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A STUDY OF THE COMPETENCY SELF-RATINGS AND RELATED PROGRAM VARIABLES OF 1974-1975 GRADUATES IN THE FIELD OF EMOTIONAL IMPAIRMENT IN THE STATE OF MICHIGAN

By

Paula Christine Wood

A DISSERTATION

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ABSTRACT

A STUDY OF THE COMPETENCY SELF-RATINGS AND RELATED PROGRAM VARIABLES OF 1974-1975 GRADUATES IN THE FIELD OF EMOTIONAL IMPAIRMENT IN THE STATE OF MICHIGAN

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Paula Christine Wood

This research was a survey of 1974-1975 graduates in the field of emotional impairment in the State of Michigan. The study was an attempt to determine competency self-ratings of the graduates in 16 competency areas at the time of graduation. Further, this study obtained the graduates' opinions of their four best and four worst competency areas, their opinion of their current working conditions and their evaluation of three selected components of the college programs from which they graduated. An additional purpose of this study was to determine the ability of advisors from all the institutions surveyed to predict the competency self-rating of their graduates.

The subjects for this study in all but one instance were drawn from the entire population of teachers who graduated from the teacher preparation programs in emotional impairment at Central Michigan University, Eastern Michigan University, Grand Valley State Colleges, Michigan State University, University of Michigan and Western Michigan

University. Only one third of the graduates from one of the preceding Universities were surveyed because it graduated so many students. Responses were received from a total of 168 graduates, or 60% of those to whom the questionnaire was mailed.

The sixteen competency areas were analyzed for significant differences using repeated measures, analysis of variance. Using the same technique, differences were sought among the various institutions' graduates in their ratings of their self-competency.

A similar study, done in 1972, yielded data that was compared to the present data to ascertain if graduates' ratings of self-competency had changed. The Chi-square Test of Homogeneity was used to determine if significant differences existed in the competency area self-ratings between 1972 graduates and 1974-75 graduates. A t-test was used to compare total mean scores for each university for 1972 and for 1976 data, and to compare total group means for those evaluated in 1972 and those evaluated in 1976.

A one-way analysis of variance was done on the advisors' predicting ability for each university to determine if differences among the institutions' personnel existed.

Analysis of variance was used to determine if overall competency self-ratings differed in relationship to teaching position taken.

Correlations were done between competency self-ratings and scores on working conditions, between advisor prediction scores and ratings on quality of advisement and between advisors' scores and total scores of self-competency.

Major Findings

1. The teaching competency areas rated highest in the study were working with children on a one-to-one basis, working with children in a group, conducting academic instruction, individualizing programs for children, and setting up classroom procedures.

2. The teaching competency areas rated the lowest by the graduates were selecting appropriate educational materials, working effectively with administrators, utilizing student assessment/diagnostic techniques and working with parents.

3. In eight instances graduates from one institution rated themselves as more competent on individual competency areas than graduates from another institution rated themselves.

4. Significant differences were found on ten of the competency areas in comparisons between 1972 data and 1976 data.

5. No significant differences were found between total scores for 1972 and 1976. Two of the six universities

surveyed, however, had significant improvements from 1972 to 1976.

6. Advisors were able to predict graduate self-ratings with an accuracy of no better than 26%. All of the various universities' advisors predicted these self-ratings with about the same degree of success.

7. Graduates did not differ significantly in their reports of current working conditions.

8. The majority of graduates felt that their quality of advisement was good, that they were well prepared to teach emotionally disturbed children, and that student teaching was a very valuable experience. These ratings did not differ significantly among the universities.

9. How well prepared graduates felt they were was found to have a positive relationship to overall self-ratings.

10. How beneficial the students rated their student teaching was found to have a positive relationship to overall competency self-ratings.

11. The kind of job taken was not related to competency self-ratings.

12. There was no significant degree of correlation between scores on current working conditions and competency self-ratings, between advisor rating by graduates and the predicting ability of advisors, and between competency self-ratings and predicting ability of advisors.

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CHAPTER I

INTRODUCTION

Evaluation should be a primary concern for all of those in the field of education. "Perhaps one of the most important and yet most neglected areas of concern in teacher training is the evaluation of teacher trainees" (Beck et al., 1975, p. 1). "To ascertain the effectiveness of a training program, an evaluation of its effect on trainees must be obtained" (Johnson, 1971, p. 6). "A criticism frequently voiced by teachers, administrators, and teacher educators in special education is that teacher preparation programs have not been evaluated adequately" (Hoeksema, 1975, p. 1).

This research undertaking was an attempt to carry out one phase of a multi-pronged long range evaluation of training programs for teachers of the emotionally impaired in the State of Michigan.

Purpose of the Study

This study was evaluative and comparativs in nature. It was designed to survey students who graduated from Central Michigan University, Eastern Michigan University,

Grand Valley State Colleges, Michigan State University, University of Michigan, and Western Michigan University during the 1974-75 school year with degrees in special education for the emotionally impaired in order to ascertain:

1. how competent the graduates thought they were at the time of graduation in 16 specific competency areas (Competency Self-Ratings) (Best-Worst Competency Ratings) and to compare the various participating institutions on these measures.

2. comparisons between 1976 competency self-ratings and similar data from a 1972 study.

3. how well advisors can predict these competency self-ratings. (Advisor Predictions)

4. graduates' opinions of current working conditions. (Working Conditions)

5. graduates' evaluations of three selected program components. (Program Evaluation Questions)

6. the relationships between competency self-ratings and the three program components evaluated, current working conditions, and advisor predictions.

This study was authorized by the University Advisors for the Emotionally Impaired in Michigan as one component of a long range list of studies deemed necessary for program evaluation of teacher preparation in emotional impairment in the State of Michigan. In a position statement approved in September, 1972, the UAEIM asserted:

> ... at least some step should be taken toward the goal of developing some type of uniform product evaluation--perhaps as only a core upon which further individual assessment might be made. If the final evaluation were competency oriented, it might also permit greater training flexibility rather than the current lock-step, inflexible programs which currently have no data to suggest continuation (Beck et al., 1975, p. 1).

Rationale and Justification

"Generally, the follow-up study should obtain information which assists in determining the extent to which the objectives of the educational system are being met" (McKinney et al., 1971, p. 6). This study accomplished the above goal by taking one type of measure in the competency area outcomes that certain experts see as being objectives for teacher training programs in the field of emotional impairment.

"A common purpose for which follow-up studies have been used is to make program comparisons.... (McKinney et al., 1971, p. 7).

The present study shared in the common purpose mentioned above.

In a document entitled "Guidelines for Personnel in the Education of Exceptional Children" (1974), the Council for Exceptional Children placed a heavy emphasis on systematic and regular input by the consumers of teacher preparation programs.

Guideline 2.6.1

> Preparation programs for special education personnel should be evaluated systematically and continuously. Such evaluation should involve representatives of all constituencies affected by the preparation programs, including students in the programs (p. 44).

Guideline 2.6.1

> ... representatives of all persons affected by preparation programs should be involved in planning the preparation ... it is assumed that trainees always will be involved (p. 44).

Guideline 2.4.2

> The validation of objectives is partly a research problem, but sometimes no more than consensus by leading practitioners will be possible. In some measure, each trainee demonstrates the validity of the program. ... Thus, follow-up data are also relevant to the justification process (p. 34).

The need stated in these guidelines for consistent, multi-faceted evaluation of college programs was answered in part by this study.

This research was based on students who have had some "in-the-field" experience upon which to base their judgments. A major value of this study was that it was a cooperative, statewide effort to evaluate teacher training in the area of special education for the emotionally impaired. In addition to the total group data and individual institution data, the various colleges and universities were able to compare the evaluations of their program to the evaluations of other programs. Instead of just finding out their own program's perceived strengths and weaknesses, they were able to consult with institutions who had different patterns of strengths and weaknesses and examine the program variables for ways to improve the areas rated less strong. Additionally, relationships between students' competency ratings and several key program variables were explored. For all variables found to be significantly related to competency self-ratings, institutions can strive to enhance these variables to improve students' opinions of their competencies.

In addition to the above cited reasons, this study gained further credence by the fact that it was sanctioned, endorsed, and partially funded by the University Advisors for the Emotionally impaired in Michigan, a group of college level professional educators interested in maintaining high quality,effective programs for teacher training in the state of Michigan.

The design of this study was also one that could be readily duplicated or adapted for the purposes of other colleges or universities. A similar format might be used on each year's graduates for long-range program evaluation, as the first element of a more complex evaluation, or as a method for comparing competency ratings between various groups--different year's graduates, different institutions' graduates, graduates having significant differences in their training programs, or students whose preparation programs deviated from the typical program format.

The present research was a first step in the process of reviewing and assessing teacher training programs for the emotionally impaired in Michigan. The remaining process might entail:

1. a yearly evaluation, similar to this one, to ascertain if any program improvements are taking place from year to year.
2. some form of validation of competency self-ratings.
3. cross validation by supervisory personnel of competency self ratings.

4. a more detailed analysis of each course and each experience typical for undergraduates in terms of the expected competencies or outcomes of the specific courses and experiences.

5. the requirement of a systematic evaluation procedure of the emotional impairment teacher training programs for all Michigan colleges and universities.

The precedent set for statewide cooperation in this study was an excellent one because of the advantages obtained through comparisons among the various institutions. Because firm data on the best type of programs for training teachers for the emotionally impaired are lacking, the utilization of different Universities with expected variation in program elements might allow for a shorter time span for comparing various types of programs.

Overview of the Study

The remainder of this thesis is organized in the following manner:

In Chapter II, relevant literature is reviewed.

In Chapter III, the methodology of this research is presented. The questionnaire is described and data collection and analysis procedures are presented.

The results of the statistical analysis of the data obtained are reported in Chapter IV, along with the major findings.

Chapter V contains a discussion and conclusions reached, the limitations of the study and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

This review is divided into four sections. In the first section, recent relevant studies which were designed to evaluate regular and special education college and university teacher preparation programs and documents issued relating to appropriate methods and considerations in conducting follow-up studies are summarized.

In the second section, literature relating reasons for selecting student perceptions as a valid area for study is reviewed.

In the third section, reasons for correlating measures of competency self-rating with other program variables are discussed.

In the fourth section, the development of competencies for program research and comparisons of lists of competencies will be presented and discussed.

Related Previous Studies

The University of South Alabama (Johnson, 1971) attempted to ascertain the effectiveness of its regular education teacher training program by using two sources of feedback; how the alumni felt about their own training

experience and how the principals of schools in which the graduates were teaching felt about their qualifications as teachers. All alumni who graduated over a fourteen month period were sent a questionnaire on which to evaluate themselves and their professional training experience.

The questionnaire obtained job descriptions, how graduates felt about themselves in relationship to their jobs, graduates' feelings about what skills and knowledge are significant and graduates' estimates of the adequacy of the university in the development of these skills and this knowledge.

In the section dealing with the importance of skills and abilities to teaching and their acquisition in the undergraduate program, twelve competencies were listed. These competencies closely parallel the ones in this study.

Students were given the option of checking yes or no to having acquired each skill in the undergraduate program.

The researchers were satisfied with both the structure of the study and the results obtained. Since one goal was to provide feedback regarding the educational experiences of undergraduates and graduate students in the College of Education, the researchers concluded, "Evaluation of the results of this feedback must result in modification both qualitative and quantitative of the experiences provided students. If this feedback is not examined and used

as a criterion for curriculum change and teaching emphasis, the purposes for performing this investigation have not been met" (p. 47).

The fact that the above researchers felt the data they obtained was useful gave support to the present study because the data being sought and collection methods and overall purposes were similar to the present study.

Adams (1974), in evaluating Western Kentucky University's teacher preparation program for regular education majors, used the model developed by Sandefur (1970) which will be discussed later in this chapter.

He used volunteers who met certain criteria of availability which included working in an area within 40 miles of the university and having a supervisor willing to participate. The only direct input by subjects was a personality scale they filled out to measure individual prejudices and anti-democratic tendencies. Additionally, these subjects were evaluated by peers and supervisors in the areas of:

1. subject matter competence
2. relationships with students
3. appropriateness of assignments
4. overall classroom effectiveness.

This evaluation program was "an effort to demonstrate that a systematic evaluation of demonstrable teaching behaviors can be accomplished" (p. 37).

The data were obtained from varied sources, but the primary sources were direct classroom observation systems, (including interaction analysis) the classroom observation record, and student evaluations.

One interesting outcome of this particular study was that ratings of subjects by cooperating teachers during student teaching did not significantly differ from peer and supervisor ratings after one year of teaching.

Since some form of evaluation on the graduates by cooperating teachers was already on record, and since Adams found these to be not significantly different than supervisor ratings, this study was not designed to use supervisor ratings of graduates as its main area of investigation. It was deemed more appropriate to expend the time and effort available looking at competency self-rating scores of graduates.

Ayers (1974) initiated an intensive study of the regular education graduates of Tennessee Technological University. The study was conducted utilizing a modified model for evaluation previously developed at that same institution.

Ayers' study involved follow-up of 59 randomly chosen graduates who earned bachelor's and master's degrees between 1970 and 1973. Data collected included general information questions, a personality scale, several structured inventories on the teacher preparation program, direct classroom observation scales and transcript data. Also included were

a principal's evaluation and students' evaluations of teaching.

One of the questionnaires the subjects were requested to complete was a survey asking them to rate their competencies. Subjects were given a list of nine major skills and areas of understanding and asked to rate "the degree to which you feel your college experiences were satisfactory in equipping you with the necessary skills and understandings." Students were instructed to rate themselves on how competent they felt they were in these skills at the time of graduation.

Three of the recommendations made at the end of this study called for:

1. a replication of this on other years' graduates,
2. a continuing contact with other institutions pursuing similar projects,
3. an openness to the consideration of use of other instruments to gather data as these become available (Ayers, 1974, p. 52).

These recommendations about further use of this format were all reasons similar to those behind the current research undertaking. The fact that Ayers perceived this format as useful gave further support to the current undertaking. One interesting finding was that ratings of various aspects of the teacher preparation program of the University by subjects were similar to that of other groups of individuals.

This finding gave further support to using subjects' opinions on program evaluation questions and considering them as valid and useful.

Correlations of data on graduate self-competency ratings with other variables in the study were computed. However, the author stated that the results were inconclusive and so the data were omitted from his report. Consequently, no proof was given either that self-ratings do correlate highly with supervisor ratings or that they do not correlate highly. It did prove, however, that this was not a settled area and further research efforts in this area are needed.

Haberman (1974) conducted a follow-up study of regular education graduates of the School of Education at the University of Wisconsin during 1972.

Subjects were sent a questionnaire which listed 44 teacher competencies and were asked (a) which ones they felt they needed in the performance of their jobs and (b) which of these necessary competencies were not adequately covered in their pre-service preparation. Of the 44 competencies listed, eight were found to be necessary for teachers but not adequately taught in the preparation program.

Since Haberman found the data obtained very useful in reviewing the effectiveness of the University of Wisconsin training program, it appears that the data obtained in the present study will be of similar value.

Haring and Fargo (1969) asserted that the "evaluation of the teacher's skills can not be assessed by the courses listed on his college transcript or by the total number of hours completed, but rather by the effects of teaching on children" (p. 157).

There are eight objectives listed by these authors as being necessary for teachers of emotionally impaired to function effectively. These competency areas were all incorporated in the instrument used in the present study.

Several methods for obtaining individual subjects' ratings are proposed, including videotaping teacher/pupil interaction, teacher evaluation through direct observation, and direct assessment of entering and exiting skills.

The authors make the following statement about program evaluation:

> Program evaluation of teacher preparation should be the major responsibility of the directors of the specific program of professional training and should be built in as a routine procedure of training. An evaluation of the training, from the perspective of skills acquired by the trainee through the program ... provides reliable assessment of program effectiveness (p. 162).

The authors, however, insisted that direct observation of the subjects' interactions with students must be used to totally assess the acquisition of specific skills.

The present study is done from the assumption that it is <u>not</u> necessary to directly observe subjects' interactions with students to assess their acquisition of skills.

A study by Hoeksema (1975), done on graduates in the field of mental retardation, proposed to "obtain the perceptions of graduates who have tested the efficacy of their preparation pragmatically in the field" (p. 1) as a tool for program evaluation. The study consisted of a questionnaire sent to recent graduates majoring in Special Education for the Mentally Retarded at Michigan State University. The questionnaire requested feedback about graduates' perceptions of their development in relation to 63 competencies. Two prime considerations investigated in this study were: (a) the importance of each competency for a person in the field and (b) the self development priority placed by the respondent on each competency. The researcher did not assume that teachers should be totally prepared at the time of graduation from their undergraduate program and therefore ascertained information about further developmental priorities. The study was significant in relation to the present one in that it considered the opinions of the subjects themselves as being of significance. Hoeksema was concerned with setting priorities for further development of teachers in the field as well as with obtaining data for use in reviewing the content of the teacher preparation program.

As was mentioned in Chapter I, the present study was also evaluative in nature. Therefore, it was determined that a format similar to the Hoeksema study would be advisable.

McKinney and Oglesby (1971) document and summarize many issues, procedures and considerations surrounding the technique of follow-up studies. These authors state that the focus of most evaluation efforts should be on the product or the outcome of educational systems. "This emphasis on the output of the educational system means that we need to look at the former students of that system to assist in determining the effects of the educational system on the former students" (p. 5). Most pertinent to this present study was the section dealing with follow-up studies used to make program comparisons. The authors warned of the "great danger of gross error in such comparisons because of differing objectives for different programs and the characteristics of the students in this program" (pp. 7,8). In the present study, it could be argued that, indeed, we are dealing with different populations at each university from the point of entry of the students. From that perspective, unless we had entry level measures on the students from the various universities, we cannot claim to have a true comparison. Nonetheless, we are concerned with exit level skills and how competent our graduates in emotional impairment are. Since the competencies developed for this study have been identified in several studies as being important for all teachers of the emotionally impaired, results of this study can still be viewed as of some importance. Even if the entry characteristics of students might vary considerably from university

to university, we are concerned with outcomes, and each university can benefit from an assessment of how its graduates felt they were functioning at the time of graduation.

Sandefur (1970) accuses teacher education of having "largely ignored the evaluation of its graduates" (p. 2), and speculated that this failure was largely due "to the profession's inability to determine what constitutes effective teaching and to the lack of evaluative tools and techniques with which to measure effective teaching" (p. 2). The author argues that the conditions which discouraged evaluation have been removed through a significant body of research on the characteristics of good teaching and good teachers and through the development of "classroom observational systems and other evaluative tools ... which enable educators to assess the teaching behavior in a systematic fashion" (p. 2). A proposed model for evaluation is developed, deriving information from four categories: career line data; direct classroom observation; pupil, peer, and supervisory evaluations; and standardized measures.

Evaluation of teacher effectiveness and competency based primarily upon the criterion of "pupil-gain" is warned against due to the elusive nature of these gains. Also, it is stated that, "combinations of variables ... the school and home situation of the pupils and the decisions of the teacher's peers and administrators ... may result in placing the teacher in a position where, regardless of training

received or the criteria used, he ... cannot succeed" (p. 11). When dealing with emotionally impaired students, the elusive nature of pupil gains is even more pronounced. There are indications that certain types of school settings have a strong influence on emotionally impaired students. In addition, academic and social-emotional gains in emotionally impaired children are very sporadic and unpredictable, so any gain measures would have to be assessed over prohibitively long periods of time. For this reason, pupil-gain measures were not deemed appropriate for use in this follow-up study.

The study most directly related to this current research, and from which this undertaking developed, was conducted in 1972. Entitled, "Teachers' Perceptions of Their University Training" (Schaftenaar, 1972), this survey asked teachers in the State of Michigan to report their perceptions of their university training to teach emotionally disturbed children.

> The survey was conducted with teachers who volunteered to assist the State Department with their views on "areas of concern". The volunteers comprised 69% of Michigan's public school teachers of the emotionally disturbed (329 teachers). Eighty-nine percent of the sampled teachers returned their survey forms.
>
> The results were compiled first on a statewide basis to give an overall picture of the perspectives that Michigan teachers have of their training in the area of teaching emotionally disturbed children. They were then tabulated on a university-by-university basis to enable each university to obtain group data, not individual data, about its own graduates' perceptions of competence. (p. 1)

Teachers were asked to describe how competent they felt in the following 14 areas, immediately after completing their training:

Dealing and relating with other teachers
Student assessment/diagnostic techniques
Working with children on a one-to-one basis
Working with children in a group
Dealing and relating with administrators
Understanding the dynamics of student behavior
Individualizing programs for children
Conducting academic instruction
Dealing and relating with supportive personnel
Choosing appropriate educational materials
Setting up classroom procedures (rules, routines, etc.)
Effective grouping of children
Classroom management
Working with parents (pp. 1,2),

Teachers were also asked to select from the 14 areas the four areas in which they felt most competent and the four areas in which they felt least competent. Other areas included in the study were:

1. On a five-point scale from "very well prepared" to "very unprepared", teachers were asked to indicate how prepared to teach emotionally disturbed children they were at the completion of their college training.

2. Teachers were asked about the four following methods of instruction--what they had "too much of," "too little of," and how much they "had" of each and how much they "should have had" of each:

    a. class discussion
    b. demonstration
    c. lecture
    d. experience with children.

3. Teachers were also given questions asking for descriptive and demographic data and what type of university-provided experience the students had during training, including questions of an evaluative nature about all in-the-field experience (p. 3).

It is this basic format of questions about competencies plus some descriptive data and evaluative data that form the

basis for the present research.

The significance of this study was emphasized by Morse et al. (1971). After giving a review of the Schaftenaar study and its results, the authors state, "While it must be remembered that these are perceptions of competency, it is still information of considerable import ..." (p. 107) with the warning that "until we have performance evaluation tied to the fourteen dimensions, we have only part of the picture" (p. 107). It is further recommended that "this procedure might be used in various states as a general overall check as well as a specific feedback process to each program" (p. 108).

Reasons for Using Student Perceptions

The literature contains several precedents for program evaluation through student perceptions.

Johnson (1971) lists "how alumni feel about their own training experience" (p. 6) as a source of feedback which may prove significant in the development of improved training techniques. The study by Johnson gathered feedback by listing 12 competencies and asking graduates to rate their perceptions of how well they acquired each skill in the undergraduate program.

In the introduction to "An Approach to Obtaining Student Evaluation of University Teaching," Haring and Fargo (1969) assert, "This report is addressed to the problems of

how systematically to obtain student opinion ... nowhere do we consider the very important matter of how to interpret such 'uneducated' opinion ... but is it any more 'uneducated' than most other forms of teaching evaluation?" (p. 51).

In the summary of program results at the end of the academic year in "An Innovative Graduate Teacher Training Program in the Area of Emotionally Disturbed Children" (District of Columbia Mental Health Administration, 1973), it is stated: "Self evaluation data were indeed worthwhile and provided valuable feedback to the system" (p. 51). Teachers "revealed differential attainment of goals and, in so doing, described program strengths and weaknesses or, at the least, program emphasis ..." (p. 52). "Our feeling has been that self-ratings are extremely useful in the overall scheme of research. Although they are certainly not the total answer to evaluating a competency-based program and its trainees, they provide a great deal of information ..." (p. 53). "The graduates, after a year or two away from the training institution are a significant source of data about both themselves and the program" (p. 59).

In his study, Baer (1974) looked at feedback from graduates on their preparation. After examining a representative sample of evaluative studies of teacher education programs, he concluded that feedback from graduates is being used with increasing frequency as a major source of

information and that nearly all studies recommend that program evaluations utilize information gathered from graduates.

Reasons for Correlating Measures of Competency Rating with Other Program Variables

In a study by Baer (1974), perceptions of undergraduates on the effectiveness of their professional preparation were measured. Student teaching was rated as the course or experience of greatest value. Sanders (1972), in reviewing what graduates had to say about their education programs, found many reasons to support in-the-field experience as the most significant element of training programs.

For these reasons, the researcher decided to ascertain if students' feelings about their student teaching were directly related to their competency self-ratings. An attempt was also made to see if students' overall feelings of preparedness and feelings about advisement were related to their competency self-ratings.

The Development of Lists of Competencies in the Field

The literature abounds in recent research dealing with competencies necessary for teaching. The following section contains a reivew of nine of these studies which are most

closely related to the present study by describing the competencies from each and comparing them to the list of 16 competencies used in this study.

In "Teachers' Perceptions of Their University Training" (Schaftenaar, 1972) a list of fourteen competency areas was developed. Since these competencies were well researched during the designing of Schaftenaar's research and deemed useful in that study, those fourteen competencies, with minor rewording, comprised the first list of competencies for the present study. These fourteen were:

> Dealing and relating with other teachers
> Student assessment/diagnostic techniques
> Working with children on a one-to-one basis
> Working with children in a group
> Dealing and relating with administrators
> Understanding the dynamics of student behavior
> Individualizing programs for children
> Conducting academic instruction
> Dealing and relating with supportive personnel
> Choosing appropriate educational materials
> Setting up classroom procedures (rules, routines, etc.)
> Effective grouping of children
> Classroom management
> Working with parents (pp. 1,2).

One competency area was added in later use of the Schaftenaar instrument. It was "Using Educational Materials" and it, too, was included in the present study.

Since the fields of mental retardation and emotional impairment are closely related, one similar study on graduates from a program in mental retardation was examined.

Hoeksema (1975) divided competencies for teaching mentally retarded students into seven categories, and further divided the categories into 63 competency statements. The seven major categories were:

A) Planning Instruction

B) Assessing and Evaluating Behavior

C) Conducting Instruction

D) Classroom Management

E) Facilitating Social-Emotional Maturity

F) Dealing and Relating with Other Professionals

G) Working with Parents

The areas included in the present list of competency areas not on Hoeksema's list were: "Effective Grouping of Children" and "Working with Children on a One-to-One Basis," although both of these areas were touched upon peripherally. Although his list went into further detail on his seven major competencies than the list in this study, it contained only one major heading not included in the present study: "Facilitating Social and Emotional Maturity." This competency area was added to the original list.

Competencies used by Johnson (1971) in an evaluation of the University of South Alabama's College of Education Teacher Training Program included:

1. skill in planning for effective use of limited time in handling discussions, in making demonstrations or using charts, models, slides and illustrative devices, in advising students, in doing research in the field of specialization, in using standardized tests, and in lecturing. Also listed were the ability to outline objectives and organize courses, to direct others in the proper use of library resources, and to work with groups of students.
2. a broad knowledge of American education, its organization, development, purposes, and problems.
3. skill and practice in doing research.

This list was not as inclusive as the present one and did not list:

1. working with parents
2. working with different size groups
3. working with other teachers
4. understanding the dynamics of student behavior.

Components of Johnson's list not covered on the present list were: (1) skill and practice in doing research in the field of specialization, and (2) a broad knowledge of American education, its organization, development, purposes and problems. These omissions were not considered to be important as they were not goals stressed by teacher training programs for the emotionally impaired teaching programs in Michigan.

In a study done by Haring and Fargo (1969), the following objectives were proposed for competencies in training

programs for teachers of the emotionally impaired.

1. To establish procedures of observing, recording, and analyzing behaviors systematically.
2. To assess child performance in four areas: academic, verbal, social and physical requirements of the classroom.
3. To acquire functional information from the assessment of the children's skills in order to select presently available instructional materials within each academic area, for the purpose of program planning for sequence and breadth of skill development.
4. To establish during assessment the child's preference for activities which might motivate academic performance.
5. To use assessment information to establish task initiation in the child.
6. To develop systematic procedures for maintaining task performance.
7. To establish efficient performance on instructional programs through systematic contingency management, with the use of continuous response data on the accuracy and efficiency of child performance to guide further instructional decisions.
8. To demonstrate the acquisition of these skills with individuals and with groups of children.

The present study includes each of the above competency areas and adds the areas of: working with parents, working effectively with support personnel, working effectively with administrators, and working effectively with other teachers.

The evaluation done by Ayers (1974) on regular education graduates from Tennessee Technical University listed nine major areas of competency deemed necessary for effective teaching. These were:

1. Teaching personality, which included the ability to work with children, parents, colleagues and members of the community, the ability to maintain a friendly disposition and lead a well-rounded life.

2. General knowledge and understanding of physical and biological sciences, American culture and institutions, art, music, literature, philosophy, and methematics.

3. Ability to use the English language effectively.

4. Knowledge and understanding of the subjects which you teach.

5. Understanding of children and youth, including insight into causes of behavior, skill in working with exceptional children (the bright, the dull, the handicapped), in group work, in maintaining discipline and in guidance of children.

6. Understanding of the nature of the learning process, including skill in helping students determine objectives, in motivating students, in pupil-teacher planning, in using a variety of teaching methods, in evaluating pupil growth and class procedures with pupils, ability to construct appropriate tests and learning materials, in application of learning theory in the classroom and in providing differentiated learning experiences.

7. Knowledge of sources of teaching materials.

8. Ability to use teaching materials effectively.

9. Knowledge and understanding of the purposes of the school in relation to the overall purpose of society, the social structure of the community and its meaning for education, the institutions of the community, the different value patterns of social-economic classes, the economic life of the community, and appropriate ethical behavior of the teacher.

Included here but not on the present study's listing of competency areas were: general knowledge, effective use of the English language, societal considerations, and maintaining a friendly disposition. The author did not consider

these to be of primary significance for teachers of the emotionally impaired, so they were not included in the present study.

The general areas of competencies used by Sandefur in "An Illustrated Model for the Evaluation of Teacher Education Graduates" (1970) were:

1. Subject matter competence
2. Relationships with students
3. Appropriateness of assignments
4. Overall classroom effectiveness.

The current list contained more areas than this and included all of the above.

Competencies were divided into clusters in a study done by Giord and Schabock (1975) on regular education graduates of Oregon College of Education. These clusters were:

I. Planning and Preparing for Instruction--general and social.

II. Performing Instructional Functions:

a. conveying learning outcomes desired from instruction
b. adapting instruction to context
c. building motivation and interest in learning
d. providing for variety in instructional activities and levels of thinking
e. dealing with subject matter
f. managing the use of instructional materials, procedures and activities
g. managing potentially disruptive events
h. managing transitions and terminations
i. assessing learning outcomes
j. planning instruction on the basis of learning outcomes.

III. Summarizing and Interpreting Learning Outcome Data, which included summarizing data, interpreting data and using data to plan.

IV. Relating Interpersonally to pupils on instructional matters and on personal matters and to supervisors, principals, curriculum specialists, etc.

V. Performing Related Professional Responsibilities.

Elements not included on this list but included on the present one were: working with parents, working with pupils on a one-to-one basis, and working effectively with other teachers. The current list did not contain the following competencies listed by Giord et al.: (1) building motivation and interest in learning and (2) meeting work schedule demands. These were not considered to be significant omissions as the first is implied in "conducting academic instruction" and the second is assumed in a teacher performing adequately.

After reviewing the competencies listed by several others in the 1957-71 time period, the District of Columbia Mental Health Administration (1973) arrived at seven skills deemed necessary and appropriate for self-evaluation by the students.

1. System Awareness
2. Personal Sensitivity
3. Child Development and Special Education Concepts
4. Psychoeducational Assessment
5. Curriculum and Methods

6. Remedial Education and Reading

7. Behavior Management.

The present study contained all of these and also included the following competency areas: working with parents, working effectively with support personnel, and working effectively with other teachers.

CHAPTER III

METHODOLOGY

Introduction

This chapter contains a description of the methodology and research design used in this study. Sections are included which specify target population, sampling frame, survey instruments, procedures followed for the development of the questionnaire, data collection procedures, subjects sampled, specific research questions and data analysis procedures.

Survey Instruments

The Questionnaire

The questionnaire being discussed can be found in Appendix B.

Demographic data (questions 1-4, page 1 of the questionnaire). This section was designed to obtain data regarding the present employment situation of subject, including the type of students now being taught, their age group, their school setting and service capacity. This served as background information on each student to be given to advisors

prior to their predicting the students' opinions of their competency (explained on page 33). In addition, the study sought to examine the relationship between teaching position taken and competency self-ratings.

Program evaluation questions. The program evaluation questions are the three questions numbered 5, 6 and 7 under the section labeled Evaluative Data (see Appendix B, page 91). These questions ascertained how students felt about the quality of advisement, their own overall level of preparedness and their feelings about their student teaching experience. These data were analyzed to determine if (a) students from different universities had different evaluations of these three areas and (b) evaluations in these areas were related to students' opinions of their own competencies in the 16 competency areas of the competency self-ratings.

Present working conditions. The present working conditions questions are the seven questions, numbered 1 through 7 on page 2 of the questionnaire (see Appendix B, page 92). This list of subjects' perceptions of conditions was developed by Schaftenaar for an unpublished doctoral dissertation in 1973. In this study, these seven questions served as background data for advisors in attempting to predict student opinions of their competency self-ratings. The seven questions were also used to determine if there were any differences in working conditions for graduates of the various institutions. The results in this were also used by the

participating institutions for comparison with results obtained in the 1972 study.

Competency self-ratings (see page 93 of Appendix B). These consisted of a list of 16 competency areas. Graduates were asked to rate each of these as to how competent they were the day after graduation from teacher training. The three categories for response were: competent, somewhat competent, and minimally competent. The results of this part were compiled and compared for each university and across universities, and compared to the results of the three program evaluation questions.

Best-worst competencies. Using the same 16 competencies as in the competency self-rating (see above), the subjects were asked to rate their four areas of most competence and their four areas of least competence. This was for use in the comparisons between competency self-ratings and advisors predictions of competency self-ratings (see below).

Advisor Follow-up Form

The Advisor Follow-up form was devised to obtain predictions from the faculty member listed by each graduate on the cover sheet of the questionnaire as his or her primary contact person during the teacher training experience (see Appendix B, page 94). The first page of this form contained

the data compiled in the sections on demographic data and present working conditions, reported separately for each student. This was presented to give the advisor some data on the student's current working conditions before advisors were asked to predict students' opinions of their own competencies.

The second page lists the 16 competency areas and asks the advisors to predict which four areas would be indicated as most and least competent areas by each individual student. A total of 18 advisors were used; two from university 1, three from university 2, four from university 3, two from university 4, two from university 5, and four from university 6.

Procedures in the Development of the Questionnaire

The questionnaire used in this research has had a multi-phased development.

The first 14 areas of competency were first compiled in 1972 by a process involving various professionals in the field of Special Education for the Emotionally Impaired. A list of competencies judged important for teachers of the emotionally impaired was compiled through examination of relevant literature, input from faculty in special education at Michigan State University, and input from personnel in

The State Department of Education, Special Education Services in Michigan. At that time, 14 areas were identified by these persons as being necessary for the effective functioning of teachers of the emotionally impaired. The 15th competency was added when a state-wide research committee was altering the 1972 instrument used in the first study for their own purposes. The 16th competency, "Facilitating Social and Emotional Development" was added in 1976 after an extensive review of the literature of lists of teacher competencies. It was felt that this was a significant area for teachers of the emotionally impaired and that it was not subsumed under any of the other areas. The three ratings for the competencies were altered from their original headings in 1973. Originally, the rating options were sufficiently competent, somewhat competent and not sufficiently competent. Because of concerns by the researcher as to whether or not subjects would perceive a difference between somewhat competent and not sufficiently competent (they were not considered to be mutually exclusive) the headings were changed with the advice of the researcher's guidance committee.

The working conditions section was developed by Schaftenaar in 1973.

The demographic data section was derived by the writer from samples of follow-up studies used with Michigan State University special education graduates and from input from the University Advisors for the Emotionally Impaired in

Michigan. The advisor follow-up form was developed by the writer and her dissertation chairman.

The entire questionnaire was field-tested on three teachers from local school programs. These individuals were not included in the target population of recent graduates and their answers were not included in the total data. The three respondents completed the survey as teachers in the actual study would receive it. In addition to the regular directions, they were asked to respond to the clarity of the instrument. All responses were scrutinized to determine if the directions had been followed and the proper type of response made. No directions or procedures were considered as unclear by the pilot subjects, so no further changes were deemed necessary after the field test.

Collection of the Data

During January and February of 1976, a mailing was sent by each individual institution to the subjects who met the criteria for inclusion in this study. Enclosed were two letters of endorsement (in Appendix A), one questionnaire (Appendix B), a letter of explanation and a stamped addressed envelope for the return of the questionnaire. Six weeks after the initial mailing, post cards were sent to all non-respondents.

A total of 280 questionnaires were sent out. One hundred sixty-eight, or 60% were completed and returned. Seven questionnaires were returned because of incorrect addresses.

Target Population

The target population consisted of 1974-75 graduates earning B.A. degrees in Special Education for the Emotionally Impaired or receiving approval in that area from one of the various Michigan colleges and universities. This is also the sampled population, except for the exception noted below. The survey was sent out during January and February, 1976. These persons had not been surveyed before and by January, 1976, would have had a minimum of at least one semester's teaching experience upon which to base their opinions.

Sampling Frame

To obtain an accurate and complete list of students receiving B.A. degrees or approval in Special Education for the Emotionally Impaired, an individual professor from each college or university responsible for certifying the students from that college or university was contacted, or records of certification were consulted. Master lists consisting of each student's name and home address were prepared for each institution. The lists were updated as new information was received. The updated lists were given to the researcher in January, shortly before the study was conducted.

Because five of the six universities and colleges graduate on the average of 20-75 students in the area of Special Education for the Emotionally Impaired each year, it was decided to sample all the individuals from these universities. At the sixth university, there were approximately 160 graduates during the 1974-75 school year. For economy of time and effort, a sample of 60 was chosen randomly from the total population and these 60 were sent the questionnaire.

Subjects Sampled

A total of 168 graduates responded to the demographic and vocational items on page 1 of the questionnaire. Table 3.1 breaks these down according to institutions.

Table 3.1. Institutional Responses to Questions

University	N	% of Total Sample
1	40	23.8
2	24	14.3
3	29	17.3
4	13	7.7
5	41	24.4
6	21	12.5
Total	168*	100.0

*This constituted 60% of those receiving questionnaires.

Current Employment Situation of Respondents

As can be seen from the data in Table 3.2 the majority of graduates responding (83 or 49.4%) are employed as teachers of the emotionally impaired. Of the remaining respondents, 48 (28.6%) are teaching in another area of special education.

Table 3.2. Current Employment Situation of Respondents

Category Label	N	%
Teaching regular education	14	8.3
Teaching emotionally impaired	83	49.4
Teaching other special education	48	28.6
Not teaching	21	12.5
Other	2	1.2
Total	168	100.0

Age Group

Of the 168 graduates responding, the majority (45.8%) were teaching elementary age pupils followed in frequency by those teaching secondary (25%).

Table 3.3. Age Group Being Taught by Questionnaire Respondents

Category Label	N	%
Pre-school	5	3.0
Elementary	76	45.2
Secondary	40	23.8
Pre-school and elementary	3	1.8
Elementary and secondary	15	8.9
Pre-school, elementary and secondary	8	4.8
No response (to this item)	21	12.5
Total	168	100.0

Present Setting

As can be seen in Table 3.4 the vast majority of respondents--117 or 69.9%--were teaching in public schools.

Table 3.4. Present Teaching Setting of Questionnaire Respondents

Category	N	%
Public Schools	117	69.6
Institution	11	6.5
Day treatment centers	7	4.2
Juvenile detention facility	3	1.8
Other	13	7.7
No response	17	10.1
Total	168	100.0

Present Capacity

Of the graduates responding, 60 or 35.7% were in self-contained rooms and 38 or 22.6% were teaching in resource rooms.

Table 3.5. Present Teaching Capacity of Questionnaire Respondents

Category Label	N	%
Self-contained e.i. class	60	35.7
Self-contained l.d. class	10	6.0
Resource room	38	22.6
Crisis or helping teacher	5	3.0
Consultant	4	2.4
EMI or TMI	5	3.0
Other	26	15.5
No response	20	11.9
Total	168	100.0

Research Questions

This section is divided into six areas, with each section containing the research questions pertaining to one of the six major purposes of the study as delineated in Chapter I (see page 2).

A) Competency self-ratings of 1976 graduates in the 16 specific competency areas.

1. For the total group and for each university, what are the competency self-ratings of the graduates in the 16 competency areas?

The percentage of subjects responding in each of the rating categories was reported for the total group and for each university.

2. Are there significant differences in the competency self-ratings of students for the total group for each competency area?

To analyze this, the statistical procedure of repeated measures, analysis of variance was used, looking for main effect for competencies.

3. a) Are there significant differences in the competency self-ratings assigned each competency within each university that differ from the total group?

   b) Are there differences in competency self-ratings between the institutions on each competency?

The analysis for question 3--repeated measures, analysis of variance--was used for this question. Interaction among the various institutions was used for part (a). Main effect for institution was used for part (b).

4. Which of the 16 competencies are listed as most competent and least competent for the total group? For each university?

To answer the first and second part of this question, percentages of respondents rating each competency as most or least competent were reported.

B) Comparisons between 1976 graduate self-ratings and 1972 data.

5. Have the ratings of the 16 individual competency areas (on the competency self-ratings) changed since the 1972 study?

For this question, a chi square test with the old results as expected frequencies and the new results as observed frequency was done. Total group data was used for this part of the study.

6. Have total scores on competency self-ratings changed since 1972 for the total group?

To determine this, a t-test was used on mean scores for the competency self-ratings for 1972 and for 1976.

7. Have total scores on competency self-ratings changed since 1972 for each university?

A t-test was used on mean scores for each competency area for each university for 1972 and for 1976.

C) Advisor predictions of best-worst competency self-ratings.

8. What is the advisor effectiveness in predicting the best-worst competency self-ratings of their students for each each institution?

A score was obtained for each advisor on each student of the number of matches between his predictions and student

opinion of their best-worst competency areas. A match was scored as a 1, a non-match was scored as a 0, and a mismatch was scored as a -1. A range of scores between +8 and -8 was possible. For individual institutions, raw scores from all advisors at that institution were summed and a mean score for that institution was derived.

9. a) Is there a difference between university personnel in their ability to predict students' most and least competency self-ratings?

   b) If there is a difference, is this related to any variables identified in this study?

To obtain (a), a one-way analysis of variance was done on the accuracy scores from all the institutions. For (b), institutions' scores were divided into subgroups according to the specified criteria of size and number of pupils per advisor.

D) Graduates opinions of current working conditions.

10. Do graduates from different institutions differ in their report of working conditions?

To obtain this information, a total score on the working conditions for each student was obtained, with each response having a different numerical value. Taking these scores, a mean score was determined for each university and then analysis of variance was used to compare the means of the scores of the various institutions.

E) Graduates' evaluations of three selected program components.

11. How do students feel about the quality of advisement, their own overall preparedness, and their student teaching experiences (evaluative questions 5, 6 and 7)? Does this differ across universities?

For the first part of the question, the percentage of subjects responding in each of the rating categories was reported. For the second part of the question, an analysis of variance was done for each question.

F) Relationships between competency self-ratings and all the other variables measured.

12. Is there independence between competency self-ratings and ratings given evaluative questions 5, 6 and 7?

To ascertain this analysis of variance was used, using total score on competency self-ratings.

13. Is there a relationship between teaching position taken (question number 1 on the questionnaire) and competency self-ratings?

To obtain this information, an overall score for each student on the competency self-ratings was obtained based on a score of 3 for each time he or she checked the sufficiently competent category, a 2 for every time the somewhat competent category was checked and a 1 for every time the minimally competent category was checked. Using this score, an analysis of variance was done.

14. Is there a relationship between scores on current working conditions and competency self-ratings?

For this analysis, total scores on the working conditions section (as obtained for question 10) were used for

each student. A correlation was done between these and total scores of personal self competency as used in question 13.

15. Does the quality of advisor rating by graduates (evaluative question 5) relate to the predicting ability of advisors?

A correlation was done between the total scores of advisor prediction scores and the ratings given to the question on quality of advisement.

16. Is there a relationship between competency self-rating scores and ability of advisors to predict graduate opinions of competency self-ratings?

To test for this a correlation was done between advisor scores and the sum of each subject's scores on the 16 competencies as described in question 13.

CHAPTER IV

PRESENTATION OF THE FINDINGS AND SUMMARY OF MAJOR FINDINGS

Introduction

The focus of this chapter is on the data obtained from the survey instruments and on the results of the statistical analyses which were used to study the data. In the first section of the chapter, data on the competency self-ratings of the 1976 graduates in the 16 competency areas are presented (questions 1, 2, 3 and 4). In the second section comparisons between 1976 competency self-ratings (research questions 5, 6 and 7) and 1972 competency self-ratings are reported.

In the third section scores on advisor predictions of students most-least competent ratings of the 16 competency areas (research questions 8 and 9) and the comparisons among institutions on these are presented. In the fourth section data on the seven questions on current working conditions (research question 10) are reported and compared across Universities. In the fifth section graduates' evaluations of the three selected program components are reported (research question 11). In section six, relationships

between 1976 competency self-ratings and other variables measured are presented (research questions 12, 13, 14, 15 and 16).

Section I

1. For the total group and for each university, what are the competency self-ratings of the graduates on the 16 competency areas?

The observed frequency distributions for the 3 category ratings of the 16 competencies areas for the total group can be found in Appendix D. This will be discussed at length in questions 2, 3 and 4.

2. Is there a difference in the competency self-ratings of students for the total group of each competency area?

To determine if there were differences in the ratings given the competency areas, repeated measure, analysis of variance was used. Due to the small N for University 4, results from it plus two other incomplete respondents' answers were not included in this analysis. Significant differences were found. Post hoc procedures were done, using the Tukey method. Means of the measures, in rank order, are as follows (see Table 4.1 on the following page).

Significant differences at the 0.1 level were found to exist between A and the remaining competencies; between B, C, D, E and those remaining; between F, G, H, I, J and those remaining; between K, L and those remaining; between M, N and those remaining and between O and P.

Table 4.1. Rank Order of the Means of Competency Areas on the Competency Self-ratings

	Rank	Competency	Mean	SD
Working with children on a one-to-one basis	A	(13)	1.071	.285
Working with children in a group	B	(12)	1.351	.512
Conducting academic instruction.	C	(8)	1.364	.571
Individualizing programs for children	D	(9)	1.429	.592
Setting up classroom procedures (rules, routines, etc.)	E	(6)	1.442	.640
Working effectively with other teachers	F	(15)	1.513	.619
Behavioral management	G	(2)	1.552	.568
Using educational materials	H	(4)	1.565	.620
Working effectively with support personnel	I	(7)	1.604	.659
Understanding the dynamics of student behavior	J	(10)	1.623	.610
Facilitating social emotional maturity	K	(16)	1.643	.594
Effective "grouping" of children	L	(3)	1.695	.668
Selecting appropriate educational materials	M	(5)	1.812	.671
Working effectively with administrators	N	(11)	1.844	.720
Student assessment/diagnostic techniques	O	(14)	1.961	.707
Working with parents	P	(1)	2.097	.744

3. a) Is there a difference in the competency self-ratings assigned each competency area within each university that differs from the total group?

There were no differences.

b) Are there significant differences in competency self-ratings for each competency area among the institutions?

Significant differences were found at the 0.01 level. A post hoc test was done, using the Tukey method. Results are summarized in Tables 4.2 and 4.3 on the following pages.

Due to the small N for University 4, results from it were <u>not</u> included in this analysis.

4. Which of the 16 competencies are listed as most competent and least competent for the total group? For each university?

The observed frequency distributions for the most and least competent areas can be found in Appendix F.

As would be expected, rank order for these was roughly comparable to rank order for competency self-ratings (see Table 4.4). The major purpose of these ratings was to utilize them for comparisons to advisor predictions.

Table 4.2. University Scores on Individual Competency Areas on the Competency Self-ratings

Competency	University 1 N=40 $\bar{X}$	SD	University 2 N=24 $\bar{X}$	SD	University 3 N=29 $\bar{X}$	SD	University 5 N=40 $\bar{X}$	SD	University 6 N=21 $\bar{X}$	SD
1	2.100	(.810)	1.625*	(.576)	2.207*	(.726)	2.175*	(.742)	2.333*	(.796)
2	1.5	(.555)	1.417	(.584)	1.345	(.553)	1.7	(.564)	1.81	(.602)
3	1.6	(.672)	1.417	(.584)	1.690	(.712)	1.85	(.662)	1.905	(.7)
4	1.45	(.597)	1.417	(.584)	1.621	(.561)	1.75	(.707)	1.524	(.602)
5	1.65	(.7)	1.5*	(.590)	1.966	(.580)	2.125*	(.723)	1.667	(.577)
6	1.375	(5.89)	1.417	(.584)	1.379	(.622)	1.475	(.716)	1.619	(.669)
7	1.475	(.679)	1.625	(.770)	1.793	(.620)	1.650	(.622)	1.476	(.602)
8	1.175	(.385)	1.292	(.550)	1.414	(.682)	1.425	(.594)	1.619	(.669)
9	1.40	(.545)	1.333	(.482)	1.310	(.541)	1.575	(.675)	1.476	(.68)
10	1.725	(.599)	1.625	(.647)	1.517	(.574)	1.625	(.628)	1.571	(.598)
11	1.85	(.7)	1.708	(.751)	1.966	(.626)	1.975	(.850)	1.571	(.676)
12	1.225	(.423)	1.250	(.442)	1.414	(.628)	1.375	(.54)	1.517	(.507)
13	1.075	(.267)	1.042	(.204)	1.103	(.409)	1.050	(.221)	1.095	(.301)
14	2.1*	(.744)	1.375*	(.576)	1.621*	(.677)	2.375*	(.628)	2.048*	(.921)
15	1.475	(.554)	1.333	(.565)	1.759	(.786)	1.575	(.594)	1.333	(.577)
16	1.60	(.632)	1.542	(.588)	1.621	(.561)	1.750	(.588)	1.667	(.577)

*Indicates significant differences between two universities (see Table 43, p. 51).

Table 4.3. Differences Between the Institutions on Each Competency Area

Graduates from University 2 rated themselves as more competent than graduates from Universities 3, 5 and 6 rated themselves on competency 1 (working with parents).

Competency Area 1	U_2 Mean = 1.625		U_5 Mean = 2.175	
	SD = .567		SD = .742	
	U_3 Mean = 2.207		U_6 Mean = 2.333	
	SD = .726		SD = .796	

Graduates from University 2 rated themselves as more competent than graduates from University 5 rated themselves on competency 5 (selecting appropriate educational materials).

Competency Area 5	U_2 Mean = 1.5	U_5 Mean = 2.125
	SD = .590	SD = .723

Graduates from University 2 rated themselves as more competent than graduates from Universities 1, 5 and 6 rated themselves on competency 14 (student assessment/diagnostic techniques).

Competency Area 14	U_2 Mean = 1.375		U_1 Mean = 2.100	
	SD = .576		SD = .744	
	U_5 Mean = 2.375		U_6 Mean = 2.048	
	SD = .628		SD = .921	

Graduates from University 3 rated themselves as more competent than graduates from University 5 rated themselves on competency 14 (student assessment/diagnostic techniques).

Competency Area 14	U_3 Mean = 1.621	U_5 Mean = 2.375
	SD = .677	SD = .628

Table 4.4. Rank Order of Competency Areas from Best-Worst Competency Ratings

Rank	Competency Area	Competency Number
1	Individualizing Programs for Children	9
2	Setting Up Classroom Procedures	6
3	Behavioral Management	2
4	Working with Children in a Group	12
5	Working with Children on a One-to-one Basis	13
6	Conducting Academic Instruction	8
7	Understanding the Dynamics of Student Behavior	10
8	Working Effectively with Other Teachers	15
9	Facilitating Social-Emotional Maturity	16
10	Using Educational Materials	4
11	Student Assessment/Diagnostic Techniques	14
12	Selecting Appropriate Educational Materials	5
13	Effective "Grouping" of Children	3
14	Working Effectively with Support Personnel	7
15	Working Effectively with Administrators	11
16	Working with Parents	1

Section II

5. Have competency self-ratings for each competency area changed since the 1972 study?

Significant differences were found in 10 of the competencies (see Table 4.5).

Table 4.5. Comparisons for 1972-1976 Competency Self-ratings that Were Significant at the .01 Level

	Competency Ratings Category*	Year 1972	Year 1976	Totals
Effective Grouping of Children	1	57	72	129
1972 mean = 2.0 1976 mean = 1.695 Chi square = 25.58	2	152	74	226
	3	59	20	79
	Totals	268	166	434
Selecting Appropriate Educational Materials	1	71	59	130
1972 mean = 2.2 1976 mean = 1.812 Chi square = 29.9	2	85	78	163
	3	119	30	149
	Totals	275	167	442

*The categories for 1972 were: 1--sufficiently competent; 2--somewhat competent; 3--not sufficiently competent. For 1976 the categories were: 1--competent; 2--somewhat competent; 3--minimally competent.

table continued

Table 4.5--continued

	Competency Ratings Category*	Year 1972	Year 1976	Totals
Setting Up Classroom Procedures	1	127	105	232
	2	105	48	153
1972 mean = 1.7	3	44	14	58
1976 mean = 1.429	Totals	276	167	443
Chi square = 12.36				
Working With Support Personnel	1	104	85	189
	2	126	65	191
1972 mean = 1.8	3	38	17	55
1976 mean = 1.6	Totals	268	167	435
Chi square = 6.006				
Conducting Academic Instruction	1	139	113	252
	2	107	43	150
1972 mean = 1.6	3	31	11	42
1976 mean = 1.364	Totals	277	167	444
Chi square = 11.57				
Individualizing Programs for Children	1	112	104	216
	2	103	53	156
1972 mean = 1.8	3	59	10	69
1976 mean = 1.43	Totals	274	167	441
Chi square = 26.28				

table continued

Table 4.5--continued

	Competency Ratings Category*	Year 1972	1976	Totals
Understanding the Dynamics of Student Behavior	1	115	79	194
	2	121	76	197
1972 mean = 1.7	3	44	10	54
1976 mean = 1.623	Totals	280	165	445
Chi square = 6.676				
Working with Children in a Group	1	120	111	231
	2	130	51	181
1972 mean = 1.6	3	22	5	27
1976 mean = 1.351	Totals	272	167	439
Chi square = 21.47				
Working with Children on a One-to-one Basis	1	229	158	387
	2	44	7	51
1972 mean = 1.2	3	3	1	4
1976 mean = 1.071	Totals	276	166	442
Chi square = 14.21				
Student Assessment Diagnostic Techniques	1	42	47	44
	2	104	49	153
1972 mean = 2.3	3	129	70	199
1976 mean = 1.96	Totals	275	166	396
Chi square = 10.745				

The following significant differences were found:

1) Competency Area 3 (effective grouping of children) higher in 1976 than in 1972.
2) Competency Area 5 (selecting appropriate educational material) higher in 1976 than in 1972.
3) Competency Area 6 (setting up classroom procedures) higher in 1976 than in 1972.
4) Competency Area 7 (working with support personnel) higher in 1976 than in 1972.
5) Competency Area 8 (conducting academic instruction) higher in 1976 than in 1972.
6) Competency Area 9 (individualizing programs) higher in 1976 than in 1972.
7) Competency Area 10 (understanding the dynamics of student behavior) higher in 1976 than in 1972.
8) Competency Area 12 (working with children in a group) higher in 1976 than in 1972.
9) Competency Area 13 (working with children on a one-to-one basis) higher in 1976 than in 1972.
10) Competency Area 14 (student assessment/diagnostic techniques) higher in 1976 than in 1972.

6. Have student opinions of ability as measured by competency self-ratings changed since 1972 for the total group?

Using a t-test no significant difference was found between state-wide means for 1972 and for 1976 on the competency areas (see Table 4.6).

Table 4.6. t-Tests for 1972 Compared to 1976 on Overall Competency Self-ratings

University	1972 $\bar{X}$	1976 $\bar{X}$	t
State average	1.814	1.59	1.34
1	1.9	1.53	1.28
3	1.71	1.58	3.5*
4	1.8	1.57	2.5*
5	1.86	1.71	1.26
6	1.78	1.69	.73

*Significant at the .01 level.

Although overall there appeared to be a better score on the competency self-ratings in 1976 than in 1972, this difference was not significant. On total scores of self-competency, there has been no significant improvement from 1972 to 1976.

Because University 2 was not included in the 1972 study, results could not be compared for that institution.

7. Have student opinions of ability as measured by competency self-ratings changed since 1972 for each university?

Only 2 universities changed significantly in their ratings from 1972 to 1976. These two were University 3 and University 4 (see Table 4.6 above). Graduates from both universities scored themselves significantly more competent in 1976 than in 1972.

Section III

8. What is the advisors' effectiveness in predicting the best-worst competency self-ratings of their graduates for each institution?

To analyze the advisors' predicting ability, a mean score for each institution's advisors was determined (see Chapter III, page 43). Results were as follows (Table 4.7).

Table 4.7. Advisors' Predicting Ability for Each University

University	Number of Students	Average Score of Advisors on Predicting
1	36	+1
2	15	+1.533
3	27	+ .407
4	7	+2
5	31	+2.03
6	17	+2

Due to failure of some students to put their names on their questionnaires and inability on the part of the researcher to reach two of the advisors listed, advisor predictions were available for only 133 graduates.

9. a) Is there a difference between university personnel in their ability to predict students' opinions of most and least competent self-ratings?

   b) If there is a difference, is this related to any variables identified in this study?

There was no significant difference between universities' personnel in their ability to predict students' opinions of most and least competency self-ratings. Of a possible range from +8 to -8, actual scores ranged from a +.407 to a +2.03 or a percentage of accuracy no greater than 26% for any institution.

Although there were some apparent differences in ability of advisors to predict student self-competency ratings, these were not real differences. All of the various universities advisors predicted best-worst competency self-ratings with about the same degree of success. Since there were no differences these data were not explored further.

Section IV

10. Do graduates from different institutions differ in their report of current working conditions?

Scores on current working conditions are reported in full in Appendix E.

Analysis of variance was used to analyze total scores of working conditions by institutions. There were no significant differences at the .01 level.

Graduates from the various institutions did not report any real differences in the conditions under which they were working.

Average total scores of working conditions are reported for each institution in Table 4.8.

Table 4.8. Average Total Scores of Working Conditions

University	Average Student's Total Score on Current Working Conditions
1	20.21
2	19.69
3	20.60
4	19.36
5	21.67
6	18.78

An average score of 21 would indicate an overall rating of "good" working conditions.

Section V

11. How do students feel about the quality of advisement, their own overall preparedness, and their student teaching experiences? Does this differ across universities?

Quality of advisement ratings can be found in Table 4.9.

Table 4.9. Opinions of Respondents on Quality of Advisement

Category	Score Value	University 1	2	3	4	5	6	Total Group
Excellent	1	7	9	5	1	10	6	38
Very good	2	17	4	6	4	10	5	46
Good	3	9	7	12	7	16	6	57
Fair	4	6	4	5	0	5	2	22
Poor	5	1	0	1	1	0	1	4
No response	0	0	0	0	0	0	1	1
Total		40	24	29	13	41	21	168
		Mean = 2.449			SD = 1.057			

As can be seen in Table 4.9 the majority of graduates (57 or 33.9%) felt the quality of advising was good and 46 felt it was very good.

Ratings of overall preparedness can be found in Table 4.10 on the following page.

Table 4.10. Opinions of Respondents on How Well Prepared They Felt

Category	Score Value	University 1	2	3	4	5	6	Total Group
Very well prepared	1	9	4	4	1	2	4	24
Well prepared	2	17	9	12	9	17	8	72
Somewhat prepared	3	11	10	12	3	22	9	67
Unprepared	4	1	0	1	0	0	0	2
Very unprepared	5	2	1	0	0	0	0	3
Total		40	24	29	13	41	21	168
	Mean = 2.333			SD = .802				

It can be seen that 72 (42.9%) felt well prepared to teach emotionally disturbed children while 67 (39.9%) felt somewhat prepared.

Ratings on the value of the Student Teaching Experiences can be found in Table 4.11 on the following page.

Table 4.11. Opinions of Respondents on Value of Student Teaching Experience

Category	Score Value	University 1	2	3	4	5	6	Total Group
Very beneficial	1	23	16	22	11	19	13	104
Beneficial	2	8	5	6	1	13	3	36
Somewhat beneficial	3	8	2	1	1	8	5	25
Not beneficial	4	1	1	0	0	1	0	3
Total		40	24	29	13	41	21	168
	Mean = 1.565				SD = .809			

The majority of graduates (104 or 61.9%) rated their student teaching experience as a very beneficial experience while only 3 graduates (1.8%) felt the experience was not beneficial.

To determine if any of these three evaluative questions varied among the universities, an analysis of variance was done on each question. Respondents' opinions on the quality of advising, overall preparedness, and value of the student teaching experience did not differ significantly among the universities. These experiences are apparently viewed as being very similar by graduates of the six institutions.

Section VI

12. Is there independence between competency self-ratings and ratings given the evaluative questions on quality of advising, overall preparedness, and value of student teaching experience?

To determine if any of these three questions were related to overall competency of the students as computed by their competency self-ratings, analysis of variance was used. Two of these analyses were found to be significant.

How well prepared graduates felt they were was found to have a positive relationship to overall self-ratings at the .01 level (see Table 4.12).

Table 4.12. Mean Competency Self-rating Total Scores by How Well Prepared Graduates Felt They Were

How Well Prepared	Mean Competency Self-rating Total Score
Very well prepared	41.82
Well prepared	39.257
Somewhat prepared	36.591
Unprepared	31.0
Very unprepared	32.667

Using post hoc procedures, it was determined that all the differences but the last one (between unprepared and

very unprepared) are significantly different at the .001 level. This suggests that these two measures are highly correlated.

How beneficial the students rated their student teaching was found to have a positive relationship to overall competency self-ratings (see Table 4.13).

Table 4.13. Overall Self-competency Ratings by How Beneficial Student Teaching was Rated

Overall Student Teaching Experience	Mean Competency Self-rating Score
Very beneficial	40.921
Beneficial	38.591
Somewhat beneficial	37.375
Not beneficial	36.818

Using post hoc procedures, it was determined that those rating their student teaching experiences as very beneficial had significantly higher competency self-rating scores at the .01 level than all the other graduates. Those rating their student teaching experience as beneficial had significantly higher competency self-rating scores at the .05 level than all those rating their student teaching experience as somewhat beneficial or not beneficial.

This suggests that students who reported they had excellent or very good student teaching experiences scored higher on competency self-rating scores than those who did not benefit as much from their student teaching experience.

13. Is there a relationship between teaching position taken (question number 1 on the questionnaire) and competency self-ratings?

The technique analysis of variance was used to analyze overall competency self-rating scores by position taken (see Table 4.14).

Table 4.14. Mean Competency Self-rating by Position Taken

Position Taken	Mean Competency Self-rating Score
Teaching Regular Education	38.08
Teaching Emotionally Impaired	38.04
Teaching Other Special Education	38.04
Not Teaching	37.3
Other	37

The analysis was not significant at the .01 level. Kind of job taken was not related to competency self-ratings. How graduates perceived their own competency did not influence the type of job he/she took.

14. Is there a relationship between scores on current working conditions and competency self-ratings?

A correlation was done between total scores of working conditions and competency self-ratings. The computed correlation value was -.082. This is an insignificant amount of correlation. Competency self-ratings did not seem to be related to the working conditions at the places graduates take jobs. There was no significant relationship between a graduate's opinion of his or her own competency and the working conditions at the place where he or she found a job.

15. Does the quality of advisor rating by graduates (evaluative question 5) relate to the predicting ability of advisors?

The correlation between quality of advisor rating by graduates and predicting ability of advisors was .184 This did not appear to be a large enough amount of correlation to be important.

There was no significant relationship between how well the graduates rated the quality of advising and how well the advisors could predict the graduates competency self-ratings.

16. Is there a relationship between competency self-rating scores and ability of advisors to predict graduate opinions of competency self-ratings?

A correlation was done between competency self-rating scores and the ability of advisors to predict competency self-rating scores. The correlation value was -.536. This is an insignificant amount of correlation. How high

or low a graduate rated his or her own competency was not related to how well the advisor could predict graduate's competency self-rating. Graduates whose advisors could predict their competency self-ratings well scored no higher on the competency self-ratings than graduates whose advisors could not predict their competency self-ratings well.

Summary of the Major Findings

1) The competency areas rated the highest by the graduates in 1976 on the competency self-ratings were:
   - Working with children on a one-to-one basis
   - Working with children in a group
   - Conducting academic instruction
   - Individualizing programs for children
   - Setting up classroom procedures.
2) The competency areas rated the lowest by the graduates in 1976 on the competency self-ratings were:
   - Selecting appropriate educational materials
   - Working effectively with administrators
   - Student assessment/diagnostic techniques
   - Working with parents.
3) There was close agreement between rankings of competency areas on best-worst competency self-ratings and the rankings of competency areas on competency self-ratings.

4) The scores on the competency self-ratings were higher for some institutions' graduates than for others:
   - Competency self-ratings of graduates from University 2 were higher than competency self-ratings of graduates from Universities 3, 5, and 6 on Working With Parents.
   - Competency self-ratings of graduates from University 2 were higher than competency self-ratings of graduates from University 5 on Selecting Appropriate Educational Materials.
   - Competency self-ratings of graduates from University 2 were higher than competency self-ratings of graduates from Universities 1, 5 and 6 on Student Assessment/Diagnostic Techniques.
   - Competency self-ratings of graduates from University 3 were higher than competency self-ratings of graduates from University 5 on Student Assessment/Diagnostic Techniques.
5) The majority of graduates felt that the quality of advisement was good, that they were very well prepared to teach emotionally disturbed children and that student teaching was a very beneficial experience. None of these three variables appeared to be significantly different among the various universities.

6) Using analysis of variance, a significant relationship (.01 level) was found between student's opinions of their overall preparedness and their total scores on the competency self-ratings.
7) Using analysis of variance, a significant relationship (.01 level) was found between ratings on the value of student teaching experience and total scores on the competency self-ratings.
8) Although no significant difference was found in <u>total scores</u> on the competency self-ratings between 1972 and 1976, significant differences (.01 level) were found on some individual competency areas:
    a) Competency area 3 (effective grouping of children) was higher in 1976 than in 1972.
    b) Competency area 5 (selecting appropriate educational material) was higher in 1976 than in 1972.
    c) Competency area 6 (setting up classroom procedures) was higher in 1976 than in 1972.
    d) Competency area 7 (working with support personnel) was higher in 1976 than in 1972.
    e) Competency area 8 (conducting academic instruction) was higher in 1976 than in 1972.
    f) Competency area 9 (individualizing programs) was higher in 1976 than in 1972.

g) Competency area 10 (understanding the dynamics of student behavior) was higher in 1976 than in 1972.

h) Competency area 12 (working with chi dren in a group) was higher in 1976 than in 1972.

i) Competency area 13 (working with children on a one-to-one basis)was higher in 1976 than in 1972.

j) Competency area 14 (student assessment/diagnostic techniques) was higher in 1976 than in 1972.

9) Only two universities (3 and 6) had changed in their overall competency self-ratings since 1972. Both had total scores indicating higher levels of competency in 1976 than in 1972.

10) A correlation of only .184 was found between quality of advisor ratings by graduates and the predicting ability of advisors.

11) Using analysis of variance, no significant relationship was found to exist between current working conditions and competency self-ratings.

12) Using analysis of variance, no significant relationship was found to exist between teaching position taken and competency self-ratings.

13) Graduates from different institutions did not differ significantly in their report of working conditions.

14) There was no significant difference among university personnel in their ability to predict students' opinions of their best-worst competency areas.

15) The correlation between competency self-rating scores and ability of advisors to predict these competency self-rating scores was only -.536.

16) The correlation between scores on current working conditions and competency self-ratings was only -.082.

CHAPTER V

SUMMARY AND DISCUSSION, LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Summary and Discussion

This study was a survey of 1974-1975 Michigan College and University graduates in special education for the emotionally impaired. The study ascertained competency self-ratings of the graduates in 16 competency areas at the time of graduation. Further, this study obtained the graduates' opinions of their four best and four worst competency areas, their opinion of their current working conditions and their evaluation of three selected components of the college programs from which they graduated.

An additional purpose of this study was to determine the ability of advisors from all the institutions surveyed to predict the competency self-ratings of their graduates.

The study was evaluative and comparative in nature. It surveyed students who had graduated from Central Michigan University, Eastern Michigan University, Grand Valley State Colleges, Michigan State University, University of Michigan, and Western Michigan University. A total of 280 graduates were mailed questionnaires. Of those, 168 or 60% returned the questionnaires.

The study had six major research objectives:

1. To ascertain how competent the graduates thought they were at the time of graduation in 16 specific competency areas, and to compare the various participating institutions on these measures.

2. To make comparisons between 1976 competency self-ratings and similar data from a 1972 study.

3. To ascertain how well advisors could predict these competency self-ratings.

4. To obtain graduates opinions of their current working conditions.

5. To obtain graduates evaluations of three selected program components (student teaching, quality of advisement, overall preparedness).

6. To ascertain the relationships between competency self-ratings and the three program components evaluated, current working conditions, and advisor predictions.

The teaching competency areas rated highest in the study indicated that the graduates felt most confident about their direct dealings with the students (working with children on a one-to-one basis, working with children in a group, conducting academic instruction, and individualizing programs for children).

Undergraduate training programs appear to be doing an adequate job in preparing their graduates for the primary task of interacting with their students on a day-to-day basis.

The teaching competency areas rated the lowest by the graduates were selecting appropriate educational materials, student assessment/diagnostic techniques, working effectively with administrators, and working with parents. The last two of these might possibly be related in that they are both

areas of interpersonal relationships.

Assuming that obtaining self-rating from graduates gives an accurate measure of their competencies, there is a need to deal differently with these areas of perceived lower competency in the undergraduate curriculum of the various institutions. Either they are not being covered in the training programs, not being covered enough, or not being covered appropriately. These four areas of greatest weakness for the graduates are the areas that should be examined in current teacher preparation programs. Decisions should be made concerning possible reasons for the weaknesses. Do they result from a lack of inclusion in the program? Are they only covered minimally? If they are covered, what can be lacking in that coverage? Whatever the primary cause is determined to be, teacher preparation programs should take action to enhance their programs in these areas.

In addition to attempting to improve undergraduate programs in the weakest competency areas, these areas should also be targeted for in-service and institutes within the state. Graduate programs, too, should be made aware of the areas of greatest perceived weakness for the undergraduates. These areas should be stressed and further developed at the graduate level.

There is apparently a great need for University cooperation in deciding upon action to be taken about perceived low competency areas. In eight specific instances

competency self-ratings from one of the institution's graduates were significantly higher than the competency self-ratings of another institution's graduates. Not only did significant differences exist, they existed in the same competency areas that overall were the weakest. Apparently there is a great need for dialogue among the various institutions about how each competency area is being taught.

The importance of the student teaching experience is emphasized by the results of this survey. Students rating their student teaching as very beneficial or beneficial had significantly higher competency self-rating scores than those who rated their student teaching experience as somewhat beneficial or not beneficial. Apparently the student teaching experience has a very strong, direct influence on how competent the graduates perceive themselves to be. Any time and effort expended to enhance this experience is probably justified at the undergraduate level.

Since there was improvement in ten of the sixteen competencies since 1972, the quality of the program as measured through student opinions of their own competency self-ratings has evidently been improving.

There were no significant differences among university personnel in their ability to predict students' opinions of their best-worst competency areas. Apparently this ability is not related to any of the factors that differ among the universities, such as size of student load for the faculty.

Graduates from different institutions did not differ in their report of working conditions, nor did graduate self-ratings have a significant relationship to current working conditions. The conditions under which graduates find themselves working apparently are not influenced by the program that the graduate attended or how confident the graduate feels about his or her own competencies.

The majority of the graduates felt that the quality of advisement was good, that they were very well prepared to teach emotionally disturbed children, and that student teaching was a very beneficial experience.

Limitations of the Study

Several limitations of this study need to be delineated.

1. In comparing 1972 results to 1976 results, there were several intervening factors.

   a) The 1972 survey included BA and MA graduates, while the 1976 survey only included BA graduates.

   b) The 1976 questionnaire had an additional two competencies.

   c) The headings of the three rankings of the competencies were changed.

1972	1976
sufficiently competent	competent
somewhat competent	somewhat competent
not sufficiently competent	minimally competent

2. On the rankings of the competencies, students' opinions about themselves were used. For this reason, self-concept may have had an effect on the ratings. However, this method had many precedents in the competency research literature.

3. The percentage of respondents was only 60% of those initially mailed the survey questionnaire.

4. On the advisor prediction section, predictions could be made on only 133 of the 168 respondents.

Recommendations for Further Research

Adequate program evaluation is a complex process of which this study is only a small part. Additional research is needed in the following areas:

1. Similar follow-up studies should be done across the state on a regular basis to assess whether student opinions of programs are changing.

2. To further validate student opinions, as assessed in this study, future students should also be evaluated by an outside source and these results compared to student opinions.

3. Longitudinal studies are needed. These same subjects, and future subjects, should be assessed at intervals--immediately after graduation, six months after graduation, two years after graduation, and five years after graduation.

4. Further research should test the effects of level of competency in the sixteen selected areas used in this study upon pupil behavior, growth, and change.

5. A follow-up to this survey could be done by utilizing the same subjects studied and obtaining supervisor ratings for them on the competency areas and comparing these to the graduates competency self-ratings.

6. The student teaching experience warrants much further study to determine where the crucial elements exist and what can be done to enhance them.

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APPENDICES

APPENDIX A

COVER LETTER AND LETTER OF EXPLANATION

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Superintendent of
Public Instruction

January 26, 1976

Dear Teacher:

A persistent concern of all those in the field of emotional impairment in the State of Michigan is the continual evaluation, modification and improvement of the training programs at the college and university level. In order to make informed decisions, all persons affected by a training program must be involved in the evaluation of that program. Simply stated, there is a need to know what your perceptions are in order to justify and validate what is being done and to make decisions about what should be done to improve teacher training programs.

Your participation in this research should contribute to the improvement of teacher training in emotional impairment in the state.

Sincerely,

Bert Donaldson

Bert Donaldson, Ph.D.
Instructional Specialist for
Emotionally Impaired
Special Education Services

BD:mf

January 26, 1976

Dear Graduate,

You are being asked to participate in a research study of 1974-1975 school year graduates in emotional impairment by filling out the enclosed four-page questionnaire. The questionnaire is self-explanatory and can be filled out in approximately ten minutes. All responses are confidential, so feel free to express your honest opinions. In order to keep track of those who have returned the questionnaire, your name is asked for on the cover sheet. When your response is received, your name will be removed so that personal responses cannot be distinguished from the total group of responses. This study is endorsed by faculty members from Central Michigan University, Michigan State University, The University of Michigan, Grand Valley State Colleges, Eastern Michigan University, Western Michigan University and the Special Education Services of the Michigan State Department of Education.

Return of this questionnaire by March 15, 1976 would be very helpful. A stamped, addressed envelope is enclosed for your convenience. A summary of the results of this study will be available to you upon request. Thank you very much for your cooperation.

Sincerely,

Paula C. Wood

Paula C. Wood
Doctoral Student
Michigan State University

APPENDIX B

SURVEY INSTRUMENTS

NAME_____

FROM WHICH COLLEGE OR UNIVERSITY DID YOU RECEIVE YOUR DEGREE_____

DATE OF GRADUATION_____

PLEASE LIST ANY APPROVALS OTHER THAN E.I.
THAT YOU HAVE_____

WHO WAS YOUR PRIMARY CONTACT PERSON AMONG THE FACULTY IN SPECIAL EDUCATION
DURING YOUR TEACHER TRAINING_____

(This sheet will be detached upon receipt of your filled out questionnaire so that your answers will be confidential.)

DEMOGRAPHIC DATA

1. What best describes your present situation?

___ 1. Teaching regular education
___ 2. Employed as a teacher of the emotionally impaired
___ 3. Teaching another area of special education: _____
___ 4. Not teaching. Reason: _____

(If you are NOT presently teaching, please skip to question 5.)

2. What best describes the age group you are working with?

___ 1. Pre-school
___ 2. Elementary
___ 3. Secondary

If you answered more than one of the above, or could not answer, please indicate ages:

___ yrs. = youngest student ___ yrs. = oldest student

3. What best describes your present setting?

___ 1. Public School
___ 2. Institution
___ 3. Day Treatment Center
___ 4. Juvenile Detention Facility
___ 5. Other (Please Describe) _____

4. What best describes the present capacity in which you are serving?

___ 1. Self-contained EI classroom
___ 2. Self-contained LD classroom
___ 3. Resource Room
___ 4. Crisis or Helping Teacher
___ 5. Consultant
___ 6. EMI or TMI
___ 7. Other _____

EVALUATIVE DATA

5. What best describes the quality of advisement you received from the Special Education Department?

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

6. How well prepared to teach emotionally disturbed children did you feel at the completion of your college training?

___ 1. Very well prepared
___ 2. Well prepared
___ 3. Somewhat prepared
___ 4. Unprepared
___ 5. Very unprepared

7. What best describes your feelings about your student teaching experience in Special Education?

___ 1. Very beneficial experience
___ 2. Beneficial experience
___ 3. Somewhat beneficial experience
___ 4. Not a beneficial experience

The following questions seek your perception of the impact of the conditions you are working under and how these conditions affect how well you are able to meet the needs of the children you serve.

1. **How would you describe the AVAILABILITY OF INSTRUCTIONAL MATERIALS to run your program?**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

2. **How would you describe the INSERVICE and PROFESSIONAL IMPROVEMENT OPPORTUNITIES available to you?**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

3. **How would you describe the ADMINISTRATIVE DIRECTION and LEADERSHIP you have received in the operation of your program for emotionally disturbed children?**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

4. **How would you describe the ATTITUDINAL CLIMATE regarding your program? (i.e., How suitable are the attitudes of the parents, teachers, administrators and maintenance staff with whom you work?)**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

5. **How would you describe the SUPPORTIVE PROVISIONS AND PERSONNEL available to you in meeting the personal and emotional needs of your students?**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

6. **How would you describe the "WORKABILITY" of the group of children you serve? (i.e., To what extent is their variability, compatibility, type and degree of difficulty appropriate for the services you provide?)**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

7. **How would you describe the EDUCATIONAL PLANNING and/or PLACEMENT PROVISIONS you function under?**

___ 1. Excellent
___ 2. Very Good
___ 3. Good
___ 4. Fair
___ 5. Poor

A. USING THE EXPERIENCE YOU NOW HAVE, RATE EACH OF THE FOLLOWING AS TO HOW COMPETENT YOU WERE THE DAY AFTER GRADUATION FROM TEACHER TRAINING.

Check the option for each skill area that best described your competency the day after graduation from teacher training.

B. IN THE BLANKS AT THE LEFT, PLEASE PLACE A PLUS (+) IN EACH OF THE FOUR AREAS YOU WERE MOST COMPETENT IN AND PLACE A MINUS (-) IN THE FOUR AREAS YOU WERE LEAST COMPETENT IN.

	Competent	Somewhat Competent	Minimally Competent
__ 1. Working with parents			
__ 2. Behavioral management			
__ 3. Effective "grouping" of children			
__ 4. Using educational materials			
__ 5. Selecting appropriate educational materials			
__ 6. Setting up classroom procedures (rules, routines, etc.)			
__ 7. Working effectively with support personnel			
__ 8. Conducting academic instruction			
__ 9. Individualizing programs for children			
__10. Understanding the dynamics of student behavior			
__11. Working effectively with administrators			
__12. Working with children in a group			
__13. Working with children on a one-to-one basis			
__14. Student assessment/diagnostic techniques			
__15. Working effectively with other teachers			
__16. Facilitating social-emotional maturity			

ADVISOR FOLLOW-UP FORM

The following student, _____, was a recent graduate from your Special Education training program. This person has taken a job in the following position:

_____ Regular Education
_____ E.I. Teacher
_____ Other Special Education
Teaching Position _____
_____ Not Teaching

Age Level Currently Working With:

_____ Pre-school
_____ Elementary
_____ Secondary
_____ Other _____

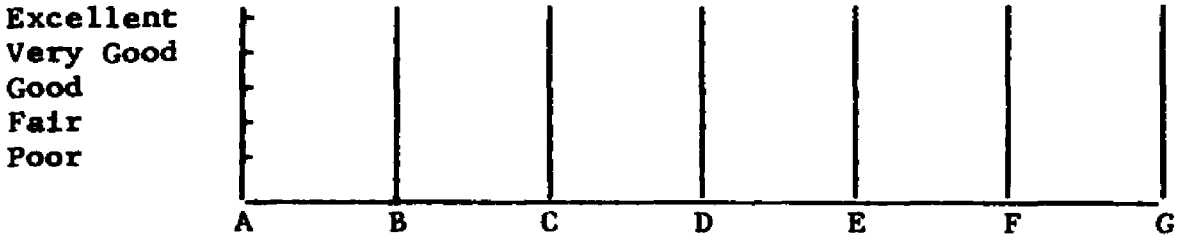
Setting:

_____ Public School
_____ Institution
_____ Day Treatment
_____ Juvenile Delinquency Facility
_____ Other _____

Present Capacity:

_____ Self-Contained E.I.
_____ Self-Contained L.D.
_____ Resource Room
_____ Crisis Room
_____ Consultant
_____ Other _____

This student has the following perceptions of the present condition under which he/she is working:



A = Availability of Instructional Material
B = In-service and Professional Improvement Opportunities
C = Administrative Direction and Leadership
D = Attitudinal Climate
E = Supportive Provisions and Personnel
F = Workability of Group
G = Educational Planning and/or Placement Provisions

For this student, with an awareness of the previous information, please indicate the four areas which you believe they would indicate as their most and least competent areas. Place a plus (+) next to the four areas you believe they will rate as their most competent areas and a minus (-) next to the four areas you believe they will rate as their least competent areas.

_____ 1. Working with parents

_____ 2. Behavioral management

_____ 3. Effective "grouping" of children

_____ 4. Using educational materials

_____ 5. Selecting appropriate educational materials

_____ 6. Setting up classroom procedures (rules, routines, etc.)

_____ 7. Working effectively with supportive personnel

_____ 8. Conducting academic instruction

_____ 9. Individualizing programs for children

_____ 10. Understanding the dynamics of student behavior

_____ 11. Working effectively with administrators

_____ 12. Working with children in a group

_____ 13. Working with children on a one-to-one basis

_____ 14. Student assessment/diagnostic techniques

_____ 15. Working effectively with other teachers

_____ 16. Facilitating social-emotional maturity

APPENDIX C

COMPETENCY SELF-RATINGS FOR EACH UNIVERSITY AND FOR THE TOTAL GROUP

APPENDIX C

Competency 1--Working with Parents

Area	University 1	2	3	4	5	6	Total
Competent	11	10	5	3	8	4	41
Somewhat competent	13	13	13	6	17	5	67
Minimally competent	15	1	11	3	15	11	56
No data	1	0	0	1	1	1	4

Competency 2--Behavioral Management

Area	University 1	2	3	4	5	6	Total
Competent	21	15	20	10	14	6	86
Somewhat competent	18	8	8	3	24	12	73
Minimally competent	1	1	1	0	2	2	7
No data	0	0	0	0	1	1	2

Competency 3--Effective "grouping" of Children

Area	University 1	2	3	4	5	6	Total
Competent	20	15	13	6	12	6	72
Somewhat competent	16	8	12	6	21	11	74
Minimally competent	4	1	4	1	6	4	20
No data	0	0	0	0	2	0	2

Competency 4--Using Educational Materials

Area	University 1	2	3	4	5	6	Total
Competent	24	15	12	8	16	11	86
Somewhat competent	13	8	16	2	18	9	66
Minimally competent	2	1	1	3	6	1	14
No data	1	0	0	0	1	0	2

Competency 5--Selecting Appropriate Educational Materials

Area	University 1	2	3	4	5	6	Total
Competent	19	13	7	4	8	8	59
Somewhat competent	16	10	16	5	19	12	78
Minimally competent	5	1	6	4	13	1	30
No data	0	0	0	0	1	0	1

Competency 6--Setting-up Classroom Procedures

Area	University 1	2	3	4	5	6	Total
Competent	27	15	20	7	26	10	105
Somewhat competent	11	8	7	4	9	9	48
Minimally competent	2	1	2	2	5	2	14
No data	0	0	0	0	1	0	1

Competency 7--Working Effectively with Support Personnel

Area	University 1	2	3	4	5	6	Total
Competent	25	13	9	9	17	12	85
Somewhat competent	11	7	17	2	20	8	65
Minimally competent	4	4	3	2	3	1	17
No data	0	0	0	0	1	0	1

Competency 8--Conducting Academic Instruction

Area	University 1	2	3	4	5	6	Total
Competent	33	18	20	7	25	10	113
Somewhat competent	7	5	6	3	13	9	43
Minimally competent	0	1	3	3	2	2	11
No data	0	0	0	0	1	0	1

Competency 9--Individualizing Programs for Children

Area	University 1	2	3	4	5	6	Total
Competent	25	16	21	8	21	13	104
Somewhat competent	14	8	7	3	15	6	53
Minimally competent	1	0	1	2	4	2	10
No data	0	0	0	0	1	0	1

Competency 10--Understanding the Dynamics of Student Behavior Area

	University						
	1	2	3	4	5	6	Total
Competent	14	11	15	11	18	10	79
Somewhat competent	23	10	13	1	19	10	76
Minimally competent	3	2	1	0	3	1	10
No data	0	1	0	1	1	0	3

Competency 11--Working Effectively with Administrators Area

	University						
	1	2	3	4	5	6	Total
Competent	13	11	6	4	13	11	58
Somewhat competent	20	9	18	6	15	8	76
Minimally competent	7	4	5	3	12	2	33
No data	0	0	0	0	1	0	1

Competency 12--Working with Children in a Group Area

	University						
	1	2	3	4	5	6	Total
Competent	31	18	19	8	26	9	111
Somewhat competent	9	6	8	3	13	12	51
Minimally competent	0	0	2	2	1	0	5
No data	0	0	0	0	1	0	1

Competency 13--Working with Children on a One-to-one Basis

Area	University 1	2	3	4	5	6	Total
Competent	37	24	27	13	38	19	158
Somewhat competent	3	0	1	0	1	2	7
Minimally competent	0	0	1	0	0	0	1
No data	0	0	0	0	2	0	2

Competency 14--Student Assessment/Diagnostic Techniques

Area	University 1	2	3	4	5	6	Total
Competent	9	16	14	2	3	5	47
Somewhat competent	18	7	12	7	19	7	49
Minimally competent	13	1	3	4	18	8	70
No data	0	0	0	0	1	1	2

Competency 15--Working Effectively with Other Teachers

Area	University 1	2	3	4	5	6	Total
Competent	22	17	13	9	19	15	95
Somewhat competent	17	6	10	3	19	5	60
Minimally competent	1	1	6	1	2	1	12
No data	0	0	0	0	1	0	1

Competency 16--Facilitating Social-Emotional Maturity

Area	University 1	2	3	4	5	6	Total
Competent	19	12	12	9	13	8	73
Somewhat competent	18	11	16	3	24	12	84
Minimally competent	2	1	1	1	3	1	9
No data	0	0	0	0	1	0	1

APPENDIX D

BEST-WORST COMPETENCY SELF-RATINGS

APPENDIX D

Best-Worst Competency Ratings

Competency 1--Working with Parents

Area	University 1	2	3	4	5	6	Total
Best	1	2	1	0	3	2	9
Worst	20	9	20	5	14	13	81
Not listed	19	13	8	8	24	6	78

Competency 2--Behavioral Management

Area	University 1	2	3	4	5	6	Total
Best	13	8	14	5	12	6	58
Worst	8	3	4	0	6	4	25
Not listed	19	13	11	8	23	11	85

Competency 3--Effective "grouping" of children

Area	University 1	2	3	4	5	6	Total
Best	4	1	4	2	4	1	16
Worst	8	2	8	2	9	5	34
Not listed	28	21	17	9	28	15	118

Competency 4--Using Educational Materials

Area	University 1	2	3	4	5	6	Total
Best	7	2	1	1	9	2	22
Worst	4	4	2	3	9	2	24
Not listed	29	18	26	9	23	17	122

Competency 5--Selecting Appropriate Educational Materials

Area	University						
	1	2	3	4	5	6	Total
Best	5	5	1	2	3	1	17
Worst	12	9	10	7	23	3	64
Not listed	23	10	18	4	15	17	87

Competency 6--Setting-up Classroom Procedures

Area	University						
	1	2	3	4	5	6	Total
Best	11	2	14	1	19	13	60
Worst	6	3	6	2	4	5	26
Not listed	23	19	9	10	18	3	82

Competency 7--Working Effectively with Support Personnel

Area	University						
	1	2	3	4	5	6	Total
Best	6	0	2	2	1	4	15
Worst	8	6	8	2	8	2	34
Not listed	26	18	19	9	32	15	119

Competency 8--Conducting Academic Instruction

Area	University						
	1	2	3	4	5	6	Total
Best	16	5	7	2	10	4	44
Worst	1	5	4	4	4	5	23
Not listed	23	14	18	7	27	12	101

Competency 9--Individualizing Programs for Children

Area	University 1	2	3	4	5	6	Total
Best	16	12	15	5	14	8	70
Worst	9	1	1	3	8	4	26
Not listed	15	11	13	5	19	9	72

Competency 10--Understanding the Dynamics of Student Behavior

Area	University 1	2	3	4	5	6	Total
Best	4	5	5	8	11	8	41
Worst	11	6	7	0	5	3	32
Not listed	25	13	17	5	25	10	95

Competency 11--Working Effectively with Administrators

Area	University 1	2	3	4	5	6	Total
Best	1	0	1	0	5	3	10
Worst	16	9	16	4	15	5	65
Not listed	23	15	12	9	21	13	93

Competency 12--Working with Children in a Group

Area	University 1	2	3	4	5	6	Total
Best	14	4	8	3	12	5	46
Worst	0	1	1	3	2	2	9
Not listed	26	19	20	7	27	14	113

Competency 13--Working with Children on a One-to-one Basis

Area	University 1	2	3	4	5	6	Total
Best	14	4	8	3	12	5	46
Worst	0	1	1	3	2	2	9
Not listed	26	19	20	7	27	14	113

Competency 14--Student Assessment/Diagnostic Techniques

Area	University 1	2	3	4	5	6	Total
Best	1	9	8	0	2	1	21
Worst	22	7	5	7	25	14	80
Not listed	17	8	16	6	14	6	67

Competency 15--Working Effectively with Other Teachers

Area	University 1	2	3	4	5	6	Total
Best	5	5	2	2	8	7	29
Worst	5	2	10	1	6	2	26
Not listed	30	17	17	10	27	12	113

Competency 16--Facilitating Social-Emotional Maturity

Area	University 1	2	3	4	5	6	Total
Best	9	3	5	5	5	2	29
Worst	4	5	4	0	8	4	25
Not listed	27	16	20	8	28	15	114

APPENDIX E

INDIVIDUAL INSTITUTIONS' SCORES ON WORKING CONDITIONS

APPENDIX E

INDIVIDUAL INSTITUTIONS' SCORES ON WORKING CONDITIONS

1. Availability of Instructional Materials

	University						
	1	2	3	4	5	6	Total
Excellent	7	4	6	1	7	7	32
Very Good	7	7	8	5	6	1	34
Good	10	2	8	1	11	6	38
Fair	8	9	4	4	3	4	32
Poor	2	1	3	0	7	1	14

2. Inservice and Professional Improvement Opportunities

	University						
	1	2	3	4	5	6	Total
Excellent	4	3	4	2	1	3	17
Very Good	6	2	2	2	6	2	20
Good	8	6	13	5	6	7	45
Fair	9	9	6	1	13	5	43
Poor	7	3	4	1	8	2	25

3. Administrative Direction and Leadership

	University						
	1	2	3	4	5	6	Total
Excellent	4	2	4	2	3	3	18
Very Good	9	4	5	4	5	5	32
Good	13	7	5	3	10	3	41
Fair	4	8	9	0	9	3	33
Poor	4	1	5	2	5	4	21

4. Attitudinal Climate

	University						
	1	2	3	4	5	6	Total
Excellent	6	4	2	1	5	5	23
Very Good	12	6	7	4	8	5	42
Good	12	10	11	2	15	3	53
Fair	4	2	8	3	5	6	28
Poor	0	1	1	1	1	0	4

5. Supportive Provisions and Personnel

	University						
	1	2	3	4	5	6	Total
Excellent	6	6	2	1	1	4	20
Very Good	9	1	7	4	10	5	36
Good	6	8	12	3	11	5	45
Fair	11	6	7	1	8	4	37
Poor	2	2	1	2	3	1	11

6. Workability of Group of Children

	University						
	1	2	3	4	5	6	Total
Excellent	2	4	2	3	2	5	18
Very Good	15	5	6	3	4	8	41
Good	9	14	15	4	18	4	64
Fair	7	0	5	0	8	2	22
Poor	1	0	1	1	2	0	5

7. Educational Planning and/or Placement Provisions

	University						
	1	2	3	4	5	6	Total
Excellent	4	3	3	0	1	1	12
Very Good	2	4	6	2	6	4	24
Good	13	13	8	5	9	8	56
Fair	9	2	10	3	12	5	41
Poor	6	1	2	1	5	1	16