

THE UNIVERSITY OF MANITOBA

PRIORITIES FOR ADMINISTRATIVE ACTIVITIES IN PROFESSIONAL
DEVELOPMENT

by

WILLY H. ENGBRECHT

A Thesis

Submitted to the Faculty of Graduate Studies
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of Master of Education

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ABSTRACT

The fundamental purpose of this study was to establish priorities for administrative activities in professional development. The study had two sub-purposes. The first of these was to establish priorities for administrative activities in professional development for four sub-groups in the teaching population. The sub-groups were open area teachers, self-contained classroom teachers, inexperienced teachers and experienced teachers. The second sub-purpose was to determine the similarities and differences in these priorities for open area and self-contained classroom teachers and for inexperienced and experienced teachers.

A modified form of a teacher's self-evaluation guide prepared by the Ontario Secondary School Teachers' Federation was used as the data collecting device in this study. The instrument identified a number of areas of teacher responsibility. There were eighty-four items on the self-evaluation guide. These were divided into twenty-three major areas.

The instrument was delivered to a stratified random sample of one hundred and ninety seven teachers. One hundred and fifty seven subjects responded. This was a 79.69 per cent rate of return.

The statistical analysis of the data consisted of an item analysis for all groups, a ranking of all items for all groups, a ranking of the

twenty-three major areas for all groups and a comparison of rankings for the two pairs of sub-groups identified. The item analysis provided aggregate and mean scores for each item as well as the ranges and frequency distributions for the responses. The mean scores were used for ranking of the items. Mean scores of all responses in each area were found and then used to rank the twenty-three areas. The rankings were established for all groups and these were then compared for the identified pairs of sub-groups.

The major findings of the study suggested that top priority for administrative activity in professional development be given in two areas for all groups. These areas dealt with the use of community resources in teaching and participation in continuing curriculum development. Subsequent priorities differed somewhat for different groups but several areas were significantly high in all groups. These were areas dealing with variety and effectiveness of methods of presentation, balance between teacher-centered and pupil-centered activities, questioning techniques, use of available means of evaluation to improve teaching, clarity of purpose and content of lessons, and support for administrative decisions while using proper channels to suggest modifications to decisions.

The study also revealed that priorities for administrative activities in professional development for the identified pairs of sub-groups were highly correlated. The differences that did exist were not statistically significant. The largest differences, however, were found to be associated with the open area teacher sub-group followed by the inexperienced teacher sub-group.

TABLE OF CONTENTS

CHAPTER	PAGE
I. STATEMENT OF THE PROBLEM.	1
I. Introduction.	1
II. Statement of the Problem.	3
III. Significance of the Problem	4
IV. Definition of Terms	4
V. Limitations	5
VI. Delimitations	5
VII. Setting of the Study.	5
VIII. Design of the Study	6
IX. Organization of the Study	6
II. THEORETICAL FRAMEWORK AND LITERATURE REVIEW	8
I. Introduction.	8
II. Theoretical Framework	8
III. Review of the Literature.	12
The Need for Professional Development	13
The Principal and Professional Development.	14
Self-Evaluation	16
Motivation and Change	21
The Self.	28
The Climate	31
Programs.	35
IV. Summary.	39

CHAPTER	PAGE
III. RESEARCH PROCEDURES	41
I. The Purpose	41
II. The Population and the Sample	41
III. Instrumentation	42
IV. Data Collection	43
V. Treatment of the Data	44
IV. A PRESENTATION OF THE RESULTS OF THE ANALYSIS	46
I. Introduction	46
II. Item Analysis	46
III. Item Rankings	63
IV. Rankings of the Twenty-Three Major Areas	69
V. Comparisons of Rankings for Identified Sub-Groups	76
VI. Summary of Findings	80
A. Item Analyses	80
B. Item Rankings	81
C. Area Rankings	83
D. Comparison of Rankings for Identified Sub-Groups	83
VII. The Priorities	84
A. Priorities for the Entire Sample	84
B. Priorities for the Open-Area Teacher Sub-Group	85
C. Priorities for the Self-Contained Classroom Teacher Sub-Group	85
D. Priorities for the Inexperienced Teacher Sub-Group	86
E. Priorities for the Experienced Teacher Sub-Group	86

CHAPTER	PAGE
VIII. Similarities and Differences in Priorities for Identified Pairs of Sub-Groups. . . .	87
V. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH.	89
I. The Problem Restated	89
II. The Summary of Procedure	89
III. The Summary of Findings.	89
IV. Conclusions.	92
V. Implications	94
VI. Recommendation for Further Research.	95
VII. The Study in Retrospect.	96
BIBLIOGRAPHY.	98
APPENDIX A.	103

LIST OF FIGURES

FIGURE		PAGE
1.	A Model for Professional Development	11
2.	A Diagram of Maslow's Hierarchy	23

LIST OF TABLES

TABLE		PAGE
3.1	Description of the Sample	42
3.2	Number and PerCent of Self-Evaluation Forms returned by Teachers according to Sub-Groups and the Total Sample	43
4.1	Item Analysis of Responses for the Entire Sample	47
4.2	Item Analysis of Responses for Open-area Teachers' Sub-Group	50
4.3	Item Analysis for Self-contained Classroom Teachers' Sub-Group	53
4.4	Item Analysis for the Inexperienced Teacher Sub-Group	56
4.5	Item Analysis for Experienced Teacher Sub-Group	58
4.6	Distribution of Mean Scores for the Eighty-four Items for the Total Sample and the Four Sub-Groups	61
4.7	Item Ranking based on Mean Scores for the Entire Sample	65
4.8	Item Ranking based on Mean Scores for the Open-Area Teacher Sub-Group	65
4.9	Item Ranking based on Mean Scores for Self-contained Classroom Teacher Sub-Group	66
4.10	Item Ranking based on Mean Scores for the Inexper- ienced Teacher Sub-Group	67

TABLE		PAGE
4.11	Item Ranking based on Mean Scores for the Experienced Teacher Sub-Group	68
4.12	Ranking of the Major Areas for the Entire Sample based on Mean Scores	69
4.13	Ranking of Major Areas for the Open Area Sub-Group based on Mean Scores	71
4.14	Ranking of Major Areas for the Self-Contained Classroom Teachers' Sub-Group based on Mean Scores	72
4.15	Ranking of Major Areas for the Inexperienced Teacher Sub-Group based on Mean Scores	74
4.16	Ranking of Major Areas for the Experienced Teacher Sub- Group based on Mean Scores	75
4.17	Similarities and differences in Rankings for Open Area and Self-contained Classroom Teacher Sub-Groups	78
4.18	Similarities and differences in Rankings for the Experienced and Inexperienced Teacher Sub-Groups	79
4.19	Low and High Mean Scores, with Item Numbers, for the Entire Sample and the four Sub-Groups	81
4.20	Items ranking in top ten for the entire sample and the Four Sub-Groups	82

CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

In these days of accountability and change, school administrators are constantly faced with the problem of the continual professional development of teachers in their school systems. The major responsibility for staff development lies with the school principal who is ultimately responsible for the quality of instruction and learning within his building. As the instructional leader, the improvement of instruction through the development of staff abilities must hold a high priority in his responsibilities. Parsons (1971), in a study dealing with teacher perceptions of supervisory effectiveness, concluded that the principalship was the most influential and effective supervisory position. This would indicate that the principal, working with his teachers, can do a great deal to improve the teaching-learning situation in his school.

There is little doubt that the inservice professional growth of teachers is imperative if the educational delivery system is to become more effective. Schuster and Wetzler (1958) stated that education for teachers must be a continuing process and must go beyond the formal stage if teachers are to be kept abreast of the times.

The principal's role in the continuing growth process is that of a leader. Elsbree, McNally and Wynn (1967) suggested that the principal should lead his teachers in a constant search for better and more effective

ways of teaching. Unruh and Turner (1970) believed that it would be ideal to have teacher-scholars but this would be a difficult level to reach. Despite this difficulty teachers should try to become scholars. The principal must, therefore, search for means by which he can provide for his teachers experiences that will lead to improved teaching.

The improvement of teaching abilities implies a change in teacher behavior. In his role as educational leader, the principal needs to be aware of the psychological factors involved in changing teacher behavior. Maslow (1954) claimed in his theory of motivation that change in behavior occurs as the result of changing needs within the person as various needs are satisfied. Neagley and Evans (1970) believed that teachers will change the way they behave in order to gain approval from peers and supervisors, and that a sense of accomplishment will provide motivation for further endeavors. Wallen (1965) provided three processes by which people change: (i) compliance to receive rewards or avoid punishment, (ii) identification with a role which results in private and public change but produces internal conflict since the behavior is essentially not their own, (iii) internalization of changed behavior because the change is intrinsically rewarding for the person. Psychologists indicate that change is acceptable as long as the persons involved control the change in place of the change controlling the persons. Cogan (1973) provided a good summation for this concept when he suggested that supervisors and teachers must establish a relationship in which the teacher knows why he is changing his behavior, wants to change it, and derives professional satisfaction from making the change. Productive staff development, then, is most likely to occur when the principal plans his programs on the basis of teacher expressed needs and desires, and in

such a way that teachers will find the result professionally satisfying.

The planning of staff development programs must be done with much thought given to the outcome. Frequently, inservice programs are labelled as useless by the participants if the programs have failed to meet their needs. The principal, as he prepares professional development programs, must by some means determine what the teachers in his school see as prime areas in need of improvement. This is frequently a critical problem for administrators. Since each teacher is a unique person with a unique set of problems, it is difficult to locate those areas where problems are common to many teachers. As a result, the principal often prepares and presents material which he believes will be "good" for his teachers. Unfortunately, this approach is unsuccessful as often as it is successful. Perhaps a statement by the teachers themselves in which their needs are made evident would be useful to principals in the process of planning professional development programs.

The purpose of this study was to determine priorities for professional development programs. These priorities were based on teachers' self-evaluations.

II. STATEMENT OF THE PROBLEM

The major purpose of this study was to establish priorities for administrative activities in staff development. The sub-problems were:

1. To establish the priorities for the following sub-groups:

- (a) Teachers in self-contained classrooms;
- (b) Teachers in open area teaching situations;
- (c) Teachers in their first and second year of teaching;

- (d) Teachers having more than two years of teaching experience.
2. To determine what the similarities and differences were for the following pairs of sub-groups:
- (a) Teachers in self-contained classrooms and open area teaching situations;
 - (b) Teachers in their first and second years of teaching and teachers having more than two years of experience.

III. SIGNIFICANCE OF THE PROBLEM

1. The problem was significant for the following reasons:
- 1. There is a need for a systematic procedure for establishing priorities. Only after priorities are established can effective programs be planned.
 - 2. The professional development of teachers must begin with a self-expression of needs.
 - 3. The professional development needs of the different sub-groups may vary, thus requiring different programs for professional development.

IV. DEFINITION OF TERMS

- 1. Teacher: Those people in the educational system having regular classroom teaching duties and registering a class.
- 2. Administrator: Those individuals duly appointed by the school board as building principals, vice-principals and members of the superintendent's department.
- 3. Staff development programs: Those activities planned by administrators for the purpose of developing the teaching capabilities of staff members.

4. Inexperienced teacher: A teacher having less than two years of teaching experience.

5. Experienced teacher: A teacher having two or more years of teaching experience.

V. LIMITATIONS

The following limitations were recognized in this study:

1. The limitations inherent in statistical analysis.
2. The limitations accompanying a questionnaire method of data collection.
3. The collection of data involved teacher self-evaluations. The accuracy of these evaluations may act as a limitation.

VI. DELIMITATIONS

The following delimitations were placed on this study:

1. The study was conducted in one school division, St. James-Assiniboia, No. 2.
2. Only elementary teachers were included in this study.

VII. SETTING OF THE STUDY

This study was conducted in St. James-Assiniboia School Division No. 2 in Winnipeg, Manitoba. This is a suburban division comprising 37 schools of which 23 contained elementary classes. The division has old and new schools, some of the newer ones containing open areas. There were 1004 staff members and the enrollment was 19,806 students as of January, 1974.

VIII. DESIGN OF THE STUDY

In this study a fifty per cent stratified random sample of elementary teachers employed by the St. James-Assiniboia School Division No.2 during 1973-74 was selected. This resulted in a sample of one hundred and ninety-seven teachers.

The instrument was a modified form of the Ontario Secondary School Teachers' Federation's Self-Evaluation Guide. The guide was modified by two committees, one consisting of faculty members and graduate students in the Department of Educational Administration, Faculty of Education, University of Manitoba, and the other consisting of elementary school teachers. The resulting self-evaluation guide contained eighty-four items divided into twenty-three areas of teacher responsibility and was completed by the selected sample of teachers. The instrument was delivered to the teachers by this researcher and collected one week later. A follow-up collection was conducted one week after the first collection. Anonymity of respondents was assured.

The data were analyzed using descriptive statistics to establish those areas which teachers indicated to be most in need of development. Aggregate scores, means, ranges and frequency distributions were used to complete an item analysis for the total sample and the identified sub-groups. A ranking of the items and areas was completed from the analysis for the total group and each of the sub-groups. Area rankings for the identified pairs of sub-groups were then compared.

IX. ORGANIZATION OF THE STUDY

The purpose of this study has been delineated. Chapter II will

provide the theoretical framework for the study and a review of the related literature. Chapter III contains a description of the methodology used in this study. It describes the population, the sample and the instrumentation. Chapter IV provides the findings of the study. The final chapter summarizes the findings, states the conclusions reached and gives the implications for administrative actions. Possible areas for further research are also given in the final chapter.

CHAPTER II

THE THEORETICAL FRAMEWORK AND LITERATURE REVIEW

I. INTRODUCTION

This chapter describes the theoretical framework upon which this study was based. A review of the related literature follows the description. The theoretical framework and the literature review both include the teacher's climate, the teacher's "self", the motivating forces for change and inservice programs. Included in the review of the literature as well, are short sections dealing with the need for professional development, the principal's role in staff development, and self-evaluation.

II. THE THEORETICAL FRAMEWORK

An open systems model for professional development was used as the theoretical framework for the present study. A "system" is simply defined as a complex of elements in mutual interaction. A comprehensive definition by Allport (1955, p.496) defines a system as follows:

A system is something that is concerned with some kind of activity and preserves a kind of integration and unity; and a particular system can be recognized as distinct from other systems to which, however, it may be dynamically related. Systems may be complex; they may be made up of interdependent sub-systems, each of which, though less autonomous than the entire aggregate, is nevertheless fairly distinguishable in operation.

This simply means that a system is composed of components which

are the parts of the system and that there are relationships among the components and their attributes which tie the system together. Systems theory is basically concerned with problems of relationships among the components.

Open systems, while having the properties of systems in general, have specific characteristics according to Allport (1955):

1. Open systems have inputs and outputs--they exchange energy and information with their surroundings.
2. Open systems tend to maintain themselves in steady states. A steady state indicates a constant relationship among the components of the system.
3. Open systems maintain their steady states through feedback. Feedback enables the system to correct for its own malfunctions and thus maintain a steady state.
4. Open systems are self-regulating--they will regain their normal characteristics subsequent to an intrusion from the external environment.
5. Open systems maintain their steady states through the dynamic interplay of sub-systems operating as functional processes. The parts of an open system operate without persistent conflicts.

The open systems model for this study was developed following a review of the literature and an examination of previous practices in the area of professional development in schools. The literature suggested that there were several critical components requiring consideration when principals worked with their teachers towards professional development.

These factors were the motivation of teachers, the "self" of the teachers, the climate within which the teachers functioned, and the programs for professional development that were presented to the teachers. The literature and the examination of previous practices indicated that professional development programs in the past had not generally been planned in conjunction with an awareness of the teacher's conditions. Too often attempts at professional development focussed on programs alone, thus meeting with limited success. On the other hand some administrators have endeavored to develop climates conducive to growth but neglected the factors of motivation, the "self" and programs. Previous practices have tended to ignore the "self" of the teachers almost entirely. Similarly, little thought has been given to the factors that motivate teachers toward continuing professional growth. One of the most significant things revealed by the literature was that all of these factors are very closely inter-related. Consequently, an open systems approach which deals with the inter-relationships was adopted as the theoretical framework for this study.

Figure 1 portrays the open systems model for professional development used in this study. The components of this model are:

- A. Motivating forces,
- B. The teacher's "self",
- C. The climate within the school,
- D. The programs for professional development,
- E. Feedback.

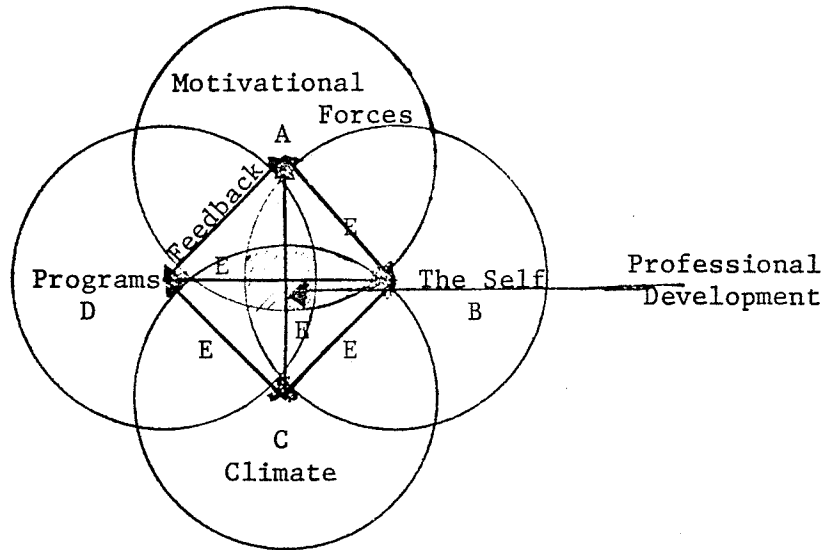


Figure 1. An Open Systems Model for Professional Development.

It was theorized that when these components function as a system continuous professional growth is likely to occur. The professional growth becomes the output of the system. The input for the system is provided by the careful application of motivating forces, by the development of positive self-concepts in teachers, by developing climates in schools that are conducive to professional growth and by programs planned with an awareness of the other components. The feedback component in this model provides constant information with respect to the functioning of each component and thus maintains the system in a steady state. The feedback component also acts as a constant source of information for evaluating the entire system.

An open system exchanges energy and information with its surroundings. In this model, the energy is largely provided by the school principal as he provides programs, develops the climate, applies motivating forces and develops the teachers' self-concepts. He gathers information both from

the system through the feedback component and from the surrounding environment. This information is then used as the basis for further input into the system.

Teacher self-evaluations were used as a source of information in this study. Analysis of the data gathered should provide some information for principals when they plan for future input into the system. Careful surveillance of the components on a regular basis, particularly the feedback component, should continue to supply the information required by principals to provide for continuous professional growth for the teachers in their schools.

III. REVIEW OF THE LITERATURE

Introduction

The literature reviewed in this chapter relates to the need for professional growth, the principal's role in staff development, self-evaluation and four components of the theoretical framework. The four components are:

1. Motivating forces,
2. The "self" of the teacher,
3. The climate in the school,
4. Programs for professional development.

Educators have long been aware of the fact that an educational system is only as good as the teachers in it and hence the need for professional growth is well recognized. The principal, because he is so closely associated with the teachers in his school, plays a significant role in this professional growth.

Programs for improvement are frequently initiated as the result of evaluations. The evaluations provide part of the feedback necessary for improvement in teaching. Self-evaluation is often considered essential for self-improvement. In this study self-evaluations were used to provide data.

The Need for Professional Development.

The need for competent teachers has long been evident. Moehlman (1940, p.86) wrote:

The teacher is the most important agent in the instruction process and if he is inadequate in capacity and training, no amount of emphasis on mere organization and supervision can remedy these defects.

The increasing demands upon the educational system made by society has required new and increased expertise within the teaching force. Hencley, McCleary and McGrath (1970) clearly emphasized this point. They suggested that the continuing education of elementary school teachers played a critical role in the improvement of professional standards for teachers. Inservice programs designed to increase competence were included in this continuing education.

The demands for increasing competence in teachers has been recognized by the teachers' professional organizations. The Assistant Director of Professional Development for the Manitoba Teachers' Society, M. Bean, reported that in 1973-74 the Society allocated \$23,561 of their budget towards professional development activities. The budget allocation for 1974-75 increased to \$26,000. A similar trend is evident in other teachers' organizations across Canada and the trend is expected to continue. Goble (1974), in an address to the St. James-Assiniboia Division Association

Inservice at Winnipeg on February 27, 1974, said: "The quality of education, and the effective pursuit of its aims, depends upon the teacher."

This statement would suggest that if the quality of education is to improve to meet new demands then there must be a corresponding increase in the expertise of the teaching force. This contention is supported by the literature. The majority of the textual material on school administration or supervision of instruction has included sections dealing with the need for staff development. The common theme in these sections is closely related to Gobles (1974) statement, i.e. the quality of education and the expertise of teachers are closely related. Authors generally agree upon the need for continuing staff development.

The school principal should recognize that this need is ever-present as the result of changing demands upon the teachers in his school. He should recognize the fact that he cannot afford to ignore this facet of his task.

The Principal and Professional Development.

The importance of the principal's role in the continuing professional development of teachers cannot be overemphasized. Many writers see the principal as occupying a key position in the continuing growth of the teaching force. Parsons (1971) concluded that the principalship is perceived by teachers as the most influential and effective supervisory position. Neagley and Evans (1970) declared that the principal is the leader in faculty improvement. This view agreed with that of Schuster and Wetzler (1958). Jensen, Coffield, Burr and Neagley (1967) indicated that future progress in education will be determined largely by the quality of educational leadership offered by principals. Elsbree, McNally and Wynn (1967), Adams and Dickey (1953),

Lucio and McNeil (1962), Harris (1963), and Jacobson, Reavis and Logsdon (1954) all agreed that one of the major functions of the school principal is that of providing the leadership and the opportunities for the professional growth of teachers. A recent study by the Manitoba Teachers' Society (1973) concluded that both principals and teachers in Manitoba felt that principals should function as instructional leaders rather than as plant managers in schools. The views of many writers were well summarized by Hoeh (1973, p.5) when he stated:

Surely all teachers are desirous of perfecting their professional competencies, and it is incumbent upon the principal to provide leadership in this area of responsibility.

Although Coleman (1972) theorized that the principal's role as instructional leader would diminish as teachers became more competent, other writers have suggested that the principal will be the key in this continuing drive for new competencies in teachers. Coleman (1972) seemed to emphasize the manager role of the principal instead of the leadership role stressed by others. These opposing points of view pose a problem which school administrators must resolve since the tasks of a principal involve both managerial and leadership tasks. A new role may arise as a result of this conflict. Writers in industrial relations and organizational development are strongly emphasizing the team building role of executives in industry. This role combines many aspects of the manager role, the supervisor role, and the leadership role. Evidence that this new approach to administration is finding its way into the school systems is provided by the fact that many school divisions are now offering training sessions in team building to their administrators. On several occasions this has occurred at the local school level as well. Principals may soon find that their major function in the

school is that of team building and team leadership. This new aspect again re-emphasizes the key role the principal holds in the growth aspect of his teachers. He is in the leadership position and it is incumbent upon him as the principal to provide the leadership required for continuing professional growth.

Self-Evaluation.

The principal, in his role as faculty leader, is frequently made responsible for the planning of professional development activities. To plan appropriate activities the principal requires considerable information related to the professional needs of his staff. He must determine what the significant professional development needs are and then establish priorities for these needs. One way to determine these needs is to evaluate carefully the present situation. Various methods of evaluation may be employed, such as evaluation by external groups, evaluation by the principal himself or evaluation by the teachers themselves. The principal may then use the results of these evaluations to establish some priorities with respect to the professional development needs of his teachers.

Professional development activities can then be planned according to the priorities established. In this study teacher self-evaluations were used as the source of data for establishing priorities for development programs.

Evaluation may be thought of as the process of making meaning out of experience. Self-evaluation is, then, the process of making ones own experiences meaningful. Barislow (1965) conceptualized self-evaluation in terms of the discrepancy between a self conception and a concept of the ideal. He further suggested that self-evaluation may be specific or general

in nature, depending upon how the subject is asked to view himself. When teachers are asked to study their own teaching processes the self-evaluation tends to be specific. The information provided by teacher self-analysis will also be specific. It is this information that provides a data base for principals in their professional development plans.

Self-evaluation, however, has some fundamental weaknesses. McIntyre (1960) and Spain, Drummond and Goodlad (1956) suggested that people may feel threatened and insecure and thus avoid the issues when asked to perform self-evaluations. They may search for excuses and scapegoats when faced with realities. This kind of behavior was explained by Wallin (1965) as being counter-dependent. Counter-dependent behavior was characterized by rejection without testing, without expression of opinions or feelings or without considering changes or modifications to the material being offered. Wallin (1965) suggested that counter-dependent people would go to great lengths to avoid any appearance of weakness and would look for reasons to show that the material offered was inapplicable. The application of this concept to teacher self-evaluations would imply that counter-dependent teachers would avoid, reject or declare certain parts of the self-evaluation as being not applicable to their particular situation. Thus, the principal who plans to use self-evaluation techniques to determine needs must recognize that counter-dependent behavior by teachers may influence the data he collects.

Another problem related to self-evaluation has been the inability of people to produce completely acceptable instruments and methods to be used for evaluative purposes. This occurs when no common philosophy of education exists or where there are no common goals. Where such is the case, the

criteria for evaluation are left undetermined and individuals are unable to evaluate their own performance with respect to an established or accepted ideal.

Despite the problems that exist with self-evaluation, its use is widespread. The Texas Handbook of Self-Appraisal and Improvement in Elementary Education provides a check-list covering seven areas. They include among others:

1. Curriculum,
2. Parent relationships,
3. Meeting the needs of children.

The handbook is arranged for use by teachers and others interested in self-appraisal.

The Cincinnati appraisal plan, as reported by Jenson, Burr, Coffield and Neagley (1967) developed by a twenty-seven member committee of educators, is an appraisal plan which employs a combination of self-appraisal and principal appraisal. The inventory includes forty-four items divided into three major categories:

1. Personal qualities and performance,
2. Teaching performance,
3. Professional qualities.

Each of the major categories is sub-divided into sub-categories. Space is also provided for the teacher to report such things as work on committees, professional organizations, inservice training and other related activities.

The Cincinnati plan identifies individuals needing assistance, determines the kind of assistance that should be given, and establishes a

definite program of assistance. The plan is judged to be both useful and successful by most teachers in the Cincinnati system.

A principal who is planning to use self-evaluations as the basis for professional development programs should be aware of several other points. McNeil and Popham (1973) reported that teachers are not generally trained to look at themselves critically. Only a few teachers are self-directed in their learning. They also stated that negligible relationships exist between self-assessments and other assessment methods such as student ratings and measures of student gain. Burton and Brueckner (1955) on the other hand suggested that teachers, already trained to evaluate pupil growth can critically analyze their own performances and subsequently plan for improvement.

Combs (1962) believed that self-evaluation was closely related to the self. Self-evaluation requires a trust in self and a person must be willing to look at his experiences honestly. People who have positive self-concepts tend to evaluate themselves quite regularly. Wallen (1965) called this "independent" behavior. Independent behavior is exhibited by free, autonomous and self-regulating individuals when they accept or reject offered material only after making a "provisional try." The provisional try is the process of testing, questioning, evaluating and re-designing offered material in order to make it applicable or useful. Thus the individual who holds a strong trust in self has no need to look for scapegoats since he is not threatened by self-evaluation. Self-evaluation, for the person holding a positive self-concept becomes a challenging and self-renewing process. Marks, Stoops and King-Stoops (1971) supported this contention. They further

suggested that teachers should be encouraged to apply whatever self-appraisal techniques are deemed suitable.

A fairly recent technique of improving teaching, described as clinical supervision by Mosher and Purpel (1972), Cogan (1973 and Goldhammer (1969), relies to a large extent upon a teacher's ability to self-evaluate a teaching performance. In clinical supervision, as in supervision generally, a teacher must recognize his or her own strengths and weaknesses before steps designed to improve performance can be initiated. The teacher must recognize and accept the need for improvement. The verbatim transcripts of lessons used in clinical supervision provide the teachers with specific data about the way they teach. Careful examination of the data by the teacher and principal together enables the teacher to recognize or become aware of his or her own teaching patterns. The writers in the field of clinical supervision have suggested that teachers frequently change their teaching behavior when they have this awareness. The awareness enables them to recognize their own strengths and weaknesses and subsequently initiate steps leading to improved performance. This concept is supported by Schuster and Wetzler (1958) for they believed that a teacher's ability to identify areas of strength and weakness is vital to any efforts to improve professional ability.

In summary, the literature suggests that self-evaluations are useful and sometimes necessary. The deficiencies of this form of evaluation must be recognized by any principal who may be inclined to have his teachers evaluate themselves. However, it seems evident that improvement in teaching can occur only after the teacher recognizes his or her own strengths

and weaknesses. These identifications then provide the starting point from which planned programs for improvement can be launched. Perhaps the most significant point in self-evaluation, however, is pointed out by Cogan (1973, p.21):

A teacher must be perceived as a practitioner fulfilling one of the first requirements of a professional - maintaining and developing his competence. . . He must perceive himself to be engaged in the supervisory process as a professional who continues his education and enlarges his competencies.

Self-evaluation thus becomes not just a process of identifying strengths and weaknesses but instead a process that forms the basis for continuing growth and professional development.

Motivation and Change.

Self-evaluation has been identified as one basis for professional growth. Since professional growth and continuing improvement in teaching implies changes in behavior it is paramount that teachers be motivated to bring about desired changes. School principals, as change agents, should be aware of forces that motivate changes in human conduct. Through the skillful employment of motivating forces school administrators can enhance the professional development of teachers thus helping to ensure that the process of self-evaluation does not become a fruitless activity. This section provides a review of the literature related to motivation and change.

Maslow (1954) theorized that the reason for an individual's changed behavior is his search for what Maslow called "self-actualization." He believed that there is within each individual a pressure to self-actualize; there is a need on the part of the individual to grow. Individuals are always motivated toward self-actualization unless growth is thwarted by need

frustration. Maslow established a hierarchy of human needs and claimed that when the needs at one level have been fulfilled, the individual begins to search out means to satisfy his next highest order of needs. When all the needs have been satisfied the individual becomes a fully-functioning person. Figure 2 on the succeeding page illustrates the hierarchy.

The motivation required for the development of teachers may be viewed in a manner similar to Maslow's construct. Teachers generally have a need to grow professionally; a need to become the best teachers they are capable of becoming. Cogan (1973) suggested that teachers have a strong drive to attain professional status which would indicate that teachers are attempting continually to improve their skills. Burton and Brueckner (1955, p.10) stated:

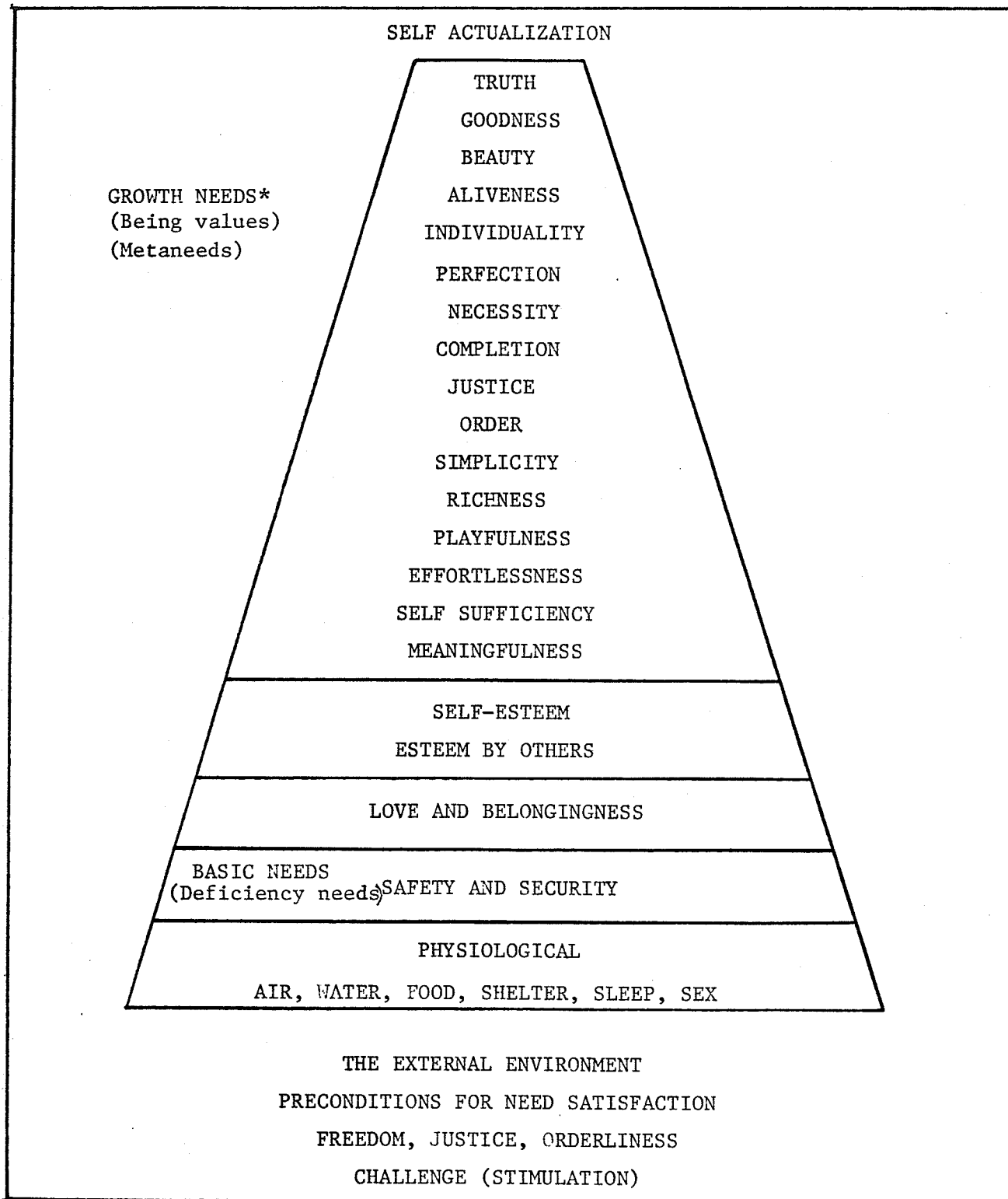
The improvement of teachers is not so much a supervisory function in which teachers participate as it is a teacher function in which supervisors cooperate.

This implies that the onus for improvement is ultimately upon the teacher, a fact which is recognized by teachers. The concept of teachers searching for improvement is further supported by Wilson et al (1969, p.177):

People are not only capable of moving toward fuller realization of their potential, toward more self-direction and self-reliance, but they strongly desire to do so unless blocked in their efforts by threat.

A number of writers have based much of their material dealing with motivating teachers to change on meeting the needs of these teachers. Thomas as quoted by Schuster and Wetzler (1958) identified teacher needs in four categories:

1. A desire for security,
2. A desire for affection,



*Growth needs are all of equal importance (not hierarchical)

Figure 2. A Diagram of Maslow's Hierarchy

From: Goble, Frank G., The Third Force, pp.11.

3. A desire for recognition,
4. A desire for belonging.

Adams and Dickey (1953) almost duplicated this list but added:

1. The need for achievement,
2. The need for understanding,
3. The need for freedom from guilt and fear.

Kindred (1952) added:

1. Desirable working conditions,
2. Fair treatment,
3. Recognition for their work,
4. A voice in administration.

The concepts of these writers parallel Maslow's (1954) theory of human motivation. They all tend to agree that in order to motivate teachers, their needs must be met.

Unruh and Turner (1970) stated that there are two kinds of motivation, intrinsic and extrinsic. They then listed fourteen examples of what motivates people:

1. Drives for status and prestige.
2. The need for security.
3. The need to identify with certain groups.
4. The need for recognition.
5. Rewards, merits, bonuses.
6. Drives created by competition and social facilitations.
7. The need for success, the drive to achieve.
8. Winning social acceptance.
9. Knowledge of progress or of success.

10. The desire to do something worthwhile.
11. The desire to contribute to progress.
12. The need to build a career.
13. Ethnic attitudes and compulsions which require one to get ahead.
14. The need to be engaged in an intellectual task, or challenge.

A number of these motivating forces again reflect Maslow's (1954) theory of motivation.

Rodgers (1969) also supported the idea that teachers want to reach self-realization.

Other writers view the process of motivating teachers toward professional development in slightly different terms. MacDonald (1966) believed that teachers must be made aware of alternatives to existing practices if they are to change. Campbell, Corbally and Ramseyer (1962) implied that when teachers can perceive organizational changes as improving their effectiveness, they become cooperative partners in affecting such changes. Burton and Brueckner (1966) provided a general overview of some psychological factors that must be considered when teachers are motivated to change. They list the following principles:

1. The learning experience must grow out of a felt need.
2. Interest is an important factor in learning.
3. Satisfaction and success must accompany the learning activity.
4. Teachers differ in interests, needs and capacities, and provision must be made for these differences in the improvement program. People also differ in the rates at which they learn and in ways in which they respond to different experiences.

5. Learning is most effective when the learners attention is directed to the significant elements of a learning situation and he reacts to them and evaluates them.
6. Knowledge of progress is an important condition for effective learning.

Mead (1970, p.61) in discussing the psychological principles of technical change suggested that change agents have a wide choice of methods to choose from when motivating people towards changed behavior. All are based on the psychology of perceptions.

They can attempt to influence the perceiving individual directly; they can alter the environment so that it will in turn alter his perceptions; they can create situations within which he will continue to remain in contact with the new situations; they can attempt to satisfy the needs and emotions which lie at the root of existing behaviors in a way which will include the proposed change; they can create social support for the individual who adopts the new behaviors. Taken together these methods involve working through many or all of the personality-forming agencies in society - institutions, individual people, objects.

Combs (1965A) agreed with the idea that a great deal of a teacher's behavior is based on self-perceptions. To change the behavior the self-perceptions must be altered.

Hart (1973) supported changing the climate. He claimed that the mental and psychological processes in changing behavior are so complex that the usual efforts produce very little and very slow changes in teachers. He saw the regular classroom as an effective device for resisting change and hence suggested that the way to change teacher behavior is to change the classroom.

Behaviorists, according to Bugelski (1967) believe that the provision of rewards for appropriate behavior can motivate people towards change. This approach has been referred to as the "carrot treatment." Rewards

for appropriate behavior may be provided in the form of promotions, additional preparation time or being assigned to teach the "good" classes. Neagley and Evans (1970) provided some support for this concept by stating that teachers will change their behavior to gain approval from their supervisors, which is a form of reward. The problem encountered with this form of motivation is that its resultant change is not permanent. The changed behavior is maintained by the presence of the "rewarder" instead of becoming permanent through internalization. This is described by Wallin (1965) as compliant or dependent behavior and is not the kind of behavior an administrator should encourage in terms of professional development.

The literature related to motivation seems to suggest that there are in fact two kinds of motivation. The first may be called internal motivation--the need to grow that exists within each person. The second form of motivation is external to the individual--he is motivated by stimuli from his surroundings. Perhaps the most important point that administrators should keep in mind is the fact that different teachers may well be motivated in different ways. Teachers will grow professionally for different reasons.

It seems reasonable to suggest that a school principal, as he works toward professional development with his staff, takes the time to determine what it is that motivates the individual people with whom he is working. He must decide whether they are self motivated or whether they must be motivated externally. When this has been determined the principal must examine other factors that affect growth, i.e. the self-image the teacher has, the climate within which the teacher functions and the programs to

which the teacher will be exposed. Each of these factors, along with the motivating forces will strongly influence the professional growth of teachers.

The Self.

The school administrator, as he works toward continuing professional development with teachers should be mindful of factors affecting the development of the teachers self-concept. Combs (1962) states clearly that school administrators influence a teacher's degree of self-acceptance. Administrators are able to help teachers develop a feeling of self-worth by accepting the teacher and encouraging risk-taking. When other people are accepting of the teacher the more likely the teacher is to accept himself. Combs (1965B) discussion of the professional development of teachers provided a number of specific points which should be considered by program planners. They are:

1. The question of methods can never be considered separate and apart from the particular teacher and the particular situation in which he finds himself.
2. Don't make teachers over in our own or someone else's prescribed image.

The points made by Combs (1962; 1965B), have several implications for principals involved in determining teacher needs and establishing priorities for professional development. It seems apparent that the principal will have to establish an accepting relationship with his teachers. He must also recognize that the needs of various teachers may differ. This fact may well influence the priorities he establishes for professional development programs.

Since the self-concept is learned, it would seem important that administrators realize, or at least consider, the effect that various experiences may have on the teacher's self-concept. Bertocci (1965) indicated that from birth onward the self matures and changes through learning as the self interacts with the social and physical environment. This points out the close relationship between a teacher's self concept and the organizational climate of the school which is discussed in the next section of this review.

The effect and acceptance of programs for professional development on and by various teachers is illustrated by several writers. Jersild (1965) said that a person is likely to resist anything that is inconsistent with his own view of himself. Moustakas (1965) believed that the maintenance of the real self is of primary significance for the individual. It is the most stable, consistent element in his life. The real self is the central core within each individual which is the deep source of growth. Gellerman (1963) suggested that it can be just as devastating to have a self-concept unsupported as it is to oppose it. He went on to say that anyone who places himself athwart someone else's self-concept is likely to find that cooperation is given grudgingly if at all. Sergiovanni and Starratt (1971) reminded readers that all new experiences and learning tend to be filtered by and through the self-concept. This idea was supported by Combs, Avila and Purkey (1973) in their declaration that the self-concept provides a screen through which everything else is seen, heard, evaluated and understood.

These statements have serious implications for program planners.

A program to which a teacher responds, "I can't see myself doing that," is not likely to be useful. Programs will have to be in keeping with what teachers are likely to accept for themselves. Material which attacks a person's self-concept through implications will most likely be rejected. Finally, it seems imperative that programs be viewed through the eyes of a teacher during the planning process if any degree of acceptance is expected.

Some principles pertaining to the self and professional growth experiences selected from a list prepared by Moustakas (1965) provide a good summary. The principles are:

1. The individual knows himself better than anyone else.
2. Only the individual himself can develop his potentialities.
3. The individual responds to experiences in such ways as to be consistent with himself.
4. The individual's perception of himself determines how he will behave.
5. As long as the individual accepts himself, he will continue to grow and develop his potentialities. When he does not accept himself, much of his energy will be used to defend rather than to explore and to actualize himself.
6. Every individual wants to grow toward self-fulfillment. These growth strivings are present at all times.
7. An individual learns significantly only those things which are involved in the maintenance or enhancement of self.
8. Under threat the self is less open to spontaneous expression; that is, is more passive and controlled. When free from threat, the self is more open; that is, free to be and to strive for actualization.

These principles support the idea that motivation, self concept, climate and programs are related to each other in terms of professional development for teachers. When the school principal determines the needs of his teachers and establishes priorities for professional development programs he cannot afford to ignore the important role that the teacher's self holds with respect to the acceptance of ideas. The literature related to the self suggests three points that seem to be significant for school administrators. They are:

1. The self-concept is learned;
2. The principal greatly influences the kind of self-concept that is learned by the teacher;
3. The self-concept provides a filter through which new experiences are internalized by teachers.

It follows, then, that the principal should do all in his power to enhance the growth of positive self-concepts in his staff. He must realize that any programs he plans will "filter" the experience for himself. Perhaps, more than anything else, the principal must be prepared to accept uniqueness of each individual teacher and work in such a way that the uniqueness of each is enhanced. The literature suggests that professional growth is a very individual thing.

The Climate.

The previous sections of this literature review as it relates to the theoretical framework have dealt with motivating forces and the self of the teacher. The climatic conditions within which the teacher

functions are closely related to these two components since the climate can be either stimulating or depressing with respect to professional development and it has a direct bearing on the self-concept held by the teacher. The literature has also pointed out that a teacher's self evaluation will be influenced by that teacher's self-concept. Since this study uses teacher self-evaluations as a basis for establishing administrative priorities for professional development programs, it seems evident that the organizational climate within which the teacher functions will have a direct bearing on the priorities that are established. Similarly, the success or failure of professional development programs will be related to the climate.

Wilson, et al (1969, p.177) stated: "In a threat-free environment people will move toward self-actualization."

Maslow's (1954) theory of human motivation also requires a threat-free environment. Further to this, an examination of the motivating factors provided by various writers earlier in this review refer directly to climate as do a number of items found in the section dealing with the self of the teacher.

School climate may be thought of as the "personality" of the school. It is a summation of the principal's leadership, staff morale and all the interactional influences generated by the social system within the school. One of the tasks of the school administrator as he prepares the conditions for professional growth is, then, the creation and maintenance of a climate that is conducive to continuing growth.

A research study by the Department of Elementary School Principals, N.E.A. (1968), found that 53.7 per cent of the principals sampled claimed

that their most effective method of improving instruction was by helping to create a climate in which teachers, individually or collectively, were encouraged to experiment and share ideas. Neagley and Evans (1970) stated that research in the area of organizational climate has shown that more good things happen in an open climate. The open climate referred to was that described by Halpin (1966, p.175) as:

A situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping (low Disengagement). They are not burdened by mountains of busy work or by routine reports; the principal's policies facilitate the teachers' accomplishment of their tasks (low Hindrance). On the whole, the group members enjoy friendly relations with each other, but they apparently feel no need for an extremely high degree of Intimacy. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving." Furthermore, the teachers are proud to be associated with their school.

Hencley, McCleary and McGrath believed that the principal influences the climate more than any other individual. They believed that three climatic factors identified by Schutz (1962), affection, control, and inclusion, are almost totally under the principal's span of control. These factors are very closely associated with some elements of Maslow's theory for the motivation of humans; affection being related to the need for love and inclusion being related to the need for esteem from others.

A climate conducive to professional growth was described by Jensen, et al, (1967) as one in which creativity flourishes and ideas are encouraged and supported. Individual initiative is paramount and petty jealousies are replaced by staff accomplishments. They saw this kind of climate as being difficult to attain for it demands dedication

to the concept of growth, change and evaluation of the educational system.

Campbell, Corbally and Ramseyer (1962, p.174) provided a list of five climatic conditions which they saw as conducive to and probably necessary for professional growth:

1. Creativity, experimentation and expression of individual skill and talent are encouraged by school leaders.
2. Help is readily available and, when requested, does not automatically carry a connotation of weakness.
3. Teachers have the assurance that administrators will support them against unjustifiable criticism.
4. The emergence of leadership from within the ranks is not only encouraged but made essential to organizational solidarity.
5. The central office operates more in the facilitating, servicing and coordinating functions than as an agency of control.

The implications of these climatic conditions with respect to motivation and the development of positive self-concepts become evident with the realization that development of skills and talents is encouraged, assistance is provided, administrative support is assured and leadership is welcomed.

Sergiovanni and Starratt (1971) identified two models of organization in their discussion of climate. The mechanistic model is characterized by being highly oriented toward centralization, formalization, stratification, production and efficiency. Rating low are complexity, adaptiveness and job satisfaction. The second model, the organic, is high in complexity, adaptiveness and job satisfaction and low in centralization, formalization, stratification, production and efficiency. They saw the organic model as providing for the need for professional expression, innovation and opportunities for personal and professional fulfillment. This kind of climate is very similar to the open climate of Halpin (1966).

Neagley and Evans (1970) reported that most teachers want to work in an open climate but a climate that is regarded as open by the principal may not be perceived in the same manner by the teachers. It therefore seems incumbent upon the principal to determine what the teachers perceptions actually are since professional growth is largely dependent upon the climate that exists within the school.

In summary it seems evident that the principal, as he contemplates the professional development needs of his teachers and establishes priorities for these needs, must consider the organizational climate that exists within the school. The climate, perhaps more than anything else, contributes to the motivation of the teachers and the kinds of self-concepts the teaching may have. These in turn will largely determine the kind of feedback he receives as well as the degree to which subsequent programs will be accepted. It seems reasonable to conclude that the climate within which a teacher functions plays a significant role in the teacher's continuing professional growth.

Programs.

Professional development programs for teachers' continuing growth during service play a very important role in the improvement of teaching. Stoops and Johnson (1967) saw the inservice educational program as one of the most effective methods for continuing the development of the professional staff. The same belief was held by other writers including Unruh and Turner (1970) and Neagley and Evans (1970).

The basis for inservice programs should be the expressed needs of the teachers. Stoops and Johnson (1970) recommended that the content of the inservice education program be molded by teachers and administrators

working together to fit the needs of the teachers. Similar recommendations are expressed elsewhere in the literature by Unruh and Turner (1970), Wilson et al (1969) and several others. It seems reasonable to conclude that determining teacher needs should be the first step in preparing programs.

The second step in the preparation of programs is the establishment of priorities since it is unlikely that there will be sufficient time to meet all the needs expressed. Stoops and Johnson (1970, p.388) suggested:

A planning committee of the principal and teachers should survey the faculty to determine what the needs are. Although many teachers know where they need help, there are some areas which they may overlook but which the principal has noticed.

There are two types of needs, those that apply to most teachers in general and those that apply to specific problems of individual teachers. Both types should be different in each case.

The planning committee should establish a priority since there may not be enough time to meet all the needs in a single year. When a selection has been mutually agreed upon, the committee should establish goals in relation to the need. A schedule of meetings should be developed, available resources and consultant personnel marshalled and scheduled, and leaders assigned to conduct the meetings.

The same authors mentioned a number of principles that should be considered for inservice growth. They are:

1. The administrator should establish an environment which encourages teacher participation in programs. There is a direct relationship between the stimulus provided by the administrator and a teacher's desire to improve.
2. Inservice education should be a continuous program.
3. It should be recognized that a wide variety of approaches is necessary.

4. Inservice programs should be voluntary.
5. The individuality of each teacher should be recognized and considered.

Ostrander and Dethy (1968) reporting on a study by the National Education Association provided a list of elements of successful inservice activities. They include:

1. Teacher participation in planning and administering the program.
2. Cooperative planning of curriculum development by teachers, administrators and supervisors.
3. Encouragement of research and experimentation by teachers.
4. Good orientation of new teachers to their positions.
5. Teacher-parent-community cooperation.
6. Sufficient availability of time and resources.
7. Administrators are fair and open-minded--they carefully consider teacher suggestions.
8. Teamwork by teachers and administrators.

Unruh and Turner (1970) added several more elements to this list. They believed there should be opportunities for promoting teacher status, open lines of communication in all directions and salary policies to reflect the training. These should be in addition to the items listed by Ostrander and Dethy (1970).

Parker (1957) suggested that there are twelve principles involved in the professional growth of teachers through inservice. In addition to a number already presented here he added an evaluative component which should be an integral part of every program. Stoops and Johnson (1970) agreed that inservice programs should be evaluated. They provided a list of thirteen questions that they thought should be

answered subsequent to each activity.

Schuster and Wetzler (1958) used self-evaluations as one approach for inservice growth. Self-evaluation is a method to identify areas of weakness and programs can then be planned by the principal and teachers together to improve these areas. They stipulated, however, that the criteria for self-evaluation should be established by teachers and principals together. They also pointed out that numerous self-evaluation check lists are available.

A study by Planck (1960) provides a good summary for this portion of the review. He found that inservice experiences were most valuable when:

1. The workshop method was used.
2. Demonstrations were given by experts.
3. Material presented was of practical assistance to teachers.
4. The topic was geared to the teachers grade level.
5. The information was immediately usable.
6. The inservice method used direct teacher participation.
7. The ideas and experiences were shared by teachers.
8. Constructive teaching materials were provided.
9. Expert leadership was provided in a particular field.

The least valuable inservice education experiences involved:

1. Lectures.
2. County or district institutes.
3. Presentation of theoretical or abstract concepts.
4. Topics that were not applicable to teachers' grade levels.
5. Material that was too general or repetitious.
6. Lack of teacher participation.

7. Poor leadership.
8. Required attendance.

It seems, then, that effective professional development programs require teacher motivation, a climate conducive to professional growth, teacher participation in planning and the program must meet teacher needs.

IV. SUMMARY

The purpose of this study was primarily to establish priorities for administrative activities for professional development programs. The theoretical framework stated that professional growth could be viewed through an open systems model approach. The components of this open system are:

1. Motivating forces,
2. The self,
3. The climate,
4. Programs,
5. Feedback.

In this study a self-evaluation by elementary teachers was used as feedback for the system. Through this self-evaluation, priorities for professional development programs were established.

The literature reviewed revealed a very close relationship between the components of the system. When a principal is planning programs and establishing priorities for these programs he must consider each of the components in isolation and then as a complete system. It would seem that the continuing professional development of teachers cannot be brought about through occasional attempts to motivate, to adjust the school climate

or to provide "good" inservice programs. The literature suggested instead that professional growth was an on-going process. With this in mind several points need to be re-stated. They are:

1. The principal plays a key role in the professional growth of teachers;
2. Different teachers are motivated in different ways;
3. The teacher's self-concept will dictate to a large degree how offered material will be received since it acts as a filtering agent;
4. The organizational climate within the school will affect a teacher's motivation, self-concept, and the kind of feedback the principal will receive from the teacher;
5. Programs must be based on expressed needs. They must be planned jointly after priorities have been established;
6. There must be constant feedback in all directions to promote professional growth. Feedback enhances motivation, the self-concept, the climate and helps plan and evaluate programs. This in turn aids the planning of future programs for continuing growth.

Chapter II has provided the theoretical framework and the literature review for this study. The following chapter will describe the methodology.

CHAPTER III

RESEARCH PROCEDURES

I. THE PURPOSE

The major purpose of this study was to establish priorities for administrative action in staff development. The sub-purposes were to establish priorities for the identified sub-groups and to determine the similarities and difference in priorities for the identified pairs of sub-groups.

II. THE POPULATION AND THE SAMPLE

The population for this study consisted of the regular elementary classroom teachers in St. James-Assiniboia School Division No.2 teaching during the spring term of the 1973-74 school year. The sample was a 50 per cent stratified random sample of these teachers. The stratification was based on teaching experience and teaching situation. The sample was stratified to ensure representation for each of the sub-groups in the study. Each teacher on the list was assigned a number and the random number method was then used to select the sample. Table 3.1 presents a description of the sample.

From this table it can be seen that there was a total of 23 open area teachers in the sample and 174 self-contained classroom teachers. The open area teachers consisted of 22 experienced people and 1 inexperienced. The self-contained classroom sample had 147 experienced and 27 inexperienced teachers. This gave the sample a total of 169 experienced and 28 inexperienced teachers. The total sample numbered 197 teachers drawn

from a population of 384.

TABLE 3.1
DESCRIPTION OF THE SAMPLE

	Experienced	Inexperienced	Totals
Open Area Teachers	22	1	23
Self-contained classroom teachers	147	27	174
Total	169	28	197

III. INSTRUMENTATION

A modified form of the Ontario Secondary School Teachers' Federation's Self-Evaluation Guide was used as the instrument for determining teachers' self-expressed needs. The original guide was modified by two committees. One committee consisted of a number of faculty members and graduate students in the Department of Educational Administration, Faculty of Education, University of Manitoba. The other committee was composed of elementary teachers who were not part of the population. The modifications were necessary in order to make the self-evaluation guide applicable to elementary teachers. Modifications were also made to the scoring system to facilitate the instrument being used for this study.

The instrument consisted of 84 items arranged in 23 major area categories. Each teacher assigned to each of the 84 items a score from 5 (excellent) to 1 (poor) thus evaluating their own teaching with respect to each item. This procedure completed the self-evaluation and the scores

were then ready for statistical treatment.

Appendix A contains the introductory letter, the instructions and the questionnaire.

IV. DATA COLLECTION

The data for this study consisted of teachers' responses to the eighty-four items on the questionnaire. To collect these data the instrument, along with an introductory letter and instructions, was delivered by this researcher to each teacher. The instruments were collected one week after the delivery date. A follow-up collection took place one week after the first collection date.

Teachers were asked to complete the self-evaluation in accordance with the instructions and place the completed material in a sealed envelope. All envelopes were provided. In order to assure strict anonymity respondents were asked not to put their names or any identifying marks on their copies of the questionnaire other than to indicate their experience and their teaching situation.

The returns for the instrument are shown in Table 3.2.

TABLE 3.2

NUMBER AND PER CENT OF SELF-EVALUATION FORMS RETURNED BY
TEACHERS ACCORDING TO SUB-GROUPS AND THE TOTAL SAMPLE

	Experienced	Inexperienced	Total	Per Cent
Open Area Teachers	20(22)	0(1)	20(23)	86.95
Self-contained Classroom Teachers	115(147)	22(27)	137(174)	78.73
Total	135(169)	22(28)	157(197)	76.69
Per Cent	79.88	78.57	79.69	

*The number in brackets = possible returns

The table shows that 20 of 22 experienced open area teachers responded. The single inexperienced open area teacher did not respond. In the self-contained classroom teacher category 135 of 147 experienced teachers responded and 22 of 27 inexperienced teachers replied. The overall response rate for open area teachers was 86.95 per cent while the self-contained classroom teachers response rate was 78.73 per cent. Experienced teachers (open area and self-contained classroom) had a response rate of 79.88 per cent while inexperienced teachers in the two categories combined had a slightly lower response rate of 78.57 per cent.

V. TREATMENT OF THE DATA

The statistical treatment for establishing priorities for administrative activities for staff development programs consisted of the following procedures:

1. Item Analysis of the 84 Items.

An item analysis of the 84 items showing the aggregate score, the mean score, the range and a frequency distribution was completed. This was done for the total group and for each of the four sub-groups, i.e. open area teachers, self-contained classroom teachers, experienced teachers and inexperienced teachers.

2. Ranking the 84 Items.

A ranking of the 84 items was established for the total group and for each of the four sub-groups. The rankings were based on the mean scores for each item. The item with the lowest mean score was declared as the item having highest rank.

3. Ranking the 23 Areas.

To rank the 23 areas for the total group and for each sub-group, the

aggregate scores for each of the 23 areas was calculated. A mean score was then calculated for each area. On the basis of these mean scores the areas were ranked with the lowest mean score being declared as the area having highest rank.

4. Similarities and Differences.

The similarities and differences between rankings for the two pairs of sub-groups identified was shown by means of a comparison table.

5. Priorities.

A list of ten top priority areas was established, based on the data analyses, for the entire sample and each of the four sub-groups.

The statistical treatment resulted in the following:

1. An item analysis and ranking of the 84 items for the total sample and each of the four sub-groups.
2. A ranking of the 23 areas for the total group and each sub-group.
3. A comparison table showing the similarities and differences in rank for the pairs of sub-groups identified.
4. A listing of priorities for the whole sample and the four sub-groups.

The results of the data analysis are provided in Chapter IV.

CHAPTER IV

A PRESENTATION OF THE RESULTS OF THE ANALYSIS

I. INTRODUCTION

This chapter provides the analyses of the data. The analysed data are presented in the following order:

1. An item analysis of the 84 items for the total group and each of the sub-groups.
2. A ranking of the 84 items for the whole group and each of the four sub-groups.
3. A ranking of the 23 areas for the whole group and each of the sub-groups.
4. A comparison of the rankings for the two pairs of sub-groups identified.
5. Priorities.

II. THE ITEM ANALYSIS

The purpose of the item analysis was to determine the aggregate score, the mean score, the range and the frequency distribution. The aggregate and mean scores were used to establish ranks while the range and frequency distributions showed the variation and distribution of the raw responses. In Table 4.1 the results of the item analysis for the total group are reported.

TABLE 4.1
ITEM ANALYSIS OF RESPONSES FOR THE ENTIRE SAMPLE

Item	Aggregate Score	Mean Score	Range	Frequency Distribution Score				
				1	2	3	4	5
1A	636	4.0510	3	0	1	41	84	31
B	616	3.9236	3	0	4	46	65	42
C	600	3.8217	3	0	2	53	73	29
D	622	3.9618	3	0	4	34	83	36
2A	588	3.7452	3	0	3	54	80	20
B	627	3.9936	4	1	6	30	76	44
C	612	3.8981	3	0	5	48	82	22
D	635	4.0446	3	0	3	33	75	46
3A	594	3.7834	4	1	6	54	60	36
B	527	3.3567	3	0	28	66	42	21
C	537	3.4204	4	1	21	66	49	20
4A	499	3.1783	4	2	20	91	41	3
B	581	3.7006	4	2	11	65	63	16
C	558	3.5541	3	0	14	63	59	21
D	603	3.8408	3	0	3	44	85	25
5A	525	3.3439	4	1	22	67	56	11
B	632	4.0255	3	0	4	39	83	31
C	530	3.3758	4	1	32	70	47	17
6A	545	3.4713	4	1	11	72	59	14
B	507	3.2293	4	5	30	64	40	18
C	566	3.6051	4	3	22	41	59	32
7A	586	3.7325	3	0	13	51	58	35
B	571	3.6369	3	0	7	64	65	21
C	535	3.4076	4	1	11	79	55	11
D	578	3.6815	3	0	10	66	65	16
8A	614	3.9108	2	0	0	39	93	25
B	607	3.8662	4	1	8	38	74	36
C	579	3.6879	3	0	8	55	72	22
D	582	3.7070	3	0	7	56	70	24
E	568	3.6178	3	0	15	49	74	19
F	489	3.1146	4	3	37	66	42	9
9A	358	2.2803	4	34	65	35	16	7
B	489	3.1146	4	8	38	52	47	12
10A	662	4.2166	3	0	2	28	61	66
B	660	4.2038	3	0	1	25	72	59
C	670	4.2675	2	0	0	25	65	67
D	571	3.6369	4	1	10	65	50	31
E	661	4.2102	2	0	0	28	68	61
11A	553	3.5223	4	2	18	59	52	26
B	542	3.4522	4	5	25	50	49	28
C	652	4.1529	3	0	4	29	63	61

TABLE 4.1 - cont'd:

Item	Aggregate Score	Mean Score	Range	Frequency Distribution				
				Score				
				1	2	3	4	5
11D	515	3.2803	4	8	29	57	38	25
12A	533	3.3948	4	15	26	38	38	40
B	575	3.6624	4	1	18	48	56	34
13A	626	3.9873	3	0	1	37	82	37
B	481	3.0637	4	14	43	40	39	21
C	571	3.6369	3	0	9	64	60	24
D	571	3.6369	3	0	11	59	62	25
14A	535	3.4076	4	5	15	63	59	15
B	514	3.2739	4	2	28	63	54	10
C	388	2.4713	4	37	44	48	21	7
D	564	3.5924	3	0	9	68	58	22
15A	592	3.7707	4	3	8	46	65	35
B	541	3.4458	4	3	13	66	52	13
C	566	3.6051	3	0	11	59	68	19
16A	667	4.2484	2	0	0	23	72	62
B	654	4.1656	3	0	2	29	77	49
C	583	3.7134	3	0	4	64	62	27
D	627	3.9936	3	0	3	38	73	43
17A	662	4.2166	2	0	0	23	77	57
B	638	4.0637	3	0	3	29	81	44
C	682	4.3439	2	0	0	17	79	61
D	648	4.1274	3	0	1	31	72	53
E	675	4.2994	2	0	0	25	60	72
18A	674	4.2930	2	0	0	18	75	64
B	674	4.2930	2	0	0	21	69	67
C	655	4.1720	2	0	0	30	70	57
19A	586	3.7325	3	0	7	60	58	32
B	580	3.6943	3	0	18	46	59	34
C	581	3.7006	3	0	6	65	66	20
D	659	4.1975	4	3	3	27	51	73
20A	664	4.2293	3	0	1	27	62	67
B	642	4.0892	3	0	2	31	75	49
C	618	3.9363	3	0	6	38	73	40
21A	618	3.9363	4	2	13	30	60	52
B	612	3.8981	3	0	3	48	68	38
C	531	3.3822	4	8	22	57	41	29
22A	628	4.0000	3	0	1	42	68	46
B	627	3.9936	3	0	2	38	76	41
C	629	4.0064	2	0	0	40	75	42
D	610	3.8854	3	0	4	42	79	32
23A	510	3.2484	4	2	24	79	37	15
B	605	3.8535	3	0	2	52	70	33
C	551	3.5096	3	0	11	71	57	18

The item analysis for the complete sample in this study revealed that the highest mean score was 4.3439 (Item 17C - I make it clear that I am concerned about habits, attitudes and values) while the lowest mean score was 2.2803 (Item 9A - I invite as guests of the school, members of the community who have expertise and/or special experience).

Teachers, generally, evaluated their own performance as being quite good. Twenty-three of the eighty-four items had mean scores of 4 or higher. A rating of 4 was associated with the statement, "very good; very effective in this part of my work." Fifty-nine items had mean scores of 3 or more but less than 4. A rating of three was associated with the statement, "good; an acceptable level of performance." Only two items had a mean score of more than 2 but less than 3. This score was associated with the statement, "fair; needs my attention; must up-date my performance." The two lowest scores were for items 9A, mentioned in the above paragraph, and item 14C which dealt with involvement in planning and updating courses of study.

The mean scores for the entire sample suggest that teachers involved rated their own performance as good to very good.

The range of scores on the items varied from a low of 2 to the maximum of 4. Ten items on the self-evaluation guide had a range of scores of 2, forty-two had a range of 3 while thirty-two had a range of 4. This indicated a rather wide performance. However, the frequency distribution revealed that over ninety per cent of scores were in the 3 (good), 4 (very good), and 5 (excellent) categories.

Table 4.2 provides the item analysis for the open area teachers sub-group.

TABLE 4.2

ITEM ANALYSIS OF RESPONSES FOR OPEN AREA TEACHERS'
SUB-GROUP

Item	Aggregate Score	Mean Score	Range	Frequency Distribution Score				
				1	2	3	4	5
1A	75	3.75	2	0	0	8	9	3
B	73	3.65	3	0	1	7	10	2
C	79	3.95	2	0	0	6	9	5
D	82	4.10	2	0	0	3	12	5
2A	75	3.75	2	0	0	9	7	4
B	81	4.05	3	0	1	3	10	6
C	73	3.65	3	0	3	5	8	4
D	77	3.85	3	0	1	5	10	4
3A	76	3.80	3	0	1	6	9	4
B	71	3.55	3	0	3	7	6	4
C	67	3.35	3	0	3	8	8	1
4A	67	3.35	3	0	1	13	5	1
B	72	3.60	3	0	1	9	7	3
C	69	3.45	3	0	4	6	7	3
D	73	3.65	3	0	1	7	10	2
5A	71	3.55	3	0	2	8	7	3
B	81	4.05	3	0	0	4	11	5
C	72	3.60	3	0	4	5	6	5
6A	70	3.50	3	0	1	9	9	1
B	75	3.75	3	0	1	7	8	4
C	78	3.90	3	0	1	6	7	6
7A	69	3.45	3	0	2	9	7	2
B	73	3.65	3	0	1	8	8	3
C	68	3.40	3	0	1	11	7	1
D	70	3.50	3	0	1	10	7	2
8A	77	3.85	2	0	0	6	11	3
B	78	3.90	4	1	0	6	6	7
C	71	3.55	3	0	1	9	8	2
D	73	3.65	3	0	2	6	9	3
E	72	3.60	3	0	3	5	9	3
F	57	2.85	3	1	5	11	3	0
9A	47	2.35	4	4	9	4	2	1
B	69	3.45	4	1	5	4	6	4
10A	87	4.35	2	0	0	2	9	9
B	86	4.30	2	0	0	4	6	10
C	83	4.15	2	0	0	6	5	9
D	79	3.95	3	0	1	4	10	5
E	84	4.20	2	0	0	5	6	9
11A	73	3.65	3	0	2	8	5	5
B	67	3.35	4	1	3	8	5	3

TABLE 4.2 - cont'd:

Item	Aggregate Score	Mean Score	Range	Frequency Distribution				
				Score	1	2	3	4
11C	86	4.30	2	0	0	4	6	10
D	73	3.65	4	1	2	7	4	6
12A	74	3.70	4	3	1	4	3	9
B	75	3.75	3	0	2	8	3	7
13A	84	4.20	2	0	0	3	10	7
B	72	3.60	3	0	4	4	8	4
C	69	3.45	3	0	1	11	6	2
D	71	3.55	3	0	2	10	7	1
14A	71	3.55	3	0	1	10	6	3
B	64	3.20	4	1	4	8	5	2
C	55	2.75	4	2	6	8	3	1
D	69	3.45	3	0	2	10	5	3
15A	71	3.55	4	1	1	8	6	4
B	69	3.45	3	0	2	9	7	2
C	76	3.80	3	0	1	7	7	5
16A	86	4.30	2	0	0	5	4	11
B	84	4.20	2	0	0	5	6	9
C	79	3.95	2	0	0	9	3	8
D	81	4.05	2	0	0	8	3	9
17A	84	4.20	2	0	0	4	8	8
B	80	4.00	3	0	1	6	6	7
C	84	4.20	2	0	0	3	10	7
D	80	4.00	2	0	0	6	8	6
E	84	4.20	2	0	0	5	6	9
18A	91	4.55	2	0	0	1	7	12
B	86	4.30	2	0	0	4	6	10
C	85	4.25	2	0	0	3	9	8
19A	82	4.10	3	0	1	5	5	9
B	85	4.25	2	0	0	3	9	8
C	75	3.75	2	0	0	8	9	3
D	85	4.25	3	0	1	4	4	11
20A	83	4.15	2	0	0	1	13	6
B	85	4.25	2	0	0	1	13	6
C	81	4.05	2	0	0	4	11	5
21A	83	4.15	3	0	1	2	10	7
B	84	4.20	2	0	0	4	8	8
C	77	3.85	2	0	0	7	8	5
22A	76	3.80	2	0	0	9	6	5
B	76	3.80	3	0	1	7	7	5
C	76	3.80	2	0	0	8	7	5
D	78	3.90	2	0	0	7	8	5
23A	61	3.05	4	1	5	8	4	2
B	76	3.80	2	0	0	10	4	6
C	70	3.50	3	0	2	10	4	4

The item analysis for the sub-group composed of teachers who teach in open area situations provided information that was only somewhat similar to the data provided by the analysis for the entire sample.

The highest mean score in this sub-group was for item 18A (I share school equipment, facilities and ideas willingly). This high mean score was 4.55. This high score could have resulted from the kind of teaching situation in which these teachers found themselves, i.e. open area in which facilities and ideas are shared with less difficulty. The lowest mean score, 2.35, was again associated with item 9A, (I invite as guests of the school, members of the community who have expertise and/or special experience).

In the open area teachers' sub-group the respondents assigned scores to twenty-eight items such that the mean scores were 4 or more. This was up slightly from the entire sample's responses where scores for twenty-three items were in this category. Responses for fifty-three items had mean scores of 3 or more but less than 4 and responses for three items had mean scores of less than 3.

The responses by the open area sub-group respondents showed a more consistent scoring pattern than did the responses for the entire sample. This may be explained by the fact that this sub-group was one of the smallest and most uniform groups in the sample, since there were only five schools in the division that had open area teaching situations. In this sub-group a larger number of items were assigned scores with a smaller range. The responses for thirty-four items had a range of 2, forty items had a response range of 3 and only ten items had a range in scores of 4. The frequency distribution showed

a higher frequency of scores in the excellent or 5 category than was the case for the total sample.

Table 4.3 is the item analysis for the self-contained classroom teacher sub-group.

TABLE 4.3

ITEM ANALYSIS FOR SELF-CONTAINED CLASSROOM TEACHERS' SUB-GROUP

Item	Aggregate Score	Mean Score	Range	Frequency Distribution Score				
				1	2	3	4	5
1A	561	4.094	3	0	1	33	75	28
B	543	3.9635	3	0	3	39	55	40
C	521	3.8029	3	0	2	47	64	24
D	540	3.9426	3	0	4	31	71	31
2A	513	3.7445	3	0	3	45	73	16
B	546	3.9854	4	1	5	27	66	38
C	539	3.9343	3	0	2	43	74	18
D	558	4.0730	3	0	2	28	65	42
3A	518	3.7810	4	1	5	48	51	32
B	456	3.3825	3	0	25	59	36	17
C	470	3.4307	4	1	18	58	41	19
4A	432	3.1533	4	2	19	78	36	2
B	509	3.7153	4	2	10	56	56	13
C	489	3.5693	3	0	10	57	52	18
D	530	3.8686	3	0	2	37	75	23
5A	454	3.3139	4	1	20	59	49	8
B	551	4.0219	3	0	4	35	72	26
C	456	3.3285	4	1	18	65	41	12
6A	475	3.4672	4	1	10	63	50	13
B	432	3.1535	4	5	29	57	32	14
C	488	3.5620	4	3	21	35	52	26
7A	517	3.7737	3	0	11	42	51	33
B	498	3.6350	3	0	6	56	57	18
C	467	3.4088	4	1	10	68	48	10
D	498	3.6350	3	0	9	56	58	14
8A	537	3.9197	2	0	0	33	82	22
B	529	3.8613	3	0	8	32	68	29
C	508	3.7080	3	0	7	46	64	20
D	509	3.7153	3	0	5	50	61	21
E	496	3.6204	3	0	12	44	65	16
F	432	3.1533	4	2	32	55	39	9
9A	311	2.2701	4	30	56	31	14	3
B	420	3.0657	4	7	34	47	41	8
10A	575	4.1971	3	0	2	26	52	57

TABLE 4.3 - cont'd:

Item	Aggregate Score	Mean Score	Range	Frequency Distribution Score				
				1	2	3	4	5
B	574	4.1898	3	0	1	21	66	49
C	587	4.2847	2	0	0	25	54	58
D	492	3.5912	4	1	9	61	40	26
E	577	4.2117	2	0	0	23	62	52
11A	480	3.5036	4	2	16	51	47	21
B	475	3.4672	4	4	22	42	44	25
C	566	4.1314	3	0	4	25	57	51
D	442	3.2263	4	7	27	50	34	19
12A	459	3.3503	4	12	25	34	35	27
B	500	3.6496	4	1	16	40	53	27
13A	542	3.9562	3	0	1	34	72	30
B	409	2.9854	4	14	39	36	31	17
C	502	3.6642	3	0	8	53	54	22
D	500	3.6496	3	0	9	49	55	24
14A	464	3.3869	4	5	14	53	53	12
B	450	3.2847	4	1	24	55	49	8
C	333	2.4307	4	35	38	40	18	6
D	495	3.6131	3	0	7	58	53	19
15A	521	3.8020	4	2	7	38	59	31
B	472	3.4452	4	3	11	57	55	11
C	490	3.5766	3	0	10	54	61	14
16A	581	4.2409	2	0	0	18	68	51
B	570	4.1606	3	0	2	24	71	40
C	504	3.6788	3	0	4	55	59	19
D	546	3.9854	3	0	3	30	70	34
17A	578	4.2190	2	0	0	19	69	49
B	558	4.0730	3	0	2	23	75	37
C	598	4.3650	2	0	0	14	69	54
D	568	4.1460	3	0	1	25	64	47
E	591	4.3139	2	0	0	20	54	63
18A	583	4.2555	2	0	0	17	68	52
B	588	4.2920	2	0	0	17	63	57
C	570	4.1606	2	0	0	27	61	49
19A	504	3.6788	3	0	6	55	53	23
B	495	3.6131	3	0	18	43	50	26
C	506	3.6934	3	0	6	57	57	17
D	574	4.1898	4	3	2	23	47	62
20A	581	4.2409	3	0	1	26	49	61
B	557	4.0657	3	0	2	30	62	43
C	537	3.9197	3	0	6	34	62	35
21A	535	3.9051	4	2	12	28	50	45
B	528	3.8540	3	0	3	44	60	30

TABLE 4.3 - cont'd:

Item	Aggregate	Mean Score	Range	Frequency Distribution				
				Score				
				1	2	3	4	5
21C	454	3.3139	4	8	22	50	33	24
22A	552	4.0292	3	0	1	33	62	41
B	551	4.0219	3	0	1	31	69	36
C	553	4.0365	2	0	0	32	68	37
D	532	3.8832	3	0	4	35	71	27
23A	449	3.2774	4	1	19	71	33	13
B	529	3.8613	3	0	2	42	66	27
C	481	3.5109	3	0	9	61	53	14

The item analysis for the self-contained classroom group of teachers, a considerably larger sub-group than the open area teachers, showed results very similar to the entire sample. In this case the highest mean score was 4.3650 again for item 17C while the lowest mean score was 2.2701 for item 9A again.

The self-contained classroom sub-group responded so that twenty-four items had mean scores of 4 or more, fifty-seven items had mean scores of 3 or more but less than 4 and three items had mean scores of less than three.

The analysis for this sub-group revealed that the responses for thirty items had a range of 4, responses for forty-three items had a range of 3 and eleven items had a range in responses of 2. These results were very similar to those of the entire sample but a little different from the open area sub-group.

The item analysis for the responses of the inexperienced teacher sub-group is reported in Table 4.4.

TABLE 4.4
ITEM ANALYSIS FOR THE INEXPERIENCED TEACHER
SUB-GROUP

Item	Aggregate Score	Mean Score	Range	Frequency Distribution				
				Score	1	2	3	4
1A	85	3.8636	3	0	1	6	10	5
B	83	3.7727	3	0	1	9	6	6
C	87	3.9545	3	0	1	4	12	5
D	85	3.8636	3	0	1	6	10	5
2A	84	3.8182	2	0	0	6	14	2
B	87	3.9545	3	0	2	3	11	6
C	79	3.5909	2	0	0	11	9	2
D	85	3.8636	3	0	1	6	10	5
3A	82	3.7273	3	0	2	8	6	6
B	76	3.4545	3	0	4	7	8	3
C	71	3.2273	3	0	4	11	5	2
4A	70	3.1818	2	0	4	14	4	0
B	73	3.3181	3	0	4	9	7	2
C	78	3.5454	3	0	2	9	8	3
D	84	3.8182	2	0	0	7	12	3
5A	65	2.9545	2	0	6	11	5	0
B	75	3.4090	3	0	2	11	7	2
C	70	3.1818	4	1	5	9	3	4
6A	74	3.3636	3	0	3	11	5	3
B	66	3.0000	4	1	7	8	3	3
C	66	3.0000	4	3	4	7	6	2
7A	81	3.6818	3	0	1	10	6	5
B	81	3.6818	3	0	1	8	10	3
C	70	3.1818	3	0	4	12	4	2
D	79	3.5909	3	0	2	9	7	4
8A	84	3.8182	2	0	0	6	14	2
B	84	3.8182	2	0	0	7	12	3
C	78	3.5454	3	0	1	11	7	3
D	78	3.5454	2	0	0	13	6	3
E	75	3.4090	3	0	3	10	6	3
F	69	3.1363	3	0	7	8	4	3
9A	48	2.1818	4	8	7	4	1	2
B	69	3.1363	3	0	8	7	3	4
10A	87	3.9545	2	0	0	10	3	9
B	90	4.0909	2	0	0	7	6	9
C	92	4.1818	2	0	0	10	4	8
D	77	3.5000	3	0	1	12	6	8
E	88	4.0000	2	0	0	6	10	6
11A	72	3.2727	3	0	6	7	6	3
B	71	3.2272	4	1	4	10	3	4

TABLE 4.4 - cont'd:

Item	Aggregate Score	Mean Score	Range	Frequency Distribution				
				Score	1	2	3	4
11C	89	4.0454	2	0	0	6	9	7
D	69	3.1363	4	3	4	7	3	5
12A	72	3.2727	4	3	2	7	6	4
B	83	3.2722	4	1	2	5	7	7
13A	88	4.0000	2	0	0	8	6	8
B	68	3.0909	4	2	4	8	6	2
C	84	3.8182	3	0	1	7	10	4
D	76	3.4545	3	0	1	10	6	5
14A	64	2.9090	4	2	7	6	5	2
B	70	3.1818	4	1	5	7	7	2
C	51	2.3181	4	8	5	4	4	1
D	81	3.6818	3	0	2	8	7	5
15A	80	3.6363	4	1	1	7	9	4
B	71	3.2272	4	1	5	6	9	1
C	80	3.6363	3	0	1	9	9	3
16A	93	4.2272	2	0	0	3	11	8
B	92	4.1818	2	0	0	4	10	8
C	78	3.5454	2	0	0	11	10	1
D	85	3.8636	2	0	0	8	9	5
17A	89	4.0454	2	0	0	7	7	8
B	88	4.0000	3	0	1	5	9	7
C	93	4.2272	2	0	0	3	11	8
D	88	4.0000	2	0	0	5	12	5
E	98	4.4545	2	0	0	2	8	12
18A	91	4.1363	2	0	0	5	9	8
B	93	4.2272	2	0	0	3	11	8
C	90	4.0909	2	0	0	6	8	8
19A	80	3.6363	3	0	2	9	6	5
B	84	3.8181	3	0	2	7	6	7
C	78	3.5454	3	0	1	10	9	2
D	95	4.3181	4	1	0	3	5	13
20A	92	4.1818	3	0	1	4	7	10
B	89	4.0454	2	0	0	6	9	7
C	81	3.6818	3	0	1	8	10	3
21A	92	3.1818	3	0	3	2	5	12
B	87	3.9545	3	0	1	5	10	6
C	82	3.7273	3	0	3	6	7	6
22A	89	4.0454	2	0	0	7	7	8
B	86	3.9090	2	0	0	6	12	4
C	87	3.9545	2	0	0	6	11	5
D	85	3.8636	3	0	1	5	12	4
23A	67	3.0454	3	0	4	14	3	1
B	81	3.6818	3	0	1	8	10	3
C	74	3.3636	3	0	2	10	8	2

The inexperienced teacher sub-group, like the open area sub-group, was small in comparison to the other sub-groups. A total of twenty-two teachers were in this sub-group. The item analysis for the inexperienced teacher sub-group revealed that the highest mean score was 4.4545 for item 17E (I try to be approachable, a person who is available with a sympathetic ear when needed) and the lowest mean score was 2.1818 for item 9A.

In this sub-group twenty items had responses with a mean score of 4 or more. Sixty items had responses with a mean score of 3 or more but less than 4 and four items had responses with a mean score lower than 3. As a general rule the mean scores for this sub-group were the lowest scores of all sub-groups although there were minor exceptions.

The analysis for this sub-group revealed that the responses for twenty-nine items had a range of 2, responses for forty items had a range of 3 and fifteen items had a response range of 4.

The item analysis for the experienced teacher sub-group is shown in Table 4.5.

TABLE 4.5

ITEM ANALYSIS FOR EXPERIENCED TEACHER
SUB-GROUP

Item	Aggregate Mean Score		Range	Frequency Distribution				
				Score				
				1	2	3	4	5
1A	551	4.0815	2	0	0	35	74	26
B	533	3.9481	3	0	3	37	59	36
C	513	3.8000	3	0	1	49	61	24
D	537	3.9778	3	0	3	28	73	31

TABLE 4.5 - cont'd:

Item	Aggregate Score	Mean Score	Range	Frequency Distribution Score				
				1	2	3	4	5
2A	504	3.7333	3	0	3	48	66	18
B	540	4.0000	4	1	4	27	65	38
C	533	3.9481	3	0	5	37	73	20
D	550	4.0741	3	0	2	27	65	41
3A	512	3.7926	4	1	4	46	54	30
B	451	3.3407	3	0	24	59	34	18
C	466	3.4519	4	1	17	55	44	18
4A	429	3.1778	4	2	16	77	37	3
B	508	3.7630	4	2	7	56	56	14
C	480	3.5556	3	0	12	54	51	18
D	519	3.8444	3	0	3	37	73	22
5A	460	3.4074	4	1	16	56	51	11
B	557	4.1259	3	0	2	28	76	29
C	458	3.3926	3	0	17	61	44	13
6A	471	3.4889	4	1	8	61	54	11
B	441	3.2667	4	4	23	56	37	15
C	500	3.7037	3	0	18	34	53	30
7A	505	3.7407	3	0	12	41	52	30
B	490	3.6296	3	0	6	56	55	18
C	465	3.4446	4	1	7	67	51	9
D	489	3.6222	3	0	8	57	58	12
8A	530	3.9259	2	0	0	33	79	23
B	523	3.8741	4	1	8	31	62	33
C	501	3.7111	3	0	7	44	65	19
D	504	3.7333	3	0	7	43	64	21
E	493	3.6519	3	0	12	39	68	16
F	420	3.1111	4	3	30	58	38	6
9A	320	2.3704	4	26	58	31	15	5
B	420	3.1111	4	8	31	44	44	8
10A	575	4.2593	3	0	2	18	58	57
B	570	4.2222	3	0	1	18	66	50
C	578	4.2815	2	0	0	21	55	59
D	494	3.6593	4	1	9	53	44	28
E	573	4.2444	2	0	0	22	58	55
11A	481	3.5630	4	2	12	52	46	23
B	471	3.4889	4	4	21	40	46	24
C	563	4.1704	3	0	4	23	54	54
D	446	3.3037	4	5	25	50	35	20
12A	461	3.4148	4	12	24	31	32	36
B	492	3.6444	3	0	16	43	49	27
13A	538	3.9852	3	0	1	29	76	29
B	413	3.0593	4	12	39	32	33	19
C	487	3.6074	3	0	8	57	50	20

TABLE 4.5 - cont'd:

Item	Aggregate Score	Mean Score	Range	Frequency Distribution Score				
				1	2	3	4	5
13D	495	3.6667	3	0	10	49	56	20
14A	471	3.4889	4	3	8	57	54	13
B	447	3.3111	4	1	23	56	47	8
C	337	2.4693	4	29	39	44	17	6
D	483	3.5778	3	0	7	60	51	17
15A	512	3.7926	4	2	7	39	56	31
B	470	3.4815	4	2	8	60	53	12
C	486	3.6000	3	0	10	50	59	16
16A	574	4.2519	2	0	0	20	61	54
B	562	4.1630	3	0	2	25	67	41
C	505	3.7407	3	0	4	53	52	26
D	542	4.0148	3	0	3	30	64	38
17A	573	4.2444	2	0	0	16	70	49
B	550	4.0741	3	0	2	24	72	37
C	589	4.3630	2	0	0	14	68	53
D	560	4.1481	3	0	1	26	60	48
E	577	4.2741	2	0	0	23	52	60
18A	583	4.3185	2	0	0	13	66	56
B	581	4.3037	2	0	0	18	58	59
C	565	4.1852	2	0	0	24	62	49
19A	506	3.7481	3	0	5	51	52	27
B	496	3.6741	3	0	16	39	53	27
C	503	3.7259	3	0	5	55	57	18
D	564	4.1778	4	2	3	24	46	60
20A	572	4.2370	2	0	0	23	55	57
B	553	4.0963	3	0	2	25	66	42
C	537	3.9778	3	0	5	30	63	37
21A	526	3.8963	4	2	10	28	55	40
B	525	3.8889	3	0	2	43	58	32
C	449	3.3185	4	8	19	51	34	23
22A	539	3.9926	3	0	1	35	61	38
B	541	4.0074	3	0	2	32	64	37
C	542	4.0148	2	0	0	34	64	37
D	525	3.8889	3	0	3	37	67	28
23A	443	3.2815	4	2	20	65	34	14
B	524	3.8815	3	0	1	44	60	30
C	477	3.5333	3	0	9	61	49	16

The experienced teacher sub-group item analysis showed that item 17C had the highest mean score, the score being 4.3630 and item 9A had the lowest mean score, 2.3704. In this group responses for twenty-five

items had a mean score of 4 or more, responses for fifty-seven items had a mean score of 3 or more but less than 4 and two items had responses with a mean score of less than 3.

The range for the scores in this sub-group were as follows: twenty-eight items had responses with a range of 4, forty-three items had responses with a range of 3 and thirteen items had responses with a range of 2.

Although the item analyses were not of major concern in this study, several points need to be made as a result of the findings.

In Table 4.6 a summary of how the mean scores of the responses for the 84 items on the self evaluation guide were distributed for the complete sample and each of the four sub-groups is provided.

TABLE 4.6

DISTRIBUTION OF MEAN SCORES FOR THE EIGHTY FOUR ITEMS
FOR THE TOTAL SAMPLE AND THE FOUR SUB-GROUPS

Mean Score	Total Sample	Open Area Sub-group	Self-contained Classroom sub-group	Inexperienced sub-group	Experienced sun-group
5	0	0	0	0	0
4 to 4.9	23	28	24	20	25
3 to 3.9	59	53	57	60	57
2 to 2.9	2	3	3	4	2
1 to 1.9	0	0	0	0	0
	84	84	84	84	84

From this table it is evident that the scores were generally near the top of the scale. For the total sample, responses for 82 of 84 items had mean scores of 3 or more where a score of 3 was equated with the term, "good; an acceptable level of performance." On 23 of these items

teachers evaluated themselves as "very good" according to mean scores.

An examination of how the mean scores for the eighty four items were distributed in each of the sub-groups showed only slight variations from one sub-group to the next. The open area teachers' sub-group had more higher mean scores than any of the other sub-groups. The inexperienced teacher sub-group on the other hand evaluated their own performance as being the lowest of the four sub-groups identified on the basis of the mean scores for the eighty four items on the self-evaluation guide.

It is not within the scope of this study to attempt an explanation of the high scores in general but the literature reviewed in chapter three may be relevant at this time. In the review, two of the major problems with self-evaluations were given as the inability of people to produce completely acceptable instruments and methods and Wallen's (1965) suggestion that counterdependent people would go to great lengths to avoid any appearance of weakness. It is possible, then, that either one or both of these factors contributed to the high scores. It is also possible that the teachers sampled believed they were actually as good as the scores indicate.

The variations in the scores may be explained through examination of the sub-groups. The inexperienced teacher sub-group members may realize that they have not yet become highly proficient teachers or at least not as proficient as their more experienced colleagues. Teachers in open area situations may grade their own performance higher because they frequently are observed by fellow teachers and more opportunity for evaluation exists. This may provide open area teachers with a higher

regard for their own teaching thus resulting in higher scores on the self-evaluation guide.

III. ITEM RANKINGS

The second portion of the analysis of the data consisted of ranking the eighty four items on the self-evaluation guide for the total sample and each of the sub-groups. These rankings were based on the mean scores for each of the eighty four items on the guide. The item with the lowest mean score was given the number one rank while the item with the highest mean score was ranked eighty fourth.

The item ranking for the whole sample is reported in Table 4.7. Tables 4.8, 4.9, 4.10 and 4.11 show the rankings for the open area teacher sub-group, the self-contained classroom teacher sub-group, the inexperienced teacher sub-group and the experienced teacher sub-group, respectively.

Careful examination of these tables revealed that item 9A which was previously mentioned as the item with the lowest mean score, received the highest ranking in each sub-group as well as in the whole sample's ranking. The item is as follows: "I invite as guests of the school members of the community who have expertise and/or special experience." It was noteworthy that item 9B, also related to use of community resources, was ranked in the top ten by the whole sample and three of the four sub-groups. The open area sub-group ranked item 9B as twelfth.

The tables also revealed that item 14C which reads, "I have been involved in the planning and updating of courses of study in my field," and was given the second highest ranking by the whole sample.

Two other self-evaluation guide items that were regularly found in the top ten rankings for the four sub-groups were items 8F and 23A. Both of these items were within the top ten rankings in all of the sub-groups. Item 8F referred to students having opportunities to evaluate programs while item 23A dealt with the discouragement of harmful gossip and chronic complaining in staff rooms.

Other items of the guide frequently found in the top ten rankings of the sub-groups were items 13B, 4A, 6B, 14B, and 11D. Where these were not found in the top ten in all sub-groups it was invariably the open area group or the inexperienced group that ranked these items elsewhere than in the top ten.

At the other end of the ranking there was a somewhat similar situation. An examination of the ten lowest ranking items, ranking from seventy fifth to eighty fourth showed three items appearing in all four sub-groups. These were items 18A, 18B and 16A. Both items 18A and 18B made reference to getting along with other staff members. Item 16A stated: "I respect the dignity of each young person." Other items occurring regularly were items 17A, 17C, 17E, 10A, 10C, 10E and 20A. Once again the situation was such that where these items were not found in all four sub-groups either the open area sub-group or the inexperienced sub-group had ranked the items other than in the lowest 10 rankings.

TABLE 4.7

ITEM RANKING BASED ON MEAN SCORES FOR THE ENTIRE SAMPLE

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
1	9A	2.2803	29	13C	3.6369	57	1D	3.9618
2	14C	2.4713	30	13D	3.6369	58	13A	3.9873
3	13B	3.0637	31	10D	3.6369	59	2B	3.9936
4	8F	3.1146	32	7B	3.6369	60	16D	3.9936
5	9B	3.1146	33	12B	3.6624	61	22B	3.9936
6	4A	3.1783	34	7D	3.6815	62	22A	4.0000
7	6B	3.2293	35	8C	3.6879	63	22C	4.0064
8	23A	3.2484	36	19B	3.6943	64	5B	4.0255
9	14B	3.2739	37	19C	3.7006	65	2D	4.0446
10	11D	3.2803	38	4B	3.7006	66	1A	4.0510
11	5A	3.3439	39	8D	3.7070	67	17B	4.0637
12	3B	3.3567	40	16C	3.7134	68	20B	4.0892
13	5C	3.3758	41	7A	3.7325	69	17D	4.1274
14	21C	3.3822	42	19A	3.7325	70	11C	4.1529
15	12A	3.3948	43	2A	3.7452	71	16B	4.1656
16	14A	3.4076	44	15A	3.7707	72	18C	4.1720
17	7C	3.4076	45	3A	3.7834	73	19D	4.1975
18	3C	3.4204	46	1C	3.8217	74	10B	4.2038
19	15B	3.4458	47	4D	3.8408	75	10E	4.2102
20	11B	3.4522	48	23B	3.8535	76	10A	4.2166
21	6A	3.4713	49	8B	3.8662	77	17A	4.2166
22	23C	3.5096	50	22D	3.8854	78	20A	4.2293
23	11A	3.5223	51	21B	3.8981	79	16A	4.2484
24	4C	3.5541	52	2C	3.8981	80	10C	4.2675
25	14D	3.5924	53	8A	3.9108	81	18A	4.2930
26	15C	3.6051	54	1B	3.9236	82	18B	4.2930
27	6C	3.6051	55	20C	3.9363	83	17E	4.2994
28	8E	3.6178	56	21A	3.9363	84	17C	4.3439

TABLE 4.8

ITEM RANKING BASED ON MEAN SCORES FOR THE OPEN AREA TEACHER SUB-GROUP

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
1	9A	2.35	8	3C	3.35	15	13C	3.45
2	14C	2.75	9	7C	3.40	16	6A	3.50
3	8F	2.85	10	4C	3.45	17	7D	3.50
4	23A	3.05	11	7A	3.45	18	23C	3.50
5	14B	3.20	12	9B	3.45	19	3B	3.55
6	11B	3.35	13	14D	3.45	20	5A	3.55
7	4A	3.35	14	15B	3.45	21	8C	3.55

TABLE 4.8 - cont'd:

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
22	13D	3.55	44	22A	3.80	66	20A	4.15
23	14A	3.55	45	22B	3.80	67	21A	4.15
24	15A	3.55	46	22C	3.80	68	10E	4.20
25	4B	3.60	47	23B	3.80	69	13A	4.20
26	5C	3.60	48	8A	3.85	70	16B	4.20
27	8E	3.60	49	21C	3.85	71	17A	4.20
28	13B	3.60	50	2D	3.85	72	17C	4.20
29	1B	3.65	51	6C	3.90	73	17E	4.20
30	2C	3.65	52	8B	3.90	74	21B	4.20
31	4D	3.65	53	22D	3.90	75	18C	4.25
32	7B	3.65	54	1C	3.95	76	19B	4.25
33	8D	3.65	55	10D	3.95	77	19D	4.25
34	11A	3.65	56	16C	3.95	78	20B	4.25
35	11D	3.65	57	17B	4.00	79	10B	4.30
36	12A	3.70	58	17D	4.00	80	11C	4.30
37	2A	3.75	59	2B	4.05	81	16A	4.30
38	6B	3.75	60	5B	4.05	82	18B	4.30
39	12B	3.75	61	16D	4.05	83	10A	4.35
40	19C	3.75	62	20C	4.05	84	18A	4.55
41	1A	3.75	63	1D	4.10			
42	3A	3.80	64	19A	4.10			
43	15C	3.80	65	10C	4.15			

TABLE 4.9

ITEM RANKING FOR SELF-CONTAINED CLASSROOM TEACHER GROUP

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
1	9A	2.2701	16	14A	3.3869	31	7B	3.6350
2	14C	2.4307	17	7C	3.4088	32	7D	3.6350
3	13B	2.9854	18	3C	3.4307	33	12B	3.6496
4	9B	3.0657	19	15B	3.4452	34	13D	3.6496
5	4A	3.1535	20	6A	3.4672	35	13C	3.6642
6	6B	3.1535	21	11B	3.4672	36	16C	3.6788
7	8F	3.1535	22	11A	3.5036	37	19A	3.6788
8	11D	3.2263	23	23C	3.5109	38	19C	3.6934
9	23A	3.2774	24	6C	3.5620	39	8C	3.7080
10	14B	3.2847	25	4C	3.5693	40	4B	3.7153
11	21C	3.3139	26	15C	3.5766	41	8D	3.7153
12	5A	3.3139	27	10D	3.5912	42	2A	3.7445
13	3B	3.3285	28	14D	3.6131	43	7A	3.7737
14	5C	3.3285	29	19B	3.6131	44	3A	3.7810
15	12A	3.3503	30	8E	3.6204	45	1C	3.8029

TABLE 4.9 - cont'd:

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
46	15A	3.8029	60	16D	3.9854	74	19D	4.1898
47	21B	3.8540	61	5B	4.0219	75	10A	4.1971
48	8B	3.8613	62	22B	4.0219	76	10E	4.2117
49	23B	3.8613	63	22A	4.0292	77	17A	4.2190
50	4D	3.8686	64	22C	4.0365	78	16A	4.2409
51	22D	3.8832	65	20B	4.0657	79	20A	4.2409
52	21A	3.9051	66	2D	4.0730	80	18A	4.2555
53	8A	3.9197	67	17B	4.0730	81	10C	4.2847
54	20C	3.9197	68	1A	4.0940	82	18B	4.2920
55	2C	3.9343	69	11C	4.1314	83	17E	4.3139
56	1D	3.9426	70	17D	4.1460	84	17C	4.3650
57	13A	3.9562	71	16B	4.1606			
58	1B	3.9635	72	18C	4.1606			
59	2B	3.9854	73	10B	4.1898			

TABLE 4.10

ITEM RANKING BASED ON MEAN SCORES FOR INEXPERIENCED
TEACHER SUB-GROUP

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
1	9A	2.1818	24	8E	3.4090	47	12B	3.7722
2	14C	2.3181	25	3B	3.4090	48	2A	3.8181
3	14A	2.9090	26	13D	3.4545	49	4D	3.8181
4	5A	2.9545	27	10D	3.5000	50	8A	3.8181
5	6B	3.0000	28	4C	3.5454	51	8B	3.8181
6	6C	3.0000	29	8C	3.5454	52	13C	3.8181
7	23A	3.0454	30	8D	3.5454	53	19B	3.8181
8	13B	3.0909	31	16C	3.5454	54	1A	3.8636
9	8F	3.1363	32	19C	3.5454	55	1D	3.8636
10	9B	3.1363	33	2C	3.5909	56	2D	3.8636
11	11D	3.1363	34	7D	3.5909	57	16D	3.8636
12	4A	3.1818	35	15A	3.6363	58	22D	3.8636
13	5C	3.1818	36	15B	3.6363	59	22B	3.9090
14	7C	3.1818	37	15C	3.6363	60	1C	3.9545
15	14B	3.1818	38	19A	3.6363	61	2B	3.9545
16	3C	3.2272	39	7A	3.6818	62	10A	3.9545
17	11B	3.2272	40	7B	3.6818	63	21B	3.9545
18	11A	3.2727	41	14D	3.6818	64	22C	3.9545
19	4B	3.3181	42	20C	3.6818	65	10E	4.0000
20	6A	3.3636	43	23B	3.6818	66	13A	4.0000
21	12A	3.3636	44	3A	3.7272	67	17B	4.0000
22	23C	3.3636	45	21C	3.7272	68	17D	4.0000
23	5B	3.4090	46	1B	3.7722	69	11C	4.0454

TABLE 4.10 - cont'd:

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
70	17A	4.0454	75	18A	4.1363	80	16A	4.2272
71	20B	4.0454	76	10C	4.1818	81	17C	4.2272
72	22A	4.0454	77	16B	4.1818	82	18B	4.2272
73	10B	4.0909	78	20A	4.1818	83	19D	4.3181
74	18C	4.0909	79	21A	4.1818	84	17E	4.5454

TABLE 4.11

ITEM RANKING BASED ON MEAN SCORES FOR EXPERIENCED
TEACHER SUB-GROUP

Rank	Item	X Score	Rank	Item	X Score	Rank	Item	X Score
1	9A	2.3704	29	7B	3.6296	57	20C	3.9778
2	14C	2.4693	30	12B	3.6444	58	13A	3.9852
3	13B	3.0593	31	8E	3.6519	59	22A	3.9926
4	8F	3.1111	32	10D	3.6593	60	2B	4.0000
5	9B	3.1111	33	13D	3.6667	61	22B	4.0074
6	4A	3.1778	34	19B	3.6714	62	16D	4.0148
7	6B	3.2667	35	6C	3.7037	63	22C	4.0148
8	23A	3.2815	36	8C	3.7111	64	2D	4.0741
9	11D	3.3037	37	19C	3.7259	65	17B	4.0741
10	14B	3.3111	38	2A	3.7333	66	1A	4.0815
11	21C	3.3185	39	8D	3.7333	67	20B	4.0963
12	3B	3.3407	40	7A	3.7407	68	5B	4.1259
13	5C	3.3926	41	16C	3.7407	69	17D	4.1481
14	5A	3.4074	42	19A	3.7481	70	16B	4.1630
15	12A	3.4148	43	4B	3.7630	71	11C	4.1704
16	7C	3.4445	44	3A	3.7926	72	19D	4.1778
17	3C	3.4519	45	15A	3.7926	73	18C	4.1852
18	15B	3.4815	46	1C	3.8000	74	10B	4.2222
19	6A	3.4889	47	4D	3.8444	75	20A	4.2370
20	11B	3.4889	48	8B	3.8741	76	10E	4.2444
21	14A	3.4889	49	23B	3.8815	77	17A	4.2444
22	23C	3.5333	50	21B	3.8889	78	16A	4.2519
23	4C	3.5556	51	22D	3.8889	79	10A	4.2593
24	11A	3.5630	52	21A	3.8963	80	17E	4.2741
25	14D	3.5778	53	8A	3.9259	81	10C	4.2815
26	15C	3.6000	54	1B	3.9481	82	18B	4.3037
27	13C	3.6074	55	2C	3.9481	83	18A	4.3185
28	7D	3.6222	56	1D	3.9778	84	17C	4.3630

IV. RANKINGS OF THE TWENTY THREE
MAJOR AREAS

The following section, the ranking of the twenty-three major areas of the self-evaluation, provides the basis upon which the priorities for administrative activities in professional development were established.

Table 4.12 reports the major area rankings as established for the entire sample used in this study.

TABLE 4.12
RANKING OF THE MAJOR AREAS FOR THE ENTIRE SAMPLE BASED
ON MEAN SCORES

Area Title	Area	Score	Rank
Use of community resources	9	2.6975	1
Participation in continuing curriculum development	14	3.1863	2
Variety and effectiveness of methods of presentation	6	3.4352	3
Balance between teacher centered and pupil centered activities	3	3.5205	4
Upgrading professional competence	12	3.5286	5
Support for administrative decisions and use of the proper channels to suggest modifications to decisions	23	3.5372	6
Questioning technique	4	3.5685	7
Use of available means of evaluation to improve teaching	13	3.5812	8
Clarity of purpose and content of lessons	5	3.5817	9
Methods for dealing with clerical matters	11	3.6019	10
Recognition of major objectives and effort towards their attainment	15	3.6072	11
Written and oral assignments	7	3.6146	12
Evaluation for improving both teaching and learning	8	3.6507	13
Extra duties within the school	21	3.7389	14
Promotion of a positive climate in the school	19	3.8312	15
Motivational environment for students	2	3.9204	16
Atmosphere for learning	1	3.9395	17
Concern for students extends beyond the teacher-pupil relationship	22	3.9713	18

TABLE 4.12 - cont'd:

Area Title	Area	Score	Rank
Fairness and impartiality with students	16	4.0303	19
Contacts with parents and other concerned adults are used to promote confidence towards the school program and staff	20	4.0849	20
Classroom procedures	10	4.1070	21
Helping students to mature socially and to achieve self-realization	17	4.2102	22
Cooperation with other staff members	18	4.2527	23

Table 4.12 shows that area 9 deals with the use of community resources in teaching had the highest rank. This area received the lowest mean score when responses on the self-evaluation guide for the whole sample were analysed. The table also illustrates that 9, 14, 6, 3, 12 and 23 were the six areas of highest rank respectively. These areas deal with participation in continuing curriculum development, variety and effectiveness of methods of presentation, balance between teacher centered and pupil centered activities, upgrading professional competence and support for administrative decisions and use of proper channels to suggest modifications to decisions in addition to area 9 mentioned previously. The balance of the rankings are readily evident in the table.

The rankings for the first of the four sub-groups, open area teachers, are reported in table 4.13.

TABLE 4.13

RANKING OF THE MAJOR AREAS FOR THE OPEN AREA SUB-GROUP BASED
ON MEAN SCORES

Area Title	Area	Score	Rank
Use of community resources	9	2.9000	1
Participation in continuing curriculum development	14	3.2375	2
Support for administrative decisions and use of proper channels to suggest modifications to decisions	23	3.4500	3
Written and oral assignments	7	3.5000	4
Questioning techniques	4	3.5125	5
Evaluation for improving both teaching and learning	8	3.5666	6
Balance between teacher centered and pupil centered activity	3	3.5666	7
Recognition of major objectives and effort toward their attainment	15	3.6000	8
Use of available means of evaluation to improve teaching	13	3.7000	9
Variety and effectiveness of methods of presentation	6	3.7166	10
Upgrading professional competence	12	3.7250	11
Clarity of purpose and content of lessons	5	3.7333	12
Methods for dealing with clerical matters	11	3.7375	13
Motivational environment for students	2	3.8250	14
Concern for students extends beyond the teacher-pupil relationship	22	3.8250	15
Atmosphere for learning	1	3.8625	16
Extra duties within the school	21	4.0666	17
Promotion of a positive climate within the school	19	4.0875	18
Helping students to mature socially and to achieve self-realization	17	4.1200	19
Fairness and impartiality with students	16	4.1250	20
Contacts with parents and other concerned adults are used to promote confidence towards the school program and staff	20	4.1500	21
Classroom procedures	10	4.1900	22
Cooperation with other staff members	18	4.3666	23

In this sub-group, as for the entire sample, area 9, the use of community resources, received the highest rank. Similarly area 14

participation in continuing curriculum development, ranked second. Area 23, support for administrative decisions, ranked third. This was the highest ranking for this area in any of the sub-groups and illustrated a tendency on the part of this sub-group to have a set of rankings different than the other sub-groups. The rankings for this sub-group deviated considerably from those established for the other sub-groups and entire sample. The open area teacher sub-group's rankings were different than the entire sample's rankings in all but three cases. Only the top two rankings, areas 9 and 14 and the lowest ranking area, area 18, were given the same positions. These findings suggested that open area teachers as a group were somewhat distinct from the other groups in general.

Table 4.14 reports the complete ranking of all twenty-three areas for the self-contained classroom teacher sub-group.

TABLE 4.14

RANKING OF THE MAJOR AREAS FOR THE SELF-CONTAINED
CLASSROOM TEACHER SUB-GROUP BASED ON MEAN SCORES

Area Title	Area	Score	Rank
Use of community resources	9	2.6679	1
Participation in continuing curriculum development	14	3.1788	2
Variety and effectiveness of methods of presentation	6	3.3942	3
Upgrading professional competence	12	3.5000	4
Balance between teacher centered and pupil centered activities	3	3.5134	5
Support for administrative decisions and use of the proper channels to suggest modifications to decisions	23	3.5499	6
Clarity of purpose and content of lessons	5	3.5547	7
Use of available means of evaluation to improve teaching	13	3.5639	8

TABLE 4.14 - cont'd:

Area Title	Area	Score	Rank
Questioning techniques	4	3.5766	9
Methods for dealing with clerical matters	11	3.5821	10
Recognition of major objectives and effort towards their attainment	15	3.6802	11
Written and oral assignments	7	3.6131	12
Evaluation for both teaching and learning	8	3.6630	13
Extra duties within the school	21	3.6910	14
Promotion of a positive climate in the school	19	3.7938	15
Motivational environment for students	2	3.9343	16
Atmosphere for learning	1	3.9507	17
Concern for students extends beyond the teacher-pupil relationship	22	3.9927	18
Classroom procedures	10	4.0000	19
Fairness and impartiality with students	16	4.0164	20
Contacts with parents and other concerned adults are used to promote confidence towards the school program and staff	20	4.0754	21
Helping students to mature socially and to achieve self-realization	17	4.2234	22
Cooperation with other staff members	18	4.2360	23

The self-contained classroom teacher sub-group had rankings quite similar to the rankings for the entire sample. In this sub-group the rankings had areas 9, 14, 6, 12, 3 and 23 in the first six positions. Areas 9 and 14 were once again ranked first and second. All of the top six rankings were identical to those of the entire sample except that areas 12 and 3 were reversed in order. The entire sample ranking showed area 3 in the fourth rank and area 12 in the fifth. The present sub-group sixteen of the twenty-three areas were ranked the same as they were by the entire sample.

The rankings of the major areas for the inexperienced teacher sub-group are reported in table 4.15.

TABLE 4.15

RANKING OF THE MAJOR AREAS FOR THE INEXPERIENCED TEACHER SUB-GROUP
BASED ON MEAN SCORES

Area Title	Area	Score	Rank
Use of community resources	9	2.4318	1
Participation in continuing curriculum development	14	3.0227	2
Variety and effectiveness of methods of presentation	6	3.1212	3
Clarity of purpose and content of lessons	5	3.1818	4
Support for administrative decisions and use of proper channels to suggest modifications to decisions	23	3.3636	5
Methods for dealing with clerical matters	11	3.4204	6
Questioning techniques	4	3.4659	7
Balance between teacher centered and pupil centered activities	3	3.4696	8
Recognition of major objectives and effort towards their attainment	15	3.5000	9
Upgrading professional competence	12	3.5227	10
Written and oral assignments	7	3.5340	11
Evaluation for improving both teaching and learning	8	3.5454	12
Use of available means of evaluation to improve teaching	13	3.5909	13
Motivational environment for students	2	3.8068	14
Promotion of a positive climate within the school	19	3.8295	15
Atmosphere for learning	1	3.8636	16
Concern for pupils extends beyond the teacher-pupil relationship	22	3.9431	17
Classroom procedures	10	3.9454	18
Fairness and impartiality with students	16	3.9545	19
Extra duties within the school	21	3.9545	20
Contacts with parents and other concerned adults are used to promote confidence towards the school program and staff	20	3.9696	21
Helping students to mature socially and to achieve self-realization	17	4.1454	22
Cooperation with other staff members	18	4.1515	23

The inexperienced teacher sub-group was the only other sub-group to have any appreciable difference in the rankings of the twenty-three major areas. However, once again areas 9 and 14 were ranked first and

second respectively. In this case, seven of the twenty-three areas were ranked the same as they were for the entire sample.

The rankings for this sub-group tended to show that the inexperienced teachers ranked areas pertaining to classroom teaching higher than did the entire sample. Areas such as areas 6, 5, 11, 4 and 3 dealing with such things as variety and effectiveness of teaching methods, clarity of purpose and content of lessons, methods of dealing with clerical matters, questioning techniques, and balance between teacher centered and pupil centered activities tended to receive higher rankings in this sub-group. These areas reflected the lack of experience within this sub-group.

Table 4.16 reports the rankings of the twenty-three major areas for the experienced teacher sub-group.

TABLE 4.16

RANKING OF THE MAJOR AREAS FOR THE EXPERIENCED TEACHER
SUB-GROUP BASED ON MEAN SCORES

Area Title	Area	Score	Rank
Use of community resources	9	2.7407	1
Participation in continuing curriculum development	14	3.2130	2
Variety and effectiveness of methods of presentation	6	3.4864	3
Balance between teacher centered and pupil centered activities	3	3.5284	4
Upgrading professional competence	12	3.5296	5
Support for administrative decisions and use of proper channels to suggest modifications to decisions	23	3.5654	6
Use of available means of evaluation to improve teaching	13	3.5796	7
Questioning techniques	4	3.5852	8
Written and oral assignments	7	3.6093	9
Recognition of major objectives and effort towards their attainment	15	3.6272	10

TABLE 4.16 - cont'd:

Area Title	Area	Score	Rank
Methods of dealing with clerical matters	11	3.6315	11
Clarity of purpose and content of lessons	5	3.6420	12
Evaluation for improving both teaching and learning	8	3.6679	13
Extra duties within the school	21	3.7037	14
Promotion of a positive climate in the school	19	3.8315	15
Motivational environment for students	2	3.9389	16
Atmosphere for learning	1	3.9511	17
Concern for students extends beyond the teacher-pupil relationship	22	3.9759	18
Fairness and impartiality with students	16	4.0426	19
Contacts with parents and other concerned adults are used to promote confidence towards the school program and staff	20	4.1037	20
Classroom procedures	10	4.1333	21
Helping students to mature socially and to achieve self-realization	17	4.2207	22
Cooperation with other staff members	18	4.2691	23

The rankings for the experienced teacher sub-group were very similar to those for the entire sample and the self-contained classroom teacher sub-group. Once more areas 9 and 14 were ranked first and second respectively. In this case seventeen of the twenty-three areas received a ranking the same as they had for the entire sample. The top six rankings were exactly the same in both cases as were the last eleven ranking areas. This resulted from the fact that this was the largest of the four sub-groups and therefore the responses from this sub-group were predominant in the calculations of mean scores for the entire sample.

V. COMPARISONS OF RANKINGS FOR IDENTIFIED PAIRS OF SUB-GROUPS

In this section the rankings for the twenty-three major areas of

the self-evaluation guide for the two pairs of sub-groups are compared. The first comparison is for the open area teacher and the self-contained classroom teacher sub-groups. The second comparison is for the inexperienced and experienced teacher sub-groups.

Table 4.17 shows the similarities and differences in rankings that exist for the open area teacher and the self-contained classroom teacher sub-groups. In this table the rank for each area for the open area teacher sub-group is shown on the left. The rank for each area for the self-contained classroom teacher sub-group is on the right. Horizontal and/or oblique lines are used to join each area and thus show where similarities and differences exist.

Table 4.17 shows that five areas were ranked the same for each of the two sub-groups. These were areas 9, 14, 16, 20 and 18. Eighteen of the twenty-three areas were ranked differently. A calculation of Spearman's coefficient of rank correlation revealed that the two rankings were positively correlated. The correlation coefficient was .885. A t-test was used to test the significance of this correlation. The t value was 8.663 which meant that the correlation was significant at .01 level of confidence. Thus the differences in the rankings were not significant.

The same procedures were used to show the similarities and differences in rankings for the inexperienced and experienced teacher sub-groups.

Table 4.18 shows these differences and similarities by again using horizontal and/or oblique lines.

TABLE 4.17

SIMILARITIES AND DIFFERENCES IN RANKINGS FOR OPEN AREA AND
SELF-CONTAINED CLASSROOM TEACHER SUB-GROUPS

Open Area Teacher Sub-Group		Self-contained Classroom Teacher Sub-Group	
Rank	Area	Area	Rank
1	9	9	1
2	14	14	2
3	23	6	3
4	7	12	4
5	4	3	5
6	8	23	6
7	3	5	7
8	15	13	8
9	13	4	9
10	6	11	10
11	12	15	11
12	5	7	12
13	11	8	13
14	2	21	14
15	22	19	15
16	1	2	16
17	21	1	17
18	19	22	18
19	17	10	19
20	16	16	20
21	20	20	21
22	10	17	22
23	18	18	23

TABLE 4.18
SIMILARITIES AND DIFFERENCES IN RANKINGS FOR INEXPERIENCED
AND EXPERIENCED TEACHER SUB-GROUPS

Inexperienced Teacher Sub-Group		Experienced Teacher Sub-Group	
Rank	Area	Area	Rank
1	9	9	1
2	14	14	2
3	6	6	3
4	5	3	4
5	23	12	5
6	11	23	6
7	4	13	7
8	3	4	8
9	15	7	9
10	12	15	10
11	7	11	11
12	8	5	12
13	13	8	13
14	2	21	14
15	19	19	15
16	1	2	16
17	22	1	17
18	10	22	18
19	16	16	19
20	21	20	20
21	20	10	21
22	17	17	22
23	18	18	23

Table 4.18 shows that seven of the twenty-three areas received the same ranking in the two sub-groups under consideration while sixteen areas were ranked differently. Spearman's coefficient of rank correlation was .889 in this case. The t score was 8.898 which meant that the rankings were significantly correlated at the .01 level of confidence. There was no significant difference in the rankings for these two sub-groups.

VI. SUMMARY OF FINDINGS

Item Analyses

The item analysis for the entire sample and the four sub-groups revealed that teachers generally scored themselves as doing good or very good work. The majority of scores were in the 3 and 4 category on the scale which ranged from 1 (poor) to 5 (excellent). Teachers in the open area teacher sub-group tended to score themselves higher than those in the other three sub-groups. Inexperienced teachers, on the other hand, generally graded their performance somewhat lower than other teachers. The open area teacher sub-group also had less variability in their scores. This was indicated by the smaller ranges in the item analyses for this sub-group.

The item analysis also revealed that certain items on the self-evaluation guide were consistently being scored low in all four sub-groups. This was particularly true for item 9A which dealt with the idea of inviting people with special expertise and/or experience to the school. This item received the lowest mean score of all items in each of the four sub-groups. Item 14C also was given low scores by all sub-groups. In total, however, only six items received mean scores below 3. These were items 5A, 8F, 9A, 13B, 14A and 14C.

At the other end of the scale there was less consistency in high scoring items. Item 17C was assigned the highest scores in three of the five item analyses while item 18A and 17E received the other two highest mean scores.

Table 4.19 shows the low and high mean scores, along with the item number for the entire sample and each of the four sub-groups.

TABLE 4.19

LOW AND HIGH MEAN SCORES, WITH ITEM NUMBERS, FOR
THE ENTIRE SAMPLE AND THE FOUR SUB-GROUPS

Group	Low Mean Score	Item	High Mean Score	Item
Total sample	2.2803	9A	4.3439	17C
Open area	2.3500	9A	4.5500	18A
Self-contained	2.2701	9A	4.3650	17C
Inexperienced	2.1818	9A	4.4545	17E
Experienced	2.3704	9A	4.3630	17C

The significant findings from the item analyses, in point form, are as follows:

1. Teachers generally evaluated their own performance as "good" or better.
2. The open area teacher sub-group had generally higher mean scores than did the other sub-groups.
3. Open area teacher responses had less variability than did the responses from other sub-groups.
4. The inexperienced teacher sub-group had generally lower mean scores than did the other sub-groups.
5. Item 9A and 14C were scored consistently low in all sub-groups.

Item Rankings

The item rankings for the whole sample and the four sub-groups revealed that there was consistency throughout the groups with respect to the top two items. Items 9A and 14C ranked first and second respectively in all cases. At this point, however, rankings for the

various sub-groups began to differ. This was particularly the case for the open area teacher sub-group which showed the greatest variation from the rankings for the whole sample. Despite these differences, certain items appeared regularly within the top ten rankings in all groups. These were items 8F and 23A. Five more items appeared in the top ten rankings in at least three of the four sub-groups. These were items 13B, 9B, 4A, 6B and 14B. Items 13B, 9B and 6B were not in the top ten ranks for the open area teacher sub-group while items 4A and 14B were excluded from the top ten rankings for the inexperienced teacher sub-group.

Table 4.20 shows the ten top ranked items for the entire sample and the four sub-groups.

TABLE 4.20

ITEMS RANKING IN TOP TEN FOR THE ENTIRE SAMPLE AND
AND THE FOUR SUB-GROUPS

Rank	Entire Sample Item	Open Area Item	Self-contained Item	Inexperienced Item	Experienced Item
1	9A	9A	9A	9A	9A
2	14C	14C	14C	14C	14C
3	13B	8F	13B	14A	13B
4	8F	23A	9B	5A	8F
5	9B	14B	4A	6B	9B
6	4A	11B	6B	6C	4A
7	6B	4A	8F	23A	6B
8	23A	3C	11D	13B	23A
9	14B	7C	23A	8F	11D
10	11D	4C	14B	9B	14B

The item rankings once more revealed that the open area teacher sub-group seemed to stand out as having a ranking with greater differences than the rest of the sub-groups. To a lesser degree the same was true for the inexperienced teacher sub-group.

Area Rankings

The area rankings revealed that two areas ranked first and second in each of the four sub-groups. These were areas 9 and 14 respectively. They were concerned with the use of community resources and teacher participation in continuing curriculum development. In three of the four sub-groups the third ranking area was area 6 on the self-evaluation guide. This area dealt with variety and effectiveness of methods of presentation. Some other high ranking areas covered such things as having a balance between teacher centered and pupil centered activities, questioning techniques, and use of available means of evaluation to improve teaching. One area of concern for administrators, particularly for administrators in open area teaching situations, should be that of gaining support for administrative decisions. This area ranked third in the open area teacher sub-group and ranked no lower than sixth out of twenty-three for the other sub-groups.

Comparison of Rankings for Identified Sub-Groups.

The comparisons made in this study showed that the rankings for the two pairs of sub-groups had both similarities and differences. The differences were not, however, statistically significant. Both pairs of rankings that were compared had high correlation coefficients, the correlation coefficient for the open area teacher and self-contained classroom teacher sub-group rankings being .885 while it was .889 for the experienced and inexperienced teacher sub-group rankings. Despite the fact that the differences were not significant statistically, in

the open area and self-contained classroom teacher sub-groups only five areas out of twenty-three had identical rankings. The inexperienced and experienced teacher sub-groups had seven identical rankings in the twenty-three areas.

VII. THE PRIORITIES

The establishment of priorities for professional development activities by administrators must of necessity include the consideration of available resources. Finances, resource people and materials must be secured. Furthermore, each school has its own unique characteristics which may influence the priorities that are established. The findings of this study, however, suggest that certain areas of teacher responsibility be given high priority when professional development programs are being planned by administrators. The priorities for the entire sample, which was the major purpose of this study, and the priorities for the four sub-groups, which was the first of the sub-problems, are provided below. These priorities for administrative activities in professional development are based on the analysis of teacher responses on the self-evaluation guide used in this study. In each case the ten highest priority areas are listed in order of priority.

Priorities for the Entire Sample.

1. Area 9 - The use of community resources.
2. Area 14 - Participation in continuing curriculum development.
3. Area 6 - Variety and effectiveness of methods or presentation.
4. Area 3 - Balance between teacher centered and pupil centered activities.

5. Area 12 - Upgrading professional competence.
6. Area 23 - Support for administrative decisions and use of proper channels to suggest modifications to decisions.
7. Area 4 - Questioning techniques.
8. Area 13 - Use of available means of evaluation to improve teaching.
9. Area 5 - Clarity of purpose and content of lessons.
10. Area 11 - Methods for dealing with clerical matters.

Priorities for the Open Area Teacher Sub-Group.

1. Area 9 - Use of community resources.
2. Area 14 - Participation in continuing curriculum development.
3. Area 23 - Support for administrative decisions and use of proper channels to suggest modifications to decisions.
4. Area 7 - Written and oral assignments.
5. Area 4 - Questioning techniques.
6. Area 8 - Evaluation for improving both teaching and learning.
7. Area 3 - Balance between teacher centered and pupil centered activities.
8. Area 15 - Recognition of major objectives and effort towards their attainment.
9. Area 13 - Use of available means of evaluation to improve teaching.
10. Area 6 - Variety and effectiveness of methods of presentation.

Priorities for the Self-Contained Classroom Teacher Sub-Group.

1. Area 9 - Use of community resources.
2. Area 14 - Participation in continuing curriculum development.
3. Area 6 - Variety and effectiveness of methods of presentation.

4. Area 12 - Upgrading professional competence.
5. Area 3 - Balance between teacher centered and pupil centered activities.
6. Area 23 - Support for administrative decisions and use of proper channels to suggest modifications to decisions.
7. Area 5 - Clarity of purpose and content of lessons.
8. Area 13 - Use of available means of evaluation to improve teaching.
9. Area 4 - Questioning techniques.
10. Area 11 - Methods for dealing with clerical matters.

Priorities for the Inexperienced Teacher Sub-Group.

1. Area 9 - Use of community resources.
2. Area 14 - Participation in continuing curriculum development.
3. Area 6 - Variety and effectiveness of methods of presentation.
4. Area 5 - Clarity of purpose and content of lessons.
5. Area 23 - Support for administrative decisions and use of proper channels to suggest modifications to decisions.
6. Area 11 - Methods for dealing with clerical matters.
7. Area 4 - Questioning techniques.
8. Area 3 - Balance between teacher centered and pupil centered activity.
9. Area 15 - Recognition of major objectives and effort towards their attainment.
10. Area 12 - Upgrading professional competence.

Priorities for the Experienced Teacher Sub-Group.

1. Area 9 - Use of community resources.

2. Area 14 - Participation in continuing curriculum development.
3. Area 6 - Variety and effectiveness of methods of presentation.
4. Area 3 - Balance between teacher centered and pupil centered activities.
5. Area 12 - Upgrading professional competence.
6. Area 23 - Support for administrative decisions and use of proper channels to suggest modifications to decisions.
7. Area 13 - Use of available means of evaluation to improve teaching.
8. Area 4 - Questioning techniques.
9. Area 7 - Written and oral assignments.
10. Area 15 - Recognition of major objectives and effort towards their attainment.

VIII. SIMILARITIES AND DIFFERENCES IN PRIORITIES FOR IDENTIFIED PAIRS OF SUB-GROUPS.

The second sub-problem of this study was to determine the similarities and differences in priorities for two pairs of sub-groups in the sample. The findings of this study revealed that the similarities in the priorities for administrative activities in professional development for the identified pairs of sub-groups were significant. The priorities for the open area teacher sub-group and the self-contained classroom teacher sub-group were based on rankings which had a positive correlation of .885. This suggested that professional development activities planned for one of the sub-groups on the basis of the established priorities would be relevant for the matched sub-groups as well. The priorities for the inexperienced and experienced teacher sub-groups were

similarly based on correlated rankings. In this case the correlation coefficient was .889. Although there were some differences in the priorities as established for the pairs of sub-groups, the differences were insignificant.

The findings of this study have been presented. Chapter V provides brief summaries of the procedures and findings as well as the conclusions, implications and recommendations for further research.

CHAPTER V

CONCLUSIONS IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. THE PROBLEM RESTATED

The present study was undertaken with the view of establishing priorities for administrative activities in professional development. Priorities were to be established for the entire sample of teachers and four sub-groups in the sample. The four sub-groups were identified as open area teachers, self-contained classroom teachers, inexperienced teachers and experienced teachers. Further, this researcher wished to determine what the similarities and differences in priorities for administrative activities were with respect to two pairs of sub-groups; namely, open area and self-contained classroom teachers and inexperienced and experienced teachers.

II. SUMMARY OF PROCEDURES

In this study a 50 per cent stratified random sample of the elementary school teachers with regular classroom teaching duties in the St. James-Assiniboia School Division during the spring term of the 1973-74 school year was used. The sample numbered 197. Completed self-evaluations were received from 157 or 79.69 per cent of the teachers polled. The self-evaluation guide was a modified form of the self-evaluation guide prepared by the Ontario Secondary School Teachers'

Federation. The guide consisted of 84 items sub-divided into 23 areas.

The data collected were analysed to find mean scores, ranges and frequency distributions for the responses to each item on the guide. The items were ranked on the basis of mean scores, the lowest mean score being assigned the highest rank. The twenty-three major areas were also ranked on the basis of mean scores. The area receiving the lowest mean score was assigned the highest rank while the highest mean score was ranked last.

Primary emphasis was given to the rankings established for the twenty-three major areas of the self-evaluation guide. Considerably less emphasis was given to the item analyses and the ranking of the eighty-four items.

The tables were used to show the differences and similarities that existed for the two pairs of sub-groups identified in this study with respect to the rankings for the twenty-three major areas of the self-evaluation guide. Spearman's method was used to find the correlation coefficient for each of the two pairs of rankings. A "t" test was used to determine whether or not the correlation was significant.

III. SUMMARY OF FINDINGS

This study revealed that teachers in this sample generally scored their own teaching performance in the 3 and 4 categories on a 1 (poor) to 5 (excellent) scale. Open area teachers tended to score themselves a little higher than did teachers in other sub-groups. On the other

hand, inexperienced teachers scored their own performances somewhat lower than did the others. Two items, 9A and 14C, received consistently low scores in all sub-groups. These items dealt with inviting people with special expertise and/or experience to the school and involvement in planning and updating of courses respectively. Only six of the eighty-three items, however, were scored so that the mean score was below 3. These were items 5A, 8F, 9A, 13B, 14A and 14C.

The item rankings based on the returns by the four sub-groups showed that items 9A and 14C were ranked first and second in each case. The open area teacher sub-group's responses had the greatest variation from the rankings derived for the entire sample.

The rankings for the twenty-three major areas in the instrument revealed that areas 9 and 14 ranked first and second in all cases. These areas were concerned with use of community resources and participation in continuing curriculum development respectively. Other high ranking areas were those dealing with such things as having a balance between teacher centered and pupil centered activities, questioning techniques, and use of available means of evaluation to improve teaching. One area that should be of concern to the administrators was that of gaining support for administrative decisions. This area ranked as high as third and no lower than sixth out of twenty-three for different sub-groups.

A comparison of the rankings of the twenty-three areas for the identified pairs of sub-groups showed that there was no significant difference in either case. The correlation coefficient for the open area teacher sub-group's and self-contained classroom teacher sub-group's rankings was .885 while it was .889 for the rankings established for the experienced and inexperienced teacher sub-groups.

The findings of this study suggested that top priority for administrative activities in professional development be given in two areas for all groups. These areas dealt with the use of community resources in teaching and participation in continuing curriculum development. Several other areas were ranked high in all groups. These were areas dealing with variety and effectiveness of methods of presentation, balance between teacher centered and pupil centered activities, questioning techniques, use of available means of evaluation to improve teaching, clarity of purpose and content of lessons, and support for administrative decisions.

IV. CONCLUSIONS

The theoretical framework for the study was an open systems model for professional development. The system had the following components, each of which played an integral part in professional growth:

1. Motivating forces;
2. The teachers' "self";
3. The climate within the school;
4. Programs for professional development;
5. Feedback.

In this model the energy was largely provided by the school administrator through his efforts to stimulate, to build self-concepts, to develop the school climate and to provide professional development programs. The feedback component provided information to guide his efforts.

The literature suggested that professional development programs should be based on teacher expressed needs. Further, the literature suggested that these needs be prioritized before programs were planned to meet these expressed needs.

This study had as its main purpose the establishment of priorities for administrative activities in professional development. Teacher self-evaluations were used as a source of information to determine teacher expressed needs. The analyses of the data produced findings that have been reported on previous pages.

In view of the theoretical framework and the feedback provided by the data analyses, the following conclusions were reached in this study. The first of these was that priorities for administrative activities in professional development should be based on teacher expressed needs. Resources such as personnel, finances and materials must be considered when priorities are established. These resources, despite being difficult to obtain at times, do not pose the major problem for the administrator. The major problem still lies in determining teacher needs.

The findings of this study suggest that there are, in fact, certain teacher needs, based on the area rankings, that should be high on the administrator's list of priorities for activities in professional development. The findings showed that for all four sub-groups in the sample, administrators, when planning professional development activities, should pay particular attention to two areas. These two areas are related to the use of community resources in reaching and to teacher participation in continuing curriculum development. In three of the four sub-groups, a third area of high priority for professional development was area 6 on the self-evaluation guide. This area dealt with variety and effectiveness of methods of presentation. Some other areas that administrators should place high on their list of priorities for professional development activities were areas covering such things as a balance between teacher

centered and pupil centered activities, questioning techniques, and the use of available means of evaluation to improve teaching. Administrators should also be concerned about gaining support for administrative decisions when they plan for professional growth. This area was ranked third by the open area teacher sub-group and sixth, fifth and sixth by the self-contained classroom, inexperienced and experienced teacher sub-groups respectively.

Secondly, administrators should be made aware of the fact that different sub-groups in the teaching population at the elementary level may have different needs. These differing needs may require a different set of priorities for administrative activities in professional development even though the differences may not be statistically significant.

Finally, inexperienced teachers require professional development activities that are "process" oriented more than do experienced teachers. This is evident from the high rankings given to areas that seem to be related to the question, "What do I do in the classroom?" or the question, "How do I teach this material?"

V. IMPLICATIONS

The research and findings of the present study suggest implications for school administrators and others involved in the professional development of teachers. The findings suggested that professional development programs in which a large number of teachers are being exposed to the same topic may meet with limited success. Where such programs are being considered those involved in planning should carefully assess the needs of all teachers involved to ensure that teacher needs are in fact being met. It would seem that it is necessary for school principals to plan professional development activities with their

teachers with considerable care. The principal should be mindful of the differences that exist within the teaching staff of his/her school, particularly with respect to inexperienced and experienced teachers. The behavior of the school administrator should be such that inexperienced teachers are given the assistance they require. Perhaps a more varied approach to professional development is necessary.

Administrators in open area teaching situations must recognize that some differences exist between their situation and that of administrators in self-contained classroom schools. It seems advisable that principals newly appointed to open area schools acquaint themselves quickly with these different needs in order that the teachers be more supporting of administrative decisions.

In view of the priorities established for inexperienced teachers, it may be appropriate to provide more time during the teacher training period to develop the practical aspects of teaching.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH.

The results of this study provide a number of possible avenues for further research.

1. A study similar to this one in nature to either substantiate or refute the findings of the present study.
2. Research to determine the priorities for the professional development of teachers as viewed by school administrators.
3. Research to determine the perceived level of effectiveness of present professional development programs.
4. Research to determine the kinds of professional development programs that have been most effective in the past.

5. Research to determine the kind of training given to school administrators that enable them to provide effective leadership for the professional development of teachers.

VII. THE STUDY IN RETROSPECT

This study has been completed. A number of points need to be made about some parts of the study. Three areas are of particular concern to the researcher. These areas are the questionnaire, the sampling procedure and the statistical treatment used in the study.

Although the original instrument was twice revised before being used in this study, further revision is required to make the instrument more discriminating. The instrument, like other questionnaires, tends to direct the thinking of respondents. Statements on the instrument, and therefore inservice activities, could receive a high priority even when the activity may be of little significance in the actual teaching-learning process. Results such as this run counter to the purposes of the study. Furthermore, there may well be areas of high priority in the teaching-learning process which did not receive sufficient emphasis in the questionnaire.

The stratified random sampling procedure used in this study may not, as it turns out, have been the most appropriate. In this study the sub-groups in the sample were of differing sizes. Two of the sub-groups were much larger in number than two others and the responses from the larger sub-groups were consequently dominant in the calculations of the mean scores for the total sample. Furthermore, the differences in the size of the groups made between-group comparisons less meaningful.

Descriptive statistics were used throughout this study. The

analysis consisted of finding ranges, mean scores, frequency distributions and ranks. Tests of significance were used on two occasions. No consideration was given to sampling error in the statistical treatment. Generally, a stronger statistical procedure should have been used.

In summary this writer believes that the study could have been improved with further refinement of the instrument, perhaps through a factor analysis, a more appropriate sampling procedure and by using more inferential statistics.

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APPENDIX A

INTRODUCTORY LETTER, INSTRUCTIONS AND THE
SELF-EVALUATION GUIDE

Room # 148
Dept. of Educational Administration
Faculty of Education
University of Manitoba
WINNIPEG, Manitoba.
R3T 2N2.

Dear Fellow Teacher:

This letter is a request for your participation and assistance in a study conducted by myself for a master's thesis in Educational Administration at the University of Manitoba.

The major purpose of the study is to establish priorities for staff development programs based on teachers' self-evaluations. Hopefully, this study will provide teachers and administrators at the elementary level with some information about what the professional development needs of teachers actually are. The results of this study will be made available to all interested parties.

Please be assured that your responses will be used only for statistical purposes. No teacher or school will be identified in the study. The only identification required will be your teaching situation (open area or self-contained classroom) and your teaching experience (1-2 years or more than 2 years). Please do not put your name or any other identifying marks on the instrument. Different colored paper is being used for different sub-groups in the study.

Enclosed you will find the instrument and a set of instructions.

I sincerely regret having to impose on you at this busy time of year. However, to ensure a meaningful study it is important that your response be included in this survey.

This study has been approved by Mr. R. C. Davis, Superintendent of Elementary Schools.

Thank you for your kind assistance in this matter.

Yours truly

W. H. Engbrecht
Master of Education Student
University of Manitoba.

TEACHER SELF-EVALUATION

GUIDE

INSTRUCTIONS FOR COMPLETION OF THE GUIDE

1. This is a self-evaluation guide which identifies a number of areas of teacher responsibility. Each of the "areas of responsibility" has been subdivided into several statements. Evaluate yourself on each statement using the following scale as a guide.

Indicate your rating by circling the appropriate numeral following each statement

-
- 5 - excellent
 - 4 - very good; very effective in this part of my work
 - 3 - good; an acceptable level of performance
 - 2 - fair; needs my attention; must update my performance
 - 1 - poor; dissatisfied with this part of my work; must take immediate steps to improve.
-

It is possible that you will give yourself a range of ratings from 1's to 5's. Ratings, other than for the purposes of this study, are for you alone. Nobody else will use them. Honest appraisal will help complete a valid study.

2. Having completed all the ratings, seal this questionnaire in the envelope provided and put it in the large envelope in the office. If at all possible please do this within one week. All questionnaires will be collected one week after the date on which you receive them.
3. Once again, may I express my sincere appreciation: thank-you!

TEACHING SITUATION - PLEASE CHECK:

_____ Open Area _____ Self-Contained
Classroom

Years of Experience to June 28, 1974 - Please check

_____ 1 or 2 years _____ More than 2 years

AREA 1

ATMOSPHERE FOR LEARNING

- A. I encourage pupils to express and examine their ideas and opinions. 5 4 3 2 1.
- B. I attempt to develop empathy among the members of the class. 5 4 3 2 1.
- C. I encourage a reasonable measure of humour in my classes. 5 4 3 2 1.
- D. I encourage students with praise, commendation and constructive criticism. 5 4 3 2 1.

AREA 2

MOTIVATIONAL ENVIRONMENT FOR STUDENTS.

- A. I approach my lessons and the class with enthusiasm. 5 4 3 2 1.
- B. I am conscious that certain aspects of teacher performance such as drama and tonality of voice affect student motivation. 5 4 3 2 1.
- C. I make use of desirable digressions and discussions on topics of student interest. 5 4 3 2 1.
- D. I encourage students to develop the attitude that a job worth doing is worth doing well. 5 4 3 2 1.

AREA 3

BALANCE BETWEEN TEACHER-CENTERED AND PUPIL-CENTERED ACTIVITIES.

- A. I endeavour to involve every pupil in the activity of each class. 5 4 3 2 1.
- B. I avoid excessive "teacher-talk". 5 4 3 2 1.
- C. I encourage pupil-initiated projects. 5 4 3 2 1.

AREA 4

QUESTIONING TECHNIQUES.

- A. I seldom have to interpret my questions or give additional information in order to elicit satisfactory responses. 5 4 3 2 1.
- B. The type of questions I ask require students to use a variety of mental processes in answering (recall, analysis, synthesis, association). 5 4 3 2 1.
- C. I use methods that effectively spread questions throughout the class. 5 4 3 2 1.
- D. I accept answers in such a way as to encourage further student participation. 5 4 3 2 1.

AREA 5

CLARITY OF PURPOSE AND CONTENT OF LESSONS

- A. I use summaries, reviews and overviews to ensure that students are able to place units in perspective. 5 4 3 2 1.
- B. I emphasize clearly the important points in a lesson. 5 4 3 2 1.
- C. I ensure that an adequate summary is made at the end of each class or unit of work. 5 4 3 2 1.

AREA 6

VARIETY AND EFFECTIVENESS OF METHODS OF PRESENTATION

- A. In planning my lessons, consideration is given to relating my strategy to the objectives of the lesson. 5 4 3 2 1.
- B. I make use of group discussions, laboratory techniques, discovery methods, panels, demonstrations, lectures, role playing, team teaching, independent study, debates and simulation games where suitable. 5 4 3 2 1.
- C. I use audio visual aids and illustrative materials where available and appropriate. 5 4 3 2 1.

AREA 7

WRITTEN AND ORAL ASSIGNMENTS

- A. I recognize the necessity to individualize assignments. 5 4 3 2 1.
- B. I use assignment sheets and programmed learning materials when and where appropriate. 5 4 3 2 1.

AREA 7 (Cont'd:)

- C. I use problem solving techniques where appropriate. 5 4 3 2 1.
- D. My assignments require students to comprehend ideas, apply these ideas, analyze, synthesize and evaluate information rather than simply memorize and reproduce facts. 5 4 3.2 1.

AREA 8.

EVALUATION FOR IMPROVING BOTH TEACHING AND LEARNING.

- A. I use student achievement as one measure of my teaching effectiveness. 5 4 3 2 1.
- B. Tests are used for both diagnosis of student problems and evaluation of their progress. 5 4 3 2 1.
- C. The evaluation methods which I use place emphasis on the growth of the individual toward specific goals and objectives. 5 4 3 2 1.
- D. The results of evaluation are used to determine the suitability of my objectives in planning further instruction. 5 4 3 2 1.
- E. My testing procedures are constantly modified and improved. 5 4 3 2 1.
- F. I give students an opportunity to evaluate the program by means of constructive criticism. 5 4 3 2 1.

AREA 9.

USE OF COMMUNITY RESOURCES

- A. I invite, as guests of the school, members of the community who have expertise and/or special experience. 5 4 3 2 1.
- B. I make use of the environment of the school or area to enrich the regular classroom program, always ensuring that the objectives of each field trip have been clearly formulated and are understood. 5 4 3 2 1.

AREA 10.

CLASSROOM PROCEDURES

- A. Each student is aware of the standards of behavior I expect to be followed in my classroom. 5 4 3 2 1.
- B. I encourage each student to develop self-discipline. 5 4 3 2 1.

AREA 10 (Cont'd:)

- C. My disciplinary procedures are based on respect for the rights of others. 5 4 3 2 1.
- D. I avoid destructive criticism, ridicule and sarcasm and minimize the use of fear as a motivator. 5 4 3 2 1.
- E. I set and maintain a high standard of decent and courteous language. 5 4 3 2 1.

AREA 11.

METHODS FOR DEALING WITH CLERICAL MATTERS

- A. In addition to procedures outlined by the school or department, I have developed effective methods for distributing instructional materials and for recording student attendance and marks. 5 4 3 2 1.
- B. I keep accurate records of administrative matters and am prompt in replying to office requests. 5 4 3 2 1.
- C. I use school equipment in such a way as to give full consideration to other staff members. 5 4 3 2 1.
- D. I keep a record of contacts with parents. 5 4 3 2 1.

AREA 12.

UPGRADING PROFESSIONAL COMPETENCE.

- A. Within the past year I have participated in activities designed to improve myself and the educational system, such as additional university courses, subject area group meetings, workshops, Manitoba Teachers' Society programs. 5 4 3 2 1.
- B. I attempt to broaden my perspective through professional study, research, reading, writing, travel, and try to enrich my teaching through the experience gained. 5 4 3 2 1.

AREA 13.

USE OF AVAILABLE MEANS OF EVALUATION TO IMPROVE TEACHING.

- A. I am receptive to the suggestions of my colleagues. 5 4 3 2 1.
- B. I take part in intervisitation programs with a view to exchanging ideas. 5 4 3 2 1.
- C. I regularly evaluate my own work. 5 4 3 2 1.
- D. I solicit feedback from my students. 5 4 3 2 1.

AREA 14.

PARTICIPATION IN CONTINUING CURRICULUM DEVELOPMENT

- A. I have attained a sound knowledge of the curriculum guide. 5 4 3 2 1.
- B. Through discussions with colleagues and through reading professional literature I am aware of curriculum innovations in my field. 5 4 3 2 1.
- C. I have been involved in the planning and updating of courses of study in my field. 5 4 3 2 1.
- D. I evaluate the effectiveness of the courses of study that I teach with a sensitivity for student interest and relevance to the modern scene. 5 4 3 2 1.

AREA 15.

RECOGNITION OF THE MAJOR OBJECTIVES AND EFFORT TOWARDS THEIR ATTAINMENT.

- A. I have participated in staff and grade area discussions regarding philosophy and objectives. 5 4 3 2 1.
- B. I have established objectives for each course that I teach and they are consistent with the overall objectives of the school. 5 4 3 2 1.
- C. I question critically the methods, procedures and materials employed in terms of their value in achieving the objectives of the program. 5 4 3 2 1.

AREA 16.

FAIRNESS AND IMPARTIALITY WITH STUDENTS.

- A. I respect the dignity of each young person. 5 4 3 2 1.
- B. I respect the students' point of view even though I may disagree with it. 5 4 3 2 1.
- C. I criticize in a discreet and private manner, concentrating on correcting the improper behavior. 5 4 3 2 1.
- D. I try to ensure that any rewards and punishments used are appropriate to the situation. 5 4 3 2 1.

AREA 17.HELPING STUDENTS TO MATURE SOCIALLY AND TO ACHIEVE SELF-
REALIZATION.

- A. I try to build self-confidence in each student. 5 4 3 2 1.
- B. I provide support and encouragement when students experience disappointment and failure. 5 4 3 2 1.
- C. I make it clear that I am concerned about habits, attitudes and values. 5 4 3 2 1.
- D. I try to understand the special needs and interests of each of my students. 5 4 3 2 1.
- E. I try to be "APPROACHABLE": a person who is available with a sympathetic ear when needed. 5 4 3 2 1.

AREA 18.

COOPERATION WITH OTHER STAFF MEMBERS.

- A. I share school equipment, facilities and ideas willingly. 5 4 3 2 1.
- B. I am considerate of the workload and feelings of secretarial staff, custodial, paraprofessional staff, and other teachers. 5 4 3 2 1.
- C. I conscientiously avoid action which could inconvenience others, such as detaining students at the conclusion of a class and giving inadequate notice of field trips. 5 4 3 2 1.

AREA 19.

PROMOTION OF A POSITIVE CLIMATE IN THE SCHOOL.

- A. I make a genuine effort to meet and help new staff members. 5 4 3 2 1.
- B. I participate in staff, social and recreational activities. 5 4 3 2 1.
- C. I am discreet in discussing problems of a personal nature regarding students and staff. 5 4 3 2 1.
- D. I smile at all staff members once a week, even if it hurts. 5 4 3 2 1.

AREA 20.

CONTACTS WITH PARENTS AND OTHER CONCERNED ADULTS ARE USED TO PROMOTE CONFIDENCE AND GOODWILL TOWARDS THE SCHOOL PROGRAM AND STAFF.

- A. I notify parents well in advance of student out-of-school activities. 5 4 3 2 1.
- B. I recognize the inter-dependence of the school and the parents in child development, and ensure that parents are informed of situations requiring special attention. 5 4 3 2 1.
- C. In my public statements I present my school and the teaching profession in a positive light. 5 4 3 2 1.

AREA 21.

EXTRA DUTIES WITHIN THE SCHOOL.

- A. I participate in committee work in the school such as assembly committees, concerts, teas, drama nights, operettas. 5 4 3 2 1.
- B. My colleagues know by my attitude that I am prepared to assist whenever necessary. 5 4 3 2 1.
- C. I make my time and talents available beyond the classroom helping students through extra academic assistance, coaching or managing of teams, clubs or other activities. 5 4 3 2 1.

AREA 22.

CONCERN FOR STUDENTS EXTENDS BEYOND THE TEACHER-PUPIL RELATIONSHIP.

- A. I encourage the students to take action to improve the school environment, to respect the school property and the property of others. 5 4 3 2 1.
- B. In all contacts with students in the halls, on the playing-field or wherever, I encourage goodwill towards the school. 5 4 3 2 1.
- C. I show concern for the total welfare of my students rather than achievement in a particular subject. 5 4 3 2 1.
- D. I take corrective action outside of my classroom when necessary. 5 4 3 2 1.

AREA 23.

SUPPORT FOR ADMINISTRATIVE DECISIONS AND USE OF THE PROPER CHANNELS TO SUGGEST MODIFICATIONS TO DECISIONS.

- A. I discourage harmful gossip and chronic complaining in the staff room. 5 4 3 2 1.
- B. I support the policies of the school and ensure that my students understand and adhere to these policies. 5 4 3 2 1.
- C. I bring student reaction to school policy to the attention of the administration, and suggest modification where applicable. 5 4 3 2 1.