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PERCEPTIONS OF EDUCATORS REGARDING MIDDLE SCHOOL/JUNIOR
HIGH SCHOOL TEACHER CHARACTERISTICS/SKILLS AND
CERTIFICATION, AND A PARADIGM FOR MIDDLE SCHOOL TEACHER
PREPARATION PROGRAMS

The University of Arizona

PH.D.

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HIGH SCHOOL TEACHER CHARACTERISTICS/SKILLS AND
CERTIFICATION, AND A PARADIGM FOR MIDDLE
SCHOOL TEACHER PREPARATION PROGRAMS

by

Lynn Rudolph Wright

A Dissertation Submitted to the Faculty of the
DEPARTMENT OF SECONDARY EDUCATION
In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF PHILOSOPHY
In the Graduate College
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entitled Perceptions of Educators Regarding Middle School/Junior High
Teacher Characteristics/Skills and Certification, and a
Paradigm for Middle School Teacher Preparation Programs

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ABSTRACT

This study sought out the perceptions of middle school (any combination of grades 5-9) educators in 19 states regarding the specific learning experiences that should be included in the curriculum for the preparation of junior high/middle school teachers, the skills or characteristics that are needed by a junior high/middle school teacher to best meet the needs of the early adolescent, the desirability of a discrete middle school certificate and the reasons why or why not. Using the data collected, a paradigm was designed for a junior high/middle school teacher training program that reflected the best thinking of these educators.

This middle school study utilized a modified Delphi Technique in surveying the perceptions of administrators, teachers holding secondary certificates and teachers holding elementary certificates currently employed at junior high/middle schools, North Central Association associate state chairmen, and college of education professors.

The three primary points emerging from this study are (1) that the lines of communication need to be opened between educators in the junior high/middle schools and those at institutions where policies, teacher preparation programs and certification

requirements regarding middle school education (and educators) are being formulated, (2) that those same policies, teacher preparation programs and certification requirements be formulated on the basis of research data gathered directly from those educators in junior high/middle schools, and (3) that a middle school teacher's characteristics are considered by those involved currently in middle school education to be more important than his/her skills.

CHAPTER 1

THE PROBLEM

Introduction

"In teacher education as in other aspects of the public school program the middle school does not want what is left from the other programs; it simply wants what is right for it (Hansen and Hearn 1971, p. 56)." Historically, programs focusing on junior high teacher preparation have existed since the inception of the junior high school movement. In the early 1920's several institutions of higher education advertised special preparation programs for potential junior high teachers in the current professional periodicals. Unfortunately, due to limited enrollment in such programs, the economics of the situation forced sponsoring institutions to eliminate them from the total teacher preparation program (Hansen and Hearn 1971, p. 55). Thus, the principle behind having specially trained personnel at the transescent level is not particularly innovative, but has suffered in practice because of the lack of cohesive goals and objectives for generating and multiplying such programs, and the erratic interest over the ensuing years in maintaining consistent standards of the quality of middle school teachers.

For the most part, middle school teachers may possess a secondary certificate or an elementary certificate, since the majority of states allows either certificate holder to teach in the middle school. According to a study done in 1977 by Gillan (1977, p. 2), special middle school teacher certification was reported in only 14 states and ". . . to date a total of 27 states have established middle school certification requirements or report proposals for such certification." Despite the fact that 14 states have made a legal commitment to special certification for middle school teachers, Gillan (1977, p. 7) observed a ". . . notable lack of uniformity of the resulting special certification programs." A 1970 study done in Indiana with middle school teachers found that most teachers ". . . had some school level emphasis other than that of the intermediate school in their pre-service preparation. The same was true for junior high school teachers in 1959 (Stainbrook 1970, p. 1)." Perpetuating this condition of overlapping certification tends to encourage teacher preparation institutions to focus their course work on a kindergarten through sixth grade emphasis, or a ninth through twelfth grade orientation. This in turn creates the existence of grade divisions in the traditional manner at the middle school level--fifth and sixth grades stay self-contained with an elementary certificated person, and seventh and eighth grades departmentalize their programs with secondary certificated persons--all in the same school.

Furthermore, as a result, most aspiring teachers choose to play it safe by working toward an elementary or secondary teaching certificate, because if one cannot find a job in the lower grades or the high school, either certificate will allow the teacher to work at the middle school level. It is hard to imagine that under these prevailing conditions in the majority of states that the transescent population in public education is receiving ". . . what is right for it (Hansen and Hearn 1971, p. 56)."

Rationale for the Study

"The new middle school requires a teacher that is neither elementary or secondary (Bondi 1973, p. 7)." Georgiades, Hilde, and Macaulay (1977, p. 62) stated: "On the entire educational scene, the toughest person to change is the teacher, because an alteration of methods touches his ego, his self-concept, his security, his life work, and everything that he has become throughout his professional career." But then, the ". . . new kind of middle school teacher becomes more of a generalist in the area of the total needs of the transescent child, but still retains a competency in one or more fields (Bondi 1973, p. 71)." Consequently, it is not illogical to conclude from these statements that a teacher trained to deal with a specific group of children would have a better self-concept, be more secure in his/her interactions with those children, would feel more secure in making decisions affecting those children, would be proud of his/her

life work, and his/her professional career and ego would be satisfied to some extent.

Andaloro (1976) identified components deemed important by various educators in the preparation of junior high/middle school teachers.

The present study attempted to differentiate the opinions of persons holding secondary teaching certificates from those holding elementary teaching certificates regarding middle school teacher characteristics and middle school teacher preparation programs. In addition, a paradigm has been designed to incorporate the characteristics of successful middle school teachers and components of a middle school teacher preparation program based on combined input of educators with differing training.

A recurring issue in education is middle school teacher certification (Curtis 1972, Andaloro 1976, Armstrong 1977, Gillan 1977). Thus, this study gathered input from various educators as to their opinions on the formation of a discrete middle school teaching certificate and their reasoning in supporting or opposing such a certificate.

Also, the majority of studies regarding middle school teacher preparation programs have been limited to a single state. It seemed imperative to expand to a survey of a multi-state group of middle school educators involved at all levels of instruction and supervision. Therefore, a consistent, practical middle school teacher preparation program resulting in middle school

certification must be recognized by those involved in middle school education: teacher preparation institutions, state school boards, local school boards, local district administrations, local middle schools, parents.

Statement of the Problem

The purpose of this study was threefold:

1. To determine if those professional educators currently involved in the middle school at all levels of staff organization from several states think that there are common characteristics of a middle school teacher that are deemed desirable and/or necessary for a person who wishes to acquire middle school teacher certification.
2. To determine if those professional educators currently involved in the middle school at all levels of staff organization from several states believe that there should be a discrete middle school certificate and the reasons why or why not.
3. To design a paradigm for a junior high/middle school teacher training program that would reflect the best thinking of these same educators from several states that are interested in middle school teacher preparation programs.

Objectives of the Study

1. Identify perceptions of selected administrators of North Central Association accredited middle/junior high schools

as to the specific learning experiences that should be included in the curriculum for the preparation of middle/junior high school teachers.

2. Identify perceptions of selected teachers of North Central Association accredited middle/junior high schools as to the specific learning experiences that should be included in the curriculum for the preparation of middle/junior high school teachers.
3. Identify the perceptions of all associate state chairmen of the North Central Association as to the specific learning experiences that should be included in the curriculum for the preparation of middle/junior high school teachers.
4. Identify perceptions of selected college of education professors who are members of the Western Regional Middle School/Junior High School Consortium as to the specific learning experiences that should be included in the curriculum for the preparation of middle/junior high school teachers.
5. Identify perceptions of selected administrators of North Central Association accredited middle/junior high schools as to the skills or characteristics that are needed by a middle/junior high school teacher to best meet the needs of the transescent.

6. Identify perceptions of selected teachers of North Central Association accredited middle/junior high schools as to the skills or characteristics that are needed by a middle/junior high school teacher to best meet the needs of the transescent.
7. Identify perceptions of all associate state chairmen of the North Central Association as to the skills or characteristics that are needed by a middle/junior high school teacher to best meet the needs of the transescent.
8. Identify perceptions of all college of education professors who are members of the Western Regional Middle School/Junior High School Consortium as to the skills or characteristics that are needed by a middle/junior high school teacher to best meet the needs of the transescent.
9. Identify perceptions of selected administrators and teachers of accredited North Central Association middle/junior high schools, all North Central Association associate state chairmen, and selected college of education professors who are members of the Western Regional Middle School/Junior High School Consortium as to the desirability of a discrete middle school certificate and the reasons why or why not.
10. Using data collected, design a paradigm for a middle/junior high school teacher training program that would reflect the best thinking of those professional educators

currently involved in the middle/junior high school at all levels of staff organization from several states that are interested in middle school teacher preparation.

Assumptions Underlying the Study

For the purpose of this study the following assumptions were made:

1. Selected administrators and teachers of accredited North Central Association middle/junior high schools, all North Central Association associate state chairmen, and selected college of education professors who are members of the Western Regional Middle School/Junior High School Consortium are a valid resource in the identification of specific learning experiences that should be included in the curriculum for the preparation of middle/junior high school teachers.
2. Selected administrators and teachers of accredited North Central Association middle/junior high schools, all North Central Association associate state chairmen, and selected college of education professors who are members of the Western Regional Middle School/Junior High School Consortium are a valid resource in the identification of skills or characteristics that are needed by a middle/junior high school teacher to best meet the needs of the transescent.

3. There is a difference in the preparation of an elementary school teacher and a secondary school teacher.
4. Teachers holding elementary certificates, as selected by the principal, are representative of teachers with elementary certification teaching at the middle school level.
5. Teachers holding secondary certificates, as selected by the principal, are representative of teachers with secondary certification teaching at the middle school level.

Limitations of the Study

The findings of this study were limited to the perceptions of administrators and teachers of selected North Central Association accredited middle/junior high schools, associate state chairmen of the North Central Association, and selected teacher educators.

Definition of Terms

The following definitions applied throughout the study:

1. Administrator: A person "responsible for the administration of a specific institution (Sally Clark 1976, p. 8)"; in this study, the principal of a middle school or junior high school.
2. Characteristic: In this study, a personality type or trait, special qualities or attitudes that differentiate a successful middle school teacher from a mediocre one (also see Chapter 2).

3. Learning experience: In this study, this term refers to a prospective teacher's exposure to classroom and extra-curricular experiences in a middle school setting, as well as other related course work in an accredited teacher preparation program.
4. Middle school (or junior high school): In this study, a middle school (or junior high school) is any school containing grades 5-9 or any combination thereof.
5. Middle school teacher (or junior high school teacher): A teacher in a middle school (or junior high school) that contains grades 5-9 or any combination thereof.
6. Modified Delphi: In this study, the Delphi Technique is limited to a two-phase questionnaire; hence, the modification involves a shorter sequence of questionnaires (also see Chapter 3).
7. North Central Association: "The North Central Association of Colleges and Schools (NCA) is a non-governmental voluntary association of higher education institutions and schools in 19 states and overseas in schools operated by the Department of Defense. The member schools share a common purpose--the persistent improvement of education (NCA Commission on Schools 1978, n.p.)." These 19 member states are: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri,

Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming.

8. North Central Association associate state chairmen: The person in a state responsible for North Central Association middle/junior high schools.
9. Roles: Webster (1974, p. 863) defined it in part as, ". . . a part or function taken or assumed by anyone." In this study, this definition applies directly to educators involved at some level with the middle school.
10. Skill: In this study, an observable manner, approach, or technique utilized by a middle school teacher who is considered by his/her colleagues to be working successfully with middle school students (also see Chapter 2).
11. Student teaching: According to Tanruther (1968, p. xvii), student teaching is,

. . . a period of supervised induction into teaching, scheduled usually during the fourth year of college study as a part of a bachelor's degree program. Organizational arrangements vary from assigning the student to help instruct a class . . . for one hour a day for an academic year or for a half-day at a time for a semester, to full-time daily instruction for a period of six to eighteen weeks.
12. Teacher education program: "The total college program required for prospective teachers, including courses in general education, subject fields to be taught, and the professional sequence (Tanruther 1968, p. xvii)."

13. Teacher educator: Any college or university professor directly involved in the preparation of teachers.
14. Transescent: ". . . the youngster caught between childhood and adolescence . . . (Bondi 1973, p. 1)." In this study, it referred specifically to students in the 11-14 age group.
15. Western Regional Middle School/Junior High School Consortium: An organization of 14 western states whose members meet annually to share mutual concerns regarding middle schools and junior high schools.

Organization of Remaining Chapters

Chapter 2 reviews the literature related to middle school teacher skills and/or characteristics, teacher preparation programs and certification.

A discussion of the research procedures utilized in this study is presented in Chapter 3. A description of the sample, the Delphi technique, procedures used in processing the first and second questionnaires and subsequently an analysis of the data gathered are delineated.

The research data collected are detailed and discussed in Chapter 4.

Chapter 5 presents a paradigm for middle school teacher preparation programs and discusses its components.

Chapter 6 summarizes the findings of the study, including a brief discussion of them, and concludes with recommendations based on these findings.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The literature reviewed in this section deals with the opinions and findings of those educators considered to be experts in the area of middle school education on three topics: skills and/or characteristics needed by middle school teachers; middle school teacher preparation programs; and middle school teacher certification.

Characteristics/Skills of Middle School Teachers

Getzels and Jackson (1963, p. 574), interested in this very topic of teacher characteristics, reviewed the literature and found:

Despite the critical importance of the problem and a half-century of prodigious research effort, very little is known about the nature and measurement of teacher personality, or about the relationship between teacher personality and teaching effectiveness. The regrettable fact is that many of the studies have not produced significant results.

Broudy (1963, p. 13) said the middle school teacher should be ". . . someone who has not yet fully incorporated the values of the middle-aged, who shares the anxiety of the group in coping with elders and officials, and who still has some of the youthful rebel in him." And in the same paragraph Broudy (1963,

p. 13) pointedly concluded: "In other words, he is still warm from the transitional state albeit indubitably a member of the adult community." Broudy's philosophical view, delivered in a speech to school administrators in 1963, may appear on the surface to be too esoteric for pragmatic educators, but he is really quite to the point, according to the literature devoted to the characteristics of the middle school teacher.

Perhaps Vars (1967, p. 173) summed up the middle school teacher in a manner similar to Broudy, however, slightly more updated and specific: "The uniqueness of junior high and middle school teaching stems in part from the diversity and rapid change that characterize young people as they approach and pass through puberty. It takes an especially resilient teacher to work with such a volatile age group."

Webster (1974, pp. 170, 932) defined a characteristic as "a trait, quality, or property distinguishing an individual, group, or type" and a skill as "the ability to use one's knowledge effectively; technical proficiency." Most of the authors to be cited in this review have been found to use these terms interchangeably, or in juxtaposition on their lists of characteristics. Since this distinction seems to be primarily the difference between intangible and tangible qualifications, which could be theoretically differentiated into two sections--characteristics of middle school teachers and middle school teacher preparation programs, it would be wise to keep the two definitions in mind

when reading the citations in this section, realizing that the authors rarely separate the two.

Bondi (1973) has compiled a list of characteristics he believes to be needed by a middle school teacher. These characteristics will be listed and discussed in the next several pages.

The middle school teacher:

1. . . . must like the age group he is working with--the 10-14-year-olds . . . and must be able to cope with:
 - a. strong diverse interests
 - b. emerging independence
 - c. strong peer influence
 - d. sex roles becoming established
 - e. turbulent emotions
 - f. heightened insecurity
 - g. differing levels of achievement in various disciplines (Bondi 1973, p. 4).

Unfortunately, many cases cited in the literature point to the persons teaching in middle schools who are not particularly fond of pre- and early adolescents (Alexander and Kealy 1969, p. 158; Toepfer 1974, pp. 57-58). A middle school teacher not only needs to be able to cope with student characteristics on Bondi's list, but must himself/herself have an appreciation for diverse interests. Usually a person who has many outside interests of his/her own will be able to relate better and more sincerely to his/her students, because they will find new facets to be intrigued by in their teacher.

A middle school teacher must model the ability to logically analyze a situation and proceed according to his/her own best judgment. This independence of thought and action can be and should be taught to the transescent whose own "emerging independence" needs guidance and occasions for practical applications.

To understand group dynamics and to be able to discern the extent of peer influence on each individual student is necessary in order to know when and how much to delve into the individual's sense and development of independence and emotional stability.

Child development and adolescent psychology must be comprehended in order to appreciate the sensitive, but profound establishment of sex roles. The middle school teacher must also be able to express subtly, overtly and verbally his/her own role and lead students in exploration of self-evaluation that will help them to identify their own life role and place in society.

A middle school teacher must have established a sense of inner balance, relatively immune to the mundane disturbances that would threaten to upset his/her emotional equilibrium, for two reasons--in order to remain calm to deal with the emotional outbursts of the students, and also to provide a model and means for explanation of how one deals rationally with disturbing, compromising, frustrating, or volatile situations.

Probably the most crucial for the middle school teacher himself/herself is an honest assessment of his/her own sense of security. A middle school teacher who feels impelled to control students through fear or domination needs to think about his/her own motives for being in that particular classroom. A calm, secure person is requisite for the assurance of a disciplined classroom where the individual student feels comfortable and secure with the adult responsible.

Item "g" (differing levels of achievement in various disciplines) is a very skill-oriented item in that a middle teacher needs to have the actual skills necessary for diagnosing students and providing appropriate activities that will provide direction and progress, even if those activities reach beyond that particular teacher's subject training. Thus, it would be beneficial for a middle school teacher to have a broad background in several subject fields in order to be alert to the specific interests of his/her students.

2. ". . . must be able to work with other teachers (Bondi 1973, p. 5)."

According to a survey taken of middle school principals (Bondi 1973, p. 5), "the greatest single problem is the lack of teacher cooperation in planning, teaching and evaluation" at the middle school level among its staff members.

3. ". . . must be able to properly diagnose individual needs and make the proper prescriptions . . . the greatest area

of need in middle schools is in the area of reading or communication skills (Bondi 1973, p. 6)."

Again, this is a technical skill area, but one that a middle school teacher needs to be professionally prepared to deal with. The "every teacher is a reading teacher" philosophy prevalent today is a sound one, especially for a middle school teacher. A middle school teacher cannot be oversaturated with English and reading skills background. More work in diagnosing reading problems and remediating them, likewise in writing skills, is a must for all prospective teachers (Loban 1958, Vars 1964, Curtis 1972). "The new kind of middle school teacher then becomes more of a generalist in the area of the total needs of the transescent child, but still retains a competency in one or more fields (Bondi 1973, p. 7)." Bondi (1973, p. 6) concludes his list with the:

4. Flexibility Factor.

The middle school teacher knows the relatively short attention span of the transescent; therefore, "such schools as the Desoto and St. Cloud Schools . . . stress physical involvement (children must be moving at the 10-14 age range) and social interaction (Bondi 1973, p. 7)." This event cannot ruffle the equanimity of a middle school teacher, or he/she will be under constant stress. Flexibility also means the ability to see the big picture, to have the "emphasis on the three R's, big ideas, broad principles and concepts in the disciplines, and most important for the age group, a real emphasis on personal development (Bondi 1973,

p. 7)." This is further emphasized by Alexander and Kealy (1969, p. 158): "Hopefully the middle school staff will be composed of flexible people, for this is probably the first prerequisite."

In addition, Hansen and Hearn (1971) enumerated the seven roles that a middle school teacher plays, describing the characteristics needed to successfully fulfill each role. These roles will be listed and discussed in the next several pages.

1. The teacher as a professional . . . the automaton teacher who has a limited number of stereotyped means of dealing with problems, interacting, presenting material or organizing activities will not produce the same quality of results as the teacher who consciously structures his mode of operation (Hansen and Hearn 1971, p. 48).

Hansen and Hearn (1971, p. 48) continued by pointing out that the middle school professional is one who "has acquired an attitudinal base which provides him with esprit de corps, ethical mores, a penchant for recruitment, and a zest for continual improvement." A teacher model like this is important for the transescent who is so impressionable and malleable. If the old adage "we learn by doing" still holds true, then it is all the more crucial for the middle school child to be able to view these professional qualities that are so contagious in the classroom producing positive results for everyone.

2. The teacher as a manager of learning . . . [the middle school teacher] is a manager of learning, not a giver of information The term "management" is used because its definition connotes several situations analogous to the teaching-learning act. It connotes an image of a benevolent dictator who has determined the overall direction and limits for activities but

provides for considerable latitude and freedom within such limits so that a climate encouraging civic (i.e., student) participation is maintained (Hansen and Hearn 1971, pp. 49-50).

Even if a middle school teacher has a secondary educational preparation, the content area should be defined by the needs of the transescent and should not be the only priority in a teacher's classroom, but rather a means by which the student may learn processes of logic, thinking skills, information gathering techniques, and practical applications of the specific content material.

The middle school years may be the last time a student has an opportunity to learn civic responsibilities, or the dynamics of social interaction for the benefit of the total community in an environment where such social skills are taught. The high school classroom generally deals with isolated subject areas; students are being encouraged to think of the employment picture and the emphasis is on individual goals.

3. The teacher as an interactor . . . [middle school teachers] must be adept at interacting--both verbally and non-verbally--with their students as individuals and as members of a group. While emphasizing verbal interaction we must not ignore the non-verbal side. The intonation, facial expressions, gestures, and mobility of a teacher in a classroom do much to communicate meaning and feeling to his audience (Hansen and Hearn 1971, pp. 50-51).

Flanders (1960, p. 243) defined the "indirect influence" of a teacher as that behavior (by the teacher) that "increases the freedom of action of a student by reducing restraints or encouraging participation." He (1960, p. 244) went on to report

that "an indirect approach will stimulate verbal participation by students. It is a way of providing the teacher with the students' perceptions of the situation, regardless of whether these perceptions are correct or incorrect."

Middle school students are at a good point in their development to begin to analyze their own behavior--words and actions. A teacher at this level has the perfect opportunity to encourage students in this analytical approach through their interaction with the students; an interaction that does not cut off the channel of communication, but forces the student to verbalize his/her perceptions of a situation (Hansen and Hearn 1971, p. 51). This practice on the part of the teacher also leads to a more judicious classroom environment in the area of discipline and a more stimulating atmosphere for learning and delving into a given subject matter. "We expected that certain types of students would learn more with direct teachers and other types of students would learn more working with indirect teachers. We were wrong. All types of students learned more working with the more flexible teachers (Flanders 1960, p. 247)."

4. The teacher as a counselor. The early adolescent passes through myraid minute crises that to him seem to be insurmountable To be effective in this role, a teacher must (1) have the time and inclination to hear what a student says and what he thinks his problem is, (2) be able to function in an indirect verbal manner in order to achieve the objective of a student talking about his problem, (3) be thoroughly grounded in the knowledge of the physical, psychological, mental, and social characteristics of his students, and (4) have the ability to convey

sincerity and empathy to the point that the student can feel he is accepted as an individual. In addition, the teacher must personally have the characteristics that would make it possible to earn the student's confidence (Hansen and Hearn 1971, p. 53).

Patience is crucial if a middle school educator wishes to be effective at this level. The transescent is quick to see through insincerity and has little tolerance for an adult who gives out unsought advice.

5. The teacher as a mediator. An effective mediator must have an attitude toward the task which demands consideration of all points of view as well as respect for and faith in humanity. Such an attitude undoubtedly will also result in a belief in the value and workableness of democratic processes--a concept basic to the western world (Hansen and Hearn 1971, p. 53).

Due to the high emotional pitch of the pre- and early adolescent, this ability to mediate and provide an opportunity to develop and practice mutual respect and tolerance for one another, may often appear, on the surface, to be ineffective. But nothing is farther from the truth. Students must have a guide, a pattern for dealing with and overcoming their differences.

6. The teacher as an "Organization Man." In all, a student beginning kindergarten this fall might expect to come in contact with up to 200 teachers in his scholastic endeavors. Furthermore, the five to eight schools he is likely to attend will each have administrative, guidance, secretarial, medical, and other personnel who will play roles in his development. Why is it, then, that a specific teacher continually conceives his function in isolation from the total situation (Hansen and Hearn 1971, p. 53)?

It is important for an individual teacher to reassess his/her priorities for each student periodically and also to keep the big picture in perspective. Since many people do affect a student, the transitions from one adult to the next should be made as smoothly as possible so as to provide an harmonious atmosphere for the student.

7. The teacher as a liaison. A teacher's liaison with the community can be a successful relationship with support for the school program or it can result in alienation of the community from the school program. The fact that teachers are highly quotable out of context needs to be emphasized . . . teachers become interpreters of the school in their participation in community life (Hansen and Hearn 1971, p. 54).

The ego of a middle school teacher must not be so fragile as to be threatened by soliciting community participation in his/her classroom. Much technical information can be distributed by a community member, and the feeling of camaraderie and unity of purpose between teacher and the community for public education can be satisfactorily accomplished. Again, the middle school teacher who truly likes the students will be less likely to alienate the community with stray comments that connote negativism.

Perhaps Grooms (1967, p. 46) best identified the conglomerate of qualities needed by the middle school teacher when she stated that the middle school teacher will "enjoy students who are active, energetic, and loud, and will take teasing in his stride. He will be flexible and sensitive to quick changes of moods and needs, and will sense group feeling and student interaction."

Alexander (1968, p. 99) presented a checklist for prospective middle school teachers in which he asked five questions, indicating that "an affirmative answer to the questions listed below very likely [identifies teachers who] possess the ability to make a significant contribution to teaching in the middle school."

1. Do I enjoy working with older children and younger adolescents?
2. Do I have the interest and the ability to develop scholarship in one of the areas of organized knowledge?
3. Am I willing to learn to use a wide variety of diagnostic instruments, automated aids, and programmed materials to help students develop basic learning skills and the skills of continued learning?
4. Can I learn to work effectively in close collaboration with my colleagues in cooperative planning and team teaching?
5. Do I have an open mind toward innovation and change (Alexander 1968, pp. 99-101)?

And finally, one additional point of view is from a survey of junior high school principals taken in 1972 whose responses to desirable characteristics of a middle school teacher were as follows:

1. The ability to listen, to talk with, not at, students of this age.
2. Should not have an attitude of authoritarianism.
3. The ability to show respect for children of this age as individuals.
4. A sense of humor.

5. Possess a tolerance for student errors and avoidance of favoritism.
6. An empathy and sympathy for children of this age.
7. Demonstrated respect for student privacy and confidences.
8. A degree of permissiveness that tends to encourage independence and creativity in students.
9. The ability to accept, allow, and encourage these children to be independent.
10. An outgoing personality (Brown and Howard 1972,

Inasmuch as one teacher's characteristics contribute to the total school climate, more attention must be paid to the development and identification of these characteristics in potential middle school teachers. It is apparent that the middle school teacher must exhibit a wide range of behaviors in order to accommodate the erratic behaviors of the transescent. As Hardesty (1978, p. 18) referred to the gamut of pupil control as running from "humanistic to custodial" all within the same class period, her description is quite to the point when she stated what is the "optimum school environment for the 'transescent' pupils' needs both for emancipation and security: adult associates who are personally secure, understanding, resourceful, adaptable, enthusiastic, cooperative and have a sense of humor."

Middle School Teacher Preparation Programs

Lounsbury and Marani (1964, p. 57) reaffirmed the traditional belief that "the teacher makes the difference!" In

their 1964 (p. 58) study of an eighth grade class they found, "Almost always the potential was in the teacher's hands. It was not simply a lack of time, lack of materials or lack of student ability. . . . It was simply lack of teaching skill and understanding."

This dilemma of a lack of specifically trained personnel for the middle school years is pointed out in Stainbrook's (1970, pp. 1-10) study in Indiana of junior high school teachers. He (1970, p. 9) reported in his findings that "Most . . . had some school level emphasis other than that of the intermediate school in their pre-service preparation. The same was true for junior high school teachers in 1959."

Stainbrook (1970, p. 9) also had teachers rank various items that would be worthwhile to include in a teacher preparation program and the top three ranked prerequisites were: a "thorough preparation in subject areas. . . . A basic understanding of individual differences in the social, emotional, mental and physical development of young adolescents . . . A basic understanding of the young adolescent."

A brief historical look at what types of course work for prospective middle school teachers have been proposed over the last 30 years will point out some similarities. It will also show the redundancy of these suggestions, which leads to the main point of a lack of response from the teacher preparation institutions in instituting some specific middle school teacher preparation programs.

Pre- and Early Adolescent Psychology/Child Development:

Elliot (1949), Hack (1953), Frasier (1954), Ernest, Aarnes, and Hahn (1963), Spencer (1960) Buell (1962), Curtis (1972), and Conner (1975).

Preparation in More than One Academic Area/Applied

Skills: Hack (1953), Spencer (1960), Vars (1964), Bossing (1966), Clarke (1971), and Warwick (1972).

Counseling and Guidance: Elliot (1949), Spencer (1960),

Reavis and Hackney (1961), Vars (1964), Stainbrook (1972), and Warwick (1972).

Pre-Student Teaching Contact with Transescents/Student

Teaching in the Middle School: Frasier (1954), Loban (1958), Buell (1962), Ernest et al. (1963), Vars (1964), and Stainbrook (1972).

Reading: Spencer (1960), Reavis and Hackney (1961), Vars

(1964), Clarke (1971), and Conner (1975).

English: Frazier (1954), and Loban (1958).

The following list contains various other suggestions of desirable course work:

Tefler (1956): Familiarity with elementary/secondary curriculum in order to provide for the transescent.

Gruhn (1965): Small group discussion skills; individualized instruction.

Clarke (1971): Team teaching; thinking skills.

Curtis (1972): Diagnostic techniques; multi-media instruction.

Conner (1975): Solid background in learning theory in order to develop appropriate programs.

Curtis (1972, pp. 61-70) prefaced his list of pre-service education of teachers with a list of teacher competencies that he stated are necessary "in order to best develop the emerging adolescent." These competencies appear to be a sort of blending between the characteristics and skills and could emerge as objectives (were they restated in objective form) for the middle school teacher:

1. Self-awareness
2. Recognition of variabilities among emerging adolescents
3. Determination of objectives
4. Utilization of diagnostic tools
5. Facilitation of learning
6. Specialization in resource materials (Curtis 1972, p. 61).

He (1972, p. 65) continued with an additional list of those concepts/skills, experiences he deemed important for the middle school teacher:

1. Education of emerging adolescents
2. Developmental psychology of emerging adolescents
3. Observation and participation of transescents prior to student teaching
4. Instructional strategies
5. Diagnostic techniques

6. Media and materials
7. Methods
8. Student teaching

In support of Curtis' seventh item--methods--a study conducted by Christopher M. Clark (1976) dealt with the concern that teachers were supposed to improve their teaching techniques and effectiveness in a teaching unit with practice. Clark's (1976, p. 112) data proved otherwise: "Relatively few teachers show marked increases in student learning with practice." The apparent conclusion is that the majority of teachers continue to teach in the same manner over and over again. Apply this theory to the plight of middle school teachers who, for the most part, have been trained as elementary teachers or secondary educators--they continue to teach to an in-between group with techniques and skills designed to be effective at some other level. Clark (1976, p. 114) went on to say: "If teaching tends to become less effective across practice on the same unit, it is not that conventional skill training can remedy this."

A teacher preparation program for a prospective middle school teacher should be divided into three phases, according to Alexander (1968, pp. 98-99), in order to build a comprehensive overview of all the demands that will be made on a teacher of a middle school class. These divisions will be listed and discussed in the next several pages.

1. The common core of professional education courses. The literature seems to support the idea of a group of courses that should be basic to the middle school teacher preparation program. Armstrong (1977, pp. 247-254), after a survey of the literature, condensed all the suggestions over a 30-year period into four basic categories of course work: "psychology of the adolescent/counseling and guidance," "reading/English," "application of knowledge," "experience with early adolescents."

Alexander (1968, p. 98) was associated with a program supported by the United States Office of Education during the 1966-67 year in Florida. The purpose was "to retrain personnel from the public schools . . . of various states in the southeast for middle schools in these systems." These participants took courses in the dynamics of behavior of the pre-adolescent as viewed from a perceptual and humanistic orientation, measurement and statistics, school curriculum, and means for implementing and evaluating the program of the middle school.

2. Study in the academic disciplines. Again, research by experts in middle school education points to the importance of a broad background in several academic areas, and Alexander (1968), in the Florida project, had the participants study one or more subjects on the graduate level. The rationale was that middle school teachers need to update and refresh their knowledge of the content areas that they deal with in the classroom.

3. The practicum on teaching in the middle school. In the Florida group, participants were encouraged to try out their ideas (based on learning theories of middle schools) against the reality of the situation in an actual middle school situation. Also they got involved in team teaching, disciplinary and interdisciplinary, with various types of pupil programs, evaluation, nongrading and continuous progress, techniques effective at that level especially.

Alexander's (1968) program briefly listed such specific courses that in sequence and content seem to coincide with the findings of other experts outlining teacher preparation programs, but this was just a one year retraining program for persons already holding teaching certificates. The crux of the matter is still as Popper (1967, p. 217) stated:

Despite efforts in recent years to raise the quality of middle school teaching, progress at strengthening the technical sub-system of middle school organization has not been encouraging. The explanation for this turns on the fact that most teachers colleges . . . still resist persistent pleas from the profession for a discrete preparation program for middle school teachers.

Nearly all such schools offer some courses that focus on the middle school. However, a gulf of deep significance separates courses from a discrete preparation program in the socialization of teachers.

Popper (1967) also pointed out the far-reaching effect that poorly prepared professionals has on the entire educational system, starting with the middle school principal. He (1967, p. 218) stated: "The middle school principal of today is in the

unhappy predicament of an administrator who is held responsible for goal attainment in a functionally differentiated unit of a professional service organization whose technical personnel lack the special skills and institutional commitment for the performance of essential functions!"

Romine (1961, p. 200), referring to two middle school studies done by the North Central Association of Colleges and Secondary Schools, supported Popper's feelings about the frustration of middle school principals when he reported:

One other suggestion of junior high school principals merits serious attention, namely, the need for programs of preparation planned specifically for junior high school personnel. Too few colleges and universities apparently offer programs of the type judged by the respondents to be adequate. Careful and thorough study of essential attributes of successful junior high school personnel will be basic to the development of sound programs. Proper assignment and use of personnel also relate to this problem, for the junior high school is often a stepping stone for teachers and administrators.

Of interest to this study and germane to Romine's comments is one conducted by Brown and Howard (1972, p. 282) in which junior high school principals only were asked for recommendations as to what the curriculum should include in the preparation of teachers for junior high and middle schools:

1. Courses that emphasize the development of an understanding of the social, personal, and family relationships of the pre-adolescent and early adolescent.
2. Student teaching in a junior high or middle school.
3. Psychology of the pre-adolescent and early adolescent.

4. A course in tests and measurements.
5. Training in classroom management and discipline.
6. Knowledge of drugs and drug abuse.
7. Course work in human growth and development.
8. Course work in guidance and counseling.
9. Course work in theories of learning, training in audio-visual materials, techniques, and production, and training in teaching techniques and strategies.
10. Two hundred-eleven (81%) of the responding principals recommended preparation in skills in problem teaching.
11. Two hundred-six (79%) recommended preparation with a broad concentration in the major teaching area with specific emphasis upon topics taught in junior high and middle schools.
12. The great majority of the respondents (207, 79%) favored requiring course work in the history, philosophy, and functions of the junior high school.

Brown and Howard (1972, p. 281) also commented that "it would appear that the majority of principals favor hiring teachers who have had more extensive training to teach this age group than in employing subject matter specialists." This was also supported by Smith (1966, p. 439): "Teacher failure in the junior high school is due primarily to inability to cope with youngsters of this age. Few teachers fail because of inability to handle the subject matter being taught."

A report by Alexander and Kealy (1969) in Florida further stressed Romine's point and serves as a summation of research on middle school teacher preparation programs. They

(1969, pp. 2-3) had a three category division of areas of concern for training the middle school teacher:

1. Personal Characteristics.

- Positive view of self
- Flexibility and creativeness
- Respect for the dignity and worth of the individual
- Ability to interact constructively with others
- Commitment to the education of transescents

2. General Professional Abilities.

- American Education Enterprise (issues facing American education, curriculum)
- Nature of the learner
- Nature of the teaching-learning process
- Nature of group processes
- Nature of educational research and evaluation
- Nature of the major fields of knowledge

3. Specialized Professional Abilities.

- Nature of the transescent
- Nature of the middle school program
- Role of the teacher-counselor
- Individualization of instruction
- Teaching of continued learning skills
- Subject field specialization.

These authors appeared to have condensed all the suggestions made over the last 30 years, updated them and organized them into a comprehensive overview of the crucial components deemed important for the preparation of middle school teachers according to the research found in the literature.

Since the rationale for having a separate teacher preparation program for middle school teachers appears to be so logical as the research is stated in the literature, why then is there not a greater effort to implement such programs?

"Both elementary and secondary departments of teacher education seem reluctant to 'let go,' but neither group seems willing or able to fully commit its resources to the task (George 1973, p. 417)." This "task" of training teachers specifically for the middle school may be partly explained by Vars (1969, pp. 175-176): ". . . part of the difficulty appears to come from five false antitheses rampant in the field of teacher education." These antitheses will be listed and discussed in the next several pages.

1. Encounter vs. Professional Skill Training. The idea of spending contact time with the students is always good, but not totally sufficient. Mastery of teaching skills is imperative to serve as a solid base from which to proceed in meeting the individual needs of students.
2. Subject Matter vs. Method. Elementary education tends to overemphasize methods and secondary education does the same with subject matter, and either teacher prepared under one of these systems is supposedly ready to meet the needs of students in the transitional grades.
3. Depth vs. Breadth. What is most desirable? In-depth knowledge of one field, or "modest knowledge" of several? Again, an elementary background tends to cover a cursory look at all the basic academic areas, not profound enough for the transescent; secondary zeroes in on one area and thoroughly deals with that one area to an extent that few transescents will have need or interest in delving.

4. Program vs. Certification. Most universities gear their programs to existing state regulations, thereby perpetuating politically devised certification requirements, despite the fact that experimental programs are generally encouraged and may receive special dispensation.
5. Push vs. Pull. Should colleges push middle school programs, or should school administrators "exert more pull on college administrators and certification officials (Vars 1969, p. 176)?"

Vars' reference to middle school teacher certification requirements is further explained by Alexander (1978, p. 21):

Initially the programs have had to meet the opposition of entrenched certification requirements which do not recognize the middle level, and of the traditional split between elementary and secondary education with no middle ground, and frequently no cooperation. Programs have had to build on existing courses or go through the bureaucratic maze to get new ones, and they have frequently had to use the same instructors, thus paralleling the situations in the schools themselves.

Middle School Teacher Certification

"Middle school teachers must be different if their schools are to be, and . . . teacher education and certification are the keys to providing the schools with teachers trained to do the jobs required by the reorganization (George et al. 1975, p. 417)."

Curtis (1972, pp. 68-69) further emphasized this same point:

In most cases, in fact, teachers are certified for either elementary or secondary education with all supposedly qualified to teach in the middle. On the contrary, however, middle school teaching is probably the most difficult area for teachers, and to imply that either an elementary or secondary teacher is automatically qualified to teach at this level is shortsighted, to say the least.

In a 1968 study conducted by Philip Pumerantz, the 50 state departments of education were contacted to determine how many of them had special middle school certification requirements. The reported results "revealed that only two states, Nebraska and Kentucky, had official middle school certification requirements (Pumerantz 1969, p. 102)." At that time, nine states said they were thinking about planning some requirements for middle school teacher certification, but 39 states had no such intentions. Pumerantz suggested that this reluctance to change was due to the overlapping of certificates; anyone holding an elementary or secondary certificate is eligible to teach in the middle grade.

In a similar survey, Gillan (1977, p. 2) found a "notable lack of uniformity of the resulting special certification programs." Although the 15 states reporting middle school certification requirements list specific course work, in some case, or limit the grades that may be taught with such a certificate, few seem to reflect the programs or sequences suggested in the literature from research done in the area. Gillan (1977, pp. 4-5) reported his findings to the survey questions as follows:

1. Special middle school teacher certification was reported by 15 states . . . with only the state of

Kentucky indicating special certification for middle school administrators.

2. Some 11 states reported no official definition of criteria for the middle school with three of these . . . stating the school organization also lacked legal status.
3. Thirteen states . . . reported efforts in the direction of teacher certification with . . . (five states) . . . also working toward the development of certification for the middle school administrator.
4. Finally, a question to which 11 state departments declined to respond and concerned provisions for teachers, administrators, and/or organizations of the same to participate in the determinations of certification requirements. To this question 18 states replied in the affirmative and explained the form of participation, five simply responded "yes," and the remaining 16 responded in the negative.

Gillan (1977, p. 7) summed up this situation with this conclusion which seems to reflect the current practice: "Thus, in at least 16 states and possibly as many as 38 states, certification for teachers and administrators is out of the hands of those people who are best qualified through experience and education to make decisions concerning the professional preparation of those persons entering the field of education."

In a proposal to the State Superintendent's Advisory Committee for Teacher Education and Certification--Grades 5-9 (Gomoll 1972, p. 4), the concluding paragraph in the section entitled "Rationale" perhaps best summarizes the general tone of other state proposals from or to advisory committees: "The feasibility of special training and certification is questionable. An increasing amount of new support is apparent state-wide and

nationally, however, there seems to be great reluctance to make dramatic moves before other states make similar efforts." So, who will be the first to take a strong stand? Armstrong (1977, pp. 250-251) explained some of the problems:

In states where special intermediate school certificates have been introduced, legislatures have shown great reluctance to force these teachers to return to school to take courses identified as components of a new intermediate school certification program These same political realities (i.e., large teacher pressure groups drawing support from potentially all K-8 teachers in the case of elementary organizations or from potentially all 7-12 teachers in the case of secondary groups) militate against the success of attempts to restrict future elementary certificates to grades K-5 and future secondary certificates to grades 10-12 . . . a pattern that would carve out grades 6-9 as territory held exclusively for holders of intermediate school certificates.

Armstrong (1977, p. 252) also provided an explanation for this ambivalent political arena when he stated: "The dilemma for the intermediate school has resulted because this tripartite structure has been superimposed on a support system that is basically dualistic in nature: elementary education (grades K-8) and secondary education (grades 7-12)." The list actually continues-- colleges and universities have a Department of Elementary Education and a Department of Secondary Education, likewise the state departments of education, and professional groups (principals especially (Armstrong 1977, p. 253).

Change by fiat has rarely been enduring in educational institutions. Teachers, as professional persons, may justly expect to be full participants in the study, planning and decision that must take place to change the institution of which they are a part. Teacher education institutions have an obligation here, of course, to

prepare new teachers for the junior high school of the future and to help them want to be a part of new educational programs (Grambs 1961, p. 34).

Summary

The literature reviewed in this section dealt with three topics: skills and/or characteristics needed by middle school teachers; middle school teacher preparation programs; and middle school teacher certification.

According to the literature, the most desirable characteristics of a middle school teacher are: resilliency, a sense of humor, ability to model independent thought and action, calmness, honesty, diplomacy and tact, flexibility and a genuine affection for 10-14 year olds.

As for middle school teacher preparation programs, the general consensus is that a discrete program for the preparation of middle school teachers is requisite in order to fully and accurately prepare prospective teachers for that level. An historical compilation of the suggested course work for a middle school teacher preparation program over the last 30 years best represents the thinking in this area.

Finally, experts concur that special certification for middle school teachers would improve the quality and training of those teachers, but the biggest deterrent over the years has been the politics involved with state legislatures, state departments of education, and teachers already holding elementary or

secondary certificates who are teaching at the middle school level. A few states have, however, instituted special middle school teacher certification plans.

CHAPTER 3

RESEARCH PROCEDURES

Introduction

The proposed study was designed to ascertain the perceptions of selected administrators and teachers of accredited North Central Association middle/junior high schools, all North Central Association associate state chairmen, and selected college of education professors who are members of the Western Regional Middle School/Junior High School Consortium as to the skills or characteristics needed by a middle/junior high school teacher to best meet the needs of the transescent. Also, the specific learning experiences that should be included in the middle school teacher preparation program and the need for a separate middle school teaching certificate and why or why not, were investigated. This chapter includes a description of the sampling procedures, a discussion of the Delphi Technique, the format of the questionnaire used, and procedures used for analysis of the data.

The Sample

There is a total of 428 North Central Association accredited middle/junior high schools, each of which was sent three copies of each questionnaire; a total of 1,284 questionnaires.

One copy of the questionnaires was for the administrator, and one was to be given to a teacher holding a secondary teaching certificate and one to a teacher holding an elementary teaching certificate. Both teachers chosen to respond by the principal must have had at least two years experience teaching at the middle/junior high school level.

All 17 North Central Association associate state chairmen and 16 college of education professors who are members of the Western Regional Middle School/Junior High School Consortium were sent each questionnaire.

For the second questionnaire, two weeks was the time allotted for responses. Those not responding at that time were sent a follow-up postcard as a reminder.

The Delphi Technique

The Delphi Technique was developed by the Rand Corporation in the early 1960's. The system, originated primarily for military use, was designed to gather the opinions of experts on a given topic, then combining them in order to arrive at a decision based on informed judgment (Helmer 1966).

The Delphi Technique has been applied to all levels of education for planning at the federal, state and local levels (Helmer 1966). As Weaver (1971, p. 46) stated:

Although Delphi was originally intended as a forecasting tool, its most promising educational application seems to be in the following areas: (a) a method for studying the process of thinking about the future,

(b) a pedagogical tool or teaching tool which forces people to think about the future in a more complex way than they ordinarily would, and (c) a planning tool which may aid in probing priorities held by members and constituencies of an organization.

Because the Delphi Technique eliminates committee activity, it is best utilized through a series of questionnaires which combine a logical sequence of questions allowing information to surface through opinion responses (Cyphert and Gant 1970). Since the information received is from a broad base of informed responses by those considered experts in a given area, the Delphi Technique eliminates guesswork and gives credence to decisions by supporting them with informed responses rather than conjecture (Weaver 1971).

In this study a two-phase questionnaire was used that (1) solicited input from the sample and then (2) used the input to formulate statements for important/unimportant responses. More specifically, the procedure used was as follows:

Step 1: The respondent was asked to complete an open-ended questionnaire by:

- a. Listing one to five skills or characteristics that are needed by a middle/junior high school teacher to best meet the needs of the early adolescent.
- b. Listing one to five specific topics that should be included in the curriculum for the preparation of middle/junior high teachers.

- c. Answering the question, should there be a special, separate certificate for middle school teachers (grades 5-9), and why?

Step 2: All items mentioned at least twice in the returned questionnaires were developed into generic statements from which a second questionnaire was developed, using a five-point Likert-type scale.

The open-ended questionnaire was used in Step 1 so as not to limit the range of possible responses. The second questionnaire, developed from the responses to the first, was first given to two graduate classes in the Department of Secondary Education at The University of Arizona who evaluated it for clarity, then once reviewed, it was sent to the entire sample. These respondents were asked to respond on a five-point Likert scale (not important at all to very important) to each of the items listed on the second questionnaire.

Format of the Questionnaire

The first questionnaire (Appendix B) was open-ended. The participants were asked to list skills or characteristics they thought were needed by a middle/junior high school teacher to best meet the needs of the students. They were then asked to list the specific learning experiences they thought should be included in the curriculum for the preparation of middle/junior high school teachers. The final question asked if they thought a middle/junior high school teaching certificate is desirable, and

why or why not. Participants were asked to check one of the five groups represented (administrator, teacher with secondary certificate, teacher with elementary certificate, NCA associate state chairman, college of education professor).

A cover letter (Appendix A), which explained the purpose of the study and the Delphi procedure, was included with each questionnaire. The letter also assured participants that their responses were voluntary, confidential and anonymous. The first letter and questionnaire were sent on September 18, 1979.

Items on the second questionnaire were formulated from the responses submitted on the first questionnaire. All items mentioned at least twice were combined and developed into generic statements. Section A of the questionnaire requested participants to check one of the five groups represented; Section B consisted of 32 items identified as specific learning experiences necessary in a middle school teacher preparation program; and Section C consisted of 37 items identified as skill or characteristics needed by a middle school teacher. Respondents were asked to respond on a five-point Likert-type scale as to how important or unimportant they thought each of the items was. Responses to this questionnaire were also anonymous.

A cover letter, included on the first page of the second questionnaire, explained how the questionnaire was developed. The cover letter and questionnaire were sent to the entire sample

on January 2, 1980. A follow-up card was sent on January 25 as a reminder to return the completed questionnaire.

Analysis of the Data

Responses to the first questionnaire were categorized and generic statements were developed. All items mentioned by two or more respondents were included. Questionnaire I was analyzed according to each of the five groups responding. The number of times each item was mentioned by each group and the combined total for each item are given in a table which appears in the presentation of data in Chapter 4.

The 69 items on the second questionnaire were tabulated and statistically analyzed. This information appears in table form included in Chapter 4. Statistical measures used were total and group means and standard deviations for each item, and an analysis of variance to determine significant differences between groups. For items showing a significant difference (.01) a Tukey H.S.D. was computed to determine where the differences occurred.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to determine the characteristics and skills needed by middle/junior high school teachers, preparation programs for these teachers, and opinions as to the desirability of a separate teaching certificate that would include grades five to nine as perceived by selected administrators, selected teachers, North Central Association (NCA) associate state chairmen, and selected college of education professors. A modified (two phases only) Delphi Technique was used to gather the data presented in this study. This chapter presents the data from the two questionnaires in table and narrative form.

Questionnaire I

The first questionnaire used in this study was open-ended (Appendix B). Respondents were asked to list skills or characteristics they thought were needed by a middle/junior high school teacher to best meet the needs of the students. They were then asked to list the specific learning experiences they thought should be included in the curriculum for the preparation of middle/junior high school teachers. Finally, they were asked if

they thought a middle/junior high school teaching certificate is desirable, and why or why not.

A total of 1,313 questionnaires was sent to the five groups being surveyed--administrators, teachers holding secondary teaching certificates, teachers holding elementary teaching certificates, NCA associate state chairmen, college of education professors who are members of the Western Regional Middle School/Junior High School Consortium. Of the 1,313 questionnaires, 411 were returned. Administrators returned 146 for a 34.1% return; teachers holding secondary teaching certificates returned 146 for a 34.1% return; teachers holding elementary teaching certificates returned 107 for a 25% return; NCA associate state chairmen returned seven for a 41.2% return; college of education professors returned five for a 31.3% return.

All items mentioned by two or more respondents were categorized. Items mentioned only once or those in which the respondent's meaning was not clear were discarded. After the initial screening process, items were combined into 32 categories in Section B on specific learning experiences necessary in a middle/junior high teacher preparation program and into 37 categories in Section C on skills or characteristics needed by a middle/junior high school teacher.

An analysis of the first questionnaire consisted of determining the number of times each item was mentioned in the open-ended questionnaire and by which group. This information appears in Tables 1 and 2.

Table 1. Responses to First Questionnaire--Specific Learning Experiences

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairman	College of Education Professors	Total
Pre-adolescent psychology	19	2	2	4	4	31
Adolescent psychology	63	59	54	4	4	184
Interdisciplinary training	16	3	1	-	1	20
Individualizing/ personalizing instruction	21	10	12	-	1	44
Counseling and guidance	12	25	18	2	1	58
Junior high/middle school methods	40	38	30	2	3	113
Discipline	30	33	29	-	1	93
Extended student teaching	5	27	29	1	1	63
Tutoring at junior high/middle school	4	7	5	-	-	16

Table 1, Responses to First Questionnaire--Specific Learning Experiences, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairman	College of Education Professors	Total
Practical application of theory courses in classroom settings	-	21	8	-	-	29
Career education	3	5	-	-	-	8
Instructional management	14	16	10	0	1	41
Tests and measurement	2	5	21	-	1	29
Diagnosis and evaluation	5	10	3	-	-	18
Audiovisual equipment	2	2	6	-	-	10
Learning theories	10	7	1	1	3	22
Junior high/middle school curriculum development and evaluation	7	17	3	2	2	31
Resource personnel	-	2	7	-	-	9

Table 1, Responses to First Questionnaire--Specific Learning Experiences, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Junior high/middle school history and philosophy	7	10	7	0	1	25
Identification and working with special education students in regular classroom	9	14	5	-	-	28
Communication skills	21	13	4	-	-	38
Knowledge in specific content area	16	22	14	2	-	54
Broad academic training	19	13	16	1	1	50
Reading	31	27	24	1	-	83
Innovations in teaching	13	5	1	-	-	19
Discussion skills	6	19	7	-	-	32
Student teaching at junior high/middle school	52	30	-	-	-	82

Table 1, Responses to First Questionnaire--Specific Learning Experiences, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Exposure to secondary and elementary teachers	1	1	3	-	-	5
Early observation and participation	31	49	33	3	2	118
Extracurricular activities	17	14	7	-	-	38
Cross cultural awareness	-	3	1	-	-	4
English language background	<u>12</u>	<u>10</u>	<u>6</u>	<u>-</u>	<u>1</u>	<u>29</u>
Totals	488	518	367	23	28	1424

Table 2. Responses to First Questionnaire--Skills or Characteristics

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Elementary teaching techniques	3	1	8	-	-	12
Counseling and guidance techniques	4	20	5	-	1	30
Desire to work with junior high/middle school students	32	23	22	2	2	81
Broad educational background	24	11	9	1	1	46
Reading	8	10	13	-	-	31
Child psychology	-	1	8	-	-	9
Adolescent psychology	60	52	40	3	2	157
Sense of humor	29	38	23	-	1	91
Flexibility	40	52	32	1	2	127
Knowledge of subject matter	30	45	44	2	1	122
Communication skills	30	33	14	2	3	82

Table 2, Responses to First Questionnaire--Skills or Characteristics, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Patience	57	61	33	1	1	153
Organizational skills	8	14	11	1	4	38
Discipline	28	42	21	2	2	95
Firmness, consistency, fairness, honesty	31	35	16	-	1	83
Motivational methods	39	22	15	1	-	77
Empathetic, compas- sionate, under- standing	39	40	27	3	1	110
Child centered, humanistic	53	47	28	5	1	134
Evaluation and diagnosis	2	3	7	-	3	15
Learning theories	12	9	11	1	-	33
Listening skills	12	5	10	-	-	27
Physical stamina	2	7	5	-	-	14

Table 2, Responses to First Questionnaire--Skills or Characteristics, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Enthusiasm	21	33	10	-	2	66
Awareness of cultural differences	-	-	2	-	-	2
Promoting student independence	1	-	15	-	-	16
Extracurricular activities	1	10	9	-	-	20
Career education	-	5	5	-	-	10
Curriculum development and evaluation	1	9	4	1	-	15
Questioning techniques	-	4	2	-	-	6
English language background	-	-	2	-	-	2
Strong self-image, good role model	23	34	11	1	-	69
Positive attitude	15	12	-	1	-	28

Table 2, Responses to First Questionnaire--Skills or Characteristics, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Individualizing and personalizing instruction	3	3	1	3	2	12
Variety of teaching techniques	37	25	2	2	3	69
Audiovisual equipment	1	3	-	-	-	4
Identifying learning disabilities	1	6	1	-	-	8
Age--over 30	<u>2</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>
Totals	649	715	466	33	33	1928

The 10 items mentioned most frequently in the first questionnaire as necessary learning experiences were: adolescent psychology (184), early observation and participation (118), junior high/middle school methods (113), discipline (93), reading (83), students teaching at a junior high/middle school (82), extended student teaching (63), counseling and guidance (58), knowledge in specific content area (54), and broad academic training (50).

Adolescent psychology, early observation and participation, junior high methods, extended student teaching, counseling and guidance, and broad academic training were mentioned by all groups. Discipline was mentioned by all groups except NCA associate state chairmen. Reading and knowledge in specific content area were mentioned by all groups except college of education professors. Student teaching at a junior high/middle school was mentioned by only the administrators and teachers holding secondary teaching certificates. These 10 items accounted for 63% of all the responses to the first question of the questionnaire.

Adolescent psychology (157), patience (153), child-centered (134), flexibility (127), knowledge of subject matter and materials (122), empathy (110), discipline (95), sense of humor (91), firmness--fairness, consistency--honesty (83), and communication skills (82) were the 10 areas most frequently mentioned as characteristics or skills needed by a middle/junior high school teacher. Adolescent psychology, patience,

child-centered, flexibility, knowledge of subject matter and materials, empathy, discipline, and communication skills were mentioned by all five groups. A sense of humor and firmness were mentioned by all groups except NCA associate state chairmen. These 10 items accounted for 63.5% of the total responses to the second question of Questionnaire I.

To the third question, Do you think a middle/junior high school teaching certificate is desirable?, 234 respondents marked yes (56.4%), 152 respondents marked no (36.7%), and 28 of the respondents were undecided (6.8%). This information is presented in Tables 3 through 6.

The top three reasons for the yes responses were: teachers would be specifically trained to deal with middle school students (157), all five groups responding; teachers would choose middle schools when job hunting (38), all groups responding except college of education professors; and providing colleges have trained and experienced middle school professors to train prospective teachers (10), administrators and teachers with secondary certificates responding only. These top three reasons accounted for 49.8% of all the responses to the third question of the first questionnaire.

For the no responses, the top three reasons were: too limiting--cuts down flexibility (59), all groups responding except college of education professors; secondary certificate is sufficient (18), administrators and teachers with secondary

Table 3. Responses to First Questionnaire--Middle School Teacher Certification

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Yes	90	72	64	3	5	234
No	44	65	39	4	-	152
Undecided	<u>16</u>	<u>8</u>	<u>4</u>	<u>-</u>	<u>-</u>	<u>28</u>
Totals	150	145	107	7	5	414

Table 4. Responses to First Questionnaire--Reasons for Yes Responses

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Teachers would choose middle schools when job hunting	21	9	7	1	-	38
Teachers would be specifically trained to deal with middle school students	44	58	48	2	5	157
Teachers would have a balanced background--not so subject oriented	8	-	-	-	-	8
Providing colleges have trained and experienced middle school professors to train prospective teachers	5	5	-	-	-	10
Gives separate identity/status to middle school	3	-	-	-	-	3
Teachers would have more reading background	1	-	-	-	-	1

Table 4, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
No reason given	8	-	1	-	-	9
Elementary trained teachers do not have sufficient subject matter training	<u>-</u>	<u>-</u>	<u>8</u>	<u>-</u>	<u>-</u>	<u>8</u>
Totals	90	72	64	3	5	234

Table 5. Responses to First Questionnaire--Reasons for No Responses

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Secondary certificate is sufficient	2	16	-	-	-	18
Any teaching certificate should qualify a teacher	4	2	-	-	-	6
Too limiting--cuts down flexibility	21	24	10	4	-	59
Just add 1-2 middle school course requirements	5	11	1	-	-	17
Experience teaching in middle school is only way to make a successful middle school teacher	3	6	5	-	-	14
Elementary certificate is sufficient	2	-	11	-	-	13
More careful screening of prospective teachers	4	1	-	-	-	5

Table 5, Continued

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Personal traits are most necessary characteristics	3	1	9	-	-	13
Elementary and second- ary trained person- nel complement each other in a middle school setting	-	3	2	-	-	5
Good teachers make sure on their own that they have appropriate skills to do the job	<u>-</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>2</u>
Totals	44	65	39	4	0	152

Table 6. Responses to First Questionnaire--Reasons for Undecided Responses

Category	Adminis- trators	Teachers with Secondary Certificate	Teachers with Elementary Certificate	NCA Associate State Chairmen	College of Education Professors	Total
Too limiting	8	3	4	-	-	15
Personal traits more important	4	-	-	-	-	4
No reason given	3	3	-	-	-	6
Need nationwide con- sensus on middle school teacher prep- aration programs	<u>1</u>	<u>2</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3</u>
Totals	16	8	4	0	0	28

certificates responding only; just add one or two middle school course requirements (17), all groups responding except NCA associate state chairmen and college of education professors. These three reasons accounted for 22.8% of all the responses to the third question of the first questionnaire.

Those responding undecided had one major reason--too limiting (15), with all groups except the NCA associate state chairmen and the college of education professors responding. This reason accounted for 3.6% of all the responses to the third question of the first questionnaire.

Questionnaire II

The responses to the first open-ended questionnaire were combined to formulate the second questionnaire. Generic statements were written for the first 32 categories of Section B regarding the specific learning experiences necessary in a middle school teacher preparation program and for the 37 categories listed in Section C regarding skills or characteristics needed by a middle school teacher. Respondents were asked to indicate on a Likert-type scale how important or unimportant they thought each of the statements were. Delphi questionnaire, Phase II is shown in Appendix B.

Of the 1,313 questionnaires sent to administrators, teachers holding secondary teaching certificates, teachers holding elementary teaching certificates, NCA associate state chairmen, and college of education professors, 489 were returned.

Administrators returned 182 for a 37.2% return; teachers holding secondary teaching certificates returned 168 for a 34.3% return; teachers holding elementary teaching certificates returned 117 for a 23.9% return, NCA associate state chairmen returned 13 for a 2.6% return; college of education professors returned nine for a 1.8% return.

Replies to all items in Sections A, B, and C were key punched on IBM cards and were analyzed statistically by computer. The statistical measures used were the total and group means and standard deviations for each item and analysis of variance. On all items showing a significant difference at the .01 level, a Tukey test of honest significant difference was computed. The data will first be presented according to the responses of each group and then summary data for the total groups will be presented. Table 7 gives means and standard deviations for each group and for the combined groups as to the specific learning experience necessary in a middle school teacher preparation program (Section B). Table 8 gives means and standard deviations for each group and for the combined groups as to the skills or characteristics needed by a middle school teacher (Section C).

Administrators

In Section B on learning experiences, responses by administrators to the items received the following means (see page 83).

Table 7. Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=117	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
1. Pre-adolescent psychology						
Mean	3.815	3.524	3.732	3.833	4.222	3.702
S.D.	1.011	.9874	1.013	1.114	.971	1.012
2. Adolescent psychology						
Mean	4.554	4.494	4.461	4.307	4.888	4.511
S.D.	.746	.796	.782	1.031	.333	.776
3. Interdisciplinary training						
Mean	3.587	3.403	3.606	3.384	4.555	3.542
S.D.	.910	.921	.973	1.043	.881	.943
4. Individual/ personal instruction						
Mean	4.324	4.256	4.316	4.384	4.333	4.300
S.D.	.811	.833	.772	.767	1.118	.812
5. Counseling and guidance						
Mean	3.929	3.826	3.863	3.769	4.000	3.875
S.D.	.908	.898	.918	.832	1.322	.911

Table 7, Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=117	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
6. Junior high/ middle school methods						
Mean	4.349	4.297	4.230	4.153	4.888	4.308
S.D.	.776	.879	.874	.898	.333	.836
7. Discipline						
Mean	4.655	4.574	4.572	4.076	4.777	4.595
S.D.	.599	.689	.698	.954	.441	.668
8. Extended student teaching						
Mean	3.562	3.601	3.632	3.153	4.111	3.591
S.D.	1.116	1.189	1.214	1.068	1.453	1.170
9. Tutoring at junior high/middle school						
Mean	3.224	3.154	3.256	3.307	3.666	3.218
S.D.	.895	.960	.992	1.031	.866	.943
10. Practical applica- tion/theory courses						
Mean	3.628	3.521	3.555	3.692	4.000	3.582
S.D.	.939	1.028	.995	1.031	1.000	.986

Table 7, Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=117	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
11. Career education						
Mean	3.415	3.375	3.512	3.538	3.333	3.426
S.D.	.927	.970	.988	.776	1.118	.954
12. Instructional management						
Mean	3.978	3.526	3.620	3.692	3.555	3.723
S.D.	.937	.876	.966	1.031	1.013	.945
13. Tests and measurements						
Mean	3.617	3.526	3.589	3.615	3.222	3.572
S.D.	.893	.841	.929	.960	1.092	.889
14. Diagnosis and evaluation						
Mean	3.989	3.724	3.923	3.923	3.444	3.870
S.D.	.807	.922	.892	.759	1.130	.879
15. Audiovisual equipment						
Mean	3.475	3.375	3.356	3.153	3.333	3.401
S.D.	.830	.823	.938	.688	1.118	.856

Table 7, Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
16. Learning theories						
Mean	3.655	3.241	3.178	4.000	3.777	3.414
S.D.	.947	1.004	.951	.816	1.481	1.001
17. Junior high/middle school curriculum						
Mean	3.502	3.375	3.637	3.384	4.333	3.503
S.D.	.931	.926	.999	.960	.707	.952
18. Resource personnel						
Mean	3.519	3.541	3.594	3.307	3.777	3.544
S.D.	.857	.901	1.038	.854	1.092	.920
19. Junior high/middle school history and philosophy						
Mean	2.807	2.491	2.460	3.230	3.777	2.646
S.D.	.892	.897	.984	1.091	.971	.951
20. Special education						
Mean	3.923	3.7143	3.672	3.307	4.000	3.777
S.D.	.828	.916	1.011	1.182	.866	.921

Table 7, Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
21. Communication skills						
Mean	4.295	4.136	4.179	4.076	4.000	4.202
S.D.	.791	.811	.877	.759	1.118	.852
22. Knowledge in content						
Mean	3.729	4.035	3.663	3.384	3.333	3.802
S.D.	.993	.956	1.054	.767	1.118	1.006
23. Broad academic training						
Mean	3.694	3.479	3.897	3.692	4.555	3.685
S.D.	.922	1.034	1.003	1.109	.527	.997
24. Reading						
Mean	4.295	3.898	4.222	4.230	4.111	4.136
S.D.	.703	.886	.831	.926	.781	.823
25. Teaching innovations						
Mean	3.715	3.785	3.844	3.538	4.111	3.773
S.D.	.880	.855	.829	.877	1.054	.863

Table 7, Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
26. Discussion skills						
Mean	4.065	4.119	4.196	3.846	4.444	4.116
S.D.	.781	.853	.757	.688	.881	.801
27. Student teaching at junior high/middle school						
Mean	4.519	4.562	4.350	4.307	4.777	4.492
S.D.	.740	.772	.844	.854	.441	.779
28. Exposure to secon- dary and elementary teachers						
Mean	3.637	3.734	4.008	3.692	3.888	3.765
S.D.	.847	.976	.991	.751	.928	.936
29. Early observation						
Mean	3.978	4.131	4.410	4.000	4.666	4.147
S.D.	.904	.957	.842	1.044	.500	.921
30. Extracurricular activities						
Mean	3.879	3.532	3.444	4.076	4.111	3.666
S.D.	.875	.986	1.037	1.115	.781	.977

Table 7, Group Means and Standard Deviations Questionnaire II--Specific Learning Experiences, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
31. Cultural awareness						
Mean	3.807	3.672	3.752	3.923	4.000	3.754
S.D.	.899	.837	.946	.954	.707	.887
32. English language						
Mean	4.327	4.209	4.359	4.076	4.375	4.288
S.D.	.771	.856	.865	.759	.744	.823

Table 8. Group Means and Standard Deviations Questionnaire II--Skills or Characteristics

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
1. Elementary teaching techniques						
Mean	3.628	3.071	4.076	4.076	4.222	3.568
S.D.	.910	.908	.920	.640	.833	.987
2. Counseling and guidance						
Mean	3.748	3.595	3.743	3.692	4.000	3.698
S.D.	.826	.936	.832	.751	1.414	.878
3. Desire to work with junior high/middle school students						
Mean	4.862	4.815	4.786	5.000	4.888	4.836
S.D.	.390	.485	.522	0.000	.333	.402
4. Broad education						
Mean	4.027	3.934	4.243	4.230	4.555	4.061
S.D.	.775	.841	.767	.832	.726	.806
5. Reading						
Mean	4.273	4.101	4.370	4.076	4.000	4.227
S.D.	.672	.808	.807	.862	1.000	.770

Table 8, Group Means and Standard Deviations Questionnaire II--Skills or Characteristics, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
6. Child psychology						
Mean	4.027	3.803	3.947	4.000	4.000	3.920
S.D.	.830	.936	.836	.816	1.000	.874
7. Adolescent psychology						
Mean	4.338	4.327	4.256	4.384	4.444	4.318
S.D.	.801	.777	.821	.650	1.013	.796
8. Sense of humor						
Mean	4.694	4.726	4.717	4.538	4.333	4.700
S.D.	.568	.565	.585	.660	1.322	.594
9. Flexibility						
Mean	4.620	4.658	4.689	4.230	4.444	4.636
S.D.	.579	.598	.565	1.165	.726	.609
10. Knowledge of subject						
Mean	4.115	4.383	4.435	4.000	3.666	4.272
S.D.	.781	.750	.770	.912	.866	.788
11. Communication skills						
Mean	4.546	4.488	4.517	4.230	4.555	4.511
S.D.	.617	.638	.611	.725	.726	.627

Table 8, Group Means and Standard Deviations Questionnaire II--Skills or Characteristics, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
12. Patience						
Mean	4.668	4.785	4.777	4.692	4.333	4.729
S.D.	.558	.446	.475	.480	1.322	.532
13. Organization						
Mean	4.355	4.297	4.319	4.384	4.222	4.325
S.D.	.725	.679	.753	.767	.833	.717
14. Discipline						
Mean	4.664	4.595	4.700	4.461	4.333	4.638
S.D.	.559	.560	.529	.518	.707	.556
15. Firmness						
Mean	4.819	4.844	4.880	4.769	4.555	4.832
S.D.	.438	.379	.326	.438	.726	.453
16. Motivational methods						
Mean	4.508	4.476	4.461	4.538	4.555	4.487
S.D.	.627	.628	.650	.776	.726	.637
17. Empathetic						
Mean	4.562	4.541	4.598	4.692	4.555	4.567
S.D.	.642	.673	.630	.630	.726	.649

Table 8, Group Means and Standard Deviations Questionnaire II--Skills or Characteristics, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
18. Child-centered						
Mean	4.459	4.317	4.379	4.383	4.444	4.389
S.D.	.716	.829	.819	.869	1.013	.790
19. Diagnosis and evaluation						
Mean	3.901	3.801	4.017	4.000	3.888	3.897
S.D.	.815	.723	.819	.738	.928	.787
20. Learning theories						
Mean	3.642	3.410	3.431	3.846	4.333	3.530
S.D.	.820	.857	.896	.800	1.118	.868
21. Listening skills						
Mean	4.300	4.381	4.393	4.461	4.666	4.361
S.D.	.689	.716	.742	.776	.707	.713
22. Physical stamina						
Mean	4.251	4.386	4.299	4.076	4.222	4.304
S.D.	.771	.781	.833	.640	.833	.788
23. Enthusiasm						
Mean	4.759	4.732	4.717	4.384	4.666	4.728
S.D.	.488	.541	.554	.767	.707	.536

Table 8, Group Means and Standard Deviations Questionnaire II--Skills or Characteristics, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
24. Cultural differences						
Mean	3.743	3.821	3.837	3.846	3.777	3.795
S.D.	.780	.799	.830	.800	.833	.798
25. Student independence						
Mean	3.939	4.101	4.299	4.000	4.222	4.087
S.D.	.792	.786	.790	.912	.971	.805
26. Extracurricular activities						
Mean	3.928	3.660	3.444	3.692	3.889	3.713
S.D.	.823	.894	.932	.854	1.364	.903
27. Career education						
Mean	3.207	3.101	3.239	3.166	3.111	3.176
S.D.	.726	.811	.826	.937	1.364	.798
28. Curriculum development						
Mean	3.461	3.395	3.569	3.583	4.333	3.482
S.D.	.870	.842	.867	.877	.707	.865

Table 8, Group Means and Standard Deviations Questionnaire II--Skills or Characteristics, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
29. Questioning techniques						
Mean	4.005	3.946	4.034	4.076	4.555	4.004
S.D.	.732	.815	.798	.954	.527	.782
30. English language						
Mean	4.311	4.287	4.418	4.384	4.222	4.329
S.D.	.723	.745	.768	.650	.971	.743
31. Strong self-image						
Mean	4.666	4.581	4.715	4.769	4.666	4.652
S.D.	.517	.615	.571	.438	.707	.567
32. Positive attitude						
Mean	4.803	4.766	4.820	4.846	4.666	4.793
S.D.	.450	.502	.447	.375	.707	.470
33. Individual/ personal instruction						
Mean	4.196	4.222	4.222	4.384	4.444	4.221
S.D.	.794	.749	.755	.650	.726	.763
34. Teaching techniques						
Mean	4.377	4.373	4.439	4.384	4.555	4.394
S.D.	.675	.673	.713	.767	.881	.688

Table 8, Group Means and Standard Deviations Questionnaire II--Skills or Characteristics, Continued

Item	Adminis- trators N=182	Teachers with Secondary Certificate N=168	Teachers with Elementary Certificate N=118	NCA Associate State Chairmen N=13	College of Education Professors N=9	Total N=489
35. Audiovisual equipment						
Mean	3.431	3.389	3.310	3.538	3.333	3.389
S.D.	.801	.782	.806	.867	.707	.797
36. Learning disabilities						
Mean	3.623	3.718	3.846	3.923	3.555	3.715
S.D.	.808	.863	.836	1.037	.726	.841
37. Age--over 30						
Mean	1.662	1.602	1.655	1.615	1.777	1.641
S.D.	.938	.823	.987	.960	1.641	.926

Means of 4.5 or above.

- Item 7 (discipline)
- Item 2 (adolescent psychology)
- Item 27 (student teaching at a junior high/middle school)

Means between 4.0 and 4.5.

- Item 6 (junior high/middle school methods)
- Item 32 (English language background)
- Item 4 (individualizing/personalizing instruction)
- Item 21 (communication skills)
- Item 24 (reading)
- Item 26 (discussion skills)
- Item 14 (diagnosis and evaluation)

Means between 3.5 and 4.0.

- Item 12 (instructional management)
- Item 29 (early observation and participation)
- Item 5 (counseling and guidance)
- Item 20 (identification and working with special education students in regular classroom)
- Item 30 (extracurricular activities)
- Item 1 (pre-adolescent psychology)
- Item 31 (cross cultural awareness)
- Item 22 (knowledge in specific content area)
- Item 25 (innovations in teaching)
- Item 23 (broad academic training)
- Item 16 (learning theories)
- Item 28 (exposure to secondary and elementary teachers)

Item 10 (practical application of theory courses in classroom settings)

Item 13 (tests and measurement)

Item 3 (interdisciplinary training)

Item 8 (extended student teaching)

Item 18 (resource personnel)

Item 17 (junior high/middle school curriculum development and evaluation)

Item 15 (audiovisual equipment)

Means between 3.0 and 3.5.

Item 11 (career education)

Item 9 (tutoring at the junior high/middle school)

Means between 2.5 and 3.0.

Item 19 (junior high/middle school history and philosophy)

In Section B there were 10 items with a mean of 4.0 or above, 21 items with a mean of 3.0 to 4.0, two items with means between 3.0 and 3.5, and one item with a mean below 3.0.

Section C listed skills or characteristics needed by a middle school teacher. Administrators identified items with the following means.

Means of 4.5 or above.

Item 3 (desire to work with junior high/middle school students)

Item 15 (firmness--consistency--fairness-honesty)

Item 32 (positive attitude)

Item 23 (enthusiasm)

Item 8 (sense of humor)

Item 12 (patience)

Item 31 (strong self-image)

Item 14 (discipline)

Item 9 (flexibility)

Item 17 (empathetic--compassionate--understanding)

Item 11 (communication skills)

Item 16 (skill in motivational methods)

Means between 4.0 and 4.5.

Item 18 (child-centered)

Item 34 (skill in a variety of teaching techniques)

Item 13 (organizational skills)

Item 7 (knowledge of adolescent psychology)

Item 30 (skill in English language)

Item 21 (listening skills)

Item 5 (reading)

Item 22 (physical stamina)

Item 33 (skill in individualizing and personalizing instruction)

Item 10 (knowledge of subject matter and materials)

Item 4 (broad educational background)

Item 6 (knowledge of child psychology)

Item 29 (skill in questioning techniques)

Means between 3.5 and 4.0.

Items receiving means between 3.5 and 4.0 numbered eight.

These were:

- Item 25 (skill in promoting student independence)
- Item 26 (involvement in extracurricular activities)
- Item 19 (skill in evaluation and diagnosis)
- Item 2 (skill in guidance and counseling)
- Item 24 (awareness of cultural differences)
- Item 20 (awareness of learning theories)
- Item 1 (skill in elementary teaching techniques)
- Item 36 (skill in identifying learning disabilities)

Means between 3.0 and 3.5.

- Item 28 (skill in curriculum development and evaluation)
- Item 35 (skill with audiovisual equipment)
- Item 27 (skill in career education)

Means between 1.5 and 2.0.

- Item 37 (age--over 30)

Administrators rated items in this section with a mean of 4.0 or above, 11 items with means between 3.0 and 3.5 and one item with a mean below 2.0.

Teachers Holding Secondary
Teaching Certificates

Teachers with secondary certificates responded to the items in Section B on learning experiences with the following.

Means of 4.5 or above.

- Item 7 (discipline)

Means between 4.0 and 4.5.

- Item 27 (student teaching at a junior high/middle school)
- Item 2 (adolescent psychology)

- Item 6 (junior high/middle school methods)
- Item 4 (individualizing/personalizing instruction)
- Item 32 (English language background)
- Item 21 (communication skills)
- Item 29 (early observation and participation)
- Item 26 (discussion skills)
- Item 22 (knowledge in specific content area)
- Item 24 (reading)

Means between 3.5 and 4.0.

- Item 5 (counseling and guidance)
- Item 25 (innovations in teaching)
- Item 28 (exposure to secondary and elementary teachers)
- Item 14 (diagnosis and evaluation)
- Item 20 (identification and working with special education students in regular classroom)
- Item 31 (cross cultural awareness)
- Item 8 (extended student teaching)
- Item 18 (resource personnel)
- Item 30 (extracurricular activities)
- Item 12 (instructional management)
- Item 13 (tests and measurement)
- Item 1 (pre-adolescent psychology)
- Item 10 (practical application of theory courses in classroom room settings.)

Means between 3.0 and 3.5.

- Item 23 (broad academic training)
- Item 3 (interdisciplinary training)

Item 17 (junior high/middle school curriculum development and evaluation)

Item 11 (career education/life skills)

Item 15 (audiovisual equipment)

Item 16 (learning theories)

Item 9 (tutoring at the junior high/middle school)

Means between 2.5 and 3.0.

Item 19 (junior high/middle school history and philosophy)

Teachers with secondary certification identified 11 items with means of 4.0 or above. Twenty items received a mean of 3.0 or above. One item had a mean below 3.0.

In Section C regarding skills or characteristics, teachers with secondary certificates rated the items with the following means.

Means of 4.5 or above.

In Section C 10 items received means of 4.5 or above.

These were:

Item 3 (desire to work with junior high/middle school students)

Item 15 (firmness--consistency--fairness-honesty)

Item 12 (patience)

Item 32 (positive attitude)

Item 23 (enthusiasm)

Item 8 (sense of humor)

Item 9 (flexibility)

Item 14 (discipline)

Item 31 (strong self-image)

Item 17 (empathetic--compassionate--understanding)

Means between 4.0 and 4.5.

Thirteen items had means between 4.0 and 4.5. These were:

Item 11 (communication skills)

Item 16 (skill in motivational methods)

Item 22 (physical stamina)

Item 10 (knowledge of subject matter and materials)

Item 21 (listening skills)

Item 34 (variety of teaching techniques)

Item 7 (knowledge of adolescent psychology)

Item 18 (child-centered)

Item 13 (organizational skills)

Item 30 (skill in English language)

Item 33 (skill in individualizing and personalizing instruction)

Item 5 (reading)

Item 25 (skill in promoting student independence)

Means between 3.5 and 4.0.

Item 29 (skill in questioning techniques)

Item 4 (broad educational background)

Item 24 (awareness of cultural differences)

Item 6 (knowledge of child psychology)

Item 19 (skill in evaluation and diagnosis)

Item 36 (skill in identifying learning disabilities)

Item 26 (involvement in extracurricular activities)

Item 2 (skill in counseling and guidance)

Means between 3.0 and 3.5.

Item 20 (awareness of learning theories)

Item 28 (skill in curriculum development)

Item 35 (skill with audiovisual equipment)

Item 27 (skill in career education)

Item 1 (skill in elementary teaching techniques)

Means between 1.5 and 2.0.

Item 37 (age--over 30)

There were 23 items in this section with a mean of 4.0 or above. Thirteen items had means of 3.0 or above. One item had a mean below 2.0.

Teachers Holding Elementary Teaching Certificates

Teachers with an elementary certification identified items in Section B with the following means.

Means of 4.5 or above.

Item 7 (discipline)

Means between 4.0 and 4.5.

Item 2 (adolescent psychology)

Item 29 (early observation and participation)

Item 32 (English language background)

Item 27 (student teaching at a junior high/middle school)

- Item 4 (individualizing/personalizing instruction)
- Item 6 (junior high/middle school methods)
- Item 24 (reading)
- Item 26 (discussion skills)
- Item 21 (communication skills)
- Item 28 (exposure to secondary and elementary teachers)

Means between 3.5 and 4.0.

Items receiving means between 3.5 and 4.0 numbered 16.

These were:

- Item 14 (diagnosis and evaluation)
- Item 23 (broad academic training)
- Item 5 (counseling and guidance)
- Item 25 (innovations in teaching)
- Item 31 (cross cultural awareness)
- Item 1 (pre-adolescent psychology)
- Item 20 (identification and working with special education students in regular classroom)
- Item 22 (knowledge in specific content area)
- Item 17 (junior high/middle school curriculum development and evaluation)
- Item 8 (extended student teaching)
- Item 12 (instructional management)
- Item 3 (interdisciplinary training)
- Item 18 (resource personnel)
- Item 13 (tests and measurement)

Item 10 (practical application of theory courses in classroom settings)

Item 11 (career education)

Means between 3.0 and 3.5.

Item 30 (extracurricular activities)

Item 15 (audiovisual equipment)

Item 9 (tutoring at the junior high/middle school)

Item 16 (learning theories)

Means between 2.5 and 3.0.

Item 19 (junior high/middle school history and philosophy)

In Section B, 11 items had means of 4.0 or above. Twenty items received a mean of 3.0 or above. One item had a mean below 3.0.

In Section C, items regarding skills or characteristics had means as follows:

Means between 4.5 and 5.0.

Item 15 (firmness--consistency--fairness-honesty)

Item 32 (positive attitude)

Item 3 (desire to work with junior high/middle school students)

Item 12 (patience)

Item 23 (enthusiasm)

Item 8 (sense of humor)

Item 31 (strong self-image)

Item 14 (discipline)

Item 9 (flexibility)

Item 17 (empathetic--compassionate--understanding)

Item 11 (communication skills)

Means between 4.0 and 4.5.

Item 16 (skill in motivational methods)

Item 10 (knowledge of subject matter and materials)

Item 34 (skill in a variety of teaching techniques)

Item 5 (skill in reading)

Item 30 (skill in English language)

Item 21 (listening skills)

Item 18 (child-centered)

Item 13 (organizational skills)

Item 22 (physical stamina)

Item 25 (skill in promoting student independence)

Item 7 (knowledge of adolescent psychology)

Item 4 (broad educational background)

Item 33 (skill in individualizing and personalizing instruction)

Item 1 (skill in elementary teaching techniques)

Item 29 (skill in questioning techniques)

Item 19 (skill in evaluation and diagnosis)

Means between 3.5 and 4.0.

Item 6 (knowledge of child psychology)

Item 36 (skill in identifying learning disabilities)

Item 24 (awareness of cultural differences)

Item 2 (skill in guidance and counseling)

Item 28 (skill in curriculum development and evaluation)

Means between 3.0 and 3.5.

Item 26 (involvement in extracurricular activities)

Item 20 (awareness of learning theories)

Item 35 (skill with audiovisual equipment)

Item 27 (skill in career education)

Means between 1.5 and 2.0.

Item 37 (age--over 30)

In this section, 27 items received a mean of 4.0 or above. Nine items had a mean of 3.0 or above. One item had a mean below 2.0.

North Central Association
Associate State Chairman

The NCA associate state chairmen had no items in Section B with a mean of 4.5 or above. The means received by the items were as follows:

Means between 4.0 and 4.5.

Item 4 (individualizing/personalizing instruction)

Item 2 (adolescent psychology)

Item 27 (student teaching at a junior high/middle school)

Item 24 (reading)

Item 6 (junior high/middle school methods)

Item 7 (discipline)

Item 32 (English language background)

Item 21 (communication skills)

Item 30 (extracurricular activities)

Item 29 (early observation and participation)

Item 16 (learning theories)

Means between 3.5 and 4.0.

Item 14 (diagnosis and evaluation)

Item 31 (cross cultural awareness)

Item 26 (discussion skills)

Item 1 (pre-adolescent psychology)

Item 5 (counseling and guidance)

Item 28 (exposure to secondary and elementary teachers)

Item 12 (instructional management)

Item 23 (broad academic training)

Item 10 (practical application of theory courses in classroom settings)

Item 13 (tests and measurement)

Item 25 (innovations in teaching)

Item 11 (career education)

Means between 3.0 and 3.5.

Item 22 (knowledge in specific content area)

Item 3 (interdisciplinary training)

Item 17 (junior high/middle school curriculum development and evaluation)

Item 20 (identification and working with special education students in regular classroom)

Item 18 (resource personnel)

Item 9 (tutoring at the junior high/middle school)

Item 19 (junior high/middle school history and philosophy)

Item 8 (extended student teaching)

Item 15 (audiovisual equipment)

In Section B, 11 items had a mean of 4.0 or above. There were 21 items with a mean of 3.0 or above.

In Section C, the items regarding skills or characteristics had means as follows:

Means of 4.5 or above.

Item 3 (desire to work with junior high/middle school students)

Item 32 (positive attitude)

Item 15 (firmness--consistency--fairness-honesty)

Item 31 (strong self-image)

Item 12 (patience)

Item 17 (empathetic--compassionate--understanding)

Item 8 (sense of humor)

Item 16 (skill in motivational methods)

Means between 4.0 and 4.5.

Item 14 (discipline)

Item 21 (listening skills)

Item 23 (enthusiasm)

Item 34 (skill in a variety of teaching techniques)

Item 18 (child-centered)

Item 30 (skill in English language)

Item 13 (organizational skills)

Item 7 (knowledge of adolescent psychology)

Item 33 (skill in audiovisual equipment)

- Item 11 (communication skills)
- Item 4 (broad educational background)
- Item 9 (flexibility)
- Item 22 (physical stamina)
- Item 5 (skill in reading)
- Item 29 (skill in questioning techniques)
- Item 1 (skill in elementary teaching techniques)
- Item 10 (knowledge of subject matter and materials)
- Item 25 (skill in promoting student independence)
- Item 6 (knowledge of child psychology)
- Item 19 (skill in evaluation and diagnosis)

Means between 3.5 and 4.0.

Seven items received a mean between 3.5 and 4.0. These items were:

- Item 26 (skill in identifying learning disabilities)
- Item 24 (awareness of cultural differences)
- Item 20 (awareness of learning theories)
- Item 26 (involvement in extracurricular activities)
- Item 2 (skill in guidance and counseling)
- Item 28 (skill in curriculum development and evaluation)
- Item 35 (skill with audiovisual equipment)

Means between 3.0 and 3.5.

- Item 27 (skill in career education)

Means between 1.5 and 2.0.

- Item 37 (age--over 30)

In Section C, a total of 28 items had means of 4.0 or above. Seven items had means of 3.0 or above. One item had a mean below 2.0.

College of Education Professors

College of education professors assigned means to the items in Section B as follows:

Means of 4.5 or above.

- Item 2 (adolescent psychology)
- Item 6 (junior high/middle school methods)
- Item 7 (discipline)
- Item 27 (student teaching at a junior high/middle school)
- Item 29 (early observation and participation)
- Item 23 (broad academic training)
- Item 3 (interdisciplinary training)

Means between 4.0 and 4.5.

Fourteen items received a mean between 4.0 and 4.5.

These items were:

- Item 26 (discussion skills)
- Item 32 (English language background)
- Item 4 (individualizing/personalizing instruction)
- Item 17 (junior high/middle school curriculum development and evaluation)
- Item 1 (pre-adolescent psychology)
- Item 24 (reading)
- Item 25 (innovations in teaching)

- Item 30 (extracurricular activities)
- Item 8 (extended student teaching)
- Item 21 (communication skills)
- Item 5 (counseling and guidance)
- Item 20 (identification and working with special education students in regular classroom)
- Item 31 (cross cultural awareness)
- Item 10 (practical application of theory courses in classroom settings)

Means between 3.5 and 4.0.

- Item 28 (exposure to secondary and elementary teachers)
- Item 18 (resource personnel)
- Item 16 (learning theories)
- Item 19 (junior high/middle school history and philosophy)
- Item 9 (tutoring at the junior high/middle school)
- Item 12 (instructional management)

Means between 3.0 and 3.5.

- Item 14 (diagnosis and evaluation)
- Item 22 (knowledge in specific content area)
- Item 11 (career education)
- Item 15 (audiovisual equipment)
- Item 13 (tests and measurement)

A total of 21 items had means of 4.0 or above in Section B. Eleven items had means of 3.0 or above. There were no items with means below 3.0 in this group.

In Section C, skills or characteristics, items received means as follows:

Means of 4.5 or above.

- Item 3 (desire to work with junior high/middle school students)
- Item 32 (positive attitude)
- Item 23 (enthusiasm)
- Item 31 (strong self-image)
- Item 21 (listening skills)
- Item 15 (firmness--consistency--fairness--honesty)
- Item 17 (empathetic--compassionate--understanding)
- Item 11 (communication skills)
- Item 16 (motivational methods)
- Item 34 (variety of teaching techniques)
- Item 4 (broad educational background)
- Item 29 (skill in questioning techniques)

Means between 4.0 and 4.5.

- Item 9 (flexibility)
- Item 18 (child-centered)
- Item 7 (knowledge of adolescent psychology)
- Item 33 (individualizing and personalizing instruction)
- Item 12 (patience)
- Item 8 (sense of humor)
- Item 14 (discipline)
- Item 20 (awareness of learning theories)
- Item 28 (curriculum development and evaluation)

Item 30 (skill in English language)

Item 13 (organizational skills)

Item 22 (physical stamina)

Item 25 (skill in promoting student independence)

Item 1 (elementary teaching techniques)

Item 5 (reading)

Item 6 (knowledge of child psychology)

Item 2 (guidance and counseling techniques)

Means between 3.5 and 4.0.

Item 19 (skill in evaluation and diagnosis)

Item 26 (involvement in extracurricular activities)

Item 24 (awareness of cultural differences)

Item 10 (knowledge of subject matter and materials)

Item 36 (skill in identifying learning disabilities).

Means between 3.0 and 3.5.

Item 35 (skill with audiovisual equipment)

Item 27 (skill in career education)

Means between 1.5 and 2.0.

Item 37 (age--over 30)

In Section C, a total of 29 items had means of 4.0 or above. Seven items had means of 3.0 or above. One item had a mean below 2.0.

Total Groups

The five groups surveyed ranked 10 items in Section B with a mean of 4.0 or above. These items were:

- Item 7 (discipline)
- Item 2 (adolescent psychology)
- Item 27 (student teaching at junior high/middle school)
- Item 6 (junior high/middle school methods)
- Item 4 (individualizing/personalizing instruction)
- Item 32 (English language background)
- Item 21 (communication skills)
- Item 29 (early observation and participation)
- Item 24 (reading)
- Item 26 (discussion skills)

There were 21 items with a mean of 3.0 or above. Item 19 (junior high/middle school philosophy and history) had a mean of 2.646.

In Section C, there were 25 items that had a mean of 4.0 or above. These were:

- Item 3 (desire to work with junior high/middle school students)
- Item 15 (firmness--consistency--fairness--honesty)
- Item 32 (positive attitude)
- Item 12 (patience)
- Item 23 (enthusiasm)
- Item 8 (sense of humor)
- Item 31 (strong self-image--good role model)
- Item 14 (discipline)
- Item 9 (flexibility)
- Item 17 (empathetic--compassionate--understanding)
- Item 11 (communication skills)

- Item 16 (skill in motivational methods)
- Item 34 (skill in a variety of teaching techniques)
- Item 18 (child-centered)
- Item 21 (listening skills)
- Item 30 (skill in English language)
- Item 13 (organizational skills)
- Item 7 (knowledge of adolescent psychology)
- Item 22 (physical stamina)
- Item 10 (knowledge of subject matter and materials)
- Item 5 (skill in reading--content and diagnosis)
- Item 33 (skill in individualizing and personalizing instruction)
- Item 25 (skill in promoting student independence)
- Item 4 (broad educational background)
- Item 29 (skill in questioning techniques)

There were 11 items with means of 3.0 or above, Item 37 (age--over 30) received a mean of 1.641.

Table 9 gives the item responses in percentages for Section B (learning experiences). Table 10 gives the item responses in percentages for Section C (skills or characteristics).

The ranking for items by total group as to the learning experiences necessary in a middle school teacher preparation program, using descending mean values, is shown in Table 11. The two items with the highest means were Item 7 (discipline) and Item 2 (adolescent psychology). Item 7 had a mean of 4.595 and Item 2 had a mean of 4.511. The next eight items in rank order

Table 9. Item responses in Percentages Questionnaire II--
Specific Learning Experiences

Item	Responses in Percentages				
	1	2	3	4	5
1. Pre-adolescent psychology	1.1	9.1	36.6	24.9	28.3
2. Adolescent psychology	.2	1.8	10.8	20.9	66.3
3. Interdisciplinary training	1.0	12.1	35.3	34.7	16.8
4. Individualizing/personalizing instruction	.6	1.6	13.8	35.0	49.0
5. Counseling and guidance	.8	5.7	26.4	39.3	27.8
6. Junior high/middle school methods	.4	1.6	16.9	28.8	52.2
7. Discipline	.0	.8	7.8	22.5	68.9
8. Extended student teaching	4.1	15.1	27.3	24.5	29.0
9. Tutoring at the junior high/middle school	1.4	21.8	40.0	26.9	9.8
10. Practical application of theory courses in classroom settings	1.6	11.2	34.6	32.3	20.2
11. Career education/life skills	1.0	14.5	41.0	27.8	15.7
12. Instructional management	.6	8.0	34.6	32.0	24.8
13. Tests and measurement	1.0	8.4	38.7	36.2	15.7
14. Diagnosis and evaluation	.2	5.5	28.1	39.3	26.8
15. Audiovisual equipment	.6	11.9	45.1	31.6	10.9
16. Learning theories	2.1	15.5	37.5	28.8	16.1
17. Junior high/middle school curriculum development and evaluation	1.2	11.9	39.5	30.3	17.2
18. Resource personnel	1.4	9.2	39.3	33.7	16.4

Table 9, Continued

Item	Responses in Percentages				
	1	2	3	4	5
19. Junior high/middle school history and philosophy	8.8	38.5	36.0	12.6	4.1
20. Identification and working with special education students in regular classroom	1.4	5.5	30.9	38.2	23.9
21. Communication skills	.0	2.2	19.2	34.7	43.9
22. Knowledge in specific content area	1.4	8.0	29.6	30.7	30.2
23. Broad academic training	1.0	11.7	29.0	34.2	24.1
24. Reading	.0	1.8	22.4	35.9	39.8
25. Innovations in teaching	.0	6.7	30.9	40.7	21.7
26. Discussion skills	.0	2.9	18.4	43.1	35.7
27. Student teaching at a junior high/middle school	.4	1.6	10.4	23.3	64.2
28. Exposure to secondary and elementary teachers	.6	7.6	31.7	34.8	25.3
29. Early observation and participation	.6	4.1	20.1	30.3	44.9
30. Extracurricular activities	1.0	12.1	27.6	37.8	21.5
31. Cross cultural awareness	.6	5.7	33.7	37.4	22.5
32. English language background	.0	2.3	16.8	30.7	50.2

Table 10. Item responses in Percentages Questionnaire II-
Skills or Characteristics

Item	Responses in Percentages				
	1	2	3	4	5
1. Skill in elementary teaching techniques	2.0	9.8	37.8	29.9	20.4
2. Skill in guidance and counseling techniques	.2	8.6	31.2	41.2	18.8
3. Desire to work with middle school students	.0	.2	2.7	10.8	86.3
4. Broad educational background	.2	2.1	22.2	42.5	33.1
5. Skill in reading	.0	1.2	17.2	39.3	42.3
6. Knowledge of child psychology	.0	5.3	25.9	39.2	29.6
7. Knowledge of adolescent psychology	.0	2.7	12.9	34.5	50.0
8. Sense of humor	.2	.0	5.9	17.3	76.5
9. Flexibility	.2	.0	5.7	24.0	70.0
10. Knowledge of subject matter and materials	.0	.4	19.9	31.8	48.0
11. Communication skills	.0	.0	7.2	34.6	58.3
12. Patience	.2	.0	3.1	20.1	76.6
13. Organizational skills	.0	.2	14.1	38.7	47.0
14. Discipline	.0	.0	3.9	28.4	67.7
15. Firmness--consistency--fairness--honesty	.0	.0	1.2	13.9	84.9
16. Skill in motivational methods	.0	.2	7.1	36.3	56.3
17. Empathetic--compassionate--understanding	.0	.2	8.2	26.3	65.3
18. Child-centered--humanistic	.2	2.0	11.9	30.3	55.5

Table 10, Continued

Item	Responses in Percentages				
	1	2	3	4	5
19. Skill in evaluation and diagnosis	.0	2.3	29.8	43.8	24.1
20. Awareness of learning theories	.4	10.2	38.9	36.7	13.7
21. Listening skills	.0	.4	12.7	37.3	49.6
22. Physical stamina	.2	.8	16.7	32.9	49.4
23. Enthusiasm	.0	.0	4.5	18.2	77.3
24. Awareness of cultural differences	.4	2.7	33.7	43.5	19.8
25. Skill in promoting student independence	.2	2.0	21.0	42.2	34.5
26. Involvement in extracurricular activities	1.4	6.0	32.2	40.2	20.1
27. Skill in career education	1.8	13.5	55.3	23.8	5.5
28. Skill in curriculum development and evaluation	.0	10.3	45.8	29.4	14.6
29. Skill in questioning techniques	.0	10.3	45.8	29.4	14.6
30. Skill in English language	.0	2.3	23.6	45.7	28.5
31. Strong self-image (good role model)	.0	.0	4.5	26.0	69.5
32. Positive attitude	.0	.0	2.7	15.6	81.8
33. Skill in individualizing and personalizing instruction	.2	1.0	16.0	42.3	40.5
34. Skill in a variety of teaching techniques	.0	.4	10.3	39.1	50.2
35. Skill with audiovisual equipment	.8	8.4	50.8	30.9	9.0

Table 10, Continued

Item	Responses in Percentages				
	1	2	3	4	5
36. Skill in identifying learning disabilities	.2	5.3	36.4	38.9	19.2
37. Age--over 30	58.8	25.6	10.0	4.8	.8

Table 11. Ranking of Items by Total Group Questionnaire II--
Specific Learning Experiences

Rank	Item	Mean	Standard Deviation
1.	7	4.595	.668
2.	2	4.511	.776
3.	27	4.492	.779
4.	6	4.308	.836
5.	4	4.300	.812
6.	32	4.288	.823
7.	21	4.202	.852
8.	29	4.147	.921
9.	24	4.136	.823
10.	26	4.116	.801
11.	5	3.875	.911
12.	14	3.870	.879
13.	22	3.802	1.006
14.	20	3.777	.879
15.	25	3.773	.856
16.	28	3.765	.936
17.	31	3.754	.887
18.	12	3.723	.920
19.	1	3.7021	1.012
20.	23	3.685	.921
21.	30	3.666	.852
22.	8	3.591	1.170

Table 11, Continued

Rank	Item	Mean	Standard Deviation
23.	10	3.582	.997
24.	13	3.572	.823
25.	18	3.544	.920
26.	3	3.542	.943
27.	17	3.503	.779
28.	11	3.426	.954
29.	16	3.414	1.001
30.	15	3.401	.856
31.	9	3.218	.887
32.	19	2.646	.951

were Item 27 (student teaching at a junior high/middle school) with a mean of 4.492, Item 6 (junior high/middle school methods) with a mean of 4.308, Item 4 (individualizing/personalizing instruction) with a mean of 4.300, Item 32 (English language background) with a mean of 4.288, Item 21 (communication skills) with a mean of 4.242, Item 29 (early observation and participation) with a mean of 4.147, Item 24 (reading) with a mean of 4.136, and Item 26 (discussion skills) with a mean of 4.116.

The ranking of items in Section C, using descending mean values, as to the skills or characteristics needed by a middle school teacher is shown in Table 12. The two items with the highest means were Item 3 (desire to work with junior high/middle school students) with a mean of 4.832 and Item 15 (firmness--consistency--fairness--honesty) with a mean of 4.836. The next eight items in rank order were Item 32 (positive attitude) with a mean of 4.793, Item 12 (patience) with a mean of 4.729, Item 23 (enthusiasm) with a mean of 4.728, Item 8 (sense of humor) with a mean of 4.700, Item 31 (strong self-image/good role model) with a mean of 4.652, Item 14 (discipline) with a mean of 4.638, Item 9 (flexibility) with a mean of 4.636, and Item 17 (empathetic--compassionate--understanding) with a mean of 4.567.

Analysis of Variance

An analysis of variance was done to determine the extent to which the five groups concurred on the rating of each item. A Tukey test of honest significant difference was used to

Table 12. Ranking of Items by Total Group Questionnaire II-
Skills or Characteristics

Rank	Item	Mean	Standard Deviation
1.	3	4.836	.402
2.	15	4.832	.453
3.	32	4.793	.470
4.	12	4.729	.532
5.	23	4.728	.536
6.	8	4.700	.594
7.	31	4.652	.796
8.	14	4.638	.556
9.	9	4.636	.609
10.	17	4.567	.649
11.	11	4.511	.627
12.	16	4.487	.637
13.	34	4.394	.688
14.	18	4.389	.556
15.	21	4.361	.402
16.	30	4.329	.637
17.	13	4.325	.649
18.	7	4.318	.796
19.	22	4.304	.788
20.	10	4.272	.788
21.	5	4.227	.770
22.	33	4.221	.763

Table 12, Continued

Rank	Item	Mean	Standard Deviation
23.	25	4.087	.805
24.	4	4.061	.798
25.	29	4.004	.782
26.	6	3.930	.874
27.	19	3.897	.787
28.	24	3.795	.798
29.	36	3.715	.841
30.	26	3.713	.903
31.	2	3.698	.878
32.	1	3.568	.987
33.	20	3.530	.763
34.	28	3.482	.865
35.	35	3.389	.797
36.	27	3.176	.798
37.	37	1.641	.926

determine where the significant differences between groups were for each item showing a significant difference at the .01 level (Table 13).

Eight items in Section E on specific learning experiences necessary in a middle school teacher preparation program showed significant differences at the .01 level. These items were Item 3 (interdisciplinary training), Item 12 (instructional management), Item 16 (learning theories), Item 17 (junior high/middle school curriculum development and evaluation), Item 19 (junior high/middle school history and philosophy), Item 23 (broad academic training), Item 24 (reading), Item 28 (exposure to secondary and elementary teachers).

Item 3 (interdisciplinary training) had an F-ratio of 3.915. The means on this item ranged from a low of 3.384 assigned by NCA associate state chairmen to a high of 4.555 assigned by the professors. The Tukey computation showed a significant difference in the rating of this item by the professors and each of the four other groups.

Item 12 (instructional management) had an F-ratio of 5.752. The means on this item ranged from a low of 3.526 assigned by the teachers holding secondary certificates to a high of 3.978 assigned by the administrators. The Tukey computation showed a significant difference between teachers holding secondary certificates and administrators.

Table 13. F-Ratios of Items Showing a Significant Difference at .01 Level Questionnaire II--Specific Learning Experiences and Skills or Characteristics

Item	F-Ratio
Specific Learning Experiences	
3. Interdisciplinary training	3.911
12. Instructional management	5.752
16. Learning theories	7.219
17. Junior high/middle school curriculum development and evaluation	3.139
19. Junior high/middle school history and philosophy	6.403
23. Broad academic training	4.980
24. Reading	5.770
28. Exposure to secondary and elementary teachers	2.957
Skills or Characteristics	
1. Skill in elementary teaching techniques	24.190
4. Broad educational background	3.650
10. Knowledge of subject matter and materials	5.825
20. Awareness of learning theories	4.410
25. Skill in promoting student independence	3.752
26. Involvement in extracurricular activities	5.576
28. Skill in curriculum development and evaluation	2.980

Item 16 (learning theories) had an F-ratio of 7.219. The means on this item ranged from a low of 3.178 assigned by teachers with elementary certificates to a high of 4.000 assigned by the NCA chairmen. The Tukey computation showed a significant difference between teachers with elementary certificates and the NCA chairmen.

Item 17 (junior high/middle school curriculum development and evaluation) had an F-ratio of 3.158. The means on this item ranged from a low of 3.375 assigned by the teachers with secondary certificates to a high of 4.333 assigned by the professors. The Tukey computation showed a significant difference occurring between the teachers with secondary certificates and the professors.

Item 19 (junior high/middle school history and philosophy) had an F-ratio of 8.403. The means on this item ranged from a low of 2.460 assigned by the teachers with elementary certificates to a high of 3.777 assigned by the professors. The Tukey computation showed significant differences occurring between teachers with elementary certificates and administrators, NCA chairmen and professors. Significant differences were shown between teachers with secondary certificates and administrators, NCA chairmen and professors. Administrators differed significantly from professors.

Item 23 (broad academic training) had an F-ratio of 4.980. The means on this item ranged from a low of 3.479

assigned by teachers with secondary certificates to a high of 4.555 assigned by professors. The Tukey computation showed teachers with secondary certificates differing significantly from teachers with elementary certificates and from college of education professors.

Item 24 (reading) had an F-ratio of 5.773. The means on this item ranged from a low of 3.898 assigned by teachers with secondary certificates to a high of 4.295 assigned by administrators. The Tukey computation showed teachers with secondary certificates differing significantly from administrators.

Item 28 (exposure to secondary and elementary teachers) had an F-ratio of 2.957. The means on this item ranged from a low of 3.637 assigned by administrators to a high of 4.008 assigned by teachers with elementary certificates. The Tukey computation showed significant differences occurring between the administrators and teachers with elementary certificates.

In Section C, skills or characteristics needed by a middle school teacher, six items showed significant differences at the .01 level. These six items were:

Item 1 (skill in elementary teaching techniques)

Item 10 (knowledge of subject matter and materials)

Item 20 (awareness of learning theories)

Item 25 (skill in promoting student independence)

Item 26 (involvement in extracurricular activities)

Item 28 (skill in curriculum development and evaluation)

Item 1 (skill in elementary teaching techniques) had an F-ratio of 24.190. The means on this item ranged from a low of 3.071 assigned by teachers with secondary certificates to a high of 4.222 assigned by professors. The Tukey computation showed significant differences between teachers with secondary certificates and each of the other four groups.

Item 10 (knowledge of subject matter and materials) had an F-ratio of 5.825. The means on this item ranged from a low of 3.666 assigned by professors to a high of 4.435 assigned by teachers with elementary certificates. The Tukey computation showed that teachers with elementary certificates differed significantly from college of education professors.

Item 20 (awareness of learning theories) had an F-ratio of 4.410. The means on this item ranged from a low of 3.410 assigned by teachers with secondary certificates to a high of 4.333 assigned by professors. The Tukey computation showed college of education professors differing significantly from teachers with secondary certificates and from teachers with elementary certificates.

Item 25 (skill in promoting student independence) had an F-ratio of 3.752. The means on this item ranged from a low of 3.939 assigned by administrators to a high of 4.299 assigned by teachers with elementary certificates. The Tukey computation showed significant differences between administrators and teachers with elementary certificates.

Item 26 (involvement in extracurricular activities) had an F-ratio of 5.576. The means on this item ranged from 3.444 assigned by teachers with elementary certification to 3.928 assigned by administrators. The Tukey computation showed administrators differing significantly from teachers with elementary certificates and from teachers with secondary certificates.

Item 28 (skill in curriculum development and evaluation) had an F-ratio of 2.980. The means on this item ranged from 3.3952 assigned by teachers with secondary certificates to 4.333 assigned by college of education professors. The Tukey computation showed professors differing significantly from teachers with secondary certificates and from administrators.

Since the F-ratio basically points out the amount of consensus on each item by the five groups, the lower the F-ratio the greater the amount of consensus among the five groups in their ranking of the item (see Table 14).

In Section B, 12 items had an F-ratio below 1.000. Closest consensus among the five groups on learning experiences was Item 4 (individualizing/personalizing instruction) with a total group mean of 4.300. The other items in Section B showing close consensus were (group means are shown in parentheses):

Item 5, counseling and guidance (3.875)

Item 8, extended student teaching (3.591)

Item 9, tutoring at the junior high/middle school (3.218)

Item 10, practical application of theory courses in classroom settings (3.582)

Table 14. Items with an F-Ratio under 1.000 Questionnaire II--
Specific Learning Experience and Skills or
Characteristics

Item	F-Ratio
Specific Learning Skills	
4. Individualizing/personalizing instruction	.211
5. Counseling and guidance	.368
8. Extended student teaching	.903
9. Tutoring at the junior high/middle school	.775
10. Practical application of theory courses in classroom settings	.727
11. Career education/life skills	.436
13. Tests and measurement	.592
15. Audiovisual equipment	.744
18. Resource personnel	.479
25. Innovations in teaching	.995
31. Cross cultural awareness	.806
32. English language background	.938
Skills or Characteristics	
7. Knowledge of adolescent psychology	.289
11. Communication skills	.863
13. Organizational skills	.211
16. Skill in motivational methods	.155
17. Empathetic--compassionate--understanding	.253
18. Child-centered--humanistic	.718
21. Listening skills	.897

Table 14, Continued

Item	F-Ratio
22. Physical stamina	.953
24. Awareness of cultural differences	.334
27. Skill in career education	.627
30. Skill in English language	.644
32. Positive attitude	.451
33. Skill in individualizing and personalizing instruction	.386
34. Skill in a variety of teaching techniques	.324
35. Skill with audiovisual equipment	.538
37. Age--over 30	.154

- Item 11, career education/life skills (3.426)
- Item 13, tests and measurement (3.572)
- Item 15, audiovisual equipment (3.401)
- Item 18, resource personnel (3.544)
- Item 25, innovations in teaching (3.773)
- Item 31, cross cultural awareness (3.754)
- Item 32, English language background (4.288)

In Section C, the item showing the closest consensus was Item 37 (age--over 30) with a total group mean of 1.641. The other items under skills or characteristics needed by a middle school teacher showing close agreement were (group means in parentheses):

- Item 7, knowledge of adolescent psychology (4.318)
- Item 11, communication skills (4.511)
- Item 13, organizational skills (4.325)
- Item 16, skill in motivational methods (4.487)
- Item 17, empathetic--compassionate--understanding (4.567)
- Item 18, child-centered (4.389)
- Item 21, listening skills (4.361)
- Item 22, physical stamina (4.304)
- Item 24, awareness of cultural differences (3.795)
- Item 27, skill in career education (3.176)
- Item 30, skill in English language (4.329)
- Item 32, positive attitude (4.793)
- Item 33, skill in individualizing and personalizing instruction (4.221)

Item 34, skill in a variety of teaching techniques (4.394)

Item 35, skill with audiovisual equipment (3.389)

Summary

Chapter 4 presented the findings of this study in two sections--Questionnaire I and Questionnaire II.

The first section reporting the data gathered from Questionnaire I presented the 10 items mentioned most frequently as necessary learning experiences. These items were: adolescent psychology, early observation and participation, junior high/middle school methods, discipline, reading, student teaching at a junior high/middle school, extended student teaching, counseling and guidance, knowledge in specific content area, broad academic training. The 10 areas most frequently mentioned as characteristics or skills needed by a middle/junior high school teacher were: adolescent psychology, patience, child-centered, flexibility, knowledge of subject matter and materials, discipline, sense of humor, firmness, and communication skills. To the third question on Questionnaire I, Do you think a middle/junior high school teaching certificate is desirable?, 56.4% of the respondents marked yes with the top rated reason being teachers would be specifically trained to deal with middle school students; 36.7% of the respondents marked no with their major reason being the certificate would be too limiting and would cut down flexibility; and 6.8% of the respondents were undecided with the major reason being that the certificate would be too limiting.

On Questionnaire II, Section B. administrators identified 10 items with means of 4.0 or above as necessary learning experiences. The highest ranked item was discipline followed by: adolescent psychology, student teaching at a junior high/middle school, junior high/middle school methods, English language background, individualizing/personalizing instruction, communication skills, reading, discussion skills, and diagnosis and evaluation. In Section C, administrators identified 12 items with means of 4.5 or above as skills or characteristics needed by a middle school teacher. The highest item was desire to work with junior high/middle school students followed by: firmness--consistency--fairness--honesty, positive attitude, enthusiasm, sense of humor, patience, strong self-image, discipline, flexibility, empathetic--compassionate--understanding, communication skills, skill in motivational methods.

Teachers holding secondary teaching certificates listed 11 items in Section B with a mean of 4.0 or above. The highest ranked item was discipline followed by student teaching at a junior high/middle school, adolescent psychology, junior high/middle school methods, individualizing/personalizing instruction, English language background, communication skills, early observation and participation, discussion skills, knowledge in specific content area, and reading. In Section C, 10 items received means of 4.5 or above. The highest item in rank order was desire to work with junior high/middle school students

followed by firmness--consistency--fairness--honesty, patience, positive attitude, enthusiasm, sense of humor, flexibility, discipline, strong self-image, and empathetic--compassionate--understanding.

Teachers holding elementary teaching certificates identified 11 items in Section B with means of 4.0 or above. The highest ranking item was discipline followed by adolescent psychology, early observation and participation, English language background, student teaching at a junior high/middle school, individualizing/personalizing instruction, junior high/middle school methods, reading, discussion skills, communication skills, exposure to secondary and elementary teachers. In Section C, 11 items had means of 4.5 or above. The highest ranking item was firmness--consistency--fairness--honesty, positive attitude, desire to work with junior high/middle school students, patience, enthusiasm, sense of humor, strong self-image, discipline, flexibility, empathetic--compassionate--understanding, and communication skills.

North Central Association associate state chairmen identified 11 items with means of 4.0 or above in Section B. The highest ranked item was individualizing/personalizing instruction followed by adolescent psychology, student teaching at a junior high/middle school, reading, junior high/middle school methods, discipline, English language background, communication skills, extracurricular activities, early observation and participation, and learning theories. In Section C, there were eight items with

a mean of 4.5 or above. The highest ranking item was desire to work with junior high/middle school students followed by positive attitude, firmness--consistency--fairness--honesty, strong self-image, patience, empathetic--compassionate--understanding, sense of humor, and skill in motivational methods.

College of education professors had 21 items in Section B with means of 4.0 or above. The highest ranked item was adolescent psychology followed by: junior high/middle school methods, discipline, student teaching at a junior high/middle school, early observation and participation, broad academic training, interdisciplinary training, discussion skills, English language background, individualizing/personalizing instruction, junior high/middle school curriculum development and evaluation, pre-adolescent psychology, reading, innovations in teaching, extra-curricular activities, extended student teaching, communication skills, counseling and guidance, identification and working with special education students in regular classroom, cross cultural awareness, and practical application of theory courses in classroom settings.

The ranking of items by total group as to the learning experiences necessary in a middle school teacher preparation program, using descending mean values, showed discipline and adolescent psychology as the two highest ranking items. In Section C, on skills or characteristics needed by a middle school teacher, showed desire to work with junior high/middle school students and

firmness--consistency--fairness--honesty as the items with the highest ranking group means.

An analysis of variance identified 11 items in Section B and seven items in Section C with significant differences at the .01 level. A Tukey test of honest significance was computed for each of these items to determine the significant differences between groups.

CHAPTER 5

PRESENTATION OF THE PARADIGM

The results of this study regarding specific learning experiences necessary in a middle school teacher preparation program and the skills or characteristics needed by a middle school teacher serve as the basis for the paradigm presented in this chapter. This paradigm is based on a model designed by Clark, Clark, and Thomas (1979, p. 75), "An Individualized Teacher Education Program as an Input-Transformation-Output System." The rationale they gave for their model is appropriate in this case"

The philosophical approach in the development of any type of instructional program, especially one emphasizing individualization, is that the instructional process should be viewed as a dynamic, open system, and therefore, the planning program should utilize some of the basic concepts of systems analysis (Clark et al. 1979, p. 75).

The components of the paradigm, shown in Figure 1, are defined in this study in the following subsections.

Primary Inputs

Students entering the college of education as prospective middle school teachers are the primary inputs. "Through the process of interaction with and among the instructional and management subsystems, these students are transferred or developed into

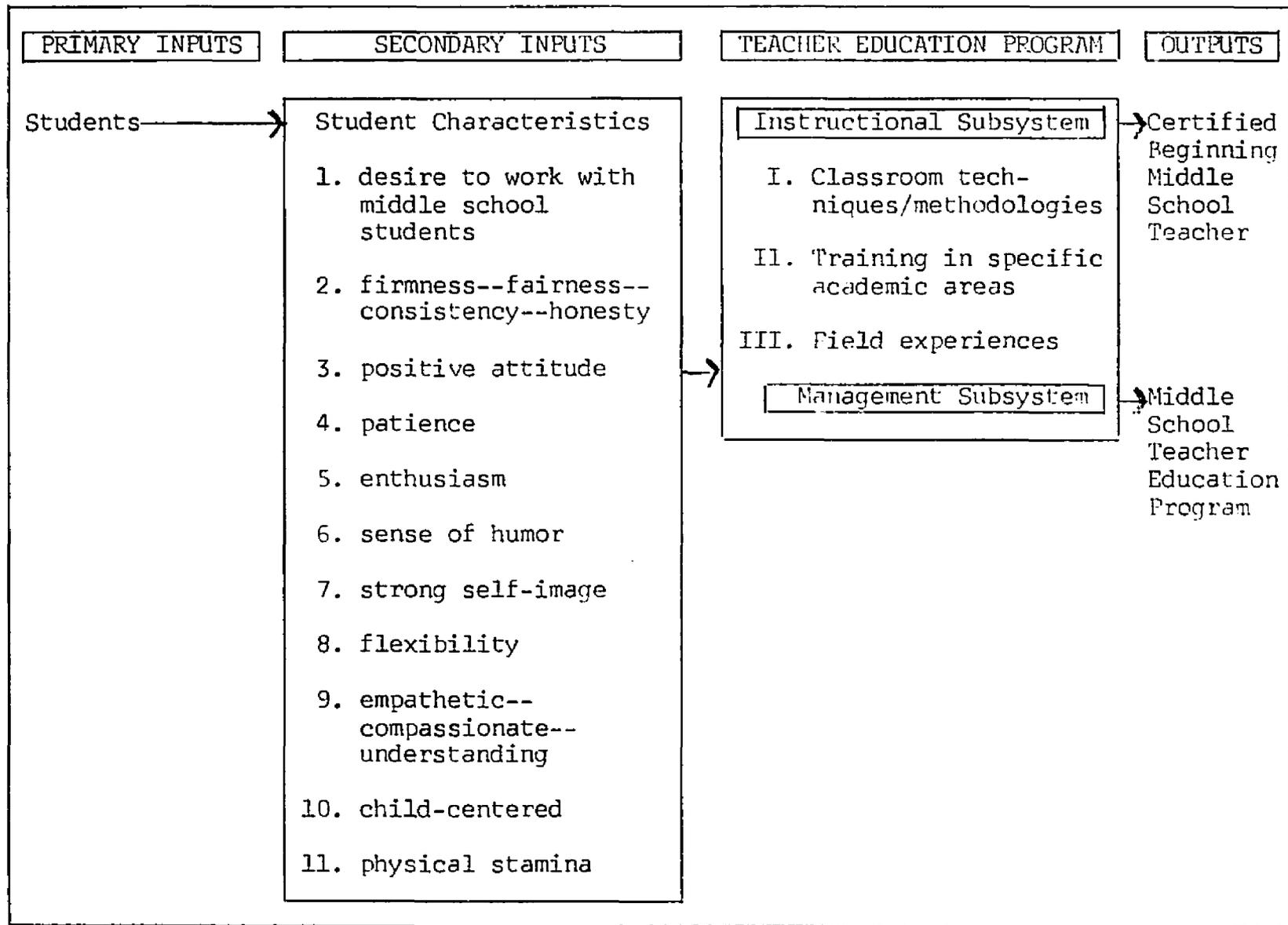


Figure 1. Paradigm for Middle School Teacher Preparation Program

qualified, certified beginning teachers (Clark et al. 1979, p. 76)."

Secondary Inputs

These characteristics--desire to work with junior high/middle school students, firmness--fairness--consistency--honesty, positive attitude, patience, enthusiasm, sense of humor, strong self-image/good role model, flexibility, empathetic--compassionate--understanding, child-centered/humanistic, physical stamina--are listed in rank order according to the results of the second questionnaire regarding skills or characteristics needed by a middle school teacher. (Those items receiving a mean of 4.000 or above that fell into the skill category were incorporated into the teacher education program portion of the paradigm as they are better suited to that portion of the total input-transformation-output system).

Teacher Education Program-- Program Subsystems

The instructional subsystem forms the core of the middle school teacher education program and serves as the transformational state to becoming a certified middle school teacher. The items listed under the three categories in this segment were those that received a mean of 4.000 or above on the second questionnaire regarding specific learning experiences necessary in a middle school teacher preparation program and those items regarded as skills from Section C of the questionnaire as explained

under secondary inputs. These learning experiences listed by category are:

I. Classroom Techniques/Methodologies

1. Discipline--classroom management and dealing with early adolescent behavior
2. Junior high/middle school methods--specific training in classroom techniques including flexible grouping, motivational approaches for middle school students, etc.
3. Individualizing/personalizing instruction--techniques for meeting the unique needs of each student
4. Communication skills--coping with interpersonal relationships with students, colleagues, parents, administrators, including listening skills
5. Discussion skills--developing critical thinking processes and discussion skills in students
6. Organizational skills--techniques for planning, writing goals and objectives, and time management
7. Skill in promoting student independence--techniques and methods for helping students focus on their own talents and capabilities
8. Skill in questioning techniques--ability to ask questions on multiple levels and an awareness of the benefits of such knowledge

9. Reading--background in diagnosis and reading in the content area methods

II. Training in Specific Academic Areas

1. Adolescent psychology--psychology of child development from 11-14 years old
2. English language background--training in English language (writing, speaking, grammar, spelling) for all teachers
3. Reading--background in diagnosis and reading in the content area
4. Knowledge of subject matter and materials--sufficient background in specific content area to be taught; awareness of appropriate materials
5. Broad educational background--sufficient training in a core of content areas

III. Field Experiences

1. Student teaching at a junior high/middle school--actual student teaching in a junior high/middle school setting
2. Early observation and participation--observation and participation in a classroom setting prior to senior year

"The management subsystem is concerned with the smooth functioning of the instructional subsystem. In its coordinating function it deals primarily with scheduling, staffing, student

placement, field coordination, record keeping, and evaluation (Clark et al. 1979, p. 76)."

Outputs

This system is designed to produce a certified beginning middle school teacher who has successfully completed a middle school teacher education program. A secondary output is the development and management of a middle school teacher preparation program based on this paradigm.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

Summary of the Study

The purpose of this study was threefold: (1) to determine if those professional educators currently involved in the middle school at all levels of staff organization from several states think that there are common characteristics of a middle school teacher that are deemed desirable and/or necessary for a person who wishes to acquire middle school teacher certification; (2) to determine if the above described group of educators believe that there should be a discrete middle school certificate and the reasons why or why not; and (3) to design a paradigm for a junior high/middle school teacher training program that would reflect the best thinking of these same educators from several states that are interested in middle school teacher preparation programs.

The study was based on the assumptions that selected administrators and teachers of accredited North Central Association middle/junior high schools, all North Central Association associate state chairmen, and selected college of education professors who are members of the Western Regional Middle School/Junior High School Consortium are a valid resource in the identification of

specific learning experiences that should be included in the curriculum for the preparation of junior high/middle school teachers and the skills or characteristics that are needed by a junior high/middle school teacher to best meet the needs of the transescent; that there is a difference in the preparation of an elementary school teacher and a secondary school teacher; that teachers holding elementary/secondary certificates, as selected by the principal, are representative of teachers with elementary/secondary certification teaching at the middle school level.

The objectives of the study were to identify the perceptions of the above described groups as to the specific learning experiences that should be included in the curriculum for the preparation of a junior high/middle school teachers, the skills or characteristics that are needed by a junior high/middle school teacher to best meet the needs of the transescent, the desirability of a discrete middle school certificate and the reasons why or why not, and using the data collected, to design a paradigm for a junior high/middle school teacher training program that would reflect the best thinking of these groups.

The process used to collect the data was a modified (two phase) Delphi Technique. The first questionnaire was open-ended. The participants were asked to list skills or characteristics they thought were needed by a junior high/middle school teacher to best meet the needs of the students. They were then asked to list the specific learning experiences they thought should be

included in the curriculum for the preparation of junior high/middle school teachers. The final question asked if they thought a junior high/middle school teaching certificate is desirable, and why or why not. Items on the second questionnaire were formulated from the responses submitted on the first questionnaire. Respondents were asked to respond on a five-point Likert-type scale as to the importance or unimportance of each of the 32 items identified as specific learning experiences and the 37 items identified as skills or characteristics.

The 69 items on the second questionnaire were tabulated, punched on computer cards and statistically analyzed according to total and group means and standard deviations for each item, and an analysis of variance to determine significant differences between groups. For items showing a significant difference (.01) a Tukey test of honest significant difference was computed for each item to determine where the differences occurred.

Summary of the Findings

The findings of this study will be organized according to the objectives, first presenting the necessary learning experiences as perceived by each of the five groups, then presenting the skills or characteristics identified as necessary, and finally presenting the opinions and reasons about a discrete middle school certificate.

Specific Learning Experiences

1. Administrators ranked discipline (Item 7), adolescent psychology (Item 2), and student teaching at a junior high/middle school (Item 27) highest. Receiving the lowest ratings were tutoring at the junior high/middle school (Item 9) and junior high/middle school history and philosophy (Item 19) indicating that the respondents viewed these two items as least important of the learning experiences necessary in a middle school teacher preparation program.
2. Teachers holding secondary teaching certificates assigned highest ranking to discipline (Item 7), student teaching at the junior high/middle school (Item 27), and adolescent psychology (Item 2). Lowest ratings were assigned to tutoring at the junior high/middle school (Item 9) and junior high/middle school history and philosophy (Item 19).
3. Teachers holding elementary teaching certificates assigned highest ratings to discipline (Item 7), adolescent psychology (Item 2), and early observation and participation (Item 29). They ranked learning theories (Item 16) and junior high/middle school history and philosophy (Item 19) lowest.
4. NCA associate state chairmen ranked individualizing/personalizing instruction (Item 4), adolescent psychology

(Item 2), and student teaching at a junior high/middle school (Item 27) highest. Extended student teaching (Item 8) and audiovisual equipment (Item 15) ranked lowest.

5. College of education professors assigned highest ratings to adolescent psychology (Item 2), junior high/middle school methods (Item 6), and discipline (Item 7). They ranked as lowest audiovisual equipment (Item 15) and tests and measurement (Item 13).
6. Results from the total groups showed the three highest ranking items to be discipline (Item 7), adolescent psychology (Item 2), and student teaching at the junior high/middle school (Item 27). Lowest rankings were given to tutoring at the junior high/middle school (Item 9) and junior high/middle school history and philosophy (Item 19).

Skills or Characteristics

7. Administrators ranked desire to work with junior high/middle school students (Item 3), firmness--fairness--consistency--honesty (Item 15), and positive attitude (Item 32) highest. Receiving the lowest ratings were skill in career education (Item 27) and age--over 30 (Item 37).
8. Teachers holding secondary teaching certificates assigned highest ratings to desire to work with junior high/middle

school students (Item 3), firmness--fairness--consistency--honesty (Item 15), and patience (Item 12). They ranked skill in elementary teaching techniques (Item 1) and age--over 30 (Item 37) as lowest.

9. Teachers holding elementary teaching certificates ranked as highest firmness--fairness--consistency--honesty (Item 15), positive attitude (Item 32), and desire to work with junior high/middle school students (Item 3). Lowest ranking items were skill in career education (Item 27) and age--over 30 (Item 37).
10. NCA associate state chairmen assigned highest ratings to desire to work with junior high/middle school students (Item 3), positive attitude (Item 32), and firmness--fairness--consistency--honesty (Item 15). Lowest ranking items were skill in career education (Item 27) and age--over 30 (Item 37).
11. College of education professors ranked desire to work with junior high/middle school students (Item 3), positive attitude (Item 32), and enthusiasm (Item 23) highest. They ranked as lowest skill in career education (Item 27) and age--over 30 (Item 37).
12. Results from the total groups showed the three highest ranking items to be desire to work with junior high/middle school students (Item 3), firmness--fairness--consistency--honesty (Item 15), and positive attitude

(Item 32). Lowest rankings were given to skill in career education (Item 27) and age--over 30 (Item 37).

Discrete Middle School
Teaching Certificate

13. Administrators had 90 yes responses, 44 no responses and 16 undecided responses. The major reason cited for each response category was teachers would be specifically trained to deal with middle school students (yes responses), middle school certificate is too limiting and cuts down flexibility (no responses), the certificate is too limiting (undecided responses).
14. Teachers holding secondary certificates had 72 yes responses, 65 no responses and eight undecided responses. The major reasons were teachers would be specifically trained to deal with middle school students (yes responses), middle school certificate is too limiting and cuts down flexibility (no responses), and a split rating between the certificate being too limiting and no reason given (undecided responses).
15. Teachers holding elementary certificates had 64 yes responses, 39 no responses, and four undecided responses. The major reason cited for each response category was teachers would be specifically trained to deal with middle school students (yes responses), an elementary certificate is sufficient (no responses), and the certificate would be too limiting (undecided responses).

16. NCA associate state chairmen had three yes responses, four no responses and zero undecided responses. The major reason for each response category was teachers would be specifically trained to deal with middle school students (yes responses), the certificate is too limiting and cuts down flexibility (no responses).
17. College of education professors had five yes responses and zero responses for no and undecided. The major reason cited for the yes responses was unanimous for teachers would be specifically trained to deal with middle school students.
18. Results from the total groups showed the majority response to be yes to a junior high/middle school teaching certificate being desirable and the major reason was teachers would be specifically trained to deal with middle school students.

Recommendations Based on the Study

Based on the findings of this study, the following recommendations are presented:

1. Colleges of education move toward developing middle school teacher preparation programs, separate from secondary and elementary teacher preparation programs as the major portion of respondents from all groups cited the need for teachers specifically trained to deal with the early adolescent.

2. Colleges of education base the development of middle school teacher preparation programs on the paradigm presented in Chapter 5 as it reflects the thinking of experienced junior high/middle school educators currently working in this field.
3. Colleges of education recruit personnel for middle school teacher preparation programs who have had actual classroom experience in a middle school setting. Respondents to Questionnaire I who elaborated on question three regarding certification often mentioned they would only pursue middle school certification if the teacher preparation institution utilized personnel for such a program who had taught in a middle school situation, thereby creating a climate of credibility within the teacher preparation program.
4. Development of specific course work designed to aid in behavior management regarding the early adolescent since discipline was ranked so highly among all groups.
5. Colleges of education begin placing prospective, interested teachers in classroom situations for early observation and participation prior to their senior year.
6. Colleges of education work toward the development of screening processes to determine the correlation between prospective middle school teachers and the characteristics outlined under secondary inputs on the paradigm in Chapter 5.

7. State departments of education review certification requirements and endorsement programs.
8. For subsequent studies, survey a larger group of college of education professors interested in middle school education in order to have a more accurate number for comparison between groups.
9. In subsequent middle school studies, the division of responses by state, and then a comparative analysis of item responses to individual state certification requirements would provide a better picture of patterns and trends in responses by state.
10. For a more in-depth analysis of respondents' professional characteristics compared to their responses, subsequent studies may include the questions: How recently have you taken courses in education from a teacher preparation institution in your local area/state?; How many years have you taught in a junior high/middle school?; Did you participate in a professional semester training program during your student teaching experience?
11. Direct mailing of questionnaires to a larger sample of randomly selected teachers currently teaching in junior high/middle schools would tend to avoid any principal bias incurred in the choosing of teacher respondents for this study, and would give a broader cross section of opinions from teachers at varying degrees of teaching proficiency in the junior high/middle school.

The high percentage of groups in favor of a discrete middle school certificate should provide proper impetus for colleges of education and state departments of education to review current teacher preparation programs for certification and make appropriate adjustments according to the needs specified by those junior high/middle school educators currently employed at that level.

An interesting discrepancy occurred between college of education professors and all other groups as to the specific learning experiences necessary. College of education professors tended to rate theoretical type courses like junior high/middle school history and philosophy and junior high/middle school curriculum development and evaluation higher than the other groups and practical application courses like individualizing/personalizing instruction, reading, counseling and guidance, and communication skills lower than the other groups. College of education professors rated discipline lower than all other groups except the NCA associate state chairmen. Since neither of these groups generally have regular, consistent, or sustained contact with a classroom of students the lower rating seemed predictable. Hence the importance of basing teacher preparation programs on input from educators maintaining daily, sustained contact with middle school students.

Regarding skills or characteristics needed by a middle school teacher, administrators rated knowledge of subject matter

lower than all other groups and generally the accompanying remarks related to personal characteristics of a prospective teacher as being the qualities sought out during the hiring procedures.

Again, college of education professors gave much lower ratings than all other groups to patience, a sense of humor, discipline and reading in Section C of the questionnaire on skills or characteristics and much higher ratings than all other groups to the skill of learning theories and curriculum development.

Another interesting discrepancy occurred with discipline as the number one ranking item compared with the significantly lower rating of counseling and guidance. A question to be raised then regarding the extent to which discipline is considered a human interaction problem by educators is, Would not knowledge of certain counseling and guidance techniques aid in treating the cause of certain human interaction problems, thereby averting the effect of such interactions, namely discipline problems?

Perhaps the three primary points in this study are (1) that the lines of communication need to be opened between educators in the junior high/middle schools and those at institutions where policies, teacher preparation programs and certification requirements regarding middle school education (and educators) are being formulated, (2) that those same policies, teacher preparation programs and certification requirements be formulated on the basis of research data gathered directly from

those educators in junior high/middle schools, and (3) that a middle school teacher's characteristics are considered by those involved currently in middle school education to be more important than his/her skills.

APPENDIX A

COVER LETTER AND QUESTIONNAIRE I--
PHASE I



north central association of colleges and schools
commission on schools

September 18, 1979

TO: Administrators, Teachers, NCA Associate State Chairpersons,
Professors

FROM: John Vaughn, Executive Director
Lynn Wright, Principal Investigator

RE: Middle School Study

Commission on Schools
1221 W. 10th Street
Wichita, Kansas 67202
767-8300
Macrosystems, Inc. 767-4411

Executive Director
John A. Vaughn
1221 W. 10th Street
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Telephone: 767-8300
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The Commission On Schools of the North Central Association has agreed to assist in the collection of data about the characteristics and skills needed by middle/junior high school teachers, preparation programs for these teachers, and perceptions about a separate teaching certificate that would include grades five to nine. The results of this study will aid in developing middle school teacher preparation programs and will provide comprehensive input for the revision of the Green Book Standards.

The process to be used in this study is a modified (two-phase) Delphi technique. Your expert opinions are being sought from a sample that includes teachers currently teaching at NCA middle/junior high schools, administrators, college professors, NCA associate state chairpersons. The procedure to be used is as follows:

1. The first phase is an open-ended questionnaire in which we ask you, as a member of one of the above groups, to identify your perceptions three topics regarding middle school education.
2. The results of the first phase questionnaire will be combined to formulate a second questionnaire in which you will be asked to respond to each statement (strongly disagree to strongly agree), relating to the three topics.

(NOTE TO ADMINISTRATORS: You will receive three copies of the questionnaire. One is for you, one is for a teacher who holds a secondary teaching certificate, and one is for a teacher who holds an elementary certificate. If their current certification is neither of these, perhaps their original certificate was, in which case please go by that information. In addition, please route this cover letter, or a copy, to each of the participating teachers. You may wish to return completed questionnaires in one envelope. Thank you.)

Your participation in this study is entirely voluntary, and you may decline to answer any questions or withdraw at any time. Completion and return of the questionnaire will be interpreted as your willingness to participate in the study. Individual responses will be held as confidential and anonymous. Any reporting of results will be on a group basis only.

To complete the enclosed questionnaire, it will only take about ten minutes of your time. Please return your questionnaire by October 26, 1979 to:

Dr. Howard W. Leigh, State Director
College of Education, University of Arizona
Tucson, AZ 85721

We appreciate your time and expertise to help in our efforts to improve middle school education.

APPENDIX B

QUESTIONNAIRE II INSTRUMENT--
PHASE II

2.	ADOLESCENT PSYCHOLOGY: PSYCHOLOGY OF CHILD DEVELOPMENT FROM 11-14 YEARS OLD	1	2	3	4	5
3.	INTERDISCIPLINARY TRAINING: EXPOSURE TO INTERDISCIPLINARY TEAM TEACHING STRATEGIES	1	2	3	4	5
4.	INDIVIDUALIZING/PERSONALIZING INSTRUCTION: TECHNIQUES FOR MEETING THE UNIQUE NEEDS OF EACH STUDENT	1	2	3	4	5
5.	COUNSELING AND GUIDANCE: INCLUDING APPRAISAL OF THE INDIVIDUAL AND VALUES CLARIFICATION TECHNIQUES	1	2	3	4	5
6.	JUNIOR HIGH/MIDDLE SCHOOL METHODS: SPECIFIC TRAINING IN CLASSROOM TECHNIQUES INCLUDING FLEXIBLE GROUPING, MOTIVATIONAL APPROACHES FOR MIDDLE SCHOOL STUDENTS, ETC.	1	2	3	4	5
7.	DISCIPLINE: CLASSROOM MANAGEMENT AND DEALING WITH EARLY ADOLESCENT BEHAVIOR	1	2	3	4	5
8.	EXTENDED STUDENT TEACHING: LONGER ACTUAL CLASSROOM TEACHING EXPERIENCE--AT LEAST 18 WEEKS MINIMUM	1	2	3	4	5
9.	TUTORING AT THE JUNIOR HIGH/MIDDLE SCHOOL: WORKING ONE TO ONE, OR IN SMALL TUTORIAL GROUPS	1	2	3	4	5
10.	PRACTICAL APPLICATION OF THEORY COURSES IN CLASSROOM SETTINGS: OPPORTUNITY TO FIELD TEST METHODS AND IDEAS IN A MIDDLE SCHOOL CLASSROOM PRIOR TO STUDENT TEACHING	1	2	3	4	5
11.	CAREER EDUCATION/LIFE SKILLS: APPLICATION OF CLASS WORK TO OUTSIDE, RELEVANT ENVIRONMENT	1	2	3	4	5
12.	INSTRUCTIONAL MANAGEMENT: PLANNING, GOAL SETTING, OBJECTIVE WRITING, RECORDKEEPING	1	2	3	4	5
13.	TESTS AND MEASUREMENT: EVALUATION OF STUDENT ABILITY WITH COMMERCIAL AND TEACHER MADE INSTRUMENTS	1	2	3	4	5
14.	DIAGNOSIS AND EVALUATION: PRESCRIPTIVE TO REMEDIAL TECHNIQUES FOR STUDENTS	1	2	3	4	5
15.	AUDIOVISUAL EQUIPMENT--GAMES--SIMULATIONS: KNOWLEDGE OF OPERATION AND PROCESS	1	2	3	4	5
16.	LEARNING THEORIES: AWARENESS OF THEORETICAL MODELS OF ADOLESCENT LEARNING STYLES	1	2	3	4	5
17.	JUNIOR HIGH/MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND EVALUATION: KNOWLEDGE OF CURRICULUM DEVELOPMENT TECHNIQUES AND CURRICULUM EVALUATION PROCEDURES	1	2	3	4	5
18.	RESOURCE PERSONNEL: AWARENESS OF SERVICES AND PERSONNEL AVAILABLE TO REGULAR CLASSROOM TEACHER	1	2	3	4	5
19.	JUNIOR HIGH/MIDDLE SCHOOL HISTORY AND PHILOSOPHY: AWARENESS OF HISTORICAL AND PHILOSOPHICAL IMPLICATIONS	1	2	3	4	5
20.	IDENTIFICATION AND WORKING WITH SPECIAL EDUCATION STUDENTS IN REGULAR CLASSROOM: INCLUDES MAINSTREAMING	1	2	3	4	5
21.	COMMUNICATION SKILLS: COPING WITH INTERPERSONAL RELATIONSHIPS WITH STUDENTS, COLLEAGUES, PARENTS, ADMINISTRATORS	1	2	3	4	5
22.	KNOWLEDGE IN SPECIFIC CONTENT AREA: MAJOR UNDERGRADUATE STUDY COMPLETED IN A SPECIFIC SUBJECT AREA	1	2	3	4	5

23. BROAD ACADEMIC TRAINING: UNDERGRADUATE STUDIES COVER BROAD RANGE OF SUBJECT AREAS RATHER THAN ONE OR TWO	1	2	3	4	5
24. READING: BACKGROUND IN READING IN THE CONTENT AREA METHODS	1	2	3	4	5
25. INNOVATIONS IN TEACHING: KEEPING UP WITH CURRENT TRENDS AND TECHNIQUES IN TEACHING	1	2	3	4	5
26. DISCUSSION SKILLS: DEVELOPING CRITICAL THINKING PROCESSES AND DISCUSSION SKILLS IN STUDENTS	1	2	3	4	5
27. STUDENT TEACHING AT A JUNIOR HIGH/MIDDLE SCHOOL: ACTUAL STUDENT TEACHING IN A JUNIOR HIGH/MIDDLE SCHOOL SETTING	1	2	3	4	5
28. EXPOSURE TO SECONDARY AND ELEMENTARY TEACHERS: OBSERVATION AND INTERACTION WITH BOTH SECONDARY AND ELEMENTARY PERSONNEL	1	2	3	4	5
29. EARLY OBSERVATION AND PARTICIPATION: OBSERVATION AND PARTICIPATION IN A CLASSROOM SETTING PRIOR TO SENIOR YEAR	1	2	3	4	5
30. EXTRACURRICULAR ACTIVITIES: INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES WITH JUNIOR HIGH/MIDDLE SCHOOL STUDENTS PRIOR TO AND/OR DURING STUDENT TEACHING	1	2	3	4	5
31. CROSS CULTURAL AWARENESS: TEACHER AWARENESS OF CULTURAL, SOCIAL, ECONOMIC DIFFERENCES AMONG STUDENTS	1	2	3	4	5
32. ENGLISH LANGUAGE BACKGROUND: TRAINING IN ENGLISH LANGUAGE (WRITING, SPEAKING, GRAMMAR, SPELLING) FOR ALL TEACHERS	1	2	3	4	5

SECTION C

THE FOLLOWING WERE IDENTIFIED BY RESPONDENTS TO DELPHI QUESTIONNAIRE I AS SKILLS OR CHARACTERISTICS NEEDED BY A MIDDLE SCHOOL TEACHER. INDICATE HOW IMPORTANT OR UNIMPORTANT EACH OF THESE SKILLS OR CHARACTERISTICS IS BY CIRCLING THE APPROPRIATE NUMBER USING THE FOLLOWING SCALE:

- | | |
|----|----------------------|
| 1) | NOT IMPORTANT AT ALL |
| 2) | OF LITTLE IMPORTANCE |
| 3) | IMPORTANT |
| 4) | FAIRLY IMPORTANT |
| 5) | VERY IMPORTANT |

1. SKILL IN ELEMENTARY TEACHING TECHNIQUES	1	2	3	4	5
2. SKILL IN GUIDANCE AND COUNSELING TECHNIQUES	1	2	3	4	5
3. DESIRE TO WORK WITH JUNIOR HIGH/MIDDLE SCHOOL STUDENTS	1	2	3	4	5
4. BROAD EDUCATIONAL BACKGROUND	1	2	3	4	5
5. SKILL IN READING (CONTENT AREA AND DIAGNOSIS)	1	2	3	4	5
6. KNOWLEDGE OF CHILD PSYCHOLOGY	1	2	3	4	5
7. KNOWLEDGE OF ADOLESCENT PSYCHOLOGY	1	2	3	4	5
8. SENSE OF HUMOR	1	2	3	4	5

9. FLEXIBILITY	1	2	3	4	5
10. KNOWLEDGE OF SUBJECT MATTER AND MATERIALS	1	2	3	4	5
11. COMMUNICATION SKILLS (WITH PARENTS, STUDENTS, COLLEAGUES, ADMINISTRATORS, FEEDER SCHOOLS)	1	2	3	4	5
12. PATIENCE	1	2	3	4	5
13. ORGANIZATIONAL SKILLS--PLANNING AND GOALS	1	2	3	4	5
14. DISCIPLINE--SKILL IN BEHAVIOR MANAGEMENT	1	2	3	4	5
15. FIRMNES--CONSISTENCY--FAIRNESS--HONESTY	1	2	3	4	5
16. SKILL IN MOTIVATIONAL METHODS	1	2	3	4	5
17. EMPATHETIC--COMPASSIONATE--UNDERSTANDING	1	2	3	4	5
18. CHILD CENTERED--HUMANISTIC	1	2	3	4	5
19. SKILL IN EVALUATION AND DIAGNOSIS	1	2	3	4	5
20. AWARENESS OF LEARNING THEORIES	1	2	3	4	5
21. LISTENING SKILLS	1	2	3	4	5
22. PHYSICAL STAMINA	1	2	3	4	5
23. ENTHUSIASM	1	2	3	4	5
24. AWARENESS OF CULTURAL DIFFERENCES	1	2	3	4	5
25. SKILL IN PROMOTING STUDENT INDEPENDENCE (THROUGH DECISION MAKING AND PROCESSES FOR PROBLEM SOLVING)	1	2	3	4	5
26. INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES (STUDENT AND PROFESSIONAL)	1	2	3	4	5
27. SKILL IN CAREER EDUCATION	1	2	3	4	5
28. SKILL IN CURRICULUM DEVELOPMENT AND EVALUATION	1	2	3	4	5
29. SKILL IN QUESTIONING TECHNIQUES	1	2	3	4	5
30. SKILL IN ENGLISH LANGUAGE (WRITING, GRAMMAR, SPELLING)	1	2	3	4	5
31. STRONG SELF-IMAGE (GOOD ROLE MODEL)	1	2	3	4	5
32. POSITIVE ATTITUDE	1	2	3	4	5
33. SKILL IN INDIVIDUALIZING AND PERSONALIZING INSTRUCTION	1	2	3	4	5
34. SKILL IN A VARIETY OF TEACHING TECHNIQUES	1	2	3	4	5
35. SKILL WITH AUDIOVISUAL EQUIPMENT	1	2	3	4	5
36. SKILL IN IDENTIFYING LEARNING DISABILITIES	1	2	3	4	5
37. AGE--OVER 30	1	2	3	4	5

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