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Importance of Teaching Competencies for Secondary Teachers in North Carolina as Perceived by Educational Practitioners and Policy Makers

Colleen K. Cody
University of Tennessee - Knoxville

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To the Graduate Council:

I am submitting herewith a dissertation written by Colleen K. Cody entitled "Importance of Teaching Competencies for Secondary Teachers in North Carolina as Perceived by Educational Practitioners and Policy Makers." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

Dewey H. Stollar, Major Professor

We have read this dissertation and recommend its acceptance:

W. Carl Murphy, Charles M. Peccolo, Donald Dessart

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

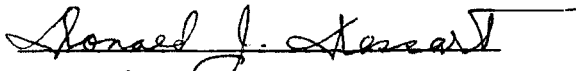

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Dean of the Graduate School

IMPORTANCE OF TEACHING COMPETENCIES FOR SECONDARY
TEACHERS IN NORTH CAROLINA AS PERCEIVED BY
EDUCATIONAL PRACTITIONERS AND
POLICY MAKERS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Colleen K. Cody

June 1986

IN MEMORIAM

Donald G. Hileman
December 5, 1984

and

W. Carl Murphy
March 11, 1986

DEDICATION

This dissertation is dedicated to Dr. Paul Spencer Flynn whose friendship and encouragement have enriched the writer's personal life and professional career.

ACKNOWLEDGEMENT

To the members of the Doctoral Committee, all have given help, consideration, and encouragement that cannot be acknowledged amply with mere words--but the writer is sincerely grateful.

To Dr. Dewey H. Stollar, Chairman of the Doctoral Committee, and to Dr. W. Carl Murphy for their special friendship and encouragement throughout her program, the writer states a very special expression of gratitude and appreciation. To Dr. Charles M. Peccolo and Dr. Donald Dessart gratitude is expressed for their constant support, suggestions, and encouragement.

To Georgia and Jim Bunn for special friendship and assistance which helped to make this dissertation possible.

To Rick, Karen, Doris, and their little people a special expression of gratitude for their constant patience, assistance, and love while allowing the writer to be an absent member of the family.

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ABSTRACT

The purposes of this study were to determine if there were any consensus among superintendents, chairpersons of the boards of education, and principals in North Carolina relative to the perceived importance of teaching competencies for the secondary teacher and to identify the competencies considered most and least critical to secondary teacher job performance. The North Carolina Teacher Performance Appraisal Instrument competencies were used for this study. The 34 competencies were grouped under 10 major functions which were also analyzed for this study.

Data were gathered from 289 respondents who were mailed a questionnaire containing the 34 competency statements in the North Carolina Teacher Performance Instrument. Respondents were asked to rate each competency and to select what they perceived to be the five most and five least critical competencies to the secondary teacher. Information concerning the highest earned academic degree and the number of years of educational administration or school board experience was taken from the questionnaire while information about the size, location, and classification of the school district was gathered through other means. The returns were 63 percent.

Major findings of this study were:

1. The competency of planning, presenting, practicing, and correcting student work was rated most often by all respondents as a most important competency for secondary teachers.

2. The major function of individualizing instruction was rated most often as of very high importance and the most critical function of teacher competency for secondary teachers.

3. The competency of carrying out duties relative to energy conservation was rated most often by all respondents as a least important competency for secondary teachers.

4. The geographic region of the state in which the school district was located and the size of the district produced differences in the perceived importance of competencies for secondary teachers.

5. The highest earned degree significantly affected the value superintendents and principals placed on certain competencies for secondary teachers.

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CHAPTER I

INTRODUCTION

Conceptions of the good teacher differ drastically, and such diversity often yields not richness, but confusion (Popham, 1975, p. 287).

Because the public is becoming increasingly anxious about the quality of its tax-supported educational system, this appears to be the generation of evaluation or the period of educational accountability as a result of an "over supply of teachers and an under supply of public confidence in schools" (Popham, p. 285). Thousands of teachers are being evaluated by thousands of administrators because "public agitation regarding educational quality has manifested itself in some states as legislatively enacted educational assessment programs" (p. 285). As in 1957 with Sputnik II, America is again seen as a nation at risk. Now as then, the American educational system is being evaluated with the idea that education can solve all of society's problems. Once again, the teachers are being evaluated to determine the worth of America's educational system. This worth is being assessed through teacher competency ratings by administrators.

However, administrative ratings have little to recommend them except the convenience with which they can be secured. Popham stated:

The major problem with such ratings stems from the diverse perceptions that people have regarding what it is that constitutes good teaching. It has been observed that "what is a joke to one person is a wisecrack to another." In the same

way, one principal may think a teacher as Socrates reborn, whereas another principal may view the same teacher as a candidate for the custodial staff (p. 287).

With this range in competency evaluation, the ratings of teachers seem to be questionable because persons who evaluate teachers are not all looking for the same competency. Unless the raters and the teachers agree on the importance of the competencies being evaluated, the process of evaluation of the teachers will not lead to educational improvement. The teachers whose work is being evaluated must understand the frame of reference from which the evaluation was instituted. The raters and the teachers must agree on the importance ascribed to the competencies being evaluated.

Statement of the Problem

Across the nation, education has become one of the main topics of concern by politicians, parents, media, and educators. Once again, as in 1957 with the launching of Sputnik II, America is seen as a nation at risk and educational accountability is questioned. The classroom teacher is being asked to demonstrate competencies as a measure of accountability. However, very little research has been done to determine how important the individual competencies are to the school administrators who are doing the evaluations of teacher job performance.

Houston and Warren contended that people were "generally more likely to achieve clearly delineated goals and objectives than fuzzy unknown ones" (1977, p. 15). Haefele stated that the present teacher

evaluation techniques "may isolate teachers and administrators and establish adversary rather than cooperative relationships" (January 1980, p. 352).

Teachers need to know the value the evaluators place on each competency. Most educational evaluators seem to agree that certain competencies of teaching effectiveness can be observed and rated; however, it is doubted that there would be agreement among the evaluators about the level of importance assigned to those teacher competencies. Robertson and Lee (December 1978, p. 16) stated that educational administrators do not agree on the relative importance of specific criteria observed. Hansen (March 1978, p. 13) said, "The criteria to be used in the evaluation process must be understood and accepted by both the teacher and the evaluator."

Which of the competencies were most critical to the teacher's performance? Did educational evaluators place the same level of importance on each competency when evaluating a teacher? This study addressed the problem of whether there was any differences in the level of importance assigned to required job performance competencies of secondary public school teachers by selected principals, superintendents, or chairpersons of the boards of education.

Purpose of the Study

The purposes of this study were to determine the level of importance of the competencies for the secondary public school teacher and to determine which of these competencies were deemed

most important and least important as perceived by the high school principal, superintendent, and chairperson of the board of education. This study was to determine what the differences were in the perceptions of the principals, superintendents, and chairpersons of the boards of education in regard to certain variables such as the size of the school district (up to 5000; 5001-10,000; 10,001-15,000; 15,000+), the geographic regions of the state (Mountains, Piedmont, Coastal Plains), and the type of school district (city, county). The responses of the superintendents and principals were examined by investigating the following variables: the highest degree earned and the number of years of educational administration. The respondents were asked to select from a list of the 34 North Carolina teacher performance competency statements what they perceived to be the five most important competencies and the five least important competencies relative to the role of the high school teacher.

Significance of the Study

The most significant aspect of this study was that it determined the value superintendents, chairpersons of the boards of education, and secondary principals placed on the competency statements developed for the public school teacher. There is a lack of information concerning the importance school practitioners and policy makers place on the competencies for the secondary teacher. Therefore it was difficult to determine what consensus existed between the school

practitioners and policy makers concerning the importance of competencies for the secondary teacher. The importance assigned to each competency has a direct impact on the performance and evaluation of the secondary teacher.

Dale Bolton (1972) maintained that the initial step in teacher evaluation in a local school district is to determine what is considered to be important in teaching. The first step is crucial to the evaluation process, since what is considered to be important becomes the basis for developing specific teacher behaviors and results of behavior desired (identified as critical) (p. 14).

The public school teacher was the focus of the better schools movement that legislatures and the general public were demanding. The California Stull Act of 1971 required the evaluation of teachers; other states have followed with similar legislation. However, "different people value different things in teachers. Different raters have different perceptions of good teaching. Such diversity leads to grave difficulty in evaluating teachers via ratings" (Popham, 1974, p. 143).

Medley, Coker, and Soar (1984, p. 4) stated:

The whole art of teacher observation up to the present consists of obtaining someone's subjective judgement of how "good" a teacher is, a judgement based on the assumption that the judge knows what good teaching is and can recognize it when he sees it.

The administrators, for the most part, have received their evaluation prowess through graduate courses in administration and from on-the-job practice. This should produce administrators who were

"knowledgeable in evaluative criteria and evaluation procedure, yet there is no assurance that evaluators from this regimen will rate teachers in any consistent manner" (Robinson and Lee, 1978, p. 16).

A survey in Connecticut was done by Robinson and Lee to determine the evaluative priorities of principals, assistant principals, department chairpersons, and teachers. The respondents were given the sixteen most frequently mentioned evaluative concepts to see what each group considered important in observing a class. All respondents ranked the numbers one, two, fifteen, and sixteen the same. However, many differences in ranking the concepts did occur. The teacher-rated seventh concept was rated thirteenth by principals and other supervisors. The item ranked fifth by the principals was ranked tenth by the teachers (p. 18).

Robinson and Lee (p. 20) stated well the importance of this type of study:

It is important to have mutually-agreed-upon objectives in evaluating a teacher, then these similarities should provide the basis for a meaningful evaluative tool accepted by both teachers and administrators.

Haefele (1980, p. 20) stated that "research demonstrates that criteria may fluctuate with the personal biases of the observer and yield invalid and inconsistent results even when highly structured observation instruments are used."

This study identified the level of significance selected school administrators and chairpersons of boards of education placed on the identified competencies of teachers and investigated several variables related to the selected school administrators who rate the

competencies of teachers. Data analyzed were the size of enrollment, the legal classification, the geographic location of the district, the years of educational administration experience, and the highest earned academic degree. This analysis determined if there were any differences among respondents according to the level of perceived importance of the higher ranked teacher competencies. This study identified those competencies from the North Carolina Teacher Appraisal Instrument that were considered critical in the role of public school teachers. Therefore, the evaluation of secondary teachers in North Carolina could be based on realistic expectations.

Research Questions

1. What perceived levels of importance did selected high school principals, superintendents, and chairpersons of the boards of education assign to the individual competency statements as listed in the North Carolina Teacher Performance Appraisal Instrument?

2. What were the differences in the perceptions of the principals, superintendents, and chairpersons of the boards of education concerning the level of importance of individual competency statements?

3. What were the perceived differences in the perceptions of the principals, superintendents, and chairpersons of the boards of education relative to:

a. The size of the school district?

- b. The geographic location of the school district within the state (Mountains, Piedmont, Coastal Plains)?
 - c. The type of school district (city, county)?
4. What was the relationship between the perceived level of importance prescribed to the competency statements by the principals and the superintendents relative to:
- a. Highest earned educational degree?
 - b. Number of years of educational administrative experience?
5. Which of the competencies were chosen as the five most important for job effectiveness of the secondary teachers?
6. Which of the competencies were chosen as the five least important for job effectiveness for secondary teachers?
7. Did the principals and superintendents agree or disagree in ranking the five most important competencies and the five least important competencies needed by the secondary teachers?

Assumptions

1. A list of competency statements for the public school teacher could be identified from the North Carolina Teacher Performance Appraisal Instrument.
2. The North Carolina Teacher Performance Appraisal Instrument represented those competencies inherent in the job performance of the secondary public school teacher.

3. A certain level of performance could be assigned to each competency statement that would reflect the respondents' personal value of each competency.

4. The responses were interval data.

Delimitations

1. This study was delimited to the competencies listed in the North Carolina Teacher Performance Appraisal Instrument.

2. This study was delimited to secondary teachers in public schools and the three groups of educational leaders who have impact on that teaching position: secondary principals, superintendents, and chairpersons of the boards of education.

3. This study was delimited to the State of North Carolina.

Limitations

1. This study was limited to the perceptions of the respondents as to the level of importance of each competency statement.

2. This study was subject to the limitations inherent in the use of any survey instrument.

3. The results of this study were applicable only to the State of North Carolina.

4. Responses to this study totaled 63 percent.

Procedure

The basis of this study was the competency statements used in the North Carolina Teacher Performance Appraisal Instrument and

a review of the related literature. A questionnaire was mailed to the total population of superintendents (142) and to the total population of chairpersons of the boards of education (142). The same questionnaire was mailed to 180 of the 295 secondary principals in the state of North Carolina. The data gathered showed the perception each respondent had of the importance of the competency statements for teachers. The data were analyzed to determine if similarities exist between the respondents' perception of the value assigned to each competency statement. Other variables included the analysis of the respondents position, the location of the school district, the size of the district, type of district, years of experience, and the highest earned degree of the respondents. In addition, early and late responses were analyzed to determine if any differences exist between the competencies ranked by these respondents.

Selection of Participants

North Carolina's secondary principals, superintendents, and chairpersons of the boards of education were the target population. A random sample of 61 percent of the secondary principals was surveyed (N=295; S=180). One hundred percent of the population of the public school superintendents (N=142; S=142) and 100 percent of the chairpersons of the boards of education (N=142; S=142) were selected for this study.

Treatment of the Data

Data collected from the questionnaire were analyzed using the SAS. The thirty-four (34) major competency statements constituted the dependent variables of this study. The variables of group membership, the legal classification of school district, geographical region of the state, size of the school district, years of experience as school administrator or board member experience, and highest earned academic degree constituted the independent variables.

Responses to the individual thirty-four (34) competency statements were compared for secondary principals, superintendents, and chairpersons of the boards of education. The thirty-four (34) competency statements were also grouped into the ten (10) areas of teacher competence as listed in the North Carolina Teacher Performance Appraisal Instrument for analysis. Respondents were asked to select what they perceive to be the five (5) most important and the five (5) least important teacher competencies.

Review of the Literature

A review of the literature was conducted on secondary teacher competencies, performance expectations, evaluation procedures, and expected effectiveness. Information was obtained from a number of sources: research studies, books, professional journals, and professional papers. The purpose of this review was to determine what evaluators expect of secondary teachers and to determine if there

is consistency and agreement among selected administrators and chairpersons of the boards of education concerning the level of importance of those competencies. A review of the research and literature on the role of the public school secondary teacher and the demands and responsibilities placed on that teacher were undertaken.

Gathering the Data

A survey instrument utilizing the North Carolina Teacher Performance Appraisal Instrument was developed and mailed to each participant. The participants were asked to use a Likert-type scale to place a level of importance on each of the stated competencies for the secondary teacher. The scale ranged from Most Important to Least Important. The respondents were asked to identify the five most important competency statements and to identify the five least important competency statements. The researcher gathered data relative to the respondents for the number of years of educational administration or school board experience, highest earned academic degree, as well as the geographic location, type, and size of the public school district.

Instrument

The Teacher Performance Appraisal Instrument for the State of North Carolina presented ten major functions of teacher competency: (1) Planning the Program; (2) Overseeing the Program; (3) Updating the Program; (4) Managing Daily Instruction;

(5) Differentiating Instruction; (6) Individualizing Instruction; (7) Supervising; (8) Human Resources; (9) Human Relations; and (10) Non-Instructional Duties. Each of the ten competency functions included two to five major competency statements which totaled thirty-four (34).

The competencies presented in the North Carolina Teacher Performance Appraisal Instrument represented the skills needed by a teacher. The reliability and validity of the North Carolina Instrument was established over several years and through many studies which included the following: (1) Analysis of QAP Core Teaching Competencies in Relation to Teacher Performance Appraisals; (2) Pilot Study for Development of a Teacher Survey Instrument; (3) Reactions Study--Reactions of Teachers, Principals, and Superintendents to the 81-82 Performance Appraisal; (4) Reliability Study of the Teacher and Principal Performance Appraisal Instruments; (5) The North Carolina Performance Appraisal System and Its Relationship to Student Achievement: A Study of External Validity.

Instrumentation

The survey method of research was employed for this study to determine the differences between the perceptions of principals, superintendents, and chairpersons of the boards of education concerning the competencies of the secondary teacher. The questionnaire was developed by randomly listing the 34 competency statements without regard to the ten major functions used in the North Carolina Teacher

Performance Appraisal Instrument. The questionnaire used a 5-point Likert-type scale to measure the responses. The responses ranged from five to one with the following values:

5. MOST IMPORTANT
4. VERY IMPORTANT
3. IMPORTANT
2. LESS IMPORTANT
1. LEAST IMPORTANT.

In addition, the respondents were asked to select the five most important competencies and the five least important competencies from the 34 competency statements listed.

Collection of the Data

A copy of the questionnaire, a list of the 34 competency statements, a cover letter, and an addressed stamped return envelope were mailed to the school administrators and chairpersons of the boards of education comprising the respondents.

In an attempt to get 100 percent return, a follow-up letter with another copy of the questionnaire and a list of competency statements were sent after several weeks to those who had not responded. A telephone follow-up to selected school administrators and policy makers occurred after two additional weeks in a final attempt to secure 100 percent response.

Definition of Terms

1. Competency. The quality of behavior which reflects having requisite or adequate abilities or qualities to satisfy the demands of a particular task.

2. Competency Statement. A written statement that describes the behavior required for job performance.

3. Major Function. The broad area of teacher competence under which teacher competency statements delineate specific skill, ability, or knowledge required by the teacher to fulfill job performance.

4. Major Function A: Planning the Program. The teacher contributes as requested to the development of annual objectives and develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedure consistent with annual school objectives.

4. Major Function B: Overseeing the Program. The teacher applies curriculum scope, sequence, continuity, and balance in carrying out the annual instructional plan while implementing learning strategies that address the identified student needs. Appropriate evaluation methods are used to make changes in the annual instructional plan when a need is indicated.

6. Major Function C: Updating the Program. The teacher renews competence and keeps up with advances in child growth while renewing competence and keeping abreast of new knowledge, research,

and practice in subject area(s) and applying this knowledge to improve the total instructional program.

7. Major Function D: Managing Daily Instruction. The teacher prepares daily lesson plans, correlates subject matter to students' needs and aptitudes, uses resources and enrichment activities that are related to the subject(s), employs instructional methods that are appropriate to the instructional objectives, and involves others as needed to insure that the students are keeping up with daily lessons.

8. Major Function E: Differentiating Instruction. The teacher identifies students' strengths and weaknesses to determine if grouping is required because of differing skill levels, differentiates curriculum content when employing grouping, and provides instructional activities that aid students in becoming independent learners.

9. Major Function F: Individualizing Instruction. The teacher monitors individual student achievement, provides prompt feedback on progress, adjusts instruction to objectives and individual student needs on a daily basis, and arranges to have appropriate materials available to satisfy individual needs.

10. Major Function G: Supervising. The teacher maintains a pleasant working atmosphere, keeps student movement and talk at a level that allows each student to attend to his instructional task, and manages the daily routine so that students know what they are to do next and are able to proceed without confusion.

11. Major Function H: Human Resources. The teacher uses student talent, volunteers, other professional personnel, and community resources to improve instruction and classroom management.

12. Major Function I: Human Relations. The teacher shows respect for the worth and dignity of all students, is aware and encourages tolerance of culture differences, and establishes rapport with parents.

13. Major Function J: Non-Instructional Duties. The teacher performs non-instructional duties as assigned or as a need is perceived; adheres to established laws, rules, and regulations; and carries out duties related to energy conservation.

14. Perception. The conception or impression held by an individual toward a concept based on the individual's experience or observation.

15. Teacher Competence. The characteristic of effective performance which includes the ability, knowledge, and skill to perform at a desired level.

Organization of the Study

This study was organized into four chapters. Chapter I: introduction, statement of the problem, purpose of the problem, significance of the study, research questions, assumptions, delimitations, limitations, procedures, definitions, and organization of the study.

Chapter II: review of related literature.

Chapter III: design of the study, interpretation and analysis of the data.

Chapter IV: summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Historically, within the teaching profession, one is assumed to be effective unless and until someone proves otherwise; therefore, the evaluation of teachers or the evaluation of teaching is not indigenous to the 1980's. Socrates was executed in 399 B. C. for having corrupted the youth of Athens by his teaching. Following the death of Herodes Atticus in 179 A. D., candidates for professorships and chairs were required to demonstrate to a board of electors their familiarity with the tenets of their sect, their philosophical orthodoxy, and some degree of eloquence (Walden, 1970, pp. 153, 136). In 337 A. D., the appointment of a teacher to headship could be made only after a rhetorical contest (Doyle, 1983, p. 7).

About 350 A. D. in Antioch, any father who felt dissatisfied with the performance of a teacher in whose charge he had placed his son had the right to examine the boy, or having him examined by competent authority, to determine whether the teacher was performing his duty or neglecting his duty. If the examination indicated teacher negligence, the father could enter a formal complaint against the teacher and have the case tried by a panel of teachers and laymen. If negligence were proved, the father would transfer his son to another teacher along with his patronage and fees. This evaluation would be very important to most teachers because the whole of their incomes came from the fees if the teachers did not hold government

appointments (Doyle, 1983). Seldin (1980) and Werdell (1967) reported a similar practice whereby students paid fees directly to their teachers. Greater fees for more esteemed teachers was a form of student evaluation of instruction that persisted from early Christian era through the middle ages and into the eighteenth century.

Teacher evaluation was not confined to the European continent. Henry Ford II quoted University of Chicago's Robert Hutchins' remark made in the early 1900's:

Everybody in this country knows all about education. Everybody has either had an education or not had one. If he has had one, he knows what was wrong with it; if he has not had one, he knows what is wrong with everybody else's. No American ever breathed who cannot and will not tell any educator exactly what and how to teach (p. 79).

The twentieth century began with some very slight interest in educational evaluation and became quite intense in the 1970's. There was an increase in educational evaluation during the early years of World War I followed by a decline; then another increase in the early 1920's. In 1924, a significant period in the history of instructional evaluation, a group of Harvard students released the Confidential Guide to Courses, probably the first collection of course and instructor evaluations published for use by students in selecting courses. In 1925, the University of Washington began a campus-wide collection of student evaluations, with Purdue University and the University of Texas doing the same but on a more limited scale (Kent, 1966, pp. 378, 392; Werdell, 1967, p. 3).

Another sharp increase began for the decade beginning in 1927, then a decline; and a gradual rise beginning after the start of World War II. Russia's Sputnik II in 1957 caused a sudden interest in educational programs. America became a nation at risk and, to overcome this weakness, great emphases was placed on science, mathematics, and foreign languages.

Accountability as a movement probably began in 1965 with the Elementary and Secondary Education Act (ESEA), which required that programs for educationally and culturally deprived children be evaluated and assessment data be made known to State and local agencies, as well as to the Federal Government (Krystal and Henrie, 1972, p. 15). After this, a rise in interest began again, peaking in the 1970's with the Vietnam conflict. The California Stull Act of 1971 required the evaluation of teachers; other states followed with similar acts. At the beginning of 1974 nine states (California, Connecticut, Florida, Kansas, New Jersey, Oregon, South Dakota, Virginia, and Washington) had enacted legislation mandating some form of teacher evaluation (Oldham, 1974, p. 52). However, accountability requires that individuals know clearly what is expected of them (Redfern, 1980, p. 5).

A person does not just observe; he observes for something. Bolton (p. 26) stated, "The more specifically one identifies what he is looking for, and the more systematically he plans for observation, the more likely it is that he will know something following the observation." What does one look for when determining a good

teacher? Jensen (p. 70) contended that a "good teacher possesses, to a greater degree, the characteristics deemed important by those making the evaluation, than do average teachers."

In a study involving teachers' personality traits, Lamke (Dec. 1951, p. 217) concluded that a factor analysis of the data

. . . indicates that several patterns exist for good and poor teachers. Good teachers are more likely to be gregarious, adventurous, frivolous, to have abundant emotional responses, strong artistic or sentimental interest, to be interested in the opposite sex, to be polished and fastidious. Poor teachers are more likely than good teachers to be shy, cautious, conscientious, to lack emotional responses and artistic or sentimental interests, to have a comparatively slight interest in the opposite sex, to be clumsy, easily pleased and more attentive to people than good teachers.

Bruce Tuckerman, in developing the Tuckerman Teacher Feedback Form (TTFF), developed four dimensions of teacher effectiveness: creativity, dynamism, organized demeanor, and acceptance and warmth. Biddle (1964) stated that a single teacher trait--warmth--may be assumed to have an effect upon pupils that is different from the effect produced by indifferent or cold teachers. He raised questions: Is warmth equally effective for 11th graders as it is for 1st graders? Does warmth have the same effect with members of ethnic minorities, with upper- and lower-class neighborhoods, or with the emotionally disturbed student?

Superintendents were asked by Miller and Miller to rank a list of qualities perceived to contribute to successful classroom teaching. Creativity, control, and ability to organize learning situations were high on the list. However, Ryan's (1961) study showed that teachers high in originality, democracy, and adaptability

obtain more classroom participation by students. Secondary level student teachers receiving high ratings by supervisors were self-described as being more assertive/dominant, venturesome, enthusiastic, and warm-hearted than those rated low (McClain, 1968).

Good (1983) pointed out that there is little evidence suggesting that effective teaching can now be associated with a particular set of teaching traits or characteristics. It is common for the effectiveness of a teacher to be judged on the basis of such characteristics as warmth, appearance, and knowledge of content.

Traditional evaluation plans put emphasis upon the assessment of personality, temperament, and character traits. Under a broad classification of staff relationships, an item may be "Promotes friendly intraschool relationships." Trying to evaluate a teacher on such an ambiguous item may require that the evaluator make periodic classroom observations, have contact with the teacher outside the classroom, have a general feeling about the matter, or use an educated guess (Redfern, 1980).

When a group of teachers were divided into good and bad teachers, it was found that some characteristics are common to good and bad teachers alike, while other characteristics appear to differentiate good and poor teachers. For example, the degree of emotional stability does not differentiate good and bad teachers. However, it was found that good teachers seem to be characterized by a preference for quickness of action and efficiency of production.

Significant differences in academic ability were indicated. The good teachers were superior to the poor teachers in intelligence, knowledge of subject matter, and professional knowledge. The good teachers were also more sociable and dominant than the poor teachers (Peronto, 1961, p. 89).

Barr (1961, p. 90) judged the good teachers in his study to be more sympathetic, pleasant, and appreciative, happier as they worked with their pupils, to possess a keener sense of humor, and to appear more interested in pupil responses than poor teachers. Barr also found that good teachers as compared with poor teachers were more vigorous, more enthusiastic, and happier, less attractive, more emotionally stable, more pleasant, sympathetic, and democratic, possessed a better speaking voice, and displayed a keener sense of humor. He further concluded that good teachers are more willing to experiment than poor teachers. Margaret Jones, using the Guilford-Zimmerman paper and pencil test, found that good teachers possess a more flexible disposition than poor teachers. Lamke's (1951) data suggest that good teachers appear to be more adventurous and unconventional than poor teachers.

There is a widespread assumption that there is a general teaching ability with which some people are born. This ability will produce a good teacher who is effective in any school, at any grade level, with pupils of either sex and of varying abilities, in all of the subjects in his area of assignment, academic or non-academic (Worcester, 1961).

The professional training, the intelligence, the grade point average, the student teaching record, and the personality patterns have been studied to determine what makes an effective teacher. Many different predictors have been used in an effort to identify concomitants of teaching success. Schmid (1962, p. 1) listed the following:

intelligence, education, scholarship, age, experience, knowledge of subject matter, professional information, extracurricular activities, general culture, socio-economic status, sex, marital status, teaching aptitude, interest in teaching, voice and speech characteristics, photographs, statistical analyses of instructor abilities, opinion studies of instructor personality, causes of teacher failure, and personality tests.

Morsh and Wilder (1954) suggested that many criteria were opinion type with little empirical validation, that most of the criteria showed little significant relationship to teacher success, and that the predictors were highly inconclusive indicators of teaching ability. Barr (1929) pointed out that the concept of teaching efficiency is not well defined anywhere. Ryans (1967) agreed that no common agreement had been reached about what constitutes a good or bad teacher.

Apparently teaching means many different things to different people and, probably, the teaching activity varies from person to person and from situation to situation. With opinions so varied, each person may be said to have a more or less private system of evaluation all his own. For example, those who believe good teachers are born with teaching ability differ in their opinions of how to

evaluate the effective teacher. Some say an effective teacher will be identified by watching the pupils; others who believe in teaching ability say one must watch the behavior of the teacher to know whether or not that individual is effective as a teacher (Worcester, 1961).

S. A. Courtis (1932) stated that the only position that he is willing to accept must be in terms of changes in the pupils taught. Popham (1980) contended that it is indefensible to evaluate successful teaching in terms of teacher behavior because this type of evaluation is focused on what the teacher does. The evaluator should be attentive to what happens to the student as a consequence of what the teacher does. Mitzel (1960) argued that educational products in the form of student gains, growth, and changes were essential in determining teacher effectiveness. Cureton (1951), Ebel (1955), and Mitzel (1960) agreed that teacher evaluation should not only be in terms of product but should also include those student goals immediate to the completion of schools. Reemers (1952) proposed that the teacher effects on school operations and school-community relations be included in a product criterion.

Coker, Medley, and Soar (1980) said research findings do not, as yet, support notions about relationships between teacher characteristics and student learning. Teacher effects are often nearly indistinguishable from the effects of other teachers, other agents (such as parents), or alternate situations. The teacher does not operate upon the pupil in isolation from other sources (Biddle,

1964). Pittinger (1917) also discounted pupil change as a criterion for teacher effectiveness on the basis that pupil achievement is not the result of any single teacher's effort. Symonds (1955, p. 25) claimed that "Classroom achievement of the pupil is not a valid measure of teaching ability due to the pupil variation in preparation and intelligence." The fact that no one variable is accountable for the change in student learning points to the fact that groups of educators and not individuals must be held accountable, and that student performance cannot be used to assess individual teacher performance (Krystal and Henrie, 1972, p. 27). If the evaluation program is to serve to improve education, it is necessary that the teachers be thoroughly acquainted both with what is expected of them and with the appraisal techniques being used (Beecher, 1949, p. 81).

Different Evaluators

There is little consensus among teachers on the subject of teacher evaluation. Teachers' organizations and individual teachers are ranged along a scale of strongly opposing any evaluation plan to taking a leadership role in planning for teacher evaluations. D. A. Worcester (1961) said that teacher evaluations are based upon personal attractiveness, willingness of the teacher to participate in extra-curricular activities, his presence in town over the weekend, the frequency with which pupils are sent to the office for discipline, but not on evidence supported by tests of pupil progress.

Bernard McKenna (1973, p. 55) contended that teacher evaluation at the present time is fragmented, inconclusive, and most unfortunately, unjust for the three following reasons:

1. Performances are often evaluated which have little or no bearing on the professional task at hand. [Teachers are often evaluated on their ability to maintain accurate records or on their participation in community activities.]
2. The teacher with too many students or with students having learning difficulties is more likely to be judged adversely.
3. The teacher is measured by student learning outcomes which include skills, knowledge, values, and attitudes.

Many of the learning outcomes are difficult to teach and almost impossible to measure--good citizenship, honesty.

Educators are evaluated by any person from superintendents to city council members and from alumni to college deans. This fosters much disagreement as to the person best capable of evaluating the teaching effectiveness. Doyle (1983, p. 100) believed that student evaluations of the effective teacher may be influenced by the student's memory of instructor and course behaviors and characteristics, by the student's thoughtfulness, by his wisdom in determining which particular traits or behaviors merit special weight, and by any carelessness or inattentiveness in marking the rating or the answer sheet. A simulation study by Salthouse, McKeachie, and Lin (1978) found that student evaluations had relatively little impact on recommendations for promotion or salary increase at a major university.

A 1970 Nation's Schools poll showed 42.5 percent of the administrators opposed and 40.5 percent favored student evaluations of teachers; 17 percent were uncertain. One school district responding to the Education U. S. A. survey reported that while establishing an evaluation system "the greatest furor was caused by a suggestion that the students be involved in the ratings of the teachers" (Oldham, 1974, p. 24). Brookover found that teachers with a high degree of person-to-person interaction with their students tend to be rated higher as instructors by these same students ($r = .64$), but these same teachers rated near zero ($r = .08$) when evaluated by administrators (1945, p. 203).

Oldham (p. 23) reported John A. Centra of Educational Testing Service concluded, "Well-designed student ratings programs can do more to benefit than harm the academic community." Teachers below the college level seem to be divided as to whether they want to be evaluated by their students. According to a 1971 teacher opinion poll conducted by the NEA Research Division, about 38 percent tended to favor student evaluations. According to Oldham, informational feedback from students is an effective means of influencing teacher behavior and, in fact, student feedback can sometimes be more effective in changing teacher behavior than supervisory feedback. Furthermore, student evaluations are available to teachers whenever they desire to use it and can be an ongoing process and does not have to be dependent upon the assistance of principals or supervisors.

A general complaint of teachers about evaluations by administrators is that the administrators are not familiar with classroom problems. Teachers generally are more receptive to peer evaluation, not only because they felt a fellow teacher will be more sympathetic, but because they believed a fellow teacher is more competent to judge what really occurred in a classroom than a supervisor who is less familiar with the classroom (McKenna, 1973). Doyle (1983, p. 100) reported that colleague raters seem more likely than students to be lenient, but they may also be more likely to have developed an alertness and memory for salient aspects of teaching. The peer-evaluations require time-release from the classroom by the observer and the observer must be trained to observe and evaluate his peers. McKenna stated that some teachers are reluctant to judge their fellow teachers. This would result in an invalid evaluation.

In Colorado Springs (Colorado) School District II, an evaluation team consists of the principal or his representative, a teacher, and department chairperson or supervisor. This team approach to evaluation presented some disagreement between the teacher and the team. The team felt the teachers had more difficulty with mastering teaching skills; the teachers reported they had more difficulty in achieving their objectives in parent and community relations. Teachers and evaluators disagreed on teacher-student relationship. The evaluators were far more likely to see teachers as having problems in their relationship with students than

were teachers. The teachers were inclined to believe they had no problems in teacher-student relationship area (Oldham, 1974).

The Glendale (Wisconsin) Intermediate School has no teacher evaluation in the usual sense. They rely totally on self-evaluation. At the beginning of the school year each teacher prepares a "Work Review and Improvement Planning Sheet" and discusses it with his principal. The sheet is reviewed again near the year's end to determine if the teacher has made improvement as planned (Oldham).

Coeur d'Alene, Idaho, teachers are not evaluated unless termination of a teacher's contract is being considered. Freer and Dawson (June 1985, p. 721) stated that "The district has found a positive way to avoid the often punitive use of checklists to evaluate the 98 percent of teachers who are good in order to get the 2 percent who are poor." The Coeur d'Alene statement of purpose for the guideline stated:

. . . It is the belief of the district that teacher supervision involve more than a supervisor making judgments . . . a cooperative, comprehensive, and continuous process in which the administrator/teacher team reviews its understanding of the task (Freer and Dawson, June 1985, p. 720).

Using this method of evaluation just for a possible termination of a teacher's contract, the Coeur d'Alene teacher morale is high, staff turnover is low, and student achievement on standardized tests is consistently above the national norm. In 1983, the Coeur d'Alene district was one of the 12 finalists in Secretary of Education Terrel Bell's search for model demonstration sites in computer-assisted instruction (Freer and Dawson, June 1985, p. 720).

Views of a Good Teacher

- The perception of a good teacher is common to most groups who are associated with teaching. Ebel (1970, pp. 99-100) examined the student perception of effective teachings and found that a good teacher (1) is a dynamic and energetic person, (2) explains clearly, (3) has an interesting style of presentation, (4) seems to enjoy teaching, (5) has a genuine interest in students and is friendly toward them, (6) encourages class discussion, and (7) discusses points of view other than his own.

Seldin's (1980, pp. 9-10) study of faculty perception of effective teaching produced six characteristics which were: (1) being well prepared for class, (2) demonstrating comprehensive subject knowledge, (3) encouraging intelligent, independent thought by students, (4) motivating students to do their best, (5) being fair and reasonable in evaluating students, and (6) being sincerely interested in the subject being taught.

In 1975, Seldin did a study of 410 academic deans' views of good teaching worthy of contract renewal and promotion in rank. The students of Ebel's 1970 study, the faculty of Seldin's 1980 study, and the deans' views are practically interchangeable in that the deans' definition of an effective teacher (1) is well prepared for class, (2) motivates students to do their best, (3) communicates effectively to the level of the students, (4) demonstrates comprehensive subject matter, and (5) treats students with respect.

Seldin (1980) reported that approximately 2,000 students, faculty and alumni were asked to rank 60 teaching characteristics

in order of importance. Considerable agreement turned up among all the participants. It was also found in a 1974 study that there is general agreement on teacher ratings whether done by faculty colleagues or by students, and that teacher ratings by college administrators are practically interchangeable with those of the teacher's colleagues. Hildebrand (1971), in a comparison of student and faculty perceptions of the best and worst teachers on the Davis campus of the University of California, found their views almost the same.

Even though no single lists of teaching qualities has yet been developed to everyone's satisfaction, it seems clear that the general characteristics of effective teaching are emerging. Eble (1976, p. 18), in a review of studies, noted consistent findings about the characteristics of good teaching which are:

. . . Most studies stress knowledge and organization of subject matter, skills in instruction, and personal qualities and attitudes useful in working with students.

If personal characteristics are emphasized in a particular study, good teachers will be singled out as those who are enthusiastic, energetic, approachable, open, concerned, imaginative, and possessed of a sense of humor.

If characteristics of mastering a subject matter and possessing teaching skills are emphasized, good teachers will be those who are masters of a subject, can organize and emphasize, can clarify ideas and point out relationships, can motivate students, can pose and elicit useful questions and examples, and are reasonable, imaginative, and fair in managing the details of learning.

The literature appears to agree that most students, faculty and administrators will agree with Miller's (1972, pp. 26-27) definition of good teaching:

A good teacher personifies enthusiasm for his students, the area of competence, and life itself. He knows his subject, can explain it clearly, and is willing to do so--in or out of class. Class periods are interesting, and at times, alive with excitement. He approaches his area of competence and his students with integrity that is neither stiff nor pompous, and his attitude and demeanor are more caught than taught.

Evaluation Apprehensions

A few years ago, teacher evaluations were done to identify incompetents so they could be fired. It is little wonder then that McKenna (1974, p. 55) stated that the way teacher evaluation usually is:

1. Evaluation is threatening to teachers.
2. They see it as something that is done to them by someone else.
3. It is used mostly for determining teacher status relative to dismissal, tenure, and promotion, even though instructional improvement is often advertised as its major purpose.
4. Teachers often are unaware of the criteria used to judge them.

McIntyre and Morris (1982) found that while principals view instructional improvement as the main purpose of evaluation, teachers see evaluation primarily as a vehicle for contract renewal. All too frequently "teachers feel that the principal or supervisor is sitting in judgment and that the appraisal being made is in the nature of a final verdict rather than a guidance procedure inspiring them to self-improvement" (Beecher, 1949, p. 81).

Troyer and Pace (1945) found that teachers were reluctant to take part in any evaluation if they felt that the results might be used against them. Krystal (1972, p. 5) stated that when

accountability becomes a way to 'pin a rap' on a scapegoat for all education's problems, resistance naturally follow. Firing, allocating tough teaching assignments, bad classrooms, problem students, study hall duty, public embarrassment, and informal ostracism should never be associated with accountability.

In the literature, the task of assisting teachers and assessing performance are addressed as separate and incompatible acts. The principal is the one usually responsible for carrying out both functions. If effective performance is in question; those whose definite role is solely to assist are often drawn into the assessing process. This results in making all parties uncomfortable, and in such context, the task of providing individualized evaluation and currently providing assistance to faculty is all but impossible. Therefore, the purpose of teacher evaluation must be clearly defined: To assist teachers in improving their performance (MacNaughton, Tracy, and Rogus, 1984, p. 2). Evaluation cannot achieve its objectives unless it is truly cooperative in the eyes of the teachers rather than a procedure imposed on them (Beecher, 1949, p. 93).

An atmosphere of trust must be maintained. Without it, anxiety, intimidation, and adversarial relationships prevail (Chirnside, 1984, p. 42). The key to successful teacher evaluations, according to Carfield (1984), is a collegial relationship between evaluators and teachers. If the threat of job loss is minimized, teachers can concentrate on strengthening weaknesses. However, "removal of resistance to evaluation depends on clear organizational

goals, resources adequate for training evaluators, and clarity of the task of evaluator" (Bolton, 1972, p. 3).

Gruenfield (1966) stated that there is a natural strain in human relations that results when one person evaluates another. This strain may be on the part of the evaluator. Bolton (1972, p. 3) said that some evaluators resist doing evaluations for the following reasons:

- A general lack of certainty regarding criteria, measurement process, and procedures for analysis and interpretation of data.

- A resistance to placing oneself in the position of manipulating or adversely affecting other people's lives.

- A fear of precipitating an unpleasant reaction on the part of the person being evaluated.

- A lack of ability to cope with the weaknesses of the individual in terms of organizational needs and his ability to improve.

Some problems of teacher evaluation may be solved through additional training of the evaluators. "Even the best principals and supervisors may need to be trained to avoid allowing their personal biases and prejudices to affect the accuracy of observations" (Bolton, 1972, p. 35). Some administrators demonstrate an unintentional bias in their ratings; they tend to rate everyone at the two extremes, a very low or a very high. This makes it difficult to compare one administrator's rating with that of another.

Hunt and Buser (December 1977) said that the better the evaluation system the more likely it is that the focus of evaluation is more diagnostic than judgmental and that evaluations are made as

a means to achieve improved professional performance rather than to collect information to support preconceived judgments.

No generally agreed upon method--rating scale, self-analysis, classroom visitations--of measuring the competencies of educators has been accepted and no methods of promoting growth, improvement and development have been generally adopted (Lewis, 1973). Meyer et al. (1965, p. 11) contended that these methods of evaluation

. . . generally not only fail to measure adequately professional competence, but also actually result in alienating the relationship between the teacher and the administrator, do little or nothing for improving performance, and engender a false sense of security about the quality of professional performance in the school system.

The traditional method of evaluating education is based on erroneous assumptions, according to McGregor (1960). One, the traditional performance appraisal program is based on a poor theory of human motivation, that telling an educator where he is doing a poor job will provide the necessary motivation to get him to improve his performance. Research has proven that this is not always true. McGregor (1960, p. 87) gives the following as an example:

. . . Contrast the situation in which a subordinate is evaluating his own performance relative to specific targets which he set a few months ago with the situation in which he is listening to his supervisor evaluate his performance against the supervisor's standards and objectives. The stage is set for rationalization, defensiveness, inability to understand, reactions the supervisor is being unfair, or arbitrary. These are not conditions conducive to effective motivation.

Second, the traditional performance appraisal program is based on the false assumption that the roles of the administrator and the teacher are compatible and that criticism in itself will bring on

the necessary improvement in performance. In evaluating the teacher, the administrator implies that the staff member needs to improve his performance in the direction of the objectives and standards of the administrator. Failure to achieve according to this expectation often leads to criticism, threat, anxiety, and a poor working relationship between the administrator and the teacher, which limits the supervisory effectiveness of the administrator's leadership (Lewis, 1973).

McGregor (1960) further stated that positive judgments can be communicated effectively, but critical judgments are very difficult to communicate without generating defensiveness. Meyer, Kay, and French (1965, p. 126) agreed that frequent criticism constitutes so strong a threat to self-esteem that it seems to disrupt rather than improve subsequent performance.

Rensis Likert (1961, p. 45) stated:

. . . Hostility, fear, distrust, and similar attitudes tend not only to reduce the flow and acceptance of relevant information, but also to evoke motives to distort communications both upward and downward. Distrust and lack of confidence leads members of an organization at all ends in the hierarchy to play it close to the chest, to share a minimum of information with others and to look with suspicion at the information passed on by others. Distrust leads to communication failures. Reciprocal confidence and trust on the part of the members of the organization seem necessary if the communication process is to function effectively.

Reciprocal confidence and trust on the part of teacher and evaluator seem necessary to the communication process and to an effective educational program. Redfern (1980, p. 60) said a good working relationship cannot survive if the following conditions prevail:

1. the purposes and processes of evaluation are confused or obscure,
2. the teacher feels uncertain and insecure about his role in the evaluation process and, more specifically, that the process is being used in some harmful way,
3. the evaluator conceives evaluation as an inspectional and rating process,
4. communication between the teacher and evaluator is inadequate or practically nonexistent.

Lack of communication is not the only problem in effective evaluation of teaching. Evaluators may not be skilled and perceptive in making observations and judgments may be inconclusive and superficial (Redfern, 1980, p. 3). The appraiser may not be expert enough to help competent teachers. This often generates an adversary situation with teachers and evaluators in opposition instead of working cooperatively to improve student learning (Oldham, 1974). Hazel Davis (1964, p. 54) said that ratings appear to be invalid as comprehensive measures of either general or specific teaching ability; however, "It is apparent that ratings are valid measures of the rater's opinion of a teacher."

Kerlinger (1967) contended that when raters were asked to assess traits of teaching effectiveness, they made the assessment from their own orientation. Kelley (1955) agreed that judges use their own system of personal constructs to construe the world that surrounds them and events that occur within it. Goldstein (1982, p. 9) stated,

There is utterly no objectivity in evaluating someone else's performance. Someone assigned to judge the value of the

service of someone else comes value-loaded to that activity. Judgments made on someone else's performance are highly personal and, very frankly, ought to be. The fact is that no matter how one looks at a problem, a personal point of view is probably the most powerful ingredient for assessing the quality of someone else's service.

Furthermore, Koblitz (1973, p. 48) said, "The characteristics and talents of evaluators are a key to fair and valid evaluations in all kinds of situations."

Evaluations may be made by many people: superintendents, principals, supervisors, college professors, other teachers, school board members, pupils, and parents. All of these evaluators will have different concepts of teaching effectiveness, varying amounts of training in handling data, and will have different levels of professional sophistication. However, since teachers receive their supervision and evaluation from their building principals, it is important that the teachers be aware of those teaching characteristics their principals view as essential for and adverse to effective teaching.

Leese (1981, p. 21) said that when an evaluator

. . . visits a group of classrooms, he can be sure that, regardless of his presence, he will see teachers acting and pupils behaving; he will see activity which he can call teaching; better and poorer, effective and ineffective, skilled and unskilled, depending on his definitions and prescriptions.

The evaluator may be superintendent, school board chairperson, or principal; in almost any case the evaluator will have certain prejudices, beliefs, and preferences about how students should be taught and about how teachers should act.

Frequency of Evaluations

The frequency of teacher evaluation occurs infrequently for most teachers. Gene Huddle's (March 1985, p. 59) survey of teacher evaluation frequency showed that of those teachers surveyed 26 percent were never evaluated, 27 percent were evaluated only once, and 23 percent were evaluated twice by department chairperson, school administrator or any supervisor during the previous school year. Because teacher behavior varies so much and evaluator perception may be biased, it does not appear that one may assume a single observation can represent a typical teacher performance. Mitzel (1967, p. 24) stated that observation of teachers should be carefully spaced over time to yield the best appraisal results. Therefore, in order to obtain a clear picture of any teacher's performance, more than one or two observations are needed.

Gary Natriello (1983) reviewed six studies using the theory of evaluation and authority. He concluded that teachers are evaluated infrequently in any form, that many teachers enjoy the autonomy they have as a result, but often feel uncertain and confused about whether they are doing the best thing. Natriello reported that teachers operate with virtual autonomy in their classrooms over what they teach and how they teach. Of the respondents, 72 percent indicated they had either strong or complete control over the content they used and 92 percent indicated strong or complete control over the teaching techniques they used.

Appraisal of teachers should be a continuing rather than a periodic procedure. Education cannot afford to have the teacher frustrations caused by living in fear and trembling throughout the year while waiting for the annual spring checkup (Beecher, 1972). If one of the purposes of evaluation is to assist teachers in improving their instruction, it becomes very difficult to justify a program that does not include a continuous evaluation of every teacher (Bolton, 1972, p. 13). Hunt and Burser (1977, p. 13) stated that the better the evaluation system the more likely it is that the evaluations are neither perfunctory nor ritualistic, but rather made on numerous occasions over an extended time period. Leese (1981, p. 25) said,

If the chief administrator is to obtain assessment, it is time the administrator made clear to the board of education that the traditional once-or-twice-before-tenure, impressionistic, uninformed, uncomparated assessment is unprofessional, inadequate, irresponsible, and ineffective.

Beecher (1949, p. 84) stated that teachers have a real cause for criticism of administration if appraisal at the end of the year, carried on only for purposes of merit rating, reveals weaknesses concerning teaching effectiveness for which there has been no previous appraisal or help.

Huddle (1985, p. 59) found that as the frequency of teacher observations increased, teacher acceptance of the evaluation process increased. When teachers accept the evaluation process and aims, they tend to prefer more, not fewer, formal evaluation periods (McKenna, 1973, p. 56). Redfern (1980, p. 50) said that the greater

the number of visits and the degree to which they show the teacher to the best advantage, the more likely the evaluation assessments will be accurate and reflect the true state of instructional excellence. Peterson (1982, p. 84) stated that the evaluation instrument should document performance during the entire school year, not simply reflect a single observation.

Oldham (1974, p. 17) reported that one Wisconsin administrator disagreed that classroom visitations for evaluation should be increased in frequency and length. The Wisconsin administrators used classroom visitations as a basis for evaluation, but a five-minute visit was used rather than a long observation. A Denton (Texas) Public Schools assistant superintendent was quoted by Oldham (p. 20), "Any supervisory or evaluation procedure which avoids this (classroom visitation-observation) is fake at worst and incomplete at best."

On the other hand, one Arizona educator did not feel that classroom observation by an administrator was necessary or desirable, because he believed observation by an administrator creates an artificial situation. The Arizona educator preferred conferences, group discussions, and peer evaluations. In its report, Teacher Evaluation to Improve Learning, the Ohio Commission on Public School Personnel Policies stated that as generally practiced for the purpose of formal evaluation, classroom observation was of little value and could be more harmful than beneficial (Oldham, 1974, p. 16). Oldham stated that when forewarned, teachers and students

could prepare for the classroom observation and limit the appraiser's opportunity to observe a typical situation. Goldstein (1982, p. 11) stated that when earlier performance foreshadows continued excellence, annual evaluation becomes a ritualistic, time-consuming exercise. Since appraisal of teaching is being a requirement in many states, the teacher needs to know what the evaluator perceives to be important in teaching skills.

Methods, Evaluator Ability

Teacher evaluation should be to insure that the educational institution and society be continually aware of the extent to which the educational system meets the educational needs of society. Evaluate to improve the learning situation for pupils by providing input for personnel decisions such as tenure, promotion, merit pay, and retention as well as to provide another source of feedback to teachers. Carfield and Walter (1984, p. 48) stated that "Teacher evaluation should be used to provide information on individual strengths and weaknesses in order to help build designated weaknesses into strengths." However, according to Medley, Coaker, and Soar (1984, p. 4) the whole art of teacher evaluation up to the present time consists of obtaining someone's subjective judgment of how "good" a teacher is, a judgment based on the assumption that the judge knows what good teaching is and can recognize it when he sees it.

Accountability is an undefined concept with no operational meaning to Orlich and Ratcliff (1977, p. 247) who stated that "in

California, it is a statewide assessment of student achievement, some local school supported programs, and evaluation of teachers." Hansen (1978, p. 15) stated that frustration will occur when the criteria of evaluation, the communication and interpersonal dimensions, the means and processes of assessment, and the results and implications of the evaluation are poorly defined.

Popham (1975, pp. 284-285) said that the many teacher evaluation systems that have been used in this country during recent decades have been largely ritualistic even though thousands of teachers are evaluated each year by thousands of administrators. Rituals, particularly time-honored rituals, are hard to abandon. Regardless of the effect of ritual, many different methods are used to evaluate teachers each year with little agreement as to the best method.

A number of districts are using videotapes for teacher self-appraisal. Oldham (1974, p. 39) reported that in Highland Park High School in Dallas, Texas, the teacher schedules a class for videotaping. The teacher then views the tape privately to complete a self-appraisal using forms that correlate with the personal evaluation forms that the administrator uses to evaluate the teachers. The evaluation form correlation allows for a comparison of the teacher's self-appraisal with the appraisal of the administrator observer.

The Redfern method of teacher evaluation allows the teacher to set specific objectives toward which he will work. The objectives

or job targets are usually established in conference with the supervisor who will be making the evaluation. The process requires a classroom visitation followed by a conference to assess how well the goals have been met, whether the goals should be amended, or if other goals should be added. The intent of the Redfern method is to encourage evaluator and teacher to operate as a team and to concentrate on improvement. The emphasis is on what is accomplished rather than how it is accomplished. In this process the teacher would not be rated.

Other methods of evaluating teaching are the rating scale and the checklist. However, the American Federation of Teachers (AFT) passed a resolution at its 1973 convention stating that any rating scale of teachers nurtures the exercise of political pressure and creates disharmony among members of a school's staff, and recommended that local units work to eliminate scaled ratings. The checklist is a list of teaching criterion which usually rates a "Yes" or "No" with no other value placed on the criteria. A weakness in checklists evaluation lies in the fact that most checklists fail to differentiate the relative importance of specific traits and techniques. Thus "appropriate dress" is frequently assessed as having equivalent value to the "lesson's being well planned" (MacNaughton et al., 1984, p. 4). In November 1973, The American Teacher, the AFT's official publication, reported that all evaluation instruments are imperfect, but that probably the best would be a competent evaluator, competent in the discipline area that he or she

presumes to evaluate, armed with a blank piece of paper, and enough time and objectivity to ascertain, within the limits of human capabilities, what was going on in the classroom.

Conference-type evaluations are also used by some districts. The building principal or the supervisor will visit the classroom, then have a conference with the teacher to discuss teaching improvement if any is deemed needed. Some districts implementing conference-type evaluation procedures have encountered a problem with some supervisors who are reluctant to evaluate teachers in their presence. Other problems have been experienced with principals who have objected to writing comments substantiating their ratings of "unsatisfactory" or "needs improving" (Oldham, 1974, p. 22).

According to Jensen (1961, p. 70), "many attempts have been made to develop valid and reliable measures of teacher effectiveness, none wholly successful." A roadblock in teacher evaluation is the lack of agreement on what should be considered in teacher effectiveness coupled with uncertainty about the criterion of effectiveness (Peronto, 1961, p. 88). Peterson (1982, p. 83) stated that the responsibility to establish the criteria upon which teachers will be evaluated rests clearly with the board of education.

Redfern (1980, pp. 5, 10) stated that the board of education must do more than just believe in having a good evaluation program. It must understand fully what is involved and be willing to give the program status and support. Furthermore, the board of education members need to view evaluation less as a tool to terminate personnel and more as a process to improve performance.

Sapone (1982, p. 48) reported that an appraisal and evaluation questionnaire that presented 18 components found in some form in most evaluation models was responded to by 102 school board members, 78 superintendents, 144 principals and 349 teachers in western New York. The respondents were asked to indicate whether each component should ideally be included in an appraisal and evaluation system. The same respondents were asked to indicate whether each component was realistic as far as actual implementation in their school district. School board members differed significantly in 16 of the 18 component areas ideally from school principals, and in 10 of the 18 component areas, realistically. The respondents, reported by Sapone (p. 49) were asked to indicate whether each of the 18 components should ideally be included in an appraisal and evaluation system. The same respondents were asked to indicate whether each of the 18 components was realistic as far as actual implementation in their school district. Sapone (p. 50) reported that board members and superintendents differ realistically on what should be the philosophy of an appraisal and evaluation model/plan. Board members also differ ideally from their superintendents on how to best implement an appraisal and evaluation plan. They differ, too, from school principals and their staff. There was some indication from this study that the principal would not receive school board support in areas where the evaluation requires delicate handling and legal consultation.

Biddle (1964, p. 3) said some of the reasons for confusion about teacher effectiveness are (1) educators do not recognize the problem of effectiveness at all, (2) some school administrators are convinced of their ability to judge teacher competence and see no reason for research on the subject, and (3) some school board members often are more concerned with finding a teacher--competent or incompetent--to fill a classroom.

It was found by Biddle and Ellena (1964, p. 3) that there is disagreement on the effects a teacher is called upon to produce. For example, some educational leaders and policy makers see the task in terms of specific effect upon the pupil; some see the task defined in terms of the ultimate goals of education. It is also debated whether a teacher should be called upon for equal competence with all types of pupils, or whether special competencies be allowed in working with the underprivileged, the handicapped, or the exceptional student.

Biddle and Ellena (1964, p. 4) found that confusion is further fostered by those evaluators who think of the teacher simultaneously as (1) director of learning, (2) as a friend and counselor of pupils, (3) as a member of a group of professional persons, and (4) as a citizen participating in various community activities. Since there is some degree of subjectivity in the evaluation of job performance as well as in the assessment of the personal qualities of a person, it becomes essential to have a good understanding between the individual and the evaluator about the procedure the latter will use in making the judgment.

Pembroke and Goedert (Dec. 1982, p. 30) stated that the key requirements for the development of an effective performance evaluation system are that it must:

1. Be accepted as fair and objective by teachers;
2. Be related to the specific requirements of the job and the unique needs of the organization;
3. Specify the factors against which the teachers will be measured;
4. Reliably measure teacher performance and specify by whom and how the measurement will be done;
5. Clearly communicate the expectations for performance to the individuals;
6. Provide for teacher development as part of the process.

Evaluation is more effective if reliance upon purely objective judgment can be kept to a minimum and if greater dependence can be placed upon performance data (Redfern, 1980, p. 49). However, when an effective performance evaluation system is not clearly understood or not accepted by those who will be observed, much uncertainty and confusion can be the result.

The Chattanooga Times (Aug. 15, 1985) reported that the local teacher evaluation in Tennessee is done by the principal using a questionnaire with a scale based on a 1-5 point system, with 5 the highest rating. The rating scale at the state level goes from a low of 1 to a high of 9. The principal's rating along with a portfolio; a professional skills test, questionnaires to get opinions of pupils, peers, and supervisors; and an interview with an evaluator make up the data sources used by the State of Tennessee for its Career Ladder program. According to Al Mance, the State has a different rating scale for each data source which causes some confusion. Mr. Mance reported that a 4.95 local rating might convert

to an 8, or a 4, or possibly a 1 on a state scale and that the exact number of different scales state officials are using is not clear but that there are at least 50.

Principals, teachers, and supervisors who were at Middle Tennessee State University at Murfreesboro to attend a leadership workshop conducted by the Tennessee Educational Association for officers of TEA were surveyed by The Chattanooga Times. The survey showed that only 5 percent of those surveyed think the evaluation process is satisfactory: only 18 percent think the method of selecting evaluators is satisfactory. As a result, the respondents reported:

Morale has been devastated.
Friction between colleagues has increased sharply.
Paperwork of little value has increased sharply.
Personal commitment to the profession has suffered.
Many teachers, including good ones, feel threatened.
Few teachers are encouraging bright students to become teachers.
Problems are anticipated with parents who demand certain teachers for their children.
The Career Ladder program is producing little beneficial changes in classrooms.

The Chattanooga Times further reported,

Many teachers say their work involves so many variable, intangible aspects that it is impossible to accurately evaluate the effectiveness of teaching. But most of those surveyed--55 percent--believed their work can be evaluated with at least reasonable accuracy. There is a clear indication that what they so overwhelmingly object to are the hastily devised methods of evaluation built into the Career Ladder program. As a result, teachers feel that they are on trial before unqualified judges who are guided by chaotic rules.

Centra (1977) stated that beneath the surface reasons against faculty appraisal lies the unspoken professional dislike of being judged. The faculty member, like most people, tends to regard an

appraisal as an implicit threat. "Since evaluations can be threatening and ill-defined and can sometimes result in unfair judgments, their reluctance is understandable," Centra said (1977, p. 93).

Finding a Good Teacher

Much that is important in providing good schools depends upon the accuracy with which teachers are evaluated. Pinkney (Feb. 1977, p. 27) stated that trying to define a good teacher is virtually impossible. The intangibles are too numerous.

Teacher X may be classified as a good teacher in classroom Y by principal Z for various reasons, whereas the same teacher in the same classroom may be classified as a poor teacher by principal X for different reasons. One who is classified as a good teacher in a suburban system may very well be classified differently in an urban or a private school (Pinkney, p. 27).

Worcester (1961, p. 124) stated that the assumption that supervisors, superintendents, principals, and schoolboard members are competent judges of good teaching has had a major influence in most studies of the effectiveness of teaching. This leads to the assumption that there is a general evaluation ability that requires little or no training. It is just as natural for an observer to know a good teacher when he sees one as it is for the observed teacher to be one.

Bolton (1972, p. 3) reported that some evaluators resist doing evaluations because of a general lack of certainty regarding criteria, measurement process, and procedures for analysis and interpretation of data. Some problems of teacher evaluation may be

solved through additional training of the evaluators. "Even the best principals and supervisors may need to be trained to avoid allowing their personal biases and prejudices to affect the accuracy of observations," Bolton (1972, p. 35) said. State guidelines require a new quality of evaluation of teachers in the secondary schools. This more intense evaluation requires specific skills which have not been part of the training or experience of most principals of secondary schools. This added factor also requires a significant increase in time to be devoted by most principals of secondary schools to the task of evaluating teachers (Perrone, Dec. 1978, p. 74).

Skill in evaluation is not often given a high priority on the list of administrative and supervisory responsibilities by principals and other administrators. Educational administration courses underemphasize skills in evaluation. School systems rarely make skills in evaluation a requirement for appointment to a leadership position, and it is usually not stressed in staff development programs for administrators and supervisors after they assume their positions. Leese (1981, p. 26) stated that teacher evaluation is a situation in which a large number of those on the teaching force are far better qualified to do the task they are assigned than those who manage are to judge them. "Supervisors must be trained to be evaluators. Handing them an evaluation instrument and turning them loose to observe will not suffice. Being a good evaluator requires expertise," Chirnside (1984, p. 43) stated.

Difficulties arise when the purpose of the evaluation is unclear or when the process is nothing more than an inspection for rating purposes.

Typically, a principal rates all his teachers once a year on each of a number of traits or characteristics. However, teachers differ greatly in age, teaching fields, sex, years of experience, abilities, and other factors, both within and between schools. These complicating complexities may make principals' ratings essentially unpredictable; also the frames of reference of various principals usually differ rather markedly. Ryans (1967, p. 50) contended that teacher behavior is viewed in light of a set of attitudes and opinions reflecting the sort of behavior the evaluator approves and prefers, and the kinds of behavior the evaluator disapproves and finds unacceptable. Barr (1961, p. ii) stated that good teachers cannot be separated from poor teachers in terms of specific teacher behavior. This also leads to further difficulty in evaluating teaching because "what is judged 'good' teaching by one person, one community, or at one time, may not be similarly viewed as 'good' by another person, another community, or at some later time" (Ryans, 1967, p. 51).

Perrone (1978, p. 71) reported that the Professional Studies Committee of the Connecticut Association of Secondary Schools did a study to assess the secondary principals' perception about the task associated with the role and responsibility of evaluating teachers and about the amount and kind of help given the secondary principals to implement effectively the act on evaluation of teachers. Some

of the recommendations from the study were as follows:

1. Boards of education should invest significantly more money, time, and resources for inservice training for principals to help them develop or enhance skills needed to evaluate teachers in ways commensurate with the state guidelines for implementation of the statute on evaluation of teachers.
2. Local boards of education should assess the attitudes of their principals toward the kind of help given them to implement the act on evaluating teachers.

The Connecticut study also revealed a very high percentage of the responding principals felt dissatisfied or undecided about the kind of help given them to implement the evaluation of teaching.

For example, Perrone (1978, pp. 73-74) reported the following:

63 percent felt dissatisfied with the amount of time they can spend to do an appropriate job evaluating teachers;

63.5 percent felt dissatisfied with the amount of assistance given them to implement the 11 guidelines;

47.9 percent felt dissatisfied with the kind of help their central office gives them to evaluate teachers effectively;

31 percent of the principals felt dissatisfied with the opportunities they had to discuss with teachers how their personal objectives are achieved;

57.1 percent felt either dissatisfied or undecided about the 11 guidelines of the statute on teacher evaluation.

Tuckerman, Steber, and Hyman (1979) did a study to see if principals' judgments varied from elementary to intermediate to secondary principals when they rated teachers on four dimensions of teaching styles--creativity, dynamism, organized demeanor, and warmth and acceptance--and when they judged the teachers to be effective or ineffective. The authors selected 180 teachers who

were previously rated as 90 effective and 90 ineffective. Elementary, intermediate, and secondary schools had 30 teachers in each group.

Using a two-way analysis of variance, Tuckerman, Steber, and Hyman (1979, p. 109) found that the

. . . F ratios associated with two of these two-way interaction effects were statistically significant (Dynamism: $F=12.3$, $df=2/174$, $p .001$; Warmth and Acceptance: $F=7.0$, $df=2/174$, $p .01$). This reflects significant differences among the three levels of principals regarding their perceptions of effective and ineffective teachers across two of the four dimensions of the Tuckerman Teacher Feedback Form.

The Tuckerman, Steber, and Hyman (1979, p. 114) study showed the effective teacher as follows:

1. Warm and accepting essential by the elementary principals and dynamism as undesirable.
2. Creativity essential to the intermediate principals.
3. Dynamism (dominance plus energy) essential to the secondary school principals and creativity and warmth and acceptance as less desirable.

All three groups put emphases on organized demeanor (organization plus control). The researchers concluded that principals had their preferences which were largely consistent with the educational level at which they administered.

Summary

An evaluation cannot be a summary of the evaluator's impressions, but must be a record of what led to that impression. The review of literature has revealed that there is some evidence teachers welcome evaluation if the major focus is on improving their

teaching skills, the information produced is meaningful to the teacher, the evaluator takes enough time to collect adequate information, and to discuss the information with the teacher. Redfern (1980, p. 57) stated that some generalizations can be made about the opinions of teachers concerning teacher evaluation:

1. no one speaks undisputedly for the profession on the subject of teacher evaluation;
2. certain negative and punitive types of evaluation are universally rejected by teachers; and
3. a great deal of watching and waiting will be practiced by teachers as they try to assess the effect of the new experiments.

There is much misunderstanding among educational administrators and policy makers concerning teacher evaluation. Some educators prefer peer evaluations while others favor evaluations by students. Some evaluators use checklists to evaluate classroom observations while others use rating scales or do not evaluate unless termination of contract is the object of the evaluation.

The review of literature also reveals that many teachers oppose evaluation while others are actively involved in establishing a method of accountability for their district. Redfern (1980, p. 5) stated that even some parents fear accountability because they believe "their children will learn reading, writing, and arithmetic to the exclusion of modern science, good morals, and football." Teachers are apprehensive and uncertain about being evaluated because there appears to be a lack of agreement between educational practitioners and policy makers on the level of importance of the competencies of good teaching. Robertson and Lee (1978, p. 16)

stated "In light of current public and professional interests in teacher evaluation, a study assessing current administrative perception is of significance to education." This must be done if teachers are to know what must a teacher do, what must he accomplish, and what characteristics must he possess in order to be a successful teacher. If excellence in education is the goal, excellence must be recognized. If quantity is the goal, quantity will be the standard.

The literature revealed a need for teacher evaluations to be accepted by the teachers, to be frequent enough to produce accurate observations, and to be for the improvement of teaching skills.

Hunt and Buser (Dec. 1977, p. 11) summed what the literature shows by stating that the better the system the more likely it is:

- that the purposes of the evaluation are documented and understood by all concerned--the evaluators, the evaluatees, and those who receive and utilize the findings;

- that evaluatees are knowledgeable about performance expectations and measures thereof;

- that evaluations are referenced to establish job expectations mutually understood by evaluators and evaluatees.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

It was unknown in North Carolina if there was any difference in the perceived level of importance of competencies for secondary school teachers by educational practitioners and policy makers. The purpose of this study was to determine whether the superintendents, chairpersons of the boards of education, and secondary principals were in agreement one with another in their ratings of competencies for the secondary teacher. The research design employed in this study and the analysis of the data obtained from the questionnaire are described in this chapter.

Presentation of the Data

Design

This study was designed to compare the responses of superintendents, chairpersons of the boards of education, and secondary principals to a list of competency statements from the North Carolina Teacher Appraisal Instrument for the role of secondary teachers. The study took the form of descriptive research. The responses of each group were compared against the following demographic variables: legal classification of the school district, size of enrollment of the system, the geographic region of the state, and the number of

years of experience by school administrators or school board respondents. The responses were also compared for the highest earned academic degree.

The total population of North Carolina superintendents and chairpersons of the boards of education were mailed questionnaires. Each population totaled 142. A sample of the total population of secondary principals was identified for inclusion in this study. Of the 295 secondary principals listed in the North Carolina Education Directory 1984-85, a sample of 180 secondary principals were chosen. Each of the 142 school districts were represented. Districts with two high schools had one principal chosen; districts with three or four secondary principals had two randomly chosen; districts with five or six had three; districts with seven or eight had four; districts with nine or ten had five; and districts with eleven secondary schools had six secondary principals selected for the study. This represented 60 percent of the total secondary principal population. Questionnaires were mailed directly to superintendents, chairpersons of the boards of education, and secondary principals. The total survey size was 464.

Response to the Questionnaire

Responses to the questionnaire were received from two separate mailings and two phone callings over a 16-week period. One questionnaire was not usable because it was returned unmarked but with an attached letter explaining why it was returned unmarked. Five questionnaires were returned too late for inclusion in the data.

Of the 99 questionnaires returned by the superintendents, 95 or 67 percent of the total population of the superintendents (142) were usable and only four unusable. Five questionnaires returned by the chairpersons of the boards of education were considered inadequate for analysis; therefore, 60 questionnaires or 46 percent of the total population of chairpersons of the boards of education (142) were included in the usable data. Secondary principals returned 130 questionnaires of which 128 or 71 percent of the total sample (180) were usable.

L. J. West (1977) stated:

A leading tactic that applies whenever responses have been received over a considerable time period (during which previous nonrespondents have been followed up a number of times) is to compare the early replies with the later ones. The tardy respondents who have had to be nagged several times before answering can be taken to typify those who never responded at all. If the responses to selected key questions from tardy respondents do not differ significantly from those of prompt responses, it may be assumed that neither would the responses of those never heard from. It may be inferred that, despite non-responses, one's respondents are representative of the population (p. 8).

Responses from the first and second solicitations were compared in order to determine whether superintendents, chairpersons of the boards of education, and secondary principals who responded to the questionnaire differed from those who did not. The responses to the second solicitation and the phone calls were considered representative of the responses of the superintendents, chairpersons of the boards of education, and secondary principals who did not respond.

Table 1 shows the mean scores calculated for the ratings the August respondents and October respondents assigned to the 34 teacher competency statements. The mean scores ranged from a high of 4.7196 to a low of 2.6825 for the first respondents. The competency statement, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence" in Major Function D: Managing Daily Instruction, received the highest score. Competency statement 3, "Carries out duties related to energy conservation" in Major Function J: Non-Instructional Duties, received the lowest score. The second respondents had a high of 4.6800 for competency statement 2 in Major Function F: Individualizing Instruction. The statement read "Provides individual students with prompt feedback on their progress and provides necessary remediation." The lowest score, 2.8500, was for competency statement 3 under Major Function J: Non-Instructional Duties. This was the same statement to receive the lowest score by the August respondents. The second highest score by the August respondents was for the competency statement to receive the highest score by the October respondents. The second highest score by the October respondents was the competency statement that received the highest score from the August respondents. No significant difference was found in the responses of superintendents, chairpersons of the boards of education, and secondary principals for the first and second responses and their ratings of

TABLE 1

IMPORTANCE ASSIGNED TO THE 34 COMPETENCY STATEMENTS BY NORTH CAROLINA SUPERINTENDENTS, ,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS
WHO RESPONDED TO THE FIRST AND SECOND SOLICITATION, 1985

Major Function/Competency	August First Return		October Second Return	
	Mean	Standard Deviation	Mean	Standard Deviation
<u>Major Function A: Planning the Program</u>				
Competency 1	3.4180	.7994	3.5500	.7941
Competency 2	4.0423	.8965	4.2500	.7591
<u>Major Function B: Overseeing the Program</u>				
Competency 1	4.1429	.7486	4.2400	.7739
Competency 2	3.7725	.7994	3.8800	.7469
Competency 3	3.8995	.7846	4.0400	.8310
Competency 4	4.0211	.8045	3.9700	.8721
<u>Major Function C: Updating the Program</u>				
Competency 1	3.9524	.8658	4.1000	.8199
Competency 2	4.3651	.7368	4.3900	.6998
<u>Major Function D: Managing Daily Instruction</u>				
Competency 1	4.7196	.5144	4.6600	.5774
Competency 2	3.9683	.8111	4.0000	.7371
Competency 3	3.7037	.7159	3.7400	.7887
Competency 4	4.1164	.7504	4.1600	.7339
Competency 5	4.0211	.8076	3.9800	.8143

TABLE 1 (Continued)

Major Function/Competency	August First Return		October Second Return	
	Mean	Standard Deviation	Mean	Standard Deviation
<u>Major Function E: Differentiating Instruction</u>				
Competency 1	3.8571	.8063	3.9600	.8055
Competency 2	3.8042	.7675	3.8600	.7446
Competency 3	3.6296	.7358	3.7100	.7250
Competency 4	4.3757	.7357	4.4300	.6413
<u>Major Function F: Individualizing Instruction</u>				
Competency 1	4.3564	.6782	4.4600	.6614
Competency 2	4.5820	.5454	4.6800	.5038
Competency 3	3.9947	.8371	4.0700	.7649
Competency 4	3.9947	.7461	4.1100	.7956
<u>Major Function G: Supervising</u>				
Competency 1	4.4444	.6289	4.4900	.6644
Competency 2	4.0846	.7650	4.1900	.7533
Competency 3	4.1534	.7500	4.3100	.6972
<u>Major Function H: Human Resources</u>				
Competency 1	3.2328	.9199	3.3800	.8097
Competency 2	3.1111	.7300	3.1200	.7702
Competency 3	3.2434	.8321	3.3400	.8164
Competency 4	3.4603	.8035	3.7200	.7624

TABLE 1 (Continued)

Major Function/Competency	August First Return		October Second Return	
	Mean	Standard Deviation	Mean	Standard Deviation
<u>Major Function I: Human Relations</u>				
Competency 1	4.4815	.7282	4.5400	.6578
Competency 2	3.6508	.7719	3.5800	.9663
Competency 3	3.8836	.8778	3.7900	.8315
<u>Major Function J: Non-Instructional Duties</u>				
Competency 1	3.3810	.9148	3.5300	.9882
Competency 2	4.0423	.8446	4.2700	.7938
Competency 3	2.6825	.9451	2.8500	.9074

Level of significance .05.

the 34 competency statements ($F = 1.43$; $df = 34, 288$; $p < .2406$ by Hotelling-Lawley Trace).

According to West, there is little reason to believe that the superintendents, chairpersons of the boards of education, and secondary principals who responded to the questionnaire differed significantly in their rating of the competency statements than those who did not respond. Because the results of the analysis for superintendents, chairpersons of the boards of education, and secondary principals failed to indicate a significant difference between the respondents to the 34 competency statements for the first and second solicitation, it was assumed that superintendents, chairpersons of the boards of education, and secondary principals who responded to this study were representative of their respective population in North Carolina.

Relative Importance Assigned to Competency Statements
by Superintendents, Chairpersons of the Boards
of Education, and Secondary Principals in
North Carolina

The returned questionnaires, which were color coded, were separated into three groups of respondents. Mean scores were calculated for the ratings each group assigned the 34 teacher competency statements. Mean scores were also calculated for the ten major functions of teacher competency statements by superintendents, chairpersons of the boards of education, and secondary principals.

Table 2 shows the mean scores for the 34 competency statements for the North Carolina superintendent respondents. The mean scores ranged from a low of 2.6737 to a high of 4.6737. The second competency statement under Major Function F: Individualizing Instruction read "Provides individual students with prompt feedback on their progress and provides necessary remediation" and received the highest mean score. "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence," competency statement 1 under Major Function D: Managing Daily Instruction, had the second highest mean score of 4.6421. The third competency statement under Major Function J: Non-Instructional Duties read "Carries out duties related to energy conservation" and received the lowest mean score.

Table 3 shows the mean scores for the ratings of the 34 teacher competency statements by the chairpersons of the boards of education in North Carolina, 1985. The lowest mean score of 2.7576 was for competency statement 3 under Major Function J: Non-Instructional Duties. The highest mean score of 4.5909 was for teacher competency 1 under Major Function D: Managing Daily Instruction. The competency statement to receive the highest mean score and the competency statement to receive the lowest mean score were the same statements to receive the highest and lowest mean score by the superintendents.

TABLE 2
RELATIVE IMPORTANCE ASSIGNED TO THE 34 COMPETENCY STATEMENTS
BY SUPERINTENDENTS IN NORTH CAROLINA, 1985 (N=94)

<u>Major Function/Competency</u>	<u>Mean</u>	<u>Standard Deviation</u>
<u>Major Function A: Planning the Program</u>		
Competency 1	3.4000	.7856
Competency 2	4.0842	.8797
<u>Major Function B: Overseeing the Program</u>		
Competency 1	4.2526	.6580
Competency 2	3.8000	.7524
Competency 3	3.9263	.7663
Competency 4	4.0632	.8380
<u>Major Function C: Updating the Program</u>		
Competency 1	4.0632	.7873
Competency 2	4.4737	.6974
<u>Major Function D: Managing Daily Instruction</u>		
Competency 1	4.6421	.5919
Competency 2	3.8632	.7615
Competency 3	3.7158	.7262
Competency 4	4.1789	.7441
Competency 5	3.9684	.9041
<u>Major Function E: Differentiating Instruction</u>		
Competency 1	4.0105	.7996
Competency 2	3.8526	.7641
Competency 3	3.7158	.7187
Competency 4	4.3895	.7012
<u>Major Function F: Individualizing Instruction</u>		
Competency 1	4.4105	.6062
Competency 2	4.6737	.5068
Competency 3	4.0105	.8282
Competency 4	4.0211	.6999

TABLE 2 (Continued)

Major Function/Competency	Mean	Standard Deviation
<u>Major Function G: Supervising</u>		
Competency 1	4.4105	.6342
Competency 2	4.0636	.7707
Competency 3	4.1263	.7448
<u>Major Function H: Human Resources</u>		
Competency 1	3.2526	.7871
Competency 2	3.1684	.6809
Competency 3	3.2947	.7773
Competency 4	3.4947	.8111
<u>Major Function I: Human Relations</u>		
Competency 1	4.6000	.6494
Competency 2	3.5684	.7397
Competency 3	3.8947	.8598
<u>Major Function J: Non-Instructional Duties</u>		
Competency 1	3.2105	.8631
Competency 2	4.0421	.8692
Competency 3	2.6737	.8318

Level of significance .05.

TABLE 3
- MEAN SCORES FOR THE 34 COMPETENCY STATEMENTS OF THE
CHAIRPERSONS OF THE BOARDS OF EDUCATION IN NORTH
CAROLINA, 1985 (N=66)

<u>Major Function/Competency</u>	<u>Mean</u>	<u>Standard Deviation</u>
<u>Major Function A: Planning the Program</u>		
Competency 1	3.3485	.7578
Competency 2	4.1212	.8458
<u>Major Function B: Overseeing the Program</u>		
Competency 1	4.1364	.6625
Competency 2	3.8030	.6909
Competency 3	3.9390	.8283
Competency 4	3.9848	.7475
<u>Major Function C: Updating the Program</u>		
Competency 1	4.0758	.9729
Competency 2	4.3485	.8046
<u>Major Function D: Managing Daily Instruction</u>		
Competency 1	4.5909	.6650
Competency 2	3.9697	.7611
Competency 3	3.6818	.7357
Competency 4	4.0758	.7162
Competency 5	4.0152	.9401
<u>Major Function E: Differentiating Instruction</u>		
Competency 1	3.9091	.8820
Competency 2	3.8485	.6803
Competency 3	3.6364	.7490
Competency 4	4.4697	.6471

TABLE 3 (Continued)

Major Function/Competency	Mean	Standard Deviation
<u>Major Function F: Individualizing Instruction</u>		
Competency 1	4.2576	.7458
Competency 2	4.5606	.5462
Competency 3	3.9394	.7383
Competency 4	3.8030	.8540
<u>Major Function G: Supervising</u>		
Competency 1	4.3788	.7126
Competency 2	3.8636	.8815
Competency 3	4.1212	.7179
<u>Major Function H: Human Resources</u>		
Competency 1	3.2727	1.0270
Competency 2	3.2727	.8660
Competency 3	3.3182	.9681
Competency 4	3.5303	.7482
<u>Major Function I: Human Relations</u>		
Competency 1	4.3939	.8298
Competency 2	3.5455	.9739
Competency 3	3.7727	.9541
<u>Major Function J: Non-Instructional Duties</u>		
Competency 1	3.0606	1.0706
Competency 2	3.9848	.9221
Competency 3	2.7576	1.0985

Level of significance .05.

The mean scores for the ratings of the 34 teacher competency statements by the secondary principals are shown in Table 4. A 4.7937 was the highest mean score and a 2.7699 was the lowest mean score. The teacher competency statement 1 under Major Function D: Managing Daily Instruction was again the statement to receive the highest mean score while "Carries out duties related to energy conservation" received the lowest mean score under Major Function J: Non-Instructional Duties. A 3.9819 was the mean score for secondary principals in North Carolina, 1985.

The combined mean scores for the 34 teacher competency statements by the superintendents, chairpersons of the boards of education, and secondary principals are depicted in Table 5. Competency statement 1 under Major Function D: Managing Daily Instruction read "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence," and received a mean score of 4.6990. Competency statement 2, "Provides individual students with prompt feedback on their progress and provides necessary remediation," under Major Function F: Individualizing Instruction received the next high mean score of 4.6159. The lowest mean score (2.7405) was for competency statement 3 under Major Function J: Non-Instructional Duties.

The responses of the superintendents, chairpersons of the boards of education, and secondary principals were analyzed to determine if differences existed between the three groups of respondents

TABLE 4

MEAN SCORES FOR THE 34 TEACHER COMPETENCY STATEMENTS BY THE
SECONDARY PRINCIPALS IN NORTH CAROLINA, 1985 (N=128)

<u>Major Function/Competency</u>	<u>Mean</u>	<u>Standard Deviation</u>
<u>Major Function A: Planning the Program</u>		
Competency 1	3.5794	.8419
Competency 2	4.1270	.8350
<u>Major Function B: Overseeing the Program</u>		
Competency 1	4.1349	.8141
Competency 2	3.8254	.8219
Competency 3	3.9683	.8363
Competency 4	3.9603	.8337
<u>Major Function C: Updating the Program</u>		
Competency 1	3.9206	.8568
Competency 2	4.3095	.6993
<u>Major Function D: Managing Daily Instruction</u>		
Competency 1	4.7937	.4279
Competency 2	4.0794	.8327
Competency 3	3.7222	.7489
Competency 4	4.1190	.7649
Competency 5	3.9683	.8363
<u>Major Function E: Differentiating Instruction</u>		
Competency 1	3.7857	.8160
Competency 2	3.7937	.7935
Competency 3	3.6270	.7659
Competency 4	4.3492	.7617

TABLE 4 (Continued)

Major Function/Competency	Mean	Standard Deviation
<u>Major Function F: Individualizing Instruction</u>		
Competency 1	4.4444	.6688
Competency 2	4.6032	.5147
Competency 3	4.0714	.8022
Competency 4	4.1587	.7458
<u>Major Function G: Supervising</u>		
Competency 1	4.5317	.5949
Competency 2	4.2857	.6401
Competency 3	4.3175	.7421
<u>Major Function H: Human Resources</u>		
Competency 1	3.3095	.8831
Competency 2	2.9921	.7439
Competency 3	3.2460	.8466
Competency 4	3.5952	.8158
<u>Major Function I: Human Relations</u>		
Competency 1	4.4841	.6918
Competency 2	3.6984	.8471
Competency 3	3.8571	.8167
<u>Major Function J: Non-Instructional Duties</u>		
Competency 1	3.7777	.8774
Competency 2	4.2460	.7691
Competency 3	2.7699	.9154

Level of significance .05.

TABLE 5

COMBINED MEAN SCORES FOR THE 34 TEACHER COMPETENCY STATEMENTS BY THE SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS IN NORTH CAROLINA, 1985 (N=289)

<u>Major Function/Competency</u>	<u>Mean</u>	<u>Standard Deviation</u>
<u>Major Function A: The Program</u>		
Competency 1	3.4637	.7990
Competency 2	4.1142	.8564
<u>Major Function B: Designing the Program</u>		
Competency 1	4.1765	.7592
Competency 2	3.8097	.7829
Competency 3	3.9481	.7998
Competency 4	4.0034	.8271
<u>Major Function C: Updating the Program</u>		
Competency 1	4.0034	.8519
Competency 2	4.3787	.7351
<u>Major Function D: Managing Daily Instruction</u>		
Competency 1	4.6990	.5427
Competency 2	3.9792	.7947
Competency 3	3.7163	.7377
Competency 4	4.1315	.7523
Competency 5	4.0069	.8079
<u>Major Function E: Differentiating Instruction</u>		
Competency 1	3.8927	.8200
Competency 2	3.8235	.7683
Competency 3	3.6574	.7385
Competency 4	4.3945	.6998

TABLE 5 (Continued)

Major Function/Competency	Mean	Standard Deviation
<u>Major Function F: Individualizing Instruction</u>		
Competency 1	4.3924	.6747
Competency 2	4.6159	.5348
Competency 3	4.0208	.8162
Competency 4	4.0346	.7720
<u>Major Function G: Supervising</u>		
Competency 1	4.4602	.6395
Competency 2	4.1211	.7700
Competency 3	4.2076	.7443
<u>Major Function H: Human Resources</u>		
Competency 1	3.8097	.7829
Competency 2	3.1142	.7482
Competency 3	3.2768	.8289
Competency 4	3.5502	.8026
<u>Major Function I: Human Relations</u>		
Competency 1	4.5017	.7077
Competency 2	3.6263	.8450
Competency 3	3.8512	.8592
<u>Major Function J: Non-Instructional Duties</u>		
Competency 1	3.4325	.9771
Competency 2	4.1211	.8307
Competency 3	2.7405	.9420

Level of significance .05.

relative to the ratings of the ten major functions of teacher competency. The 34 competency statements were grouped within the ten major functions of teacher competency and an analysis was performed. The level of significance accepted was .05. The t-test revealed significant differences between county school system principals and superintendents for Major Function E: Differentiating Instruction, competency statement 2 which read, "Groups students as needed for effective teaching." Major Function J: Non-Instructional Duties, competency 2 also revealed significant differences between county school system principals and superintendents with a .5965 difference between means and between the principals and chairpersons with a .7202 difference between means. Competency 2 read, "Adheres to established laws, rules, and regulations." Table 6 depicts the difference between means for the county school system respondents. Significant difference was found between county school system principals and chairpersons for Major Function D: Managing Daily Instruction, competency 1, "Prepares daily lesson plans, make classroom presentations, conducts discussions, encourages practice and corrects student work in a manner that demonstrates subject area competence." Major Function E: Differentiating Instruction, competency 1 and 3 had a significant difference between county school system principals and chairpersons.

Table 7 shows the teacher competency statements which had a significant difference between the city school system superintendents, chairpersons of the boards of education, and secondary principals.

TABLE 6

SIGNIFICANT DIFFERENCE BETWEEN MEANS CALCULATED FOR THE 34 COMPETENCY
STATEMENTS BY SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF
EDUCATION, AND SECONDARY SCHOOL PRINCIPALS IN COUNTY
SCHOOL SYSTEMS IN NORTH CAROLINA, 1985

Major Function/Competency	Principal/ Superintendent	Principal/ Chairperson
Major Function D: Managing Daily Instruction		
Competency 1		.2086
Major Function E: Differentiating Instruction		
Competency 1		.3730
Competency 2	.2716	
Competency 3		.3858
Major Function J: Non-Instructional Duties		
Competency 2	.5965	.7202

Level of significance .05.

TABLE 7

SIGNIFICANT DIFFERENCE BETWEEN MEANS CALCULATED FOR THE 34 COMPETENCY STATEMENTS BY
SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY
PRINCIPALS IN CITY SCHOOL SYSTEMS IN NORTH CAROLINA, 1985

<u>Major Function/Competency</u>	<u>Principal/ Superintendents</u>	<u>Principal/ Chairperson</u>	<u>Principal/ Superintendent</u>
<u>Major Function A: Planning the Program</u>			
Competency 1	.3994		
<u>Major Function B: Overseeing the Program</u>			
Competency 3			.2793
<u>Major Function C: Updating the Program</u>			
Competency 1	.3575		.5191
Competency 2		.7748	
<u>Major Function D: Managing Daily Instruction</u>			
Competency 5		.4255	
<u>Major Function E: Differentiating Instruction</u>			
Competency 1		.5745	

TABLE 7 (Continued)

<u>Major Function/Competency</u>	<u>Principal/ Superintendents</u>	<u>Principal/ Chairperson</u>	<u>Principal/ Superintendent</u>
<u>Major Function J: Non-Instructional Duties</u>			
Competency 2	.5433	.7422	

Alpha = .05; Degrees of Freedom = 81; Critical Value of t = 1.98969.

Major Function C: Updating the Program, competency 1 read, "Renews competence and keeps up with advances in child growth and development and uses this knowledge to improve the instructional program." This competency had significance difference between the principals and superintendents (.3575 difference between means) and between the chairpersons and superintendents (.5191 difference between means). A significant difference was found for Major Function J: Non-Instructional Duties, competency 2, "Adheres to established laws, rules, and regulations," between principals and superintendents (.5433 difference between means) and between principals and chairpersons (.7422 difference between means). A significant difference was found between the principals and chairpersons for Major Function C: Updating the Program, competency 2 (.7748 difference between means); Major Function D: Managing the Program, competency 5 (.4255 difference between means); and Major Function E: Differentiating Instruction, competency 1 (.5745 difference between means).

Table 8 summarizes the significant difference found between the superintendents, chairpersons of the boards of education, and secondary principals by school district enrollment in county school systems. A significant difference was found between school enrollment 5,001-10,000 and 15,001 and above (.3297 difference between means) and between school enrollment 10,001-15,000 and 15,001 and above (.3705 difference between means) for Major Function A: Planning the Program, competency 1 which read, "Contributes as

TABLE 8
SIGNIFICANT DIFFERENCE BETWEEN MEANS CALCULATED FOR THE 34 COMPETENCY STATEMENTS BY SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS BY SCHOOL DISTRICT
ENROLLMENT IN COUNTY SCHOOL SYSTEMS IN NORTH CAROLINA, 1985

Major Function/Competency	To 5,000/ 5,000-10,000 1/2	5,001-10,000/ 10,001-15,000 2/3	5,001-10,000/ 15,001 and Above 2/4	10,001-15,000/ 15,001 and Above 3/4
<u>Major Function A: Planning the Program</u>				
Competency 1			.3297	.3705
Competency 2		.3021		
<u>Major Function D: Managing Daily Instruction</u>				
Competency 3		.3266		
<u>Major Function F: Individualizing Instruction</u>				
Competency 1			.3908	
<u>Major Function G: Supervising</u>				
Competency 3	.3956			
<u>Major Function H: Human Resources</u>				
Competency 3	.3059			
<u>Major Function I: Human Relations</u>				
Competency 1			.3375	

Alpha = .05; Degrees of Freedom = 201; Critical Value of F = 1.97184.

Test controls for Type I Error.

requested to the development of annual objectives for the school." School enrollment of 5,001-10,000 and 10,001-15,000 in the county school systems had a significant difference for Major Function A: Planning the Program, competency 2, "Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedures consistent with annual school objectives" (.3021 difference between means) and for Major Function D: Managing Daily Instruction, competency 3, "Uses resources, materials, and enrichment activities that are related to the subject(s)" (.3266 difference between means). Significant difference was found for county school district enrollment 5,001-10,000 and 10,001-15,000 for Major Function I: Human Relations, competency 1, "Shows respect for the worth and dignity of all students (.3375 difference between means).

Significant difference was found between county school district enrollment 5,001-10,000 and 15,001 and above for Major Function F: Individualizing Instruction, competency 1, "Monitors individual student achievement of objectives as teaching occurs" (.3908 difference between means). Significant difference was found between school district enrollment up to 5,000 and 5,001-10,000 for Major Function G: Supervising, competency 3, "Maintains a pleasant working atmosphere that does not stifle spontaneity and warmth" (.3956 difference between means) and for Major Function H: Human Resources, competency 3, "Makes use of appropriate community resources to extend classroom learning" (.3059 difference between means).

Table 9 shows the significant difference for city school system school district enrollment for the three groups of respondents to the 34 competency statements. One significant difference was found for school enrollment for up to 5,000 and 5,001-10,000, Major Function B: Overseeing the Program, competency 4, "Makes changes in the annual instructional plan when evaluation indicates a need, and seeks advice and assistance if required" (.4703 difference between means). Significant difference was found in three major functions for school enrollment for up to 5,000 and 15,001 and above: Major Function C: Updating the Program, competency 2; Major Function I: Human Relations, competency 2; and Major Function J: Non-Instructional Duties, competency 1. Major Function H: Human Resources, competency 4 and Major Function I: Human Relations, competency 2 showed a significant difference for enrollment 5,001-10,000 and 15,001 and above. Enrollment 10,001-15,000 and 15,001 and above had a significant difference for three major functions: (1) Major Function A: Planning the Program, competency 2, "Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedures consistent with annual school objectives"; (2) Major Function J: Non-Instructional Duties, competency 1, "Carries out non-instructional duties as assigned or as a need is perceived"; and (3) Major Function H: Human Relations, competency 2 which read, "Is aware and encourages tolerance of cultural differences when they are not inconsistent with the instructional objectives."

TABLE 9

SIGNIFICANT DIFFERENCE BETWEEN MEANS CALCULATED FOR THE 34 COMPETENCY STATEMENTS BY SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS OF SCHOOL DISTRICT ENROLLMENT IN CITY SCHOOL SYSTEMS IN NORTH CAROLINA, 1985

Major Function/Competency	To 5,000/ 5,001-10,000 1/2	To 5,000/ 10,000-15,000 1/3	To 5,000/ 15,001 and Above 1/4	5,001-10,000/ 10,001-15,000 2/3	5,001-10,000/ 15,000 and Above 2/4	10,001-15,000/ 15,001 and Above 3/4
<u>Major Function A: Planning the Program</u>						
Competency 2						1.2000
<u>Major Function B: Overseeing the Program</u>						
Competency 4	.4703					
<u>Major Function C: Updating the Program</u>						
Competency 2			.9000			
<u>Major Function H: Human Resources</u>						
Competency 4					.7455	
<u>Major Function I: Human Relations</u>						
Competency 2			.8192		.8909	1.000*
<u>Major Function J: Non-Instructional Duties</u>						
Competency 1			.7346			1.000

Alpha = .05; Degrees of Freedom = 80; Critical Value of t = 1.99006.

Test controls for Type I Error.

Mean scores were calculated for the ten major functions of teacher competency by the superintendents in the county school systems and the city school systems in North Carolina. Table 10 depicts the mean scores of superintendents in the two legal classifications of school systems. The superintendents (62) of county school systems had a high mean score of 4.2661 for Major Function C: Updating the Program. Major Function J: Human Relations received a 4.2366 for the second highest score. Major Function J: Non-Instructional Duties received a 3.2796 for the lowest mean score. The city superintendents (N = 33) gave the highest mean score of 4.4040 to Major Function J: Human Relations and the second highest mean score (4.2727) to Major Function C: Updating the Program. The lowest mean score was 3.3636 for Major Function J: Non-Instructional Duties.

Table 11 shows the mean scores calculated for the ten major functions of teacher competency by chairpersons of the boards of education in North Carolina county and city school districts. Major Function J: Non-Instructional Duties received a mean score of 3.2868 from the county chairpersons (N = 43) and a 3.2319 from the city chairpersons (N = 23) for the lowest scores. A 4.1977 was the highest mean score of chairpersons in the county systems and was for Major Function C: Updating the Program. The city chairpersons gave a high mean score of 4.2754 for Major Function I: Human Relations. The county superintendents rated Major Function G: Supervising and Major Function I: Human Relations the same

TABLE 10
MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER COMPETENCY BY SUPERINTENDENTS
IN NORTH CAROLINA COUNTY AND CITY SCHOOL SYSTEMS, 1985

Major Function/Competency	County Systems Superintendents		City Systems Superintendents	
	Mean	Standard Deviation	Mean	Standard Deviation
Major Factor A: Planning the Program	3.7097	.7386	3.8030	.5987
Major Factor B: Designing the Program	4.0040	.5717	4.0227	.5775
Major Factor C: Updating the Program	4.2661	.6254	4.2727	.6385
Major Function D: Managing Daily Instruction	4.0742	.4683	4.0727	.5496
Major Function E: Differentiating Instruction	3.9355	.5374	4.0985	.5037
Major Function F: Individualizing Instruction	4.2258	.5116	4.3788	.4512
Major Function G: Supervising	4.1720	.5750	4.2525	.5272
Major Function H: Human Resources	3.2218	.5509	3.4545	.5606
Major Function I: Human Relations	4.2366	.5310	4.4040	.4841
Major Function J: Non-Instructional Duties	3.2796	.6278	3.3636	.6789

Level of significance .05.

TABLE 11
MEAN SCORES CALCULATED FOR THE TEN MAJOR AREAS OF TEACHER COMPETENCY BY
CHAIRPERSONS OF THE BOARDS OF EDUCATION IN NORTH CAROLINA COUNTY AND
CITY SCHOOL SYSTEMS, 1985

Major Function/Competency	Chairpersons of Boards of Education			
	County Systems		City Systems	
	Mean	Standard Deviation	Mean	Standard Deviation
Major Function A: Planning the Program	3.7674	.6931	3.6739	.5956
Major Function B: Overseeing the Program	4.0058	.5630	3.8913	.5732
Major Function C: Updating the Program	4.1977	.7726	4.2319	.7815
Major Function D: Managing the Daily Instruction	4.0512	.4901	4.0957	.4819
Major Function E: Differentiating Instruction	3.9709	.5488	3.9565	.4501
Major Function F: Individualizing Instruction	4.1628	.5771	4.0978	.5369
Major Function G: Supervising	4.1783	.5744	4.0145	.6153
Major Function H: Human Resources	3.2965	.7263	3.4457	.6256
Major Function I: Human Relations	4.1783	.5744	4.2754	.6791
Major Function J: Non-Instructional Duties	3.2868	.8216	3.2319	.8958

Level of significance .05.

(4.1783) for the second highest mean score. A 3.2319 was the lowest mean score from the city chairpersons and was for Major Function J: Non-Instructional Duties.

The mean scores calculated for the ten major functions of teacher competency by secondary principals in North Carolina county and city school systems are depicted in Table 12. The county principals (N = 100) and the city principals (N = 28) did not give Major Function J: Non-Instructional Duties the lowest mean score as did the city and county superintendents and chairpersons. The lowest mean score was 3.2950 by the county principals and 3.2589 by the city principals for Major Function H: Human Resources. The county system principals gave Major Function G: Supervising a 4.3700 and the city system principals gave a 4.4286 for the highest mean score to the same major function.

The mean scores calculated for the ten major functions of teacher competency by superintendents, chairpersons of the boards of education, and secondary principals in North Carolina Mountain region are summarized in Table 13. A 4.222 was the highest mean score and 3.0128 was the lowest mean score. The teacher competency Major Function G: Supervising received the highest mean score while Major Function H: Human Resources received the lowest score. The mean score calculated for the ten major functions of teacher competency by superintendents, chairpersons of the boards of education, and secondary principals of the Piedmont region of North Carolina, 1985, are summarized in Table 14. The highest mean score was 4.2402

TABLE 12

MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER COMPETENCY BY SECONDARY
PRINCIPALS IN NORTH CAROLINA COUNTY AND CITY SCHOOL SYSTEMS, 1985

Major Function/Competency	Secondary Principals			
	County Systems		City Systems	
	Mean	Standard Deviation	Mean	Standard Deviation
Major Function A: Planning the Program	3.8650	.7102	3.8036	.8643
Major Function B: Designing the Program	3.9725	.7141	3.9821	.7933
Major Function C: Updating the Program	4.1450	.6827	4.0179	.7635
Major Function D: Managing Daily Instruction	4.1340	.4749	4.2143	.4805
Major Function E: Differentiating Instruction	3.8850	.5822	3.9196	.6492
Major Function F: Individualizing Instruction	4.3150	.4983	4.3423	.5233
Major Function G: Supervising	4.3700	.5482	4.4286	.5727
Major Function H: Human Resources	3.2950	.6179	3.2589	.8263
Major Function I: Human Relations	4.2400	.5256	4.2143	.6364
Major Function J: Non-Instructional Duties	3.6100	.6751	3.5952	.7390

Level of significance .05.

TABLE 13
 MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER
 COMPETENCY BY SUPERINTENDENTS, CHAIRPERSONS OF THE
 BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS
 IN NORTH CAROLINA MOUNTAIN REGION, 1985
 (N=39)

Major Function/Competency	Mean	Standard Deviation
Major Function A: Planning the Program	3.5641	.7710
Major Function B: Overseeing the Program	3.7564	.5891
Major Function C: Updating the Program	3.9487	.7052
Major Function D: Managing Daily Instruction	4.0513	.4346
Major Function E: Differentiating Instruction	3.8333	.5172
Major Function F: Individualizing Instruction	4.2051	.5284
Major Function G: Supervising	4.2222	.6504
Major Function H: Human Resources	3.0128	.6513
Major Function I: Human Relations	4.1795	.5663
Major Function J: Instructional Duties	3.2906	.6675

Level of significance .05.

TABLE 14
 MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER
 COMPETENCY BY SUPERINTENDENTS, CHAIRPERSONS OF THE
 BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS
 IN NORTH CAROLINA PIEDMONT REGION, 1985
 (N=128)

Major Function	Mean	Standard Deviation
Major Function A: Planning the Program	3.7539	.7015
Major Function B: Overseeing the Program	3.9121	.6682
Major Function C: Updating the Program	4.1406	.7234
Major Function D: Managing Daily Instructions	4.0828	.4719
Major Function E: Differentiating Instruction	3.9082	.5415
Major Function F: Individualizing Instruction	4.2402	.5130
Major Function G: Supervising	4.2109	.5718
Major Function H: Human Resources	3.2734	.6079
Major Function I: Human Relations	4.2188	.5445
Major Function J: Non-Instructional Duties	3.3828	.6938

Level of significance .05.

for Major Function F: Individualizing Instruction, while 3.2734 was the lowest mean score and was for Major Function H: Human Resources.

The mean scores calculated for the ten major functions of teacher competency by superintendents, chairpersons of the boards of education, and secondary principals in North Carolina Coastal Plains region, 1985, are depicted in Table 15. A 4.3306, the highest mean score, was for Major Function G: Supervising. Major Function H: Human Resources received a 3.4344 for the lowest mean rating. The respondents from each of the three regions of North Carolina gave Major Function H: Human Resources the lowest mean score while Major Function G: Supervising received the highest mean score from both the Mountain region and the Coastal Plains region.

Table 16 shows the major functions that have a significant difference by county regions. There was a significant difference between the county school system respondents of the Coastal Plains and the Mountains regions for Major Function B: Overseeing the Program (.3016 difference between means); Major Function C: Updating the Program (.3753 difference between means); and Major Function H: Human Resources (.3445 difference between means). The Piedmont and Mountains responses showed a significant difference for Major Function H: Human Resources. No difference was shown between the Coastal Plains and Piedmont responses.

Table 17 depicts the city school systems that had a significant difference between respondents of the three regions of North

TABLE 15
 MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER
 COMPETENCY BY SUPERINTENDENTS, CHAIRPERSONS OF THE
 BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS
 IN NORTH CAROLINA COASTAL PLAINS REGION,
 1985 (N=122)

Major Function	Mean	Standard Deviation
Major Function A: Planning the Program	3.8975	.6771
Major Function B: Overseeing the Program	4.1332	.6006
Major Function C: Updating the Program	4.3156	.6370
Major Function D: Managing Daily Instructions	4.1493	.5108
Major Function E: Differentiating Instruction	4.0123	.5775
Major Function F: Individualizing Instruction	4.3122	.5165
Major Function G: Supervising	4.3306	.5412
Major Function H: Human Resources	3.4344	.6394
Major Function I: Human Relations	4.3033	.5571
Major Function J: Non-Instructional Duties	3.5273	.7700

Level of significance .05.

TABLE 16
SIGNIFICANT DIFFERENCE BETWEEN MEANS CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER COMPETENCY BY SUPERINTENDENTS, CHAIRPERSONS OF THE
BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS IN THE COUNTY SCHOOL SYSTEMS OF THE MOUNTAINS, PIEDMONT, AND COASTAL
PLAINS REGIONS OF NORTH CAROLINA, 1985

Major Function	Means of		Difference Between Means	Means of		Difference Between Means
	Coastal Plains	Mountains		Piedmont	Mountains	
Major Function B: Overseeing the Program	4.1000	3.7983	.3016			
Major Function C: Updating the Program	4.2947	3.9193	.3753			
Major Function H: Human Resources	3.3526	3.0080	.3445	3.2816	3.0080	.2735

Alpha = .05; Degrees of Freedom = 202; Critical Value of t = 1.98969.

TABLE 17

SIGNIFICANT DIFFERENCE BETWEEN MEANS CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER COMPETENCY BY SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS IN THE CITY SCHOOL SYSTEMS OF THE MOUNTAINS, PIEDMONT, AND COASTAL PLAINS REGIONS OF NORTH CAROLINA, 1985

Major Function	Means of		Difference Between Means	Means of		Difference Between Means
	Coastal Plains	Mountains		Coastal Plains	Piedmont	
Major Function A: Planning the Program	4.0555	3.2500	.3617	4.0555	3.6938	.3617
Major Function B: Overseeing the Program	4.2500	3.5937	.6563	4.2500	3.8826	.3673
Major Function D: Managing Daily Instruction				4.3037	4.0448	.2588
Major Function E: Differentiating Instruction				4.1851	3.9183	.2688
Major Function F: Human Resources	3.7222	3.0312	.6910	3.7222	3.2602	.4620
Major Function I: Human Relations				4.5061	4.2244	.2817
Major Function J: Non-Instructional Duties				3.6913	3.2244	.4669

Alpha = .05; Degrees of Freedom = 81; Critical Value of t = 1.98969.

Carolina. Seven of the ten major functions showed a significant difference between the Coastal Plains and Piedmont regions. Three major functions showed a significant difference between the respondents of the Coastal Plains and Mountains regions. No significant difference was found between the Piedmont and Mountains respondents of the county systems.

The Piedmont and Mountains county school systems' respondents showed a significant difference between three of the 34 competency statements as shown in Table 18. Competency 2 in Major Function G: Supervising read, "Keeps student talk and movement at a level that lets each student attend to his or her instructional task without interruption," and had a .4708 difference between means. Major Function I: Human Relations, competency 3, "Establishes rapport with parents" (.4083 difference between means) and Major Function J: Non-Instructional Duties, competency 1, "Carries out non-instructional duties as assigned or as a need is perceived" (.4153 difference between means) showed a significant difference. No difference was found between the responses from the county systems of the Coastal Plains and Piedmont regions. Six competency statements showed significant difference between the Coastal Plains and Mountains region responses. Major Function F: Individualizing Instruction had two competency statements (2 and 4) which showed significant differences as did Major Function G: Supervising with two competency statements (1 and 2).

TABLE 18

SIGNIFICANT DIFFERENCES BETWEEN MEANS CALCULATED FOR THE 34 COMPETENCY STATEMENTS BY SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS IN THE COUNTY
SYSTEMS OF THE MOUNTAINS, PIEDMONT, AND COASTAL PLAINS REGIONS OF
NORTH CAROLINA, 1985

	Coastal Plains/ Mountains	Coastal Plains/ Piedmont	Piedmont Mountains
<u>Major Function B: Overseeing the Program</u>			
Competency 2	.3440		
<u>Major Function F: Individualizing Instruction</u>			
Competency 2	.4048		
Competency 4	.3467		
<u>Major Function G: Supervising</u>			
Competency 1	.3997		
Competency 2	.4448		.4708
<u>Major Function I: Human Relations</u>			
Competency 3	.3861		.4083
<u>Major Function J: Non-Instructional Duties</u>			
Competency 1			.4153

Alpha = .05; Degrees of Freedom = 202; Critical Value of t = 1.97178.

The city school systems of the Coastal Plains and Piedmont region had 14 competency statements with significant difference as shown in Table 19. All three competency statements under Major Function G: Supervising showed a significant difference. The three competency statements are as follows:

Competency 1. Manages the daily routine so that students know what they are to do next and are able to proceed without confusion.

Competency 2. Keeps student talk and movement at a level that lets each student attend to his or her instructional task without interruption.

Competency 3. Maintains a pleasant working atmosphere that does not stifle spontaneity and warmth.

Significant difference was shown between Coastal Plain and Piedmont for Major Function H: Human Resources, competency 1, "Uses student talent as a resource in instructing, developing materials, and operating equipment"; competency 2, "Makes appropriate use of volunteers and resource teachers with special skills and knowledge"; and competency 3, "Makes appropriate use of community resources to extend classroom instruction." Major Function F: Individualizing Instruction, competency 1, 3, and 4 showed significant difference for the responses of the Coastal Plains and Mountains regions. Major Function F: Individualizing Instruction, competency 4 read, "Arranges to have appropriate materials and equipment available to satisfy individual needs" and has a significant difference between

TABLE 19

SIGNIFICANT DIFFERENCES BETWEEN MEANS CALCULATED FOR THE 34 COMPETENCY STATEMENTS BY SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS IN THE CITY SCHOOL
SYSTEMS IN THE MOUNTAINS, PIEDMONT, AND COASTAL PLAINS REGIONS
OF NORTH CAROLINA, 1985

	Coastal Plains/ Mountains	Coastal Plains/ Piedmont	Piedmont/ Mountains
<u>Major Function A: Planning the Program</u>			
Competency 1	.7685	.4369	
Competency 2		.4724	
<u>Major Function D: Managing Daily Instruction</u>			
Competency 4	.9954		.7066
<u>Major Function E: Differentiating Instruction</u>			
Competency 3			.6454
Competency 4		.4263	
<u>Major Function F: Individualizing Instruction</u>			
Competency 1	.7037		
Competency 3	.8102		
Competency 4	.8287	.4996	

TABLE 19 (Continued)

	Coastal Plains/ Mountains	Coastal Plains/ Piedmont	Piedmont/ Mountains
<u>Major Function G: Supervising</u>			
Competency 1	.8472	.5283	
Competency 2		.4422	
Competency 3		.7324	
<u>Major Function H: Human Resources</u>			
Competency 1		.4210	
Competency 2		.4444	
Competency 3		.5450	
<u>Major Function I: Human Relations</u>			
Competency 1		.4346	
Competency 3		.5000	
<u>Major Function J: Non-Instructional Duties</u>			
Competency 1		.4225	
Competency 3		.3522	

Alpha = .05; Degrees of Freedom = 81; Critical Value of t = 1.98969.

Coastal Plains and Mountains and the Coastal Plains and Piedmont responses.

The combined mean scores for the ten major functions of teacher competency by superintendents, chairpersons of the boards of education, and secondary principals in North Carolina county and city school districts are shown in Table 20. The highest mean score was a 4.2699 for Major Function G: Supervising by the county respondents and a 4.2897 was the highest mean score for Major Function F: Individualizing Instruction by the city respondents. The lowest mean score by the county system was a 3.2732 for Major Function H: Human Resources. Major Function I: Human Relations received a low score of 3.3055 from the city respondents.

Table 21 shows the mean scores for the ten major functions of teacher competency for superintendents (N = 95) responding to the questionnaire. The mean scores ranged from a high of 4.2947 to a low of 3.3026. The highest score was for Major Function I: Human Relations and the second highest mean score was 4.2789 for Major Function F: Individualizing Instruction. The lowest mean score was for Human Resources, Major Function H.

Mean scores for the ten major functions of teacher competency by the chairpersons of the boards of education in North Carolina are presented in Table 22. The highest mean score calculated for the chairpersons was 4.2121. Major Function C: Updating the Program and Major Function I: Human Relations both had a mean score of 4.2121. The lowest mean score was for Major Function J: Non-Instructional Duties which received a 3.2677.

TABLE 20
COMBINED MEAN SCORES FOR THE TEN MAJOR FUNCTIONS OF TEACHER COMPETENCY BY
SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND
SECONDARY PRINCIPALS IN NORTH CAROLINA COUNTY AND CITY
SCHOOL SYSTEMS, 1985

Major Function/Competency	County (N=205)		City (N=84)	
	Mean	Standard Deviation	Mean	Standard Deviation
Major Function A: Planning the Program	3.7976	.7152	3.7979	.6918
Major Function B: Overseeing the Program	3.9890	.6409	3.9732	.6506
Major Function C: Updating the Program	4.1927	.6847	4.1786	.7225
Major Function D: Managing Daily Instruction	4.0985	.4751	4.1262	.5071
Major Function E: Differentiating Instruction	3.9183	.5604	4.0000	.5433
Major Function F: Individualizing Instruction	4.2561	.5207	4.2897	.5082
Major Function G: Supervising	4.2699	.5676	4.2460	.5834
Major Function H: Human Resources	3.2732	.6211	3.3869	.6815
Major Function I: Human Relations	4.2260	.5356	3.3055	.5927
Major Function J: Non-Instructional Duties	3.4423	.7106	3.4048	.7676

Acceptance was at .05.

TABLE 21

MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER
COMPETENCY BY THE SUPERINTENDENTS IN NORTH CAROLINA,
1985 (N=95)

Major Function	Mean	Standard Deviation
Major Function A: Planning the Program	3.7421	.6914
Major Function B: Designing the Program	4.0105	.5707
Major Function C: Updating the Program	4.2684	.6266
Major Function D: Managing Daily Instruction	4.0737	.4951
Major Function E: Differentiating Instruction	3.9921	.5290
Major Function F: Individualizing Instruction	4.2789	.4945
Major Function G: Supervising	4.2000	.5573
Major Function H: Human Resources	3.3026	.5624
Major Function I: Human Relations	4.2947	.5188
Major Function J: Non-Instructional Duties	3.3088	.6436

Acceptance was at .05.

TABLE 22

MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF TEACHER
COMPETENCY BY THE CHAIRPERSONS OF THE BOARDS OF
EDUCATION IN NORTH CAROLINA, 1985 (N=66)

Major Function	Mean	Standard Deviation
Major Function A: Planning the Program	3.7349	.6576
Major Function B: Designing the Program	3.9659	.5648
Major Function C: Updating the Program	4.2121	.7699
Major Function D: Managing Daily Instruction	4.0667	.4840
Major Function E: Differentiating Instruction	3.9659	.5131
Major Function F: Individualizing Instruction	4.1402	.5601
Major Function G: Supervision	4.1212	.5895
Major Function H: Human Resources	3.3485	.7001
Major Function I: Human Relations	4.2121	.6094
Major Function J: Non-Instructional Duties	3.2677	.8417

Acceptance was at .05.

Table 23 shows the mean scores calculated for the ten major functions of teacher competency by secondary principals. A 4.3828 was the highest mean score for Major Function G: Supervising with a 4.3210; the next high score was for Major Function F: Individualizing Instruction. The lowest score was 3.2871 for Major Function H: Human Resources.

The combined mean scores calculated for the ten major functions of teacher competency by superintendents, chairpersons of the boards of education, and secondary principals in North Carolina are presented in Table 24. The major function of teacher competency by all three groups of respondents to receive the highest score was Major Function F: Individualizing Instruction with a mean score of 4.2659. A 4.2630 was second highest score for Major Function G: Supervising. The lowest combined mean score was 3.3062 for Major Function H: Human Resources. The next low combined mean score was a 3.4314 for Major Function J: Non-Instructional Duties.

Table 25 summarizes the results of the multivariate analysis for the ten major functions of teacher competency for differences in responses to the levels of classification within the educational background variables. Six of the ten major functions showed a significant difference between the respondents with a master's degree and respondents with higher degrees. Major Function A: Planning the Program showed a significant difference between the respondents with a master's degree and those respondents with Educational

TABLE 23

MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS OF
TEACHER COMPETENCY BY SECONDARY PRINCIPALS IN NORTH
CAROLINA, 1985 (N=128)

Major Function	Mean	Standard Deviation
Major Function A: Planning the Program	3.8516	.7434
Major Function B: Designing the Program	3.9746	.7289
Major Function C: Updating the Program	4.1172	.7001
Major Function D: Managing Daily Instruction	4.1516	.4754
Major Function E: Differentiating Instruction	3.8926	.5950
Major Function F: Individualizing Instruction	4.3210	.5019
Major Function G: Supervising	4.3828	.5519
Major Function H: Human Resources	3.2871	.6656
Major Function I: Human Relations	4.2344	.5492
Major Function J: Non-Instructional Duties	3.6068	.6866

Acceptance was at .05.

TABLE 24

COMBINED MEAN SCORES CALCULATED FOR THE TEN MAJOR FUNCTIONS
OF TEACHER COMPETENCY BY SUPERINTENDENTS, CHAIRPERSONS OF
THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS IN
NORTH CAROLINA, 1985 (N=289)

Teaching Area/Competency	Mean	Standard Deviation
Major Function A: Planning the Program	3.7890	.7074
Major Function B: Overseeing the Program	3.9844	.6426
Major Function C: Updating the Program	4.1886	.6947
Major Function D: Managing Daily Instruction	4.1066	.4839
Major Function E: Differentiating Instruction	3.9420	.5558
Major Function F: Individualizing Instruction	4.2659	.5164
Major Function G: Supervising	4.2630	.5713
Major Function H: Human Resources	3.3062	.6402
Major Function I: Human Relations	4.2491	.5530
Major Function J: Non-Instructional Duties	3.4314	.7265

Acceptance was at .05.

TABLE 25

- MANOVA OF EDUCATIONAL BACKGROUND FOR SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND
SECONDARY PRINCIPALS IN NORTH CAROLINA
RELATIVE TO THE TEN MAJOR FUNCTIONS
OF TEACHER COMPETENCY, 1985

Major Function/ Educational Background	Difference Between Means*
<u>Major Function A: Planning the Program</u>	
Master's - Ed. S.	.2182
Master's - Ph. D.	.4473
<u>Major Function B: Overseeing the Program</u>	
Master's - Ed. S.	.2478
Master's - Ph. D.	.5707
<u>Major Function D: Managing Daily Instruction</u>	
Master's - Ed. S.	.1661
Master's - Ed. D.	.1973
Master's - Ph. D.	.3223
<u>Major Function G: Supervising</u>	
Master's - Ed. S.	.2679
Master's - Ed. D.	.2841
<u>Major Function H: Human Resources</u>	
Master's - Ed. S.	.2169
Master's - Ed. D.	.2542
<u>Major Function J: Non-Instructional Duties</u>	
Master's - Ed. S.	.2900
Master's - Ed. D.	.3097
Master's - Ph. D.	.5507

*All listed are significant.

Specialist degree (.21820 difference between means) and those respondents with a Ph. D. (.44737 difference between means). The respondents with a master's degree and those with an Ed. S. and Ph. D. degree were significantly different in their ratings for Major Function B: Overseeing the Program; for Major Function G: Supervising; and for Major Function H: Human Resources. Major Function D: Managing Daily Instruction and Major Function J: Non-Instructional Duties were rated significantly different by the respondents with a master's degree and the respondents with an Ed. S., Ed. D., and Ph. D. degrees.

Analysis of the Reported Most Critical and Least
Critical Teacher Competence

The superintendents, chairpersons of the boards of education, and secondary principals were asked to select what they perceived to be the five most critical competencies and the five least critical competencies from the 34 competency statements presented in the questionnaire. A discriminant analysis was used to determine whether selection of the most critical and the least critical competencies would differentiate between the respondent groups.

Table 26 shows the most critical competencies as selected by superintendents, chairpersons of the boards of education, and secondary principals. The competency selected first by both the chairpersons and the principals was selected second by the superintendents. The competency statement read, "Prepares daily lesson plans, makes

TABLE 26
MOST CRITICAL COMPETENCIES SELECTED BY RESPONDING SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY
PRINCIPALS IN NORTH CAROLINA, 1985

Major Function/Competency	Super- intendents	Chairpersons of the Boards of Education	Secondary Principals
<u>Major Function A: Planning the Program</u>			
<u>Competency 2</u> --Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedures consistent with annual school objectives.	3*		
<u>Major Function C: Updating the Program</u>			
<u>Competency 2</u> --Renews competence and keeps abreast of new knowledge, research, and practice in subject area(a) and applies this knowledge to improve the instructional program.	1	2	
<u>Major Function D: Managing Daily Instruction</u>			
<u>Competency 1</u> --Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence.	2	1	1

TABLE 26 (Continued)

Major Function/Competency	Super-intendents	Chairpersons of the Boards of Education	Secondary Principals
<u>Competency 4</u> --Involves students, parents, and others as needed to help insure that students keep up with daily lessons.	5		
<u>Major Function F: Individualizing Instruction</u>			
<u>Competency 1</u> --Monitors individual student achievement of objectives as teaching occurs.			3
<u>Competency 2</u> --Provides individual students with prompt feedback on their progress and provides necessary remediation.		4	2
<u>Major Function G: Supervising</u>			
<u>Competency 1</u> --Managing daily routine so that students know what they are to do next and are able to proceed without confusion.	3*	3	4
<u>Major Function I: Human Relations</u>			
<u>Competency 1</u> --Shows respect for worth and dignity of all students.	3* and 4	5	5

*Chosen with the same frequency for third place.

classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competency." Competency statement, "Renews competence and keeps abreast of new knowledge, research, and practice in subject area(s) and applies this knowledge to improve the instructional program," was selected by both the superintendents and principals as being one of the most critical. Competency statement, "Managing daily routine so that students know what they are to do next and are able to proceed without confusion," was selected by all three groups of respondents. The superintendents and principals listed this competency the third most frequent and chairpersons listed it as the fourth choice most frequent. "Shows respect for worth and dignity of all students" was chosen by all three groups of respondents as being a most critical competency of secondary teachers. The superintendents selected three competencies in the third position of frequency and selected the same competency with the fourth frequency. Both chairpersons and principals chose "Provides individual students with prompt feedback on their progress and provides necessary remediation." The superintendents and principals selected "Renews competencies and keeps abreast of new knowledge, research, and practice in subject area(s) and applies this knowledge to improve the instructional program" as one of the most critical: selection number 1 for superintendents and selection number 2 for principals. The principals selected "Monitors individual student achievement of objectives as teaching occurs" as one of the most critical

teacher competencies. The superintendents chose two competencies as most critical not chosen by the other two groups of respondents. The competency statement, "Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedures consistent with annual school objectives," and competency statement, "Involves students, parents, and others as needed to help insure that students keep up with daily lessons," were selected as most critical by superintendents only. Three of the five competencies were chosen by all three groups and two of the five were chosen by two groups. Table 27 depicts the most critical competencies in order as selected by superintendents, chairpersons of the boards of education, and secondary principals.

The least critical competencies selected by superintendents, chairpersons of the boards of education, and secondary principals are presented in Table 28. Competency 1 and competency 3 under Major Function H: Human Resources and competency 3 under Major Function J: Non-Instructional Duties were chosen as least critical by all three groups of respondents. Major Function J: Non-Instructional Duties, competency 3 read, "Carries out duties related to energy conservation," and was rated first by all three groups of respondents. The chairpersons ranked three competencies as third least critical. Table 29 shows the least critical competency statements in order of selection by the combined scores of superintendents, chairpersons of the boards of education, and secondary principals.

TABLE 27

THE MOST CRITICAL COMPETENCIES SELECTED BY SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY
PRINCIPALS IN NORTH CAROLINA, 1985 (N=289)

Competency Statements in Order of Selection

Major Function D: Managing Daily Instruction

Competency 1--Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence.

Major Function F: Individualizing Instruction

Competency 2--Provides individual students with prompt feedback on their progress and provides necessary remediation.

Major Function G: Supervising

Competency 1--Manages daily routine so that students know what they are to do next and are able to proceed without confusion.

Major Function I: Human Relations

Competency 1--Shows respect for worth and dignity of all students.

Major Function D: Managing Daily Instruction

Competency 4--Involves students, parents, and others as needed to help insure that students keep up with daily lessons.

TABLE 28

LEAST CRITICAL COMPETENCIES SELECTED BY RESPONDING SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY
PRINCIPALS IN NORTH CAROLINA, 1985

Major Function/Competency	Super- intendents	Chairpersons of the Boards of Education	Secondary Principals
<u>Major Function A: Planning the Program</u>			
<u>Competency 1</u> --Contributes as requested to the develop- ment of annual objectives for the schools.		3*	
<u>Major Function E: Differentiating Instruction</u>			
<u>Competency 2</u> --Groups students as needed for effective teaching.	5		5
<u>Major Function H: Human Resources</u>			
<u>Competency 1</u> --Uses student talent as a resource in instructing, developing materials, and operating equipment.	2	3*	3
<u>Competency 3</u> --Makes use of appropriate community resources to extend classroom learning.	4	4	2

TABLE 28 (Continued)

Major Function/Competency	Super- intendents	Chairpersons of the Boards of Education	Secondary Principals
<u>Major Function I: Human Relations</u>			
<u>Competency 2</u> --Is aware of and encourages tolerance of cultural differences when they are not inconsistent with the instructional objectives.		3*	
<u>Competency 3</u> --Establishes rapport with parents.	3	5	
<u>Major Function J: Non-Instructional Duties</u>			
<u>Competency 1</u> --Carries out non-instructional duties as assigned or as need is perceived.		2	
<u>Competency 3</u> --Carries out duties related to energy conservation.	1	1	1

*Chosen with the same frequency for third place.

TABLE 29

THE LEAST CRITICAL COMPETENCIES SELECTED BY SUPERINTENDENTS,
CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY
PRINCIPALS IN NORTH CAROLINA, 1985 (N=289)

Competency Statements in Order of Selection

Major Function J: Non-Instructional Duties

Competency 3--Carries out duties related to energy conservation.

Competency 1--Carries out non-instructional duties as assigned
or as a need is perceived.

Major Function H: Human Resources

Competency 1--Uses student talent as a resource in instructing,
developing materials, and operating equipment.

Competency 3--Makes use of community resources to extend class-
room learning.

Competency 4--Makes effective use of other professional per-
sonnel to improve instruction and classroom
management.

The competencies were grouped into the ten areas of major functions. Frequencies were tabulated to determine which functions would emerge as the most critical relative to the combined responses of the three groups of respondents. Table 30 shows the most critical major function of teacher competency as selected by superintendents, chairpersons of the boards of education, and secondary principals.

Frequency Distribution of Respondents

The demographic data collected for this study included six independent variables relative to the school districts as well as to education and sex of the respondents. Table 31 illustrates the number and percent of responses for superintendents, chairpersons of the boards of education, and secondary principals of the geographic region of the state of North Carolina. The Coastal Plains region had the highest number of superintendents responding (45.3 percent). The Piedmont region had the highest rate of responding chairpersons of the boards of education (42.4 percent) and the secondary principals (49.2 percent).

Table 32 shows the frequency of responses to the questionnaires by legal classification of the school systems. The county systems had the majority of respondents in each group for a total of 205.

Table 33 summarizes the frequency of responses to the questionnaire by legal classification and geographic region of the school districts. This table shows that the majority of the responses came

TABLE 30

MOST CRITICAL MAJOR FUNCTIONS OF TEACHER COMPETENCY AS SELECTED BY
SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND
SECONDARY PRINCIPALS IN NORTH CAROLINA, 1985

Major Function	Frequency
Major Function C: Updating the Program	59
Major Function D: Managing Daily Instruction	96
Major Function F: Individualizing Instruction	93
Major Function G: Supervising	48
Major Function I: Human Relations	61

TABLE 31

SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND
SECONDARY PRINCIPALS IN NORTH CAROLINA RESPONDING
BY GEOGRAPHIC REGION, 1985

Geographic Region	Number and Percent Responding		
	Superintendents	Chairpersons of Boards of Education	Secondary Principals
Mountains	15 (15.8)	14 (21.2)	10 (7.8)
Piedmont	37 (39.9)	28 (42.4)	63 (49.2)
Coastal Plains	43 (45.3)	24 (36.4)	55 (43.0)
Total	95 (100.0)	66 (100.0)	128 (100.0)

TABLE 32

TWO-WAY FREQUENCY TABLES BY JOB DESCRIPTION AND TYPE OF
SCHOOL SYSTEM IN NORTH CAROLINA RESPONDING
TO QUESTIONNAIRE, 1985

Job Description	Frequency and Percent Responding		
	County	City	Total
Superintendent	62 (21.45)	33 (11.42)	95 (32.87)
Chairpersons of Boards of Education	43 (14.88)	23 (7.96)	66 (22.84)
Secondary Principals	100 (34.60)	28 (9.69)	128 (44.29)
Total	205 (70.93)	84 (29.07)	289 (100.00)

TABLE 33

- TWO-WAY FREQUENCY TABLE BY LOCATION AND TYPE OF SCHOOL
SYSTEM IN NORTH CAROLINA RESPONDING TO
QUESTIONNAIRE, 1985

Location	Frequency and Percent Responding		
	County	City	Total
Mountains	31 (10.73)	8 (2.77)	39 (13.49)
Piedmont	79 (27.34)	49 (16.96)	128 (44.29)
Coastal Plains	95 (32.87)	27 (9.34)	122 (42.21)
Total	205 (70.93)	84 (29.07)	289 (100.00)

from the Coastal Plains county systems and from the Piedmont city systems.

The 1984-1985 enrollment attendance and the legal classification of the school districts are summarized and shown in Table 34. The largest group of respondents (64 or 31.2 percent) represented school districts in county systems with 5,000 or less students. City districts had 61.9 percent of the respondents from city school systems with 5,000 or less yearly enrollment.

Data were collected for the years of administrative experience for superintendents and secondary principals as well as years of school board experience for chairpersons of the boards of education. Table 35 summarizes the years of experience data for all three groups of respondents. The superintendents had the same number of respondents for 1-5 years (35.8 percent) as they did for 16 or more years (35.8 percent).

Superintendents, chairpersons of the boards of education, and secondary principals responding by the highest degree earned is shown in Table 36. Of the 66 chairpersons responding, 18 had an earned doctorate while 5 had a high school degree only. Four of the chairpersons and one secondary principal listed other under the degree earned but none specified what the degree might be. The principals reported Educational Specialist (46.9 percent) as the most earned degree. Superintendents responding had a total of 51 earned doctorate degrees. The highest frequency level for chairpersons of the

TABLE 34

TWO-WAY FREQUENCY TABLE BY SIZE AND TYPE OF SCHOOL SYSTEM IN
NORTH CAROLINA RESPONDING TO QUESTIONNAIRE, 1985

Size	Frequency and Percent Responding	
	County	City
Up to 5,000	64 (31.2)	52 (61.9)
5,001-10,000	57 (27.8)	22 (26.1)
10,001-15,000	55 (26.8)	5 (6.0)
15,001 or More	29 (14.2)	5 (6.0)
Total	205 (100.0)	84 (100.0)

TABLE 35

SUPERINTENDENTS, CHAIRPERSONS OF BOARDS OF EDUCATION, AND SECONDARY
 PRINCIPALS IN NORTH CAROLINA RESPONDING BY YEARS OF
 ADMINISTRATIVE OR SCHOOL BOARD EXPERIENCE, 1985

Years of Experience	Number and Percent Responding		
	Superintendents	Chairpersons of Boards of Education	Secondary Principals
1-5	34 (35.8)	26 (39.4)	36 (27.6)
6-10	17 (17.9)	19 (28.8)	24 (18.9)
11-15	9 (9.5)	5 (7.6)	28 (22.0)
16 or More	34 (35.8)	16 (24.2)	40 (31.5)
No Response	1 (1.0)		
Total	95 (100.0)	66 (100.0)	128 (100.0)

TABLE 36

SUPERINTENDENTS, CHAIRPERSONS OF THE BOARDS OF EDUCATION, AND SECONDARY PRINCIPALS
IN NORTH CAROLINA RESPONDING BY HIGHEST EARNED ACADEMIC DEGREE, 1985

Highest Earned Academic Degree	Number and Percent Responding		
	Superintendents	Chairpersons of Boards of Education	Secondary Principals
High School		5 (7.6)	
Baccalaureate		13 (19.7)	
Master's	15 (15.8)	15 (22.7)	46 (35.9)
Educational Specialists	29 (30.5)	11 (16.7)	60 (46.9)
<u>Doctorate</u>			
Ed. D.	42 (44.2)	15 (22.7)	16 (12.5)
Ph. D.	9 (9.5)	3 (4.5)	5 (3.9)
Other		4 (6.1)	1 (0.8)
Total	95 (100.0)	66 (100.0)	128 (100.0)

boards of education was 22.7 percent for both the master's degree and the Doctorate in Education degree. Both the superintendents and chairpersons reported 15 earned master's degrees.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was done to determine the importance of teacher competencies for the secondary teacher according to the perceptions of educational practitioners and policy makers in the state of North Carolina. This study also sought to determine if consensus existed among these groups based on their perceptions and to investigate the relationship between educational and demographic variables and the perceptions of the respondents. This study identified those competencies considered most and least critical to the secondary teacher. Finally, this study determined if the respondents differed significantly in the selection of the most and least critical competencies.

The educational practitioners selected for the study were superintendents and secondary principals of North Carolina. The educational policy makers selected for this study were the chairpersons of the boards of education in North Carolina. The superintendents and the chairpersons of the boards of education in the 142 school systems of North Carolina were chosen for this study. A sample of 180 secondary principals were selected from the 295 secondary schools in North Carolina. This represented 61 percent of the secondary principals in the state.

Each of the superintendents, chairpersons of the boards of education, and secondary principals were mailed a questionnaire containing 34 teacher competency statements. The participants were asked to assign a rating to each competency based on how important they perceived the competency to be to the role of secondary teachers. Participants were asked to select what they considered to be the five most and five least critical competencies from the same 34 teacher competency statements.

The North Carolina Teacher Appraisal Instrument was used as a basis for the 34 competency statements. It contains 34 teacher competency statements organized into ten major functions of teacher competence. The statements were randomly listed on the questionnaire.

The questionnaire included two educational variables for which all respondents were requested to provide information. These variables were the highest degree earned and the number of years of educational administration or school board experience served by the respondents. Demographic variables obtained by the researcher were the legal classification, the enrollment, the type, and the geographic region of the school systems. This information came from the North Carolina Educational Directory 1984-85 and from a map of the state of North Carolina.

Data were collected for analysis from 289 usable questionnaires. To analyze the data, frequency distributions were compiled for the demographic and educational background variables and for the ratings assigned to the 34 competency statements by the respondents. One way analysis of variance, multivariate analysis of variance, and a discriminate analysis function were used to test for differences among responses.

Findings

Seven research questions were developed as a basis for this study. They are discussed in numerical order.

Question 1

What perceived levels of importance do selected principals, superintendents, and chairpersons of the boards of education assign to the individual competency statements as listed in the North Carolina Teacher Performance Appraisal Instrument?

1. Secondary principals rated competency statement one in Major Function D: Managing Daily Instruction higher than any other statement (mean of 4.7937). The statement read, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence." Statement two in Major

Function F: Individualizing Instruction received the second highest rating (mean of 4.4444). The statement read, "Provides students with prompt feedback on their progress and provides necessary remediation." The lowest of all the competency statements was competency statement three in Major Function J: Non-Instructional Duties, with a mean score of 3.9819. The statement was worded, "Carries out duties related to energy conservation." Competency two under Major Function H: Human Resources received the second lowest rating (mean of 3.9921) and was worded, "Makes appropriate use of volunteers and resource teachers with special skills and knowledge." Major Function G: Supervising received the highest score (mean of 4.3828) from the secondary principals while the lowest score (mean of 3.2871) was for Major Function H: Human Resources.

2. Superintendents rated competency two in Major Function F: Individualizing Instruction the highest score (mean of 4.6737). The statement read, "Provides individual students with prompt feedback on their progress and provides necessary remediation." The competency rated second highest was statement one in Major Function D: Manage Daily Instruction. The statement was worded, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and correct student work in a manner that demonstrates subject area competence" (mean of 4.6421). The competency statement rated lowest by the superintendents was in Major Function J: Non-Instructional Duties and read, "Carries out duties related to energy conservation" (mean of 2.6737). Major Function C:

Updating the Program (mean of 4.2661) was rated highest by the superintendents while Major Function H: Human Resources (mean of 3.2218) received the lowest rating.

3. Chairpersons of the boards of education in North Carolina assigned the highest rating to competency one in Major Function D: Managing Daily Instruction. The competency read, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence" (mean of 4.5909). Competency two in Major Function F: Individualizing Instruction read, "Provides individual students with prompt feedback on their progress and provides necessary remediation" (mean of 4.5606). Chairpersons of the boards of education rated competency three in Major Function J: Non-Instructional Duties the lowest score (mean of 2.7576). The statement was worded, "Carries out duties related to energy conservation." The major function of teacher competence to receive the highest rating was Major Function C: Updating the Program (mean of 4.2121) and Major Function I: Human Relations (mean of 4.2121). The lowest score was given to Major Function J: Non-Instructional Duties (mean of 3.2677).

4. The competency to receive the highest combined score from the three groups of respondents was competency one in Major Function D: Managing Daily Instruction. The statement read, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work

in a manner that demonstrates subject area competence" (mean of 4.6990). The lowest rating received from the combined responses was competency three in Major Function J: Non-Instructional Duties. The statement was worded, "Carries out duties related to energy conservation" (mean of 2.7405). Major Function F: Individualizing Instruction received the highest score for the combined responses (mean of 4.2659) and Major Function H: Human Resources the lowest score (mean of 3.3062) for the combined responses.

Question 2

What were the differences in the perceptions of the principals, superintendents, and chairpersons of the boards of education concerning the level of importance of individual competency statements?

1. Differences were indicated in the ratings assigned competency statement one in Major Function E: Differentiating Instruction. The statement was written "Identifies students' strengths and weaknesses in relation to objectives to determine if grouping is required because of differing skill levels." Chairpersons of the boards of education rated this statement significantly lower than did secondary principals. The responses of the superintendents did not differ significantly from the rating assigned this competency statement by the secondary principals.

2. Chairpersons of the boards of education rated competency four in Major Function F: Individualizing Instruction significantly

lower than did superintendents and secondary principals. The statement read, "Arranges to have appropriate materials and equipment available to satisfy individual needs." Principals and superintendents did not differ significantly in their ratings.

3. Secondary principals rated competency statement two for Major Function G: Supervising significantly higher than did superintendents and chairpersons of the boards of education. The statement was worded, "Keeps student talk and movement at a level that lets each student attend to his or her instructional task without interruption." Chairpersons and superintendents did not differ significantly.

4. A significant difference was detected in the ratings assigned competency statement two in Major Function H: Human Resources. Chairpersons of the boards of education rated this competency higher than did secondary principals. Superintendents did not differ significantly from chairpersons and principals in their ratings.

5. Competency one in Major Function J: Non-Instructional Duties was rated significantly higher by secondary principals than by superintendents and chairpersons of the boards of education. No difference was found between the ratings of superintendents and chairpersons of the boards of education for this teacher competency.

6. Secondary principals ranked Major Function G: Supervision significantly higher than did chairpersons of the boards of education. There was no significant difference in the ratings of the

superintendents and those of the chairpersons of the boards of education and secondary principals.

7. Superintendents and chairpersons of the boards of education rated Major Function J: Non-Instructional Duties significantly lower than did secondary principals. Superintendents and chairpersons of the boards of education did not differ significantly in their ratings of this major function.

Question 3

What were the perceived differences in the perceptions of the principals, superintendents, and chairpersons of the boards of education relative to:

- A. The size of the school district?
- B. The geographic location of the school district within the state (Mountains, Piedmont, Coastal Plains)?
- C. The type of school district (city, county)?

1. Superintendents, chairpersons of the boards of education, and secondary principals had a high level of agreement with regard to the level of perceived importance assigned to the 34 teacher competency statements and the ten major functions of teacher competence relative to the size of the school district, the geographic location of the school district within the state, and the type of school district.

2. For all three groups of respondents combined, the type of school district was a significant source of variation in the

ratings assigned to Major Function I: Human Relations. Major Function B: Overseeing the Program and Major Function H: Human Resources proved to be a significant source of variation for all three groups of respondents of the Mountains and Coastal Plains of the state.

3. The ratings assigned to the 34 competency statements as most or least critical were not significantly different for the combined responses of superintendents, chairpersons of the boards of education, and secondary principals relative to the size of the school district, geographic location in North Carolina, or legal classification of the school district.

Question 4

What is the relationship between the perceived level of importance prescribed to the competency statements by the principals and superintendents relative to:

- A. Highest earned educational degree?
- B. Numbers of years of educational administrative experience?

1. Highest earned educational degree and the number of years of educational administrative experience were not significant sources of variance among secondary principals for the ratings assigned the 34 competency statements.

2. Superintendents did not differ significantly when rating the 34 competency statements relative to their years of educational administrative experience or the highest earned academic degree.

3. Superintendents rated competency one in Major Function J: Non-Instructional Duties significantly different based on the highest educational degree earned and years of experience. The statement read, "Carries out non-instructional duties as assigned or as a need is perceived."

4. The combined responses of superintendents and secondary principals relative to the highest educational degree earned or the number of years of educational administrative experience were significantly different in the ratings assigned to six of the ten major functions of teacher competence.

Question 5

Which of the competencies were chosen as the five most important for job effectiveness of the secondary teachers?

1. All three groups of respondents chose three teacher competency statements as most critical to the secondary teacher. Competency statement one in Major Function D: Managing Daily Instruction was written, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence." Statement one in Major Function G: Supervising read, "Manages daily routine so that students know what they are to do next and are able to proceed without confusion." Statement one in Major Function J: Human Relations read, "Shows respect for worth and dignity of all students."

2. Superintendents and chairpersons of the boards of education selected competency two in Major Function C: Updating the Program. The competency statement read, "Renews competence and keeps abreast of new knowledge, research, and practices in subject area(s) and applies this knowledge to improve the instructional program."

3. Competency two in Major Function F: Individualizing Instruction was chosen by the chairpersons of the boards of education and the secondary principals. The competency statement was written, "Provides individual students with prompt feedback on their progress and provides necessary remediation."

Question 6

Which of the competencies was chosen as the five least important for the job effectiveness by secondary teachers?

1. Three teacher competency statements were selected by all three groups of respondents as least critical to the secondary teachers. Competency one in Major Function H: Human Resources read, "Uses student talent as a resource in instructing, developing materials, and operating equipment." Competency three was written, "Makes use of appropriate community resources to extend classroom learning," and is also in Major Function H. Major Function J: Non-Instructional Duties, competency three read, "Carries out duties related to energy conservation."

2. Chairpersons of the boards of education selected three competency statements as number three in least critical value.

Competency one in Major Function A: Planning the Program was written, "Contributes as requested to the development of annual objectives for the school," and competency two in Major Function I: Human Relations read, "Is aware of and encourages tolerance of cultural differences when they are not inconsistent with the instructional objectives." Both competency statements were selected by the chairpersons of the boards of education only. Competency one in Major Function H: Human Resources was chosen by superintendents and secondary principals also.

Question 7

Do the principals and superintendents agree or disagree in ranking the five most important and the five least important competencies needed by the secondary teachers?

1. The superintendents and principals selected competency one in Major Function D: Managing Daily Instruction. The competency read, "Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competencies." The principals ranked the competency number one while the superintendents ranked the competency number two.

2. Competency one in Major Function H: Supervising was written, "Manages daily routine so that students know what they are to do next and are able to proceed without confusion." Superintendents ranked this competency number three and principals ranked it number four as most important.

3. Competency statement one in Major Function I: Human Relations was ranked third and fourth most important by the superintendents and fifth most important by secondary principals. The statement read, "Shows respect for the worth and dignity of all students."

4. The superintendents were the only respondents to rank competency two in Major Function A: Planning the Program and competency four in Major Function D: Managing Daily Instruction as important competencies. Competency three was written, "Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedures consistent with annual school objectives." Competency four was written, "Involves students, parents, and others as needed to help insure that students keep up with daily lessons."

5. Principals ranked competency one in Major Function F: Individualizing Instruction which read, "Monitors individual student achievement of objectives as teaching occurs," as number three in the five most important competencies for secondary teachers.

6. The principals and superintendents selected four of the same competencies as least important. Competency two in Major Function E: Differentiating Instruction read, "Groups students as needed for effective teaching" and was ranked number five in the five least important competencies. Competency three in Major Function J: Non-Instructional Duties was written, "Carries out duties related to energy conservation" and was ranked number one of the five least important competencies.

7. The principals ranked competency four in Major Function H: Human Resources as number four of the five least important competencies. This competency read, "Makes effective use of other professional personnel to improve instruction and classroom management" and was not ranked as one of the five least important by either the superintendents or the chairpersons of the boards of education.

Conclusions

The basis for the following conclusions were provided by the responses received from the superintendents, chairpersons of the boards of education, and principals in North Carolina:

1. All groups of respondents rated the major function of individualizing instruction as a most important function of teacher competence; therefore, secondary teachers in the state of North Carolina need to acquire competence in individualizing instruction.

2. Since secondary principals and chairpersons of the boards of education in both city and county school systems differ in their expectations of the secondary teacher competency priorities, the teachers should try to clarify these expectations in order to avoid conflict.

3. There are differences statewide relative to the importance of teacher competencies; therefore, a statewide evaluation program which establishes competencies for all secondary teachers will not receive acceptance (support) at all types of school systems or in all regions.

4. If moving from one geographic region to another, secondary teachers in the state of North Carolina should expect conflicting competency priorities by superintendents, chairpersons of the boards of education, and secondary principals.

5. Since competency one in the function of managing of daily instruction was rated as the most important competency by all three groups of respondents, secondary teachers in the state of North Carolina need to perfect skill and competence in managing daily instruction.

Recommendations

The following recommendations may be made based on the conclusions drawn from this study:

1. The state of North Carolina should consider the factors which proved to be significant in the study to review the statewide set of competencies for the teachers.

2. In the event that the state of North Carolina uses state evaluators to assess teacher competency, it is recommended that these evaluators recognize the lack of agreement between superintendents, chairpersons of the boards of education, and secondary principals concerning the importance of certain competencies expected of the secondary teacher.

3. Teacher training programs throughout the state of North Carolina should be evaluated to determine the extended goals of the programs and to evaluate the consistency of those goals.

4. This study should be replicated for competencies relative to elementary and primary teachers.

5. A study should be designed to assess the importance other educators assign to teacher competencies. Professors of teacher education, supervisors, and teachers could be included in this study.

6. The results of this study should be utilized in teacher training programs, in-service programs, and teacher workshops.

7. A study should be designed to analyze teacher training programs in the state of North Carolina to determine if the programs meet the competencies presented in this study and adequately address the different levels of importance placed on certain competencies.

8. The results of this study should be utilized by the state to plan administrator training programs, in-service programs for administrators, and administrator workshops.

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APPENDIX

TABLE 37
MEANS FOR THE 34 TEACHER COMPETENCY STATEMENT RATINGS AND THE
VARIABLE OF EDUCATIONAL BACKGROUNDS FOR SUPERINTENDENTS
AND SECONDARY PRINCIPALS IN NORTH CAROLINA, 1985

<u>Major Function/Competency</u>	<u>Superintendents</u>	<u>Principals</u>
<u>Major Function A: Planning the Program</u>		
Competency 1	3.4000	3.5793
Competency 2	4.0842	4.1269
<u>Major Function B: Overseeing the Program</u>		
Competency 1	4.2526	4.1349
Competency 2	3.8000	3.8253
Competency 3	3.9263	3.9682
Competency 4	4.0631	3.9603
<u>Major Function C: Updating the Program</u>		
Competency 1	4.0631	3.9206
Competency 2	4.4736	4.3095
<u>Major Function D: Managing Daily Instruction</u>		
Competency 1	4.6421	4.7936
Competency 2	3.8631	4.0793
Competency 3	3.7157	3.7222
Competency 4	4.1789	4.1190
Competency 5	3.9684	4.0396
<u>Major Function E: Differentiating Instruction</u>		
Competency 1	4.0105	3.7857
Competency 2	3.8526	3.7936
Competency 3	3.7157	3.6269
Competency 4	4.3894	4.3492
<u>Major Function F: Individualizing Instruction</u>		
Competency 1	4.4105	4.4444
Competency 2	4.6736	4.6031
Competency 3	4.0105	4.0714
Competency 4	4.0210	4.1587

TABLE 37 (CONTINUED)

<u>Major Function/Competency</u>	<u>Superintendents</u>	<u>Principals</u>
<u>Major Function G: Supervising</u>		
Competency 1	4.4105	4.5317
Competency 2	4.0631	4.2857
Competency 3	4.1263	4.3174
<u>Major Function H: Human Resources</u>		
Competency 1	3.2526	3.3095
Competency 2	3.1684	2.9920
Competency 3	3.2947	3.2460
Competency 4	3.4947	3.5952
<u>Major Function I: Human Relations</u>		
Competency 1	4.6000	4.4841
Competency 2	3.5684	3.6984
Competency 3	4.0631	3.9603
<u>Major Function J: Non-Instructional Duties</u>		
Competency 1	3.2105	3.7777
Competency 2	4.0421	4.2460
Competency 3	2.6736	2.7698

Superintendents: Hotelling-Lawley Trace, Value 1.596636; $F = .699$; $DF = 102, 134$; $p > .9708$.

Principals: Hotelling-Lawley Trace, Value 1.748985; $F = .984$; $DF = 136, 306$; $p > .5371$.

HAYWOOD COUNTY SCHOOLS TEACHER PERFORMANCE APPRAISAL INSTRUMENT

- INSTRUCTIONS**
1. Based on the evidence from observation and discussion, the evaluator is to rate the teacher's performance with respect to the 33 basic elements of teaching listed below.
 2. The evaluator is encouraged to add pertinent comments at the end of each major function.
 3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
 4. The evaluator and the teacher must discuss the results of the appraisal and any recommended action pertinent to it.
 5. The teacher and the evaluator must sign the instrument in the assigned spaces.
 6. The instrument must be filed in the teacher's personnel folder.

Teacher Name _____

Rating Scale
(Please Check)

School _____

The following are **Planning and Oversight Functions**. They refer to planning, operating, and updating the grade level instructional program as a total program extending over the school year. The program will be fairly well established by the end of the first two or three weeks of classes. Typically, modifications are considered at midyear and at other grading periods, but the changes are usually not major ones.

PERFORMS UNSATISFACTORILY	NEEDS IMPROVEMENT IN PERFORMANCE	MEETS PERFORMANCE EXPECTATIONS	EXCEEDS PERFORMANCE EXPECTATIONS	SUPERIOR PERFORMANCE	NOT APPLICABLE
------------------------------	-------------------------------------	-----------------------------------	-------------------------------------	-------------------------	-------------------

A. Major Function: Planning the Program

1. Contributes as requested to the development of annual objectives for the school

☐ ☐ ☐ ☐ ☐ ☐

2. Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines, and evaluation procedures consistent with annual school objectives.

☐ ☐ ☐ ☐ ☐ ☐

Comments _____

B. Major Function: Overseeing the Program

1. Applies curriculum scope, sequence, continuity, and balance in carrying out the annual instructional plan.

☐ ☐ ☐ ☐ ☐ ☐

2. Implements learning strategies that address the student needs identified in the annual instructional plan.

☐ ☐ ☐ ☐ ☐ ☐

3. Uses appropriate evaluation methods to determine whether the annual instructional plan is working.

☐ ☐ ☐ ☐ ☐ ☐

4. Makes changes in the annual instructional plan when evaluation indicates a need, and seeks advice and assistance if required.

☐ ☐ ☐ ☐ ☐ ☐

Comments _____

C. Major Function: Updating the Program

1. Renews competence and keeps up with advances in child growth and development and uses this knowledge to improve the instructional program.

☐ ☐ ☐ ☐ ☐ ☐

2. Renews competence and keeps abreast of new knowledge, research, and practice in subject area(s) and applies this knowledge to improve the instructional program.

☐ ☐ ☐ ☐ ☐ ☐

Comments _____

The following are Particular Technical Functions. They refer to the means by which the teacher adapts the broad program functions to lessons and units of study on a daily basis. The teacher must organize the lesson and the unit of study; differentiate instruction as needed by grouping students, providing individual work, and augmenting the subject matter into special configurations to adapt it to teaching resources; individualize the daily lesson by checking to make sure each student understands the material being taught at the moment and providing individual remediation as needed; and supervise the talk and movement of students to insure a pleasant but purposeful learning environment.

Rating Scale
(Please Check)

PERFORMS UNSATISFACTORILY	NEEDS IMPROVEMENT IN PERFORMANCE	MEETS PERFORMANCE EXPECTATIONS	EXCEEDS PERFORMANCE EXPECTATIONS	SUPERIOR PERFORMANCE	NOT APPLICABLE
------------------------------	-------------------------------------	-----------------------------------	-------------------------------------	-------------------------	-------------------

D. Major Function: Managing Daily Instruction

1. Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence.
2. Correlates subject matter to students' interests, needs, and aptitudes.
3. Uses resources, materials, and enrichment activities that are related to the subject(s).
4. Employs instructional methods that are appropriate to the instructional objectives.
5. Involves students, parents, and others as needed to help insure that students keep up with daily lessons.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

E. Major Function: Differentiating Instruction

1. Identifies students' strengths and weaknesses in relation to objectives to determine if grouping is required because of differing skill levels.
2. Groups students as needed for effective teaching.
3. Differentiates curriculum content when employing grouping, using the school's media center to support and supplement instructional activities.
4. Provides instructional activities that aid students in becoming independent learners.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

F. Major Function: Individualizing Instruction

1. Monitors individual student achievement of objectives as teaching occurs.
2. Provides individual students with prompt feedback on their progress and provides necessary remediation.
3. Adjusts instruction to objectives and individual student needs on a daily basis.
4. Arranges to have appropriate materials and equipment available to satisfy individual needs.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

G. Major Function: Supervising

1. Manages the daily routine so that students know what they are to do next and are able to proceed without confusion.
2. Keeps student talk and movement at a level that lets each student attend to his or her instructional task without interruption.
3. Maintains a pleasant working atmosphere that does not stifle spontaneity and warmth.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

**Rating Scale
(Please Check)**

The following are Indirect Functions. They refer to a moderately related list of activities that do not involve direct teaching between teacher and student, but have more important effects on the success of that direct teaching. The use of Human Resources brings special capabilities to provide answers to questions, to present specialized topics, and to provide manpower to help with students who work above or below the general level of the class. Human Relations has an impact on maintaining a high level of student motivation and obtaining broad support for the instructional program. Non-Instructional Duties refer to the teacher's essential role in the logistics of administering a program to several hundred students who must work together in a limited space.

PERFORMS UNSATISFACTORILY	NEEDS IMPROVEMENT IN PERFORMANCE	MEETS PERFORMANCE EXPECTATIONS	EXCEEDS PERFORMANCE EXPECTATIONS	SUPERIOR PERFORMANCE	NOT APPLICABLE
------------------------------	-------------------------------------	-----------------------------------	-------------------------------------	-------------------------	-------------------

H. Major Function: Human Resources

1. Uses student talent as a resource in instructing, developing materials, and operating equipment.
2. Makes appropriate use of volunteers and resource teachers with special skills and knowledge.
3. Makes use of appropriate community resources to extend classroom learning.
4. Makes effective use of other professional personnel to improve instruction and classroom management.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

I. Major Function: Human Relations

1. Shows respect for the worth and dignity of all students.
2. Is aware of and encourages tolerance of cultural differences when they are not inconsistent with the instructional objectives.
3. Establishes rapport with parents.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

J. Major Function: Non-Instructional Duties

1. Carries out non-instructional duties as assigned or as a need is perceived.
2. Adheres to established laws, rules, and regulations.
3. Carries out duties related to energy conservation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Evaluator's Summary Comments _____

Teacher's Reactions to Evaluation _____

Evaluator's Signature and Date

Teacher's Signature and Date

Signature indicates that the written evaluation has been seen and discussed.



Department of Educational Leadership

College of Education
The University of Tennessee
Knoxville, Tennessee 37996-3400
Telephone: 615-974-2216

Dear Colleague:

I am a North Carolina teacher on leave from the Haywood County School system to conduct a study as partial fulfillment of the requirements for the doctorate in educational administration at The University of Tennessee, Knoxville. Under the direction of Dr. Dewey Stollar, my committee chairman, I am attempting to measure responses from selected school administrators and policy makers regarding their perceptions of teacher competencies in secondary schools (9-12) of North Carolina.

This study will require extra time in your already busy schedule; however, the information you provide will help increase and clarify our knowledge of the job demands, responsibilities, and expectations faced by the secondary teacher. Similar studies, done in other states, have shown discrepancy among the three school administrators who have impact upon the secondary teacher. This information should prove of value to the North Carolina educators as we strive to improve educational opportunities offered to the youth of our State.

Your efforts and participation in this study will be greatly appreciated and will insure accuracy of the results of this study. Individual participants will not be identified when the data are analyzed because the results will be categorized by broad areas, not by individual school, county, or district. Your response is voluntary; however, it would be a great help if you will complete the questionnaire within one week. A business envelope is enclosed for your convenience. It requires no postage. A copy of the results will be available upon request.

Your cooperation and prompt response to this survey will be greatly appreciated.

Sincerely,

Colleen Cody
Graduate Research Assistant
The University of Tennessee
Department of Educational
Leadership

Dr. Dewey H. Stollar, Head
Department of Educational
Leadership
The University of Tennessee

DIRECTIONS

This instrument includes 34 competency statements. There are two parts to this instrument. In Part I:

- A. Please rate each competency statement; do not leave any blank.
- B. Each statement is to be prefaced by "The secondary teacher"
- C. Respond to the level of importance of each competency statement as you perceive it to be for the secondary teacher.
- D. Please check the appropriate box on the scale following the competency statement which indicates your perception of the importance of the competency statement for the secondary teacher. The scale ranges from 5 (Most Important) to 1 (Least Important).

In Part II you are asked to indicate the five competencies which, in your opinion, are the most important for the secondary teacher and the five least important competencies for the secondary teacher. Also included in this section are three personal questions related to your position, education, and gender. Please place a check by the appropriate answer for the personal questions and list the numbers of the competencies you choose as Most Important and Least Important.

COMPETENCIES

PART I

- | | 5
MOST
IMPORTANT | 4
VERY
IMPORTANT | 3
IMPORTANT | 2
LESS
IMPORTANT | 1
LEAST
IMPORTANT |
|--|------------------------|------------------------|----------------|------------------------|-------------------------|
| 1. Makes appropriate use of volunteers and resource teachers with special skills and knowledge. | | | | | |
| 2. Involves students, parents, and others as needed to help insure that students keep up with daily lessons. | | | | | |
| 3. Renews competence and keeps up with advances in child growth and development and uses this knowledge to improve the instructional program. | | | | | |
| 4. Renews competence and keeps abreast of new knowledge, research, and practice in subject area(s) and applies this knowledge to improve the instructional program. | | | | | |
| 5. Provides individual students with prompt feedback on their progress and provides necessary remediation. | | | | | |
| 6. Provides instructional activities that aid students in becoming independent learners. | | | | | |
| 7. Monitors individual student achievement of objectives as teaching occurs. | | | | | |
| 8. Is aware of and encourages tolerance of cultural differences when they are not inconsistent with the instructional objectives. | | | | | |
| 9. Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject area competence. | | | | | |
| 10. Applies curriculum scope, sequence, continuity, and balance in carrying out the annual instructional plan. | | | | | |

	5	4	3	2	1
	MOST	VERY	IMPORTANT	LESS	LEAST
	IMPORTANT	IMPORTANT	IMPORTANT	IMPORTANT	IMPORTANT
11. Adheres to established laws, rules, and regulations.					
12. Develops an annual instructional plan that includes the formulation of objectives, strategies, timeliness, and evaluation procedures consistent with annual school objectives.					
13. Manages the daily routine so that students know what they are to do next and are able to proceed without confusion.					
14. Keeps student talk and movement at a level that lets each student attend to his or her instructional task without interruption.					
15. Maintains a pleasant working atmosphere that does not stifle spontaneity and warmth.					
16. Arranges to have appropriate materials and equipment available to satisfy individual needs.					
17. Makes changes in the annual instructional plan when evaluation indicates a need, and seeks advice and assistance if required.					
18. Shows respect for the worth and dignity of all students.					
19. Adjusts instruction to objectives and individual student needs on a daily basis.					
20. Uses appropriate evaluation methods to determine whether the annual instructional plan is working.					

	5	4	3	2	1
	MOST	VERY	IMPORTANT	LESS	LEAST
	IMPORTANT	IMPORTANT	IMPORTANT	IMPORTANT	IMPORTANT
21. Makes use of appropriate community resources to extend classroom learning.					
22. Implements learning strategies that address the student needs identified in the annual instructional plan.					
23. Uses student talent as a resource in instructing, developing materials, and operating equipment.					
24. Carries out duties related to energy conservation.					
25. Uses resources, materials, and enrichment activities that are related to the subject(s).					
26. Employs instructional methods that are appropriate to the instructional objectives.					
27. Establishes rapport with parents.					
28. Differentiates curriculum content when employing grouping, using the school's media center to support and supplement instructional activities.					
29. Contributes as requested to the development of annual objectives for the school.					
30. Correlates subject matter to students' interests, needs, and aptitudes.					
31. Makes effective use of other professional personnel to improve instruction and classroom management.					

MOST IMPORTANT	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	LEAST IMPORTANT
5	4	3	2	1

32. Identifies students' strengths and weaknesses in relation to objectives to determine if grouping is required because of differing skill levels.

33. Carries out non-instructional duties as assigned or as a need is perceived.

34. Groups students as needed for effective teaching.

PART II.

A. MOST IMPORTANT

1. _____
2. _____
3. _____
4. _____
5. _____

LEAST IMPORTANT

1. _____
2. _____
3. _____
4. _____
5. _____

B. HIGHEST EDUCATIONAL DEGREE ATTAINED

1. _____ Less than High School
2. _____ High School
3. _____ Bachelors
4. _____ Master's

5. _____ Educ. Specialist
6. _____ Ed. D.
7. _____ Ph. D.
8. _____ Other

C. YEARS OF EXPERIENCE IN THIS POSITION

1. _____ 0-5
2. _____ 6-10
3. _____ 11-15
4. _____ 16+

D. GENDER

1. _____ Male
2. _____ Female



Department of Educational Leadership

College of Education
The University of Tennessee
Knoxville, Tennessee 37996-3400
Telephone: 615-974-2216

Dear Colleague:

This is a follow-up to the letter you should have received in the middle of August. I am enclosing another copy of the questionnaire and ask that you take a few minutes to complete the form and return it in the self-addressed envelope provided. No postage will be required. I do need this very important data in order to complete my dissertation.

Your cooperation and prompt response to this survey will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Colleen Cody".

Colleen Cody
Graduate Research Assistant
The University of Tennessee
Department of Education
Leadership

A handwritten signature in cursive script that reads "Dewey H. Stollar".

Dr. Dewey H. Stollar, Head
Department of Educational
Leadership
The University of Tennessee

VITA

Colleen K. Cody was born August 4, 1933, at Canton, North Carolina. She received her elementary and secondary education in the Canton City School System. She attended Western Carolina University where she received a Bachelor of Arts degree in English in 1965. She received secondary teacher certification in English in North Carolina. She accepted employment with the Haywood County School System in the spring of 1966 where she served as a teacher of English, Social Studies, and Drama until March of 1983.

She did graduate study at Western Carolina University, Appalachian State University, and at the University of North Carolina at Charlotte. In March of 1983, she entered the doctoral program at The University of Tennessee, Knoxville, majoring in Educational Administration and Supervision. She was awarded the degree of Doctor of Education in June 1986.

Her professional affiliations include Phi Delta Kappa, Pi Lambda Theta, Association for Supervision and Curriculum Development, International Audiovisual Society, International Reading Association, National Educational Association, and North Carolina Educational Association.