COMPETENCIES FOR TEACHERS IN AMERICAN

INTERNATIONAL SCHOOLS: A SURVEY OF

OVERSEAS TEACHERS AND

ADMINISTRATORS

By

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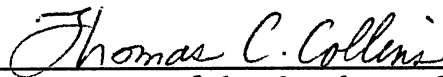
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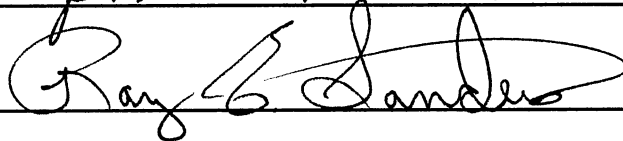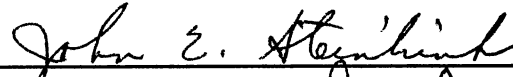
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ACKNOWLEDGMENTS

leadership, I would not be where I am today.

To my fellow graduate students and friends, John Curran, Athena Richards, Gary Layman, and Rhonda Layman, I extend my thanks for all the assistance, support, and friendship they have given me over the past year and a half.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

There are more than 600 American international or overseas schools located in almost every country in the world (Bernardi, 1989). Some, such as the Department of Defense Dependent Schools, are supported by government agencies, some are affiliated with religious groups, a few are supported by groups of parents, and the rest are governed by elected school boards. Most of the schools emulate an American curriculum and English is the language of instruction (Hurst, 1988). Most are accredited by an accrediting agency in the United States, but they are not dependent on any state's school system (Hurst, 1988; Phillips, 1974).

Although these schools use an American curriculum and the majority of students are American, these schools are really multinational (Bell and Purcell, 1986). Bell and Purcell point out that the students attending these schools are the children of businessmen and women, diplomats, and other personnel working and residing in the host country; and for teachers and students, this means that there is ample opportunity to come to know and understand people from other cultural backgrounds. Many of them are unusually accepting of and knowledgeable about differences in people and cultures. Students in

these schools are often global citizens, having lived, traveled, or attended school in various locations around the globe (Bell and Purcell, 1986).

According to Lockledge (1985), the teachers who have choosen to teach in international schools have the following characteristics: two-thirds of the elementary teachers have degree(s) in education, and another one-fifth have a content degree; approximately fifty percent have a master's degree and more than two-thirds have five or more years of teaching experience. Thirty-three percent of the teachers have taught in the United States and in two or more other countries, while fifteen percent have taught in the United States and in one other foreign country. Almost half have never taught in the United States (Lockledge, 1985).

Lockledge (1985) also stated that these teachers have positive cross-cultural motives and expectations. She found a significant correlation in Taiwan between cultural adjustment and personality measures using the Gordon Personality Inventory. Moreover, she noted that successful overseas teachers accepted themselves, other people, and other cultures. Although not all researchers agree on the essential competencies, teaching competencies have been identified for teachers working in schools in the United States (Stolworthy, 1990; Oliva and Henson, 1980; Gargiulo, 1979; and Taylor, 1990). One study asked teachers in American international schools if competencies identified for teachers in the United States were important for them (Lockledge, 1985). Lockledge's study only used a small number of identified competencies. Specific skills have been identified for professionals in business and training professions who plan to work internationally (Eastman and Smith, 1991). There is no evidence that competencies have been

identified for teachers living in another country and teaching in American international schools.

Statement of the Problem

According to Ammerman (1981), teachers with proven ability and experience who demonstrate proficiency in their subject area are desired as teachers in American international schools. He also states that teachers should have expertise in working with students, should care about their students, and should want new experiences for themselves and their students. Are these the only qualifications needed for teaching in an international environment? Is teaching in one of the international schools the same as teaching in a school located in the United States?

Having taught in an American international school, this researcher believed that there are important competencies that teachers should have in order to be successful at teaching internationally. Some of these competencies may be more important to the teachers in international schools than to a typical teacher in the United States or they may be unique to the overseas environment.

Purpose of the Study

The purpose of this study was to determine which of the identified behaviors are thought to be important for teachers in the elementary and secondary international schools, as well as to consider other competencies that may not be important to educators in the United States, but are important to teachers in an international environment.

Significance of the Study

Our parents grew up in a world where they would probably not move far from home. They weren't too concerned about the problems of the world because the rest of the world was far away. Today, families not only move away from home, but to other states, or to other countries. Transportation technology has made the world a "smaller" place. Parents who live in foreign countries with their children are concerned about the quality of education their children are receiving. They want their children to have teachers who have the necessary skills to work in the international school setting.

In this study, teachers and administrators currently working in another country have been asked to determine the competencies that are important to teaching in an international school. They will also be asked to list additional competencies that are important to the international environment. Identifying these competencies that teachers must have in order to succeed at teaching in an American international school should be helpful to both the administrators who hire and to teachers thinking about working in one of these schools.

Definition of Terms

° Teacher Competencies (operational definition) - statements of specific knowledge, skills, or behaviors (Gay and Daniel, 1972/1973) to be demonstrated by teachers in American international schools, derived from a consensus of practicing teachers and administrators in such schools from their conceptions of teacher roles, and stated in measurable terms.

° Important competency - a knowledge, skill or behavior that is
important, but not necessarily unique, for teachers working in private,
American international schools.

° Expatriate - a person who is working in an overseas location.

Research Questions

According to the research, specific competencies have been
identified for teachers (Gargiulo, 1979; Oliva and Henson, 1980;
Stolworthy, 1990; and Taylor, 1990). These competencies were identified
for teachers teaching in the United States. Do teachers who work in
American international schools need certain skills in order to be
successful in these schools? If so, what are these skills or competencies?
The following research questions are proposed:

1. How important are competencies identified for teachers in the
United States to elementary and secondary teachers, as well as
administrators, who are currently teaching in private, American
international schools.

2. How were the competencies rank ordered, from highest to
lowest, according to their overall mean?

3. How do the ratings of importance by elementary and secondary
teachers and administrators compare to each other?

4. Are there other competencies needed by teachers in private,
American international schools that have not been identified for teachers
in the United States?

Organization of the Study

A detailed review of the literature will follow the introduction. A description of descriptive research using questionnaires will be provided. A detailed description of some of the characteristics of the American international school will be provided. Competencies for teachers in the United States will be discussed, as well as the skills that have been identified as important for business and training professionals planning to work overseas.

The methodology section will describe in detail how the study was conducted. It includes how the subjects were selected and the procedure that was used to carry out the study. A description of how the data is analyzed will also be found in this section.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A brief overview of descriptive research using questionnaires as a means for gathering current information on a topic is presented. Second, some of the characteristics of the American international schools will be discussed in order to show how these schools are different from schools located in the United States. Third will be information pertaining to teaching competencies that have been identified as essential for teachers in the United States. Fourth are skills that have been identified for people in business or training professions employed in international situations. Finally, there will be a report of two studies that reviewed competencies of teachers in American international schools. One study summarizes competencies for special education and resource specialists. The second study asked teachers in international schools if the competencies that had been identified for teachers in the United States were also important for teachers overseas. This study is duplicating the research of the second study to a certain extent, using a different, larger set of teacher behaviors and a different sample of schools. This study is also asking teachers to identify competencies that may not be on the provided list that may be critical for teachers in overseas, American schools. Neither of the previous studies asked teachers and

administrators in these schools to identify any additional important competencies they perceived to be important.

Descriptive Research Using Questionnaires

Descriptive research is used when a study is conducted in order to determine the current status of the subject. It is concerned will determining and reporting the way things are and data are usually collected through questionnaires, interviews, or observations. These studies do not necessarily indicate that the current situation is either good or bad. According to Gay (1987), decriptive studies are "concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures. . . the descriptive researcher has no control over what is, and can only measure what already exists (p. 189)." A limitation of descriptive studies is that causation is often diffucult to establish (Turney and Robb, 1971). The most well known type of descriptive research is survey research.

A survey is a means of collecting data from members of a population in order to determine the current status of the population in respect to a given research topic (Gay, 1987). Survey research involves careful planning and execution of each of the components of the research process. Survey research utilizes questionnaires, as well as interviews. This study will utilize a questionnaire.

Questionnaires are a means of gathering standardized, quantifiable information from members of a sample or population. They usually contain a series of questions or statements to which individuals are asked to respond (Turney and Robb, 1971). A population is the group to which the researcher would like the results of a study to be generalizable

(Gay, 1987). A sample is a number of individuals selected from a population for a study, preferably in a way that they represent the larger group from which they were selected (Gay, 1987). The population must be persons who have the needed information and are inclined to give it. The topic of the questionnaire must also interest the participants, otherwise, they are unlikely to complete the questionnaire.

Questionnaires should be designed to be brief, easy to respond to, and attractive. The content and the format must be carefully planned. Every item included in the questionnaire must be formulated to directly relate to the specific information needed. Any items that do not directly relate to the objectives of the study should not be included. Structured or closed-form items should be used if at all possible (Gay, 1987). A structured item consists of a question and a list of responses. Each response should be different from the rest. A structured questionnaire facilitates scoring and data analysis. A disadvantage of this type of questionnaire is that the participant's response may not be listed among the choices. An "other" category can be included to insure that a subject may write in a response not anticipated by the researcher.

Each item on a questionnaire should deal with a single concept and be worded as clearly as possible. Terms or concepts that may have a different meaning to different people should be defined. Underlining or italicizing key phrases may help respondents focus on the question or statement. Care should be taken to insure that the items in a questionnaire do not lead the respondent to think that an item should be answered in a particular way. Items that may be sensitive should be avoided because the participants may not respond honestly. Items that assume facts that are not necessarily in evidence may be awkward for

respondents to answer. This problem can be avoided by asking additional qualifying questions.

Directions should be included with the questionnaire. Standardized directions promote standardized, comparable results (Gay, 1987). Directions should specify how the subject is to answer and where.

Every questionnaire should be accompanied by a cover letter that briefly explains the study, tells what is expected of the participants, and should encourage them to participate. The letter should be brief, look professional, and be addressed to the participant. A specific deadline date by which the questionnaire is to be returned should be given. It should give the respondents enough time to respond but discourage putting off answering the questions. Two to three weeks is usually sufficient (Gay, 1987). A stamped, addressed envelope should be included to make responding as easy as possible.

Anonymity and confidentiality of responses should be assured whenever possible. This increases the probability that the answers will truly reflect the opinions of the participants. If specific data is required in order to make comparisons, questionnaires may be coded to determine demographic data without compromising anonymity. When identification is considered necessary, complete confidentiality of responses must be guaranteed (Gay, 1987).

Questionnaires should be validated in order to determine if it measures what it was developed to measure (Gay, 1987). Procedures for validation depend on the nature of the questionaire and the study. Pretesting the questionnaire will help identify instrument deficiencies and suggest improvements. Initially, two or three people may complete

the questionnaire to identify major problems. Then the revised instrument and cover letter should be sent to a small sample of the population. Pretest participants should be encouraged to make comments and suggestions concerning directions, recording procedures, and specific items (Gay, 1987). This feedback should be carefully evaluated and considered by the researcher. Proposed tabulation and data analysis should be applied to the pretest data as well.

A postcard can be sent to participants shortly after the questionnaires have been mailed to remind them to fill out and return the instrument. If the responses are not anonymity. A second set of questionnaires is usually sent out shortly after the deadline has passed with a new cover letter and another stamped envelope. Mailings beyond this are usually not very effective (Gay, 1987).

The problem with nonresponse is with the generalizability of results since you do not know if the percentage that returned the questionnaire represents a random sample of the whole population from which the sample was originally selected. The subjects who responded or did not respond may be different in some systematic way from the others in the study (Gay, 1987).

American International Schools

There is an American international or overseas schools located in almost every country in the world. Four common factors have been identified by Hurst (1988) among all American international schools: 1) they are all international, 2) they are independent of any state school system, 3) English is the language of instruction, and 4) there is a significant teacher turnover each year.

Furthermore, Ammerman (1981) and Hurst (1988) state that many of these schools are accredited by an agency in the United States. Hurst says that this assures parents that the school is providing a good, quality education for their children. She also mentions that accreditation allows teachers to return to stateside teaching and have their international teaching experience recognized. Ammerman (1981) points out that "concerns for academic excellence are as present overseas as elsewhere" (p. 47).

International schools typically depend on two sources for their teachers. Teachers recruited from the United States during recruiting conferences scheduled during the months of February and March are known as foreign hire teachers (Bernardi, 1989; Hurst, 1988). These conferences are sponsored by various organizations including the University of Northern Iowa, International School Services, and the National Teacher Placement Bureaus of America. These conferences provide candidates with an opportunity to interview with representatives from various international schools (Bernardi, 1989; Hurst, 1988). Local hire teachers are hired in the host country. These teachers may or may not be U. S. citizens, but are usually certified teachers. Many of them have spouses who have been transferred to the host country by their company or who have taken a job in the host country.

Although these schools use an American curriculum and the majority of students are American, they are really multinational (Lockledge, 1985b). Students attending the schools are the children of businessmen and women, diplomats, and other personnel working and residing in the host country (Bell and Purcell, 1986). For teachers and students, this means that there is ample opportunity to meet and

understand people from other cultural backgrounds (Lockledge, 1985b). Many of them are unusually accepting of and knowledgeable about differences in people and cultures (Bell and Purcell, 1986). They realize that students in these schools are often global citizens, having lived, traveled, and/or attended school in various locations around the globe.

It is not unusual to have a high turnover of students from year to year. According to Bell and Purcell (1986) and Kelly (1974), students leave and enroll throughout the school year, many arriving with little or no knowledge of English. All students have to be assimilated into the school community, and meeting the diverse needs of these students can be difficult for teachers (Bell and Purcell, 1986). Some elements of familiarity, permanence, or consistency must be provided even amidst the instability (Kelly, 1974). Scheduling, course offerings, and requirements must somehow be adjusted to the needs of students from around the world, as they come and go throughout the year. Individualizing instruction is almost a necessity in this environment (Kelly, 1974). Bell and Purcel also point out that due to the transitional nature of these schools, relationships with students and fellow teachers are often short term. But the friendships that do develop are usually special and many last a lifetime.

Concern for academic excellence is a high priority in many international schools (Ammerman, 1981). He mentioned that in many schools, extra time and effort is expected from the teachers. The international school is not just an academic center, but a social and community center as well (Bell and Purcell, 1986). According to them, the lives of the teachers, students, and the expatriate community typically revolve around the school. After-school activities, sports,

concerts, and other activities usually take place at the school. Teachers are typically encouraged to organize the activities and participate in them as well.

Other difficulties that may be encountered by teachers overseas include host country political problems, difficulty in maintaining contact with professional organizations, being cut off from English language media or having all media censored, problems obtaining textbooks and needed materials, unfamiliarity with current teaching trends in the United States, problems trying to communicate with parents, and dealing with the host country's bureaucracy, to name just a few (Ammerman, 1981; Bell and Purcell, 1986; Bernardi, 1989; Hurst, 1988; and Lockledge, 1985b). Many schools have personnel to deal with bureaucratic problems, and journals and professional publications are usually mailed to the schools to keep teachers up-to-date. Several American universities offer courses in various international locations. Yearly professional conferences are planned and teachers are encouraged to attend these conferences to update their skills and knowledge.

Teacher Competencies

Although there is disagreement among researchers about the essential competencies, teaching competencies have been identified for teachers working in schools in the United States (Gargiulo, 1979; Oliva and Henson, 1980; Stolworthy, 1990; and Taylor, 1990).

Stolworthy (1990) has identified teaching competencies in preservice teachers in American schools. He placed the competencies into three categories: (a) professional competence, (b) instructional competence, and (c) interpersonal competence. He asked preservice

teachers to evaluate themselves regarding their ability to demonstrate twenty-five competencies listed on the evaluation instrument. He also asked their cooperating teacher and college supervisor to evaluate the student using the same instrument.

Gargiulo (1979) identified thirty perceived competencies of elementary and special education teachers. Oliva and Henson (1980) identified generic teaching competencies. Taylor (1990) discussed how the Georgia Teacher Performance Assessment Instrument was used to develop the Mississippi Teacher Assessment Instrument. Fourteen competencies are included in the Mississippi test; sixteen are included in the Georgia instrument.

With the emphasis in the media on teacher preparation programs, teacher certification tests, and teacher accountability, teacher competencies are being used as a way to evaluate teachers. Many times the consideration of the knowledge and skills being evaluated or affected often take a backseat to the assessment policy itself (Poggio, Glasnapp, Miller, Tollefson & Burry, 1986). According to Poggio, Glasnapp & Burry (1989), the profession must question the definition of the behaviors to be assessed when the evaluation process is being determined. Many times the behaviors used for evaluation of teachers are taken from existing instruments or literature. The preconceived characteristics of these behaviors is that they are already considered important and therefore they have a high probability of being judged as important to teachers when they are asked to rate them on a Likert scale (Poggio Glasnapp & Burry, 1989). The resulting data has a majority of the teachers rating all of the behaviors as important.

Skills Needed by Business and Training Professionals Working Overseas

Opportunities for international employment are becoming more and more commonplace (Eastman and Smith, 1991). According to them, many professionals who have worked overseas have found that working with people from other countries is not the same as working with other Americans. Each country and each culture is unique. This has created a demand for training in functional skills needed to work internationally (Eastman and Smith, 1991). Four prerequisites have been identified by Eastman and Smith for a successful experience in a foreign country. They are: technical competence or subject matter expertise, interpersonal communication skills, preparation, and flexibility. According to Eastman and Smith, the goal of intercultural communication is to avoid misunderstandings which can lead to conflict and can ultimately affect your ability to accomplish your objective. They state that even when everyone is speaking the same language, culture can affect the way that the message is interpreted. In their model, preparation includes doing an assessment of yourself in order to understand your own cultural values so that you can tolerate, respect, and appreciate the values of others. It also involves assessing the host country in order to provide a general understanding of the roles, values, attitudes, and expectations of the culture. An attempt should also be made to compare and contrast the two different cultures. Flexibility implies the need to adapt to the host country in order to be effective.

When Americans are planning training sessions for people from another country, there are several cultural variables that have been identified and need to be taken into consideration (Eastman and Smith,

1991). They state that these include values and attitudes, social roles and relationships, communication, the socio-economic environment, the setting, and the teaching and learning styles that are typically used. Guiding questions have been identified by Eastman and Smith to help the trainer when planning instruction.

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Competencies Needed by Teachers in
American International Schools

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Professional and cultural competencies have been identified by Buckingham (1987) for special education and resource specialists in private international schools. According to Buckingham, these specialists are responsible for the assessment and instruction of students and for consulting with teachers and parents who may be from varying cultural or linguistic backgrounds. A researcher-designed survey instrument was used in the study.

> Data were collected regarding the perceptions of specialists and administrators in relation to: (1) six dimensions of professional competencies: planning, diagnosis, instruction, behavior management, consultation, and communication; (2) two dimensions of cultural competencies: general cognitive understanding of cultural and overseas adjustment and behavioral skills related to cultural competency; and (3) demographic data regarding the specialists' training background, role, program, and services afforded to mildly handicapped students in the international school (Buckingham, 1987, abstract)

The results of Buckingham's study showed that specialists and administrators both agreed that specialists should demonstrate such cross-cultural competencies as flexibility, tolerating ambiguity, and problem-solving.

Lockledge (1985a) attempted to determine if the specific teaching behaviors identified as important in public schools in the United States

for teachers were also important to elementary teachers in American sponsored international schools. She also compared the possible extent of differences in the perceptions between subjects in different geographical areas of the world. In order to accomplish this, she mailed questionnaires to the larger of the accredited American sponsored international schools. According to Lockledge, the final sample consisted of 40 administrators and 136 teachers representing all of the five geographical regions established by the Office of Overseas Schools. She asked the respondents questions pertaining to the importance of 21 behaviors selected from the state of Florida's list of classroom teaching behaviors. The results of her study indicated that all of the selected behaviors were rated as important by the overseas teachers and administrators, and that the analysis of variance indicated that there were no significant differences by geographical area. This shows that the behaviors taught in teacher training programs are considered important in international schools (Lockledge, 1985a). Teachers and administrators were not asked to rate a large number of competencies as to their importance for teachers working in private, overseas American schools or to add competencies that were not included in the behaviors that were selected but that they felt were critical behaviors for teachers to have.

Summary

American international schools are different from schools in the United States. According to the literature, teachers in international schools face many challenges that are different than those they would face in a school in the United States. Selected competencies identified as essential in the United States are as important to the teachers in these

schools (Lockledge, 1985a), but there may be a need for identify critical competencies from a larger list of teacher behaviors and to identify additional competencies that are not included in the list of teacher behaviors. The review of the literature did not reveal any research that attempted to rate a large number of competencies needed by teachers in American international schools or ask teachers and administrators to identify competencies that are not included in the list of behaviors. The purpose of this study was to identify the competencies that elementary and secondary teachers, as well as administrators, believed are important to teachers in overseas elementary and secondary schools. Teachers and administrators were also asked to identify additional competencies that may not have been included in the given list of identified behaviors. Comparisons were made between the mean scores of elementary and secondary teachers and administrators. The mean scores were also rank ordered in order to show importance. A list of additional competencies that were not included with the original list has also been made.

CHAPTER III

Methodology

Subjects

The population of 798 participants for the study were the administrators and the secondary and elementary teachers currently working in private, non-profit international schools. The 133 surveyed schools included were those listed in the Directory of International Schools (International School Services, 1991) that are both elementary and secondary schools and are accredited by one of the United States accrediting agencies. All of the schools follow an American curriculum and English is the language of instruction. Schools were not included in the study if they were Department of Defense Dependents Schools or American Embassy schools. These schools are devoted to serving students from American military bases and embassies. They do not typically serve the expatriate community and the identified teacher competencies may or may not be different for teachers in those schools. Company sponsored schools were not included because they typically serve the children of their workforce, not the expatriate community.

Schools were identified from each of the geographic areas identified by the researcher. The five areas include Europe, Asia (which includes the Pacific islands), the Americas (which includes the Carribean islands,

but not the fifty states of the United States of America), Africa, and the Middle East. A stratified random sample was selected in order to adequately survey the views of teachers working in different areas of the world. This is important because some regions may have slightly different characteristics which will be taken into consideration by using this method. The sample will be limited to those that are foreign hire teachers or administrators. Members of the sample are certified to teach in the United States and have taught in a private, non-profit, American international school for a minimum of two years. The size of each subgroup in the sample is proportional to the size of the same subgroup in the total population.

Research Design and Procedures

A questionnaire (Appendixes A and B) was selected as the best method to obtain the information from a group of teachers currently working in private, international schools. The identified behaviors (Poggio, Glasnapp, and Burry, 1989) were divided into two sets in order to reduce the length of the form. The 112 behaviors were divided by placing the odd behaviors in one form and the even behaviors in another. Six behaviors from each form were selected randomly, one from each area, and added to the other form so that there would be one block of 12 behaviors in the questionnaire that all participants would rate.

Once the instrument was developed, it was given to a panel of 5 experts in order to judge the face validity of the questionnaire. The panel of experts consisted of members of the Oklahoma State University faculty and graduate students. The panel made no changes to the instrument.

A cover letter (Appendix C) and the instrument was sent to the superintendent of each school in the sample. The cover letter stated the purpose and gave an overview of the study and the types of responses that were wanted. In addition, any terminology that needed clarification was defined. The cover letter asked the superintendent to identify two administrators (other than themself), two secondary teachers, and two elementary teachers who met the qualifications that were given. The superintendent was asked to choose personnel that are foreign hire, certified to teach in their area in the United States, and have taught at a private, international school for a minimum of two years. The questionnaires were coded only to differentiate between the responses of the administrators and the secondary and elementary teachers and to identify the region of the world where the school is located.

The questionnaire was given to the administrators, secondary teachers, and elementary teachers who were asked to decide how important the stated competency was for overseas teachers in American international schools. They marked their ranking by using the 9-point Likert scale provided on the questionnaire where 1 indicated that the behavior was not needed and 9 indicated that the behavior was absolutely essential. The teachers and administrators were also asked to add additional compentencies that may not have been included in the given list that they feel are important for teachers in international schools. Participants were asked to mail the questionnaire back to the researcher within two weeks.

Data Analysis

As stated earlier, the data were analyzed in order to answer the following research questions.

1. How important are competencies identified for teachers in the United States to elementary and secondary teachers, as well as administrators, who are currently teaching in private, American international schools.

2. How do the ratings of importance by elementary and secondary teachers and administrators compare to each other?

3. How were the competencies rank ordered, from highest to lowest, according to their overall mean?

4. Are there other competencies needed by teachers in private, American international schools that have not been identified for teachers in the United States?

The two forms of the instrument were analyzed by comparing the mean scores for the same competencies on each form and by performing the Mann Whitney U Test on the data. The data must be at least ordinal in nature in order for the test to be performed. The test determines the significance of any differences for the two groups. This statistical procedure determines if the two independent forms have been drawn from equivalent populations (Bartz, 1988). A rating on a competency from one form should not be statistically different to the rating of the same competency on the second form from a similar population. The Mann Whitney U Test figures the probability that the similarities did or did not happen by chance for the given population. A probability of 0.05 or better is significant, as selected by the researcher.

The mean score for each behavior has been calculated. The group scores shows the level of importance of the competeny to the teachers and administrators as a group. The final data is separated according to whether it was answered by an elementary teacher, a secondary teacher or an administrator and the scores given to the competencies by each group are compared and contrasted.

The overall mean scores have also been rank ordered within each group in order to show the level of importance placed on each competency.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of this study was to identify the importance teachers and administrators in American international schools gave to competencies previously identified for teachers in schools in the United States. The study was also asking these same groups to identify competencies that were not included in the questionnaire but that they felt were important to teachers in those schools. Questionnaires were sent to seven hundred ninety-eight teachers and administrators in one hundred thirty-three schools. Two hundred ninety-six people responded (37%) and sent back the questionnaire.

Anchor Block Competencies

As was mentioned earlier, the identified behaviors (Poggio, Glasnapp, and Burry, 1989) were divided into two sets in order to reduce the length of the form. The 112 behaviors were divided by placing the odd numbered behaviors in one form and the even numbered behaviors in another. Six behaviors from each form were selected randomly, one from each area, and added to the other form so that there would be one block of 12 behaviors in the questionnaire that all participants would rate. The questionnaire can be found in Appendixes A and B.

The group of 12 behaviors that are on both forms were evaluated by comparing the mean scores for each form and by conducting a Mann Whitney U Test on the data to determine if there were any statistically significant differences between forms. The mean scores and the results of the test can be found in Table I in Appendix D.

None of the competencies in the anchor block showed a statistically significant difference between persons receiving form 1 and those receiving form 2, except item 5 (C1 on form 1; C21 on form 2) which states, "Breaks complex rules and procedures into steps." No reason for this discrepancy is readily identifiable. Speculation might conclude that its placement in each form (Item C1 immediately following the heading "C. Lesson Presentation, versus Item C21, well down in the list of competencies for that group) might have played a part. Perhaps respondents attached more importance to that item if it immediately followed the heading. In retrospect, it might have been wise to have placed the anchor block competencies in the same location on each instrument. However, at the beginning of the study, it was decided that the placement of items would be in the same order as the original study that used this set of behaviors and placement of the anchor block competencies from the opposite form would be at the end of the category.

Mean Scores and Comparisions for Competencies

One of the research questions for this study was to determine how important competencies identified for teachers in the United States are to elementary teachers, secondary teachers, and administrators who are currently teaching in American international schools. The data in Table II in Appendix E shows a summary of the overall mean scores for the

total population, as well as the mean scores of administrators, secondary teachers, and elementary teachers.

In the category of Professional Characteristics and Activities, elementary teachers saw dependability as extremely important. Administrators and secondary teachers saw it as important, but not as important as elementary teachers. Elementary teachers also found that conducting effective parent-teacher conferences to be much more important than secondary teachers. Elementary teachers thought that establishing ongoing two-way communication with parents was very important. Secondary teachers rated it almost a full point lower. Elementary teachers also showed that they were more willing to ask for help and advice. Communication seems to be more important to elementary teachers overall than to secondary teachers.

Administrators rated participation in school-sponsored inservice training activities higher than either secondary or elementary teachers. Secondary teachers rated it lower by more than one full point than the administrators. Administrators rated maintaining a consistently pleasant behavior lower than both secondary and elementary teachers. Administrators also rated implements recommendations to demonstrate growth in teaching skills as important. Elementary teachers seemed to show compliance by rating it as almost as important. Secondary teachers rated it lower and therefore seem resistant to recommendations.

In the category of Lesson Preparation, elementary teachers thought that utilizing knowledge of child growth and development was important. Secondary teachers rated this more than a full point lower. Preparation of instructional units which reflect the goals, objectives, and content of the curriculum was more important to elementary teachers and

administrators than it was to secondary teachers. Showing an understanding of learning theory in planning and instruction and modification of instructional activities for students who work at different rates was more important to elementary teachers. Elementary teachers also thought taking individual differences into account in planning and instruction was important.

In the area of Lesson Presentation, all three groups seemed to rate the overall importance of the compentencies similarly. There was a slight disagreement about providing appropriate instruction to students with special needs. This may be because many of the international schools are not equipped to handle special needs students, especially at the secondary level. Elementary teachers seemed to think reteaching a concept or skill that students are not learning is important. They also rated answers content questions asked by students slightly higher.

The ratings for Classroom Management skills were also fairly consistent between administrators, secondary, and elementary teachers. Elementary teachers thought insuring that rule violations carry appropriate consequences was slightly more important than the other groups. Secondary teachers rated monitors student behavior lower than both administrators and elementary teachers. This may be because they feel secondary students should know how to behave at this point in their school career. Both elementary and secondary teachers rated helping students develop self-management skills higher than administrators.

In the area of Evaluation, there was agreement among all three groups. The only competency that was rated somewhat differently was identifying and referring students who require the assistance of specialists. This may have been rated a little bit lower for secondary

teachers because of the lack of specialists in the international schools at this level.

Relationships with Students was the last category used in the instrument. Elementary teachers seemed to rank competencies that dealt with improving self-confidence and self-assurance a little higher than the secondary teachers did, with administrators being somewhere in between. This may be due to the nature of the elementary self-contained classroom or with the notion that this type of behavior from teachers is expected at the elementary level. Oddly, administrators rated seeks, accepts and uses students' ideas a half point lower than the elementary teachers. Again, this may have to do with the notion of the elementary teacher encouraging self-assurance.

The lowest mean rating for any of the competencies was in the area of Lesson Presentation. The competency for using available audio-visual teaching aids as appropriate was rated at 6.946 overall. Many comments on the instruments indicated that many of the international schools lack audio-visual equipment. The ratings might have been lower except that the schools that may have the equipment rated it very high, therefore it validates the skill as important. The only other low rating was for participation in school-sponsored inservice training activities. This rating was low for secondary teachers. This researcher cannot speculate on the reasons for this rating.

Most Important Competencies

When the data from the overall mean scores from each competency are ranked from highest to lowest, the most important competencies, as identified by teachers and administrators in American international

schools, are identified. As can be seen in Table III in Appendix F, respecting the contributions, dignity and worth of each student was ranked highest with a mean score of 8.743 on a nine-point Likert scale. Developing in students a consideration of the rights, feelings and ideas of others was ranked second with a mean score of 8.628.

The third most important competency was demonstrating flexibility in lessons plans and teaching techniques as the learning situation requires. Fourth was communicates enthusiasm for learning and teaching. Encourages questions and discussions from all students was ranked fifth.

Least Important Competencies

From the data in Table III in Appendix F, the five least important competencies were also identified. The lowest rated was using available audio-visual teaching aids as appropriate. As stated previously, this may have been rated low because of the lack of audio-visual materials in many of the international schools. This was mentioned on many of the questionnaires that were received. Another competency that was ranked low was participating in school-sponsored inservice training activities. This was surprising because there was a lot of enthusiasm for inservice training in the school where this researcher taught. Apprising administrators or appropriate personnel of school-related matters, analyzing and communicating performance on teacher made and standardized tests to students, and maintaining consistently pleasant behavior were also ranked low.

Other Competencies Identified for American International Schools

The teachers and administrators that responded to the questionnaires were asked to identify any other competencies that were not listed in the instrument but were important to teachers in American international schools. The complete list is included in Appendix G.

These competencies fell into eight categories: flexibility, English as a second language, adaptability, cultural awareness, the ability to speak the language, relationships with students, professional characteristics, and personal characteristics.

Flexibility was mentioned on many of the questionnaires. This encompassed not only flexibility in the classroom, but also a need to be flexible in regards to living in another culture. When teachers teach in the United States, they are usually comfortable with their home culture. Living in another country is quite different than living at home.

Adaptability goes hand-in-hand with living in another culture. It is important that a teacher understand that life in the host country will not be like life in the United States. Supermarkets are going to be different, restaurants and hotels may not seem up to our standards, or there may be times when water and electricity just don't work. Without the ability to adapt, teachers in an international environment would probably not cope very well.

English as a second language has become more of an issue in schools in the United States, although not throughout the country. In international schools, a majority of the student population will speak more than one language and English is not typically their first language.

Therefore English as a Second Language (ESL) training is desirable for most teachers.

In the United States, it is important that teachers be aware of differences in culture as they move from place to place or work with students from other parts of the country. In an international environment, the cultural differences are likely to be greater. An awareness and respect for these differences was mentioned several times as an important characteristic for a teacher in this environment according to the responses on the instrument.

Relationships with students in the international school environment was pointed out as extremely important as well. Many of these students are moved around frequently as their parents take jobs in new places. Respondents indicated that the students need the security of a good teacher/student relationship in order to have a good experience at the school.

Respondents also indicated that in many of these schools, a teacher's knowledge and creativity are what they have to rely on for subject matter content and classroom materials. They pointed out that specialists are not available in many of these schools, so teachers and administrators must try to fill their shoes as well. Standards for teachers are usually high because they are thought of as representatives of our country.

The personal characteristics a teacher should possess in order to be successful at living and working in an international environment were listed by the teachers and administrators responding to the survey. Included in the list were the willingness to make adjustments to another culture, a good sense of self, and a sense of humor. It was also

mentioned that if a teacher cannot make the adjustment and is unhappy living overseas, this will be reflected in the classroom and noticed by the students.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Introduction

Although researchers have not agreed on a set of competencies for teachers in the United States, they have identified lists of competencies that are important for teachers to be successful. These competencies include knowledge and skills in the areas of professional characteristics, lesson preparation, lesson presentation, classroom management, evaluation, and relationships with students (Poggio, Glasnapp, & Burry, 1989). With the amount of attention being placed on teacher preparation programs, teacher certification tests, and teacher accountability, teacher competencies are being used as a way to identify and evaluate teachers.

If teacher competencies are being used to identify and evaluate teachers in our schools, are the same competencies being used in American international schools? If so, are they relevant to teachers in that environment? Are there other competencies that are important to these teachers that are not necessarily important for teachers in schools in the United States? This study has investigated the important competencies for teachers in American international schools using a questionnaire and a nine-point Likert scale. It also asked the teachers and administrators to list competencies that were not addressed in the instrument that are important to teachers in these schools. The finding

will be helpful to both the administrators who hire and evaluate teachers and to teachers thinking about working in one of these schools.

As a part of this study, the researcher posed and investigated the following questions:

1. How important are competencies identified for teachers in the United States to elementary and secondary teachers, as well as administrators, who are currently teaching in private, American international schools.

2. How were the competencies rank ordered, from highest to lowest, according to their overall mean?

3. How do the ratings of importance by elementary and secondary teachers and administrators compare to each other?

4. Are there other competencies needed by teachers in private, American international schools that have not been identified for teachers in the United States?

A descriptive study, using a questionairre and a nine-point Likert scale, was determined to be the best method to obtain the needed data. Teachers were also asked to brainstorm other competencies that were not identified for teachers in schools in the United States that were important to them in their location. The competencies used on the instrument were taken from a study done by Poggio, Glasnapp, and Burry (1989).

The competencies were divided into two groups by placing the odd numbers on one form and the even numbers on a second form in order to reduce the length of the forms. Six behaviors from each form were selected randomly, one from each area, and added to the other form so that there would be one anchor block of 12 behaviors in the

questionnaire that all participants would rate. A panel of experts was used to confirm the face validity of the instrument.

The questionnaires were sent to the five identified geographical regions proportionally according to the number of schools in that region as compared to the total number of schools. Schools were randomly selected. Two hundred and one schools were identified from the Directory of International Schools that met the required specifications. Questionnaires were sent to one hundred and thirty-three schools. Six instruments were sent to each school: two for administrators, two for secondary teachers, and two for elementary teachers.

The data from the twelve anchor block competencies were compared statistically using the Mann Whitney U test. The rest of the data were compared by calculating the mean score for each competencies as rated by all the participants, and then calculated separately for administrators, secondary teachers, and elementary teachers.

Summary of Findings

The analysis of the anchor block competencies using the Mann Whitney U test showed a high probability that they were not answered similarly by chance on all but one competency.

Overall, all but one competency had a mean score of seven or better, indicating that competencies identified for teachers in schools in the United States are also seen as important for teachers in American international schools. A long list of other competencies was generated from the instrument indicating that there are competencies that are unique to teachers in an international school.

Discussion

The results of the study indicates that teachers in international schools find that the same competencies required or identified for teachers in schools in the United States are important. Teachers in American international schools may also need to have other qualifications that may not be required for teachers in the United States, as indicated by the list of other competencies generated by the instrument.

The list of additional competencies that was generated was not fully explored as it could have been using a technique such as the Delphi Method. Further research should be done using the list.

According to Poggio, Glasnapp & Burry (1989), the profession must question the definition of the behaviors to be used in a study or for assessment. Many times the behaviors used for evaluation of teachers are taken from existing instruments or literature. The preconceived characteristics of these behaviors is that they are already considered important and therefore they may have a high probability of being judged as important to teachers when they are asked to rate them on a Likert scale (Poggio Glasnapp & Burry, 1989). The resulting data indicates a majority of the teachers rating all of the behaviors as important. This may be the reason that the competencies identified for teachers in the United States were rated so high. If this is the case, then another means of rating these competencies should be investigated.

Another consideration would be the placement of the anchor block competencies on each form. Placement should have been the same on each form in order to eleviate the possible influence of outside variables

on the answer the respondents gave to each competency. This may have eliminated the one problem with the anchor block competency that had a low probability that it happened by chance.

Recommendations for Practice

Competencies for teachers in American international schools are important to teachers and administrators who are currently working or are planning to work at these schools. Recommendations for practice that have emerged from this study include:

> (a) conducting an elective course at teacher training institutions to help those who want to teach overseas develop needed competencies.
> (b) companies that recruit teachers and administrators for overseas international schools will be able to use these competencies as a guideline when seeking potential candidates for employment.
> (c) Administrators that recruit teachers for their schools will be able to use identified competencies to determine if the candidate is skilled in those areas.
> (d) Teachers planning on teaching in American international schools can use the list of identified competencies for self-analysis to determine if they have the necessary skills needed to teach in an overseas environment.
> (e) The list of competencies can be used to examine teacher training institutions to determine if they produce teachers that will be successful in American international school.

Recommendations for Further Research

The study of competencies for teachers in American international schools has hardly been investigated. Recommendations for further research that have been prompted by this study include:

> (a) conducting a Delphi study focusing on the other competencies needed by teachers in American international schools using the list generated by this study as a starting point.

(b) conducting a similar study to the one listed above, but compare the results by geographical region.

(c) repeating the same study using other competencies.

(d) repeating the same study putting in decoy competencies in order to determine if teachers are rating them high because they are expected to do so.

Summary

Competencies identified for teachers in the United States were found to be important for teachers in American international schools. Teachers and administrators that responded to the questionnaire also identified a large number of other competencies that may be unique to their teaching situation. These competencies include skills and knowledge in the areas of flexibility, English as a second language, adaptablility, cultural awareness, the ability to speak the language, relationships with students, professional characteristics, and personal characteristics.

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APPENDIXES

APPENDIX A

LETTER TO SUPERINTENDENT

Name
Title
School
Address
City, Zip, Country

March 25, 1992

Dear Name:

I am in the process of doing a research study for my masters
thesis. Your school has been randomly selected from a list of schools
that were accredited by one of the American accrediting agencies and
following a United States curriculum. The schools in the sample also
had to have both an elementary and a secondary school. The schools
were identified from The ISS Directory of Overseas Schools.

The purpose of this study is to identify important competencies for
teachers in private, overseas American schools. For the purpose of this
study, important competencies are defined as knowledge, skills, or
behaviors that are important, but not necessarily unique, for teachers in
American international schools. These competencies will be identified by
teachers and administrators in overseas schools.

Enclosed are questionnaires containing identified teacher
competencies. In order to maintain anonymity, I am sending the
questionnaires to you and would like you to identify two administrators
other than yourself, two secondary teachers, and two elementary teacher
who are certified to teach in their area and have worked in a private,
American international school for at least two years. Each
questionnaire is coded so that I can determine if an elementary teacher
filled it out or an administrator. This is essential in order for me to be
able to make comparisons. The questionnaires with an "A" should be
given to the administrators, the questionnaires with an "E" should be
given to the participating elementary teachers, and the questionnaires
with an "S" should be given to the participating secondary teachers.
They will be asked to fill out the questionnaire and return it to you in
the envelope provided. I would appreciate it if you could have these in
the mail to me by April 15th, but if this is not possible, I would like to
have them returned at your convenience.

The questionnaires and return envelopes are enclosed. I appreciate
your willingness to participate in this study, as well as those who you
will choose. They will be an integral part of this effort to develop a list of
important competencies for teachers in private, international American
schools.

Sincerely,

Patricia M. Oakley
301 H Gundersen
Oklahoma State University
Stillwater, OK 74078 U.S.A.

APPENDIX B

QUESTIONNAIRE

FORM 1

SURVEY OF IMPORTANT COMPETENCIES FOR OVERSEAS TEACHERS IN AMERICAN INTERNATIONAL SCHOOLS

Directions: Read the following competencies for teachers. Decide how important the competency is for overseas teachers in American international schools. For the purpose of this study, important competencies are defined as knowledge, skills, or behaviors that are important, but not necessarily unique, for teachers in American international schools. Using the following scale, check the appropraite box to indicate how you rate the competency.

1 = Not needed   9 = Absolutely essential

A. PROFESSIONAL CHARACTERISTICS AND ACTIVITIES

1. Is dependable.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

2. Promotes school as a concerned, responsive, emotionally supportive environment.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

3. Functions in a controlled and effective manner under pressure.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

4. Conducts effective parent-teacher conferences.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

5. Apprises administrators or appropriate personnel of school-related matters.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

6. Participates in school-sponsored inservice training activities.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

7. Establishes ongoing two-way communication with parents to support student progress based on mutual respect.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

8. Maintains a consistently pleasant behavior.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

B. LESSON PREPARATION

1. Develops short and long term instructional plans and materials (for example lessons, units, modules, etc.) which include objectives, activities, materials, and evaluation techniques.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

2. Has material organized and readily available for students.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

3. Has knowledge of alternative instructional material.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

4. Utilizes knowledge of child growth and development in classroom practices.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

5. Prepares instructional units which reflect the goals, objectives and content of the curriculum guide.

`| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |`

6. Promotes maximum student involvement
   by providing a variety of instructional activities. `1 2 3 4 5 6 7 8 9`

7. Obtains and uses information from colleagues
   to assist students with special needs. `1 2 3 4 5 6 7 8 9`

8. Reflects an understanding of learning theory
   in planning and instruction. `1 2 3 4 5 6 7 8 9`

C. LESSON PRESENTATION

1. Breaks complex rules and procedures
   into steps. `1 2 3 4 5 6 7 8 9`

2. Communicates enthusiasm for learning
   and teaching. `1 2 3 4 5 6 7 8 9`

3. Takes action to maintain attention and
   participation by all students in group activities. `1 2 3 4 5 6 7 8 9`

4. Creates and maintains a motivational set
   for learning. `1 2 3 4 5 6 7 8 9`

5. Answers procedural questions asked by
   students following direction-giving. `1 2 3 4 5 6 7 8 9`

6. Gives clear directions for use of materials. `1 2 3 4 5 6 7 8 9`

7. Possess accurate and up-to-date knowledge
   of the subject matter. `1 2 3 4 5 6 7 8 9`

8. Insures that materials and information can
   be read, seen or heard by the students. `1 2 3 4 5 6 7 8 9`

9. Communicates and fosters a respect for
   learning. `1 2 3 4 5 6 7 8 9`

10. Encourages questions and discussion
    from all students by using effective
    questioning patterns and techniques. `1 2 3 4 5 6 7 8 9`

11. Summarizes or achieves closure. `1 2 3 4 5 6 7 8 9`

12. Groups students for instructional activity
    in a manner which assists the learning
    process. `1 2 3 4 5 6 7 8 9`

13. Communicates at a level of understanding
    for the students. `1 2 3 4 5 6 7 8 9`

14. Conducts lesson or activity at an appropriate
    pace, slowing presentations when necessary
    for students understanding. `1 2 3 4 5 6 7 8 9`

15. Demonstrates a concern for the achievement
    level of students in the class. `1 2 3 4 5 6 7 8 9`

16. Encourages and facilitates independent thinking by students.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

17. Provides appropriate instruction to students with special needs.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

18. Provides illustrations, examples and applications of the material during the lesson.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

19. Provides opportunities that foster creative and critical thinking skills, problem-solving and decision making.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

20. When a students does not correctly answer questions, uses strategies such as rephrasing, giving clues, probing or asking new questions to obtain a correct response.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

21. Incorporates into daily instruction content from previous instruction to insure continuity and sequence.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

IV. CLASSROOM MANAGEMENT

1. Organizes and maintains the physical environment of the classroom in a functional pleasant and orderly manner conducive to student learning.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

2. Redirects students when they are not on task.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

3. Insures that rule violations carry appropriate consequences.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

4. Monitors student behavior.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

5. Students are appropriately reinforced and corrected to achieve desired behavior.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

6. Manages undesirable student behavior in the least disruptive manner.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

7. Exercises care for students' physical safety.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

V. EVALUATION

1. Gives immediate and specific oral and/or written feedback.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

2. Develops and maintains systems for keeping group and individual records.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

3. Promptly provides feedback on tests and assigned out-of-class work.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

4. Monitors pupil progress in order to provide assistance as necessary to complete assignments.
`1` `2` `3` `4` `5` `6` `7` `8` `9`

5. Identifies and refers students who require the assistance of specialists.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

6. Makes use of all available sources (student records, parent conferences, counselors, resource specialists, test results, and other diagnostic tools) to assess the learning needs and capabilities of individual pupils.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

7. Regularly monitors the extent to which the methodology is achieving lesson objectives.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

8. Recognizes when students are deficient in prerequisite skills and provides or recommends corrective action.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

9. Analyzes and then communicates performance teacher-made and standardized tests to students and parents.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

VI. Relationship With Students

1. Treats students in a tactful, warm, caring and empathic manner.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

2. Respects the contributions, dignity and worth of each student.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

3. Establishes rapport with students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

4. Inspires students by example.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

5. Develops in students a consideration of the rights, feelings and ideas of others.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

6. Instills students with a sense of satisfaction and accomplishment in their achievement.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

7. Promotes positive student interaction.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

8. Helps pupils develop positive self-concepts.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

9. Exerts firm yet friendly control of class.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

VII. OTHER CRITICAL COMPETENCIES FOR OVERSEAS TEACHERS
(Please feel free to write in any critical competencies for teachers in overseas American schools that were not addressed in the above list. Use other paper if needed)

_____

_____

_____

* Teacher behaviors identified by Poggio, J. P., Glasnapp, D. R., & Burry, J. A.

APPENDIX C

QUESTIONNAIRE

FORM 2

Form 2 - Code: ____   Region: ____

SURVEY OF IMPORTANT COMPETENCIES FOR OVERSEAS TEACHERS IN AMERICAN INTERNATIONAL SCHOOLS

Directions: Read the following competencies for teachers. Decide how important the competency is for overseas teachers in American international schools. For the purpose of this study, important competencies are defined as knowledge, skills, or behaviors that are important, but not necessarily unique, for teachers in American international schools. Using the following scale, check the appropriate box to indicate how you rate the competency.

1 = Not needed   9 = Absolutely essential

A. PROFESSIONAL CHARACTERISTICS AND ACTIVITIES

1. Complies with written laws and policies regarding confidentiality in handling personal information about all personnel.

`1 2 3 4 5 6 7 8 9`

2. Maintains a consistently pleasant behavior.

`1 2 3 4 5 6 7 8 9`

3. Is willing to ask for help and advice.

`1 2 3 4 5 6 7 8 9`

4. Maintains good interpersonal relations with other staff members.

`1 2 3 4 5 6 7 8 9`

5. Seeks to implement the recommendations of evaluations of his/her personal performance.

`1 2 3 4 5 6 7 8 9`

6. Implements recommendations to demonstrate growth in teaching skills.

`1 2 3 4 5 6 7 8 9`

7. Participates in school-sponsored inservice training activities.

`1 2 3 4 5 6 7 8 9`

B. LESSON PREPARATION

1. Understands the appropriate scope and sequence for teaching the content.

`1 2 3 4 5 6 7 8 9`

2. Considers student attention span in lesson design.

`1 2 3 4 5 6 7 8 9`

3. Selects and uses content methods, materials and articles consistent with objectives of the lesson.

`1 2 3 4 5 6 7 8 9`

4. Reflects an understanding of learning theory in planning and instruction.

`1 2 3 4 5 6 7 8 9`

5. Modifies instructional activities making provisions for students who work at different rates.

`1 2 3 4 5 6 7 8 9`

6. Takes individual differences into account in planning and instruction.

`1 2 3 4 5 6 7 8 9`

7. Selects goals and objectives appropriate to pupil need.
`1 2 3 4 5 6 7 8 9`

8. Has material organized and readily available for students.
`1 2 3 4 5 6 7 8 9`

C. LESSON PRESENTATION

1. Communicates orally without errors in grammar.
`1 2 3 4 5 6 7 8 9`

2. Provides instruction that maximizes student time on appropriate tasks.
`1 2 3 4 5 6 7 8 9`

3. Conducts class with poise and self-assurance.
`1 2 3 4 5 6 7 8 9`

4. Makes classwork interesting and relevant for students.
`1 2 3 4 5 6 7 8 9`

5. Communicates the instructional objectives and purpose of the learning activities to students.
`1 2 3 4 5 6 7 8 9`

6. Oral communication is fluent and effective.
`1 2 3 4 5 6 7 8 9`

7. Prepares and presents lessons in a clear, logical and sequential manner.
`1 2 3 4 5 6 7 8 9`

8. Incorporates into daily instruction content from previous instruction to insure continuity and sequence.
`1 2 3 4 5 6 7 8 9`

9. Maintains a classroom characterized by purposeful student behavior appropriate for the objectives of the lesson.
`1 2 3 4 5 6 7 8 9`

10. Is careful to focus student attention on important points in class lessons.
`1 2 3 4 5 6 7 8 9`

11. Reteaches concepts/skills students are not learning.
`1 2 3 4 5 6 7 8 9`

12. Provides an opportunity for all students to apply or practice knowledge and skills being learned.
`1 2 3 4 5 6 7 8 9`

13. Accomplishes smooth and orderly transitions between lessons and parts of lessons.
`1 2 3 4 5 6 7 8 9`

14. Utilizes various teaching strategies to accommodate learning styles.
`1 2 3 4 5 6 7 8 9`

15. Moderates voice, movement and pace to hold students' attention during lessons.
`1 2 3 4 5 6 7 8 9`

16. Provides assignments that can be completed independently.
`1 2 3 4 5 6 7 8 9`

17. Uses available audio-visual teaching aids as appropriate (overhead projector, exhibits, cassette recorder, flip charts, video, models, computers, etc.) |1 |2 |3 |4 |5 |6 |7 |8 |9|

18. Answers content questions asked by students. |1 |2 |3 |4 |5 |6 |7 |8 |9|

19. Is able to adjust and use alternative instructional methodologies. |1 |2 |3 |4 |5 |6 |7 |8 |9|

20. Encourages questions and discussions from all students. |1 |2 |3 |4 |5 |6 |7 |8 |9|

21. Demonstrates flexibility in lesson plans and teaching techniques as the learning situation requires. |1 |2 |3 |4 |5 |6 |7 |8 |9|

22. Breaks complex rules and procedures into steps. |1 |2 |3 |4 |5 |6 |7 |8 |9|

IV. CLASSROOM MANAGEMENT

1. Displays consistency in dealing with negative behavior. |1 |2 |3 |4 |5 |6 |7 |8 |9|

2. Establishes, teaches and reinforces classroom rules and procedures. |1 |2 |3 |4 |5 |6 |7 |8 |9|

3. Exercises care for students' physical safety. |1 |2 |3 |4 |5 |6 |7 |8 |9|

4. Handles classroom incidents and emergencies effectively. |1 |2 |3 |4 |5 |6 |7 |8 |9|

5. Helps students develop self-management skills (e.g. work habits, behavior, study skills). |1 |2 |3 |4 |5 |6 |7 |8 |9|

6. Is able to analyze classroom problems and is resourceful in seeking solutions. |1 |2 |3 |4 |5 |6 |7 |8 |9|

7. Organizes and maintains the physical environment of the classroom in a functional pleasant and orderly manner conducive to student learning. |1 |2 |3 |4 |5 |6 |7 |8 |9|

V. EVALUATION

1. Maintains clear, firm and reasonable work standards and due dates. |1 |2 |3 |4 |5 |6 |7 |8 |9|

2. Uses a grading system that is consistent and fair. |1 |2 |3 |4 |5 |6 |7 |8 |9|

3. Demonstrates appropriate expectation levels for students through assignments and assignment grading. |1 |2 |3 |4 |5 |6 |7 |8 |9|

4. Uses a variety of techniques for evaluation and feedback. |1 |2 |3 |4 |5 |6 |7 |8 |9|

5. Continuously evaluates the results of instructionduring the lesson through observations of verbal and nonverbal cues from students.

`1 2 3 4 5 6 7 8 9`

6. Analyzes and then communicates performance teacher-made and standardized tests to students and parents.

`1 2 3 4 5 6 7 8 9`

7. Makes changes in instruction based on feedback from sources such as students, peers, administrators or analysis of classroom performance on test results.

`1 2 3 4 5 6 7 8 9`

8. Assesses the congruence of instructional objectives and student achievement.

`1 2 3 4 5 6 7 8 9`

9. Gives immediate and specific oral and/or written feedback.

`1 2 3 4 5 6 7 8 9`

VI. Relationship With Students

1. Exerts firm yet friendly control of class.

`1 2 3 4 5 6 7 8 9`

2. Establishes clear lines of communication and interaction with students.

`1 2 3 4 5 6 7 8 9`

3. Is receptive and responsive to pupil initiated dialogue when appropriate.

`1 2 3 4 5 6 7 8 9`

4. Shows patience with or empathy for learners who need additional time for explanations.

`1 2 3 4 5 6 7 8 9`

5. Seeks, accepts and uses students' ideas.

`1 2 3 4 5 6 7 8 9`

6. Motivates students to achieve to their ability level.

`1 2 3 4 5 6 7 8 9`

7. Utilizes learning activities to develop attitudes, appreciations and values of students.

`1 2 3 4 5 6 7 8 9`

8. Plans and conducts one-to-one conferences as needed.

`1 2 3 4 5 6 7 8 9`

9. Inspires students by example.

`1 2 3 4 5 6 7 8 9`

VII. OTHER CRITICAL COMPETENCIES FOR OVERSEAS TEACHERS (Please feel free to write in any critical competencies for teachers in overseas American schools that were not addressed in the above list. Use other paper if needed.)

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_____

* Teacher behaviors identified by Poggio, J. P., Glasnapp, D. R., & Burry, J. A.

APPENDIX D

TABLE I

STATISTICAL COMPARISON FOR ANCHOR

BLOCK COMPETENCIES

Table I

STATISTICAL COMPARISION FOR ANCHOR BLOCK COMPETENCIES

Competency	Mean		Standard Deviation		Mann-Whitney U Test
A. PROFESSIONAL CHARACTERISTICS AND ACTIVITIES	**Form 1**	**Form 2**	**Form 1**	**Form 2**	**Prob-ability**
A1. Participates in school-sponsored inservice training activities.	7.155	7.399	1.611	1.669	0.104
A2. Maintains a consistently pleasant behavior.	7.514	7.534	1.264	1.303	0.866
B. LESSON PREPARATION					
B1. Has material organized and readily available or students.	8.061	8.101	1.070	.879	0.857
B2. Reflects an understanding of learning theory in planning and instruction.	7.565	7.750	1.385	1.428	0.130
C. LESSON PRESENTATION					
C1. Breaks complex rules and procedures into steps.	7.831	8.088	1.090	1.010	0.034
C2 Incorporates into daily instruction content from previous instruction to insure continuity and sequence.	8.007	7.864	1.116	1.209	0.276
D CLASSROOM MANAGEMENT					
D1. Organizes and maintains the physical environment of the classroom in a functional pleasant and orderly manner conducive to student learning.	7.851	7.872	1.220	1.202	0.837
D2. Exercises care for students' physical safety.	8.308	8.446	1.207	0.964	0.447

Table I

STATISTICAL COMPARISION FOR ANCHOR BLOCK COMPETENCIES

Competency	Mean		Standard Deviation		Mann-Whitney U Test
	Form 1	Form 2	Form 1	Form 2	Probability
E. EVALUATION					
E1. Gives immediate and specific oral and/or written feedback.	8.021	7.884	1.092	1.070	0.189
E2. Analyzes and then communicates performance teacher-made and standardized tests to students and parents.	7.483	7.401	1.439	1.520	0.763
F. Relationship With Students					
F1. Inspires students by example.	8.345	8.392	0.931	1.008	0.876
F2 Exerts firm yet friendly control of class.	8.486	8.399	0.922	0.839	0.110

Note. 1 = Not needed; 9 = Absolutely essential

APPENDIX E

TABLE II

MEAN SCORES FOR COMPETENCIES:

OVERALL AND DIVIDED BY GROUP

Table II

**MEAN SCORES FOR COMPETENIES:
OVERALL AND DIVIDED BY GROUP**

Competencies	Mean			
A. PROFESSIONAL CHARACTERISTICS AND ACTIVITIES	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
1. Is dependable.	8.500	8.431	8.435	8.633
2. Promotes school as a concerned, responsive, emotionally supportive environment.	8.048	8.000	7.956	8.180
3. Functions in a controlled and effective manner under pressure.	8.115	8.038	8.130	8.180
4. Conducts effective parent-teacher conferences.	7.676	7.654	7.370	7.980
5. Apprises administrators or appropriate personnel of school-related matters.	7.429	7.577	7.413	7.286
*6. Participates in school-sponsored inservice training activities.	7.277	7.673	6.609	7.120
7. Establishes ongoing two-way communication with parents to support student progress based on mutual respect.	7.878	7.981	7.348	8.260

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
8. Complies with written laws and policies regarding confidentiality in handling personal information about all personnel.	7.986	7.959	8.064	7.942
*9. Maintains a consistently pleasant behavior.	7.524	7.367	7.609	7.627
10. Is willing to ask for help and advice.	8.115	7.776	7.804	8.059
11. Maintains good interpersonal relations with other staff members.	7.973	8.163	7.574	8.157
13. Seeks to implement the recommendations of evaluations of his/her personal performance.	7.770	7.898	7.447	7.942
14. Implements recommendations to demonstrate growth in teaching skills.	7.696	8.020	7.191	7.846

B. LESSON PREPARATION

1. Develops short and long term instructional plans and materials (for example lessons, units, modules, etc.) which include objectives, activities, materials, and evaluation techniques.	7.649	7.750	7.413	7.760

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
* 2. Has material organized and readily available or students.	8.081	8.154	7.848	8.160
3. Has knowledge of alternative instructional material.	7.830	7.846	7.578	8.040
4. Utilizes knowledge of child growth and development in classroom practices.	7.723	7.788	7.130	8.200
5. Prepares instructional units which reflect the goals, objectives and content of the curriculum guide.	7.831	7.923	7.478	8.060
6. Promotes maximum student involvement by providing a variety of instructional activities.	8.182	8.173	8.043	8.320
7. Obtains and uses information from colleagues to assist students with special needs.	7.669	7.490	7.556	7.959
8. Understands the appropriate scope and sequence for teaching the content.	8.150	8.229	7.915	8.288
9. Considers student attention span in lesson design.	8.142	8.102	7.979	8.327

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
10. Selects and uses content methods, materials and articles consistent with objectives of the lesson.	8.108	8.122	8.128	8.077
*11. Reflects an understanding of learning theory in planning and instruction.	7.658	7.837	7.340	8.038
12. Modifies instructional activities making provisions for students who work at different rates.	8.209	8.224	7.723	8.635
13. Takes individual differences into account in planning and instruction.	8.264	8.245	7.979	8.538
14. Selects goals and objectives appropriate to pupil need.	8.264	8.184	8.021	8.558

C. LESSON PRESENTATION

Competencies	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
1. Breaks complex rules and procedures into steps.	7.960	7.692	7.870	7.940
2. Communicates enthusiasm for learning and teaching.	8.581	8.615	8.391	8.720

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
3. Takes action to maintain attention and participation by all students in group activities.	7.986	8.038	7.761	8.140
4. Creates and maintains a motivational set for learning.	8.020	8.000	7.848	8.200
5. Answers procedural questions asked by students following direction-giving.	7.865	7.769	7.913	7.920
6. Gives clear directions for use of materials.	8.318	8.327	8.217	8.400
7. Possess accurate and up-to-date knowledge of the subject matter.	8.136	8.096	8.283	8.041
8. Insures that materials and information can be read, seen or heard by the students.	8.311	8.269	8.370	8.300
9. Communicates and fosters a respect for learning.	8.426	8.385	8.304	8.580
10. Encourages questions and discussion from all students by using effective questioning patterns and techniques.	8.238	8.250	8.174	8.286
11. Summarizes or achieves closure.	7.628	7.577	7.783	7.540

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
12. Groups students for instructional activity in a manner which assists the learning process.	7.568	7.654	7.391	7.640
13. Communicates at a level of understanding for the students.	8.507	8.500	8.435	8.580
14. Conducts lesson or activity at an appropriate pace, slowing presentations when necessary for students understanding.	8.284	8.173	8.283	8.400
15. Demonstrates a concern for the achievement level of students in the class.	8.243	8.154	8.109	8.460
16. Encourages and facilitates independent thinking by students.	8.209	8.096	8.174	8.360
17. Provides appropriate instruction to students with special needs.	7.811	7.577	7.674	8.180
18. Provides illustrations, examples and applications of the material during the lesson.	8.047	7.962	8.043	8.140
19. Provides opportunities that foster creative and critical thinking skills, problem-solving and decision making.	8.304	8.327	8.196	8.380

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
20. When a students does not correctly answer questions, uses strategies such as rephrasing, giving clues, probing or asking new questions to obtain a correct response.	7.993	8.115	7.761	8.080
21. Communicates orally without errors in grammar.	7.703	7.735	7.660	7.712
22. Provides instruction that maximizes student time on appropriate tasks.	7.980	7.959	7.957	8.019
23. Conducts class with poise and self-assurance.	7.851	7.918	7.936	7.712
24. Makes classwork interesting and relevant for students.	8.182	8.020	8.149	8.365
25. Communicates the instructional objectives and purpose of the learning activities to students.	7.709	7.714	7.681	7.731
26.Oral communication is fluent and effective.	8.182	8.224	8.128	8.192
27. Prepares and presents lessons in a clear, logical and sequential manner.	8.211	8.146	8.170	8.308

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
*28. Incorporates into daily instruction content from previous instruction to insure continuity and sequence.	7.936	7.837	7.891	7.865
29. Maintains a classroom characterized by purposeful student behavior appropriate for the objectives of the lesson.	8.048	8.020	8.239	7.904
30. Is careful to focus student attention on important points in class lessons.	8.088	8.102	8.149	8.019
31. Reteaches concepts/skills students are not learning.	8.189	8.122	7.851	8.558
32. Provides an opportunity for all students to apply or practice knowledge and skills being learned.	8.185	8.021	8.064	8.442
33. Accomplishes smooth and orderly transitions between lessons and parts of lessons.	7.635	7.776	7.596	7.538
34. Answers content questions asked by students.	8.108	8.082	7.851	8.365

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
35. Moderates voice, movement and pace to hold students' attention during lessons.	7.797	7.898	7.702	7.788
36. Provides assignments that can be completed independently.	7.789	7.881	7.614	7.872
37. Uses available audio-visual teaching aids as appropriate (overhead projector, exhibits, cassette recorder, flip charts, video, models, computers, etc.)	6.946	6.939	6.723	7.154
38. Utilizes various teaching strategies to accommodate learning styles.	8.115	8.184	8.277	7.904
39. Is able to adjust and use alternative instructional methodologies.	8.204	8.286	8.109	8.212
40. Encourages questions and discussions from all students.	8.531	8.449	8.532	8.608
41. Demonstrates flexibility in lesson plans and teaching techniques as the learning situation requires.	8.615	8.571	8.702	8.577

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
D CLASSROOM MANAGEMENT				
*1. Organizes and maintains the physical environment of the classroom in a functional pleasant and orderly manner conducive to student learning.	7.862	7.904	7.674	7.960
2. Redirects students when they are not on task.	8.101	8.115	7.891	8.280
3. Insures that rule violations carry appropriate consequences.	7.878	7.808	7.630	8.180
4. Monitors student behavior.	7.953	7.904	7.674	8.260
5. Students are appropriately reinforced and corrected to achieve desired behavior.	8.014	8.038	7.717	8.260
6. Manages undesirable student behavior in the least disruptive manner.	8.054	7.942	7.957	8.260
7. Displays consistency in dealing with negative behavior.	8.259	8.367	8.109	8.288
8 Establishes, teaches and reinforces classroom rules and procedures.	8.176	8.408	7.851	8.250

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
*9. Exercises care for students' physical safety.	8.377	8.449	8.277	8.596
10. Handles classroom incidents and emergencies effectively.	8.399	8.347	8.383	8.462
11. Helps students develop self-management skills (e.g. work habits, behavior, study skills).	8.284	8.082	8.298	8.462
12. Is able to analyze classroom problems and is resourceful in seeking solutions.	8.218	8.122	8.234	8.294

E. EVALUATION

Competencies	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
*1. Gives immediate and specific oral and/or written feedback.	7.953	8.039	8.000	8.020
2. Develops and maintains systems for keeping group and individual records.	7.959	8.020	8.043	7.820
3. Promptly provides feedback on tests and assigned out-of-class work.	7.986	8.098	7.935	7.920
4. Monitors pupil progress in order to provide assistance as necessary to complete assignments.	8.068	8.137	7.870	8.180

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
5. Identifies and refers students who require the assistance of specialists.	7.789	7.885	7.522	7.939
6. Makes use of all available sources (student records, parent conferences, counselors, resource specialists, test results, and other diagnostic tools) to assess the learning needs and capabilities of individual pupils.	7.714	7.863	7.478	7.780
7. Regularly monitors the extent to which the methodology is achieving lesson objectives.	7.658	7.846	7.489	7.612
8. Recognizes when students are deficient in prerequisite skills and provides or recommends corrective action.	7.993	8.000	7.891	8.080
9. Maintains clear, firm and reasonable work standards and due dates.	8.101	8.102	8.191	8.019
10. Uses a grading system that is consistent and fair.	8.456	8.396	8.532	8.442
11. Demonstrates appropriate expectation levels for students through assignments and assignment grading.	8.262	8.234	8.283	8.269

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
12. Uses a variety of techniques for evaluation and feedback.	8.095	7.980	8.085	8.212
13 Continuously evaluates the results of instruction during the lesson through observations of verbal and nonverbal cues from students.	7.926	7.776	7.979	8.019
*14. Analyzes and then communicates performance teacher-made and standardized tests to students and parents.	7.442	7.286	7.500	7.423
15. Makes changes in instruction based on feedback from sources such as students, peers, administrators or analysis of classroom performance on test results.	7.980	8.041	7.979	7.923
16. Assesses the congruence of instructional objectives and student achievement.	7.912	8.082	7.809	7.846

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
F. Relationship With Students				
1. Treats students in a tactful, warm, caring and empathic manner.	8.514	8.462	8.435	8.640
2. Respects the contributions, dignity and worth of each student.	8.743	8.692	8.630	8.900
3. Establishes rapport with students.	8.419	8.346	8.391	8.520
*4. Inspires students by example.	8.369	8.385	8.109	8.520
5. Develops in students a consideration of the rights, feelings and ideas of others.	8.628	8.654	8.457	8.760
6. Instills students with a sense of satisfaction and accomplishment in their achievement.	8.486	8.327	8.370	8.760
7. Promotes positive student interaction.	8.392	8.442	8.109	8.600
8. Helps pupils develop positive self-concepts.	8.500	8.404	8.304	8.780
*9. Exerts firm yet friendly control of class.	8.443	8.245	8.511	8.442
10. Establishes clear lines of communication and interaction with students.	8.432	8.388	8.447	8.462

Table II (Continued)

Competencies	Mean			
	Overall[a]	Admin.[b]	Second.[c]	Elem.[d]
11. Is receptive and responsive to pupil initiated dialogue when appropriate.	8.399	8.184	8.511	8.500
12 Shows patience with or empathy for learners who need additional time for explanations.	8.493	8.551	8.234	8.673
13. Seeks, accepts and uses students' ideas.	7.811	7.510	7.809	8.096
14. Motivates students to achieve to their ability level.	8.453	8.408	8.255	8.673
15. Utilizes learning activities to develop attitudes, appreciations and values of students.	8.088	8.082	7.957	8.212
16. Plans and conducts one-to-one conferences as needed.	7.953	8.184	7.723	7.942

Note. 1 = Not needed; 9 = Absolutely essential
[a]n=296. [b]n=101. [c]n=93. [d]n=102

APPENDIX F

TABLE III

RANK ORDERED COMPETENCIES:

Table III

Rank Ordered Competencies

Competency	Mean Score
Respects the contributions, dignity and worth of each student.	8.743
Develops in students a consideration of the rights, feelings and ideas of others.	8.628
Demonstrates flexibility in lesson plans and teaching techniques as the learning situation requires.	8.615
Communicates enthusiasm for learning and teaching.	8.581
Encourages questions and discussions from all students.	8.531
Treats students in a tactful, warm, caring and empathic manner.	8.514
Communicates at a level of understanding for the students.	8.507
Is dependable.	8.500
Helps pupils develop positive self-concepts.	8.500
Shows patience with or empathy for learners who need additional time for explanations.	8.493
Instills students with a sense of satisfaction and accomplishment in their achievement.	8.486
Uses a grading system that is consistent and fair.	8.456
Motivates students to achieve to their ability level.	8.453
Exerts firm yet friendly control of class.	8.443
Establishes clear lines of communication and interaction with students.	8.432
Communicates and fosters a respect for learning.	8.426
Establishes rapport with students.	8.419
Handles classroom incidents and emergencies effectively.	8.399
Is receptive and responsive to pupil initiated dialogue when appropriate.	8.399
Promotes positive student interaction.	8.392
Exercises care for students' physical safety.	8.377
Inspires students by example.	8.369
Gives clear directions for use of materials.	8.318

Table III (Continued)

Competency	Mean Score
Insures that materials and information can be read, seen or heard by the students.	8.311
Provides opportunities that foster creative and critical thinking skills, problem-solving and decision making.	8.304
Conducts lesson or activity at an appropriate pace, slowing presentations when necessary for students understanding.	8.284
Helps students develop self-management skills.	8.284
Takes individual differences into account in planning and instruction.	8.264
Selects goals and objectives appropriate to pupil need.	8.264
Demonstrates appropriate expectation levels for students through assignments and assignment grading.	8.262
Displays consistency in dealing with negative behavior.	8.259
Demonstrates a concern for the achievement level of students in the class.	8.243
Encourages questions and discussion from all students by using effective questioning patterns and techniques.	8.238
Is able to analyze classroom problems and is resourceful in seeking solutions.	8.218
Prepares and presents lessons in a clear, logical and sequential manner.	8.211
Modifies instructional activities making provisions for students who work at different rates.	8.209
Encourages and facilitates independent thinking by students.	8.209
Is able to adjust and use alternative instructional methodologies.	8.204
Reteaches concepts/skills students are not learning.	8.189
Provides an opportunity for all students to apply or practice knowledge and skills being learned.	8.185
Promotes maximum student involvement by providing a variety of instructional activities.	8.182
Makes classwork interesting and relevant for students.	8.182
Oral communication is fluent and effective.	8.182
Establishes, teaches and reinforces classroom rules and procedures.	8.176
Understands the appropriate scope and sequence for teaching the content.	8.150

Table III (Continued)

Competency	Mean Score
Considers student attention span in lesson design.	8.142
Possess accurate and up-to-date knowledge of the subject matter.	8.136
Functions in a controlled and effective manner.	8.115
Is willing to ask for help and advice.	8.115
Utilizes various teaching strategies to accommodate learning styles.	8.115
Selects and uses content methods, materials, and articles consistent with objectives of the lesson.	8.108
Answers content questions asked by students.	8.108
Redirects students when they are not on task.	8.101
Maintains clear, firm and reasonable work standards and due dates.	8.101
Uses a variety of techniques for evaluation and feedback.	8.095
Is careful to focus student attention on important points in class lessons.	8.088
Utilizes learning activities to develop attitudes, appreciations and values of students.	8.088
Has material organized and readily available for students.	8.081
Monitors pupil progress in order to provide assistance as necessary to complete assignments.	8.068
Manages undesirable student behavior in the least disruptive manner.	8.054
Promotes school as a concerned, responsive, emotionally supportive environment.	8.048
Maintains a classroom characterized by purposeful student behavior appropriate for the objectives of the lesson.	8.048
Provides illustrations, examples and applications of the material during the lesson.	8.047
Creates and maintains a motivational set for learning.	8.020
Students are appropriately reinforced and corrected to achieve desired behavior.	8.014
When a student does not correctly answer questions, uses strategies such as rephrasing, giving clues, probing or asking new questions to obtain a correct response.	7.993

Table III (Continued)

Competency	Mean Score
Recognizes when students are deficient in prerequisite skills and provides or recommends corrective action.	7.993
Takes action to maintain attention and participation by all students in group activities.	7.986
Promptly provides feedback on tests and assigned out-of-class work.	7.986
Provides instruction that maximizes student time on appropriate tasks.	7.980
Makes changes in instruction based on feedback from sources such as students, peers, administrators or analysis of classroom performance on test results.	7.980
Maintains good interpersonal relations with other staff members.	7.973
Breaks complex rules and procedures into steps.	7.960
Develops and maintains systems for keeping group and individual records.	7.959
Monitors student behavior.	7.953
Gives immediate and specific oral and/or written feedback.	7.953
Plans and conducts one-to-one conferences as needed.	7.953
Incorporates into daily instruction content from previous instruction to insure continuity and sequence.	7.936
Continuously evaluates the results of instruction during the lesson through observations of verbal and nonverbal cues from students.	7.926
Assesses the congruence of instructional objectives and student achievement.	7.912
Complies with written laws and policies regarding confidentiality in handling personal information about all personnel.	7.896
Establishes ongoing two-way communication with parents to support student progress based on mutual respect.	7.878
Insures that rule violations carry appropriate consequences.	7.878
Answers procedural questions asked by students following direction giving.	7.865
Organizes and maintains the physical environment of the classroom in a functional pleasant and orderly manner conducive to student learning.	7.862
Conducts class with poise and self-assurance.	7.851
Prepares instructional units which reflect the goals, objectives and content of the curriculum guide.	7.831

Table III (Continued)

Competency	Mean Score
Has knowledge of alternative instructional material.	7.830
Provides appropriate instruction to students with special needs.	7.811
Seeks, accepts and uses students' ideas.	7.811
Moderates voice, movement and pace to hold students' attention during lessons.	7.797
Provides assignments that can be completed independently.	7.789
Identifies and refers students who require the assistance of specialists.	7.789
Seeks to implement the recommendations of evaluations of his/her performance.	7.770
Utilizes knowledge of child growth and development in classroom practices.	7.723
Makes use of all available sources to assess the learning needs and capabilities of individual pupils.	7.714
Communicates the instructional objectives and purpose of the learning activities to students.	7.709
Communicates orally without errors in grammar.	7.703
Implements recommendations to demonstrate growth in teaching skills.	7.696
Conducts effective parent-teacher conferences.	7.676
Obtains and uses information from colleagues to assist students with special needs.	7.669
Reflects an understanding of learning theory in planning and instruction.	7.658
Regularly monitors the extent to which the methodology is achieving lesson objectives.	7.658
Develops short and long term instructional plans and materials which include objectives, activities, materials, and evaluation techniques.	7.649
Accomplishes smooth and orderly transitions between lessons and parts of lessons.	7.635
Summarizes or achieves closure.	7.628
Groups students for instructional activity in a manner which assists the learning process.	7.568
Maintains a consistently pleasant behavior.	7.524
Analyzes and then communicates performance teacher made and standardized tests to students and parents.	7.442

Table III (Continued)

Competency	Mean Score
Apprises administrators or appropriate personnel of school-related matters.	7.429
Participates in school-sponsored inservice training activities.	7.277
Uses available audio-visual teaching aids as appropriate.	6.946

APPENDIX G

OTHER COMPETENCIES LISTED BY

TEACHERS AND ADMINISTRATORS

Other Competencies Listed by Teachers and Administrators

1. Flexibility:

Flexibility and high expectations are important for providing for student achievement while planning for the myriad of individual differences.

Flexibility in classroom conditions.

Flexibility in living overseas.

Flexibility in dealing with environment outside of school (more frequent illness, matters back "home", political environment, religious environment).

2. English as a Second Language:

A sensitivity to the English as a Second Language students' struggle and stress.

Ability to modify teaching to the needs of students whose first language is not English.

Ability to communicate everything to ESL students in English.

Consider different language backgrounds when planning curriculum.

Important not to retain a student due to language difficulties (not knowing English).

Shows knowledge of and ability to implement ESL and oral language development methods in content areas.

Adjustments in the school day for the very young ESL child is important for the child and for the family.

Understands the psychological and academic aspects of learning another language.

Ability to deal with problems connected with preparation of materials for ESL students.

3. Adaptability:

Can survive without access to stateside type supermarkets.

Adaptability to cultural differences.

Adaptability to changing or unknown situations.

Adapts well to limitations in space, electricity, water, etc.

Practical. Able to be happy without all the western gadgetry, electricity, water, etc.

Must possess personal coping skills and personality characteristics which would help teachers adjust to life in a foreign country.

Recognize that living abroad is hard.

Must be willing to make adjustments to living overseas in a different culture.

Understanding that U. S. standards are not usually found in host country hotels, restaurants, etc.

Knowledge that specialists are not always available.

Accept differences in style of teaching and administration.

4. Cultural awareness:

Demonstrates interest in students' home countries and host country.

Communicates reasoning behind values which differ between countries.

Develop and maintain pride in student's individual native culture

Awareness and respect for social and cultural differences of students when teaching.

Knowledge of the expectations of students' home countries.

Cultural sensitivity: does not display negative attitudes or behaviors towards students' countries or traditions.

Addresses unique position of students in host culture.

Refrains from publicly judging, condemning , or criticizing host country culture or customs and from making comparisons to the U.S.

Training in anthropology.

Enjoy the differences in cultures.

Should be open-minded to different cultures, religions, living conditions.

Must make every effort to teach a multicultural curriculum.

Recognizes cultural bias in instructional materials and shares that awareness with the class as needed.

Entertains a global perspective in teaching.

Reinforces the positive aspects of varied cultures within a classroom.

Respect for different values and "alternative" or "multiple truths".

Respects contributions, dignity, and worth of other cultures.

Specific orientations to host culture or cultures from which large groups of students come from.

Should not come over waving the flag and wanting things to be like they are and how they function in the good ole U.S.A.

Not being the "ugly" American.

Refrains from attempting to "reform" behaviors and attitudes of host country nationals.

Some knowledge of other national school systems is desirable.

Teachers demonstrate curiosity and openness to new values of a different culture (universal patriotism).

Not chauvinistic about his/her own country.

Love of life and differences among people.

5. Ability to speak the language.

Aptitude in language learning.

Can correctly speak language of the host country.

6. Relationship with Students.

Accepting of each child as an individual.

Developing in students a consideration of the rights, feelings, and ideas of others is the most important competence when teaching overseas.

Encourages non-ethnocentric attitudes in students and exhibits them personally.

Helps students to buy into the joy of learning, regardless of their abilities.

Need a great deal of patience as there is a bit of confusion for students because English is usually not their first language.

Relationships with students are more important than the content of the subject you teach(section F of questionnaire).

7. Professional:

Excellent command of the subject matter you are going to teach.

Must work to top standard at all times.

Need to be competent and confident in your ability to develop unavailable materials.

Should be exemplary.

Need to be resourceful and imaginative.

Be aware that not many schools overseas have special education.

Promote intercultural appreciation and mutual respect but in line with critical thinking and moral standards.

Relationships with parents is extremely important.

Creativity in generating materials.

Have some understanding of the differences between the education of the parents (thus their educational expectations) and the American system.

Interpersonal skills with other staff are very necessary.

Must be able to teach students who are generally bright, extremely capable, creative, and motivated.

Providing inservice and professional development in these isolated areas is important.

Willingness to get involved in extracurricular activities.

Willingness to work hard and care that your students learn.

Textbooks made for American students are important.

Understanding how much of our educational system is based on our culture.

Allows parents and children time to adjust to living overseas.

Conferencing with parents who don't speak English.

Keep up to date in regard to teaching methods, latest research, etc.

Need to show excellent attendance since this is often a cultural problem in other countries where a strong work commitment is lacking.

Seeks to balance one's personal and professional needs as an expatriate in a positive manner.

Should be able to be empathetic to the needs of the students and their parents.

Understanding all accepted variations in the English language.

Should be aware of the stressors involved in the family.

Having a vision of what education is all about.

Needs to be an even greater effort to cooperate and solve problems with coworkers and to establish and maintain standards set by the school and community.

8. Personal Characteristics:

Should expect the unexpected.

Good sense of humor.

Good sense of self.

Must be competent and confident as an adult as well as a teacher.

Should not expect everything to be just like it is at home.

Must realize it is not like being in an American public school.

An openness to work with, listen to, and learn from others.

Greater curiosity.

Independence.

Negative attitudes erode success.

Promotes interest in and concern for others.

Seeks to represent one's home culture in positive ways in the foreign community.

Self reliant.

Should be mature, confident.

Tolerance for ambiguity.

A sense of adventure.

Problem solving skills.

Emotionally sound.

Independent spirit able to deal with high turnover of faculty and students.

Must constantly find ways to think in positive ways even in the most difficult circumstances.

Not easily flustered.

Persistent.

An ability to make friends and be a friend is important.

Awareness and appreciation for dealing with personal change and growth during the time spent overseas.

Good health and high energy.

Interaction in the community.

Courage with the unfamiliar.

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VITA

Patricia Marie Oakley

Candidate for the Degree of

Master of Science

Thesis: COMPETENCIES FOR TEACHERS IN AMERICAN
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