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ABSTRACT

The Educational Testing Service is developing a series of assessments for the licensure of beginning teachers. The third stage of these assessments will measure the beginning teacher's application of teaching knowledge and skills, and the assessments will be performance-based. Job analysis studies were conducted to provide data to define the domain of teaching and to provide evidence of the content validity of the performance assessment measures. The goal was to identify a core set of tasks that are important for newly licensed middle school teachers. During phase 1 of the task identification process, teachers, administrators, and teacher educators met to prepare a list of tasks. The 77 tasks were clustered into 6 dimensions in a survey instrument that asked respondents to rate the tasks on a scale of importance. Survey responses were obtained from 3,316 middle school teachers, 155 administrators, and 132 teacher educators. There were high levels of agreement among the respondent groups. Forty-four of the tasks were judged to meet the 3.50 importance eligibility standard by all respondent groups, and these may be the basis for development of test specifications. Twelve appendixes provide supplemental information and present the survey. Twenty-five tables present study information. (Contains 20 references.) (SLD)

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THE PROFESSIONAL FUNCTIONS OF
MIDDLE SCHOOL TEACHERS

By

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Princeton, New Jersey
June 1992

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THE PROFESSIONAL FUNCTIONS OF MIDDLE SCHOOL TEACHERS

Executive Summary

Michael Rosenfeld, Gita Wilder, and Patricia Bukatko

Educational Testing Service (ETS) is preparing to introduce a new generation of teacher assessments (The Praxis Series: Professional Assessments for Beginning Teachers™) intended for use by states as part of the process of licensing or certifying teachers. This system will consist of three stages of assessment. Stage I assessments are designed to be used by a state to decide whether prospective teachers possess an acceptable level of competence in the basic academic skills (e.g., reading, writing, mathematics) that the state requires of the beginning teacher. Stage II assessments will measure knowledge of subject matter (e.g., biology, Spanish, social studies), principles of learning and teaching, and subject-specific pedagogy. Stage III assessments, which will measure the beginning teacher's application of teaching knowledge and skills, will be performance-based.

Three job analysis studies were conducted to provide data that would define the domain of teaching and provide evidence supporting the content validity of the performance assessment measures to be developed for Stage III. The goal of the studies was to identify a core set of tasks that are performed by and judged to be important for newly licensed teachers. Three separate but parallel studies were conducted to reflect three school levels: elementary, middle, and secondary. Due to the size and complexity of the studies, this report focuses primarily on the middle school job analysis, however, summaries of results for the elementary and secondary school studies as well as a comparison of similarities and differences between school levels are provided in the summary.

Each study was conducted in two phases. Phase I involved a series of meetings with experts to establish an initial inventory of tasks; Phase II was a large-scale survey to solicit the judgments of large numbers of educational professionals with knowledge of teaching. Typically, content validity is established by the judgments of experts. Validity is enhanced when multiple judges with relevant expertise are included. In this case, the judges included teachers, supervisors of teachers (school administrators), and educators of teachers (college faculty). In both phases of the study, judges in each category were chosen from different types of constituencies and different areas of the country. Care was taken to include members of minority groups as well.

During Phase I, teachers, school administrators, and teacher educators met to create, review, and polish a list of tasks that would become the basis for the survey in Phase II. The 80-plus tasks were clustered into six dimensions: *planning and preparing for instruction; managing the classroom; implementing instruction; evaluating student learning and instructional effectiveness; administrative and other responsibilities; and additional professional activities*. The product of these meetings was a survey instrument that listed the teaching tasks and asked respondents to rate each on a series of scales. All respondents rated the tasks on a scale that assessed importance for the job of a newly licensed teacher. Teachers were also asked to rate the tasks on scales of importance for their own job and the time they spend on each. School

administrators and teacher educators were also asked to rate each task on a scale of effectiveness, specifically the degree to which the level of performance on the task differentiates between more and less effective beginning teachers. Finally, teacher educators were asked to rate each task on a scale that measures opportunity to learn, reflecting the opportunity that the beginning teacher may have had to learn the task in question. The surveys that contained the tasks and scales also asked respondents for background information and for their judgments of the adequacy and inclusiveness of the tasks in describing the job of the teacher.

Surveys were sent to large numbers of potential respondents. The primary groups of potential respondents to the survey included (1) teachers, (2) school administrators, and (3) teacher educators at the five largest teacher education institutions in each state. School administrators and teacher educators were included among potential respondents in order to provide the perspectives of those who educate and supervise teachers. While minorities were included in the primary group of teachers, a supplemental group of Black and Hispanic teachers and teacher educators at Historically Black Colleges and Universities was also included in the survey in order to increase the likelihood that a sufficient number of responses from minority teachers and the minority institutions that train them would be available to reflect their perspectives on the job of a newly licensed teacher.

Responses to the middle school survey were obtained from 3,316 teachers, 155 administrators, and 132 teacher educators. The aggregate background characteristics of the teacher respondents showed them to be similar to teachers who took part in several recent studies of nationally-representative groups of teachers.

As noted, the main purpose of the job analysis studies was to identify a core set of tasks at each of the three school levels that would become a pool from which to choose tasks for use in designing the performance assessments in Stage III. To accomplish this, the major analyses of the data addressed three major questions. The major questions to be addressed, the analyses used, and the standards set to interpret the results are provided below.

(1) *Is the task performed by newly licensed teachers?*

The *importance for a newly licensed teacher's job* scale provided respondents with an opportunity to indicate whether the task is performed by newly licensed teachers. Percentages were computed of the teachers, administrators, and teacher educators who indicated that a given task is one that is performed. At least 50% of each of the respondent groups had to indicate that the task is performed by a newly licensed teacher in order for a task to be considered for inclusion in the Stage III assessment.

(2) *If it is performed, how important is it for a newly licensed teacher's job?*

Mean ratings and standard deviations for each task were computed for each of the respondent groups and for relevant subgroups of teachers. For a task to be considered for inclusion in the Stage III assessments, the task's mean importance value on the *importance for a newly licensed teacher's job* scale had to be at least 3.50 (the midpoint between scale points labeled *moderately important* and *very important*) for each of the respondent groups and relevant subgroups of teachers.

- (3) *Do all the respondent groups and subgroups of teachers agree on the level of task importance?*

Correlations were computed between the respondent groups and between relevant subgroups of teacher respondents based on mean importance ratings of tasks. High correlations are indicative of congruent perceptions with respect to the relative importance of the tasks performed by newly licensed teachers. Comparisons of mean importance ratings were also made to determine whether or not a task met the 3.50 standard for all respondent groups and subgroups of teachers.

Results for Middle School Level

The following highlights the major findings of the job analysis study for the middle school level:

- Fifty percent or more of the teachers, administrators, and teacher educators judged all but one of the 77 tasks included in the job analysis survey to be performed by newly licensed teachers.
- Results indicated high levels of agreement among teacher, school administrator, and teacher educator respondent groups, and subgroups of teachers on the tasks judged important for a newly licensed teacher's job. (Most correlations between groups defined by race/ethnicity, sex, years of teaching experience, primary teaching assignment, and region of the country were in the .90's.)
- Forty-four of the 77 (57%) tasks were judged to meet the 3.50 importance eligibility standard by all respondent groups (i.e., administrators, teacher educators, and teachers) and relevant subgroups of teachers.
- The most important tasks were found in four of the six job dimensions: I. *Planning and Preparing for Instruction*, II. *Managing the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*.
- Teachers reported spending more time on tasks that they judged to be more important.
- Administrators and teacher educators agreed very highly on the degree to which tasks differentiate between more effective and less effective new teachers.
- Teacher task ratings of *importance for the newly licensed teacher's job* were highly correlated with administrator and teacher educator task ratings of effectiveness for beginning teachers.
- Teacher educators from the American Association of Colleges for Teacher Education (AACTE) and Historically Black Colleges and Universities indicated that in their

judgment they are providing students an opportunity to learn those tasks that they judged to be important for a newly licensed teacher's job and related to effectiveness on the job.

The results for the elementary and secondary school job analysis studies were very similar to the middle school findings. There were only minor differences in certain areas. Fifty percent or more of the elementary school teachers, administrators, and teacher educators judged all of the 85 tasks included in the elementary school job analysis survey to be performed by newly licensed teachers. Fifty-three of the 85 tasks (62%) were judged to meet the 3.50 importance eligibility standard by all administrators, teacher educators, teachers, and relevant subgroups of teachers. At the secondary school level, 50% or more of the teachers, administrators, and teacher educators judged all but one of the 87 tasks included in the secondary school job analysis survey to be performed by newly licensed teachers. Also, 50 of the 87 tasks (57%) were judged to meet the 3.50 importance eligibility standard by all administrators, teacher educators, teachers, and relevant subgroups of teachers.

Similarities and Differences Across the Elementary, Middle, and Secondary School Levels

The primary purpose of each of the job analysis studies was to describe the most important tasks performed by newly licensed teachers at each of the three school levels. Three independent job analyses, one for each school level, were conducted to ensure that any existing differences in tasks across the three levels could be identified. The results permitted identification of a set of tasks performed by and judged to be important for beginning teachers at each of the three school levels by all groups who responded to the surveys. The data also provided an opportunity to examine similarities and differences across school levels in terms of the content of the survey instruments and the results of the surveys at the dimension and task levels.

Content of the Survey Instruments

In Phase I of each of the job analysis studies, committees of content experts identified the most important tasks of teaching for each of the three school levels. Each of the committees was asked to tailor a generic description of the job of a teacher to their school level. Despite this tailoring process, the final inventories were very similar. The job descriptions, one for each level, resulted in six job dimensions which are all highly similar conceptually, but contain minor differences in wording.

The tasks within each of the six job dimensions were also found to be highly similar across all three levels. Those tasks that were unique to a particular school level (i.e., did not conceptually match any task in the other two inventories) represented a relatively small proportion of the tasks. Even here, it is likely that many of the tasks would have been judged to be appropriate for inclusion in the inventories being designed for the other school levels.

Survey Results Across School Levels at the Task Level

In Phase II of each of the job analysis studies, the perspectives of large numbers of educational professionals were collected in order to determine whether the dimensions and tasks found in the elementary, middle, and secondary school job descriptions were performed by and judged important for the newly licensed teacher's job. The majority of the tasks that met or exceeded the standard (i.e., mean importance rating of 3.50 or higher) for all respondent groups and subgroups of teachers, that were also present in all three job descriptions, were found in the dimensions *Planning and Preparing for Instruction, Managing the Classroom, Implementing Instruction, and Evaluating Student Learning and Instructional Effectiveness*. The majority of the tasks that did not meet the 3.50 standard across all three school levels fell in the job dimensions of *Administrative Responsibilities* and *Professional Responsibilities*.

It is important to note that while task statements may be similar, the ways in which the tasks are carried out may differ by subject matter and grade level taught. The survey methodology used in the three job analysis studies was designed to describe what tasks were performed, not how they were performed.

Summary and Conclusions

The purpose of the middle school job analysis study was to define the domain of teaching tasks for the newly licensed teacher's job at the middle school level and to contribute to the documentation of the content validity of the performance assessment measures that will be developed for Stage III. The study identified a pool of tasks that were judged to be performed by and important for newly licensed teachers by subgroups of teachers, school administrators, and teacher educators. The most important tasks were found in the job dimensions of *planning and preparing for instruction, managing the classroom, implementing instruction, and evaluating student learning and instructional effectiveness*.

The job analysis survey at the middle school level identified 44 of 77 tasks that met the 3.50 eligibility standard for administrators, teacher educators, teachers and relevant subgroups of teachers. In selecting tasks for inclusion in the assessments, first priority should be given to the tasks that met or exceeded the 3.50 standard.

The tasks found to be important for newly licensed teachers also were judged by teacher educators as tasks that teacher candidates have had an opportunity to learn in a teacher education program and that also were judged by teacher educators and school administrators as contributing to differentiating between more and less effective beginning teachers.

The job analyses conducted at the three school levels allowed an examination of tasks across all three levels. This indicated a great deal of overlap in content considered to be performed and important for newly licensed teachers across the three school levels. These results could be used by test developers to develop specific assessments for each school level or for assessments used across all three levels. It should be noted that the way in which the behaviors are performed may differ across school levels, and these differences should be reflected in the assessment process.

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Introduction

In light of recent national debates about the preparedness and effectiveness of teachers, as well as advances in measurement and technology, Educational Testing Service (ETS) is preparing to introduce a new generation of teacher assessments (Dwyer, 1989). The new assessment system (The Praxis Series: Professional Assessments for Beginning Teachers™) is intended for use by states as part of the process of licensing or certifying teachers. This system will consist of three stages of assessment. Stage I assessments are designed to be used by a state to decide whether prospective teachers possess an acceptable level of competence in the basic academic skills (e.g., reading, writing, mathematics) that the state requires of the beginning teacher. Stage II assessments will measure knowledge of subject matter (e.g., biology, Spanish, social studies), principles of learning and teaching, and subject-specific pedagogy. Stage III assessments, which will measure the beginning teacher's application of teaching knowledge and skills, will be performance-based.

Three job analysis studies were conducted to provide one data source that can be used as a basis for defining the domain of teaching and for documenting the content validity of the performance assessment measures that will be developed for Stage III. Three independent job analyses were conducted to ensure that any existing differences in tasks across the three school levels (elementary, middle, and secondary school) could be identified. Due to the size and complexity of the studies, this report focuses primarily on the middle school job analysis.

The purpose of job analysis is to define the tasks and/or the knowledge, skills and abilities required to perform a specific job. Job analysis is critical to the process of establishing the content validity and job-relatedness of assessment measures in general (Schippmann, Hughes & Prien, 1987; Schneider & Konz, 1989; Thompson & Thompson, 1982; Veres, Lahey & Buckley, 1987), and of licensing and certification examinations in particular (Mehrens, 1987; Shimberg, 1982; Vertiz, 1985). The Standards for Educational and Psychological Testing (AERA, APA & NCME, 1985) state:

The content domain to be covered by a licensure or certification test should be defined clearly and explained in terms of the importance of the content for competent performance in an occupation...Job analyses provide the primary basis for defining the content domain (p. 64).

In order to define the domain of teaching and to contribute to the documentation of content validity, the study sought to identify a core set of tasks that are performed by, and judged to be important for, newly licensed teachers at the middle school level. To accomplish these objectives, procedures used in the study were designed to answer three questions: 1) Is the task performed by newly licensed teachers? 2) If it is performed, how important is it for a newly licensed teacher's job? and 3) Do all the respondent groups and subgroups of teachers agree on the level of task importance?

The establishment of content validity depends primarily on judgmental evaluation. Such judgment is enhanced when multiple judges with relevant expertise are included in the process (Ghiselli, Campbell & Zedeck, 1981). This is commonly achieved through the use of committees comprised of subject matter experts. The job analysis study reported here went beyond the usual committee work by involving large numbers of teachers and others with knowledge of teaching in the process of describing and evaluating dimensions and tasks for possible inclusion

in the Stage III assessments. The perspectives included were those of job incumbents (the teachers themselves), of teacher educators, and of supervisors of teachers (school administrators).

Method

The middle school job analysis study described here involved a multi-method approach that included expert committees and a national survey. The study was conducted in two phases. In Phase I, committees of content experts identified the most important tasks of teaching. In Phase II, large groups of teachers, school administrators, and teacher educators were asked to react to the inventory produced in Phase I. This was done to verify the judgments of committees of content experts and to identify a core of important tasks for the newly licensed teacher's job. The use of survey information as the foundation of the job analysis process is well documented (see Geisinger, 1987; Smith, Hambleton & Rosen, 1988).

Phase I: Definition of the Domain of Important Tasks

The goals of Phase I were to engage large numbers of content experts in identifying the important job dimensions and tasks within those dimensions and to create a survey instrument based on these dimensions and tasks. Each step in the developmental process involved increasing numbers of educational professionals with broader geographic perspectives. The work proceeded in three steps:

1. A literature search was conducted in order to identify important teaching tasks;
2. Local and regional advisory committee meetings were held in order to construct a task inventory describing the job of middle school teachers; and
3. A national committee meeting was held to finalize the task inventory describing the job of middle school teachers.

Literature review. The purpose of the literature review was to construct an initial inventory of teaching tasks to serve as a starting point for discussions with committees of content experts. A previously developed generic inventory of teaching tasks was used (Rosenfeld, Thornton, and Skurnik, 1986). This inventory was based on an extensive literature search and interviews with teachers and was built with the assistance of a panel of experts that included teachers, teacher educators, and school administrators. The inventory was administered to approximately 2,000 teachers and school administrators across three school levels (elementary, middle, and secondary). Those tasks rated as being important by teachers and school administrators at each of the three levels formed the basis of the initial draft of the new inventory.

Reviews of the literature since 1986 were also conducted, and additional tasks were added to the draft inventory. The literature review identified a relatively large number of task statements (more than 80) that ETS staff clustered into a smaller number of dimensions. The dimensions, which reflect both instructional and non-instructional aspects of teaching, were: *planning instruction, implementing and managing instruction, evaluating student learning and*

instructional effectiveness, administrative and clerical responsibilities, and other professional activities. An inventory of the teaching tasks, clustered into dimensions listed above, became the starting point for developing the task inventory.

Local advisory committee. The next step was to tailor the initial draft to the middle school level. To this end, an advisory committee was convened that consisted of eleven teachers. Officials from school districts located in New Jersey and Pennsylvania were asked to identify teachers who knew their jobs well and who would be able to express their views in a committee setting. The group was chosen to provide a range with respect to grade level, teaching experience, gender, race, and school location (urban, suburban, rural). Committee members received copies of the draft survey in advance of the meeting and were instructed to come to the meeting prepared to discuss the draft and recommend any necessary changes. Specifically, they were asked to react to the overall structure of the draft; review each task statement for its relevance to their own level of teaching; delete tasks that they viewed as unimportant to the domain in question; and add any important tasks that might have been left out.

On the basis of the suggestions of the local committee, the initial generic draft became a draft survey for the middle school level. The draft became the basis for discussions with regional advisory committees.

Regional advisory committees. The next step involved convening three regional committees to review and recommend revisions to the draft. The dual purposes of this step were to further refine the draft and to broaden the base of participation in the process of developing a final job analysis instrument. Committees of teachers that were similar to the local committee in size and composition were convened in three regions of the country: the Far West, the Middle West, and the South. Members of the regional committees were selected from pools of potential participants nominated by school officials using criteria similar to those described above for the selection of local committee members. The process of reviewing the draft inventory was similar to that employed by the local committee. Committee members were mailed the draft prior to the meeting and were asked to react to the overall structure and to each task statement; delete tasks that they viewed as unimportant; and add important tasks that might have been omitted. Comments from the three regional advisory committees (one committee in each of the three regions) were incorporated into a second version of the inventory.

National advisory committee. The survey instrument and the cover letter that would accompany it was reviewed by a separate national panel of advisors. The panel was selected to finalize the draft and to provide a national perspective. The national advisory committee consisted of teachers, school and state level administrators, and teacher educators. Panel members were nominated by national associations (National Education Association, American Federation of Teachers, American Association of Colleges for Teacher Education, National Association of State Boards of Education, National Associations of Elementary and Secondary School Principals, and National Association of State Directors of Teacher Education and Certification). Again, the group was chosen to provide a range with respect to grade level, teaching experience, gender, race, and location. Procedures for reviewing the survey instrument were similar to those used by the local and regional advisory committees.

When the panel's revisions had been incorporated into the survey instrument, the final survey form was sent out for one final review by the panel members; their reactions were solicited by telephone. The names of the committee members appear in Appendix A.

Phase II: Identification of the Core of Important Tasks

Phase II involved a large-scale survey in which groups of teachers, school administrators, and teacher educators were asked to react to the inventory produced in Phase I. These constituencies were included to ensure that their important perspectives were represented in the process used to identify important teacher tasks and to determine the level of agreement on judgments about these tasks. The goal of this phase was to involve large numbers of educational professionals in verifying the judgments of the advisory committees and national panels and to identify the core of important teaching tasks for newly licensed teachers that would be given further consideration in the development of assessment measures.

The survey instrument. The survey instrument was similar in format across different groups of potential respondents. The survey was divided into four sections. The first included the list of teaching tasks that had been developed with the help of the advisory committees and panels, and a set of scales (described below) on which respondents were asked to rate each task. The survey for middle school teachers contained 77 tasks. The second section asked respondents to judge the completeness of the list of tasks for teachers at the middle school level. The third section asked respondents to add important tasks and task dimensions not included in the survey. The final section asked for background information to be used to describe the respondents and for conducting analyses by relevant subgroups of respondents.

Separate instruments were developed for the three categories of respondents. All respondents were asked to make independent judgments on two or three scales, depending on the category of respondent. The *importance for a newly licensed teacher's job* scale is the one scale common to all three constituencies (teachers, teacher educators, and administrators). The *importance for a newly licensed teacher's job* scale was viewed as the most relevant scale for this study since the major purpose of the study was to identify the most important tasks performed by new teachers and to use these findings as part of the database for designing assessment measures for use in the licensing and certification process. Teachers were also asked to judge the tasks on scales of *importance for their own job* and *time spent* on their own job. The *importance for your job* scale was included to allow for a comparison of the importance ratings provided for an experienced teacher's job with the ratings provided for a new teacher's job. The *time spent* scale was included to help identify tasks that teachers spend the most time performing. It was reasoned that tasks which were judged to be important and on which teachers spent the most time would be the most likely candidates for inclusion in performance or observation measures. The scales were expressed in the following form:

Importance: Newly Licensed Teacher's Job

Regardless of the amount of time spent, how important is it for a newly licensed (certified) teacher to be able to perform this task in a competent manner? (Circle one scale point for each task.)

- (0) A newly licensed (certified) teacher would not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

Time Spent: Your Job

Taking into account all of the things you do on the job during the course of a year, what is your best estimate of the amount of time you spend on this task? (Circle one scale point for each task.)

- (0) I spend no time
- (1) I spend little time
- (2) I spend a moderate amount of time
- (3) I spend a great deal of time

Importance: Your Job

Regardless of the amount of time spent, how important is it for you to be able to perform this task in a competent manner? (Circle one scale point for each task.)

- (0) I do not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

In addition to the *importance for a newly licensed teacher's job* scale, school administrators and teacher educators were asked to rate each task on *effectiveness*. The *effectiveness* rating scale was included for use as an additional source of information when selecting tasks for inclusion in the Stage III assessments as well as to determine the relationship between *importance* and *effectiveness*. The *effectiveness* scale was presented in the following manner:

Effectiveness

How well does the level of performance on this task differentiate between the more effective and less effective beginning teachers? (Circle one scale point for each task.)

- (0) Does not differentiate at all
- (1) Differentiates slightly
- (2) Differentiates moderately
- (3) Differentiates well

Teacher educators were asked to rate each task on scales of *importance for a newly licensed teacher's job*, *effectiveness*, and *opportunity to learn*. The *importance* and *effectiveness* scales have already been described. The *opportunity to learn* scale was included to provide some data on the degree to which students in teacher education programs were given an opportunity to learn to perform tasks that might be included in Stage III. At the time this study was being designed it had not been decided exactly when the assessments were to take place during the first year of teaching. Project staff felt that the use of the *opportunity to learn* scale might provide data useful in deciding this issue. The scale was presented in the following manner:

Opportunity to Learn

To what extent have students in your teacher education program (including field experience) had an opportunity to learn to perform this task? (Circle one scale point for each task.)

- (0) Not at all
- (1) Very little
- (2) To a moderate extent
- (3) To a great extent

Survey participants. The primary groups of potential respondents to the survey included (1) middle school teachers, (2) middle school administrators, and (3) teacher educators at the five largest teacher education institutions in each state. School administrators and teacher educators were included among potential respondents in order to provide the perspectives of those who educate and supervise teachers. While minorities were included in the primary group of teachers, a supplemental group of Black and Hispanic teachers and teacher educators at Historically Black Colleges and Universities was also included in the survey in order to increase the likelihood that a sufficient number of responses from minority teachers and the minority institutions that train them would be available to reflect their perspectives on the job of a newly licensed teacher.

Teachers: Primary Group. Potential middle school teacher respondents were randomly selected from separate state lists supplied by a commercial marketing service that claimed names and addresses of over 90 percent of the public school teachers in the United States. Surveys were sent to a total of 10,194 middle school teachers. This amounts to about 200 teachers per state. This size group was selected to provide the possibility of conducting separate analyses by state.

Teachers: Supplementary Group. An additional group of Black and Hispanic middle school teachers were sent surveys, having been identified from the membership rolls of the National Education Association (NEA). A total of 500 teachers were randomly selected from each group. The NEA identified the middle school teachers of interest and, to protect the anonymity of these teachers, agreed to mail survey packets supplied by ETS.

School Administrators. Potential respondents among middle school administrators were randomly selected from a list of administrators from the same marketing service used to obtain the primary group of teachers. Five hundred school administrators (10 per state) were selected to receive surveys.

Teacher Educators: Primary Group. Teacher educators were surveyed in a two-stage process with the aid of the American Association of Colleges of Teacher Education (AACTE). The Association identified and wrote to 236 Deans of Education at member institutions, up to five per state. In states with more than five such institutions, the Association mailed to the five largest; in states with fewer than five, the full set was included. Each dean was sent a packet containing two copies of the survey for the middle school level. This was accompanied by instructions to the deans to distribute the surveys to two individuals at their institutions who were responsible for the field training of teachers at the middle school level.

Teacher Educators: Supplementary Group. Teacher educators from Historically Black Colleges and Universities with teacher preparation programs were invited to participate in the study by means of direct contact with their deans. The process involved 84 of the 88 Historically Black Colleges and Universities in the United States and was similar to that used to obtain the primary group of teacher educators.

Pilot test. A pilot test was conducted of the job analysis survey by sending copies of the survey packet to small numbers of teachers, teacher educators, and school administrators and by soliciting their responses by telephone. The pilot test demonstrated that the instructions were clear and that the survey forms were readily understood and could be completed by respondents in approximately 45 minutes. A list of participants is provided in Appendix B.

Survey administration. The surveys were administered between October 1989 and June 1990. In most cases, they were mailed from ETS directly to prospective respondents at the addresses given by the organizations that provided the names.

Each survey was accompanied by a cover letter and a postage-paid envelope for return of the completed instrument. A reminder postcard was mailed 10 days after the initial mailing. Appendix C contains the survey and sample cover letters.

Data Analyses

The data analyses were planned to support the main objective of the job analysis study, which was to identify a core set of tasks that are performed by, and judged to be important for, newly licensed teachers at the middle school level. For this reason, discussion of the data analysis will focus primarily on the *importance for a newly licensed teacher's job* scale. This scale is the only one that was included in the survey instruments sent to all respondent groups (i.e., teachers, school administrators, and teacher educators).

In order to identify a core set of tasks at the middle school level, the job analysis study planned to answer three questions: 1) Is the task performed by newly licensed teachers? 2) If it is performed, how important is it for a newly licensed teacher's job? and 3) Do all the respondent groups and subgroups of teachers agree on the level of task importance?

In order to answer the above questions, three separate types of analyses, based on survey responses involving the *importance for a newly licensed teacher's job* scale, were conducted. Standards were also set to guide interpretation of the data analyses for test development purposes. It is not common practice in job analysis to establish standards for including or excluding tasks in the definition of a particular job, and job analysis literature does not provide specific procedures on how such standards might be set. However, in view of the importance of the decisions that will be made about the assessment of beginning teachers on the basis of this analysis of the teacher's job, it was decided that standards should be established to ensure that within the middle school level, only those tasks that are judged to be performed by newly licensed teachers and only the most important tasks be eligible for inclusion in the pool of potential assessment tasks. The major questions to be addressed, the analyses used, and the standards set to interpret the results are provided below.

(1) *Is the task performed by newly licensed teachers?*

The *importance for a newly licensed teacher's job* scale provided respondents with an opportunity to indicate whether the task is performed by newly licensed teachers. Percentages were computed of the teachers, administrators, and teacher educators who indicated that a given task is one that is performed. At least 50% of each of the respondent groups had to indicate that the task is performed by a newly licensed teacher in order for a task to be considered for inclusion in the Stage III assessments.

(2) *If it is performed, how important is it for a newly licensed teacher's job?*

Mean ratings and standard deviations for each task were computed for each of the respondent groups and for relevant subgroups of teachers. For a task to be considered for inclusion, the task's mean importance value on the *importance for a newly licensed teacher's job* scale had to be at least 3.50 (the midpoint between scale points labeled *moderately important* and *very important*) for each of the respondent groups and relevant subgroups of teachers.

- (3) *Do all the respondent groups and subgroups of teachers agree on the level of task importance?*

Pearson product-moment correlations were computed between the respondent groups and between relevant subgroups of teacher respondents based on mean importance ratings of tasks. High correlations are indicative of congruent perceptions with respect to the relative importance of the tasks performed by newly licensed teachers (Branch, 1990). Comparisons of mean importance ratings were also made to determine whether or not a task met the 3.50 standard for all respondent groups and subgroups of teachers.

Additional analyses were performed in order to assess the suitability of each of the rating scales used in the surveys in terms of the reliability or consistency of respondent judgments. Reliability estimates were based on two approaches: (a) split-half response reliability; and (b) intra-class correlations. Both approaches provide an estimate of the similarity or consistency of results that are likely to be obtained if the same individuals were to retake the inventory or another similar sample of raters selected in the same way were to respond to the inventory. The split-half approach randomly assigned the existing respondents in each of the three respondent groups (teachers, teacher educators, and school administrators) into two groups of equal size. For each respondent group, mean ratings were then computed for each task on each rating scale. These ratings were then correlated using each of the two split groups. Intra-class correlation uses an analysis of variance approach to estimate the reliability of the average rater. This reliability estimate is then adjusted by the number of raters. This analysis was conducted for each of the three respondent groups.

General Description of Survey Respondents

This section of the report provides an overview of the primary respondent groups for each of the three job analysis studies (elementary, middle, and secondary). Its purpose is to describe the respondents for all three studies and, where data are available, to compare the characteristics of survey respondents with those of respondents from other national studies. A more detailed description of each respondent group for the middle school level is provided in the results section. Table 1 presents the number of surveys returned by each of the respondent groups separately by school level. As can be seen, responses were obtained from 10,054 teachers, 463 administrators, and 598 teacher educators.

Table 1

Survey Respondents

	Teachers		Administrators	Teacher Educators	
	Commercial Lists	NEA	Commercial Lists	AACTE	HBC
Elementary	3434	168	125	190	42
Middle	3178	138	155	105	27
Secondary	3007	129	183	197	37
Subtotals	9619	435	463	492	106
Totals	10,054		463	598	

Teacher Respondents: Primary Group. The demographic characteristics of the total group of teachers across the three school levels are highly similar to those of the elementary, middle, and secondary school teachers who took part in a national study conducted by the National Center for Education Information (NCEI) (Feistritz, 1986). A comparison of these characteristics is presented in Table 2. The high degree of similarity shows that the teachers in the primary group who participated in the present study are similar in background characteristics to teachers who participated in a study in which a sample representative of a national population was identified. Approximately two-thirds of the respondents in both studies were female, approximately 90% were White, 6% Black, and 2% Hispanic. In addition, approximately 80% were older than 35 years of age and about 80% had taught for more than 10 years. A complete description of the demographic characteristics of the teacher respondent groups for all three school levels is provided in Appendix D.

Table 2

Comparison of Demographic Characteristics (Elementary, Middle, and Secondary School Combined): Primary Teacher Respondents and NCEI Teacher Respondents

<u>Demographic Characteristic</u>	<u>Primary Teacher Group %</u>	<u>NCEI %</u>
<u>Sex</u>		
Male	33	31
Female	67	69
<u>Race/Ethnicity</u>		
White	90	91
Black	6	6
Hispanic	2	2
<u>Age (years)</u>		
< 25	1	2
25 - 34	16	23
35 - 44	42	41
45 - 54	30	23
55 >	11	11
<u>Experience (years)</u>		
< 5	8	2
6 - 10	14	16
11 - 15	21	24
16 - 20	24	22
21 >	32	30

School Administrator Respondents. The demographic characteristics of the total group of administrators (combining all three school levels) are highly similar to those of the administrators who took part in a national study conducted by the National Center for Education Information (NCEI) (Feistritzer, 1988). A comparison of these characteristics is presented in Table 3. Approximately three-fourths of the respondents were male, about 90% were White, 6% Black, 2% Hispanic, and approximately 95% were 35 years of age or older. In addition, about 50% had been in their current position for five years or less, 35% between 6 and 15 years, and about 15% for 16 years or longer. A complete description of the demographic characteristics of the administrator respondent groups for all three school levels is provided in Appendix D.

Table 3

Comparison of Demographic Characteristics (Elementary, Middle, and Secondary School Combined): School Administrator Respondents and NCEI School Administrator Respondents

<u>Demographic Characteristic</u>	<u>School Administrators</u> %	<u>NCEI %</u>
<u>Sex</u>		
Male	76	76
Female	24	24
<u>Race/Ethnicity</u>		
White	92	90
Black	5	6
Hispanic	2	2
<u>Age (years)</u>		
< 25	0	0
25 - 34	3	4
35 - 44	34	39
45 - 54	47	39
55 >	16	18
<u>Years in current position</u>		
< 5	51	50
6 - 10	24	24
11 - 15	12	12
16 - 20	8	8
21 >	5	4

Teacher Educator Respondents. Since national data on the demographic characteristics of teacher educators were not available, no comparisons could be made between respondents in this study and any reference group of teacher educators. Half of the teacher educator respondents were female; 93% were White, 5% Black, and 1% Hispanic. Approximately 95% were 35 years of age or older and 59% had been teacher educators for 16 years or longer. A complete description of the demographic characteristics of the teacher educator respondent groups for all three school levels is provided in Appendix D.

Results

This section of the report will present the results of the survey in Phase II of the job analysis study conducted at the middle school level. Results of the analyses of rating scales will be presented for each of the five respondent groups (primary and supplementary groups of teachers; administrators; and primary and supplementary groups of teacher educators) separately, followed by a comparison across the groups on the scale common to all of them (*importance for newly licensed teacher's job*). The goal will be to reflect the viewpoints of each of the respondent groups and subgroups of teachers, to describe their level of agreement, and to highlight those tasks that should not be included for assessment purposes based on the importance eligibility standards.

Results of the analyses for the primary group of middle school teachers will be presented for relevant subgroups of teachers, with a focus on tasks that were rated below the 3.50 standard for any one subgroup. Analyses for the supplementary group of minority middle school teachers focused on the degree to which Black and Hispanic teachers' perceptions of the job of a newly licensed teacher and of their own jobs conformed to those obtained from the primary group of teachers. Analyses also focused on determining if there were any tasks rated below the 3.50 standard for either the Black or Hispanic groups of teachers. The goal of the analyses for the middle school administrator group was to identify tasks judged by the administrators as not performed or not important for a newly licensed teacher's job and to determine the relationship between ratings of task importance for newly licensed teacher's job and ratings of effectiveness. The goal of the analyses for the primary teacher educator respondent groups was to identify tasks judged by the teacher educators as not performed or not important for a newly licensed teacher's job and to determine the relationship between *importance for the newly licensed teacher's job*, *effectiveness*, and *opportunity to learn*. The supplementary teacher educator respondent group was included in the survey in order to ensure that the views of educators at Historically Black Colleges and Universities were reflected in the analyses. Since this group of teacher educators was relatively small, only a brief discussion of the results will be provided.

Finally, results will be presented in terms of similarities and differences found across the elementary, middle, and secondary school levels in terms of important tasks performed by newly licensed teachers.

Section 1: Teacher Respondents: Primary Group

Description of Survey Respondents. Of the 10,194 middle school surveys mailed, 3,178 were returned (31% response rate). Thirty percent of the respondents were from urban school settings; 39% from suburban settings; and 28% were from rural settings. Over 70% of the respondents (71%) were between the ages of 35 and 54. Approximately half (55%) of the teachers had 16 or more years of teaching experience, and 8% had 5 years or less. Sixty-two percent of the respondents were female and 37% were male. Eighty-seven percent were White (non-Hispanic); 7% were Black; and 2% were Hispanic. Over half of the teachers (60%) had at least a master's degree. Fifty-five percent of the respondents indicated that their primary teaching assignment was in the area of Language Arts and Communication, Mathematics and Computer Science, Physical and Biological Sciences, or the Social Sciences. Seventy-one percent of the teachers had class sizes of between 20 and 30 students. The number of respondents by state ranged from a low of 38 from Alaska to a high of 83 from Idaho. In some cases, the above percentages do not total to 100%. This is due to respondents not answering demographic questions in Part II of the survey. A complete description of the demographic characteristics of the primary group of middle school teacher respondents is presented in Appendix D.

Reliability of Ratings. Group split-half and intra-class correlations were both .99 for all three scales in the teacher survey. These reliability estimates indicate a very high level of agreement across respondents within the primary teacher group. These findings indicate that another group of middle school teachers selected in a similar manner would provide ratings that were highly similar to those obtained from this group of teachers.

A. Importance for Newly Licensed Teacher's Job Scale

1. Total Group of Respondents

Tasks Performed by Newly Licensed Teachers. Fifty percent or more of the primary teacher respondent group judged 76 of 77 tasks to be performed by newly licensed teachers. Only one task was rated by more than 50% of the teachers as a task that is not performed (#74 *Assist beginning teachers*). In addition, 70% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. These results provide evidence that the tasks described in the survey are performed by newly licensed teachers and contain a large number of tasks that are judged to be important for competent performance. (Appendix E shows the percentage of respondents who rated each task statement as *not performed*, *not important* or *slightly important*, and *very important* or *extremely important*.)

Mean Ratings. The mean importance ratings and standard deviations for the 77 task statements are presented in Appendix F. The means (on the scale from 1 - 5) ranged from a low of 2.63 (#60 *Select, direct, and assist students appointed to special assignments*) to a high of 4.76 (#19 *Encourage and reinforce desired student behavior*). Table 4 presents the 10 tasks with the highest importance ratings along with their mean ratings and standard deviations. The 6 highest rated tasks were involved with *Managing the Classroom*.

Table 4

The Ten Highest Rated Tasks on Importance for Newly Licensed Teacher's Job Scale

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
7. Prepare written lesson plans	4.42	0.81
II. Managing the Classroom		
15. Establish classroom rules and procedures	4.69	0.60
16. Establish, communicate standards of behavior	4.69	0.60
18. Monitor students' classroom behavior	4.75	0.53
19. Encourage desired student behavior	4.76	0.50
20. Discourage undesirable student behavior	4.69	0.60
22. Manage time to maintain on-task behavior	4.73	0.52
III. Implementing Instruction		
25. Use motivational techniques and activities	4.47	0.71
30. Facilitate learning by variety of interactions	4.50	0.68
32. Provide opportunities to apply learning	4.42	0.73

Seventy percent of the tasks in the performance domain met or exceeded the mean rating standard of 3.50 for the total group of respondents. Twenty-three tasks received a mean importance rating of less than 3.50 and are presented in Table 5. The majority of those tasks that did not receive a mean importance rating of 3.50 or higher are in dimension V.

Administrative and Other Responsibilities. A few of the tasks dealing with specific approaches to implementing instruction also received mean ratings below the 3.50 standard. It should be noted that only five tasks have a mean rating below 3.00, indicating that of the tasks considered for exclusion, most (78%) had a rating of at least *moderately important*. This is not unexpected in a survey intended to confirm judgments of task importance by several expert panels. While the analyses at the total group level are useful, an additional issue for consideration is whether or not a task meets or exceeds the 3.50 eligibility standard for all relevant subgroups of teachers. This issue will be examined in the next section.

Table 5
Mean Importance Ratings for the 23 Tasks That Did Not Meet the 3.50 Standard - Primary Teacher
Respondent Group

TASK	MEAN	S.D.
<u>I. Planning and Preparing Instruction</u>		
3. Review and/or monitor school records	3.21	1.09
6. Prepare pretests, pre-instructional activities	3.46	1.12
10. Prepare and check machines and equipment	3.15	1.23
<u>III. Implementing Instruction</u>		
Use a variety of approaches, including:		
38. peer instruction	3.41	1.05
39. games, simulations, and role playing	3.32	1.08
41. educational technology	3.19	1.05
42. community resources	3.10	1.04
43. independent study	3.22	1.04
<u>IV. Evaluating Student Learning, Instr. Effectiveness</u>		
54. Administer and monitor standardized tests	2.89	1.22
<u>V. Administrative and Other Responsibilities</u>		
59. Prepare reports or letters	3.05	1.10
60. Select, etc. students with special assignments	2.63	1.09
64. Take inventory, complete reports, maintain records	3.16	1.19
65. Distribute and collect books, materials, equipment	3.28	1.15
66. Participate in orders for instructional materials	3.48	1.11
67. Request additional supplies as needed	3.36	1.11
68. Assess comfort and safety of classroom, school	3.37	1.17
69. Report acts of vandalism	3.36	1.21
70. Assume responsibility for money	2.71	1.26
<u>VI. Additional Professional Activities</u>		
72. Serve on school and/or district-wide committees	3.09	1.11
73. Supervise or guide other adults in the classroom	2.85	1.15
*74. Assist beginning teachers	3.23	1.33
75. Supervise extracurricular activities	2.94	1.16
76. Plan for and attend after-school activities	3.39	1.14

* Indicated as not performed by 50% or more of the respondents

2. Responses by Relevant Subgroups

Mean Ratings of Task Importance. Mean importance ratings computed for the relevant subgroups within each of the seven demographic categories (race, sex, years of experience, teaching assignment, school setting, class size, and region) are presented in Appendix G. Thirty-three tasks were identified that had mean ratings below 3.50 for one or more of the subgroups. The 33 tasks and their means and standard deviations are presented in Table 6 along with the subgroups for which a task did not meet the standard. Of these 33 tasks, 23 had been identified as ineligible in the total group analyses. (All told, 34 comparisons were made for each task.) Of those 33 tasks, only 15 have a mean rating below 3.00 (*moderately important*) for one or more subgroup(s). As with the total respondent group, the majority of the tasks that did not receive a mean importance rating of 3.50 or higher for any one subgroup appear in dimensions III. *Implementing Instruction* and V. *Administrative and Other Responsibilities*.

Agreement on Relative Importance Within Subgroups. Correlations of the mean ratings of importance for a newly licensed teacher's job between the subgroups within the seven demographic categories (e.g., sex, years of teaching experience) are presented in Table 7. As can be seen, the level of agreement by race/ethnicity, sex, years of teaching experience, school setting, class size, and region of the country (Appendix H contains the National Association of State Directors of Teacher Education and Certification (NASDTEC) states in each region) is quite high (correlations ranging from .90 to .99).

Lower levels of agreement (correlations ranging from .64 to .98) were obtained when the importance ratings of teachers in different teaching assignments were compared. The lowest levels of agreement were obtained when the importance ratings of teachers in Special Education were compared with those of teachers in other teaching assignments. The lower correlations (in the .60's and .70's) were with teacher ratings from the Arts, Home Economics, Business/Vocational Education, and Health/Physical Education. The higher correlations (in the .80's and .90's) were with Language, Mathematics, Sciences, and Social Sciences. The level of agreement among teacher ratings of importance in assignments other than Special Education, is generally quite high.

In summary, the results indicate that there is a high level of agreement by almost all subgroups of middle school teachers on those tasks considered to be important for newly licensed teachers. The group that demonstrated lower levels of agreement with other teachers were those whose primary teaching assignment is in Special Education.

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Table 6

Mean Importance Ratings by Subgroup for the 39 Tasks That Did Not Meet the 3.50 Standard - Primary Respondent Group

	Primary Teacher Respondents																															
	B	W	H	F	M	U	Sb	R	I	3	6	11	16	21+	ALL	SE	A	L	M	SCI	SB	HE	B/V	M/PE	PW	So	C	N				
I. Planning and Preparation for Instruction																																
1. Review and/or mentor school record	3.16	3.08	3.33	3.00	3.30	3.14	3.18	3.05	3.03	3.23	3.17	3.23	3.27	3.25	3.25	3.23	3.03	3.34	3.12	2.99	3.15	2.98	2.98	2.94	3.02	3.02	3.02	3.02	3.02	3.02	3.26	
2. Review and/or mentor school record	3.36	3.36	3.33	3.33	3.30	3.37	3.40	3.40	3.40	3.40	3.40	3.40	3.40	3.40	3.40	3.40	3.37	3.41	3.41	3.11	3.33	3.30	3.16	3.45	3.45	3.45	3.45	3.45	3.45	3.47		
6. Prep notebook/pre-instruction activities	3.68	3.47	3.11	3.10	3.21	3.12	3.10	3.22	3.23	3.10	3.00	3.18	3.10	3.07	3.07	3.04	3.03	3.03	3.03	3.03	3.03	3.04	3.04	3.04	3.09	3.09	3.09	3.09	3.09	3.15		
10. Prepare/collect materials/equipment																																
11. Prepare materials for use in lessons																																
III. Implementing Instruction																																
22. Group students to meet instr. needs				3.40	3.40																											
31. Encourage opportunities/activities that promote multi-cultural understanding				3.44	3.44																											
34. Display student work to enhance learning																																
Use a variety of approaches, including:																																
37. Group interaction techniques																																
38. Peer instruction	3.38			3.15	3.45	3.39	3.40	3.47			3.37	3.46	3.34			3.49	3.19															
39. Games, simulations, and role playing	3.27			3.43	3.40	3.27	3.28				3.31	3.36	3.17	3.31			3.06															
41. Educational technology	3.16	3.33	3.22	3.16	3.37	3.12	3.18	3.02	3.22	3.26	3.21	3.21	3.13	3.28	3.25	3.45	3.42	3.14	3.14	3.22	3.11	3.13	3.28	3.03	3.15	3.28	3.18	3.18	3.18	3.18		
42. Community resources	3.04	3.28	3.13	3.05	3.21	3.00	3.09	3.33	3.26	3.12	3.16	3.08	3.04	3.38	3.35	3.21	3.22	3.02	2.70	3.23	3.18	3.28	3.01	3.13	3.03	3.28	3.05	3.03	3.03	3.03		
43. Independent study	3.10			3.35	3.18	3.38	3.10	3.10	3.40	3.24	3.16	3.17	3.24	3.45			3.04	3.38	2.79	3.28	3.44	3.02	3.04	3.08	3.21	3.03	3.21	3.21	3.21	3.21		
IV. Evaluating Student Learning, Instr. Effectiveness																																
48. Solicit student language skills																																
64. Administer and mentor standardized tests	2.81	3.47	3.09	2.78	2.99	2.78	2.93	2.60	2.76	2.84	2.80	2.85	2.87	2.85	2.85	3.10	2.78	2.87	2.88	2.84	2.93	2.95	2.88	2.98	2.97	2.97	2.97	2.97	2.97	2.97		
V. Administrative and Other Responsibilities																																
91. Prepare reports or forms	3.36	3.02	3.38	3.11	3.30	3.10	3.05	3.32	3.27	3.16	3.02	3.00	3.09	3.14	3.14	3.30	3.13	3.00	2.97	3.04	3.07	2.85	2.84	3.16	2.88	2.88	3.17	3.05	2.88	2.88		
94. Select, etc. students with special assignments	3.13	3.08	3.27	3.04	3.02	3.00	3.07	2.84	2.73	2.86	2.82	2.89	2.84	2.80	2.80	3.10	2.70	2.87	2.91	2.85	3.35	2.89	2.88	2.75	2.80	2.80	2.85	2.85	2.85	2.85		
91. Ensure compliance with safety rules																																
92. Escort and supervise assemblies, etc.																																
93. Monitor student behavior outside classroom																																

Note: B = Black; W = White; H = Hispanic; F = Female; M = Male; U = Urban; Sb = Suburban; R = Rural; 1 = 1-2 years experience; 3 = 3-6 years experience; 6 = 6-10 years experience; 11 = 11-15 years experience; 16 = 16-20 years experience; 21+ = 21 years or more;
 ALL = All subjects; SE = Special Education; A = Arts; L = Language; M = Math; Sci = Science; SB = Social Science; HE = Health and Physical Education; M/PE = Business and Vocational Education; B/V = Health and Physical Education; PW = Post Work; So = Southern; C = Central; N = Northeast

Table 6 (cont.)

		Primary Teacher Responses																										
B	W	H	F	M	U	SB	R	1	3	6	11	16	21+	ALL	SE	A	L	M	SCI	ES	HE	B/V	H/PE	FW	So	C	N	
	3.11		3.17	3.10	3.31	3.08	3.12	3.28	3.23	3.16	3.14	3.11	3.18	3.02	3.00		3.18	3.02	3.16	3.06	3.23			3.19		3.19	3.20	
64. Take inventory/complete reports/maintain records	3.23		3.22	3.21	3.48	3.23	3.18	3.26	3.30	3.25	3.23	3.20	3.30	3.08	3.04		3.20	3.18	3.24	3.01	3.45			3.29		3.40	3.28	
65. Dict./edit books/materials equipment	3.49			3.44		3.43		3.43				3.48	3.45	3.37			3.26	3.29	3.47	3.33				3.39		3.40	3.28	
66. Pckt. in orders for instructional materials	3.32		3.27	3.35	3.44	3.31	3.34	3.36	3.42	3.36	3.30	3.29	3.38	3.25	3.23		3.17	3.24	3.30	3.18	3.26			3.23		3.26	3.28	
67. Request additional supplies as needed	3.23		3.20	3.20	3.44	3.21	3.26	3.23	3.42	3.26	3.24	3.26	3.41	3.23	3.04		3.20	3.28	3.45	3.17	3.24			3.22		3.24	3.28	
68. Assess content/safety of classroom/school	3.22		3.20	3.23	3.42	3.20	3.26	3.23	3.42	3.26	3.24	3.26	3.41	3.23	3.19		3.22	3.21	3.40	3.27	3.24			3.20		3.26	3.28	
69. Report acts of vandalism	3.17		3.23	3.23	3.42	3.20	3.26	3.23	3.42	3.26	3.24	3.26	3.41	3.23	3.19		3.22	3.21	3.40	3.27	3.24			3.20		3.26	3.28	
70. Assume responsibility for money	3.17		3.23	3.23	3.42	3.20	3.26	3.23	3.42	3.26	3.24	3.26	3.41	3.23	3.19		3.22	3.21	3.40	3.27	3.24			3.20		3.26	3.28	
71. Additional Professional Activities																												
72. Callab. with colleagues on school routines				3.40			3.49	3.40							3.29			3.48			3.49				3.46		3.43	3.02
73. Serve on school/district-wide committees	3.06		3.23	3.06	3.18	3.03	3.13	3.23	3.04	3.07	3.06	3.11	3.17	3.04	3.00		3.03	3.01	3.04	3.10	3.16			3.22		3.03	3.00	3.02
74. Supervise/guide other adults in classroom	3.26		3.11	3.29	3.20	3.24	3.26	3.20	3.21	3.20	3.21	3.21	3.20	3.20	3.21		3.22	3.22	3.22	3.22	3.22			3.22		3.22	3.22	3.22
75. Assist beginning teachers	3.40		3.16	3.27	3.26	3.18	3.23	3.23	3.23	3.24	3.24	3.25	3.16	3.20	3.20		3.11	3.41	3.28	3.11	3.20			3.20		3.00	3.00	3.00
76. Supervise extracurricular activities	3.19		3.20	3.10	3.04	3.02	3.00	3.20	3.04	3.04	3.02	3.00	3.09	3.20	3.02		3.00	3.00	3.03	3.04	3.07			3.22		3.40	3.34	3.41
77. Plan for and attend other school activities	3.24		3.49	3.39	3.44	3.37	3.28	3.40	3.40	3.44	3.37	3.44	3.34	3.33	3.31		3.38	3.42	3.32	3.39	3.31			3.32		3.40	3.34	3.41

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1991: B = Black; W = White; H = Hispanic; F = Female; M = Male; U = Urban; SB = Suburban; R = Rural; 1 = 1-2 years experience; 3 = 3-5 years experience; 6 = 6-10 years experience; 11 = 11-15 years experience; 16 = 16-20 years experience; 21+ = 21 years or more; ALL = All Subjects; SE = Special Education; A = Arts; L = Language; M = Math; Sci = Science; SB = Social Studies; HE = Home Economics; B/V = Business and Vocational Education; H/PE = Health and Physical Education; FW = Far West; So = Southern; C = Central; N = Northeast

Table 7

Intercorrelation Matrices of Mean Ratings of Importance for Newly Licensed Teacher's Job by Subgroup

Race/Ethnicity

	<u>B</u>	<u>W</u>	<u>H</u>
Black			
White	.94		
Hispanic	.93	.95	

Sex

	<u>F</u>	<u>M</u>
Female		
Male	.98	

Years Experience

	<u>≤ 2</u>	<u>3-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21 +</u>
2 or less						
3 - 5	.96					
6 - 10	.95	.99				
11 - 15	.95	.99	.99			
16 - 20	.95	.98	.99	1.00		
21 or more	.94	.98	.99	.99	.99	

Teaching Assignment

	<u>SE</u>	<u>A</u>	<u>L</u>	<u>M</u>	<u>S</u>	<u>SS</u>	<u>HE</u>	<u>BE/V</u>	<u>H/PE</u>
Special Education									
Arts	.76								
Language	.93	.82							
Math	.90	.88	.94						
Sciences	.82	.92	.89	.93					
Social Sciences	.90	.84	.98	.95	.92				
Home Economics	.74	.93	.79	.83	.93	.82			
Bus Ed./Voc.	.64	.91	.71	.80	.89	.75	.94		
Health/P.E.	.72	.92	.80	.87	.91	.83	.91	.88	

Table 7 (cont.)

<u>School Setting</u>							
	<u>U</u>	<u>S</u>	<u>R</u>				
Urban							
Suburban	1.00						
Rural	.99	1.00					
<u>Class Size</u>							
	<u>1-9</u>	<u>10-14</u>	<u>15-19</u>	<u>20-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35 +</u>
1 - 9							
10 - 14	.98						
15 - 19	.92	.95					
20 - 24	.91	.94	.99				
25 - 29	.91	.94	.99	1.00			
30 - 34	.90	.94	.98	.99	.99		
35 or more	.93	.96	.99	1.00	1.00	.99	
<u>Region</u>							
	<u>FW</u>	<u>S</u>	<u>C</u>	<u>NE</u>			
Far West							
Southern	.98						
Central	.99	.98					
Northeast	.99	.99	.99				

B. Importance For Your Job Scale

Mean Ratings. Mean ratings and standard deviations for the *importance for your job scale* are presented in Appendix I. Means ranged from a low of 2.71 for task #60 (*Select, direct, and assist students appointed to special assignments*) to a high of 4.71 for task #19 (*Encourage and reinforce desired student behavior*). Fifty-five tasks (71%) had mean ratings above 3.50. The more important tasks tended to be in dimensions I. *Planning and Preparing for Instruction*, II. *Managing the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*. The least important tasks were in dimensions V. *Administrative and Other Responsibilities* and VI. *Additional Professional Activities*. These results are highly similar to those obtained for the *importance for newly licensed teacher's job scale*. The high correlation between the two scales ($r = .97$) and also a comparison of the mean ratings between the *importance for your job scale* and *importance for the newly licensed teacher's job scale*, indicated

that teachers' judgments of the tasks important for their own jobs were extremely similar to the tasks that they judged as important for a newly licensed teacher's job. This indicates that the judgments of relative task importance are similar; it does not imply that the level of performance on those tasks is seen as being the same.

C. Time Spent Scale

Mean Ratings. Mean ratings and standard deviations for the *time spent* scale (a four-point scale ranging from 0 - 3) are presented in Appendix J. Means ranged from a low of 0.76 for task #73 (*Supervise or guide the work of other adults in the class*) to a high of 2.77 for task #18 (*Monitor student classroom behavior*). Additional tasks that received high ratings of time spent include tasks #16 *Establish, communicate, and show by example standards of behavior to assist in the development of students' social skills* ($\bar{M} = 2.63$), #19 *Encourage and reinforce desired student behavior* ($\bar{M} = 2.73$), #22 *Manage classroom time effectively to maintain on-task behavior by students* ($\bar{M} = 2.68$), and #30 *Facilitate student learning by interacting with the student in a variety of ways* ($\bar{M} = 2.71$). Additional tasks that received low ratings of time spent include #59 *Prepare reports or letters describing student behavior, needs, and/or progress* ($\bar{M} = 1.22$), #60 *Select, direct, and assist students appointed to special assignments* ($\bar{M} = 0.97$), #70 *Assume responsibility for collecting, recording, and turning in monies for student-related activities* ($\bar{M} = 1.18$), and #74 *Assist beginning teachers or teachers in training* ($\bar{M} = 1.11$). The *time spent* scale correlated .92 with the *importance for newly licensed teacher's job* scale and .93 with the *importance for your job* scale. This indicates that teachers reported spending more time on the tasks they considered to be more important for their own jobs. In addition, those tasks which they reported spending more time on were also judged to be important for newly licensed teachers.

Mean Percentages of Time Spent on Six Job Dimensions. Additional information on time spent on job dimensions was also collected in the biographical data section of the survey where teachers were asked to estimate the percentage of time (on an annual basis) they normally spend on the six major job dimensions by distributing 100 points across the six dimensions. Teachers reported spending on average 34% of their time implementing instruction, 20% of their time planning and preparing for instruction, and 17% of their time managing the classroom. They also reported spending approximately 15% of their time on evaluating student learning and instructional effectiveness. In addition, administrative and other responsibilities and additional professional activities took approximately 15% of their time.

Summary of Results for the Primary Group of Teacher Respondents

Fifty percent or more of the primary teacher respondent group judged all but one of the 77 tasks included in the survey to be performed by newly licensed teachers. In addition, 70% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. The most important tasks tended to be in the four job dimensions dealing with *planning and preparing for instruction*, *managing the classroom*, *implementing instruction*, and *evaluating learning and instructional effectiveness*.

Analyses of the mean ratings for the total respondent group and for the relevant subgroups of teachers indicated that 44 of 77 tasks had a mean importance rating of 3.50 or higher for all subgroups of teachers and, therefore, met the standard for possible inclusion in the Stage III assessment process.

The correlational analyses indicated a high level of agreement in ratings of *importance for the newly licensed teacher's job* between groups defined by sex, race/ethnicity, years of teaching experience, class size, primary teaching assignment, school setting, and region of the country. Levels of agreement were low in relation to other teaching categories for those respondents teaching Special Education (correlations in 60's and 70's). For all other subgroups of teacher respondents the level of agreement was very high.

The intercorrelation of the rating scales indicated that teachers' judgments of what is important for their own jobs were highly similar to what they judged as important for a newly licensed teacher's job. Also, teachers reported spending more time on the tasks they considered to be more important for their own jobs. In addition, those tasks which they reported spending more time on were also judged to be important for newly licensed teachers.

Section 2: Teacher Respondents: Supplementary Group

Description of Survey Respondents. Of the 500 surveys mailed, 138 were returned (28% response rate). Of the 138 surveys returned, 14 were from White respondents and were excluded from further analyses. Thirty-two percent of the respondents were from urban school settings; 29% from suburban settings; and 36% were from rural settings. Seventy-two percent of the respondents were between the ages of 35 and 54. Fifty-six percent of the teachers had 11 or more years of teaching experience, and 19% had 5 years or less. Seventy-six percent of the respondents were female and 23% were male. Fifty percent were Black and 50% were Hispanic. Approximately two-thirds of the teachers (66%) had at least a master's degree. Twenty-five percent of the respondents indicated that their primary teaching assignment was in Mathematics and Computer Science and 15% indicated Special Education. Approximately half of the teachers (48%) taught class sizes of between 25 and 35 students. A complete description of the demographic characteristics of the supplemental teacher respondent group is provided in Appendix D.

A. Importance For Newly Licensed Teacher's Job Scale

1. Total Group of Respondents

Tasks Performed by Newly Licensed Teachers. As with the primary teacher respondent group, 50% percent of this group of teachers judged all but one of the 77 tasks to be performed by newly licensed teachers. (Task #74 *Assist beginning teachers or teachers in training* was judged by 50% or more of the respondents as a task that is not performed.) In addition, 88% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. (Appendix E provides the percentage of respondents who rated each task statement as *not performed*, *slightly important* or *not important* and *very important* or *extremely important* on the *importance for a newly licensed teacher's job* scale.)

Mean Ratings. The mean importance ratings and standard deviations for each of the 77 task statements are presented in Appendix F. The means (on the scale 1 - 5) ranged from a low of 3.03 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for student-related activities*) to a high of 4.86 for task #19 (*Encourage and reinforce desired student behavior*). Ninety-one percent of the tasks met or exceeded the eligibility standard of 3.50. Seven tasks received mean importance ratings of less than 3.50 and are presented in Table 8. All 7 tasks were also identified as not having met the standard by the primary group of teachers. None of these tasks received a mean rating below 3.0, indicating that even the tasks considered for exclusion had a mean rating of at least *moderately important*.

Table 8

Mean Importance Ratings for the Seven Tasks That Did Not Meet the 3.50 Standard - Supplementary Teacher Respondent Group

TASK	MEAN	S.D.
<u>IV. Evaluating Student Learning, Instr. Effectiveness</u>		
54. Administer and monitor standardized tests	3.42	1.23
<u>V. Administrative and Other Responsibilities</u>		
60. Select etc. students with special assignments	3.14	1.15
70. Assume responsibility for money	3.03	1.22
<u>VI. Additional Professional Activities</u>		
72. Serve on school and/or district-wide committees	3.37	1.10
73. Supervise or guide other adults in classroom	3.15	1.14
74. Assist beginning teachers	3.28	1.31
75. Supervise extracurricular activities	3.07	1.13

2. Responses by Race/Ethnicity

Mean Ratings. Mean importance ratings and standard deviations were computed for Black and Hispanic respondents and are presented in Appendix G. The means for Black respondents ranged from a low of 3.18 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for school-related activities*) to a high of 4.85 for tasks #15 (*Establish and communicate classroom rules and procedures to students, parents and/or guardians*) and #18 (*Monitor student classroom behavior*). The means for Hispanic respondents ranged from a low of 2.87 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for school-related activities*) to a high of 4.89 for task #19 (*Encourage and reinforce desired student behavior*). Eighty-four percent of the tasks met or exceeded the standard of 3.50 for both subgroups. Fourteen tasks received mean importance ratings of less than 3.50 by at least one of the two subgroups and are presented in Table 9. Three of the tasks have a mean rating below 3.00 (*moderately important*). All 14 tasks were also identified as not having met the eligibility standard in the primary teacher respondent group. It is interesting to note that Black respondents' in general tended to rate the tasks higher in importance than the Hispanic and White respondents.

Table 9

Mean Importance Ratings for the 14 Tasks That Did Not Meet the 3.50 Standard - Black and Hispanic Teachers from the Supplementary Teacher Respondent Group

TASK	BLACK		HISPANIC	
	MEAN	S.D.	MEAN	S.D.
<u>I. Planning and Preparing Instruction</u>				
3. Review and/or monitor school records			3.25	1.14
10. Prepare and check machines and equipment			3.38	1.17
<u>III. Implementing Instruction</u>				
Use a variety of approaches, including:				
41. educational technology			3.40	0.98
42. community resources			3.31	0.89
43. independent study			3.30	1.12
<u>IV. Evaluating Student Learning, Instr. Effectiveness</u>				
54. Administer and monitor standardized tests			3.16	1.24
<u>V. Administrative and Other Responsibilities</u>				
59. Prepare reports or letters			3.33	1.12
60. Select, etc. students with special assignments	3.35	1.24	2.94	1.01
70. Assume responsibility for money	3.18	1.24	2.87	1.17
<u>VI. Additional Professional Activities</u>				
72. Serve on school and/or district-wide committees	3.42	1.22	3.30	0.94
73. Supervise or guide other adults in the classroom	3.23	1.22	3.06	1.05
74. Assist beginning teachers	3.28	1.33	3.25	1.27
75. Supervise extracurricular activities	3.25	1.21	2.89	1.02
76. Plan for and after-school activities			3.43	1.19

Agreement on Relative Importance Between Races/Ethnicities. It can be seen in Table 10 that the agreement among minority respondents is very high whether they came from the primary or supplementary group of teachers (r 's in the low to high .90's). In addition, the correlation between the ratings of Black and Hispanic teachers from the supplementary group was .95, indicating a very high level of agreement. The ratings of *importance for the newly licensed teacher's job* by White teacher respondents from the primary group were also highly correlated with those obtained by Black and Hispanic teachers in the primary and supplementary groups.

Table 10

Intercorrelation Matrix of Mean Importance for Newly Licensed Teacher's Job Ratings for Black and Hispanic Teacher Respondents: Primary and Supplementary Groups

PRIMARY TEACHER RESPONDENTS	SUPPLEMENTARY TEACHER RESPONDENTS	
	Black	Hispanic
Black	.97	.96
Hispanic	.90	.93
White	.93	.96

B. Importance For Your Job Scale

Mean Ratings. Mean ratings and standard deviations for the *importance for your job scale* (range from 1 - 5) are presented in Appendix I. Means ranged from a low of 3.11 for task #70 (*Assume responsibility for collecting, recording and turning in monies for student-related activities*) to a high of 4.79 for task #19 (*Encourage and reinforce desired student behavior*). Sixty-nine of the 77 tasks had mean ratings above 3.50. When compared to the primary group of teachers, fewer tasks were rated below *moderately important* on this scale. The correlation between the *importance for newly licensed teacher's job scale* and the *importance for your job scale* was .97. This high correlation indicates that teacher's judgments of the tasks important for their own jobs were similar to the tasks they judged as important for a newly licensed teacher's job. In addition, as indicated in Table 11, these ratings were quite similar (correlations in the .90's) between Black and Hispanic teachers from the primary and supplementary groups and for White and minority teachers from the primary and supplementary groups of respondents.

Table 11

Intercorrelation Matrix of Mean Importance for Your Job Ratings for Black and Hispanic Teacher Respondents: Primary and Supplementary Groups

PRIMARY TEACHER RESPONDENTS	SUPPLEMENTARY TEACHER RESPONDENTS	
	Black	Hispanic
Black	.96	.94
Hispanic	.89	.93
White	.92	.96

C. Time Spent Scale

Mean Ratings. Mean ratings and standard deviations are presented in Appendix J. Means (on scale from 0 - 3) ranged from a low of 1.74 for task #21 (*Seek administrative support when disruptive students interfere with the learning process*) to a high of 2.86 for task #18 (*Monitor*

student classroom behavior). Table 12 shows that there is a high level of agreement among minority and White respondents in both the primary and supplementary groups of teachers on ratings of *time spent*.

Table 12

Intercorrelation Matrix of Mean Time Spent Ratings for Black and Hispanic Teacher Respondents: Primary and Supplementary Groups

PRIMARY TEACHER RESPONDENTS	SUPPLEMENTARY TEACHER RESPONDENTS	
	Black	Hispanic
Black	.96	.96
Hispanic	.91	.92
White	.92	.95

Mean Percentages of Time Spent on Major Job Dimensions. Additional information on time spent on job dimensions was also collected for the supplementary group of middle school teachers in the biographical data section of the survey. Results for the supplementary group of teachers indicated that teachers reported spending on average 32% of their time implementing instruction, 20% of their time planning and preparing for instruction, and 17% of their time evaluating student learning and instructional effectiveness. They reported spending approximately 16% of their time on managing the classroom. Administrative and other responsibilities and additional professional activities took approximately 18% of their time. As shown in Table 13, the primary and supplementary groups of teachers made similar judgments on percentage of time spent.

Table 13

Mean Percentages of Time Spent on Major Job Dimensions: Primary and Supplementary Teacher Respondent Groups

JOB DIMENSIONS	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS	
	MEAN	S.D.	MEAN	S.D.
Planning and Preparing for Instruction	20.04	10.43	19.66	11.04
Managing the Classroom	16.57	12.78	16.29	10.19
Implementing Instruction	34.10	16.37	31.47	17.95
Evaluating Student Learning and Instructional Effectiveness	15.28	8.56	17.35	12.32
Administrative and Other Responsibilities	8.44	7.10	9.54	9.60
Additional Professional Activities	7.41	6.20	8.19	5.95

Summary of Results for Supplementary Teacher Respondent Group

Fifty percent or more of the supplementary teacher respondent group judged that only one task would not be performed by newly licensed teachers. This was the same task identified in the primary teacher group. Approximately 88% of the tasks were judged as *very important* or *extremely important*. As with the primary teacher group, the most important tasks tended to be in the four dimensions of *Managing the Classroom*, *Implementing Instruction*, *Evaluating Learning and Instructional Effectiveness*, and *Planning and Preparing for Instruction*.

The analysis of mean ratings revealed 14 tasks that had a mean importance rating of less than 3.50 for the Black or Hispanic teacher respondent groups. Three of these tasks had a mean rating below 3.00 (*moderately important*) for at least one subgroup. All 14 tasks were also identified as not having met the standard for the primary group of teachers. In addition, the supplementary teacher group analyses identified fewer tasks that did not meet the eligibility standard than was identified by the primary teacher group.

There were high levels of agreement among Black, Hispanic, and White teachers whether they came from the primary or supplementary group. The correlations obtained between ratings of *importance for newly licensed teacher's job*, *importance for your job* and *time spent* were all very similar to those found for the primary group of teachers.

Section 3: Administrator Respondent Group

Description of Survey Respondents. Of the 500 surveys mailed, 155 were returned (31% response rate). Twenty-eight percent of the respondents were from urban school settings; 41% from suburban settings; and 27% were from rural settings. The majority of the respondents (79%) were between the ages of 35 and 54. Over 70% of the administrators had between 6 and 15 years of experience as a school administrator. Twenty-three percent of the respondents were female and 74% were male. Eighty-eight percent were White (non-Hispanic), 5% were Black; and 5% were Hispanic. Seventy percent had a master's degree plus additional credits. A complete description of the demographic characteristics of the administrators is provided in Appendix D.

Reliability of Ratings. The group split-half reliability estimates for the *importance for the newly licensed teacher's job* scale and the *effectiveness* scale were .98 and .97, respectively; and the intra-class correlation reliabilities were .89 and .86, indicating a reasonably high level of reliability. These results indicate that another group of middle school administrators selected in a similar manner would be expected to provide ratings that were highly similar to those obtained for this group of administrators.

A. Importance For Newly Licensed Teacher's Job Scale

Tasks Performed by Newly Licensed Teachers. Fifty percent or more of the administrator respondent group judged all of the 77 tasks in the survey to be performed by newly licensed teachers. In addition, 78% of the tasks were judged to be either *very important* or *extremely*

important by 50% or more of the respondents. (Appendix E shows the percent of respondents who rated each task statement as *not performed*, *slightly important* or *not important* and *very important* or *extremely important* on the *importance for a newly licensed teacher's job scale*.)

Mean Ratings. The mean importance ratings and standard deviations for each of the 77 tasks are presented in Appendix F. The means ranged from a low of 2.85 for task #10 (*Prepare and check machines and equipment used for instruction and learning*) to a high of 4.73 for task #19 (*Encourage and reinforce desired student behavior*). Seventy-four percent of the tasks had a mean rating of 3.50 or higher. Twenty tasks received a mean importance rating of less than 3.50 and are presented in Table 14. All of these tasks were also identified as not having met the standard by one or more of the subgroups within the primary and supplementary teacher respondent groups. In addition, only three of the 20 tasks below the standard had a mean rating below 3.00 (*moderately important*).

Table 14

Mean Importance Ratings for the 20 Tasks That Did Not Meet the 3.50 Standard - Middle School Administrator Respondent Group

TASK	MEAN	S.D.
<u>I. Planning and Preparing for Instruction</u>		
3. Review and/or monitor school records	3.24	0.86
10. Prepare and check machines and equipment	2.85	1.09
<u>III. Implementing Instruction</u>		
23. Group students to meet instructional needs	3.41	0.93
Use a variety of approaches, including:		
38. peer instruction	3.47	0.97
39. games, simulations, and role playing	3.48	0.93
41. educational technology	3.47	0.87
42. community resources	3.36	0.91
43. independent study	3.26	0.96
<u>IV. Evaluating Student Learning, Instr. Effectiveness</u>		
54. Administer and monitor standardized tests	2.95	1.01
<u>V. Administrative and Other Responsibilities</u>		
59. Prepare reports or letters	3.19	0.97
60. Select, etc, students with special assignments	2.90	0.95
64. Take inventory, complete reports, maintain records	3.30	0.95
65. Distribute and collect books, materials, equipment	3.42	0.97
66. Participate in orders for instructional materials	3.25	1.03
67. Request additional materials as needed	3.28	1.08
70. Assume responsibility for money	3.19	1.33

Table 14 (cont.)

TASK	MEAN	S.D.
VI. Additional Professional Activities		
72. Serve on school and/or district-wide committees	3.23	1.11
73. Supervise or guide other adults in the classroom	3.24	0.97
74. Assist beginning teachers	3.28	1.24
75. Supervise extracurricular activities	3.25	1.02

B. Effectiveness Scale

Mean Ratings. Mean ratings and standard deviations for the *effectiveness* scale (range from 0 -3) are located in Appendix K. Means ranged from a low of 1.39 for task #60 (*Select, direct, and assist students appointed to special assignments*) to a high of 2.65 for task #22 (*Manage classroom time effectively to maintain on-task behavior by students*). The 10 highest rated tasks on *effectiveness* are presented in Table 15. The correlation between the *effectiveness* scale and *importance for newly licensed teacher's job* scale is .95, indicating that administrator's judgments of the tasks related to effective performance were highly similar to their judgments of what is important for a newly licensed teacher's job. When teacher ratings of *importance for a newly licensed teacher's job* were compared with administrator's ratings of *effectiveness*, the correlation was .91. This indicates that the tasks seen by teachers as most important to newly licensed teacher performance tended to be the ones judged by administrators as more likely to distinguish between more effective and less effective new teachers.

Table 15

The Ten Highest Rated Tasks on the Effectiveness Scale: Administrator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
8. Design alternatives to remedy learning deficiencies	2.60	0.60
9. Select a variety of teaching techniques	2.54	0.67
II. Managing the Classroom		
15. Establish classroom rules and procedures	2.59	0.70
16. Establish, communicate standards of behavior	2.57	0.74
18. Monitor students' classroom behavior	2.55	0.71
19. Encourage desired student behavior	2.60	0.65
20. Discourage undesirable student behavior	2.63	0.64
22. Manage time to maintain on-task behavior	2.65	0.63
III. Implementing Instruction		
25. Use motivational techniques and activities	2.53	0.68
30. Facilitate learning by variety of interactions	2.49	0.70

Summary of Results for Administrator Respondent Group

Fifty percent or more of the administrator respondent group judged all of the tasks to be performed by newly licensed teachers. Seventy-eight percent were judged as *very important* or *extremely important* by 50% or more of the respondents. The mean analyses revealed a total of 20 tasks that had a mean importance rating of less than 3.50. All of these tasks were identified in the primary and supplementary teacher group analysis. Also, only three of the 20 tasks received a mean rating below 3.00 (*moderately important*).

The correlation of *importance for newly licensed teacher's job* and *effectiveness* scales indicated a high degree of similarity between tasks judged important for newly licensed teachers and the tasks that best differentiate effective new teachers from less effective new teachers. In addition, teacher's ratings of *importance for a newly licensed teacher's job* correlated highly with administrator's ratings of *effectiveness*. Mean ratings of *effectiveness* can provide supplementary information that may be helpful in choosing tasks for inclusion in the Stage III assessment measures.

Section 4: Teacher Educator Respondents: Primary Group

Description of Survey Respondents. Of the 472 surveys mailed to deans for distribution to their faculty, 105 were returned (22% response rate). The majority of the respondents (90%) were between the ages of 35 and 64. Sixty-six percent of the teacher educators had between 3 and 20 years of experience as a teacher educator and 30% had 21 or more years of experience. Forty-six percent of the respondents were female and 53% were male. Ninety-three percent were White (non-Hispanic); 4% were Black; and 2% were Hispanic. Sixty-four percent had a doctorate. A complete description of the demographic characteristics of the primary group of teacher educators is provided in Appendix D.

Reliability of Ratings. For the *importance for newly licensed teacher's job*, *effectiveness*, and *opportunity to learn* scales, the group split-half reliability estimates were .97, .97, and .98; and the intra-class correlation reliabilities were .94, .93, and .94, indicating an extremely high level of reliability. This indicates that if the survey was completed by a group of teacher educators selected in a similar manner, the results would be very similar.

A. Importance For Newly Licensed Teacher's Job Scale

Tasks Performed by Newly Licensed Teachers. Fifty percent or more of the primary teacher educator respondent group judged all of the 77 tasks in the survey to be performed by newly licensed teachers. In addition, 75% of the tasks were judged to be either *very important* or *extremely important* by 50% or more of the respondents. (Appendix E shows the percent of respondents who rated each task statement as *not performed*, *slightly important* or *not important* and *very important* or *extremely important* on the *importance for a newly licensed teacher's job* scale.)

Mean Ratings. The mean importance ratings and standard deviations for each of the 77 tasks are presented in Appendix F. The means ranged from a low of 2.37 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for school-related activities*) to a high of 4.66 for task #25 (*Use motivational techniques and activities to stimulate learning*). Seventy-five percent of the tasks had a mean rating of 3.50 or higher. Nineteen tasks that received a mean importance rating of less than 3.50 are in Table 16. All of these tasks had been identified in the analyses as not meeting the eligibility standard for the teachers or administrators. Eight of the 19 tasks not meeting the standard are below 3.00 (*moderately important*).

Table 16

Mean Importance Ratings for the 19 Tasks That Did Not Meet the 3.50 Standard - Primary Teacher Educator Respondent Group

TASK	MEAN	S.D.
<u>I. Planning and Preparing for Instruction</u>		
3. Review and/or monitor school records	3.36	1.01
10. Prepare and check machines and equipment	2.98	1.02
<u>IV. Evaluating Student Learning, Instr. Effectiveness</u>		
54. Administer and monitor standardized tests	2.90	1.16
<u>V. Administrative and Other Responsibilities</u>		
59. Prepare reports or letters	3.07	0.97
60. Select, etc. students with special assignments	2.73	1.03
62. Escort and supervise assemblies, cafeteria, etc.	3.49	1.06
63. Monitor student behavior outside classroom	3.38	1.07
64. Take inventory, complete reports, maintain records	2.62	1.08
65. Distribute and collect books, materials, equipment	2.78	1.16
66. Participate in orders for instructional materials	2.89	1.06
67. Request additional supplies as needed	2.95	1.15
68. Assess comfort and safety of classroom, school	3.47	1.08
69. Report acts of vandalism	3.13	1.20
70. Assume responsibility for money	2.37	1.15
<u>VI. Additional Professional Activities</u>		
72. Serve on school and/or district-wide committees	3.28	1.08
73. Supervise or guide other adults in the classroom	3.23	1.07
74. Assist beginning teachers	3.37	1.26
75. Supervise extracurricular activities	3.04	1.11
76. Plan for and attend after-school activities	3.41	1.02

B. Effectiveness Scale

Mean Ratings. Mean ratings and standard deviations for the *effectiveness* scale (ranging from 0 -3) are shown in Appendix K. Means ranged from a low of 1.16 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for student-related activities*) to a high of 2.80 for task #18 (*Monitor student classroom behavior*). As with the administrators, a majority of the tasks were judged to contribute to a differentiation between more effective and less effective beginning teachers. The 10 highest rated tasks on *effectiveness* for the primary teacher educator group are presented in Table 17. The correlation between the *effectiveness* scale and *importance for newly licensed teacher's job* scale was .98, indicating that teacher educator's judgments of the tasks related to effective performance were highly similar to their judgments of what is important for a newly licensed teacher's job. In addition, administrators and the primary group of teacher educators are seen to be in substantial agreement in their ratings on the *effectiveness* scale ($r = .92$).

Table 17

The Ten Highest Rated Tasks on the Effectiveness Scale: Primary Teacher Educator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
2. Select instructional content, resources, methods	2.74	0.55
II. Managing the Classroom		
15. Establish classroom rules and procedures	2.72	0.56
18. Monitor student classroom behavior	2.80	0.45
19. Encourage desired behavior	2.75	0.47
20. Discourage undesirable student behavior	2.74	0.48
22. Manage time to maintain on-task behavior	2.73	0.58
III. Implementing Instruction		
25. Use motivational techniques and activities	2.73	0.52
30. Facilitate learning by variety of interactions	2.74	0.50
32. Provide opportunities to apply learning	2.68	0.59
37. group interaction techniques	2.65	0.53

C. Opportunity to Learn Scale

Mean Ratings. Mean ratings and standard deviations for the *opportunity to learn* scale (are presented in Appendix L. Means on the four-point scale (0 - 3) ranged from a low of 0.77 for task #74 (*Assist beginning teachers or teachers in training*) to a high of 2.71 for task #7 (*Prepare written lesson plans to meet instructional needs*). The majority of the tasks were judged to be

learned in a teacher education program to a moderate extent or greater. Some examples of tasks rated below 2.0 or, to a moderate extent, include tasks #59 *Prepare reports or letters describing student behavior, needs, and/or progress* ($\bar{M} = 0.93$), #66 *Participate in preparation of orders for instructional materials* ($\bar{M} = 0.95$), #72 *Serve on school, district, state, and/or national committees* ($\bar{M} = 0.90$), and #73 *Supervise or guide the work of other adults in the class* ($\bar{M} = 0.94$). The majority of the tasks found in dimensions V. *Administrative and Other Responsibilities* and VI. *Additional Professional Activities* were judged to be at the lowest levels, below 2.0. The 10 highest rated tasks in terms of opportunity to learn in a teacher education program are presented in Table 18.

Table 18

The Ten Highest Rated Tasks on the Opportunity To Learn Scale: Primary Teacher Educator Respondent Group

TASK	MEAN	S.D.
I. Planning and Preparing for Instruction		
2. Select instructional content, resources, methods	2.35	0.60
7. Prepare written lesson plans	2.71	0.48
9. Select a variety of teaching techniques	2.43	0.65
II. Managing the Classroom		
18. Monitor students' classroom behavior	2.38	0.67
19. Encourage desired student behavior	2.32	0.70
III. Implementing Instruction		
24. Provide overview of lessons and expected outcomes	2.41	0.62
25. Use motivational techniques and activities	2.36	0.67
33. Summarize lessons and provide feedback on content	2.26	0.68
36. presentations	2.33	0.63
IV. Evaluating Student Learning and Instr. Effectiveness		
46. Assign, receive, correct, grade assignments	2.31	0.73

When the mean ratings of the *opportunity to learn* scale were correlated with the other two scales responded to by the teacher educators (*importance for newly licensed teacher's job* and *effectiveness*) the resulting correlations were high. The *opportunity to learn* scale correlates .84 with the *importance for newly licensed teacher's job* scale and .86 with the *effectiveness* scale. Teacher educators apparently perceive themselves and their programs as providing students with an opportunity to learn those tasks that they judged to be most important for a new teacher's job and to judgments of tasks that differentiate between more and less effective new teachers.

Summary of Results for Primary Teacher Educator Respondent Group

Fifty percent or more of the primary teacher educator respondent group judged all of the tasks to be performed by newly licensed teachers. Seventy-five percent of the tasks were judged as *very important* or *extremely important*. The mean analyses revealed a total of 19 tasks that had a mean importance rating of less than 3.50. All of these tasks were identified in the teacher and administrator respondent group analyses. In addition, eight of these tasks received a mean rating below 3.00 (*moderately important*). Intercorrelation of the rating scales included in the teacher educator survey indicated that judgments of the opportunity to learn the tasks in a teacher education program were highly related to judgments of importance for a newly licensed teacher and differentiation between more and less effective new teachers.

Section 5: Teacher Educator Respondents: Supplementary Group

Description of Survey Respondents. Of the 168 surveys mailed to deans for distribution to their faculty, 27 were returned (estimated 16% response rate). The majority of the respondents (82%) were between the ages of 35 and 64. Sixty-seven percent of these teacher educators had 16 or more years of experience as a teacher educator. Fifty-nine percent of the respondents were female and 30% were male. Eleven percent were White (non-Hispanic), 70% were Black; and 7% were Hispanic. Sixty-seven percent had a doctorate. A complete description of the demographic characteristics of the supplementary group of teacher educators is provided in Appendix D.

Fifty percent of the supplementary teacher educator respondent group judged all the tasks to be performed by newly licensed teachers. The mean ratings of *importance for newly licensed teacher's job* scale are presented in Appendix F. The means ranged from a low of 2.88 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for student-related activities*) to a high of 4.67 for task #29 (*Encourage students to use a variety of critical thinking skills*). Ninety percent of the tasks had a mean rating of 3.50 or higher. Eight tasks received a mean importance rating of less than 3.50. All 8 tasks were also identified as not having met the standard for one or more of the respondent groups of teachers, administrators, or teacher educators.

Mean ratings and standard deviations for the *effectiveness* and *opportunity to learn* scales are presented in Appendix K and L, respectively. Means for the *effectiveness* scale ranged from a low of 1.33 for task #70 (*Assume responsibility for collecting, recording, and turning in monies for student-related activities*) to a high of 2.73 for task #22 (*Manage classroom time effectively to maintain on-task behavior by students*). Means for the *opportunity to learn* scale ranged from a low of 0.88 for task #74 (*Assist beginning teachers and teachers in training*) to a high of 2.62 for task #7 (*Prepare written lesson plans to meet instructional needs*). Despite the smaller size of the supplementary group, there were high levels of agreement between teacher educators from the AACTE and Historically Black Colleges and Universities on judgments of *task importance for a newly licensed teacher's job* and on judgments of *effectiveness* and *opportunity to learn* the tasks (.92, .89, and .92, respectively).

Section 6: Comparisons Across Respondent Groups

A. Importance For Newly Licensed Teacher's Job Scale

Agreement on Relative Importance Among Respondents. The intercorrelation of mean ratings of *importance for newly licensed teacher's job* are shown in Table 19. All values are .80 or higher indicating that the five groups make highly similar judgments about the relative level of task importance for newly licensed teachers.

Table 19

Intercorrelation Matrix of Mean Ratings of Importance for Newly Licensed Teacher's Job: All Respondent Groups

RESPONDENT GROUPS	Primary Teachers	Supplementary Teachers	Administrators	Primary Teacher Educators	Supplementary Teacher Educators
Primary Teachers					
Supplementary Teachers	.97				
Administrators	.94	.92			
Primary Teacher Educators	.89	.89	.88		
Supplementary Teacher Educators	.84	.87	.80	.92	

Mean Ratings of Task Importance. Across all respondent groups and relevant subgroups within the teacher groups, 33 tasks received mean importance ratings of less than 3.50. These tasks are presented in Table 20 along with a code indicating the respondent group for which the given task did not meet or exceed the 3.50 standard. Even though the 33 tasks did not meet the standard, many were close to the standard and thus could still be considered for inclusion if test development committees felt it was important to do so. Forty-four tasks met or exceeded the eligibility standard for all the respondent groups and subgroups of teachers. In selecting tasks for inclusion in the assessment measures, first priority should be given to these 44 tasks.

Table 20

The 33 Tasks That Did Not Meet the 3.50 Standard - All Respondent Groups and Relevant Subgroups of Teachers

I. Planning and Preparing Instruction

- †*+ 3. Review and/or monitor school records, including test scores, and information from other teachers to assist in selecting instructional methods
- + 6. Prepare pretests and pre-instructional activities to determine level of student readiness
- † 10. Prepare and check machines and equipment used for instruction and learning
- + 11. Prepare materials for use in lessons

III. Implementing Instruction

- *+ 23. Group students to meet instructional needs
- + 31. Encourage opportunities and implement activities that promote multicultural understanding and appreciation
- + 34. Display student work to enhance learning and to provide student recognition

Use a variety of approaches, including:

- + 37. group interaction techniques
- *+ 38. peer instruction
- *+ 39. games, simulations, and role playing
- *+ 41. educational technology
- *+ 42. community resources
- *+ 43. independent study

IV. Evaluating Student Learning and Instructional Effectiveness

- + 48. Evaluate student language skills for clarity and correctness
- †*+ 54. Administer and/or monitor standardized, district, and/or statewide tests

V. Administrative and Other Responsibilities

- †*+ 59. Prepare reports or letters describing student behavior, needs, and/or progress
 - †*+ 60. Select, direct, and assist students appointed to special assignments
 - + 61. Ensure compliance with safety rules and monitor the proper and safe operation of tools, equipment, and materials used by students
 - †+ 62. Escort and supervise students in assemblies, cafeteria, fire drills, emergency procedures, field trips, etc.
 - †+ 63. Monitor student behavior outside of the classroom in such locations as lunch room, assembly hall, hallway, school grounds, etc. to ensure orderly and safe conduct
-

- + = Below 3.50 standard for teacher respondents
- * = Below 3.50 standard for administrator respondents
- † = Below 3.50 standard for teacher educator respondents

Table 20 (cont.)

-
- †*+ 64. Take inventory, complete reports, maintain records of textbooks, equipment, and other school property
 - †*+ 65. Distribute and collect books, materials, and equipment used in class
 - †*+ 66. Participate in preparation of orders for instructional materials
 - †*+ 67. Request additional supplies as needed
 - †+ 68. Assess comfort and safety of classroom and school environment and report deficiencies when necessary
 - †+ 69. Report acts of vandalism and defaced, damaged, or missing school property
 - †*+ 70. Assume responsibility for collecting, recording, and turning in monies for student-related activities

VI. Additional Professional Activities

- + 71. Collaborate with colleagues to coordinate and expedite school routines and other school activities
 - †*+ 72. Serve on school, district, state, and/or national committees
 - †*+ 73. Supervise or guide the work of other adults in the classroom
 - †*+ 74. Assist beginning teachers or teachers in training
 - †*+ 75. Supervise extracurricular activities
 - †+ 76. Plan for and attend school-related after school activities
-

+ = Below 3.50 standard for teacher respondents

* = Below 3.50 standard for administrator respondents

† = Below 3.50 standard for teacher educator respondents

Mean Importance Ratings of the Six Job Dimensions. In order to obtain an overall rating of importance for each of the six job dimensions, the mean importance rating was calculated for each task in the dimension for each respondent group. These mean ratings were then summed and averaged for each job dimension for each of the five respondent groups. The means and standard deviations are presented in Table 21. Although the mean of all of the dimensions exceeds 3.0 (*moderately important*), it is apparent that several can be considered as *very important* or greater and would warrant special attention as sources of the more crucial job tasks for application in an assessment system.

Thus, as an example, *Managing the Classroom* constitutes the most important set of job tasks performed by the newly licensed teacher as judged by all the respondent groups; the means ranging from 4.37 to 4.59, placing it between *very important* and *extremely important* in value. *Evaluating Student Learning and Instructional Effectiveness*, *Implementing Instruction*, and *Planning For Instruction* are next in the ranking at levels that are close to *very important*, while *Administrative and Other Responsibilities* and *Additional Professional Activities* represent those groupings of job tasks seen as being of lesser relative importance than the other task dimensions.

Table 21

Mean Importance Ratings of the Task Dimensions For New Teacher's Job

JOB DIMENSIONS	Primary Teachers		Supplementary Teachers		Administrators		Primary Teacher Educators		Supplementary Teacher Educators	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Planning and Preparing for Instruction	3.89	.39	4.03	.34	3.86	.43	3.95	.46	4.20	.32
Managing the Classroom	4.59	.22	4.53	.29	4.53	.23	4.38	.37	4.37	.34
Implementing Instruction	3.89	.44	4.12	.31	3.95	.41	4.14	.36	4.25	.33
Evaluating Student Learning and Instructional Effectiveness	4.01	.38	4.17	.29	4.05	.38	4.11	.39	4.22	.24
Administrative and Other Responsibilities	3.42	.41	3.76	.33	3.61	.41	3.28	.57	3.68	.37
Additional Professional Activities	3.28	.35	3.68	.26	3.50	.31	3.43	.34	3.59	.39

B. Verification of Content Domain Coverage

To determine the adequacy of the survey's content domain coverage, respondents were asked to judge how well the survey covered the important tasks that a middle school teacher should be able to perform. These judgments were obtained using a 5-point rating scale for each of the six job dimensions (from 1=poorly to 5=very well). Mean ratings and standard deviations for each dimension are shown in Table 22 for all respondent groups. As illustrated, all of the respondent groups judged the content domain to have been "well" defined (i.e., approximately 4.0 or higher).

Table 22

Mean Ratings of Content Domain Coverage

JOB DIMENSIONS	Primary Teachers		Supplementary Teachers		Administrators		Primary Teacher Educators		Supplementary Teacher Educators	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Planning and Preparing for Instruction	4.08	.81	4.07	.85	4.25	.76	4.01	.98	4.11	.80
Managing the Classroom	4.09	.87	4.27	.82	4.26	.84	3.98	.97	4.15	.86
Implementing Instruction	4.10	.82	4.12	.84	4.25	.83	4.02	1.01	4.07	.96
Evaluating Student Learning and Effectiveness	4.05	.83	4.13	.86	4.26	.73	3.92	1.00	4.15	.82
Administrative and Other Responsibilities	3.85	.92	3.92	.85	3.95	.83	3.93	.93	3.96	.98
Additional Professional Activities	3.86	.92	3.90	.84	3.96	.89	3.85	1.05	3.89	1.12

Content Analysis of Respondents' Write-In Comments. Teachers, school administrators, and teacher educators were given the opportunity to add tasks they believed were missing from the task domain. While many individual comments were made, no particular theme emerged. Comments about individual tasks frequently provided greater detail for tasks already listed on the survey. In addition, teachers frequently added desired personal characteristics of teachers such as pleasing personality, sense of humor, stamina, etc. These results are consistent with those results obtained and previously discussed in the content coverage section of the survey instruments in which respondents indicated that the content domain had been well covered.

Summary

In comparing the responses of all the teacher, administrator and teacher educator groups on the one scale common to all of the respondents (*importance for a newly licensed teacher's job*), a high degree of agreement was found for all groups. In addition, 33 tasks were identified as not meeting the eligibility standard of 3.50 for one or more of the respondent groups and relevant subgroups of teachers. Forty-four tasks are considered eligible for inclusion and are mostly found in dimensions I. *Planning and Preparing for Instruction*, II. *Managing the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*. Of the 33 tasks that did not meet the standard, the majority had mean ratings above moderately important (3.00). In selecting tasks for inclusion, first priority should be given to the 44 tasks which met or exceeded the 3.50 standard. If a test development committee believes that a task that did not meet the 3.50 standard should be included in the assessment they must provide a compelling reason for doing so. In addition, the content domain covered in the survey was judged to be well defined by all of the respondent groups.

Summary for the Middle School Level

The purpose of this study was to describe the most important tasks performed by newly licensed (certified) middle school teachers and to identify a subset of these tasks to be considered for inclusion in the Stage III assessment measures. In order to do this, five groups of practicing professionals were administered surveys to obtain their judgments of the importance of 77 tasks identified for a newly licensed teacher's job, time spent on these tasks, effectiveness, and opportunity to learn the tasks. Standards were set to define the level of importance above which tasks would be considered for inclusion and conversely to decrease the probability of including tasks not performed or not of sufficient importance to be included in the assessment.

Usable responses were received from 3,178 middle school teachers, 124 supplementary teachers (Black and Hispanic teachers), 155 middle school administrators, 105 teacher educators from institutions belonging to the American Association of Colleges for Teacher Education, and 27 from teacher educators at Historically Black Colleges and Universities. Ratings on all five scales used in the surveys were found to be highly reliable, indicating that other groups selected in a similar manner would provide results similar to those found for the respondent groups in this study.

The following highlights the major findings of this study for the job analysis at the middle school level:

- Fifty percent or more of the teachers, administrators, and teacher educators judged all but one of the 77 tasks included in the job analysis survey to be performed by newly licensed teachers.
- Results indicated high levels of agreement among all respondent groups and subgroups of teachers on the tasks judged important for a newly licensed teacher's job. (Most correlations between groups defined by race\ethnicity, sex, years of teacher experience, primary teaching assignment, and region of the country were in the .90's)
- Forty-four of the 77 tasks (57%) were judged to meet the 3.50 importance eligibility standard by all administrators, teacher educators, teachers, and relevant subgroups of teachers.
- The most important tasks were found in four of the six job dimensions: I. *Planning and Preparing for Instruction*, II. *Managing the Classroom*, III. *Implementing Instruction*, and IV. *Evaluating Student Learning and Instructional Effectiveness*.
- Teachers reported spending more time on tasks that they judged to be more important.
- Administrators and teacher educators agreed very highly on the degree to which tasks differentiate between more effective and less effective new teachers.
- Teacher task ratings of importance for the newly licensed teachers' job were highly correlated with administrator and teacher educator task ratings of effectiveness for beginning teachers.

- Teacher educators from the American Association of Colleges for Teacher Education and Historically Black Colleges and Universities indicated that in their judgment they are providing students an opportunity to learn those tasks that they judged to be important for a newly licensed teacher's job and related to effectiveness on the job.

Similarities and Differences Across the Elementary, Middle, and Secondary School Levels

The primary purpose of each of the job analysis studies was to describe the most important tasks performed by newly licensed teachers at each of the three school levels. Three independent job analyses, one for each school level, were conducted to ensure that any existing differences in tasks across the three levels could be identified. The results permitted identification of a set of tasks performed by and judged to be important for beginning teachers at each of the three school levels by all groups who responded to the surveys. The data also provided an opportunity to examine similarities and differences across school levels in terms of the content of the survey instruments and the results of the surveys at the dimension and task levels.

Content of the Survey Instruments

In Phase I of each of the job analysis studies, committees of content experts for each level identified the most important tasks of teaching for each of the three school levels. Each of the committees was asked to tailor a generic description of the job of a teacher to their school level. Despite the tailoring process, the final inventories created were very similar. As shown in Table 23, the job descriptions at each of the three school levels, resulted in six job dimensions which are all highly similar conceptually, but contain minor differences in wording.

Table 23

Six Job Dimensions by School Level

ELEMENTARY SCHOOL	MIDDLE SCHOOL	SECONDARY SCHOOL
Planning and Preparing for Instruction	Planning and Preparing for Instruction	Planning and Preparing for Instruction
Managing the Classroom	Managing the Classroom	Managing Student Behavior in the Classroom
Implementing Instruction	Implementing Instruction	Implementing Instruction
Evaluating Student Learning and Instructional Effectiveness	Evaluating Student Learning and Instructional Effectiveness	Evaluating Student Learning and Instructional Effectiveness
Administrative Responsibilities	Administrative and Other Responsibilities	Non-instructional Responsibilities
Additional Professional Responsibilities	Additional Professional Activities	Additional Professional Activities

The tasks within each of the six job dimensions were also found to be highly similar across all three levels. Those tasks that were unique to a particular school level (i.e., did not conceptually match any task in the other two inventories), which represented a relatively small proportion of the tasks, are presented in Table 24. Even here, it is likely that many of the tasks would have been judged to be appropriate for inclusion in the surveys being designed for the other school levels.

Table 24

Tasks Unique to Each School Level

Elementary School

17. Monitor and revise, as needed, classroom rules and procedures and communicate these to students, other school personnel, parents, and/or guardians.
18. Develop student self-monitoring strategies for responsible behavior and learning.
43. Provide feedback during instruction to facilitate student learning.
45. Use a variety of teaching techniques in presenting lessons to address the varying learning styles of students (e.g., aural, visual, kinesthetic)
66. Identify and refer exceptional students (e.g., LD, gifted) to appropriate school staff and follow up as appropriate.
78. Use a variety of strategies to respond to student social and emotional needs.

Middle School

3. Review and/or monitor school records, including test scores, and information from the other teachers to assist in selecting instructional methods.
31. Encourage learning opportunities and implement activities that promote multicultural understanding and appreciation.

Secondary School

25. Maintain order in the face of interruptions and unexpected events.
44. Relate current lesson to previous and future lessons.
68. Report suspected negligence and/or abuse of students to proper authorities.

Survey Results Across School Levels at the Task Level

In Phase II of each of the job analysis studies, the perspectives of large numbers of educational professionals were collected in order to determine whether the dimensions and tasks found in the elementary, middle, and secondary school job descriptions were performed by and judged important for the newly licensed teacher's job. The tasks that met or exceeded the standard (i.e., mean importance rating of 3.50 or higher) for all respondent groups and subgroups of teachers, that were also present in all three job descriptions, are presented in Table 25. The majority of these tasks were found in the dimensions *Planning and Preparing for Instruction*, *Managing the Classroom*, *Implementing Instruction*, and *Evaluating Student Learning and Instructional Effectiveness*. The majority of the tasks that did not meet the 3.50 standard across all three school levels fell in the job dimensions of *Administrative Responsibilities* and *Professional Responsibilities*.

Table 25

Tasks Meeting the 3.50 Standard For All Respondent Groups and Subgroups Across All Three School Levels

TASK	NUMBER OF TASK IN INVENTORY		
	ELEMENTARY	MIDDLE	SECONDARY
I. Planning and Preparing for Instruction			
Write instructional objectives	2	1	1,2
Analyze instructional objectives	3	2	3
Review basic learning resources	4	4	5
Design alternative objectives and lessons	5	8	6
Select a variety of teaching techniques	6	9	8
Prepare lesson plans	9	7	11
Prepare and/or assemble instructional materials	10	12	13
Obtain and/or prepare instructional aids	12	13	12
Prepare activities	14	44	16,10
II. Managing the Classroom			
Establish classroom rules and procedures	16	15	17
Monitor student's behavior as they enter and leave class	19	17	19
Monitor student in-class behavior	20	18	20
Manage classroom time effectively	22	22	24
Encourage desired student behavior	23	19	22
Discourage undesirable student behavior	24	20	23
III. Implementing Instruction			
Give students an overview of lessons	27	24	28
laboratory or "hands-on" instruction	28	35	35
direct instruction	30	36	36
Modify instruction to suit needs of student groups	38	26	29
Provide individual assistance/instruction to students	39	27	30
Encourage students to use variety of critical thinking skills	40	29	32
Facilitate student learning and encourage effort	41	30	33
Provide opportunities for students to apply what they have learned	44	32	34
Summarize content covered in each lesson	46	33	43

Table 25 (cont.)

TASK	NUMBER OF TASK IN INVENTORY		
	ELEMENTARY	MIDDLE	SECONDARY
IV. Evaluating Student Learning and Instructional Effectiveness			
Administer activities	47	45	45
Score, grade, record, and give feedback on tests, etc.	48	46.47	46.47
Establish and maintain student records	50	50	51
Analyze student achievement in class using evaluative information	51	52	53
Incorporate test scores into grades, record results	52	51	52
V. Administrative Responsibilities			
Exchange information to ensure proper care of students	58	58	58
Exchange information to gain understanding of student behavior	59	58	58
Identify and refer students with problems	65	57	67
VI. Additional Professional Responsibilities			
Establish and communicate standards of social behavior	74	16	59
Keep abreast of developments in education and subject specialty	79	77	79

Across all respondent groups and subgroups of teachers who participated in the three job analysis surveys, the correlational analyses and comparisons of mean ratings indicated high levels of agreement on relative levels of task importance. This agreement indicates the applicability of the tasks included in the surveys across various subgroups of teachers and teaching contexts.

While the present study was conducted to provide information that would be useful in identifying the content for possible use in the Praxis Classroom Performance Assessments, the results allowed an examination of tasks across all three school levels. The results indicated that the majority of the tasks across all three school levels were considered to be performed by and important for newly licensed teachers by all respondent groups and subgroups of teachers. It is important to note, however, that while task statements may be similar, the ways in which the tasks are carried out may differ by subject matter and grade level taught. The survey methodology used in the three job analyses studies was designed to describe what tasks were performed, not how they were performed. In summary, the results from the three job analysis studies identified a core of important tasks performed at each of the three school levels as well as a pool of tasks judged to be important and common to all three school levels. These results can be used to build separate assessment measures for each school level or a common assessment system appropriate for all three school levels.

Summary and Conclusions

The purpose of the middle school job analysis study was to define the domain of teaching tasks for the newly licensed middle school teacher's job and to contribute to the documentation of the content validity of the performance assessment measures that will be developed for Stage III. The study described in this report identified a pool of tasks that were judged to be performed by and important for newly licensed teachers by teachers, school administrators, and teacher educators. The most important tasks were found in the job dimensions of *planning and preparing for instruction, managing the classroom, implementing instruction, and evaluating student learning and instructional effectiveness*.

The job analysis at the middle school level identified 44 of 77 tasks that met the 3.50 standard for administrators, teacher educators, teachers and relevant subgroups of teachers. Of the tasks that did not meet the standard, the majority had mean ratings above *moderately important* (3.0 scale value). However, in selecting tasks for inclusion, first priority should be given to the tasks that met or exceeded the 3.50 standard.

The tasks found to be important for newly licensed teachers also were judged by teacher educators as tasks that teacher candidates have had an opportunity to learn in a teacher education program and that also were judged by teacher educators and school administrators as contributing to differentiating between more and less effective beginning teachers.

The job analyses conducted at the three school levels allowed an examination of tasks across all three levels. This indicated a great deal of overlap in content across the three school levels considered to be performed and important for newly licensed teachers. These results could be used by test developers to develop specific assessments for each school level or for assessments used across all three levels. It should be noted that the way in which the behaviors are performed may differ across school levels and these differences should be reflected in the assessment process.

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Appendix A

Members of the Advisory Committees

Members of the National Advisory Committee

Members of the National Advisory Committee

Teachers (American Federation of Teachers)

Lorraine Carter
Baltimore, Maryland

Sandra Houck
Cincinnati, Ohio

John McDonnell
Hamburg, New York

Teachers (National Education Association)

Cheryll Abshire
Lake Charles, Louisiana

Judith Christensen
Mercerville, New Jersey

Robert Johan
Woodridge, Illinois

Principals

Caryl Burns
Granite Falls, North Carolina

Charles Gatch
Lexington, South Carolina

School Administrators

Karen Steinbrink
Bucks County Intermediate Unit
Doylestown, Pennsylvania

Deans

Jan Towslee
Associate Dean, College of Education
Georgia State University
Atlanta, Georgia

National Association of State Directors of Teacher Education & Certification

Sara G. Irby
Associate Director, Teacher Education and Certification
Department of Education
Richmond, Virginia

State Boards of Education

Dorothy Hollingsworth
Seattle, Washington

Appendix B

Pilot Test Participants

B1

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Teachers

Karen Faris
St. Pete, Florida

Mabel Johnson
Woodstown, New Jersey

Patricia Johnston
Fairless Hills, Pennsylvania

Esther Milchan
Pinellas Park, Florida

Administrators

Tayna Honeycutt
Hickory, North Carolina

Teacher Educators

David Weller
University of Georgia
Athens, Georgia

Appendix C

- C2 Middle School Job Analysis Survey
- C16 Demographic Section: Teachers
- C21 Demographic Section: Administrators
- C24 Demographic Section: Teacher Educators
- C28 Sample Letters of Invitation to Participate in the Job Analysis Survey

**Inventory
of
The Professional Functions
of
Middle School Teachers**

**By
Educational Testing Service
Princeton, New Jersey
1989**

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73

1 COPY AVAILABLE

INTRODUCTION

Educational Testing Service is attempting to describe and define the professional functions of Middle School teachers. The information obtained from the inventory will assist us in the development of a program of job-based performance assessment for beginning teachers.

This inventory is divided into two parts:

- PART I: DESCRIPTION OF MIDDLE SCHOOL TEACHING TASKS
- PART II: DEMOGRAPHIC INFORMATION

Please be sure to complete BOTH PARTS of this questionnaire. Your responses will have a significant impact on the teaching profession. Thank you for your time and cooperation.

PART I: DESCRIPTION OF MIDDLE SCHOOL TEACHING TASKS

On the following pages you will find a list of teachers' tasks which have been grouped into clusters of related tasks. You are asked to read each task carefully and to make three judgments about it. We are interested in your initial judgments of each task.

The six groups of tasks are:

- I. Planning and Preparing For Instruction
- II. Managing the Classroom
- III. Implementing Instruction
- IV. Evaluating Student Learning and Instructional Effectiveness
- V. Administrative and other Responsibilities
- VI. Additional Professional Responsibilities

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Using the Rating Scales

For each task in this inventory, please make three independent judgments using the following rating scales:

Scale 1. Time Spent: Your Job

Taking into account all the things you do on the job during the course of a year, what is your best estimate of the amount of time you spend on this task? (Circle one scale point for each task.)

- (0) I spend no time
- (1) I spend little time
- (2) I spend a moderate amount of time
- (3) I spend a great deal of time

Scale 2. Importance: Your Job

Regardless of the amount of time spent, how important is it for you to be able to perform this task in a competent manner? (Circle one scale point for each task.)

- (0) I do not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

Scale 3. Importance: New Teacher's Job

Regardless of the amount of time spent, how important is it for a newly-licensed (certified) teacher to be able to perform this task in a competent manner? (Circle one scale point for each task.)

- (0) A newly-licensed (certified) teacher would not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

EXAMPLE

Circle the number corresponding to your judgments in the spaces provided. The following example illustrates how the form might be filled out:

Task:	TIME SPENT	IMPORTANCE	IMPORTANCE
	YOUR JOB	YOUR JOB	NEW TEACHER'S JOB
(2) Select instructional content, resources, and methods to achieve instructional objectives	0 1 <u>2</u> 3	0 1 2 3 <u>4</u> 5	0 1 2 3 4 <u>5</u>

WE SUGGEST YOU READ ALL OF THE TASKS BEFORE MAKING ANY JUDGMENTS. THIS WILL GIVE YOU AN IDEA OF HOW THE TASKS ARE ORGANIZED.

Using the scales below, please circle the number in each column that best represents your judgment.

**TIME SPENT
YOUR JOB**

- (0) I spend no time
- (1) I spend little time
- (2) I spend a moderate amount of time
- (3) I spend a great deal

**IMPORTANCE
YOUR JOB**

- (0) I do not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

**IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB**

- (0) A newly-licensed (certified) teacher would not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

I. PLANNING AND PREPARING FOR INSTRUCTION

Teachers plan a program of instruction for a specific class that will achieve the instructional objectives appropriate to the established program goals, that will meet student needs and interests, that will enhance student motivation, and that will suit student capabilities.

- (1) Organize the instructional program into specific objectives that will achieve the program goals
- (2) Select instructional content, resources, and methods to achieve instructional objectives
- (3) Review and/or monitor school records, including test scores, and information from other teachers to assist in selecting instructional methods
- (4) Review basic texts, study guides, student workbooks, reference materials, and other supplementary learning materials
- (5) Review and/or communicate plans with instructional leaders (coordinator, department chair, etc.) and/or other teachers to coordinate teaching plans and curriculum
- (6) Prepare pretests and pre-instructional activities to determine level of student readiness
- (7) Prepare written lesson plans to meet instructional needs

	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(1) Organize the instructional program into specific objectives that will achieve the program goals	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(2) Select instructional content, resources, and methods to achieve instructional objectives	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(3) Review and/or monitor school records, including test scores, and information from other teachers to assist in selecting instructional methods	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(4) Review basic texts, study guides, student workbooks, reference materials, and other supplementary learning materials	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(5) Review and/or communicate plans with instructional leaders (coordinator, department chair, etc.) and/or other teachers to coordinate teaching plans and curriculum	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(6) Prepare pretests and pre-instructional activities to determine level of student readiness	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(7) Prepare written lesson plans to meet instructional needs	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

	TIME SPENT <u>YOUR JOB</u>	IMPORTANCE <u>YOUR JOB</u>	IMPORTANCE <u>NEW TEACHER'S JOB</u>
I. PLANNING AND PREPARING FOR INSTRUCTION (cont'd.)			
(8) Design alternative lessons to remedy learning deficiencies and to meet the needs of individual students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(9) Select a variety of teaching techniques to present lessons (cooperative learning, discovery method, lecture, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(10) Prepare and check machines and equipment used for instruction and learning	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(11) Prepare materials for use in lessons (mix paint, set up experiments, put out athletic equipment, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(12) Prepare, write or outline instructional materials	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(13) Obtain and/or prepare instructional aids (forms, charts, models, transparencies, computer software, student workbooks, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(14) Organize and prepare classroom for instruction	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
II. MANAGING THE CLASSROOM			
Teachers manage the classroom to enable students to achieve program objectives and goals.			
(15) Establish and communicate classroom rules and procedures to students, parents and/or guardians	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(16) Establish, communicate, and show by example standards of behavior (respect for others, politeness, etc.) to assist in the development of students' social skills	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(17) Monitor students' behavior as they enter and leave class	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(18) Monitor student classroom behavior (maintaining eye contact, moving about classroom, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(19) Encourage and reinforce desired student behavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(20) Discourage and manage undesirable student behavior	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

On the scales below, please circle the number in each column that best represents your judgment.

**TIME SPENT
YOUR JOB**

- (0) I spend no time
- (1) I spend little time
- (2) I spend a moderate amount of time
- (3) I spend a great deal

**IMPORTANCE
YOUR JOB**

- (0) I do not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

**IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB**

- (0) A newly-licensed (certified) teacher would not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

II. MANAGING THE CLASSROOM (cont'd.)

- (21) Seek administrative support when disruptive students interfere with the learning process
- (22) Manage classroom time effectively to maintain on-task behavior by students

III. IMPLEMENTING INSTRUCTION

Teachers instruct students in subject area(s) using a variety of techniques and settings.

- (23) Group students to meet instructional needs
- (24) Provide students with an overview of lesson(s) and define expected outcomes
- (25) Use motivational techniques and activities to stimulate learning
- (26) Modify instruction to suit the needs of groups of students with similar instructional needs

	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(21)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(22)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(23)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(24)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(25)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(26)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

III. IMPLEMENTING INSTRUCTION (cont'd.)

	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(27) Provide individual assistance/instruction to students to meet individual needs	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(28) Recognize and correct problems students exhibit in English language skills (listening, speaking, reading, and writing)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(29) Encourage students to use a variety of critical thinking skills (recall, comprehension, application, analysis, synthesis, evaluation, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(30) Facilitate student learning by interacting with the student in a variety of ways (responding to observed behavior, asking and answering questions, and evaluating responses, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(31) Encourage learning opportunities and implement activities that promote multicultural understanding and appreciation	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(32) Provide opportunities for students to apply what they have learned	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(33) Summarize each lesson and provide feedback on the content covered	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(34) Display student work to enhance learning and to provide student recognition (bulletin boards, charts, posters, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
Use a variety of approaches in presenting program content including:			
(35) laboratory or "hands-on" instruction	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(36) presentations (lectures, illustrated talks, demonstrations, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(37) group interaction techniques (small-group and large-group discussions, panel discussions, cooperative group learning, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(38) peer instruction (student presentations, peer tutoring, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(39) games, simulations, and role-playing	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(40) visual aids (flip charts, filmstrips, overheads, educational TV, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

Using the scales below, please circle the number in each column that best represents your judgment.

**IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB**

**TIME SPENT
YOUR JOB**

(0) I spend no time
(1) I spend little time
(2) I spend a moderate amount of time
(3) I spend a great deal

(0) I do not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

(0) A newly-licensed (certified) teacher would not perform this task
(1) Not important
(2) Slightly important
(3) Moderately important
(4) Very important
(5) Extremely important

	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
III. IMPLEMENTING INSTRUCTION (cont'd.)			
(41)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(42)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(43)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
IV. EVALUATING STUDENT LEARNING AND INSTRUCTIONAL EFFECTIVENESS			
Teachers assess and report student progress toward instructional goals and evaluate their own instructional effectiveness.			
(44)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(45)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(46)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

IV. EVALUATING STUDENT LEARNING AND INSTRUCTIONAL EFFECTIVENESS (cont'd.)

	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB
(47) Score, grade, record, and provide feedback on quizzes and tests	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(48) Evaluate student language skills for clarity and correctness (listening, speaking, reading, writing, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(49) Evaluate student use of critical thinking skills	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(50) Establish and maintain student records (attainment of learning objectives, attendance, test scores, assignments, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(51) Prepare report cards and progress reports, and interpret information to students, parents and/or guardians, or other school-related personnel	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(52) Analyze student achievement to identify individual strengths and learning needs	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(53) Analyze test scores and other evaluation information to assess the instructional effectiveness of specific lessons	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(54) Administer and/or monitor standardized, district, and/or statewide tests	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(55) Monitor student responses to instruction and modify or recommend changes for use in future instructional activities	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES			
Teachers attend to non-instructional matters to enhance students' academic, social, and personal development.			
(56) Communicate school rules and procedures to students and to parents and/or guardians	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(57) Identify and refer students experiencing health, social, emotional, physical, or learning problems to appropriate authorities and follow up as needed	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(58) Communicate with students, parents and/or guardians, or school-related personnel about issues related to the welfare of the student	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

the scales below, please circle the number in each column that best represents your judgment.

**TIME SPENT
YOUR JOB**

- (0) I spend no time
- (1) I spend little time
- (2) I spend a moderate amount of time
- (3) I spend a great deal

**IMPORTANCE
YOUR JOB**

- (0) I do not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

**IMPORTANCE
NEWLY-LICENSED (CERTIFIED) TEACHER'S JOB**

- (0) A newly-licensed (certified) teacher would not perform this task
- (1) Not important
- (2) Slightly important
- (3) Moderately important
- (4) Very important
- (5) Extremely important

	TIME SPENT YOUR JOB	IMPORTANCE YOUR JOB	IMPORTANCE NEW TEACHER'S JOB	
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES (cont'd.)				
(59)	Prepare reports or letters (letters of recommendation, letters to social service agencies, etc.) describing student behavior, needs, and/or progress	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(60)	Select, direct, and assist students appointed to special assignments (student council, library aides, office aides, peer tutors, etc.)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(61)	Ensure compliance with safety rules and monitor the proper and safe operation of tools, equipment, and materials used by students	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(62)	Escort and supervise students in assemblies, cafeteria, fire drills, emergency procedures, field trips, etc.	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(63)	Monitor student behavior outside of the classroom in such locations as lunch room, assembly hall, hallway, school grounds, etc. to ensure orderly and safe conduct	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(64)	Take inventory, complete reports, and maintain records of textbooks, equipment, and other school property	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(65)	Distribute and collect books, materials, and equipment used in class	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(66)	Participate in preparation of orders for instructional materials	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(67)	Request additional supplies as needed	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES (cont'd.)

- (68) Assess comfort and safety of classroom and school environment and report deficiencies when necessary
- (69) Report acts of vandalism and defaced, damaged, or missing school property
- (70) Assume responsibility for collecting, recording, and turning in monies for student-related activities

VI. ADDITIONAL PROFESSIONAL ACTIVITIES

Teachers engage in additional professional activities that add to their own qualifications and abilities and promote the effective functioning of the school program.

- (71) Collaborate with colleagues to coordinate and expedite school routines and other school activities
- (72) Serve on school, district, state, and/or national committees (discipline committee, curriculum council, faculty council, textbook adoption committee, etc.)
- (73) Supervise or guide the work of other adults in the class room (teacher aides, volunteers, etc.)
- (74) Assist beginning teachers or teachers in training
- (75) Supervise extracurricular activities (sports, clubs, dances, etc.)
- (76) Plan for and attend school-related after school activities (PTA, Open House, Back to School Night, holiday programs, etc.)
- (77) Keep informed of developments in education and subject specialty by reading professional publications; participating in professional organizations, in-service programs, and programs of continuing education; attending professional conventions, etc.

	<u>TIME SPENT YOUR JOB</u>	<u>IMPORTANCE YOUR JOB</u>	<u>IMPORTANCE NEW TEACHER'S JOB</u>
(68)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(69)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(70)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(71)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(72)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(73)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(74)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(75)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(76)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5
(77)	0 1 2 3	0 1 2 3 4 5	0 1 2 3 4 5

CONTENT COVERAGE

How well do you believe this questionnaire covered the important tasks that a Middle School teacher should be able to perform in each of the following major areas?

How well do you believe this questionnaire covered the important tasks that a Middle School teacher should be able to perform in each of the following major areas?

I. Planning and Preparing for Instruction

1.....2.....3.....4.....5
poorly somewhat adequately well very well

II. Managing the Classroom

1.....2.....3.....4.....5
poorly somewhat adequately well very well

III. Implementing Instruction

1.....2.....3.....4.....5
poorly somewhat adequately well very well

IV. Evaluating Student Learning and Instructional Effectiveness

1.....2.....3.....4.....5
poorly somewhat adequately well very well

V. Administrative and Other Responsibilities

1.....2.....3.....4.....5
poorly somewhat adequately well very well

VI. Additional Professional Responsibilities

1.....2.....3.....4.....5
poorly somewhat adequately well very well

INVENTORY OF PROFESSIONAL FUNCTIONS

Please use this space to list important task areas not included in the questionnaire (those included were Planning and Preparing for Instruction, Managing the Classroom, Implementing Instruction, Evaluating Student Learning and Instructional Effectiveness, Administrative and other Responsibilities, and Additional Professional Responsibilities).

Please use this space to list any specific task statements that were not included within the six task areas. Please indicate the task area in which you feel it belongs.

Demographic Section: Teachers

C16

10/13

PART II: DEMOGRAPHIC INFORMATION

se answer the following questions by circling the number that most closely describes you or your professional activities. Please circle only one response for each question.

78. Which of the following best describes the school district in which you work?

1. Urban
2. Suburban
3. Rural

79. What is your age?

1. Under 25
2. 25 to 34
3. 35 to 44
4. 45 to 54
5. 55 to 64
6. 65 or over

80. How many years, including the current school year, have you been teaching?

1. Less than a year
2. 1 to 2 years
3. 3 to 5 years
4. 6 to 10 years
5. 11 to 15 years
6. 16 to 20 years
7. 21 or more years

81. What is your sex?

1. Female
2. Male

82. Is your ethnic heritage Hispanic?

1. Yes
2. No

DEMOGRAPHIC INFORMATION (continued)

83. Which of the following best describes you?

1. Black
2. White
3. Asian or Pacific Islander
4. American Indian or Alaska Native
5. Other _____

84. What is the highest professional degree you hold?

1. Less than Bachelor's Degree
2. Bachelor's Degree
3. Bachelor's Degree + Additional Credits
4. Master's Degree or Equivalent
5. Master's Degree + Additional Credits
6. Doctorate

85. Which of the following best describes your current employment status?

1. Regular Teacher (not a substitute)
2. Temporary Substitute (assigned on a daily basis)
3. Permanent Substitute (assigned on a longer term basis)
4. Other (please specify) _____

86. Which of the following areas best describes your primary teaching assignment? (Circle only ONE category).

1. All or most middle school subjects
2. Special education for handicapped or other exceptional students including the gifted and talented
3. Arts (e.g., fine arts, music, theater)
4. Language Arts and Communication (e.g., English, foreign language, speech, literature)
5. Mathematics and Computer Science (e.g., arithmetic, logic, statistics)
6. Physical and Biological Sciences (e.g., general science, biology, physics, chemistry, geology)
7. Social Sciences (e.g., social studies, psychology, sociology, economics, history, government)
8. Home Economics
9. Business and Vocational Education (e.g., accounting, shop, craft skills, agriculture)
10. Health and Physical Education
11. Other (please specify) _____

DEMOGRAPHIC INFORMATION (continued)

What grade(s) are you currently teaching? (Circle ALL that apply).

- a. Preschool
- b. Kindergarten
- c. First
- d. Second
- e. Third
- f. Fourth
- g. Fifth
- h. Sixth
- i. Seventh
- j. Eighth
- k. Ninth
- l. Tenth
- m. Eleventh
- n. Twelfth
- o. Other (please specify) _____

88. Which of the following ranges best represents the average (typical) class size you teach?

- 1. 1 to 9 students
- 2. 10 to 14 students
- 3. 15 to 19 students
- 4. 20 to 24 students
- 5. 25 to 29 students
- 6. 30 to 34 students
- 7. 35 or more students

100

100

In which state do you work?

- | | |
|-------------------------|--------------------|
| 1. Alabama | 18. Kentucky |
| 2. Alaska | 19. Louisiana |
| 3. Arizona | 20. Maine |
| 4. Arkansas | 21. Maryland |
| 5. California | 22. Massachusetts |
| 6. Colorado | 23. Michigan |
| 7. Connecticut | 24. Minnesota |
| 8. Delaware | 25. Mississippi |
| 9. District of Columbia | 26. Missouri |
| 10. Florida | 27. Montana |
| 11. Georgia | 28. Nebraska |
| 12. Hawaii | 29. Nevada |
| 13. Idaho | 30. New Hampshire |
| 14. Illinois | 31. New Jersey |
| 15. Indiana | 32. New Mexico |
| 16. Iowa | 33. New York |
| 17. Kansas | 34. North Carolina |
| | 35. North Dakota |
| | 36. Ohio |
| | 37. Oklahoma |
| | 38. Oregon |
| | 39. Pennsylvania |
| | 40. Rhode Island |
| | 41. South Carolina |
| | 42. South Dakota |
| | 43. Tennessee |
| | 44. Texas |
| | 45. Utah |
| | 46. Vermont |
| | 47. Virginia |
| | 48. Washington |
| | 49. West Virginia |
| | 50. Wisconsin |
| | 51. Wyoming |

90. Please estimate the percentage of time (on an annual basis) you normally spend on the following groups of activities:

(a) Planning and preparing for instruction	Percent of Time
(b) Managing the classroom	_____
(c) Implementing instruction	_____
(d) Evaluating student learning and instruction effectiveness	_____
(e) Administrative and other responsibilities	_____
(f) Additional professional responsibilities	_____
TOTAL	100 %

THANK YOU FOR COMPLETING THIS INVENTORY. PLEASE RETURN IT WITHIN TEN DAYS IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Demographic Section: Administrators

C21

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PART II: DEMOGRAPHIC INFORMATION

Please answer the following questions by circling the number that most closely describes you or your professional activities. Please circle only one response for each question.

78. Which of the following best describes the school district in which you work?

1. Urban
2. Suburban
3. Rural

79. What is your age?

1. Under 25
2. 25 to 34
3. 35 to 44
4. 45 to 54
5. 55 to 64
6. 65 or over

80. How many years, including the current school year, have you been a school administrator?

1. Less than a year
2. 1 to 2 years
3. 3 to 5 years
4. 6 to 10 years
5. 11 to 15 years
6. 16 to 20 years
7. 21 or more years

81. Which of the following best describes your current status?

1. Principal
2. Assistant Principal

82. How many years, including the current school year, have you held your present position?

1. Less than a year
2. 1-2 years
3. 3-5 years
4. 6-10 years
5. 11-15 years
6. 16-20 years
7. 21 or more years

83. What is your sex?

1. Female
2. Male

84. Is your ethnic heritage Hispanic?

1. Yes
2. No

85. Which of the following best describes you?

1. Black
2. White
3. Asian or Pacific Islander
4. American Indian or Alaska Native
5. Other

DEMOGRAPHIC INFORMATION (continued)

86. What is the highest professional degree you hold?

1. Less than Bachelor's Degree
2. Bachelor's Degree
3. Bachelor's Degree + Additional Credits
4. Master's Degree or Equivalent
5. Master's Degree + Additional Credits
6. Doctorate

87. In which state do you work?

- | | | |
|----------------------------|--------------------|--------------------|
| 1. Alabama | 18. Kentucky | 36. Ohio |
| 2. Alaska | 19. Louisiana | 37. Oklahoma |
| 3. Arizona | 20. Maine | 38. Oregon |
| 4. Arkansas | 21. Maryland | 39. Pennsylvania |
| 5. California | 22. Massachusetts | 40. Rhode Island |
| 6. Colorado | 23. Michigan | 41. South Carolina |
| 7. Connecticut | 24. Minnesota | 42. South Dakota |
| 8. Delaware | 25. Mississippi | 43. Tennessee |
| 9. District of
Columbia | 26. Missouri | 44. Texas |
| 10. Florida | 27. Montana | 45. Utah |
| 11. Georgia | 28. Nebraska | 46. Vermont |
| 12. Hawaii | 29. Nevada | 47. Virginia |
| 13. Idaho | 30. New Hampshire | 48. Washington |
| 14. Illinois | 31. New Jersey | 49. West Virginia |
| 15. Indiana | 32. New Mexico | 50. Wisconsin |
| 16. Iowa | 33. New York | 51. Wyoming |
| 17. Kansas | 34. North Carolina | |
| | 35. North Dakota | |

THANK YOU FOR COMPLETING THIS INVENTORY.
PLEASE RETURN IT WITHIN 10 DAYS
IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Demographic Section: Teacher Educators

C24

112

PART II: DEMOGRAPHIC INFORMATION

Please answer the following questions by circling the number that most closely describes you or your professional activities. Please circle only one response for each question.

78. What is your age?

- 1. Under 25
- 2. 25 to 34
- 3. 35 to 44
- 4. 45 to 54
- 5. 55 to 64
- 6. 65 or over

79. How many years, including the current year, have you been a teacher educator?

- 1. Less than a year
- 2. 1-2 years
- 3. 3-5 years
- 4. 6-10 years
- 5. 11-15 years
- 6. 16-20 years
- 7. 21 or more years

80. Which of the following best describes your current status?

- 1. Assistant Professor
- 2. Associate Professor
- 3. Full Professor
- 4. Adjunct Professor

81. How many years, including the current year, have you been a field supervisor?

- 1. Less than a year
- 2. 1-2 years
- 3. 3-5 years
- 4. 6-10 years
- 5. 11-15 years
- 6. 16-20 years
- 7. 21 or more years

111

DEMOGRAPHIC INFORMATION (CONTINUED)

82. What is your sex?

1. Female
2. Male

83. Is your ethnic heritage Hispanic?

1. Yes
2. No

84. Which of the following best describes you?

1. Black
2. White
3. Asian or Pacific Islander
4. American Indian or Alaska Native
5. Other _____

85. What is the highest professional degree you hold?

1. Less than Bachelor's Degree
2. Bachelor's Degree
3. Bachelor's Degree + Additional Credits
4. Master's Degree or Equivalent
5. Master's Degree + Additional Credits
6. Doctorate

110

110

DEMOGRAPHIC INFORMATION (continued)

86. In which state do you work?

- | | | |
|-------------------------|--------------------|--------------------|
| 1. Alabama | 18. Kentucky | 36. Ohio |
| 2. Alaska | 19. Louisiana | 37. Oklahoma |
| 3. Arizona | 20. Maine | 38. Oregon |
| 4. Arkansas | 21. Maryland | 39. Pennsylvania |
| 5. California | 22. Massachusetts | 40. Rhode Island |
| 6. Colorado | 23. Michigan | 41. South Carolina |
| 7. Connecticut | 24. Minnesota | 42. South Dakota |
| 8. Delaware | 25. Mississippi | 43. Tennessee |
| 9. District of Columbia | 26. Missouri | 44. Texas |
| 10. Florida | 27. Montana | 45. Utah |
| 11. Georgia | 28. Nebraska | 46. Vermont |
| 12. Hawaii | 29. Nevada | 47. Virginia |
| 13. Idaho | 30. New Hampshire | 48. Washington |
| 14. Illinois | 31. New Jersey | 49. West Virginia |
| 15. Indiana | 32. New Mexico | 50. Wisconsin |
| 16. Iowa | 33. New York | 51. Wyoming |
| 17. Kansas | 34. North Carolina | |
| | 35. North Dakota | |

THANK YOU FOR COMPLETING THIS INVENTORY. PLEASE RETURN IT WITHIN 10 DAYS IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

113

Sample Letters of Invitation to Participate in the Job Analysis Survey

C28

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Frederic A. Lane
President

October 6, 1989

Dear Teacher:

We need your help with an important study of teaching being conducted by Educational Testing Service (ETS). As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. The purpose of this study is to create a comprehensive and accurate description of the job of teaching. We expect the results of the study to receive a great deal of attention among the various constituencies and interest groups in education.

You were chosen to participate in this study as a member of a carefully selected sample of teachers. The sample is intended to be broadly representative of teachers throughout the United States and of the three major levels of teaching (elementary, middle, and secondary school). The value of a survey like this one is directly related to the number of individuals who return their questionnaires. Because you represent a larger number of teachers with characteristics similar to your own, your responses are very important to us.

The enclosed questionnaire asks you to react to a list of tasks that teachers perform and to express your views about the relative amount of time you spend at each task and the importance of each in your work. You are also asked to rate the tasks with respect to their importance for new beginning teachers.

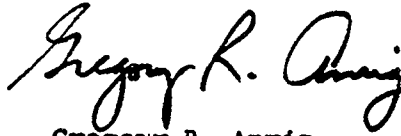
The information you provide will ultimately be used to guide the development of a successor to the National Teacher Examinations, an activity that ETS is undertaking in response to concerns expressed by the teaching community and to reflect new developments in the area of teacher assessment. At the same time, the study represents an important contribution in its own right to our understanding of teaching as a profession. This is one of the most systematic studies ever undertaken of teaching, and we expect the results to be widely disseminated.

Your responses will be treated as confidential. You will notice that we ask for some background information about you; this is solely for purposes of describing the sample of teachers. If you provide your name, we will send you a letter that thanks you for your participation in the study; the letter can be added to your personnel file or given to your supervisor. Under no circumstances will your name appear in connection with your responses, which will be reported only in the form of group summaries.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Please return the questionnaire within ten days. If you have any questions about the study or about your participation in it, feel free to call Dr. Norman Freeberg, collect, at 609-921-9000 Ext. 5786.

Thank you for your cooperation in what we feel is an exciting and important venture.

Sincerely,



Gregory R. Anrig

Enclosure

If you would like a letter that acknowledges your participation in this study, please provide your name and preferred address (if different from mailing label) below.

Name: _____

Address: _____



Gregory R. Anrig
President

October 6, 1989

Dear Administrator:

We need your help with an important study of teaching being conducted by Educational Testing Service (ETS). As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. The purpose of this study is to create a comprehensive and accurate description of the job of teaching. We expect the results of the study to receive a great deal of attention among the various constituencies and interest groups in education.

You were chosen to participate in this study as a member of a carefully selected sample of administrators. The sample is intended to be broadly representative of administrators throughout the United States. The value of a survey like this one is directly related to the number of individuals who return their questionnaires. Because you represent a larger number of administrators with characteristics similar to your own, your responses are very important to us.

The enclosed questionnaire asks you to react to a list of tasks that teachers perform and to express your views about the importance of each for new teachers. You are also asked to rate the tasks according to their ability to differentiate between more effective and less effective beginning teachers.

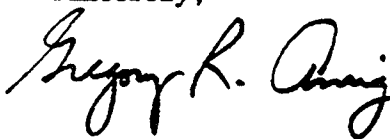
The information you provide will ultimately be used to guide the development of a successor to the National Teacher Examinations, an activity that ETS is undertaking in response to concerns expressed by the teaching community and to reflect new developments in the area of teacher assessment. At the same time, the study represents an important contribution in its own right to our understanding of teaching as a profession. This is one of the most systematic studies ever undertaken of teaching, and we expect the results to be widely disseminated.

Your responses will be treated as confidential. You will notice that we ask for some background information about you; this is solely for purposes of describing the sample of administrators. If you provide your name, we will send you a letter that thanks you for your participation in the study. Under no circumstances will your name appear in connection with your responses, which will be reported only in the form of group summaries.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Please return the questionnaire within ten days. If you have any questions about the study or about your participation in it, feel free to call Dr. Gita Wilder, collect, at 609-921-9000 Ext. 5578.

Thank you for your cooperation in what we feel is an exciting and important venture.

Sincerely,



Gregory R. Anrig

Enclosure

If you would like a letter that acknowledges your participation in this study, please provide your name and preferred address (if different from mailing label) below.

Name: _____

Address: _____



Gregory R. Anrig
President

November 6, 1989

Dear Teacher Educator:

We need your help with an important study of teaching being conducted by Educational Testing Service (ETS). As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. The purpose of this study is to create a comprehensive and accurate description of the job of teaching. We expect the results of the study to receive a great deal of attention among the various constituencies and interest groups in education.

You were chosen to participate in this study as a member of a carefully selected sample of teacher educators. The sample is intended to be broadly representative of teacher educators throughout the United States. The value of a survey like this one is directly related to the number of individuals who return their questionnaires. Because you represent a larger number of teacher educators with characteristics similar to your own, your responses are very important to us.

The enclosed questionnaire asks you to react to a list of tasks that teachers perform and to express your views about the importance of each task for new teachers. You are also asked to rate the tasks according to their ability to differentiate between more effective and less effective beginning teachers. Finally, you are asked to judge whether a student in your teacher education program would have had the opportunity to learn how to perform the tasks.

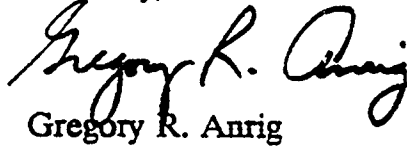
The information you provide will ultimately be used to guide the development of a successor to the National Teacher Examinations, an activity that ETS is undertaking in response to concerns expressed by the teaching community and to reflect new developments in the area of teacher assessment. At the same time, the study represents an important contribution in its own right to our understanding of teaching as a profession. This is one of the most systematic studies ever undertaken of teaching, and we expect the results to be widely disseminated.

Your responses will be treated as confidential. You will notice that we ask for some background information about you; this is solely for purposes of describing the sample of teacher educators. Under no circumstances will your name appear in connection with your responses, which will be reported only in the form of group summaries.

A postage-paid envelope is enclosed for the return of your completed questionnaire. Please return the questionnaire within ten days. If you have any questions about the study or about your participation in it, feel free to call Patricia Bukatko, collect, at 609-921-9000 Ext. 5193.

Thank you for your cooperation in what we feel is an exciting and important venture.

Sincerely,



Gregory R. Anrig

Enclosure

Appendix D

Elementary, Middle, and Secondary School Respondent Groups: Demographic Characteristics

- D2 Primary Teacher Respondent Groups
- D8 Supplementary Teacher Respondent Groups
- D12 School Administrator Respondent Groups
- D15 Primary Teacher Educator Respondent Groups
- D18 Supplementary Teacher Educator Respondent Groups

D1

126

Primary Teacher Respondent Groups

D2

187

Primary Teacher Respondent Groups

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>School Setting</u>						
Urban	863	25.1	937	29.5	745	24.8
Suburban	1059	30.8	1237	38.9	1080	35.9
Rural	1441	42.0	880	27.7	1098	36.5
No Response	71	2.1	124	3.9	84	2.8
<u>Age</u>						
Under 25	41	1.2	30	0.9	25	0.8
25 - 34	610	17.8	521	16.4	366	12.2
35 - 44	1467	42.7	1362	42.9	1199	39.9
45 - 54	900	26.2	903	28.4	1034	34.4
55 - 64	383	11.2	294	9.3	337	11.2
65 or over	8	0.2	15	0.5	12	0.4
No Response	25	0.7	53	1.7	34	1.1
<u>Years Teaching</u>						
Less than 1	4	0.1	5	0.2	4	0.1
1 - 2	72	2.1	47	1.5	42	1.4
3 - 5	271	7.9	204	6.4	149	5.0
6 - 10	547	15.9	442	13.9	322	10.7
11 - 15	806	23.5	681	21.4	534	17.8
16 - 20	795	23.1	761	24.0	739	24.6
21 or more	917	26.7	987	31.1	1185	39.4
No Response	22	0.6	51	1.6	32	1.0
<u>Sex</u>						
Female	3001	87.4	1958	61.6	1441	47.9
Male	407	11.9	1167	36.7	1531	50.9
No Response	26	0.8	53	1.7	35	1.2

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Hispanic Heritage</u>						
Yes	66	1.9	54	1.7	41	1.4
No	3331	97.0	3053	96.1	2925	97.3
No Response	37	1.1	71	2.2	41	1.4
<u>Race</u>						
Black	241	7.0	212	6.7	139	4.6
White	3007	87.6	2774	87.3	2720	90.5
Asian or Pacific Islander	65	1.9	48	1.5	55	1.8
American Indian or Alaska Native	11	0.3	14	0.4	12	0.4
Other	58	1.7	63	2.0	38	1.3
No Response	52	1.5	67	2.1	43	1.4
<u>Highest Degree</u>						
Less than Bachelor's	6	0.2	3	0.1	16	0.5
Bachelor's	201	5.6	148	4.7	92	3.1
Bachelor's + Additional Credits	1402	40.8	1079	34.0	844	28.1
Master's or Equivalent	601	17.5	502	15.8	417	13.9
Master's + Additional Credits	1163	33.9	1366	43.0	1535	51.0
Doctorate	16	0.5	31	1.0	65	2.2
No Response	45	1.3	49	1.5	38	1.3
<u>Employment Status</u>						
Regular Teacher	3216	93.7	2999	94.4	2865	95.3
Temporary Substitute	3	0.1	2	0.1	0	0.0
Permanent Substitute	20	0.6	18	0.6	11	0.4
Other	144	4.2	92	2.9	66	2.2
No Response	51	1.5	67	2.1	65	2.2

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Primary Teaching Assignment</u>						
All or Most School Subjects	2264	65.9	155	4.9	46	1.5
Special Education	371	10.8	284	8.9	182	6.1
Arts	163	4.8	230	7.2	154	5.1
Language Arts and Communication	118	3.4	602	18.9	581	19.3
Mathematics and Computer Science	58	1.7	444	14.0	539	17.9
Physical and Biological Sciences	34	1.0	343	10.8	380	12.6
Social Sciences	23	0.7	360	11.3	396	13.2
Home Economics	2	0.1	99	3.1	83	2.8
Business and Vocational Education	1	0.0	94	3.0	298	9.9
Health and Physical Education	76	2.2	215	6.8	125	4.2
Other	226	6.6	199	6.3	93	3.1
No Response	98	2.9	153	4.8	130	4.3
<u>Class Size</u>						
1 - 9	386	11.2	190	6.0	129	4.3
10 - 14	151	4.4	193	6.1	200	6.7
15 - 19	331	9.6	264	8.3	496	16.5
20 - 24	1106	32.2	787	24.8	809	26.9
25 - 29	1094	31.9	1090	34.3	861	28.6
30 - 34	210	6.1	372	11.7	293	9.7
35 or more	52	1.5	131	4.1	112	3.7
No Response	104	3.0	151	4.6	107	3.6

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Alabama	55	1.6	55	1.7	56	1.9
Alaska	55	1.6	38	1.2	46	1.5
Arizona	55	1.6	48	1.5	53	1.8
Arkansas	76	2.2	74	2.3	46	1.5
California	53	1.5	55	1.7	51	1.7
Colorado	52	1.5	48	1.5	65	2.2
Connecticut	59	1.7	48	1.5	56	1.9
Delaware	63	1.8	59	1.9	68	2.3
District of Columbia	55	1.6	43	1.4	37	1.2
Florida	77	2.2	50	1.6	64	2.1
Georgia	74	2.2	60	1.9	54	1.8
Hawaii	57	1.7	51	1.6	57	1.9
Idaho	59	1.7	83	2.6	50	1.7
Illinois	69	2.0	80	2.5	57	1.9
Indiana	73	2.1	78	2.5	63	2.1
Iowa	68	2.0	70	2.2	74	2.5
Kansas	57	1.7	42	1.3	62	2.1
Kentucky	59	1.7	53	1.7	55	1.8
Louisiana	67	2.0	50	1.6	41	1.4
Maine	76	2.2	68	2.1	62	2.1
Maryland	64	1.9	62	2.0	61	2.0
Massachusetts	54	1.6	54	1.7	56	1.9
Michigan	56	1.6	67	2.1	56	1.9
Minnesota	64	1.9	67	2.1	73	2.4
Mississippi	67	2.0	61	1.9	48	1.6
Missouri	61	1.8	60	1.9	60	2.0
Montana	52	1.5	68	2.1	54	1.8
Nebraska	76	2.2	72	2.3	78	2.6
Nevada	75	2.2	58	1.8	63	2.1
New Hampshire	52	1.5	66	2.1	60	2.0
New Jersey	53	1.5	56	1.8	67	2.2
New Mexico	66	1.9	70	2.2	52	1.7

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 3434		N = 3178		N = 3007	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
New York	46	1.3	55	1.7	49	1.6
North Carolina	67	2.0	59	1.9	78	2.6
North Dakota	55	1.6	70	2.2	46	1.5
Ohio	72	2.1	54	1.7	55	1.8
Oklahoma	68	2.0	52	1.6	45	1.5
Oregon	73	2.1	59	1.9	64	2.1
Pennsylvania	60	1.8	72	2.3	70	2.3
Rhode Island	44	1.3	65	2.1	48	1.6
South Carolina	66	1.9	74	2.3	67	2.2
South Dakota	54	1.6	62	2.0	57	1.9
Tennessee	74	2.2	58	1.8	55	1.8
Texas	69	2.0	81	2.6	58	1.9
Utah	83	2.4	65	2.1	58	1.9
Vermont	49	1.4	41	1.3	60	2.0
Virginia	60	1.8	65	2.1	63	2.1
Washington	59	1.7	55	1.7	56	1.9
West Virginia	62	1.8	60	1.9	57	1.9
Wisconsin	65	1.9	62	2.0	59	2.0
Wyoming	60	1.8	69	2.2	68	2.3
No Response	249	7.3	86	2.7	49	1.6

D7

192

Supplementary Teacher Respondent Groups

D8

133

Supplementary Teacher Respondent Groups

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 156		N = 124		N = 110	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>School Setting</u>						
Urban	61	39.1	40	32.3	41	37.3
Suburban	41	26.3	36	29.0	37	33.6
Rural	44	28.2	44	35.5	27	24.5
No Response	10	6.4	4	3.2	5	4.5
<u>Age</u>						
Under 25	1	0.6	--	--	--	--
25 - 34	35	22.4	30	24.2	14	12.7
35 - 44	63	40.4	62	50.0	46	41.8
45 - 54	43	27.6	27	21.8	34	30.9
55 - 64	13	8.3	4	3.2	15	13.6
65 or over	--	--	--	--	--	--
No Response	1	0.6	1	0.8	1	0.9
<u>Years Teaching</u>						
Less than 1	1	0.6	2	1.6	--	--
1 - 2	7	4.5	6	4.8	5	4.5
3 - 5	21	13.5	15	12.1	7	6.4
6 - 10	27	17.3	31	25.0	10	9.1
11 - 15	34	21.8	24	19.4	15	13.6
16 - 20	31	19.9	23	18.5	31	28.2
21 or more	34	21.8	22	17.7	40	36.4
No Response	--	--	1	0.8	2	1.8
<u>Sex</u>						
Female	136	87.2	94	75.8	67	60.9
Male	19	12.2	28	22.6	43	39.1
No Response	1	0.6	2	1.6	--	--

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 156		N = 124		N = 110	
	Number	Percent	Number	Percent	Number	Percent
<u>Hispanic Heritage</u>						
Yes	83	53.2	63	50.8	62	56.4
No	72	46.2	60	48.4	48	43.6
No Response	1	0.6	1	0.8	-	-
<u>Race</u>						
Black	73	46.8	63	50.8	52	47.3
White	26	16.7	18	14.5	32	29.1
Asian or Pacific Islander	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-
Other	48	30.8	1	0.8	22	20.0
No Response	9	5.8	36	29.0	4	3.6
<u>Highest Degree</u>						
Less than Bachelor's	-	-	-	-	-	-
Bachelor's	8	5.1	3	2.4	3	2.7
Bachelor's + Additional Credits	64	41.0	39	31.5	35	31.8
Master's or Equivalent	21	13.5	19	15.3	20	18.2
Master's + Additional Credits	60	38.5	61	49.2	50	45.5
Doctorate	2	1.3	2	1.6	2	1.8
No Response	1	0.6	-	-	-	-
<u>Employment Status</u>						
Regular Teacher	139	89.1	111	89.5	102	92.7
Temporary Substitute	-	-	-	-	-	-
Permanent Substitute	1	0.6	1	0.8	2	1.8
Other	11	7.1	10	8.1	1	0.9
No Response	5	3.2	2	1.6	-	-

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 156		N = 124		N = 110	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Primary Teaching Assignment</u>						
All or Most School Subjects	99	63.5	19	15.3	3	2.7
Special Education	14	9.0	19	15.3	10	9.1
Arts	2	1.3	3	2.4	1	0.9
Language Arts and Communication	7	4.5	31	24.2	23	20.9
Mathematics and Computer Science	3	1.9	4	25.0	23	20.9
Physical and Biological Sciences	2	1.3	5	4.0	8	7.3
Social Sciences	2	1.3	10	8.1	10	9.1
Home Economics	-	-	3	2.4	7	6.4
Business and Vocational Education	-	-	2	1.6	-	-
Health and Physical Education	4	2.6	9	7.3	9	8.2
Other	15	9.6	14	11.3	9	8.2
No Response	8	5.1	5	4.0	1	0.9
<u>Class Size</u>						
1 - 9	10	6.4	12	9.7	7	6.4
10 - 14	10	6.4	10	8.1	5	4.5
15 - 19	6	3.8	11	8.9	12	10.9
20 - 24	38	24.4	23	18.5	22	20.0
25 - 29	54	34.6	30	24.2	33	30.0
30 - 34	29	18.6	30	24.2	16	14.5
35 or more	4	2.6	3	2.4	9	8.2
No Response	5	3.2	5	4.0	5	4.5

School Administrator Respondent Groups

D12

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School Administrator Respondent Groups

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 125		N = 155		N = 183	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>School Setting</u>						
Urban	24	19.2	44	28.4	29	15.9
Suburban	45	36.0	64	41.3	51	27.9
Rural	52	41.6	41	26.5	94	51.4
No Response	4	3.2	6	3.9	9	4.9
<u>Age</u>						
Under 25	0	0.0	0	0.0	0	0.0
25 - 34	5	4.0	4	2.6	5	2.7
35 - 44	40	32.0	44	28.4	68	37.2
45 - 54	52	41.6	79	51.0	81	44.3
55 - 64	25	20.0	23	14.8	23	12.6
65 or over	0	0.0	0	0.0	0	0.0
No Response	3	2.4	5	3.2	6	3.3
<u>Years Experience</u>						
Less than 1	4	3.2	0	0.0	1	0.6
1 - 2	3	2.4	4	2.6	3	1.6
3 - 5	24	19.2	12	7.7	22	12.0
6 - 10	21	16.8	34	21.9	41	22.4
11 - 15	24	19.2	41	26.5	47	25.7
16 - 20	23	18.4	35	22.6	35	19.1
21 or more	23	18.4	25	16.1	28	15.3
No Response	3	2.4	4	2.6	6	3.3
<u>Current Position</u>						
Principal	115	92.0	140	90.3	163	89.1
Assistant Principal	6	4.8	11	7.1	13	7.1
No Response	4	3.2	4	2.6	7	3.8

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D13

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	ELEMENTARY		MIDDLE		SECONDARY	
	N = 125		N = 155		N = 183	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Years in Current Position</u>						
Less than 1	10	8.0	11	7.1	18	9.8
1 - 2	16	12.8	19	12.3	26	14.2
3 - 5	28	22.4	57	36.8	46	25.1
6 - 10	27	21.6	34	21.9	45	24.6
11 - 15	15	12.0	14	9.0	26	14.2
16 - 20	18	14.4	9	5.8	9	4.9
21 or more	8	6.4	7	4.5	6	3.3
No Response	3	2.4	4	2.6	7	3.8
<u>Sex</u>						
Female	49	29.2	36	23.3	22	12.0
Male	73	58.4	115	74.2	155	84.7
No Response	3	2.4	4	2.6	6	3.3
<u>Hispanic Heritage</u>						
Yes	2	1.6	7	4.5	2	1.1
No	120	96.0	144	92.9	174	95.1
No Response	3	2.4	4	2.6	7	3.8
<u>Race</u>						
Black	6	4.8	8	5.2	10	5.5
White	112	89.6	137	88.4	160	87.4
Asian or Pacific Islander	0	0.0	1	0.7	0	0.0
American Indian or Alaska Native	0	0.0	1	0.7	1	0.6
Other	3	2.4	3	1.9	4	2.2
No Response	4	3.2	5	3.2	8	4.3
<u>Highest Professional Degree</u>						
Less than Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's + Additional Credits	1	0.8	2	1.3	0	0.0
Master's or Equivalent	5	4.0	11	7.1	6	3.3
Master's + Additional Credits	97	77.6	109	70.3	146	79.8
Doctorate	18	14.4	21	13.6	25	13.7
No Response	4	3.2	12	7.7	6	3.3

Primary Teacher Educator Respondent Groups

D15

120

Primary Teacher Educator Respondent Groups *

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 190		N = 105		N = 197	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Age</u>						
Under 25	1	0.5	0	0.0	0	0.0
25 - 34	11	5.8	4	3.8	7	3.6
35 - 44	51	26.8	35	33.3	53	26.9
45 - 54	67	35.3	37	35.2	71	36.0
55 - 64	48	25.3	23	21.9	55	27.9
65 or over	9	14.7	5	4.8	5	2.5
No Response	3	1.6	1	1.0	6	3.1
<u>Years Experience: Teacher Educator</u>						
Less than 1	3	1.6	0	0.0	4	2.0
1 - 2	5	2.6	3	2.9	6	3.1
3 - 5	22	11.6	16	15.2	28	14.2
6 - 10	20	10.5	18	17.1	19	9.6
11 - 15	22	11.6	16	15.2	15	7.6
16 - 20	51	26.8	19	18.1	43	21.8
21 or more	63	33.2	31	29.5	76	38.6
No Response	4	2.1	2	1.9	6	3.1
<u>Current Status</u>						
Assistant Professor	62	32.6	34	32.4	66	33.5
Associate Professor	42	22.1	26	24.8	39	19.8
Full Professor	48	25.3	21	20.0	76	38.6
Adjunct Professor	23	12.1	16	15.2	8	4.1
No Response	15	7.9	8	7.6	8	4.1
<u>Sex</u>						
Female	122	64.2	48	45.7	68	34.5
Male	64	33.7	56	53.3	122	61.9
No Response	4	2.1	1	1.0	7	3.6

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D16

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 190		N = 105		N = 197	
	Number	Percent	Number	Percent	Number	Percent
<u>Age</u>						
<u>Years Experience: Field Supervisor</u>						
Less than 1	8	4.2	8	7.6	10	5.1
1 - 2	17	9.0	13	12.4	17	8.6
3 - 5	39	20.5	24	22.9	39	19.8
6 - 10	30	15.8	25	23.8	26	13.2
11 - 15	29	15.3	9	8.6	22	11.2
16 - 20	35	18.4	17	16.2	41	20.8
21 or more	23	12.1	6	5.7	36	18.3
No Response	9	4.7	3	2.9	6	3.1
<u>Hispanic Heritage</u>						
Yes	4	2.1	2	1.9	1	0.5
No	181	95.3	102	97.1	188	95.4
No Response	5	2.6	1	1.0	8	4.1
<u>Race</u>						
Black	14	7.4	4	3.8	6	3.1
White	166	87.4	98	93.3	177	89.9
Asian or Pacific Islander	0	0.0	0	0.0	1	0.5
American Indian or Alaska Native	1	0.5	0	0.0	1	0.5
Other	1	0.5	1	1.0	3	1.5
No Response	8	4.2	2	1.9	9	4.5
<u>Highest Degree</u>						
Less than Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's	1	0.5	0	0.0	0	0.0
Bachelor's + Additional Credits	5	2.6	2	1.9	2	1.0
Master's or Equivalent	4	2.1	2	1.9	2	1.0
Master's + Additional Credits	44	23.2	32	30.5	34	17.3
Doctorate	132	69.5	67	63.8	153	77.7
No Response	4	2.1	2	1.9	6	3.1

* American Association of Colleges for Teacher Education

D17

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Supplementary Teacher Educator Respondent Groups

D18

143

Supplementary Teacher Educator Respondent Groups *

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 42		N = 27		N = 37	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Age</u>						
Under 25	0	0.0	0	0.0	0	0.0
25 - 34	0	0.0	1	3.7	0	0.0
35 - 44	11	26.2	5	18.5	8	21.6
45 - 54	15	35.7	11	40.7	14	37.8
55 - 64	14	33.3	6	22.2	8	21.6
65 or over	2	4.8	1	3.7	4	10.8
No Response	0	0.0	3	11.1	3	8.1
<u>Years Experience: Teacher Educator</u>						
Less than 1	0	0.0	0	0.0	0	0.0
1 - 2	1	2.4	3	11.1	1	2.7
3 - 5	4	9.5	0	0.0	1	2.7
6 - 10	1	2.4	4	14.8	1	2.7
11 - 15	9	21.4	0	0.0	3	8.1
16 - 20	10	23.8	7	25.9	11	29.7
21 or more	17	40.5	11	40.7	17	46.0
No Response	0	0.0	2	7.4	3	8.1
<u>Current Status</u>						
Assistant Professor	14	33.3	10	37.0	5	13.5
Associate Professor	16	38.1	5	18.5	16	43.2
Full Professor	9	21.4	7	25.9	10	27.0
Adjunct Professor	2	4.8	3	11.1	3	8.1
No Response	1	2.4	2	7.4	3	8.1
<u>Sex</u>						
Female	36	85.7	16	59.3	14	37.8
Male	4	9.5	8	29.6	20	54.1
No Response	2	4.8	3	11.1	3	8.1

* Historically Black Colleges and Universities

	ELEMENTARY		MIDDLE		SECONDARY	
	N = 42		N = 27		N = 37	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Age</u>						
<u>Years Experience: Field Supervisor</u>						
Less than 1	1	2.4	2	7.4	0	0.0
1 - 2	2	4.8	8	29.6	2	5.4
3 - 5	7	16.7	1	3.7	6	16.2
6 - 10	6	14.3	7	25.9	5	13.5
11 - 15	8	19.1	3	11.1	9	24.3
16 - 20	7	16.7	4	14.8	5	13.5
21 or more	7	16.7	0	0.0	7	18.9
No Response	4	9.5	2	7.4	3	8.1
<u>Hispanic Heritage</u>						
Yes	2	4.8	2	7.4	1	2.7
No	37	88.1	22	81.5	33	89.2
No Response	3	7.1	3	11.1	3	8.1
<u>Race</u>						
Black	29	69.1	19	70.4	26	70.3
White	9	21.4	3	11.1	6	16.2
Asian or Pacific Islander	0	0.0	0	0.0	1	2.7
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0
Other	0	0.0	1	3.7	1	2.7
No Response	4	9.5	4	14.8	3	8.1
<u>Highest Degree</u>						
Less than Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's	0	0.0	0	0.0	0	0.0
Bachelor's + Additional Credits	0	0.0	0	0.0	0	0.0
Master's or Equivalent	1	2.4	0	0.0	0	0.0
Master's + Additional Credits	10	23.8	7	25.9	8	21.6
Doctorate	29	69.1	18	66.7	26	70.3
No Response	2	4.8	2	7.4	3	8.1

* Historically Black Colleges and Universities

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Appendix E

Results of Frequency Analyses of Importance for Newly Licensed Teacher's Job Ratings: All Respondent Groups

E1

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- I. PLANNING AND PREPARING FOR INSTRUCTION**
1. Organize instr. program into specific objectives
 2. Select instructional content, resources, methods
 3. Review and/or monitor school records
 4. Review basic texts, study guides, workbooks, etc.
 5. Review/communicate plans with instructional leaders
 6. Prepare pretests, pre-instructional activities
 7. Prepare written lesson plans
 8. Design alternatives to remedy learning deficiencies
 9. Select a variety of teaching techniques
 10. Prepare and check machines and equipment
 11. Prepare materials for use in lessons
 12. Prepare, write or outline instructional materials
 13. Obtain/prepare instructional aids
 14. Organize and prepare classroom for instruction
- II. MANAGING THE CLASSROOM**
15. Establish classroom rules and procedures
 16. Establish, communicate standards of behavior
 17. Monitor students' behavior as they enter and leave
 18. Monitor students' classroom behavior
 19. Encourage desired student behavior

° 0 = does not perform task
 ° N/S = not important or slightly important
 ° V/E = very or extremely important

0 ^a	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS				
	N/S ^b	V/E ^c	0	N/S	V/E	0	N/S	V/E			
3	4	82	0	2	92	3	3	85	3	2	85
2	4	86	0	3	91	1	2	89	1	1	95
5	25	38	3	18	50	2	18	38	1	21	44
3	10	67	2	6	78	1	12	63	2	7	61
2	11	62	2	5	79	1	8	65	1	8	61
4	20	48	2	9	61	1	9	70	1	9	65
0	3	87	1	2	92	0	7	82	0	1	92
2	11	62	2	4	81	0	5	51	1	5	81
0	4	81	0	1	91	0	3	85	0	1	94
12	30	35	5	19	44	3	40	29	3	27	28
4	15	61	2	8	68	1	18	60	1	17	55
2	8	70	2	3	75	2	10	59	1	7	71
1	7	70	0	2	89	1	5	69	1	6	68
0	6	78	0	1	90	0	1	88	0	3	86
0	1	95	0	0	98	0	1	98	0	1	96
0	1	95	0	0	96	0	0	96	0	1	95
0	5	80	0	2	90	0	3	75	0	8	65
0	0	97	0	0	99	0	1	95	0	1	96
0	0	97	0	0	99	0	0	97	0	1	97

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS	
	O ^a	N/S ^b V/E ^c	0	N/S V/E	0	N/S V/E	0	N/S V/E
20. Discourage undesirable student behavior	0	1 95	0	1 97	0	0 95	0	2 92
21. Seek admin. support when students interfere	0	6 79	0	1 78	0	3 79	0	16 62
22. Manage time to maintain on-task behavior	0	0 97	0	0 99	0	1 98	0	1 98
III. IMPLEMENTING INSTRUCTION								
23. Group students to meet instructional needs	5	13 54	1	3 73	1	15 50	1	9 66
24. Provide overview of lessons and expected outcomes	0	4 81	0	0 87	0	2 90	0	4 85
25. Use motivational techniques and activities	0	1 90	0	1 96	0	1 95	0	0 95
26. Modify instruction to suit the needs of groups	1	4 79	0	0 89	0	3 86	1	3 83
27. Provide individual assistance/instruction	1	3 82	0	2 87	0	2 82	0	3 87
28. Recognize/correct English language skills problems	2	9 68	0	2 55	1	5 77	0	4 79
29. Encourage a variety of critical thinking skills	0	2 85	0	0 92	0	2 91	0	1 95
30. Facilitate learning by variety of interactions	0	1 91	0	2 92	0	2 93	0	3 92
31. Encourage opportunities/activities that promote multicultural understanding	3	16 53	1	5 82	1	4 62	1	4 74
32. Provide opportunities to apply learning	0	1 89	1	1 96	0	1 93	0	1 97
33. Summarize lessons and provide feedback on content	0	2 84	0	1 91	0	1 88	0	4 84
34. Display student work to enhance learning	2	11 63	0	3 84	0	3 76	0	14 59
Use a variety of approaches, including:								
35. laboratory or "hands-on" instruction	3	7 71	2	6 79	0	3 81	0	1 92
36. presentations	1	4 75	1	2 80	0	6 68	0	7 73
37. group interaction techniques	2	9 65	2	2 85	0	5 80	0	1 94
38. peer instruction	3	18 45	2	9 63	1	14 48	1	6 70
39. games, simulations, and role playing	4	21 41	1	10 62	1	11 52	1	8 68

^a 0 = does not perform task

^b N/S = not important or slightly important

^c V/E = very or extremely important

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS					
	O ^a	N/S ^b	V/E ^c	0	N/S	V/E	0	N/S	V/E			
40. visual aids	1	9	63	1	2	81	0	9	59	1	6	64
41. educational technology	6	23	36	4	12	50	0	13	51	1	12	49
42. community resources	4	27	33	2	11	52	0	15	43	2	10	50
43. independent study	5	22	37	2	14	53	1	18	40	2	15	50
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS												
44. Plan and prepare for evaluation of student needs	0	2	86	1	1	88	0	2	90	0	3	87
45. Administer quizzes, tests, and student exercises	0	3	80	1	2	85	0	2	82	0	7	73
46. Assign, receive, correct, grade assignments	1	2	86	0	1	95	0	1	90	0	2	84
47. Score, grade, record, feedback on quizzes, tests	1	2	86	0	1	89	0	1	92	0	2	81
48. Evaluate student language skills	4	10	64	1	2	82	0	11	44	1	4	78
49. Evaluate student critical thinking skills	2	6	70	1	3	80	0	3	80	0	3	85
50. Establish and maintain student records	1	5	78	1	1	89	1	3	76	0	7	73
51. Prepare/interpret report cards, progress reports	0	4	80	1	2	83	1	2	85	0	8	72
52. Identify individual strengths and needs	1	5	76	1	1	86	1	3	89	0	2	88
53. Analyze test scores to assess instr. effectiveness	1	6	68	2	2	79	2	6	76	1	3	79
54. Administer and monitor standardized tests	12	34	26	8	21	44	3	28	25	4	38	28
55. Monitor student responses to instruction	3	9	62	2	5	72	2	6	71	1	5	84
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES												
56. Communicate school rules and procedures	1	9	68	0	5	79	0	3	76	0	5	71
57. Identify and refer health, emotional problems	1	8	69	1	2	77	0	8	72	2	3	75
58. Communicate with students, parents, school about welfare of student	1	7	72	2	5	80	1	6	73	1	3	81
59. Prepare reports or letters	14	27	29	14	13	44	7	23	35	6	26	31

^a 0 = does not perform task
^b N/S = not important or slightly important
^c V/E = very or extremely important

	PRIMARY TEACHERS			SUPPLEMENTARY TEACHERS			ADMINISTRATORS			PRIMARY TEACHER EDUCATORS		
	0 ^a	N/S ^b	V/E ^c	0	N/S	V/E	0	N/S	V/E	0	N/S	V/E
60. Select, etc. students with special assignments	22	36	16	17	26	31	7	28	24	5	40	22
61. Ensure compliance with safety rules	10	15	58	7	11	62	0	3	86	1	10	76
62. Escort and supervise assemblies, cafeteria, etc.	1	19	53	2	8	68	0	11	67	0	19	50
63. Monitor student behavior outside classroom	2	17	54	2	7	69	0	7	69	1	24	45
64. Take inventory, complete reports, maintain records	4	28	37	8	16	50	1	20	45	2	49	24
65. Distribute and collect books, materials, equipment	1	25	41	3	18	54	0	16	51	1	42	28
66. Participate in orders for instructional materials	6	18	48	4	13	55	3	25	42	4	37	25
67. Request additional supplies as needed	2	22	45	2	11	59	0	24	43	0	36	32
68. Assess comfort and safety of classroom, school	3	24	46	2	14	61	0	13	53	1	19	48
69. Report acts of vandalism	3	25	45	2	16	57	1	10	59	0	33	40
70. Assume responsibility for money	16	39	21	9	32	29	6	30	40	3	50	18
VI. ADDITIONAL PROFESSIONAL ACTIVITIES												
71. Collaborate with colleagues on school routines	4	17	50	5	13	55	1	11	59	2	13	57
72. Serve on school and/or district-wide committees	12	25	31	13	17	41	13	22	38	13	20	39
73. Supervise or guide other adults in the classroom	35	25	18	22	23	27	5	19	40	9	24	40
74. Assist beginning teachers	57	13	19	52	13	24	33	17	32	37	16	27
75. Supervise extracurricular activities	10	31	27	12	28	27	1	22	41	2	32	31
76. Plan for and attend after-school activities	3	21	45	7	13	57	1	11	63	1	20	47
77. Keep up with developments in education, specialty	1	6	70	0	4	84	0	6	78	1	3	83

^a 0 = does not perform task
^b N/S = not important or slightly important
^c V/E = very or extremely important

Appendix F

Mean Ratings of Importance for Newly Licensed Teacher's Job:
All Respondent Groups

F1

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	PRIMARY TEACHERS N=3178		SUPPLEMENTARY TEACHERS N=124		ADMINISTRATORS N=155		PRIMARY TEACHER EDUCATORS N=105		SUPPLEMENTARY TEACHER EDUCATORS N=27	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION										
1. Organize insir. program into specific objectives	4.27	0.87	4.42	0.78	4.32	0.75	4.30	0.75	4.38	0.74
2. Select instructional content, resources, methods	4.39	0.83	4.50	0.74	4.29	0.71	4.58	0.62	4.65	0.62
3. Review and/or monitor school records	3.21	1.09	3.56	1.12	3.24	0.86	3.36	1.01	3.65	0.87
4. Review basic texts, study guides, workbooks, etc.	3.89	1.02	4.21	0.93	3.72	0.95	3.69	0.85	4.08	1.00
5. Review/communicate plans with instructional leaders	3.80	1.03	4.14	0.90	3.76	0.91	3.79	0.98	3.76	0.71
6. Prepare pretests, pre-instructional activities	3.46	1.12	3.82	0.94	3.84	0.95	3.83	0.93	4.19	0.92
7. Prepare written lesson plans	4.42	0.81	4.58	0.71	4.20	0.94	4.56	0.65	4.50	0.84
8. Design alternatives to remedy learning deficiencies	3.77	1.02	4.17	0.80	3.87	1.07	4.16	0.84	4.27	0.76
9. Select a variety of teaching techniques	4.24	0.85	4.44	0.67	4.32	0.82	4.49	0.66	4.62	0.68
10. Prepare and check machines and equipment	3.15	1.23	3.54	1.11	2.85	1.09	2.98	1.02	3.64	1.13
11. Prepare materials for use in lessons	3.79	1.16	3.92	1.00	3.63	1.03	3.52	1.08	4.23	0.75
12. Prepare, write or outline instructional materials	3.99	1.00	4.21	0.86	3.69	0.99	3.83	0.94	4.00	1.00
13. Obtain/prepare instructional aids	3.95	0.95	4.36	0.73	3.85	0.82	3.82	0.87	4.35	0.68
14. Organize and prepare classroom for instruction	4.20	0.94	4.56	0.68	4.41	0.73	4.36	0.81	4.46	0.84
II. MANAGING THE CLASSROOM										
15. Establish classroom rules and procedures	4.69	0.60	4.79	0.46	4.68	0.57	4.64	0.57	4.54	0.80
16. Establish, communicate standards of behavior	4.69	0.60	4.78	0.47	4.66	0.57	4.51	0.65	4.50	0.80
17. Monitor students' behavior as they enter and leave	4.23	0.91	4.53	0.70	4.09	0.87	3.79	0.90	4.08	1.21
18. Monitor students' classroom behavior	4.75	0.53	4.83	0.42	4.55	0.62	4.62	0.56	4.54	0.80
19. Encourage desired student behavior	4.76	0.50	4.86	0.37	4.73	0.50	4.60	0.58	4.62	0.62

	PRIMARY TEACHERS N=3178		SUPPLEMENTARY TEACHERS N=124		ADMINISTRATORS N=155		PRIMARY TEACHER EDUCATORS N=105		SUPPLEMENTARY TEACHER EDUCATORS N=27	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
20. Discourage undesirable student behavior	4.69	0.60	4.71	0.55	4.65	0.58	4.55	0.66	4.50	0.80
21. Seek admin. support when students interfere	4.19	0.92	4.23	0.81	4.20	0.85	3.70	1.03	3.58	0.97
22. Manage time to maintain on-task behavior	4.73	0.52	4.82	0.41	4.69	0.56	4.64	0.55	4.63	0.67
III. IMPLEMENTING INSTRUCTION										
23. Group students to meet instructional needs	3.65	1.05	4.06	0.85	3.41	0.93	3.75	1.10	4.19	1.16
24. Provide overview of lessons and expected outcomes	4.23	0.85	4.43	0.72	4.36	0.71	4.39	0.71	4.63	0.73
25. Use motivational techniques and activities	4.47	0.71	4.69	0.58	4.50	0.62	4.66	0.53	4.56	0.74
26. Modify instruction to suit the needs of groups	4.20	0.87	4.44	0.69	4.16	0.73	4.26	0.82	4.44	0.74
27. Provide individual assistance/instruction	4.24	0.80	4.39	0.78	4.21	0.80	4.31	0.79	4.33	0.82
28. Recognize/correct English language skills problems	3.94	1.01	4.36	0.79	3.99	0.80	4.18	0.79	4.48	0.83
29. Encourage a variety of critical thinking skills	4.34	0.80	4.53	0.63	4.44	0.73	4.59	0.56	4.67	0.54
30. Facilitate learning by variety of interactions	4.50	0.68	4.57	0.69	4.46	0.69	4.61	0.64	4.48	0.63
31. Enc. opp./activities that promote multicultural understanding	3.59	1.08	4.33	0.84	3.82	0.84	4.00	0.89	4.35	0.83
32. Provide opportunities to apply learning	4.42	0.73	4.56	0.59	4.47	0.66	4.57	0.58	4.63	0.73
33. Summarize lessons and provide feedback on content	4.29	0.80	4.48	0.66	4.31	0.73	4.28	0.78	4.26	0.84
34. Display student work to enhance learning	3.82	1.05	4.34	0.80	4.04	0.85	3.76	0.97	3.88	1.18
Use a variety of approaches, including:										
35. laboratory or "hands-on" instruction	4.05	0.98	4.08	0.94	4.14	0.81	4.50	0.62	4.59	0.56
36. presentations	4.07	0.86	4.19	0.82	3.81	0.81	3.99	0.89	4.33	0.82
37. group interaction techniques	3.85	0.99	4.25	0.73	4.07	0.83	4.52	0.61	4.48	0.63
38. peer instruction	3.41	1.05	3.84	0.98	3.47	0.97	3.95	0.89	3.93	0.94

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=3176		N=124		N=155		N=105		N=27	
39. games, simulations, and role playing	3.32	1.08	3.83	0.97	3.48	0.93	3.89	0.87	3.74	1.20
40. visual aids	3.80	0.97	4.26	0.82	3.62	0.83	3.95	0.86	4.15	0.85
41. educational technology	3.19	1.05	3.63	1.01	3.47	0.87	3.54	0.85	3.81	0.98
42. community resources	3.10	1.04	3.58	0.98	3.36	0.91	3.61	0.88	3.81	0.94
43. independent study	3.22	1.04	3.61	1.07	3.26	0.96	3.58	0.98	3.59	1.13
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS										
44. Plan and prepare for evaluation of student needs	4.30	0.76	4.43	0.71	4.31	0.73	4.33	0.78	4.44	0.74
45. Administer quizzes, tests, and student exercises	4.15	0.82	4.37	0.75	4.10	0.80	3.94	0.89	4.30	0.85
46. Assign, receive, correct, grade assignments	4.39	0.79	4.62	0.64	4.37	0.69	4.29	0.78	4.30	0.90
47. Score, grade, record, feedback on quizzes, tests	4.37	0.79	4.56	0.68	4.42	0.68	4.27	0.79	4.30	0.90
48. Evaluate student language skills	3.86	1.02	4.31	0.76	3.69	1.09	4.17	0.78	4.48	0.69
49. Evaluate student critical thinking skills	3.97	0.92	4.21	0.76	4.09	0.80	4.37	0.69	4.52	0.83
50. Establish and maintain student records	4.17	0.91	4.50	0.69	4.07	0.88	3.96	0.87	4.30	1.08
51. Prepare/interpret report cards, progress reports	4.21	0.87	4.45	0.76	4.26	0.78	4.12	0.92	4.15	1.11
52. Identify individual strengths and needs	4.07	0.87	4.36	0.71	4.28	0.78	4.43	0.76	4.30	1.05
53. Analyze test scores to assess instr. effectiveness	3.92	0.93	4.24	0.79	4.07	0.87	4.24	0.77	4.04	1.10
54. Administer and monitor standardized tests	2.89	1.22	3.42	1.23	2.95	1.01	2.90	1.16	3.65	1.27
55. Monitor student responses to instruction	3.81	1.01	4.00	0.86	3.93	0.93	4.27	0.81	3.93	1.25
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES										
56. Communicate school rules and procedures	3.95	1.02	4.27	0.93	4.09	0.83	3.99	0.85	4.04	1.14
57. Identify and refer health, emotional problems	3.94	0.98	4.12	0.84	3.97	0.92	4.14	0.82	4.22	0.92

	PRIMARY TEACHERS		SUPPLEMENTARY TEACHERS		ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=3178		N=124		N=155		N=105		N=27	
58. Communicate with students/parents/school about welfare of student	4.01	0.95	4.22	0.83	4.03	0.86	4.18	0.82	4.12	1.09
59. Prepare reports or letters	3.05	1.10	3.52	1.01	3.19	0.97	3.07	0.97	3.63	0.99
60. Select, etc. students with special assignments	2.63	1.09	3.14	1.15	2.90	0.95	2.73	1.03	3.48	1.14
61. Ensure compliance with safety rules	3.82	1.21	3.98	1.10	4.35	0.82	3.99	1.11	4.22	0.99
62. Escort and supervise assemblies, cafeteria, etc.	3.58	1.15	4.03	1.09	3.86	0.99	3.49	1.06	3.69	1.32
63. Monitor student behavior outside classroom	3.59	1.15	4.09	0.98	3.94	0.98	3.38	1.07	3.69	1.32
64. Take inventory, complete reports, maintain records	3.16	1.19	3.62	1.10	3.30	0.95	2.62	1.08	3.46	1.41
65. Distribute and collect books, materials, equipment	3.28	1.15	3.60	1.09	3.42	0.97	2.78	1.16	3.19	1.33
66. Participate in orders for instructional materials	3.48	1.11	3.69	1.09	3.25	1.03	2.89	1.06	3.37	1.22
67. Request additional supplies as needed	3.36	1.11	3.76	1.01	3.28	1.08	2.95	1.15	3.48	1.17
68. Assess comfort and safety of classroom, school	3.37	1.17	3.73	1.00	3.59	1.01	3.47	1.08	3.96	1.17
69. Report acts of vandalism	3.36	1.21	3.70	1.10	3.77	0.98	3.13	1.20	3.69	1.29
70. Assume responsibility for money	2.71	1.26	3.03	1.22	3.19	1.33	2.37	1.15	2.88	1.58
VI. ADDITIONAL PROFESSIONAL ACTIVITIES										
71. Collaborate with colleagues on school routines	3.52	1.09	3.68	1.01	3.65	0.95	3.52	1.06	3.77	1.12
72. Serve on school and/or district-wide committees	3.09	1.11	3.37	1.10	3.23	1.11	3.28	1.08	3.23	1.22
73. Supervise or guide other adults in the classroom	2.85	1.15	3.15	1.14	3.24	0.97	3.23	1.07	3.68	1.16
74. Assist beginning teachers	3.23	1.33	3.28	1.31	3.28	1.24	3.37	1.26	3.59	1.29
75. Supervise extracurricular activities	2.94	1.16	3.07	1.13	3.25	1.02	3.04	1.11	2.96	1.37
76. Plan for and attend after-school activities	3.39	1.14	3.74	1.10	3.81	1.06	3.41	1.02	3.63	1.13
77. Keep up with developments in education, specialty	3.86	0.99	4.38	0.83	4.05	0.83	4.18	0.87	4.30	0.94

Appendix G

Mean Ratings of Importance for Newly Licensed Teacher's Job by Subgroup: Teacher Respondents

G2 Mean Ratings by Race\Ethnicity

G7 Mean Ratings by Sex

G11 Mean Ratings by Years of Experience

G16 Mean Ratings by Teaching Assignment

G21 Mean Ratings by School Setting

G25 Mean Ratings by Class Size

G30 Mean Ratings by Region

G1

Mean Ratings of Importance for Newly Licensed Teacher's Job by Race\Ethnicity

G2

	PRIMARY TEACHER RESPONDENTS				SUPPLEMENTARY TEACHER RESPONDENTS			
	TOTAL	WHITE	BLACK	HISPANIC	TOTAL	BLACK	HISPANIC	
	N=3178 Mean S.D.	N=2774 Mean S.D.	N=212 Mean S.D.	N=54 Mean S.D.	N=124 Mean S.D.	N=62 Mean S.D.	N=62 Mean S.D.	
I. PLANNING AND PREPARING FOR INSTRUCTION								
1. Organize instr. program into specific objectives	4.27 0.87	4.25 0.87	4.59 0.71	4.13 1.06	4.42 0.78	4.48 0.79	4.36 0.75	
2. Select instructional content, resources, methods	4.39 0.83	4.38 0.83	4.51 0.78	4.32 0.77	4.50 0.74	4.52 0.72	4.47 0.74	
3. Review and/or monitor school records	3.21 1.09	3.16 1.09	3.86 0.97	2.98 1.20	3.56 1.12	3.85 0.98	3.25 1.14	
4. Review basic texts, study guides, workbooks, etc.	3.89 1.02	3.86 1.03	4.37 0.79	3.79 1.07	4.21 0.93	4.30 0.92	4.10 0.91	
5. Review/communicate plans with instructional leaders	3.80 1.03	3.76 1.03	4.20 0.84	3.81 1.05	4.14 0.90	4.28 0.81	3.98 0.96	
6. Prepare pretests, pre-instructional activities	3.46 1.12	3.38 1.11	4.20 0.89	3.94 1.22	3.82 0.94	4.05 0.80	3.57 1.00	
7. Prepare written lesson plans	4.42 0.81	4.39 0.82	4.79 0.46	4.50 0.69	4.58 0.71	4.77 0.50	4.40 0.83	
8. Design alternatives to remedy learning deficiencies	3.77 1.02	3.71 1.02	4.38 0.78	3.92 1.11	4.17 0.80	4.32 0.73	4.03 0.84	
9. Select a variety of teaching techniques	4.24 0.85	4.21 0.86	4.57 0.70	4.15 0.95	4.44 0.67	4.59 0.56	4.30 0.74	
10. Prepare and check machines and equipment	3.15 1.23	3.08 1.22	3.67 1.19	3.47 1.13	3.54 1.11	3.70 1.00	3.38 1.17	
11. Prepare materials for use in lessons	3.79 1.16	3.76 1.16	4.09 1.10	4.04 1.10	3.92 1.00	3.95 0.96	3.88 1.03	
12. Prepare, write or outline instructional materials	3.99 1.00	3.96 1.00	4.27 0.86	4.24 0.90	4.21 0.86	4.22 0.85	4.20 0.86	
13. Obtain/prepare instructional aids	3.95 0.95	3.92 0.95	4.28 0.82	3.98 1.10	4.36 0.73	4.41 0.64	4.31 0.80	
14. Organize and prepare classroom for instruction	4.20 0.94	4.17 0.95	4.59 0.71	4.46 0.85	4.56 0.68	4.56 0.67	4.56 0.69	
II. MANAGING THE CLASSROOM								
15. Establish classroom rules and procedures	4.69 0.60	4.68 0.61	4.81 0.44	4.65 0.75	4.79 0.46	4.85 0.40	4.74 0.51	
16. Establish, communicate standards of behavior	4.69 0.60	4.68 0.60	4.74 0.54	4.65 0.73	4.78 0.47	4.78 0.45	4.79 0.48	
17. Monitor students' behavior as they enter and leave	4.23 0.91	4.20 0.91	4.57 0.68	4.35 0.91	4.53 0.70	4.63 0.55	4.43 0.80	
18. Monitor students' classroom behavior	4.75 0.83	4.75 0.53	4.74 0.53	4.59 0.76	4.83 0.42	4.85 0.36	4.82 0.46	
19. Encourage desired student behavior	4.76 0.50	4.75 0.51	4.81 0.45	4.74 0.52	4.86 0.37	4.83 0.42	4.89 0.32	

	PRIMARY TEACHER RESPONDENTS						SUPPLEMENTARY TEACHER RESPONDENTS							
	TOTAL		WHITE		BLACK		HISPANIC		TOTAL		BLACK		HISPANIC	
	N=3178	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
20. Discourage undesirable student behavior	4.69	0.60	4.69	0.60	4.72	0.56	4.75	0.47	4.71	0.55	4.69	0.62	4.73	0.48
21. Seek admin. support when students interfere	4.19	0.92	4.18	0.92	4.32	0.87	4.33	0.92	4.23	0.81	4.27	0.82	4.18	0.80
22. Manage time to maintain on-task behavior	4.73	0.52	4.72	0.53	4.79	0.45	4.81	0.44	4.82	0.41	4.80	0.44	4.84	0.37
III. IMPLEMENTING INSTRUCTION														
23. Group students to meet instructional needs	3.65	1.05	3.60	1.04	4.17	0.93	3.90	1.11	4.06	0.85	4.21	0.85	3.90	0.82
24. Provide overview of lessons and expected outcomes	4.23	0.65	4.20	0.66	4.53	0.69	4.24	0.88	4.43	0.72	4.54	0.65	4.31	0.76
25. Use motivational techniques and activities	4.47	0.71	4.46	0.72	4.68	0.60	4.56	0.63	4.69	0.58	4.78	0.45	4.60	0.66
26. Modify instruction to suit the needs of groups	4.20	0.87	4.16	0.88	4.57	0.62	4.39	0.77	4.44	0.69	4.54	0.65	4.33	0.70
27. Provide individual assistance/instruction	4.24	0.80	4.21	0.81	4.52	0.69	4.40	0.71	4.39	0.78	4.56	0.62	4.21	0.87
28. Recognize/correct English language skills problems	3.94	1.01	3.89	1.02	4.33	0.77	4.08	0.94	4.36	0.79	4.55	0.56	4.16	0.91
29. Encourage a variety of critical thinking skills	4.34	0.80	4.33	0.80	4.54	0.69	4.38	0.81	4.53	0.63	4.60	0.59	4.48	0.67
30. Facilitate learning by variety of interactions	4.50	0.68	4.49	0.68	4.61	0.63	4.50	0.74	4.57	0.69	4.64	0.60	4.50	0.76
31. Encourage opp/act that promote multicultural understanding	3.59	1.08	3.53	1.08	4.29	0.80	4.04	0.99	4.33	0.84	4.36	0.84	4.31	0.83
32. Provide opportunities to apply learning	4.42	0.73	4.40	0.74	4.67	0.56	4.52	0.63	4.56	0.59	4.74	0.44	4.40	0.66
33. Summarize lessons and provide feedback on content	4.29	0.80	4.26	0.80	4.62	0.62	4.46	0.69	4.48	0.66	4.66	0.60	4.32	0.67
34. Display student work to enhance learning	3.82	1.05	3.76	1.06	4.37	0.84	3.92	0.96	4.34	0.80	4.50	0.70	4.18	0.86
Use a variety of approaches, including:														
35. laboratory or "hands-on" instruction	4.05	0.98	4.04	0.98	4.22	0.92	4.13	0.92	4.08	0.94	4.25	0.92	3.93	0.92
36. presentations	4.07	0.86	4.04	0.87	4.34	0.71	4.37	0.67	4.19	0.82	4.40	0.69	3.98	0.87
37. group interaction techniques	3.85	0.99	3.82	0.99	4.18	0.79	4.07	0.81	4.25	0.73	4.36	0.72	4.16	0.73
38. peer instruction	3.41	1.05	3.36	1.04	3.83	0.97	3.69	1.07	3.84	0.98	4.05	0.91	3.64	0.99

	PRIMARY TEACHER RESPONDENTS				SUPPLEMENTARY TEACHER RESPONDENTS			
	TOTAL	WHITE	BLACK	HISPANIC	TOTAL	BLACK	HISPANIC	HISPANIC
	N=3178 Mean S.D.	N=2774 Mean S.D.	N=212 Mean S.D.	N=54 Mean S.D.	N=124 Mean S.D.	N=62 Mean S.D.	N=62 Mean S.D.	N=62 Mean S.D.
39. games, simulations, and role playing	3.32 1.08	3.27 1.07	3.88 0.97	3.73 1.11	3.83 0.97	4.00 0.91	3.67 1.00	3.67 1.00
40. visual aids	3.80 0.97	3.75 0.97	4.31 0.78	3.94 1.07	4.26 0.82	4.35 0.72	4.18 0.90	4.18 0.90
41. educational technology	3.19 1.05	3.16 1.04	3.53 0.99	3.33 1.06	3.63 1.01	3.81 1.00	3.40 0.98	3.40 0.98
42. community resources	3.10 1.04	3.04 1.02	3.73 1.01	3.25 1.08	3.58 0.98	3.86 0.99	3.31 0.89	3.31 0.89
43. independent study	3.22 1.04	3.16 1.03	3.76 1.02	3.52 1.02	3.61 1.07	3.91 0.91	3.30 1.12	3.30 1.12
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS								
44. Plan and prepare for evaluation of student needs	4.30 0.76	4.27 0.76	4.60 0.57	4.25 0.85	4.43 0.71	4.55 0.59	4.30 0.78	4.30 0.78
45. Administer quizzes, tests, and student exercises	4.15 0.82	4.11 0.82	4.55 0.60	4.27 0.74	4.37 0.75	4.48 0.65	4.25 0.81	4.25 0.81
46. Assign, receive, correct, grade assignments	4.39 0.79	4.35 0.81	4.75 0.47	4.54 0.57	4.62 0.64	4.71 0.49	4.52 0.74	4.52 0.74
47. Score, grade, record, feedback on quizzes, tests	4.37 0.79	4.34 0.80	4.64 0.59	4.52 0.66	4.56 0.68	4.65 0.61	4.48 0.74	4.48 0.74
48. Evaluate student language skills	3.86 1.02	3.82 1.02	4.35 0.83	4.00 0.87	4.31 0.76	4.43 0.65	4.20 0.83	4.20 0.83
49. Evaluate student critical thinking skills	3.97 0.92	3.93 0.92	4.32 0.85	4.02 0.95	4.21 0.76	4.38 0.75	4.07 0.75	4.07 0.75
50. Establish and maintain student records	4.17 0.91	4.14 0.91	4.44 0.86	4.30 0.94	4.50 0.69	4.53 0.73	4.48 0.64	4.48 0.64
51. Prepare/interpret report cards, progress reports	4.21 0.87	4.18 0.88	4.57 0.69	4.36 0.85	4.45 0.76	4.49 0.78	4.39 0.73	4.39 0.73
52. Identify individual strengths and needs	4.07 0.87	4.03 0.87	4.51 0.74	4.06 0.97	4.36 0.71	4.41 0.75	4.30 0.67	4.30 0.67
53. Analyze test scores to assess instr. effectiveness	3.92 0.93	3.88 0.93	4.28 0.89	3.86 0.91	4.24 0.79	4.32 0.75	4.15 0.81	4.15 0.81
54. Administer and monitor standardized tests	2.89 1.22	2.81 1.20	3.60 1.17	3.47 1.31	3.42 1.23	3.67 1.16	3.16 1.24	3.16 1.24
55. Monitor student responses to instruction	3.81 1.01	3.79 1.01	4.04 0.93	3.73 1.09	4.00 0.86	4.13 0.87	3.88 0.84	3.88 0.84
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES								
56. Communicate school rules and procedures	3.95 1.02	3.91 1.03	4.29 0.89	4.11 1.02	4.27 0.93	4.28 0.94	4.25 0.91	4.25 0.91
57. Identify and refer health, emotional problems	3.94 0.88	3.92 0.99	4.16 0.88	4.04 1.13	4.12 0.84	4.21 0.69	4.03 0.95	4.03 0.95

G5

	PRIMARY TEACHER RESPONDENTS				SUPPLEMENTARY TEACHER RESPONDENTS											
	TOTAL		WHITE		BLACK		HISPANIC		TOTAL		BLACK		HISPANIC			
	N=3178	S.D.	Mean	S.D.	N=2774	Mean	S.D.	N=212	Mean	S.D.	N=124	Mean	S.D.	N=62	Mean	S.D.
58. Communicate with students/parents/school about student welfare	4.01	0.95	3.99	0.95	4.19	0.90	4.09	1.08	4.22	0.83	4.20	0.87	4.24	0.79		
59. Prepare reports or letters	3.05	1.10	3.02	1.09	3.36	1.16	3.38	1.15	3.52	1.01	3.72	0.82	3.33	1.12		
60. Select, etc. students with special assignments	2.63	1.09	2.58	1.06	3.13	1.18	3.27	1.04	3.14	1.15	3.35	1.24	2.94	1.01		
61. Ensure compliance with safety rules	3.82	1.21	3.78	1.21	4.12	1.10	4.04	1.08	3.98	1.10	4.04	1.09	3.91	1.10		
62. Escort and supervise assemblies, cafeteria, etc.	3.58	1.15	3.54	1.15	4.01	1.06	3.74	1.26	4.03	1.09	4.14	1.02	3.90	1.14		
63. Monitor student behavior outside classroom	3.59	1.15	3.55	1.14	4.07	1.04	3.62	1.33	4.09	0.98	4.20	0.94	3.97	1.00		
64. Take inventory, complete reports, maintain records	3.16	1.19	3.11	1.17	3.65	1.17	3.57	1.26	3.62	1.10	3.72	1.19	3.52	1.00		
65. Distribute and collect books, materials, equipment	3.28	1.15	3.23	1.14	3.81	1.10	3.60	1.20	3.60	1.09	3.66	1.17	3.53	1.01		
66. Participate in orders for instructional materials	3.48	1.11	3.45	1.11	3.79	1.08	3.60	1.23	3.69	1.09	3.82	1.07	3.53	1.07		
67. Request additional supplies as needed	3.36	1.11	3.32	1.11	3.88	1.01	3.60	1.10	3.76	1.01	3.91	1.02	3.60	0.96		
68. Assess comfort and safety of classroom, school	3.37	1.17	3.33	1.17	3.92	0.99	3.50	1.21	3.73	1.00	3.88	0.96	3.59	1.02		
69. Report acts of vandalism	3.36	1.21	3.32	1.21	3.79	1.13	3.49	1.30	3.70	1.10	3.79	1.10	3.62	1.08		
70. Assume responsibility for money	2.71	1.26	2.66	1.24	3.17	1.31	3.04	1.46	3.03	1.22	3.18	1.24	2.87	1.17		
1. ADDITIONAL PROFESSIONAL ACTIVITIES																
71. Collaborate with colleagues on school routines	3.52	1.09	3.51	1.09	3.66	1.08	3.73	1.12	3.68	1.01	3.69	0.99	3.66	1.04		
72. Serve on school and/or district-wide committees	3.09	1.11	3.06	1.10	3.51	1.05	3.23	1.25	3.37	1.10	3.42	1.22	3.30	0.94		
73. Supervise or guide other adults in the classroom	2.85	1.15	2.80	1.13	3.26	1.22	3.11	1.37	3.15	1.14	3.23	1.22	3.06	1.05		
74. Assist beginning teachers	3.23	1.33	3.18	1.34	3.49	1.21	3.72	1.51	3.28	1.31	3.28	1.33	3.25	1.27		
75. Supervise extracurricular activities	2.94	1.16	2.92	1.16	3.19	1.18	3.28	1.06	3.07	1.13	3.25	1.21	2.89	1.02		
76. Plan for and attend after-school activities	3.39	1.14	3.36	1.13	3.80	1.05	3.66	1.13	3.74	1.10	4.07	0.87	3.43	1.19		
77. Keep up with developments in education, specialty	3.86	0.99	3.93	0.89	4.29	0.84	3.91	1.13	4.38	0.83	4.55	0.65	4.20	0.95		

Mean Ratings of Importance for Newly Licensed Teacher's Job by Sex

G7 174

	FEMALE		MALE	
	N=1857		N=1123	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Organize instr. program into specific objectives	4.32	0.84	4.20	0.91
2. Select instructional content, resources, methods	4.46	0.78	4.26	0.88
3. Review and/or monitor school records	3.33	1.08	3.00	1.09
4. Review basic texts, study guides, workbooks, etc.	4.00	0.98	3.71	1.06
5. Review/communicate plans with instructional leaders	3.85	1.02	3.71	1.04
6. Prepare pretests, pre-instructional activities	3.53	1.11	3.33	1.13
7. Prepare written lesson plans	4.49	0.76	4.29	0.87
8. Design alternatives to remedy learning deficiencies	3.90	0.97	3.54	1.05
9. Select a variety of teaching techniques	4.32	0.81	4.11	0.90
10. Prepare and check machines and equipment	3.11	1.23	3.18	1.23
11. Prepare materials for use in lessons	3.78	1.17	3.90	1.12
12. Prepare, write or outline instructional materials	4.05	0.98	3.90	1.01
13. Obtain/prepare instructional aids	4.02	0.93	3.83	0.97
14. Organize and prepare classroom for instruction	4.28	0.92	4.09	0.96
II. MANAGING THE CLASSROOM				
15. Establish classroom rules and procedures	4.73	0.57	4.63	0.65
16. Establish, communicate standards of behavior	4.73	0.57	4.62	0.62
17. Monitor students' behavior as they enter and leave	4.29	0.90	4.13	0.91
18. Monitor students' classroom behavior	4.80	0.48	4.66	0.59
19. Encourage desired student behavior	4.81	0.45	4.66	0.57
20. Discourage undesirable student behavior	4.75	0.56	4.60	0.65
21. Seek admin. support when students interfere	4.22	0.91	4.15	0.93
22. Manage time to maintain on-task behavior	4.77	0.49	4.65	0.58
III. IMPLEMENTING INSTRUCTION				
23. Group students to meet instructional needs	3.76	1.03	3.46	1.07
24. Provide overview of lessons and expected outcomes	4.30	0.82	4.11	0.88
25. Use motivational techniques and activities	4.53	0.68	4.38	0.75
26. Modify instruction to suit the needs of groups	4.28	0.83	4.06	0.91
27. Provide individual assistance/instruction	4.30	0.78	4.13	0.83
28. Recognize/correct English language skills problems	4.07	0.97	3.70	1.03
29. Encourage a variety of critical thinking skills	4.40	0.77	4.25	0.84

	FEMALE		MALE	
	N=1857		N=1123	
	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	4.56	0.65	4.40	0.72
31. Encourage opportunities/activities that promote multicultural understanding	3.67	1.06	3.44	1.11
32. Provide opportunities to apply learning	4.49	0.69	4.29	0.78
33. Summarize lessons and provide feedback on content	4.36	0.77	4.18	0.83
34. Display student work to enhance learning	3.95	1.00	3.60	1.11
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	4.08	0.97	4.00	0.99
36. presentations	4.11	0.86	4.02	0.87
37. group interaction techniques	3.96	0.96	3.67	1.00
38. peer instruction	3.50	1.04	3.25	1.02
39. games, simulations, and role playing	3.43	1.07	3.12	1.07
40. visual aids	3.84	0.98	3.71	0.95
41. educational technology	3.22	1.05	3.16	1.04
42. community resources	3.13	1.05	3.05	1.02
43. independent study	3.25	1.05	3.18	1.04
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
44. Plan and prepare for evaluation of student needs	4.36	0.74	4.18	0.78
45. Administer quizzes, tests, and student exercises	4.19	0.82	4.06	0.81
46. Assign, receive, correct, grade assignments	4.45	0.77	4.28	0.82
47. Score, grade, record, feedback on quizzes, tests	4.44	0.76	4.25	0.83
48. Evaluate student language skills	3.99	1.01	3.63	1.00
49. Evaluate student critical thinking skills	4.02	0.93	3.88	0.91
50. Establish and maintain student records	4.28	0.86	4.00	0.96
51. Prepare/interpret report cards, progress reports	4.31	0.81	4.04	0.94
52. Identify individual strengths and needs	4.17	0.84	3.91	0.90
53. Analyze test scores to assess instr. effectiveness	3.99	0.92	3.79	0.94
54. Administer and monitor standardized tests	2.99	1.24	2.70	1.16
55. Monitor student responses to instruction	3.93	0.97	3.62	1.03
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES				
56. Communicate school rules and procedures	4.02	1.00	3.82	1.05
57. Identify and refer health, emotional problems	4.02	0.96	3.81	1.02
58. Communicate with students, parents, school about welfare of student	4.11	0.91	3.82	0.99
59. Prepare reports or letters	3.11	1.13	2.96	1.05

	FEMALE		MALE	
	N = 1857		N = 1123	
	Mean	S.D.	Mean	S.D.
60. Select, etc. students with special assignments	2.64	1.09	2.62	1.08
61. Ensure compliance with safety rules	3.77	1.22	3.89	1.18
62. Escort and supervise assemblies, cafeteria, etc.	3.62	1.14	3.50	1.17
63. Monitor student behavior outside classroom	3.62	1.14	3.53	1.15
64. Take inventory, complete reports, maintain records	3.17	1.17	3.16	1.22
65. Distribute and collect books, materials, equipment	3.32	1.14	3.21	1.16
66. Participate in orders for instructional materials	3.51	1.11	3.44	1.12
67. Request additional supplies as needed	3.37	1.12	3.35	1.09
68. Assess comfort and safety of classroom, school	3.39	1.18	3.36	1.16
69. Report acts of vandalism	3.33	1.22	3.42	1.19
70. Assume responsibility for money	2.73	1.26	2.67	1.26
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
71. Collaborate with colleagues on school routines	3.55	1.10	3.49	1.08
72. Serve on school and/or district-wide committees	3.06	1.10	3.15	1.11
73. Supervise or guide other adults in the classroom	2.89	1.15	2.79	1.15
74. Assist beginning teachers	3.19	1.33	3.27	1.35
75. Supervise extracurricular activities	2.85	1.14	3.10	1.19
76. Plan for and attend after-school activities	3.40	1.14	3.39	1.12
77. Keep up with developments in education, specialty	3.98	0.99	3.92	0.99

Mean Ratings of Importance for Newly Licensed Teacher's Job by Years of Experience

G11

	1-2 yrs		3-5 yrs		6-10 yrs		11-15 yrs		16-20 yrs		20+ yrs	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION												
1. Organize instr. program into specific objectives	4.15	0.94	4.24	0.94	4.33	0.77	4.28	0.86	4.27	0.88	4.26	0.90
2. Select instructional content, resources, methods	4.28	1.08	4.33	0.82	4.45	0.77	4.39	0.83	4.39	0.77	4.36	0.87
3. Review and/or monitor school records	3.05	1.28	2.93	1.04	3.23	1.09	3.17	1.09	3.23	1.07	3.27	1.10
4. Review basic texts, study guides, workbooks, etc.	4.17	0.95	3.92	0.98	3.89	1.01	3.88	1.04	3.91	1.01	3.86	1.04
5. Review/communicate plans with instructional leaders	3.91	1.04	3.75	1.09	3.77	1.02	3.75	1.04	3.86	1.01	3.79	1.03
6. Prepare pretests, pre-instructional activities	3.54	1.21	3.49	1.10	3.48	1.08	3.46	1.10	3.43	1.13	3.44	1.15
7. Prepare written lesson plans	4.40	0.80	4.48	0.75	4.42	0.75	4.42	0.84	4.43	0.79	4.39	0.84
8. Design alternatives to remedy learning deficiencies	3.51	1.18	3.85	0.97	3.81	1.01	3.79	1.01	3.76	1.03	3.73	1.03
9. Select a variety of teaching techniques	4.48	0.69	4.19	0.96	4.26	0.81	4.22	0.85	4.28	0.85	4.20	0.86
10. Prepare and check machines and equipment	3.32	1.23	3.23	1.27	3.10	1.24	3.09	1.24	3.15	1.22	3.16	1.22
11. Prepare materials for use in lessons	3.83	1.16	3.78	1.17	3.86	1.11	3.79	1.14	3.74	1.17	3.79	1.17
12. Prepare, write or outline instructional materials	3.82	1.11	4.02	0.90	4.07	0.90	3.95	1.07	4.00	0.99	3.98	1.00
13. Obtain/prepare instructional aids	4.16	0.86	4.01	0.92	3.98	0.90	3.97	0.99	3.93	0.94	3.91	0.97
14. Organize and prepare classroom for instruction	4.30	0.81	4.22	0.87	4.27	0.90	4.19	0.99	4.23	0.94	4.16	0.95
II. MANAGING THE CLASSROOM												
15. Establish classroom rules and procedures	4.81	0.50	4.76	0.56	4.74	0.54	4.67	0.65	4.69	0.61	4.67	0.60
16. Establish, communicate standards of behavior	4.64	0.67	4.76	0.50	4.70	0.57	4.67	0.63	4.71	0.60	4.66	0.58
17. Monitor students' behavior as they enter and leave	4.26	0.85	4.22	0.86	4.19	0.90	4.22	0.96	4.25	0.90	4.26	0.88
18. Monitor students' classroom behavior	4.83	0.48	4.78	0.49	4.74	0.50	4.75	0.57	4.76	0.51	4.73	0.53
19. Encourage desired student behavior	4.74	0.49	4.77	0.49	4.75	0.50	4.77	0.50	4.80	0.46	4.71	0.54

	1-2 yrs		3-5 yrs		6-10 yrs		11-15 yrs		16-20 yrs		20+ yrs	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=46		N=201		N=420		N=648		N=723		N=936	
20. Discourage undesirable student behavior	4.81	0.45	4.68	0.63	4.69	0.58	4.69	0.63	4.72	0.56	4.67	0.62
21. Seek admin. support when students interfere	4.40	0.80	4.11	1.00	4.13	0.96	4.21	0.92	4.18	0.91	4.21	0.89
22. Manage time to maintain on-task behavior	4.83	0.43	4.78	0.50	4.75	0.48	4.74	0.52	4.73	0.52	4.69	0.57
III. IMPLEMENTING INSTRUCTION												
23. Group students to meet instructional needs	3.45	1.04	3.58	1.03	3.68	1.06	3.63	1.07	3.63	1.08	3.68	1.02
24. Provide overview of lessons and expected outcomes	4.24	0.90	4.26	0.89	4.20	0.84	4.26	0.86	4.23	0.82	4.21	0.85
25. Use motivational techniques and activities	4.68	0.63	4.52	0.70	4.45	0.72	4.50	0.69	4.47	0.70	4.45	0.72
26. Modify instruction to suit the needs of groups	4.04	0.98	4.25	0.88	4.21	0.85	4.20	0.91	4.22	0.86	4.18	0.86
27. Provide individual assistance/Instruction	4.02	1.02	4.34	0.78	4.28	0.78	4.21	0.84	4.24	0.78	4.23	0.80
28. Recognize/correct English language skills problems	3.96	1.15	3.90	1.07	3.99	0.96	3.87	1.05	3.96	1.00	3.94	1.00
29. Encourage a variety of critical thinking skills	4.35	0.90	4.32	0.86	4.36	0.77	4.36	0.79	4.34	0.79	4.32	0.80
30. Facilitate learning by variety of interactions	4.40	0.68	4.51	0.67	4.51	0.65	4.52	0.68	4.53	0.68	4.46	0.70
31. Encourage opportunities/activities that promote multicultural understanding	3.76	1.03	3.62	1.10	3.55	1.09	3.53	1.09	3.57	1.09	3.65	1.07
32. Provide opportunities to apply learning	4.57	0.62	4.49	0.73	4.45	0.72	4.45	0.74	4.44	0.70	4.35	0.76
33. Summarize lessons and provide feedback on content	4.28	0.78	4.26	0.80	4.34	0.77	4.29	0.80	4.29	0.78	4.28	0.82
34. Display student work to enhance learning	3.93	1.11	3.82	1.11	3.91	1.02	3.82	1.03	3.83	1.05	3.77	1.08
Use a variety of approaches, including:												
35. laboratory or "hands-on" instruction	4.23	0.91	4.14	0.91	4.15	0.92	4.07	1.00	4.02	0.97	3.98	1.00
36. presentations	4.04	0.98	4.10	0.83	4.09	0.82	4.12	0.88	4.06	0.88	4.04	0.86
37. group interaction techniques	4.00	0.99	3.92	0.96	3.93	0.99	3.91	0.98	3.90	0.96	3.71	1.00
38. peer instruction	3.47	1.12	3.54	1.05	3.54	1.04	3.37	1.06	3.40	1.05	3.34	1.02
39. games, simulations, and role playing	3.76	1.06	3.52	1.01	3.52	1.05	3.31	1.07	3.30	1.08	3.17	1.08

G13

	1-2 yrs		3-5 yrs		6-10 yrs		11-15 yrs		16-20 yrs		20+ yrs	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=46		N=201		N=420		N=648		N=726		N=936	
40. visual aids	3.79	1.10	3.82	0.98	3.78	0.98	3.79	0.98	3.79	0.97	3.80	0.96
41. educational technology	3.02	1.07	3.22	1.06	3.26	1.03	3.21	1.09	3.21	0.99	3.13	1.06
42. community resources	3.23	1.00	3.26	0.98	3.12	1.07	3.10	1.09	3.09	1.04	3.04	1.00
43. independent study	3.56	1.00	3.40	1.05	3.24	0.99	3.16	1.08	3.17	1.06	3.24	1.02
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS												
44. Plan and prepare for evaluation of student needs	4.22	0.92	4.32	0.79	4.27	0.75	4.28	0.78	4.29	0.75	4.31	0.74
45. Administer quizzes, tests, and student exercises	4.22	0.77	4.17	0.87	4.11	0.80	4.17	0.81	4.12	0.84	4.15	0.80
46. Assign, receive, correct, grade assignments	4.38	0.94	4.36	0.83	4.33	0.80	4.40	0.80	4.41	0.77	4.39	0.79
47. Score, grade, record, feedback on quizzes, tests	4.38	0.85	4.32	0.76	4.31	0.83	4.39	0.80	4.38	0.76	4.38	0.79
48. Evaluate student language skills	3.73	0.91	3.87	1.04	3.87	1.03	3.84	1.03	3.84	1.03	3.89	1.01
49. Evaluate student critical thinking skills	3.84	1.04	3.97	0.97	3.91	0.92	3.95	0.96	3.97	0.92	4.01	0.88
50. Establish and maintain student records	4.35	0.90	4.28	0.85	4.13	0.91	4.24	0.92	4.14	0.88	4.14	0.93
51. Prepare/interpret report cards, progress reports	4.30	1.02	4.21	0.86	4.17	0.87	4.27	0.86	4.21	0.86	4.18	0.88
52. Identify individual strengths and needs	4.11	0.84	4.10	0.87	4.08	0.87	4.11	0.90	4.05	0.85	4.06	0.87
53. Analyze test scores to assess instr. effectiveness	3.94	1.01	4.04	0.91	3.91	0.94	3.87	0.98	3.91	0.91	3.93	0.91
54. Administer and monitor standardized tests	2.60	1.22	2.78	1.26	2.84	1.22	2.89	1.21	2.85	1.20	2.97	1.23
55. Monitor student responses to instruction	4.13	0.81	4.01	0.92	3.90	0.99	3.87	1.02	3.78	1.01	3.70	1.01
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES												
56. Communicate school rules and procedures	3.89	1.13	4.03	1.04	3.95	1.00	3.99	1.02	3.96	1.02	3.89	1.03
57. Identify and refer health, emotional problems	3.85	1.16	4.11	0.93	4.00	0.95	3.97	0.95	3.94	0.98	3.86	1.03
58. Communicate with students/parents/school about student welfare	3.94	1.01	4.23	0.91	4.08	0.91	4.04	0.91	4.00	0.96	3.92	0.98

	1-2 yrs		3-5 yrs		6-10 yrs		11-15 yrs		16-20 yrs		20+ yrs	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=46		N=201		N=420		N=648		N=726		N=936	
59. Prepare reports or letters	3.32	1.21	3.27	1.14	3.16	1.10	3.02	1.13	3.00	1.06	2.99	1.08
60. Select, etc. students with special assignments	2.84	1.19	2.73	1.17	2.66	1.07	2.62	1.12	2.59	1.06	2.64	1.06
61. Ensure compliance with safety rules	4.07	1.06	3.87	1.25	3.84	1.15	3.85	1.24	3.80	1.22	3.78	1.20
62. Escort and supervise assemblies, cafeterias, etc.	3.57	1.25	3.58	1.24	3.59	1.14	3.58	1.17	3.57	1.14	3.57	1.13
63. Monitor student behavior outside classroom	3.56	1.37	3.58	1.16	3.59	1.14	3.57	1.18	3.60	1.15	3.59	1.11
64. Take inventory, complete reports, maintain records	3.38	1.27	3.33	1.22	3.15	1.15	3.14	1.19	3.11	1.21	3.18	1.16
65. Distribute and collect books, materials, equipment	3.20	1.13	3.36	1.20	3.25	1.11	3.33	1.14	3.20	1.16	3.30	1.15
66. Participate in orders for instructional materials	3.43	1.26	3.59	1.16	3.50	1.12	3.50	1.11	3.45	1.12	3.45	1.09
67. Request additional supplies as needed	3.36	1.21	3.53	1.15	3.36	1.12	3.39	1.12	3.29	1.12	3.38	1.08
68. Assess comfort and safety of classroom, school	3.33	1.26	3.42	1.21	3.30	1.18	3.36	1.16	3.38	1.17	3.41	1.16
69. Report acts of vandalism	3.50	1.17	3.52	1.25	3.32	1.21	3.38	1.22	3.30	1.23	3.38	1.20
70. Assume responsibility for money	2.83	1.32	2.95	1.34	2.69	1.21	2.75	1.25	2.66	1.25	2.66	1.27
VI. ADDITIONAL PROFESSIONAL ACTIVITIES												
71. Collaborate with colleagues on school routines	3.40	1.22	3.60	1.11	3.56	1.09	3.52	1.11	3.52	1.12	3.50	1.05
72. Serve on school and/or district-wide committees	2.83	1.30	2.98	1.15	2.97	1.10	3.03	1.10	3.11	1.14	3.17	1.06
73. Supervise or guide other adults in the classroom	2.79	0.90	2.91	1.18	2.89	1.17	2.81	1.18	2.91	1.17	2.80	1.12
74. Assist beginning teachers	2.92	1.24	3.08	1.43	3.31	1.31	3.24	1.38	3.29	1.32	3.18	1.31
75. Supervise extracurricular activities	3.39	1.14	2.94	1.27	2.94	1.18	2.92	1.17	3.00	1.17	2.89	1.11
76. Plan for and attend after-school activities	3.76	1.02	3.40	1.15	3.44	1.11	3.37	1.17	3.44	1.13	3.34	1.12
77. Keep up with developments in education, specialty	3.89	0.98	3.98	1.09	3.93	1.04	3.97	1.00	3.98	0.99	3.94	0.95

Mean Ratings of Importance for Newly Licensed Teacher's Job by Teaching Assignment

G16

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ALL SUBJ	SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=271		N=230		N=563		N=422		N=322		N=348		N=96		N=89		N=207	
i.																		
1.	4.18	0.93	4.23	0.73	4.28	0.90	4.21	0.93	4.20	0.90	4.17	0.92	4.39	0.76	4.31	0.76	4.35	0.83
2.	4.40	0.84	4.44	0.70	4.40	0.82	4.39	0.81	4.37	0.84	4.32	0.85	4.48	0.72	4.24	0.93	4.29	0.93
3.	3.35	1.16	3.76	1.04	3.34	1.08	3.12	1.12	2.99	1.06	3.15	1.01	2.98	0.97	2.98	1.00	2.94	1.12
4.	3.93	1.03	3.91	0.97	3.97	1.01	3.85	1.02	3.85	1.05	3.89	0.89	3.85	1.00	3.89	1.03	3.81	1.07
5.	3.78	1.11	3.74	1.03	3.97	0.99	3.74	1.04	3.70	1.03	3.74	0.98	3.68	1.09	3.71	1.10	3.89	1.09
6.	3.43	1.14	3.84	1.03	3.61	1.09	3.41	1.13	3.11	1.13	3.33	1.05	3.29	1.14	3.16	1.20	3.45	1.11
7.	4.62	0.59	4.36	0.80	4.48	0.84	4.39	0.84	4.37	0.85	4.37	0.81	4.45	0.76	4.37	0.73	4.48	0.74
8.	3.81	1.04	4.40	0.77	3.82	0.99	3.74	0.93	3.52	1.08	3.66	1.00	3.63	0.95	3.61	1.01	3.55	1.11
9.	4.24	0.86	4.31	0.78	4.29	0.83	4.13	0.85	4.38	0.78	4.29	0.82	4.26	0.86	4.13	0.88	4.06	0.91
10.	2.87	1.33	2.84	1.14	2.93	1.21	2.82	1.10	3.13	1.21	2.94	1.11	4.06	0.98	4.42	0.92	3.63	1.23
11.	3.75	1.13	3.36	1.13	3.63	1.24	3.49	1.15	4.24	0.91	3.56	1.19	4.51	0.72	4.23	0.92	4.35	0.85
12.	3.75	1.07	3.01	1.01	4.10	0.98	3.86	1.03	4.07	0.99	4.09	0.95	4.21	0.75	4.23	0.80	4.01	1.03
13.	4.01	0.86	3.93	0.96	3.90	1.02	3.90	0.95	4.01	0.87	3.99	0.89	4.12	0.86	4.17	0.84	3.89	0.98
14.	4.22	0.94	4.11	1.06	4.24	0.94	4.09	1.00	4.19	0.88	4.12	0.95	4.52	0.71	4.34	0.81	4.35	0.87
ii.																		
15.	4.74	0.60	4.60	0.67	4.73	0.60	4.70	0.61	4.69	0.59	4.67	0.60	4.66	0.63	4.72	0.52	4.75	0.56
16.	4.73	0.55	4.65	0.64	4.75	0.53	4.71	0.56	4.64	0.62	4.69	0.57	4.68	0.60	4.62	0.65	4.68	0.62
17.	4.31	0.90	4.20	0.92	4.28	0.92	4.24	0.89	4.17	0.89	4.22	0.90	4.23	0.88	4.28	0.88	4.30	0.86
18.	4.77	0.57	4.68	0.58	4.81	0.45	4.74	0.54	4.67	0.55	4.76	0.52	4.74	0.53	4.74	0.51	4.75	0.58
19.	4.78	0.54	4.82	0.42	4.79	0.44	4.74	0.54	4.68	0.55	4.74	0.52	4.73	0.57	4.66	0.54	4.81	0.43
20.	4.68	0.74	4.70	0.60	4.72	0.55	4.70	0.61	4.65	0.58	4.68	0.57	4.71	0.61	4.65	0.67	4.69	0.62
21.	4.13	0.99	4.05	0.86	4.19	0.82	4.29	0.86	4.15	0.95	4.19	0.92	4.27	0.88	4.27	0.83	4.17	0.92
22.	4.74	0.48	4.75	0.50	4.78	0.49	4.74	0.51	4.70	0.52	4.70	0.54	4.65	0.65	4.68	0.57	4.69	0.53

	ALL SUBJ		SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE							
	N=145	S.D.	N=271	S.D.	N=230	Mean	S.D.	N=583	Mean	S.D.	N=422	Mean	S.D.	N=348	Mean	S.D.	N=96	Mean	S.D.	N=89	Mean	S.D.	N=207	Mean	S.D.	
III.																										
23.	3.77	1.00	4.19	0.92	3.70	1.08	3.66	1.03	3.54	1.09	3.43	1.03	3.42	1.05	3.60	1.10	3.52	0.87	3.64	1.00						
24.	4.22	0.86	4.18	0.88	4.26	0.81	4.31	0.83	4.10	0.85	4.21	0.85	4.28	0.80	4.23	0.88	4.16	0.85	4.23	0.88						
25.	4.44	0.70	4.55	0.85	4.49	0.75	4.52	0.70	4.43	0.71	4.47	0.71	4.51	0.66	4.52	0.71	4.21	0.79	4.41	0.76						
26.	4.25	0.82	4.60	0.87	4.17	0.92	4.23	0.87	4.20	0.81	4.07	0.92	4.10	0.87	4.04	0.84	4.13	0.87	4.02	0.88						
27.	4.24	0.76	4.66	0.59	4.27	0.82	4.21	0.82	4.34	0.75	4.03	0.82	4.10	0.82	4.23	0.82	4.32	0.81	4.03	0.86						
28.	3.97	0.89	4.29	0.82	3.66	1.17	4.42	0.80	3.57	1.07	3.70	1.02	3.99	0.90	3.55	1.04	3.54	1.03	3.61	1.04						
29.	4.33	0.74	4.29	0.80	4.21	0.93	4.50	0.73	4.33	0.74	4.43	0.74	4.47	0.66	4.10	0.86	3.95	1.00	3.97	0.96						
30.	4.46	0.68	4.52	0.69	4.38	0.79	4.62	0.60	4.52	0.65	4.57	0.61	4.51	0.65	4.41	0.75	4.27	0.88	4.27	0.79						
31.	3.66	1.08	3.60	1.08	3.58	1.11	3.88	0.96	3.19	1.13	3.34	1.10	3.95	0.94	3.49	1.05	3.16	1.15	3.44	1.10						
32.	4.31	0.82	4.40	0.75	4.64	0.61	4.55	0.64	4.33	0.78	4.25	0.77	4.27	0.77	4.67	0.53	4.60	0.59	4.38	0.75						
33.	4.28	0.84	4.29	0.79	4.07	0.99	4.38	0.74	4.24	0.81	4.34	0.77	4.36	0.75	4.31	0.79	4.34	0.78	4.20	0.76						
34.	3.88	1.00	3.95	0.89	4.03	1.15	3.97	0.97	3.40	1.14	3.68	1.09	3.85	0.98	3.93	1.04	3.98	1.10	3.76	1.00						
35.	3.97	0.90	3.91	0.89	4.60	0.77	3.74	1.04	3.72	0.96	4.55	0.65	3.67	0.95	4.68	0.57	4.74	0.53	4.28	0.89						
36.	3.97	0.80	3.89	0.90	4.11	0.98	3.89	0.88	4.10	0.81	4.18	0.83	4.01	0.86	4.40	0.72	4.37	0.75	4.25	0.78						
37.	3.99	0.92	4.02	0.91	3.62	1.06	4.01	0.90	3.63	1.02	3.77	1.04	3.85	0.91	3.94	1.02	3.40	1.13	3.89	0.99						
38.	3.50	1.00	3.49	1.05	3.15	1.10	3.58	1.03	3.36	1.09	3.30	1.04	3.35	0.92	3.24	1.07	3.31	1.10	3.41	1.00						
39.	3.31	1.00	3.54	1.01	2.98	1.07	3.37	1.09	3.09	1.07	3.07	1.06	3.34	1.00	3.40	1.16	2.93	1.11	3.96	0.95						
40.	3.94	0.80	3.82	0.86	3.63	1.11	3.74	0.96	3.60	1.06	3.93	0.89	4.03	0.82	3.87	0.96	3.89	1.02	3.73	1.07						
41.	3.25	0.97	3.45	1.03	2.92	1.06	3.14	1.03	3.14	1.05	3.22	1.03	3.11	0.99	3.13	0.94	3.87	0.96	3.03	1.10						
42.	3.36	0.95	3.21	1.12	3.22	1.02	3.02	1.03	2.70	1.01	3.23	1.03	3.18	0.98	3.28	1.02	3.01	1.15	3.13	0.99						
43.	3.49	0.91	3.19	1.05	3.04	1.16	3.38	1.04	2.79	1.01	3.38	0.98	3.44	0.90	2.92	1.03	2.94	1.09	2.98	1.05						
IV.																										
44.	4.33	0.72	4.23	0.80	4.10	0.90	4.38	0.72	4.42	0.70	4.32	0.70	4.33	0.71	4.12	0.82	4.17	0.85	4.16	0.80						
45.	4.18	0.79	3.94	0.89	4.08	0.88	4.19	0.82	4.29	0.72	4.15	0.73	4.19	0.77	4.00	0.85	4.16	0.82	4.10	0.84						

	ALL SUBJ		SPEC ED		ARTS		LANGUAGE		MATH		SCIENCE		SOC SCI		HOME EC		BUS/VOC		HLTH/PE		
	N=145	S.D.	N=271	S.D.	N=230	S.D.	N=563	S.D.	N=422	S.D.	N=322	S.D.	N=348	S.D.	N=86	S.D.	N=89	S.D.	N=207	S.D.	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
46.	4.43	0.76	4.32	0.85	4.07	1.10	4.49	0.69	4.50	0.66	4.40	0.70	4.50	0.66	4.10	0.88	4.31	0.77	4.15	0.95	
47.	4.38	0.73	4.34	0.79	4.05	1.12	4.43	0.75	4.57	0.62	4.35	0.71	4.42	0.69	4.08	0.96	4.26	0.87	4.23	0.85	
48.	4.05	0.87	4.03	0.98	3.46	1.17	4.46	0.74	3.42	1.06	3.56	0.98	3.92	0.89	3.36	0.96	3.39	1.10	3.58	1.00	
49.	3.96	0.88	3.86	0.98	3.71	1.13	4.18	0.85	3.99	0.83	3.97	0.88	4.02	0.81	3.82	0.93	3.85	0.88	3.68	0.98	
50.	4.08	0.96	4.20	0.88	4.13	0.88	4.23	0.93	4.29	0.86	4.09	0.92	4.08	0.92	3.91	0.99	4.09	0.92	4.31	0.82	
51.	4.07	0.97	4.20	0.84	4.19	0.84	4.26	0.85	4.31	0.84	4.13	0.90	4.18	0.84	4.09	0.92	4.06	0.92	4.37	0.79	
52.	4.09	0.85	4.42	0.75	4.08	0.87	4.22	0.83	4.14	0.82	3.80	0.97	3.94	0.85	3.74	0.88	3.78	0.95	3.97	0.87	
53.	3.93	0.89	4.01	0.94	3.78	1.03	4.01	0.91	4.03	0.87	3.51	0.97	3.89	0.91	3.65	0.95	3.67	1.03	3.79	0.96	
54.	2.95	1.32	3.10	1.21	2.75	1.24	2.97	1.21	2.86	1.19	2.64	1.18	2.83	1.21	2.55	1.16	2.69	1.18	2.98	1.21	
55.	3.74	1.00	3.94	0.99	3.79	1.07	3.92	0.96	3.85	0.98	3.71	0.99	3.73	1.01	3.76	0.88	3.56	1.15	3.71	1.06	
V.																					
56.	3.99	1.00	3.97	1.01	3.99	1.07	3.96	1.02	3.93	1.03	3.83	1.07	3.94	1.01	3.73	1.06	3.77	1.05	4.19	0.80	
57.	4.03	0.89	4.15	0.91	3.85	0.99	4.00	0.96	3.84	0.99	3.82	1.09	3.92	0.96	3.75	1.08	3.70	1.17	4.18	0.91	
58.	4.15	0.88	4.22	0.88	3.89	0.91	4.07	0.94	3.95	0.97	3.92	1.04	3.98	0.92	3.85	0.98	3.70	1.10	4.12	0.91	
59.	3.14	1.21	3.36	1.14	3.13	1.14	3.00	1.08	2.97	1.11	3.04	1.05	2.97	1.03	2.85	1.10	2.94	1.01	3.16	1.01	
60.	2.60	1.13	2.78	1.15	2.70	1.09	2.67	1.09	2.62	1.07	2.55	1.07	2.59	1.03	2.39	1.00	2.79	1.09	2.75	1.10	
61.	3.67	1.35	3.40	1.27	4.06	1.09	3.49	1.25	3.65	1.18	4.35	0.86	3.35	1.22	4.66	0.59	4.77	0.65	4.44	0.83	
62.	3.61	1.14	3.45	1.16	3.77	1.18	3.45	1.14	3.50	1.16	3.64	1.12	3.53	1.13	3.61	1.14	3.87	1.09	3.95	1.04	
63.	3.63	1.09	3.40	1.16	3.62	1.20	3.58	1.14	3.61	1.12	3.56	1.10	3.63	1.13	3.52	1.21	3.71	1.17	3.86	1.10	
64.	3.02	1.13	3.00	1.13	3.69	1.13	2.98	1.17	3.02	1.16	3.19	1.16	2.99	1.20	3.23	1.15	3.61	1.08	3.76	1.06	
65.	3.08	1.15	3.04	1.18	3.70	1.10	3.20	1.15	3.18	1.18	3.36	1.06	3.01	1.18	3.45	1.09	3.68	0.93	3.73	0.94	
66.	3.37	1.07	3.57	1.06	4.01	1.05	3.26	1.15	3.29	1.12	3.47	1.07	3.33	1.08	3.73	1.10	3.91	1.00	3.70	0.99	
67.	3.26	1.19	3.33	1.08	3.84	1.05	3.17	1.13	3.24	1.10	3.39	1.06	3.18	1.07	3.58	1.12	3.97	0.87	3.58	1.07	
68.	3.43	1.20	3.04	1.20	3.60	1.18	3.29	1.21	3.28	1.19	3.45	1.14	3.17	1.13	3.64	0.94	3.77	1.00	3.77	1.07	
69.	3.28	1.24	3.19	1.21	3.60	1.20	3.22	1.24	3.31	1.25	3.40	1.22	3.27	1.17	3.53	1.09	3.70	1.12	3.77	1.06	
70.	2.52	1.27	2.68	1.19	3.27	1.30	2.69	1.31	2.53	1.17	2.57	1.17	2.57	1.22	3.02	1.32	3.11	1.22	2.98	1.26	

VI.	ALL SUBJ N=145	SPEC ED N=271		ARTS N=230		LANGUAGE N=563		MATH N=422		SCIENCE N=322		SOC SCI N=348		HOME EC N=96		BUS/VOC N=89		HLTH/PE N=207		
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
71.	3.15	1.08	3.29	1.14	3.59	1.06	3.62	1.09	3.48	1.11	3.54	1.08	3.46	1.10	3.49	1.03	3.42	1.04	3.63	1.00
72.	3.04	1.12	3.00	1.04	3.17	1.13	3.03	1.14	3.01	1.12	3.04	1.13	3.18	1.06	3.14	1.06	3.33	1.05	3.22	1.14
73.	2.96	1.18	3.42	1.14	2.82	1.13	2.72	1.13	2.72	1.12	2.77	1.12	2.66	1.07	2.94	1.05	2.67	1.17	2.76	1.12
74.	3.08	1.44	3.24	1.27	3.38	1.37	3.11	1.32	3.41	1.27	3.28	1.42	3.11	1.35	2.69	1.24	3.18	1.36	3.36	1.30
75.	2.76	1.05	2.82	1.12	3.00	1.22	2.86	1.11	2.88	1.13	2.83	1.17	3.06	1.12	2.67	1.18	3.03	1.23	3.65	1.06
76.	3.33	1.11	3.21	1.17	3.71	1.03	3.36	1.13	3.42	1.14	3.32	1.12	3.30	1.12	3.31	1.18	3.50	1.12	3.65	1.10
77.	3.85	1.01	3.96	0.96	4.25	0.84	3.96	1.03	3.87	1.01	4.00	0.95	3.83	1.01	3.88	1.01	3.87	1.02	4.05	0.97

Mean Ratings of Importance for Newly Licensed Teacher's Job by School Setting

G21

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	URBAN		SUBURBAN		RURAL	
	N=887		N=1168		N=856	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION						
1. Organize instr. program into specific objectives	4.32	0.85	4.24	0.90	4.26	0.86
2. Select instructional content, resources, methods	4.43	0.79	4.36	0.86	4.37	0.81
3. Review and/or monitor school records	3.30	1.09	3.14	1.09	3.18	1.10
4. Review basic texts, study guides, workbooks, etc.	3.98	0.99	3.83	1.05	3.87	1.01
5. Review/communicate plans with instructional leaders	3.83	0.99	3.82	1.05	3.71	1.05
6. Prepare pretests, pre-instructional activities	3.59	1.10	3.37	1.15	3.40	1.10
7. Prepare written lesson plans	4.49	0.75	4.38	0.85	4.39	0.81
8. Design alternatives to remedy learning deficiencies	3.86	0.96	3.67	1.07	3.78	1.00
9. Select a variety of teaching techniques	4.28	0.86	4.22	0.84	4.21	0.86
10. Prepare and check machines and equipment	3.21	1.19	3.12	1.28	3.10	1.21
11. Prepare materials for use in lessons	3.81	1.16	3.74	1.20	3.81	1.10
12. Prepare, write or outline instructional materials	3.99	1.01	4.02	0.99	3.94	0.99
13. Obtain/prepare instructional aids	3.97	0.97	3.94	0.94	3.94	0.94
14. Organize and prepare classroom for instruction	4.26	0.93	4.20	0.95	4.17	0.93
II. MANAGING THE CLASSROOM						
15. Establish classroom rules and procedures	4.71	0.56	4.70	0.61	4.67	0.63
16. Establish, communicate standards of behavior	4.72	0.56	4.69	0.58	4.64	0.64
17. Monitor students' behavior as they enter and leave	4.35	0.86	4.18	0.93	4.18	0.90
18. Monitor students' classroom behavior	4.77	0.50	4.77	0.50	4.68	0.60
19. Encourage desired student behavior	4.78	0.47	4.76	0.51	4.73	0.52
20. Discourage undesirable student behavior	4.72	0.57	4.70	0.58	4.65	0.62
21. Seek admin. support when students interfere	4.23	0.92	4.18	0.90	4.16	0.95
22. Manage time to maintain on-task behavior	4.74	0.53	4.73	0.52	4.71	0.53
III. IMPLEMENTING INSTRUCTION						
23. Group students to meet instructional needs	3.71	1.05	3.63	1.05	3.60	1.05
24. Provide overview of lessons and expected outcomes	4.28	0.81	4.23	0.84	4.17	0.89
25. Use motivational techniques and activities	4.52	0.69	4.47	0.71	4.43	0.72
26. Modify instruction to suit the needs of groups	4.26	0.84	4.16	0.88	4.19	0.88
27. Provide individual assistance/instruction	4.29	0.79	4.18	0.83	4.27	0.78
28. Recognize/correct English language skills problems	4.01	0.98	3.89	1.04	3.91	1.00
29. Encourage a variety of critical thinking skills	4.36	0.82	4.34	0.80	4.33	0.79

	URBAN		SUBURBAN		RURAL	
	N=887		N=1168		N=856	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	4.54	0.67	4.50	0.69	4.46	0.68
31. Enc. opportunities that promote multicultural understanding	3.71	1.08	3.52	1.10	3.54	1.06
32. Provide opportunities to apply learning	4.45	0.74	4.43	0.71	4.38	0.75
33. Summarize lessons and provide feedback on content	4.34	0.79	4.25	0.82	4.29	0.76
34. Display student work to enhance learning	3.90	1.07	3.78	1.05	3.78	1.06
Use a variety of approaches, including:						
35. laboratory or "hands-on" instruction	4.08	0.98	4.04	0.97	4.04	0.97
36. presentations	4.09	0.86	4.06	0.87	4.07	0.86
37. group interaction techniques	3.89	0.96	3.83	1.01	3.84	0.98
38. peer instruction	3.43	1.07	3.39	1.03	3.40	1.04
39. games, simulations, and role playing	3.40	1.09	3.27	1.09	3.28	1.05
40. visual aids	3.82	1.00	3.77	0.96	3.79	0.96
41. educational technology	3.27	1.04	3.12	1.05	3.18	1.05
42. community resources	3.21	1.05	3.00	1.02	3.09	1.04
43. independent study	3.28	1.05	3.18	1.06	3.19	1.02
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS						
44. Plan and prepare for evaluation of student needs	4.34	0.78	4.29	0.76	4.24	0.75
45. Administer quizzes, tests, and student exercises	4.19	0.81	4.12	0.83	4.13	0.80
46. Assign, receive, correct, grade assignments	4.44	0.78	4.37	0.81	4.34	0.79
47. Score, grade, record, feedback on quizzes, tests	4.41	0.78	4.35	0.81	4.35	0.79
48. Evaluate student language skills	3.97	0.99	3.82	1.06	3.81	1.00
49. Evaluate student critical thinking skills	4.02	0.93	3.95	0.94	3.95	0.91
50. Establish and maintain student records	4.25	0.90	4.15	0.91	4.13	0.91
51. Prepare/interpret report cards, progress reports	4.30	0.83	4.19	0.88	4.16	0.88
52. Identify individual strengths and needs	4.14	0.87	4.00	0.89	4.09	0.85
53. Analyze test scores to assess instr. effectiveness	3.96	0.92	3.83	0.96	3.98	0.90
54. Administer and monitor standardized tests	2.99	1.23	2.75	1.21	2.93	1.20
55. Monitor student responses to instruction	3.85	0.98	3.81	1.00	3.76	1.04
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES						
56. Communicate school rules and procedures	4.02	0.99	3.90	1.03	3.92	1.05
57. Identify and refer health, emotional problems	3.93	1.01	3.94	0.99	3.94	0.97
58. Communicate with students/parents/school about student welfare	4.03	0.93	3.99	0.97	4.00	0.95
59. Prepare reports or letters	3.10	1.09	3.00	1.13	3.05	1.06

	URBAN		SUBURBAN		RURAL	
	N=887		N=1168		N=856	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
60. Select, etc. students with special assignments	2.69	1.08	2.56	1.09	2.67	1.09
61. Ensure compliance with safety rules	3.86	1.20	3.80	1.25	3.79	1.18
62. Escort and supervise assemblies, cafeteria, etc.	3.70	1.13	3.49	1.17	3.56	1.15
63. Monitor student behavior outside classroom	3.67	1.12	3.52	1.17	3.57	1.15
64. Take inventory, complete reports, maintain records	3.31	1.18	3.08	1.19	3.12	1.16
65. Distribute and collect books, materials, equipment	3.45	1.14	3.23	1.16	3.16	1.12
66. Participate in orders for instructional materials	3.50	1.12	3.43	1.13	3.50	1.10
67. Request additional supplies as needed	3.44	1.11	3.31	1.11	3.36	1.12
68. Assess comfort and safety of classroom, school	3.44	1.15	3.30	1.19	3.39	1.18
69. Report acts of vandalism	3.41	1.22	3.29	1.22	3.40	1.21
70. Assume responsibility for money	2.78	1.27	2.66	1.27	2.67	1.23
VI. ADDITIONAL PROFESSIONAL ACTIVITIES						
71. Collaborate with colleagues on school routines	3.56	1.09	3.50	1.09	3.49	1.09
72. Serve on school and/or district-wide committees	3.12	1.11	3.03	1.11	3.13	1.11
73. Supervise or guide other adults in the classroom	2.86	1.21	2.74	1.11	2.95	1.13
74. Assist beginning teachers	3.26	1.34	3.18	1.35	3.23	1.34
75. Supervise extracurricular activities	2.96	1.18	2.92	1.14	2.96	1.17
76. Plan for and attend after-school activities	3.44	1.14	3.37	1.14	3.38	1.12
77. Keep up with developments in education, specialty	4.02	0.96	3.90	1.03	3.97	0.97

Mean Ratings of Importance for Newly Licensed Teacher's Job by Class Size

G25

200

Mean Ratings of Importance for Newly Licensed Teacher's Job by Region

G30

201

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	N=181		N=182		N=252		N=746		N=1040		N=353		N=3012	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION														
1. Organize instructional program into specific objectives	4.31	0.81	4.40	0.72	4.27	0.82	4.25	0.85	4.25	0.92	4.24	0.93	4.34	0.83
2. Select instructional content, resources, methods	4.41	0.69	4.46	0.72	4.33	0.84	4.38	0.84	4.40	0.84	4.35	0.87	4.41	0.81
3. Review and/or monitor school records	3.55	1.04	3.69	1.10	3.28	1.11	3.13	1.06	3.13	1.07	3.18	1.13	3.02	1.10
4. Review basic texts, study guides, workbooks, etc.	3.87	0.95	4.01	0.95	3.92	1.03	3.89	1.01	3.87	1.03	3.88	1.07	3.89	1.03
5. Review/communicate plans with instructional leaders	3.66	1.07	3.81	0.96	3.74	1.00	3.82	1.02	3.80	1.02	3.82	1.10	3.89	0.99
6. Prepare pretests, pre-instructional activities	3.84	1.06	3.81	1.57	3.49	1.08	3.33	1.07	3.36	1.14	3.49	1.15	3.56	1.19
7. Prepare written lesson plans	4.29	0.84	4.40	0.78	4.10	0.80	4.42	0.80	4.44	0.81	4.44	0.80	4.38	0.88
8. Design alternatives to remedy learning deficiencies	4.31	0.82	4.29	0.83	3.13	0.97	3.61	1.01	3.69	1.01	3.74	1.05	3.65	1.09
9. Select a variety of teaching techniques	4.27	0.83	4.27	0.77	4.13	0.84	4.21	0.86	4.25	0.85	4.21	0.89	4.04	0.91
10. Prepare and check machines and equipment	2.87	1.21	3.09	1.25	3.29	1.19	3.16	1.22	3.11	1.21	3.14	1.31	3.41	1.24
11. Prepare materials for use in lessons	3.37	1.16	3.57	1.25	3.98	1.02	3.79	1.16	3.78	1.17	3.88	1.15	4.01	1.00
12. Prepare, write or outline instructional materials	3.78	1.02	3.96	0.91	4.02	0.96	4.02	0.98	4.02	1.00	4.04	1.02	3.74	1.09
13. Obtain/prepare instructional aids	3.82	1.00	4.01	0.89	3.97	0.97	3.95	0.92	3.94	0.96	4.06	0.98	3.81	0.93
14. Organize and prepare classroom for instruction	4.03	1.10	4.21	0.96	4.27	0.88	4.19	0.93	4.19	0.96	4.33	0.88	4.28	0.81
II. MANAGING THE CLASSROOM														
15. Establish classroom rules and procedures	4.52	0.79	4.70	0.53	4.72	0.63	4.87	0.62	4.72	0.56	4.72	0.59	4.73	0.63
16. Establish, communicate standards of behavior	4.57	0.71	4.69	0.60	4.66	0.57	4.68	0.61	4.71	0.56	4.71	0.58	4.66	0.64
17. Monitor students' behavior as they enter and leave	4.04	0.99	4.33	0.87	4.24	0.87	4.24	0.88	4.23	0.91	4.31	0.92	4.17	0.94
18. Monitor students' classroom behavior	4.66	0.66	4.75	0.54	4.71	0.56	4.73	0.53	4.77	0.52	4.80	0.47	4.68	0.58
19. Encourage desired student behavior	4.75	0.49	4.82	0.41	4.72	0.51	4.74	0.51	4.77	0.50	4.78	0.49	4.72	0.53

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	N=181		N=182		N=252		N=746		N=1040		N=353		N=3012	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
20. Discourage undesirable student behavior	4.65	0.61	4.73	0.59	4.66	0.66	4.67	0.59	4.70	0.59	4.73	0.58	4.65	0.67
21. Seek admin. support when students interfere	4.06	0.98	4.16	0.97	4.13	0.91	4.14	0.94	4.27	0.88	4.18	0.95	4.15	0.87
22. Manage time to maintain on-task behavior	4.69	0.58	4.80	0.47	4.66	0.59	4.70	0.53	4.75	0.51	4.77	0.47	4.68	0.61
III. IMPLEMENTING INSTRUCTION														
23. Group students to meet instructional needs	4.09	1.00	4.12	0.92	3.73	1.05	3.48	1.02	3.54	1.07	3.64	1.08	3.84	0.96
24. Provide overview of lessons and expected outcomes	4.09	0.97	4.23	0.77	4.22	0.88	4.20	0.82	4.25	0.85	4.29	0.85	4.19	0.78
25. Use motivational techniques and activities	4.42	0.80	4.46	0.67	4.46	0.71	4.44	0.70	4.48	0.72	4.57	0.61	4.42	0.78
26. Modify instruction to suit the needs of groups	4.53	0.74	4.49	0.71	4.34	0.77	4.14	0.87	4.12	0.89	4.18	0.89	4.04	0.92
27. Provide individual assistance/instruction	4.59	0.62	4.57	0.69	4.33	0.79	4.19	0.79	4.18	0.81	4.14	0.83	4.10	0.94
28. Recognize/correct English language skills problems	4.27	0.85	4.15	0.93	3.93	1.03	3.86	1.03	3.93	1.00	3.87	1.03	3.74	1.17
29. Encourage a variety of critical thinking skills	4.25	0.83	4.27	0.81	4.35	0.79	4.33	0.80	4.39	0.75	4.35	0.81	4.08	0.88
30. Facilitate learning by variety of interactions	4.50	0.70	4.46	0.68	4.50	0.69	4.51	0.67	4.52	0.65	4.50	0.72	4.32	0.83
31. Encourage opportunities/activities that promote multicultural understanding	3.54	1.11	3.58	1.00	3.55	1.04	3.49	1.09	3.62	1.08	3.67	1.12	3.67	1.06
32. Provide opportunities to apply learning	4.37	0.79	4.35	0.74	4.52	0.64	4.41	0.72	4.38	0.76	4.44	0.73	4.55	0.69
33. Summarize lessons and provide feedback on content	4.24	0.83	4.31	0.76	4.23	0.83	4.29	0.78	4.31	0.78	4.36	0.75	4.05	0.99
34. Display student work to enhance learning	3.80	1.08	3.90	1.00	3.92	1.03	3.78	1.06	3.77	1.06	3.86	1.03	3.81	1.23
Use a variety of approaches, including:														
35. laboratory or "hands-on" instruction	3.93	1.00	3.95	1.06	4.15	0.93	4.04	0.96	4.02	0.98	4.11	0.97	4.29	0.82
36. presentations	3.82	0.95	4.03	0.83	4.01	0.91	4.08	0.83	4.12	0.83	4.13	0.89	4.02	0.82
37. group interaction techniques	3.92	1.00	3.90	0.95	3.81	1.00	3.79	0.97	3.85	1.01	3.90	0.97	3.83	0.96
38. peer instruction	3.32	1.11	3.38	1.04	3.37	1.03	3.30	1.02	3.46	1.03	3.48	1.06	3.42	1.10
39. games, simulations, and role playing	3.48	1.02	3.40	1.08	3.29	1.09	3.14	1.09	3.34	1.07	3.40	1.07	3.54	1.08

40. visual aids

41. educational technology

42. community resources

43. independent study

IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS

44. Plan and prepare for evaluation of student needs

45. Administer quizzes, tests, and student exercises

46. Assign, receive, correct, grade assignments

47. Score, grade, record, feedback on quizzes, tests

48. Evaluate student language skills

49. Evaluate student critical thinking skills

50. Establish and maintain student records

51. Prepare/interpret report cards, progress reports

52. Identify individual strengths and needs

53. Analyze test scores to assess instr. effectiveness

54. Administer and monitor standardized tests

55. Monitor student responses to instruction

V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES

56. Communicate school rules and procedures

57. Identify and refer health, emotional problems

58. Communicate with students/parents/school about welfare of student

59. Prepare reports or letters

	1-9		10-14		15-18		20-24		25-29		30-34		35 +		
	N=181		N=182		N=252		N=746		N=1040		N=353		N=3012		
Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
3.65	0.98	3.76	0.99	3.77	0.94	3.77	0.98	3.95	0.93	3.87	0.98	3.51	1.19		
3.39	1.07	3.41	1.08	3.18	1.03	3.14	1.05	3.18	1.03	3.11	1.06	3.17	1.03		
3.12	1.09	3.19	1.15	3.13	1.01	3.02	1.03	3.08	1.02	3.16	1.06	3.18	1.03		
3.09	1.07	3.13	1.00	3.22	1.05	3.19	1.03	3.25	1.03	3.34	1.07	3.17	1.09		
4.13	0.87	4.30	0.76	4.21	0.82	4.31	0.71	4.34	0.74	4.34	0.76	4.11	0.88		
3.89	0.88	4.04	0.86	4.12	0.83	4.17	0.76	4.18	0.81	4.21	0.81	4.08	0.93		
4.20	0.86	4.36	0.84	4.38	0.81	4.42	0.74	4.43	0.75	4.41	0.77	3.99	1.10		
4.21	0.84	4.34	0.82	4.39	0.75	4.37	0.75	4.41	0.77	4.37	0.81	4.16	1.02		
4.04	0.98	3.96	0.99	3.95	0.99	3.79	1.02	3.87	1.02	3.82	1.07	3.73	1.04		
3.83	0.97	3.84	1.00	4.05	0.89	3.95	0.91	4.01	0.90	3.98	0.98	3.78	0.97		
4.07	0.93	4.24	0.87	4.20	0.90	4.12	0.89	4.18	0.93	4.23	0.91	4.26	0.75		
4.11	0.89	4.15	0.90	4.19	0.90	4.20	0.85	4.22	0.87	4.31	0.82	4.23	0.85		
4.31	0.80	4.30	0.81	4.13	0.88	4.01	0.88	3.98	0.89	4.14	0.85	4.09	0.79		
3.94	0.93	4.03	0.90	3.84	0.97	3.89	0.92	3.91	0.92	3.93	0.94	3.87	0.93		
2.89	1.19	3.22	1.18	2.91	1.26	2.73	1.17	2.86	1.21	3.00	1.25	2.97	1.28		
3.84	1.02	3.96	0.91	3.69	1.06	3.80	1.00	3.78	1.01	3.90	1.00	3.76	1.03		
3.87	1.03	4.01	1.01	3.77	1.12	3.89	1.04	3.96	1.00	4.07	0.98	4.12	1.01		
4.01	0.94	3.92	1.05	3.86	0.99	3.89	1.02	3.97	0.98	4.01	0.94	3.82	0.98		
4.11	0.85	4.09	0.93	3.93	1.00	3.94	0.96	4.01	0.96	4.10	0.92	3.96	0.97		
3.25	1.15	3.21	1.10	2.89	1.07	3.00	1.07	3.02	1.08	3.03	1.17	3.16	1.06		

	1-9		10-14		15-19		20-24		25-29		30-34		35 +	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
	N=181		N=182		N=252		N=746		N=1040		N=353		N=3012	
60. Select, etc. students with special assignments	2.70	1.15	2.78	1.08	2.49	1.05	2.56	1.08	2.61	1.06	2.72	1.14	2.92	1.12
61. Ensure compliance with safety rules	3.31	1.28	3.65	1.38	4.04	1.12	3.81	1.21	3.87	1.17	3.80	1.26	3.92	1.14
62. Escort and supervise assemblies, cafeteria, etc.	3.37	1.18	3.68	1.14	3.61	1.21	3.55	1.13	3.56	1.14	3.68	1.15	3.72	1.17
63. Monitor student behavior outside classroom	3.27	1.20	3.50	1.13	3.61	1.15	3.58	1.13	3.62	1.13	3.65	1.19	3.59	1.11
64. Take inventory, complete reports, maintain records	2.84	1.17	3.18	1.15	3.18	1.17	3.10	1.17	3.13	1.17	3.32	1.24	3.65	1.19
65. Distribute and collect books, materials, equipment	2.89	1.14	3.24	1.20	3.28	1.16	3.25	1.14	3.28	1.13	3.38	1.19	3.67	1.02
66. Participate in orders for instructional materials	3.43	1.08	3.67	1.11	3.62	1.06	3.47	1.11	3.38	1.11	3.50	1.14	3.77	1.03
67. Request additional supplies as needed	3.24	1.03	3.45	1.19	3.48	1.08	3.37	1.08	3.29	1.14	3.41	1.12	3.69	1.09
68. Assess comfort and safety of classroom, school	2.95	1.14	3.34	1.18	3.41	1.17	3.35	1.17	3.38	1.16	3.49	1.21	3.70	1.05
69. Report acts of vandalism	3.05	1.20	3.41	1.24	3.40	1.21	3.31	1.23	3.34	1.20	3.47	1.23	3.78	1.10
70. Assume responsibility for money	2.41	1.21	2.73	1.22	2.69	1.26	2.66	1.24	2.64	1.22	2.81	1.41	3.27	1.32
VI. ADDITIONAL PROFESSIONAL ACTIVITIES														
71. Collaborate with colleagues on school routines	3.27	1.19	3.35	1.12	3.51	1.10	3.52	1.08	3.53	1.08	3.62	1.11	3.63	1.00
72. Serve on school and/or district-wide committees	2.88	1.06	3.12	1.07	3.11	1.11	3.11	1.10	3.07	1.11	3.16	1.15	3.28	1.04
73. Supervise or guide other adults in the classroom	3.15	1.17	3.40	1.18	2.87	1.21	2.74	1.08	2.71	1.11	2.84	1.17	2.97	1.19
74. Assist beginning teachers	3.00	1.28	3.14	1.34	3.33	1.45	3.10	1.32	3.26	1.30	3.43	1.37	3.18	1.32
75. Supervise extracurricular activities	2.69	1.19	2.79	1.04	2.91	1.15	2.95	1.15	2.91	1.17	3.06	1.22	3.19	1.14
76. Plan for and attend after-school activities	3.08	1.17	3.31	1.13	3.49	1.14	3.41	1.14	3.36	1.12	3.49	1.12	3.60	1.10
77. Keep up with developments in education, specialty	3.93	1.02	3.63	0.98	3.99	1.01	3.95	0.98	3.92	1.00	4.03	0.99	4.06	0.98

	NORTHEAST		CENTRAL		SOUTH		FAR WEST	
	N = 694		N = 837		N = 801		N = 771	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION								
1. Organize instr. program into specific objectives	4.30	0.85	4.19	0.90	4.35	0.84	4.25	0.88
2. Select instructional content, resources, methods	4.42	0.80	4.30	0.88	4.47	0.77	4.35	0.83
3. Review and/or monitor school records	3.26	1.09	3.02	1.08	3.52	1.06	3.02	1.06
4. Review basic texts, study guides, workbooks, etc.	3.88	1.05	3.83	1.06	4.07	0.93	3.76	1.02
5. Review/communicate plans with instructional leaders	3.90	1.01	3.70	1.05	3.89	0.99	3.71	1.04
6. Prepare pretests, pre-instructional activities	3.47	1.18	3.26	1.14	3.63	1.08	3.45	1.07
7. Prepare written lesson plans	4.44	0.81	4.38	0.83	4.48	0.78	4.38	0.81
8. Design alternatives to remedy learning deficiencies	3.79	1.05	3.67	1.02	3.96	0.97	3.63	1.01
9. Select a variety of teaching techniques	4.29	0.83	4.18	0.87	4.30	0.83	4.18	0.87
10. Prepare and check machines and equipment	3.15	1.27	3.05	1.23	3.25	1.19	3.09	1.23
11. Prepare materials for use in lessons	3.80	1.21	3.66	1.18	3.89	1.11	3.79	1.13
12. Prepare, write or outline instructional materials	4.00	1.01	3.94	1.00	4.11	0.94	3.90	1.02
13. Obtain/prepare instructional aids	3.98	0.97	3.85	0.99	4.09	0.87	3.86	0.96
14. Organize and prepare classroom for instruction	4.22	0.97	4.12	1.00	4.31	0.87	4.14	0.93
II. MANAGING THE CLASSROOM								
15. Establish classroom rules and procedures	4.69	0.63	4.66	0.63	4.73	0.55	4.68	0.61
16. Establish, communicate standards of behavior	4.71	0.59	4.65	0.61	4.71	0.56	4.67	0.61
17. Monitor students' behavior as they enter and leave	4.24	0.93	4.18	0.91	4.42	0.79	4.07	0.96
18. Monitor students' classroom behavior	4.75	0.55	4.73	0.53	4.79	0.48	4.71	0.56
19. Encourage desired student behavior	4.78	0.51	4.73	0.51	4.79	0.47	4.74	0.52
20. Discourage undesirable student behavior	4.69	0.62	4.67	0.61	4.75	0.53	4.65	0.64
21. Seek admin. support when students interfere	4.16	0.95	4.15	0.91	4.30	0.90	4.15	0.92
22. Manage time to maintain on-task behavior	4.73	0.55	4.69	0.55	4.78	0.47	4.72	0.53
III. IMPLEMENTING INSTRUCTION								
23. Group students to meet instructional needs	3.75	1.05	3.51	1.04	3.79	1.05	3.54	1.04
24. Provide overview of lessons and expected outcomes	4.24	0.87	4.18	0.84	4.31	0.82	4.18	0.85
25. Use motivational techniques and activities	4.51	0.70	4.42	0.76	4.53	0.67	4.43	0.69
26. Modify instruction to suit the needs of groups	4.34	0.82	4.08	0.90	4.29	0.82	4.08	0.90
27. Provide individual assistance/instruction	4.22	0.82	4.24	0.78	4.34	0.77	4.14	0.85
28. Recognize/correct English language skills problems	3.92	1.06	3.87	1.02	4.12	0.92	3.82	1.02
29. Encourage a variety of critical thinking skills	4.30	0.82	4.31	0.81	4.44	0.74	4.30	0.82

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	NORTHEAST		CENTRAL		SOUTH		FAR WEST	
	N=694		N=837		N=801		N=771	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	4.52	0.70	4.46	0.67	4.57	0.64	4.46	0.71
31. Enc. opp./act. that promote multicultural understanding	3.52	1.11	3.57	1.06	3.73	1.05	3.49	1.12
32. Provide opportunities to apply learning	4.42	0.75	4.40	0.72	4.50	0.69	4.35	0.76
33. Summarize lessons and provide feedback on content	4.30	0.80	4.22	0.82	4.43	0.75	4.21	0.80
34. Display student work to enhance learning	3.92	1.05	3.70	1.09	3.92	1.02	3.73	1.05
Use a variety of approaches, including:								
35. laboratory or "hands-on" instruction	3.98	1.04	4.07	0.97	4.07	0.95	4.05	0.95
36. presentations	3.99	0.89	4.10	0.85	4.19	0.80	3.99	0.88
37. group interaction techniques	3.76	1.05	3.86	0.97	3.87	0.97	3.89	0.94
38. peer instruction	3.36	1.09	3.28	1.01	3.53	1.04	3.45	1.00
39. games, stimulations, and role playing	3.30	1.11	3.21	1.07	3.43	1.06	3.32	1.07
40. visual aids	3.71	1.01	3.73	0.97	3.97	0.92	3.74	0.98
41. educational technology	3.15	1.04	3.18	1.03	3.26	1.07	3.15	1.03
42. community resources	3.03	1.03	3.05	1.02	3.24	1.11	3.03	0.99
43. independent study	3.20	1.07	3.11	1.02	3.36	1.05	3.21	1.01
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS								
44. Plan and prepare for evaluation of student needs	4.35	0.74	4.18	0.78	4.45	0.70	4.21	0.78
45. Administer quizzes, tests, and student exercises	4.19	0.82	4.00	0.84	4.33	0.74	4.06	0.82
46. Assign, receive, correct, grade assignments	4.43	0.83	4.31	0.83	4.53	0.67	4.28	0.82
47. Score, grade, record, feedback on quizzes, tests	4.40	0.80	4.29	0.81	4.54	0.68	4.24	0.84
48. Evaluate student language skills	3.94	1.03	3.75	1.01	4.05	0.98	3.70	1.03
49. Evaluate student critical thinking skills	4.00	0.93	3.90	0.92	4.07	0.91	3.90	0.93
50. Establish and maintain student records	4.19	0.93	4.08	0.90	4.31	0.88	4.11	0.90
51. Prepare/interpret report cards, progress reports	4.18	0.90	4.17	0.85	4.38	0.80	4.11	0.90
52. Identify individual strengths and needs	4.09	0.89	3.98	0.69	4.22	0.81	3.98	0.87
53. Analyze test scores to assess instr. effectiveness	3.91	0.97	3.78	0.92	4.05	0.91	3.90	0.89
54. Administer and monitor standardized tests	2.80	1.20	2.70	1.15	3.31	1.22	2.67	1.18
55. Monitor student responses to instruction	3.84	1.00	3.67	1.03	3.93	0.96	3.80	1.02
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES								
56. Communicate school rules and procedures	3.86	1.05	3.80	1.06	4.19	0.92	3.90	1.01
57. Identify and refer health, emotional problems	3.94	1.03	3.90	0.99	4.03	0.94	3.88	0.98
58. Communicate about student welfare	3.96	0.97	3.94	0.96	4.12	0.91	3.99	0.96

	NORTHEAST		CENTRAL		SOUTH		FAR WEST	
	N = 694		N = 837		N = 801		N = 771	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
59. Prepare reports or letters	2.96	1.11	3.05	1.08	3.17	1.13	2.99	1.08
60. Select, etc. students with special assignments	2.52	1.08	2.53	1.03	2.85	1.14	2.60	1.05
61. Ensure compliance with safety rules	3.81	1.25	3.73	1.22	3.92	1.12	3.79	1.25
62. Escort and supervise assemblies, cafeteria, etc.	3.54	1.16	3.45	1.17	3.88	1.07	3.41	1.14
63. Monitor student behavior outside classroom	3.46	1.18	3.56	1.13	3.89	1.09	3.39	1.14
64. Take inventory, complete reports, maintain records	3.05	1.20	3.07	1.15	3.42	1.16	3.07	1.18
65. Distribute and collect books, materials, equipment	3.20	1.18	3.15	1.16	3.55	1.10	3.19	1.11
66. Participate in orders for instructional materials	3.56	1.12	3.40	1.12	3.58	1.08	3.39	1.11
67. Request additional supplies as needed	3.38	1.13	3.25	1.11	3.50	1.11	3.33	1.08
68. Assess comfort and safety of classroom school	3.35	1.21	3.24	1.18	3.59	1.10	3.32	1.17
69. Report acts of vandalism	3.33	1.24	3.28	1.21	3.54	1.18	3.28	1.21
70. Assume responsibility for money	2.61	1.27	2.57	1.18	2.99	1.30	2.60	1.26
VI. ADDITIONAL PROFESSIONAL ACTIVITIES								
71. Collaborate with colleagues on school routines	3.56	1.09	3.43	1.11	3.65	1.09	3.45	1.06
72. Serve on school and/or district-wide committees	3.02	1.11	3.08	1.05	3.20	1.13	3.06	1.12
73. Supervise or guide other adults in the classroom	2.82	1.14	2.80	1.15	3.03	1.19	2.73	1.11
74. Assist beginning teachers	3.18	1.39	3.19	1.34	3.33	1.31	3.14	1.31
75. Supervise extracurricular activities	2.86	1.16	2.99	1.15	3.00	1.18	2.89	1.14
76. Plan for and attend after-school activities	3.41	1.17	3.34	1.11	3.49	1.13	3.33	1.11
77. Keep up with developments in education, specialty	3.97	0.99	3.96	0.95	3.97	1.01	3.92	1.03

Appendix H

States Within Each of the Four NASDTEC Geographic Regions

H1

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FAR WEST

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana

New Mexico
Nevada
Oregon
Utah
Washington
Wyoming

SOUTHERN

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi

North Carolina
South Carolina
Tennessee
Texas
Virginia
West Virginia

CENTRAL

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri

Nebraska
North Dakota
Ohio
Oklahoma
South Dakota
Wisconsin

NORTHEAST

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts

New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

H2

APPENDIX I

Mean Ratings of Importance for Your Job

	PRIMARY TEACHER RESPONDENTS		SUPPLEMENTARY TEACHER RESPONDENTS	
	N=3178		N=124	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Organize instr. program into specific objectives	4.08	0.85	4.28	0.74
2. Select instructional content, resources, methods	4.35	0.76	4.49	0.63
3. Review and/or monitor school records	3.07	1.07	3.50	1.03
4. Review basic texts, study guides, workbooks, etc.	3.65	1.00	4.13	0.91
5. Review/communicate plans with instructional leaders	3.38	1.09	3.79	0.95
6. Prepare pretests, pre-instructional activities	3.28	1.11	3.76	1.01
7. Prepare written lesson plans	3.88	1.09	4.30	0.90
8. Design alternatives to remedy learning deficiencies	3.67	1.04	4.16	0.77
9. Select a variety of teaching techniques	4.14	0.91	4.42	0.73
10. Prepare and check machines and equipment	3.04	1.27	3.48	1.17
11. Prepare materials for use in lessons	3.69	1.19	3.79	1.07
12. Prepare, write or outline instructional materials	3.79	1.05	3.94	0.93
13. Obtain/prepare instructional aids	3.77	1.00	4.15	0.83
14. Organize and prepare classroom for instruction	4.02	1.02	4.41	0.78
II. MANAGING THE CLASSROOM				
15. Establish classroom rules and procedures	4.51	0.73	4.65	0.61
16. Establish, communicate standards of behavior	4.61	0.66	4.67	0.59
17. Monitor students' behavior as they enter and leave	4.07	0.98	4.36	0.78
18. Monitor students' classroom behavior	4.66	0.59	4.75	0.50
19. Encourage desired student behavior	4.71	0.55	4.79	0.43
20. Discourage undesirable student behavior	4.58	0.70	4.66	0.60
21. Seek admin. support when students interfere	3.61	1.16	3.83	0.95
22. Manage time to maintain on-task behavior	4.63	0.61	4.68	0.55
III. IMPLEMENTING INSTRUCTION				
23. Group students to meet instructional needs	3.56	1.10	3.97	0.91
24. Provide overview of lessons and expected outcomes	4.12	0.90	4.25	0.86
25. Use motivational techniques and activities	4.40	0.76	4.54	0.69
26. Modify instruction to suit the needs of groups	4.12	0.90	4.31	0.81
27. Provide individual assistance/instruction	4.23	0.84	4.37	0.80
28. Recognize/correct English language skills problems	3.90	1.05	4.26	0.84
29. Encourage a variety of critical thinking skills	4.34	0.82	4.43	0.72

	PRIMARY TEACHER RESPONDENTS		SUPPLEMENTARY TEACHER RESPONDENTS	
	N = 3178		N = 124	
	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	4.49	0.70	4.50	0.68
31. Encourage opportunities/activities that promote multicultural understanding	3.55	1.11	4.31	0.81
32. Provide opportunities to apply learning	4.42	0.74	4.48	0.62
33. Summarize lessons and provide feedback on content	4.22	0.85	4.37	0.76
34. Display student work to enhance learning	3.73	1.09	4.13	0.97
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	4.02	1.05	4.15	0.86
36. presentations	4.02	0.91	4.08	0.83
37. group interaction techniques	3.80	1.03	4.21	0.77
38. peer instruction	3.36	1.06	3.76	1.04
39. games, simulations, and role playing	3.27	1.12	3.77	1.05
40. visual aids	3.71	1.02	4.18	0.82
41. educational technology	3.09	1.09	3.51	1.05
42. community resources	3.01	1.06	3.49	0.95
43. independent study	3.19	1.07	3.69	0.98
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
44. Plan and prepare for evaluation of student needs	4.20	0.81	4.35	0.75
45. Administer quizzes, tests, and student exercises	4.07	0.87	4.29	0.82
46. Assign, receive, correct, grade assignments	4.31	0.86	4.49	0.78
47. Score, grade, record, feedback on quizzes, tests	4.30	0.85	4.48	0.77
48. Evaluate student language skills	3.77	1.08	4.21	0.86
49. Evaluate student critical thinking skills	3.93	0.96	4.10	0.86
50. Establish and maintain student records	4.10	0.95	4.43	0.74
51. Prepare/interpret report cards, progress reports	4.12	0.93	4.30	0.85
52. Identify individual strengths and needs	4.03	0.91	4.29	0.76
53. Analyze test scores to assess instr. effectiveness	3.81	0.98	4.13	0.86
54. Administer and monitor standardized tests	2.85	1.23	3.33	1.27
55. Monitor student responses to instruction	3.74	1.02	4.01	0.90
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES				
56. Communicate school rules and procedures	3.86	1.04	4.22	0.92
57. Identify and refer health, emotional problems	3.93	1.00	4.17	0.78
58. Communicate with students, parents, school about welfare of student	4.00	0.95	4.23	0.83

	PRIMARY TEACHER RESPONDENTS		SUPPLEMENTARY TEACHER RESPONDENTS	
	N=3178		N=124	
	Mean	S.D.	Mean	S.D.
59. Prepare reports or letters	3.04	1.12	3.37	1.06
60. Select, etc. students with special assignments	2.71	1.10	3.19	1.11
61. Ensure compliance with safety rules	3.82	1.22	3.98	1.03
62. Escort and supervise assemblies, cafeteria, etc.	3.52	1.18	3.94	1.12
63. Monitor student behavior outside classroom	3.54	1.18	4.04	1.06
64. Take inventory, complete reports, maintain records	3.15	1.21	3.60	1.20
65. Distribute and collect books, materials, equipment	3.24	1.18	3.60	1.15
66. Participate in orders for instructional materials	3.59	1.10	3.81	1.08
67. Request additional supplies as needed	3.39	1.11	3.77	1.01
68. Assess comfort and safety of classroom, school	3.37	1.19	3.75	0.98
69. Report acts of vandalism	3.36	1.22	3.79	1.05
70. Assume responsibility for money	2.73	1.28	3.11	1.25
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
71. Collaborate with colleagues on school routines	3.50	1.07	3.71	0.98
72. Serve on school and/or district-wide committees	3.32	1.05	3.59	1.05
73. Supervise or guide other adults in the classroom	3.05	1.16	3.40	1.15
74. Assist beginning teachers	3.52	1.18	3.56	1.18
75. Supervise extracurricular activities	3.06	1.20	3.45	1.20
76. Plan for and attend after-school activities	3.31	1.13	3.70	1.04
77. Keep up with developments in education, specialty	3.90	0.97	4.30	0.82

APPENDIX J

Mean Ratings of Time Spent: Your Job

J1

	PRIMARY TEACHER RESPONDENTS		SUPPLEMENTARY TEACHER RESPONDENTS	
	N=3178		N=124	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Organize instr. program into specific objectives	2.19	0.70	2.42	0.63
2. Select instructional content, resources, methods	2.47	0.62	2.57	0.62
3. Review and/or monitor school records	1.46	0.81	1.81	0.76
4. Review basic texts, study guides, workbooks, etc.	2.03	0.77	2.39	0.66
5. Review/communicate plans with instructional leaders	1.68	0.84	2.03	0.75
6. Prepare pretests, pre-instructional activities	1.54	0.91	2.12	0.71
7. Prepare written lesson plans	2.23	0.77	2.56	0.68
8. Design alternatives to remedy learning deficiencies	1.89	0.82	2.29	0.70
9. Select a variety of teaching techniques	2.37	0.71	2.60	0.61
10. Prepare and check machines and equipment	1.34	0.93	1.94	0.76
11. Prepare materials for use in lessons	1.93	0.97	2.16	0.76
12. Prepare, write or outline instructional materials	2.14	0.82	2.28	0.68
13. Obtain/prepare instructional aids	2.13	0.75	2.38	0.68
14. Organize and prepare classroom for instruction	2.25	0.76	2.57	0.59
II. MANAGING THE CLASSROOM				
15. Establish classroom rules and procedures	2.33	0.69	2.62	0.55
16. Establish, communicate standards of behavior	2.63	0.57	2.77	0.42
17. Monitor students' behavior as they enter and leave	2.26	0.75	2.52	0.68
18. Monitor students' classroom behavior	2.77	0.47	2.86	0.37
19. Encourage desired student behavior	2.73	0.49	2.83	0.38
20. Discourage undesirable student behavior	2.49	0.66	2.67	0.41
21. Seek admin. support when students interfere	1.41	0.76	1.74	0.75
22. Manage time to maintain on-task behavior	2.68	0.53	2.72	0.55
III. IMPLEMENTING INSTRUCTION				
23. Group students to meet instructional needs	1.69	0.94	2.30	0.71
24. Provide overview of lessons and expected outcomes	2.29	0.70	2.46	0.66
25. Use motivational techniques and activities	2.55	0.59	2.66	0.56
26. Modify instruction to suit the needs of groups	2.27	0.74	2.49	0.62
27. Provide individual assistance/instruction	2.35	0.68	2.53	0.67
28. Recognize/correct English language skills problems	2.08	0.85	2.46	0.63
29. Encourage a variety of critical thinking skills	2.48	0.67	2.56	0.63

	PRIMARY TEACHER RESPONDENTS		SUPPLEMENTARY TEACHER RESPONDENTS	
	N=3178		N=124	
	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	2.71	0.51	2.75	0.47
31. Encourage opportunities/activities that promote multicultural understanding	1.82	0.89	2.46	0.69
32. Provide opportunities to apply learning	2.55	0.60	2.63	0.58
33. Summarize lessons and provide feedback on content	2.34	0.69	2.47	0.62
34. Display student work to enhance learning	1.86	0.92	2.31	0.75
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	2.10	0.94	2.36	0.68
36. presentations	2.35	0.69	2.39	0.61
37. group interaction techniques	2.06	0.85	2.46	0.64
38. peer instruction	1.68	0.85	2.08	0.73
39. games, simulations, and role playing	1.62	0.91	2.14	0.77
40. visual aids	2.06	0.79	2.46	0.64
41. educational technology	1.22	0.94	2.01	0.75
42. community resources	1.28	0.86	1.86	0.68
43. independent study	1.47	0.92	2.09	0.72
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
44. Plan and prepare for evaluation of student needs	2.44	0.64	2.63	0.56
45. Administer quizzes, tests, and student exercises	2.33	0.67	2.51	0.61
46. Assign, receive, correct, grade assignments	2.61	0.67	2.74	0.56
47. Score, grade, record, feedback on quizzes, tests	2.52	0.68	2.69	0.58
48. Evaluate student language skills	1.96	0.92	2.43	0.72
49. Evaluate student critical thinking skills	2.08	0.80	2.28	0.60
50. Establish and maintain student records	2.48	0.69	2.70	0.49
51. Prepare/interpret report cards, progress reports	2.34	0.70	2.53	0.61
52. Identify individual strengths and needs	2.16	0.75	2.49	0.64
53. Analyze test scores to assess instr. effectiveness	1.98	0.78	2.35	0.69
54. Administer and monitor standardized tests	1.27	0.88	1.84	0.82
55. Monitor student responses to instruction	1.97	0.81	2.36	0.66
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES				
56. Communicate school rules and procedures	2.00	0.77	2.45	0.64
57. Identify and refer health, emotional problems	1.84	0.78	2.25	0.72
58. Communicate with students, parents, school about welfare of student	1.98	0.77	2.41	0.62

	PRIMARY TEACHER RESPONDENTS		SUPPLEMENTARY TEACHER RESPONDENTS	
	N=3178		N=124	
	Mean	S.D.	Mean	S.D.
59. Prepare reports or letters	1.22	0.86	1.82	0.74
60. Select, etc. students with special assignments	0.97	0.91	1.77	0.77
61. Ensure compliance with safety rules	1.60	1.08	2.22	0.78
62. Escort and supervise assemblies, cafeteria, etc.	1.87	0.78	2.36	0.74
63. Monitor student behavior outside classroom	2.00	0.82	2.42	0.72
64. Take inventory, complete reports, maintain records	1.74	0.81	2.16	0.81
65. Distribute and collect books, materials, equipment	1.76	0.80	2.15	0.74
66. Participate in orders for instructional materials	1.74	0.83	2.07	0.80
67. Request additional supplies as needed	1.60	0.75	2.01	0.74
68. Assess comfort and safety of classroom, school	1.50	0.78	1.97	0.81
69. Report acts of vandalism	1.28	0.76	1.76	0.79
70. Assume responsibility for money	1.18	0.94	1.78	0.78
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
71. Collaborate with colleagues on school routines	1.80	0.82	2.11	0.73
72. Serve on school and/or district-wide committees	1.60	0.93	2.08	0.77
73. Supervise or guide other adults in the classroom	0.76	0.97	2.18	0.79
74. Assist beginning teachers	1.11	1.02	2.05	0.81
75. Supervise extracurricular activities	1.56	1.03	2.13	0.79
76. Plan for and attend after-school activities	1.70	0.81	2.18	0.74
77. Keep up with developments in education, specialty	2.09	0.73	2.42	0.64

Appendix K

Mean Ratings of Effectiveness

K1

	ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=155		N=105		N=27	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION						
1. Organize instr. program into specific objectives	2.38	0.76	2.54	0.68	2.62	0.62
2. Select instructional content, resources, methods	2.45	0.62	2.74	0.55	2.58	0.57
3. Review and/or monitor school records	1.74	0.75	1.83	0.81	2.08	0.78
4. Review basic texts, study guides, workbooks, etc.	1.93	0.86	1.97	0.79	2.23	0.80
5. Review/communicate plans with instructional leaders	2.02	0.81	2.09	0.81	2.28	0.78
6. Prepare pretests, pre-instructional activities	2.13	0.73	2.19	0.76	2.42	0.74
7. Prepare written lesson plans	2.32	0.75	2.49	0.61	2.50	0.89
8. Design alternatives to remedy learning deficiencies	2.54	0.67	2.50	0.72	2.46	0.63
9. Select a variety of teaching techniques	2.60	0.60	2.64	0.62	2.65	0.68
10. Prepare and check machines and equipment	1.36	0.82	1.33	0.90	1.92	0.80
11. Prepare materials for use in lessons	1.93	0.87	1.79	0.93	2.31	0.77
12. Prepare, write or outline instructional materials	2.10	0.84	2.23	0.80	2.42	0.81
13. Obtain/prepare instructional aids	2.22	0.66	2.16	0.75	2.50	0.64
14. Organize and prepare classroom for instruction	2.44	0.66	2.55	0.66	2.54	0.75
II. MANAGING THE CLASSROOM						
15. Establish classroom rules and procedures	2.57	0.74	2.72	0.56	2.56	0.75
16. Establish, communicate standards of behavior	2.59	0.70	2.49	0.62	2.58	0.69
17. Monitor students' behavior as they enter and leave	2.22	0.78	2.16	0.72	2.31	0.77
18. Monitor students' classroom behavior	2.55	0.71	2.80	0.45	2.46	0.80
19. Encourage desired student behavior	2.60	0.65	2.75	0.47	2.58	0.69
20. Discourage undesirable student behavior	2.63	0.64	2.74	0.48	2.50	0.75
21. Seek admin. support when students interfere	2.26	0.82	1.97	0.80	2.15	0.86
22. Manage time to maintain on-task behavior	2.65	0.63	2.73	0.58	2.73	0.59
III. IMPLEMENTING INSTRUCTION						
23. Group students to meet instructional needs	1.82	0.80	2.14	0.85	2.35	0.83
24. Provide overview of lessons and expected outcomes	2.34	0.70	2.49	0.71	2.20	0.94
25. Use motivational techniques and activities	2.53	0.68	2.73	0.52	2.48	0.75
26. Modify instruction to suit the needs of groups	2.32	0.74	2.49	0.69	2.28	0.72
27. Provide individual assistance/instruction	2.37	0.73	2.51	0.67	2.31	0.77
28. Recognize/correct English language skills problems	2.16	0.76	2.24	0.74	2.44	0.79
29. Encourage a variety of critical thinking skills	2.48	0.74	2.63	0.65	2.54	0.75

K2

	ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N = 155		N = 105		N = 27	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	2.49	0.70	2.74	0.50	2.46	0.75
31. Enc. opportunities that promote multicultural understanding	1.98	0.79	2.14	0.76	2.23	0.85
32. Provide opportunities to apply learning	2.47	0.72	2.68	0.59	2.37	0.82
33. Summarize lessons and provide feedback on content	2.31	0.79	2.40	0.69	2.12	0.89
34. Display student work to enhance learning	2.08	0.82	1.96	0.78	2.08	1.00
Use a variety of approaches, including:						
35. laboratory or "hands-on" instruction	2.29	0.73	2.56	0.62	2.65	0.62
36. presentations	2.14	0.74	2.28	0.76	2.46	0.80
37. group interaction techniques	2.35	0.72	2.65	0.53	2.46	0.69
38. peer instruction	1.92	0.84	2.26	0.65	2.08	0.83
39. games, stimulations, and role playing	1.93	0.83	2.27	0.61	1.96	0.98
40. visual aids	1.99	0.70	2.21	0.72	2.28	0.87
41. educational technology	1.94	0.72	1.88	0.68	1.93	0.81
42. community resources	1.86	0.80	2.00	0.73	2.00	0.92
43. independent study	1.75	0.81	1.87	0.81	2.08	0.78
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS						
44. Plan and prepare for evaluation of student needs	2.42	0.69	2.57	0.63	2.44	0.74
45. Administer quizzes, tests, and student exercises	2.19	0.77	2.21	0.74	2.26	1.00
46. Assign, receive, correct, grade assignments	2.37	0.77	2.32	0.76	2.26	1.00
47. Score, grade, record, feedback on quizzes, tests	2.36	0.77	2.37	0.68	2.15	0.93
48. Evaluate student language skills	2.21	0.72	2.26	0.75	2.30	0.81
49. Evaluate student critical thinking skills	2.24	0.71	2.49	0.73	2.48	0.74
50. Establish and maintain student records	2.12	0.88	2.05	0.77	2.26	0.80
51. Prepare/interpret report cards, progress reports	2.25	0.82	2.20	0.74	2.19	0.94
52. Identify individual strengths and needs	2.35	0.75	2.61	0.63	2.41	0.73
53. Analyze test scores to assess instr. effectiveness	2.25	0.80	2.50	0.68	2.22	0.92
54. Administer and monitor standardized tests	1.43	0.93	1.25	0.89	1.85	1.04
55. Monitor student responses to instruction	2.14	0.79	2.51	0.67	2.15	0.85
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES						
56. Communicate school rules and procedures	2.09	0.80	2.11	0.72	2.19	1.02
57. Identify and refer health, emotional problems	2.01	0.85	2.14	0.75	2.19	0.82
58. Communicate with students/parents/school about student welfare	2.06	0.77	2.27	0.74	2.19	0.79

	ADMINISTRATORS		PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=155		N=105		N=27	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
59. Prepare reports or letters	1.65	0.91	1.57	0.80	1.93	0.90
60. Select, etc. students with special assignments	1.39	0.86	1.40	0.91	1.74	0.93
61. Ensure compliance with safety rules	2.21	0.89	1.96	0.95	2.33	0.77
62. Escort and supervise assemblies, cafeteria, etc.	2.00	0.84	1.79	0.87	1.81	1.12
63. Monitor student behavior outside classroom	2.11	0.88	1.74	0.93	1.89	1.10
64. Take inventory, complete reports, maintain records	1.69	0.90	1.23	0.85	1.68	1.12
65. Distribute and collect books, materials, equipment	1.76	0.89	1.35	0.92	1.78	0.99
66. Participate in orders for instructional materials	1.58	0.92	1.43	0.91	1.85	1.04
67. Request additional supplies as needed	1.59	0.95	1.36	0.92	1.78	1.07
68. Assess comfort and safety of classroom, school	1.82	0.87	1.64	0.89	2.04	0.88
69. Report acts of vandalism	1.73	0.91	1.44	0.91	1.54	1.05
70. Assume responsibility for money	1.52	0.96	1.16	0.86	1.33	1.15
VI. ADDITIONAL PROFESSIONAL ACTIVITIES						
71. Collaborate with colleagues on school routines	1.97	0.84	2.01	0.93	1.93	0.86
72. Serve on school and/or district-wide committees	1.70	0.96	1.72	0.99	1.70	0.94
73. Supervise or guide other adults in the classroom	1.69	0.84	1.86	0.87	1.78	0.96
74. Assist beginning teachers	1.41	1.21	1.66	1.15	1.81	1.18
75. Supervise extracurricular activities	1.78	0.88	1.65	0.87	1.59	1.06
76. Plan for and attend after-school activities	2.05	0.92	1.76	0.84	1.67	0.98
77. Keep up with developments in education, specialty	2.18	0.81	2.52	0.69	2.33	0.86

Appendix L

Mean Ratings of Opportunity to Learn

L1

	PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=105		N=27	
	Mean	S.D.	Mean	S.D.
I. PLANNING AND PREPARING FOR INSTRUCTION				
1. Organize instr. program into specific objectives	2.19	0.64	2.54	0.63
2. Select instructional content, resources, methods	2.35	0.60	2.44	0.64
3. Review and/or monitor school records	1.42	0.75	1.81	0.88
4. Review basic texts, study guides, workbooks, etc.	1.83	0.70	1.96	0.81
5. Review/communicate plans with instructional leaders	1.45	0.80	1.96	0.92
6. Prepare pretests, pre-instructional activities	1.07	0.72	2.23	0.75
7. Prepare written lesson plans	2.71	0.48	2.62	0.68
8. Design alternatives to remedy learning deficiencies	1.84	0.65	2.00	0.78
9. Select a variety of teaching techniques	2.43	0.65	2.35	0.73
10. Prepare and check machines and equipment	1.80	0.86	1.96	0.66
11. Prepare materials for use in lessons	1.97	0.76	2.19	0.73
12. Prepare, write or outline instructional materials	2.07	0.85	2.25	0.78
13. Obtain/prepare instructional aids	2.13	0.71	2.38	0.56
14. Organize and prepare classroom for instruction	2.24	0.77	2.54	0.69
II. MANAGING THE CLASSROOM				
15. Establish classroom rules and procedures	2.20	0.66	2.24	0.76
16. Establish, communicate standards of behavior	2.03	0.74	2.31	0.77
17. Monitor students' behavior as they enter and leave	1.91	0.80	1.96	0.90
18. Monitor students' classroom behavior	2.38	0.67	2.31	0.72
19. Encourage desired student behavior	2.32	0.70	2.50	0.64
20. Discourage undesirable student behavior	2.17	0.72	2.38	0.68
21. Seek admin. support when students interfere	1.59	0.74	1.77	0.89
22. Manage time to maintain on-task behavior	2.24	0.72	2.27	0.81
III. IMPLEMENTING INSTRUCTION				
23. Group students to meet instructional needs	1.94	0.81	1.96	0.94
24. Provide overview of lessons and expected outcomes	2.41	0.62	2.23	0.89
25. Use motivational techniques and activities	2.36	0.67	2.27	0.90
26. Modify instruction to suit the needs of groups	1.90	0.76	2.15	0.77
27. Provide individual assistance/instruction	2.09	0.72	2.08	0.78
28. Recognize/correct English language skills problems	1.93	0.71	2.15	0.80
29. Encourage a variety of critical thinking skills	2.12	0.70	2.15	0.93

L2

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	PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N=105		N=27	
	Mean	S.D.	Mean	S.D.
30. Facilitate learning by variety of interactions	2.20	0.75	2.26	0.93
31. Encourage opportunities/activities that promote multicultural understanding	1.68	0.77	2.15	0.82
32. Provide opportunities to apply learning	2.17	0.72	2.26	0.80
33. Summarize lessons and provide feedback on content	2.26	0.68	2.31	.82
34. Display student work to enhance learning	2.12	0.75	2.24	0.81
Use a variety of approaches, including:				
35. laboratory or "hands-on" instruction	2.24	0.75	2.41	0.83
36. presentations	2.33	0.63	2.56	0.57
37. group interaction techniques	2.20	0.76	2.52	0.63
38. peer instruction	1.89	0.80	2.11	0.74
39. games, simulations, and role playing	1.91	0.72	2.11	0.83
40. visual aids	2.15	0.72	2.50	0.64
41. educational technology	1.77	0.73	1.74	0.84
42. community resources	1.59	0.84	2.04	0.69
43. independent study	1.43	0.80	1.93	0.86
IV. EVALUATING STUDENT LEARNING, INSTR. EFFECTIVENESS				
44. Plan and prepare for evaluation of student needs	2.20	0.70	2.30	0.66
45. Administer quizzes, tests, and student exercises	2.15	0.68	2.19	0.77
46. Assign, receive, correct, grade assignments	2.31	0.73	2.11	0.87
47. Score, grade, record, feedback on quizzes, tests	2.25	.69	2.11	0.74
48. Evaluate student language skills	1.96	0.76	2.07	0.72
49. Evaluate student critical thinking skills	1.70	0.79	1.93	0.86
50. Establish and maintain student records	1.88	0.79	2.04	0.88
51. Prepare/interpret report cards, progress reports	1.73	0.85	1.93	0.98
52. Identify individual strengths and needs	1.82	0.78	2.00	0.86
53. Analyze test scores to assess instr. effectiveness	1.58	0.80	1.89	0.79
54. Administer and monitor standardized tests	1.08	0.84	1.59	1.10
55. Monitor student responses to instruction	1.64	0.80	1.85	1.04
V. ADMINISTRATIVE AND OTHER RESPONSIBILITIES				
56. Communicate school rules and procedures	1.72	0.88	1.89	0.96
57. Identify and refer health, emotional problems	1.57	0.90	1.70	1.01

	PRIMARY TEACHER EDUCATORS		SUPPLEMENTARY TEACHER EDUCATORS	
	N= 105		N= 27	
	Mean	S.D.	Mean	S.D.
58. Communicate with students/parents/school about student welfare	1.62	0.79	1.77	0.93
59. Prepare reports or letters	0.93	0.85	1.37	0.99
60. Select, etc. students with special assignments	1.09	0.98	1.44	1.07
61. Ensure compliance with safety rules	1.64	0.94	2.11	0.79
62. Escort and supervise assemblies, cafeteria, etc.	1.68	0.95	1.89	1.03
63. Monitor student behavior outside classroom	1.73	0.92	1.93	1.02
64. Take inventory, complete reports, maintain records	1.04	0.93	1.64	0.97
65. Distribute and collect books, materials, equipment	1.42	0.97	1.81	0.86
66. Participate in orders for instructional materials	0.95	0.94	1.52	1.03
67. Request additional supplies as needed	0.96	0.97	1.59	1.10
68. Assess comfort and safety of classroom, school	1.28	0.90	1.70	0.97
69. Report acts of vandalism	1.07	0.95	1.48	1.00
70. Assume responsibility for money	1.02	0.95	1.22	1.07
VI. ADDITIONAL PROFESSIONAL ACTIVITIES				
71. Collaborate with colleagues on school routines	1.40	0.92	1.74	0.97
72. Serve on school and/or district-wide committees	0.90	1.00	1.37	0.91
73. Supervise or guide other adults in the classroom	0.94	0.88	1.41	0.95
74. Assist beginning teachers	0.77	0.96	0.88	1.18
75. Supervise extracurricular activities	1.40	0.89	1.19	0.98
76. Plan for and attend after-school activities	1.45	0.94	1.74	0.93
77. Keep up with developments in education, specialty	2.08	0.78	2.11	0.87

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