

CHARACTERISTICS AND COMPETENCIES
OF EFFECTIVE CORRECTIONAL EDUCATION
TEACHERS AS PERCEIVED BY
SUPERVISORS OF EDUCATION IN FEDERAL
CORRECTIONAL INSTITUTIONS

Thesis for the Degree of Ph. D.
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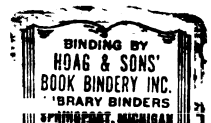
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ABSTRACT

CHARACTERISTICS AND COMPETENCIES OF EFFECTIVE CORRECTIONAL EDUCATION TEACHERS AS PERCEIVED BY SUPERVISORS OF EDUCATION IN FEDERAL CORRECTIONAL INSTITUTIONS

By

Robert Austin Gunnell

Purpose of the Study

The purpose of this study was to contribute to reduction of failures of ex-offenders by securing data to help in upgrading correctional education teachers. Specifically, answers to the following questions were sought:

1. What are the criteria used by supervisors in rating correctional teachers?
2. What are the characteristics and competencies of effective correctional teachers?
3. What areas of study and other experiences might enhance competencies of correctional teachers?
4. Do differences in inmate characteristics in specific types of institutions suggest the need for

teachers with different characteristics, competencies, educational preparation and other experiences?

Procedures

A survey of twenty-six supervisors of correctional education in institutions of the Federal Bureau of Prisons provided the basic data for the study. Information solicited from the supervisors provided data concerning (1) characteristics of inmates of specific types of institutions, (2) criteria used in rating teachers, (3) characteristics and competencies essential for effective teaching in corrections, and (4) areas of study and other experiences that might enhance competencies of correctional teachers.

Data secured regarding inmate characteristics were based on factual information from institutional records; data secured regarding rating teachers were based on current practices of respondents; and data regarding characteristics, competencies, areas of study and experiences were based on opinions of the respondents. Reactions to items by the respondents were analyzed on the basis of values assigned to each individual item by the following juries: (1) total responses, (2) combined youth and female institutions' responses, (3) and combined adult institutions' responses. Items were placed in rank order based on the highest reaction scores from institutions for each of the three juries of respondents.

Findings

1. Characteristics of inmates between the various types of institutions varied considerably, but showed commonalities between combined youth and female offenders and commonalities between adult male offenders.

2. Supervisors of correctional education use both measurable objectives and nonquantitative factors in rating teachers, and consider both inputs (teacher's activities in the classroom) and outputs (behavioral changes of students) as criteria for identifying effective teachers; however, outputs were used by more supervisors as evaluative criteria than inputs when both factors were not used collectively. All domains of student learning (cognitive, affective, psychomotor) were used equally by the majority of the respondents, while affective was used singly more often than the other two domains as evaluative criteria.

3. Characteristics and competencies' items relative to human relation skills were ranked higher by each of the three juries than items relative to teaching strategies as essential factors for effective teaching in corrections.

4. Physical characteristics such as a specified age, ethnic background, residential background, and sex of the teacher were rejected by all juries as essential elements for effective correctional teaching.

5. Areas of study that might enhance competencies of correctional teachers solicited slight differences in rank order between the three juries, but areas related to education methodology were ranked generally higher than psychological and sociological related areas. Reactions to items of experiences that might enhance competencies of correctional teachers represented almost identical responses between the three juries. Items relative to adult basic education teaching; educational administration and supervision; three years or less public school teaching experience; and Youth or Job Corps teaching were placed in the highest ranked positions.

Conclusions

Analysis of the data supports the following conclusions:

1. Measurable behavioral objectives were used as criteria for evaluating correctional teachers; however, not exclusively.

2. Patience, tolerance, self-control, understanding of disadvantaged students and innovativeness are more essential to effective correctional teaching than teaching strategies.

3. Personal characteristics, such as specified age, ethnic background, residential background and sex

are not viewed as essential items for effective correctional teaching.

4. In the preparation of correctional teachers, areas of study relative to educational methodology, with emphasis on adult and disadvantaged students, were of more importance than most psychology and sociology disciplines.

5. Student teaching and internships in correctional environments, adult basic education teaching experience and experience in educational administration were considered most desirable in preparation of correctional teachers.

6. Public school teaching experience is important in preparation of correctional teachers only up to three years. More than three year public school teaching experience is not a desirable prerequisite for work in correctional education.

7. There is some relationship between inmate characteristics and preparation for correctional education teachers; however slight.

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CORRECTIONAL EDUCATION TEACHERS AS PERCEIVED
BY SUPERVISORS OF EDUCATION IN FEDERAL
CORRECTIONAL INSTITUTIONS

By

Robert Austin Gunnell

A THESIS

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in partial fulfillment of the requirements
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College of Education

1973

DEDICATION

To my wife, Doris, and son, Robert, Jr., who experienced numerous social and economic sacrifices during my advanced graduate studies and subsequent research project, I dedicate this work.

To inmates, in all types of correctional institutions, I dedicate this project, with hopes that they will reap some benefits from the products of these efforts.

ACKNOWLEDGMENTS

To my committee chairman, Dr. O. Donald Meaders, I will be forever indebted. His time, effort, patience and understanding made the completion of this job possible.

I also wish to express by appreciation to the other members of my guidance committee, Drs. Charles Blackman, William Goldberg and Rex Ray.

Further expression of appreciation goes to personnel in the Federal Bureau of Prisons who made this project possible, especially the supervisors of education in the various institutions, whose cooperation and interest resulted in the successful completion of this goal.

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CHAPTER I

INTRODUCTION

For many years inmates of correctional institutions have been a neglected manpower resource, although reports state that over 95 percent of the nation's prison population will eventually return to society.¹ Traditionally, ex-offenders have had difficulty in participating fully in the American economy. In terms of education and training, offenders rank far below average and unemployment contributes to high rates of rearrest and imprisonment. Of all federal prisoners released in 1963, approximately 63 percent were rearrested within five years.² Quality correctional education and training programs are needed to help break this cycle of poor education, unemployment, confinement, and recidivism.

In order to develop and maintain quality correctional education programs, several essential factors are required. The Manual of Correctional Standards lists

¹U.S. Bureau of Prisons Annual Report--1969 (Washington: U.S. Department of Justice, Bureau of Prisons, 1969), p. 5.

²U.S. Manpower in the 1970's: Opportunity and Challenge (Washington: U.S. Department of Labor, Government Printing Office), p. 24.

several essential factors for determining the effectiveness of education in correctional institutions with special emphasis placed on the importance of competent teachers:

The caliber of the teachers selected to work in a correctional institution must be of the very highest. Correctional education will suffer when in the hands of personnel who are non-professional in their approach and so regarded by the teaching profession. It must not be overlooked that frequent association of inmates with men of intelligence, skill and balanced personality is one of the recognized means of achieving desirable changes in inmate personalities. The most important element in education is the teacher. In correctional settings, particularly, the influence of a strong sound teacher upon his students may be of more lasting importance than the skills or knowledge which he imparts.³

Correctional education supervisors often have difficulty in recruiting the caliber of teachers needed to do an effective job of teaching in correctional settings for the following probably reasons: (1) characteristic of inmate students, and (2) lack of specific pre-service training by teacher preparation institutions for correctional education teachers.

BACKGROUND OF THE PROBLEM

John C. Watkins, Warden of Draper Correctional Center in Alabama, lists several typical social and emotional characteristics of inmate students:

³Manual of Correctional Standards (Washington: American Correctional Association, 1966), pp. 485-486.

1. They are from the lower echelons of society;
2. They have a low tolerance for frustration;
3. They are self-centered;
4. They are experts at self-justification;
5. They have a defeatist outlook, with little experience of success; and
6. They attempt to manipulate those about them.⁴

In addition to the above social and emotional characteristics, inmate students are also characterized by academic and occupational deprivations. Studies have shown that from 10 percent to more than 30 percent of prison inmates are functionally illiterates; that is, they test below the fourth grade level on achievement test. The percentage is even higher in institutions with large black and non-English speaking populations.⁵ In Federal correctional institutions, where inmates are considered somewhat sophisticated, approximately 15 percent of the population at admission score below the sixth grade level in achievement, with an average achievement score of 7.6; 90 percent have not completed high school; and an estimated 80 percent possess no saleable skill.⁶

⁴John C. Watkins, "Characteristics of the Inmate Population," in Manpower Development and Training in Correctional Programs (Washington: U.S. Department of Labor, Manpower Administration, 1968), p. 103.

⁵American Correctional Association, op. cit., p. 488.

⁶Education and Training of Incarcerated Federal Offenders: Annual Report - CY 1971 (Washington: U.S. Department of Justice, Bureau of Prisons), p. 2.

Because of the social and academic background of inmates, they can be correctly classified as disadvantaged according to descriptions offered by Bobbitt and Letwin and Kemp.^{7,8}

These disadvantaged inmates, encumbered with the pressures of a correctional setting, present special teaching problems and only those teachers possessing special characteristics and competencies can be effective in this unique teaching environment. The experience and training of most teachers have been with youth, who for the most part, had the "right" attitude toward studies and generally possessed positive aspirations. With few exceptions, education courses and student teaching assignments probably have not prepared teachers to deal with the multiple problems of communication gap, varying social norms, habits and behaviors that are found among disadvantaged students, especially those confined in correctional settings.

Historically, preparation of teachers for special needs programs has been neglected by most teacher education

⁷Frank Bobbitt and Linda Letwin, Techniques for Teaching Disadvantaged Youth in Vocational Education (East Lansing, Michigan: Michigan State University, Rural Manpower Center, 1971), pp. 4-7.

⁸Barbara Kemp, The Youth We Haven't Served: A Challenge to Vocational Education (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1966), pp. 3-4.

institutions as evidenced by Ferns in a study of teacher education institutions in Michigan.⁹ Teachers with traditional K-12 preparation have had to make the transition to special needs programs involving adult and correctional education assignments. Specific training for correctional education teachers is almost nonexistent in teacher education curricula.

However, in spite of a lack of specific preparation for correctional education assignments, numerous teachers have managed to become effective over a period of years as evidenced by merit promotions and outstanding ratings by supervisors. By surveying the characteristics and competencies of these effective teachers, it may be possible to establish guidelines that should be beneficial in recruiting, selecting, training and placement of future correctional education personnel.

STATEMENT OF THE PROBLEM

Most teacher education institutions do not prepare teachers for working in correctional settings, and correctional supervisors, without the benefit of adequate research have had to rely on trial-and-error approaches

⁹George W. Ferns, Michigan's Vocational-Technical Education Personnel Development Needs--1971-1975 (Lansing, Michigan: State Supported Universities and Department of Education, 1971), pp. 123-124.

and models, to pre-service and in-service training for correctional teachers. The problem to which this study is addressed is the determination of characteristics of successful correctional teachers. Such information will then be organized in the form of a guide to the eventual development of guidelines in upgrading the methods used in selection, recruiting and training of correctional education personnel.

PURPOSE OF THE STUDY

The purpose of this study is to contribute to reduced recidivism and improved rates of success for ex-offenders through more effective correctional education teachers. There are two major objectives:

1. To determine the criteria used by correctional education supervisors in assessing effectiveness of teachers in correctional environments, and seek opinions of supervisors regarding characteristics and competencies of correctional teachers that have been rated as most effective.
2. To offer recommendations for establishing guidelines for selecting and training correctional education teachers.

Specifically, the following questions will be answered in the study:

1. What are the criteria used by supervisors in rating correctional teachers?
2. What are the characteristics and competencies of effective correctional teachers?
3. What areas of study and other experiences might enhance competencies of correctional teachers?
4. Do differences in inmate characteristics in specific types of institutions suggest the need for teachers with different characteristics, competencies, educational preparation and other experiences?

NEED FOR THE STUDY

With the current attention focused on prison reform, all treatment programs should be upgraded, and special emphasis should be placed on educational and occupational training. Many authorities think that occupational competency serves as a deterrent against criminal activities. Glaser and Rice discuss the positive relationship between crime rate and unemployment.¹⁰ Glaser further suggests that employment is not only a major factor in enhancing the possibility of released offenders making successful

¹⁰Daniel Glaser and Kent Rice, "Crime, Age and Unemployment," American Sociological Review, XXIV (October, 1959), 679-686.

life adjustment in aspects of life other than economics, but that the failure to obtain or maintain employment might enhance significantly their chances of returning to crime.¹¹ Pownall stated that while precommitment unemployment is one of the best predictors of parole failure, this negative factor can be reduced when the offender is made more employable.¹² Thus, viable education and training programs are considered essential ingredients in correction of the offender and making him more employable upon release. As stated earlier, the teacher is the most important element in the educational process.

In their model for education and training in federal correctional institutions, Hitt and Agostino, suggested the need for developing a procedure for recruiting and selecting instructional personnel.¹³ They concluded that to select the best possible instructors, the following research is needed:

¹¹Daniel Glaser, The Effectiveness of a Prison and Parole System (New York: The Bobb-Merrill Company, Inc., 1964), p. 7.

¹²George A. Pownall, "Employment Problems of Released Prisoners: Dimensions and Sociological Implications," in Education and Training in Correctional Institutions (Madison, Wisconsin: University of Wisconsin, Center for Studies in Vocational and Technical Education, 1968), p. 65.

¹³William Hitt and Norman Agostino, Model Education and Training System for Inmates in Federal Correctional Institutions (Columbus, Ohio: Battelle Memorial Institute, 1968), p. 35.

1. Job analysis, to identify characteristics that correlate with job success or failure.
2. Selection and development of suitable instruments to measure these characteristics.
3. Application of an appropriate experimental design to validate the relationship between the selection instrument and job success.

Other recommendations recorded in the above model that have implications for this research project are: (1) organize and implement continuing education for instructors, and (2) develop methods for evaluating instructor performance.

Authors of The Manual of Correctional Standards cite the need for research in correctional education programs and two questions closely related to the purposes of this study:

1. What are the unusual personal characteristics necessary for success as a correctional educator?
2. What standards of preparation should be required?¹⁴

Pressures of a correctional setting coupled with the low motivation and aspiration level of inmates create special problems for the correctional teachers. Hopefully,

¹⁴American Correctional Association, op. cit., p. 500.

this study will reveal those characteristics and competencies that are considered essential for effective teaching in correctional institutions, and will have implications for recruiting, selecting and training of future correctional education teachers and also serve to assist in developing those teachers who are currently employed in correctional settings.

DEFINITION OF TERMS

Because some of the terms used in this study are not presented in their usual context, definitions are provided for clarification.

Corrections

In this study, the term corrections is used to describe the correctional institution environment.

Correctional education

This term refers to definitions given by T. A. Ryan which is:

. . . a part of the total process for changing deviant behavior, providing the offender an opportunity to acquire and/or improve academic, vocational and social skills, and to develop attitudes, values and acceptable behavioral patterns which will enable him to achieve a positive self-image and prepare him to achieve his place as a contributing member of society.¹⁵

¹⁵T. A. Ryan, (ed.), Model for Adult Basic Education in Corrections (Honolulu: University of Hawaii, Education Research and Development Center, 1970), p. 2.

Correctional education teachers

Teachers employed in a correctional environment that have the responsibility of assisting inmates in acquiring and/or improving academic, vocational and social skills, through teaching, counseling, and displaying a positive image.

Effective teachers

Those correctional teachers that have been recognized by their supervisors as outstanding in their abilities to affect a decided, decisive or desired change in the cognitive, affective or psycho-motor domains or a combination of the three domains of student learning.

Characteristics

In this study the term characteristics refers to personal physical traits such as age, ethnic background, residential background and sex.

Competencies

This term refers to a combination of information and skills. It includes human relation skills, technical skills and interdisciplinary skills, which may be a combination of the two formerly mentioned skills, or other miscellaneous abilities.

Juries of respondents

The twenty-six participants that were surveyed in the study are referred to as the "total jury." The eleven participants from the combined sub-group of juvenile, young adult and female institutions are referred to as the "youth and female jury." The fifteen respondents from the combined sub-group of adult long term, adult intermediate term and adult camp institutions are referred to as the "adult male jury."

LIMITATIONS OF THE STUDY

As with the preparation of any survey, the investigator had to assign some restrictions to his area of investigation. Rather than attempt to survey all criteria for effective correctional education programs, this study dealt only with effective teachers, as many studies reveal that the teacher is the key to effective educational programs. Bobbitt and Letwin cite that the teacher is the key element in the education of the disadvantaged, stating further that grouping, funding, and other considerations are important; however, the teacher's ultimate effectiveness is the crucial element that makes or breaks a program.¹⁶

¹⁶Bobbitt and Letwin, op. cit., p. i.

This study is further limited to the supervisors of education in institutions of the U. S. Bureau of Prisons. It would have been unrealistic to contact the correctional education supervisors in all of the correctional institutions and jails throughout the country that may have some form of education and training program.

Another limitation to be observed is that the study was based on opinions and experiences of correctional educators and such basic research that they may have conducted or observed, rather than on controlled experimental and psychological data. It is felt that in the absence of controlled research, the opinions of these correctional educators would have important implications for the purposes of this study.

OVERVIEW OF THIS STUDY

The study is organized into five chapters. In addition to Chapter I, which describes and supports the need for the study, there are four related chapters.

Chapter II contains a review of literature related to the study. This review is based on limited research findings and positions of recognized authorities.

Chapter III contains a description of the methods and procedures used in the study. Presented are descriptions of pre-survey activities, survey procedures, and methods employed in presenting and analyzing the data.

Chapter IV contains survey information on the findings and interpretation of data that answers the questions raised in Chapter I.

Chapter V contains a summary of the study, basic conclusions that are drawn from the study, recommendations for improvement in selecting and training teachers, and suggestions for further research in the field of correctional education.

CHAPTER II

REVIEW OF LITERATURE

In Chapter II the literature related to the area of investigation is summarized.

Because research related to correctional education teachers is somewhat limited, much of the literature reviewed was found in professional papers, reports and professional publications written by authorities in the field of correctional education. Also, literature in other areas of education that have implications for the study is discussed.

CONCEPTUAL FRAMEWORK

To set a conceptual framework for the study of correctional teachers, attention was focused on goals of correctional education, innovative programs in correctional education, factors that affect inmate students and needed competencies and characteristics of correctional teachers. Additionally, general criteria for measuring teacher effectiveness and characteristics of effective teachers are delineated.

Goals of Correctional Education

Ryan's definition of correctional education, as defined in Chapter I, delineates the broad goals of correctional education, giving consideration to academic, vocational and social skills designed to enhance the offender in his preparation for taking his place in society as a contributing member. In agreement with this, a recent report shows that the U. S. Bureau of Prisons' education and training programs are designed to prepare offenders for employment. These programs are based on three assumptions:

1. That satisfactory post-release employment will reduce recidivism.
2. That chances for satisfactory post-release employment will be enhanced if offenders are more employable at release than they were at intake, and
3. That increased employability will result from effective education and training programs.¹

The three goals of education and training for the 1970's in federal correctional institutions are:

1. All inmates leaving the federal prison system will be able to read at least at the sixth grade level.

¹Education and Training of Incarcerated Federal Offenders: Annual Report--CY 1971 (Washington: U.S. Department of Justice, Bureau of Prisons), p. 1.

2. All capable inmates will have a high school equivalency certificate upon release.
3. Every inmate with the need will have been trained in a marketable skill.²

The above mentioned goals also agree with Ryan's and Silvern's goals of adult basic education in corrections which are: economic efficiency, civic responsibility, social relationships and self-realizations.³

From the stated goals, one can observe that correctional education is designed to contribute to cognitive, affective and psychomotor domains of students' achievements, with emphasis placed on self-sufficiency of the inmate after release.

Innovative Correctional Education Programs

One of the most significant mistakes made by correctional institutions in the past, and is still being made by many institutions, is that of patterning their schools after public schools. The public schools have not done a very good job keeping people in school. The drop-out figures are alarming and a great percentage of these young

²Ibid.

³T. A. Ryan and L. C. Silvern, (eds.), Goals of Adult Basic Education in Corrections (Honolulu: University of Hawaii, Education Research and Development Center, 1970), pp. 17-18.

men and women end up in prisons. The public school, in its own methods and practices, may simply be too passive in meeting individual needs, especially the needs of those who are somewhat "different." The assumption is that public schools may have an indirect effect on delinquency by the use of methods that create the conditions of failure for certain students. Mishandling by the school can lower motivation to learn. It can aggravate students' difficulty in accepting authority and generate or intensify hostility and alienation. It can destroy the student's confidence, dampen his initiative and lead him to negative definition of himself as a failure.

Confined offenders generally are school drop-outs, and this should demonstrate the need to use techniques, media and materials somewhat different from that found in traditional public school settings.

In their efforts to provide education and training programs that are different from traditional schools, the Federal Bureau of Prisons has shifted toward instruction specially tailored to inmate needs. Innovative approaches are used, including learning laboratories, team teaching and other up-to-date educational tools and techniques. The use of programmed material has been expanded and high school equivalency curriculum will be available to all inmates in programmed instruction form.⁴

⁴Robert Carter, Daniel Glaser and Leslie Wilkins, Correctional Institutions (Philadelphia: J. B. Lippincott Company, 1972), p. 101.

Other innovations of correctional education that have gained widespread use and increased capabilities include computer assisted instruction, dial access retrieval systems, games and simulations, audio equipment, radios, various types of projectors, CATV, CCTV and teaching machines.⁵

Along with the innovative media, numerous correctional institutions have developed innovative philosophies that differentiate their programs greatly from traditional schools. An example is the Robert F. Kennedy Youth Center in Morgantown, West Virginia. Dana Straight, Supervisor of Educational Services at the Kennedy Youth Center, cites that the following innovative approaches are used in his program: individual learning systems, individualized instruction, personalized instruction, industrial literacy, and performance objectives linked with contractual agreements. The contractual agreements lead to pay off points that can be exchanged for privileges, goods and services. This approach changes the teacher's role from that of instructor to that of educational manager.⁶

⁵Richard Williams and James Mahoney, "Survey of Audio-Visual Instructional Capabilities," (Washington: Bureau of Prisons, Education Division Clearinghouse, undated). (Mimeographed.)

⁶Dana Straight, "Innovative Efforts in Correctional Education" (Morgantown, West Virginia: Robert F. Kennedy Youth Center, 1972). (Mimeographed.)

Factors that Affect Inmate Students

Consideration must be given to the characteristics of adult students, especially the undereducated and those confined in correctional institutions.

The National Association for Public School Adult Education lists the following characteristics of under-educated adults: lack of self-confidence; fear of school; living in conditions of economic poverty; probably below average in scholastic aptitude; culturally deprived; values, norms and goals differing from upper and middle class norms; weak motivation; usually sensitive to non-verbal forms of communication; feeling of helplessness; varying levels of intelligence; "live for today" philosophy; unacceptable behavior; hostility toward authority; reticence; use of defense mechanisms; need for status; and tendency to lose interest.⁷

In addition to those characteristics which distinguish the undereducated as learners from the better-educated adults, there are certain characteristics which distinguish adult learners, in general from childhood learners. Among these are:

⁷Adult Basic Education: A Guide for Teachers and Teacher Trainers (Washington: National Association for Public School Adult Education, 1968), pp. II, 4, 14.

1. The adult learner is likely to be more rigid in his thinking.
2. He requires a longer time to perform learning tasks.
3. He is more impatient in pursuit of learning objectives.
4. He requires more and better light for study task.
5. The older adult has restricted powers of adjustment to external temperature changes and to distractions.
6. He has greater difficulties in remembering isolated facts.
7. He suffers more from being deprived of success.
8. He is motivated more by usefulness of materials being learned.
9. He is less willing to adopt new ways.
10. He resents having adults talk down to him.
11. He may be attending class with a mixed set of motives.
12. He may be fatigued when he attends class.⁸

To make teaching in corrections even more difficult, the correctional environment adds to the before stated adult student characteristics. To appreciate the problems and pressures of correctional institutions, one must have an understanding of the kind of regime that exists in many institutions. The President's Commission on Law Enforcement and Administration of Justice summarized

⁸Ibid., pp. II-18.

factors found in traditional correctional institutions that create pressures for confined offenders, which could serve as obstacles to educational motivations. Among the factors, the following appear to be most detrimental to inmate students' morale: security measures which result in searching and restrictive movement, strict discipline, mail censorship, limitation on visitation, loss of privacy, rules restricting or limiting relationship between inmates and staff, and enforced special forms of "etiquette."⁹

In addition to the above, inmates are further pressured by fear of bodily harm from other inmates, social pressures from peers, homosexual pressures, mass treatment and other factors resulting from the inmate sub-culture.

However, many of the negative influences mentioned that affect inmate students are disappearing, but some will remain for an indeterminate time due to the authoritarian nature of some correctional institution personnel and their reluctance to change.

Inmate characteristics and pressures play an important role in the effective functioning of correctional teachers, and would appear to suggest the need for teachers

⁹Task Force Report: Corrections (Washington: The President's Commission on Law Enforcement and Administration of Justice, Government Printing Office, 1967), p. 46.

that are somewhat different from those teachers generally found in public schools.

Along with social, psychological and emotional characteristics of inmate students, their educational backgrounds also merit consideration in teacher selection. Reports indicate that generally inmates possess average intelligence, but are retarded in academic achievements and frequently have a history of failures in school. The President's Commission on Law Enforcement and Administration of Justice concluded that inmates' academic achievements are often far below what their intelligence test scores indicate they are capable of attaining.¹⁰

Carter, Glaser and Wilkins point out that "tests show that the intelligence level of federal offenders follow the same distribution curve as the national population."¹¹ This is further supported by the 1971 Annual Report of the U. S. Bureau of Prisons' Education and Training Division, which indicates that the average I.Q. score of the offender population is 104.¹²

¹⁰Ibid., p. 53.

¹¹Carter, Glaser and Wilkins, loc. cit.

¹²Education and Training of Incarcerated Offenders: Annual Report--CY 1971, op. cit., p. 4.

The Correctional Teacher

Correctional education calls for professional work of a high order, as much can be accomplished by a competent staff in removing illiteracy, in developing occupational skills, in discovering talents and stimulating creativity among confined offenders.

Analyses of the psychological, as well as the academic characteristics of inmate students, suggest the need for teachers with special characteristics and competencies. The 10 to 30 percent of functional illiterates found among offenders would indicate a need for remedial teachers. The psychological and emotional problems inherent among inmate students reflect a need for teachers with special education competencies. While the high rate of inmates without employable skills would seem to indicate a need for teachers with competencies in vocational education.

There is some agreement among recognized authorities regarding needed qualities for effective correctional teachers. The authors of The Manual of Correctional Standards state that the influence of strong, sound teachers upon their students may be of more lasting importance than the skills and knowledge which he imparts. They also conclude that colleges and universities usually provide the courses essential for regular teacher development, but recommend such courses as: Guidance, Counseling

Theory and Practice, Applied Psychology, Occupational Information, Abnormal Psychology, Remedial Reading, Developmental Reading, Shop Management and Understanding Delinquency and Criminals for correctional education teaching.¹³

The above statements would seem to agree with Erickson's concept that the correctional teacher is more accurately described as "teacher-counselor."¹⁴ Erickson further states:

In addition to competence in skill areas and counseling, the teacher needs special personal characteristics. He needs maturity because the trainees he teaches generally lack this characteristic and need daily contact with a good example to follow.¹⁵

Ryan, in describing the desired qualities of adult basic education teachers in corrections, stresses:

It is important that the classroom teacher possess certain positive characteristics. He must genuinely like people, be competent and highly enthusiastic in his work be optimistic about the success of trainees, and be able to infuse them with this optimism. He must be flexible and be able to adopt the best teaching tools quickly as learners interest in a specific area rises and falls. He must be patient and understanding of the learners, most of whom are quite

¹³Manual of Correctional Standards (Washington: American Correctional Association, 1969), p. 486.

¹⁴Robert Erickson, "A Philosophy for Adult Basic Education in Correctional Institutions," cited in Collection of Papers Prepared for National Seminars Adult Basic Education in Corrections, Ryan, T. A., (ed.) (Honolulu: University of Hawaii, Education Research and Development Center, 1970), p. 175.

¹⁵Ibid.

sensitive about their shortcomings. He must be creative, since adult basic education learners quickly lose interest in boring units. He must be supersensitive to learning and personal needs of his learners, and move quickly to meet these needs as they arise. Also, he must be a well-adjusted individual who can serve as a positive model for the learner to emulate.¹⁶

Because the learning center has evolved as a major facility in correctional education, it is desirable that correctional teachers possess some background in instructional media. Griffin Peoples describes the learning center specialist in corrections in this manner:

The L.C.S. [learning center specialist] should be sensitive to adult students' educational needs, and must have the necessary insight to understand the overt behavior as well as having the background in education, learning theories and instructional materials.¹⁷

Peoples further cites that because of the broad role to perform in an adult learning center, the L.C.S. should be familiar with the following basic requirements: Counseling and Guidance, Curriculum, Record Keeping, Test and Measurements, and Education Administration.¹⁸

¹⁶T. A. Ryan, Model of Adult Basic Education in Corrections (Honolulu: University of Hawaii, Education Research and Development Center, 1970), p. 77.

¹⁷Griffin Peoples, Guidelines for a Correctional Education Program in Adult Basic Education (Sandstone, Minnesota: U.S. Department of Justice, Bureau of Prisons, Federal Correctional Institution, undated), p. 11.

¹⁸Ibid., p. 12.

In addition to special training and competencies for specific innovative settings as described above, correctional teachers should become familiar with specific characteristics of the inmate population with which they work. Saleebey, in describing an innovative alternative to traditional prisons, suggested that in-service training of the staff include courses in culture of the ghetto and culture of ethnic groups.¹⁹ The above courses are extremely desirable if the teacher is to gain a suitable working relationship with those who happen to be different from himself.

Bobbitt and Letwin, in describing teaching of disadvantaged students, stated that according to Maslow's Theory, a lower need must be satisfied before a higher need can emerge. Therefore, teachers should follow Maslow's Theory and assist students in satisfying physiological needs, safety needs, belongingness or love need, before students will be concerned with self-esteem needs and self-actualization needs.²⁰

To be effective, then, correctional teachers must have the qualities to help students meet all levels of

¹⁹George Saleebey, The Non-Prison, A Rational Correctional Program (St. Paul, Minnesota: Bruce Publishing Company, 1970), p. 60.

²⁰Frank Bobbitt and Linda Letwin, Techniques for Teaching Disadvantaged Youth in Vocational Education (East Lansing, Michigan: Michigan State University, Rural Manpower Center, 1971), pp. 8-10.

needs so the students can take advantage of the learning experiences provided in class. Saleebey points out that:

While attitudinal changes remain the primary goal of the treatment program, it is recognized that basic skills and knowledge will help immeasurably in validating and confirming new value systems and in improving self-esteem. It is one thing to convince a person that it is easier to work than steal, but it is quite another to get him a job if he has neither the skill nor knowledge to work productively.²¹

Recognized authorities seem to agree that the correctional teacher's role is two-fold: to serve as a model for attitudinal changes as well as to bring about changes in knowledge and skills of his students.

GENERAL CRITERIA FOR MEASURING TEACHER EFFECTIVENESS

In measuring teacher effectiveness, student outcome is important, but not necessarily paramount. Decisions need to be made regarding what criteria are most significant.

There are those who believe that teacher evaluation should be based solely on student learning outcomes. They contend that there is no teaching without learning. Bloom is an advocate of this doctrine.²² Clayton supports

²¹Saleebey, op. cit., p. 58.

²²B. S. Bloom, "Testing Ability and Achievement," in Handbook of Research on Teaching, N. L. Gage, (ed.), (Chicago: Rand McNally Company, 1963), pp. 379-397.

Bloom's concept regarding the significance of student learning performance as the measure of teacher effectiveness.²³

Musella differs from Bloom and Clayton, in that he lacks confidence in the ability to measure teaching effectiveness by using only student growth criteria. Musella offers the following factors for teacher evaluation criteria:

1. Control of classroom (defined as determining student behavior).
2. Displays flexibility (defined as shifts in presentations and climate as demanded by shifts in student response).
3. Permissive (defined as accepting students' initiative and leadership).²⁴

Mussella's concept of teacher evaluation is not in the students' gains as much as in providing a climate conducive to student gains, which would imply that attention should be given to teacher's activities in the classroom also.

Henderson and Lanier advocate that both process and product must always be considered in identifying teacher skills, abilities and competencies.²⁵

²³T. W. Clayton, Teaching and Learning: A Psychological Perspective (Englewood Cliffs, N.J.: Prentice-Hall, 1965).

²⁴Donald Musella, "Improving Teacher Evaluation," Teacher Education, XXI (Spring, 1970), 15-21.

²⁵Judith Henderson and Perry Lanier, "Teaching Competence: Needed Knowledge and Performance Skills, A Conceptual Framework," (Michigan State University, School of Teacher Education, March, 1972), p. 1. (Mimeographed.)

Bobbitt and Letwin emphasize product or student outcomes as measures of program success. They cite the following as indicators: decreased truancy, lower dropout rate, an improved attitude of students, or an increased number of students continuing their education or attaining immediate employment as evidenced by follow-up studies. They state that other indications of success may be a larger percentage of students reaching their occupational objectives or positive measurable improvements in knowledges, skills and attitudes.²⁶ These criteria are important as Bobbitt and Letwin stress that the teacher is the key to successful educational programs, and these criteria can be helpful in measuring teacher effectiveness. Additionally, these criteria cover cognitive, affective and psychomotor domains, and are based on programs for disadvantaged, which have implications for students in correctional settings.

Wiegman's steps in assessing post-secondary occupational teacher effectiveness place more emphasis on the teacher, rather than on his products (students). The following steps are listed by Wiegman:

Step 1. Begin with the initial interview regarding candidate's ability to express himself; his personal appearance, his command of the discipline he plans to

²⁶Bobbitt and Letwin, op. cit., pp. 92-93.

teach, personality, interest in people, and what he has read recently.

Step 2. Collect evidence about his performance in the classroom.

Step 3. See if he has written out his objectives for the course in clearly stated terms so students can understand them.

Step 4. Assess the product of his instruction.

Step 5. Observe the teacher's service to the college.

Step 6. The next and last step might be classified as general, where one would look for evidence as to how the instructor provides for input from the field, such as advisory committees, keeping abreast of development from the field through reading and consultation.²⁷ Although designed for post-secondary teachers, most of these steps can be modified to be relevant to correctional education teachers' assessment.

In commenting on Wiegman's report, Kray stated that in classroom performance, assessment should not place too much emphasis on just the use of media, but

²⁷ Robert Wiegman, "Strategies for Assessing Teacher Effectiveness in Post-Secondary Occupational Programs," cited in The Second Annual Pennsylvania Conference on Post-Secondary Occupational Education, Angelo C. Gillie, (ed.) (University Park, Pa.: The Pennsylvania State University, 1971), pp. 45-59.

their appropriate use, stating that some instructors can still teach effectively in the "standard style." He further states that measuring student outcome by the level of employment of students in the field for which trained for teacher assessment may be difficult to achieve as a number of noncontrollable factors enter in--the part that individuals other than the teacher plays in getting the student employed, decisions of students to enter military service or continue their education--may make the situation appear worse than it really is.²⁸ In a correctional setting uncontrollable factors may have a like effect on this criterion as a sound basis for teacher assessment. Failure to make parole, detainer to other jurisdictions, and failure to secure employment because of a felony record are factors that could prevent employment in the field for which trained, or ever securing employment at all. This is pointed out in a recent chamber of commerce publication regarding bars to employment of ex-offenders.²⁹

²⁸Eugene J. Kray, "Commentary on Dr. Wiegman's Paper," in The Second Annual Pennsylvania Conference on Post-Secondary Occupational Education, Angelo C. Gillis, (ed.) (University Park, Pa.: The Pennsylvania State University, 1971), pp. 60-63.

²⁹Marshalling Citizen Power to Modernize Corrections (Washington: Chamber of Commerce of the United States, 1972), pp. 13-14.

Radebaugh developed the following assumptions about effective teacher behavior that reflect some relationship between teacher knowledge and effective teaching behavior:

1. If teachers demonstrate their convictions that students have potentialities for growth, the students are more likely to achieve significant growth.
2. If teachers can demonstrate skill and confidence in organizing a classroom, then effective teaching behavior in classroom situations tends to be increased.
3. If teachers show enthusiasm for some subject matter, topic or area of interest, the student interest in similar areas tends to be increased.
4. If teachers are able to individualize their standards of achievement for students, they are more likely to be effective in their teaching.
5. If teachers listen to and make use of pupils' ideas, then their teaching effectiveness is likely to be increased.³⁰

The above assumptions could be valuable in designing correctional teacher assessment instruments.

Whenever possible, teacher assessment criteria should be translated into behavioral terms. This approach was demonstrated in Conway School in Ladue, Missouri, where evaluative criteria were related to observable

³⁰Byron Radenbaugh, "Student Teachers' Knowledge and Effective Teaching Behavior," Journal of Teacher Education, XXI (Summer, 1970), 173-177.

behavior of both teacher and pupil.³¹ These evaluative criteria were established by the teachers and covered the areas of planning instruction, establishing learning behavior, providing instructional resources and evaluating teacher effectiveness through student behavior.

From the above citations, one can see that in evaluating teacher effectiveness, assessment should be based on cognitive, affective and psychomotor domain of the students' outcome as well as on behavioral changes in the teacher as it was pointed out explicitly or implied that teacher behaviors as well as knowledge affect student outcomes.

Teacher assessment instruments should be clear, concise, specific and brief, with as many objective, measurable features as possible. In a recent issue of School and Community, Dickenson displays humorous cartoons reflecting some of the unrealistic items found on a ten-page, fifty-item evaluation form that was presented at a local teacher association banquet.³²

CHARACTERISTICS AND COMPETENCIES OF EFFECTIVE TEACHERS

Research has provided little or no evidence in identifying cause-effect relationship in teaching-learning

³¹Dorothy B. Wiegand, "Teachers Write the Evaluative Criteria at Ladue," School and Community, LVII (January, 1971), 24.

³²Phillis Dickenson, "Teacher Evaluation," School and Community, LVII (April, 1971), 23.

situations, and decisions must be made on intuitive, experienced-based judgments. When assessing teacher characteristics, one should be aware of the distinction between assessment and evaluation. Ryans gives the following distinction:

In assessing a characteristic of a teacher, we are trying to estimate to the extent to which that defined characteristic is manifest by the teacher . . . evaluation has to do with judgments that should be derived from assessments of clearly defined observable teacher characteristics considered in light of agreed-upon educational objectives and the expectancies of individuals or groups with respect to teacher behavior.³³

In assessing teacher characteristics, several factors have been described, including physical, emotional, personal and acquired traits.

Wagner lists personal characteristics, professional qualifications, instructional efficiency, staff relationships and community relationships.³⁴ For evaluating correctional teachers, most of these would be applicable.

If one can assume that there is a relationship between effective teachers in corrections and innovative teachers, Willsey's list of criteria in reference to innovative teachers, can well be used in assessing correctional

³³David Ryans, "Teacher Behavior Can be Evaluated," cited in The Evaluation of Teaching, Jane Hill and Betty Humphrey (eds.) (Washington, D.C.: Pi Lambda Theta, 1967), p. 50.

³⁴Guy Wagner, "What Schools are Doing: Identifying Components of Good Teaching," Education, LXXIX (February, 1969), 280-285.

teacher characteristics. In his study, Willsey suggested six criteria to identify innovative teachers. He cited that an innovative teacher:

1. Expresses a willingness and desire to participate in programs that are labelled 'experimental.'
2. Frequently diverges from the routine and goes off in new directions when it seems appropriate to do so.
3. Enjoys uncertainty and encourages students to enjoy uncertainty also.
4. Is concerned with the far-reaching effects of his/her methods and techniques on the entire school system.
5. Solves teaching problems with imaginations.
6. Is constantly searching for new ways of doing things.³⁵

In the above study, Willsey found no differences in innovationness of teachers when compared on the basis of age, years of teaching, years taught on present high school staff, the number of school systems taught in, the number of hours beyond the highest degree earned, the recency of the latest class taken, sex, subjects taught, undergraduate major and minor, whether or not working towards an advanced degree, and if a Master's Degree had been earned, whether it was in education or a subject

³⁵ Jack Willsey, "A Study to Determine Selected Demographic Characteristics of High School Teachers Identified as Innovators," (Unpublished Ph.D. dissertation, Michigan State University, 1971).

matter field. The major conclusion reflected by this study was that teachers who scored highest on the innovative scale were more concerned with students and the effects the education program was having on them. This fact alone, has implications for the importance of innovative characteristics in a correctional teacher.

In a study designed to determine differences in personal characteristics and judgment capacities of effective and ineffective women teachers, Mohoney revealed that the major differences found were:

1. Effective teachers showed stronger tendencies toward restraint.
2. Effective teachers leaned towards the submissive direction.
3. Ineffective teachers expected more of children than did effective teachers.³⁶

This would seem to imply that tolerance, indulgence and realistic expectation of students are desirable qualities for teachers to possess.

Because frustrations are common among students in correctional settings, a teacher's tolerance toward frustrations plays an important role in dealing with this situation. A research study conducted on student teachers

³⁶William M. Mohoney, "A Study to Determine the Difference in the Personal Characteristics and Certain Judgment Capacities of Effective and Ineffective Primary, Intermediate and Secondary School Teachers" (Unpublished Ed.D. dissertation, Boston University, 1957).

showed that "secure" student teachers met frustrations with impunitive response (void or aggression), while "insecure" student teachers gave extrapunitive response (blamed individuals or groups).³⁷

Taylor's study of characteristics of best liked and most effective teachers in a teacher training institution revealed that 88 percent of the respondents reported that their best liked teachers were also their most effective teachers while in no case did respondents report that the least liked teacher was most effective.³⁸ The qualities of best liked teachers included many qualities which appear to be desirable for teaching in correctional settings; namely, skillful in measuring learning of students, obviously enjoys working with students, gives personal help to students, seems proud of a class, classroom is well-planned, skillful in leading discussion groups, patient, kind, considerate, and skillful in using data to analyze situations.

According to Kemp, vocational education teachers of disadvantaged students, if they are to do an effective job, need to have:

³⁷Carson M. Bennett, "The Relationship Between Responses to Pupil Aggression and Selected Personality Characteristics of Student Teachers" (Unpublished Ph.D. dissertation, University of Michigan, 1957).

³⁸George F. Taylor, "Characteristics of Best Liked Teachers, Least Liked Teachers and Most Effective Teachers in Teacher Training Institutions" (Unpublished Ph.D. dissertation, the University of Connecticut, 1959).

1. Competence in subject matter and work skills in the field of specialization.
2. Interest in working with young people who have special problems.
3. Ability to reinforce the slow learner and to refrain from responding only to those who respond to them.
4. Ability to seek and find additional techniques to enable them to communicate with all students.
5. Skill in presenting goals to the student and in helping them to meet challenges.
6. Ability to measure students by their individual achievements without lowering standards for the class.
7. Special training or knowledge for work with disadvantaged, including understanding their way of life.
8. Ability to work with other school personnel to increase the effectiveness of their work.
9. Willingness to use instructional material geared to the understanding of their students and patience to work with the slower learners.
10. Skill in working with students to build up their self-concept, in seeking hidden strength, and in helping to channel these in positive directions.³⁹

If one accepts Erickson's concept that the correctional teacher be described as "teacher-counselor," the characteristics of counselors for effective work with disadvantaged students that were described by the Committee on the World of Work will have implications for correctional

³⁹Barbara Kemp, The Youth We Haven't Served: A Challenge to Vocational Education (Washington: U.S. Department of Health, Education and Welfare, 1966), p. 12.

teachers, especially those directly involved in occupational preparation:

To be effective in any guidance program the counselor should have latest information about: (a) social and economic trends of job market and its opportunities and changes, (b) occupations in which there is great demand, (c) opportunities for advancement, (d) employment security, (e) fields in which there is a shortage of available workers, and (f) fields in which there is a shortage of competent workers.⁴⁰

Along with the counselor's role in working with the disadvantaged, Kemp summarizes that the counselor must understand the needs and characteristics of the special population groups with which he is dealing. He must understand the varied cultural backgrounds which make up the community and be able to recognize the different effects poverty causes in each individual student in each cultural group. His greatest contribution is the help he can give those whose inferior social status has depressed their educational aspirations and achievements.⁴¹

Studies have been conducted to determine if ethnic background and age are factors in effective teaching of disadvantaged adults. Pagano reports on a study designed to compare age, background and teacher preparation as

⁴⁰The Committee on the World of Work, "Preparing Pupils for the World of Work" (Detroit Public Schools, 1962). (Mimeographed.)

⁴¹Kemp, op. cit., p. 14.

factors in adult basic education student achievements.⁴²

It was noted that for adult students within the "normal" ranges, the teachers with common background with their students were slightly more successful, but it was stressed that further research is needed before definite conclusions could be drawn. This study did reveal, however, that the older former elementary teachers were least able to establish rapport with adult students. This fact may suggest that age and background are significant factors for assessing teacher characteristics for programs for students with special needs such as found in a correctional setting.

SUMMARY

In determination of characteristics for correctional teachers, authorities were concerned with those characteristics that would be considered critical for work in stress areas. The demands of teachers in correctional settings are somewhat different from those for teachers in public schools, post-secondary schools and colleges in which some of the studies were conducted. Some of the apparent differences are: students' social, emotional and academic backgrounds, innovative programs in

⁴²Jules Pagano, "Teachers in Adult Basic Education Programs," Strategies for Adult Basic Education, Joseph Mongano (ed.) (Newark, Delaware: International Reading Association, 1969), p. 73.

correctional education, and pressures caused by correctional environments and inmate subcultures.

The literature reveals that criteria for measuring teaching effectiveness, based on student outcomes, should be part of teacher evaluation, but equal or greater attention should be given to affective outcomes in comparison to cognitive and psychomotor outcomes. Teachers' classroom control and behavior should be considered; classroom techniques and use of technology should be given strong consideration also. Permissiveness should be stressed, with permissiveness defined as permitting students to make decisions and have control of their own destinies.

Listing of characteristics and competencies of effective teachers included: professional and/or technical qualifications in subject areas, innovativeness, attitudes toward subject matter and attitudes toward students who are "different," restraint in dealing with aggressiveness and frustration, possessing techniques to evaluate constructively, patience, and kind consideration towards students. Common background and/or understanding of the various ethnic groups, and skill in building self-concepts, and seeking hidden strength, are factors that have strong implications for teaching in correctional settings. Although of little significance in studies dealing with high school students, age was an important variable in working with disadvantaged adults as described in one study.

On the basis of the above factors, an instrument for seeking information for the purpose of this study was developed.

CHAPTER III

STUDY DESIGN AND METHODOLOGY

In this chapter, the following information relative to the study is discussed: study design; details of pre-survey activities; selection of participants; survey arrangement procedures; questionnaire items and methods used in analyzing and presenting the data.

STUDY DESIGN

This is a study in which a design has been employed to obtain descriptive information by use of the questionnaire technique. This study was designed to answer the following questions which appeared in Chapter I:

1. What are the criteria used by supervisors in rating correctional teachers?
2. What are the characteristics and competencies of effective correctional teachers?
3. What areas of study and other experiences might enhance competencies of correctional teachers?
4. Do differences in inmate characteristics in specific types of institutions suggest the

need for teachers with different characteristics, competencies, educational preparation and other experiences?

The survey method was selected because of the descriptive nature of the study and the apparent increase in acceptance of this method of research in the field of social sciences. A review of Borg's and Gall's Educational Research revealed that studies involving surveys account for a substantial proportion of the research done in the field of education.¹ In 1964, Lazarfeld and Sieber did a content analysis of education research appearing in forty journals, and found that about a third of them involved the use of the survey method.² Additionally, Lovell and Lawson concluded that before much progress can be made in solving educational problems, descriptions of phenomena must be obtained by means of descriptive research. They emphasized that many different types of educational phenomena can be investigated by means of the survey technique, namely: (1) the condition under which learning takes place, (2) the characteristics of educators, and (3) the characteristics of pupils.³ All of the above are related to the data sought in this study.

¹Walter Borg and Meridith Gall, Educational Research (New York: McKay Co., Inc., 1971), p. 187.

²Paul Lazarfeld and Sam Sieber, Organizing Educational Research (Englewood Cliffs, N.J.: Prentice-Hall, 1964).

³K. Lovell and K. S. Lawson, Understanding Research in Education (London: University of London Press, Ltd., 1970), pp. 29-36.

Although parts of the study were based on factual information, the major portion was based on opinions. The authenticity of opinions in an investigation is supported by Hillway:

. . . there are times when opinions may be the best evidence available. In such cases, care is exercised to make sure the opinion is qualified and authoritative. Ordinarily, this means the opinion of one who is an expert with regard to the matter under consideration.⁴

PRE-SERVICE ACTIVITIES

By combining data summarized in the review of literature with his experiences in correctional education, the investigator prepared a tentative instrument for field-testing. The instrument was initially prepared as an interview schedule, consisting of three sections: (1) characteristics of correctional institutions and inmate populations, (2) rating of teachers, and (3) teacher characteristics and competencies.

The investigator field-tested the instrument by interviewing selected supervisors of education in institutions administered by the U. S. Bureau of Prisons. The supervisors who were interviewed represented education programs in the following institutions:

⁴Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Co., 1956), p. 271.

Kennedy Youth Center
Morgantown, West Virginia

Federal Reformatory
Petersburg, Virginia

Medical Center for Federal Prisoners
Springfield, Missouri

Federal Correctional Institution
Milan, Michigan

United States Penitentiary
Lewisburg, Pennsylvania

Supervisors of education of the five institutions were selected because they represented a different inmate population, with differences based on age, length of sentence served, criminal sophistication and extent of programming. (See Appendix A for names of persons interviewed.)

The supervisors were interviewed to determine the validity of the instruments and to seek additional information relative to the purpose of the study. Based on the responses to items contained in the interview schedule, face validity for the items was established and supplementary items regarding areas of study and other experiences that enhanced effective correctional teaching were added to the original instrument.

Comments received during the interviews and responses to the items provided a basis for major modifications of the instrument. The modified instrument emerged in the form of a questionnaire. The questionnaire was reviewed

by the investigator's major and minor advisors, and personnel in the Office of Research Consultation at Michigan State University. After further refinement, the instrument was prepared in its final form (see Appendix B).

SELECTING THE PARTICIPANTS

The participants for the study consisted of the twenty-six supervisors of education in institutions of the U. S. Bureau of Prisons. (See Appendix C for institutions and names of supervisors.) These participants were selected for the following reasons:

1. The Bureau of Prisons facilities cover eight distinct categories, seven of which have education and training programs on site, with permanent, full-time teaching staffs.
2. The twenty-six institutions operate under one central administrative agency; thus, common language and technical terminology are understood throughout the entire system, and all use common record-keeping techniques.
3. The seven categories of institutions are determined by inmates' characteristics and program needs. These various categories match institution populations found in state and local correctional facilities; therefore,

generalizations can be drawn that may have implications for other correctional programs.

4. The twenty-six participants supervise a total of 313 teachers, counselors and specialists and a total daily pupil load covering more than 7,000.⁵ Further, they are responsible for developing programs for some 20,000 inmates, if all of the inmates so desire programming.

ARRANGEMENTS FOR THE SURVEY

The investigator contacted the Research Division of the Bureau of Prisons in Washington requesting permission to conduct the survey and also requested the names of supervisors of education in the various institutions. Permission was granted and the supervisors were informed of the proposed survey (see Appendix D).

The questionnaire and a letter of transmittal were mailed to each participant. The letter of transmittal gave a brief description of the purpose of the study. Follow-up letters were forwarded to those supervisors who had not responded within thirty days. Another reminder was mailed to those who had not responded after an additional thirty days. After several phone calls, 100 percent of the

⁵Education and Training in Incarcerated, Federal Offenders--CY 1971 (Washington: U.S. Department of Justice, Bureau of Prisons, 1971), pp. 1-2.

questionnaires were returned. (Copies of the letter of transmittal and follow-up letters are shown in Appendix E.)

QUESTIONNAIRE ITEMS AND METHODS USED IN ANALYZING AND PRESENTING THE DATA

This section describes the rationale for each of the four parts of the survey instrument and explains how the data are presented. The instrument consisted of the following parts: Part I--Institutional type and inmate characteristics; Part II--Factors considered when rating teachers; Part III--Teacher characteristics and competencies and Part IV--Areas of study and other experiences that may enhance effective teaching in correctional education.

The data are presented in Chapter IV in the order as stated on the questionnaire. Information discussed in each of the sections answers questions one, two, and three mentioned earlier. The summary section in Chapter V contains data that answer question number four regarding differences between institutional types and suggested needs for teachers with different characteristics, competencies, education preparation and other experiences. Data relative to inmate characteristics were analyzed by percentages, while data relative to responses from the twenty-six participants were analyzed by raw numbers rather than percentage, due to the small number of participants involved.

INSTITUTIONAL TYPE AND INMATE CHARACTERISTICS

The items under Part I were designed to identify the institutional type, as reflected by age, sex and length of sentence of the inmates. This was essential, because the official name of an institution is sometimes misleading, as in several cases, the inmate population of correctional institutions has changed while the original name is maintained.

Once the current institutional type was determined, inmate characteristics such as age, ethnic background, level of schooling completed, mental ability ranges, grade placements, and length of time actually served provided a basis for determining the answer to the question raised in Chapter I concerning differences in teacher characteristics and competencies that may be suggested by inmate differences.

These data are presented in narrative form and tables by analyzing populations' percentages of the various characteristics. Although 100 percent of the instruments were usable, some respondents failed to supply data regarding inmate characteristics in the same ranges requested by the instrument. In such cases, the percentages shown are based only on total populations of the institutions involved with that specific item. Following individual characteristic analyses, typical characteristics

of an inmate in each of the institutional types are discussed along with the typical characteristic of an inmate in the total federal system.

Factors Considered in Rating Teachers

Part II of the instrument was designed to secure data regarding the factors that the participants considered when rating correctional teachers. Inasmuch as this study was concerned with opinions of supervisors regarding characteristics and competencies of effective teachers, the investigator felt that these items were essential in determining what the criteria were for identifying effective teachers.

Responses to Part II of the instrument are presented narratively under the following categories: Measurable objectives, domains of student learning and rating priorities. Factors under these categories were ranked according to the number of responses to each specific item.

Data presented in this section provided answers to the question: "What are the criteria used by supervisors in rating correctional education teachers?"

Teacher Characteristics and Competencies

Part III of the instrument contained a listing of twenty-eight items to which the participants were requested

to respond, reflecting their agreement or disagreement with each item as essential for effective teaching in his/her respective institution.

Reactions to these items were one of five responses: "strongly agree," "agree," "no opinion," "disagree" and "strongly disagree." Each possible response was assigned a value ranging upward from (-2) for "strongly disagree," (-1) for "disagree," (+1) for "agree" and (+2) for "strongly agree." The "no opinion" response was assigned no value (0). For those items obviously checked between responses, one half point (.5) was added to the value. (See Appendix F.)

Data secured by these items were tabulated and listed in rank order from all of the responses to each respective item. The highest possible value for each item is 52 (all respondents strongly agree: 26×2). These data were designed to answer the question: "What are the characteristics and competencies of effective correctional education teachers?" Presentation of differences between combined types of institutions are presented by grouping juvenile, young adult, and female institutions and by grouping adult male institutions.

Areas of Study and Other Experiences

Items in Part IV of the instrument were designed to provide data to answer the question: "What areas of

study and other experiences might enhance competencies of correctional teachers?" This section contained twenty-two items relating to areas of study (numbers 4.1-4.22) and ten items relating to experiences (numbers 4.24-4.33). The participants were asked to list additional items under areas of study (4.23) and experiences (4.34). Supervisors were requested to respond to each item in view of his/her current institution. Each item was designed to solicit one of five responses: "very important," "important," "no opinion," "of little importance" and "of no importance." Reactions to these items could range upward from (-2) for "of no importance" to (+2) for "very important," and (0) assigned to "no opinion" responses. These items were ranked by total participant responses under separate headings: (a) areas of studies and (b) experiences (see Appendix G).

SUMMARY

The foregoing sections of this chapter contained discussions relative to the study design, data collecting procedures and method used in presenting and analyzing the data.

The survey method was cited as a valid technique for collecting data for descriptive studies, as supported by several references from authorities in the field of educational research.

Due to the lack of specific instruments for collecting data relative to the purpose of the study, the investigator conducted a series of interviews with supervisors of correctional education. These interviews served two major purposes: (1) to determine clarity and face validity of that portion of the instrument that had been developed from the review of literature and experiences of the investigator, and (2) to help in the actual developmental process of the instrument by suggestions and recommendations.

Although the participants selected for the study may appear rather small, the twenty-six supervisors of education, however, represent all of the institutions of the U. S. Bureau of Prisons that have educational programs. Additionally, these participants supervise a total of 313 correctional education personnel as well as an average daily pupil load of over 7,000. The seven categories of institutions, with their different age groups, may have implications for generalizing the findings to state and local facilities, with similar inmate populations.

Information regarding questionnaire items and techniques used in presenting the data were discussed, pointing out how each of the questions stated in Chapter I would be answered.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION
OF FINDINGS

This chapter contains the analysis of data secured by the survey and a detailed presentation of the findings. The following areas are discussed: institutional types and inmate characteristics; criteria used by supervisors in rating teachers; characteristics and competencies of effective correctional education teachers; and areas of study and other experiences that may enhance competencies of correctional teachers. These discussions address the four questions raised in Chapter I:

1. What are the criteria used by supervisors in rating correctional teachers?
2. What are the characteristics and competencies of effective correctional teachers?
3. What areas of study and other experiences might enhance competencies of correctional teachers?
4. Do differences in inmate characteristics in specific institutional types suggest the need for teachers with different characteristics, competencies, educational preparation and other experiences?

INSTITUTIONAL TYPES AND INMATE CHARACTERISTICS

In this section, institutional types and inmate characteristics are discussed. Characteristics of inmates described include age ranges, ethnic backgrounds, levels of schooling completed, mental ability (I.Q.), achievement test scores and average length of time actually served by inmates of respective institutional types.

Types of Institutions

Rather than discuss institutions by their official names, they were clustered into seven types by other characteristics such as age, length of average time served and sex of the current inmate population.

The types of institutions and numbers of each are shown below along with the inmate population at the time of the survey (December 1972-March, 1973).

<u>Types</u>	<u>Number</u>	<u>Inmate Population</u>
Juvenile	3	1,022
Young Adult	6	4,061
Adult Long-Term (Penitentiary)	6	8,770
Adult Intermediate Term	6	3,665
Adult Camp	3	993
Medical Center	1	Data Available for Camp only. Popu- lation shown above.
Female	2	
Total		<u>19,207</u>

Because the data received from the Medical Center were for camp inmates only, those inmates were counted and discussed as part of the category of camp inmates. Also, for the purpose of this study, responses from the supervisor of education of the Medical Center were grouped with the data from camp supervisors of education.

Characteristics of Inmates

Characteristics of inmate populations that may have implications for correctional education teachers include differences in the ages between inmates of different types of institutions, ethnic backgrounds, years of schooling completed, mental abilities, scores on achievement tests and length of time actually served within the institution. Tables in this section show percentages rounded to the nearest whole numbers.

Age

The ages of inmates provided one basis for clarifying the institutions.

Nearly 70 percent of the inmates in juvenile institutions were in the age range of 15-20 years old, while the age range of 15-25 years included nearly 90 percent of juvenile inmates. In young adult institutions 60 percent of the inmates were in the age range of 21-25 and nearly 95 percent were under thirty years of age. In the adult long-term institutions the ages of inmates were more evenly distributed, and length of sentence, rather than age was

probably responsible for this classification of institutions. Approximately 25 percent of inmates in adult, long-term institutions were over forty years of age, 34 percent were in the age range of 21-30 and 34 percent in the age range of 31-40. Also, in adult camps and intermediate-term institutions, the ages of inmates were relatively evenly distributed, with approximately 20 percent of the inmates in each of the five-year age ranges between twenty-six and forty years of age. Female institution inmates' ages were similar to the ages of juvenile and young adult institutions' inmates. Over 40 percent of the female inmates were in the age range of 15-25 years and 65 percent were less than thirty years of age. Data in Table 4.1 show detailed descriptions of the age distributions of inmates in Federal Correctional Institutions.

Ethnic Background

Unlike age, where the types of institutions are somewhat planned, ethnic background of inmates in respective types of institutions are incidental. If there is a majority of a specific race in an institution, it is probably due more to geography than any other reason. In institutions near major metropolitan areas, large Black populations were noted, while institutions located in the southwest and west, large percentages of Chicano and

Table 4.1. Ages of inmates in Federal Correctional Institutions.

Type of Institution	Age Ranges													
	Less than 15		15-20		21-25		26-30		31-35		36-40		Over 40	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Juvenile	10	1	702	69	309	30	1	a	0	0	0	0	0	0
Young Adult	0	0	382	9	2434	60	1031	25	71	2	1	a	0	0
Adult Long Term	0	0	12	a	635	10	1589	24	1280	20	903	14	1662	25
Adult Intermediate Term	0	0	26	1	327	11	873	30	620	21	532	18	573	19
Adult Camp	0	0	23	2	97	10	241	24	151	15	209	21	230	23
Female	0	0	51	7	236	34	159	23	93	13	71	10	86	12
Totals	10	1	702	69	309	30	1	a	0	0	0	0	0	0
Not Reported														
No.														
%														
Totals														
No.														
%*														

*In several instances, the data submitted were not in the ranges as requested and were unusable. The totals shown are based on the populations of the institutions that submitted usable data. Percentages may not equal 100 due to rounding.

^aPercentages negligible (less than .5%) due to rounding.

Non-English speaking Spanish surnames were noted. In some institutions where the Chicano population is negligible, Chicanos were classified as white; therefore, in several instances, the ethnic descriptions are somewhat distorted.

The data in Table 4.2 indicate that there are strong similarities between the racial backgrounds of the institutional types; however, noted exceptions are found in the percentage of Chicanos in the adult intermediate institutions and the percentage of Blacks in female institutions.

As further indicated in Table 4.2 the percentages of whites range from a low of 41 percent in female institutions to a high of 70 percent in adult camps. The percentages of blacks range from 21 percent in adult intermediate institutions to a high of 52 percent in female institutions. The percentages of Chicanos reported range from 6 percent in juvenile and female institutions to 28 percent in adult intermediate-term institutions. The percentages of other ethnic groups, which include Indians and Orientals, range from 1 percent to 8 percent. Data were not available for a small percentage of the various populations.

Life style and cultural patterns of various ethnic groups, along with language barriers, are considered as factors that have possible implications for effective teaching in different types of institutions where a specific ethnic group is prevalent.

Table 4.2. Ethnic background of inmates in Federal Correctional Institutions.

Type of Institution	Ethnic Groups									
	White		Black		Chicano		Other		Not Reported	
	No.	%	No.	%	No.	%	No.	%	No.	%
Juvenile	567	56	317	31	52	6	86	8	0	0
Young Adult	350	48	220	36	180	8	148	4	201	5
Adult Long Term	5177	58	2697	30	850	9	181	2	88	1
Adult Intermediate Term	1831	50	771	21	1017	28	60	2	0	0
Adult Camp	694	70	246	25	0	0	7	1	46	5
Female	283	41	359	52	42	6	12	2	0	0
Totals										

*This figure represents some duplication of Spanish surname inmates who are counted both as white and Chicano.

**Percentages may not equal 100% due to rounding.

Years of Schooling Completed

The level of education completed by inmates in the various types of correctional institutions may have implications for the competencies of correctional education teachers. Observations of Table 4.3 show that the percentages of the populations that have completed less than nine years range from 37 percent for young adults to a high of 56 percent for juvenile institutions. In the range from 10-12 (high school attendance and/or completions) the percentages range from a low of 29 percent for adult intermediate-term populations to a high of 52 percent for adult, long-term populations.

In the categories above high school completion (12+ years), percentages range from 2 percent to 16 percent of the various populations. The percentages possessing a degree or equivalence (16+ years) completion were small in comparison with other ranges, with 2 percent representing the highest frequency.

Data revealed in Table 4.3 show that levels of education completed by inmates of the various types of institutions are incidental, and unlike age, is not a determining factor in the assignment of inmates to specific institutions. However, responses from supervisors of the respective types of institutions, may reflect the needs of their current populations, especially in such areas as

Table 4.3. Levels of formal education completed by inmates in Federal Correctional Institutions (years).

Type of Institution	Over 16		15-16		13-14		10-12		7-9		4-6		Less than 3		Not Reported		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%**
Juvenile	0	0	2	a	18	2	384	38	458	45	117	11	2	a	41	4	1022	100
Young Adult	44	1	4	a	292	7	2111	52	1186	29	230	6	77	2	117	3	4061	100
Adult Long Term	20	a	322	4	369	4	3260	37	2299	25	1484	17	393	4	623	7	9470*	100
Adult Intermediate Term	71	2	80	3	314	11	863	29	836	28	490	16	318	11	0	0	2972*	100
Adult Camp	12	1	31	3	56	6	303	30	359	36	106	11	72	7	54	5	993	99
Female	0	0	1	a	10	2	361	51	270	38	53	8	13	2	0	0	708*	101

*Instances where totals exceed institutional populations are probably due to duplications.

**Percentages may not equal 100% due to rounding.

^aPercentages negligible due to rounding.

teacher preparation and experiences that enhance effective teaching.

Mental Ability

The mental abilities (I.Q.) of inmates in all of the institutions were measured by the Revised Beta Examination, a nonverbal intelligence test, used predominantly for its ability in assessing the I.Q. of those with language barriers and reading disabilities.

Data contained in Table 4.4 show that the highest percentages of populations in every institutional type are in the "normal" range (91-110). Percentages of the populations in the 91-110 I.Q. range are from 47 percent to 59 percent. In the majority of the institutional types, a larger percentage of the populations show I.Q. scores above the 91-110 range than below this range. The exceptions were noted in the adult camp and female populations.

Grade Placement

Grade placement of inmates was determined by the Stanford Achievement Test (S.A.T.). Grade placement is a more realistic appraisal of the inmates' current level of achievement than the years of schooling completed and should have implications for effective teacher's characteristics, competencies and preparation.

Table 4.4. Mental abilities of inmates in Federal Correctional Institutions.

Type of Institution	I.Q. Ranges												Totals	
	50-70		71-90		91-110		111-130		Over 130		Not Reported			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Juvenile	6	1	141	14	534	52	234	23	22	2	85	8	1022	100
Young Adult	260	6	495	12	1906	47	1144	28	93	2	163	4	4061	99
Adult Long-Term	120	2	1282	17	3812	50	2311	31	64	1	52	1	7641	100
Adult Intermediate-Term	36	1	332	10	1889	59	929	29	37	1	0	0	3223	100
Adult Camp	43	6	126	19	385	57	113	17	3	a	0	0	670	99
Females	75	11	115	17	372	53	65	9	9	1	60	9	696	100

^aPercentages negligible due to rounding.

*Percentages may not equal 100% due to rounding.

Data in Table 4.5 reveal that the juvenile institutions have the highest percentage (19 percent) of their population testing above 12.0, followed by adult intermediate with 16 percent testing above 12.0; young adult with 11 percent; female with 10 percent; adult long-term with 6 percent and adult camps with 4 percent testing above 12.0 grade placement level.

Also, in the 8-11.9 S.A.T. range, the young adult and juvenile populations showed a slightly higher percentage than the adult populations. The adult populations showed a noted higher percentage in the ranges of 4-7.9 and 0-3.9.

Length of Time Actually Served

In reply to the item regarding length of time actually served in the institution by the majority of inmates in their populations, the respondents' answers ranged from less than six months to more than thirty-six months. However, several respondents failed to provide usable answers to this item. The only institutional type submitting unanimous responses was the adult long term, which indicated more than thirty-six months. The juvenile and young adult responses were in the 6-12 months and 13-24 months range; the adult intermediate were in the less than six months bracket and 13-24 months range; and adult camps were in 6-12 month range and 13-24 months ranges

Table 4.5. Median grade placement of inmates in Federal Correctional Institutions as measured by standardized tests.

Type of Institution	Ranges										Totals	
	0-3.9		4-7.9		8-11.9		12.0 and over		Not Reported			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%*
Juvenile	50	5	354	35	386	39	199	19	33	3	1022	101
Young Adult	384	9	1288	32	1799	44	442	11	148	4	4061	100
Adult Long-Term	545	10	2394	45	1963	37	310	6	163	3	5375	101
Adult Intermediate-Term	547	19	1071	37	797	28	460	16	0	0	2875	100
Adult Camp	157	23	291	43	155	23	24	4	43	6	670	99
Female	66	10	377	54	157	23	69	10	27	4	696	101

*Percentages may not equal 100% due to rounding.

and the one female response was in the less than six months bracket.

The length of time in which inmates are in the institution have the following implications that may influence effective correctional teaching:

1. The immediacy in meeting individual needs of short-termed inmates;
2. Interest and motivational problems of long-termed inmates;
3. The decision of emphasizing cognitive or affective domain in planning, preparation and evaluation.

Characteristics of Typical Inmates

Based on data furnished in Tables 4.1 through 4.5, characteristics of a typical federal offender in the different types of federal institutions, can generally be described, by reviewing the highest percentages of inmates in the respective ranges. Additionally, general characteristics of a typical inmate in the combined correctional system can likewise be described.

Juvenile Inmates. A typical inmate in juvenile institutions will likely be between fifteen and twenty years of age, with a 55 percent probability of being white, having completed between seven and nine years of formal education, possessing normal intelligence (I.Q. range 91-110), testing between 8.0 and 11.9 median grade

placement on standardized tests and serving a sentence between thirteen and twenty-four months.

Young Adult Inmates. Inmates in young adult institutions are quite similar in characteristics to inmates found in juvenile institutions, except slightly older; however, there is an overlap in age ranges between the two populations. The young adult inmate is likely to be in the age range between twenty-one and twenty-five; he will have a 48 percent probability of being white; he will have attended high school (10-12 years of formal schooling); he will possess normal intelligence (I.Q. range 91-110); he will score between 8.0-11.9 median grade placement on standardized tests and will serve a sentence ranging from thirteen to twenty-four months.

Adult Long-Term Inmates. Here one can note a marked difference between an adult long-term inmate and the previously described youthful offenders. The adult long-term offender is likely to be over forty years of age; he will have a 58 percent probability of being white; he will likely have attended high school (10-12 years of formal education); he, too, will possess normal intelligence (91-110 I.Q.); he will score between 4.0-7.9 median grade placement on standardized tests and will serve a sentence in excess of three years.

Adult Intermediate-Term Inmates. Inmates in adult intermediate institutions are quite similar to the long-term

adult offender, although slightly younger. The adult intermediate inmate is likely to be between twenty-six and thirty years of age; he will have 50 percent probability of being white; he will have attended high school (10-12 years of formal education); he will possess normal intelligence (91-110 I.Q.); he will score between 4.0 and 7.9 median grade placement on standardized tests, and he will serve a sentence of between six and twenty-four months.

Adult Camp Inmate. The camp inmate is likely to be between the ages of twenty-six and thirty, but has high possibility of being over forty (24 percent vs. 23 percent, respectively). He will have a 70 percent probability of being white; he will have completed between seven and nine years of formal schooling; he will possess normal intelligence (91-110 I.Q.); he will score between 4.0 and 7.9 median grade placement on standardized tests and he will serve a sentence from six to twenty-four months.

Female Institutions. The typical female inmate differs somewhat from adult male inmates. In addition to the obvious sexual differences, there is also the difference of frequency in age ranges and racial probability. The typical female offender is likely to be between twenty-one and twenty-five years of age; she has a 52 percent probability of being black; she will have attended high school (10-12 years of formal schooling); she will possess normal intelligence (91-110 I.Q.); she will score between 4.0 and

7.9 median grade placement on standardized tests and based on the one response, she will probably serve less than six months. The female inmates are more similar to the juvenile and young adult offenders in total characteristics than they are to offenders in the three adult institutional categories.

Typical Inmates in Federal Institutions. When the characteristics of inmates are analyzed for the entire institutional populations, the profiles present data that have implications for all correctional teachers. A typical offender appears as follows:

1. The offender is likely to be a male;
2. The offender is likely to be in the age range between thirty and forty;
3. He will have a 54 percent probability of being white;
4. He is likely to have attended high school (completed between 10-12 years of formal education);
5. He is likely to score between 4.0 and 7.9 median grade placement on standardized tests;
6. He is likely to possess normal intelligence (91-110 I.Q.);
7. And he is likely to serve a sentence ranging from between thirteen and twenty-four months.

CRITERIA USED BY SUPERVISORS IN RATING TEACHERS

Data discussed in this section are responses to items found on Part II of the instrument regarding factors

considered by correctional education supervisors when rating teachers.

The first two items were directed toward determining if the respondents had rated any teachers either as being below average or outstanding and/or meritorious during the past year, and what were the specific reasons for such ratings. Only three of the twenty-six respondents had rated teachers as being below average, while thirteen had rated teachers as being outstanding and/or meritorious.

Reasons given for below-average ratings were:

"Lack of coordination and failure to contribute to common goals."

"Absenteeism, lack of discipline in classroom, low amount of completions per year."

Reasons given for outstanding and/or meritorious ratings are as follows:

"Outstanding contributions to the program."

"Ability as vocational instructors."

"Interest in his students."

"Professional image and attitude."

"Cooperation with other departments."

"Demonstration of ingenuity and ability to make and develop training aids."

"Outstanding teaching abilities."

"Excellent teachers and instructors working far beyond what was expected."

"Outstanding performance such as designing new programs, developing training aids and related classroom materials and ability to relate to students."

"Demonstrated growth and maturity."

"Number of completions per year, grade point increase in total grade level."

"Dependability, classroom rapport with students and number of students receiving G.E.D. certificates."

"Outstanding work--publishing of articles in professional magazines."

"Demonstrated ability to organize and present meaningful information systems to inmate students. Ability to develop comprehensive curriculum systems."

From the reasons given for granting outstanding and/or meritorious ratings to teachers, it is noted that cognitive, affective and psychomotor domains of student outcomes could have been involved, as well as the professional and technical performances of teachers.

The item that secured information about the use of measurable objectives as evaluative criteria for rating teachers, requested responses to several suggested factors and solicited criteria other than those suggested. Of the twenty-six respondents, twenty-one answered in the affirmative; four answered in the negative; and one answer was voided because the respondent checked both choices of answers. Ranking and frequency of responses are shown in Table 4.6.

One of the items was designed to secure data regarding priority of domains of student learning as one factor in rating teachers by student outcomes. Four options were

Table 4.6. Ranking of evaluative criteria.

Rank	Criteria	Frequency
1	Program development and improvement (e.g., conducts research to determine best methods; proposes new programs).	19
1	Grade level achievement of students.	19
2	Low drop-out rate from teacher's class.	16
3	Attitudinal changes of students (e.g., a noticeable reduction of students' adjustment problems in the institution).	14
4	Others:	
	Incentive to assist in all areas.	1
	Selling of the education program and recruitment of students.	1

offered for answering this question: "Cognitive," "affective," "psychomotor" and "all equally important." Ranking and frequencies of responses are shown in Table 4.7.

In response to the item relating to the priority between Input and Output in rating teacher's performance, the following results were shown: sixteen of the respondents checked "equal priority" between the two; eight checked "output" and two checked "input."

In response to question number one, "what are the criteria used by supervisors in rating correctional teachers?", most of the respondents reported that they

Table 4.7. Priority of domains of student learning.

Rank	Domain	Frequency*
1	All equally important	15
2	Affective domain	10
3	Cognitive domain	3
4	Psychomotor domain	0

*The frequency total exceeds 26 because several respondents checked both cognitive and affective domains.

use measurable objectives as evaluative criteria in rating correctional teachers.

TEACHER CHARACTERISTICS AND COMPETENCIES

Results of the quantitative analysis of the opinion of the jury of participants with regard to their reactions to the items listed under characteristics and competencies are presented in this section.

The purpose of the quantitative analysis was to determine the relative total scores which each of the items would have when reviewed as a response from (a) total jury, (b) youth and female jury, and (c) adult male jury. The total score for each item was determined as follows:

<u>Possible Responses:</u>	<u>Assigned Values</u>
Strongly agree	+2
Agree	+1
No opinion	0
Disagree	-1
Strongly disagree	-2

Total score = the sum of responses from participants in each jury.

Maximum score for total jury = $N (26) \times 2 = 52$.

Maximum score for youth and female jury = $N (11) \times 2 = 22$.

Maximum score for adult male jury = $N (15) \times 2 = 30$.

Total scores served as the basis for determining rank order and means.

Rank Order of Characteristics and Competencies by the Total Jury

The ranking and total score of each item is shown in Table 4.8. An analysis of Table 4.8 reveals that the first twenty items, ranked in order one through eleven, each has a total score greater than twenty-six. This indicates that the jury "agreed" that these items were essential for correctional teachers to be effective.

Items ranked twelve and thirteen, showing scores of +22 and +3, respectively, indicate positions between "no opinion" and "agreement."

Items ranked fourteen through eighteen, showing negative values of less than negative twenty-six, reflect reactions between "no opinion" and "disagreement," while the item with the score of negative twenty-nine reflects

Table 4.8. Teacher characteristics and competencies listed in rank order from responses of the total jury (N = 26).

Rank	Scores	Means	Items
1	43	1.65	Is able to exhibit patience in handling hostilities.
2	41	1.57	Exhibits self-control during crisis.
3	39	1.50	Is able to understand low aspiration and motivation of inmate students.
3	39	1.50	Shows innovativeness, curiosity and creativity.
4	37	1.42	Develops objectives <u>with</u> students rather than for them.
4	37	1.42	Possesses realistic expectations of inmate students.
4	37	1.42	Is able to understand slow learners.
5	36	1.38	Enjoys working with disadvantaged <u>adults</u> .
5	36	1.38	Shows skill in varying activities and media to help students meet their goals.
5	36	1.38	Is able to produce own material to meet specific student needs.
5	36	1.38	Displays firmness and fairness in classroom control.
5	36	1.38	Works toward overall goal of institution regarding safety and supply economy.
5	36	1.38	Displays reliability in being at assigned place at the assigned time.
6	34	1.30	Is able to use good counseling techniques.
7	33.5	1.28	Allows flexibility in students' seating and study arrangements.

Table 4.8. Continued.

Rank	Scores	Means	Items
8	33	1.26	Exhibits flexibility in handling teaching problems.
9	30	1.15	Enjoys working with disadvantaged youth.
9	30	1.15	Exhibits skill in allocation of resources.
10	28	1.07	Displays positive image in dress, grooming and actions.
11	27	1.03	Is able to conduct research to determine the best methods for achieving objectives.
12	22	.84	Participates in self-improvement on voluntary basis.
13	3	.11	Is slightly older than the students.
14	-3	-.11	Shares similar residential background with students (rural or suburban).
15	-4	-.15	Possesses common ethnic background with the majority of the students with whom he/she works.
16	-11	-.42	Is of the same general age of the students with whom he/she works.
17	-18	-.69	Is much older than the students.
18	-23	-.88	Should be of the same sex as the students.
19	-29	-1.11	Is younger than the students.

reactions of the respondents between "disagreement" and "strong disagreement." It is interesting to note that the respondents rejected physical characteristics such as specified age, ethnic background, residential background, and sex as being essential factors for working effectively in correctional education. Also, little emphasis was placed on voluntary participation in self-improvement activities, as an essential factor for effective correctional education teaching.

Items ranked one through three, showing scores of 43, 41, and 39, respectively, reflected a leaning toward "strong agreement." Incidentally, these items dealing with patience, self-control, understanding of low aspirations and motivations of inmate students and innovativeness, support the assumption that demands upon correctional education teachers may be somewhat different from demands upon teachers in public schools, as stated in the literature review.

Rank Order of Characteristics and Competencies by Combined Juries of Participants

The characteristics of typical inmates of various institutional types, as compared previously, show that there were commonalities between juvenile, young adult and female offenders in age and length of time served, while the adult male inmates (long-term, intermediate-term and

camp type) showed commonalities. Because of these commonalities between inmates of the various types of institutions, the supervisors were grouped into two groups prior to analysis of their responses concerning items essential for effective teaching. Tables 4.9 and 4.10 show ranking and scores of characteristics and competencies according to respondents from the two groups. Total respondents for juvenile, young adult, and female institutions were eleven, while total respondents for the adult institutions were fifteen.

Rank Order by Youth and Female Jury. Data in Table 4.9 reveal that the twenty items ranked one through seven show a score that equals or exceeds the number of participants (11). This points out that this jury agreed, as a group, that these items are essential for effective teaching in their respective types of institutions. The item ranked eighth with a score of three reflects reactions just slightly above "no opinion" in the direction of "agreement," while items ranked nine through twelve range between "no opinion" reaction (0) toward "disagreement." Only the item ranked thirteenth, with a score of negative thirteen exceeded "disagreement" slightly in the direction of "strong disagreement." It is interesting to note that the items of disagreement again are those physical factors such as specified age, residential background and sex as reflected by the total jury of twenty-six.

Table 4.9. Teacher characteristics and competencies listed in rank order from responses of youth and female jury (N = 11).

Rank	Scores	Means	Items
1	19	1.72	Exhibits self-control during crisis.
1	19	1.72	Is able to exhibit patience in handling hostilities.
1	19	1.72	Shows innovativeness, curiosity, creativity.
2	18	1.63	Is able to understand slow learners.
2	18	1.63	Is able to understand low aspirations and motivations of inmate students.
3	17	1.54	Enjoys working with disadvantaged youth.
3	17	1.54	Possesses realistic expectations of inmate students.
3	17	1.54	Shows skill in varying activities and media to help students meet their goals.
3	17	1.54	Is able to produce own material to meet specific student needs.
3	17	1.54	Displays reliability in being at the assigned place at the assigned time.
4	16	1.45	Displays firmness and fairness in classroom control.
4	16	1.45	Works toward overall goal of the institution regarding safety, security and supply economy.
5	14	1.27	Enjoys working with disadvantaged adults.
5	14	1.27	Allows flexibility in students' seating and study arrangements.
5	14	1.27	Develops objectives <u>with</u> students rather than for students.

Table 4.9. Continued.

Rank	Scores	Means	Items
5	14	1.27	Exhibits skill in allocation of resources.
6	13	1.18	Displays positive image in dress, grooming and actions.
6	13	1.18	Participates in self-improvement on voluntary basis.
7	11	1.0	Is able to use good counseling techniques.
7	11	1.0	Is able to conduct research to determine best methods for achieving objectives.
8	3	.27	Is slightly older than the students.
9	-1	-.09	Shares similar residential background with students with whom he/she works (suburban, urban, or rural).
9	-1	-.09	Possesses common ethnic background with majority of students with whom he/she works.
10	-3	-.27	Is of the same general age of students with whom he/she works.
11	-6	-.54	Is slightly older than the students.
12	-9	-.81	Should be of the same sex as the students.
13	-13	-1.18	Is younger than the students.

Table 4.10. Teacher characteristics and competencies listed in rank order from responses of the adult male jury (N = 15).

Rank	Scores	Means	Items
1	24	1.60	Is able to exhibit patience in handling hostilities.
2	22	1.46	Enjoys working with disadvantaged <u>adults</u> .
2	22	1.46	Exhibits self-control during crisis.
3	21	1.40	Is able to understand low aspiration and motivations of inmate students.
4	20.5	1.36	Allows flexibility in students' seating and study arrangements.
5	20	1.33	Exhibits flexibility in handling teaching problems.
5	20	1.33	Shows innovativeness, curiosity and creativity.
5	20	1.33	Displays firmness and fairness in classroom control.
5	20	1.33	Works toward overall goal of the institution regarding security, safety and supply economy.
6	19	1.26	Develops objectives <u>with</u> students rather than for them.
6	19	1.26	Possesses realistic expectations of inmate students.
6	19	1.26	Is able to understand slow learners.
6	19	1.26	Is able to use good counseling techniques.
6	19	1.26	Shows skill in varying activities and media to help students meet their goals.
6	19	1.26	Is able to produce own material to meet specific student needs.

Table 4.10. Continued.

Rank	Scores	Means	Items
6	19	1.26	Displays reliability in being at the assigned place at the assigned time.
7	16	1.06	Exhibits skill in allocation of resources.
7	16	1.06	Is able to conduct research to determine the best methods for achieving objectives.
8	15	1.0	Displays positive image in dress, grooming and actions.
9	13	.86	Enjoys working with disadvantaged <u>youth</u> .
10	9	.60	Participates in self-improvement on voluntary basis.
11	0	0	Is slightly older than the students.
12	-2	-.13	Shares similar residential background with students (rural, suburban, urban).
12	-2	-.13	Possesses common ethnic background with the majority of the students with whom he/she works.
13	-8	-.53	Is of the same general age of students with whom he/she works.
14	-12	-.80	Is much older than the students.
15	-13	-.86	Should be of the same sex as the students.
16	-16	-1.06	Is younger than the students.

Further analyses of Table 4.9 show that the items ranked one through three are essentially the same for this sub-group as they were for the total jury, with minor exceptions. Item number 3.12 (innovativeness, curiosity and creativity) was moved from rank three up to rank one in this sub-group; item number 3.1 (enjoys working with disadvantaged youth) was moved from rank nine to rank three. Additionally, item numbers 3.7, 3.14, 3.15 and 3.21 were moved from rank four and five to rank three. Item number 3.8 (displays positive image in dress, grooming and actions) progressed from rank ten in total jury position to rank six in the sub-jury. This was probably due to the fact that youth and females are more impressionable than adults and the shorter sentence of this group may tend to make grooming factors more important.

Rank Order by Adult Male Jury. The number of participants for the combined adult male institutions equaled fifteen; therefore, any item with a score of fifteen or higher represented agreement on the part of this sub-group. Nineteen items, ranking from one through eight have scores that were equal to or exceeded the number of participants. For comparison of the combined adult male institutions ranking of the characteristics and competencies, see Table 4.10. Review of Tables 4.8 and 4.9 reveals that the total jury as well as the two combined juries rank the majority of the items with marked similarity, with very few

exceptions. Item number 3.11 (is able to exhibit patience in handling hostilities) was ranked one by each jury. Obviously, item number 3.2 (enjoys working with disadvantaged adults) was raised in ranking from rank five by both the total jury and the combined juvenile, young adult and female jury to rank two by the adult male jury. Also, item number 3.8 (displays positive image in dress, grooming and action) was ranked eighth by the combined adult male institution sub-group while the other subgroup ranked this item third.

As revealed by the other juries, the adult male institution rejected the physical characteristics as essential items for effective teaching in their type of institution.

AREAS OF STUDY AND OTHER EXPERIENCES

Rankings of the relative importance of areas of study and other experiences that enhance competencies of correctional education teachers are discussed in this section. The items evaluated include areas related to psychology, sociology and educational methodology, rather than content areas.

The purpose of the quantitative analysis, like the analysis of characteristics and competencies, was to determine rank order and means that the participants, by juries, would assign to the areas of study and experiences.

Rank Order of Areas of
Study by the Total Jury

In Table 4.11A rankings of areas of study are shown as calculated from responses of the total jury. The seventeen items, ranking from one through fourteen, have scores that were equal to or exceeded the number of respondents. This indicates that, as a group, the jury considered that these areas of study were "important" in enhancing competencies of correctional teachers. Observations of items ranked fifteen through eighteen with scores totaling less than the number of respondents, but greater than zero would indicate reactions from the group leaning from "no opinion" toward "important"; however, there were no negative scores among these items. The four items ranked one through four, with total scores exceeding thirty-nine, lean toward the "very important" response due to the fact that the mean score exceeded 1.5. It is interesting to note that in the top five rankings, four are related to educational methodology, while one is related to guidance.

Of the eight items found in the ranking from six to ten, four are related to methodology; three are related to the area of psychology, while one is related to sociology. The additional nine items, ranking from eleven to eighteen, show two areas of sociology, five areas of

Table 4.11. Areas of study and experiences listed in rank order from responses of the total jury (N = 26).

Rank	Scores	Means	A. Areas of Study
1	43	1.65	Student teaching or internship in correctional institutions.
2	42	1.61	Occupational information.
3	41	1.57	Adult basic education techniques.
4	40	1.53	Instructional media and technology.
5	39	1.50	Remedial reading techniques.
6	38	1.46	Developmental reading techniques.
7	36	1.38	Psychology of adult learners.
7	36	1.38	Test, measurements and evaluation.
8	35	1.34	Counseling theory and practice.
9	34	1.30	Remedial mathematics.
10	32	1.23	Sociology of deviant behavior.
10	32	1.23	Curriculum development.
10	32	1.23	Principles of guidance.
11	31	1.19	Black history and culture.
12	30	1.15	Culture of the ghetto.
13	27	1.03	Applied psychology.
14	26	1.00	Understanding delinquency.
15	24	.92	English as a second language.
16	21	.80	Abnormal psychology.
16	21	.80	Mental hygiene.

Table 4.11. Continued.

Rank	Scores	Means	A. Areas of Study
17	20	.76	Criminal psychology.
17	20	.76	Adolescent psychology.
B. Experiences			
1	38	1.46	Adult basic education teaching.
2	20	.76	Education administration and supervision experience.
3	11	.42	Three years or less public school teaching (secondary level).
3	11	.42	Three years or less public school teaching (elementary level).
4	8	.30	Youth and Jobs Corps teaching.
5	5	.19	Teaching in business or industry.
6	-2	-.07	More than three years public school teaching (secondary).
6	-2	-.07	Peace Corps assignment.
7	-4	-.15	More than three years public school teaching (elementary).
8	-6.5	-.25	Military teaching.

psychology and one area related to methodology (English as a second language).

The item regarding student teaching or internship in correctional institutions received the score of forty-five and a ranking of one, followed by occupational information, adult basic education techniques, instructional media and technology, and remedial reading techniques, respectively. These choices probably reflect the characteristics of inmate students as discussed in the literature review, namely, pressures of correctional environments, poor employment record of inmates, characteristics of disadvantaged adult students, innovative materials and media used with the learning center concept and relatively high rate of functional illiteracy found among offenders.

Rank Order of Experiences by the Total Jury

Table 4.11B shows the rank order of the ten items of experiences as calculated from responses from the total jury. These items are ranked from one through eight, with two sets of items ranked identically. Analyses of Table 4.11B show that adult basic education teaching and educational administration and supervision experience were ranked as one and two, respectively. Following these are two items ranked in the third position. These items make reference to three years or less teaching in public school. It is interesting to note that the respondents

ranked three years or less public school teaching experience higher than three years or more public school teaching experience. Items ranked one through five reflect reactions from the respondents leaning from the positive side of "no opinion" (0) toward "important" with one item leaning toward the "very important" response.

Items ranked six through eight, with scores ranging from negative 2 to negative 6.5, reflect responses ranging on the negative side of "no opinion" toward "of little importance." Military teaching, ranked eight, probably solicited its low ranking from the inherent autocratic and rigid nature related to the military.

Rank Order of Experiences by Combined Juries of Respondents

Table 4.12A and Table 4.13A provide a comparison between the combined jury of juvenile, young adult and female institutions with the combined jury composed of adult male institutions. Analyses of the rankings show strong similarities between the two sub-groups. Although there are slight variations in positions, the top four rankings in the areas of study contain the same items. Also, for the most part, the top ranked items for both sub-groups reflect areas of study related to methodology; however, in the combined youth and female jury's responses, more emphasis is placed on guidance and counseling.

Table 4.12. Areas of study and experiences listed in rank order from responses of the youth and female jury (N = 11).

Rank	Scores	Means	A. Areas of Study
1	18	1.63	Occupational information.
2	17	1.54	Principles of guidance.
2	17	1.54	Counseling theory and practice.
2	17	1.54	Instructional media and technology.
3	16	1.45	Sociology of deviant behavior.
3	16	1.45	Remedial reading techniques.
3	16	1.45	Adult basic education techniques.
4	15	1.36	Psychology of adult learners.
4	15	1.36	Developmental reading techniques.
4	15	1.36	Remedial mathematics.
4	15	1.36	Tests, measurements and evaluation.
4	15	1.36	Student teaching or internship in correctional institutions.
5	14	1.27	Understanding delinquency.
5	14	1.27	Culture of the ghetto.
5	14	1.27	Curriculum development.
6	13	1.18	Applied psychology.
6	13	1.18	Black history and culture.
7	10	.90	Abnormal psychology.
8	9	.81	Adolescent psychology.
8	9	.81	Mental hygiene.
9	7	.63	Criminal psychology.

Table 4.12. Continued.

Rank	Scores	Means	B. Experiences
1	14	1.27	Adult basic education teaching.
2	8	.72	Education administration and supervisor experiences.
3	5	.45	Three years or less public school teaching (elementary level).
3	5	.45	Youth or Job Corps assignments.
4	3	.27	Three years or less public school teaching (secondary level).
4	3	.27	Teaching in business or industry.
5	0	0	More than three years public school teaching (secondary).
6	-2	-.18	More than three years public school teaching (elementary).
6	-2	-.18	Military teaching.
7	-3	-.27	Peace Corps assignments.

As observed in the total jury rankings, the combined sub-groups' scores for each of the areas of study exceeded zero, showing a leaning toward the "importance" response.

Analysis of Tables 4.12B and 4.13B shows strong similarities between ranking of the two sub-groups. Items ranked one through four show identical items between the two sub-groups, with the exception of an additional

Table 4.13. Areas of study and experiences listed in rank order from responses of the adult male jury (N = 15).

Rank	Scores	Means	A. Areas of Study
1	25	1.66	Adult basic education techniques.
2	24	1.60	Occupational information.
3	22	1.46	Remedial reading techniques.
3	22	1.46	Developmental reading techniques.
3	22	1.46	Instructional media and technology.
4	21	1.40	Psychology of adult learners.
4	21	1.40	Tests, measurement and evaluation.
5	19	1.26	Remedial mathematics.
6	18	1.20	Counseling theory and practice.
6	18	1.20	Black history and culture.
6	18	1.20	Curriculum development.
6	18	1.20	Student teaching or internship in correctional institutions.
7	16	1.06	Culture of the ghetto.
7	16	1.06	Sociology of deviant behavior.
8	15	1.0	Principles of guidance.
8	15	1.0	English as a second language.
9	14	.93	Applied psychology.
10	13	.86	Criminal psychology
11	12	.80	Mental hygiene.
11	12	.80	Understanding delinquency.

Table 4.13. Continued.

Rank	Scores	Means	A. Areas of Study
12	11	.73	Abnormal psychology.
13	6	.40	Adolescent psychology.
B. Experiences			
1	24	1.60	Adult basic education teaching.
2	12	.80	Education administration and supervision experiences.
3	8	.53	Three years or less public school teaching (secondary level).
4	6	.40	Three years or less public school teaching experience (elementary level).
5	3	.20	Youth or Job Corps teaching.
6	2	.13	Teaching in business or industry.
7	0	0	Peace Corps assignments.
8	-.5	-.33	Military teaching.
9	-2	-.13	More than three years public school teaching (secondary level).
9	-2	-.13	More than three years public school teaching (elementary level).

duplicate item shown ranked third by the youth and female sub-group. Likewise, the four lowest ranked items of both sub-groups ranged from "no opinion" toward "of little importance."

SUMMARY

Chapter IV was divided into four major parts for presentation and analysis of data. The first part contained descriptions of institutional types and characteristics of inmates found in federal correctional institutions. The remaining four sections contained data relative to the four questions raised in Chapter I which were:

1. What are the criteria used by supervisors in rating correctional teachers?
2. What are the characteristics and competencies of effective correctional teachers?
3. What areas of study and other experiences might enhance competencies of correctional teachers?
4. Do differences in inmate characteristics in specific institutional types suggest the need for teachers with different characteristics, competencies, educational preparation and other experiences?

Institutional Types and Inmate Characteristics

Data presented in this section indicated the total numbers of institutions in the federal correctional systems, the types of institutions, the number of institutions classified in each type, population of each type and total

populations. Data were also presented relative to inmate characteristics that would possibly have implications for correctional teachers. The following inmate characteristics were discussed: age, ethnic background, years of schooling completed, intelligence level, grade placement on standardized tests and length of time actually served within institutions. These data were presented and analyzed for each institutional type, and comparisons were shown between these characteristics for the populations.

Criteria Used by Supervisors in Rating Correctional Teachers

Criteria used by supervisors in rating correctional teachers were discussed and responses from the participants analyzed. Data presented indicated that the majority of the respondents used measurable objectives for rating teachers. A suggested listing of performance standards were ranked according to frequency of responses from the participants. Additionally, data revealed that the majority of the supervisors considered both inputs (teacher activities) and outputs (student performance) as criteria for evaluating teachers. Also, the majority of the supervisors emphasized all of the domains of student learning (cognitive, effective, psychomotor) as criteria for assessing teachers' performance based on student behavioral changes. Data presented in this section addresses the question:

What are the criteria used by supervisors in rating correctional teachers?

Characteristics and Competencies

Reactions to twenty-eight items relative to factors essential for effective teachers in correctional institutions were analyzed and placed in rank order, based on responses from the supervisors. Tables 4.8, 4.9, and 4.10 show the ranking of items by three juries: (1) jury of total participation; (2) jury of combined juvenile, young adult and female institutions; and (3) jury of combined adult long-term, adult intermediate and adult camp institutions. The question addressed in this section was: What are the characteristics and competencies of effective correctional teachers?

Areas of Studies and Other Experiences

Data analyzed in this section pointed to areas of study and other experiences that the supervisors felt would enhance the competencies of correctional teachers. The items were analyzed and ranked by three juries: total participants, youth and female institutions' group and adult male institutions' group. Information discussed in this section focused on the question: What areas of study and other experiences might enhance the competencies of correctional teachers?

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purposes of this chapter are to present a summary of the problem, methodology and findings, to present conclusions relative to the findings, and to offer recommendations and suggestions for further research in the area of correctional education teachers.

SUMMARY

General statements from each of the chapters are reviewed in this summary.

The Problem

Most teacher education institutions do not prepare teachers for teaching in correctional institutions, and the experiences of most teachers recruited for correctional education work have been with students whose ages and other backgrounds differed significantly from that of inmate students. In spite of this obvious problem, numerous correctional education teachers have managed to become effective as evidenced by outstanding ratings and meritorious promotions.

Purpose of the Study

The purpose of this study was to contribute to the success of ex-offenders through the upgrading of correctional education programs by identifying characteristics and competencies of correctional education teachers. The assumption was that the teacher is the most important element in an education program.

Specifically, this study was designed to determine the criteria used by supervisors in assessing effective teachers in corrections, and provide data to assist in establishing guidelines for selecting and training correctional education teachers. The study has dealt with these concerns by addressing the following four questions:

1. What are the criteria used by supervisors in rating correctional teachers?
2. What are the characteristics and competencies of effective correctional teachers?
3. What areas of study and other experiences might enhance competencies of correctional teachers?
4. Do differences in inmate characteristics in specific institutional types suggest the need for teachers with different characteristics, competencies, educational preparation and other experiences?

Literature Review

Although research relative to correctional education teachers is somewhat limited, the literature review revealed important information with implications for the study. The

literature review was discussed under three general headings: (1) conceptual framework of correctional education programs, (2) criteria for measuring teacher effectiveness, and (3) characteristics and competencies of effective teachers.

The conceptual framework of correctional education programs contained discussions based on the opinions of authorities in the field regarding such areas as: goals of correctional education, innovative approaches in correctional education, factors affecting inmate students, and needed competencies of correctional teachers.

Criteria for measuring teacher effectiveness as reported in the literature were based mainly on the opinions of authorities in the general field of education, rather than correctional education specialists.

Characteristics and competencies of effective teachers identified from the literature were based on research and opinions of authorities in the general field of education; however, most of the literature reviewed in this section was related to disadvantaged youth and adult students, and had implications for correctional education.

Information gathered during the literature review provided the basis for development of the survey instrument.

Study Design and Methodology

The survey method was used in this study to gather data from the twenty-six supervisors of education in federal correctional institutions.

The instrument was developed and field tested through interviews with five supervisors of correctional education in selected types of federal institutions. After refinement, the survey questionnaire was mailed to the twenty-six participants, and 100 percent return was achieved. Data from the four-part questionnaire were analyzed and findings presented.

Findings

A summary of findings for each part of the questionnaire is discussed in this section.

Institutional Types and Inmate Characteristics. The twenty-six institutions were classified in seven types and the numbers of each type are shown below:

Juvenile institutions	(3)
Young adult institutions	(6)
Adult long-term institutions	(6)
Adult intermediate-term institutions	(6)
Adult camps	(2)
Female institutions	(2)
Medical center	(1)

Because data secured from the medical center were for camp inmates only, these data were combined with data from adult camps.

Data concerning inmate characteristics revealed the percentages of each characteristic as found in respective institutional types. These data covered characteristics that were assumed to have implications for correctional education teachers, namely, age, ethnic background, years of schooling completed, intelligence level, scores on standardized tests, and length of time served in the institution.

Profiles for a typical inmate of each institutional type are shown in Table 5.1. These profiles were based on the highest percentages of specific populations in the areas surveyed. Also, a profile for the typical offender, based on the total collective survey is shown.

Criteria Used in Rating Teachers. Data analyzed in this section pointed out the following:

1. Twenty-one of the respondents used measurable objectives as evaluative criteria for rating teachers.
2. The objectives used for rating teachers, in rank order according to frequency of responses, were:

<u>Item</u>	<u>Frequency</u>
a. program development and improvement	19
b. grade level achievement of students	19
c. low dropout rate from teachers' class	16

Table 5.1. Profiles of typical federal offenders.

Group	Age	Ethnic Group	Years Schooling	I.Q.	Grade Placement	Time Served (months)
Juvenile	15-20	White	7-9	91-110	8.0-11.9	13-24
Young Adult	21-25	White (48% probability)	10-12	91-110	8.0-11.9	13-24
Adult Long- Term	Over 40	White (58% probability)	10-12	91-110	4.0-7.9	36
Adult Inter- mediate-Term	26-30	White (50% probability)	10-12	91-110	4.0-7.9	6-24
Adult Camp	26-30 or over 40	White (70% probability)	7-9	91-110	4.0-7.9	6-24
Female	21-25	Black (52% probability)	10-12	91-110	4.0-7.9	6 or less
Typical Federal Offender*	30-40	White (54% probability)	10-12	91-110	4.0-7.9	13-24

*Sex of typical federal offender is likely to be male.

<u>Item</u>	<u>Frequency</u>
d. attitudinal changes of students.	14
e. incentive to assist in all areas.	1
f. selling of education program, recruitment.	1

3. Fifteen of the supervisors placed equal priority on all three domains of student learning as criteria for teacher assessment; while ten placed priority on affective domain, and three placed priority on cognitive domain.

4. Sixteen of the supervisors considered Input and Output equally in rating teachers; eight emphasized Output; and three emphasized Input.

Teacher Characteristics and Competencies. Rankings of items concerning characteristics and competencies essential for effective teaching in correctional institutions were analyzed for three juries: (a) total participants' responses; (b) respondents from juvenile, young adult, female institutions, and (c) respondents from adult long-term, adult intermediate-term and adult camp institutions. The items with mean values of 1.3 and higher are shown by respective juries in Table 5.2.

A review of the characteristics and competencies listed in Table 5.2 indicated that six of the items were listed by all three of the juries with a mean value of 1.3

Table 5.2. Characteristics and competencies that showed mean values of 1.3 or higher by juries.

Total Jury
<p>Is able to exhibit patience in handling hostilities. Exhibits self control during crisis. Is able to understand low aspirations and motivations of inmate students. Shows innovativeness, curiosity, and creativity. Develops objectives with students rather than for them. Possesses realistic expectations of inmate students. Is able to understand slow learners. Enjoys working with disadvantaged adults. Shows skill in varying activities and media to help students meet goals. Is able to produce own material to meet specific student needs. Displays firmness and fairness in classroom control. Works toward overall goals of the institution regarding security, safety and supply economy. Displays reliability in being at the assigned place at the assigned time. Is able to use good counseling techniques.</p>
Youth and Female Jury
<p>Exhibits self control during crisis. Is able to exhibit patience in handling hostilities. Shows innovativeness, curiosity and creativity. Is able to understand slow learners. Is able to understand low aspirations and motivations of inmate students. *Enjoys working with disadvantaged youth. Possesses realistic expectations of inmate students. *Shows skill in varying activities and media to help students meet goals. *Is able to produce own materials to meet specific student needs. *Displays firmness and fairness in classroom control. Works toward the overall goal of the institution regarding security, safety and supply economy.</p>

Table 5.2. Continued.

Adult Male Jury
<p>Is able to exhibit patience in handling hostilities.</p> <p>**Enjoys working with disadvantaged adults.</p> <p>Exhibits self-control during crisis.</p> <p>Is able to understand low aspirations and motivations of inmate students.</p> <p>**Allows flexibility in student seating and study arrangements.</p> <p>**Exhibits flexibility in handling teaching problems.</p> <p>Shows innovativeness, curiosity and creativity.</p> <p>Displays firmness and fairness in classroom control.</p> <p>Works toward overall goals of the institution regarding security, safety and supply economy.</p>

*These items were not listed by the adult male jury in the 1.3+ mean value category.

**These items were not listed by the youth and female jury in the 1.3+ mean value category.

or higher. Those characteristics and competencies found in all three of the juries are shown below:

Is able to exhibit patience in handling hostilities.

Exhibits self-control during crisis.

Is able to understand low aspirations and motivations of inmate students.

Shows innovativeness, curiosity and creativity.

Displays firmness and fairness in classroom control.

Works toward overall goals of the institution regarding security, safety and supply economy.

All three juries rejected physical characteristics such as specified age, ethnic background, residential background and sex as being factors essential for effective

teaching in correctional institutions. (See Appendix F for mean values for items by individual institutional types.)

Areas of Study and Other Experiences. Reactions to items concerning areas of study and other experiences that might enhance competencies of correctional teachers were analyzed from responses of three juries: (a) total participants, (b) youth and female jury, and (c) adult male jury.

Although all of the suggested areas of study were considered by each jury as having some importance in enhancing competencies of correctional teachers, several items of experience were rejected by each jury. The items with mean values of 1.3 and above are shown in Table 5.3. (See also Appendix G.)

Analysis of the data in Table 5.3 indicated that there were seven items common to all three of the juries. These items were:

- Occupational information.
- Instructional media and technology.
- Remedial reading techniques.
- Adult basic education techniques.
- Psychology of adult learners.
- Developmental reading techniques.
- Test, measurements and evaluation.

Table 5.3. Areas of study and experiences that showed mean values of 1.3 or higher by juries.

Total Jury
<p>Student teaching and internships in correctional institutions. Occupational information. Adult basic education techniques. Instructional media and technology. Remedial reading techniques. Developmental reading techniques. Psychology of adult learners. Test, measurements and evaluation. Counseling theory and practice. Remedial mathematics techniques. Adult basic education teaching experience.</p>
Youth and Female Jury
<p>Occupational information. *Principles of guidance. *Counseling theory and practice. Instructional media and technology. *Sociology of deviant behavior. Remedial reading techniques. Adult basic education techniques. Psychology of adult learners. Developmental reading techniques. *Remedial mathematics techniques. Test, measurements and evaluation. *Student teaching and internship in correctional institutions.</p>
Adult Male Jury
<p>Occupational information. Instructional media and technology. Remedial reading techniques. Adult basic education techniques. Psychology of adult learners. Developmental reading techniques. Test, measurements and evaluation. **Adult basic education teaching experience.</p>
<p>*These items were not listed by the adult male jury in the 1.3+ mean value category. **These items were not listed by the youth and female jury in the 1.3+ mean value category.</p>

CONCLUSIONS

The following conclusions are related to the questions posed in Chapter I of the study. An analysis of data from the survey of supervisors of education in federal correctional institutions was the basis from which the conclusions were drawn. Included in the conclusions are generalizations drawn from the investigation.

1. A variety of criteria are used by supervisors in rating correctional teachers. Although the majority of the respondents used measurable objectives, it can be noted by analyzing the list of reasons suggested for granting outstanding and/or meritorious rating, that some criteria other than measurable objectives were used. Emphases are placed both on inputs and outputs as factors considered in evaluating teachers. When outputs are used, all domains of student learning are considered. The conclusion then, is that the correctional teacher who participates in program development and improvement, produces specified grade level gains in his students, maintains a low dropout rate from his class, brings about attitudinal changes in the students with whom he works as shown by students' institutional adjustment, assists in all program areas, and sells the program as favorable is identified as effective.

2. Characteristics and competencies essential for effective teaching in correctional institutions include both human relation skills, technical strategies and understandings of disadvantaged students.

3. Tolerance, self-control, understanding of low motivations and retarded learning rates, creativity, and enjoyment in working with disadvantaged persons are more important characteristics for correctional teachers than competencies related to teaching strategies.

4. Teaching strategies are considered more essential for effective teaching in corrections than personal physical characteristics of the teachers.

5. Personal physical characteristics such as specified age, ethnic background, residential background and sex are not considered as essential characteristics for effective teaching in corrections.

6. Although all of the areas of study suggested in the survey were considered important in enhancing competencies of correctional teachers, those areas related to educational methodology are most important.

7. Student teaching or internship along with adult basic education techniques are of utmost importance in the preparation of correctional teachers.

8. Special psychology and sociology areas are not as important in the preparation of correctional education

teachers as educational methodology that emphasized adults and other students that are "different."

9. Adult basic education teaching is the most important experience in preparation of correctional education teachers.

10. Educational administration and supervision experience is quite valuable in correctional educational preparation.

11. Extensive teaching in public schools is not considered as real valuable preparation for correctional teaching, while three years or less is considered quite valuable. This is probably due to the negative attitude of inmates toward public schools, and the long-standing practices of some public school teachers.

12. Teaching in Youth or Job Corps and business and industry enhances competencies of correctional teachers.

13. Military teaching is an undesirable factor for enhancing competencies of correctional teachers.

14. The differences in characteristics of inmates in different types of institutions do not suggest the need for teachers with different characteristics and competencies, but suggest the need for different preparation for such teachers for work in youth and female institutions and for work in adult male institutions.

RECOMMENDATIONS AND SUGGESTED AREAS FOR FURTHER RESEARCH

From an analysis of the findings and conclusions derived from the study, recommendations and suggested areas for further research with references to correctional education teachers are discussed.

Recommendations

The recommendations will be addressed to two agencies that should be concerned with the upgrading of correctional education teachers: (1) correctional institutions and (2) teacher education institutions.

Correctional Institutions. The following recommendations are addressed to correctional institution personnel. It is recommended:

1. That correctional education supervisors develop realistic, measurable objectives for identifying effective correctional education teachers. These objectives should be based on the individual needs of each teacher, and the teachers involved should take part in the development of such objectives. Because the ability to develop objectives with students was ranked high as an essential item for effective teaching, the supervisors should provide the leadership in this area by example.

2. That guidelines be developed, based on findings in the study, that would serve to help in recruiting and selection of future correctional teachers.

Because many of the characteristics and competency items are not observable prior to teacher selection, interview schedules and instruments, designed to solicit reference data from current and prior supervisors, should include items ranked highest by the survey participants.

3. That special guidelines be developed for recruiting and selecting teachers for youth and female institutions, and special guidelines be developed for recruiting and selecting teachers for the adult institutions.

4. That considerations be given to rankings of items by specific types of institutions when reviewing request for transfer from current teachers to other types of institutions.

5. That correctional education personnel cooperate with teacher education institutions' personnel to develop and operate pre-service and in-service correctional teacher education programs.

This can be brought about by the following activities:

(a) Arranging internship and student teaching activities in correctional institutions.

(b) Arranging workshops and seminars for in-service correctional education teachers.

(c) Providing inputs to teacher education institution personnel for curriculum development and upgrading to meet needs of personnel interested in teaching in corrections.

(d) Conducting on-going research projects.

Teacher Education Institutions. The following recommendations are directed toward teacher education personnel. It is recommended that:

1. That teacher education institutions cooperate with correctional institutions to arrange both short-term internships and longer periods of student teaching experiences in correctional environments.

2. That teacher education institutions develop and organize a "specialty" in correctional education teaching as a part of special education, adult basic education and/or vocational education.

3. That students desiring careers in correctional education be provided options of choosing those courses that will strengthen specific deficiencies as assessed against the essential characteristics and competencies for effective correctional education teaching, after a period of field experience in correctional work.

4. That teacher education institutions develop a master's level program in correctional education for

persons desiring careers in correctional education teaching. A practicum in correctional environments would make up from one fourth to one third of the requirements for the degree.

5. That teacher education institutions, along with correctional education personnel and state departments of education personnel, develop special certification requirements for correctional education teachers.

Areas for Further Research

The following areas for further research concerning correctional education teachers are suggested:

1. Conduct surveys of correctional teachers and inmate students to determine if there are any correlations with this study which was based only on opinions of correctional education supervisors, and also expand surveys to state and local correctional facilities.

2. Conduct longitudinal studies, comparing teachers recruited, selected and provided with pre-service and in-service education based on data derived from this study with a control group to determine if there be significant differences in performances.

A longitudinal study is suggested due to the time required to measure teacher performance as a vehicle for reduction in recidivism. This should be the ultimate criterion for evaluation.

3. Conduct experimental research project to determine what inmate characteristics and teacher characteristics are most compatible for maximum outcomes. For example, a project of this nature could match inmates with specific characteristics such as age, race, intelligence level and grade level with teachers of various ages, racial backgrounds and other physical characteristics to determine what combination is most conducive to maximum student performances.

Research is one of the areas where cooperation between correctional institutions, teacher education institutions and community agencies are both desirable and essential in the long-range fight against the current high rate of failure experienced by ex-offenders in trying to break the vicious cycle of poor education, unemployment, confinement, and recidivism.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

NAMES OF PERSONS INTERVIEWED DURING
DEVELOPMENTAL STAGES OF THE
INSTRUMENT

APPENDIX A

NAMES OF PERSONS INTERVIEWED DURING DEVELOPMENTAL STAGES OF THE INSTRUMENT

Arthur Ellard
Medical Center for Federal Prisoners
Springfield, Missouri

Lex Enyart
Federal Correctional Institution
Milan, Michigan

Newton Lewis
Federal Reformatory
Petersburg, Virginia

Dana Straight
Kennedy Youth Center
Morgantown, West Virginia

Tony Young
United States Penitentiary
Lewisburg, Pennsylvania

APPENDIX B

QUESTIONNAIRE

STUDY OF CHARACTERISTICS AND COMPETENCIES

OF EFFECTIVE TEACHERS IN CORRECTIONAL

INSTITUTIONS

QUESTIONNAIRE

STUDY OF CHARACTERISTICS AND COMPETENCIES

OF EFFECTIVE TEACHERS IN CORRECTIONAL INSTITUTIONS

PART I. *INSTITUTIONAL TYPE AND INMATE CHARACTERISTICS*

1.1 What is the category (or type) of your institution based on inmate population?

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Juvenile
<input type="checkbox"/> Young adult
<input type="checkbox"/> Adult long-term (Penitentiary)
<input type="checkbox"/> Adult intermediate (FCI) | <input type="checkbox"/> Adult short-term (camp)
<input type="checkbox"/> Medical center
<input type="checkbox"/> Female institution |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|

Please use the third quarter report for 1972 (or the most recent) as the basis for the questions about age, race, level of schooling, mental ability and grade placement of the inmates.

1.2 Age of inmates

<i>Age ranges</i>	<i>No. of inmates</i>
Less than 15 years	
15-20	
21-25	
26-30	
31-35	
36-40	
Over 40	

Total _____

1.3 Race of inmates

<i>Ethnic group</i>	<i>No. of inmates</i>
White	
Black	
Chicano	
Others	

1.4 Highest level of schooling completed by inmates

Years of schooling completed *No. of inmates*

Over 16	
15-16	
13-14	
10-12	
7-9	
4-6	
1-3	

1.5 Mental ability of inmates

I.Q. ranges *No. of inmates*

50-70	
71-90	
91-110	
111-130	
Over 130	

Name of test: _____

1.6 Grade median on achievement test

Grade placement *No. of inmates*

0-3.9	
4-7.9	
8-11.9	
12 or over	

Name of test: _____

1.7 What is the average length of time actually served by inmates of your institution?

_____ less than 6 months
_____ 6-12 months
_____ 13-24 months

_____ 25-36 months
_____ over 36 months

- 1.8 In the space below, list any specific characteristics of your inmate population that may be unique to your institution (e.g., large percentage of blacks in school; large Spanish-speaking population).

- 1.9 In the space below, list any specific characteristics of your educational program that may be unique to your institution (e.g., token economy system; computer assisted instruction).

PART II. *FACTORS CONSIDERED WHEN RATING TEACHERS*

- 2.1 During the past year, have you rated any teachers as below average?

____ Yes ____ No

If yes, list reasons:

- 2.2 During the past year, have you rated any teachers as outstanding or granted any meritorious performance ratings?

____ Yes ____ No

If yes, list reasons:

.

2.3 Do you use measurable objectives as a basis for evaluative criteria in rating teachers?

_____ Yes _____ No

If yes, check any of the following factors that you use.

- _____ Grade level achievement of students
- _____ Low drop out rate from teacher's class
- _____ Program development and improvement (e.g., conducts research to determine best methods; proposes new programs)
- _____ Attitudinal changes of students (e.g., a noticeable reduction of student's adjustment problems in the institution)

Others (be specific):

2.4 In rating teachers by student behavioral changes, or which domain of student learning do you place highest priority? (Check one)

- _____ Cognitive (Knowledge, recall of information)
- _____ Affective (Attitudes, behaviors that are related to emotions)
- _____ Psychomotor (Manipulative, motor skill area)
- _____ All equally important

2.5 In rating teachers, where do you place top priority? (Check one)

- _____ Input (teacher's activities in the classroom)
- _____ Output (changes in students' behaviors in cognitive, affective or psychomotor domains)
- _____ Equal priority

PART III *TEACHER CHARACTERISTICS AND COMPETENCIES*

Now I would like your opinion about each of the following 28 items as being ESSENTIAL FOR EFFECTIVE TEACHING in your institution. Please check the appropriate column for each item, indicating the extent of your agreement or disagreement with the item.

	<i>strongly disagree</i>	<i>disagree</i>	<i>no opinion</i>	<i>agree</i>	<i>strongly agree</i>
3.1 Enjoys working with disadvantaged <u>youth</u>	_____	_____	_____	_____	_____
3.2 Enjoys working with disadvantaged <u>adults</u>	_____	_____	_____	_____	_____

		<i>strongly disagree</i>	<i>disagree</i>	<i>no opinion</i>	<i>agree</i>	<i>strongly agree</i>
3.3	Exhibits flexibility in handling teaching problems	_____	_____	_____	_____	_____
3.4	Allows flexibility in student's seating and study arrangements	_____	_____	_____	_____	_____
3.5	Develops objectives <u>with</u> students rather than for them	_____	_____	_____	_____	_____
3.6	Exhibits self control during crisis	_____	_____	_____	_____	_____
3.7	Possesses realistic expectations of inmate students	_____	_____	_____	_____	_____
3.8	Displays positive image in dress, grooming and actions	_____	_____	_____	_____	_____
3.9	Is able to understand slow learners	_____	_____	_____	_____	_____
3.10	Is able to understand low aspiration and motivations of inmate students	_____	_____	_____	_____	_____
3.11	Is able to exhibit patience in handling hostilities	_____	_____	_____	_____	_____
3.12	Shows innovativeness, curiosity, creativity	_____	_____	_____	_____	_____
3.13	Is able to use good counseling techniques	_____	_____	_____	_____	_____
3.14	Shows skill in varying activities and media to help students meet their goals	_____	_____	_____	_____	_____
3.15	Is able to produce own material to meet specific student needs	_____	_____	_____	_____	_____
3.16	Exhibits skill in allocation of resources	_____	_____	_____	_____	_____
3.17	Displays firmness and fairness in class-room control	_____	_____	_____	_____	_____
3.18	Is able to conduct research to determine best methods for achieving objectives	_____	_____	_____	_____	_____

		<i>strongly disagree</i>	<i>disagree</i>	<i>no opinion</i>	<i>agree</i>	<i>strongly agree</i>
3.19	Participate in self-improvement on voluntary basis	_____	_____	_____	_____	_____
3.20	Works toward overall goal of the institution regarding security, safety and supply economy	_____	_____	_____	_____	_____
3.21	Displays reliability in being at the assigned place at the assigned time	_____	_____	_____	_____	_____
3.22	Shares similar residential background with students (rural, urban or suburban)	_____	_____	_____	_____	_____
3.23	Possesses common ethnic background with the majority of the students with whom he/she works	_____	_____	_____	_____	_____
3.24	Is of the same general age of the students with whom he/she works	_____	_____	_____	_____	_____
3.25	Is younger than the students	_____	_____	_____	_____	_____
3.26	Is slightly older than the students	_____	_____	_____	_____	_____
3.27	Is much older than the students	_____	_____	_____	_____	_____
3.28	Should be of the same sex as the students	_____	_____	_____	_____	_____

PART IV AREAS OF STUDY AND OTHER EXPERIENCES THAT MAY ENHANCE EFFECTIVE TEACHING IN CORRECTIONAL EDUCATION

The following areas of study and experiences have been suggested in the literature to enhance effective teaching in the general field of correctional education. React to each item as you view its importance to effective teaching in your current institution, considering the characteristics and needs of your inmates.

	<u>Areas of study</u>	<i>of no importance</i>	<i>of little importance</i>	<i>no opinion</i>	<i>important</i>	<i>very important</i>
4.1	Principles of guidance	_____	_____	_____	_____	_____
4.2	Counseling theory and practice	_____	_____	_____	_____	_____

		<i>of no importance</i>	<i>of little importance</i>	<i>no opinion</i>	<i>important</i>	<i>very important</i>
4.3	Applied psychology	_____	_____	_____	_____	_____
4.4	Abnormal psychology	_____	_____	_____	_____	_____
4.5	Adolescent psychology	_____	_____	_____	_____	_____
4.6	Criminal psychology	_____	_____	_____	_____	_____
4.7	Psychology of adult learners	_____	_____	_____	_____	_____
4.8	Mental hygiene	_____	_____	_____	_____	_____
4.9	Understanding delinquency	_____	_____	_____	_____	_____
4.10	Culture of the ghetto	_____	_____	_____	_____	_____
4.11	Black history and culture	_____	_____	_____	_____	_____
4.12	Sociology of deviant behavior	_____	_____	_____	_____	_____
4.13	Occupational information	_____	_____	_____	_____	_____
4.14	Remedial reading techniques	_____	_____	_____	_____	_____
4.15	Developmental reading techniques	_____	_____	_____	_____	_____
4.16	English and a second language	_____	_____	_____	_____	_____
4.17	Curriculum development	_____	_____	_____	_____	_____
4.18	Instructional media and technology	_____	_____	_____	_____	_____
4.19	Remedial mathematics	_____	_____	_____	_____	_____
4.20	Tests, measurement and evaluation	_____	_____	_____	_____	_____
4.21	Adult basic education techniques	_____	_____	_____	_____	_____
4.22	Student teaching or internship in correctional institutions	_____	_____	_____	_____	_____
4.23	Other areas of study	_____	_____	_____	_____	_____

<u>Experiences</u>	<i>of no importance</i>	<i>of little importance</i>	<i>no opinion</i>	<i>important</i>	<i>very important</i>
4.24 <u>Three years or less public school teaching (secondary level)</u>	_____	_____	_____	_____	_____
4.25 <u>Three years or less public school teaching (elementary level)</u>	_____	_____	_____	_____	_____
4.26 <u>More than three years public school teaching (secondary)</u>	_____	_____	_____	_____	_____
4.27 <u>More than three years public school teaching (elementary)</u>	_____	_____	_____	_____	_____
4.28 <u>Adult basic education teaching</u>	_____	_____	_____	_____	_____
4.29 <u>Teaching in business or industry</u>	_____	_____	_____	_____	_____
4.30 <u>Military teaching</u>	_____	_____	_____	_____	_____
4.31 <u>Youth or Job Corps Teaching</u>	_____	_____	_____	_____	_____
4.32 <u>Peace Corps assignments</u>	_____	_____	_____	_____	_____
4.33 <u>Education administration and supervision experiences</u>	_____	_____	_____	_____	_____
4.34 <u>Other experiences:</u>	_____	_____	_____	_____	_____

THANK YOU FOR YOUR PARTICIPATION. PLEASE USE THE ENCLOSED ENVELOPE TO

RETURN THE QUESTIONNAIRE TO: Robert A. Gunnell
1419-E Spartan Village
East Lansing, Michigan 48823

APPENDIX C

BUREAU OF PRISONS EDUCATION
DIRECTORY

APPENDIX C

BUREAU OF PRISONS EDUCATION

DIRECTORY

United States Penitentiaries

Atlanta, Georgia 30315
Leavenworth, Kansas 66048
Lewisburg, Pennsylvania 17837
Marion, Illinois 62959
McNeil Island, Washington 98388
Terre Haute, Indiana 47808

Supervisor of Education

Mr. Tom McFarran, Acting
Mr. Joe A. McKinley
Mr. Tony R. Young
Mr. Glen L. Henrickson
Mr. Joseph L. Palmquist
Mr. Theodore Cleavinger

Federal Reformatories

Alderson, West Virginia
(Women) 24010
El Reno, Oklahoma 73036
Petersburg, Virginia 28304

Dr. Jacquelen L. Smith
Mr. Wesley A. Cox
Mr. Newton E. Lewis

Federal Correctional Institutions

Danbury, Connecticut 06813
Fort Worth, Texas 76119
LaTuna, Anthony, New
Mexico-Texas 88021
Lompoc, California 93438
Milan, Michigan 48160
Sandstone, Minnesota 55072
Seagoville, Texas 75159
Tallahassee, Florida 32304
Terminal Island, California
90731

Texarkana, Texas 75502

Mr. Cecil R. Nave
Mr. Robert J. Clark

Mr. Leslie Dingess
Mr. Donald R. Scott
Mr. Lex Enyart
Mr. Perry D. Lyson
Mr. Norman P. Langdon
Mr. Carl L. Dooley
Mr. Joseph H. Taylor
(Men's Division)
Mr. Donald M. Butts
(Women's Division)
Mr. William C. Strong

Youth and Juvenile
Institutions

Federal Youth Center,
Ashland, Kentucky 41101
Federal Youth Center,
Englewood, Colorado 80110
Federal Youth Center,
Morgantown, West Virginia
26505

Supervisor of Education

Mr. James T. Sammons
Mr. Harold Devone, Acting
Mr. Dana G. Straight

Federal Prison Camps

Elgin Air Force Base,
Florida 32542
Montgomer, Alabama 36112

Mr. James E. Rusmisell,
Jr.
Mr. Eddie G. Lore

Medical Center for
Federal Prisoners

Springfield, Missouri 65802

Mr. Arthur R. Ellard, Jr.

10/13/72

APPENDIX D

COMMUNICATIONS REGARDING PERMISSION TO CONDUCT THE SURVEY

APPENDIX D

November 28, 1972

Mr. Howard Kitchener
Director of Research
U.S. Bureau of Prisons
Washington, D.C. 20537

Dear Mr. Kitchener:

I am hereby requesting formal approval to conduct a research project with Supervisors of Education in the Institutions of the Bureau of Prisons. Enclosed is a questionnaire that was developed to collect the data for the research project.

Please have Mr. Nate Fisher of the Education Branch send me a current listing of the Supervisors of Education in the respective institutions.

Your cooperation and interest in this project are greatly appreciated.

Sincerely,

Robert A. Gunnell
1419-E Spartan Village
East Lansing, Michigan 48823

UNITED STATES DEPARTMENT OF JUSTICE
BUREAU OF PRISONS
Washington 20537

December 13, 1972

Mr. Robert A. Gunnell
1419 E. Spartan Village
East Lansing, Michigan 48823

Dear Bob:

Your communication to Howard Kitchener was received and the proposal reviewed. Research saw no problems with the questionnaire and the education branch, likewise, foresee no difficulties.

Attached is a recent list of the Supervisors of Education and feel free to contact them.

Attached, also, is formal approval to conduct your research project. I suggest you make copies of this and send along with questionnaire to each Supervisor or Education.

It's a great pleasure to be able to assist you in anyway we can.

Sincerely,

Nathaniel A. Fisher
Program Operations Coordinator

Attachment

UNITED STATES GOVERNMENT
MEMORANDUM

TO: ALL SUPERVISORS OF EDUCATION DATE: December 13, 1972

FROM: Roy E. Gerard
Assistant Director,
Institutional Services

SUBJECT: Research Project by Robert Gunnell

This communication is two-fold: (1) to identify Mr. Robert A. Gunnell and (2) to give approval for a research project.

Mr. Gunnell is an employee of the Bureau of Prisons who is on leave of absence working on a doctoral dissertation at Michigan State University at East Lansing, Michigan.

The Institutional Services Division, Central Office, has given Mr. Gunnell approval to conduct an educational research project pertaining to inmate characteristics, teacher characteristics, and areas of study and other experiences with the assistance of the Supervisors of Education of each facility.

Your cooperation is solicited and appreciated.

APPENDIX E

LETTER OF TRANSMITTAL AND SUBSEQUENT
FOLLOW-UP LETTERS

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

December 5, 1972

Dear Correctional Educator:

As a requirement for the Ph.D. degree, I am conducting a survey to assist in identifying the characteristics and competencies of effective correctional education teachers. As a professional educator in the field of correctional education, you are in a strategic position to contribute to a better understanding of teacher expectations in the unique, difficult environment of correctional settings. I am soliciting your cooperation in this project.

Having worked as an assistant supervisor of education at Lewisburg, I fully realize the great demands on your time, but it is hoped that this study and the implications it will have for upgrading the quality of correctional teachers will create enough interest that you will take the time out of your busy schedule to complete and return the enclosed questionnaire.

Please answer all of the items in light of your current institution. This is important as I am attempting to draw some comparisons between teacher characteristics and competencies in various types of institutions. In Part I, please use the most current data available.

As I plan to devote extensive time to the study during the holiday season, it would be appreciated if you could complete and return the instrument at your earliest convenience. If there are questions regarding any of the instructions or items call me at this number: (517) 355-0936.

Having contributed to the success of this project, you will no doubt be interested in having a summary of the findings and recommendations; therefore, a copy will be forwarded to all participants as soon as the study is completed. Thank you for your cooperation.

Sincerely,

Robert A. Gunnell
1419-E Spartan Village
East Lansing, Michigan 48823

MICHIGAN STATE UNIVERSITY East Lansing, Michigan 48823

College of Education, Department of Secondary Education
and Curriculum, Erickson Hall

January 29, 1973

Dear Correctional Educator:

During December, 1972, I received permission from Mr. Roy E. Gerard of the Central Office to conduct a research study involving the Supervisors of Education in the Federal Correctional Facilities. A questionnaire was mailed to you on December 20th. I realize that you were probably quite busy at the time with your year end activities; however, I would like to get 100 percent returns due to the small number of participants.

In case the initial questionnaire was lost in the mail or mislaid, I am enclosing another, requesting your cooperation in completing it at your earliest convenience.

If you have already returned the questionnaire, please disregard this communication and accept my sincere thanks. Your cooperation is appreciated.

Sincerely,

Robert A. Gunnell
1419 E. Spartan Village
East Lansing, Michigan 48823

jah

Enclosure

1419 E. Spartan Village
East Lansing, Michigan 48823

February 15, 1973

Dear Supervisor:

Help! I feel that my study concerning effective correctional education teachers would be incomplete without your input. Therefore, I am anxiously awaiting the return of the questionnaire that was mailed to you previously. Inasmuch as I plan to start processing data on February 26, 1973, your cooperation in completing and returning the questionnaire will be deeply appreciated.

Sincerely,

Robert A. Gunnell

APPENDIX F

SUM OF SCORES TABULATED FROM PART 3
OF THE QUESTIONNAIRES

APPENDIX F

SUM OF SCORES TABULATED FROM PART 3
OF THE QUESTIONNAIRES

Item Number	Juvenile N = 3	Young Adult N = 6	Female N = 2	Adult Long- Term N = 6	Adult Inter- mediate N = 6	Adult Camp N = 3
3.1	3	12	2	5	3	5
3.2	2	9	3	11	5	6
3.3	5	11	2	9	5	6
3.4	4	7	2	8	7.5	5
3.5	4	11	3	11	3	5
3.6	5	11	3	11	6	5
3.7	4	11	3	9	5	5
3.8	1	10	2	6	5	4
3.9	5	11	2	9	5	5
3.10	5	10	3	10	7	4
3.11	5	11	3	12	6	6
3.12	5	11	3	10	5	5
3.13	4	9	2	10	5	4
3.14	5	10	2	10	5	4
3.15	5	10	2	9	5	5
3.16	4	8	2	7	5	4
3.17	5	9	2	7	7	6
3.18	3	7	1	7	6	3
3.19	3	9	1	5	1	3
3.20	5	9	2	8	7	5
3.21	5	10	2	9	5	5
3.22	0	1	-2	2	-2	-2
3.23	1	0	-2	3	-3	-2
3.24	-1	0	-2	0	-5	-3
3.25	-4	-7	-2	-6	-7	-3

APPENDIX F. Continued.

Item Number	Juvenile N = 3	Young Adult N = 6	Female N = 2	Adult Long- Term N = 6	Adult Inter- mediate N = 6	Adult Camp N = 3
3.26	2	3	-2	2	1	-3
3.27	-3	-2	-1	-6	-3	-3
3.28	-2	-6	-1	-3	-7	-3

Legend: Strongly agree = +2
 Agree = +1
 No opinion = 0
 Disagree = -1
 Strongly disagree = -2

APPENDIX F

DIFFERENCES IN MEAN VALUES OF CHARACTERISTICS AND COMPETENCIES BY INSTITUTIONAL TYPES

	Total Jury N = 26	Juvenile N = 3	Young Adult N = 6	Female N = 2	Adult Long- Term N = 6	Adult Inter- mediate N = 6	Adult Camp N = 3
3.1 Enjoys working with disadvantaged youth.	1.15	1.00	2.00	1.00	0.83	0.50	1.66
3.2 Enjoys working with disadvantaged adults.	1.38	0.66	1.50	1.50	1.83	0.83	2.00
3.3 Exhibits flexibility in handling teaching problems.	1.26	1.66	1.83	1.00	1.50	0.83	2.00
3.4 Allows flexibility in students' seating and study arrangements.	1.28	1.33	1.16	1.00	1.33	1.25	1.66
3.5 Develops objectives with students rather than for them.	1.42	1.33	1.83	1.50	1.83	0.50	1.66
3.6 Exhibits self-control during crisis.	1.57	1.66	1.83	1.50	1.83	1.00	1.66
3.7 Possesses realistic expectations of inmate students.	1.42	1.33	1.83	1.50	1.50	0.83	1.66
3.8 Displays positive image in dress, grooming and actions.	1.07	0.33	1.66	1.00	1.00	0.83	1.33
3.9 Is able to understand slow learners.	1.42	1.66	1.83	1.00	1.50	0.83	1.66
3.10 Is able to understand low aspiration and motivations of inmate students.	1.50	1.66	1.66	1.50	1.66	1.16	1.33
3.11 Is able to exhibit patience in handling hostilities.	1.65	1.66	1.83	1.50	2.00	1.00	2.00
3.12 Shows innovativeness, curiosity, and creativity.	1.50	1.66	1.83	1.50	1.66	0.83	1.66
3.13 Is able to use good counseling techniques.	1.30	1.33	1.50	1.00	1.66	0.83	1.33

3.14	Shows skill in varying activities and media to help students meet their goals.	1.38	1.66	1.66	1.00	1.66	0.83	1.33
3.15	Is able to produce own material to meet specific student needs.	1.38	1.66	1.66	1.00	1.50	0.83	1.66
3.16	Exhibits skill in allocation of resources.	1.15	1.33	1.33	1.00	1.16	0.83	1.33
3.17	Displays firmness and fairness in classroom control.	1.38	1.66	1.50	1.00	1.16	1.16	2.00
3.18	Is able to conduct research to determine best methods for achieving objectives.	1.03	1.00	1.16	0.50	1.16	1.00	1.00
3.19	Participates in self-improvement on voluntary basis.	0.84	1.00	1.50	0.50	0.83	0.16	1.00
3.20	Works toward overall goal of the institution regarding security, safety, and supply economy.	1.38	1.66	1.50	1.00	1.33	1.16	1.66
3.21	Displays reliability in being at the assigned place at the assigned time.	1.38	1.66	1.66	1.00	1.50	0.83	1.66
3.22	Shares similar residential background with students (rural, urban or suburban).	-0.11	0.00	0.16	-1.00	0.33	-0.33	-0.66
3.23	Possess common ethnic background with the majority of the students with whom he/she works.	-0.15	0.33	0.00	-1.00	0.50	-0.50	-0.66
3.24	Is of the same general age of the students with whom he/she works.	-0.42	-0.33	0.00	-1.00	0.00	-0.83	-1.00
3.25	Is younger than the students.	-1.11	-1.33	-1.16	-1.00	-1.00	-1.16	-1.00
3.26	Is slightly older than the students.	0.11	0.66	0.50	-1.00	0.33	0.16	-1.00
3.27	Is much older than the students.	-0.69	-1.00	-0.33	-0.50	-1.0	-0.50	-1.00
3.28	Should be of the same sex as the students.	-0.88	-0.66	-1.00	-0.50	-0.50	-1.16	-1.00

APPENDIX G

SUM OF SCORES TABULATED FROM PART 4
OF THE QUESTIONNAIRES

APPENDIX G

SUM OF SCORES TABULATED FROM PART 4
OF THE QUESTIONNAIRES

Item Number	Types of Institutions					
	Juvenile N = 3	Young Adult N = 6	Female N = 2	Adult Long- Term N = 6	Adult Inter- mediate N = 6	Adult Camp N = 3
4.1	4	10	3	6	6	2
4.2	5	9	3	7	8	2
4.3	3	8	2	6	6	3
4.4	2	8	0	6	3	3
4.5	3	6	0	1	3	3
4.6	1	6	0	6	5	3
4.7	4	9	2	8	8	4
4.8	2	5	2	4	3	4
4.9	3	9	2	2	5	5
4.10	3	8	3	7	6	3
4.11	3	7	3	6	7	4
4.12	4	10	2	6	5	5
4.13	4	11	3	9	9	5
4.14	4	10	2	9	8	5
4.15	4	9	2	9	8	5
4.16	3	4	2	5	6	3
4.17	3	9	2	7	7	3
4.18	4	11	2	9	8	5
4.19	4	9	2	8	6	4

APPENDIX G. Continued.

Item Number	Types of Institutions					
	Juvenile N = 3	Young Adult N = 6	Female N = 2	Adult Long- Term N = 6	Adult Inter- mediate N = 6	Adult Camp N = 3
4.20	4	9	2	8	8	5
4.21	4	10	2	10	8	6
4.22	3	10	2	8	7	2
--	--	--	--	--	--	--
4.24	1	2	0	4	4	1
4.25	3	2	0	4	2	1
4.26	-1	2	-1	-1	-1	1
4.27	-1	0	-1	-1	-1	1
4.28	5	7	2	10	8	5
4.29	3	-1	1	-3	4	2
4.30	0	-2	0	-5	1.5	0
4.31	1	3	1	2	0	2
4.32	-4	1	0	0	-1	2
4.33	2	6	0	5	5	3

Legend: Very important = +2
 Important = +1
 No opinion = 0
 Of little importance = -1
 Of no importance = -2

APPENDIX G

DIFFERENCES IN MEAN VALUE OF AREAS OF STUDY AND EXPERIENCES BY INSTITUTIONAL TYPES

A. Areas of Study	Total Jury N = 26	Juvenile N = 3	Young Adult N = 6	Female N = 2	Adult		
					Long- Term N = 6	Inter- mediate N = 6	Adult Camp N = 3
4.1 Principles of guidance.	1.23	1.33	1.66	1.50	1.00	1.00	0.66
4.2 Counseling theory and practice.	1.34	1.66	1.50	1.50	1.16	1.33	0.66
4.3 Applied psychology.	1.03	1.00	1.33	1.00	1.00	1.00	1.00
4.4 Abnormal psychology.	0.80	0.66	1.33	0.00	1.00	0.50	1.00
4.5 Adolescent psychology.	0.76	1.00	1.00	0.00	0.16	0.50	1.00
4.6 Criminal psychology.	0.76	0.33	1.00	0.00	1.00	0.83	1.00
4.7 Psychology of adult learners.	1.38	1.33	1.50	1.00	1.33	1.33	1.33
4.8 Mental hygiene.	0.80	0.66	0.83	1.00	0.66	0.50	1.33
4.9 Understanding delinquency.	1.00	1.00	1.50	1.00	0.33	0.83	1.66
4.10 Culture of the ghetto.	1.15	1.00	1.33	1.50	1.16	1.00	1.00
4.11 Black history and culture.	1.19	1.00	1.16	1.50	1.00	1.16	1.33
4.12 Sociology of deviant behavior.	1.23	1.33	1.66	1.00	1.00	0.83	1.66
4.13 Occupational information.	1.61	1.33	1.83	1.50	1.50	1.50	1.66
4.14 Remedial reading techniques.	1.50	1.33	1.66	1.00	1.50	1.33	1.66
4.15 Developmental reading techniques.	1.46	1.33	1.50	1.00	1.50	1.33	1.66
4.16 English as a second language.	0.92	1.00	0.66	1.00	0.83	1.00	1.00
4.17 Curriculum development.	1.23	1.00	1.50	1.00	1.16	1.16	1.00
4.18 Instructional media and technology.	1.53	1.33	1.83	1.00	1.50	1.33	1.66
4.19 Remedial mathematics.	1.30	1.33	1.50	1.00	1.33	1.00	1.33
4.20 Tests, measurements and evaluation.	1.38	1.33	1.50	1.00	1.33	1.33	1.66
4.21 Adult basic education techniques.	1.57	1.33	1.66	1.00	1.66	1.33	2.00
4.22 Student teaching or internship in correctional institutions.	1.65	1.00	1.66	1.00	1.33	1.16	0.66

4.23 Other areas of study

B. Experiences										
4.24	Three years or less public school teaching (secondary level).	0.42	0.33	0.33	0.00	0.66	0.66	0.66	0.33	0.33
4.25	Three years or less public school teaching (elementary level).	0.42	1.00	0.33	0.00	0.66	0.66	0.33	0.33	0.33
4.26	More than three years public school teaching (secondary level).	-0.07	-0.33	0.33	-0.50	-0.16	-0.16	-0.16	0.33	0.33
4.27	More than three years public school teaching (elementary level).	-0.15	-0.33	0.00	-0.50	-0.16	-0.16	-0.16	0.33	0.33
4.28	Adult basic education teaching.	1.46	1.66	1.16	1.00	1.66	1.33	1.33	1.66	1.66
4.29	Teaching in business or industry.	0.19	1.00	-0.16	0.50	-0.50	0.66	0.66	0.66	0.66
4.30	Military teaching.	-0.25	0.00	-0.33	0.00	-0.83	0.25	0.25	0.00	0.00
4.31	Youth or Job Corps training.	.30	0.33	0.50	0.50	0.33	0.00	0.00	0.66	0.66
4.32	Peace Corps assignments	-0.07	-1.33	0.16	0.00	0.00	-0.33	-0.33	0.66	0.66
4.33	Education administration and supervision experiences.	0.76	0.66	1.00	0.00	0.83	0.83	0.83	1.00	1.00

Legend:	Reactions	values
	very important	= +2
	important	= +1
	no opinion	= 0
	of little importance	= -1
	of no importance	= -2

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