johns, "Basic Principles of Effective Teaching," Peabody Journal of Education, XXXIX, (November, 1961), 169.

understanding, considerate, dedicated, and civic-oriented?

F. Acceptable character traits: Is the teacher impartial, careful, and refined? Does he have a sense of professional integrity?

Combination studies have become popular in the area of teacher effectiveness. In one such study, Fattu¹³ in 1963 pointed out that two sets of variables influence teacher effectiveness. First, there are the attributes of the teacher - those traits sought in the characteristic, personality, and behavior studies. Second, he believes that situational variables have an important bearing on teacher effectiveness. He says that teacher effectiveness is determined by the teacher's ability to react to a wide variety of teaching situations.

Nathan Gage¹⁴ of Stanford University offers some valuable insight into the problem of defining "good" teaching. He looks at teaching from the activities or skills point of view and suggests that by doing so the problem of educating teachers becomes more manageable. The teaching activities that he describes include explaining, mental hygiene, guidance, demonstrating, order-maintaining,

¹³N. Fattu, "Research on Teacher Evaluation," The National Elementary Principal, XLIII, (November, 1963), 19.

¹⁴Nathan L. Gage, "Theories of Teaching," Theories of Learning Instruction. Sixty-Third Yearbook, National Society for the Study of Education. (Chicago: University of Chicago Press, 1964), p. 3.

assignment-making, housekeeping, recordkeeping, curriculum planning, testing and evaluating, and many others. He appeals for a performance curriculum in teacher education. He realizes, however, that a performance curriculum cannot either develop a liberally educated person or provide a trainee with the proper attitudes and passions needed for teaching. The performance curriculum would be designed to train learning strategists and skilled communicators.

In 1964, the California Teachers Association¹⁵ published its third edition of the "California Definition of Teacher Competence," entitled "Six Areas of Teacher Competence." These six areas appear under these three general headings: the teacher in promoting pupil growth, liaison roles of the teacher, and program guiding roles. Specifically, the six areas are: (1) director of learning, (2) counselor and guidance worker, (3) mediator of the culture, (4) link with the community, (5) member of the staff, (6) member of the profession.

The "California Definition" is useful for a number of reasons, one of which is to aid in developing teacher-education programs and judging their effectiveness. Teacher-education programs should be designed to produce competent teachers. A definition of teacher competence is of supreme importance as a guide to program development. Therefore, an

¹⁵California Teachers Association, Six Areas of Teacher Competence (Burlingame, California: California Teachers Association, 1964), pp. 1-52.

effective program is one that produces the specified competencies.

A. W. Combs¹⁶ in 1965 cited several studies that had reached the following conclusions about the way good teachers typically see themselves: (1) Good teachers see themselves as identified with people rather than either withdrawn, removed, apart from, or alienated from others. (2) Good teachers feel basically adequate rather than inadequate. They do not see themselves as generally unable to cope with problems. (3) Good teachers see themselves as worthy rather than unworthy. They see themselves as people of consequence, dignity, and integrity as opposed to feeling they matter little and can be overlooked and discounted.

Research reported by Ryans¹⁷ in 1960 indicates another way in which good teachers differ from poor teachers. Outstandingly "good" teachers had (1) more favorable opinions of students, (2) more favorable opinions of democratic classroom behavior, (3) more favorable opinions of administrators and colleagues, (4) a greater expressed liking for personal contacts with other people, and (5) more favorable estimates of other people generally. That is, they expressed belief that very few students are difficult behavior problems, that very few people are influenced in their opinions and

¹⁶A. W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1965), pp. 70-71.

¹⁷David G. Ryans, op. cit., p. 486.

attitudes toward others by feelings of jealousy, and that most teachers are willing to assume their full share of extra duties outside of school.

Hamacek¹⁸ believes that research is teaching us many things about the differences between good and poor teachers and suggests four related implications for teacher-education programs. (1) If it is true that good teachers are good because they view teaching as primarily a human process involving human relationships and human meanings, then this may imply that at least as much time should be spent in exposing and sensitizing teacher candidates to the subtle complexities of personality structure as in introducing them to the structure of knowledge itself. (2) If it is true that good teachers have a positive view of themselves and others, then this may suggest that more opportunities should be provided for teacher candidates to acquire more positive self-other perceptions. (3) If it is true that good teachers are well-informed, then it is clear that efforts should be neither negated nor relaxed to provide them with as rich an intellectual background as possible. (4) If it is true that good teachers are able to communicate what they know in a manner that makes sense to their students, then teacher candidates must be assisted through both example and appropriate experiences to the most effective ways of communicating.

¹⁸Don Hamacek, op. cit., p. 344.

CHAPTER III

ANALYSIS OF DATA RELATED TO TEACHER COMPETENCIES

This chapter analyzes the data gathered by the questionnaire concerning the self-assessed and principal-assessed competencies of the teachers involved in the study. Analysis of the data is necessary to answer the questions raised in the statement of the problem.

The tables in this chapter indicate specific competencies and the extent to which the teachers and principals believed that the teachers had possessed and applied these competencies in their teaching. The assessments are reported in terms of frequencies, percentages, and mean scores in the following four categories: (1) possess the competency and apply it consistently, (2) possess the competency and apply it most of the time, (3) possess the competency and apply it to a limited degree, and (4) do not possess the competency.

The specific competencies are discussed and reported under the same six headings used in the questionnaire. They are as follows:

1. competencies as a director of learning;
2. competencies as a counselor and guidance worker;

3. competencies as a mediator of the culture;
4. competencies as a link with the community;
5. competencies as a member of the staff;
6. competencies as a member of the profession.

The specific competencies in each role are subdivided into several major competency categories to make the analysis of the data more meaningful.

In Role one, they are:

1. adapts principles of child growth and development to planning of learning activities;
2. plans teaching-learning situations in accord with acceptable principles of learning;
3. demonstrates effective instructional procedures;
4. utilizes adequate evaluation procedures;
5. maintains effective balance of freedom and security in the classroom.

In Role two, they are:

1. uses sound psychological principles concerning the growth and development of children in guiding individuals and groups;
2. utilizes effective procedures for collecting information about each pupil;
3. uses diagnostic and remedial procedures effectively;
4. helps the pupil understand himself;
5. works effectively with specialized services.

In Role three, they are:

1. draws on a scholarly background to enrich cultural growth of pupils;
2. directs students to appropriate significant life application of classroom learning;
3. designs activities and organizes classroom to develop and promote democratic skills and attitudes.

In Role four, they are:

1. utilizes community resources;
2. secures cooperation of parents;
3. assists lay groups in understanding modern education;
4. helps define and solve community problems related to education.

In Role five, they are:

1. defines and articulates objectives;
2. contributes to school program development;
3. contributes to effectiveness of overall school activities;
4. maintains harmonious personal relations with colleagues.

In Role six, they are:

1. demonstrates appreciation of the social importance of the profession;

2. contributes to professional organizations and standards;
3. takes personal responsibility for his own professional growth;
4. acts on a systematic philosophy critically adopted and consistently applied.

Role comparisons are made in table form and discussed in Chapter IV.

A. Competencies of Teachers in Role 1
A Director of Learning

Adapts Principles of Child Growth and Development to Planning of Learning Activities.

Table 1 indicates that the highest ratings in this major competency category were in the specific competencies of (1) recognizing and dealing with each pupil according to his needs, interests, and abilities, and (2) helping individuals acquire the skills of effective group membership. Specifically, 89.9 percent of the elementary teachers and 85.7 percent of the secondary teachers indicated that they had applied the first competency either consistently or most of the time, while 85.4 percent of the elementary teachers and 75.0 percent of the secondary teachers felt that they had applied the second competency either consistently or most of the time.

The greatest difference between elementary and secondary teacher ratings was in the specific competency of

TABLE 1

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 1

(adapting principles of child growth and development to planning of learning activities)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Recognizes and deals with each pupil according to his needs, interests and abilities	(ET) 26	29.2	54	60.7	8	9.0	1	1.1	89	3.17
	(EP) 20	25.6	48	61.5	10	12.8	0	0.0	78	3.13
	(ST) 14	25.0	34	60.7	7	12.5	1	1.8	56	3.09
	(SP) 9	18.4	29	59.2	11	22.4	0	0.0	49	2.96
Helps individuals acquire the skills of effective group membership	(ET) 22	24.7	54	60.7	13	14.6	0	0.0	89	3.10
	(EP) 19	24.4	44	56.4	15	19.2	0	0.0	78	3.05
	(ST) 7	12.5	35	62.5	14	25.0	0	0.0	56	2.88
	(SP) 6	12.2	26	53.1	16	32.7	1	2.0	49	2.76
Works closely with parents, specialists, and community agencies in the solution of physical and mental health problems	(ET) 14	15.7	32	36.0	37	41.6	6	6.7	89	2.61
	(EP) 16	20.5	34	43.6	24	30.8	4	5.1	78	2.79
	(ST) 4	7.1	8	14.3	39	69.6	5	8.9	56	2.20
	(SP) 3	6.1	17	34.7	28	57.1	1	2.0	49	2.45
Makes and uses pupil records in ascertaining needs, planning work and guiding the learning process	(ET) 18	20.2	43	48.3	25	28.1	3	3.4	89	2.85
	(EP) 9	11.5	42	53.8	25	32.1	2	2.6	78	2.74
	(ST) 7	12.2	17	30.4	30	53.6	2	3.6	56	2.52
	(SP) 4	8.2	18	36.7	25	51.0	2	4.1	49	2.49

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

working closely with parents, specialists, and community agencies in solving physical and mental health problems. A total of 48.8 percent of the elementary teachers felt that they either did not possess or applied the competency to a limited degree only, while 78.5 percent of the secondary teachers believed that they either did not possess or applied the competency to a limited degree only.

The lowest overall rating was on the specific competency of working closely with parents, specialists, and community agencies in solving physical and mental health problems. The principals, however, indicated higher assessments than the teachers on this item.

Elementary teachers and elementary principals indicated higher ratings than secondary teachers and secondary principals in three of the four specific competencies in this major competency category.

Secondary teachers rated well below elementary teachers in the specific competency of making and using pupil records in ascertaining needs, planning work, and guiding the learning process. In fact, 68.5 percent of the elementary teachers felt that they applied the competency either consistently or most of the time, while only 42.6 percent of the secondary teachers rated themselves in the same way. Secondary principals rated their teachers lower in this major category than in any other in Role one.

Plans Teaching-Learning Situations in Accord with Acceptable Principles of Learning.

As shown in Table 2, the greatest difference in ratings by teachers and principals in this major category was in the specific competencies of (1) utilizing a variety of classroom activities and teaching procedures and (2) using the experiences of students and drawing upon life situations and the interests inherent in subject matter. On both items, secondary teachers and principals showed the greatest spread. While 92.8 percent of the secondary teachers believed they applied competency number one either consistently or most of the time, only 73.5 percent of their principals rated them in the same way. On the other hand, 50.6 percent of the elementary teachers felt that they applied competency number two consistently; while only 17.9 percent of their principals rated them in the same way. Although 48.2 percent of the secondary teachers felt that they applied competency number two either consistently or most of the time, only 10.2 percent of their principals rated them in the same manner. However, the ratings in these two specific competencies were the highest in this major category. There was generally close agreement between the ratings of elementary and secondary teachers. The greatest difference is indicated on the specific competency of arranging for differentiated assignments to meet the needs and the abilities of individual pupils. Whereas 74.1 percent of the elementary teachers believed that

TABLE 2

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 2

(plans teaching-learning situations in accord with acceptable principles of learning)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Utilizes a variety of classroom activities and teaching procedures	(ET)	40	44.9	40	44.9	9	10.1	0	0.0	89	3.35
	(EP)	27	34.6	39	50.0	11	14.1	1	1.3	78	3.18
	(ST)	19	33.9	33	58.9	4	7.1	0	0.0	56	3.27
	(SP)	9	18.4	27	55.1	12	24.5	1	2.0	49	2.90
Selects and uses a wide variety of instruction- al materials	(ET)	28	31.5	35	39.3	25	28.1	1	1.1	89	3.01
	(EP)	24	30.8	33	42.3	20	25.6	1	1.3	78	3.03
	(ST)	11	19.6	33	58.9	11	19.6	1	1.8	56	2.96
	(SP)	9	18.4	28	57.1	11	22.4	1	2.0	49	2.92
Provides abundant and varied opportunities for individual and group ex- pression in appropriate creative fields	(ET)	22	24.7	40	44.9	26	29.2	1	1.1	89	2.93
	(EP)	15	19.2	38	48.7	25	32.1	0	0.0	78	2.87
	(ST)	10	17.9	29	51.8	16	28.6	1	1.8	56	2.86
	(SP)	7	14.3	25	51.0	17	35.7	0	0.0	49	2.80
Helps pupil make applica- tion of his experiences to many situations	(ET)	14	15.7	50	56.2	25	28.1	0	0.0	89	2.87
	(EP)	14	17.9	40	51.3	24	30.8	0	0.0	78	2.87
	(ST)	10	17.9	33	58.9	13	23.2	0	0.0	56	2.95
	(SP)	8	16.3	20	40.8	20	40.8	1	2.0	49	2.71
Uses resources of school library and community	(ET)	23	25.8	46	51.7	18	20.2	2	2.2	89	3.01
	(EP)	17	21.8	45	57.7	15	19.2	1	1.3	78	3.00
	(ST)	16	28.6	17	30.4	21	37.5	2	3.6	56	2.84
	(SP)	7	14.3	25	51.0	16	32.7	1	2.8	49	2.78

TABLE 2--Continued

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Develops cooperatively with pupils objectives for units of study, daily class work, and special activities	(ET)	22	24.7	41	46.1	26	29.2	0	0.0	89	2.95
	(EP)	10	12.8	43	55.1	24	30.8	1	1.3	78	2.79
	(ST)	15	26.8	27	48.2	11	19.6	3	5.4	56	2.96
	(SP)	4	8.2	19	38.8	24	49.0	2	4.1	49	2.35
Arranges differentiated assignments to meet needs and abilities of individual pupils	(ET)	23	25.8	43	48.3	22	24.7	1	1.1	89	2.98
	(EP)	12	15.4	41	52.6	24	30.8	1	1.3	78	2.82
	(ST)	11	19.6	23	41.1	17	30.4	5	8.9	56	2.71
	(SP)	6	12.2	15	30.6	25	51.0	3	6.1	49	2.49
Uses a variety of instruments and techniques for keeping pupil informed of his progress	(ET)	14	15.7	30	33.7	43	48.3	2	2.2	89	2.63
	(EP)	12	15.4	37	47.4	27	34.6	2	2.6	78	2.76
	(ST)	6	10.7	18	32.1	28	50.0	4	7.1	56	2.46
	(SP)	2	4.1	27	55.1	19	38.8	1	2.0	49	2.61
Uses the experiences of students and draws upon life situations and the interests inherent in subject matter	(ET)	45	50.6	38	42.7	6	6.7	0	0.0	89	3.44
	(EP)	14	17.9	49	62.8	13	16.7	2	2.6	78	2.96
	(ST)	27	48.2	23	41.1	6	10.7	0	0.0	56	3.38
	(SP)	5	10.2	28	57.1	15	30.6	1	2.0	49	2.76

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

they had applied the competency either consistently or most of the time, only 60.7 percent of the secondary teachers rated themselves in the same way. Elementary teachers rated themselves higher than secondary teachers on the following two other specific competencies: (1) using resources of the school library and community, and (2) using a variety of instruments and techniques for keeping the pupil informed of his progress. The lowest combined rating was given the competency of using a variety of instruments and techniques for keeping the pupil informed of his progress.

The lowest rating in any specific competency was given by secondary principals, who believed that only 8.2 percent of their teachers had consistently applied the competency of developing cooperatively with pupils objectives for unity of study, daily class work, and special activities.

Demonstrates Effective Instructional Procedures.

The specific competency in this major category with the highest rating by both elementary and secondary teachers was that of providing a physical environment that facilitates learning. A total of 93.3 percent of the elementary teachers and 85.7 percent of the secondary teachers believed they had applied this competency either consistently or most of the time. The greatest difference between teacher and principal ratings was also in this specific competency. While 65.2 percent of the elementary teachers said they had applied this competency consistently, only 32.1 percent of the elementary

TABLE 3

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 1
(demonstrates effective instructional procedures)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Provides a physical environment which facilitates learning (heating, lighting, seating)	(ET)	58	65.2	25	28.1	6	6.7	0	0.0	89	3.58
	(EP)	25	32.1	42	53.8	10	12.8	1	1.3	78	3.17
	(ST)	32	57.1	16	28.6	8	14.3	0	0.0	56	3.43
	(SP)	14	28.6	28	57.1	7	14.3	0	0.0	49	3.14
Makes assignments skillfully	(ET)	19	21.3	57	64.0	13	14.6	0	0.0	89	3.06
	(EP)	12	15.4	50	64.1	15	19.2	1	1.3	78	2.94
	(ST)	11	19.6	30	53.6	15	26.8	0	0.0	56	2.93
	(SP)	7	14.3	28	57.1	14	28.6	0	0.0	49	2.86
Provides opportunities for wide participation	(ET)	39	43.8	46	51.7	4	4.5	0	0.0	89	3.39
	(EP)	22	28.2	42	53.8	13	16.7	1	1.3	78	3.09
	(ST)	26	46.4	23	41.1	7	12.5	0	0.0	56	3.34
	(SP)	13	26.5	23	46.9	12	24.5	1	2.0	49	2.98
Develops study skills of students	(ET)	25	28.1	48	53.9	16	17.9	0	0.0	89	3.10
	(EP)	18	23.1	35	44.9	23	29.5	2	2.6	78	2.88
	(ST)	8	14.3	34	60.7	14	25.0	0	0.0	56	2.89
	(SP)	3	6.1	29	59.2	16	32.7	1	2.0	49	2.70
Plans satisfactory routine for the handling of materials, equipment and supplies	(ET)	34	38.2	42	47.2	13	14.6	0	0.0	89	3.23
	(EP)	16	20.5	46	59.0	14	17.9	2	2.6	78	2.97
	(ST)	17	30.4	27	48.2	12	21.4	0	0.0	56	3.09
	(SP)	11	22.4	29	59.2	8	16.3	1	2.0	49	3.02

TABLE 3--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score	
	F	P	F	P	F	P	F	P			
Uses own and pupil's time effectively	(ET)	24	27.0	52	58.4	13	14.6	0	0.0	89	3.12
	(EP)	23	29.5	44	56.4	9	11.5	2	2.6	78	3.13
	(ST)	15	26.8	35	62.5	6	10.7	0	0.0	56	3.16
	(SP)	12	24.5	19	38.8	16	32.7	2	4.1	49	2.84
Maintains an effective working situation that is conducive to learning	(ET)	27	30.3	51	57.3	11	12.4	0	0.0	89	3.17
	(EP)	21	26.9	42	53.8	14	17.9	1	1.3	78	3.06
	(ST)	13	23.2	39	69.6	3	5.4	1	1.8	56	3.14
	(SP)	11	22.4	21	42.9	14	28.6	3	6.1	49	2.82

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

principals rated them in the same way. Furthermore, 57.1 percent of the secondary teachers said they had applied the competency consistently, while only 28.6 percent of their principals rated them in the same manner.

A very close agreement exists between the ratings of elementary and secondary teachers in every item in this major competency category. Elementary teachers rated themselves higher than the secondary teachers in all competencies in this category except that of using their own and pupil's time effectively.

Secondary principals rated secondary teachers significantly lower than the teachers did themselves on these two specific competencies: (1) provides opportunities for wide participation, and (2) maintains an effective working situation that is conducive to learning. In the first one, there was a difference of .36 in mean score rating on a four-point scale, while in the second, there was a mean score difference of .32.

Utilizes Adequate Evaluation Procedures.

Elementary teachers rated themselves lower and were rated lower by their principals in this major competency category than in any other in Role 1. For example, 28.1 percent of the elementary teachers either applied the competency in this category only to a limited degree or did not possess the competency at all, while 32.1 percent of their principals rated them in the same manner. Secondary principals rated

TABLE 4

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 1
(utilizes adequate evaluation procedures)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Carries on evaluation as an integral part of instruction	(ET)	29	32.6	39	43.8	21	23.6	0	0.0	89	3.08
	(EP)	16	20.5	39	50.0	22	28.2	1	1.3	78	2.90
	(ST)	20	35.7	30	53.6	5	8.9	1	1.8	56	3.23
	(SP)	5	10.2	24	49.0	20	40.8	0	0.0	49	2.70
Uses a variety of devices and procedures in evaluation	(ET)	18	20.2	30	33.7	38	42.7	3	3.4	89	2.71
	(EP)	11	14.1	34	43.6	32	41.0	1	1.3	78	2.71
	(ST)	13	23.2	22	39.3	16	28.6	5	8.9	56	2.77
	(SP)	4	8.2	23	46.9	21	42.9	1	2.0	49	2.61
Constructs appropriate teacher-made tests and uses them skillfully	(ET)	20	22.5	41	46.1	27	30.3	1	1.1	89	2.89
	(EP)	8	10.3	42	53.8	26	33.3	2	2.6	78	2.72
	(ST)	21	37.5	28	50.0	5	8.9	2	3.6	56	3.21
	(SP)	6	12.2	33	67.3	9	18.4	1	2.0	49	2.90
Reports to parents in terms of growth in knowledge, skills, attitudes and social behavior	(ET)	36	40.4	38	42.7	11	12.4	4	4.5	89	3.19
	(EP)	28	35.9	35	44.9	13	16.7	2	2.6	78	3.14
	(ST)	14	25.0	15	26.8	26	46.4	1	1.8	56	2.75
	(SP)	9	18.4	25	51.0	15	30.6	0	0.0	49	2.88
Uses evaluative evidence to improve teaching-learning experiences	(ET)	20	22.5	53	59.6	15	16.9	1	1.1	89	3.03
	(EP)	15	19.2	39	50.0	23	29.5	1	1.3	78	2.87
	(ST)	13	23.2	31	55.4	10	17.9	2	3.6	56	2.98
	(SP)	5	10.2	19	38.8	25	51.0	0	0.0	49	2.59

TABLE 4--Continued

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Leads the learner to assume an important role in the evaluation of his own growth and development	(ET)	17	19.1	43	48.3	26	29.2	3	3.4	89	2.82
	(EP)	13	16.7	38	48.7	25	32.1	2	2.6	78	2.79
	(ST)	10	17.9	21	37.5	25	44.6	0	0.0	56	2.73
	(SP)	4	8.2	22	44.9	22	44.9	1	2.0	49	2.59

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

their teachers even lower, indicating that 39.1 percent either did not possess the competencies in this category or applied them only to a limited degree.

The greatest difference between elementary and secondary teacher ratings was in the specific competency of reporting to parents in terms of growth in knowledge, skills, attitudes, and social behavior. A total of 83.1 percent of the elementary teachers indicated that they had applied the competency either consistently or most of the time, while only 51.8 percent of the secondary teachers rated themselves similarly.

The lowest overall ratings were in the specific competencies of (1) using a variety of devices and procedures in evaluation, and (2) leading the learner to assume an important role in the evaluation of his own growth and development.

The greatest difference between teacher and principal ratings was in the specific competency of carrying on evaluation as an integral part of instruction. While 35.7 percent of the secondary teachers believed that they had applied this competency consistently, only 10.2 percent of their principals rated them in the same manner.

In two other specific competencies, both elementary and secondary teachers received lower ratings from their principals than they gave themselves. These competencies were (1) constructing appropriate teacher-made tests and

using them skillfully and (2) using evaluative evidence to improve teaching-learning experiences.

Maintains Effective Balance of Freedom and Security in the Classroom.

The highest overall rating by teachers and principals was in the specific competency of showing an honest liking and sincere regard for boys and girls. Specifically, 98.8 percent of the elementary teachers and 100.0 percent of the secondary teachers believed that they had applied the competency either consistently or most of the time.

The greatest difference between the ratings of elementary teachers and their principals occurred in the specific competency of planning management of classroom routine as a worthwhile learning experience for pupils. Whereas 11.2 percent of the elementary teachers believed that they either did not possess the competency or applied it only to a limited degree, 21.7 percent of their principals rated them similarly.

The overall ratings by both teacher and principal groups were higher in this major competency category than in any other in Role 1.

B. Competencies of Teachers in Role 2
As a Counselor

Uses Sound Psychological Principles of Growth and Development of Children in Guiding Individuals and Groups.

Table 6 reveals that the highest rating by all four groups was in the competency of being sympathetic with and

TABLE 5

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 1
(maintains effective balance of freedom and security in the classroom)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Shows an honest liking and sincere regard for boys and girls	(ET) 65	73.0	23	25.8	1	1.1	0	0.0	89	3.72
	(EP) 49	62.8	24	30.8	4	5.1	1	1.3	78	3.55
	(ST) 33	58.9	23	41.1	0	0.0	0	0.0	56	3.59
	(SP) 29	59.2	11	22.4	7	14.3	2	4.1	49	3.37
Develops relations among pupils that are cooperative and natural	(ET) 52	58.4	32	36.0	5	5.6	0	0.0	89	3.53
	(EP) 35	44.9	32	41.0	8	10.3	3	3.8	78	3.27
	(ST) 27	48.2	27	48.2	2	3.6	0	0.0	56	3.45
	(SP) 20	40.8	16	32.7	10	20.4	3	6.1	49	3.08
Provides opportunities for pupils to develop qualities of leadership and of self-direction	(ET) 40	44.9	42	47.2	7	7.9	0	0.0	89	3.37
	(EP) 20	25.6	42	53.8	14	17.9	2	2.6	78	3.03
	(ST) 15	26.8	31	55.4	10	17.9	0	0.0	56	3.09
	(SP) 9	18.4	24	49.0	16	32.7	0	0.0	49	2.86
Plans management of classroom routine as a worthwhile learning experience for pupils	(ET) 33	37.1	46	51.7	10	11.2	0	0.0	89	3.25
	(EP) 18	23.1	43	55.1	14	17.9	3	3.8	78	2.61
	(ST) 19	33.9	28	50.0	8	14.3	1	1.8	56	3.14
	(SP) 10	20.4	21	42.9	17	34.7	1	2.0	49	2.82

TABLE 5--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Provides opportunity for expression of independent critical thought with emphasis on freedom of expression and open-mindedness	(ET)	35 39.3	42 47.2	11 12.4	1 1.1	89	3.24			
	(EP)	17 21.8	42 53.8	17 21.8	2 2.6	78	2.95			
	(ST)	28 50.0	19 33.9	9 16.1	0 0.0	56	3.34			
	(SP)	10 20.4	28 57.1	10 20.4	1 2.0	49	2.96			

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

TABLE 6

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 1

(uses sound psychological principles of growth and development of children in guiding individuals and groups)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Maintains objectivity when dealing with behavior that is aggressive and abnormal	(ET) 24	27.0	55	61.8	8	9.0	2	2.2	89	3.13
	(EP) 17	21.8	39	50.0	20	25.6	2	2.6	78	2.91
	(ST) 11	19.6	33	58.9	10	17.9	2	3.6	56	2.95
	(SP) 6	12.2	27	55.1	11	22.4	5	10.2	49	2.70
Is sympathetic with and sensitive to students' personal and social problems as well as academic needs	(ET) 51	57.3	36	40.4	2	2.2	0	0.0	89	3.55
	(EP) 26	33.3	41	52.6	11	14.1	0	0.0	78	3.19
	(ST) 23	41.1	26	46.4	7	12.5	0	0.0	56	3.29
	(SP) 9	18.4	27	55.1	12	24.5	1	2.0	49	2.90
Makes adjustments in the curriculum and other requirements in the light of pupils' needs	(ET) 38	42.7	45	50.6	5	5.6	1	1.1	89	3.35
	(EP) 20	25.6	39	50.0	18	23.1	1	1.3	78	3.00
	(ST) 19	34.0	25	44.6	12	21.4	0	0.0	56	3.13
	(SP) 8	16.3	23	46.9	17	34.7	1	2.0	49	2.78

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- (ET) Elementary teacher's competencies - assessed by elementary teachers.
 (EP) Elementary teachers' competencies - assessed by elementary principals.
 (ST) Secondary teachers' competencies - assessed by secondary teachers.
 (SP) Secondary teachers' competencies - assessed by secondary principals.
 F Frequency of responses at each level.
 P Percentage of responses at each level to the nearest one tenth percent.

sensitive to students' personal and social problems, as well as academic needs. A total of 97.7 percent of the elementary teachers and 85.9 percent of the secondary teachers believed that they had applied this competency either consistently or most of the time. The greatest difference in ratings by teachers and principals occurred in this competency. Whereas only 33.3 percent of the elementary principals believed their teachers applied this competency consistently, 57.3 percent of the elementary teachers rated themselves similarly. Only 18.4 percent of the secondary principals believed that their teachers applied the competency consistently, while 41.1 percent of the secondary teachers rated themselves in this manner.

The lowest rating was in the specific competency of maintaining objectivity when dealing with behavior that is aggressive and abnormal. A total of 28.8 percent of the elementary principals and 32.6 percent of the secondary principals believed that their teachers either did not possess this competency or applied it only to a limited degree.

Elementary teachers rated themselves higher than secondary teachers in every specific competency in this major category. Elementary teachers received higher ratings than did the secondary teachers from their respective principals in each competency.

Utilizes Effective Procedures for Collecting Information About Each Pupil.

This area received the lowest rating of any major competency category in Role 2.

The highest overall rating by all four groups was in the competency of explaining needs, abilities, interests, and problems of students to their parents. The greatest difference between the ratings of elementary and secondary teachers occurred in the areas of (1) use of standard tests and (2) skill in constructing and using informal tests and sociometric devices. On item one, 55.1 percent of the elementary teachers believed that they had applied the competency either consistently or most of the time, compared to 28.6 percent of the secondary teachers. In item two, 42.7 percent of the elementary teachers believed that they had applied the competency either consistently or most of the time, compared to 26.8 percent of the secondary teachers.

The greatest difference in the ratings of elementary and secondary principals occurred in the specific competency of utilizing standard tests. While 23.1 percent of the elementary principals believed that their teachers had applied this competency consistently, only 2.0 percent of the secondary principals rated their teachers similarly.

The closest agreement in ratings of elementary and secondary teachers occurred in the competency of effective use of informal procedures for collecting information about

TABLE 7

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 2
(utilizes effective procedures for collecting information about each pupil)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Makes effective use of informal procedures for collecting information about pupils (inter- views, questionnaires)	(ET)	19	21.3	35	39.3	32	36.0	3	3.4	89	2.78
	(EP)	12	15.4	29	37.2	34	43.6	3	3.8	78	2.64
	(ST)	13	23.2	12	21.4	28	50.0	3	5.4	56	2.63
	(SP)	3	6.1	17	34.7	25	51.0	4	8.2	49	2.39
Utilizes standard tests	(ET)	21	23.6	28	31.5	35	39.3	5	5.6	89	2.73
	(EP)	18	23.1	34	43.6	24	30.8	2	2.6	78	2.87
	(ST)	3	5.4	13	23.2	25	44.6	15	26.8	56	2.07
	(SP)	1	2.0	20	40.8	24	49.0	4	8.2	49	2.37
Is skillful in construct- ing and using informal tests and sociometric devices	(ET)	11	12.4	27	30.3	39	43.8	12	13.5	89	2.42
	(EP)	6	7.7	25	32.1	41	52.6	6	7.7	78	2.40
	(ST)	2	3.6	13	23.2	26	46.4	15	26.8	56	2.04
	(SP)	1	2.0	20	40.8	24	49.0	4	8.2	49	2.37
Explains needs, abilities, interests and problems of the students to their parents	(ET)	30	33.7	35	39.3	19	21.3	5	5.6	89	3.01
	(EP)	20	25.6	38	48.7	18	23.1	2	2.6	78	2.97
	(ST)	9	16.1	20	35.7	23	41.1	4	7.1	56	2.61
	(SP)	5	10.2	22	44.9	17	34.7	5	10.2	49	2.55

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

pupils.

Uses Diagnostic and Remedial Procedures Effectively.

Table 8 shows that generally the highest ratings in this major category were in the specific competencies of (1) identifying learning difficulties and (2) revealing ability to work correctively with pupil at his level of achievement, ability, and interest.

In the specific competency of selecting appropriate remedial materials for instruction in relation to the pupil's level of achievement, secondary teachers rated themselves considerably lower than did the elementary teachers. While 76.8 percent of the secondary teachers indicated that they either had applied this competency only to a limited degree or did not possess the competency, only 35.9 percent of the elementary teachers rated themselves in the same way. Elementary teachers also rated themselves much higher than secondary teachers in the specific competency of knowing common diagnostic and achievement tests in their own and related fields. Specifically, 56.0 percent of the elementary teachers indicated that they had applied this competency either consistently or most of the time, and 28.6 percent of the secondary teachers rated themselves in the same way. In both competencies, secondary principals rated their teachers considerably higher than the teachers rated themselves.

The closest agreement between teachers and principals' ratings occurred in the competency of preparing and

TABLE 8

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 2

(uses diagnostic and remedial procedures effectively)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Identifies learning difficulties	(ET)	17	19.1	61	68.5	10	11.2	1	1.1	89	3.05
	(EP)	14	17.9	42	53.8	20	25.6	2	2.6	78	2.87
	(ST)	4	7.1	34	60.7	17	30.4	1	1.8	56	2.73
	(SP)	4	8.2	22	44.9	20	40.8	3	6.1	49	2.55
Knows common diagnostic and achievement tests in own and related fields	(ET)	11	12.4	34	38.2	33	37.1	11	12.4	89	2.51
	(EP)	7	9.0	37	47.4	30	38.5	4	5.1	78	2.60
	(ST)	1	1.8	15	26.8	25	44.6	15	26.8	56	2.04
	(SP)	2	4.1	16	32.7	25	51.0	6	12.2	49	2.29
Selects appropriate remedial materials for instruction in relation to pupil's level of achievement	(ET)	16	18.0	43	48.3	26	29.2	4	4.5	89	2.79
	(EP)	11	14.1	39	50.0	25	32.1	3	3.8	78	2.74
	(ST)	1	1.8	12	21.4	33	58.9	10	17.9	56	2.07
	(SP)	4	8.2	21	42.9	19	38.8	5	10.2	49	2.49
Reveals ability to work correctively with pupil at his level of achievement, ability and interest	(ET)	28	31.5	43	48.3	17	19.1	1	1.1	89	3.10
	(EP)	12	15.4	38	48.7	26	33.3	2	2.6	78	2.77
	(ST)	9	16.1	25	44.6	20	35.7	2	3.6	56	2.73
	(SP)	3	6.1	25	51.0	18	36.7	3	6.1	49	2.57

TABLE 8--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Prepares and uses accurate (ET)	21	23.6	47	52.8	20	22.5	1	1.1	89	2.98
and adequate records (EP)	15	19.2	44	56.4	15	19.2	4	5.1	78	2.90
(ST)	15	26.8	22	39.3	17	30.4	2	3.6	56	2.89
(SP)	9	18.4	27	55.1	11	22.4	2	4.1	49	2.88

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

using accurate and adequate records.

In the five major competency categories considered in Role 2, this area ranked number four in the overall rating by both teachers and principals.

Helps the Pupil Understand Himself.

Table 9 shows that the teachers indicated the highest ratings on the specific competency of establishing effective relationships with individual pupils. Although 96.6 percent of the elementary teachers and 92.9 percent of the secondary teachers believed that they had applied this competency either consistently or most of the time, only 84.6 percent of the elementary principals and 71.4 percent of the secondary principals rated their teachers in the same way.

The only specific competency in which secondary teachers rated themselves higher than elementary teachers was in assisting the pupil in defining realistic educational and vocational goals. Whereas 67.8 percent of the secondary teachers indicated that they applied the competency either consistently or most of the time, only 50.5 percent of the elementary teachers rated themselves in the same way.

There was closer agreement between the ratings of elementary teachers and elementary principals than between those of secondary teachers and secondary principals in every specific competency except the last one.

The competency receiving the second highest rating by both elementary and secondary teachers was that of helping

TABLE 9

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 2

(helps the pupil understand himself)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Establishes effective relationships with individual pupils	(ET)	50	56.2	36	40.4	3	3.4	0	0.0	89	3.53
	(EP)	23	29.5	43	55.1	11	14.1	1	1.3	78	3.13
	(ST)	28	50.0	24	42.9	4	7.1	0	0.0	56	3.43
	(SP)	12	24.5	23	46.9	11	22.4	3	6.1	49	2.90
Uses suitable counseling techniques and procedures	(ET)	19	21.3	46	51.7	18	20.2	6	6.7	89	2.87
	(EP)	15	19.2	39	50.0	20	25.6	4	5.1	78	2.83
	(ST)	11	19.6	25	44.6	14	25.0	6	10.7	56	2.73
	(SP)	2	7.1	27	55.1	17	34.7	3	6.1	49	2.57
Helps pupil understand his own abilities and limitations	(ET)	19	21.3	51	57.3	17	19.1	2	2.2	89	2.97
	(EP)	16	20.5	40	51.3	20	25.6	2	2.6	78	2.90
	(ST)	8	14.3	30	53.6	17	30.4	1	1.8	56	2.80
	(SP)	4	8.2	24	49.0	18	36.7	3	6.1	49	2.59
Guides pupil in the analysis of his personal problems	(ET)	12	13.5	46	51.7	25	28.1	6	6.7	89	2.72
	(EP)	11	14.1	41	52.6	24	30.8	2	2.6	78	2.78
	(ST)	12	21.4	17	30.4	23	41.1	4	7.1	56	2.66
	(SP)	2	4.1	17	34.7	28	57.1	2	4.1	49	2.39

TABLE 9--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Assists pupil in defining (ET)	14	15.7	31	34.8	31	34.8	13	14.6	89	2.52
realistic educational (EP)	4	5.1	43	55.1	23	29.5	8	10.3	78	2.55
and vocational goals (ST)	12	21.4	26	46.4	14	25.0	4	7.1	56	2.82
(SP)	3	6.1	20	40.9	24	49.0	2	4.1	49	2.49

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

the pupil understand his own abilities and limitations.

The lowest rating in this major category was given by secondary principals. Specifically, 61.2 percent indicated that the secondary teachers either did not possess the competency or applied it only to a limited degree.

The closest agreement between teachers and principals' ratings occurred in the competency of using suitable counseling techniques and procedures. The ratings of elementary teachers indicated a mean score of 2.87, and those of elementary principals a mean score of 2.83 on a four-point scale.

This area ranked number three in the five major categories of Role 2.

Works Effectively with Specialized Services.

This area ranked number two in the five major categories considered in Role 2.

Of the two competencies considered in this category, recognizing and referring serious problem cases received the highest rating. A total of 85.4 percent of the elementary teachers and 75.0 percent of the secondary teachers indicated that they had applied this competency either consistently or most of the time.

In both specific competencies, there was a greater difference between elementary teachers and principals than between secondary teachers and their principals.

The lowest rating was made by elementary principals

TABLE 10

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 2

(works effectively with specialized services)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Works effectively with specialized counseling services, recognizing their role and the limitation of his own skill and ability	(ET)	21 23.6	40 44.9	21 23.6	7 7.9	89	2.84			
	(EP)	9 11.5	43 55.1	23 29.5	3 3.8	78	2.74			
	(ST)	14 25.0	20 35.7	17 30.4	5 8.9	56	2.77			
	(SP)	8 16.3	25 51.0	15 30.6	1 2.0	49	2.82			
Recognizes and refers serious problem cases	(ET)	41 46.1	35 39.3	12 13.5	1 1.1	89	3.30			
	(EP)	25 32.1	41 52.6	11 14.1	1 1.3	78	3.15			
	(ST)	20 35.7	22 39.3	12 21.4	2 3.6	56	3.07			
	(SP)	9 18.4	30 61.2	10 20.4	0 0.0	49	2.98			

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(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

in the competency of working effectively with specialized counseling services and recognizing their role and the limitations of his own skill and ability. They indicated that 33.3 percent of their teachers either did not possess the competency or applied it only to a limited degree.

C. Competencies of Teachers in Role 3
A Mediator of the Culture

Draws on a Scholarly Background to Enrich Cultural Growth of Pupils.

Only one competency is listed in this category. Close agreement exists between the ratings of elementary and secondary teachers, as well as between elementary and secondary principals. A total of 88.7 percent of the elementary teachers and 87.5 percent of the secondary teachers indicated that they had applied this competency either consistently or most of the time. A mean score difference of only .02 on a four-point scale existed between the ratings of elementary and secondary principals.

A greater degree of difference exists between the ratings of the teachers and the principals. Only 70.5 percent of the elementary principals and 65.3 percent of the secondary principals indicated that their teachers had applied this competency either consistently or most of the time.

TABLE 11

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 3

(draws on a scholarly background to enrich cultural growth of pupils)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Draws on a scholarly background to enrich cultural growth of pupils	(ET)	22	24.7	57	64.0	9	10.1	1	1.1	89	3.12
	(EP)	9	11.5	46	59.0	23	29.5	0	0.0	78	2.82
	(ST)	17	30.4	32	57.1	6	10.7	1	1.8	56	3.16
	(SP)	7	14.3	25	51.0	17	34.7	0	0.0	49	2.80

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- (ET) Elementary teachers' competencies - assessed by elementary teachers.
 (EP) Elementary teachers' competencies - assessed by elementary principals.
 (ST) Secondary teachers' competencies - assessed by secondary teachers.
 (SP) Secondary teachers' competencies - assessed by secondary principals.
 F Frequency of responses at each level.
 P Percentage of responses at each level to the nearest one tenth percent.

Directs Students to Appreciate Significant Life-Application of Classroom Learning.

Table 12 shows that the highest overall rating was in helping the students to know and apply in their daily lives the democratic principles that are rooted in our historical development.

The lowest overall ratings were in the competency of developing an understanding of the interrelationships among the great disciplines. Secondary teachers rated themselves higher than did the elementary teachers in this competency. Whereas 25.0 percent of the secondary teachers believed that they applied this competency consistently, only 15.7 percent of the elementary teachers rated themselves in the same way.

In all four competencies, there was a much greater difference between the ratings of secondary teachers and their principals than between elementary teachers and their principals. The greatest single difference occurred in the final competency in which 48.2 percent of the secondary teachers felt that they had applied the competency either consistently or most of the time as compared to 14.3 percent of the secondary principals who rated them in the same way.

Designs Activities and Organizes Classroom to Develop and Promote Democratic Skills and Attitudes.

The overall ratings were higher in this major category than in any other in Role 3.

There was much closer agreement between the ratings

TABLE 12

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 3

(directs students to appropriate significant life-application of classroom learning)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Utilizes his field of subject matter and/or general education in the solution of social, economic, scientific and ethical problems	(ET)	26	29.2	45	50.6	17	19.1	1	1.1	89	3.07
	(EP)	9	11.5	47	60.3	21	26.9	1	1.3	78	2.82
	(ST)	24	42.9	24	42.9	8	14.3	0	0.0	56	3.29
	(SP)	6	12.2	26	53.1	17	34.7	0	0.0	49	2.78
Reveals the wide significance of his own subject matter field	(ET)	23	25.8	46	51.7	18	20.2	2	2.2	89	3.01
	(EP)	12	15.4	46	59.0	20	25.6	0	0.0	78	2.90
	(ST)	30	53.6	22	39.3	4	7.1	0	0.0	56	3.46
	(SP)	11	22.4	27	55.1	10	20.4	1	2.0	49	2.98
Develops an understanding of the interrelationships among the great disciplines	(ET)	14	15.7	45	50.6	28	31.5	2	2.2	89	2.79
	(EP)	7	9.0	45	57.7	24	30.8	2	2.6	78	2.73
	(ST)	14	25.0	25	44.6	16	28.6	1	1.8	56	2.93
	(SP)	3	6.1	28	57.1	18	36.7	0	0.0	49	2.70

TABLE 12--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Helps students to know (ET)	51	57.3	31	34.8	7	7.9	0	0.0	89	3.49
and apply in their daily (EP)	21	26.9	46	59.0	10	12.8	1	1.3	78	3.12
lives the democratic (ST)	27	48.2	26	46.4	3	5.4	0	0.0	56	3.43
principles which are (SP)	7	14.3	30	61.2	10	20.4	2	4.1	49	2.86
rooted deep in our his- torical development (mu- tual respect, coopera- tion)										

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

TABLE 13

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 3

(designs activities and organizes classroom to develop and promote democratic skills and attitudes)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Designs classroom activities to develop and promote effective democratic living	(ET)	35	39.3	44	49.4	10	11.2	0	0.0	89	3.28
	(EP)	19	24.4	41	52.6	17	21.8	1	1.3	78	3.00
	(ST)	16	28.6	34	60.7	5	8.9	1	1.8	56	3.16
	(SP)	10	20.4	25	51.0	13	26.5	1	2.0	49	2.90
Directs pupils in learning to use materials from which they will continue to learn after leaving school	(ET)	35	39.3	40	44.9	13	14.6	1	1.1	89	3.22
	(EP)	16	20.5	42	53.8	19	24.4	1	1.3	78	2.94
	(ST)	20	35.7	27	48.2	9	16.1	0	0.0	56	3.20
	(SP)	9	18.4	24	49.0	14	28.6	2	4.1	49	2.82
Uses democratic techniques and skills in teaching	(ET)	40	44.9	40	44.9	8	9.0	1	1.1	89	3.34
	(EP)	19	24.4	47	60.3	12	15.4	0	0.0	78	3.09
	(ST)	22	39.3	26	46.4	8	14.3	0	0.0	56	3.25
	(SP)	9	18.4	31	63.3	8	16.3	1	2.0	49	2.98
Provides for the use of democratic attitudes and skills by the pupils in the classroom	(ET)	44	49.4	36	40.4	8	9.0	1	1.1	89	3.38
	(EP)	20	25.6	43	55.1	14	17.9	1	1.3	78	3.05
	(ST)	22	39.3	31	55.4	3	5.4	0	0.0	56	3.34
	(SP)	10	20.4	29	59.2	8	16.3	2	4.1	49	2.96

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

of elementary and secondary teachers than between teachers and principals in each specific competency in this major category.

The greatest difference between teacher and principal ratings occurred in the specific competencies of (1) directing pupils in learning to use materials from which they will continue to learn after leaving school and (2) providing for the use of democratic attitudes and skills by the pupils in the classroom. In item one, 16.1 percent of the secondary teachers indicated that they either did not possess the competency or applied it only to a limited degree, while 32.1 percent of the secondary principals rated them in the same way. On item two, 5.4 percent of the secondary teachers believed that they applied the competency only to a limited degree, while 20.4 percent of their principals rated them in the same way.

The two specific competencies in which there was the closest agreement between elementary and secondary principals' ratings were (1) designs classroom activities to develop and promote effective democratic living and (2) provides for the use of democratic attitudes and skills by the pupils in the classroom.

D. Competencies of Teachers in Role 4
A Link with the Community

Utilization of Community Resources.

Table 14 shows that both elementary and secondary teachers rated themselves highest in the specific competency of interpreting the community to pupils through his own field and incidental activities.

Elementary teachers received highest ratings from their principals in the competency of revealing to the public the significance of the school program through pupil activities in the classroom, school and community projects. Secondary teachers received the highest rating from their principals in the specific competency of utilizing available educational resources of the community in classroom activities.

The greatest difference between the ratings of elementary and secondary principals was in the specific competency of revealing to the public the significance of the school program through pupil activities in the classroom, school, and community projects. A total of 69.2 percent of the elementary principals rated their teachers as applying the competency either consistently or most of the time, while 55.3 percent of the secondary principals rated their teachers similarly.

The overall ratings were lower in this major category than in any other in Role 4.

TABLE 14

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 4

(utilizes community resources)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Utilizes available educa- tion resources of com- munity in classroom activities	(ET)	15	16.9	29	32.6	41	46.1	4	4.5	89	2.62
	(EP)	8	10.3	40	51.3	26	33.3	4	5.1	78	2.67
	(ST)	9	16.1	16	28.6	27	48.2	4	7.1	56	2.54
	(SP)	8	16.3	22	44.9	16	32.7	3	6.1	49	2.71
Interprets community to pupils through his own field and incidental activities	(ET)	17	19.1	49	55.1	23	25.8	0	0.0	89	2.93
	(EP)	8	10.3	49	62.8	19	24.4	2	2.6	78	2.81
	(ST)	11	19.6	25	44.6	17	30.4	3	5.4	56	2.79
	(SP)	5	10.2	19	38.8	21	42.9	4	8.2	49	2.51
Reveals to the public the significance of the school program through pupil activities in classroom, school and community projects	(ET)	19	21.3	32	36.0	35	39.3	3	3.4	89	2.75
	(EP)	14	17.9	40	51.3	22	28.2	2	2.6	78	2.85
	(ST)	13	23.2	18	32.1	24	42.9	1	1.8	56	2.77
	(SP)	6	12.2	16	32.7	22	44.9	5	10.2	49	2.47

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

Secures Cooperation of Parents.

Table 15 shows that both elementary and secondary teachers rated themselves highest in the competencies of (1) encouraging parents to visit special school events and classes and (2) conforms with policies of the P.T.A. and other cooperating groups relating to cooperation with the school.

Elementary teachers rated themselves considerably higher than the secondary teachers in each of the four competencies in this major category. The greatest difference existed in the competencies of (1) encouraging parents to visit school events and classes and (2) conducting individual and group parent conferences with increasing skill. In item one, above, 85.4 percent of the elementary teachers indicated that they applied the competency either consistently or most of the time, while only 55.4 percent of the secondary teachers rated themselves in the same way.

The lowest rating in this category was in the competency of conducting individual and group parent conferences with increasing skill, in which 51.8 percent of the teachers indicated that they either did not possess the competency or applied it only to a limited degree.

Assists Lay Groups in Understanding Modern Education.

Table 16 indicates that the highest rating for all four rating groups was in the specific competency of

TABLE 15

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 4

(secures cooperation of parents)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Knows when and how to obtain assistance from parents for school or class affairs	(ET)	29	32.6	33	37.1	25	28.1	2	2.2	89	3.00
	(EP)	15	19.2	39	50.0	22	28.2	2	2.6	78	2.86
	(ST)	12	21.4	15	26.8	24	42.9	5	8.9	56	2.61
	(SP)	3	6.1	29	59.2	11	22.4	6	12.2	49	2.59
Conforms with policies of Parent-Teacher Associa- tions and other cooper- ating groups relating to cooperation with the school	(ET)	46	51.7	30	33.7	11	12.4	2	2.2	89	3.35
	(EP)	22	28.2	42	53.8	12	15.4	2	2.6	78	3.08
	(ST)	21	37.5	14	25.0	16	28.6	5	8.9	56	2.91
	(SP)	8	16.3	27	55.1	13	26.5	1	2.0	49	2.86
Encourages parents to visit special school events and classes	(ET)	50	56.2	26	29.2	12	13.5	1	1.1	89	3.40
	(EP)	27	34.6	37	47.4	10	12.8	4	5.1	78	3.12
	(ST)	15	26.8	16	28.6	21	37.5	4	7.1	56	2.75
	(SP)	9	18.4	20	40.8	16	32.7	4	8.2	49	2.70

TABLE 15--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Conducts individual (ET)	28	31.5	40	44.9	17	19.1	4	4.5	89	3.03
and group parent (EP)	19	24.4	37	47.4	18	23.1	4	5.1	78	2.91
conferences with (ST)	7	12.5	20	35.7	23	41.1	6	10.7	56	2.50
increasing skill (SP)	4	8.2	20	40.8	22	44.9	3	6.1	49	2.51

(ET)- Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

TABLE 16

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 4

(assists lay groups in understanding modern education)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors and community acquaintances	(ET)	27 30.3	31 34.8		27 30.3		4 4.5		89	2.91
	(EP)	7 9.0	40 51.3		29 37.2		2 2.6		78	2.67
	(ST)	8 14.3	24 42.9		22 39.3		2 3.6		56	2.68
	(SP)	7 14.3	20 40.8		17 34.7		5 10.2		49	2.59
Communicates effectively with the public as well as with members of the profession	(ET)	27 30.3	43 48.3		18 20.2		1 1.1		89	3.07
	(EP)	16 20.5	37 47.4		20 25.6		5 6.4		78	2.82
	(ST)	13 23.2	27 48.2		16 28.6		0 0.0		56	2.95
	(SP)	10 20.4	20 40.8		17 34.7		2 4.1		49	2.78

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

communicating effectively with the public as well as with members of the profession. There was very little difference either between elementary and secondary teachers, between elementary and secondary principals, or between teachers and principals.

The greatest difference between groups of raters occurred in the specific competency of initiating opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances. While 30.3 percent of the elementary teachers indicated that they had applied this competency consistently, only 9.0 percent of the elementary principals rated them in the same way. Almost as great a difference occurred between the same group of elementary teachers and the secondary teachers in the same competency. Among the secondary teachers, 41.3 percent indicated that they applied the competency consistently, while 30.3 percent of the elementary teachers rated themselves in the same way.

Helps Define and Solve Community Problems Related to Education.

Table 17 shows that both elementary and secondary teachers rated themselves highest in the competency of drawing upon reliable sources for information and assistance. They were also ranked highest by their principals in this competency. A total of 79.7 percent of the elementary teachers and 83.9 percent of the secondary teachers indicated

TABLE 17

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 4

(helps define and solve community problems related to education)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Contributes to service in the community	(ET)	18	20.2	28	31.5	37	41.6	6	6.7	89	2.65
	(EP)	15	19.2	32	41.0	25	32.1	6	7.7	78	2.72
	(ST)	13	23.2	13	23.2	26	46.4	4	7.1	56	2.63
	(SP)	11	22.4	10	20.4	23	46.9	5	10.2	49	2.55
Participates as a member of the profession in school betterment programs, bond issues and legislative matters	(ET)	16	18.0	30	33.7	32	36.0	11	12.4	89	2.57
	(EP)	15	19.2	26	33.3	31	39.7	6	7.7	78	2.64
	(ST)	8	14.3	16	28.6	29	51.8	3	5.4	56	2.52
	(SP)	8	16.3	19	38.8	17	34.7	5	10.2	49	2.61
Draws upon reliable sources for information and assistance	(ET)	35	39.3	36	40.4	18	20.2	0	0.0	89	3.19
	(EP)	18	23.1	41	52.6	15	19.2	4	5.1	78	2.94
	(ST)	18	32.1	29	51.8	9	16.1	0	0.0	56	3.16
	(SP)	12	24.5	21	42.9	15	30.6	1	2.0	49	2.90

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

that they had applied this competency either consistently or most of the time.

Both elementary and secondary principals rated their teachers higher than the teachers rated themselves in the specific competency of participating as a member of the profession in school-betterment programs, bond issues, and legislative matters.

In the specific competency of contributing to service in the community, 48.3 percent of the elementary teachers and 53.5 percent of the secondary teachers indicated that they either did not possess the competency or applied it only to a limited degree.

The lowest rating was in the competency of participating as a member of the profession in school-betterment programs, bond issues, and legislative matters, in which 57.2 percent of the secondary teachers indicated that they either did not possess the competency or applied it only to a limited degree.

E. Competencies of Teachers in Role 5
A Member of the Staff

Defines and Articulates Objectives.

Secondary teachers rated themselves higher than elementary teachers in both of the competencies in this major category.

The greatest difference between the teacher and principal ratings was between secondary principals and their

TABLE 18

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 5

(defines and articulates objectives)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Contributes to the definition of the over-all aims of school (defines objectives clearly)	(ET)	29	32.6	42	47.2	16	18.0	2	2.2	89	3.10
	(EP)	18	23.1	39	50.0	20	25.6	1	1.3	78	2.95
	(ST)	18	32.1	32	57.1	6	10.7	0	0.0	56	3.21
	(SP)	8	16.3	26	53.1	13	26.5	2	4.1	49	2.82
Articulates his class-room objectives to those of the school	(ET)	35	39.3	37	41.6	17	19.1	0	0.0	89	3.20
	(EP)	17	21.8	46	59.0	12	15.4	3	3.8	78	2.99
	(ST)	21	37.5	28	50.0	7	12.5	0	0.0	56	3.25
	(SP)	8	16.3	26	53.1	14	28.6	1	2.0	49	2.84

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

teachers in both specific competencies. In the competency of the teacher's articulating his classroom objectives to those of the school, 30.6 percent of the principals indicated that their teachers either did not possess the competency or applied it only to a limited degree, while only 12.5 percent of the teachers rated themselves in the same way. In the competency of contributing to the definition of the overall aims of the school (define objectives clearly), only 10.7 percent of the secondary teachers believed that they either did not possess the competency or applied it only to a limited degree, while 30.6 percent of the secondary principals rated them in the same way.

The highest rating was in the specific competency of articulating classroom objectives to those of the school.

Contributes to School Program Development.

Table 19 shows that the highest ratings by all four rating groups was in the specific competency of showing flexibility in modifying plans and procedures to fit with those of the entire school. A total of 95.5 percent of the elementary teachers and 91.0 percent of the secondary teachers indicated that they applied this competency either consistently or most of the time.

The greatest difference between teacher and principal ratings occurred in the above competency. Specifically, 91.0 percent of the secondary teachers felt that they applied the competency either consistently or most of the time, while

TABLE 19

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 5

(contributes to school program development)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Participates effectively in all-school curriculum development, evaluation and revision (ET)	29	32.6	38	42.7	20	22.5	2	2.2	89	3.05
(EP)	19	24.4	34	43.6	22	28.2	3	3.8	78	2.88
(ST)	18	32.1	26	46.4	11	19.6	1	1.8	56	3.09
(SP)	10	20.4	20	40.8	16	32.7	3	6.1	49	2.76
Articulates his classroom program to the school curriculum (ET)	44	49.4	27	30.3	18	20.2	0	0.0	89	3.29
(EP)	23	29.5	42	53.8	11	14.1	2	2.6	78	3.10
(ST)	21	37.5	29	51.8	6	10.7	0	0.0	56	3.27
(SP)	9	18.4	26	53.1	14	28.6	0	0.0	49	2.90
Shows flexibility in modifying his plans and procedure to fit with those of the entire school (ET)	57	64.0	28	31.5	4	4.5	0	0.0	89	3.59
(EP)	31	39.7	40	51.3	4	5.1	3	3.8	78	3.27
(ST)	31	55.4	22	39.3	3	5.4	0	0.0	56	3.50
(SP)	12	24.5	25	51.0	11	22.4	1	2.0	49	2.98

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

only 75.5 percent of the secondary principals rated them in the same way.

The greatest difference between the ratings of elementary teachers and their principals was also in this competency. In fact, 64.0 percent of the elementary teachers felt that they had applied the competency consistently, while only 39.7 percent of the elementary principals rated them in the same way.

The lowest overall rating was in the competency of participating effectively in all-school curriculum development, evaluation, and revision. Secondary teachers rated themselves higher than elementary teachers in this specific competency. However, the secondary principals felt that only 61.2 percent of their teachers had applied this competency either consistently or most of the time.

Contributes to the Effectiveness of Over-all School Activities.

This major category received the lowest overall rating in Role 5. In this case, 32.7 percent of the secondary principals indicated that their teachers either applied this competency only to a limited degree or did not possess the competency, and 23.5 percent of the elementary principals rated their teachers in the same way.

The greatest difference between teacher and principal ratings was in the competency of assuming appropriate responsibility for operation of the school as a whole. Among the

TABLE 20

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 5

(contributes to effectiveness of over-all school activities)

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Participates in planning (ET)	30	33.7	40	44.9	18	20.2	1	1.1	89	3.11
and guidance of student (EP)	20	25.6	42	53.8	14	17.9	2	2.6	78	3.03
activities (ST)	23	41.1	19	33.9	13	23.2	1	1.8	56	3.14
(SP)	8	16.3	26	53.1	13	26.5	2	4.1	49	2.82
Assumes appropriate admin- (ET)	31	34.8	37	41.6	14	15.7	7	7.9	89	3.03
istrative responsibility (EP)	15	19.2	40	51.3	19	24.4	4	5.1	78	2.85
for operation of the (ST)	17	30.4	24	42.9	11	19.6	4	7.1	56	2.96
school as a whole (SP)	6	12.2	22	44.9	15	30.6	6	12.2	49	2.57
Cooperates effectively in (ET)	38	42.7	36	40.4	12	13.5	3	3.4	89	3.22
the evaluation of the (EP)	22	28.2	40	51.3	12	15.4	4	5.1	78	3.03
school program (ST)	14	25.0	28	50.0	12	21.4	2	3.6	56	2.96
(SP)	11	22.4	26	53.1	11	22.4	1	2.0	49	2.96

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

secondary teachers, 30.4 percent believed that they had applied the competency consistently. In contrast, only 12.2 percent of their principals rated them in the same way. These two groups also disagreed to a considerable degree in the competency of participating in planning and guiding of student activities. Although 41.4 percent of the secondary teachers indicated that they had applied the competency consistently, only 16.3 percent of their principals rated them in the same way.

The secondary teachers rated higher than the elementary teachers in only one competency, i.e., participating in planning and guidance of student activities.

The greatest difference between elementary and secondary teacher ratings was in the specific competency of cooperating effectively in the evaluation of the school program. While 42.7 percent of the elementary teachers indicated that they applied the competency consistently, only 25.0 percent of the secondary teachers rated themselves in the same way.

Maintains Harmonious Personal Relations with Colleagues.

This category received the highest overall rating in Role 5. In fact, 100.0 percent of the elementary teachers and 98.2 percent of the secondary teachers believed that they had applied this competency either consistently or most of the time.

The greatest difference in ratings was between

TABLE 21

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 5

(maintains harmonious personal relations with colleagues)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Maintains harmonious personal relations with his colleagues	(ET)	62	69.7	27	30.3	0	0.0	0	0.0	89	3.69
	(EP)	39	50.0	33	42.3	5	6.4	1	1.3	78	3.42
	(ST)	36	64.3	19	33.9	1	1.8	0	0.0	56	3.63
	(SP)	23	46.9	18	36.7	8	16.3	0	0.0	49	3.31

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- (ET) Elementary teachers' competencies - assessed by elementary teachers.
 (EP) Elementary teachers' competencies - assessed by elementary principals.
 (ST) Secondary teachers' competencies - assessed by secondary teachers.
 (SP) Secondary teachers' competencies - assessed by secondary principals.
 F Frequency of responses at each level.
 P Percentage of responses at each level to the nearest one tenth percent.

teachers and principals. Whereas 64.3 percent of the secondary teachers indicated that they applied this competency consistently, only 46.9 percent of their principals rated them accordingly. While 69.7 percent of the elementary teachers felt that they applied this competency consistently, only 50.0 percent of their principals rated them in the same way.

F. Competencies of Teachers in Role 6
A Member of the Profession

Demonstrates Appreciation of the Social Importance of the Profession.

As shown in Table 22, the highest ratings by all four rating groups was in the competency of contributing to the honor and the prestige of the profession by his personal conduct. In this case, 94.4 percent of the elementary teachers and 94.6 percent of the secondary teachers believed that they had applied this competency either consistently or most of the time. A total of 88.5 percent of the elementary principals and 79.6 percent of the secondary principals rated their teachers in the same way.

The greatest difference between teacher and principal ratings occurred in the specific competency of interpreting to others the goals and the practices of the profession. Among the secondary teachers, 85.8 percent indicated that they had applied the competency consistently or most of the time. In contrast, only 63.2 percent of the secondary principals rated them in the same way.

TABLE 22

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 6

(demonstrates appreciation of social importance of profession)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Renders appropriate service to society beyond that for which he has contracted	(ET)	19	21.3	49	55.1	20	22.5	1	1.1	89	2.96
	(EP)	15	19.2	38	48.7	21	26.9	4	5.1	78	2.82
	(ST)	15	26.8	24	42.9	17	30.4	0	0.0	56	2.96
	(SP)	12	24.5	18	36.7	18	36.7	1	2.0	49	2.84
Contributes to the honor and prestige of the profession by his personal conduct	(ET)	54	60.7	30	33.7	5	5.6	0	0.0	89	3.55
	(EP)	34	43.6	35	44.9	8	10.3	1	1.3	78	3.30
	(ST)	28	50.0	25	44.6	3	5.4	0	0.0	56	3.45
	(SP)	23	46.9	16	32.7	9	18.4	1	2.0	49	3.24
Interprets to others the goals and practices of the profession	(ET)	35	39.3	42	47.2	12	13.5	0	0.0	89	3.25
	(EP)	22	28.2	36	46.2	19	24.4	1	1.3	78	3.01
	(ST)	17	30.4	31	55.4	8	14.3	0	0.0	56	3.16
	(SP)	8	16.3	23	46.9	17	34.7	1	2.0	49	2.78

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

The ratings of elementary and secondary teachers resulted in the same mean score in the competency of rendering appropriate service to society beyond that for which he had been contracted. The closest agreement between the ratings of elementary and secondary principals was in this competency.

Contributes to Professional Organizations and Standards.

Table 23 indicates that secondary teachers rated themselves higher than elementary teachers in four out of five competencies in this category. A total of 78.0 percent of the elementary teachers indicated that they had applied these competencies either consistently or most of the time, whereas 84.0 percent of the secondary teachers rated themselves in the same way.

The two competencies receiving the highest total ratings were (1) adhering to the accepted code of ethics and (2) contributing to the profession by membership in professional organizations. A total of 97.8 percent of the elementary and 100.0 percent of the secondary teachers indicated that they applied the first competency either consistently or most of the time. On the other hand, 87.7 percent of the elementary and 96.4 percent of the secondary teachers indicated that they applied the second competency either consistently or most of the time.

The two competencies receiving the lowest total ratings were (1) taking an active part in the formulation

TABLE 23

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 6

(contributes to professional organizations and standards)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Adheres to the accepted code of ethics	(ET)	59	66.3	28	31.5	2	2.2	0	0.0	89	3.64
	(EP)	37	47.4	32	41.0	7	9.0	2	2.6	78	3.33
	(ST)	35	62.5	21	37.5	0	0.0	0	0.0	56	3.63
	(SP)	25	51.0	16	32.7	8	16.3	0	0.0	49	3.35
Contributes to the profession by membership in professional organizations	(ET)	62	69.7	16	18.0	8	9.0	3	3.4	89	3.54
	(EP)	37	47.4	28	35.9	11	14.1	2	2.6	78	3.28
	(ST)	40	71.4	14	25.0	2	3.6	0	0.0	56	3.68
	(SP)	22	44.9	22	44.9	5	10.2	0	0.0	49	3.35
Takes an active part in the formulation of the organizational policies and the activities that are an outgrowth of these policies	(ET)	15	16.9	32	36.0	36	40.4	6	6.7	89	2.63
	(EP)	19	24.4	33	42.3	23	29.5	3	3.8	78	2.87
	(ST)	14	25.0	22	39.3	18	32.1	2	3.6	56	2.86
	(SP)	9	18.4	19	38.8	20	40.8	1	2.0	49	2.73
Supports the policy once formed until it is changed by the democratic process	(ET)	38	42.7	37	41.6	14	15.7	0	0.0	89	3.26
	(EP)	31	39.7	37	47.4	9	11.5	1	1.3	78	3.26
	(ST)	28	50.0	20	35.7	8	14.3	0	0.0	56	3.36
	(SP)	19	38.8	18	36.7	11	22.4	1	2.0	49	3.12

TABLE 23--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Seeks and supports legislative programs to improve the program of education as well as the economic and social status of the profession	(ET)	19 21.3	41 56.1	25 28.1	4 4.5	89	2.84			
	(EP)	14 17.9	35 44.9	27 34.6	2 2.6	78	2.78			
	(ST)	21 37.5	20 35.7	11 19.6	4 7.1	56	3.04			
	(SP)	8 16.3	21 42.9	16 32.7	4 8.2	49	2.67			

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

of the organizational policies and the activities that are an outgrowth of the policies and (2) seeks and supports legislative programs to improve the program of education as well as the economic and social status of the profession. The greatest difference between teacher and principal ratings was in this second competency. While 37.5 percent of the secondary teachers felt that they applied this competency either consistently or most of the time, only 16.3 percent of their principals rated them in the same way.

Although ranking lowest in the competency of taking an active part in the formulation of the organizational policies and the activities that are an outgrowth of these policies, both elementary and secondary teachers rated much better in the competency of supporting the policy once formed until it is changed by the democratic process. Note that only 16.9 percent of the elementary teachers indicated that they had applied the first competency consistently, while 42.7 percent of the same teachers indicated that they had applied the second competency in the same way.

Takes Personal Responsibility for His Own Professional Growth.

Table 24 indicates that elementary and secondary teachers rated themselves highest in the specific competency of enlarging their horizons through academic and non-academic experiences. In this case, 92.1 percent of the elementary teachers and 96.4 percent of the secondary teachers indicated that they applied this competency either consistently or most

TABLE 24

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 6

(takes personal responsibility for his own professional growth)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Develops and tests more effective classroom procedures	(ET)	31	34.8	44	49.4	11	12.4	3	3.4	89	3.15
	(EP)	18	23.1	37	47.4	22	28.2	1	1.3	78	2.92
	(ST)	19	33.9	27	48.2	9	16.1	1	1.8	56	3.14
	(SP)	7	14.3	24	49.0	16	32.7	2	4.1	49	2.73
Keeps informed on current trends, tendencies, and practices in his field by use of professional literature	(ET)	34	38.2	39	43.8	16	18.0	0	0.0	89	3.20
	(EP)	16	20.5	39	50.0	21	26.9	2	2.6	78	2.88
	(ST)	21	37.5	24	42.9	10	17.9	1	1.8	56	3.16
	(SP)	12	24.5	21	42.9	16	32.7	0	0.0	49	2.92
Participates in conferences, workshops, etc., dealing with professional problems	(ET)	30	33.7	37	41.6	20	22.5	2	2.2	89	3.06
	(EP)	22	28.2	35	44.9	19	24.4	2	2.6	78	2.99
	(ST)	17	30.4	20	35.7	16	28.6	3	5.4	56	2.91
	(SP)	8	16.3	26	53.1	13	26.5	2	4.1	49	2.82

TABLE 24--Continued

Competency	Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
	F	P	F	P	F	P	F	P		
Enlarges his horizons through academic and non-academic experiences	(ET)	39 43.8	43 48.3	7 7.9	0 0.0	89	3.36			
	(EP)	15 19.2	46 59.0	16 20.5	1 1.3	78	2.96			
	(ST)	22 39.3	32 57.1	2 3.6	0 0.0	56	3.36			
	(SP)	8 16.3	28 57.1	12 24.5	1 2.0	49	2.88			

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

of the time. The second highest rating was in keeping informed on current trends, tendencies, and practices in their field by the use of professional literature. Specifically, 82.0 percent of the elementary teachers and 80.4 percent of the secondary teachers believed that they applied this competency either consistently or most of the time.

The lowest overall rating in this major category was in the specific competency of participating in conferences, workshops, etc., dealing with professional problems. A total of 24.7 percent of the elementary teachers and 34.0 percent of the secondary teachers indicated that they either had applied this competency only to a limited degree or did not possess the competency.

The greatest difference between teacher and principal ratings was in the competency of enlarging his horizons through academic and non-academic experiences. While 39.3 percent of the secondary teachers indicated that they had applied this competency either consistently or most of the time, only 16.3 percent of their principals rated them in the same way.

The closest agreement between elementary and secondary teacher ratings was in the competency of developing and testing more effective classroom procedures. Elementary teacher ratings resulted in a mean score of 3.15 and secondary teacher ratings resulted in a 3.14 mean score. Both scores are based on a four-point rating scale with four as

the high score.

Acts on a Systematic Philosophy, Critically Adopted and Consistently Applied.

Table 25 shows that both teacher and principal ratings were highest in the competency of expressing a systematic philosophy of education held with a deep personal conviction. In this case, 89.9 percent of the elementary and 82.2 percent of the secondary teachers believed that they applied the competency either consistently or most of the time.

The greatest difference between teacher and principal ratings, however, was in the same specific competency. While 48.3 percent of the elementary teachers indicated that they applied this competency consistently, only 20.8 percent of the elementary principals rated them in the same way. Specifically, 41.1 percent of the secondary teachers believed that they had applied the competency consistently, while only 18.4 percent of the secondary principals rated them similarly.

Secondary teachers rated slightly higher than elementary teachers in the specific competency of utilizing explicitly their philosophical views in making consistent choices of educational policies and practices.

The lowest single rating was made by secondary principals in the competency mentioned in the preceding paragraph. A total of 34.7 percent of the secondary principals

TABLE 25

THE DEGREE OF APPLICATION OF SELF-ASSESSED AND PRINCIPAL-ASSESSED
COMPETENCIES OF ELEMENTARY AND SECONDARY
TEACHERS IN ROLE 6

(acts on a systematic philosophy critically adopted and consistently applied)

Competency		Apply Consistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency		Total	Mean Score
		F	P	F	P	F	P	F	P		
Expresses a systematic philosophy of education held with deep personal conviction	(ET)	43	48.3	37	41.6	8	9.0	1	1.1	89	3.37
	(EP)	16	20.8	47	60.3	14	17.9	1	1.3	78	3.00
	(ST)	23	41.1	23	41.1	10	17.9	0	0.0	56	3.23
	(SP)	9	18.4	24	49.0	15	30.6	1	2.0	49	2.84
Utilizes explicitly his philosophical views in making consistent choices of educational policies and practices	(ET)	25	28.1	43	48.3	19	21.3	2	2.2	89	3.02
	(EP)	9	11.5	53	67.9	15	19.2	1	1.3	78	2.90
	(ST)	13	23.2	33	58.9	10	17.9	0	0.0	56	3.05
	(SP)	7	14.3	25	51.0	16	32.7	1	2.0	49	2.78

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

indicated that their teachers either did not possess the competency or applied it only to a limited degree.

CHAPTER IV

INTERPRETATION OF DATA

A. Role Comparisons

The highest overall scores were in the roles of member of the staff, member of the profession, and mediator of the culture. The consistently lowest mean scores by all four rating groups were in the areas of link with the community and as a counselor.

In the combined levels of four and three, the elementary and the secondary teachers resulted in the identical rank order. They are from Role 1 to Role 6, mediator of the culture, member of the staff, member of the profession, director of learning, counselor, and link with the community.

All four rating groups placed their assessments of teachers as director of learning at a rank of four in the four plus three column.

Elementary teachers registered a 3.25 self-assessed mean score in the role of member of the staff. Secondary teachers scored 3.25 in the role of mediator of the culture. These were the highest mean scores reported.

The lowest mean scores were reported by secondary

principals. They assessed their teachers at a mean score of 2.61 as a counselor and 2.65 as a link with the community.

Table 26 presents role comparisons that show the rank order at each of the four levels of assessment. The following categories were added for clarification: 4 + 3, 2 + 1, mean score, and mean score rank.

Table 27 presents role comparisons of total frequency, percentage, and mean score for each rating group.

B. Experiences Affecting Competency Development

Each teacher was asked to complete that part of the questionnaire that called for a listing of experiences in his teacher-education program that contributed to the development of the competencies included in each of the six roles. The instructions contained directions to include both courses and experiences as they related to the specific competencies.

Forty, or 43.8 percent, of the elementary teachers and twenty-one, or 37.5 percent, of the secondary teachers indicated either courses or experiences that contributed to the development of the competencies.

Student teaching was mentioned most frequently by both elementary and secondary teachers as the course that contributed most, especially in the roles of director of learning and counselor.

An accurate tabulation of all the courses mentioned by the respondents was impossible because some of the

TABLE 26

ROLE COMPARISON SHOWING RANK ORDER AT EACH LEVEL
OF ASSESSMENT FOR EACH RATING GROUP

Role	4	3	2	1	4+3	2+1	Mean Score	Rank
ELEMENTARY TEACHER								
ONE	1	6	3	5.5	4	3	3.11	4
TWO	6	2	2	1	5	2	2.95	6
THREE	4	1	6	5.5	1	6	3.19	3
FOUR	5	5	1	2	6	1	2.96	5
FIVE	2	4	5	3	2	5	3.25	1
SIX	3	3	4	4	3	4	3.20	2
ELEMENTARY PRINCIPAL								
ONE	3	2	3	5	4	3	2.96	3
TWO	5	4	1	2	6	1	2.84	5.5
THREE	6	1	4	6	3	4	2.94	4
FOUR	4	5	2	1	5	2	2.84	5.5
FIVE	1	3	6	3	1	6	3.06	1
SIX	2	6	5	4	2	5	3.02	2

TABLE 26--Continued

Role	4	3	2	1	4+3	2+1	Mean Score	Rank
SECONDARY TEACHER								
ONE	4	2	3	3	4	3	3.01	4
TWO	6	5	2	1	5	2	2.71	6
THREE	3	1	6	6	1	6	3.25	1
FOUR	5	6	1	2	6	1	2.73	5
FIVE	2	3	5	4	2	5	3.22	2
SIX	1	4	4	5	3	4	3.21	3
SECONDARY PRINCIPAL								
ONE	3	3	3	5	4	3	2.80	4
TWO	6	4	1	2	6	1	2.61	6
THREE	4	1	5.5	6	1	6	2.86	3
FOUR	5	6	2	1	5	2	2.65	5
FIVE	2	2	5.5	3	2	5	2.87	2
SIX	1	5	4	4	3	4	2.98	1

TABLE 27

ROLE COMPARISONS OF TOTAL FREQUENCY, PERCENTAGE
AND MEAN SCORE FOR EACH RATING GROUP

Role		4		3		2		1		(4+3)		(2+1)		Mean Score	Total
		Apply Con-		Apply most		Apply to		Do not							
		sistently		of Time		Limited		Possess		Competency					
		F	P	F	P	F	P	F	P	F	P	F	P		
ONE	(ET)	902	47.0	1296	32.7	531	19.2	30	1.1	2178	79.7	561	20.3	3.11	2759
	(EP)	576	23.8	1244	51.4	553	22.9	45	1.9	1820	75.2	598	24.8	2.96	2418
	(ST)	492	28.3	809	46.6	398	22.9	37	2.1	1301	74.9	435	25.0	3.01	1736
	(SP)	261	17.2	727	47.9	498	32.8	33	2.2	988	65.1	531	35.0	2.80	1519
TWO	(ET)	463	27.4	774	45.8	373	22.0	81	4.8	1237	73.2	454	26.8	2.95	1691
	(EP)	281	19.0	735	49.6	414	27.0	52	3.5	1016	68.6	466	31.4	2.84	1482
	(ST)	215	20.2	414	38.9	344	32.3	91	8.6	629	59.1	435	40.9	2.71	1064
	(SP)	95	10.2	433	46.5	346	37.2	57	6.1	528	56.7	403	43.3	2.61	931
THREE	(ET)	290	36.2	384	47.9	118	14.7	9	1.1	674	84.1	127	15.8	3.19	801
	(EP)	132	18.8	403	57.4	160	22.8	7	1.0	535	76.2	167	23.8	2.94	702
	(ST)	192	38.1	247	49.0	62	12.3	3	.6	439	87.1	65	12.9	3.25	504
	(SP)	72	16.3	245	55.6	115	26.1	9	2.0	317	71.9	124	28.1	2.86	441

TABLE 27--Continued

Role	4		3		2		1		(4+3)		(2+1)		Mean Score	Total	
	Apply Con-sistently		Apply most of Time		Apply to Limited Degree		Do not Possess Competency								
	F	P	F	P	F	P	F	P	F	P	F	P			
FOUR (ET)	327	30.6	407	38.1	296	27.7	38	3.6	734	68.7	334	31.3	2.96	1068	
	(EP)	184	19.7	460	49.1	249	26.6	43	4.6	644	68.8	292	31.2	2.84	936
	(ST)	148	22.0	233	34.7	254	37.8	37	5.5	381	56.7	291	43.3	2.73	672
	(SP)	91	15.5	243	41.3	210	35.7	44	7.5	334	56.8	254	43.2	2.65	588
FIVE (ET)	355	44.3	312	39.0	119	14.8	15	1.9	667	83.3	134	16.7	3.25	801	
	(EP)	204	29.0	356	50.7	119	17.0	23	3.3	560	79.7	142	20.3	3.06	702
	(ST)	199	39.5	227	45.0	70	13.9	8	1.6	426	84.5	78	15.5	3.22	504
	(SP)	95	21.5	215	48.8	115	26.1	16	3.6	310	70.3	131	29.7	2.87	441
SIX (ET)	503	40.4	518	41.5	203	16.3	22	1.8	1021	81.9	225	18.1	3.20	1246	
	(EP)	305	27.9	531	48.6	232	21.2	24	2.2	836	76.5	256	23.4	3.02	1092
	(ST)	313	39.9	336	42.9	124	15.8	11	1.4	649	82.8	135	17.2	3.21	784
	(SP)	177	25.8	301	43.9	192	28.0	16	2.3	478	69.7	208	30.3	2.93	686

(ET) Elementary teachers' competencies - assessed by elementary teachers.

(EP) Elementary teachers' competencies - assessed by elementary principals.

(ST) Secondary teachers' competencies - assessed by secondary teachers.

(SP) Secondary teachers' competencies - assessed by secondary principals.

F Frequency of responses at each level.

P Percentage of responses at each level to the nearest one tenth percent.

teachers included responses such as "methods courses," "psychology courses," "sociology courses," "education courses," and "guidance courses," while others responded in terms of specific courses. Some respondents stated that they could not identify the specific course. Specific methods courses were mentioned most often by both elementary and secondary students as contributing to the development of competencies as a director of learning. The variety of courses that were mentioned can be explained in part by the fact that a great many teaching fields were represented by the participants.

"Other experiences include both those which the specific department of education planned for their teacher education students and those that arose out of the college experience in general. The following comments were given in this section of the questionnaire:

Serving on the teacher education committee

On-campus professional groups

Broad range of student teaching experiences

Diagnostic center in Salina

Chicago seminar on inner-city teaching

Travel

Summers spent in working with young people

Co-curricular experiences

Teaching at institution for the retarded

Counseling at camps

Judge contests outside of school

Church youth director

4-H clubs, boy and girl scouts, Sunday School

Reading workshops

Cultural programs and events sponsored by ACCK

Intellectual stimulation of colleagues

Musical experiences

Experiences with children outside of school

Practical involvement in courses

Intensive conferences and seminars with supervisors

Wide reading

Excellent, helpful relationship with college supervisor

Association with professional people

Student teacher organizations

Individual attention of student teacher

Relating to friends and relatives in the teaching profession

Experiences that grew out of student teaching

C. Comparison of Rated Suggestions for Improvement in Teacher-Education Programs

This section deals with an analysis of data gathered by Part II of the questionnaire, in which both elementary and secondary teachers were asked to respond to thirty-one items dealing with various concerns in teacher-education. This part of the questionnaire was entitled, "Suggestions

TABLE 28
SUGGESTIONS FOR IMPROVEMENT

ITEM	AMOUNT OF EMPHASIS NEEDED								Total	Total, Much More and Some More
	Much More		Some More		Sufficient Given		Too Much			
	F	P	F	P	F	P	F	P		
Preparation in subject matter-specialization (ET)	15	16.7	33	36.7	41	45.6	1	1.1	90	53.4
	7	12.3	17	29.8	33	57.9	0	0.0	57	42.1
	22	15.0	50	34.0	74	50.3	1	.7	147	49.0
Human growth and development (ET)	2	2.2	23	25.6	64	71.1	1	1.1	90	27.8
	1	1.8	20	35.1	34	59.6	2	3.5	57	36.9
	3	2.0	43	29.3	98	66.7	3	2.0	147	31.3
Tests, Measurements, and statistics (ET)	13	14.4	30	33.3	44	48.9	3	3.3	90	47.7
	17	29.8	21	36.8	18	31.6	1	1.8	57	66.6
	30	20.4	51	34.7	62	42.2	4	2.7	147	55.1
Specific Methods courses (ET)	13	14.4	35	38.9	40	44.4	2	2.2	90	53.3
	11	19.3	21	36.8	22	38.6	3	5.3	57	56.1
	24	16.3	56	38.1	62	42.2	5	3.4	147	54.4
Audio-visual technology (ET)	21	23.3	28	31.1	40	44.4	1	1.1	90	54.4
	16	28.1	19	33.3	22	38.6	0	0.0	57	61.4
	37	25.2	47	32.0	62	42.2	1	.7	147	57.2
Student Teaching (ET)	12	13.3	28	31.1	50	55.6	0	0.0	90	44.4
	8	14.0	8	14.0	40	70.2	1	1.8	57	28.0
	20	13.6	36	24.5	90	61.2	1	.7	147	38.1

TABLE 28--Continued

ITEM		AMOUNT OF EMPHASIS NEEDED								Total	Total, Much More and Some More
		Much More		Some More		Sufficient Given		Too Much			
		F	P	F	P	F	P	F	P		
Understanding the learning process	(ET)	7	7.8	34	37.8	48	53.3	1	1.1	90	45.6
	(ST)	4	7.0	23	40.4	29	50.9	1	1.8	57	47.4
	(TT)	11	7.5	57	38.8	77	52.4	2	1.4	147	46.3
How to communi- cate effec- tively	(ET)	14	15.6	32	35.6	44	48.9	0	0.0	90	51.2
	(ST)	7	12.3	25	43.9	25	43.9	0	0.0	57	56.2
	(TT)	21	14.3	57	38.8	69	46.9	0	0.0	147	53.1
Student teaching seminars	(ET)	23	25.6	32	35.6	33	36.7	2	2.2	90	61.2
	(ST)	8	14.0	18	31.6	29	50.9	2	3.5	57	45.6
	(TT)	31	21.1	50	34.0	62	42.2	4	2.7	147	55.1
Orientation to the field of teaching	(ET)	18	20.0	28	31.1	42	46.7	2	2.2	90	51.1
	(ST)	11	19.3	13	22.8	33	57.9	0	0.0	57	42.1
	(TT)	29	19.7	41	27.9	75	51.0	2	1.4	147	47.6
How to motivate students effectively	(ET)	23	25.6	45	50.0	22	24.4	0	0.0	90	75.6
	(ST)	17	29.8	32	56.1	6	10.5	2	3.5	57	85.9
	(TT)	40	27.2	77	52.4	28	19.0	2	1.4	147	79.6
Discipline (classroom control)	(ET)	32	35.6	35	38.9	23	25.6	0	0.0	90	74.5
	(ST)	14	24.6	25	43.9	17	29.8	1	1.8	57	68.5
	(TT)	46	31.3	60	40.8	40	27.2	1	.7	147	72.1
Observation be- fore student teaching	(ET)	22	24.4	23	25.6	43	47.8	2	2.2	90	50.0
	(ST)	9	15.8	12	21.1	34	59.6	2	3.5	57	36.9
	(TT)	31	21.1	35	23.8	77	52.4	4	2.7	147	44.9

TABLE 28--Continued

ITEM		AMOUNT OF EMPHASIS NEEDED								Total	Total, Much More and Some More
		Much More		Some More		Sufficient Given		Too Much			
		F	P	F	P	F	P	F	P		
Teaching procedures	(ET)	29	32.2	31	34.4	30	33.3	0	0.0	90	66.6
	(ST)	12	21.1	20	35.1	25	43.9	0	0.0	57	56.2
	(TT)	41	27.9	51	34.7	55	37.4	0	0.0	147	62.6
Classroom management	(ET)	18	20.0	32	35.6	39	43.3	1	1.1	90	55.6
	(ST)	9	15.8	22	38.6	26	45.6	0	0.0	57	54.4
	(TT)	27	18.4	54	36.7	65	44.2	1	.7	147	55.1
Planning and directing co-curricular activities	(ET)	17	18.9	53	58.9	20	22.2	0	0.0	90	77.8
	(ST)	12	21.1	25	43.9	20	35.1	0	0.0	57	65.0
	(TT)	29	19.7	78	53.1	40	27.2	0	0.0	147	72.8
Planning and organizing learning activities	(ET)	17	18.9	42	46.7	30	33.3	1	1.1	90	65.6
	(ST)	7	12.3	24	42.1	26	45.6	0	0.0	57	54.4
	(TT)	24	16.3	66	44.8	56	38.1	1	.7	147	61.1
Counseling and guidance	(ET)	13	14.4	36	40.0	41	45.6	0	0.0	90	54.4
	(ST)	9	15.8	28	49.1	20	35.1	0	0.0	57	64.9
	(TT)	22	15.0	64	43.5	61	41.5	0	0.0	147	58.5
The teacher as a member of the school staff	(ET)	23	25.6	37	41.1	29	32.2	1	1.1	90	66.7
	(ST)	13	22.8	24	42.1	20	35.1	0	0.0	57	64.9
	(TT)	36	24.5	61	41.5	49	33.3	1	.7	147	66.0

TABLE 28--Continued

ITEM		AMOUNT OF EMPHASIS NEEDED								Total	Total, Much More and Some More
		Much More		Some More		Sufficient Given		Too Much			
		F	P	F	P	F	P	F	P		
Evaluation and reporting (diagnostic tools)	(ET)	14	15.6	37	41.1	38	42.2	1	1.1	90	56.7
	(ST)	6	10.5	26	45.6	24	42.1	1	1.8	57	56.1
	(TT)	20	13.6	63	42.9	62	42.9	2	1.4	147	56.5
Meeting individ- ual differences in students	(ET)	5	5.6	19	21.1	64	71.1	2	2.2	90	26.7
	(ST)	6	10.5	21	36.8	30	52.6	0	0.0	57	47.3
	(TT)	11	7.5	40	27.2	94	63.9	2	1.4	147	34.7
School and commu- nity relations	(ET)	10	11.1	51	56.7	28	31.1	1	1.1	90	67.8
	(ST)	10	17.5	30	52.6	17	29.8	0	0.0	57	70.1
		20	13.6	81	55.1	45	30.6	1	.7	147	68.6
Utilization of community re- sources and services	(ET)	4	4.4	16	17.8	67	74.4	3	3.3	90	22.2
	(ST)	6	10.5	24	42.1	27	47.4	0	0.0	57	52.6
	(TT)	10	6.8	40	27.2	94	63.9	3	2.0	147	34.0
Professional growth and responsibility	(ET)	4	4.4	28	31.1	57	63.3	1	1.1	90	35.5
	(ST)	4	7.0	26	45.6	27	47.4	0	0.0	57	52.6
	(TT)	8	5.4	54	36.7	84	57.1	1	.7	147	42.1
Effective use of instructional materials	(ET)	1	1.1	13	14.4	72	80.0	4	4.4	90	15.5
	(ST)	2	3.5	15	26.3	39	68.4	1	1.8	57	29.8
	(TT)	3	2.0	28	19.0	111	75.6	5	3.4	147	21.0

TABLE 28--Continued

ITEM	AMOUNT OF EMPHASIS NEEDED								Total	Total, Much More and Some More	
	Much More		Some More		Sufficient Given		Too Much				
	F	P	F	P	F	P	F	P			
Experiences that will enable students to understand, appreciate, respect and practice the democratic process	(ET)	5	5.6	40	44.4	45	50.0	0	0.0	90	50.0
	(ST)	7	12.3	25	43.9	25	43.9	0	0.0	57	56.2
	(TT)	12	8.2	65	44.2	70	47.6	0	0.0	147	52.4
Knowledge of past and pre- sent culture	(ET)	5	5.6	37	41.1	46	51.1	2	2.2	90	46.7
	(ST)	6	10.5	22	38.6	29	50.9	0	0.0	57	49.1
	(TT)	11	7.5	59	40.1	75	51.0	2	1.4	147	47.6
Mental health (emotional stability)	(ET)	1	1.1	18	20.0	66	73.3	5	5.6	90	21.1
	(ST)	2	3.5	12	21.1	41	71.9	2	3.5	57	24.6
	(TT)	3	2.0	30	20.4	107	72.8	7	4.8	147	22.4
Personality development	(ET)	10	11.1	34	37.8	46	51.1	0	0.0	90	48.9
	(ST)	4	7.0	18	31.6	34	59.6	1	1.8	57	38.6
	(TT)	14	9.5	52	35.4	80	54.4	1	.7	147	44.9
Broader general education background	(ET)	7	7.8	35	38.9	45	50.0	3	3.3	90	46.7
	(ST)	3	5.3	20	35.1	34	59.6	0	0.0	57	40.4
	(TT)	10	6.8	55	37.4	79	53.7	3	2.0	147	44.2

TABLE 28--Continued

ITEM		AMOUNT OF EMPHASIS NEEDED								Total	Total, Much More and Some More
		Much More		Some More		Sufficient Given		Too Much			
		F	P	F	P	F	P	F	P		
Earlier and broader experiences with children and youth	(ET)	4	4.4	17	18.9	61	67.8	8	8.9	90	23.3
	(ST)	2	3.5	13	22.8	39	68.4	3	5.3	57	26.3
	(TT)	6	4.1	30	20.4	100	68.0	11	7.5	147	24.5

for Improvement," and asked for a response on a four-point scale, suggesting the amount of emphasis needed. The scale included (4) much more emphasis needed, (3) some more emphasis needed, (2) sufficient emphasis given, and (1) too much emphasis given.

Table 28 shows the frequency and the percentage of responses on each level. Totals for elementary teachers, secondary teachers, and the total group are reported separately for comparison purposes. A separate category, indicating the combined percentage of responses to level four and three, adds further clarification.

The greatest difference between the ratings of elementary and secondary teachers occurred in the following six areas, all of which indicated a greater than fifteen percent difference in the 4 + 3 column (some more and much more emphasis needed).

	<u>Ele.</u>	<u>Sec.</u>	<u>Diff.</u>
Utilization of community resources	22.2%	52.6%	30.4%
Meeting individual differences in students	26.7%	47.3%	20.6%
Tests, measurements, and statistics	47.7%	66.6%	18.9%
Professional growth and responsibility	35.5%	52.6%	17.1%
Student teaching	44.4%	28.0%	16.4%
Student teaching seminars	61.2%	45.6%	15.6%

Secondary teachers indicated a greater need than elementary teachers for either some more or much emphasis on

18 of the 31 items, whereas elementary teachers felt a greater need than secondary teachers for some more or much more emphasis on 13 items in the list of 31.

The above figures indicate that secondary teachers were much more concerned than elementary teachers about additional emphasis on utilization of community resources, meeting individual differences in students, tests, measurements and statistics, and professional growth and responsibility. Elementary teachers were considerably more concerned than secondary teachers about additional emphasis needed in student teaching and student teaching seminars.

Table 29 compares the way in which both elementary and secondary teachers ranked the thirty-one items. The ranking is based on the column which shows a total of level 4 and 3 (some more or much more emphasis needed).

Identical or almost identical ranking by both groups include items on how to motivate students effectively, discipline (classroom control), school and community relations, the teacher as a member of the school staff, specific methods courses, human growth and development, earlier and broader experiences with children and youth, and mental health.

There is general agreement by both groups that items needing the greatest emphasis include, how to motivate students effectively, discipline (classroom control), school and community relations, and the teacher as a member of the

TABLE 29

ITEM RANKING OF SUGGESTIONS FOR IMPROVEMENT

(Based on levels 3+4 - some more or much more emphasis needed)

ITEM	ELEMENTARY TEACHERS	SECONDARY TEACHERS
Planning and directing co-curricular activities	1	5
How to motivate students effectively	2	1
Discipline (classroom control)	3	3
School and community relations	4	2
The teacher as a member of a school staff	5	6.5
Teaching procedures	6	10
Planning and organizing learning activities	7	14.5
Student teaching seminars	8	21
Evaluation and reporting (diagnostic tools)	9	12.5
Classroom management	10	14.5
Audio-visual technology	11.5	8
Counseling and guidance	11.5	6.5
Preparation in subject matter (specialization)	13	22.5
Specific methods courses	14	12.5
How to communicate effectively	15	10
Orientation to the field of teaching	16	22.5
Observation before student teaching	17.5	26.5

TABLE 29--Continued

ITEM	ELEMENTARY TEACHERS	SECONDARY TEACHERS
Experiences that will enable students to understand, appreciate, respect and practice the democratic process	17.5	10
Personality development	19	25
Tests, measurements and statistics	20	4
Knowledge of past and present culture	21.5	18
Broader general education background	21.5	24
Understanding the learning process	23	19
Student teaching	24	29
Professional growth and responsibility	25	16.5
Human growth and development	26	26.5
Meeting individual differences in students	27	20
Earlier and broader experiences with children and youth	28	30
Utilization of community resources and services	29	16.5
Mental health (emotional stability)	30	31
Effective use of instructional materials	31	28

staff. There is also general agreement by both groups that the items needing the least additional emphasis include mental health, effective use of instructional materials, earlier and broader experiences with children and youth, and human growth and development.

Table 29 indicates that although effective use of instructional materials ranks low in amount of emphasis needed, audio-visual technology was ranked eighth by secondary teachers and 11.5 by elementary teachers.

Elementary teachers indicated that planning and directing co-curricular activities should be ranked first, while secondary teachers ranked this item fifth.

D. Summary of Suggestions by Elementary and Secondary Teachers

The questionnaire contained four blank spaces for additional suggestions and a section for "comments." Fifty, or 44.4 percent, of the elementary teachers responded with the following suggestions:

Need more orientation to the field of teaching.

Provide for thorough self-analysis in professional preparation.

Idealistic is alright - need more realistic approach.

Too far removed from the classroom.

More practical application and experiences needed.

Be more specific in instruction and presentation of ideas.

Teaching procedures are not practical enough.

Approach to teacher preparation is too idealistic.

Synchronize theory and practice.

Need more practice - less theory.

Provide more experiences with children.

Need more instruction on working with minority
children.

Should stress understanding of other cultures in
America.

Need student teaching at different levels.

Need more advance organization and communication
between student teacher and college before stu-
dent teaching.

Provide student teacher with experiences in situa-
tions and conditions that are abnormal - where
discipline problems exist - not idealistic.

Provide competent supervising teachers.

Get student teachers into classrooms earlier.

Provide full year of student teaching.

Provide for more time in student teaching seminars.

Be a teacher aide during freshmen and sophomore
years.

Provide for much more observation during first two
years of college.

Need to observe at all grade levels.

Procedure for observation needs revision.

Earlier contacts with students needed.

Need more classroom experience before student teaching.

Course in classroom management needed following student teaching.

Need courses in teaching arithmetic and social studies.

Need five-hour course in teaching of reading.

Provide courses in music methods and community hygiene.

Provide more specific methods courses.

Need course in A. V. - reading machines and teaching devices.

Additional stress should be placed on phonics and penmanship.

Add courses in special education.

Need course in discipline and classroom management.

Need course in abnormal psychology.

Provide less history of education and more philosophy of education.

Suggest less core subjects and more and earlier in-depth methods.

Permit more elective courses and have fewer required subjects.

Provide more time in major field.

Too much emphasis on general methods - need more specific methods.

Need greater emphasis on grading and evaluating elementary children.

Provide more help in giving and interpreting tests.

Stress objectives and planning of activities - long-term planning.

Provide more help in meeting individual differences.

Add emphasis on sex education in teacher preparation.

Emphasize team teaching and creativity.

Provide for more direct participation by student teacher during professional preparation.

Twenty-two, or 38.6 percent, of the secondary teachers listed additional suggestions for program improvement at their preparatory college. This was done in the spaces provided at the end of the questionnaire and in a section entitled, "comments." The items mentioned most often were concerned with improvement in the area of student teaching and an appeal for a more practical and realistic approach in professional education courses. Specific methods courses were listed rather than general methods courses. The following were reported:

More time should be spent in public schools in education classes with follow-up seminars.

Too many general courses - courses directly involved with teaching came too late and too sudden.

Spend less time on theory - particularly in dealing
with classroom situations.

Need less generalized teaching.

Include more professional people in college classes.

Book and professor are not enough.

Need full year of student teaching.

Stress the matching of student teacher and master
teacher.

Provide competent supervising teachers in all areas
- not just subject matter.

Need more time and more specific criticism from
supervisors.

Add more stress on objectives in student teaching.

Need more observation earlier - first two years.

One of the ACCK schools needs major in special educa-
tion.

Prepare student for teaching in inner-city.

Stress variety in teaching methods.

Provide course in how to teach history.

Strengthen courses in psychology and sociology.

More preparation in subject fields needed.

Need more emphasis on A. V. (up-dated, thorough, and
more inclusive).

Provide greater emphasis on over-all evaluation.

Need evaluation of prospective employment systems.

Give more assistance in the area of planning.

Need more knowledge of new experiments in education.

Provide greater acquaintance with today's literature
on education.

Provide more training in discipline and classroom
control.

Prepare student more adequately to deal with the
slow learner.

Need greater stress on philosophy of education.

Provide proper training for teaching in small schools
(less stress on specialization).

Provide experience in working with teacher's aids.

Include more instruction on ways of meeting chil-
dren's basic needs.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

The problem of this study was to determine to what extent the ACCK Colleges are producing desirable teacher competencies as expressed by first-year teacher-education graduates and their principals in terms of the "California Definition of Teacher Competence."

The purposes of this study were (1) to identify professional competencies of elementary and secondary teachers who graduated from ACCK Schools in 1968 and were engaged in their first year of teaching in the school year 1968-1969 and (2) to make recommendations for the improvement of the teacher-preparation programs in the six participating schools.

The data were analyzed in an attempt to determine relative strengths of teacher competencies. An effort was made to determine which experiences in the preparatory school contributed to the development of the competencies. The teachers made suggestions for program improvement in the ACCK Institutions.

The study involved ninety elementary teachers, fifty-seven secondary teachers, and seventy-eight elementary principals, and forty-nine secondary principals of schools in which these teachers were employed. Each participant received a questionnaire, derived from the "California Definition," to supply the data for the study.

The data were recorded in frequencies, percentages, and mean scores, so that contrasts and comparisons could be made easily. Frequencies and percentages were also used in analyzing teacher suggestions for program improvement. The data were presented in tabular form for the sake of clarity and completeness.

Findings.

The major findings of this study were as follows:

1. Table 27 indicates that there were greater differences between the assessments of secondary teachers and their principals than between the assessments of elementary teachers and their principals.

2. According to Table 27, elementary teachers rated themselves higher than did the secondary teachers in all roles except number three (a mediator of the culture) and number six (a member of the profession).

3. Elementary principals rated their teachers higher in all six roles than secondary principals rated their teachers. See Table 27.

4. The results in Table 27 indicate that both elementary and secondary teachers rated themselves higher than the principals rated them.

5. According to Table 26, the teacher-assessed competency scores were highest in Role 3, (mediator of the culture), Role 5, (member of the staff), and Role 6, (member of the profession).

6. The data in Table 26 indicate that the lowest mean scores by all four rating groups were consistently in Role 2, (counselor), and Role 4, (link with the community).

7. The teacher as a director of learning was ranked number four by all four rating groups as indicated in Table 26.

8. As suggested on page ninety-nine, student teaching was mentioned as the most valuable experience contributing to the development of teacher competencies.

9. Table 4 indicates that the major competency category in Role 1 receiving the lowest overall assessment was in utilizing adequate evaluation procedures.

10. In Role 2, the major competency categories receiving the lowest overall ratings were (1) uses diagnostic and remedial procedures effectively and (2) utilizes effective procedures for collecting information about each pupil. This is shown in Tables 7 and 8.

11. Tables 14 and 17 show that the major competency categories in Role 4 receiving the lowest assessment scores

were (1) utilizing community resources and (2) helping define and solve community problems related to education.

12. In Role 5, the major competency categories receiving the lowest assessments were in (1) contributing to the effectiveness of overall school activities and (2) defining and articulating objectives. This is indicated in Tables 18 and 20.

13. Table 23 shows that the major competency category in Role 6 receiving the lowest overall assessment score was in contributing to professional organizations and standards.

14. According to Table 29 the following items were ranked one to four by elementary teachers making suggestions for improvement in their teacher-education program:

(1) planning and directing co-curricular activities, (2) how to motivate students effectively, (3) discipline (classroom control), and (4) school and community relations.

15. Table 29 indicates that secondary teachers placed the following four items in rank order at the head of their list in making suggestions for improvement of their teacher-education programs: (1) methods of motivating students effectively, (2) school and community relations, (3) discipline (classroom control), and (4) tests, measurements and statistics.

16. Many teachers suggested a more realistic, practical, and specific approach in the methodology and content

of professional education courses. This is indicated on pages 113, 114, and 115.

B. Conclusions

The following conclusions seem justified on the basis of the findings in this study.

1. An eighty-one percent return of questionnaires from teachers seems to suggest considerable interest in teacher-education at the ACCK Schools.

2. Teachers were assessed more competent in some roles than in others. The roles of (1) counselor and (2) link with the community, were assessed lowest by all four rating groups.

3. School principals have a high standard of expectation of their first-year teachers, assessing their teachers lower than the teachers assessed themselves on a majority of competency items.

4. ACCK graduates were assessed highest by their principals in the roles of (1) mediator of the culture, (2) member of the staff, and (3) member of the profession.

5. Education courses at the ACCK Schools need re-evaluation, with more emphasis on specific, practical, and realistic experiences related to teaching.

6. The many suggestions made for program improvement in the ACCK Schools indicate a need for an evaluation of the teacher-education programs.

7. Student teaching contributed most to the development of desirable teacher competencies. However, many other experiences also contributed to the development of desirable teacher competencies.

8. Teacher-education candidates should have earlier experiences with children and youth through supervised observation and teacher-aide programs.

9. Seventy percent of the elementary and secondary teachers applied the competencies listed in the questionnaire either consistently or most of the time as assessed by both elementary and secondary principals. By their own assessments, seventy-six percent of the elementary and secondary teachers applied the competencies either consistently or most of the time. These findings suggest an adequate application of competencies for teachers in their first year of teaching and evidences a commendable preparation in the teacher-education programs in the ACCK Schools.

C. Recommendations

1. Professional preparation courses should include additional emphasis in counseling and guidance.

2. Additional emphasis should be given to courses designed to strengthen the competencies of the teacher as a link with the community.

3. Professional laboratory experiences should be broadened and extended to insure supervised experience in

the many activities in which beginning teachers engage.

4. Additional courses and experiences should be provided in the area of tests, measurements, and statistics, especially at the secondary level.

5. The teacher-education courses should be reviewed to insure adequate attention to the practical, realistic, and specific aspects in both methodology and content.

6. Classroom control and motivation of students should receive greater attention in professional courses.

7. Audio-visual technology should receive special attention at the secondary level.

8. Planning and directing co-curricular activities should receive additional emphasis at both elementary and secondary levels.

9. Consideration should be made for a study of school administration to enrich the teacher's understanding of principal expectations and administrative responsibilities.

10. A study should be made to insure that specific methods courses are offered in all desirable areas.

11. A continuous evaluation of the teacher-preparation programs should evolve as a result of a systematic follow-up of graduates.

12. The education departments in each of the ACCK Schools should use the definition of teacher competence to assess not only their product but also their instructional performance and program in teacher education.

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APPENDICES

APPENDIX A

PERSONAL LETTER MAILED TO GRADUATES
(COPY)

Oklahoma City, Oklahoma
April 3, 1969

Dear Graduate:

As a part of my graduate work at Oklahoma University, I am making a study of the competencies of first year teachers who graduated from the Associated Colleges of Central Kansas in 1968. Both the president and education department head of each of these colleges have agreed to cooperate in this study. (See enclosed letter). I will need your help in securing the information to be used in this research project.

The information you supply will be held in strictest confidence. Only group totals will be analyzed and reported. The results of this research will be made available to all participants upon request. Your college will receive a copy for use in improving its teacher education program.

Please complete the enclosed questionnaire appraising your teaching competencies, and indicate the particular strengths of your program in the right hand column. On the final page of the questionnaire, check the appropriate column indicating your suggestions for improvement in the teacher education program in the college from which you graduated.

Without your help this study would be impossible. May I kindly thank you in advance for your participation. Please complete all information on the enclosed questionnaire and return it to me in the self-addressed, stamped envelope by April 20, 1969.

Very truly yours,

John E. Vogt

APPENDIX B

PERSONAL LETTER MAILED TO PRINCIPALS
(COPY)

Oklahoma City, Oklahoma
May 7, 1969

Dear Sir:

As a part of my graduate work at Oklahoma University, I am making a study of the competencies of first-year teachers who graduated from the Associated Colleges of Central Kansas in 1968. Both the president and education department head of each of these colleges have agreed to cooperate in this study. (See enclosed letter.) I will need your help in securing the information to be used in this research project.

The study I am making involves a comparison of the teacher's rating of her competencies with that of the principal's rating. The information you supply will be held in strictest confidence. Only group totals will be analyzed and reported.

Please complete the enclosed questionnaire, assessing the competencies of the following teacher(s):

The results are usable only if all the items are answered. If some uncertainty should exist with regard to any of the items, please make the best judgment possible.

Please return the completed questionnaire to me as quickly as possible, preferably by May 30. I am enclosing a stamped, self-addressed envelope for your convenience, I realize that this is a very busy time, especially for administrators, but without your help this study would be impossible. May I kindly thank you in advance for your participation.

Sincerely yours,

John E. Vogt

P. S. You need not complete the blanks on page 1. Simply identify the teacher and yourself as the rater.
Thank you!

APPENDIX C

LETTER FROM HEAD OF DEPARTMENT OF EDUCATION,
ACCK COLLEGE
(COPY)

Lindsborg, Kansas
April 4, 1969

Dear Graduate:

Mr. John Vogt, guidance supervisor in the Moore, Oklahoma Public Schools and a doctoral candidate at Oklahoma University, is making a study of first-year graduates of the six colleges included in the Associated Colleges of Central Kansas. The study consists of an assessment of the effectiveness of the colleges in producing certain desirable teacher competencies.

The results of this study will be very valuable to us in the evaluation of our program and in our attempt to provide the highest quality preparation for our teacher education graduates. At the same time, I am sure Mr. Vogt will appreciate your help in promoting his work at Oklahoma University.

I urge you to cooperate with him in every way possible.

Sincerely yours,

Dr. Theodore Von Fange
Head, Department of Education
Bethany College, Lindsborg, Kansas

APPENDIX D

LETTER FROM HEAD OF DEPARTMENT OF EDUCATION,
ACCK COLLEGE
(COPY)

North Newton, Kansas
May 7, 1969

Dear Fellow Educator:

Mr. John Vogt, guidance supervisor in the Moore, Oklahoma Public Schools, is making a study of first-year graduates from the six schools included in the Associated Colleges of Central Kansas. He is hoping to gather information from you concerning teacher competencies for use in his doctoral dissertation at Oklahoma University. I am sure that you are aware of the great amount of help that a candidate must have in order to be able to successfully complete his program.

Because of your qualifications, you have been selected to assist in the assessment of teachers who are 1968 graduates from the Associated Colleges of Central Kansas. As Mr. Vogt seeks information concerning the work of these graduates now teaching under your supervision, please cooperate with him in every way you can. You will be doing a service to our colleges and to the future graduates of these schools.

Our college will receive a copy of the completed study. From this information we will be able to improve our program so that you, in turn, will have better teachers who have profited from your suggestions.

I wish to thank you in advance for your cooperation.

Sincerely yours,

Dr. Alvin Allen
Department of Education
Bethel College
North Newton, Kansas

APPENDIX E

QUESTIONNAIRE USED IN THE STUDY

Name _____ Graduate of _____ College

Your address _____
(Street) (City) (State) (Zip)

Name of school where you are now teaching _____

(Principal) (System) (Superintendent)

Your present teaching assignment _____
(Grade level or
subjects taught)

Married _____ Single _____ Major _____ Minor(s) _____

Age (check appropriate block below) Sex _____

Under 20 20-24 25-29 30-34 35-39 40 or over

Address of school system _____
(Street) (City) (State) (Zip)DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

1. The next four pages of questionnaire contain statements of various teacher competencies. Please read each statement carefully and then place a check in the appropriate column, using the following scale to indicate an evaluation of your own competence as a teacher.
 - 4 - Possess the competency and apply it consistently in teaching
 - 3 - Possess the competency and apply it most of the time
 - 2 - Possess the competency and apply it to a limited degree
 - 1 - Do not possess the competency
2. In the space at the right of the competencies please indicate additional experiences or courses at your ACCK school that contributed to the development of the competency.
3. A one-page questionnaire is included in which you are to make suggestions for improvement in your teacher-education program on a four-point scale showing the extent to which you feel improvement is needed. Please do not overlook this last page of the questionnaire. It is a very important part of the study.

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 1: COMPETENCIES AS A DIRECTOR OF LEARNING

	4	3	2	1
A. Recognizes and deals with each pupil according to his needs, interests and abilities				
B. Helps individuals acquire the skills of effective group membership				
C. Works closely with parents, specialists, and community agencies in the solution of physical and mental health problems				
D. Makes and uses pupil records in ascertaining needs, planning work and guiding the learning process				
E. Utilizes a variety of classroom activities and teaching procedures				
F. Selects and uses a wide variety of instructional materials				
G. Provides abundant and varied opportunities for individual and group expression in appropriate creative fields				
H. Helps pupil make application of his experiences to many situations				
I. Uses resources of school library and community				
J. Develops cooperatively with pupils objectives for units of study, daily class work, and special activities				
K. Arranges for differentiated assignments to meet needs and abilities of individual pupils				
L. Uses a variety of instruments and techniques for keeping pupil informed of his progress				
M. Uses the experiences of students and draws upon life situations and the interests inherent in subject matter				

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 1:

COMPETENCIES AS A DIRECTOR OF LEARNING--Continued

4 3 2 1

N. Provides a physical environment which facilitates learning (heating, lighting, seating)				
O. Makes assignments skillfully				
P. Provides opportunities for wide participation				
Q. Develops study skills of students				
R. Plans satisfactory routine for the handling of materials, equipment, and supplies				
S. Uses own and pupil's time effectively				
T. Maintains an effective working situation that is conducive to learning				
U. Carries on evaluation as an integral part of instruction				
V. Uses a variety of devices and procedures in evaluation				
W. Constructs appropriate teacher-made tests and uses them skillfully				
X. Reports to parents in terms of growth in knowledge, skills, attitudes, and social behavior				
Y. Uses evaluative evidence to improve teaching-learning experiences				
Z. Leads the learner to assume an important role in the evaluation of his own growth and development				

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 1:

COMPETENCIES AS A DIRECTOR OF LEARNING--Continued

4 3 2 1

- | | | | | |
|---|--|--|--|--|
| A-1. Shows an honest liking and sincere regard for boys and girls | | | | |
| A-2. Develops relations among pupils that are cooperative and natural | | | | |
| A-3. Provides opportunities for pupils to develop qualities of leadership and of self-direction | | | | |
| A-4. Plans management of classroom routine as a worthwhile learning experience for pupils | | | | |
| A-5. Provides opportunity for expression of independent critical thought with emphasis on freedom of expression and open-mindedness | | | | |
| A-6. _____ | | | | |

ROLE 2:

COMPETENCIES AS A COUNSELOR AND GUIDANCE WORKER

- | | | | | |
|--|--|--|--|--|
| A. Maintains objectivity when dealing with behavior that is aggressive and abnormal | | | | |
| B. Is sympathetic with and sensitive to students' personal and social problems and their academic needs | | | | |
| C. Makes adjustments in the curriculum and other requirements in the light of pupils' needs | | | | |
| D. Makes effective use of informal procedures for collecting information about pupils (interviews, etc.) | | | | |
| E. Utilizes standard tests | | | | |
| F. Is skillful in constructing and using informal tests and sociometric devices | | | | |

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 2:

COMPETENCIES AS A COUNSELOR AND GUIDANCE WORKER-Con't 4 3 2 1

G. Explains needs, abilities, interests and problems of the students to their parents				
H. Identifies learning difficulties				
I. Knows common diagnostic and achievement tests in own and related fields				
J. Selects appropriate remedial materials for instruction in relation to pupil's level of achievement				
K. Reveals ability to work correctively with the pupil at the level of his abilities, achievements and interests				
L. Prepares and uses accurate and adequate records				
M. Establishes effective relationships with individual pupils				
N. Uses suitable counseling techniques and procedures				
O. Helps pupil understand his abilities and limitations				
P. Guides pupil in the analysis of his personal problems				
Q. Assists pupil in defining realistic educational and vocational goals				
R. Works effectively with the specialized counseling services, recognizing their role and the limitation of his own skill and ability				
S. Recognizes and refers serious problem cases				

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 3: COMPETENCIES AS A MEDIATOR OF THE CULTURE

4 3 2 1

- | | | | | |
|---|--|--|--|--|
| A. Draws on a scholarly background to enrich cultural growth of pupils | | | | |
| B. Utilizes his field of subject matter and/or general education in the solution of social, economic, scientific, and ethical problems | | | | |
| C. Reveals the wide significance of his own subject matter field | | | | |
| D. Develops an understanding of the interrelationships among the great disciplines | | | | |
| E. Helps students to know and to apply in their daily lives the democratic principles which are rooted deep in our historical development (mutual respect, cooperation) | | | | |
| F. Designs classroom activities to develop and promote effective democratic living | | | | |
| G. Directs pupils in learning to use those materials from which they will continue to learn after leaving school | | | | |
| H. Uses democratic techniques and skills in teaching | | | | |
| I. Provides for the use of democratic attitudes and skills by the pupils in the classroom | | | | |

ROLE 4: COMPETENCIES AS A LINK WITH THE COMMUNITY

- | | | | | |
|--|--|--|--|--|
| A. Utilizes available education resources of community in classroom procedures | | | | |
| B. Interprets community to pupils through his own field and incidental activities | | | | |
| C. Reveals to the public the significance of the school program through pupil activities in classroom, school and community projects | | | | |

ROLE 4:

COMPETENCIES AS A LINK WITH THE COMMUNITY--Continued

4 3 2 1

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

D. Know when and how to obtain assistance from parents for school or class affairs				
E. Conforms with policies of Parent-Teacher Associations and other cooperating groups relating to cooperation with the school				
F. Encourages parents to visit special school events and classes				
G. Conducts individual and group parent conferences with increasing skill				
H. Initiates opportunities to discuss educational problems and accomplishments with friends, neighbors, and community acquaintances				
I. Communicates effectively with the public as well as with members of the profession				
J. Contributes to service in the community				
K. Participates as a member of the profession in school betterment programs, bond issues and legislative matters				
L. Draws upon reliable sources for information and assistance				

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 5: COMPETENCIES AS A MEMBER OF THE STAFF

4 3 2 1

- | | | | | |
|--|--|--|--|--|
| A. Contributes to the definition of the over-all aims of the school (defines objectives clearly) | | | | |
| B. Articulates his classroom objectives to those of the school | | | | |
| C. Participates effectively in all-school curriculum development, evaluation and revision | | | | |
| D. Articulates his classroom program to the school curriculum | | | | |
| E. Shows flexibility in modifying his plans and procedure to fit with those of the entire school | | | | |
| F. Participates in planning and guidance of student activities | | | | |
| G. Assumes appropriate administrative responsibility for operation of the school as a whole | | | | |
| H. Cooperates effectively in the evaluation of the school program | | | | |
| I. Maintains harmonious personal relations with his colleagues | | | | |

ROLE 6: COMPETENCIES AS A MEMBER OF THE PROFESSION

- | | | | | |
|--|--|--|--|--|
| A. Renders appropriate service to society beyond that for which he has contracted | | | | |
| B. Contributes to the honor and prestige of the profession by his personal conduct | | | | |
| C. Interprets to others the goals and practices of the profession | | | | |
| D. Adheres to the accepted code of ethics | | | | |

EXPERIENCES IN YOUR
TEACHER-EDUCATION PROGRAM
THAT CONTRIBUTED TO THE
DEVELOPMENT OF THESE
COMPETENCIES

ROLE 6:

COMPETENCIES AS A MEMBER OF THE PROFESSION--Continued 4 3 2 1

E. Contributes to the profession by membership in professional organizations				
F. Takes an active part in the formulation of the organizational policies and the activities that are an outgrowth of these policies				
G. Supports the policy once formed until it is changed by the democratic process				
H. Seeks and supports legislative programs to improve the program of education as well as the economic and social status of the profession				
I. Develops and tests more effective classroom procedures				
J. Keeps informed on current trends, tendencies, and practices in his field by use of professional literature				
K. Participates in conferences, workshops, etc., dealing with professional problems				
L. Enlarges his horizons through academic and non-academic experiences				
M. Expresses a systematic philosophy of education held with deep personal conviction				
N. Utilizes explicitly his philosophical views in making consistent choices of educational policies and practices				

SUGGESTIONS FOR IMPROVEMENT IN THAT PHASE OF YOUR TEACHER EDUCATION PROGRAM WHICH SEEKS TO PRODUCE DESIRABLE COMPETENCIES IN ITS GRADUATES

Please check the following, indicating the extent to which your program of preparation needed improvement:

Use the following scale:

- 4 Much more emphasis needed
- 3 Some more emphasis needed
- 2 Sufficient emphasis was given
- 1 Too much emphasis was given

	4	3	2	1
1. Preparation in subject matter - specialization				
2. Human growth and development				
3. Tests, measurements and statistics				
4. Specific methods courses				
5. Audio-visual technology				
6. Student teaching				
7. Understanding the learning process				
8. How to communicate effectively				
9. Student teaching seminars				
10. Orientation to the field of teaching				
11. How to motivate students effectively				
12. Discipline (classroom control)				
13. Observation before student teaching				
14. Teaching procedures				
15. Classroom management				
16. Planning and directing co-curricular activities				
17. Planning and organizing learning activities				
18. Counseling and guidance				
19. The teacher as a member of a school staff				
20. Evaluation and reporting (diagnostic tools)				
21. Meeting individual differences in students				
22. School and community relations				
23. Utilization of community resources and services				
24. Professional growth and responsibility				
25. Effective use of instructional materials				
26. Experiences that will enable students to understand, appreciate, respect and practice the democratic process				
27. Knowledge of past and present culture				
28. Mental health - emotional stability				
29. Personality development				
30. Broader general education background				
31. Earlier and broader experiences with children and youth				
32. Other!				
33. Other!				
34. Other!				
35. Other!				

COMMENTS:

APPENDIX F

INFORMATION CONCERNING TEACHERS
PARTICIPATING IN THE STUDY

	<u>Elementary</u>		<u>Secondary</u>	<u>Total</u>
<u>Sex</u>				
Male	9	Male	26	35
Female	81	Female	31	112
<u>Age Group</u>				
20-24	69	20-24	45	114
25-29	6	25-29	5	11
30-34	5	30-34	3	8
35-39	4	35-39	3	7
40-over	6	40-over	1	7
<u>Marital Status</u>				
Married	56	Married	37	93
Single	34	Single	20	54
<u>Teaching Assignment</u>				
Kindergarten	5	English, Speech, and Drama	14	
First Grade	19	Social Studies	9	
Second Grade	10	Music	6	
Third Grade	14	Physical Education	3	
Fourth Grade	14	Mathematics	7	
Fifth Grade	8	Science	6	
Sixth Grade	5	Industrial Arts	4	
Special Educ.	3	Business	3	
Physical Educ.	2	Art	1	
Music	8	Foreign Language	1	
Remedial Reading	1	Home Economics	2	
Art	1	Special Education	1	
<u>State in which Teaching Assignment is Located</u>				
Kansas	59	Kansas	46	105
Nebraska	3	Nebraska	2	5
Indiana	5	Indiana	1	6
Colorado	6	Colorado	0	6
Missouri	3	Missouri	0	3
Iowa	1	Iowa	2	3
Minnesota	2	Minnesota	0	2
Illinois	2	Illinois	0	2
Texas	2	Texas	0	2
Pennsylvania	2	Pennsylvania	0	2
New York	1	New York	1	2
Virginia	1	Virginia	0	1

<u>Elementary</u>		<u>Secondary</u>		<u>Total</u>
<u>State in which Teaching Assignment is Located</u>				
Massachusetts	0	Massachusetts	1	1
South Dakota	0	South Dakota	1	1
New Mexico	1	New Mexico	0	1
Louisiana	1	Louisiana	0	1
Michigan	0	Michigan	1	1
Arizona	1	Arizona	0	1
Idaho	0	Idaho	1	1
Florida	0	Florida	1	1