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A SURVEY AND ANALYSIS OF THE BEGINNING TEACHER PROGRAM
IN FLORIDA AND ITS RELATIONSHIP TO EFFECTIVE EDUCATION

by

JOANNE MULLINS OLSON

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Education in
the Department of Educational Services at
the University of Central Florida
Orlando, Florida

December 1986

Major Professor: Arthur Olson

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by

JOANNE MULLINS OLSON

ABSTRACT

This study was conducted to determine whether there were significant factors contributing to a teacher's ability to perform effectively in the classroom. An approximate 5% stratified random sample was selected from 9,401 possible subjects in Florida's Beginning Teacher Program between 1982 and 1985. A comparison of descriptive and reportive data was performed for teachers who completed and teachers who did not complete the program. Statistical measures included the use of contingency tables, chi-square statistic, frequency distributions and t-tests. Results suggested that a teacher's possibility of successfully completing Florida's Beginning Teacher Program was influenced by the participant's age, grade point average, type of university, college of education background, student teaching experience and teaching field. Of the teachers surveyed, those teachers who completed the Beginning Teacher Program reported significantly higher levels of performance in competencies dealing with discipline and motivation. All teachers cited peer teachers and coaching as the most common methods of assistance. Teachers who did not complete the program were more likely to lack student

teaching and education background, to teach in critical shortage areas and to receive more assistance from principals than more successful teachers.

To my parents who nurtured the desire to learn and excel. And to my daughters, may they find similar encouragement.

ACKNOWLEDGEMENTS

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I appreciate the assistance of Mr. James Parris, Beginning Teacher Program Director, Florida Department of Education in allowing access to data for this study. Gratitude is also extended to Eileen Atkinson for her editorial assistance and Bertha Corley for her continuous child care efforts.

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CHAPTER I

INTRODUCTION

It has long been held that a four-year educational degree including a set period of student teaching was not sufficient for most graduates to become competent classroom teachers. Consequently, Florida set out to develop a beginning teacher program which would "increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching in Florida to assist them in their continuing professional development" (Florida Statutes 231.17[3], 1979). The Beginning Teacher Program was put into effect during the 1982-1983 school year. It provides each new education graduate with temporary certification until such time as that teacher has successfully demonstrated both the skills and knowledge essential for effective instruction. By completing one year of work under the supervision of a master teacher and an advisory team, the candidate is awarded regular certification.

To augment the Florida program, each of Florida's 67 counties was required to set forth a plan stating the procedures it would use to train and evaluate teachers

under this program. It was mandated under Section 231.17(3), Florida Statutes and Rule 6A-5.75, Florida Administrative Code (FAC), that these plans be filed with the State Department of Education in Tallahassee. Presently, each county implements the Beginning Teacher Program according to its own standards. This process has led to a wide diversity of training and assistance being offered to teachers who are either inexperienced or new to Florida.

The Beginning Teacher Program (BTP) is directed toward the improvement and documentation of skills necessary for effective classroom teaching. In the program, teacher planning, student discipline, organization and development of instructional materials, ability of the teacher to make effective classroom presentations, and the ability of the teacher to make reliable and valid test decisions are emphasized. At the state level, standards are being developed with the assistance and feedback received from the counties.

Each county has its own version of the Beginning Teacher Program with all districts providing some form of increased training and supervision for program participants. In addition to beginning teacher education, many counties offer specialized workshops to strengthen building-level administrators' and peer teachers'

supervisory techniques and skills. Beginning teachers are frequently required to attend workshops designed to improve their knowledge of the available resources and to acquaint them with accepted school board policy. In many counties, beginning teachers are allowed to select from a wide variety of training activities giving them an excellent opportunity to increase their own skills. Most often, workshops are offered on teacher work days or during planning periods. In some cases, release time can be arranged from the classroom for these activities.

With input from the beginning teacher, the support staff designs a series of activities to meet the objectives of the professional development plan (PDP) and thereby improve the performance of the beginning teacher. When the plan is followed, it should provide the candidate the requisite skills necessary to demonstrate performance of the essential minimum acceptable competencies. The portfolio provides a way for the beginning teacher to collect the data that will help document the accomplishment of the PDP. Beginning teachers are required to participate in the creation of an individual PDP and the construction of a portfolio.

The Beginning Teacher Program guidelines allow participating teachers up to three years for completion of all Beginning Teacher Program requirements and the passage

of all four sections of the Florida Teacher Certification Examination (FTCE). Temporary certification can be reissued at the joint request of the teacher and the county school system; however, if the teacher does not complete all program requirements and pass all sections of the examination in the allotted time, certification will be denied.

To receive a teaching certificate, a teacher must show proof of the required coursework and/or vocational training for the specific area of certification. In addition, the applicant must have completed the Beginning Teacher Program and have attained passing scores on all four sections of the FTCE, which include reading, writing, math and professional knowledge. The participant must be enrolled in the program for a minimum of 45 days for those who can document or verify at least one successful year of teaching experience or 180 days for inexperienced teachers. During that period, a teacher must successfully demonstrate mastery of the generic teaching competencies.

In summary, the Beginning Teacher Program is an attempt to insure that teachers who receive regular certification in Florida demonstrate a high level of achievement in the essential teaching competencies. It gives beginning teachers a maximum opportunity to improve their competence

while analyzing their strengths and weaknesses in each area. As a result of the Beginning Teacher Program (BTP), some potential educators may be excluded from teaching. However, this will be justified on the basis of the participant's failure to meet the BTP requirements rather than the arbitrary decision of a single person.

Rationale

In a period when educational improvement is highly recommended (National Commission on Excellence in Education, 1983) and teacher shortages are projected (National Center for Education Statistics, 1985), there is a need for educational research which identifies the more successful teachers and examines the qualities and training that helped them become effective educators. By analyzing the performance differences between more and less successful teachers, better informed decisions could be made concerning their preservice and inservice training needs. This study has combined descriptive data about the participant's educational preparation, performance and assistance for the purpose of providing more information about the needs of Florida's beginning teachers.

Statement of the Problem

The concern for educational improvement and the projection of teacher shortages suggests that research into

the educational training and assistance for teachers is needed. An in-depth examination of the teachers who are effectively mastering the art of teaching and those who are not might give direction for future training. The implications of this information and its potential uses are numerous. Questions that might be answered by the study include, but would not be limited to the following:

1. Is there a significant difference in the academic background of teachers failing to complete the Beginning Teacher Program and teachers being granted regular certification? (GPA, university, accreditation, type of program and major)
2. Are there one or several teaching areas which have significantly higher rates of failure in meeting the requirements of the Beginning Teacher Program? If so, what are those areas and what can be done to improve the success of the Beginning Teacher Program?
3. Which competencies do teachers have the most difficulty mastering?
4. Do the candidates feel they have received adequate training in the most essential competencies? If so, what kind of training and how was it delivered?

Hypotheses

There is no significant difference in beginning teacher performance as a function of public versus private educational institutions. (p <.05 level of significance)

There is no significant difference in beginning teacher performance as a function of academic disciplines, i.e., college of education versus other academic specialities. (p <.05 level of significance)

There is no significant difference in beginning teacher performance as a function of grade point averages, i.e., high versus low grade point averages. (p <.05 level of significance)

There is no significant difference in the beginning teacher performance as a function of teaching specialty, i.e., critical shortage areas versus non-critical shortage areas. (p <.05 level of significance)

There is no significant difference in the level of difficulty perceived by teachers for mastery of each competency as a function of program completion status, i.e., teachers who completed the Beginning Teacher Program versus teachers who did not complete the Beginning Teacher Program.

Limitations of the Study

Due to the fact that many people who change jobs must relocate, there is a possibility that teachers who have not

remained in their initial positions may be difficult to find and make it virtually impossible to obtain their responses. This process could result in a limited number of respondents in this subgroup.

The study was concentrated in a single geographic area of the country; thus, the results of this study reflect the qualities and opinions of beginning teachers in Florida. The findings may not be applicable to other states or regions without further investigation. This study is limited to an in-depth examination of a portion of Florida's original 23 generic teacher competencies. Florida legislation has enacted 11 additional performance standards which are presently a part of the present Beginning Teacher Program. These 11 skills, although highly important to the program, have not been addressed in this study because their late addition to the program made it impossible to collect the necessary data. Respondents were questioned only about competencies which were common to all the participants' programs.

Lastly, like most new programs, Florida's Beginning Teacher Program is continuing to be improved and perfected. There may be some areas within the program which, due to its variety and individuality, still have inconsistencies from teacher to teacher and district to district. This

unavoidable variability was controlled as much as possible under the circumstances.

Assumptions

In the development of this study, two assumptions have been made:

1. Participant responses are accurate accounts of teacher performances and teacher assistance.
2. Participant perceptions are realistic appraisals of their actual performance.

Definition of Terms

For the purpose of this study, the Handbook for Beginning Teachers Support Staff (1982) defines the terms listed below as follows:

Beginning Teacher--a teacher who holds a bachelor's degree temporary certificate, or equivalent vocational level temporary certificate and who has not completed the Beginning Teacher Program. A teacher with a minimum of one full year of successful teaching experience may satisfy the requirements of the Florida Beginning Teacher Program by demonstration of successful performance as described in Rule 6A-5.75(5)(a), Florida Administrative Code.

Beginning Teacher Program--a formal program of at least one full school year as defined in Section 228.041(16), Florida Statute, or its equivalent, which is approved by

the Department of Education and is intended to provide continuing professional development for beginning teachers.

Building-level Administrator--a certified, school-based administrator.

Diagnostic Screening Observation--the first observation done by the building-level administrator for the purpose of diagnosing and identifying strengths and areas needing improvement.

Domains--major areas of teacher performances which are data-based in educational research and related to the minimum essential competencies.

Florida Generic Teaching Competencies--knowledge and skills which are considered essential elements of effective teaching performance at all grade levels and in all subject areas.

Florida Performance Measurement System (FPMS)--a research-based system of observation and evaluation designed to identify effective and ineffective teaching behaviors.

Formative Process--the ongoing process of observing, providing feedback, and helping the beginning teacher to improve teaching performance.

Frame Factors--conditions which affect classroom performance and over which the teacher has little or no control.

Indicators--specific teacher behaviors in each of the domains.

Other Professional Educator--a professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors, or specialists, or college or university educators.

Panel of Experts--a group of people, having great skill or knowledge as a result of experience and training, gathered together to plan or discuss an issue (American Heritage Dictionary, 1982).

Peer Teacher--an experienced teacher who holds a valid regular certificate at the same level, in the same subject area, or in the same service area as the beginning teacher. This teacher should possess the special knowledge and competencies needed to provide adequate support for the development of the beginning teacher.

Professional Development Plan (PDP)--a plan designed by the support staff and the beginning teacher to assist the beginning teacher to improve and to demonstrate performance of the minimum essential competencies.

Portfolio--a file of data collected systematically which provides verification of the completion of the program and recommendation for certification.

Summative Evaluation--the process of determining successful demonstration of the minimum essential competencies.

Summative Observation--the final observation of the beginning teacher conducted by the building-level administrator.

Support Staff--three or more individuals, including a peer teacher, building-level administrator, and at least one other professional educator, formally assigned to assist the beginning teacher in the first year(s) of employment.

CHAPTER II

REVIEW OF LITERATURE

History of Teacher Education

Prior to the mid-eighteenth century, teacher education in the United States was at best informal (Coram, 1791). In supplying teachers for these schools, there was no standard (Small, 1914, p. 87). The law ordered that teachers should have good moral character and competence to teach the required basics (Johnson, 1963, p. 135). Consequently, the will to teach, a knowledge of basic education, the ability to read, write and compute, a good moral character, and approval of the local school board were the only prerequisites for a career in education (Butts & Cremin, 1953).

Likewise, support materials such as textbooks and paper were in relatively short supply (Hansen, 1965). Since the more educated members of the community were frequently clergymen, most schools were in some way connected to religious organizations (Small, 1914). The shortage of materials and the belief that education pointed the road to heaven led to The Bible and The New England Primer as the basis for most of the curriculum (Meriwether, 1907). As a

result, many graduates of these schools were considered educated if they could read, write and calculate simple arithmetic.

The formation of the United States promoted the elimination of the previous class system and the development of a political system designed to meet the common good and welfare of all people. For this form of government to exist, citizens had to have the knowledge and training that would enable them to make informed, moral decisions (Heslep, 1969). Many of the country's leaders, including Thomas Jefferson, proclaimed the need for a democracy built on well-informed decisions. Equal representation in government demanded equal educational opportunity (Hansen, 1965, p. 74). Thus, the ability to read and write became a crucial competency in a new democracy. Taking this requirement into consideration, many states mandated educational requirements and by the end of the eighteenth century, 7 of our 16 states made mention of it in their constitutions (Meyers, 1967).

As a result of increased educational standards, religious schools broadened their curriculum to include reading, writing and arithmetic (Kysilka & Barr-Johnson, 1976). Even with increased standards, teacher education consisted of mastery of basic skills along with a course in mental philosophy and some field experience.

As the need for teacher education grew, several states authorized subsidies for institutions offering some training in education as well as math, literature, geography and history. New York initiated the movement in 1834 and was soon followed by Massachusetts (1839), Connecticut, Rhode Island, New Jersey, Pennsylvania, Michigan, Illinois and Minnesota (Connor, 1976).

From 1820-1840, an era of massive effort to respiritualize the institutions of nature emerged (Cremin, 1976, p. 49). Several early journals, such as the American Journal of Education and Academician gave educators a chance to discuss the principles of teaching (Good, 1964). Academics continued to offer opportunity to the middle class; through this transitional institution, many working-class educators strengthened their own skills (Good & Teller, 1962). Teachers' institutes instructed arithmetic, grammar, geography and music (Mowry, 1969). In addition to these movements, normal schools brought on a rising standard for teachers causing educator's training period to be lengthened (Cressman & Benda, 1966).

Formal teacher education led to the development of the normal school which grew quite rapidly reflecting the need for well-trained teachers. This trend was enhanced partially by the enactment of compulsory education laws beginning in Rhode Island (1840) and Massachusetts (1851).

Prior to this period, students were required to be apprentices in some honest, lawful calling, labor, or employment, either in husbandry or some other trade profitable for themselves and the commonwealth (Hillway, 1964, p. 35). Schools were mandated by some states as early as 1647, but apprenticeship in a trade or even home training, was acceptable (Aiello, 1976).

According to Kysilka and Barr-Johnson (1976), educational reform diminished due to the turmoil caused by the Civil War. Education took a lower priority among the concerns of lawmakers in both the North and South. The declaration of war caused a new priority in the budget and schools were forced to operate at minimum levels. This effect was apparent in southern education for almost a century following the Civil War. It was also during this period that the formal study of education entered the Northern college and university curriculum as a separate field of study (Tyack, 1967).

Pulliam stated that in 1871, the United States Bureau of Education reported 114 schools with teacher education programs. This number continued to increase and by 1900, there were 345 normal schools reported in the United States. Women outnumbered men in the normal schools while the sexes were about evenly divided in private schools. A great many students in normal schools already held teaching

certificates and most had some teaching experience before entering formal education programs. Large numbers of teachers attended normal schools for short periods, but only about one-third of the public school teachers were normal school graduates. Many normal school programs were offered for two years or less and usually were on the secondary school level. Most programs had meager equipment, insufficient support, poor facilities and underpaid staff (Pulliam, 1982, p. 111).

The normal school continued to emerge during the early twentieth century as most universities added what was to become known as the college of education. During the 1890s, the program became fairly clear. Most included some professional treatment of the academic subject area, the history and philosophy of education, the organization and administration of school systems, child study and development and the general study of teaching methods (Butts & Cremin, 1953, p. 402). In some cases, they turned into four-year, state-supported institutions and made efforts to raise their standards by requirements such as high school completion before admission. However, two years of high school education were all that were commonly required for admission to normal school in 1900 (Gezi & Meyer, 1968, p. 40).

Teacher training with the purpose of improving effective instructional practices has been analyzed and changed to meet societal needs. Many of the actual preservice teacher training guidelines were originally established for the education of secondary teachers in the late 1800s. Though useful at the time, their validity was in question. J. B. Sewall made the following quote at a meeting of the New England Association of Colleges and Preparatory Schools in 1889 (Borrowman, 1965, p. 93):

Let us begin by calling to mind what this training needed by the teacher of the Secondary School is. It is twofold: first, the academic, that of a liberal education, which we may call the preparatory part, and second, the professional.

This statement reconfirms the development of programs designed to strengthen the teacher's own skills and introduce methods and training in education.

By 1911, a majority of states had begun to pass certification laws and more than three-quarters of the states mentioned education courses in the requirements of one or more certificates (Butts & Cremins, 1953, p. 453). Use of summer sessions, extension work and inservice training was incorporated to help teachers develop new instructional techniques (Connor, 1976). During this period, the number of school-age children dropped while the income levels of many families rose creating greater public demands for increased teacher competence. Child labor laws

also caused additional public pressure as children were removed from factories and placed in schoolhouses, thus increasing the need for more quality teachers and facilities (Boyd, 1965). Special education expanded greatly and programs for educating teachers of the mentally retarded, blind and crippled were instituted (Conner, 1976). These events caused the cost of public education to rise and many administrators were forced to justify the value of educational programs.

The Great Depression of the 1930s saw the financial starvation of many programs, an effect which was visible in the schools. It was during this period that the federal government, for the first time in the history of 14 depressions, sought to relieve the situation by creating numerous federal agencies (Drake, 1955, p. 441). The student population declined resulting in an oversupply of teachers. Probably, this excess had much to do with the development of certification standards and incorporation of four-year degree programs as mandatory educational requirements (Pulliam, 1982). For the salaries offered, the public demanded better educated teachers, making this the age of progressive education and radical school reform.

World War II focused attention on military support, causing the schools to lose teachers and financial aid to the armed services. It can be estimated that the high

school enrollment was lowered by 2 to 5% and college enrollment was reduced from about a million and a half to less than a million male students (Folger & Nam, 1967, p. 27). This trend was followed by the post-war baby boom which increased the severity of teacher shortages, thus, teachers certified with two-year degrees became more common.

Master of Arts in Education was added to many college programs as a means of attracting liberal arts graduates to the teaching profession. These programs were designed to assist practicing teachers gain education degrees while they taught, but the cost was excessive and when private support for many of these programs dried up, many programs went out of existence (Tyler, 1976). In 1944, the G.I. Bill assisted many veterans by helping them attain educational training necessary to teach, thus increasing enrollment in colleges and aiding most school systems with a supply of qualified teachers.

Sputnik and the fear of Russian superiority became an important influence on American Education in 1957. Soon after, the National Defense Education Act (NDEA) was passed by Congress to provide ample funding for mathematics, science and foreign language education (Gezi & Meyers, 1968). Sweeping educational changes occurred, many of which are still visible in schools today. James E. Allen

Jr., Commissioner of Education for New York State, said the rate of instructional innovations more than doubled within 15 months after the launching of Sputnik 1 (Grieder & Ramine, 1965, p. 531). Emphasis on improving and funding the best methods and materials was stressed.

As the United States pushed its way into the space age, major adjustments took place. Pulliam reported that 50 million TV sets were sold in America and children began growing up with Big Bird. Children were materialistically indulged, and the rock and roll age was personified by Elvis Presley. School desegregation began in the 1950s and Martin Luther King gained a great following (Pulliam, 1982, p. 118).

According to Tyler, by 1960 educational technology became advanced enough to incorporate programmed instruction and televise it to whole classes. It was believed that large numbers of students could be trained while helping to keep the cost and supply of teachers needed to a minimum. Technology sought to change the focus of American education by instituting new methods and expressing a wider variety of ideas than had ever been portrayed before (Tyler, 1976).

During the 1960s, cultural as well as racial unrest plagued inner-city schools. Education focused on school integration, equal opportunity and the needs of the culturally different (Pulliam, 1982). Even though teacher

education was expanding, it became apparent that there was a special need for well-trained teachers dealing with low income inner-city students. Thus, Teacher Corps as well as other HEW training programs surfaced (Steffenson, 1975). The major theme of Teacher Corps was related to competency-based education and considerable time was spent in the planning, implementation and evaluation of learning. The developers of the program attempted to design much of its training around classroom performance and experience. Many teachers received classroom assistance over a prolonged period, thus giving way to significant research and development in the area of competency-based teacher education.

To this date, we continue to improve competency-based teacher education programs. The Beginning Teacher Program of Florida, for example, incorporates many innovations well researched from the 1970s when the Teacher Corps, Operation Proteach and many other programs were originated. History shows that following wars and periods of social conflict, there is often a conservative reaction. The 1980s have indicated such a movement in all aspects of American society. Education moved back to basics with major interest focused on tests of accountability (Pulliam, 1982). Florida's Beginning Teacher Program is a means of documenting competencies which are necessary to effective

teaching. It moves teacher preparation one step further by requiring implementation of skills and not just knowledge. Through participation in the program, it is expected that better instruction will result in higher student achievement.

The Development of Teacher Education

The design of standards for effective teacher education has been an increasing concern for many educators. The perfecting of specific competencies and their level of performance has been an issue which, even now, continues to be debated. The suggestion that teacher preparation focus upon the questions, "What should beginning teachers know and be able to do? and At what level of proficiency?" was made by the National Education Association in 1980 (National Education Association, 1980). Efforts surrounding the problem seem to fall into two categories: the functions and tasks of teaching, and the behaviors and actions of teachers (Nelli, 1981). Both sides have considerable merit, incorporation of several methods might result in the best evaluation process.

In 1962, when educational standards were examined in 16 of the most populated states which held two-thirds of the population of the United States, it was found that there were no common requirements for education students within

the university systems. Each university had its own version of courses and requirements needed for graduation. These programs had a wide diversity of pre-teaching experience and preparation, as a result, teacher preparation depended greatly on the institution attended. Likewise, state certification requirements varied in the professional preparation deemed necessary. This discrepancy caused the amount of instruction time spent in general education courses and subject specializations to differ between universities (Conant, 1963). Even within the same state, an education degree from one institution would not guarantee that the student had the same experiences or skills gained at another institution. Two institutions with the same label may provide very different programs of teacher education; highly similar programs may be provided by two institutions carrying different labels; and sometimes the same institution may give different credentials to two students who have essentially the same program (Conant, 1963, p. 75).

One means of developing standards was to cite the qualities possessed by effective teachers and examine lists to identify which traits were most common. In a 1964 report made by California State College staff, local school districts were invited to develop their own standard of

teaching competence. When local statements of competence had been developed, they were designed into an instrument to measure teacher effectiveness as locally defined. The California Teachers Association (CTA) followed this procedure and examined six areas of teacher competence. It defined these areas as: director of learning, counselor and guidance work, mediator for the culture, link with the community, members of the school staff and member of the profession. The authors proposed that candidates admitted to professional training for teachers be of reasonable scholarly ability necessary for success at a collegiate level and maintain personal attributes essential for success in performance of the teacher's role. Among these attributes, emotional maturity and interest in children were considered to be most vital to the performance of effective instructors (California Teachers Association, 1964). Similar to previous studies, the CTA viewed effective teaching by focusing on the qualities which successful teachers seemed to possess. This approach continued to surface throughout some of the early research paving the way for competency-based teacher education models (Sheils, 1915; Buellfeld, 1915; Kyte, 1932).

In a somewhat different style of investigation, twelve years of casework collected between 1960 to 1965 was

researched at California State College at Long Beach in 1967. Myers (1967) collected data from college files, placement records and teacher rating scale evaluations from the employing school districts. Of the 58 out of 60 teachers being released from service, several causes of teacher failure were reported. Lack of classroom organization, lack of pupil response and lack of responsibility were cited most frequently as causes for dismissal. This same report concluded that only in six cases did the lack of subject matter or grade level proficiency have any influence on the teacher's non-retention (Myers, 1967).

In 1982, Stringer reconfirmed the relationship between college grades and teaching success. She selected 289 first-year Mississippi public school teachers who were 1981 graduates of Mississippi's eight state institutions and compared their grade point averages, American College Test (ACT) scores and National Teacher Examination (NTE) scores to principals' performance ratings of teachers' effectiveness. The results showed that beginning teachers whose principals perceived them as doing a good or excellent job appeared to have higher ACT scores, college grade point averages and NTE scores than the total group. Teachers whose principals perceived them as doing only a poor, fair or average job appeared to have lower ACT

scores, college grade point averages and NTE scores. The conclusion of this study was that the grades a teacher received in his/her pre-service training had a direct relationship on teaching ability. Thus, the study showed that student performance could be an indicator of classroom teaching ability (Stringer, 1983).

Both Myers (1967) and Stringer (1983) showed that there was a relationship between a teacher's ability as a student and an instructor. According to their results, there is a relationship between effective instruction and college grades or test scores.

Early literature concerning teacher evaluation of performance centered on criticism techniques originating from the Oswego Normal School during the Civil War period. Edward A. Sheldon, a leader in teacher education and evaluation, developed a systematic course of objective teaching based on Pestalozzian principles and established a city training school for teachers which was the real beginning of the Normal School (The National, 1982, p. 67). He promoted criticism as the main technique for performance improvement. His methods became widely accepted and a majority of the teaching profession directed its efforts toward strengthening weaknesses rather than defining what effective teaching should include. Therefore, many of the early writings on teacher

effectiveness centered on identifying ineffective behaviors. The traditional method of appraising performance was based on two erroneous assumptions. First, that telling an educator where he/she was doing a poor job would provide the necessary motivation to get him/her to improve his/her performance and second, that criticism in itself would bring the necessary improvement in performance (Lewis, 1973, p. 12). The stage was set for rationalization, defensiveness, inability to understand and reactions that the superior is being unfair or arbitrary (MacGregor, 1960, p. 87). As an increase in ability to evaluate educational phenomena, the growth of scientific research in education and improvement readjusted its focus (Gephart, 1976).

Earlier methods of rating performance were far more subjective and frequently emphasized a teacher's personality as well as his/her ability to discipline. As far back as 1915 in New York City schools, teachers were graded on their abilities in instruction and discipline. The instruction category was based on teaching ability, scholarship and effort while the discipline section included personality, self-control and control of class. The Division of Reference and Research of the Department of Education, New York, prepared 10 hypothetical cases of

teachers and submitted them to various principals for rating in instruction and discipline. The results showed that ratings varied significantly even in the distinction between satisfactory and unsatisfactory. This system attempted to focus on the qualities effective teachers possessed but failed due to the principals lack of uniformity and subjectivity in the rating process. Further examination of these weaknesses pointed to areas of concern which were unstable such as teacher confidence, common sense and sensitivity to the student (Shiels, 1915).

During that same year, Buellfield (1915) published a study on elementary teachers' failure. During the Winter of 1913-1914, 300 superintendents from various parts of the United States were surveyed concerning the reasons for teacher failures. The results of the study indicated lack of the ability to discipline, poor instruction, lack of judgment and poor methods were the main cause of teacher failure. These shortages were characterized by weakness in discipline and procedures, lack of sympathy, nervousness or deficiency of social qualities.

It is commonly known that teacher evaluation and research during the early part of this century remained focused on describing the negative aspects of a teacher's performance.

Kyte (1932) described the unsuccessful teacher as follows: having a lack of creative ability, little initiative, tactless, commonplace in his/her professional attitude, uninterested in his/her pupils, a poor disciplinarian and a bungling teacher. Kyte examined 53 items designed to supply information about: (1) the teacher; (2) his/her teaching procedure; and (3) the children he/she teaches. The results showed that unsuccessful teachers lacked emotional security, creativity, the ability to create and maintain reasonable classroom management procedures and social attitudes which promoted quality relationships between them and their students, peers or superiors. The formative process was suggested as a means of diagnosing individual problem areas of performance and then examining different strategies as ways of increasing effectiveness. Evaluation for administrative purposes needed to be based on the ability to perform specific functions; this required a summative process.

Numerous attempts have been made to define what is meant by effectiveness in the educational profession. Some can pinpoint those attitudes, beliefs and actions which need improvement, yet, in some way use personal judgment rather than substantiated fact to do so (CTA, 1964; Buellfield, 1915; Shiels, 1915). Farquhar (1978)

describes the problems of devising a method of evaluating teacher effectiveness. He states that evaluation procedures have been hindered by:

- (1) a lack of definition of the terms 'teacher effectiveness and teacher competence';
- (2) the complexity and variability of the multidimensional aspects of teaching and the uniqueness of particular methods used in individual situations;
- (3) the failure of research to provide conclusive evidence concerning effective teaching practices;
- (4) the subjectivity of the evaluator;
- (5) the anxiety exhibited by the teacher during evaluations which may cause poor performance;
- and (6) the decision of who should evaluate.

He proposed that there are public, professional and administrative purposes for evaluation and dependent upon the reason a formative evaluation which is conducted for the purpose of professional growth and development or summative evaluation which is an official reporting on teacher effectiveness and performance acceptability may be mandated.

Education in the early 1970s focused on developing goals and objectives directed toward identifying specific tasks students were expected to perform (Mager, 1984; McAshan, 1976). The intent of this management by objective (MBO) process was to incorporate the efforts of teachers and students in deciding what learning would be achieved. Wikstrom (1966) developed an appraisal system which utilized MBO. His four-step process involved: (1) a needs analysis; (2) planning phase between employer and employee; (3) task assignment; and (4) performance appraisal based

upon the achievement of results (Beck & Hillman, 1972, p. 303-304). This process of diagnosing needs, planning objectives toward improvement and evaluating the effects has become known as formative evaluation.

Hickcox (1977) took the view that evaluation of effectiveness should be a formative process including presage, process and product criteria. He conducted face-to-face interviews with teachers, principals and supervisors from 11 counties in the capital district of New York. Results of this inquiry showed that although principals professed to judge performance on behaviors, they, in fact, judged teachers on qualities or characteristics they possessed. Hickcox assumed that the teacher is already basically competent and that continued refinement of techniques and skills improves effectiveness. Hickcox suggests that a teacher and supervisor plan objectives toward the improvement of teacher performance. Once these objectives have been decided upon, both parties work together to develop the most productive way of organizing the changes. In this case, the supervisor would serve as an advisor and consultant. During an agreed-upon time, the supervisor would observe the improvement of those specific actions or skills which were targeted. A teacher would be evaluated on his/her ability to incorporate changes and evidence growth in his/her personal

performance. Upon successful completion of the cycle, a new skill would be discussed and the process would begin again. This process required that the role of the supervisor change to include more planning and guidance than utilized with summative evaluation. Such an approach would avoid most of the major weaknesses in typical current efforts at teacher evaluation, but it would require a major commitment by the organization to instructional improvement (Farquhar, 1978, p. 10).

The AACTE program developed by Robert Howsam, Dean Corrigan, George Denmark and Robert Nash (1976) recommended gaining knowledge in numerous areas before attaining an education degree. During a two-year period, they examined problems of teaching as a profession, upgrading the quality of teachers and of teacher education. The components of pre-service teacher education programs which they proposed as most important included: general or liberal studies, pre-education in the ungirdling disciplines (psychology, sociology, anthropology and philosophy), extensive teacher preparation in an academic specialization, a conceptual framework for planning the professional components of teacher education, a professional component (field experience) and an internship (Howsam, 1976, p. 8). They emphasized the position that the teacher-learner role should not cease at

graduation and proposed inservice assistance to beginning teachers. Continued professional development as means by which practicing teachers could improve their skills was highly cited as a significant component of teacher education.

The American Association of Colleges for Teacher Education (AACTE) seeks through a three-stage view of training and improving teacher skills to ensure effective education of students. First, AACTE outlines knowledge and skills that should be guaranteed by graduation from a teacher education program. It advocates a strong emphasis on general education, the disciplines underlying pedagogy, the teaching specialty content, and an enriched study and practice of pedagogy. It proposes continual assessment and documentation of the competencies mastered; and finally, it suggests an extended program. In order to promote more effective teaching practices in the classroom, it recommends implementing a more demanding and comprehensive program (AACTE, 1983).

Likewise, David Smith (1983) presented a list of six generic components of preservice preparation programs that concerned educators must know to teach effectively. At the 1983 Annual Meeting of the American Association of Colleges for Teacher Education in Detroit, Michigan, a group of

experts presented these generic components of preservice preparation which centered on: instructional planning, management of instruction, management of student conduct, context variables, diagnosis and measurement, and evaluation. These areas were documentable and common across the wide range of teaching fields as well as essential to the instructional process at all grade levels and within all subject areas. Thus, some commonalities were established for observation and improvement of teaching performance.

In many ways, teacher education programs remain similar to those instituted in an earlier time frame. Most universities have added courses to introduce a prospective teacher to new and effective instructional techniques along with review and enhance their academic knowledge. Still, the question of what should be taught to all teachers remains a major concern while quality education continues to be defined. Two questions continue to exist: first, how do we ensure that training teaches pre-professionals the skills judged to be necessary? Second, how do we document and monitor the existence and growth of effective teaching practices?

In recent years, there has been more concentration on observing and documenting those behaviors and skills which seem to result in the highest student achievement. One of

the most common results of the studies performed has been that there is no single effective instructional method or individual teacher behavior (Dunkin & Biddle, 1974; Cruickshank, 1976; McDonald, 1976; Brophy & Evertson, 1978; Gage, 1979; Good, 1979). What is most productive in one area may or may not be the best method in another. Effective teacher behavior varies according to the subject being taught (McDonald, 1976; Soar & Soar, 1976) and pupil characteristics such as age and socioeconomic status (Brophy, 1976; Medley, 1979). However, evidence is becoming more conclusive on many areas of teacher performance and student learning. Gage stated that, "We do have some relationships between teacher behavior and pupil achievement and attitudes on which a scientific basis for the art of teaching can be erected" (1978, p. 35).

Competency-based teacher education programs such as Florida's Beginning Teacher Program have sought to define specific skills used by all teachers. Originally, teaching was described as a series of traits rather than acquired competencies. As time progressed and numerous methods were examined, the focus accented certain qualities or practices that most of the more effective teachers seemed to possess. These qualities have been developed into a set of specific observable behaviors which are present regardless of teaching style, subject content or level of instruction.

It has been suggested that teaching should become a profession requiring five years of campus-based yet field-oriented training with a sixth year of supervised teaching (Denemark & Nutter, 1980). Considering the knowledge and skills which teachers need, some researchers support that four-year programs are becoming insufficient in the amount of time and learning provided (Smith, 1983; Howsam, 1976; AACTE, 1983). With a substantial amount of research developing, many experts have begun to identify competencies which should increase teacher effectiveness.

The Development of Teacher Effectiveness Standards

Several reports produced in the late sixties and early seventies brought forth evidence that the type of school a child attended made little, if any, difference in the student's eventual performance on normed academic achievement tests. Schools bring little influence to bear on a child's achievement that is independent of his/her background and general social context (Coleman, 1966). Instead, variations on what children learn at school were attributed to the differences in experiences and abilities gained outside the educational environment (Jencks, 1972). These studies suggested that our expectations for teacher effects should be both more modest and more sanguine (McDonald, 1976).

These conclusions sparked numerous research investigations into what makes some schools produce students who appear to be happier, more independent and higher-achieving than others. Strong leadership, planned goals and objectives, emphasis on reading skills and instructional methods all contributed to the successful performance of students in high-achieving schools (Weber, 1974). Teachers and principals in higher-achieving schools expressed the belief that students could master their academic work, they expected them to do so, and they were committed to seeing that their students learned to read, do mathematics and other academic work (Brookover, 1977; Rutter, 1979). Edmonds (1977) disagreed that the differences between effective and ineffective schools could be attributed to differences in the social class and family background of pupils enrolled in the schools. Instead, he found the major characteristics of effective schools were a positive climate, high student expectations, strong administrative leadership, an emphasis on both basic skills and student progress. Effective education has been characterized by academic emphasis, classroom management, school values and norms of behavior, frequent feedback and positive staff attitudes (National School Public Relations Association, 1981, p. 10).

Generally, effective education seems to center around three areas: leadership, teaching personnel, and curriculum and instruction. The National Association of Secondary School Principals (1979) suggested that leadership consists of program development (curriculum, instructional leadership), personnel (evaluation, advising, conferencing, recruiting) and school management. Within the study, leadership was viewed as a means of aiding the teaching process. The areas concentrated on were curriculum improvement using well developed instructional objectives implemented through diverse strategies, guidance and direction in meeting the general goals of the school and community, evaluation of instruction - (both formative and summative) and development of individual teacher improvements aided by conferencing and advising.

Howey (1979) reported that for the first-year teacher, leadership by both administrators and master teachers appears to have a major influence on teacher performance. A smooth transition from preservice teaching into the profession could be aided by a stronger relationship between theory and practice, and continued assistance by outside specialists such as professors or teacher educators. He suggested the results were positive where the method had been tried.

In an Australian report on teacher induction, adequate teacher training, early hiring and assignment of classes and peer teacher assistance were viewed as the three most successful means of aiding new teachers (Western Australia Education Department, 1977). By allowing more time for sufficient preparation and being made welcome at the school by other classroom teachers, new teachers were able to discuss problems and figure out solutions. A similar process was incorporated in Britain where probationary first-year teachers were introduced to the school's programs by the use of teacher-centers and teacher-tutors. This arrangement allows each new teacher a peer teacher to consult for special concerns (Julius, 1976). Further study suggests a need for peer-teachers and administrative guidance as a means of eliminating some of the stress involved in the management of outside curriculum duties during the teacher initiation process (Purkerson, 1980).

Frederick McDonald (1976) designed a study which sought to find out if there was a correlation between different types of patterns of teaching performance and gains in learning. The study focused on children's performances in reading and mathematics for grades two and five over a single school year. Teachers' performances were analyzed and compared with student achievement on standardized tests. For the 97 teachers from an eight-district area in

California, the results showed that there was no individual method of organizing instruction across all subjects and/or grade levels. Some suggestions made by McDonald which seemed to be included in a highly effective instructional pattern were use of small group instruction; use of a variety of instructional materials; constant teacher monitoring of student behavior and provision of corrective feedback; and ability of the teacher to maximize direct instructional time in the group and, at the same time maintain a high level of interaction with students not in the group.

Cruickshank (1976) compared the findings of McDonald and Stallings. He summarized the major domains of teaching performance that appeared to be critical were those related to how instruction was organized and how the materials were used (McDonald, 1976, p. 42). Jane Stallings (1976) examined relationships between classroom instructional practices and child outcomes. In the results of her 1974 study of 270 first- and third-grade classrooms, she reported that time spent in reading and math activities, and a high rate of drill, practice, and praise contributed to higher reading and math scores, thus instructional procedures used in classrooms directly affected the achievement of children. Based upon those findings, it was concluded that what occurs within a classroom does

contribute to achievement in basic skills, good attendance and desired child behaviors (Stallings, 1976, p. 47). He reconfirmed that the greatest student gain was accomplished in classrooms where teachers spend considerable time discussing, explaining questioning and stimulating the cognitive process, there was considerable independent work, and the teacher used a variety of instructional techniques. Cruickshank suggested the most promising variables relating to reading achievement were: (a) use of small group instruction; (b) provision of maximum direct instruction accomplished by monitoring, interacting; and (c) use of variety of instructional materials (Cruickshank, 1976, p. 57). Results supported the idea that teacher structuring and control which exists in the classroom can be too little or too great for pupil gain in many measures (Soar & Soar, 1973, p. 143). Student gain seemed to be related to at least a moderate amount of task focus, in a positive climate and a proper match between task difficulty and pupil ability (Soar & Soar, 1973, p. 146).

In 1973, Robert and Ruth Soar conducted a study involving classroom environment as it related to student change. Student progress was measured at the beginning and end of the school year with several classroom observations performed throughout the year. Achievement, personality, self-concept and attitude measures were reported for 83

fifth-grade classrooms and 22 first-grade classrooms in Florida.

Soar and Soar (1976) attempted to summarize the results of four teacher effectiveness studies. They found that most achievement gains came from classrooms which were somewhat "neutral" in climate, where teachers encouraged students to explore their ideas and concepts without an overabundance of praise or criticism and helped to focus student attention on the task being accomplished while allowing more self-initiative and choice within a clearly defined structure. What these results suggest is that the teacher should vary the closeness of focus of the learning task depending on the cognitive level of the task (Soar & Soar, 1976, p. 266).

Contrary to the beliefs of Coleman and Jencks, Bloom (1981) proposes that almost all persons can learn if provided with the appropriate conditions. Through direct instruction and mastery learning techniques, success in school can be maintained. Bloom concluded schools focusing on specific educational goals broken into well organized, attainable objectives were more likely to produce confident, capable students who felt good about the education they were receiving.

Some ways of insuring mastery in education were suggested by Bloom (1980). First, an increase of time-on-

task, (active learning time; time that students are involved in learning) and not just time available, caused a direct increase in student performance. Next, concentration on the cognitive entry characteristics of a student by insuring that a student has the prerequisite knowledge, abilities or skills for learning a particular subject rather than using intelligence and/or aptitude tests should increase a student's ability to perform. Likewise, the use of formative tests and corrective procedures increased the number of students able to reach mastery standards to as high as 80% or 90% of the population (Bloom, 1980, p. 384). Bloom promoted further study involving teacher qualities which helped to promote learning and emphasized the importance of interaction between the school and home environment.

In a study of 17,163 students, John Goodlad conducted a study centering on student feelings and future educational plans. In a three-part survey containing sections related to general self-concept, self-concept in relation to peers and academic self-concept, he found that students who planned on some form of higher education had higher self-concept scores than those who planned to quit school (Benham, Giesen & Oakes, 1980, p. 338). It was also concluded that students least likely to view themselves as

receiving a good education expressed their biggest school problem as being poor teaching. The students felt there was a lack of usefulness to the education they were receiving and the quality of the curriculum was less than desirable. Students who were involved in programs which meet their needs felt more confident and positive toward school as a whole (Benham, Giesen & Oakes, 1980, p. 340).

Gage (1978) emphasizes management and organization of a classroom so as to optimize academic learning time during which pupils are actively and productively engaged in their academic learning tasks (Gage, 1978, p. 40). He suggests that students should be encouraged to work independently through a given routine and remain involved in instructional activities for a majority of their class period. In addition, directions, schedules and routine procedures should be kept to a minimum, rephrasing and cuing should be utilized to insure equal opportunity to respond and a maximum amount of brief, fast-paced feedback incorporated so as to increase the management and organization within a classroom setting. According to Gage, the amount of time spent on task was considered directly related to student achievement.

Donald Medley (1977) analyzed and synthesized research studies on teacher competence and teacher effectiveness.

Subjects examined were: (1) working with groups; (2) classroom management; (3) time allotment; (4) questioning techniques; (5) teacher reactions; (6) behavior problems, and (7) teaching techniques. He found that competent teachers provided more lesson-related activities, minimized class time spent on matters unrelated to lesson content, spent more time working with large groups and utilized a wider range of questioning techniques.

Barak V. Rosenshine suggested that time spent engaged in relevant content was essential for achievement. He reported that effective classroom teaching took place in an environment characterized by academic achievement (Rosenshine, 1976, p. 47). Structured, orderly, teacher-directed classrooms with an academic focus and with frequent monitoring and supervision of students seemed to promote the greatest amount of student achievement.

Rosenshine (1976; 1979) and Medley (1977) results showed similar findings. Time spent engaged in relevant content, increased use of direct instruction, business-like management of classroom routines and well designed and implemented instructional goals tended to result in higher academic performance than less organized classrooms.

According to Dunkin and Biddle (1974), some observable characteristics of classroom effectiveness are the classroom climate, the teacher's directiveness and praise,

the teacher's acceptance of student ideas, teacher talk, the quality of questions, lectures and directions initiated by the teacher, pupil talk, pupil responses to teacher-initiated questions and the amount of time spent in silence or confusion. Each of these qualities can be measured and improved by careful observation and consistent effort allowing high-quality teaching to take place. They suggest that teachers should create warm, directive situations which encourage students to examine their ideas and develop concepts through lectures and assistance offered by the instructor. This improvement of instruction can take place through constant monitoring of teacher behaviors and increased planning concentrating on skills which will promote effectiveness. Discipline and group management were also viewed as being major, measurable influence in the quality of instruction.

Gordon Cawelti, Executive Director of the Association for Supervision and Curriculum Development (ASCD) issued what their group felt were the characteristics of effective teachers. The qualities emphasized were: high teacher expectations for students, frequent monitoring of student progress, the incorporation of a business-like achievement-oriented climate within the classroom, use of appropriate instructional materials, increased academic time on task, a classroom management routine, the opportunity to learn

criterion materials and effective outside leadership especially in the areas of reading and mathematics (Tursman, 1981, p. 88).

A wide range of studies focusing on numerous aspects of effective schools has been collected. The findings suggest skills which might be observed, documented and improved. In Florida, these skills were expanded to form a set of generic competencies supported by teacher education programs with the purpose of increasing student learning by increasing teacher effectiveness.

The Development of the Beginning Teacher Program in Florida

The concern for student performance and academic achievement surfaced as the major focus of educational improvement in the early 1970s. The belief that more effective teaching leads to increased achievement among students became the basis for numerous pieces of legislation enacted in Florida.

Under the direction of Governor Claude Kirk's Commission for Quality Education in Florida, the education profession established the need for a Professional Standards Board whose purpose would be to set standards for those seeking entrance into teaching (Bryan, 1976).

The Council on Teacher Education (COTE) was appointed by the State Board of Education to advise the Commissioner

of Education on all matters dealing with teacher education and certification. COTE functioned for five years (1975-1980), researching and identifying a set of 23 generic competencies deemed essential for all certified teachers. Some of these competencies were later enacted into law as Section 231.17 Florida Statutes (F.S.) while others were approved in SBE Rule 6A-5.061. Two major modifications of this bill were a comprehensive written examination and a year-long internship prior to initial certification (Oguntade, 1983).

Section 240.529, Florida Statutes was also adopted during 1979. This legislation requires that each prospective education student perform at the 40th percentile or above on a nationally-normed, standardized college entrance examination. Colleges and universities in Florida were expected to demonstrate inclusion of 23 essential generic competencies in both curriculum as well as in student evaluation procedures (Department of Education, 1979). Also, starting July 1, 1982, 80% of the graduates of any approved teacher education program must pass the Florida Teacher Certification Examination in order for the program to maintain state approval (Florida Statutes 231.17, 1985).

It has become evident to many experts that completion of an approved program of study from a college or

university may not be sufficient to guarantee the beginning teachers' success (Dudley & Hegler, 1983; McIntosh, 1982; Terry et al., 1983). Extended internships (Dudley & Hegler, 1983), peer teacher assistance and evaluation (Huling & Hall, 1982), portfolio development with self-evaluation (Terry et al., 1983), and state agency involvement in teacher induction (Lasley, 1981) have all been suggested as possible ways to help prepare the beginning teacher for the task of teaching.

Florida has chosen to initiate a Beginning Teacher Program which utilizes numerous approaches to monitoring beginning teacher progress. Florida Statute and Rule 6A-5.75, FAC (Florida Department of Education, 1981) require that all beginning teachers be issued temporary certification until they have passed the Beginning Teacher Program. The Beginning Teacher Program includes many aspects of both professional development as well as formal evaluation. Support staff made up of a peer teacher, a school-based administrator and at least one other professional administrator are assigned to assist the beginning teacher in the first year(s) of employment (Florida Department of Education, 1981). The support staff are instructed by individual counties on the use of the Florida Performance Measurement System (FPMS) which

contains instruments used to gather data on the beginning teacher in the 34 generic competencies.

Beginning teachers are expected to collect proof of their competence by creating portfolios containing lesson plans, student test scores, student work samples and anecdotal records. Peer teachers assist with the formative evaluation and development of a comprehensive portfolio. Support staff are involved in both formative and summative evaluations of the teacher. The end result is that teachers completing the program have been closely supervised and assisted in developing skills which are necessary for continued success.

Given a sufficient amount of time, one full year of employment, successful teachers will have put forth significant efforts perfecting their teaching skills. At the end of this one-year term, written feedback must be issued to the Department of Education stating a candidate's status in the Beginning Teacher Program. Three outcomes are possible. First, a teacher may complete the Beginning Teacher Program and be issued a permanent teaching certificate. Second, a provision can be made for another year of observation, then temporary certification would be issued for a second or third year allowing the candidate more time to secure coursework or collect documentation to prove competence in all skill areas. Or, third, the

candidate could after three years in the program fail to complete requirements of the Beginning Teacher Program for his or her county and be denied certification in the state of Florida. If a candidate does not complete the program, he or she has the right to file written appeal within 10 days of notification. This appeal is rendered to the Educational Practices Commission (Section 231.17 Florida Statutes and Rule 6B-11.05 FAC) for a formal hearing where the beginning teacher must prove that he or she has successfully met the criteria for completion of the Beginning Teacher Program. Should the appeal be turned down, teacher certification in the state of Florida would remain denied.

Studies have shown the acquisition of a degree with a standard grade-point average and field experience is a poor indication of teaching ability (Hazard, 1977; Stringer, 1982). Institutions vary greatly in the programs and quality of education they provide for their students (Wheeler, 1980). Thus, the arbitrary dictation of standards has not been successful due to the inconsistencies shown across numerous institutional programs.

As research into effective teaching practices expanded and results began to be more conclusive, the state of Florida increased its commitment to providing high quality education for its students. This commitment led to

enactment of legislation which promoted close supervision and training to beginning teachers prior to the issuance of permanent teacher certification (Florida Statutes 6A-5.75). This decision was preceded by a wide range of research concerning which generic competencies were observable, documentable, non-prejudicial and common across all fields of education.

Some of the studies which prompted Florida's educational leadership authorities to develop this innovative program will be discussed in this section.

As early as 1961, the National Commission on Teacher Education and Professional Standards reported on the need to clarify what teachers should know and be able to do in order to be licensed. They proposed that prior to issuance of a teacher's license some basic professional standards must be met. Specifically, completion of an accredited college program of preparation, recommendation by the preparing institution on the basis of demonstrated competence as a beginning teacher and recommendation in terms of teaching competence by the appropriate organization of teachers should be required (Lindsey, 1961, p. 144). As a portion of a teacher's collegiate preparation, an internship must be included.

Stern reviewed 34 effective teaching studies in 1963 and developed a list of teacher traits that were

characteristic of effective teaching. Peter (1975) combined the recommendations of Stern and Combs (1965) and reported that some of the most important teacher qualities were the willingness to be flexible and experiment with new methods, the ability to personalize teaching through the use of a conversational manner and skilled questioning technique, a well-rounded knowledge of the subject area which would include both a provision for study aids and well established examination procedures, as well as the ability to perceive from the student's point of view while maintaining a supportive and appreciative attitude. Some of the behaviors he found to be essential to effective teaching were concerned with a teacher's ability to relate to others by influencing and controlling positive and negative affective behaviors, responding and communicating information and relating teaching activities. Use of knowledge involving pedagogical phasing, learning processes and information processes was also needed (Peter, 1975)

Revision of the preservice component in teacher education was proposed by the American Association of Colleges for Teacher Education in 1964. Herbert F. La Grone, director of the project, developed 12 areas of teachers' behaviors with emphasis on the analytical study of teaching and its focus upon structures and uses of knowledge. He

recommended and described five courses needed in the professional sequence: (1) analytical study of teaching; (2) structures and uses of knowledge; (3) concepts of human development and learning; (4) designs, demonstration and evaluation of teaching-learning; and (5) demonstration and evaluation of teaching competencies. In addition to these skills, La Grone suggested an out-of-class component which reflected their professional responsibilities and not just their student-related activities (La Grone, 1964).

Ryan, Kleine and Krasno (1972) took the list of behaviors one step further by attempting to translate these behaviors into skills. Once the skills were decided upon, a sequence of professional coursework might be developed to establish a strong background of knowledge for professional educators. As a result of their study, a list of professional skills was developed. Diagnosing student needs and learning difficulties and devising learning objectives and programs tailored to individual student needs were viewed as highly important. Also, varying the types and levels of questions so that they required the student to use different thought processes and responses, and effectively rewarding certain types of student behavior were skills included in their summary. Some other skill areas included the ability to use various types of audiovisual and instructional aids, frequent and

prescriptive evaluation of student performances, effective use of knowledge in all content areas taught, and the ability to teach large and small groups. Preservice teacher training frequently includes instructional methods courses which are used to teach prospective teachers how to instruct, diagnose and evaluate the performances of students. This study reaffirmed that becoming an effective educator could be promoted through training.

By 1973, a list of teacher competencies was issued by the Florida Department of Education which attempted to reflect skills, activities and personal characteristics of successful teachers. The broad categories included assessing and evaluating student behavior, planning and implementing instruction, performing administrative duties, communicating and interacting, developing personal skills and developing the student (Florida Department of Education, 1973). With continued research and expansion, these categories were to become the framework for the generic competencies now used in Florida's Beginning Teacher Program.

The American Association of Colleges of Teacher Education (AACTE) reconfirmed many of the categories proposed by the Florida Department of Education with their 1976 report, *Educating a Profession*. Howsam, Corrigan, Denmark and Nash designed a conceptual framework for

planning the professional components of teacher education. These components included: liberal or general studies, the disciplines connected to their teaching fields and their learning implications for students, intensive preparation in the conceptual frameworks within which teachers can develop diagnostic and planning skills and a broad repertoire of teaching behaviors and skills. Teachers must be capable of diagnosing learning problems, developing curriculum materials, experimenting with instructional procedures appropriate to the needs of a wide range of individuals, and evaluating the outcomes of these activities (Howsam, 1976, p. 105). The teacher's self-improvement and the relationship maintained between colleagues and other professionals was viewed as a continuing need for educators.

In a report of teacher perception on self-reported needs developed by F. L. Pigge (1978), the proficiencies which teachers ranked highest were the ability to maintain order in a classroom and to assist students in the development of self-discipline along with the ability to motivate student achievement via modeling reinforcement, provision of success experiences and appeal to student interests (Pigge, 1978, p. 73). Somewhat less important were the ability to apply appropriate evaluative techniques

and the ability to individualize instruction. Other proficiency areas which ranked highly were the ability to utilize audiovisual equipment, the ability to provide instruction leading to different cognitive goals, the ability to encourage and facilitate development of social skills and enhance self-concepts, the ability to prepare teacher-made tests, the ability to utilize observational techniques in the classroom, and the ability to utilize an understanding of the formal chain of control, decision making, communications and authority within each school unit and their effect upon the daily operation of the classroom. When this response was compared with a sample of responses from principals, the principals believed "a positive attitude toward students and teachers is the most important need... followed by an ability to maintain control in the classroom" (Pigge, 1978, p. 75).

Similarly, Phelps (1979) reported on teachers' perceptions of training needs relative to successful teaching. He concluded the ability to plan and implement strategies that adequately motivate all students and the ability to effectively use classroom management techniques were of greatest importance. He noted that the ability to meet the academic, social and emotional needs of students and to assess student behavioral and social problems were crucial to effective classroom management. The ability to plan

effective instructional activities provides opportunities for students to learn to work effectively as group members. Developing curriculum materials and activities that meet unique student needs and evaluating the effectiveness of instructional activities were reported by Phelps as necessary skills for effective instruction.

Denemark and Nutter (1980) listed knowledge and skills essential to the professional teacher. These ability areas were grouped into domains which included observation, diagnosis, instructional design and planning, instructional management, communication skills, evaluation and pedagogical values. Similar to previous studies, a pattern of competencies began to emerge emphasizing those skills which directly affected the quality of instruction and observations of classrooms exhibiting both positive and negative aspects of each could be identified and more clearly researched.

"Operation Proteach," developed at the University of Florida, paralleled research done by Denemark and Nutter in that it suggested similar instructional domains as most important (Smith, 1980). The program took into consideration the preparation already received in teacher education at colleges and universities and sought to extend teacher preparation programs by offering a year-long

internship with intense formative evaluation procedures and continued educational and professional assistance. It was based upon the identification of competencies considered vital to effective classroom instruction. Included in these domains were diagnosis of needs, planning, management, delivery of instruction, evaluation, involvement as a school member (i.e., curriculum development, policy formation, policy enforcement, etc.) and member of the profession. As a result of "Operation Proteach," professional teacher preparation at the University of Florida was extended to a five-year program. This new program, developed over a four-year period, requires greater depth of study in the academic teaching fields, more clinical/field work, more coursework in professional education and a more comprehensive evaluation of both students and program than the traditional program it replaces (Smith, 1984, p. 134). On completion of the program, the teacher receives initial teacher certification and a master's degree (Smith, 1984).

After prolonged research and continued development, Florida chose to include the following domains as part of its Beginning Teacher Program: Planning, Management of Student Conduct, Instructional Organization and Development, Presentation of Subject Matter, Verbal and Non-

verbal communication, and Testing: Student Preparation, Administration and Feedback (Handbook for Beginning Teacher's Staff Support, 1983). Each domain was broken down into specific measurable competencies which could be documented by teacher observation, student performance records, standardized test results, work samples, video recordings, personal records and/or any other substantiated means. The main purpose has been to objectively assess the teacher's ability to perform key tasks and to offer needed assistance through the guidance of master teachers.

As a data collection tool, a team of professionals at the University of West Florida developed the portfolio process. The portfolio process is based upon the belief that "development and competence are personal matters." Two main premises of the program are: teacher preparation should promote teaching performance that has been found to be effective in promoting student learning, and teacher competence is best judged within the context of day-to-day classroom performance. The portfolio process includes: the collection of data to support teacher competence, the review and analysis of the data by a support team, and the commitment to a plan of action by the teacher (Terry, 1983). The main purposes of the portfolio process are the

proof of competence and continued improvement of teaching skills.

The 1984-85 Florida Beginning Teacher Program Evaluation stated, "Beginning teachers think the program is beneficial and that the purpose of the program is good" (1985). Results of the study showed that much of the program's effect was directly related to the commitment of the principal and peer teacher to the improvement of instruction through a systematic means. In addition, the report concluded that the Beginning Teacher Program had produced noticeable effects on teacher performance and a positive effect on college programs and inservice district programs. One of the final questions raised in this report is whether or not teachers with alternative certification are as well qualified to pass the program as those who are graduates of fully-certified teacher education programs.

The Florida Beginning Teacher Program continues to be developed according to the needs of beginning teachers with the assistance of college instructors, interested teachers and county administrators. The results, so far, have been positive as the evidence supports an increase in both effective teaching and student performance. As with any new program, adjustments must be made to continue to enhance the program's success. This effort is being made

cooperatively by many colleges or universities, county-wide school systems and the Florida Department of Education.

Summary

Teacher education is an area involving conservative change. Viewed by many authorities as the backbone of democracy, education continues to reflect a wide base of general studies while including specific courses concerning the professional training needed to meet the challenge of teaching.

As research has helped to increase understanding of educational practices, it has become evident that some alterations must be made to update preservice training programs. Many researchers have indicated a need for more coursework along with additional supervised student teaching experience. Some authorities advocate lengthening teacher preparation programs to five- or six-year periods so that prospective teachers have sufficient time to fulfill all educational requirements. A different segment of researchers discuss the non-compatibility of one four-year education program to another and how the wide variety of courses offered allow too much discrepancy in preservice training. Others defend a position which supports extended internships or lengthier inservice training with peer assistance as most valuable.

Florida's Beginning Teacher Program has incorporated the use of temporary certification as a means of continued training during induction. As a direct result of the program, closer cooperation between colleges and universities, individual school systems and the State of Florida Department of Education has developed. This evidence along with an increase in student test scores has prompted a belief that the program is improving teaching through effective educational practices.

The Florida Beginning Teacher Program has been well researched and every attempt has been made to make sure that each competency can be evaluated fairly and conclusively when documenting the skills of all beginning teachers. Administrators and peer teachers provide leadership and assistance which promotes continued growth in areas where competencies are not yet mastered. Thus, the incoming teacher is offered guidance and training from a team of experienced professionals.

CHAPTER III

METHODS

This chapter outlines the methods used to survey and analyze the responses of beginning teachers with respect to their perceptions of the assistance they received during their first year of employment. The chapter includes: (a) a description of the sample; (b) a description of the data collection process; (c) a description of the development and validation of the instrument; and (d) a summary of the analysis procedures.

Subjects

The population of this study consisted of 9,401 beginning teachers from all 67 counties in the state of Florida who were enrolled in the Beginning Teacher Program between the years 1982 and 1985. From the possible subjects, 78 (or 100%) of the teachers who did not complete the Beginning Teacher Program in a one-year period were selected along with a stratified random sample of 491 teachers completing the program. All counties and years are represented by 5% of the teachers completing the program or, when a county had less than 20 teachers, a single representative. This study involved all

professional personnel who were required by law to complete the Beginning Teacher Program and possess a valid teacher certificate. This group included not only classroom teachers, but vocational educators, speech therapists, psychologists, social workers, school nurses and occupational specialists.

Beginning Teacher Program records were made available through the cooperation of the Florida Department of Education. With their assistance, it was possible to obtain a sizeable stratified random sample and important demographic information concerning each subject.

Collection of Data

Demographic information, such as a subject's age, grade point average, type of university, college major, student teaching experience, level of degree and teacher certification exam results, is maintained by the Department of Education for all teachers requesting certification in the state of Florida. For each participant of this study, a code number was assigned to protect confidentiality and two forms of data were collected. First, data were gathered from college transcripts or test results contained in certification files. Second, questionnaires concerning an individual's perceptions of his/her performance were

mailed. Upon return, the questionnaires were matched by code numbers to the collected data.

Each teacher received a letter of introduction, a questionnaire, and a self-addressed stamped envelope. A systematic means of recording returns was developed and periodically, follow-up surveys were sent to those who had not responded.

Over a three-month period, as many as three identical surveys may have been mailed to a single address. Many teachers who failed to respond were contacted by telephone and given the choice of answering questions verbally or being sent an additional instrument.

A random sample of subjects were selected from the survey population and interviewed by telephone. Verbal responses were compared with questionnaire results to add quality and insight to the study. By allowing respondents to elaborate on their experiences, they were given the opportunity to re-examine and evaluate the methods and usefulness of the assistance they received, thus, serving as a means of determining the reliability of the instrument. Responses to the following four questions were recorded: (1) What do you feel are the strengths of Florida's Beginning Teacher Program? (2) What do you feel are the weaknesses of Florida's Beginning Teacher Program? (3) As a result of the program, do you feel you were

offered any learning opportunities which you might not have received otherwise? and (4) If you could change the program in any way, how would you improve it?

The interview responses and questionnaire data showed similarity. The teachers' performance, the methods of assistance and usefulness of assistance was consistently repeated. Thus, the telephone interviews were used as an informal means of testing the instrument's reliability.

Instrument Design

The survey instrument was developed from a list of 23 statements reflecting Florida's original Beginning Teacher Program competencies. Although the number of competencies has increased, only the ones in the program since 1982 were used. Since training and assistance is focused around the competencies a teacher is expected to attain, the decision was made to include only the competencies which would have been a part of all beginning teachers' programs from 1982-1985. Although the added competencies are equally important, training and assistance may not have been as available prior to their acceptance in the program.

Using a "Likert-type scale" of 5 to 1 with "5" equalling superior and "1" equalling poor, each subject

responded to statements according to how well they performed each competency during their first year of teaching. Next, they listed the positions of people who offered them assistance and the kind of assistance they received. Finally, subjects rated the usefulness of the assistance they received on another Likert-type scale (see Appendix C). Handwritten responses were categorized and given a number for computer purposes by the researcher. Although comments were not specifically requested, many respondents offered them.

Validation

To select the most important competencies and establish the validity of those competencies among Beginning Teacher Program Directors, a pilot survey was sent to 59 Beginning Teacher Program Directors who represented all 67 counties in Florida. (The Northeast Consortium consists of nine small rural counties and has only one Beginning Teacher Program Director.) Each director was asked to indicate the 10 competencies they perceived as most vital to effective instruction. Eighty-one percent of all program directors responded. Results were tabulated and the 11 statements chosen most frequently became the items examined by the survey. Limited survey length and simplicity were viewed

as important to insuring a sizeable rate of return; thus, the remaining statements were ignored (see Appendix B).

Analysis of Data

All demographic data and questionnaire response data were analyzed at the University of Central Florida, Orlando, using selected programs of the Statistical Package for the Social Sciences (SPSS) (Nie et al., 1983).

Subjects were divided into groups by their completion or non-completion of Florida's Beginning Teacher Program. Descriptive variables such as age, sex, GPA, student teacher experience, type of degree, the type of institution granting the degree, whether or not the teacher graduated from a college of education, certification in relation to teaching assignment and results of the Teacher Certification Exam were examined along with questionnaire responses.

Contingency tables were created using the crosstabs command of SPSS. In a two-way classification, the expected values were calculated from marginal totals of the contingency tables. Thus, a similar proportion of the sample would exist at each level tested if the hypothesis was null. Chi square was determined from the observed and expected frequencies using the following formula (Bartz, 1981, p. 320):

$$\chi^2 = \frac{(O-E)^2}{E}$$

where O is the observed frequency in a given category
 E is the expected frequency in a given category.

$$df=(r-1)(c-1)$$

where r is the number of rows, and

c is the number of columns.

From the computation of χ^2 , it can be determined if there is a significant deviation between observed and expected cell frequencies. As a result of this process, significant differences between teachers completing and teachers not completing the program were indicated.

In cases where data were interval or ratio and averages could be calculated, t-tests were performed. Using the formula (Bartz, 1981, p. 243):

$$t = \frac{(x_1 - x_2) - 0}{S_{D_x}}$$

and

$$df=(N -1)+(N -1)$$

it was calculated whether the population mean for teachers not completing the program was the same as teachers completing the program or

$$u_1 - u_2 = 0.$$

In most cases, the t-test served as a second statistical measure which was used to reconfirm the results of χ^2 . Chi square indicated a difference between groups and the t-test established the direction and degree of the difference.

Items 1 to 11 on the questionnaire contained portions where two or more responses might have been made (methods and people). Frequency distributions were recorded and analyzed for all responses by use of the multiple response procedure in SPSS. This procedure displays multiple response items in univariate tables and multivariate crosstabulations (Nie et al., 1983, p. 303). Each cell contains a count, row percentage, column percentage and table percentage. From this analysis, either methods or people can be compared.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Characteristics of Florida's 9,401 beginning teachers were analyzed using an approximate 5% stratified random sample of teachers who completed the Beginning Teacher Program and 100% of teachers who did not complete the program between 1982 and 1985. The number of participants and percentage of that year's total population varies.

TABLE 1

SAMPLE

Year	Total No. in Beginning Teacher Program	Sample No.	Percentage
1982-83	516	61	12.4
1983-84	2519	166	6.7
1984-85	6366	342	5.3
TOTAL	9401	569	6.0

The fluctuation in the percentages of the sample exist for two reasons: (1) in counties where less than 20 beginning teachers completed the program for the year, a single representative for that position was selected; and (2) 100% of those not completing the program were also included.

Because the total sample is broken down by year and completion status, there is a wide discrepancy in the number of subjects selected each year (see Table 2). Due to the growing numbers who completed the program, the number of subjects in the sample increased each year. It is assumed that during the earliest year of the program many administrators were able to hire employees who had no need to be enrolled in the Beginning Teacher Program. These people were probably hired first and as the supply diminished, more beginning teachers entered and completed the program.

TABLE 2
SAMPLE POPULATION BY YEAR AND COMPLETION STATUS

Year	Completing Program	Not Completing Program	% of Total Sample
1982-83	45	16	11.3
1983-84	146	20	29.3
1984-85	300	42	59.1
TOTAL	491	78	100

The sample was also selected throughout Florida's 67 counties. Table 3 shows the number of subjects chosen for the sample which completed the program, did not complete the program, the total number sampled for each county and the percentage of the total sample which each county maintained. It is evident that the size of the county had

little effect on the number of participants not completing the program. For example, some very large counties such as Dade or Hillsborough, had far fewer non-completion than smaller counties such as Alachua or Marion which suggests that Florida's Beginning Teacher Program may be more intensive in some counties than others.

TABLE 3
SAMPLE POPULATION BY COUNTY AND COMPLETION STATUS

County	Completed Program	Did Not Complete Program	Total No. in Sample	% of Total Sample	% Not Completing Program
Alachua	12	8	20	3.5	10.3
Baker	3	0	3	.5	0
Bay	6	0	6	1.0	0
Bradford	4	0	4	.7	0
Brevard	18	1	19	3.3	1.3
Broward	31	10	41	7.1	12.8
Calhoun	9	0	9	1.6	0
Citrus	5	0	5	.9	0
Clay	9	1	10	1.8	1.3
Collier	10	0	10	1.8	0
Columbia	5	2	7	1.2	2.6
Dade	32	4	36	6.3	5.1
Desota	3	0	3	.5	0
Dixie	2	0	2	.4	0
Duval	12	1	13	2.3	1.3
Escambia	6	4	10	1.8	5.1
Flagler	3	0	3	.5	0
Franklin	3	0	3	.5	0
Gadsden	4	0	4	.7	0
Gilchrist	3	0	3	.5	0
Glades	2	0	2	.4	0
Gulf	3	0	3	.5	0
Hamilton	2	0	2	.4	0
Hardee	4	0	4	.7	0
Hendry	4	0	4	.7	0
Hernando	4	0	4	.7	0
Highlands	5	0	5	.9	0

TABLE 3 (continued)

SAMPLE POPULATION BY COUNTY AND COMPLETION STATUS

County	Completed Program	Did Not Complete Program	Total No. in Sample	% of Total Sample	% Not Completing Program
Hillsborough	19	1	20	3.5	1.3
Holmes	2	0	2	.4	0
Indian River	6	2	8	1.4	2.6
Jackson	3	0	3	.5	0
Jefferson	2	0	2	.4	0
Layfayette	2	0	2	.4	0
Lake	8	0	8	1.4	0
Lee	10	4	14	2.5	5.1
Leon	5	0	5	.9	0
Levy	2	0	2	.4	0
Liberty	2	0	2	.4	0
Madison	2	0	2	.4	0
Manatee	6	0	6	1.1	0
Marion	12	15	27	4.7	19.2
Martin	4	0	4	.7	0
Monroe	13	1	14	2.5	1.3
Nassau	3	0	3	.5	0
Okaloosa	6	0	6	1.1	0
Okeechobee	5	1	6	1.1	1.3
Orange	29	11	40	6.0	14.1
Osceola	8	2	10	1.8	2.6
Palm Beach	28	4	32	5.6	5.1
Pasco	10	0	10	1.8	0
Pinellas	24	2	26	4.6	2.6
Polk	16	0	16	2.8	0
Putnam	5	0	5	.9	0
St. Johns	3	0	3	.5	0
St. Lucie	5	0	5	.9	0
Santa Rosa	4	0	4	.7	0
Sarasota	5	0	5	.9	0
Seminole	10	1	11	1.9	1.3
Sumter	4	2	6	1.1	2.6
Suwanee	2	0	2	.4	0
Taylor	2	0	2	.4	0
Union	3	0	3	.5	0
Volusia	9	1	10	1.8	1.3
Wakulla	2	0	2	.4	0
Walton	2	0	2	.4	0
Washington	2	0	2	.4	0
TOTAL	491	78	569	100.0	100.0

This breakdown describes the stratification of subjects used for the first portion of the study. Demographic data were manually collected from certification files.

Analysis of Demographic Data

The comparison of teachers who completed the Beginning Teacher Program and teachers who were unable to complete the program was performed using these variables: race, sex, age, level of degree, grade point average, student teaching experience, teacher certification exam results, area of certification, college of education graduation, type of university and teaching assignment.

Table 4 reports teachers who completed the program and teachers who did not complete the program by race. Of the teachers who responded to the survey, 88% of the white (non-Hispanic) teachers completed the program, 81% of the black teachers completed the program and 60% of the Hispanic teachers completed the program.

TABLE 4
COMPLETION STATUS BY RACE

	White	Black	Hispanic	Asian
Completed Program	187	13	3	0
Did Not Complete Program	25	3	2	1

Chi square = 10.66
Significance = .03
Degrees of Freedom = 4

Table 5 reports the teachers who completed the program and the teachers who did not complete the program by sex. This information was collected on the survey instrument. Men were more likely not to complete the Beginning Teacher Program than women with 53% of the respondents who did not complete the program being men.

TABLE 5
COMPLETION STATUS BY SEX

	Male	Female
Completed Program	40	163
Did Not Complete Program	17	15

Chi Square = 15.03
Significance = .00
Degrees of Freedom = 1

It was hypothesized that age would be a factor in a teacher's possibility of completing the beginning teacher program. There was the possibility that teachers who were younger might lack the maturity and experience to deal with classroom situations or beginning teachers who were older might lack the stamina or patience. Either instance might have been possible in examining the age factor. First, a visual comparison of age groups divided into 10 year-segments was made. It appeared that the group who did not complete the program had a greater percentage of participants in the lower age ranges (see Table 6). Therefore, more exact tests were necessary.

TABLE 6
COMPLETION STATUS BY AGE GROUP

	21-30	31-40	41-50	51-65	Totals
Completed Program	221	180	69	21	491
Did Not Complete Program	43	24	11	0	78
TOTAL	264	204	80	21	569
%	46.4	35.8	14.2	4.0	

Degrees of Freedom = 3

Age was found to be an important factor. Less successful teachers were approximately one year and nine

months younger than teachers who completed the program (see Table 7).

TABLE 7
T-TEST OF COMPLETION STATUS BY AGE

	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completion	491	33.78	8.15	0.36	2.04	0.04
Non- completion	78	32.00	7.00	0.79		
Degrees of Freedom = 567						

The level or degree was assumed to be of importance to successful classroom teaching, therefore, the sample population as categorized by completion status and degree attainment. College transcripts were used to distribute participants into five groups, namely, no degree, bachelors degree, masters degree, educational specialist or doctorate (see Table 8).

TABLE 8
COMPLETION STATUS BY LEVEL OF DEGREE

	No Degree	Bachelor	Masters	Specialist	Doctorate
Completed Program	23	372	91	3	2
Did Not Com- plete Program	6	59	12	1	0
TOTAL	29	431	103	4	2
%	5.1	75.7	18.1	.7	.4

NOTE: Chi Square=7.47
Significance=0.18
Degrees of Freedom=4

Similarly, teachers who received high grade point averages were presumed to have a greater possibility of completing the Beginning Teacher Program. For comparison purposes, five groups were developed each with a .4 point spread. Results showed that 50% of those not completing the program had a 2.8 grade point average or below and only 30% of teachers completing the program were in that range (see Table 9).

TABLE 9
COMPLETION STATUS BY GRADE POINT AVERAGE

	2.2	2.6	3.0	3.4	3.8
Completed Program	55	91	144	111	87
Did Not Complete Program	19	21	20	9	4
TOTAL	74	112	164	120	91
%	13.5	20.5	30.1	19.2	16.7

NOTE: Chi square=22.48
Significance=0.00
Degrees of Freedom=4

The results of the previous test were reconfirmed by use of a t-test, the mean for teachers who completed the program was 3.09 while teachers who did not complete the program average 2.80. The teachers who did not complete the program had lower overall grade point averages (see Table 10).

TABLE 10
T-TEST OF COMPLETION STATUS BY GRADE POINT AVERAGE

	No. of Cases	Mean	Standard Deviation	Standard Error	T-Value	Probability
Completed Program	475	3.09	0.49	0.02	5.00	.00
Did Not Complete program	72	2.80	0.45	0.05		

Degrees of Freedom = 545

Student teaching is one way of measuring experience in a classroom while insuring that the student teacher is under close supervision of a master teacher. Many researchers believe student teaching is one of the most important aspects of teacher training. When examining the group of teachers who completed the program and the group who did not complete the program, 36% of the teachers who did not complete the program had no student teaching while only 18% of those completing the program had no student teaching (see Table 11).

TABLE 11
COMPLETION STATUS BY STUDENT TEACHING EXPERIENCE

	Student Taught	Did Not Student Teach
Completed Program	392	82
Did Not Complete Program	50	28
TOTAL	442	110
%	80.1	19.9

NOTE: Chi Square=13.37
Significance=0.00
Degrees of Freedom=1

In a t-test of both groups, student teaching was shown to be a significant factor to completing the Beginning Teacher Program and attaining a regular teaching certificate (see Table 12).

TABLE 12
T-TEST OF COMPLETION STATUS BY STUDENT
TEACHING EXPERIENCE

	No. of Cases	Mean	Standard Deviation	Standard Error	T- Value	Proba- bility
Complete Program	474	0.82	0.37	0.01		
Did Not Com- plete Program	78	0.64	0.48	0.05	3.24	0.00
Degrees of Freedom = 550						

As can be seen in Table 13, teachers who did not complete the Beginning Teacher Program had a far greater proportion of teachers either failing or not taking the Teacher Certification Exam.

TABLE 13
COMPLETION STATUS BY TEACHER
CERTIFICATION EXAM RESULTS

	Passed	Failed	Did Not Take
Completed Program	446	9	36
Did Not Complete Program	41	12	25
TOTAL	487	21	61
%	85.6	3.7	10.7

NOTE: Chi Square=83.37
Significance=0.00
Degrees of Freedom=2

Of those teachers taking the exam, the teachers who did not complete the program had a far greater possibility of failing the test (see Table 14).

TABLE 14
T-TEST OF COMPLETION STATUS BY
TEACHER CERTIFICATION EXAM RESULTS

	No. of Cases	Mean	Standard Deviation	Standard Error	T- Value	Proba- bility
Completed Program	455	0.98	0.13	0.00	3.54	0.00
Did Not Com- plete Program	53	0.77	0.42	0.05		

Degrees of Freedom = 506

The attempt to take the Teacher Certification Exam seems to indicate a person's desire to continue teaching. Part of the reason for this assumption is that without the exam, regular certification cannot be issued. Teachers who did not complete the program may have been placed in situations which required a greater level of skill than they possessed (see Table 15).

TABLE 15

T-TEST OF COMPLETION STATUS BY ATTEMPTS
TO COMPLETE THE TEACHER CERTIFICATION EXAM

Status	No. of Cases	Mean	Standard Deviation	Standard Error	T-Value	Probability
Completed Program	491	0.92	0.26	0.01	4.54	0.00
Did Not Complete Program	78	0.67	0.47	0.05		

Degrees of Freedom = 567

Contingency tables were used to determine if there were any visible differences between groups according to their particular area of certification. Some teaching areas had a higher proportion of noncompletion in the sample population. Of the groups having difficulty with the program, reading, art, math, science, physical education and foreign language appeared to be more difficult to teach (see Table 16).

TABLE 16
COMPLETION STATUS BY AREA OF CERTIFICATION

Certification	Completed Program	Did Not Complete Program	No. In Study	% of Total Sample	% Not Completing Program
Elementary Ed	153	14	167	29.3	17
Special Education	58	4	62	10.9	5
English Education	44	5	49	8.6	6
Vocational Education	37	8	45	7.9	10
Physical Education	29	9	38	6.7	12
Science Education	19	9	38	6.7	12
Math Education	26	7	33	5.8	9
Social Studies or History Education	24	6	30	5.3	8
Music Education	19	4	23	4.0	5
Counseling/Guidance	16	0	16	2.8	0
Speech	12	0	12	2.1	0
Business Education	10	1	11	1.9	1
Foreign Language Ed	8	3	11	1.9	4
Art Education	6	4	10	1.8	5
Reading Education	3	2	5	.9	3
Other	17	2	19	3.4	3
TOTAL	491	78	569	100.0	100.0

NOTE: Chi Square=39.56
Significance=0.00
Degrees of Freedom=15

A comparison of teachers in critical shortage areas was made to investigate whether hiring teachers under emergency procedures affected the possibility of effective education. There was a higher proportion of teachers failing to complete the Beginning Teacher Program in the areas of math, science and foreign language (see Table 17).

TABLE 17
 COMPLETION STATUS BY CERTIFICATION
 IN TEACHER CRITICAL SHORTAGE AREAS
 (FOREIGN LANGUAGE, MATH AND SCIENCE)

	Critical Shortage Subjects	Non-Shortage Subjects
Completed Program	63	428
Did Not Complete Program	19	58
TOTAL	82	486
Percentage	14.4	85.6

NOTE: Chi square = 6.63
 Significance = 0.01
 Degrees of Freedom = 1

In further comparison, the two groups showed significant difference at the .02 level, thus, teaching in a critical shortage area appeared to increase the possibility of not completing the Beginning Teacher Program (see Table 18). Teachers hired in these areas frequently lack some qualification for regular certification such as student teaching or complete educational coursework, but they were still the best possible choice out of the available applicants.

TABLE 18
 T-TEST OF COMPLETION STATUS BY
 CERTIFICATION IN CRITICAL SHORTAGE AREAS
 (FOREIGN LANGUAGE, MATH AND SCIENCE)

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	491	0.87	0.33	0.01	2.29	0.02
Did Not Com- plete Program	77	0.75	0.43	0.04		

Degrees of Freedom = 566

Graduation of a teacher from a College of Education was one of the variables considered. The intent was to determine if College of Education graduates had a better possibility of completing the Beginning Teacher Program. In Table 19, the numbers of teachers who completed and who did not complete the program are subgrouped by whether they are College of Education graduates. Distinct differences can be seen with 83% of the teachers who completed the program. They had degrees in education while 57% of teachers who did not complete the program had received education degrees (see Table 19).

TABLE 19
COMPLETION STATUS BY COLLEGE OF EDUCATION GRADUATE

Status	COE* Graduates	Non-COE* Graduates	Total	Percentage
Completed Program	364	73	437	86.4
Did Not Complete Program	39	30	69	13.6
TOTAL	403	103		
Percentage	79.6	20.4		

*College of Education

NOTE: Chi square = 24.72
Significance = 0.00
Degrees of Freedom = 1

College of Education graduates had a far greater possibility of completing the Beginning Teacher Program (see Table 20). While 83% of the teachers who completed the program graduated from a college of education, only 57% of the teachers who did not complete the program were education graduates.

TABLE 20
T-TEST OF COMPLETION STATUS BY COLLEGE OF
EDUCATION GRADUATE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	437	0.83	0.37	0.01		
Did Not Com- plete Program	69	0.56	0.49	0.06	4.27	0.00

Degrees of Freedom = 504

The type of university attended was also examined using the following subgroups: State Universities in Florida, Private Universities or Colleges in Florida, State Colleges or Universities outside of Florida, and Private Colleges or Universities outside of Florida (see Table 21).

TABLE 21
COMPLETION STATUS BY TYPE OF UNIVERSITY ATTENDED

University	Completed Program	Did Not Complete Program	Total	%
State U.- Florida	187	24	211	37.1
Private - Florida	40	7	47	8.5
State U. (not in FL)	206	26	232	41.7
Private - (not in FL)	48	16	64	11.5
TOTAL	482	74	556	100.

NOTE: Chi square = 11.59
Significance = 0.02
Degrees of Freedom = 3

Initially, a t-test was conducted to determine whether teachers had a greater possibility of completing the program based on their graduation from a state or private university. Table 22 suggests that teachers graduating from private colleges or universities have a higher possibility of not completing the program.

TABLE 22
T-TEST OF COMPLETION STATUS BY STATE
VS. PRIVATE UNIVERSITIES

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	481	0.18	0.38	0.01	2.30	0.02
Did Not Complete Program	73	0.31	0.46	0.05		

Degrees of Freedom = 552

Second, all Florida colleges, both state and private, were compared to out-of-state colleges. There were no major differences between in-state and out-of-state institutions (see Table 23).

TABLE 23
T-TEST OF COMPLETION STATUS BY FLORIDA
INSTITUTIONS VS. OUT-OF-STATE INSTITUTIONS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	482	0.53	0.53	0.02	-1.13	0.26
Did Not Complete Program	74	0.65	0.71	0.08		

Degrees of Freedom = 555

Both groups were analyzed according to their assigned teaching area. Table 24 suggested that some teaching

assignments have a greater proportion of teachers who did not complete the program. For example, 40% of the art education teachers and 0% of the speech teachers and guidance counselors did not complete the program.

TABLE 24
COMPLETION STATUS BY TEACHING ASSIGNMENT

Assignment	Completed Program	Did Not Complete Program	Total	% of Total Sample
Elementary Education	145	12	157	27.6
Special Education	62	5	67	11.8
Vocational Education	39	10	49	8.6
English Education	43	6	49	8.6
Science Education	32	10	42	7.4
Math Education	35	7	42	7.4
Physical Education	22	5	27	4.7
Social Studies or History Education	19	4	23	4.0
Music Education	19	3	22	3.9
Counseling & Guidance	15	0	15	2.6
Reading Education	9	5	14	2.5
Foreign Language Ed	10	4	14	2.5
Speech	10	0	10	1.8
Art Education	6	4	10	1.8
Business Education	5	1	6	1.1
Other Fields	20	2	22	3.9

NOTE: Chi square = 32.36
Significance = 0.00
Degrees of Freedom = 15

Critical shortage area teachers (math, science and foreign language) were grouped and compared to noncritical shortage area teachers. Critical shortage area teachers were more likely not to complete the Beginning Teacher Program (see Table 25).

TABLE 25

T-TEST OF COMPLETION STATUS BY TEACHING ASSIGNMENT
IN CRITICAL SHORTAGE AREAS (FOREIGN
LANGUAGE, MATH AND SCIENCE)

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	491	0.84	0.36	0.01	2.11	0.03
Did Not Com- plete Program	78	0.73	0.44	0.05		

Degrees of Freedom = 567

Table 26 summarizes the hypotheses dealing with age, level of degree, grade point average, student teaching, teacher certification exam results, area of certification, college of education graduation, type of institution and teaching assignment.

TABLE 26
SUMMARY OF DEMOGRAPHIC DATA

Factor	Null Hypothesis
Age	Rejected
Level of Degree	Accepted
Grade Point Average	Rejected
Student Teaching Experience	Rejected
Teacher Certification Exam Results	Rejected
Area of Certification	Rejected
Certification in Teacher Critical Shortage Areas	Rejected
College of Education Graduate	Rejected
Type of University	Rejected
Private vs State U.	Rejected
In-state vs Out-of-State U.	Accepted
Teaching Assignment	Rejected
Teaching Assignment in Critical Shortage Areas	Rejected

The data have shown that there are numerous significant differences between first-year teachers who completed requirements for regular certification and those who did not. Among those factors examined, grade point average and graduation from a college of education were most important. Closer examination shows that 24.4% of the teachers who did not complete the program had grade point averages between 2.0 and 2.4 on a 4.0 scale and 5% of the teachers who did not complete the program had grade point averages of 3.7 to 4.0 on a 4.0 scale. Similarly, 38.5% of those failing to complete the program did not graduate from a college of education compared with only 14.9% of those

completing the program. Art education, reading education and all critical shortage areas (science, math and foreign language) had the highest percentage of non-completions within the sample population. Teachers certified in these areas without college of education training and with low grade point averages have a high possibility of failing to complete the Beginning Teacher Program. Results of the Teacher Certification exam were highly significant in two areas: (1) 15.4% of the non-completion group failed the exam compared to only 1.8% of the completion sample and (2) 32.1% of the non-completion group never took the Teacher Certification exam compared with 7.3% of the completion group. Student teaching experience was extremely important, 36.0% of those not completing the program lacked this qualification while of those completing the program 16.7% lacked this qualification. Teaching assignment and teaching within critical shortage areas were significant, pointing out that some subject areas such as art, reading, math, science and foreign languages are more likely to have high rates of non-completion. The type of university attended was important especially when comparing state and private institutions, however, in-state and out-of-state colleges had little difference in the percentage of teachers they produced not completing the program. Also, age was a significant factor; the older a beginning teacher

was, the more likely they were to complete the Beginning Teacher Program.

Teachers who did not graduate from a college of education, were very young, had lower grade point averages, lacked student teaching experiences, had failed or not taken the Teacher Certification Exam, were certified and assigned to critical shortage areas and attended private institutions would be at greater risk of not completing Florida's Beginning Teacher Program.

Analysis of the Survey Population

For the survey portion of this study, 569 instruments were mailed with stamped self-addressed envelopes included. Of this group, 85 surveys were returned (see Table 27).

TABLE 27

SAMPLE POPULATION BY COMPLETION STATUS AND CONTACTABILITY

Status	Received Survey	Could Not Be Contacted	Total
Completed Program	428	63	491
Did Not Complete Program	56	22	78
TOTAL	484	85	569
Percentage	85.1%	14.9%	100%

Two additional mailings were conducted approximately 30 days apart and of the 484 subjects who could be contacted, 57.8% responded. In addition, telephone interviews were initiated and surveys of non-respondents compared to those who had willingly completed and returned surveys. There were no visible differences between groups (see Table 28).

TABLE 28
NUMBER OF RETURNS BY COMPLETION STATUS

Status	No. Sent	No. Returned	Group Percentage	Total Percent Of Return
Completed Program	428	243	56.8	50.2
Did Not Complete Program	56	37	66.1	7.6
TOTAL	484	280	57.8	57.8

Six surveys were disqualified because they did not respond to the questions, but were returned with notes explaining special circumstances which made them unable to complete the instrument. From the total number of returns, 274 were usable (see Table 29).

TABLE 29
 NUMBER OF USABLE RETURNS BY COMPLETION STATUS

Status	No. Returned	No. Used	Percentage
Completed Program	243	237	97.5
Did Not Complete Program	37	37	100.
TOTAL	280	274	97.8

The study results are based on a 56.7% return from a sample population of 484.

Analysis of the Survey Data

The survey instrument consisted of 11 competency statements and participants were asked to respond to four questions concerning each statement. The first question in relation to each competency statement was a self-analysis of how each teacher felt he/she performed each competency during his/her first year of teaching. The performance was ranked on a five-point scale with 5=superior, 4=good, 3=moderate, 2=minimal and 1=poor. Next, the participant was asked to list the job title of anyone who helped them improve their performance of each competency. Third, the participant was instructed to list the methods or materials used to modify their performances, and last, on a five-point scale participants were asked to rank the usefulness of the assistances they received.

Competency No. 1: Demonstrate the ability to orally communicate information of a given topic in a coherent and logical manner.

Table 30 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 1. Most teachers reported their ability was good or superior.

TABLE 30
COMPETENCY NO. 1 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	0	2	29	133	73
Did Not Complete Program	0	0	3	25	9
TOTAL	0	2	32	158	82
%	0	.7	11.7	57.7	29.9

NOTE: Chi Square = 1.95
Significance = 0.58
Degrees of Freedom = 4

Teachers who completed the program and teachers who did not complete the program perceived their ability to orally communicate information similarly (see Table 31).

TABLE 31
T-TEST COMPETENCY NO. 1 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	237	4.16	0.6	0.04		
Did Not Com- plete Program	37	4.16	0.55	0.09	0.07	0.94
Degrees of Freedom = 272						

There were no major differences in the people who offered assistance in relation to coherence and logical oral communication. Both the teachers who completed the program and the teachers who did not complete the program reported most frequently that no help was offered (42.4%). The second most common response for those completing the program was teachers (34.9%) while an even division of teachers (17.6%), principals (17.6%) and Beginning Teacher Program Personnel (17.6%) was reported for those not completing the program (see Table 32).

TABLE 32
 COMPETENCY NO. 1 BY PEOPLE WHO
 OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Com- plete Program/%	Total %
Teacher	73/34.9	6/17.6	79/32.5
Principal	21/10.0	6/17.6	27/11.1
College Instructor	42/20.1	1/ 2.9	43/17.7
School Counselor	2/ 1.0	0/ 0	2/ 0.8
Beginning Teacher Program Personnel	3/ 1.4	6/17.6	9/ 3.7
Curriculum Consultant	5/ 2.4	0/ 0	5/ 2.1
Assistant Principal	6/ 2.9	0/ 0	6/ 2.5
Other	13/ 6.2	0/ 0	13/ 5.3
No Help Offered	86/41.1	17/50.0	103/42.4
TOTAL	209/86.0	34/14.0	243/100.

For teachers who complete the program, the most common method of assistance was coaching (42.7%) while those not completing the program reported that no help was offered for 70.6% of the responded cases. For all 240 cases, no help offered was ranked the number one method of assistance and coaching was ranked second. Teachers who completed the program reported almost four times more help from coaching than other teachers (see Table 33).

TABLE 33
 COMPETENCY NO. 1 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	88/42.7	4/11.8	92/38.3
Workshops	15/ 7.3	4/11.8	19/ 7.9
Readings	8/ 3.9	3/ 8.8	11/ 4.6
Videotapes	5/ 2.4	5/14.7	10/ 4.2
Coursework	32/15.5	0/ 0	32/13.3
Other	7/ 3.4	0/ 0	7/14.2
No Help Offered	82/39.8	24/70.6	106/44.2
TOTAL	206/85.8	34/14.2	240/100.

Teachers who completed the program were more likely to rate the help they received as good or superior than less successful teachers (see Table 34).

TABLE 34
 COMPETENCY NO. 1 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	4	5	16	56	54
Did Not Complete Program	6	0	3	7	7
TOTAL	10	5	19	63	61
%	6.3	3.2	12.0	39.8	38.6

NOTE: Chi Square = 18.64
 Significance = 0.00
 Degrees of Freedom = 4

In Table 35, the two group responses for the usefulness of assistance is compared. Teachers who completed the program averaged a score of 4.14 (good) compared with 3.39 (moderate) for teachers who did not complete the program.

TABLE 35

T-TEST COMPETENCY NO. 1 BY
USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	135	4.14	0.99	0.08	2.19	0.03
Did Not Complete Program	23	3.39	1.58	0.33		
Degrees of Freedom = 156						

Competency No. 1, the ability to orally communicate information on a given topic in a coherent and logical manner, was not a significant factor according to the self-analysis performance ratings made by both sets of teachers. Both groups judged their ability in this area as almost identical. This response was supported by finding that neither group reported receiving much assistance from colleagues in this competency area. However, of the 67.6% of the population who reported receiving help, coaching or informal discussions from a peer teacher appeared to be most common. Teachers who did not complete the program

tended not to create the bond with a peer teacher and divided their attention to teachers, principals and Beginning Teacher Program Personnel. Teachers who did not complete the program were more involved in workshops, readings and videotapes more often than the teachers who completed the program. The usefulness of assistance was viewed as significantly different for both groups with those completing the program reporting that the help they received was good (4.14) while those not completing the program rated the help they received as only moderate (3.39).

Competency No. 2: Demonstrate the ability to write in logical, easily understood style with appropriate grammar and sentence structure.

Table 36 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 2. Most teachers reported their ability was good or superior.

TABLE 36
 COMPETENCY NO. 2 BY SELF-ANALYSIS
 PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	2	3	21	104	103
Did Not Complete Program	0	0	5	22	10
TOTAL	2	3	26	126	113
%	.7	1.1	9.6	46.7	41.9

NOTE: Chi Square = 5.22
 Significance = 0.26
 Degrees of Freedom = 4

Teachers who completed the program and teachers who did not complete the program perceived no significant differences in their ability to write in a logical, easily understood style. Table 37 shows that both groups reported their ability was good.

TABLE 37
 T-TEST COMPETENCY NO. 2 BY SELF-ANALYSIS
 PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	233	4.30	0.75	0.05	1.44	0.15
Did Not Com- plete Program	37	4.13	0.63	0.10		

Degrees of Freedom = 268

There appeared to be a difference in the types of people who offered assistance with writing skills. In Table 38, both the teachers who completed the program and those not completing the program reported most frequently that no help was offered (60.5%). The second most common response for teachers who completed the program was college instructors. Teachers who did not complete the program ranked teachers second. Overall, teachers who completed the program reported more assistance.

TABLE 38
COMPETENCY NO. 2 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	28/13.7	5/15.2	33/13.9
Principal	9/ 4.4	3/ 9.1	12/ 5.0
College Instructor	42/20.5	4/12.1	46/19.3
School Counselor	1/ 0.5	0/ 0	1/ 0.4
Beginning Teacher			
Program Personnel	2/ 1.0	0/ 0	2/ 0.8
Curriculum Consultant	1/ 0.5	0/ 0	1/ 0.4
Assistant Principal	3/ 1.5	0/ 0	3/ 1.3
Other	18/ 8.8	0/ 0	18/ 7.6
No Help Offered	117/57.1	27/81.8	144/60.5
TOTAL	205/86.1	33/13.9	238/100.

Both the teachers who completed the program and teachers who did not complete the program reported most frequently that no help was offered (59.9%) in relation to the method of assistance used for Competency No. 2.

However, the second most common response for teachers who completed the program was coaching while for those not completing the program the response was workshops. Table 39 shows that teachers who completed the program were far more likely to have been helped by coaching or coursework.

TABLE 39
COMPETENCY NO. 2 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	36/17.8	1/ 3.3	37/15.9
Workshops	8/ 4.0	3/10.0	11/ 4.7
Readings	7/ 3.0	0/ 0	6/ 2.6
Videotapes	1/ 0.5	0 0	1/ 0.4
Coursework	44/21.8	0/ 0	7/ 3.0
Other	7/ 3.5	0/ 0	7/ 3.0
No Help Offered	113/55.9	26/86.7	139/59.9
TOTAL	202/87.1	30/12.9	232/100.

The usefulness of assistance offered to improve the ability to write in a logical, easily understood style was a significant factor. Teachers who completed the program were more likely to rate help as good or excellent while less successful teachers rated help as minimum to moderate (see tables 40 and 41).

TABLE 40
 COMPETENCY NO. 2 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	7	4	13	32	41
Did Not Complete Program	7	5	2	3	3
TOTAL	14	9	15	35	44
%	12.0	7.7	12.8	29.9	37.6

NOTE: Chi Square = 25.31
 Significance = 0.00
 Degrees of Freedom = 4

TABLE 41
 T-TEST COMPETENCY NO. 2 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	97	3.98	1.17	0.12		
Did Not Com- plete Program	20	2.50	1.50	0.33	4.17	0.0

Degrees of Freedom = 115

The ability to write in a logical, easily understood style with appropriate grammar and sentence structure was not a significant factor according to the performance ratings. Both groups judged their ability in this area to be good. This response was supported by findings that neither group reported receiving much assistance from

colleagues. However, of the 39.5% of the respondents who received assistance, the most common response to who offered assistance was college instructors. For teachers who completed the program, 20.5% reported that they received help from instructors while only 12.1% of teachers who did not complete the program designated that response. Help received from peer teachers was rated similarly. Teachers who did not complete the program reported peer teacher help in 13.7% of the responses while teachers who did not complete the program reported their help in only 15.2% of their responses. Both groups responded that for the most part, no help was received for the method of assistance. The only major difference here was 21% of those completing the program reported help from courses they had taken and 0% of those not completing the program reported help from their previous coursework. Instead, those not completing the program seemed to attend workshops more frequently and received far less help from coaching. The usefulness of assistance was perceived as significantly different by each group. The group who completed the program viewed the help they received as good (3.98) while teachers who did not complete the program rated the assistance as only minimal to moderate (2.50).

Competency No. 3: Demonstrate the ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in these areas.

Table 42 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 3. Most teachers reported their ability was moderate or good.

TABLE 42
COMPETENCY NO. 3 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	7	22	75	93	37
Did Not Complete Program	2	3	16	10	6
TOTAL	9	25	91	103	43
%	3.3	9.2	33.6	38.0	15.9

NOTE: Chi Square = 3.17
Significance = 0.52
Degrees of Freedom = 4

Teachers who completed the program and teachers who did not complete the program perceive their ability to comprehend patterns of physical, social and academic development in students similarly. Both groups rated their performance moderate to good (see Table 43).

TABLE 43

T-TEST COMPETENCY NO. 3 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	234	3.58	0.96	0.06		
Did Not Complete Program	37	3.40	1.04	0.17	0.85	0.40
Degrees of Freedom = 269						

Both the teachers who completed the program and the teachers who did not complete the program reported most frequently that no help was offered (36.0%). The second most common response, teachers, was also similar for both groups (see Table 44).

TABLE 44

COMPETENCY NO. 3 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	69/32.1	16/45.7	85/34.0
Principal	19/ 8.8	2/ 5.7	21/ 8.4
College Instructor	41/19.1	6/17.1	47/18.8
School Counselor	24/11.2	5/14.3	29/11.6
Beginning Teacher			
Program Personnel	5/ 2.3	3/ 8.6	8/ 3.2
Curriculum Consultant	12/ 5.6	0/ 0	12/ 4.8
Assistant Principal	6/ 2.8	0/ 0	21/ 8.4
Other	21/ 9.8	0/ 0	21/ 8.4
No Help Offered	71/33.0	19/54.3	90/36.4
TOTAL	215/86.0	35/14.0	250/100.

For teachers who completed the program, the most common method of assistance was coaching (43.0%) while teachers who did not complete the program reported that no help was offered for 47.1% of the responded cases. For all 248 cases, coaching was ranked the number one method of assistance and no help offered as the second most common response (see Table 45).

TABLE 45
COMPETENCY NO. 3 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Com- plete Program/%	Total %
Coaching	92/43.0	12/35.3	104/41.9
Workshops	32/15.0	7/20.6	39/15.7
Readings	16/ 7.5	0/ 0	16/ 6.5
Videotapes	4/ 1.9	0/ 0	4/ 1.6
Coursework	37/17.3	5/14.7	42/16.9
Other	8/ 3.7	0/ 0	8/ 3.2
No Help Offered	70/32.7	16/47.1	86/34.7
TOTAL	214/86.3	34/13.7	248/100.

Teachers who did not complete the program reported the assistance they received was good while less successful teachers reported it was fair (see Table 46).

TABLE 46
 COMPETENCY NO. 3 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	8	5	17	64	57
Did Not Complete Program	4	4	7	9	3
TOTAL	12	9	24	73	60
%	6.7	5.1	13.5	41.0	33.7

NOTE: Chi Square = 18.00
 Significance = 0.00
 Degrees of Freedom = 4

In Table 47, the usefulness of assistance for Competency No. 3 was compared. Teachers who completed the program averaged a score of 4.03 (good) compared with 3.11 (moderate) for teachers who did not complete the program.

TABLE 47
 T-TEST COMPETENCY NO. 3 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	151	4.03	1.05	0.08		
Did Not Com- plete Program	27	3.11	1.25	0.24	3.64	0.00
Degrees of Freedom = 176						

Competency No. 3, the ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students in their needs in these areas, was not rated a significant factor according to the performance ratings of teachers. Both groups judged their ability was moderate to good with teachers who completed the program at 3.58 and those not completing the program at 3.44. A large number of respondents reported they had little or no assistance improving this skill (36.0%). However, of the teachers receiving help, peer teachers provided the most assistance (34.0%), followed by college instructors (18.8%). This response was supported by the methods of assistance used which ranked coaching as the primary method (41.9%), followed by no help offered (34.7%) and coursework (16.9%). Teachers who did not complete the program received less help from peer teachers and less help as an entire group, but attended workshops more frequently than did the teachers who completed the program. They also rated the usefulness of the assistance they received as less helpful (3.11) than teachers who completed the program (4.03).

Competency No. 4: Diagnose the entry level knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

Table 48 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 4. Most teachers reported their ability in the moderate to good range.

TABLE 48
COMPETENCY NO. 4 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	8	16	89	94	28
Did Not Complete Program	0	6	11	16	4
TOTAL	8	22	100	110	32
%	2.9	8.1	36.8	40.4	11.8

NOTE: Chi Square = 5.45
Significance = 0.24
Degrees of Freedom = 4

Teachers who completed the program and teachers who did not complete the program perceived their ability to diagnose the entry-level skills of students as almost identical (see Table 49).

TABLE 49

T-TEST COMPETENCY NO. 4 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	235	3.50	0.91	0.06		
Did Not Complete Program	37	3.48	0.90	0.14	0.10	0.92
Degrees of Freedom = 270						

The teachers who completed the program and the teachers who did not complete the program reported receiving a similar percentage of help from teachers (37.0%). This response ranked first for teachers who completed the program, yet for teachers who did not complete the program, 52.9% reported receiving no help (see Table 50).

TABLE 50

COMPETENCY NO. 4 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	75/36.8	13/38.2	88/37.0
Principal	10/ 4.9	6/17.6	16/ 6.7
College Instructor	37/18.1	3/ 8.8	40/16.8
School Counselor	17/ 8.3	6/17.6	23/ 9.7
Beginning Teacher			
Program Personnel	4/ 2.0	0/ 0	4/ 1.7
Curriculum Consultant	22/10.8	1/ 2.9	23/ 9.7
Assistant Principal	2/ 1.0	0/ 0	2/ 0.8
Other	14/ 6.9	0/ 0	14/ 5.9
No Help Offered	59/28.9	18/52.9	77/32.4
TOTAL	204/85.7	34/14.3	238/100.

For teachers who completed the program, the most common method of assistance for Competency No. 4 was coaching (47.1%) while teachers who did not complete the program reported that no help was offered for 55.9% of the responded cases. For all 238 cases, coaching was ranked the number one method of assistance and no help offered as the second most common response (see Table 51).

TABLE 51
COMPETENCY NO. 4 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	96/47.1	6/17.6	102/42.9
Workshops	16/ 7.8	4/11.8	20/ 8.4
Readings	8/ 3.9	4/11.8	12/ 5.0
Videotapes	2/ 1.0	3/ 8.8	5/ 2.1
Coursework	35/17.2	3/ 8.8	38/16.0
Other	14/ 6.9	0/ 0	14/ 5.9
No Help Offered	56/27.5	19/55.9	75/31.5
TOTAL	204/85.7	34/14.3	238/100.

In Table 52, the usefulness of assistance for Competency No. 4 was compared. Teachers who completed the program were more likely to report the assistance they received as good or superior.

TABLE 52
 COMPETENCY NO. 4 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	8	9	34	55	50
Did Not Complete Program	8	3	2	10	4
TOTAL	16	12	36	65	54
%	8.7	6.6	19.7	35.5	29.5

NOTE: Chi Square = 21.56
 Significance = 0.00
 Degrees of Freedom = 4

Teachers who completed the program viewed the assistance was good (3.8), while less successful teachers reported assistance was fair (3.0) (see Table 53).

TABLE 53
 T-TEST COMPETENCY NO. 4 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	156	3.83	1.10	0.08	2.83	0.00
Did Not Com- plete Program	27	2.96	1.53	0.29		

Degrees of Freedom = 181

The ability to diagnose the entry-level knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records was not a significant factor according to the performance ratings of teachers. Both groups judged their ability as almost identical. There were some major differences in the people who offered assistance to each group. First, 52.9% of the teachers who did not complete the program said they received no help while only 28.9% of the teachers who completed the program reported they received no help. Next, teachers who did not complete the program received more help from principals and less help from college instructors than other teachers. Both groups reported that they received the most help (37.0%) from peer teachers. Likewise, the method of assistance was significantly different. Teachers who did not complete the program reported no help was offered in 55.9% of the cases while this response was made by 27.5% of the teachers who completed the program. Coaching or informal discussion was used far more frequently with teachers who completed the program (47.1%) than with the teachers who did not complete the program (17.6%). Workshops and readings were used more and coursework was used less with teachers who did not complete the program. The usefulness of the assistance offered was a significant factor with teachers who

completed the program rating it at 3.83 and teachers who did not complete the program rating it at 2.96.

Competency No. 5: Construct and sequence related short-range objectives for a given subject area.

Table 54 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 5. Most teachers reported their ability was good.

TABLE 54
COMPETENCY NO. 5 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	3	9	54	106	60
Did Not Complete Program	0	0	6	25	6
TOTAL	3	9	60	131	66
%	1.1	3.3	22.3	48.7	24.5

NOTE: Chi Square = 6.97
Significance = 0.13
Degrees of Freedom = 4

Teachers who completed the program and teachers who did not complete the program perceived their ability to construct and sequence related short-range objectives for a given subject area similarly (see Table 55).

TABLE 55

T-TEST COMPETENCY NO. 5 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	232	3.90	0.87	0.05	0.82	0.41
Did Not Com- plete Program	37	4.00	0.57	0.09		
Degrees of Freedom = 267						

The teachers who completed the program and the teachers who did not complete the program reported most frequently that no help was offered (45.5%) in relation to people who assisted them with Competency No. 5. The second most common response, peer teachers, was similar for both groups (see Table 56).

TABLE 56

COMPETENCY NO. 5 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Com- plete Program/%	Total %
Teacher	62/31.2	15/44.1	77/33.0
Principal	7/ 3.5	0/ 0	7/ 3.0
College Instructor	39/19.6	0/ 0	39/16.7
School Counselor	2/ 1.0	0/ 0	2/ 0.8
Beginning Teacher Program Personnel	3/ 1.5	0/ 0	0/ 0
Curriculum Consultant	9/ 4.5	0/ 0	9/ 3.9
Assistant Principal	4/ 2.0	0/ 0	4/ 1.7
Other	15/ 7.5	3/ 8.8	18/ 7.7
No Help Offered	84/42.2	22/64.7	106/45.5
TOTAL	199/85.4	34/14.6	233/100.

Both groups of teachers reported that no help was offered (43.6%) in relation to method of assistance used for Competency No. 5. The second most common response, peer teachers, was similar for both groups. Coursework was a method of assistance utilized by 22.5% of the teachers who completed the program, but was not a method of assistance used by teachers who did not complete the program (see Table 57).

TABLE 57
 COMPETENCY NO. 5 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	66/33.0	11/32.4	77/32.9
Workshops	14/ 7.0	0/ 0	14/ 6.0
Readings	8/ 4.0	2/ 5.9	10/ 4.3
Videotapes	2/ 1.0	3/ 8.8	5/ 2.1
Coursework	45/22.5	0/ 0	45/19.2
Other	11/ 5.5	0/ 0	11/ 4.7
No Help Offered	81/40.5	21/61.8	102/43.6
TOTAL	200/85.5	34/14.5	234/100.

In Table 58, the usefulness of assistance for Competency No. 5 was compared. Both groups of teachers reported most frequently that the assistance they received was good.

TABLE 58
 COMPETENCY NO. 5 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	8	8	17	50	48
Did Not Complete Program	3	2	1	14	5
TOTAL	11	10	18	64	53
%	7.1	6.4	11.5	41.0	34.9

NOTE: Chi Square = 5.95
 Significance = 0.20
 Degrees of Freedom = 4

All teachers viewed the usefulness of the assistance they received as moderate and good (see Table 59).

TABLE 59

T-TEST COMPETENCY NO. 5 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	131	3.93	1.13	0.09	1.08	0.28
Did Not Complete Program	25	3.64	1.25	0.25		

Degrees of Freedom = 154

The ability to construct and sequence related short range objectives for a given subject area was not a significant factor according to the performance ratings of teachers. Both groups judged their ability to be almost identical. There were some differences in the people who offered assistance. Teachers who did not complete the program received more assistance from peer teachers but less help from college instructors and a larger percentage reported they received no help (64.7%) when compared with teachers who completed the program. This response was supported by finding that 61.8% of the teachers who did not complete the program received no help while 40.5% of teachers who completed the program responded similarly.

The main difference between the groups was coursework as a method of assistance with 22.5% of the teachers who completed the program reporting courses taken compared with 0% of the teachers who did not complete the program. The usefulness of the assistance received was rated moderate to good regardless of the group.

Competency No. 6: Select, adopt and/or develop instructional materials for a given set of instructional objectives and student learning needs.

Table 60 shows the breakdown of responses for teachers' perceptions of their performance for Competency No. 6. Most teachers reported their ability was good.

TABLE 60
COMPETENCY NO. 6 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	1	14	40	114	59
Did Not Complete Program	0	0	11	20	6
TOTAL	1	14	51	134	65
%	.4	5.3	19.2	50.6	24.5

NOTE: Chi Square = 6.20
Significance = 0.18
Degrees of Freedom = 4

Both groups of teachers reported that their ability to select, adopt and develop instructional materials was good (see Table 61).

TABLE 61

T-TEST COMPETENCY NO. 6 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	228	3.94	0.84	0.05		
Did Not Complete Program	37	3.86	0.67	0.11	0.66	0.50
Degrees of Freedom = 263						

Both groups of teachers reported most frequently that no help was offered (41.4%) in relation to the people who assisted them with Competency No. 6. The second response, peer teachers, was similar for both groups (see Table 62).

TABLE 62

COMPETENCY NO. 6 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Com- plete Program/%	Total %
Teacher	76/37.4	15/44.1	91/38.4
Principal	4/ 2.0	0/ 0	4/ 1.7
College Instructor	33/16.3	0/ 0	33/13.9
School Counselor	2/ 1.0	0/ 0	2/ 0.8
Beginning Teacher Program Personnel	0/ 0	0/ 0	0/ 0
Curriculum Consultant	14/ 6.9	0/ 0	14/ 5.9
Assistant Principal	1/ 0.5	0/ 0	1/ 0.4
Other	20/ 9.9	3/ 8.8	23/ 9.7
No Help Offered	82/40.4	16/47.1	98/41.4
TOTAL	203/85.7	34/14.3	237/100.

Both groups of teachers reported most frequently that help from other teachers (38.5%) was most common and no help was ranked next (35.5%). Teachers who completed the program received less assistance from coaching but more help from workshops and coursework than other teachers (see Table 63).

TABLE 63
 COMPETENCY NO. 6 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	74/37.0	16/47.1	90/38.5
Workshops	24/12.0	0/ 0	24/10.3
Readings	13/ 6.5	2/ 5.9	15/ 6.4
Videotapes	2/ 1.0	3/ 8.8	5/ 2.1
Coursework	40/20.0	2/ 5.9	42/17.9
Other	9/ 4.5	0/ 0	9/ 3.8
No Help Offered	69/34.5	14/41.2	83/35.5
TOTAL	200/85.5	34/14.5	234/100.

In Table 64, the usefulness of assistance for Competency No. 6 was compared. Both groups of teachers reported the assistance they received as either good or superior.

TABLE 64
 COMPETENCY NO. 6 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	8	9	21	43	54
Did Not Complete Program	4	4	5	11	4
TOTAL	12	13	26	54	58
%	7.4	8.0	16.0	33.1	35.6

NOTE: Chi Square = 8.66
 Significance = 0.07
 Degrees of Freedom = 4

Teachers who completed the program reported a mean of 3.9 (good) and less successful teachers reported the usefulness of assistance at 3.3 (moderate to good) (see Table 65).

TABLE 65

T-TEST COMPETENCY NO. 6 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	135	3.93	1.16	0.10	2.58	0.01
Did Not Complete Program	28	3.25	1.29	0.24		

Degrees of Freedom = 161

The ability to select, adapt and/or develop instructional materials for a given set of instructional objectives and student learning needs was not a significant factor according to the performance ratings made by teachers. Both groups judged their ability in this area to be almost identical. In the category, people who offered assistance, the two groups reported most frequently that no help was offered (41.4%) and peer teachers were ranked second at 38.4%. The two groups differed in their third choice. More successful teachers rated college instructors at 16.3% while teachers who did not complete the program

rated college instructors at 0.0%. Coaching was viewed as the main method of assistance for Competency No. 6 followed by no help offered. There was a notable difference between the groups concerning the percentage of teachers attending workshops and coursework. Teachers who completed the program had a greater tendency to be involved in educational activities supporting Competency No. 6. The usefulness of the assistance offered was reported as a significant variable with teachers who completed the program reporting it was good (3.93) while teachers who did not complete the program rated it moderate (3.25).

Competency No. 7: Select, develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

Table 66 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 7. Most teachers reported their ability was good.

TABLE 66
 COMPETENCY NO. 7 BY SELF-ANALYSIS
 PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	2	11	53	108	55
Did Not Complete Program	0	3	11	18	4
TOTAL	2	14	64	126	59
%	.8	5.3	24.2	47.5	22.3

NOTE: Chi Square = 4.13
 Significance = 0.38
 Degrees of Freedom = 4

Both groups of teachers rated their ability to select, develop and sequence related learning activities in the moderate to good range (see Table 67).

TABLE 67
 T-TEST COMPETENCY NO. 7 BY SELF-ANALYSIS
 PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	229	3.88	0.85	0.05	1.71	0.09
Did Not Com- plete Program	36	3.63	0.79	0.13		

Degrees of Freedom = 263

Both the teachers who completed the program and the teachers who did not complete the program reported most fre-

quently that no help was offered (42.6%) in relation to the people who assisted them with Competency No. 7. The second most common response, peer teachers, was also similar for both groups. College instructors assisted 17.9% of the teachers who completed the program and only 2.9% of the teachers who did not complete the program (see Table 68).

TABLE 68

COMPETENCY NO. 7 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	66/33.7	14/41.2	80/34.8
Principal	4/ 2.0	2/ 5.9	6/ 2.6
College Instructor	35/17.9	1/ 2.9	36/15.7
School Counselor	2/ 1.0	0/ 0	2/ 0.9
Beginning Teacher			
Program Personnel	0/ 0	0/ 0	0/ 0
Curriculum Consultant	12/ 6.1	0/ 0	12/ 5.2
Assistant Principal	1/ 0.5	0/ 0	1/ 0.4
Other	20/10.2	2/ 5.9	22/ 9.6
No Help Offered	81/41.3	17/50.0	98/42.6
TOTAL	196/85.2	34/14.8	230/100.

Both the teachers who completed the program and the teachers who did not complete the program reported most frequently that no help was offered (40.3%) in relation to method of assistance used for Competency No. 7. The second most common response, coaching, was also similar for both groups. Coursework was a method used by 19.3% of the

teachers who completed the program, but only 8.8% of teachers who did not complete the program (see Table 69).

TABLE 69
COMPETENCY NO. 7 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	64/32.5	10/29.4	74/32.0
Workshops	22/11.2	2/ 5.9	24/10.4
Readings	10/ 5.1	3/ 8.8	13/ 5.6
Videotapes	4/ 2.0	2/ 5.9	6/ 2.6
Coursework	38/19.3	3/ 8.8	41/17.7
Other	6/ 3.0	1/ 2.9	7/ 3.0
No Help Offered	78/39.6	15/44.1	93/40.3
TOTAL	197/85.3	34/14.7	231/100.

In Table 70, the usefulness of assistance for Competency No. 7 was compared. Teachers who completed the program reported the assistance they received was good to superior. Less successful teachers reported the assistance they received was mixed.

TABLE 70

COMPETENCY NO. 7 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	7	9	19	47	41
Did Not Complete Program	9	3	3	9	4
TOTAL	16	12	22	56	45
%	10.6	7.9	14.6	37.1	29.8

NOTE: Chi Square = 18.74
Significance = 0.00
Degrees of Freedom = 4

Teachers who complete the program were more likely to rate the help they received in the good or superior range than teachers who did not complete the program (see Table 71).

TABLE 71

T-TEST COMPETENCY NO. 7 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	123	3.86	1.13	0.10	3.27	0.00
Did Not Com- plete Program	28	2.85	1.53	0.29		

Degrees of Freedom = 149

The ability to select, develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs was not a significant factor according to the performance ratings made by teachers. Teachers who completed the program averaged a score of 3.85 while teachers who did not complete the program averaged a score of 3.69 with both scores in the moderate to good range. There were subtle differences between the two groups in relation to the people who offered them assistance. First, more teachers who did not complete the program reported receiving no assistance and of the teachers that did receive help, the majority interacted with a fellow teacher. However, those completing the program reported a more diversified range of help and had a more definite focus on college instructors. Likewise, the method of assistance was slightly different with teachers who completed the program finding more assistance overall, and particularly more coursework. The usefulness of the assistance received by both groups was a significant factor. Teachers who completed the program rated their assistance at 3.88 while teachers who did not complete the program rated it at 2.81.

Competency No. 8: Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

Table 72 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 8. Teachers who completed the program were more likely to report their ability as good or superior than less successful teachers.

TABLE 72
COMPETENCY NO. 8 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	0	8	22	92	103
Did Not Complete Program	1	3	7	19	7
TOTAL	1	11	29	111	115
%	.4	4.1	10.9	41.6	43.1

NOTE: Chi Square = 17.24
Significance = 0.00
Degrees of Freedom = 4

The ability to establish rapport with students in the classroom by using verbal and/or visual motivational devices was an important factor. Teachers who complete the program perceived their performances in the good to superior range, while less successful teachers reported their ability as moderate to good (see Table 73).

TABLE 73

T-TEST COMPETENCY NO. 8 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	230	4.30	0.78	0.05		
Did Not Complete Program	37	3.75	0.9	0.15	3.31	0.00
Degrees of Freedom = 265						

Both groups of teachers reported most frequently that no help was offered (52.2%) in relation to people who offered assistance for Competency No. 8. The second common response was teachers (25.2%) and for teachers who completed the program, college instructors (see Table 74).

TABLE 74

COMPETENCY NO. 8 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	47/25.6	10/29.4	57/25.2
Principal	8/ 4.2	4/11.8	12/ 5.3
College Instructor	28/14.6	0/ 0	28/12.4
School Counselor	5/ 2.6	0/ 0	5/ 2.2
Beginning Teacher			
Program Personnel	1/ 0.5	0/ 0	1/ 0.4
Curriculum Consultant	4/ 2.1	0/ 0	4/ 1.8
Assistant Principal	2/ 1.0	0/ 0	2/ 0.9
Other	18/ 9.4	2/ 5.9	20/ 8.8
No Help Offered	98/51.0	20/58.8	118/52.2
TOTAL	192/85.0	34/15.0	226/100.

Both groups of teachers reported most frequently that no help was offered (48.5%) in relation to the method of assistance for Competency No. 8. The second common response was coaching, and for the teachers who completed the program, coursework (see Table 75).

TABLE 75
COMPETENCY NO. 8 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	59/30.6	9/26.5	68/30.0
Workshops	12/ 6.2	3/ 8.8	15/ 6.6
Readings	10/ 5.2	4/11.8	14/ 6.2
Videotapes	2/ 1.0	2/ 5.9	4/ 1.8
Coursework	29/15.0	0/ 0	29/12.8
Other	12/ 6.2	3/ 8.8	15/ 6.6
No Help Offered	90/46.6	20/58.8	110/48.5
TOTAL	193/85.0	34/15.0	227/100.

Mixed responses were reported for establishing rapport with students in the classroom by using verbal and/or visual or motivational devices and the usefulness of assistance. Although the distribution of responses was not even (see Table 76), the mean for both groups was similar and both groups averaged the usefulness of the assistance they received as good (see Table 77).

TABLE 76
 COMPETENCY NO. 8 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	7	2	11	45	44
Did Not Complete Program	1	2	7	1	11
TOTAL	8	4	18	46	55
%	6.1	3.1	13.7	35.1	42.0

NOTE: Chi Square = 16.99
 Significance = 0.00
 Degrees of Freedom = 4

TABLE 77
 T-TEST COMPETENCY NO. 8 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	109	4.07	1.07	0.10		
Did Not Com- plete Program	22	3.86	1.28	0.27	0.72	0.47

Degrees of Freedom = 129

The ability to establish rapport with students in the classroom by using verbal and/or visual motivational devices was a significant factor according to the performance ratings of teachers. Teachers who completed the program averaged a score of 4.33 or good to superior while teachers who did not complete the program averaged a

score of 3.78 or moderate to good. There were subtle differences between the two groups in relation to the people who offered assistance. Generally, teachers who did not complete the program received less overall assistance while the assistance they did receive was greater from peer teachers and principals, but lacked any assistance from college instructors. Teachers who did not complete the program received less overall assistance and lacked coursework as a means of assistance. However, they attended more workshops, did more reading, and watched more videotapes than other teachers while receiving a similar amount of help from peer teachers. The usefulness of assistance each group received was not a significant factor and both groups reported the help as good.

Competency No. 9: Present directions for carrying out an instructional activity.

Table 78 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 9. Most teachers reported their ability was good.

TABLE 78
 COMPETENCY NO. 9 BY SELF-ANALYSIS
 PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	2	6	32	110	77
Did Not Complete Program	1	0	4	23	9
TOTAL	3	6	36	133	86
%	1.1	2.3	13.6	50.4	32.6

NOTE: Chi Square = 4.24
 Significance = 0.37
 Degrees of Freedom = 4

Both groups of teachers perceived their ability to present directions for carrying out an instructional activity as good (see Table 79).

TABLE 79
 T-TEST COMPETENCY NO. 9 BY SELF-ANALYSIS
 PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	227	4.11	0.80	0.05		
Did Not Com- plete Program	37	4.05	0.78	0.12	0.47	0.64
Degrees of Freedom = 262						

Both groups of teachers reported most frequently that no help was offered in relation to people who offered assistance for Competency No. 9. However, there was a wide discrepancy between the percentages the two groups reported with 15.3% more teachers who did not complete the program reporting no help offered. Teachers who did not complete the program said they received more help from principals but far less help from college instructors (see Table 80).

TABLE 80

COMPETENCY NO. 9 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	38/20.3	6/17.6	44/19.9
Principal	8/ 4.3	3/ 8.8	11/ 5.0
College Instructor	26/13.9	0/ 0	26/11.8
School Counselor	2/ 1.1	0/ 0	2/ 0.9
Beginning Teacher			
Program Personnel	3/ 1.6	0/ 0	3/ 1.4
Curriculum Consultant	4/ 2.1	0/ 0	4/ 1.8
Assistant Principal	2/ 1.1	0/ 0	2/ 0.9
Other	13/ 7.0	0/ 0	13/ 5.9
No Help Offered	107/41.1	25/73.5	132/59.7
TOTAL	187/84.6	34/15.4	221/100.

Both groups reported most frequently that no help was offered for Competency No. 9. The groups differed widely in the percentage that reported no help. Teachers who did not complete the program reported no help more frequently and less help from courses (see Table 81).

TABLE 81
 COMPETENCY NO. 9 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	48/25.4	9/26.5	57/25.6
Workshops	11/ 5.8	2/ 5.9	13/ 5.8
Readings	6/ 3.2	0/ 0	6/ 2.7
Videotapes	4/ 2.1	0/ 0	4/ 1.8
Coursework	31/16.4	0/ 0	31/13.9
Other	4/ 2.1	0/ 0	4/ 1.8
No Help Offered	102/54.0	25/73.5	127/57.0
TOTAL	189/84.8	34/15.2	223/100.

The usefulness of assistance for Competency No. 9 was reported by both groups of teachers as moderate to good. Mixed responses were cited with good being the most common response (see tables 82 and 83).

TABLE 82
 COMPETENCY NO. 9 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	6	7	12	36	31
Did Not Complete Program	2	4	2	7	7
TOTAL	8	11	14	43	38
%	7.0	9.6	12.3	37.7	33.3

NOTE: Chi Square = 2.72
 Significance = 0.60
 Degrees of Freedom = 4

TABLE 83

T-TEST COMPETENCY NO. 9 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	92	3.85	1.16	0.12		
Did Not Complete Program	22	3.59	1.36	0.29	0.85	0.40
Degrees of Freedom = 112						

The ability to present directions for carrying out an instructional activity was not a significant factor according to the performance ratings of teachers. Teachers who completed the program averaged a score of 4.19 or good while teachers who did not complete the program averaged a score of 4.05. When examining who offered assistance, there were some notable differences between teachers who completed the program and teachers who did not. First, teachers who did not complete the program reported a significant rise in the percentage claiming no help was offered and a rise in the amount of help offered by principals. At the same time, they reported less help from all other people. College instructors were reported as offering assistance to teachers who completed the program 13.9% of the time for Competency No. 9, but 0% for teachers who did not complete the program. Also, the method of

assistance had significant differences. Teachers who did not complete the program reported no help or no coursework far more often than more successful teachers. The usefulness of the assistance was not a significant factor and both groups ranked it in a moderate to good category.

Competency No. 10: Formulate a standard for student behavior in the classroom.

Table 84 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 10. Teachers who completed the program cited good as the most frequent response while less successful teachers cited their ability as moderate.

TABLE 84
COMPETENCY NO. 10 BY SELF-ANALYSIS
PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	3	20	44	87	77
Did Not Complete Program	4	5	16	10	2
TOTAL	7	25	60	97	79
%	2.6	9.3	22.4	36.2	29.5

NOTE: Chi Square = 29.62
Significance = 0.00
Degrees of Freedom = 4

Teachers who completed the program and teachers who did not had significantly different perceptions of their ability to formulate a standard for student behavior in the classroom. More successful teachers ranked their ability as good, while the other teachers ranked their ability as moderate (see Table 85).

TABLE 85

T-TEST COMPETENCY NO. 10 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	231	3.93	0.99	0.06		
Did Not Complete Program	37	3.02	1.04	0.17	4.94	0.00
Degrees of Freedom = 266						

Teachers who completed the program rated peer teachers (44.3%) as the people who offered assistance most frequently while teachers who did not complete the program rated no help offered most frequently. The main difference between the groups for Competency No. 10 was that teachers who did not complete the program had more assistance from principals but less assistance from other teachers and college instructors (see Table 86).

TABLE 86

COMPETENCY NO. 10 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	89/44.3	10/29.4	99/42.1
Principal	35/17.4	7/20.6	42/17.9
College Instructor	24/11.9	0/ 0	24/10.2
School Counselor	4/ 2.0	0/ 0	4/ 1.7
Beginning Teacher			
Program Personnel	2/ 1.0	2/ 5.9	4/ 1.7
Curriculum Consultant	5/ 2.5	0/ 0	5/ 2.1
Assistant Principal	8/ 4.0	3/ 8.8	11/ 4.7
Other	26/12.9	6/17.6	32/13.6
No Help Offered	61/30.3	17/50.0	78/33.2
TOTAL	201/85.5	34/14.5	235/100.

Teachers who completed the program rated coaching (50.0%) as the most frequently used method of assistance while teachers who did not complete the program ranked no help offered as the most common method of assistance. The main difference between groups for Competency No. 10 was that teachers who did not complete the program had less assistance through coaching, readings, videotapes and coursework, but attended more workshops than teachers who completed the program (see Table 87).

TABLE 87
 COMPETENCY NO. 10 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Com- plete Program/%	Total %
Coaching	102/50.0	14/41.2	116/48.7
Workshops	27/13.2	8/23.5	35/14.7
Readings	12/ 5.9	0/ 0	12/ 5.0
Videotapes	8/ 3.9	0/ 0	8/ 3.4
Coursework	22/10.8	1/ 2.9	23/ 9.7
Other	9/ 4.4	0/ 0	9/ 3.8
No Help Offered	58/28.4	18/52.9	34/14.3
TOTAL	204/85.7	34/14.3	238/100.

The ability to formulate a standard for student behavior in the classroom and the usefulness of the assistance used to improve that skill was reported differently for each group. Teachers who complete the program were more likely to rank their assistance as good or superior while less successful teachers ranked it as moderate (see Table 88).

TABLE 88
 COMPETENCY NO. 10 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	6	8	19	55	58
Did Not Complete Program	8	3	7	5	4
TOTAL	14	11	26	60	62
%	8.1	6.4	15.0	34.7	35.8

NOTE: Chi Square = 28.35
 Significance = 0.00
 Degrees of Freedom = 4

Teachers who completed the program viewed the usefulness of assistance they received as good, while less successful teachers ranked their assistance as moderate (see Table 89).

TABLE 89

T-TEST COMPETENCY NO. 10 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	151	3.99	1.12	0.09	3.97	0.00
Did Not Complete Program	27	2.81	1.46	0.28		
Degrees of Freedom = 176						

The ability to formulate a standard for student behavior in the classroom was a highly significant factor according to the performance ratings of teachers. Teachers who completed the program averaged a score of 3.97 or good while teachers who did not complete the program averaged 3.00 or moderate. Likewise, there were major differences in the people who offered assistance. For teachers who completed the program, peer teachers were most frequently mentioned and no help offered ranked next. These two responses reversed in the top two positions for teachers who did not complete the program. The most significant differences were: (1) teachers who completed the program reported assistance from college instructors 11.9% of the time and teachers who did not complete the program reported no help from this source; and (2) when combining the administrative help at a school site (principal and

assistant principal), teachers who did not complete the program received 8% more help than teachers who completed the program. For this specific competency, administrators were involved one and one-half more times in disciplinary actions of teachers who did not complete the program than for other beginning teachers. Even with the additional assistance, teachers who did not complete the program reported no help for the method of assistance in 52.9% of the cases. Teachers who did not complete the program also reported less help from coaching and coursework but more help from workshops than other beginning teachers. The usefulness of the assistance received by each group was also significantly different. Teachers who completed the program averaged its usefulness at 3.94 or good and teachers who did not complete the program averaged its usefulness at 2.88 or minimal to moderate.

Competency Statement No. 11: Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

Table 90 shows the breakdown of responses for teachers' perceptions of their performances for Competency No. 11. Teachers who completed the program most frequently reported their performances were good while the most frequent response of less successful teachers was minimal.

TABLE 90
 COMPETENCY NO. 11 BY SELF-ANALYSIS
 PERFORMANCE RATING

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	2	23	65	78	63
Did Not Complete Program	5	11	10	6	4
TOTAL	7	34	75	84	67
%	2.6	12.7	28.1	31.5	25.1

NOTE: Chi Square = 36.66
 Significance = 0.00
 Degrees of Freedom = 4

The two groups of teachers perceived their ability to identify causes of classroom misbehavior and employ a technique for correcting it differently. Teachers who completed the program averaged within the moderate to good range (3.76), while teachers who did not complete the program scored in the minimal to moderate range (2.80) (see Table 91).

TABLE 91
T-TEST COMPETENCY NO. 11 BY SELF-ANALYSIS
PERFORMANCE RATINGS

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t-Value	Probability
Completed Program	231	3.76	0.99	0.06		
Did Not Complete Program	36	2.80	1.21	0.20	4.52	0.00
Degrees of Freedom = 265						

In relation to people who assisted for Competency No. 11, both groups of teachers frequently reported that peer teachers offered the greatest amount of assistance (39.7%) and no help offered (28.3%) was next. A wide difference in the percentages of each response existed (see Table 92).

TABLE 92
COMPETENCY NO. 11 BY PEOPLE WHO OFFERED ASSISTANCE

Title	Completed Program/%	Did Not Complete Program/%	Total %
Teacher	78/38.4	16/47.1	94/39.7
Principal	39/19.2	7/20.6	46/19.4
College Instructor	26/12.8	0/ 0	26/11.0
School Counselor	11/ 5.4	0/ 0	11/ 4.6
Beginning Teacher			
Program Personnel	4/ 2.0	3/ 8.8	7/ 3.0
Curriculum Consultant	6/ 3.0	0/ 0	6/ 2.5
Assistant Principal	11/ 5.4	2/ 5.9	13/ 5.5
Other	29/14.3	3/ 8.8	32/13.5
No Help Offered	53/26.1	14/41.2	67/28.3
TOTAL	203/85.7	34/14.3	237/100.

Teachers who completed the program reported coaching as the most frequently used method of assistance and no help offered was reported next. Teachers who did not complete the program stated the same two responses as other teachers, but in reverse order. Teachers who did not complete the program also attended more workshops but fewer courses than other teachers (see Table 93).

TABLE 93
COMPETENCY NO. 11 BY METHOD OF ASSISTANCE

Method	Completed Program/%	Did Not Complete Program/%	Total %
Coaching	105/51.7	15/44.1	120/50.6
Workshops	29/14.3	8/23.5	37/15.6
Readings	12/ 5.9	0/ 0	12/ 5.1
Videotapes	5/ 2.5	0/ 0	5/ 2.1
Coursework	27/13.3	3/ 8.8	30/12.7
Other	7/ 3.4	0/ 0	7/ 3.0
No Help Offered	53/26.1	16/47.1	69/29.1
TOTAL	203/85.7	34/14.3	237/100.

The ability to identify causes of classroom misbehavior and employ a technique for correcting it and the usefulness of the assistance used to improve that skill were reported differently. More successful teachers were likely to rate the assistance they received as good or superior while less successful teachers ranked it in the minimal-to-moderate range (see Table 94).

TABLE 94

COMPETENCY NO. 11 BY USEFULNESS OF ASSISTANCE

Status	1= Poor	2= Minimal	3= Moderate	4= Good	5= Superior
Completed Program	9	7	20	55	60
Did Not Complete Program	8	3	6	6	4
TOTAL	17	10	26	61	64
%	9.6	5.6	14.6	34.3	36.0

NOTE: Chi Square = 21.71
Significance = 0.00
Degrees of Freedom = 4

More successful teachers rated the usefulness of the assistance they received as good, while less successful teachers averaged a minimum to moderate score (see Table 95).

TABLE 95

T-TEST COMPETENCY NO. 11 BY USEFULNESS OF ASSISTANCE

Status	No. of Cases	Mean	Standard Deviation	Standard Error	t- Value	Proba- bility
Completed Program	151	3.99	1.12	0.09	3.97	0.00
Did Not Com- plete Program	27	2.81	1.46	0.28		

Degrees of Freedom = 176

The ability to identify causes of classroom misbehavior and employ a technique(s) for correcting it was a highly significant factor according to the performance ratings of teachers. Teachers who completed the program averaged a score of 3.76 or between moderate and good while teachers who did not complete the program averaged a score of 2.80 or between minimum and moderate. Likewise, there were major differences in the people who offered assistance for Competency No. 11. Although both groups reported peer teachers as their most helpful person, and no help offered as the second most common response, the percentages of assistance varied greatly. Teachers who did not complete the program reported receiving no help more often yet they also reported receiving more assistance from peer teachers, principals and Beginning Teacher Program Personnel than other beginning teachers. For the method of assistance, both groups rated coaching the most commonly used, but a wide percentage gap existed in their second choice, no help offered. Again, teachers who did not complete the program tended to have taken less coursework but more workshops pertaining to Competency No. 11. The usefulness of the assistance offered was significantly different with teachers who completed the program gave it an average score of 3.99 or good and teachers who did not complete the program rated it at 2.81 or minimum to moderate.

Both groups of teachers perceived their performance in the moderate to good range. Student motivation and student discipline were the only areas where less successful teachers judged their ability to be significantly different from other teachers. Both groups felt they were equally well prepared in their ability to carry out all other phases of the instructional process (see Table 96).

TABLE 96

A COMPARISON OF MEANS FOR ALL COMPETENCIES
BY SELF-ANALYSIS PERFORMANCE RATINGS

Competency	Completed Program	Did Not Complete Program
1	4.16	4.16
2	4.30	4.13
3	3.55	3.40
4	3.50	3.40
5	3.90	4.00
6	3.94	3.86
7	3.88	3.63
8*	4.30	3.75
9	4.11	4.05
10*	3.93	3.02
11*	3.76	2.80
Mean	3.94	3.66

1=poor 1=minimal 3=moderate 4=good 5=superior
*designates a significant difference between the two groups

Establishing rapport with students in the classroom by using verbal and/or motivational devices, formulating a standard for student behavior in the classroom and identifying causes of classroom misbehavior and employ a

technique for correcting it were the three competencies which beginning teachers who could not complete the program rated themselves significantly different. All three areas deal with teacher-student interactions. For a less successful teacher, the most difficult areas were discipline and motivation.

TABLE 97
SUMMARY OF SURVEY HYPOTHESIS BY SELF-ANALYSIS
PERFORMANCE RATINGS

Competency No.	Probability	Null Hypothesis
1	0.94	Accepted
2	0.15	Accepted
3	0.40	Accepted
4	0.92	Accepted
5	0.41	Accepted
6	0.50	Accepted
7	0.09	Accepted
8	0.00	Rejected
9	0.64	Accepted
10	0.00	Rejected
11	0.00	Rejected

When reviewing the people who offered assistance (see Table 98), some generalizations can be made. First, more teachers who did not complete the program reported they received no help while at the same time, they reported more assistance from peer teachers, principals and beginning teacher program personnel. Teachers who completed the

program received a great deal of help from peer teachers and college instructors. More successful teachers reported less assistance from principals and beginning teacher program personnel indicating that they were more apt to solve problems themselves. In the areas of discipline and motivation, lack of college courses and formal instruction directly affected a teacher's ability to perform. Thus, it affected their possibility of completing the Beginning Teacher Program.

TABLE 98

SUMMARY OF SURVEY HYPOTHESIS BY PEOPLE WHO HELPED

Competency #	Completed Program Responses	Did Not Complete Program Responses	Null Hypothesis
1	No help Teachers	No help Teachers, principals & beginning teacher personnel	Accepted
2	No help College Instructors	No help Teachers	Rejected
3	No help Teachers	No help Teachers	Accepted
4	Teachers No help	No help Teachers	Rejected
5	No help Teachers	No help Teachers	Accepted
6	No help Teachers	No help Teachers	Accepted
7	No help Teachers	No help Teachers	Accepted
8	No help Teachers	No help Teachers	Accepted
9	No help Teachers	No help Teachers	Rejected
10	Teachers No help	No help Teachers	Rejected
11	Teachers No help	Teachers No help	Rejected

NOTE: Although the people who offered assistance may appear the same for each group, the actual percentages may vary too greatly to accept the null hypothesis in competencies which reported a high percentage of help from college instructors for the teachers who completed the program.

When reviewing the methods of assistance tables, some generalizations can be made. First, a greater percentage of teachers not completing the program reported that no help was offered along with more assistance from workshops, readings and video tapes. Other beginning teachers reported 19.3% more assistance with most of the help coming from coaching and coursework. As a matter of fact, teachers who completed the program attended almost four times as many courses in relation to the teaching competencies as did teachers who did not complete the program (see Table 99).

TABLE 99

SUMMARY OF SURVEY HYPOTHESIS FOR METHODS OF ASSISTANCE

Competency #	Completed Program Responses	Did Not Complete Program Responses	Null Hypothesis
1	Coaching No help	No help Video tapes	Rejected
2	No help Coursework	No help Workshops	Rejected
3	Coaching No help	No help Coaching	Rejected
4	Coaching No help	No help Coaching	Rejected
5	No help Coaching	No help Coaching	Rejected
6	Coaching No help	Coaching No help	Rejected
7	No help Coaching	No help Coaching	Accepted
8	No help Coaching	No help Coaching	Accepted
9	No help Coaching	No help Coaching	Rejected
10	Coaching No help	No help Coaching	Rejected
11	Coaching No help	No help Coaching	Rejected

Generally, the usefulness of assistance was a significant factor in relation to a teacher's possibility of completing the Beginning Teacher Program. Teachers who completed the program were much more likely to give high ratings to the usefulness of the assistance they received than other teachers (see Table 100).

TABLE 100
SUMMARY OF SURVEY HYPOTHESIS BY USEFULNESS OF
ASSISTANCE RATINGS

Competency No.	Probability	Null Hypothesis
1	0.03	Rejected
2	0.00	Rejected
3	0.00	Rejected
4	0.00	Rejected
5	0.28	Accepted
6	0.01	Rejected
7	0.00	Rejected
8	0.49	Accepted
9	0.40	Accepted
10	0.00	Rejected
11	0.00	Rejected

There is a wide difference between teachers who completed the Beginning Teacher Program and teachers who did not complete the program. For less successful teachers, the usefulness of assistance they received was seen only as moderate while other teachers viewed the help they received as good. Of the more ongoing interactive

types of assistance (coaching and coursework) 54.7% of the teachers who completed the program responded in at least one of these two categories while only 33.5% of teachers who did not complete the program made a response in this area (see Table 101).

TABLE 101

A COMPARISON OF MEANS FOR ALL COMPETENCIES
BY USEFULNESS OF ASSISTANCE

<u>Competency</u>	<u>Completed Program</u>	<u>Did Not Complete Program</u>
1	4.14	3.91
2	3.97	2.50
3	4.03	3.11
4	3.83	2.96
5	3.93	3.64
6	3.93	3.25
7	3.89	2.85
8	4.07	3.86
9	3.85	3.59
10	3.99	2.81
11	3.76	2.80
Mean	3.91	3.16

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSIONS IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether there were significant factors contributing to a teacher's ability to perform effectively in a classroom within the Florida Beginning Teacher Program. The factors which were examined were both descriptive such as age, grade point average, college of education graduation, student teaching experience, type of university and results of the teacher certification exam, and reportive, such as self-analysis of competency performance, by whom and through which method assistance was offered, and the usefulness of the assistance offered. An approximate 5% random sample was taken from 9,401 possible subjects in Florida's Beginning Teacher Program between 1982 and 1985. Information was collected for these 569 subjects with the cooperation of Florida's Department of Education and by the use of a survey instrument reflecting those competencies judged by Beginning Teacher Program Directors to be the most vital to becoming an effective instructor.

Crosstabs were calculated for all descriptive factors which resulted in a frequency distribution of each test

group response and chi-square statistic for each variable. When it was appropriate, t-tests were performed to ensure greater reliability. These same procedures were used to analyze reported data concerning an individual's perceptions of his/her own performance of the competencies and how useful that assistance was in relation to his/her given situation. For the segment of the survey which examined who offered the beginning teachers assistance and which method(s) were used, many respondents reported several people and/or methods for a single competency, therefore, multiple response procedures were utilized for this data. Frequency distributions were produced by this procedure and visual comparisons of group data were made.

Conclusions

Hypothesis 1--There is no significant difference in beginning teacher performance as a function of public versus private educational institutions - Rejected.

Teachers who completed the program were more likely to graduate from state-funded institutions. Some possible explanations might be: private and public universities attract students with different expectations and abilities, faculty training at private and public universities can be more diverse, educational funding at public and private universities may direct the focus of the teacher training

programs and program accreditation may cause changes in teacher training programs.

Hypothesis 2--There is no significant difference in beginning teacher performance as a function of academic disciplines, i.e., college of education versus other academic specialties - Rejected.

In 90% of the cases, teachers who graduated from colleges of education completed the program. However, non-college of education graduates had a 70% completion rate. With teachers who did not complete the program citing discipline and motivation as their main problem, lack of coursework in methods of instruction, classroom management and learning theory may have directly affected their ability to perform in the classroom. Or, the lack of teacher involvement in that type of course may indicate a teacher's personality and/or awareness of the actual scope of teaching.

Hypothesis 3--There is no significant difference in beginning teacher performance as a function of high versus low grade point averages - Rejected.

Teachers who completed the program had higher grade point averages than other teachers.

Hypothesis 4--There is no significant difference in the beginning teacher performance as a function of teaching specialty, i.e., critical shortage areas versus non-critical shortage areas - Rejected.

Beginning teachers who specialized in art, reading, math, science and foreign language had a significantly greater possibility of not completing the program. Math, science and foreign language teachers were more likely to lack graduation from a college of education and student teaching than other teachers.

Hypothesis 5--There is no significant difference in the level of difficulty perceived by teachers for mastery of each competency as a function of program completion status, i.e., teachers who completed the Beginning Teacher Program versus teachers who did not complete the Beginning Teacher Program - Rejected.

Less successful teachers rated their performance significantly different for competencies dealing with student behavior, discipline and motivation. More assistance for all competencies was reported by teachers who completed the program and peer teachers were the most likely person to offer guidance. For 24.2% of the teachers who completed the program, college instructors were reported to have offered assistance while 4% of the

teachers who did not complete the program reported help from this source.

Discussion

Based upon the analysis of the data, the following conclusions may be suggested:

1. A teacher is more likely to be successful if he/she meets certain descriptive criteria. Specifically, sex, race, age, grade point average, state or private university attendance, college of education graduation, student teaching experience, Teacher Certification Exam results and teaching field were all significant factors in determining a teacher's possibility of success in the classroom.
2. Teachers' perceptions of their performances were similar with the exception of competencies focusing on motivation and discipline. For these two competency areas, teachers perceived significant differences in their performances.
3. There are important differences in the types of people offering assistance to more successful teachers. Although both groups reported no help and peer teacher assistance most often, more successful teachers reported a greater amount of assistance with the major differences being shown

as an increase of assistance from college instructors and a decrease of assistance offered by principals.

4. There are important differences in the methods of assistance being used with more successful teachers. Although both groups reported no help and peer teacher assistance most frequently, the more successful teachers spent a greater amount of time involved in coursework than other teachers.
5. More successful teachers received more useful teaching assistance. The main difference between groups is that the more successful teachers received a greater amount of help from interactive sources such as, peer teachers and coursework which may tailor the information to individual circumstances, thus making the information more useful.

Implications

This study supports the notion that some factors help to increase a teacher's possibility of being an effective educator. Age is generally an indication of maturity and, hopefully, common sense. The more "mature" a student is, the more likely he/she is to apply his/her abilities to college instruction, thus, a higher grade point average may

result. Therefore, age and grade point average may actually be indications of an individual's level of maturity and it may be the level of maturity which is actually the determining factor in a teacher's effectiveness.

The type of university attended and teacher certification exam results may also have a similar relationship. State and private institutions do appeal to different groups of individuals and their specific curriculum may vary. Due to the fact that many state programs are partially supported through state subsidies, there is a greater demand that specific competencies be taught and documented in professional teacher education programs. Thus, the fact that an institution formally instructed potential teachers in the required skills may make a teacher more able to pass the teacher certification exam and, although it is not the same in all counties, many counties require passage of the exam before completion of the program.

Two other factors which are intimately connected are college of education graduation and student teaching experience. Most, if not all, colleges of education promote the need for experience and guidance in the classroom before being left alone with the students. Therefore, if you are a college of education graduate,

student teaching has with few exceptions been part of the designed program. The question remains whether there is a replacement for the experiences offered without student teaching and an education degree. Although outside experiences with children may be beneficial to improving the relationship between the student and teacher, they are not sufficient as a replacement for student teaching. Likewise, content knowledge may be satisfactory, however, it is not sufficient to becoming an effective teacher. The results of this research suggest without coursework assigned to teach techniques of motivation and discipline and experience using these techniques, the potential teacher is severely handicapped.

More successful teachers viewed themselves as better at dealing with classroom situations. They were able to motivate and discipline students much more effectively. Research (Kounin, 1970; McDonald, 1976; Stallings, 1976) suggests that students who are more involved in learning tend to require less discipline. Many of the teachers who did not complete the program reported less overall assistance but more principal assistance indicating that a third party had to be involved in classroom disputes, thus, problems were not managed only temporarily controlled. This same group of teachers reported little coursework in the areas of concern. This research suggests that

coursework in learning principles, teaching strategies, and classroom management is needed to promote better understanding and more competence in the field of education.

A significant result was finding that teachers involved with critical shortage areas, math, science and foreign language, were more likely not to complete the Beginning Teacher Program. This result coupled with the fact that more teachers are hired in these areas without education courses or student teaching indicates the need for educational training before entering a classroom teaching situation. With training, many discipline and motivation problems might be averted, thus allowing increased student learning to occur.

In lieu of Florida's 1986 legislation on alternative certification, allowing college graduates to teach at a high school level in their major field of study without education coursework, the results of this study suggest that teachers hired under this act may have less possibility of being an effective teacher than graduates of more traditional programs. Special measures such as shortened work-loads, increased supervision and inservice training may help to improve a non-education graduate's chance of success in the Beginning Teacher Program.

From the results of this study, teachers have shown that once in the classroom there is little help offered* which greatly improves their skills. Both peer teachers and administrators can and do offer help, but it is limited* by their own job restrictions and time constraints. They serve as consultants for special concerns but the beginning teacher must have basic educational competence prior to teaching a class on a daily basis. Without it, even with all good intentions, colleagues may not help the teacher enough to become effective. The more successful teachers reported having learned many of their skills in student teaching as well as in college education courses. It suggests that without coursework in education, a teacher may find himself/herself in a classroom with no means of management, discipline or direction and doomed to failure.

Recommendations

Based on the research, data, conclusions and limitations of the study, several recommendations are submitted:

1. If the Department of Education for the state of Florida and its individual counties continue to implement the Beginning Teacher Program, additional release time should be offered to peer teachers, thus allowing sufficient opportunity to diagnose

and assist beginning teachers with weak areas of performance.

2. If the Department of Education for the state of Florida and its individual counties continue to implement the Beginning Teacher Program, more efforts should be made to insure that the quality of assistance at the school site is more uniformed from county to county and school to school.
3. The results of this study showed that little help was offered to improve the teaching skills of teachers entering the classroom. Therefore, teachers who have not had the opportunity to work in a classroom setting find themselves seriously handicapped. All efforts should be made to insure that potential teachers have had sufficient educational training prior to entering a classroom, and if this is impossible, flexible, reduced work schedules should be utilized to enable teachers to involve themselves in coursework at the university level and both the peer teacher and beginning teacher should be allowed more observation and preparation time than other classroom teachers.

In view of the study's limitations, the findings need additional verification. Such research should consider the following recommendations:

1. Further study involving a larger number of cases should be initiated when Florida's Beginning Teacher Program has had more time to mature.
2. This study should be replicated in other states with Beginning Teacher Programs and compared with the Florida results.
3. A national study involving all Beginning Teacher Programs should be conducted.

APPENDICES

APPENDIX A
APPROVAL LETTER



STATE OF FLORIDA

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DEPARTMENT OF EDUCATION

TALLAHASSEE 32301

PH D. TURLINGTON
COMMISSIONER

November 26, 1984

Mrs. Joanne Olson
8740 Pine Barrens Drive
Orlando, Florida 32817

Dear Mrs. Olson:

This letter is to confirm our phone conversation regarding the usefulness to this office of the study you have proposed for your dissertation topic.

The Department is interested in the effectiveness of the Florida Beginning Teacher Program and management strategies used by school districts that provide an effective program. I believe that your study will provide information that will be helpful as programs are evaluated in the future.

I look forward to working with you as you conduct the study.

Sincerely,

James Parris
James Parris

Program Specialist
Beginning Teacher Program

JP/jlh

APPENDIX B

COVER LETTER AND PILOT SURVEY

182
8740 Pine Barrens Drive
Orlando, Florida 32817

March 4, 1986

Dear Beginning Teacher Program Coordinator:

As a doctoral candidate at the University of Central Florida, I am focusing my research project on the competencies each teacher acquires through the Florida Beginning Teachers' Program and their relationship to effective education.

Since you are an expert in this field, I am requesting your assistance in developing a survey instrument which will be revised and condensed before being used with Beginning Teacher Program participants.

The following process will help me analyze which competencies program coordinators perceive as vital to becoming an excellent teacher. These skills should be the ones which you feel are most essential to becoming an effective classroom teacher. Please place a check by the ten competencies which you consider most important in becoming a good teacher.

Please understand that any information given here will remain confidential. I truly appreciate your cooperation and effort in promptly responding to this pilot survey.

Sincerely,

Joanne Olson

/ema

County: _____

Supervisor: _____

183

_____ Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.

_____ Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.

_____ Demonstrate the ability to comprehend and interpret a message after listening.

_____ Demonstrate the ability to read, comprehend, and interpret professional material.

_____ Demonstrate the ability to add, subtract, multiply, and divide.

_____ Demonstrate the ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in these areas.

_____ Diagnose the entry level knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

_____ Identify long-range goals for a given subject area.

_____ Construct and sequence related short-range objectives for a given subject area.

_____ Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.

_____ Select, develop, and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

_____ Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

_____ Present directions for carrying out an instructional activity.

_____ Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

_____ Establish a set of classroom routines and procedures for utilization of materials and physical movement.

_____ Formulate a standard for student behavior in the classroom.

_____ Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

_____ Identify and/or develop a system for keeping records of class and individual student progress.

_____ Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other ethnic, cultural, linguistic, and economic groups.

_____ Demonstrate instructional and social skills which assist students in developing a positive self-concept.

_____ Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

_____ Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

_____ Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.

APPENDIX C
COVER LETTER AND SURVEY INSTRUMENT

8740 Pine Barrens Drive
Orlando, Florida, 32817

April 28, 1986

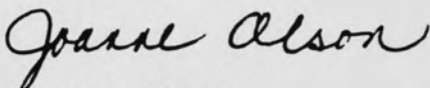
Dear Educator:

I am asking for your help by participating in the following research study designed to acquire information which might help to direct and improve the teacher induction process. The enclosed survey reflects competencies that have been judged to be of vital importance to becoming an effective classroom instructor.

Please take a few moments to respond to these eleven statements and promptly return it in the self-addressed stamped envelope provided for your use.

Thank you for your time and assistance.

Sincerely,



Joanne Olson
Doctoral Candidate
University of Central Florida

8740 Pine Barrens Drive
Orlando, FL 32817

May 24, 1986

Dear Educator:

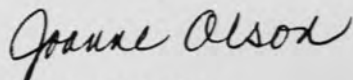
Recently I mailed you a survey with questions about your experiences with the Florida Beginning Teacher Program. Just in case you did not receive it, I am enclosing a second copy. The survey represents the most essential teacher competencies as judged by a sample of Florida Beginning Teacher Program Coordinators. As a previous participant of the program, the information you possess could help to focus future efforts to improve its implementation.

I realize your time is limited, but you are vital to this research! All information which you give will remain confidential. No names, schools or individual circumstances will be mentioned in any reports made from this data. So, please feel free to respond as honestly and openly as you can.

Please help a hard working doctoral candidate to collect the information needed to complete this important research.

Thank you for your effort and information.

Sincerely,



Joanne Olson
Doctoral Candidate
University of Central Florida

/ema
enclosure

8740 Pine Barrens Drive
Orlando, FL 32817

June 20, 1986

Dear Educator:

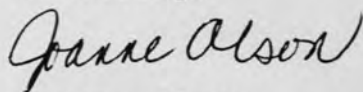
By now you have probably assumed that it is too late to respond to this survey. You may have previously thrown it away (as I sometimes do), lost it, procrastinated about filling it out, or just simply didn't want to do it. As a respondent, you might feel that your experiences with Florida's Beginning Teacher Program were in some way different from the general population, thus, you have been reluctant to share this information. For whatever reason, be assured I **especially need your response!**

The information which is being collected as part of my dissertation research will be used to assess the effectiveness of the program and suggest the best forms of assistance available to beginning teachers. Your personal responses and comments will, of course, remain confidential.

Due to the fact that this is the third time this has been mailed to you and my time constraints are closing in, I ask that you mail your return on or before **July 4, 1986**. Please take a few moments and fill it out now!

Thank you for your effort and cooperation.

Sincerely,



Joanne Olson
Doctoral Candidate
University of Central Florida

Survey Number _____

Race: (Circle One) Black, Hispanic, Asian, White (Non Hispanic), Other

Sex: Male Female

Date of Birth: _____

The following eleven competencies were judged by a panel of experts to be the most important skills for becoming an effective classroom instructor. Although you may have been a professional educator for several years, please respond to each statement as if you were just completing your first year of teaching.

Please follow these steps for each statement:

- #1. Rank each statement according to how well you feel you performed each of these skills during your first year of teaching.
- #2. List any people who might have helped you improve your performance in each competency area. (Examples: peer teacher, principal, university instructor, etc.). If no help was offered, please mark non-applicable (N/A).
- #3. List what kind of assistance it was (Example: coursework, workshops, coaching, readings, videotapes, etc.).
- #4. Rate the usefulness of this information in your situation.

STATEMENTS	Superior	Good	Moderate	Minimal	Poor	#2. People who offered assistance	#3. Kind of assistance	#4. Usefulness of assistance
	5	4	3	2	1			
1. Demonstrate the ability to orally communicate information of a given topic in a coherent and logical manner.	5	4	3	2	1			5 4 3 2 1
2. Demonstrate the ability to write in logical, easily understood style with appropriate grammar and sentence structure.	5	4	3	2	1			5 4 3 2 1
3. Demonstrate the ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in these areas.	5	4	3	2	1			5 4 3 2 1

Key	#1 First year performance	#2. People who offered assistance	#3. Kind of assistance	#4. Usefulness of assistance
5=Superior 4=Good 3=Moderate 2=Minimal 1=Poor				
4. Diagnose the entry level knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.	5 4 3 2 1			5 4 3 2 1
5. Construct and sequence related short-range objectives for a given subject area	5 4 3 2 1			5 4 3 2 1
6. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.	5 4 3 2 1			5 4 3 2 1
7. Select, develop, and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.	5 4 3 2 1			5 4 3 2 1
8. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.	5 4 3 2 1			5 4 3 2 1
9. Present directions for carrying out an instructional activity.	5 4 3 2 1			5 4 3 2 1
10. Formulate a standard for student behavior in the classroom.	5 4 3 2 1			5 4 3 2 1
11. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.	5 4 3 2 1			5 4 3 2 1

APPENDIX D

FLORIDA STATUTES AND TEACHER COMPETENCIES

(b) General administration of the institution shall be under the direction of the president as the chief administrative officer. Adequate provision shall be made for the performance of all administrative functions by personnel competent in their respective fields.

(c) A college, school, department, division or office shall be established, authorized and designated the responsibility for coordinating the planning and administering of all programs of teacher education offered by the institution.

(d) The organization and administration of the teacher education program shall be documented in appropriate institutional publications so that students, lay, and professional groups understand where decisions on the program of teacher education are made.

(e) There shall be clearly defined written policy and procedures for each of the following:

1. Admission of students to the institution and for the acceptance of credit upon transfer. The minimum requirement for admission to the institution shall be high school graduate or its equivalent, except in those cases where approved early admission requirements are followed.

2. Admission of students into the teacher education program. As a prerequisite for admission, a student shall receive a composite score of seventeen (17) on the American College Test or a composite score of eight hundred thirty-five (835) on the Scholastic Aptitude Test or an equivalent score on any other nationally normed standardized college entrance examination approved by the Commissioner. This requirement is waived for up to ten (10) percent of those admitted to the teacher education program of an institution. In addition, the policy shall include a variety of factors, including demonstration of the communication and computation competencies specified in Rule 6A-5.62(2)(j)1., F. A. C., minimum grade point averages on all college level preparation completed, and other standards prescribed by the institution as predictors of success in the program and in the profession.

3. Admission of students to the student teaching program.

(f) Each institution will be expected to state its qualitative and quantitative requirements for graduation and provide an endorsement of transcripts for students who complete an approved teacher education program.

(g) The institution shall provide a well organized guidance program that begins by introducing new students to the opportunities, purposes and problems of college life and continues throughout the student's program. The program should provide continuous screening of persons unsuitable for service in the teaching profession and shall provide a process for recommending students to enter teacher education, providing an effective placement service into the teaching profession, and follow-up on their success in the profession.

(h) It shall be the responsibility of the institution to maintain an adequate system of student

6A-5.62 Administration and Organization of Preservice Teacher Education Programs.

(1) Institutions selecting the performance-based approach shall develop program standards for administration and program organization and submit them to the commissioner for approval.

(2) Institutions choosing the course credit approach shall meet the following standards:

(a) A logical and effective organizational structure related to the institution's size, purpose, and the instruction it offers.

personnel accounting, including a permanent accumulative record for each student enrolled. In addition, a central file on all students in teacher education programs should be maintained in the offices responsible for teacher education programs.

(i) The quality of instruction should be the principal concern of both the administration and faculty. The institution will be expected to furnish evidence of the quality of its instruction through the scholastic performance of its students while in the institution and later as members of the teaching profession.

(j) The curriculum of an institution which prepares teachers shall be designed to carry out its announced purposes. The curriculum shall include the following:

1. Curricular offerings in general education deemed essential to all students. Specifically, curricular offerings, or evidence of student competence, shall be provided for the following minimum essential competencies:

a. Demonstrate an awareness of patterns of physical and social development in students including exceptional students in the regular classroom.

b. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.

c. Demonstrate the ability to comprehend and interpret a message after listening.

d. Demonstrate the ability to read, comprehend, and interpret professional material.

e. Demonstrate the ability to add, subtract, multiply, and divide whole numbers, decimals, and fractions, and find percentages.

2. Curricular offerings in professional education leading to an understanding of the learner, the learning process, instructional strategies, classroom management, interpersonal skills, and the role of the school in a culturally pluralistic social order. Specifically, curricular offerings shall include provisions for the development of the following minimum competencies:

a. Demonstrate an awareness of patterns of physical and social development in students.

b. Diagnose the entry knowledge and/or skill of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

c. Identify long-range goals for a given subject area.

d. Construct and sequence related short-range objectives for a given subject area.

e. Select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs.

f. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

g. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

h. Present directions for carrying out an instructional activity.

i. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.

j. Establish a set of classroom routines and procedures for utilization of materials and physical movement.

k. Formulate a standard for student behavior in the classroom.

l. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

m. Identify and/or develop a system for keeping records of class and individual student progress.

n. Counsel with students both individually and collectively concerning their academic needs.

o. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups.

p. Demonstrate instructional and social skills which assist students in developing a positive self-concept.

q. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

r. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.

s. Beginning July 1, 1982, the ability to recognize and be aware of the instructional needs of exceptional students.

3. Curricular offerings in the areas of specialization designed to assure competence in teaching the subject matter or grade level for which the teacher is being prepared.

4. Curricular offerings in the teaching of reading, diagnosing reading problems and increasing reading performance in the area of specialization.

5. Elective courses and extra class activities to supplement and expand the student's interests and creative talents.

(k) Opportunities shall be provided throughout the program for appropriate experiences with students of different ages, observation of teaching in different environments and with different ages and abilities, involvement with practicing professionals and participation in school activities. The teacher education program shall provide opportunities for supervised student teaching gained through a student teaching program of not less than eight (8) weeks duration in the field for which certification will be sought and shall include supervised clinical experiences.

(l) The institution shall publish a catalog which provides an official accurate statement describing the purposes, organization, program, personnel, and facilities of the institution. Specifically, the catalog shall describe the teacher education programs, requirements for entering the program, and the institutional office responsible for the coordination of teacher education.

(m) Correspondence study in the candidate's field of specialization or his field of professional training shall be determined by written institutional policy.

(a) Off-campus classes offered by the institution shall be conducted by regularly appointed instructors who meet the qualification of the teacher education institution. Off-campus courses shall meet the same or equivalent standards of sequence, prerequisites, hours, assignments, library and laboratory equipment, final examination, adaptation to the needs of students and supervision as are maintained for resident courses in the same subject for the same number of credits.

Specific Authority 229.053(1) FS. Law Implemented 231.14, 231.15, 231.17, 240.529 FS. Effectuality subject to provision of 231.17(7) FS. History—New 11-25-75. Amended 4-12-78, 12-11-79, 1-3-82, 1-6-83.

6A-5.75 Florida Beginning Teacher Program. Effective July 1, 1982, applicants for a regular certificate must have completed three (3) years of successful teaching out-of-state or successfully completed a year-long Florida Beginning Teacher Program.

(1) Definitions. For purposes of this rule the following definitions are provided:

(a) **Beginning teacher.** A teacher who holds a bachelor's degree or equivalent vocational level temporary certificate and who does not have three (3) full school years of successful out-of-state teaching experience, as defined in (1)(c) and (h) herein, within the last ten (10) years, in increments of not less than one (1) full school year.

(b) **Beginning Teacher Program.** A formal program of at least one (1) full school year as defined in Section 228.041(16), Florida Statutes, or its equivalent, which is approved by the Department and is intended to provide continuing professional development for beginning teachers.

(c) **Full school year outside the State of Florida.** The period during which the schools are in regular session for the minimum number of one hundred eighty (180) days of instruction including periods for preschool and postschool conferences or its equivalent.

(d) **Beginning teacher support staff.** Three (3) or more individuals including a peer teacher, building-level administrator and at least one (1) other professional educator, formally assigned to assist the beginning teacher in the first year(s) of employment.

(e) **Peer teacher.** An experienced teacher who holds a valid regular certificate and teaches at the same level, in the same subject area, or the same

service area as the beginning teacher. This teacher shall possess the special knowledge and competencies needed to provide adequate support for the development of beginning teachers.

(f) **Building level administrator.** A certificated, school-based administrator.

(g) **Other professional educator.** A professionally trained and experienced individual. This may include, but is not limited to, teacher education center directors, staff development specialists, curriculum directors, instructional supervisors or specialists, college or university teacher educators.

(h) **Three (3) years of successful teaching.** Three (3) years of teaching experience outside the State of Florida as documented by a notarized statement from the chief administrative officer of the school district in which the experience was acquired. The statement shall attest to the successful level of service and the specific teaching assignment. Three (3) full school years, as defined in (1)(c) herein, of successful teaching experience shall be within the last ten (10) years in increments of not less than one (1) full school year.

(i) **Professional development plan.** A plan designed to assist each individual to improve and to demonstrate performance on the minimum essential competencies specified in Rule 6A-5.62(2)(j), FAC.

(j) **Supervised support services.** A set of planned experience designed by the support staff to assist the beginning teacher's professional development in the first year(s) of employment.

(k) **Formative evaluation.** The ongoing process of assessing, providing feedback, and improving the teaching performance of the beginning teacher.

(l) **Summative evaluation.** The process of determining the successful demonstration of minimum essential competencies.

(2) **Purpose.** The purpose of the Florida Beginning Teacher Program is to:

(a) Increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching in Florida to assist them in their continuing professional development;

(b) Meet the requirements of Section 231.17(3), Florida Statutes, and Rule 6A-5.75, FAC.

(3) **Procedures.**

(a) Each school district shall submit a plan for approval of a Florida Beginning Teacher Program to the Commissioner. This plan shall become a section of the approved district Master Inservice Plan. A Florida non-public school or an organized group of Florida non-public schools which meets the criteria specified in Rule 6A-5.63(2)(a)7., FAC, may submit a plan for approval.

(b) The Commissioner shall acknowledge receipt of the plan and direct the approval process.

(c) The plan shall include, but is not limited to, the criteria listed in Rule 6A-5.75(4), FAC, and shall be initially submitted by May 1, 1982. Non-public schools or other eligible agencies desiring to participate in the Florida Beginning Teacher Program shall submit a plan by May 1, prior to the school year of implementation.

(d) Subsequent submissions or amendments to the plan shall be in accordance with the approved district Master Inservice Plan procedures specified in Rule 6A-5.72 (4), FAC.

(4) Criteria for approval of the Florida Beginning Teacher Program. The program plan submitted to the Commissioner shall:

(a) Include a full school year as defined in Section 228.041(16), Florida Statutes, or its equivalent as proposed by the district and approved by the Commissioner.

(b) Identify the criteria other than those required by Florida Statute for eligibility of individuals to participate in the Florida Beginning Teacher Program. Each beginning teacher shall hold a valid temporary certificate.

(c) Provide for supervised support services for the continuing development and demonstration of the minimum essential competencies specified in Rule 6A-5.62(2)(j), FAC, and with special emphasis on the following competencies:

1. The ability to comprehend and interpret a message after listening.

2. The ability to orally communicate information on a given subject in a coherent, logical manner;

3. The ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in these areas; and

4. The ability to recognize and be aware of the instructional needs of exceptional students.

(d) Specify that the school district is in compliance with Section 231.17(3)(a), Florida Statutes, with regard to compensation for the beginning teacher.

(e) Specify the composition of a beginning teacher support staff. The staff shall include, but is not limited to, a peer teacher, a building-level administrator and one (1) other professional educator.

(f) Specify the criteria for eligibility of persons to serve as peer teachers which shall include training in observation skills, consulting skills, and instruction in and knowledge of the competencies expected of beginning teachers.

(g) Provide a professional development plan for each beginning teacher. The professional development plan shall include criteria by which successful performance will be assessed and provisions for review and modification at stated intervals throughout the school year. The plan shall be developed by the support staff with the knowledge and participation of the beginning teacher. The professional development plan shall include at least three (3) formative evaluation conferences. Each conference shall be based upon at least one (1) observation by support staff member, using a set of common criteria.

(h) Require that a portfolio be maintained for each beginning teacher. The portfolio shall include, but is not limited to, the professional development plan for the beginning teacher and the formative

evaluation of that teacher. The beginning teacher shall have the right to include in the portfolio exhibits of successful performance during participation in the Florida Beginning Teacher Program. The portfolio shall be retained for evaluation of the beginning teacher program.

(i) Provide a summative evaluation plan which includes observation instruments and evaluation procedures to demonstrate successful performance of the minimum essential competencies. The plan shall provide for a minimum of two (2) summative evaluations, with one (1) to be provided within ninety (90) working days of the beginning of employment, in order to provide remediation during participation in the beginning teacher program.

(j) Provide evidence of a collaborative approach between school districts and institutions of higher education which is reflected in the program.

(k) Include provision for annual program evaluation.

(l) The plan shall be approved by the district school board prior to submitting to the Commissioner. Other eligible agencies and non-public schools shall have the plan approved by the appropriate authority prior to submitting the plan to the Commissioner.

(5) Criteria for successful completion. The criteria shall be:

(a) To demonstrate successful performance of the minimum essential competencies specified in Rule 6A-5.62(2)(j), FAC.

(b) To complete the Florida Beginning Teacher Program as defined in (1)(b) herein. For personnel who have not completed the beginning teacher program the district superintendent's nomination of personnel required by Section 230.33(7)(a), Florida Statutes, shall be conditional upon successful completion of the program.

(c) To submit to the certification section of the Department on official forms the verification of successful completion attested to by the school district superintendent or the non-public school chief administrative officer in charge of an approved Florida Beginning Teacher Program.

(6) Verification of completion. The school district superintendent or the non-public school chief administrative officer shall review the summative evaluation and, within ten (10) days of the conclusion of the individual's beginning teacher program, shall:

(a) Provide on official forms to the certification section of the Department verification that the individual has successfully completed the Florida Beginning Teacher Program.

(b) Notify those beginning teachers who have not successfully completed the Beginning Teacher Program of that decision and of their opportunity within ten (10) days to confer with the building-level administrator, and the superintendent or non-public administrator (or their designee), concerning the final summative evaluation and to request a reconsideration of the decision.

(c) At the expiration of the ten (10) day period the school district shall notify the certification section of the decision to verify or not to verify the successful completion of the program, and shall provide proof of notification of the teacher.

(7) Appeal process.

(a) The Commissioner shall, within ninety (90) days of notification of the local decision and in accordance with Section 120.60, Florida Statutes, inform each beginning teacher who did not successfully complete the program that his or her application for a regular certificate has been denied, and that he or she may appeal to the Education Practices Commission under the provisions of Section 231.17, Florida Statutes, and Rule 6B-11.05, FAC.

(b) It shall be the burden of the beginning teacher to show that he or she has met the criteria for successful completion. The Education Practices Commission shall issue a final order granting or denying the certificate after an informal hearing before the Education Practices Commission, or a formal hearing before the Division of Administrative Hearings.

(b) Program evaluation. The program submitted to the Commissioner for approval shall include a plan for an annual program evaluation. The findings of the evaluation shall be utilized by the district in improving the program. The Department shall use the findings for recommendations to the Legislature and State Board for improvements to the Florida Beginning Teacher Program.

Specific Authority 229.053(1), 231.17 FS. *Law Implemented* 231.14, 231.15, 231.17(2), (3) FS. *History*—New 12-2-81.

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