

A STUDY OF THE PERCEPTIONS THAT
ADMINISTRATORS, ELEMENTARY TEACHERS,
CONSULTANTS, AND SPECIAL AREA TEACHERS
HAVE OF THE ELEMENTARY SPECIAL AREA
TEACHER AND CONSULTANT ROLE

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THESIS

This is to certify that the

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Wm Vernon Licks
Major professor

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James David Hoffman

AN ABSTRACT

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JAMES DAVID HOFFMAN

ABSTRACT

Statement of the Problem

The purpose of this study was to identify the role expectations that elementary teachers, elementary administrators, elementary consultants and special area teachers had of the special area teacher-consultant roles, and make a clear delineation between the two roles. Role expectations of the respondent groups were compared and convergence and divergence of opinion noted.

Procedure

Elementary administrators, teachers, consultants and special area teachers in seventeen communities in Michigan were given a questionnaire dealing with seven selected consultant-special area teacher roles. These respondent groups were asked to indicate the degree of expectation they held concerning their perception of how the special area teacher-consultant performed the roles.

Findings

It was hypothesized and proven that there was inconsistency in role perception of these roles with more divergence of expectation than convergence.

It was found by use of the "F" test that significant differences existed in the role perception of the special

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area teacher by these four respondent groups on thirty-two of the sixty-two items on a questionnaire. It was found by the use of the "F" test that significant differences existed in the role perception of the consultant by these four respondent groups on thirty-two of the sixty-two items on a questionnaire.

There was divergence of expectation concerning where the role of the special area teacher occurred on six of eleven items, divergence concerning teaching roles with children on five of eleven items, divergence concerning consulting-teaching relationships with teachers on five of fifteen items, divergence concerning educational background and role effect on five of six items, divergence concerning status effects on four of six items, divergence concerning responsibilities of supervision on five of nine items, and divergence concerning the role as a representative of the central office on two of four items.

There was divergence of expectation concerning where the role of the consultant occurred on six of eleven items, divergence concerning teaching roles with children on five of eleven items, divergence concerning consulting-teaching relationships with teachers on ten of fifteen items, divergence concerning responsibilities of supervision

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on four of nine items, and divergence concerning the role as representative of the central office on one of four items.

Individual groups' perceptions caused more significance of divergence of role perception than variables within the single groups.

There was perceived a similarity between the actions of the special area teachers and consultants on forty-four of the sixty-two items, and a difference between the actions of the special area teachers and consultants on eighteen of the sixty-two items. For this data analysis the respondent groups were considered as one group of educators. It was hypothesized there was intermixing of roles and this was partially proven.

Viewing the respondent groups separately reveals that teachers view the roles as similar in action and performance on fifty-two of the sixty-two questionnaire items, administrators on thirty-eight of the sixty-two items, consultants on forty of sixty-two items, while special area teachers view the two roles as similar on only thirty of the sixty-two items.

This indicates that teachers, who have daily contact with both roles, see little difference between the roles, while special area teacher consider the difference great. Consultants and administrators perceive great difference

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also. Possibilities of role conflict are definitely established.

Recommendations

To lessen possibilities of role conflict concerning these positions, it is advised that school groups begin with the convergent areas of role perception and work toward eradicating their differences of thought concerning the divergent areas. School groups should attempt to become more consistent in their expectations of the particularized roles, and delineate more clearly between the two roles.

These findings could be the basis for bringing about convergent expectations if studied in in-service training programs, pre-service training programs, and consultant-special area teacher meetings. This is necessary to establish "common-ground" expectations, when viewing the trend toward the evaluation of specialization and subject learning in America's public schools of today. Our educational institution is becoming more complex, and every role acted in it must be perceived clearly and consistently by all groups, so that we may have smoothly operating social relationships. Smooth relationships are powerful determinants of the successful functioning of any institution.

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CHAPTER I

INTRODUCTION

Introductory Statement

This study was designed to identify and clarify the role of elementary special area teachers and consultants. Role perception data from elementary teachers, administrators, special area teachers, and consultants were gathered and compared.

The need to clarify these roles was the hypothesis that a clear understanding of role might be a critical factor in the interactions of a complex school situation. Role conflicts emerge in situations where interpretation of role is unclear and/or ambivalent. Every educator should have, ideally, thorough knowledge of his operating role as he perceives it, or his colleagues perceive it, and as he interprets the institutionalized image which the culture implies. This role knowledge leads to smoother social relationships which in turn lead to the solution of practical operating problems of the educational institution.

As the American school system has become more complex with its increased population, the task of educators has also become more complex. Curricular offerings which

society demands that the school system provide the young has become increasingly large and expanded.

To cope with these complexities and expansions the American school system introduced specialists into the self-contained reading, writing, and arithmetic oriented elementary classrooms. These specialists operated at scheduled times to instruct the "special subjects." Physical education, music, art, science, and other special areas were gradually introduced into our school system in this fashion. The roles of the instructors of these special subjects became specialized and finally fully institutionalized in the public schools. Terrien says of this process:

Society needs to have its work done, and in its own massive way, sets about dividing up the labor, clarifying the tasks, designating the rewards, and finding people to fill the various jobs. As societies become increasingly complex, the tasks become more and more specialized, finally taking on the qualities of institutions. As such, they seem no longer to be entirely subject to the persons who perform them, but rather to take on characteristics which appear to be supraindividual. When this happens, they play a part in the selection of the people who do the work, and to a considerable extent, control their behavior. This is how occupational roles come into being.¹

Changing emphasis from subject centered curricula to child centered curricula in the past three decades, however, has caused these special areas to be re-structured. The school system introduced consultants to help self-contained

¹Frederick W. Terrien, "The Occupational Roles of Teachers," The Journal of Educational Sociology, Vol. 29, No. 1 (September, 1955), p. 14.

elementary classroom teachers to instruct special areas. The emphasis was not primarily on the subject itself; consideration was also given to the social, emotional, physical and intellectual backgrounds, needs, interests, and developmental level of children in the classes to be taught. The special area subject to be taught has not been rejected, along with the special area teacher, but rather the emphasis has changed, with the consultant serving as a synthesizer, processor, and resource person of the knowledges in the special area. In many cases teaching is now directed by both classroom teacher and specialist toward the afore-mentioned child-centered considerations.

This changeover, or restructuring, of the special area teacher role to the consultant role, however, has not been accomplished smoothly. Some school systems have rejected the philosophy behind the original change. Other systems have made the change, but kept the older titles. Still other systems have mixed the roles, with the result becoming one of confusion, so that the rich possibility of resources and stimulation in each special area, in many systems, has not been presented to the child in an integrative fashion.

What is needed then, and what this study attempted to do, was to make a clear delineation between the two roles. This research isolated and separated the role

perceptions held by teachers, administrators, special area teachers, and consultants, and discovered convergence or divergence in the perceptions of these roles.

The insights gained by the isolation of these roles and the divergence or convergence of opinion will be used, it is hoped, by the teachers and consultants and their colleagues, for the process of clear identification with their role in the educational institution. This identification, and then the incorporation of this information into their own personality should help the education institution to operate more smoothly. It is assumed that if this happens, better instruction for learning will occur.

Statement of the Problem

The various professional people with whom the consultant and/or special area teacher interact in accomplishing the requirements of their role may define this professional generalized role in different fashion. The special area teacher and/or consultant may likewise hold role perceptions and definitions which are not convergent with the definitions and perceptions of others. The purpose of this study was to identify the role perception which special area teachers, consultants, regular teachers, and administrators hold of the special area teacher and consultant.

This role perception in generalized form was encompassed by putting together the various facets of the consultant and/or special area teacher role: the working

schedule, the area where this schedule is performed, teaching relationships with children, consulting relationships with teachers, experience, training and background, personal relationships with staff, and supervisory functions contained within the roles. These role parts were contained in a questionnaire to which the different groups of educators responded.

These role parts revealed the total perceived and currently held images the respondents had of the consultant and special area teacher. The responses to the individual questionnaire items were analyzed and analysis of variance between means was made between respondent groups.

Basic Hypothesis

The generalized role of the consultant and/or special area teacher is perceived differently by consultants, special area teachers, elementary teachers, and administrators in elementary schools in selected systems in the State of Michigan, thereby creating possibilities of role conflict.

Testable Hypotheses

1. The mean scores on individual items on a questionnaire pertaining to generalized special area teacher roles are significantly different among the respondent groups.

2. The mean scores on individual items on a questionnaire pertaining to generalized consultant roles are significantly different among the respondent groups.

3. There will be perceived differences of role expectations of the special area teacher as compared to the consultant by the respondents as indicated by a significant difference in the means of the items pertaining to the roles.

Importance of the Study

Consultants and special area teachers need to understand the role or roles that elementary teachers and administrators expect them to assume in elementary schools. They need to understand the role as each other identifies it. The elementary teacher needs to know what role the general consultant or special area teacher perceives and will assume in the elementary schoolroom.

Each teacher, consultant, special area teacher, and administrator, is likely to behave in terms of the expectations each holds of each other's position. However, here we are only concerned with the perception of the consultant and special area teacher role. The consultant and special area teacher are likely to behave as they perceive their role and as significant others perceive it. To date, there is no specific research pertaining to these role expectations. Orville G. Brim, Jr., speaking in a book prepared for the American Sociological Society and sponsored by the Russell Sage Foundation, states this:

Apart from these studies of the school superintendent, the role of the educators with his colleagues really has been neglected. Brookover, while presenting a case study of clique formation among educators in one school, points out that there are strong informal

cliques in every educational institution (including universities) based on age, congeniality, subject matter, and other characteristics, which are powerful determinants of the actual functioning of the educational system and which have been relatively ignored. . . . Very much needed are comparable studies of the way in which the educator, as teacher or administrator in elementary schools, or as professor at higher educational levels, acquires knowledge of the roles he is to play and incorporates the necessary skills, motives, and ideology as part of his own personality.²

Brookover was concerned chiefly with submerged role conflict possibilities. This study was concerned with open conflict, assuming that the actual teaching roles must be clearly delineated before the submerged conflicts can be assayed.

A consultant's or special area teacher's teaching or consulting role may be satisfying only to the degree that those interacting have perceptions which align themselves in action. Satisfaction leads to a well adjusted life and career. Every job (role) has value; Dr. Bruno Solby, in Sociometry, specifically writing on "The Role Concept in Job Adjustment," identifies three values.

Social saturation value, i.e., the value that a certain "job" has in helping the individual to experience a saturation of his emotional needs for interpersonal relationships; role value, which represents his financial compensation plus the various individual and cultural symbols he experiences in the job situation; and integration value, i.e., this part of the productivity value of a job which the individual experiences as ability to express his specific talents in productive work.³

²Orville G. Brim, Sociology and the Field of Education (New York: The Russell Sage Foundation, 1958), pp. 54-55.

³Bruno Solby, "The Role Concept in Job Adjustment," Sociometry, Vol. 7 (1944), pp. 222-229.

Solby, basing much of his research on J. L. Moreno's development of the role concept, described in Who Shall Survive, and other writings,⁴ goes further to state:

If the role value the individual experiences in his job is so closely related to his social saturation value that in the individual's emotional experience they very nearly become identical, the integration value the individual experiences through the job increases proportionally to the increase in the role value. If, for instance, a man in his "job" of being a physician realizes in his profession all the desirable roles, and at the same time the saturation of his needs for interpersonal relationships because of his close relationships to his patients or because his family and friends love and admire him because of his being a (good) physician, this individual experiences wellbeing as the result of the higher integrative value of his job. Any increase in the role value accompanied by an increase in the social saturation value will augment his experience of integration.⁵

If increase in role value helps accomplish positive and healthy integration, knowledge of role would be the first step. Knowledge of role, as it is perceived, should lead to increase in role value.

Role conflict decreases role value. Solby investigates the negative also, by stating:

If the role value is decreased and becomes smaller than the social saturation value, the social saturation value will have to increase proportionately if the degree of integration is to be maintained. If the

⁴J. L. Moreno, Who Shall Survive, Das Stegreiftheater, Berlin, 1923; "Sociometry and the Culture Order," Sociometry, VI:3:229-344, pp. 331-332, 1943; "Inter-Personal Therapy and the Psychopathology of Inter-Personal Relations," Sociometry, I:1-2:9-76, pp. 44-47, 1937; and "Mental Catharsis and the Psychodrama," Sociometry, III:3:209-244, 1940.

⁵Solby, op. cit., p. 226.

role value however decreases without any change taking place in the social saturation value the integration value of the job diminishes too.⁶

In their writings, Moreno, Solby, and Lewin,⁷ conclude that acquisition of role concept helps for positive life adjustment. Louis Doyle concluded that knowledge of role expectations held by professional persons interacting with teachers offered the opportunity for teacher to be, "provided with the psychological support necessary in the performance of their roles in keeping with the dynamic character of a democratic society."⁸

The range of expectations with which pupils, parents, school board members, administrators, and teachers, may have of various roles in the teaching profession are relatively unknown. Dissertations by Doyle, Ferneau, Stewart, Manweiller, Jones, and Cowan⁹ have begun exploring some of those expectations. Theirs is vital, usable research. This research concerning special area teacher consultant roles as they are perceived by certain members of the teaching profession should add to those pilot explorations.

⁶Ibid., pp. 226-227.

⁷Kurt Lewin, Resolving Social Conflicts (New York: Harper and Company, 1948), p. 110.

⁸Louis A. Doyle, "A Study of the Expectancies which Elementary Teachers, Administrators, School Board Members, and Parents Have of Elementary Teachers' Roles" (unpublished Ed.D. dissertation, Michigan State University, East Lansing, Michigan, 1956), p. 137.

⁹See Bibliography for list. These will be discussed in Chapter II.

Such an exploration could possibly supply some clues as to some of the uncertainty and dissatisfaction that has been openly expressed in periodicals in the past ten years, concerning the generalized roles of the consultant and special area teacher.¹⁰ There are two camps of thought as to role to be performed. If two opposing camps are pulling at teachers, conflict in role could result.

It is for insight into the extent of the conflict that this research is dedicated.

Scope and Limitations

The study will be an attempt to identify the generalized professional working role of consultants and special area teachers as perceived by consultants, special area teachers, teachers, and administrators.

The study utilized an open-ended questionnaire and interviews administered to consultants, special area teachers, classroom teachers, and administrators, and devised to identify facets of professional roles. From these preliminary methods a formalized questionnaire was developed. The data collected in the formal instrument was restricted to the responses to the questionnaire and generalized only to the population. This population, from which a random sample was taken, was limited to seventeen communities in the State of Michigan. The communities were picked as

¹⁰See Bibliography for list. These will be discussed in Chapter II.

representative of rural, small town, city, and metropolitan school systems. The data were concerned with role conflict possibilities, and did not indicate the depth or cause of the conflict. The role conflict possibility items, however, furnish a starting point for role clarification.

The aspects of the generalized professional working roles of consultants and special area teachers were the only ones considered. Personal and out-of-school social roles were not involved.

Procedures and Techniques Used

In gathering literature background necessary for this research two areas of research and periodical and textbook opinion were analyzed. The first area was the sociological-psychological concept of role and the second was the areas of specialization in subject areas in elementary schools. In addition, interviews and contacts were made with educators so as to profit from the breadth of their experience.

Generally, the research studies were in teacher and administrator roles. Little was found specifically on the role of the special area teacher and/or consultant except opinion articles in the special areas.

Role literature in the past was concerned with the broad conceptual approach. Though often brilliant in insight, as developed in theory by Willard Waller, it was based on personal insight and observation.¹¹ Since the

¹¹Willard Waller, The Sociology of Teaching (New

early 1940's, however, research and investigation in the behavioral sciences concerning teacher role theory has been more specific and less general. Studies are beginning to build in this theoretical role area, increasing its significance.

These broad, and previous, opinions and theories were investigated, as well as current research. From these writings was developed the analytical role approach. Thus, the questionnaire was developed not only to get at extrinsic and obvious external behavior, but some of the more complex internal motivations that cause actors to define role behavior in terms of expectencies which they hold for themselves and which others hold for them. Assuming that actors or persons will act the role which is the sum of these expectations, the questionnaire was developed to define and "collect" these expectations.

The expectations, listed as questionnaire items, were compiled from teachers, consultants, administrators, and special area teachers. The writer had done previous research in the field which also furnished background information on the training and subsequent role of consultants and/or special area teachers.¹²

The questionnaire development and subsequent research steps are outlined by number below:

York: John Wiley and Sons, 1932), pp. 321-337.

¹²James Hoffman and William Engbretson, unpublished research, Department of Education, Western Michigan University, 1957.

1. Develop a questionnaire containing an intensity scale of role parts that consultants and/or special area teachers could perform based on activities suggested by professional educators.
2. Submit this questionnaire to a group of experienced teachers and a jury of twenty experts with experience in all areas of specialization for criticism and editing concerning clarity, completeness, and appropriateness.
3. Submit this questionnaire to the teachers, administrators, special area teachers, and consultants in elementary schools in the population chosen.
4. Compile the data, completing an analysis of variance among groups on both roles.
5. Interpret the data, identifying convergence or divergence of opinion among groups concerning each role, and identifying areas of difference and similarity between the roles.
6. Record a summation of the written comments on the questionnaire. Interpret the summation.
7. Draw conclusions and draft recommendations.
8. Indicate areas for further research.

Definitions

Role

Accordingly, to include all aspects of role requirements, we must define social role as an organized pattern of expectancies that relate to the tasks,

demeanors, values, and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group.¹³

The functioning form the individual assumes in the specific moment he reacts to a specific situation in which other persons or objects are involved. The symbolic representation of this functioning form, perceived by the individual and others, is called the role. The form is created by past experiences and the cultural patterns of the society in which the individual lives, and may be satisfied by the specific type of his productivity.¹⁴

Generalized Role

Two or more persons come in contact with each other over a sufficient length of time (and) each begins to have certain expectations as to how the other will act or behave. Eventually these expectations become generalized, e.g., while the contact has been with only two or three consultants the school administrator begins to expect pretty much the same behavior from all consultants.¹⁵

Expectations

1. Members of any group have role expectations of any actor in a broadly defined situation.¹⁶
2. Members of any group may have expectations of any actor in a particular position or situation.

¹³E. L. Hartley and R. E. Hartley, Fundamentals of Social Psychology (New York: Alfred A. Knoph, 1952), p. 486.

¹⁴Solby, op. cit., p. 224.

¹⁵Elmer Ferneau, "Which Consultant?," Administrator's Notebook, Vol. 11, No. 8 (April, 1954), p.1.

¹⁶The research is concerned with the generalized, broadly defined situation and expectations.

3. Any group may have expectations of a particular actor in a specific situation.¹⁷

Consultant¹⁸

A subject area person (such as one trained in art) who plans and works with the classroom teacher in his special area. Often he would serve as a resource person for methods, processes, and materials in the special area.

Special Area Teacher

A teacher (such as a teacher of art) who functions as the person solely responsible for teaching his special subject. This teacher usually instructs in his own room or in the regular elementary classroom teacher's room on a fixed schedule. The classroom teacher in each grade is not required to be present.

Elementary Teacher

A person who is employed in public schools and who has the responsibility of instructing children in the various grades up to and including grade six.

Administrator

A person who is employed in public schools and who has the responsibility of administering a public elementary

¹⁷Wilbur Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, Vol. 29 (September, 1955), p. 3.

¹⁸The purpose of the study was to define these roles. These definitions, of necessity were given on the questionnaire to furnish a starting point for the respondent.

school consisting of grades up to and including grade six.

Respondent Groups

The term "respondent group," relative to this study, refers to the consultants, special area teachers, administrators, and elementary teachers chosen in the original sample.

Perceived

To have become aware of through the senses, as of sight, hearing, etc.: acquire a mental impression of, from the immediate presentations of sense modified by the reactions determined by attention, interests, previous experience, etc.¹⁹

Summary

In this chapter background for the study has been described and the rationale behind the study has been sketched in some detail. The problem as well as the basic hypothesis has been stated. In addition, a detailed examination was given as to the background of role value and role knowledge, and the psychological implications of the knowledge and lack of knowledge of role. The scope and limitations of the study were briefly outlined.

The procedures and technique to be used for the study were stated. Finally, a list of definitions and a summary conclude the chapter.

¹⁹Winston Dictionary College Edition (New York: John C. Winston Co., 1945), p. 719.

CHAPTER II

REVIEW OF THE LITERATURE

Background for the Study

The review of literature for this study will concentrate largely on two major areas of writing--that of role analysis from the socio-psychological, cultural, and interactive reference, to authoritative writings on the normative aspects of the consultant's and/or special teacher's role.

Role analysis information will be discussed first as it lays the foundation for the theoretical point of departure for this research study.

Role Analysis Framework

Although previous attention was given this topic, more definition is relevant to this study due to the fact that the analytical tool of role is a complex one. "Current definitions for the term 'role' range from the term as a substitute for the concept 'status' to a descriptive term for highly personalized styles of individual behavior,"¹ begins Doyle in his review of the literature of teacher role.

¹Doyle, op. cit., p. 11.

Gross, Mason, and McEachern, in their approaches preceding their research of the superintendent role, list three major categories of role definition. Although not exhaustive, they are at least representative of the major role formulations in the social science literature.² These categories are (1) normative culture patterns, (2) personal interpretation, and (3) situational or interactional. In other words, the person's role is defined in (1) a normative pattern by the culture; (2) by the person's intellectual or emotional response to it, or a "gestalt" of these; and (3) the actor's response to the institutionalized version, another's version, and his own version.

Looking at the definition from the combined pattern, it would follow that any study of role theory must seek information on visual involvement, normative analyzations of the job, mental involvement, and social-psychological considerations of how people think. In either case, the job or position, and actor, are important. For the purpose of viewing some role research which binds together these previously-mentioned formulations, the writer paraphrases from a conceptual framework developed by Brookover.³

² Neal Gross, Ward Mason, and Alexander McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), passim.

³ Wiltur Brookover, "Public Images and Expectations of Teachers," College of Education Quarterly, III, No. 4 (October, 1957), p. 8.

1. Members of any group have role expectations of an actor in a broadly defined situation. The general expectations which a group attributes to an occupant of a teaching position might be termed a first level of role expectation.

2. Members of any group may have expectations of any actor in a particular position or situation.

3. Any group may have expectations of a particular actor in a particular specific situation. This would be the expectations teachers at school A have of their particular principal.

Relevant to this study are other studies pertaining to the broadly defined role, or number one by Brookover, recognizing that particularized images affect the broadly held image. These will be mentioned later in this chapter.

The subjective character of role definition provides the background and rationale for the present study. We are concerned here with the perceptions the actor (elementary teacher or administrator), has in a social working situation with another actor (consultant and/or special area teacher). We proceed on the theory that roles are partially defined in terms of the expectancies which the actor holds for others who are acting in the situations with him. In this case we are interested in the general expectancies which elementary teachers and administrators hold of the working role of the consultant and/or special area teacher. The

roles, to conclude our theory base, are also partially defined by the actor's own thinking of how he perceives the role and how he thinks others perceive it.

Related Studies

As stated previously there were two distinct areas of literature then which had to be investigated for the background for this study. The first area was the concept of role, and the second area was any general theoretical literature pertaining to the normative position of the consultant or special area teacher in the elementary school system. Occasionally, articles or research about consultants and/or special area teachers contain the word "role" helping bring the two areas together.

The concept of role is not new, although insight into its "gestalt" perhaps is. Waller points out how Shakespeare states,

All the world's a stage,
And all the men and women merely players,
They have their exits and their entrances,
And one man in his time plays many parts . . .

very much aware that man, in his lifetime, played many roles, some well, some poorly.⁴ Children know the importance of practicing for future-to-be-assumed role parts. "Let's pretend," they shout. As the writer is putting these words on paper, his daughter is at the door, pretending, or taking

⁴Waller, op. cit., p. 321.

the role, of a housewife, and has just shooed another little girl (pretending to be an irate mother), away. Assuming roles and role rehearsal builds future competence.

However, even though Shakespeare, little children, and people were unconsciously aware of role, it awaited the social psychologists to delve into its true existence and verbalize it. George Herbert Mead, speaking of the results of social interaction, and laying the base on the canvas for a later painting of role, states clearly,

We are not, in social psychology, building up the behavior of the social group in terms of the behavior of the separate individuals composing it. We attempt, that is, to explain the conduct of the individual in terms of the organized conduct of the social group, rather than to account for the organized conduct of the social group in terms of the conduct of the separate individuals belonging to it. For social psychology, the whole (society) is prior to the part or parts. The social act is not explained by building it up out of stimulus plus response; it must be taken as a dynamic whole--as something going on--no part of which can be considered or understood by itself--a complex organic process implied by each individual stimulus and response involved in it.⁵

Society is prior to the part or parts. The role exists then, in the minds of men. Mead was not the only social-psychologist working in this area. Dewey touched on role laying stress a little differently on internal phenomena.⁶ Previously mentioned was J. L. Moreno. Willard Waller mused over role when he states,

⁵George H. Mead, The Social Psychology of George Herbert Mead, edited by A. Strauss (Chicago: University of Chicago Press, 1934), p. 134.

⁶John Dewey, The School and Society (Chicago: University of Chicago Press, 1902), p. 134.

The role arises from that bipolar organization of the field of consciousness in which self and others real or imagined, are given over against each other in experience. The action of the individual thus comes to be oriented with reference to an entire situation of which the supposed attitude of that other is a part. Thus when one behaves in a social situation of this sort, he behaves self-consciously--to some extent he plays a part. This behavior is always different from what it would be if another were not present, and it was therefore with a correct intuition that Spencer made modifications in the behavior of one individual as a result of the pressure of another the basis of his theory of social control.

The role appears as the organization of the individual with reference to an entire situation; it is the response of the individual to the entire situation so it has taken shape in his mind. Some insight, correct or incorrect in to the attitudes of others is implied. The insight may be entirely fallacious, or it may be incomplete, but to play a role is to regulate one's behavior by the imagined judgments of others.⁷

Waller has many pages on role and almost speaks directly to this research when he states:

The patness of a role, its propriety or impropriety, depends upon its acceptability. One individual never . . . responds directly to another; he responds rather to a more or less veracious imagined construct of that other.⁸

Much research has been based on these pioneers who developed the concept of role. One of the earlier compilations of work, covering that before 1952, was done by W. W. Charters, writing about role in the school as a social system. He says, "The concept of role has become an analytical tool of central importance in many contemporary

⁷Waller, op. cit., p. 322.

⁸Ibid., p. 323.

sociological and social psychological systems."⁹ He goes on to state that this concept's importance stems from the fact that an individuals' behavior is strongly influenced by the expectations which members of various important groups have of him and his relationships with them.¹⁰

Three years later Brookover reviews Charters and others to date, laying a pattern for later research, including this one, by discussing research in teacher role as being a valuable analytical tool.¹¹ For this pattern he summarizes and discusses the work done and being done in teacher and administrator roles.

Brookover mentioned incomplete studies, those being done at Stanford, and one being done by Gross, Mason, and McEachern. One of those at Stanford is complete,¹² with teachers in colleges and universities perceiving their role to be, in rank importance, (1) mediator of the culture, (2) director of instruction, (3) member of school organization, (4) teacher as counselor and guidance worker, and (5) member of the profession. Academic and education department rankings were compared, with a great deal of

⁹W. W. Charters, "The School As A Social System," The Review of Educational Research, 22; 1:42.

¹⁰Ibid., p. 42.

¹¹Brookover, "Research on Teacher and Administrator Roles," op. cit., pp. 2-13.

¹²Persis Hamilton Cowan, "Teacher Role Perception in Colleges and Universities" (unpublished Ed.D. dissertation, Stanford University, Stanford, California, 1956). This and

perception similarity. This was Washburn's scale of ranking scale and Washburn constructed the ranking scale from the report of Group D, at the National Education Association conference in 1953 and published as Measures of Teacher Competence.¹³

Gross, Mason, and McEachern, in Explorations in Role Analysis, a depth study of the role of the superintendent, lay a basis for a revised concept of role conflict, based on interactive situations.¹⁴ From their research, much of the definitive material and the questionnaire type and scale for this study were obtained.

Getzels and Guba concluded, importantly for this research, that they found:

1. The teacher is defined both by core expectations common to the teaching situation in general and by significantly varying expectations that are a function of local school and community conditions.
2. Many of the expectations attached to the teacher role are inconsistent with expectations attached to other roles the teacher typically occupies. That is the teaching situation is in many critical elements characterized by role conflict.
3. The nature of the role conflicts is systematically related to certain differences among schools and among communities.
4. The existence of role conflicts may be taken as evidence that the teacher role is imperfectly

Other works at Stanford are based on the Report of Special Group A, The Albany Conference. See footnote 13.

¹³Factors in Teaching Competence, Report of Special Group A, The Albany Conference, June 23-26, 1954 (Washington, D.C.: National Education Association, 1954), pp. 4-5.

¹⁴Gross, Mason, and McEachern, op. cit., passim.

integrated with other roles. The consequence of role conflict may be frustration for the individual teacher and ineffectiveness for the educational institution.

5. There are differential reactions among teachers in the extent of their liability to (or being troubled by) role conflict in the teaching situation. These differential reactions are systematically and meaningfully related to certain personal characteristics of the teachers.¹⁵

Of vast importance to the theoretical framework of this research was work completed by Elmer Ferneau in role expectation of consultations on the State Department level. A member of the Midwest Administration Center's staff, Ferneau investigated the theory of roles, as developed by Parsons, Shils, and others, to determine whether or not it provided at least one explanation of why the same state department of education staff member working on the same problem in two different school situations might be successful in one and fail in the other. In 1953-1954 he analyzed 192 case studies of consultive service to twelve midwestern states which had been collected in connection with the Center's 1951-1952 study of the work and characteristics of state department staff members. On the basis of his analysis, he identified three types of consultants found on staffs of state departments of education.¹⁶

¹⁵J. W. Getzels and E. E. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," The Journal of Educational Sociology, Vol. 29, no. 1 (September, 1955), p. 30.

¹⁶Elmer F. Ferneau, "Role-Expectations in Consultations" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, Chicago, Illinois, 1954).

The first type of consultant was the "expert" who "directs his efforts at arriving at the right answer for the particular problem in the specific situation." The second was the "resource person" who "directs his efforts towards providing an abundance of information so that the persons in the situation can have a choice of a wide range of alternate pragmatic solutions to the problem." The third was the "process person" who "directs his efforts towards developing a method of working with all persons concerned which will bring about behavioral changes, and these changes will enable persons to solve their own problems."¹⁷

Ferneau located 132 administrators in Kansas, Michigan, Nebraska, and Wisconsin who had reported in the Center's evaluative study that they had received consultative services from their state departments of education in curriculum problems during 1952. In addition, he located forty-three state department staff members who had provided the consultative service to the 132 administrators and their staffs. He had, of course, the valuations of the administrators and their staffs regarding the value of these consultations. The same information was obtained from the state department staff members. Ferneau had the individuals in both groups provide answers to an instrument that indicated the behavior which a respondent, if he were an administrator, expected of a consultant, and vice versa.

¹⁷Ibid., p. 8.

With these data available, Ferneau could compare the expectations which the administrators and consultants had for each other. Furthermore, he could compare their evaluations of the consultations in which they had been involved in the light of the expectations which they had expressed. His comparisons yielded findings which were in accord with the theory of roles and which gave an explanation concerning some successes and failures in consultation. When a consultant and an administrator disagreed to any important extent as to the type of behavior they expected of each other, one or both usually ranked as of low value the consultation in which they had been involved. In other words, the administrator who expected from consultants the "expert" approach, but received services from the consultant as a "resource person" rated the consultation as a failure. On the other hand, the administrator who looked upon consultants as "process" people usually ranked as low value the consultant who behaved as an expert.

Ferneau's research gave insight to this research. If a special area person comes into an elementary classroom and functions as a consultant would (according to our definition), the classroom teacher "saw" that person serving or functioning as a special area teacher (according to our definition), a conflict may result.

Ferneau also found that there was a definite preference on the part of both administrators and consultants for the "process" approach to curriculum problems.

Bidwell, writing in The Journal of Educational Sociology, draws conclusions about satisfaction in teaching and administrative roles. Stating that, "The school administrator and the teachers may be seen as participating in a system of reciprocal role-expectations,"¹⁸ he concluded that:

1. Convergence of teacher's role-expectations toward the administrator and their perceptions of his behavior will be accompanied by an expression by these teachers of satisfaction with the teaching situation.
2. Divergence of teacher's role-expectations toward the administrator and their perceptions of his behavior will be accompanied by an expression by these teachers of dissatisfaction with the teaching situation.
3. The level of teaching satisfaction is dependent upon convergence or divergence of expectations and perceptions of their fulfillment and is independent of the nature of the expectations.¹⁹

Doyle,²⁰ did work in the expectation convergence between teachers' perception of their role and parents', administrators', and school board members' perceptions of that same role. In comparing the beliefs of the teachers with the expressed expectations of administrators, school board members and parents, it was found that teachers held

¹⁸ Charles Bidwell, "The Administrative Role and Satisfaction in Teaching," The Journal of Educational Sociology, 29:1; 41, September, 1955.

¹⁹ Ibid., p. 42.

²⁰ Doyle, op. cit., passim.

many beliefs which the others did not share. The greatest divergence was that teachers held erroneous beliefs as to what parents expected of them fifty per cent of the time.

Although reporting areas of possible conflict of role, Doyle did not investigate the results of the possible role conflict. He reported convergence or divergence of role expectations.

Attitudes affect roles--and attitudes are formulated by experience during aging. The desirability of comparing the variables of age and experience with role perception in this research was demonstrated by Lieberman. Although working with workingmen's attitudes and role affection, it was concluded that the work could be generalized to other situations. He stated that one cannot simply assume that relationships found between attitudes and roles are a mutual function of the interaction of selection and adaptation.²¹

The administrator role has been researched more completely than any other professional education role. Brookover summarizes this research up to 1955²² as reported. This administrative research contributes to theoretical formulations, but was investigated more for procedural insight. An example is Carter's, 1954, who developed

²¹Seymour Lieberman, "The Relationship Between Attitudes and Roles: A Natural Field Experiment" (unpublished Ph.D. Dissertation, University of Michigan, Ann Arbor, Michigan, 1955).

²²Brookover, "Research on Teacher and Administrator Roles," op. cit., passim.

instruments to extract relationships between a principal's background, self-concept, role concept, values, and pattern of work, stating the procedure leans heavily on the interview.²³

Role is being investigated more and more, from the area of the role of the superintendent's wife,²⁴ to that of supervisory expectations.²⁵ These also contributed to theoretical background and gave procedural insight. In like fashion contributions were made by research concerning normative "job" responsibilities and training.

Normative Authoritative Writings on Consultant-Special Area Teachers

There are literally hundreds of articles concerning the pros and cons of special area teaching over consulting methods and vice versa. Those written since 1950 were abstracted and are listed in the bibliography. These articles either call for more skill in specialization,

²³Patricia Carter, "An Exploratory Study of Relationships Existing Among a Public School Principal's Background, Self-Concept, Role Concept, Values, and Patterns of Work" (unpublished Ed. D. dissertation, University of Florida, Tallahassee, Florida, 1954).

²⁴Martha King, "The Role of the School Superintendent's Wife" (unpublished Ph. D. dissertation, Ohio State University, Columbus, Ohio, 1957).

²⁵Helen Jambor, "Discrepancies in Role Expectations for the Supervisory Position" (unpublished Ph. D. dissertation, University of Minnesota, Minneapolis, Minnesota, 1954).

therefore, in favor of the special teacher assuming control of the class, or more and better working relations between teacher and consultant. Representative articles concerning each stand will be discussed.

Examples of this general theoretical writing are Hicks, Jameson, and Keliher, all of whom are in favor of consultants performing as defined in Chapter I. Keliher states:

Elementary schools today include rich experiences in science, music, art, dramatics, dance, physical education, speech, library usage, shop, and simple home arts. This vast and wonderful growth in the elementary curriculum has thrown into the ranks of elementary school staffs numerous specialists trained in these various fields. In some systems they are still called "special teachers." In many school systems, however, because of a shift in the way the specialists work in classrooms, more and more systems speak of them as consultants.²⁶

Miss Keliher goes on to take a stand for consultants as such and not as "special" special area teachers. Hicks and Jameson ask insightful questions about role in The Elementary School Principal At Work. It is asked,

Do special consultants in music, art, and physical education have supervisory responsibility? Do they advise with the principal or with anyone else on the teacher's effectiveness? Is the consultant a peripatetic teacher, or are her functions much broader? Does the regular teacher remain in the classroom when the specialist is teaching, or does this afford a free period for the teacher? How does the specialist relate his work to the teacher: Is he invited, assigned, or does he work with the classroom teachers at his own volition?²⁷

²⁶Alice V. Keliher, "You and Your Consultants," Grade Teacher, Vol. 74 (January, 1957), p. 85.

²⁷William V. Hicks and Marshall Jameson, The Elementary School Principal At Work (New York: Prentice-Hall, Inc., 1957), p. 99.

Hicks and Jameson state that the consultant's and/or special area teacher's tasks can become frustrating if limit lines are not drawn cooperatively and agreed upon by the majority of teachers and administrators concerned. Stating that a consultant (or specialist) cannot be a traveling teacher, a consultant, and a supervisor all at the same time, they delineate the responsibilities thus:

His job should be that of helping to improve teaching in the special areas. He should be the school system's resource person for the teachers in the subject of his specialty.

He can function best if every teacher understands that he has no "rating" or evaluative responsibility. This maximizes his rapport with the faculty, and teachers feel freer to consult with him.

He works under the direction of the elementary principal when he visits the elementary school. In this respect, it should be a matter of understanding rather than one of policy.

His assignment to teach regular classes should depend upon the number of schools in which he works. Some school systems have succeeded fairly well in having consultants combine their work with some teaching. Gradually, as enrollments have grown, the teaching function has become less important.

We believe that teachers teach children, and that "the teaching of art," for example, is secondary to "teaching children in the subject of art." We believe that classroom teachers with the help of effective consultants, can teach their own physical education, art, and some vocal music. We suggest that all teachers through grade four might be able to teach vocal music to their homeroom classes. In grades five and six, we favor the help of a specialist trained technically in the field of vocal music to teach these grades.

Our recommendation thus would mean that the specialist works directly with all teachers in the improvement of teaching in art, in vocal music, and in physical

education. The consultant or specialist in music teaches classes in grades five and six, except where the teacher is capable.²⁸

Hicks and Jameson are against fractionalizing the elementary classroom. Another work in this area, by Fairchild, claims that the role of art specialist in the elementary school has been considerably affected by changing concepts of childhood education.²⁹ The same though, only in the special area of music, is suggested by Edelfelt.³⁰

Not to slant the philosophy of the special area toward consultation, it should be stated here that the majority of articles were in favor of changing to consultancies.³¹ In other words, special areas are being treated in many school systems as special areas and probably taught by a "specialist." Therefore, articles asking for "change" due to our "changing society" or "changing knowledge of how children learn" would be more numerous. One article, for example,

²⁸Hicks and Jameson, op. cit., pp. 99-100.

²⁹Mildred Fairchild, "The Art Specialist and the Improvement of the Art Education Experiences of Elementary School Children" (unpublished Ed. D., dissertation, Teachers College, Columbia University, New York, New York, 1951).

³⁰Roy Edelfelt, "The Improvement of Instruction in Music Teacher's Colleges Preparing Elementary School Teachers" (unpublished Ed.D., dissertation, Teachers College, Columbia University, New York, 1954).

³¹This review of the literature was completed in August, 1958. It is to be noted that a current review of the literature might reveal a majority of writers in favor of returning to special teachers. For example, see George Askerland, "Some Teacher Views on the Self Contained Classroom," Phi Delta Kappan, 7:40:283, April, 1959.

in favor of the continuance of the specialist, was by Frech.³² He defined the special area teacher as more of a resource person, infringing upon the definition currently held by many people of the consultant. Such differences in definition add credence to this study, which is aimed at a more clear delineation of these two roles.

The United States Office of Education reports ten most frequently asked questions of them concerning physical education in the elementary schools. Four are of use to this research.

1. Who teaches physical education and with what help?
2. How extensive is the program of activities offered to the children under the various patterns used in providing instruction?
3. How are the services of special teachers, consultants, or specialists in physical education utilized?
4. What is the educational background of the special teachers, consultants, or specialists in physical education?³³

The answer to the third question is of vital interest to this study. The office reported that a total of 5,225 persons are employed as special teachers, consultants, and specialists by the 523 school systems who helped answer the question. Of these, 57 per cent (2,990) are men, and

³²J. A. Frech, "Special Areas Have Come of Age," Education, Vol. 4 (March, 1953), pp. 59-64.

³³Elsa Schneider, "10 Questions on Physical Education in Elementary Schools" (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1957), p. 2.

43 per cent (2,235) are women. Sixteen per cent (476) of the total number of men, and 14 per cent (303) of the total number of women are members of the central staff. Twelve per cent (335) of the total number of men, and 14 per cent (303) of the total number of women are assigned to individual schools to assist classroom teachers or special teachers of physical education. Seventy-two per cent (2,159) of the total number of men, and 72 per cent (1,608) of the total number of women are assigned to do the day-by-day teaching of physical education in the elementary schools. In 255 of the 523 school systems reporting, these special teachers of physical education are assigned to teach in more than one school.

According to the United States Office of Education's report, there is not much consulting done in the area of elementary physical education.

Alice Miel summarizes the arguments for the self-contained classroom and for specialization in this fashion:

Pro self-contained arguments:

Students learn better in an atmosphere conducive to mental health. It is important that a child has the help of an accepting, sensitive adult who knows him as a total operating individual, not just a learner of art, reading, etc.

Student can balance himself better in the eyes of homeroom teacher, where she sees he is good in art and poor in math; than the teacher who has him for only one subject.

One of the greatest advantages is economy in the use of time for learning, working on several goals at once.

Helping children develop competence in personal and social problem solving, is the sort of teaching that is likely to fall between homeroom and departmental teacher if they are divided.

Flexibility of time.

Pro specialists arguments:

Self-contained classroom may not live up to its potentialities or teacher may not make use of its opportunities for pupil-teacher relations.

May be more barren than classes set up for intensive experiences on one subject.

Best road to take is the one with the most promise. Education is made up of many things and can't be accomplished by one teacher nor by the isolation of subjects. The most value is seen in supplementing the teacher and classroom with other people and materials and facilities.³⁴

With such strong points in opposition it is no wonder that the elementary classroom teacher might have difficulty in deciding what role should be for the consultant and/or special area teacher, or even know what to call them.

One of these offices seeing this difficulty is the United States Office of Education. The conference of special area teachers came to these conclusions concerning the role of the special teacher:

Children need the services of specialists in music, art, and physical education.

Aims of the special teacher are essentially the same as the general aims of education.

The specialist must put the child first, the subject second.

³⁴Alice Miel, "The Self-Contained Classroom: An Assessment," Educational Digest, April, 1958, p. 23.

Special teachers in the elementary schools should serve all grades.

Each school has to work out its own best way of using the special teacher.

The role of the special teacher is complex.

Inservice education is essential and should be a continuous process.

No day should pass in any class without some emphasis on art, music; and physical education.³⁵

There was a great deal of difficulty coming to rapport in this meeting. The reason, simply enough, was role confusion.

The attempt has been made in assessing the work currently done in theory and normative studies regarding the special area teacher and/or consultant to present the fact that there are two viewpoints concerning their use. There is also confusion as to title and role; or at least diffusion.

What is not meant here is the making of a value judgment in favor of pure specialization or consultancy. This research will try to gain a delineation, a clearer concept, of each role; will try to examine the convergence and divergence of expectations of the role of the special area teacher and consultant by consultants, special area teachers, classroom teachers, and administrators. The idea held, but so far not expressed, is that it need not matter whether

³⁵"Role of the Special Teacher," School Life, Conference Report, Vol. 39 (March, 1957), p. 6.

special area teacher or consultant. If the viewpoints regarding expectations are the same between specialist and classroom teacher, less conflict will arise. Less conflict means a better learning situation, which is better for children. It might be postulated that even if a research tells a system that consultants are best, and the picture held in the minds of the teachers is one of specialization, specialization would be better for the system.

People need not switch roles. If insight into their perceived role does not broaden their viewpoint and they would still believe in one or the other alone let them work that way; as long as they work with someone with like perceptions of that role. This would be better than a hasty switch.

Summary

Role has been defined as a social attitude reflected upon the individual either actually, or in his imagination. It is an attitude to which has been added a realization of an attitude of another which it evokes in that other. The actor sees his role; he sees how others see it; his actions are a part of both. In a school social system there are many roles, and this research attempted to isolate for analysis the generalized working roles of the consultant and/or special area teacher.

The theoretical framework of general image perception, influenced by particular images, was constructed for this

study. That respondent groups hold generalized images of the special area teacher-consultant roles was established as the review of the literature recorded studies which proved persons hold images of all roles.

It was the purpose of the study to see if the images of the special area teacher and consultant roles were clear, unclear, ambivalent, or consistently held by respondent groups. Role conflict possibilities were then established.

Authoritative articles were reported which described various criteria involved in establishing special area teacher-consultant roles.

CHAPTER III

PLANNING AND CONDUCTING THE STUDY

Introduction

The purpose of the investigation was to elicit and compare the perceived images of the roles of the special area teacher and consultant as held by special area teachers, consultants, elementary teachers, and elementary school administrators. The study was aimed at noting divergence and/or convergence in the role perceptions of the respondent groups.

General Methods of the Study

The investigator has been employed as an elementary teacher for five years, working in four different school systems. In each system the special areas were handled in different fashions. The specialized personnel served as special area teachers in two systems, a pure consultancy was in operation in the third, and a combination was used in the fourth system, a laboratory school. These experiences helped the investigator see how different systems and people within the systems interpreted the role of the specialists, besides giving a demonstration of the variance and ambiguity worked into two teaching roles in the elementary school.

With this background of experience, the investigator, along with Dr. William Engbretson of Western Michigan University in Kalamazoo, Michigan, conducted a brief status study in which the specialist role was investigated concerning methods of preparation and training. The investigators found that there were twenty-four different specialized areas for which specialists were being trained in campus and laboratory schools throughout the country.¹ They found that these specialists were trained to step into systems as consultants and special area teachers. They found that many campus schools indicated they were training consultants but were, in effect, training special area teachers, and vice versa. They also found that many people trained purely for specialization were evidently stepping into positions as consultants, and people trained and given experience as consultants were becoming, in effect, special area teachers.

Included in the questionnaire which was sent to directors of all campus and laboratory schools in the United States was a section for recorded comments. In many instances the respondent demonstrated in writing that this area held many possibilities for conflict and suggested further research be done.

The questionnaire for the present study was started after the conception of the idea of using role analysis as

¹Hoffman and Engbretson, op. cit.

the theoretical framework for the study. All research begins in a genesis of the strange compound of ignorance, curiosity, and purpose. These compound-parts were mixed in a Sociology seminar with Dr. Wilbur Brookover in the winter of 1958. The framework for the questionnaire emerged from the interaction of students and instructor in that seminar and other background work.

The questionnaire for this study contained material which developed from open-ended interviews held with teachers, administrators, special area teachers, and consultants concerning various role facets, and was completed during the spring and summer of 1958. The questions elicited from these groups and from the background of the investigator, and from other groups, were superimposed on the questionnaire form and scale used by Gross, Mason, and McEachern in the analysis of the school superintendency role.²

The questionnaire was then submitted to a "jury" of twenty "experts," representative of twenty of the twenty-four specialized areas most thought to be found in Michigan. These "experts" were instructed to see if their specialty area could be fit into the generalized version the questionnaire was supposed to elicit. They were also instructed to make other comments, suggestions, and criticisms they thought appropriate. Eighteen of the twenty responded. Their responses were used to further improve the questionnaire.

²Gross, Mason, and McEachern, op. cit., p. 331.

The committee members of the investigator also had critical comments and suggestions. In the fall of 1958 a revised version of the questionnaire was submitted to graduate classes the investigator was instructing for further clarification. These graduate persons were typical elementary teachers and pointed out places of ambiguity or semantic confusion.

Thus, the questionnaire was revised and evaluated many times, until it was thought to be as reliable as conditions would permit. A sample was taken of the total population, and the finished questionnaire was distributed to them by mail.

A Definition of Generalized Working Role

From the conceptual framework of Gross, Mason, and McEachern and more specifically, from Brookover, was this statement:

First the members of any group have general expectations which apply to a person occupying a general status category. Any group of teachers, parents, or students have general expectations of the teaching status. These general expectations are applied to any person occupying the status in all appropriate situations. Such general expectations describe the group's definition of normative behavior for person's occupying the position. Although we use the term general status, some researchers have used role to refer to the same concept.³

This research is concerned with this general status or role. It was demonstrated in the "Review of the Literature," and is now assumed, that teachers, administrators,

³Brookover, "Public Images and Expectations of Teachers," op. cit., p. 8.

consultants, and special area teachers hold this first level concept of the roles being investigated. This assumption is not invalid for this generalized working role is no more strange than holding a generalized conception of the role of "parent." No one would deny that teachers do not hold generalized expectations of this role. It is, therefore, assumed that they hold other generalized images as well.

A Definition of Consultant

On the questionnaire, this definition had to be given for the sake of a starting point. Although seemingly self-defeating, considering the purpose of the research itself, it was given because no person being communicated with could assume that we were starting from any possible common ground. For instance, someone may possibly hold the image of a consultant being strictly a remedial person, i.e., the speech "teacher." When reading this definition as given on the questionnaire, they know from whence to start:

A teacher (such as a teacher of art) who plans and works with the elementary classroom teacher in his special area. On occasion he may actually teach the class. Often, he would serve as a resource person on methods, process or materials in the special area.

It had been originally intended to get the definitions needed for the questionnaire from Carter Goode's Dictionary

of Education.⁴ However, this dictionary omits definition of the word consultant, or special area teacher. Thus, that referral to authority was deferred.

A Definition of Special Area Teacher

As stated in connection with the definition of the word consultant, this was given as a starting point. The difficulty of the definitive phrase lies in the word "special." That is why examples were given within the definition phrase on the questionnaire:

A teacher (such as a teacher of art) who functions as the person solely responsible for teaching a special subject. This teacher usually instructs in his own classroom or in the regular elementary teacher's classroom on a fixed schedule. The classroom teacher is not required to be present when the special area teacher assumes instruction.

Both definitions were improvements of Hoffman's and Engbretson's original definitions used in the research on training. The definitions were given to the jury of experts for criticism, and appropriate changes added to encompass the generalized role description.

The Grouping of Role Actions on the Questionnaires

As a mechanic fixes automobiles, and a carpenter builds houses, so the general word "teacher" means someone who instructs people. But as there may be brake specialists

⁴Carter Goode (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1956). The 1959 edition now contains these definitions.

who are also grouped under the generalized term "mechanics," and cabinet makers who are grouped under the general term, "carpenters," so there are specialists in education grouped under the generalized name of "teachers."

It was possible to divide the professional day-to-day working responsibilities and relationships of these specialists into seven areas:

1. Where and when the role occurs in schools.
2. Teaching and other relationships with children.
3. Teaching-consulting relationships with teachers.
4. Educational background and experience and role effect.
5. Status effects.
6. Supervisory duties and capacities.
7. Being the representative of the central administrative office.

On each action, many approaches were included, so as to cover any degree desired by the respondents. Several items were constructed, such as in the typical area of working with children, so as to cover all possible role parts.

A five point scale, ranging from absolutely must, to preferably should, to may or may not, to preferably should not, to absolutely must not, was used. Space was reserved for no opinion. One item could, therefore, be marked with varying degrees of intensity, properly delineating or dividing the special area teacher role from the

consultant's. The way the four groups of educators responded would give a normative idea of what they considered as proper consultant or special area teacher roles. Differences of opinion could be easily abstracted. The respondents could be considered as an entire educative group, or viewed as four separate groups according to the variable of their school position.

The comparison of group responses and the resultant significance tests would indicate the depth of role analysis. Variables of sex, experience, and highest degree held were included in the personal data section of the questionnaire. Significant differences in these variables were analyzed.

Selecting the School Districts

Of primary importance to the interest of this study was that school districts be chosen which used consultants and/or special area teachers in different fashions and degrees. This could be done by using school districts of varying sizes.

Seventeen school systems were chosen which ran the "gamut" of specialist use. They were of varying size, ranging from rural to small town to city to large metropolitan area. The investigator was able to get teacher directories of the personnel in the systems, and all systems cooperated in the study.

These school districts in Michigan were: Battle Creek, Berkely, Birmingham, Bloomfield Hills, Buchanan, Dowagiac, Flint, Grand Rapids, Hazel Park, Ingham County, Jackson, Macomb County, Niles, Oak Park, Pontiac, Ferndale, and Royal Oak.

The teachers, administrators, and special area personnel were numbered in these systems and representative random samples were taken.⁵ One hundred fifty persons were chosen for the three areas. The consultant and special area teacher were grouped together for this random sample for many of the teacher directories did not delineate the roles, merely listing them as "Music Specialists," as an example. Here again, was the research question displayed: How do they serve?

Questionnaires were mailed to the random numbers in the population, with a post-card follow-up in three weeks. A random sample was taken of the non-respondent's to note any significance of their non-response, but there was no difference.

Summary

In this chapter the general methods of the study have been described, and the persons participating in the

⁵Cyril Goulden, Methods of Statistical Analysis (New York: John Wiley and Sons, 1956). This was used for the selection of random numbers. Table A-7 was used, p. 450.

study have been identified. The questionnaire construction was outlined, as well as procedures followed in the analytical framework development. Pre-testing and criticizing methods by elementary teachers and a jury of experts were described.

The school districts selected for the study were described and identified. Their general character was discussed, and follow-up procedures were outlined.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Problem

These data, upon which this study is based, were drawn from seventeen school districts in Michigan. Both male and female teachers, administrators, consultants, and special area teachers were included in this sample.

The study aimed at discovering any difference which might exist between teachers', administrators', consultants', and special area teachers' perceptions of the generalized teaching role of the consultant and/or special area teacher. The study also attempted a more clear delineation between the two roles.

Independent variables of sex, years of educational experience and degree held were analyzed after the analysis of the hypotheses. In the case of special area teachers and consultants, their specialty area was also treated as an independent variable and analyzed for difference.

Method of Analysis

A questionnaire concerning the role of the special area teacher and/or consultant was administered to the population. The questionnaire items were marked on a five-point scale of intensity, running from absolutely must to

absolutely must not. For the purpose of analysis, this scale was numbered from one to five.

It was, therefore, possible to total the markings on each step of the scale and to arrive at a mean. The difference in the means of the four respondent groups was analyzed by use of the "F" test, to discover if this difference was significant. If significant, it meant that one or more of the respondent groups viewed the role in question significantly different from the other groups. In this fashion, hypotheses one and two could be supported or not supported.

To support or not support hypothesis three, the four groups were viewed as one group by the use of the mean of the means. The response to the special area teacher role could then be compared to the consultant role. If the difference between the means was found to be significant by the use of the "T" test, it meant that the groups perceived the two roles differently, or as being different in nature and performance.

Presentation of the Data

Table I describes the sample upon which the study was based. Indicated in this table are the number of elementary classroom teachers, school administrators, consultants, and special area teachers who were the sample of the population of the seventeen school systems involved. There were, of course, more teachers in a given system

TABLE I

CLASSIFICATION OF TEACHERS, ADMINISTRATORS, CONSULTANTS,
AND SPECIAL AREA TEACHERS ACCORDING TO SCHOOL SYSTEMS

System	Number of Teachers	Number of Admins.	Number of Cons.	Number of SAT	Total
Battle Creek	12	8	12	--	32
Berkeley	6	5	11	--	22
Birmingham	13	10	7	--	30
Bloomfield Hills	6	4	8	--	18
Buchanan	8	2	2	--	12
Dowagiac	6	3	2	--	11
Ferndale	6	7	13	--	26
Flint	8	10	18	--	36
Grand Rapids	23	13	14	--	50
Hazel Park	9	10	9	--	28
Ingham County	9	8	5	--	22
Jackson	14	9	17	--	40
Macomb County	4	25	4	--	33
Niles	14	4	3	--	21
Oak Park	6	6	10	--	22
Pontiac	0	15	0	--	15
Royal Oak	6	11	15	--	32
TOTAL	150	150	150	--	450

than administrators or specialized personnel. The ratio chosen for the sampling was approximately five per cent of the total of teachers, approximately twenty per cent of the total of administrators, and approximately forty per cent of the total of specialized personnel.

As special area teachers and consultants were often listed in the teacher directories as "specialists," they are grouped together under consultants in Table I. When the questionnaires were analyzed, the personnel in these two groups were separated as they separated themselves.¹

The teachers, administrators, special area teachers, and consultants in the sample depicted in Table I can best be described as groups with considerably varied experience, number of degrees held, and age. The sample is drawn primarily from larger school districts because smaller units do not employ a large number of special area teachers and consultants.

Table II lists the number of completed replies from the teachers, administrators, consultants, and special area teachers in the sample. The percentage of return is also indicated in Table II.

¹There were these consultant special areas identified, with the number of respondents in each: art, eighteen; physical education, six; speech, two; reading, two; gifted, one; music four; and general elementary, two.

There were these special areas identified, with the number of respondents in each: music, twenty-seven; library, three; guidance and testing, one; outdoor education, one; industrial arts, one; home economics, one; science, three; arithmetic, two; art, twenty; physical education, eighteen; speech, two; and reading, nine.

TABLE II
TOTAL NUMBER OF TEACHERS, ADMINISTRATORS,
CONSULTANTS, AND SPECIAL AREA
TEACHER RESPONSE

Respondent Group	Sample Number	Response Number	Percentage
Teachers	150	105	70
Administrators	150	114	76
Consultants	150	35	
Special Area Teachers		88	82
TOTAL	450	342	76

The number of questionnaires sent to consultants and special area teachers is listed under consultants. The number of replies from these specialists is listed separately according to the position indicated by the respondent.

Of the 450 questionnaires sent out, 357 were returned. Of these 357, there were 114 from administrators, 105 from teachers, 35 from consultants, and 88 from special area teachers, for a total of 342, which were usable. This amounted to a 76 per cent usable return.

Questionnaires designated as unusable were those returned with different markings than indicated, errors in sampling, or with indications that the respondent had moved or was ill.

It is to be noted that the number of responses will not remain consistently the same number on the questionnaire

items. This is due to the fact that some respondents failed to answer some items on the questionnaire. As an example, although 114 administrators returned usable questionnaires, there were only 111 replies to item two. This is because four of the administrators failed to answer item two for unknown reasons. As further example, occasionally a respondent would answer only one side of the questionnaire, with a note explaining that he "did not believe in special area teachers," or vice versa. These partially completed questionnaires were included, however, for they did indicate a kind of perception of the role in question.

Questionnaires were sent to a random sample of ten of the non-respondents. Four of these were returned. These four were coupled with six late-respondents, and these were compared with ten early responses. An analysis of variance of the mean scores on randomly selected questionnaire items indicated no significant difference between the two groups, early respondents, and non-respondents. As the analysis of variance was not significant, it was assumed that the non-respondent group did not hold views of the special area teacher and/or consultant role divergently with the respondent groups.

The respondent group was, therefore, generalized to the school districts and schools of the population of the study.

Table III is the list of the sixty-two items on the questionnaire dealing with the role of the special area teacher and/or consultant. The questionnaire items were groups under general role possibility headings.

The respondents checked each item on a scale of absolutely must, preferably should, may or may not, preferably should not, and absolutely should not. Space was designated for those with no comment. The respondents first considered the left side of the questionnaire, indicating how they perceived the role performance of the special area teacher on the item. They then proceeded to the right side of the questionnaire and indicated on the scale how they perceived the role performance of the consultant on the item.

It is assumed that items could or could not apply to one side or the other, and it was possible that both roles could be indicated with identical or varying degrees of role performance intensity.

Administrators, teachers, special area teachers, and consultants responded to both sides of the questionnaire. Their responses were all recorded on a five-point scale.

Due to its unusual length, Table IV is located in its entirety in Appendix B. Table IV lists the individual items on the questionnaire, and then indicates the per cent of response of the four respondent groups on the five-point scale. Table IV depicts how each respondent group

TABLE III

LIST OF SIXTY-TWO SELECTED ITEMS DEALING
WITH GENERALIZED SPECIAL AREA
TEACHER-CONSULTANT ROLE

Where the Roles Are Performed:

1. Operate in elementary teacher's classroom on a regularly scheduled basis.
2. Operate in elementary teacher's classroom on an "on call" basis.
3. Operate in own special room, on a scheduled basis.
4. Operate in own special room, on an unscheduled basis.
5. Operate in the teacher's classroom on a schedule decided upon cooperatively.
6. Operate in the special classroom on a schedule decided upon cooperatively
7. Operate both in own room and in the elementary teacher's room on occasion.
8. Visit a school on a regular schedule but be on call for consultation.
9. Have a varied role because different schools within a system have different needs.
10. Operate in more than one school.
11. Operate in only one school.

The Teaching Roles and Relationships with Children:

12. Have main role of teaching children in the special area.
 13. Have main role of consulting with the classroom teacher.
 14. Teach children.
 15. Occasionally teach a demonstration lesson in the teacher's classroom.
 16. Teach children occasionally.
-

TABLE III--Continued

-
-
17. Help teach children by improving the classroom teacher's ability in special area.
 18. Teach teachers with an occasional demonstration lesson with the children.
 19. Teach teachers rather than children.
 20. Teach children chiefly, but on occasion allows classroom teacher too.
 21. Have different role as to teaching children depending on classroom teacher's ability in specialty.
 22. Do remedial work with children.

Consulting-Teaching Relationships with Teachers:

23. Teach chiefly skills and content.
 24. Plan cooperatively with teacher what should be taught.
 25. Work mainly for integration of special area with total curriculum.
 26. Be responsible for special programs (such as Christmas program) in schools of assignment.
 27. Give consultation to classroom teachers concerning special programs.
 28. Consult with teachers on a regularly scheduled basis.
 29. Consult with teachers on an "on call" basis.
 30. Do no consulting.
 31. Inform the teacher what the curriculum in the special area should be.
 32. Discuss with classroom teacher the resources in the special area.
 33. Discuss with classroom teacher possibilities of integrating special area with other subjects.
 34. Discuss with classroom teacher their improvement in special area.
-

TABLE III--Continued

-
35. Consult with individual teachers.
 36. Consult with groups of teachers.
 37. Consult with individual teachers and groups of teachers.

Educational Background and Experience and Role Effect:

38. Have training in special area and experience in regular elementary classroom teaching.
39. Have supervisory training.
40. Be an expert concerning content and skills in special area.
41. Be an expert concerning the special area and its resources.
42. Be an expert concerning the teaching process.
43. Be an expert in positive human relations.

Status and Role Effect:

44. Be regarded as having same status as teaching personnel.
 45. Be regarded as administrative personnel.
 46. Be regarded as somewhere between administrator and teacher.
 47. Have a unique role not necessarily administrative or teaching.
 48. Have different roles in different schools with respect to status as teacher or administrator.
 49. Be a full-time member of one school faculty.
 50. Operate from central office and work in more than one school.
-

TABLE III--Continued

Responsibilities of Supervision and Role Effect:

51. Have responsibilities of supervision.
52. Officially rate teachers in area of special subject.
53. Offer suggestions only upon request, in special subject.
54. Be responsible for evaluating classroom teaching in special subject.
55. Report evidences of teacher weakness or strength to central office.
56. Serve as clearing house for suggestions from teachers to central office.
57. Evaluate children's progress in special area.
58. Evaluate children's progress in special area cooperatively with classroom teacher.

Role as Representative of Central Office and Role Effect:

59. Perform liaison service between central office and classroom. (Such as providing instruction materials.)
 60. Order special subject supplies and maintain their inventory cooperatively with regular teacher.
 61. Order special subject supplies and maintain their inventory alone.
 62. Have different roles with respect to supervision due to varied school policies.
-

delineates between special area teacher and consultant.
 It depicts spreads and concentration of replies in terms
 of percentage of the role perception.

The left side of Table IV represents the respondent's perception of the role of the special area teacher. The right side of Table IV represents the respondent's perception of the role of the consultant. Table IV is especially pertinent for a minute study of the exact perception on individual items.

Table V groups the questionnaire items and reports the number of significant differences in means of the four groups' responses to the items pertaining to the roles being researched. Thirty-two of the items concerning the role of the special area teacher had responses from the respondent groups which had a significant difference in the means. Thirty-two of the items concerning the role of the consultant had responses from the respondent groups which had significant differences in the means.

For the remainder of this chapter, and Chapter VI, these will be referred to as "significant items," rather than "significant differences in the means of the four respondent groups, on the items referring to special area teacher and/or consultant role."

Table V indicates that the area of role performance is considered to be of significant importance to both roles. There is significant divergence of opinion among the groups as to the locality of this role performance, with six of the eleven items significant.²

²Figures 1 to 7 illustrate graphically which paired groups thought convergently and which groups thought divergently.

TABLE V

NUMBER OF SIGNIFICANT DIFFERENCES IN THE
MEANS OF THE RESPONDENT GROUPS ON ITEMS
PERTAINING TO SPECIAL AREA TEACHER-
CONSULTANT ROLES

Action Grouping	Special Area Teacher Role Number of Significant Items	Consultant Role Number of Significant Items
1. Where the role is per- formed. Items 1-11	6 of 11	6 of 11
2. The role with children. Items 12-22	5 of 11	5 of 11
3. Consulting-Teaching relationships with teachers. Items 23-37	5 of 15	10 of 15
4. Educational background and experience and role effect. Items 38-43	5 of 6	2 of 6
5. Status effects. Items 44-49	4 of 6	4 of 6
6. Responsibilities of supervision. Items 50-58	5 of 9	4 of 9
7. Representative of central office role. Items 59-62	2 of 4	1 of 4
TOTAL	32 of 62	32 of 62

These items were concerned with such issues as whether the consultant and/or special area teacher operates in home room or special room, on a scheduled basis or on-call, and in one school or more.

The working and teaching roles with children indicates that there is considerable divergence of opinion concerning

those roles, with five of the eleven items being significant. These items were concerned with such issues as whether the consultant and/or special area teacher should have the primary role of teaching children, teaching children occasionally, consult and thereby improve the classroom teacher's abilities, or combine teaching and consulting.

Consulting relationships with the special area teacher displays possibilities of conflict but not as much as the consulting relationships of the consultant. There were five of fifteen items concerned with the special area teacher role which were significant, while ten of the fifteen items concerning the consultant role were significant.

These items were concerned with such issues as whether the consultant and/or special area teacher should teach the special area alone, work cooperatively with the classroom teacher, consult, do no consulting, integrate the special area, work with groups, individuals, or both.

There is considerable divergence of opinion concerning the educational background and experience of the special area teacher, with five of the six items displaying significant differences in the means. This is of some importance with the consultant, with two of six items significant.

These items were concerned with such issues as whether the consultant and/or special area teacher need have special training and regular classroom teaching experience, supervisory experience, and be expert concerning the special area skills and content and resources. There was a great deal of

difference of opinion concerning the special area teacher's background and action here, and not as much difference of opinion concerning the consultant.

There is a high amount of disagreement about status effects concerning both roles. This divergence of opinion was displayed on both roles, with four of six items being significant.

These items were concerned with such issues as whether the consultant and/or special area teacher be regarded as teaching personnel, administrative personnel, or both. Referral to Figures 1 to 7, as indicated in footnote one of this chapter, shows that the administrator is the divergent viewer on these items.

There is found divergence of opinion on five of nine items concerning the special area teacher role when responsibilities of supervision are considered. The consultant role is seen divergently significantly on four of nine items when responsibilities of supervision are considered.

These items were concerned with such issues as whether the consultant and/or special area teacher should have responsibilities of supervision, officially rate teachers, only offer suggestions, evaluate, report evidences of teacher weakness, or serve as a clearing house for teacher suggestions.

Being a representative of the central office is perceived divergently on two of the four items pertaining to special area teacher role and one of four items pertaining to consultant role. There was difference of opinion here as

to whether or not the special area teacher should assume such tasks as performing liaison tasks and ordering supplies, but little difference of opinion considering the consultant.

When viewing the fact that in each grouping of role there is found a great deal of divergent opinion concerning the roles being researched, hypotheses one and two seem to be well supported.

Table VI considers the role of the special area teacher alone and lists the items on which there is no significant difference of perception, along with those items which are significant. In Table VI the item numbers and the mean of each respondent group are given. The difference in that mean is then reported as significant or not significant, as tested with the "F" test.

The sixty-two items are grouped according to the seven classifications of action the special area teacher or consultant could undertake.

The differences in the means of thirty-two of the sixty-two items concerning the role of the special area teacher were significant, sixteen to the one per cent level and sixteen only to the five per cent level. In Table VI the items significant to the one per cent level are marked with double asterisk (**) while those significant to the five per cent level are marked with single asterisk (*). Items not significant are marked N. S.

The number of significant items totaled 53.3 per cent of the total number of sixty-two items.

TABLE VI

MEANS AND SIGNIFICANCE OF DIFFERENCE AMONG MEANS
OF RESPONDENTS' PERCEPTIONS OF ITEMS PERTAINING
TO:

Item No.	Tchr. \bar{X}^*	Ad. \bar{X}	Sat. \bar{X}	Con. \bar{X}	Total \bar{X}	Sig.
Where the Role of the Special Area Teacher is Performed						
1	2.14**	2.37	2.86	2.44	2.43	**
2	3.40	3.27	3.55	3.08	3.37	N.S.
3	2.32	2.72	1.85	2.64	2.33	**
4	4.08	3.88	3.83	3.85	3.93	N.S.
5	2.45	2.26	2.79	2.59	2.49	*
6	2.48	2.53	2.48	2.67	2.51	N.S.
7	2.62	2.54	2.56	2.62	2.58	N.S.
8	2.40	2.32	2.81	2.81	2.51	*
9	2.17	2.58	2.91	2.61	2.54	**
10	2.92	2.97	3.18	3.38	3.04	N.S.
11	2.83	2.60	2.42	2.20	2.59	*
The Special Area Teachers Relationships with Children						
12	1.75	2.10	1.74	1.97	1.88	**
13	2.33	3.11	2.99	2.48	3.00	N.S.
14	1.73	1.69	1.54	1.79	1.67	N.S.
15	2.56	2.54	2.58	2.48	2.55	N.S.
16	2.48	2.29	2.50	2.04	2.39	N.S.
17	2.39	2.30	2.37	2.24	2.34	N.S.
18	2.93	3.10	2.86	2.50	2.93	N.S.
19	4.17	3.74	3.89	3.50	3.90	*
20	2.94	2.83	2.85	2.08	2.80	**
21	2.95	2.64	2.77	2.31	2.74	*
22	2.38	2.74	2.42	2.89	2.55	*
The Special Area Teacher's Consulting-Teaching Relationships with Teachers						
23	2.38	2.70	2.73	3.08	2.64	*
24	2.16	2.15	2.18	1.97	2.14	N.S.
25	2.01	2.09	2.29	2.27	2.14	N.S.
26	2.49	2.96	2.85	3.12	2.80	**
27	2.00	2.33	2.13	2.15	2.15	N.S.

* \bar{X} indicates mean; **verbal scale of mean value: 1-2 should,
2-3 may or may not, 3-4 should not.

TABLE VI--Continued

Item No.	Tchr. \bar{X}	Ad. \bar{X}	Sat. \bar{X}	Con. \bar{X}	Total \bar{X}	Sig.
28	2.61	2.72	2.76	2.85	2.70	N.S.
29	2.60	2.56	2.71	2.68	2.62	N.S.
30	4.13	4.26	3.97	4.04	4.12	N.S.
31	2.28	2.60	2.44	2.44	2.44	N.S.
32	1.77	1.80	1.82	2.14	1.83	N.S.
33	1.95	1.71	1.80	1.93	1.83	N.S.
34	2.16	2.45	2.32	2.76	2.36	*
35	2.07	1.89	2.01	2.30	2.02	N.S.
36	2.57	2.16	2.32	2.56	2.37	**
37	2.46	2.09	2.21	2.37	2.26	**

The Special Area Teacher's Educational Background and Experience

38	1.68	1.63	2.05	2.00	1.78	**
39	2.46	2.68	2.47	2.77	2.57	*
40	1.66	1.70	1.53	1.83	1.66	N.S.
41	1.61	1.75	1.45	1.61	1.62	*
42	1.80	1.57	1.47	1.66	1.63	*
43	1.94	1.62	1.64	1.83	1.75	**

The Special Area Teacher's Status

44	1.70	1.72	1.66	1.93	1.72	N.S.
45	3.84	4.05	3.57	3.50	3.80	**
46	3.49	4.02	3.36	3.59	3.64	**
47	3.06	3.40	3.01	2.93	3.15	*
48	3.76	3.80	3.79	3.84	3.79	N.S.
49	2.41	2.34	2.18	2.63	2.35	*

The Special Area Teacher's Responsibilities of Supervision

50	2.93	3.01	3.24	2.89	3.03	N.S.
51	2.88	3.60	3.15	3.00	3.20	**
52	4.20	4.45	4.14	4.26	4.27	N.S.
53	2.65	2.90	2.63	2.40	2.70	*
54	3.80	4.17	3.71	4.00	3.92	*
55	4.19	4.24	4.00	4.14	4.15	N.S.
56	3.18	3.29	3.41	4.04	3.36	**
57	2.14	2.30	2.10	2.48	2.22	N.S.
58	2.20	2.01	2.25	2.48	2.17	*

TABLE VI--Continued

Item No.	Tchr. \bar{X}	Ad. \bar{X}	Sat. \bar{X}	Con. \bar{X}	Total \bar{X}	Sig.
The Special Area Teacher's Role as Representative of Central Office						
59	2.37	2.54	2.82	2.96	2.59	**
60	2.45	2.26	2.50	2.80	2.43	N.S.
61	2.91	3.13	2.56	2.66	2.87	**
62	3.04	3.44	3.25	3.08	3.23	N.S.

Table VII considers the role of the consultant, and lists the items on which there is no significant difference of perception along with those items which are significant.

In Table VII the item number is given, and the mean of each respondent group. The difference in that mean is then reported as significant or not significant, as tested with the "F" test.

The sixty-two items are grouped according to seven classifications of action the consultant could take.

The differences in the means of the thirty-two of the sixty-two items concerning the role of the consultant were significant, but not the same thirty-two items as the special area teacher. The means were significant on both the special area teacher and consultant on eighteen of the thirty-two items.

The thirty-two significant items constituted 53.3 per cent of the total number of sixty-two items.

The key to Table VII is the same as Table VI.

TABLE VII

MEANS AND SIGNIFICANCE OF DIFFERENCE IN MEANS OF
RESPONDENT'S PERCEPTIONS OF ITEMS PERTAINING
TO:

Item No.	Tchr. \bar{X}	Ad. \bar{X}	Sat. \bar{X}	Con. \bar{X}	Total \bar{X}	Sig.
Where Consultant Role is Performed						
1	3.04	3.46	3.12	3.53	3.25	**
2	2.35	2.11	2.14	2.26	2.21	N.S.
3	3.10	3.81	3.36	3.38	3.43	**
4	3.73	3.81	3.11	3.57	3.58	**
5	2.44	2.27	2.42	2.97	2.43	**
6	2.89	2.88	2.81	2.87	2.86	N.S.
7	2.59	2.56	2.53	2.61	2.57	N.S.
8	1.98	2.19	1.90	1.94	2.02	N.S.
9	2.14	2.30	2.20	2.35	2.23	N.S.
10	2.23	2.36	2.44	2.97	2.40	**
11	3.49	3.30	3.23	2.60	3.27	**
The Consultant's Teaching Roles and Relationships with Children						
12	3.12	3.52	3.21	3.24	3.28	N.S.
13	1.95	1.91	1.96	2.00	1.94	N.S.
14	2.41	2.82	2.62	2.61	2.65	N.S.
15	2.00	1.98	1.88	2.33	2.00	N.S.
16	2.27	2.18	1.99	2.06	2.15	N.S.
17	1.93	1.65	1.64	1.83	1.75	*
18	2.46	1.94	1.93	2.09	2.11	**
19	3.07	2.39	2.48	2.60	2.64	**
20	2.89	3.64	3.44	2.78	3.26	**
21	2.50	2.27	2.36	2.06	2.34	N.S.
22	2.52	3.29	3.12	3.03	2.99	**
The Consultant's Consulting-Teaching Relationships with Teachers						
23	2.60	3.39	2.99	3.11	3.01	**
24	1.84	1.75	1.80	1.73	1.79	N.S.
25	2.30	1.86	1.79	2.19	2.01	**
26	2.94	3.59	3.55	3.44	3.36	**
27	2.04	1.99	2.00	1.91	2.00	N.S.
28	2.43	2.63	2.09	2.48	2.41	**
29	2.34	2.33	2.19	2.47	2.31	N.S.
30	4.47	4.41	4.11	4.79	4.39	*

TABLE VII--Continued

Item No.	Tchr. \bar{X}	Ad. \bar{X}	Sat. \bar{X}	Con. \bar{X}	Total \bar{X}	Sig.
31	2.32	2.55	2.09	2.06	2.31	*
32	1.67	1.54	1.63	1.74	1.62	N.S.
33	1.86	1.80	1.57	1.88	1.77	*
34	2.06	2.01	1.86	2.03	1.99	N.S.
35	1.90	1.65	1.47	1.67	1.68	**
36	2.33	1.75	1.73	1.84	1.95	**
37	2.27	1.75	1.65	1.85	1.90	**
The Consultant's Educational Background and Experience						
38	1.67	1.63	1.73	2.21	1.73	**
39	2.16	2.05	1.97	2.33	2.09	N.S.
40	1.50	1.74	1.53	1.88	1.63	**
41	1.57	1.74	1.53	1.55	1.61	N.S.
42	1.70	1.56	1.55	1.76	1.62	N.S.
43	1.61	1.76	1.57	1.76	1.67	N.S.
The Consultant's Status						
44	1.95	1.97	2.51	2.33	2.13	**
45	3.51	3.51	3.10	3.03	3.35	*
46	3.79	3.43	2.74	2.94	3.31	**
47	3.47	4.00	2.71	2.52	3.17	**
48	3.57	3.77	3.68	3.74	3.68	N.S.
49	2.96	2.88	3.18	3.16	3.01	N.S.
The Consultant's Responsibilities of Supervision						
50	2.46	2.46	2.29	2.91	2.46	*
51	2.96	3.02	2.49	2.53	2.81	**
52	4.05	4.05	3.76	3.67	3.94	N.S.
53	2.67	2.93	2.64	2.79	2.77	N.S.
54	3.73	3.72	3.40	3.42	3.61	N.S.
55	4.12	3.84	3.65	3.53	3.84	**
56	3.03	3.08	2.97	3.36	3.07	N.S.
57	2.90	3.15	3.21	3.10	3.08	N.S.
58	2.33	2.57	2.80	2.78	2.52	**
The Consultant's Role as Representative of Central Office						
59	2.11	2.37	2.16	2.27	2.22	*
60	2.48	2.44	2.69	2.65	2.54	N.S.
61	3.30	3.35	3.15	3.18	3.26	N.S.
62	2.99	3.27	3.11	3.11	3.13	N.S.

Figures 1 through 7 are graphic illustrations of the similarity or dissimilarity of the perceptions of paired groups of respondents.

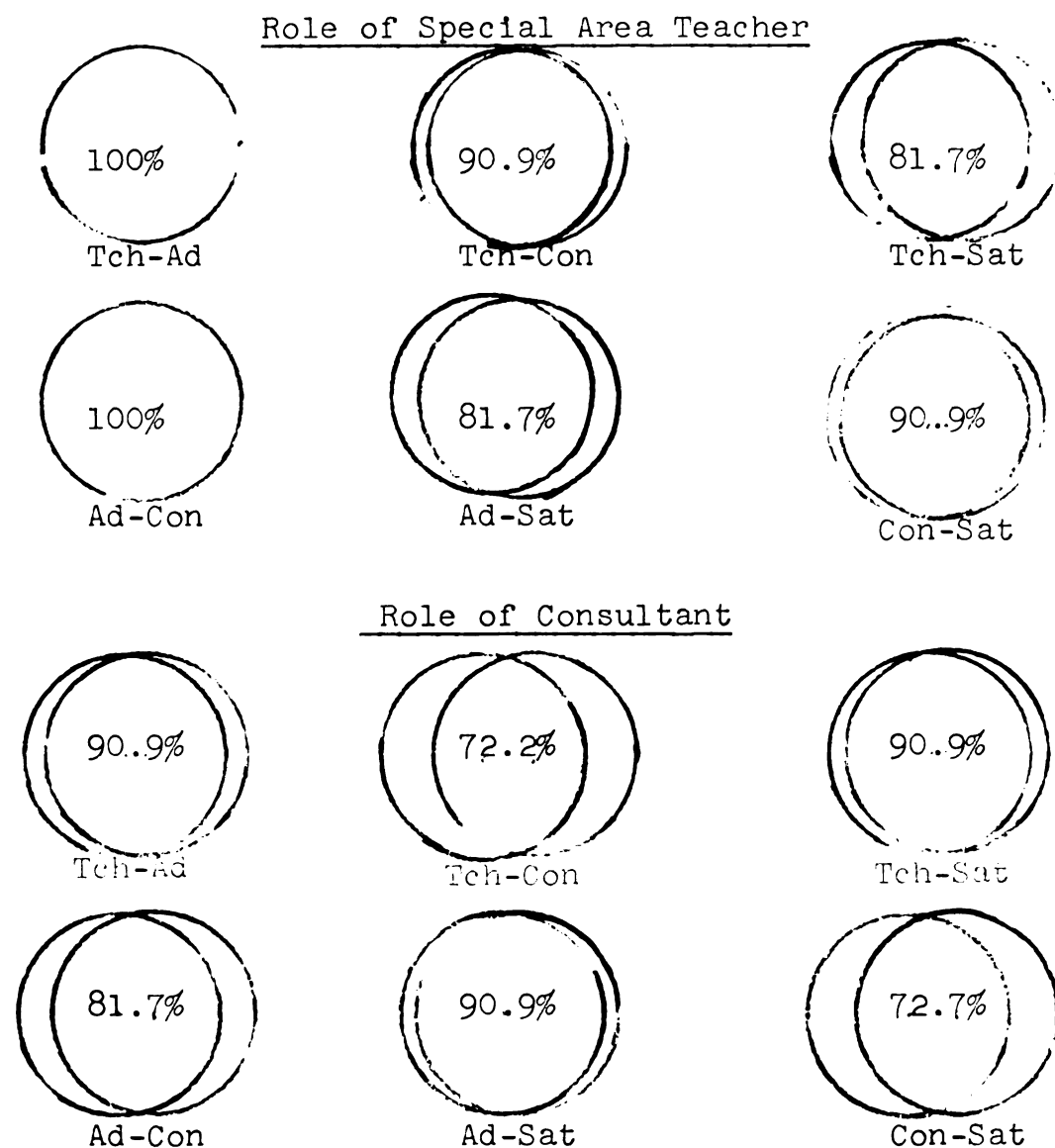
Figures 1 through 7 are paradigms depicting the percentage of agreement or disagreement between these paired groups on the significant items. A great percentage of circle overlap indicates expectation agreement, while less overlap indicates a divergence of expectation agreement.

The paradigms are divided into the seven classification of action the consultant and special area teacher could include in their role performance.

In Table VIII the four respondent groups were viewed as one group of educators. The total mean of their perception of the special area teacher role was then compared with the total mean of their perception of the consultant role to note the difference or similarity with which they viewed the two roles.

As two groups were being compared, the "T" test was used for analysis of the difference in the total means. If the difference in the means was significant it is marked as "yes." If not, it is marked "no."

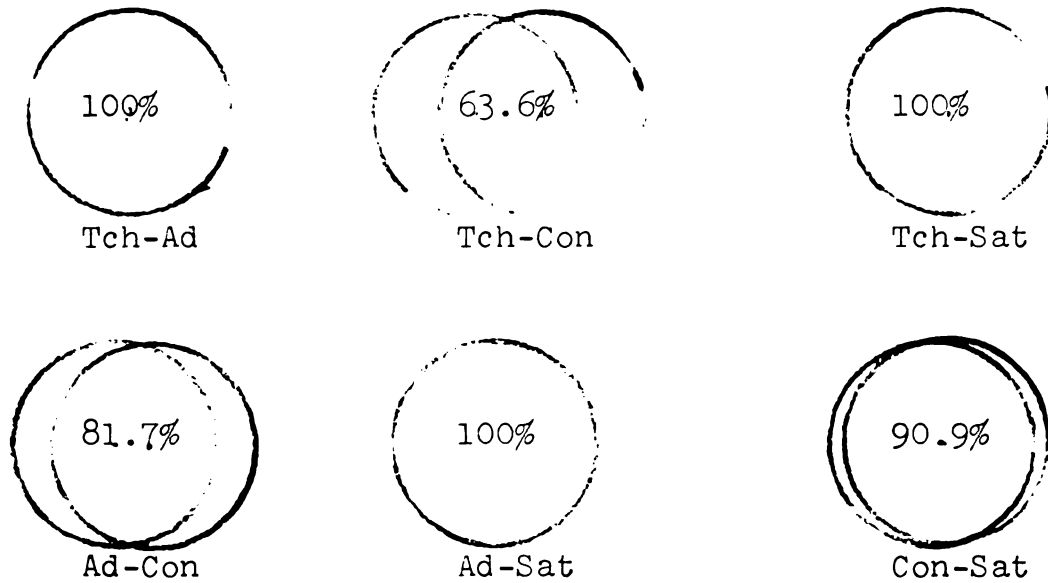
Hypothesis number three was proven on eighteen of the sixty-two items, the items on which there were different expectations of the two roles. The hypothesis was not supported on forty-four of the items on which there were similar expectations of the two roles.



Tch-Ad--Teacher-administrator expectation agreement.
 Tch-Con--Teacher-consultant expectation agreement.
 Tch-Sat--Teacher-special area teacher expectation agreement.
 Ad-Con--Administrator-consultant expectation agreement.
 Ad-Sat--Administrator-Special area teacher expectation agreement.
 Con-Sat--Consultant-special area teacher expectation agreement.

Fig. 1. Percentage of agreement of expectation concerning where perceived role occurs, items 1-11.

Role of Special Area Teacher



Role of Consultant

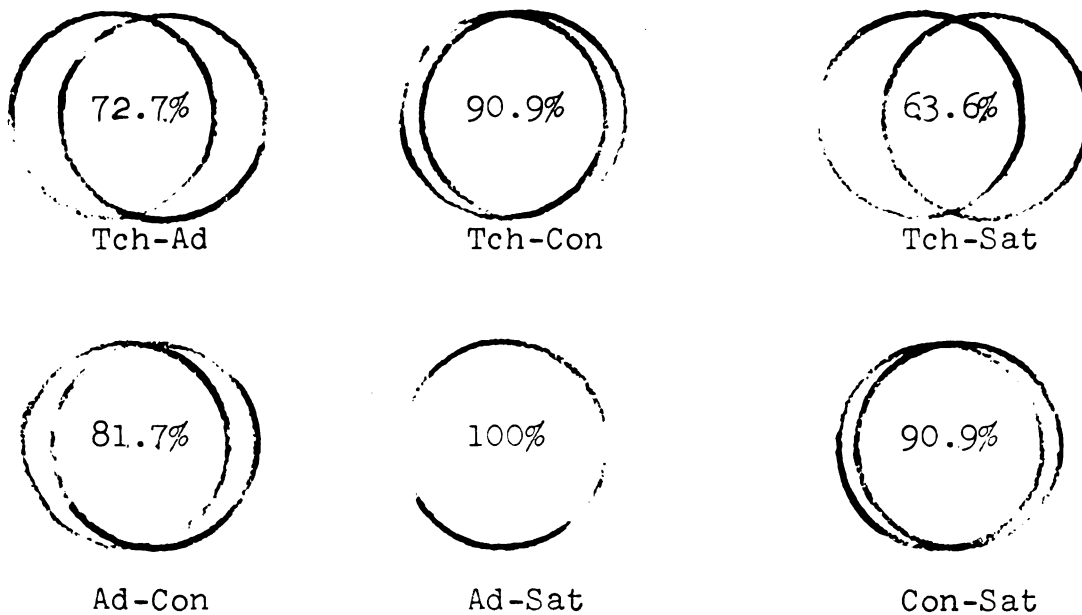
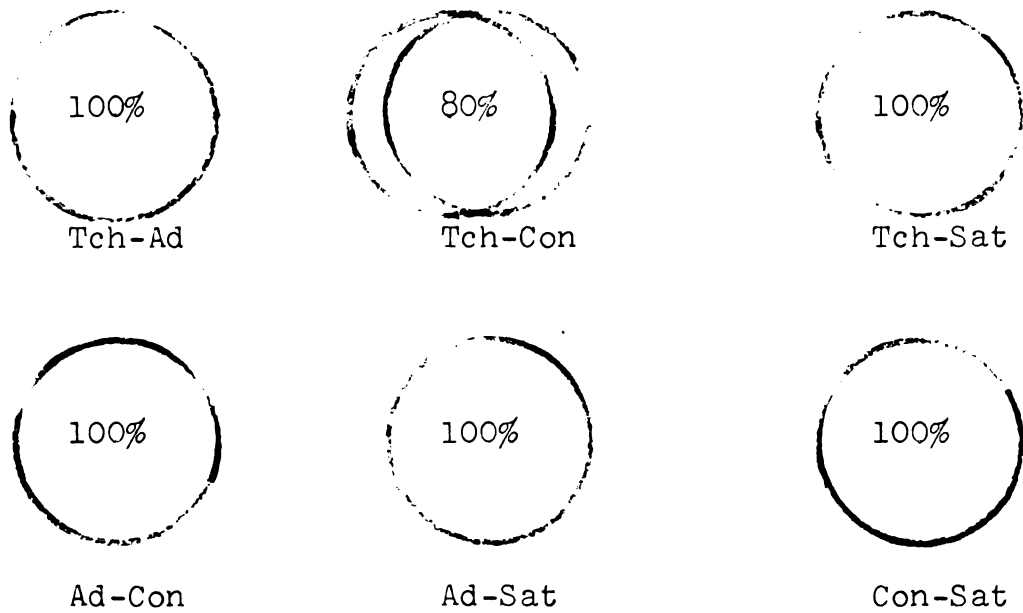


Fig. 2. Percentage of agreement of expectation concerning teaching and other roles with children, items 12-22.

Role of Special Area Teacher



Role of Consultant

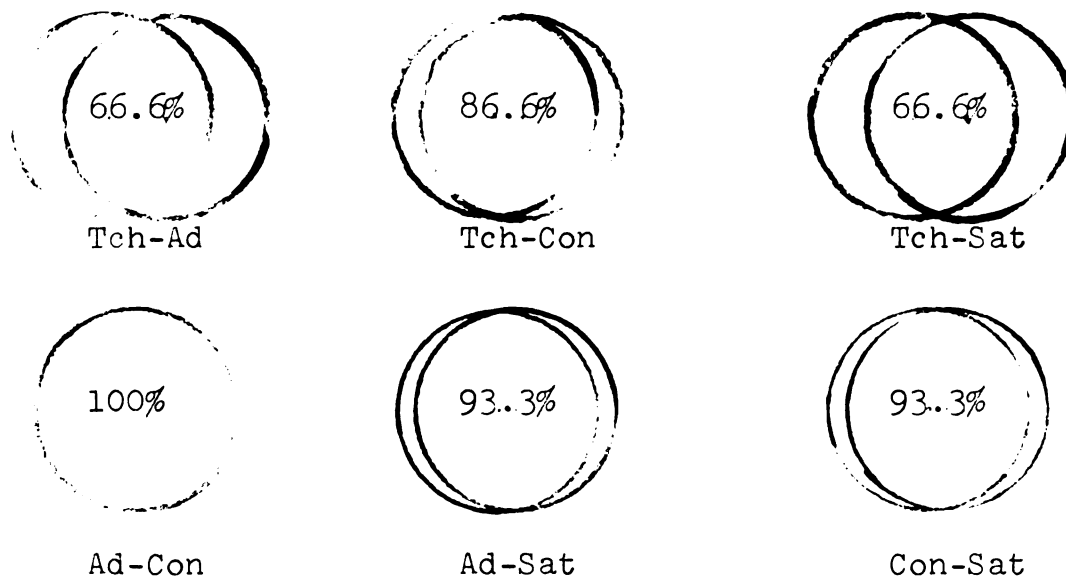
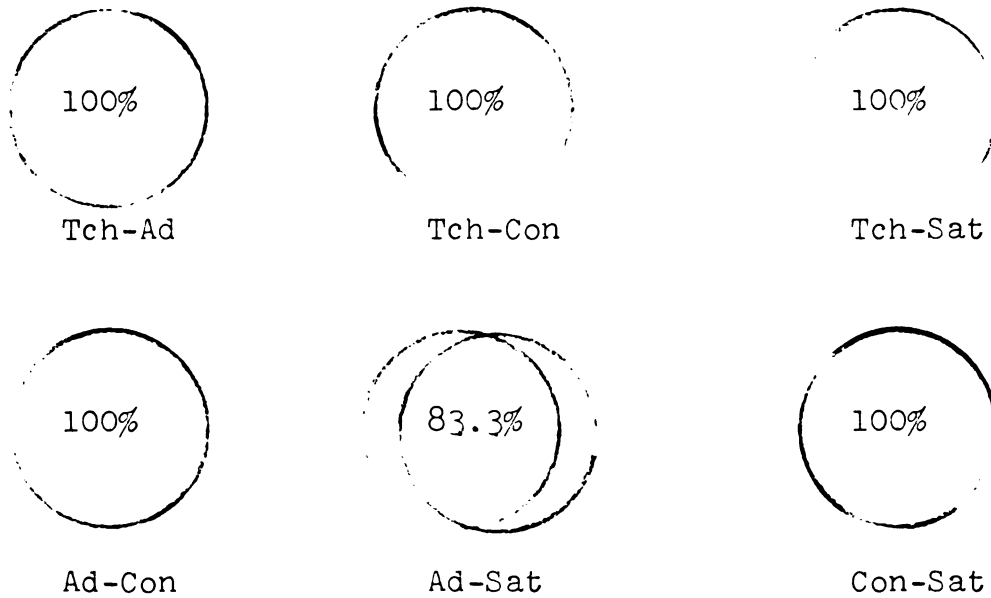


Fig. 3. Percentage of agreement of expectation concerning consulting-teaching relationships with teachers, items 23-37.

Role of Special Area Teacher



Role of Consultant

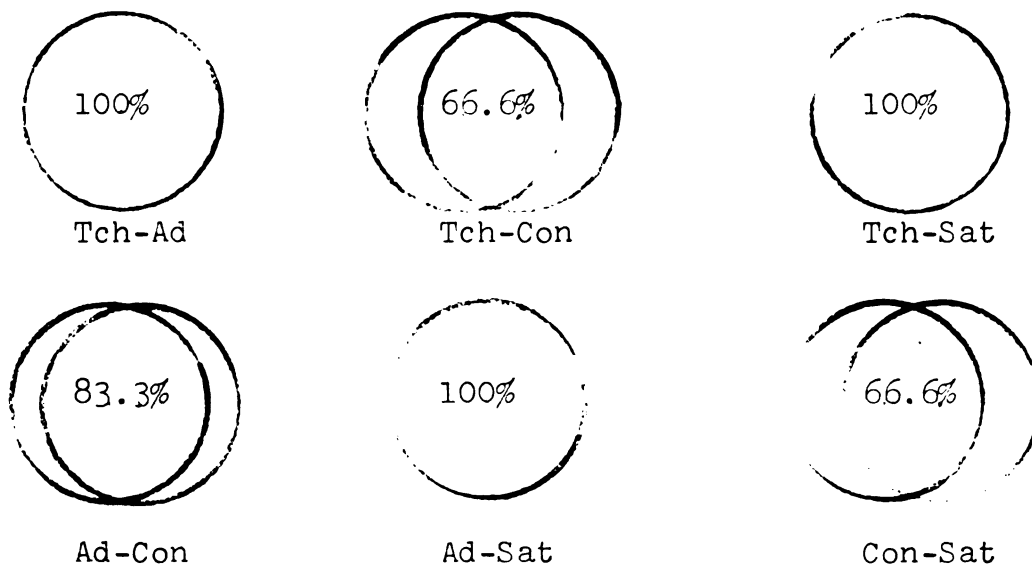
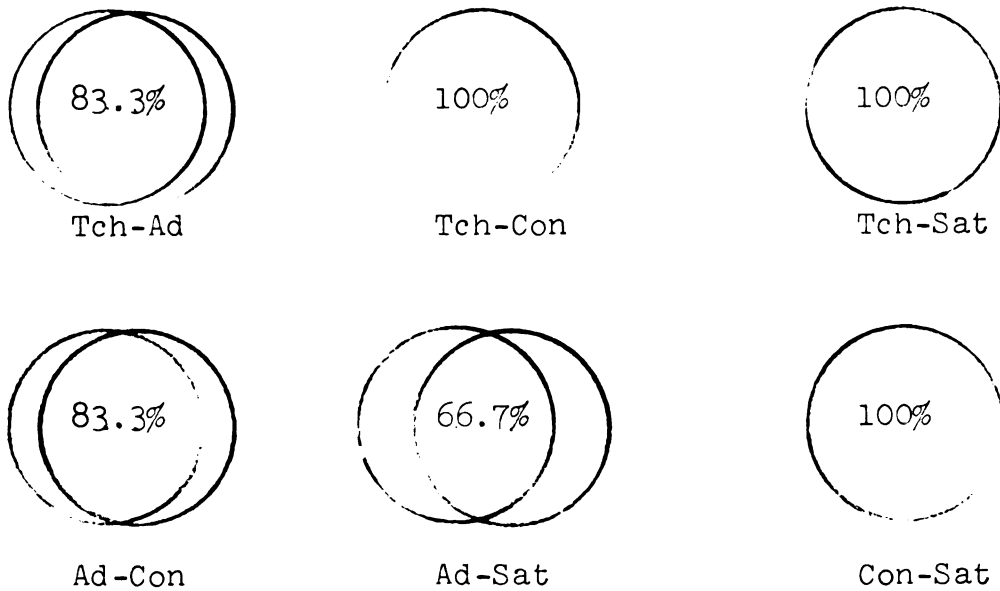


Fig. 4. Percentage of agreement of expectation concerning educational background and experience and role effect, items 38-43.

Role of Special Area Teacher



Role of Consultant

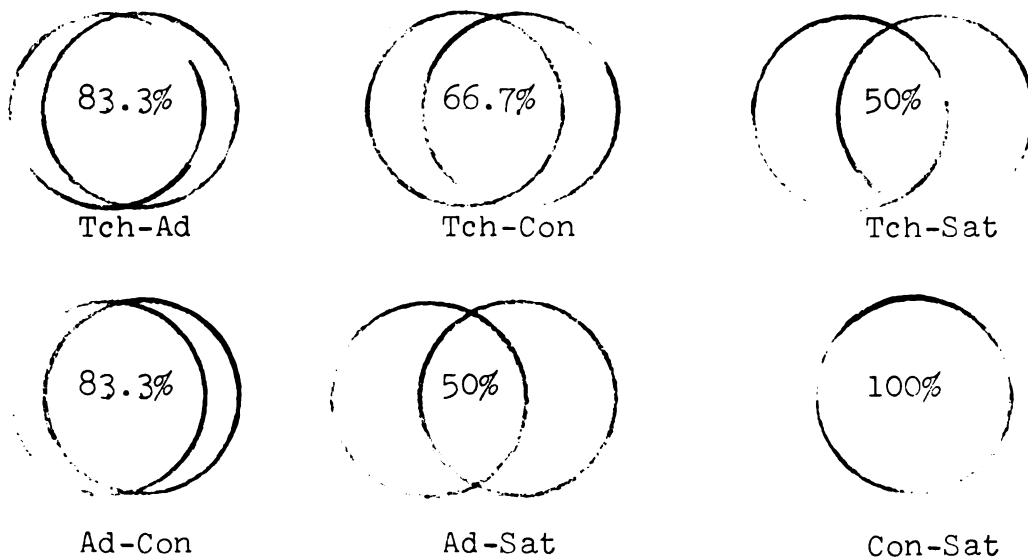
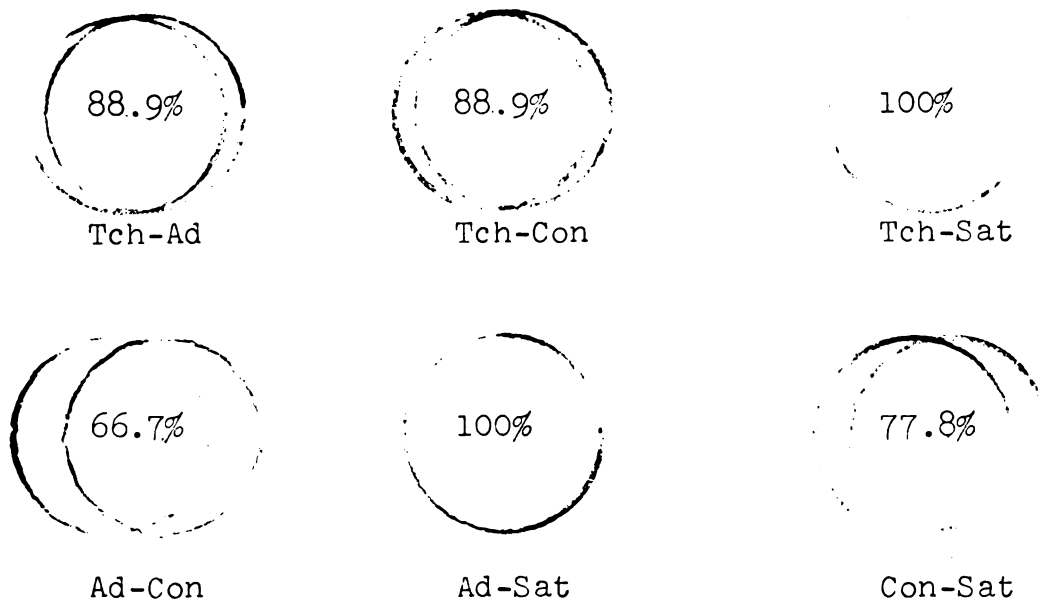


Fig. 5. Percentage of agreement of expectation concerning status effects and resultant role perception, items 44-49.

Role of Special Area Teacher



Role of Consultant

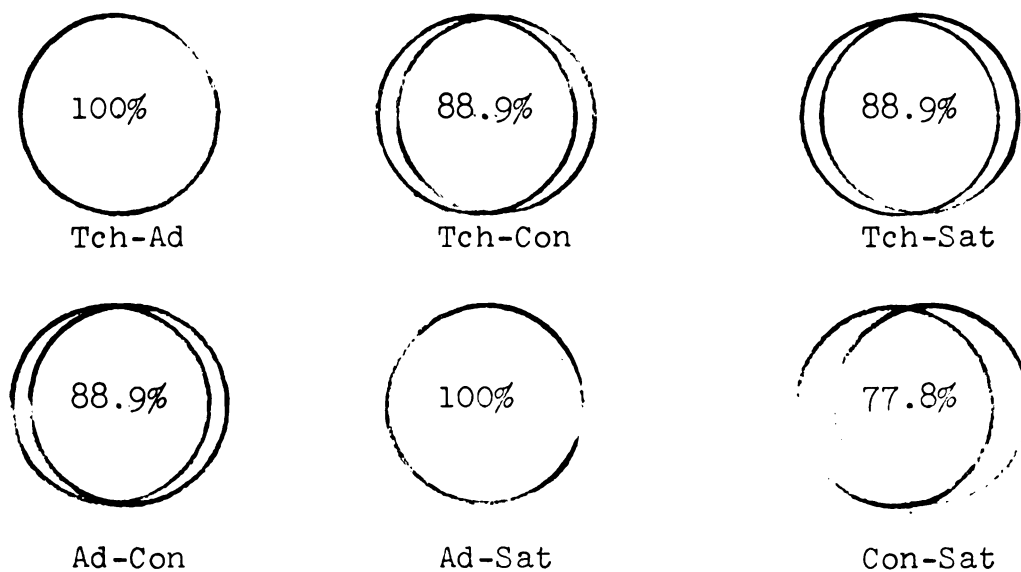


Fig. 6. Percentage of agreement of expectation concerning responsibilities of supervision and role effect, items 50-58.

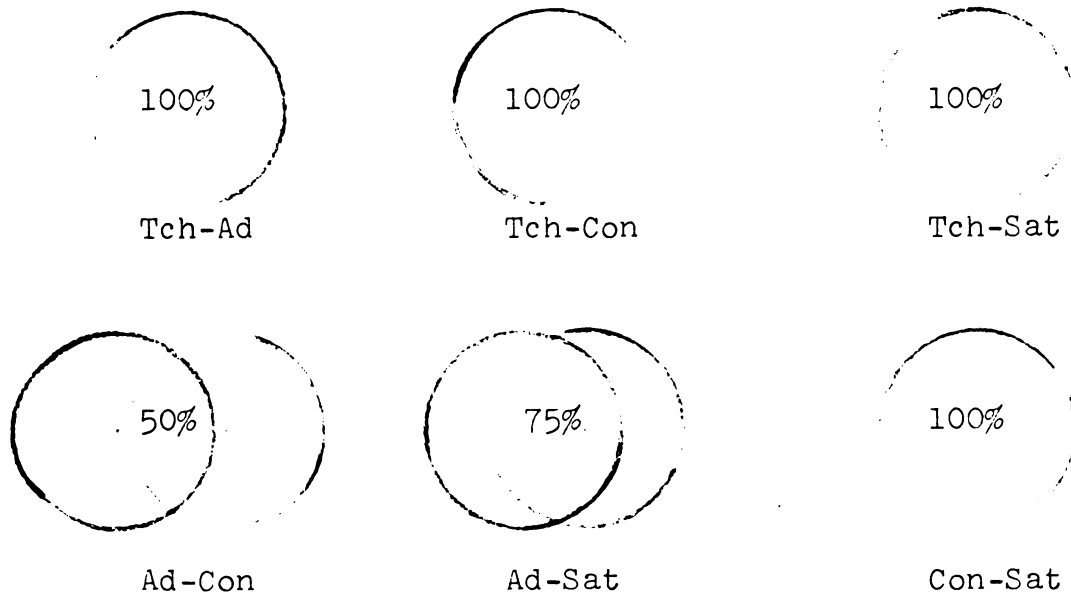
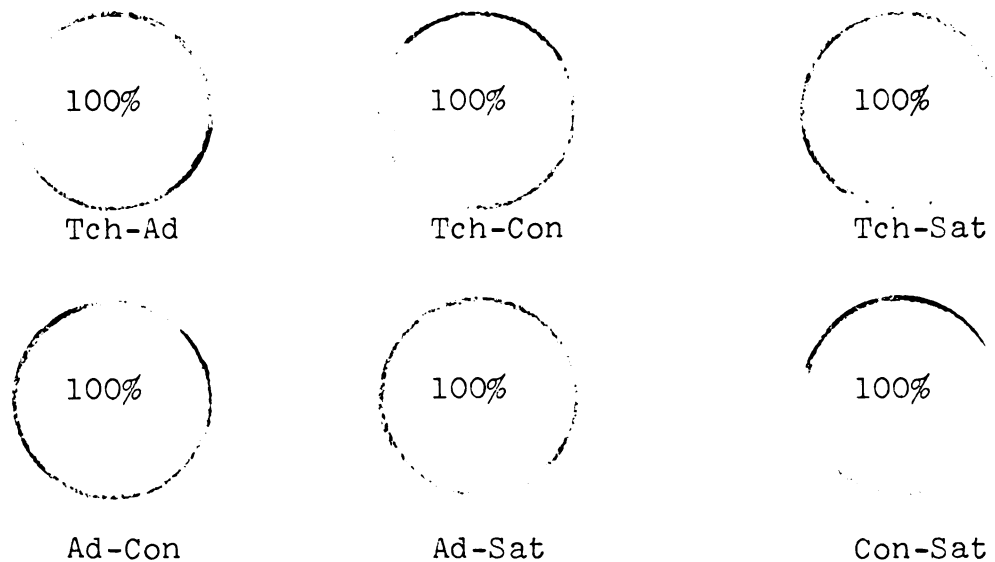
Role of Special Area TeacherRole of Consultant

Fig. 7. Percentage of agreement of expectation concerning being a representative of central office and role effect, items 59-62.

There were different expectations on six of the eleven items concerning where the role is performed. Five of the items indicated similarity of role performance.

There were different expectations on seven of the eleven items concerning teaching and other roles with children. Four of the items indicated similarity of role performance.

Concerning consulting-teaching relationships with teachers, there was different expectation on one item. Fourteen of the items indicated similarity of role performance.

There were similar expectations on all six of the items concerning educational background and experience and role effect, indicating similarity of expectation on these items.

There was different expectations on one of the six items concerning status effects and role performance. Five of the items indicated similarity of role performance.

There were different expectations on three of the nine items concerning responsibilities of supervision and role effect. Six of the items indicated similarity of role performance.

There were similar expectations on all four items concerned with the role as representative of the central office.

TABLE VIII

DIFFERENCE BETWEEN ROLE PERFORMANCES OF CONSULTANTS
AND SPECIAL AREA TEACHERS CONCERNING:

Item No.	SAT Mean	Consultant Mean	Mean Difference	Significant
Where the Role is Performed				
1	2.43*	3.25	.82	yes
2	3.37	2.21	1.16	yes
3	2.33	3.43	1.10	yes
4	3.93	3.58	.35	no
5	2.49	2.43	.06	no
6	2.51	2.86	.35	no
7	2.58	2.57	.01	no
8	2.51	2.02	.49	yes
9	2.54	2.23	.31	no
10	3.04	2.40	.64	yes
11	2.59	3.27	.68	yes
Total:				6 different actions 5 similar actions
Teaching and Other Roles with Children				
12	1.88	3.28	1.40	yes
13	3.00	1.94	1.06	yes
14	1.67	2.65	.98	yes
15	2.55	2.00	.55	yes
16	2.39	2.15	.24	no
17	2.34	1.75	.59	yes
18	2.93	2.11	.82	yes
19	3.90	2.64	1.26	yes
20	2.80	3.26	.46	no
21	2.74	2.34	.40	no
22	2.55	2.99	.44	no
Total:				7 different actions 4 similar actions

*Verbal scale of mean value: 1-2 should
2-3 may or may not
3-4 should not

TABLE VIII--Continued

Item No.	SAT Mean	Consultant Mean	Mean Difference	Significant
Consulting-Teaching Relationships with Teachers				
23	2.64	3.01	.37	no
24	2.14	1.79	.35	no
25	2.14	2.01	.13	no
26	2.80	3.36	.56	yes
27	2.15	2.00	.15	no
28	2.70	2.41	.29	no
29	2.62	2.31	.31	no
30	4.12	4.39	.27	no
31	2.44	2.31	.13	no
32	1.83	1.62	.21	no
33	1.83	1.77	.06	no
34	2.36	1.99	.37	no
35	2.02	1.68	.34	no
36	2.37	1.95	.42	no
37	2.26	1.90	.36	no
Total:				1 different action 14 similar actions
Educational Background and Experience and Role Effect				
38	1.78	1.73	.05	no
39	2.57	2.09	.48	no
40	1.66	1.63	.03	no
41	1.62	1.61	.01	no
42	1.63	1.62	.01	no
43	1.75	1.67	.08	no
Total:				No different action 6 similar actions
Status and Role Effects				
44	1.72	2.13	.41	no
45	3.80	3.35	.45	no
46	3.64	3.31	.33	no
47	3.15	3.17	.02	no
48	3.79	3.68	.11	no
49	2.35	3.01	.66	yes
Total:				1 different action 5 similar actions

TABLE VIII--Continued

Item No.	SAT Mean	Consultant Mean	Mean Difference	Significant
Responsibilities of Supervision and Role Effect				
50	3.03	2.46	.57	yes
51	3.20	2.81	.49	yes
52	4.27	3.94	.33	no
53	2.70	2.77	.23	no
54	3.92	3.61	.31	no
55	4.15	3.84	.31	no
56	3.36	3.07	.29	no
57	2.22	3.08	.76	yes
58	2.48	2.52	.04	no
			Total: 3 different actions 6 similar actions	
Role As Representative of Central Office and Effect				
59	2.59	2.22	.37	no
60	2.43	2.51	.11	no
61	2.87	3.26	.39	no
62	3.23	3.13	.10	no
			Total: No different action 4 similar actions	

The groups perceived more difference in role performance concerning where the role is performed and the teaching roles with children, than educational background, experience, status effects, consulting-teaching relationships with children, supervisory capacities, and being representative of the central office.

The item number is indicated in Table VIII, then the total mean of the perception of the special area teacher role by all four of the respondent groups. Then the total

mean of the perception of the consultant role by all four of the respondent groups. The difference between the groups is indicated as significant or not.

Figures 8 through 14 refer to the difference between the actions of the special area teacher and consultant according to the seven general areas of action.

Exact overlap of the circles represents close similarity of action between the special area teacher and consultant on the area of action, whereas less overlap refers to difference in action as perceived by the four groups of respondents.

This is a graphic illustration of the material and data appearing in Table VIII.

Analysis of the Data Based on the Variables

In the respondent sample of 342 teachers, administrators, special area teachers and consultants an attempt was made to analyze key items on the questionnaire for the variables of experience, degree held, and sex. It was originally planned to test the variables of those answering from a self-contained classroom orientation versus departmentalized, but lack of departmentalized responses precluded analysis of these variables.

The key items for analysis were numbers one, four, seven, twelve, thirteen, twenty-four, thirty-one, thirty-eight, fifty-one, fifty-four, and fifty-nine. These key items were the base items for the seven groups of actions

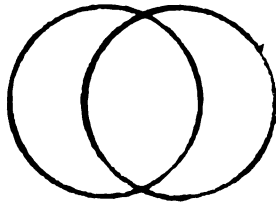


Fig. 8*. Where the role is performed.

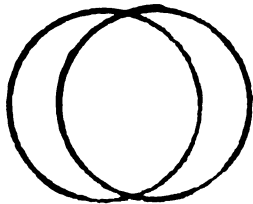


Fig. 9. Teaching relationships with children.

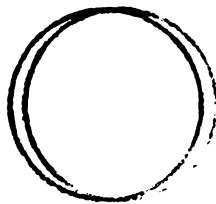


Fig. 10. Teaching-consulting relationships
with teachers.

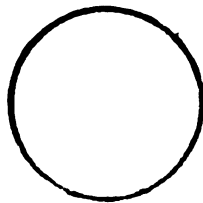


Fig. 11. Educational background and experience.

*Amount of overlap indicates the degree the roles of
the special area teacher and consultant coincide.

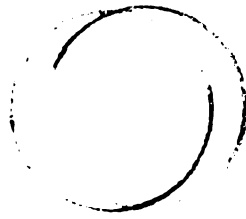


Fig. 12. Status effects.



Fig. 13. Responsibilities of supervision.



Fig. 14. Representative of central office.

comprising the roles of the special area teacher and consultant. The key items were analyzed for significance even if the mean scores of the items were significant or not.

The sample size and response in great variation spread the special area teacher-consultant respondents thin over all of the variables, so thin that it was concluded an analysis of their variables would not contain a large enough population for comparison.

The "T" test was used for testing the hypothesis that the mean of one population is equal to the mean of a second population when the population's variance is unknown but assumed equal. The formula used was:²

$$S_p \sqrt{\frac{\bar{X}_1 - \bar{X}_2}{(1/n_1) + (1/n_2)}}$$

Analysis of the Variables

The first variable tested was the length of experience of the teacher respondents. Teachers having one to ten years of experience were compared to teachers with ten and beyond years as to their response on twelve selected items. Only on item thirteen³ was the role of the special area teacher viewed differently by those persons having

²Wilfrid J. Dixon and Frank J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Co., 1957), p. 123.

³Have main role of consulting with classroom teacher.

differing number of years of experience. The "T" score was 1.477, and was significant at the five per cent level of confidence.

Administrators with one to ten years of experience were compared to administrators with ten and beyond years of experience as to responses on twelve selected items. (It should be noted that most male administrators fell in the one to ten year range of experience whereas the female administrators fell into the ten and beyond range of experience.) The significant difference in mean scores on items twenty-four⁴ and fifty-four⁵ indicated that only in a limited sense was the role of the consultant viewed differently by persons having differing years of experience. The "T" test of item twenty-four was 2.114 and item fifty-four was 2.768, both significant to the five per cent level of confidence.

Four items were viewed differently by teachers holding a Bachelors degree as compared to teachers holding a Master's degree: item four⁶ of their perception of the role of the special area teacher and items one,⁷ four,⁸

⁴Plan cooperatively with teacher what should be taught.

⁵Evaluate classroom teaching in special subject.

⁶Operate in special room on unscheduled basis.

⁷Operate in elementary classroom on scheduled basis.

⁸See footnote six.

and twelve⁹ of their perception of the role of the consultant.

The "T" test of the difference in the mean scores of the special area teacher perceptions was 3.786 which is significant to the one per cent level of confidence. The "T" tests of items on, four, and twelve of the perceptions of the role of the consultant were 3.301 and 2.143, and 2.559--all significant to the five per cent level of confidence.

There were no differences on any item on either the perception of the role of the special area teacher or the consultant by administrators holding Bachelor degrees as compared to mean scores of administrators holding a Master's degree.

No significant differences was found on any item concerning the perception of the role of the special area teacher or consultant by male teachers as compared to female teachers.

We can draw from these data the conclusion that, for the sample tested and items analyzed, the length of years of experience of teachers and administrators, degree held, and the sex do not affect, to a very great degree, the manner in which these people view the roles of the special area teacher and/or consultant.

⁹ Have main role of teaching children in special area.

It was noticed, while tabulating the responses, that the only visible difference in specialist replies appeared to be a difference in the way special area teachers of art and music viewed the roles of the special area teacher and consultant. As there was a large enough sample, the twelve items were viewed with respect to this variable.

There were four significant differences in the mean scores concerning how these two groups viewed the role of the special area teacher and two significant differences in the mean scores concerning how these two groups viewed the role of the consultant. The four items were one,¹⁰ four,¹¹ twenty-one,¹² and fifty-four,¹³ with "T" scores of 3.451, 3.288, 2.755, and 2.933, all significant to the one per cent level. The two items concerning the consultant view were one and four, with "T" scores of 3.144 and 2.901, both significant to the five per cent level.

We can draw from these data the conclusion that, for the sample tested, the subject orientation and training could have an effect on the way the special area teachers viewed the roles of the special area teacher and consultant.

¹⁰See footnote four.

¹¹See footnote five.

¹²Have varying different role as to teaching children depending on classroom teacher's ability.

¹³See footnote three.

Summary of Analysis of Data

An analysis was made of the data to determine convergence or divergence of opinion held by special area teachers, consultants, classroom teachers, and administrators concerning the roles of the special area teacher and consultant. Significant differences between the actions of the two roles were studied.

The items on the questionnaire which were analyzed were concerned with where and when these roles occurred, the subtleties of the roles with respect to teaching or not teaching children, the teaching and/or consulting relationships with teachers, educational background and experience and its role effect, status and its role effect, the responsibilities of supervision and its role effect, and, finally, the role as representative of the central office.

The population of the study was 150 teachers, 150 administrators, and 150 consultants and special area teachers. Of this total of 450, 342 or 76 per cent returned usable questionnaires. These findings and their implications and conclusions are generalized only to this population in Michigan.

An analysis was made of the mean scores of the sample's response to the role items on the questionnaire. This analysis, by use of the "F" test, revealed that there was a significant difference in the mean scores on

thirty-two of the sixty-two items concerning the role of the special area teacher. This means that one or more of the four respondent groups viewed the role with divergent expectations from the other groups. An analysis of the means reveals the divergent group, not consistently the same on each item.

The same analysis of the role of the consultant as perceived by the respondent groups reveals a significant difference in the mean scores on thirty-two of the sixty-two items concerned with this role. This means that one or more of the four respondent groups viewed the role of the consultant with divergent expectations from the other group's thirty-two times. An analysis of the means revealed that the divergent group was not consistently the same on each item.

The four groups perceived six of eleven items concerning where the role of the special area teacher is performed with significant difference. Six of eleven items concerning where the role of the consultant is performed were significantly different. As to the roles with children, the respondents perceived the special area teacher role divergently, five of eleven times with significant difference. They perceived the consultant's role with children also with significant difference on five of the fifteen items. The consultant's role with teachers was perceived significantly divergent on ten of the fifteen items, the special area teacher, five of fifteen.

The special area teacher's background and experience and its role effect was perceived by the respondents with divergence on five of the six items, whereas the consultant's background and experience and role effect was perceived with divergence only two of six times. The titular, or status effects on both roles was perceived with significant difference on four of the six items concerned with status and its role effect.

The items concerned with the responsibilities of supervision and role effect were perceived significantly different on the special area teacher's role on five of nine items, while the consultant's role revealed significance on four of the nine items. Acting as a representative of the central office was perceived divergently on two of the four items for special area teachers and divergently one out of four times for consultants.

It is to be noted that the four respondent groups viewed the special area teacher role with convergent expectations on thirty of the sixty-two items and the consultant role with convergent expectations on thirty of the sixty-two items.

Hypothesis one and two concerned with divergence of opinion were considered as supported.

The special area teacher role was perceived differently from the consultant role on five of the eleven items concerning where the role occurs; seven of eleven items

concerning teaching roles with children; one of fifteen times concerning consulting-teaching relationships with teachers; no difference concerning educational background and role effect; one of six items was viewed as having different expectations concerning status effects; three of nine items concerning responsibility of supervision and role effect were seen as having different expectations, and none of the items concerning the roles as representative of the central office was seen with different expectations.

To summarize the last paragraph, the special area teacher role was seen as duplicating or being convergent with, the consultant role on forty-four of the sixty-two items. It was different, or divergent from, the consultant role, on eighteen of the sixty-two items. Hypothesis three was partially supported.

There was no group of respondents which consistently perceived the roles with divergence or convergence. Instead, there is inconsistency in the interpretation of both roles by all of the respondent groups. There was no group which consistently viewed the roles as being different or similar. Instead, there was inconsistency in the differences or similarities of action accorded to the roles.

When variables were analyzed, the conclusion was drawn that, for the sample tested and the items analyzed, the length of years of experience of teachers and

administrators, the degree held by teachers and administrators, and the sex of teachers and administrators do not effect, to a great degree, the manner in which these persons view the roles of the special area teacher and the consultant in the elementary school.

The teaching area of the special area teacher, when viewed as a variable, affects to some extent the manner in which art and music special area teachers view the two roles. Concerning the specialists, it could be generalized that subject orientation could affect the perception of the roles.

While thirty-two of the items concerning each role were found to be viewed significantly different, no attempt was made to analyze the cause or depth of the conflict generated by this situation. It is suggested, however, that it would be wise to begin the analysis of satisfactory relationships from the viewpoint that thirty of the sixty-two items were viewed with convergent expectations by the respondents.

It can also be concluded that role conflict exists, due to this variance in role perception. This can further be implied by referral to the summary of recorded comments in Chapter V. Role conflict is implied from expressed dissatisfaction or confusion in working relations as stated or recorded on the questionnaire.

CHAPTER V

RECORDED COMMENTS

There were lengthy recorded comments on 115 of the 342 questionnaires concerned with the role of the special area teacher and consultant. Some comments were directly concerned with the items on the questionnaire, others were above and beyond the areas of the items on the questionnaire, while others were directed to the questionnaire content and construction. All comments were extremely worthwhile.

The comments are summarized here in Chapter V rather than listed in their entirety due to their unusual length.

This summation of comments is included because of the pertinency to the subject of role conflict, questionnaire construction, and validation of questionnaire items.

Summation of Teacher Comments

Of the 105 teacher respondent's, forty-two were motivated to write additional comments on the questionnaire. These comments centered around these subjects:

1. Favoring one or the other of the roles.

Examples: "In my opinion, the well-trained special area teacher has greater opportunity to do a more effective job of instruction. The consultant usually must 'spread himself too thin'

and is unable to work as efficiently as the former."

"I feel that --- has a fine consulting system. They make regular calls and each room may use her or him at the appointed time. This may be consultive teaching or both. They have no evaluation responsibility either of the children or the teachers, thus relieving everyone of tension."

2. Value judgments of the way the roles are performed within systems.

Examples: "Consultants are for the birds."

"A special area teacher is always welcome but a consultant has not worked out satisfactorily."

3. Statements of conflict and confusion.

Example: "I feel that it is imperative that the consultant or special area teacher exactly understand what her position is and that the classroom teacher clearly understands also . . . there is much misunderstanding and dissention because positions have not been clearly defined. Cooperation is a must if these programs are to be successful."

4. Statements making delineations between special subject roles.

Example: "In the speech area only I think there should be a special area teacher. In the other areas such as art, music and physical education, I would prefer the consultant who would operate cooperatively with teacher and children on a regularly scheduled basis."

"The subject determines the role and services . . ."

5. Statements concerning scheduling.

Example: "Consultants 'on-call' are monopolized. . ."

6. Extension of thinking.

Example: "The actual teaching of the special area teacher influences my attitude greatly. She has direct contact with the pupils and must get her ideas and work across to them directly. Since this is the person who teaches the subject, her attitude, training and work should differ from the consultant. The consultant's work is mainly with the teacher and so should have more instruction in dealing with adults and keep her well informed in the special area."

A majority of the comments were statements for or against one or the other of the roles. These comments seemed to be generated by the fact that the favored role was clearly defined and perceived by the classroom teacher in a sympathetic fashion. The favorite role was that of the special area teacher.

Summation of Administrator Comments

Of the 114 administrator respondents, thirty-nine were motivated to write additional comments on the questionnaire. These comments centered around these subjects:

1. Description of their program.

Example: "Our consultant is an elementary supervisor from the Board of Education who visits our school two days a month."

2. Statement in favor of one or the other of the roles.

Examples: "I definitely prefer the consultant system where the consultant visits the school on a schedule and is available if the classroom teacher needs him."

"I prefer consultants or coordinators in most cases."

3. Statements of criteria which affect perception.

Examples: "I've seen very good special instruction take place by providing a special room wherein the children went once or twice a week for art or music. I've believed firmly in the advantages of the special teachers' coordinating their plans with the classroom teacher in order that some measure of the special instruction may tie-in with the academic curriculum. On the other hand, there is much that I like about the 'creative' part of art and music where there may be no tie-in whatsoever with the so-called academic curriculum"

"I believe special area teachers should teach those subjects that the average classroom teacher does not have aptitude or training for."

4. Statements concerning status.

Examples: "I dislike labels for personnel"

"They should get paid no more than teachers"

"Special area teachers should be regarded as teachers . . . while consultants be regarded as approaching administrative positions"

5. Statements of trend.

Example: "There is a noticeable trend, due to classroom size and emphasis on the gifted, for the specialist to supplement and take over for the teacher. There should be a consultant-administrator."

The majority of statements by administrators were keenly and professionally stated, as compared to teachers almost emotional responses. The majority of statements

as much as said, "It is neither black or white, but grey," indicating that criteria, and many criteria, determined use rather than administrative decision. The favorite role for the administrator was the consultant.

Summation of Consultant-Special
Area Teacher Comments

Of the 123 consultant-special area teacher respondents, thirty-four were motivated to write additional comments on the questionnaire. These comments centered around these subjects:

1. Justification of their role.

Example: "We must clearly state our purpose so we are not considered 'frills'."

2. Exact description of their own role.

Example: "I work on a scheduled basis and go to the classroom part of the time and the children come to me part of the time."

3. Beliefs and preferences.

Examples: "I believe a special area teacher who actually teaches should be in one school . . . "

"As a special teacher of music I prefer to have a music room instead of going from room to room . . . "

4. The statement of need for planning and study.

Example: "I cannot stress too strongly the need for cooperative study and planning within the respective schools in setting up a schedule for special services. Without complete understanding and agreement on the part of all concerned, other problems may arise resulting in personality conflicts, classroom conflicts, and teaching disabilities (pertaining to time, groupings, etc.) . . . "

A majority of the comments by special area teachers were clarification of role, personal beliefs and preferences, and mentions of conflict possibilities. Contained within the majority was information about the numerous criteria which affects the eventual choice of role.

Summary

The majority of teachers made what might be considered as emotional responses to the method of operation of the roles in their schools and state a preference for the special area teacher. The majority of administrators recorded numerous criteria for consideration of both roles and stated a preference for consultants. The majority of consultants and special area teachers stated needs for clarification and indicated personal beliefs and preferences.

It is to be noted that anything near exact summation or majority-minority statements is impossible. Every statement by persons in each group was worth considering. This brings up the point that further research might be structured which would take into consideration only stated comments and observed behavior concerning these roles.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken to gain insight into two internal roles in the elementary school, the special area teacher and the special area consultant. The generalized working roles were investigated, with a comparison made of teachers', administrators', consultants', and special area teachers' perceptions of each role to note divergence or convergence of opinion concerning both roles. A more clear delineation between each role was also made.

It was established that there is intermixing of roles and inconsistency in role perception concerning these two roles. This implies the distinct possibility of role conflict.

The exact summary of the findings is outlined as follows:

1. Thirty-two of the sixty-two questionnaire items concerned with the role of the special area teacher had responses from the respondent groups which had significant differences in the means. This supported hypothesis one, that there was disagreement about how this role should be performed.

2. There were six of eleven significant items, or 54.5 per cent, concerned with where the role of the special area teacher is performed. There were five significant items of eleven, or 45.4 per cent, concerned with the roles with children. There were five significant items of fifteen, or 33.3 per cent, concerned with the consulting-teaching relationships with teachers. There were five significant items of six, or 83.3 per cent, concerned with educational background and experience and role effect. There were four significant items of six, or 66.6 per cent, concerned with status and role effects. There were five significant items of nine, or 55.5 per cent, concerned with the responsibilities of supervision and role effect. There were two significant items of four, or 50 per cent, concerned with the role as representative of the central office and its effect.

3. These groups of educators perceived the role of the special area teacher alike, or convergently, to the percentages indicated, on the seven basic classifications of actions in the questionnaire.

A. Where the role is performed

teacher-administrator	100%
teacher-consultant	90.9%
administrator-consultant	100%
consultant-special area teacher	90.9%

B. Teaching and other roles with children

teacher-administrator	100%
teacher-special area teacher	100%
administrator-special area teacher	100%
consultant-special area teacher	90.9%

C. Consulting-teaching relationships with teachers

teacher-administrator	100%
teacher-special area teacher	100%
administrator-consultant	100%
administrator-special area teacher	100%
consultant-special area teacher	100%

D. Educational background and experience and role effect

teacher-administrator	100%
teacher-consultant	100%
teacher-special area teacher	100%
administrator-consultant	100%
consultant-special area teacher	100%

E. Status and role effect

teacher-consultant	100%
teacher-special area teacher	100%
consultant-special area teacher	100%

F. Responsibilities of supervision and role effect

teacher-administrator	88.9%
teacher-consultant	88.9%
teacher-special area teacher	100%
administrator-special area teacher	100%

G. Representative of central office and role effect	
teacher-administrator	100%
teacher-consultant	100%
teacher-special area teacher	100%
consultant-special area teacher	100%

4. These groups of educators perceived the role of the special area teacher differently, or with divergence, on the seven basic classifications of actions on the questionnaire.

A. Where the role is performed	
teacher-special area teacher	81.9%
administrator-special area teacher	81.9%
B. Teaching and other roles with children	
teacher-consultant	63.6%
administrator-consultant	81.7%
C. Consulting-teaching relationships with teachers	
teacher-consultant	80%
D. Educational background experience and role effect	
administrator-special area teacher	83.3%
E. Status and role effect	
teacher-administrator	83.3%
administrator-consultant	83.3%
administrator-special area teacher	66.7%
F. Responsibilities of supervision and role effect	
administrator-consultant	66.7%
consultant-special area teacher	77.8%

G. Representative of central office and role effect	
administrator-consultant	50%
administrator-special area teacher	75%

5. There seemed to be no particular group of respondents who viewed the role of the special area teacher with consistent divergence.
6. Thirty-two of the sixty-two questionnaire items concerned with the role of the consultant had responses from the respondent groups which had significant differences in the means. This supported hypothesis two, that there was disagreement about how this role should be performed.
7. There were six of eleven significant items, or 54.5 per cent, concerned with where the role of the consultant is performed. There were five significant items of eleven, or 45.4 per cent, concerned with teaching and other roles with children. There were ten significant items of fifteen, or 66.6 per cent, concerned with teaching-consulting relationships with teachers. There were two significant items of six, or 33.3 per cent, concerned with educational background and role effect. There were four significant items of six, or 66.6 per cent, concerned with status and role effects. There were four significant items of nine, or 44.4 per cent, concerned with responsibilities of supervision and role effect. There was one significant item of

four, or 25 per cent, concerned with the role as representative of the central office and its effect.

8. These groups of educators perceived the role of the consultant alike, or convergently, on the seven basic classifications of actions in the questionnaire.

A. Where the role is performed

teacher-administrator	90.9%
teacher-special area teacher	90.9%
administrator-special area teacher	90.9%

B. Teaching and other roles with children

teacher-consultant	90.9%
administrator-special area teacher	100%
consultant-special area teacher	90.9%

C. Consulting-teaching relationships with teachers

teacher-consultant	86.6%
administrator-consultant	100%
administrator-special area teacher	93.3%
consultant-special area teacher	93.3%

D. Educational background and experience and role effect

teacher-administrator	100%
teacher-special area teacher	100%
administrator-special area teacher	100%

E. Status and role effect

consultant-special area teacher	100%
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F. Responsibilities of supervision and role effect

teacher-administrator	100%
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teacher-consultant	88.9%
teacher-special area teacher	88.9%
administrator-consultant	88.9%
administrator-special area teacher	100%

G. Representative of central office and role effect

teacher-administrator	100%
teacher-consultant	100%
teacher-special area teacher	100%
administrator-consultant	100%
administrator-special area teacher	100%
consultant-special area teacher	100%

9. These groups of educators perceived the role of the consultant differently, or divergently, on the seven basic classifications of actions in the questionnaire.

A. Where the role is performed

teacher-consultant	72.7%
administrator-consultant	81.7%
consultant-special area teacher	72.7%

B. Teaching and other roles with children

teacher-administrator	72.7%
teacher-special area teacher	63.6%
administrator-consultant	81.7%

C. Consulting-teaching relationships with teachers

teacher-administrator	66.6%
teacher-special area teacher	66.6%

D. Educational background and experience and role effect

teacher-consultant	66.6%
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administrator-consultant 83.3%

consultant-special area teacher 66.6%

E. Status and role effect

teacher-administrator 83.3%

teacher-consultant 66.7%

teacher-special area teacher 50%

administrator-consultant 83.3%

administrator-special area teacher 50%

F. Responsibilities of supervision and role effect

consultant-special area teacher 77.8%

G. Representative of central office and role effect

none divergent

10. There seemed to be no group in particular which viewed the role of the consultant with consistent divergence. The area of role on which there is most divergence is that concerning status; the area of role on which there is least divergence is that concerning the role as representative of the central office.
11. Although each role had thirty-two significant items of sixty-two, they were not the same items. Eighteen of the thirty-two items were seen with similar divergence of opinion concerning both roles.
12. Viewing the respondents as one group, they made a clear significant delineation between the roles of the special area teacher and consultant on eighteen of the sixty-two items. They made little or no distinction between

the two roles on forty-four of the sixty-two items.

Hypothesis three was only partially supported.

13. Of the seven basic classifications of role, there were two areas where the two roles were perceived as being significantly different; where the role occurred, and teaching and other relationships with children. A third area where there was some divergence or role difference was that concerned with the responsibilities of supervision and role effect. The other four areas were perceived as having similar role performances.
14. The length of years of experience of teachers and administrators, sex, and degree held, does not, to a great extent, affect the manner in which the role is viewed.
15. The subject orientation of the special area teacher has an effect on the manner in which the role is viewed.
16. An analysis of the written comments on the questionnaires reveals that:
 - A. One hundred fifteen of the 342 respondents made lengthy written comments on the questionnaire.
 - B. These comments were centered around the following discussion points:
 - (1) A description of the program in their school.
 - (2) A clarification of response.
 - (3) A description of the role conflict in the respondent's school system.

- (4) A description of general role conflict possibility in any school situation.
- (5) A statement of philosophy declaring themselves in favor of special area teachers, and therefore in favor of teaching the subject area skillfully, or a statement in favor of consultants, and therefore in favor of correlated-type programs.
- (6) Preferences and beliefs concerning the responsibilities of special area teachers or consultants.
- (7) Statements of extensive criteria involved in role discrimination between and about the two roles. (Made chiefly by administrators.)

Conclusions

It is concluded that there is intermixing of roles and an inconsistency in role perception in connection with the roles of the special area teacher and consultant in school systems in Michigan. This implies a distinct possibility for role conflict.

The possibility of role conflict was upheld, but not proved, with the study of recorded comments on certain of the questionnaires. The role conflict is concluded from the inconsistently viewed test items, the intermixing of roles, and from expressed dissatisfaction in working relationships written on the questionnaires.

Hypotheses one and two were supported; hypothesis three was partially supported.

Certain observations were made of the individual groups' perceptions of the differences in the actions and preformances of special area teachers and consultants that are relevant here.

It was noticed, by applying a .5 scale as the numerical difference denoting perceived difference in action and performance of the two roles, that teachers considered the roles as similar on fifty-two of the sixty-two items on the questionnaire. Administrators saw differences on thirty-eight of the sixty-two items, consultants on forty of the sixty-two items, while special area teachers saw differences in action and performances on only thirty of the sixty-two items.

It is apparent that insights can be gained by isolating the individual group's perceptions. Teachers, who have daily contact with special area teachers and consultants, see little difference in their actions; and these differences are solely in where the role is performed and teaching relationships with children. They make no other fine discriminations in the other role performance groupings.

Administrators, with twenty-four perceived differences, and consultants, with twenty-two perceived differences, note the fine-line discriminations in all areas, and also the major actions concerning where the role is performed and

teaching relationships with children. Special area teachers, however, see differences in action and performance over half, or thirty-two, of the sixty-two items. The differences are seen consistently in all seven of the major classifications of role action.

It can, therefore, be concluded that either through experience or role confusion perceptions, teachers see little or no difference in the two roles, while special area teachers make major discriminations, desiring definite differences. Administrators and consultants ride the middle line, actually as the roles should be discriminated.

This is a major finding when compared to the eighteen differences of sixty-two when viewing them as one group, and is a major observation of the data on an unsophisticated and real level. It discloses reality, and infers the possibilities of role conflict.

The generalizations of the findings are made only to the population contained in the study. This population is seventeen school districts in the state of Michigan.

Implications

Doyle, Garner, and others¹ have established that there are role impediments that arise from submerged conflicts not readily recognized by those in or out of the profession. Such would be a conflict between parent and teacher. This

¹Doyle, Garner, and Others, op. cit.

study recognizes a different level of conflict--that which is open and apparent; and also recognizes that open and apparent disagreement produces conflict.

The implications of this study for the public schools are numerous. Such conflict about open roles must be cleared up before educators can hope to attempt to clarify other, submerged conflicts.

It would first be suggested that those areas of similarity and difference between the two closely allied roles would mean there is inconsistency in the interpretation of the open roles involved. This study has established that there is a divergence of opinion. The study has also established what actions in specific areas are seen with divergence.

What is implied by this inconsistency of perception? It implies that such differences could generate a school situation of upheaval and discontent. Role perception divergence could be harmful to personal and professional relations to some degree.

What is implied concerning the cause of the conflict? This has not been established; yet, to give background to the implication, it must be stated that the special area teacher role is an older cultural concept than the consultant role. The special area teacher came into being when certain subjects were given special attention in the curriculum. It is a product of the subject-centered curriculum.

The consultant, a newer cultural concept, is almost a democratic phenomenon. It is a product of the child-centered curriculum, a product of a time when the elementary teacher does not "give" her students to the authority in a particular area, but calls in "help" from an equally authoritative source. This source consults, and the end in mind is not the assimilation of subject matter, but a complete "gestalt" education of the whole child, with change of behavior desired rather than heritage assimilation or skill mastery. It may be that as long as two philosophies operate there will be ambivalent specialist roles.

It would be hypothesized that some of the confusion is a result of philosophical "swinging." Consultants were in vogue, but now, in May, 1959, a trend is evident; they are "swinging" out, the special area teacher in, as the philosophical intent of the nation swings from child-centered back to subject centered. This change is demonstrated by greater emphasis on the gifted student program. The thinking is that gifted students benefit more, and the nation needs more, specific subject content rather than process.

To compound the intermixing of roles, and/or different philosophical orientation which could cause the divergence of expectations, various factors operate and interact in the public school system which hinders fulfillment of the roles. Although school systems have hired specialists, and labeled them one way or another, variables such as work

load, teacher competence, available space, personnel, funds, and equipment have caused further role confusion.

With conflict possible, it would seem that it should be dispelled. These findings prove there are areas of agreement. It would be best if educators started with the areas of convergence of agreement, and worked to eradicate the divergence. With this beginning, progress toward role delineation and separate role agreement and clarification can be achieved.

This is necessary because schools are employing more specialists. Whereas they formerly employed specialists in music, then physical education, then art, they now employ specialists in science, reading, arithmetic, industrial arts, speech correction, creative dramatics, foreign language, library, and more. These roles need to be clearly defined by school systems and participants, and consistency used in role operations.

It is not implied that school systems should use either consultants or special area teachers. Rather than "which," it could be "how." If "how" and both roles are clarified and delineated, the elementary classroom teacher could choose the person whose perceived role is more closely aligned with her perceptions, thus reducing conflict possibilities.

If two philosophies operate within a school system, it is not impossible to start with convergent expectations,

and through democratic procedure, arrive at complete consensus

Status is usually given to a person who assumes the role of the consultant. Quite often the status-name is given, yet the role stays the same as the special area teacher. To reduce this possibility of conflict, policy should be established that when and if a status-name is used, the role should visably change. Not only the role should be changed, but the actor should reorient himself to his and other's perceptions of this new role.

Reorienting implies internalizing a new role. As a nation we verbalize behavior, but do not, in reality, change behavior. The cimplication is that if a change is desired, the change be physically-psychologically complete, not just verbalized.

The primary implication here is that special area teachers and consultants study these results and internalize the behaviors expected of them by the definers of role. These definers are teachers, administrators, and the specialists themselves.

It has been implied that the roles are viewed with inconsistency, and this inconsistent viewing breeds an unhealthy school situation. Educators at all levels must work toward more consistent perception of these roles.

Suggestions for Further Research

As there is difference in the perceived roles of the consultant and special area teacher, research is needed to

determine what exactly causes these differences in perception. Is it lack of cultural orientation, varied experience, psychological orientation, or what? The discovery of the cause of difference could be researched.

This could possibly be done by examining the specific roles of the specialists rather than the generalized roles. Exact role perceptions could be established in each special area.

This study was of the questionnaire type, which sampled opinion. Perhaps, to add to the depth of role analysis, research could be structured which would measure or evaluate behavior. Thus one would turn from verbalized behavior, possibly ideally stated, to observed behavior. There may be a difference.

Further research could be done in examining the origins of images. It is known that there is a cultural image of each role and status in our society; it is known that there is a sociological image, produced through social interaction and experience; and it is known that psychological phenomena cause differences in image perception and acceptance. It is wondered what the genesis of the image is which results when a questionnaire is used. Much more research is needed to clarify whether one is getting the ideal, the real, or the psychologically oriented image.

Studies dealing with open conflict, such as this, which reveal degrees of varying interpretation and attitudes, are recommended as serving as models for studies of submerged conflict.

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APPENDIX A

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

January 5, 1958

Dear Educator:

I am engaging in a study of the role of the special area teachers and consultants in the public schools in Michigan. You have been chosen at random to help give information for this study which should give some insight into the general working roles of the special area teacher and consultant, and possibly help cause the roles to function more smoothly and more meaningfully in our schools in the future.

The questionnaire form is derived from one used in the School Executive Studies, and should be a good tool for the purpose of this study. If you have any comments to make about this questionnaire or any phase of the study, please do so.

The information you share with me will be deeply appreciated. In order to effectively utilize the results of this study, I would appreciate your response as soon as possible.

My thanks for your cooperation.

Sincerely,

James D. Hoffman
Teacher Education Department
Michigan State University
East Lansing, Michigan

[illegible]

This questionnaire is designed to help define the roles of the special area teacher and the consultant in the elementary school. Initial definitions of these roles are:

Special Area Teacher: A teacher (such as a teacher of art) who functions as the person solely responsible for teaching a special subject. This teacher usually instructs in his own classroom or in the regular elementary teacher's classroom on a fixed schedule. The classroom teacher is not required to be present when the special area teacher assumes instruction.

Consultant: A teacher (such as a teacher of art) who plans and works with the elementary classroom teacher in his special area. On occasion he may actually teach the class. Often, he would serve as a resource person on methods, process, or materials in the special area.

Would you please check the items on the following pages as you perceive the image of the special area teacher and/or consultant. Your replies will be kept confidential. I want to again thank you for your cooperation without which this study would not be possible.

Personal Data:

Name _____ Sex: F ___ M ___

Circle highest degree held: None BS BA MS MA EdD PhD Other _____

School Address _____

Years of teaching experience: 1-2 ___ 3-5 ___ 5-10 ___ 10 and beyond _____

Check one of the following which best describes your present classroom organization: Self-contained ___ Departmentalized ___ Combination _____

Do you work with special area teachers in your school system? Yes ___ No ___

Please indicate the number of years you have worked with special area teachers in the following areas:

Band _____	Art _____	Physical Education _____	Music _____
Counseling _____	Shop _____	Outdoor Education _____	Science _____
Speech _____	Dramatics _____	Foreign Language _____	Reading _____
Other _____	Home Economics _____	Library _____	

Do you work with consultants in your school system? Yes ___ No ___

Please indicate the number of years you have worked with consultants in the following areas:

Band _____	Art _____	Physical Education _____	Music _____
Counseling _____	Shop _____	Outdoor Education _____	Science _____
Speech _____	Dramatics _____	Foreign Language _____	Reading _____
Other _____	Home Economics _____	Library _____	

Have you worked with special area teachers in other systems? Yes ___ No ___

Have you worked with consultants in other systems? Yes ___ No ___

Check your present position: Elementary Teacher _____ Grade _____
 Administrator _____ K-6 _____ K-8 _____ K-12 _____
 Special Area Teacher _____ Subject _____
 Consultant _____ Subject _____

Directions: Each statement on the following pages describes what could be considered a part of the general working role of the special area teacher and consultant. Would you respond to each statement by checking a column to the left of the page for the special area teacher's role and a column to the right of the page for the consultant's role. Each column expresses a degree of approval or disapproval of the item, going from "absolutely must," (am), to "preferably should," (ps), to "may or may not," (mn), to "preferably should not," (psn), to "absolutely must not," (amn), to "no opinion," (no).

Sample: On the first item, let us assume that you believe the special area teacher absolutely must operate in the elementary teacher's classroom on a regularly scheduled basis. You would therefore check the "am" column on the left, or special area teacher, side of the page. On the same item let us assume that you believe a consultant preferably should not operate in the elementary teacher's classroom on a regularly scheduled basis. You would therefore check the "psn" column on the right, or consultant, side of the page. Proceed to the next item and check both sides as you perceive the consultant and/or special area teacher performs it.

[illegible]

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Special Area Teacher

Consultant

KEY: am=absolutely must mmn=may or may not amn=absolutely must not
 ps=preferably should psn=preferably should not no=no opinion

Have main role of teaching children in the special area.

Have main role of consulting with the classroom teacher.

Teach children.

Occasionally teach a demonstration lesson in the teacher's classroom.

Teach children occasionally.

Help teach children by improving the classroom teacher's ability in special area.

Teach teachers with an occasional demonstration lesson with the children.

Teach teachers rather than children.

Teach children chiefly, but on occasion allows classroom teacher to.

Have different role as to teaching children depending on classroom teacher's ability in specialty.

Do remedial work with children.

Teach chiefly skills and content.

Plan cooperatively with teacher what should be taught.

Work mainly for integration of special area with total curriculum.

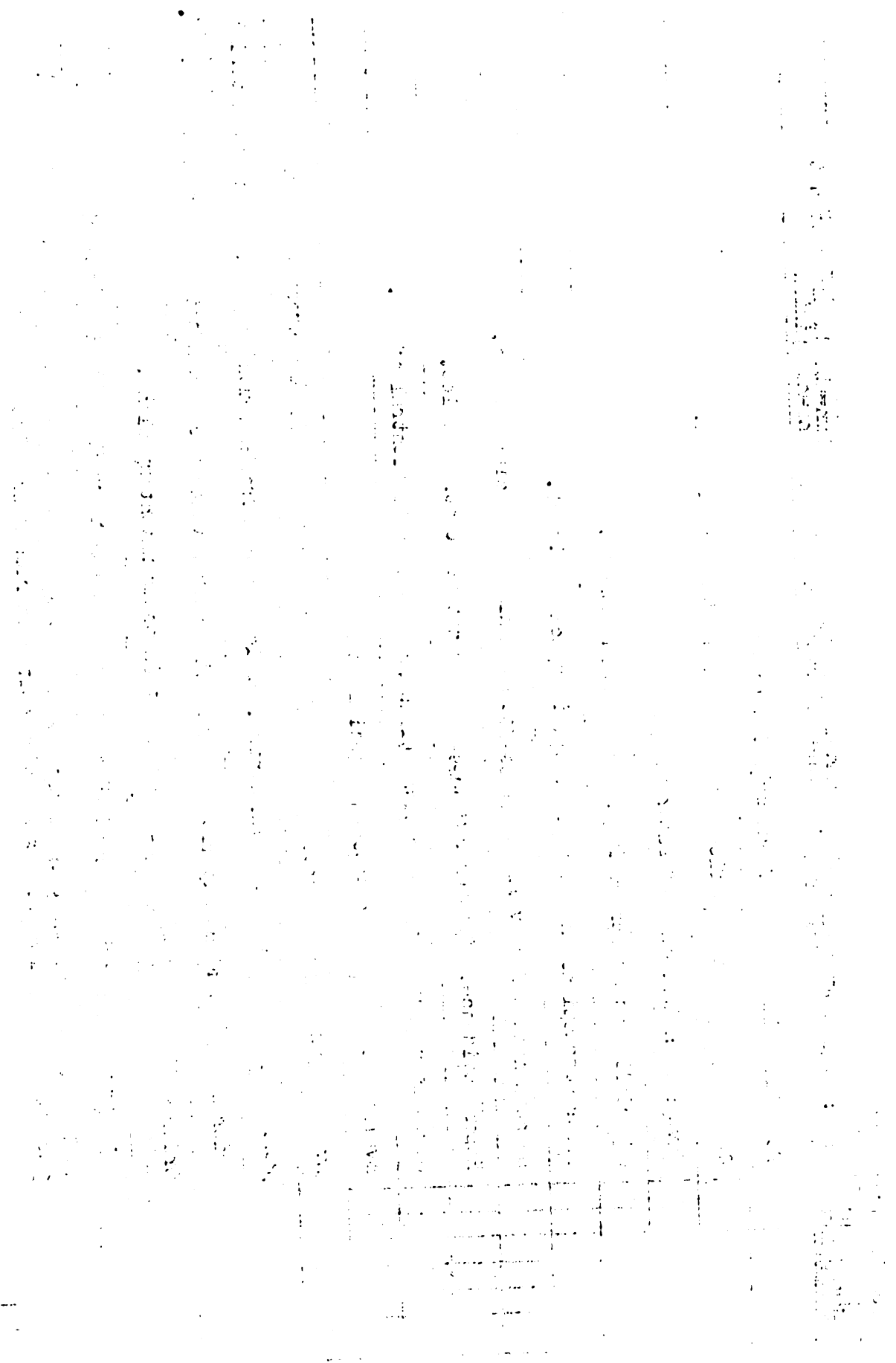
Be responsible for special programs (such as Christmas program) in schools of assignment.

Give consultation to classroom teachers concerning special programs.

Consult with teachers on a regularly scheduled basis.

Consult with teachers on an "on call" basis.

Do no consulting.



APPENDIX B

Key to Table IV:

AM --	Absolutely must
PS --	Preferably should
MMN--	May or may not
PSN--	Preferably should not
AMN--	Absolutely must not
NO --	No opinion
No.--	Number

TABLE IV

SPREAD OR CONCENTRATION OF REPLIES TO QUESTIONNAIRE
ITEMS BY RESPONDENTS CONCERNING THE PERCEIVED ROLE
PERFORMANCE OF THE S.A.T. AND CONSULTANT

	Special Area Teacher				Consultant			
	% Tchrs.	% Admins.	% SAT	% Consults.	% Tchrs.	% Admins.	% SAT	% Consults.
Item 1: Operate in elementary teacher's classroom on a regularly scheduled basis.								
AM*	31.1	13.8	21.7	17.6	3.9	3.7	3.6	2.9
PS	37.9	38.5	31.3	26.5	31.1	10.1	22.9	11.8
MMN	14.6	22.9	16.9	23.5	32.0	24.7	30.1	35.3
PSN	10.7	10.1	20.5	5.9	19.4	39.4	26.5	29.4
AMN	2.9	.9	9.6	5.9	11.7	9.2	7.2	20.6
NO	2.9	13.8	7.2	20.6	1.9	12.8	9.6	0
No.	103	109	83	34	103	109	83	34
Item 2: Operate in elementary teacher's classroom on an "on call" basis.								
AM	2.9	3.6	6.0	6.0	13.7	15.3	19.3	5.1
PS	17.6	19.8	1.2	9.1	48.0	46.8	43.4	45.5
MMN	28.4	31.5	40.9	36.4	20.6	17.1	20.5	27.3
PSN	25.5	20.7	19.3	27.3	6.9	3.6	3.6	6.0
AMN	17.6	15.3	21.7	0	3.9	0	1.2	0
NO	7.8	9.0	10.8	21.2	6.9	17.1	12.0	6.0
No.	102	111	83	33	102	111	83	33
Item 3: Operate in own special room, on a scheduled basis.								
AM	24.5	8.2	43.4	15.2	6.9	1.8	6.0	9.1
PS	31.4	27.2	27.7	21.2	21.6	4.5	9.6	24.2
MMN	24.5	36.3	19.3	33.3	28.4	26.4	36.1	15.2
PSN	6.9	13.6	4.8	9.1	29.4	30.0	19.3	18.2
AMN	3.9	2.7	0	6.0	4.9	24.5	16.8	30.3
NO	6.9	11.8	4.8	15.2	5.9	12.7	12.0	3.0
No.	102	110	83	33	102	110	83	33
Item 4: Operate in own special room, on an unscheduled basis.								
AM	2.9	1.9	2.6	0	2.0	.9	6.0	0
PS	0	2.8	8.3	0	8.8	10.3	16.7	9.1
MMN	13.7	22.4	22.6	21.2	27.5	22.4	33.3	33.3
PSN	41.2	33.6	23.8	51.5	21.6	28.0	19.0	36.4
AMN	27.4	22.4	34.5	9.1	27.5	29.0	9.5	12.1
NO	12.7	15.9	7.1	18.2	12.7	9.3	15.5	9.1
No.	102	107	84	33	102	107	84	33

TABLE IV--Continued

	Special Area Teacher				Consultant			
	% Tchrs.	% Admins.	% SAT	% Consults.	% Tchrs.	% Admins.	% SAT	% Consults.
Item 5: Operate in the teacher's classroom on a schedule decided upon cooperatively.								
AM	17.6	12.6	10.5	3.0	8.8	17.1	11.6	6.0
PS	37.3	45.0	24.4	33.3	45.1	42.3	32.6	27.3
MMN	22.5	19.8	38.4	39.4	33.3	21.6	36.0	42.4
PSN	9.8	4.5	11.6	6.0	8.8	7.2	5.8	15.2
AMN	5.9	1.8	7.0	0	0	1.8	0	6.0
NO	6.9	16.2	8.1	18.2	3.9	9.9	14.0	3.0
No.	102	111	86	33	102	111	86	33
Item 6: Operate in the special classroom on a schedule decided upon cooperatively.								
AM	14.7	10.9	14.1	3.0	3.9	8.2	7.1	0
PS	23.5	35.5	32.9	27.3	25.5	25.5	22.4	30.3
MMN	42.2	30.9	37.6	45.5	39.2	27.2	41.2	42.4
PSN	5.9	10.9	7.1	6.0	15.7	21.8	10.6	18.2
AMN	.9	1.8	2.4	0	3.9	4.5	4.7	0
NO	12.7	9.9	5.9	18.2	11.8	12.7	14.1	9.1
No.	102	110	85	33	102	110	85	33
Item 7: Operate both in own room and in the elementary teacher's room on occasion.								
AM	2.9	3.7	10.6	0	8.7	1.9	9.4	9.4
PS	44.2	38.9	41.2	36.4	40.4	46.3	35.3	35.3
MMN	27.9	42.6	28.2	36.4	27.9	29.7	28.2	28.2
PSN	10.6	1.9	7.1	6.0	8.7	11.1	5.9	5.9
AMN	2.9	1.9	7.1	0	5.8	0	5.9	5.9
NO	11.5	11.1	5.9	21.2	8.7	11.1	15.3	15.3
No.	104	108	85	33	104	108	85	85
Item 8: Visit a school on a regular schedule but be on call for consultation.								
AM	18.3	20.5	12.9	15.2	23.1	13.4	35.3	21.2
PS	42.3	39.3	28.2	27.3	53.8	52.7	32.9	69.7
MMN	9.6	10.7	20.0	9.1	6.7	21.4	9.4	6.0
PSN	10.6	13.4	11.8	18.2	5.8	36.0	3.5	0
AMN	7.7	3.6	12.9	12.1	1.0	.9	3.5	3.0
NO	11.7	12.5	14.1	18.2	9.6	8.0	15.3	0
No.	104	112	85	33	104	112	85	33

TABLE IV--Continued

Special Area Teacher				Consultant				
	% Tchrs.	% Admins.	% SAT	% Consults.	% Tchrs.	% Admins.	% SAT	% Consults.
Item 9: Have a varied role because different schools within a system have different needs.								
AM	19.4	16.2	9.4	5.9	26.2	14.4	21.2	20.6
PS	43.0	30.6	21.2	38.2	38.8	83.2	37.6	44.1
MMN	17.5	22.5	34.1	26.5	14.6	25.2	22.4	23.5
PSN	6.8	9.9	12.9	5.9	10.7	2.7	1.2	2.9
AMN	1.0	8.1	9.4	5.9	1.0	3.6	4.7	8.8
NO	12.6	12.6	12.9	17.6	8.7	10.8	12.9	0
No.	103	111	85	34	103	111	85	34
Item 10: Operate in more than one school.								
AM	12.6	6.2	8.0	6.7	19.4	22.3	20.5	10.0
PS	14.6	16.1	12.5	6.7	33.0	26.8	20.5	10.0
MMN	34.0	44.6	37.5	30.0	32.0	31.2	35.2	56.7
PSN	19.4	22.3	19.3	23.3	2.9	10.7	4.5	13.3
AMN	6.8	1.8	12.5	13.3	1.0	.9	4.5	6.7
NO	12.6	8.9	10.2	20.0	12.6	8.0	14.8	3.3
No.	103	112	88	30	103	112	88	30
Item 11: Operate in only one school.								
AM	1.0	3.6	14.8	25.8	1.0	2.7	2.2	12.9
PS	29.5	48.2	35.2	19.4	15.2	14.5	16.0	25.8
MMN	22.9	23.6	36.4	29.0	29.5	38.2	36.4	45.2
PSN	10.5	9.9	5.7	6.5	24.8	20.9	21.6	12.9
AMN	13.3	4.5	2.2	0	18.1	12.7	9.1	0
NO	12.4	9.9	5.7	19.4	11.4	10.9	14.8	3.2
No.	105	110	88	31	105	110	88	31
Item 12: Have main role of teaching children in the special area.								
AM	30.5	20.8	50.6	24.2	10.5	8.5	6.9	6.0
PS	61.0	49.1	28.7	45.5	21.9	4.7	17.2	12.1
MMN	1.9	16.0	5.7	15.2	15.2	23.6	23.0	39.4
PSN	1.0	5.7	6.9	3.0	35.2	37.8	25.3	36.4
AMN	1.0	.9	2.3	0	9.5	15.1	11.5	6.0
NO	4.8	7.5	5.7	12.1	7.6	10.4	16.1	0
No.	105	106	87	33	105	106	87	33

TABLE IV--Continued

Special Area Teacher				Consultant			
	%	%	%	%	%	%	%
	Tchrs.	Admins.	SAT	Consults.	Tchrs.	Admins.	Consults.
Item 13: Have main role of consulting with the classroom teacher.							
AM	5.8	3.6	7.1	12.1	23.3	24.5	21.2
PS	27.2	20.0	23.5	24.2	41.7	57.2	54.5
MMN	29.1	34.5	29.4	39.4	9.7	6.4	15.2
PSN	15.5	20.0	22.4	6.0	12.6	3.6	3.0
AMN	14.6	8.2	7.1	0	1.0	.9	0
NO	7.8	13.6	10.6	18.2	11.7	7.3	6.0
No.	103	110	85	33	103	110	33
Item 14: Teach children.							
AM	41.0	39.1	62.1	27.3	18.1	9.9	15.2
PS	41.9	40.9	14.9	48.5	24.8	17.3	12.1
MMN	4.8	10.9	12.6	9.1	30.5	47.3	69.7
PSN	5.7	0	3.9	0	15.2	11.8	3.0
AMN	0	0	0	0	1.0	4.5	0
NO	6.7	9.1	6.9	15.2	10.5	9.1	0
No.	105	110	87	33	105	110	33
Item 15: Occasionally teach a demonstration lesson in the teacher's classroom.							
AM	20.6	4.1	12.5	0	26.5	24.5	6.0
PS	24.5	35.5	33.0	48.5	47.1	50.9	60.6
MMN	36.3	30.9	29.5	27.3	11.8	14.5	27.3
PSN	8.9	9.1	9.1	6.0	5.9	0	6.0
AMN	4.9	2.7	5.7	0	1.0	7.7	0
NO	4.9	13.6	10.2	18.2	7.8	7.3	0
No.	102	110	88	33	102	110	33
Item 16: Teach children occasionally.							
AM	27.1	31.8	30.6	28.1	22.0	15.5	25.0
PS	21.0	20.0	12.9	25.0	37.1	43.6	46.9
MMN	22.0	18.2	17.6	18.8	23.1	30.0	21.9
PSN	11.0	9.9	15.3	6.3	6.0	1.8	0
AMN	9.0	6.4	8.2	0	4.0	0	3.1
NO	9.0	13.6	15.3	21.9	7.0	9.1	3.1
No.	99	110	85	32	99	110	32

TABLE IV--Continued

Special Area Teacher				Consultant			
%	%	%	%	%	%	%	%
Tchrs.	Admins.	SAT	Consults.	Tchrs.	Admins.	SAT	Consults.
Item 17: Help teach children by improving the classroom teacher's ability in special area.							
AM	18.6	19.6	22.4	20.0	23.5	40.2	45.9
PS	31.3	33.0	28.2	34.3	49.0	47.3	31.8
MMN	29.4	25.9	24.7	17.1	17.6	7.1	9.4
PSN	7.8	7.1	8.2	11.4	0	0	2.4
AMN	2.9	1.8	4.7	0	0	0	2.9
NO	9.8	12.5	11.8	17.1	9.8	5.4	10.6
No.	102	112	85	35	102	112	85
Item 18: Teach teachers with an occasional demonstration lesson with the children.							
AM	8.0	4.5	4.8	12.1	16.0	21.8	28.6
PS	23.0	20.0	21.4	36.4	36.0	59.2	42.9
MMN	35.0	31.8	46.4	12.1	22.0	10.9	14.3
PSN	19.0	23.6	11.9	15.2	12.0	2.7	2.4
AMN	7.0	7.3	2.6	3.0	3.0	0	1.2
NO	8.0	12.7	11.9	21.2	10.0	6.4	10.7
No.	100	110	84	33	100	110	84
Item 19: Teach teachers rather than children.							
AM	1.0	0	0	5.9	5.9	13.6	17.9
PS	0	2.7	7.1	29.4	29.4	44.5	31.0
MMN	12.7	20.0	20.2	19.6	19.6	18.2	25.0
PSN	41.2	41.8	36.9	17.6	17.6	11.8	10.7
AMN	30.4	19.1	25.0	14.7	14.7	1.8	4.8
NO	14.7	17.3	10.7	12.7	12.7	8.2	10.7
No.	102	110	84	102	102	110	84
Item 20: Teach children chiefly, but on occasion allows classroom teacher to.							
AM	3.9	1.8	6.9	9.1	7.8	4.6	4.6
PS	33.0	35.8	36.8	57.6	26.2	6.4	11.5
MMN	29.1	29.4	26.8	9.1	27.2	22.0	29.9
PSN	15.5	13.8	9.2	3.0	16.5	35.8	21.8
AMN	9.7	5.5	13.8	0	7.8	17.4	18.4
NO	8.7	13.8	6.9	21.2	14.6	13.8	13.8
No.	103	109	87	33	103	109	87

TABLE IV--Continued

Special Area Teacher				Consultant				
	% Tchrs.	% Admins.	% SAT Consults.		% Tchrs.	% Admins.	% SAT Consults.	
Item 21: Have different role as to teaching children depending on classroom teacher's ability in specialty.								
AM	7.0	7.3	8.8	27.3	16.0	14.7	13.8	36.4
PS	26.0	35.8	30.0	18.2	37.0	39.4	38.8	33.3
MMN	25.0	33.0	30.0	15.2	18.0	24.8	23.8	12.1
PSN	18.0	7.3	10.0	18.2	9.0	5.5	8.8	15.2
AMN	9.0	5.5	8.8	0	8.0	.9	1.3	0
NO	15.0	11.0	12.5	21.2	12.0	10.1	13.8	3.0
No.	100	109	80	33	100	109	80	33
Item 22: Do remedial work with children.								
AM	13.1	7.4	17.0	9.1	14.1	2.8	3.4	6.0
PS	51.4	31.5	37.5	21.2	33.3	15.7	21.6	24.2
MMN	16.1	27.8	19.3	27.3	28.2	34.3	33.0	45.5
PSN	9.0	13.0	12.5	18.2	7.0	28.7	18.2	27.3
AMN	5.0	5.6	3.4	6.0	6.0	9.2	10.2	0
NO	5.0	14.8	10.2	18.2	11.1	9.2	13.6	3.0
No.	99	108	88	33	99	108	88	33
Item 23: Teach chiefly skills and content.								
AM	13.0	11.3	11.1	13.8	9.0	2.8	6.2	6.9
PS	44.0	25.5	28.4	20.7	35.0	13.2	24.7	24.1
MMN	27.0	35.8	28.4	29.1	28.0	30.1	29.0	34.5
PSN	8.0	15.1	18.5	6.9	9.0	28.3	21.0	6.9
AMN	2.0	2.8	3.7	24.1	5.0	12.3	7.4	20.7
NO	2.0	2.8	3.7	10.3	14.0	13.2	11.1	6.9
No.	100	106	81	29	100	106	81	29
Item 24: Plan cooperatively with teacher what should be taught.								
AM	27.5	22.0	25.3	29.0	30.4	38.5	42.2	45.2
PS	24.3	49.5	37.3	22.6	50.0	43.1	33.7	32.3
MMN	21.6	11.9	20.5	38.5	11.8	10.1	7.2	19.4
PSN	2.9	7.3	10.8	0	2.0	0	9.8	0
AMN	4.9	0	0	0	0	1.8	2.4	0
NO	8.9	10.9	6.0	3.2	5.9	6.4	9.6	3.2
No.	102	109	83	31	102	109	83	31

TABLE IV--Continued

Special Area Teacher					Consultant				
	% Tchrs.	% Admins.	% SAT	% Consults.		% Tchrs.	% Admins.	% SAT	% Consults.
Item 25: Work mainly for integration of special area with total curriculum.									
AM	21.0	18.2	26.4	9.4	17.0	32.7	41.4	12.5	
PS	55.0	46.4	34.5	46.9	38.0	37.3	25.3	56.3	
MMN	12.0	18.2	19.5	18.8	25.0	18.2	17.2	31.3	
PSN	2.0	2.7	10.3	6.3	6.0	.9	1.1	0	
AMN	2.0	.9	4.6	0	2.0	0	1.1	0	
NO	9.0	13.6	4.6	18.8	13.0	10.9	13.8	0	
No.	101	110	87	32	101	110	87	32	
Item 26: Be responsible for special programs (such as Christmas program) in schools of assignment.									
AM	18.6	4.5	16.7	6.0	11.8	0	4.8	0	
PS	25.5	29.5	20.2	12.1	13.7	8.2	16.7	12.1	
MMN	32.4	35.5	28.6	33.3	37.3	37.3	16.7	42.4	
PSN	10.8	15.5	15.5	21.2	18.6	22.7	27.4	30.3	
AMN	2.9	7.3	11.9	6.0	6.9	18.2	23.8	12.1	
NO	9.8	12.7	7.1	21.2	11.8	13.6	10.7	3.0	
No.	102	110	84	33	102	110	84	33	
Item 27: Give consultation to classroom teachers concerning special programs.									
AM	26.0	16.4	29.5	12.1	23.0	20.9	38.6	24.2	
PS	43.0	50.0	38.6	45.5	49.0	55.5	29.5	63.6	
MMN	23.0	19.1	10.2	24.2	17.0	10.9	13.6	9.1	
PSN	0	2.7	3.4	0	5.0	1.8	2.3	3.0	
AMN	1.0	0	8.0	0	0	1.8	6.8	0	
NO	7.0	11.8	10.2	18.2	6.0	9.1	9.1	0	
No.	100	110	88	33	100	110	88	33	
Item 28: Consult with teachers on a regularly scheduled basis.									
AM	12.5	1.8	11.5	12.1	16.3	8.2	25.3	18.2	
PS	24.0	36.3	19.5	15.2	30.8	27.2	35.6	33.3	
MMN	44.2	39.1	36.8	24.2	41.3	49.1	27.6	30.3	
PSN	5.8	10.9	14.9	27.3	3.8	2.7	1.1	18.2	
AMN	3.8	1.8	3.4	0	2.9	3.6	1.1	0	
NO	9.6	9.9	13.8	21.2	9.8	9.1	9.2	0	
No.	104	110	87	33	104	110	87	33	

TABLE IV--Continued

Special Area Teacher					Consultant			
	%	%	%	%	%	%	%	%
	Tchrs.	Admins.	SAT	Consults.	Tchrs.	Admins.	SAT	Consults.
Item 29: Consult with teachers on an "on call" basis.								
AM	5.8	11.8	14.5	5.9	15.4	13.6	21.7	11.8
PS	38.5	34.5	33.7	29.4	43.3	47.2	37.3	41.2
MMN	33.7	27.2	14.5	32.4	22.1	20.0	20.5	35.3
PSN	8.7	5.5	24.1	14.7	2.7	9.1	7.2	11.8
AMN	2.9	7.3	6.0	0	2.9	1.8	1.2	0
NO	10.6	13.6	7.2	17.6	8.7	8.2	12.0	0
No.	104	110	83	34	104	110	83	34
Item 30: Do no consulting.								
AM	2.9	1.8	4.8	0	1.9	3.6	8.4	3.1
PS	4.9	4.5	9.6	9.4	2.9	3.6	7.2	0
MMN	15.5	18.2	14.5	18.8	8.7	9.9	10.8	0
PSN	17.5	5.5	15.7	15.6	11.7	7.3	3.6	6.3
AMN	44.7	60.0	45.8	40.6	60.2	65.4	60.2	81.3
NO	14.6	9.1	9.6	15.6	14.6	9.9	9.6	9.4
No.	103	110	83	32	103	110	83	32
Item 31: Inform the teacher what the curriculum in the special area should be.								
AM	21.4	13.3	19.8	15.2	22.3	21.2	37.0	27.3
PS	35.0	35.4	28.4	24.2	37.9	31.0	21.0	45.5
MMN	24.3	17.7	30.9	36.4	13.6	14.2	24.7	24.2
PSN	6.8	17.7	4.9	3.0	9.7	16.8	4.9	0
AMN	2.9	4.4	6.2	3.0	5.9	8.0	3.7	3.0
NO	9.7	11.5	9.9	18.2	10.7	8.8	8.6	0
No.	103	113	81	33	103	113	81	33
Item 32: Discuss with classroom teacher the resources in the special area.								
AM	30.4	27.7	28.6	17.6	36.3	47.3	46.4	35.3
PS	51.0	53.6	46.4	35.3	52.9	42.0	29.8	55.9
MMN	7.9	4.8	13.1	29.4	4.9	4.5	13.1	8.8
PSN	1.0	0	0	0	0	0	0	0
AMN	0	0	0	0	0	0	0	0
NO	10.0	8.9	11.9	17.6	5.9	6.2	10.7	0
No.	102	112	84	34	102	112	84	34

TABLE IV--Continued

Special Area Teacher				Consultant			
	%	%	%	%	%	%	%
	Tchrs.	Admins.	SAT Consults.	Tchrs.	Admins.	SAT Consults.	
Item 33: Discuss with classroom teacher possibilities of integrating special area with other subjects.							
AM	20.2	33.6	39.8	24.2	23.1	30.9	51.9
PS	56.7	50.0	37.3	42.4	56.7	50.0	29.0
MMN	15.4	5.5	10.8	18.2	10.6	10.9	9.6
PSN	0	.9	1.8	0	0	.9	1.2
AMN	0	0	2.4	0	0	0	0
NO	7.7	9.9	9.6	15.2	9.6	7.3	8.4
No.	104	110	83	33	104	110	83
Item 34: Discuss with classroom teacher their improvement in special area.							
AM	15.1	13.4	14.5	14.7	22.2	25.9	37.3
PS	47.5	38.3	45.8	29.4	49.5	41.1	36.1
MMN	30.3	25.0	22.9	14.7	20.2	18.7	15.7
PSN	0	13.4	4.8	14.7	0	2.7	2.4
AMN	0	.9	3.6	11.8	1.0	.9	1.2
NO	7.1	8.9	8.4	14.7	9.1	10.7	7.2
No.	99	112	83	34	99	112	83
Item 35: Consult with individual teachers.							
AM	21.2	26.5	28.0	12.1	35.6	43.4	54.9
PS	44.2	46.0	43.9	39.4	44.2	42.5	26.8
MMN	26.0	13.3	17.1	24.2	15.4	9.7	7.3
PSN	1.0	1.8	2.4	6.0	0	0	0
AMN	0	0	2.4	0	1.0	0	0
NO	7.7	12.4	6.1	18.2	7.7	4.4	11.0
No.	104	113	82	33	104	113	82
Item 36: Consult with groups of teachers.							
AM	5.8	21.1	14.6	6.0	13.6	33.3	45.1
PS	34.0	37.7	41.5	27.3	41.7	49.1	25.6
MMN	46.6	24.6	26.8	45.5	33.0	10.5	20.7
PSN	1.0	5.3	4.9	3.0	1.0	0	0
AMN	2.9	0	2.4	0	2.9	0	0
NO	9.7	11.4	9.8	18.2	7.8	7.0	8.5
No.	103	114	82	33	103	114	82

TABLE IV--Continued

Special Area Teacher					Consultant				
	% Tchrs.	% Admins.	% SAT	% Consults.		% Tchrs.	% Admins.	% SAT	% Consults.
Item 37: Consult with individual teachers and groups of teachers.									
AM	9.0	20.2	16.9	12.1		13.0	36.0	44.6	30.3
PS	37.2	42.1	47.0	33.3		51.4	47.4	31.3	54.5
MMN	43.3	21.1	29.1	30.3		26.1	12.3	13.3	15.2
PSN	1.0	3.5	2.4	6.0		2.0	0	0	0
AMN	2.0	0	2.4	0		3.0	0	0	0
NO	9.0	13.2	7.2	18.2		6.0	4.4	10.8	0
No.	101	114	83	33		101	114	83	33
Item 38: Have training in special area and experience in regular elementary classroom teaching.									
AM	40.8	42.3	31.8	21.2		42.7	38.7	45.9	12.1
PS	38.8	44.1	24.7	39.4		36.9	45.0	23.5	59.5
MMN	11.7	7.2	22.4	21.2		9.7	5.4	21.2	33.3
PSN	0	0	5.9	0		0	0	0	0
AMN	0	0	2.4	0		1.0	0	0	0
NO	8.7	6.3	12.9	18.2		9.7	10.8	9.4	0
No.	103	111	85	33		103	111	85	33
Item 39: Have supervisory training.									
AM	11.2	5.4	13.6	0		24.5	29.7	29.6	9.1
PS	2.0	18.9	25.9	24.2		27.6	29.7	34.6	48.5
MMN	50.0	61.2	45.7	51.5		34.6	39.2	22.2	42.4
PSN	1.0	1.8	4.9	0		2.0	0	2.5	0
AMN	0	0	0	3.0		0	0	0	0
NO	11.2	12.6	9.9	21.2		11.2	6.3	11.1	0
No.	98	111	81	33		98	111	81	33
Item 40: Be an expert concerning content and skills in special area.									
AM	41.4	36.9	49.3	33.3		55.5	34.2	49.3	36.4
PS	44.4	40.5	36.1	36.4		34.2	37.8	30.1	42.4
MMN	9.0	10.8	6.0	18.2		7.0	13.5	8.4	18.2
PSN	0	0	0	0		0	0	0	3.0
AMN	0	0	0	0		0	0	0	0
NO	7.0	11.7	8.4	12.1		5.0	11.1	12.0	0
No.	101	111	83	33		101	111	83	33

TABLE IV--Continued

Special Area Teacher					Consultant				
	% Tchrs.	% Admins.	% SAT	% Consults.		% Tchrs.	% Admins.	% SAT	% Consults.
Item 41: Be an expert concerning the special area and its resources.									
AM	42.7	33.9	54.2	33.3		43.4	34.8	49.3	48.5
PS	43.7	42.9	33.7	51.5		28.2	45.5	28.9	48.5
MMN	6.8	11.6	3.6	0		10.7	10.7	8.9	3.0
PSN		0	0	0		0	0	0	0
AMN		0	0	0		1.0	0	0	0
NO	6.8	11.6	8.4	15.2		6.8	8.9	13.33	0
No.	103	112	83	83		103	112	83	33
Item 42: Be an expert concerning the teaching process.									
AM	34.0	48.2	54.8	32.4		45.7	45.5	51.2	32.4
PS	43.7	30.9	34.5	50.0		32.0	40.9	27.4	58.8
MMN	15.5	9.9	4.8	2.9		19.6	5.5	10.7	2.9
PSN	0	0	0	0		0	0	0	2.9
AMN	0	0	0	0		1.0	0	0	0
NO	6.8	10.9	6.0	14.7		6.8	8.2	10.7	2.9
No.	103	110	84	34		103	110	84	34
Item 43: Be an expert in positive human relations.									
AM	23.3	42.5	46.3	26.5		47.6	54.0	47.6	41.2
PS	54.4	38.1	32.9	47.1		35.9	32.7	26.8	44.1
MMN	13.6	8.8	13.4	11.8		8.7	3.5	11.0	11.8
PSN	1.9	0	0	0		0	0	0	2.9
AMN	0	0	0	0		1	0	0	0
NO	6.8	10.6	7.3	14.7		6.8	9.7	14.6	0
No.	103	113	82	34		103	113	82	34
Item 44: Be regarded as having same status as teaching personnel.									
AM	43.7	40.0	34.9	26.5		33.0	35.5	15.7	26.5
PS	38.8	38.2	39.8	32.4		35.0	34.5	32.5	26.5
MMN	5.8	7.3	16.9	20.6		18.4	10.9	21.7	29.4
PSN	4.9	2.7	1.2	0		4.9	5.5	9.6	14.7
AMN	0	.9	1.2	0		0	3.6	6.0	0
NO	6.8	10.9	6.0	20.6		8.7	9.9	14.5	5.9
No.	103	110	83	34		103	110	83	34

TABLE IV--Continued

Special Area Teacher				Consultant			
	% Tchrs.	% Admins.	% SAT Consults.		% Tchrs.	% Admins.	% SAT Consults.
Item 45: Be regarded as administrative personnel.							
AM	1.0	.9	6.0	0	3.9	5.5	14.3
PS	3.9	4.6	6.0	6.0	11.8	11.9	11.9
MMN	21.6	16.5	29.8	39.4	29.4	27.5	22.6
PSN	45.1	31.2	29.8	30.3	21.6	20.2	27.4
AMN	17.6	33.0	20.2	9.1	21.6	23.9	10.7
NO	10.8	13.8	8.3	15.2	11.8	11.0	13.1
No.	102	109	84	33	102	109	84
Item 46: Be regarded as somewhere between administrator and teacher.							
AM	3.0	0	6.2	0	0	.9	6.2
PS	18.3	9.9	17.3	6.3	6.1	25.5	35.8
MMN	27.6	13.6	25.9	40.6	23.5	20.0	27.2
PSN	22.4	26.4	23.5	18.8	40.8	20.0	17.3
AMN	16.3	35.5	19.7	18.8	17.3	22.7	3.7
NO	12.2	14.5	7.4	12.5	12.2	10.9	9.9
No.	98	110	81	32	98	110	81
Item 47: Have a unique role not necessarily administrative or teaching.							
AM	3.0	3.6	12.0	9.1	2.0	3.6	6.0
PS	28.0	19.6	18.1	12.1	22.0	6.2	33.7
MMN	30.0	26.8	30.1	39.4	18.0	12.5	33.7
PSN	9.0	11.6	12.0	18.2	28.0	28.6	6.0
AMN	15.0	25.0	15.7	3.0	20.0	35.8	7.2
NO	15.0	13.4	12.0	18.2	10.0	13.4	13.3
No.	100	112	83	33	100	112	83
Item 48: Have different roles in different schools with respect to status as teacher or administrator.							
AM	1.0	0	0	0	2.9	.9	0
PS	9.8	8.9	7.3	3.1	8.8	13.4	6.1
MMN	24.5	20.5	35.4	31.3	34.3	21.4	36.6
PSN	25.5	25.0	11.0	18.8	17.6	27.3	18.3
AMN	26.5	33.0	31.7	25.0	23.5	30.4	22.0
NO	12.7	12.5	14.6	21.9	12.7	11.6	12.1
No.	102	112	82	32	102	112	82

TABLE IV--Continued

Special Area Teacher				Consultant			
	% Tchrs.	% Admins.	% SAT Consults.		% Tchrs.	% Admins.	% SAT Consults.
Item 49: Be a full-time member of one school faculty.							
AM	17.5	8.2	21.2	15.2	8.7	5.5	1.2
PS	39.8	45.5	47.1	24.2	24.3	22.7	23.5
MMN	27.2	32.7	17.6	27.3	31.1	43.6	34.1
PSN	4.9	0	4.7	6.0	20.4	13.6	12.9
AMN	6.8	1.8	3.5	9.1	8.7	5.5	14.1
NO	3.9	11.8	5.9	18.2	6.8	9.9	14.1
No.	103	110	85	33	103	110	85
Item 50: Operate from central office and work in more than one school.							
AM	8.8	4.5	3.5	12.5	11.8	8.2	20.9
PS	14.7	17.3	14.0	9.4	39.2	41.8	28.0
MMN	46.1	43.6	40.7	43.8	31.4	34.5	38.4
PSN	19.6	18.2	24.4	18.8	11.8	3.6	4.7
AMN	2.9	4.5	9.3	3.1	0	2.7	0
NO	7.9	11.8	8.1	12.5	5.9	9.1	8.1
No.	102	110	86	32	102	110	86
Item 51: Have responsibilities of supervision.							
AM	11.7	2.7	5.7	5.9	4.9	5.5	14.9
PS	26.2	9.1	18.4	8.8	32.0	28.2	39.0
MMN	21.4	26.4	36.8	47.1	23.3	29.1	19.5
PSN	23.3	30.9	16.1	20.6	20.4	13.6	11.5
AMN	7.8	18.2	13.8	0	8.7	13.6	5.7
NO	10.3	12.7	9.2	17.6	10.7	9.9	9.2
No.	103	110	87	34	103	110	87
Item 52: Officially rate teachers in area of special subject.							
AM	1.9	0	0	0	2.9	0	2.4
PS	4.9	2.8	2.4	0	6.8	11.0	11.9
MMN	2.8	10.1	23.8	9.1	6.8	15.6	19.0
PSN	34.0	19.3	21.4	42.4	41.7	20.2	28.6
AMN	41.7	54.1	40.5	30.3	34.0	42.2	28.6
NO	9.7	13.8	8.4	18.2	7.8	11.0	9.5
No.	103	109	84	33	103	109	84

TABLE IV--Continued

Special Area Teacher				Consultant				
%	%	%	%	%	%	%	%	
Tchrs.	Admins.	SAT	Consults.	Tchrs.	Admins.	SAT	Consults.	
Item 53: Offer suggestions only upon request, in special subject.								
AM	8.7	7.1	12.8	2.9	4.9	10.6	14.1	2.9
PS	35.0	30.1	29.5	35.3	35.9	23.9	30.8	97.1
MMN	31.1	23.0	34.6	26.5	32.0	55.7	29.5	23.5
PSN	17.5	15.9	3.8	14.7	16.5	19.5	10.2	20.6
AMN	1.0	9.7	9.0	0	0	9.7	7.7	5.9
NO	6.8	14.2	10.2	11.8	10.7	10.6	7.7	0
No.	103	113	78	39	103	113	78	39
Item 54: Be responsible for evaluating classroom teaching in special subject.								
AM	4.9	2.8	6.0	0	2.9	0	8.4	6.5
PS	6.9	2.8	3.6	3.2	8.8	11.1	10.8	9.7
MMN	20.6	12.0	20.5	6.5	26.5	26.9	25.3	32.3
PSN	31.4	29.7	37.3	59.8	28.4	23.1	21.7	38.7
AMN	30.4	40.7	20.5	12.9	27.5	25.0	20.5	12.9
NO	5.9	12.0	12.0	22.6	5.9	13.9	13.2	0
No.	102	108	83	31	102	108	83	31
Item 55: Report evidences of teacher weakness or strength to central office.								
AM	0	.9	2.3	0	0	.9	0	2.9
PS	2.9	0	5.7	0	6.9	8.9	11.4	11.8
MMN	20.6	17.9	21.6	20.6	15.7	25.0	30.7	38.2
PSN	26.5	25.0	14.8	29.4	28.4	20.5	22.7	23.5
AMN	44.1	41.1	39.8	32.4	40.2	31.2	22.7	23.5
NO	5.9	15.2	15.9	17.6	8.8	13.4	12.5	0
No.	102	112	88	34	102	112	88	34
Item 56: Serve as clearing house for suggestions from teachers to central office.								
AM	3.9	3.6	2.6	0	5.9	4.5	8.3	3.0
PS	19.6	17.3	15.5	6.0	30.4	21.8	32.1	18.2
MMN	33.3	28.2	35.7	21.2	24.5	40.9	17.9	42.4
PSN	17.6	20.0	8.3	15.2	13.7	9.1	10.7	12.1
AMN	12.7	14.5	25.0	36.4	15.7	14.5	17.9	24.2
NO	12.7	16.4	11.9	21.2	9.8	9.1	13.1	0
No.	102	110	84	33	102	110	84	33

TABLE IV--Continued

Special Area Teacher				Consultant			
	%	%	%	%	%	%	%
	Tchrs.	Admins.	SAT	Consults.	Tchrs.	Admins.	Consults.
Item 57: Evaluate children's progress in special area.							
AM	16.7	15.8	28.7	11.8	7.8	7.9	6.9
PS	56.9	38.6	37.9	47.1	28.4	14.0	14.9
MMN	15.7	24.6	10.3	8.8	28.4	29.8	31.0
PSN	1.0	7.0	10.3	8.8	19.6	30.7	26.4
AMN	3.9	1.8	2.3	8.8	7.8	6.1	10.3
NO	5.9	7.9	10.3	14.7	7.8	11.9	10.3
No.	102	114	87	34	102	114	87
Item 58: Evaluate children's progress in special area cooperatively with classroom teacher.							
AM	16.5	19.3	18.0	3.0	15.5	11.4	4.8
PS	47.6	48.2	43.4	36.4	36.9	37.7	28.9
MMN	24.3	18.4	18.1	42.4	34.0	22.8	39.8
PSN	3.9	.9	3.6	0	2.9	13.2	13.2
AMN	1.0	0	4.8	0	1.9	4.4	3.6
NO	6.8	13.2	12.0	18.2	8.7	10.5	9.6
No.	103	114	83	33	103	114	83
Item 59: Perform liaison service between central office and classroom. (Such as providing instruction material.)							
AM	12.6	7.3	8.2	10.0	18.4	13.6	18.8
PS	42.7	45.5	32.9	6.7	40.8	47.2	45.9
MMN	32.0	24.5	30.6	46.7	24.3	18.2	18.8
PSN	4.9	9.1	3.5	23.3	3.9	6.4	3.5
AMN	1.9	4.5	11.8	0	2.9	5.5	2.9
NO	5.8	9.1	15.3	13.3	8.7	9.1	10.6
No.	103	110	85	30	103	110	85
Item 60: Order special subject supplies and maintain their inventory cooperatively with regular teacher.							
AM	13.6	7.3	15.3	12.9	8.7	13.6	12.9
PS	39.8	45.5	36.5	22.6	46.7	47.2	24.7
MMN	27.2	24.5	25.9	19.4	25.2	18.2	30.6
PSN	4.9	9.1	7.1	19.4	6.8	6.4	14.1
AMN	5.8	4.5	7.1	6.5	4.9	5.5	4.7
NO	8.7	9.1	8.2	19.4	7.8	9.1	12.9
No.	103	113	85	31	103	113	85

TABLE IV--Continued

Special Area Teacher					Consultant				
	% Tchrs.	% Admins.	% SAT	% Consults.		% Tchrs.	% Admins.	% SAT	% Consults.
Item 61: Order special subject supplies and maintain their inventory alone.									
AM	15.3	4.5	13.1	5.9		7.0	3.6	6.0	2.9
PS	14.2	21.8	33.3	44.1		8.1	14.5	19.0	32.4
MMN	21.6	23.2	26.2	20.6		33.7	29.1	32.1	23.5
PSN	23.5	23.6	13.1	2.9		25.5	27.2	17.9	20.6
AMN	8.1	9.1	3.6	11.8		11.2	12.7	13.1	17.6
NO	7.0	12.7	10.7	19.7		14.2	12.7	11.9	2.9
No.	98	110	84	34		98	110	84	34
Item 62: Have different roles with respect to supervision due to varied school policies.									
AM	5.0	3.6	4.8	9.4		4.0	5.5	9.6	3.1
PS	18.2	15.5	14.5	21.9		28.3	20.0	16.9	37.5
MMN	36.3	25.5	39.8	15.6		31.3	27.2	32.5	12.5
PSN	19.2	20.0	9.6	9.4		9.0	12.7	4.8	9.4
AMN	6.0	20.0	18.1	18.8		13.1	20.9	20.5	21.9
NO	15.1	15.5	13.3	25.0		14.1	13.6	15.7	15.6
No.	99	110	83	32		99	110	83	32

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