OHIO JOINT VOCATIONAL SCHOOL DISTRICT SUPERINTENDENTS’ PERCEPTIONS OF THE IMPORTANCE AND LEVEL OF IMPLEMENTATION OF PRAXIS III TEACHING SKILLS AND PERFORMANCE IN BEGINNING TEACHER ASSISTANCE PROGRAMS

DISSertation

Presented in Partial Fulfillment of the Requirements for
The Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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* * * * *

The Ohio State University
2005

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ABSTRACT

PRAXIS III is a framework designed to assess the classroom performance and teaching skills of beginning teachers. No published studies existed concerning Ohio Joint Vocational School District (JSVD) Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their Beginning Teacher Assistance (BTA) programs.

The objectives of this study were to determine the Ohio JVSD Superintendents’ perceptions of the importance of PRAXIS III components in their BTA programs; to determine the level of implementation of PRAXIS III components in their BTA programs; to describe the superintendents’ personal and professional background information, and to compare the relationship of the superintendents’ background information with their perceptions of the importance and level of implementation of PRAXIS III in their BTA programs.

Data analyses indicated that Ohio JVSD Superintendents’ perceived importance of PRAXIS III components was rated very favorably. Their responses further indicated a high rating for level of implementation of PRAXIS III components in their BTA programs. The PRAXIS III framework is one way Ohio JVSD Superintendents can conduct classroom performance evaluations of beginning teachers. It was recommended that Ohio JVSD Superintendents establish this assessment method for both formative and
summative evaluations. Their level of implementation rating was slightly lower than their perception of the importance of PRAXIS III components; nevertheless, these superintendents indicated PRAXIS III components would be beneficial as an aspect of their BTA programs and their evaluations of beginning teachers’ classroom performance. This assistance method was also to include a continuing support system for beginning teachers.

No relationship was found between the superintendents’ background information and their perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs. It was also concluded that Ohio JVSD Superintendents possessed a wealth of educational background, as well as a great deal of administrative and educational experience.
DEDICATION

Dedicated to Lauri Ione Sandoval, Ronald Gregory Sandoval, Brian Edward Sandoval;

and

In memory of Ione Therese Sandoval
ACKNOWLEDGMENTS

I give sincere thanks and gratitude to my adviser, Dr. N. L. McCaslin, who has been “the wind beneath my wings” throughout the years it took to complete the doctoral degree requirements. I extend countless thanks to Dr. James Connors and Dr. Christopher Zirkle for serving on my committee and for offering the suggestions that were the initial impetus for the study. Myriad thanks to Dr. Reuben Ahroni for the exemplary manner in which he represented The Ohio State University Graduate School.

I offer respect and gratitude to my parents, Major Eddie Gallegos and Mary Ann Martinez de Gallegos who taught me to appreciate and share life’s gifts. I give heartfelt appreciation to Mrs. Barbara McCaslin for giving her support and extending the “McCaslin” hospitality. I give thanks to Guy Moore for his financial assistance and paternal guidance. I extend appreciation to Melba Baca, Carolyn Lampson, and Carol Walker for their friendship and encouragement. I wish to acknowledge Jeannie Grimes and June Veach, exceptional educators, friends, and role models who lost their valiant battles with cancer.

Special thanks to my son Ron who unselfishly gave time, technical support, and candid advice that kept me on task. Thank you to my daughter Lauri who shared the work and intrinsic rewards of the study survey. Thank you to my son Brian who welcomed me in joining him and Ron as proud graduates of The Ohio State University.
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CHAPTER 1

INTRODUCTION

“Teaching is one of the most complex human endeavors imaginable. . . . The beginning teacher’s skill is not in competition with being a thinking, feeling being.” (Saphier & Gower, 1987, p. 3). Beginning career and technical teachers, like other entry-level professionals, have often experienced problems and difficulties in their first year of teaching. As a result, career and technical administrators have sought innovative solutions to these novices’ teaching problems (Goetsch & Szuch, 1985). “Teachers beginning their careers, as well as those approaching mastery, experience periods of vulnerability. . . . [Administrators] providing an entry-year program of support demonstrate a concern for the individual or personal needs of staff” (Bowers & Eberhart, 1988, pp. 226, 227). According to Bowers and Eberhart, administrators have had the discretionary power to initiate new programs, to try new ideas, and to motivate other, more experienced teachers to try new approaches in solving beginning teacher problems. Rosenholz (1989) stated, “Teachers develop new conceptions of their work through communications in which their principal or colleagues point out new aspects of experience to them with fresh interpretations” (p. 3). “A great deal of professional growth occurs during staff interaction when members bring knowledge and experience to the
solution of common problems” (Hunter, 1976, p. 1). A supportive community has been known to be a vital part of a successful beginning year for novices. In this regard, Mundt (1991) found, “Little has been done nor has there been any real focus on beginning teacher induction until recently. Yet, educational leaders at most levels confirm that the beginning year of teaching is critical to future success as a professional educator” (p.18).

Huling-Austin (1986a) stated, “New teachers left on their own to develop expertise as teachers, often resort to learning by trial and error” (p. 2). Many teachers who survive the induction period and remain in teaching develop a survival mentality that may last throughout their teaching careers (Gordon, 1991). Haberman (1985) contended:

Common sense cannot and must not serve as the basis for professional practice. Indeed, some common sense is nonsense, and some teachers who are well-educated and well-intentioned, but professionally untrained, are counter-productive in their efforts to foster student learning (p. 32).

A supportive Beginning Teacher Assistance (BTA) program team or an empathetic mentor may have eased beginning teachers through these difficult times (Sergiovanni, 1996). “The beginning teacher wants to be an active member of the faculty and associate with peers, but because of the fear . . . of being thought of as inadequate, will not seek the assistance of his or her peers” (McDonald & Elias, 1983, p. 20).

Beginning Teacher Assistance Programs

BTA programs have been described as formally planned programs intended to provide systematic and sustained assistance for new and beginning teachers. The objective of these programs has been to assist beginning teachers by providing information, materials, and resources of professional support. BTA programs have been
designed to involve new teachers in developing the skills, knowledge, mind-sets, and values that are necessary components of the teaching profession. BTA programs have been carried out for at least one semester or have continued for as long as three school years, if needed by beginning teachers. The length of the mentoring program is frequently tailored to the teacher’s needs and is specific to the individual’s progress. In this entrance into the service process, responsible mentors, administrators, and colleagues have assisted new teachers in one of the most important periods in their careers—their first year of teaching.

_BTA Program Members_

BTA program team members normally have included the new teacher, the administrator, the mentor teacher, and sometimes a university consultant. The effectiveness and cohesiveness of this team and the leadership skills of the new teacher have been considered vital to the success of these programs. A great deal of this type of staff development for new teachers has been devoted to the transmitting of BTA program team members’ knowledge and skills. These team members have been expected to be competent in mentoring, coaching, communicating, and counseling. For instance, administrators as communicators, using their expertise in empathetic listening, have been as effective as when they use their skill in speaking. This caring manner of listening often has been described as getting inside another person’s frame of reference to help one understand how other individuals feel (Gilstrap & Beattie, 1996). To function successfully, BTA program team members require time, funding, training, and personal professionalism. A holistic assistance approach has been known to benefit novice
teachers; moreover, it has benefited the school’s community and most importantly, students have profited as well.

Odell (1986) recorded the types of actual assistance given to first year and “new-to system” teachers in a teacher induction program. Odell and her research team, using their data, designed a table “Descriptions of Categories of Support of First Year Teachers” Odell (1986, p. 27).

Table 1.1 describes the categories of first-year teachers’ support. From the information furnished in the table, the team concluded that new teachers’ needs should be the primary criteria to have been considered in designing BTA programs. The first support category listed on the table is system information. Traditionally, it is the administrator’s responsibility to give to the faculty, and most especially new teachers, information relating to procedures, guidelines, and expectations of the school district, usually in the form of a handbook. Providing resources/materials may be the responsibility of the mentor; however, it has been the administrator who has had the authority to provide the necessary funding for these classroom necessities. BTA team members offer practical support by giving information about their teaching strategies or the instructional process. Administrators and mentors have been first in line to offer beginning teachers emotional support through their empathetic listening and by sharing experiences.

Classroom management is an essential support category in which BTA team members give novices guidance and ideas related to discipline, scheduling, planning, and organizing the school day. Receiving help in arranging, organizing, or analyzing the
physical setting of their classrooms is essential for novices. It is also important for administrators to select beginning teachers’ classrooms in close proximity to their mentors’ classrooms. They should create the possibilities for beginning teachers to observe mentors’ teaching; to confer concerning the focus of the observation, and to participate in a follow-up analysis conference. It should have been the beginning teachers’ responsibility to organize these activities among BTA program team members.

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<th>Support Category</th>
<th>Category Description</th>
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<td>System information</td>
<td>Giving information related to procedures, guidelines, or expectations of the school district.</td>
</tr>
<tr>
<td>Resources/Materials</td>
<td>Collecting, dissemination, or locating materials or other resources for use by the new teacher.</td>
</tr>
<tr>
<td>Instructional</td>
<td>Giving information about teaching strategies or the instructional process.</td>
</tr>
<tr>
<td>Emotional</td>
<td>Offering new teachers support through empathetic listening and by sharing experiences.</td>
</tr>
<tr>
<td>Classroom management</td>
<td>Giving guidance and ideas related to discipline or to scheduling, planning, and organizing the school day.</td>
</tr>
<tr>
<td>Environment</td>
<td>Helping teachers by arranging, organizing, or analyzing the physical setting of the classroom.</td>
</tr>
<tr>
<td>Demonstration teaching</td>
<td>Teaching while new teacher observes (preceded by conference to identify focus of observation and followed by analysis conference).</td>
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Table 1.1: Descriptions of categories of support of first year teachers.
BTA Program Teams and Team Members’ Collegiality

Support systems for beginning teachers have been most effective if a team approach was used. *Espirit de corps* has been believed to be essential to the mission of preparing beginning teachers for the classroom and to further the effort of retaining high quality teachers. In a collegial setting, administrators and teachers have been known to be staff developers for one another. “This kind of adult interdependence goes a long way in overcoming the loneliness of teaching” (Barth, 1990, p. 54). Administrators’ support of the team approach has made their commitment to the program apparent, and reflected their intent that BTA program teams should:

- improve beginning teachers’ performances,
- increase beginning teachers’ retention in the profession,
- enhance beginning teachers’ personal and professional adroitness, and
- fulfill mandated state requirements related to licensure of beginning teachers.

On the same note, administrators’ prowess has been based not only on their management skills, but also on their being altruistic and attentive leaders. An effective administrator has been thought to be one who created an atmosphere of trust in the energy, commitment, imagination, and potential of all teachers (Barth, 1990).

BTA Program Content

Teacher learning has been at the heart of most efforts to improve education in our society. While other reforms have been needed, better learning for more children
ultimately relies on teachers (Sykes, 1996). Administrators, as instructional leaders, have modeled many positive attributes for personnel and students in their schools, an example being their support for new teachers. Rosenholz (1989) wrote, “Principals might well foster collaboration among teachers through their own helping behavior. . . . Principals who both solicit from and offer advice to teachers as an everyday fact of school life should encourage such behaviors among colleagues” (p. 55). Modeling of this type of communication by administrators has been perceived as a means of reinforcing these collegial behaviors.

In addition to their positive role modeling, administrators have provided a context that is conducive to teachers’ professional achievement. Administrators have realized that an ambience rich with collegiality is a necessary component of new teachers’ successes. Meier (1995) graphically emphasized this point by stating, “Even prisons and army units aren’t as huge, impersonal, and anonymous as many schools are for children. And it’s not just children who suffer from a depersonalization of work; it’s adults, too. All but a few stars become lookers-on, admirers, or wallflowers, not active participants” (p. 151).

Consideration of inclusive, representative governance is how the effective administrator has been known to devise processes and activities. “[A]ll individuals are treated with fairness, equity, dignity and respect; all stakeholders feel valued and important. The responsibilities and contributions of each individual are recognized and celebrated” (Hessel & Holloway, 2002, p. 24). Both new and experienced educators who are afforded the opportunity to discuss teaching with colleagues in an actual educational setting have gained in professional development. Administrators who have practiced honest, intelligent, and creative positive reinforcement have been known to establish a
humanistic climate within their schools. Not only have new teachers benefited from a pleasant school ambience—the rest of the faculty, students, staff, other administrators, and parents have benefited, as well. BTA programs that have helped new teachers create a broad repertoire of teaching competencies and classroom presence have assisted them in teaching their students with confidence and proficiency.

The top administrative person having been aware of the felt needs of beginning and new teachers has been thought to be paramount in the success of BTA programs. Often when teachers leave the profession, the reason is dissatisfaction with administrative support 38%, inadequate workplace conditions 32%, and lack of influence with the school system 38%. “Poor administrative support, lack of influence within the school system, classroom intrusion, and inadequate time are mentioned more often by teachers leaving low-income schools where working conditions are more stressful; salary is mentioned more often by teachers leaving affluent schools” (Graziano, 2005).

Administrators have not been the only educators in the school context who were role models. Teachers as role models were equally as important. “Of particular importance to beginning teachers is their influence as socializing agents” (Bullough, 1989, p. 8). “What the teacher is, as a person, may represent, for good or evil, educated people, virtue, life beyond the barrio, or one’s own future grown-up self” (Fuller and Bown, 1975, p. 26). Rosenholz (1989) stated, “Although student and home variables place certain restrictions on what can be accomplished in the classroom, data collected in the 1970s and 1980s provide compelling evidence that teachers can have important, verifiable effects on student achievement” (p. 3).
Students have pressed beginning teachers to either lower or raise their expectations. Young people can be very powerful, and it has been vital that teachers have directed the students’ energies in positive, productive directions (Bullough, 1989). Ryan (1986) wrote:

The difficulties experienced by beginning teachers have consequences, not for sales quotas, but for children. . . . A high school student wants to pursue a career in science but is frustrated by the shortcomings of the new calculus teacher. Students are the primary victims when beginning teachers fail. (p. 7)

Of the most important factors in students’ achievements, their teachers’ professional competence and knowledge have been ranked very highly.

Successful Beginning Teachers

Fortunately, not all beginning teachers have experienced serious problems. Ryan, Newman, Mager, Applegate, Lasley, Flora, and Johnston (1980) found a number of beginning teachers who were exceptions. These teachers had discovered what they stated was their special calling. Ryan, et al. wrote:

For many beginning teachers the initial year in the classroom is an exciting and successful one. They planned and dreamed about becoming a teacher; student taught and learned how to apply their training in a real classroom; filled out placement papers and pursued job openings; and finally were accepted for a teaching position. And then the fun began. They are out of college, in the real world and doing what they always wanted to do. Their first year of teaching confirmed their judgment that teaching was for them. While their teaching
situation may not have been perfect, life rarely is. Most of their energies went
toward acquiring new skills and teaching approaches. They ended their year
feeling that, by and large, it was a string of successes. These are the blessed few
(p. 4).

These fortunate individuals entered the teaching profession with high expectations
for themselves and their students. For them, teaching successes may have been influenced
by positive experiences that occurred throughout their personal and professional lives.
Positive family role models and inspirational teachers may have also encouraged them to
seek teaching as their life’s work (Bullough, 1989). “The mere realization of actually
being a teacher is exciting for many beginners” (Camp & Heath-Camp, 1991, p. 11).
Ryan, et al. (1980) stated:

Most beginning teachers find the initial weeks of school exciting, exhausting and
completely involving. . . . Some moments are better than others; but by and large,
the first year is a year of gradually gaining more competence and confidence, of
growing in professional skills and in professional commitment. These teachers are
the lucky minority. (p. 13)

Framework for Teaching

For most beginning teachers their first year of teaching has been riddled with
uncertainty. Danielson (1996), in concern for beginning teachers’ problems, developed a
framework for teaching that provided guidance for novices and structure for experienced
teachers and administrators in helping new teachers become more effective in their
classrooms. She identified those aspects of a teacher’s responsibilities that have been
documented through empirical studies and theoretical research. Danielson sought to define what teachers should know and be able to do in the exercise of their profession. This framework was closely connected to PRAXIS III: Classroom Performance Assessments (Educational Testing Service, 2001)—a method of assessing the classroom performance and teaching skills of beginning teachers in their classroom settings. This assessment framework consisted of four interrelated domains made up of 19 components. They were organized as follows:

- Domain A: Organizing Content Knowledge for Student Learning
- Domain B: Creating an Environment for Student Learning
- Domain C: Teaching for Student Learning
- Domain D: Teacher Professionalism

Educational Testing Service (ETS) developed this system for use by state and local educational agencies empowered to license teachers. The system has also served as an assessment tool for administrators in formative and summative evaluations.

*Problem Statement*

Preliminary research was clear regarding beginning teachers’ collective problems and anxieties. However, the published material regarding issues as related to specialized areas of teaching such as career technical education was sparse. Veenman (1984) touched on the importance of considering the diversity of teachers, their problems, and their teaching contexts. He wrote:
In spite of the general agreement on the kind of problems beginning teachers experience, it appears that these findings [perceived problems of beginning teachers] are too general in that they do not consider the various teacher characteristics or individual differences, which may influence teachers’ perceptions and performance. Nor do they identify and describe the context so that we can understand how environments with varying supports and challenges affect the beginning teacher. (p. 160)

Extensive research exists in reference to BTA programs in general; however, few investigations have addressed career and technical education. Camp emphasized this point by stating, “There has been negligible attention paid in the educational research literature to the induction process for beginning vocational teachers” (1988, p. 145). Pratzner (1987) stated that little was known about the nature and extent of innovative policies and initiatives being undertaken by states and local educational agencies to ensure that current and future teachers will have been adequately prepared to respond to the new challenges in career and technical education. More specifically, scant information has been available regarding superintendents’ perceptions of the importance of PRAXIS III components in career and technical BTA programs. Additionally, there was no information found relating to Ohio Joint Vocational School District (JVSD) Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs. The relationship of Ohio JVSD Superintendents’ characteristics to their perceptions of the importance and level of implementation of PRAXIS III components in BTA programs in Ohio JVSDs was also unknown.
Purpose and Objectives of the Study

The purpose of this study was to determine the Ohio JVSD Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in the BTA programs in their schools. The researcher also sought to explain the relationship of the Ohio JVSD Superintendents’ background information as compared to their perceptions. Specifically, the objectives of this study were to:

1. Determine the Ohio JVSD Superintendents’ perceived importance of PRAXIS III components in their BTA programs:
   - Organizing Content Knowledge for Student Learning
   - Creating an Environment for Student Learning
   - Teaching for Student Learning
   - Teacher Professionalism

2. Determine the Ohio JVSD Superintendents’ perceived level of implementation of PRAXIS III components in their BTA programs:
   - Organizing Content Knowledge for Student Learning
   - Creating an Environment for Student Learning
   - Teaching for Student Learning
   - Teacher Professionalism

3. Describe the Ohio JVSD Superintendents’ personal and professional characteristics:
• gender

• highest earned degree

• major area of undergraduate study

• major area of graduate study

• participation in formal BTA program training

• participation in in-service BTA program training

• number of years as a teacher

• number of years as an administrator

• number of years as an educator

• age

4. Determine the relationships among the Ohio JVSD Superintendents’ personal and professional characteristics and their perceived importance and level of implementation of PRAXIS III components in their BTA programs.

Definition of Terms

This section defines the terms used throughout this paper. Each term also includes the author and date for the definition being used.

Administrator—superintendent, director, principal, instructional leader. The head of the school whose role responsibilities are a commitment to administer to the needs of the school as an institution by serving its purposes; by serving those who struggle to embody
these purposes; and by acting as a guardian to protect the institutional integrity of the school (Sergiovanni, 1996).

**Beginning teacher**—a new teacher who has not taught in a formal classroom setting, or an experienced teacher who is new to a school system or in a new or different program area (Huling-Austin, 1986b).

**Beginning Teacher Assistance (BTA) Program**—a planned program intended to provide systematic and sustained assistance specifically to beginning teachers. Such a program is meant for teachers new to the profession, state, district, or school for the duration of at least one semester or as many as three school years. The purpose of the program is to encourage teachers to grow, to be self-defining, and to engage in teaching as a vital part of life. This process also leads teachers to looking at teaching as a commitment or calling, a vocation (Sergiovanni, 1996).

**Domain A: Organizing Content Knowledge for Student Learning**—how a teacher thinks about the content to be taught. This thinking is evident in how the teacher organizes instruction for the benefit of her or his students. This domain consists of: becoming familiar with relevant aspects of students’ background knowledge and experiences; articulating clear learning goals for the lesson that are appropriate to the students; demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future; creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson, and creating or selecting evaluation strategies that are appropriate for the
students and that are aligned with the goals of the lesson. (Educational Testing Service, 2001)

Domain B: Creating an Environment for Student Learning—addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, of establishing and maintaining constructive standards for behavior in the classroom. It also includes the learning “environment” in the most literal sense—the physical setting in which teaching and learning take place. This domain consists of creating a climate that promotes fairness; establishing and maintaining rapport with students; communicating challenging learning expectations to each student; establishing and maintaining consistent standards of classroom behavior, and making the physical environment as safe and conducive to learning as possible. (Educational Testing Service, 2001)

Domain C: Teaching for Student Learning—the act of teaching and its overall goal: helping students to connect with the content. The domain consists of: making learning goals and instructional procedures clear to students; making content comprehensible to students; encouraging students to extend their thinking; monitoring students’ understanding of content through a variety of means; providing feedback to students to assist learning, and adjusting learning activities as the situation demands, and using instructional time effectively. (Educational Testing Service, 2001)

Domain D: Teacher Professionalism—teachers’ ability to evaluate their own instructional effectiveness; their ability to discuss the degree to which aspects of a lesson were successful, and their ability to explain how they will work toward learning for all students. The professional responsibilities of all teachers, including beginning teachers,
include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations. This domain consists of reflecting on the extent to which the learning goals were met; demonstrating a sense of efficacy; building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students, communicating with parents or guardians about student learning. (Educational Testing Service, 2001)

Joint Vocational School District—a separate area-career technical school supported by a local school district or a group of school districts. Secondary students receive occupational preparation, as well as academic and related education, away from their neighborhood high schools (Pratzner & Ryan, 1990).

Limitations of the Study

This study was limited to the Ohio JVSD Superintendents who were to complete the questionnaires themselves. The responses were limited to the superintendents’ actual knowledge of their BTA programs and specifically the teaching evaluation process being used. However, it is atypical for top-level administrators to take part in the evaluation of the teaching skills and performance of beginning or veteran teachers.

Basic Assumptions

It was assumed that the purpose of a BTA program has been to assist beginning members of the teaching profession and teachers new to a school or discipline to develop the skills, knowledge, and values that are necessary rationale of their chosen vocations. It was assumed that the superintendents and their teams attained the objectives of their BTA programs by providing information, materials, and various resources for beginning
teachers. It was further assumed that the superintendents who participated in the survey would provide candid responses to the questionnaires and that they would return them in a timely manner. These individuals were believed to have been intellectually astute and have possessed the expertise to complete a survey instrument. Additionally, it was assumed that these educators have been motivated to assist researchers in finding ways to improve their system of developing and retaining beginning and new teachers on their faculties.

**Significance of the Study**

The Ohio JVSD Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs is an aspect of the multi-dimensional issue of BTA programs for new and beginning teachers in career technical education. Knowledge of support for beginning teachers has been of vital concern, especially information about the assistance obtained from their superintendents, mentors, and colleagues. Quality induction programs for career and technical education teachers have been a means to contribute to the professionalism of public career and technical education and, ultimately, to provide the most effective instruction and training possible for students and society in general (Camp, 1988).

Tens of thousands of new teachers are leaving the profession and as many are retiring. The expense of teachers leaving the profession is staggering. Graziano (2005) wrote:

When teachers drop out, everyone pays. Each teacher who leaves costs a district $11,000 to replace, not including indirect costs related to schools’ lost investment
in professional development curriculum, and school specific knowledge. At least
15 percent of K-12 teachers either switch schools or leave the profession
everyday, so the cost to school districts nationwide is staggering—an estimated
$5.8 billion. (p. 2)

Administrators have had to contend with these costs in developing their budgets and have
been concerned with the expense of teacher attrition. Support programs may emerge
when administrators become aware of new and beginning teachers’ needs for
professional development opportunities, ongoing support, and collegial respect (all
elements of BTA programs).

Educators have experienced in their professional lives the problems and
difficulties beginning and new career and technical education teachers have faced by
having encountered similar enigmatic first years of teaching and participating in their
own assistance programs. Administrators have had authority to initiate policy to create
and maintain BTA programs and because of their past professional experiences, there
may be programs in place. “The overall goal of education policymaking should be to
develop the capacity of schools and teachers to create practices that reflect what is now
known about effective ways to teach and learn” (Darling-Hammond, 1997, p. 332).
Nevertheless, there has been limited research on post-graduate career and technical
education teacher in-service education and support.

By ensuring a collegial ambience in BTA programs, administrators have aided
their faculty and students in thriving. The action taken by administrators to establish BTA
programs may have come about when they were made aware of the need for these
programs. Often the faculties and staff have had the greater responsibilities for the
program planning and implementation of BTA programs. The faculties and staff have sought to ensure that the state’s learning standards were being met. In this regard, Darling-Hammond (1997) stated:

Although policy supports are essential, reform can never be enforced from the top down, because people must create change in locally appropriate ways at the school and classroom level. The importance of both context and commitment mean that local invention must be supported by policies that provide a mix of top-down support and bottom-up initiatives. (p. 337)

A community of educators who respect one another; laud each other’s successes; and stand together in times of need have made school a place in which everyone learns. As we have moved from a simpler society dominated by a manufacturing economy to a complex world based largely on information technologies and knowledge, our schools have been undergoing a once-in-a-century major change. “Changing teaching into a profession worthy of faith and trust requires changing the views of policymakers” (Sergiovanni, 2000, p. 127).

Never before has the success, perhaps even the survival, of nations and people been so tightly tied to students’ ability to learn. Consequently, our future depends now, as never before on our ability to teach (Darling-Hammond, 1997). Teachers with the least years of teaching experience have often been placed in the most difficult teaching situations—hard to staff schools with limited resources. Students from the lowest socio-economic families often are the losers. “The more teachers know and the more skilled they are in teaching, the more successful schools will be in advancing learning” (Sergiovanni, 2000, p. xv).
CHAPTER 2

REVIEW OF LITERATURE

This study examined the Ohio Joint Vocational School District (JVSD) Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their Beginning Teacher Assistance (BTA) programs. In this regard, specific topics addressed in this review of literature were:

- Change in the educational system,
- Beginning teachers’ problems,
- National and state licensure requirements,
- Ohio JVSD Superintendents’ characteristics, and
- PRAXIS III

Change in the Educational System

Among the many responsibilities administrators have faced in leading their faculties and staffs through changes in the educational system has been to give beginning and new teachers extra support and guidance by means of BTA programs. Educational reform requires a forceful and conceptual leader. In regard to leadership, Marzano (2003) indicated that no one other than the school administrator could assume the visible head of a reform effort. Administrators’ leadership skills have come to the fore when they, their faculties, staffs and students have had to face the difficult process of change. “Never
before has leadership in education been more critical for public school systems” (Fullan, 2000, p. 581). Concerning the challenge of change, Maeroff (2000) wrote:

Schools must adapt themselves to a future that will affect the inclination, ability, and need of students to learn in formal settings. The United States of 1965 was one in which only a third as many students as today were enrolled in higher education, father knew best, a woman’s place was in the home, gangs were made up mainly of those who wore chains and stripes while working at the roadside, and Dick Tracy’s wrist radio—now a near-reality that will feature a tiny computer—was nothing more than a figment of Chester Gould’s lively imagination. It also was a time when young people without academic credentials might still find desirable jobs, as Big Steel ruled industry and Detroit felt it could safely ignore Tokyo. Now change is in the stars. What sort of change is altogether another matter. (pp. 13-14)

Educators have had the responsibility of making curricula changes to better prepare students for the challenges they will face upon completion of their education. Demographic, technological, and global changes are altering the nature of work necessitating the need to re-educate and update the workforce on a recurring basis in order to provide students with tools to function in a truly global economy. Throughout its history, career and technical education has responded to societal changes that affected the educational needs of its clientele (Veatch, 1987). In light of these changes and needs, it is important that career and technical education administrators give guidance and assistance to faculty members so that their students are better prepared for these challenges.
In the 1980s, Albert Shanker led the battle for unionization of teachers. This was a tremendous change in the educational system. Maeroff (2000) wrote:

Meanwhile, the National Education Association (NEA), far larger than Mr. Shanker’s American Federation Teachers (AFT), looked suspiciously on organized labor, proclaiming that teachers—despite their puny salaries and undignified treatment—were professionals who had no business walking a picket line. Oh, how things changed. Little did I realize that I was arriving on the scene as a chronicler of education just as teachers were about to gain unprecedented power. (p. 37)

The new power that was earned by teachers was an integral part in the change in school administration. Teacher involvement and teacher empowerment was evident in their being actively engaged with school administrators in decision-making. Kelly (1994) stated, “Teachers must be agents of change, not subjects of change” (p. 311). This new authority has also been a boon for students. Concerning teacher involvement and empowerment in curriculum development, Zenger and Zenger (1977) stated:

There are many ways and approaches from which a teacher can choose to reach an educational objective. By employing a variety of methods and techniques, students and teachers are more interested and motivated, and the classroom atmosphere is better for teaching and learning. Good teachers are constantly seeking ways to improve their techniques and procedures. (p. 1)

Finch (1999) indicated that in the United States the 1990s would probably be remembered as a decade of major education reform with the quality and focus of education as a topic of debate. Finch also asserted that teachers must be at the center of
any effort to improve education and that they must build the capacity to change and evolve. In this regard, Maeroff (2000) wrote:

Certainly teachers had every right finally to flex their long-atrophied muscles. Like Charles Atlas, they were fed up with having sand kicked in their faces. Now though, teachers—especially those who have won bargaining rights—should start thinking more about how they can exert a greater portion of their new-found influence in behalf of students. Without such a shift in approach, school improvement may falter in the 21st century and public education itself may be in jeopardy. (p. 38)

The importance of accountability and high standards has been applied to education more than ever before in our history. Danielson (1996) discussed educational standards at the local level. She wrote, “The components of professional practice are part of a long tradition of applying standards to both student learning and the complex role of teaching. Despite challenges, the benefits, particularly for school and district use, are enormous” (p. 13).

Another change made in the educational system was the reconfigured twelve-month school calendar in various school districts throughout the nation. The curricula planning that satisfied the needs of this new twelve-month system took a tremendous effort on the part of teachers. Strong leadership by teachers, in addition to support by their administrators, was essential in the midst of the strong resistance by many of the members of the educational community, students, and parents who favored the traditional school year.
A further change concerned teachers’ pre-service and in-service training. A number of universities received a great deal of recognition for improvements made in pre-service preparation of new teachers. In-service training in the form of BTA programs was a means of support for beginning and new teachers. This structured assistance was made possible through the cooperation of beginning and new teachers’ colleagues and the support of their administrators.

Not all national initiatives for change or state and local edicts have been congruent with the needs of all school communities. “While the ‘No Child Left Behind’ (NCLB) Act, President George W. Bush’s reauthorization of President Lyndon Johnson’s Elementary and Secondary Education Act of 1965, is not a cause for daily unhappiness, it is still capable of taking its toll on staff morale” (Million, 2005, p. 16). The responsibility of reconfiguring the needs of their schools to conform with the Act falls on the shoulders of administrators.

One of the means of responding to the needs of school communities, as related to change, has been for administrators to build on previously established relationships with influential members of the educational community. Many of these administrators and teacher-training providers have made inroads to this assistance because of other endeavors and their personal relationships with district leaders. Influential support of district leaders and cooperation of faculty have been the backbone of changes in supervisory practices in our educational system.

Support and Autonomy for New Teachers

A synergetic relationship between administrators and their faculties has also been a part of the bases for changes in the educational system. Empowering teachers has been
thought to be crucial in the cooperation of these new partners. Regarding teacher empowerment, Maeroff (2000) indicated that teachers should start thinking more about how they can exert a greater influence in behalf of students. If this influence would not be included, school improvement efforts would falter and public education would be in jeopardy. When administrators and teachers have collaborated, they have been known to challenge the traditional notion of their roles and responsibilities. Commendably, this collaboration has been thought to benefit the entire school; and consequently, the students will have been well served and the faculty and staff will have profited, as well.

“Leadership isn’t a single person’s endeavor; rather, it is part of the greater school culture. An effective principal knows the strengths of his or her teachers, and offers opportunities for leadership at the appropriate time” (Sweeney, 2003, p. 80).

Barth (1990) emphasized the importance of mutual respect and support as follows:

If the critical issues like evaluation and placement are ever to become fruitful occasions that bring teacher and principal together in the service of students and the school—that is, if the capacity of teachers and principals to enrich rather than diminish each other’s lives and work is to be realized—conditions must change. Somehow, the school principal must assume more of the burden of protecting the best interests of teachers and liberating more of the constructive power of which teachers are capable. In addition, each teacher will have to assume more ownership for the best interests of the school—including other teachers, other teacher’s pupils, and the principal. (Italics added) (p. 28)
In an era of educational reform, it is imperative for teachers to accept the responsibility to lead, no matter how daunting it may be. In contending with change from pre-service students to full-fledged teachers, an encouraging note has been that new teachers have begun to accept leadership roles in their induction programs. “Activities that allow the beginning teachers to define their own style in management are important and should be included early in the induction seminar schedule” (Fox & Singletary, 1986, p. 14).

The beginning year of teaching has been known to be a period of change, adjustment, and approval seeking. It has been a time when the positive aspects of the organizational environment have been crucial. Traditionally, the prototype for teaching has been viewed as follows: one teacher, one group of students, and one classroom. Under these conditions, there have been few opportunities for teachers to experience collegiality. With changes in the educational system has come acceptance by peers, staff members, and administrators. This camaraderie has been an important factor in educational change for new and beginning teachers’ induction and an integral part of the successfulness of organizational support.

**Beginning Teacher Assistance Programs**

BTA programs have been developed to help beginning teachers adapt to change and provide professional assistance through their initial year of teaching. Assistance programs for teachers who are adjusting to a new teaching environment are known as induction. As time has passed, induction has been described in myriad ways. McDonald (1980) viewed induction as encompassing the mastery of two tasks—effective uses of the skills of teaching and adapting to the social system of the school. Later, McDonald and
Elias (1983) interpreted induction as a program in which beginning teachers participate when they are first employed fulltime with full teaching responsibilities assigned to them. Varah, Theune, and Parker, (1986) wrote, “According to Schlecty (1985), the purpose of induction is ‘to develop in new members of an occupation those skills, forms of knowledge, attitudes and values that are necessary to effectively carry out their occupational roles (p. 37).’ (p. 31).” In an ideal world, BTA Programs have reflected these comprehensive definitions of induction.

“The problems of new teachers affect not only the students and the teachers themselves but also the administrators in the school” (Ryan, 1986, p. 8). One of the indispensable participants in a BTA program has been the school administrator. “In dealing with issues of renewal or retention . . . districts usually require administrators to make the summative decisions” (Danielson and McGreal, 2000, p. 83). Heller and Sindelar (1991) described the value of support as follows:

Administrative support is crucial for the success of a mentorship program. Matching mentors and protégés, scheduling contact time, managing, and evaluating the program all require administrative support. This support must originate with the school board and be reinforced at every level in the administrative hierarchy (p. 16).

The Ohio Office of Professional Development was established to promote the preparation and development of qualified administrators. Ohio educators believed that excellence in the performance by these administrators would benefit all members of their school communities, most especially new and/or beginning teachers. Administrators’ roles in their school leadership have paralleled their leadership roles in their BTA
programs. “For leadership to work, leaders and followers need to be tied together by a consensual understanding that mediates this pattern of reciprocal influence” (Sergiovanni, 1996, p. 87). Teaching assessment frameworks and systems are becoming more plentiful in recognition of needs by administrators to use a complete and fair process to evaluate new teachers’ teaching skills and classroom performance.

Beginning Teachers’ Problems

There have been no easy solutions to the problems related to novice teachers' enigmatic first year in their classrooms. Teaching has been considered a many faceted profession that has been very difficult to master. Not only must teachers have knowledge of the discipline equal to experienced practitioners in the field; they must have comprehended it well enough to explain it to someone else. Most new employees have been found to look to their supervisors for assistance. Fullan and Hargreaves (1996) stated:

The individual and collective efforts of teachers as supporters and initiators of improvement are vital. However, where leadership and school environments are particularly and persistently unsupportive, the success of teacher efforts will be slim, short lived or non-existent and teachers quickly learn not to make them. This is where the role of the principal is crucial. . . . Principals who control all the decisions, who obstruct initiative, who choose blame before praise, who see only . . . problems where others see possibilities, are the principals who create discouraged and dispirited teachers. It may not be ethically right for teachers to give up and withdraw in the face of such negativism or indifference from their leaders, but it is understandably human and the response that most teachers will
adopt. So the principal’s role as a supporter and promoter of interactive professionalism is essential. This should involve helping teachers to understand their own situation in ways that provide insights and means of improving. (p. 84)

*Beginning Teachers’ Isolation*

Frequently, experienced teachers have not reached out to beginning teachers. Often these expert teachers have been shouldering an immense workload and have had very little, if any, spare time. Additionally, some veterans may have been of the opinion that novices must go through the same rites of passage that they endured. However, novices may also have tended to add to their own isolation when they did not reach out to veteran teachers to seek assistance. Sometimes beginning teachers feared that if they asked for help, a veteran teacher might perceive them as being incompetent. However, in some instances, well-intentioned teachers who did offer assistance may have been thought to be meddlesome.

Acceptance by peers, staff members, and administrators has been considered important to new teachers and an integral part of the successfulness of organizational support. Although collegiality is not a panacea, it can be a positive step towards eliminating beginning teachers’ isolation. Along the same vein, Gordon and Maxey (2000) quoted a statement by a beginning teacher:

> I sat by the same person every single day at lunch, and I never really talked to him. He wouldn’t even say hello to me. Sometimes I would walk into the faculty lounge, and it was just like there was a wall between me and the older teachers.

(p. 1)
The processes for assisting new teachers in overcoming their feelings of isolation have been important. The educational community cannot completely prepare new teachers for the isolation that they will experience. However, BTA programs that form support groups for novices could be instrumental in giving new teachers and other program participants opportunities to exchange ideas and concerns regarding teaching. BTA programs led by progressive administrators can provide the positive ambience needed in the novice’s organizational setting. Additionally, a safe and non-threatening atmosphere having been created by mutual respect among the teacher and students has encouraged interactive learning. Students have been thought to be more willing to have taken risks in this secure ambience.

Beginning teachers left to sink or swim as a means of surviving have felt lonely and exhausted. On the contrary, when novices have been provided the opportunity to work on any kind of team, they have been availed of a built-in support system. They have had persons to observe and by whom they could be observed, and adults with whom to talk about teaching, learning, and students. Teachers who work together have been known to enjoy continuous, professional, and collegial relationships

*Camaraderie among Beginning Teachers, Experienced Teachers and Administrators*

Beginning teachers may have felt detached because they had been assigned to a classroom that was distanced from other classrooms or away from colleagues teaching similar subjects and or similar student age groups. Barth (1998) commented on this manner of detachment as follows:

How can a profession survive, let alone flourish, when its members are cut off from each other and from the rich knowledge base upon which success and
excellence depend? Not very well. Professional isolation stifles professional growth. There can be no community of learners when there is no community and when there are no learners. What is giving rise in our schools to the debilitating parallel play, to adversarial and competitive relations, and to professional isolation? I believe that the problems are rooted in the relationship between teacher and principal. (p. 18)

As novices have been expected to do more with less and less, the principal has become an important figure who is capable of both creating and reducing new teachers’ problems such as isolation. The principal has been thought of as the critical role model for encouraging collegiality. Gordon and Maxey (2000) defined collegiality in the educational setting as follows:

- Adults in schools—talk about practice.
- Adults in schools—observe each other.
- Adults in schools—engage together in work on curriculum.
- Adult in schools—teach each other.

Sincere efforts have been made by administrators, faculty, and staff to include new teachers in every aspect of their professional day. Opportunities for novices to collaborate with colleagues and to benefit from self-renewal have been considered important for meaningful changes in education. These efforts have been part of the process to assist new teachers in overcoming their feelings of isolation. The educational community cannot completely prepare new teachers for the isolation that they will experience. However, BTA programs that form support groups for novices could be
instrumental in giving new teachers and other program participants opportunities to exchange ideas and concerns regarding teaching.

In the following anecdote, Cruickshank (1981) described how difficult it might be for a newcomer to be recognized. Cruickshank quoted a teacher:

Once each week all the teachers at each grade level hold a meeting. During the meeting they decide what they will teach, what special activities will be held for the kids, and so forth. Once again, it was them against me—a new teacher.

Nobody seems to want to hear what I have to say. (p. 402)

Unfortunately, this anecdote does not describe a unique incident. New teachers are often “left out of the loop.” Isolation, lack of administrative support, and inappropriate teaching assignments, are but a few of the multitudes of tribulations that beginning teachers have encountered. Novices’ survival from these negative experiences in their initial year of teaching has been thought to be greatly enhanced if their schools have established supportive communities. Sergiovanni (1996) defined community as follows:

[C]ollections of people bonded together by mutual commitments and special relationships, who together are bound to a set of shared ideas and values that they believe in, and feel compelled to follow. This bonding and binding helps them to become members of a tightly knit web of meaningful relationships with moral overtones. In communities of this kind, people belong, people care, people help each other, people make and keep commitments, people feel responsible for themselves, and responsible to others. (p. 100)

Novices need opportunities to interact with colleagues with little or no intimidation. When novices have been considered as important members of their school
communities, they have also appeared to have little or no fear that their colleagues had thought them to be incompetent. As viable community members, beginning teachers have had opportunities to communicate their successes and to exchange ideas with veteran teachers. “People learn new behaviors primarily through their interactions with others, not through front-end training designs” (Fullan, 1994, p. 19).

However, the educational community cannot completely prepare new teachers for the isolation they will experience. BTA programs that form support groups for novices can be instrumental in giving new teachers and other program participants opportunities to exchange ideas and concerns regarding teaching. Fox and Singletary (1986) asserted that when novices have met regularly to exchange views, they have found that others may have experienced similar problems and successes. They have learned that they were not the only ones struggling to cope and strived to assist one another to become teachers that are more effective. Efforts on the part of administrators and fellow teachers to support them in these coping strategies have demonstrated collegiality.

Coleman (1977) maintained the argument for support groups by citing learning theory regarding their value. He wrote:

The importance of the other persons in the action setting provides an additional affect or emotional involvement that arises in an interpersonal setting. This both increases the motivation and provides an associative structure of events in memory that helps ensure that whatever has been learned is not lost. (p. 60)

The National Board for Professional Teaching Standards (NBPTS) certification process has also embraced professional collegiality. Opportunities for novices to
collaborate with colleagues and to benefit from self-renewal have been thought to be important for meaningful changes in education.

One of the prerequisites of a good teacher may be “a passion for having others share some of one’s own interests” (Meier, 1995, p. 142). Sincere, honest efforts must have been made by administrators, faculty, and staff to include new teachers in every aspect of their professional day. These efforts have been considered part of the process to assist new teachers in overcoming their feelings of isolation. Meier (1995) emphasized this point by stating:

Schools in which teachers are in frequent conversation with each other about their work, have easy and necessary access to each other’s classrooms, and have the time to develop common standards for student performance are the ones that will succeed in developing new habits in students and their teachers. Teachers need frequent and easy give and take with professionals from allied fields—that is one mark of a true professional. (p. 143)

Dispelling fear and instilling self-confidence has been a vital method of reinforcement for developing new habits in teachers and their students. Added confidence has assisted these novices and their charges in believing they are competent enough to leave their comfort zones. Self-confident teachers have been known to impart this attribute to their students and have benefited from this positive role modeling.

*Beginning Teachers’ Organizational and Personal Environments*

The beginning teacher’s organizational and personal environment have had an impact on the job behavior and career cycle of an individual (Burke, Christensen, & Fessler, 1984). The beginning teacher’s organizational environment has been composed
of key components (e.g., school regulations, administrative expectations, professional organizations, and in some cases, teachers’ unions). The beginning teacher’s family, positive critical incidents, life crises, cumulative life experiences, avocational interests, and individual disposition are said to have made up the components of his/her personal environment. BTA programs led by progressive administrators have been known to provide the positive ambience needed in the novice’s organizational setting. “A supportive, nurturing, reinforcing environment assists a teacher in the pursuit of a rewarding, positive career progression” (Burke et al., 1984, p. 11). Sergiovanni (1995) stated:

Individuals looked upon their schools as communities. Communities in which the five forces of leadership—technical, human, educational, symbolic, and cultural have been utilized by these administrators to ‘push the school forward toward effectiveness or to prevent it from being pushed back.’ (p. 84)

The ideal teaching situation for beginning teachers and the present, more prevalent, working environment have been viewed as being on opposite ends of the spectrum. Administrators, teachers, staff, students, and parents have not had a precise prescription to create an ideal school community. Fullan (1994) found, “In dynamic systems, there can be no step-by-step procedures” (p. 193).

Unclear Expectations of Beginning Teachers

How have newcomers lived up to their administrators’ beliefs as to what is good teaching when there have been countless questions in these novices’ minds as to what has been expected? Prevalent among novices has been the lament that they never know what is expected of them. School policy has been new and sometimes unclear to beginning
teachers. Innumerable formal rules have spelled out what procedures should be. New teachers must have also learned the unwritten rules and customs of their school. Often they have been confused and at times, they have been overwhelmed. “Conflicting expectations of administrators, other teachers, students, and parents contribute to what is referred to as the condition of not knowing” (Gordon & Maxey, 2000, p.3).

Strong administrative leadership and the opportunity to interact with colleagues have been helpful in dispelling the feeling of being uniformed. Beginning teachers, as viable community members, should have had the opportunity to ask questions about school rules or possess a policy handbook to clarify any misconceptions. Informal chats with veteran teachers should have presented the opportunity to become familiar with the school’s “unwritten rules.” Most school customs can be learned by beginning teachers participating and observing activities throughout the school year.

**Beginning Teachers’ Learning Opportunities**

Beginning teachers have often been placed in learning environments comparable to that of their pupils. The Holmes Group (1986) recognized the classroom as a learning environment for teachers by stating the following, “America’s children need schools in which teachers can learn, in which teachers can thoughtfully investigate and improve professional practice” (p. 5).

Teachers should be generally well educated so that they may have drawn on that knowledge to enhance their own teaching specialty. Conant (1963) provided a rationale for the inclusion of general studies in teacher education. He also discussed how the cooperation among teachers had been beneficial. Conant wrote:
There is moreover, an important practical reason for general studies; almost any teacher inevitably faces the necessity of dealing with subjects outside his [sic] area of specialization, not only in his [sic] classroom but also in conversation with students. If he [sic] is largely ignorant or uninformed, he [sic] can do many harms. Moreover, if the teachers in a school system are to be a group of learned persons cooperating together, they should have as much intellectual experience in common as possible, and any teacher who has not studied in a variety of fields in college will always feel far out of his [sic] depth when talking with a colleague who is the high school teacher in a field other than his [sic] own. (p. 93)

Accordingly, it has been considered vital that teachers will have been generally well educated. If so, they may have then had the opportunity to draw on that knowledge to enhance their own teaching specialty. “Teaching called for every kind and form of knowledge” (Meier, 1995, p.121). A teacher’s comprehensive knowledge base is essential—the students’ educational future depends on this attribute. Dozier (2002) commented:

More than 30% of new teachers in the U. S. have been hired without having met state requirements, and students in high-poverty areas are more likely to have these unqualified teachers than students in areas that are more affluent. All children deserve talented, dedicated, and well-prepared teachers.” (p. 15)

*Beginning Teachers’ Assignment and Management Issues*

In the initial phase of beginning teachers’ careers, their concerns have been mostly about “self.” Teachers’ day-to-day control of students, how well prepared they have been to present course content, and what students, colleagues, administrators, and
parents have thought of them has been important to them. However, survival in the
classroom has been foremost in beginning teachers’ minds. Concerns regarding their
students’ subject-matter comprehension have come later when they will have built their
self-confidence.

Herein has laid even more justification for BTA programs for these novices.
Graziano (2005) wrote about classroom issues. She described a new teacher’s dilemma:

Like any new teacher, Manley needed to hone her classroom-management skills,
but the pressures of managing a classroom solo for the first time were
compounded by the lack of basic resources and administrative support. ‘We
weren’t allowed to use the copy machine [for handouts], so I had to stop at
Kinko’s every morning on my way to work,’ she explains. ‘There was never any
toilet paper in the bathrooms for the kids, so I had to bring that, too.’ The last
straw for Manley came in April, when she read a student’s journal entry that
described violent acts directed at her. (p. 4)

There have been no easy solutions to the problems related to teachers’ first year in
the classroom and fewer explanations for teachers’ disillusionment with the teaching
profession. Therefore, BTA program research and development that has fostered
successful performances by novice teachers has been important. One of the solutions has
been to provide funding to develop basic criteria from which specific support programs
could be constructed. BTA programs and in-service training of any kind have been
expensive. The funding necessary to compensate program presenters, as well as stipends
for the participants, has been significant. Yet, the cost of the loss of gifted and talented
new educators cannot be measured in dollars. In this instance, support has equated to
materials, resources, advice, and leadership that administrators have offered new teachers. Without support and programs, new teachers have been more likely to leave teaching (Feiman-Nemser, Schwille, Carver, & Yusko, 1999).

**Beginning Teachers’ Reality Shock**

The reality of facing a classroom of students and accepting all the related responsibilities has been very traumatic to beginning teachers. McDonald (1980) stated:

Teaching is a messy, uncertain business. No wonder; it happens inside a wild triangle of realities—among teacher, students, and subject—whose dimensions continually shift. . . . Beginning teachers are astounded by these complexities and may try to pretend them away. (p. 54)

Veenman (1984) explained reality shock as follows:

The transition from teacher training to the first teaching job could be a dramatic and traumatic one. In the English and German literature this transition often is referred to as the ‘reality shock,’ ‘transition shock,’ Praxisschock,’ or ‘Reinwascheffekt.’ In general, this concept is used to indicate the collapse of the missionary ideals framed during teacher training by the harsh and rude reality of everyday classroom life. (p. 143)

Thus, assigning new teachers to difficult classes that are not desirable to teach, and other difficult assignments may have also been contributing factors to first-year reality shock (Marso & Pigge, 1987).

**Beginning Teachers’ Difficult Work Assignments**

The first problem that beginning teachers have encountered is that of having been assigned similar responsibilities as those of veteran teachers. It is common knowledge
that other professions increase the novice’s work responsibilities over time in a gradual, sequential manner. This has not been the case in teaching. Often beginners have faced the most difficult students; they have been assigned the least appropriate classrooms; and they have been asked to perform extra assignments (e.g., lunch duty, bus duty, detention monitor, club advisor, and activity chaperone). These assignments have had a tendency to be the most time consuming and the least rewarding for the beginner. It is then that a great number of beginning teachers have been known to concentrate on survival and very little more.

Unrealistic expectations of beginning teachers have been commonplace. Often the education community has expected novices to perform as if they had been teaching for a substantial number of years. Danielson (1996) wrote:

Most professions designate a period of apprenticeship for a novice practitioner. Doctors work as interns and residents before assuming complete responsibility for patients. Attorneys work as clerks for experienced lawyers or judges, and then join a firm or an agency where they practice with attorneys experienced in the different specialty areas. Social workers employed in public agencies work under supervision before they earn a license to practice on their own.

But teachers, from the moment they are awarded their first license, are considered full members of the profession. The responsibilities of a first-year teacher are just as complex (in some situations, more) as those of a 20-year veteran. In very few locations do teachers have an experience equivalent to the internship of a doctor or social worker; they are plunged immediately into the full responsibilities of a teacher. Some solutions, such as professional development
schools that include a full-year internship, are growing in popularity. They are still rare, however, partly because of their high cost. (p. 6)

“In the teaching profession, beginners often start out with the same responsibilities as veteran teachers and are expected to perform all of their duties with the same expertise as experienced professionals” (Gordon, 1991, p. 2). As stated earlier, the myriad challenges faced by new teachers have begun on their first day of teaching. Their experienced colleagues may have encountered the same challenges; however, in some cases, less difficult assignments. Halford (1999), stated, “Given comparisons to fields such as medicine and law, which recognize the needs of new professionals more fully, some observers have dubbed education ‘the profession that eats its young’” (p.14).

Other professions have gradually increased the novice’s work responsibilities; on the contrary, new teachers have frequently been put in circumstances which even experienced teachers find exigent. In explaining the responsibilities of the beginning teacher, Ryan (1986) wrote, “And while we are going to put great responsibility in your young hands on the first day of your teaching career, we do not increase it. You will have exactly the same responsibilities after 40 years of teaching” (p. 10). For whatever the reason may have been, some administrators have chosen to give the new teacher the least desirable teaching assignment. Harvey, Heller, McConnell and Williams (1998) indicated that a typical practice in education was to give beginning teachers the least desirable assignments and quoted a teacher as saying:

Nothing will cause burn-out in a new teacher quicker than giving him or her all freshmen, or all remedial, or all discipline problems. If anything, these new teachers need time to test their new wings, to try out their knowledge in an
elective area. They bring with them freshness and enthusiasm straight from the world of academe. Tap into their resources—don’t let them go to waste. (p. 142)

Concerning proper teaching assignments, Gordon and Maxey (2000) wrote:

To help ensure success, new teachers must be assigned to students and content areas compatible with their preparation, experience, and abilities. Reasonable schedules, class sizes, and co-curricular responsibilities are all factors in an appropriate workload. In addition, the beginner deserves a work environment with adequate space, furniture, equipment, and materials. The most well-intentioned and carefully planned BTAP may not be able to overcome inappropriate teaching assignments, workloads, and work environments. If these areas are addressed, an effective BTAP can help ensure success for newcomers. (p. 59)

When beginning teachers have been assigned to teach outside their content areas, they have been forced to learn what they have been expected to teach along with their students. Most novices have been known to be in a survival mode in their first year of teaching. Lack of a solid background in their teaching assignments has had detrimental effects on beginners as well as their students. “They just gave us our books and said, ‘Here you go’” (Gordon & Maxey, 2000, p. 59). Beginning teachers definitely have had need for better orientation than what was described above. Administrators have had the opportunity and responsibility to take more action that is appropriate. They must have led their communities in receiving new teachers with some type of welcoming function and having made proper teaching assignments. Dozier (2002) described the situation as follows:
Along with the practice of misassigning teachers that has led to nearly one-fourth of all secondary teachers lacking even a minor in their main teaching field, in schools with the highest minority enrollments, students have less than a 50% chance of getting a science or math teacher who holds a license and a degree in the field in which he or she teaches. Treating teachers as interchangeable parts that can be placed in any empty slot regardless of training hurts students, and by keeping silent we only perpetuate what some have called ‘education’s dirty little secret.’ (p. 15)

Odell (1986) found that beginning experienced teachers who are new to a school system have not had remarkably different needs from those of first-year teachers. They have experienced the same trepidation regarding teaching situation problems as neophytes have had. She wrote:

Apparently, there are common needs for all teachers who are in a transition position that prior teaching experience cannot totally transcend. . . . Experienced teachers who are not new to a school system, but who otherwise are in transition positions, would also benefit from induction support. An example might be a special education teacher who has just taken a position as a regular classroom teacher. (p. 29)

Other examples of these instances could be librarians having been reassigned to teach English or counselors having been asked to teach psychology courses. Howey, Matthes and Zimpher (1987) stated, “Other researchers who have studied induction recognize the lack of distinction between the assumed capabilities of a veteran teacher and those of novice and they (veterans) lack the special support available to new teachers.” (p. 54).
Despite their significance, BTA programs for career technical teachers, by tradition, have been overlooked (Pratzner, 1987; Camp, 1988). “Of . . . immediate concern to vocational educators is the fact that in the majority of reports, vocational education has been either ignored or, at best, dealt with only casually.” The National Commission on Secondary Vocational Education study, (as cited in Camp, 1988, p. 145). This circumstance is surprising given the growing body of literature citing the need for support systems for novices in teaching, as well as beginning teachers in a new subject area, school, or town. (Ryan, 1986). Camp and Heath-Camp (1989) wrote:

It should be possible for any local school system that hires beginning technical/vocational teachers to assign, with appropriate release time, an experienced vocational teacher to assist in the organized induction of novices during the critical first years and to coordinate organized professional development activities on an ongoing basis to teachers throughout their careers.

(p. 20)

Beginning career and technical teachers must have been competent in their area of specialty and skilled in pedagogy, as well. Novices have found difficult classroom management issues in laboratory and shop settings as challenging as their experienced counterparts. Because of these issues, mentoring is of great importance to them. Gordon and Maxey (2000) wrote:

What is the cause of the alarming attrition rate in the early years of teaching?

Some blame the quality of those who enter teaching; others point to the teacher education programs that prepare them. The literature, however, indicates that
many of the difficulties beginners encounter are environmental in nature; they are grounded in the culture of the teaching profession and the conditions of the school as a workplace. (p. 2)

When novices have worked under less than favorable circumstances, it has been difficult for them to receive high performance ratings unless some consideration has been given to their inexperience and the context in which they have been forced to teach. In many instances, administrators have evaluated their teachers’ performances, using the same rating sheets for beginning teachers as those they have used for veteran teachers. Low ratings of their initial teaching performance may have been especially discouraging to these beginning teachers.

**Beginning Teachers’ Conflicts and Stress**

Novice teachers are beginning new roles in their professional lives and often striking out on their own for the first time in a “real job.” This is often their first experience of setting up homes, buying cars and establishing themselves in new communities. The conflict between the roles of teacher and young adult have often led new teachers to perceive that neither role has been given sufficient time and attention.

Gordon and Maxey (2000) stated:

> Stress! You’re teaching classes all day long. You’re keeping students on task, you’re testing, you’re trying to follow all the rules—every principle and guideline that’s set out for you. You’re adhering to a schedule; you must teach all the things in the course of study by the end of the year. After school you go home and take your job with you. Then you must face kids who have homework and a husband who has had a tough day, too—A BEGINNING TEACHER. (p. 66)
Beginning teachers often require a great amount of moral support. When a beginning teacher has related a troublesome incident from his or her day of teaching, a spouse may have listened intently and sympathetically once or even twice. After that, it has seldom been possible for the overwrought novice to bring his or her problems home. Therefore, when novices have needed a sounding board, their colleagues acting as effective listeners have assisted them in learning to cope in their work environment. This is also true when supportive mentors have provided empathy and advice. Mentor’s listening skills have been known to be vital in reassuring the new teacher through their ambiguous first year of teaching.

**Beginning Teachers and Inadequate Resources**

Beginning teachers have often been dismayed when they visited their classrooms for the first time. The well known “summer raid” on classrooms previously assigned to former teachers may have occurred. Glickman (1985) wrote:

> When a teacher resigns, the remaining teachers often descend upon the classroom and remove any materials, equipment, or furniture of value and replace them with their discards. The new teacher enters a classroom equipped with leftovers. (p. 38)

If rank has had its privileges, veteran teachers have demonstrated the pursuit of this “raiding” practice as a right. Although beginning teachers have been in need of the best resources and materials, they have often been forced to make do with the most inappropriate resources in the school. Schmidt (2005) wrote:

> I heard of a teacher whose chalkboard was so slick from years of use that it had become chalk-proof. . . . When her pleas for a new board fell on deaf ears, she scrawled an obscenity across the surface with a permanent marker and promptly
reported an act of vandalism. A new chalkboard appeared a few days later.

Hoardaging and scrounging have become survival tools right up there with behavior management in the hierarchy of teaching skills. (pp. 12, 13)

Conversely, there have been instances when the novice’s mentor might have lent assistance by obtaining what was needed to prepare for the novice’s first day of teaching. The administrator may have also stepped in to use his or her discretionary power to release funds for necessary furnishings, equipment, and/or materials. Assistance from mentors and administrators has been noted as a positive example of changing the unfair practice of raiding classrooms.

National and State Teacher Certification and Licensure Requirements

The purpose of teacher certification has been explained as follows:

Certification is a process by which the state evaluates the credentials of prospective teachers to ensure that they meet the professional standards set by the state education agency. Certification ratifies the quality of teachers’ competence in subject area, educational methodology, teaching skills, and potential classroom management ability (Roth & Mastain, 1984). Closely linked to certification is state program approval or institutional approval, which is the state’s process of evaluating schools, colleges, and departments of education. Because of the importance of certification, it has also been closely tied to licensure.

Parkay and Stanford (1998) presented a summary of national and state certification requirements as follows:

- State certification is required for teaching in public schools and in many private schools. Some large cities and local school districts have additional
criteria for certification. Certification requirements for teachers vary from state to state and are frequently modified. . . .

- Most states require testing of teachers for initial certification, and some require recertification after a three-to five-year period.
- States that are members of the Interstate Certification Agreement Contract honor teaching certificates granted by certain other states.
- Private, parochial, for-profit, and charter schools employ about 400,000 non-certified teachers. Many states offer alternative and emergency certification programs.
- The National Teacher Examination (NTE) is required in most states for initial certification. The PRAXIS II Series: Professional Assessments for Beginning Teachers, may eventually replace the NTE, includes assessments of academic (basic) skills, subject matter knowledge, and classroom performance. (p. 438)

The PRAXIS series have now replaced the NTE for initial certification. The PRAXIS series also include assessments of academic (basic) skills, subject matter knowledge, and classroom performance.

According to Kaye (2001), the State of Ohio initiated new certification standards that were performance-based and led to licensing based on assessments of the performances of teachers and principals upon their having taken part in an entry year program. Assessment requirements for the initial teaching certificate in the State of Ohio have been a Basic Skills Exam (Reading, Math, and Writing), Subject Matter Exam, General Knowledge Exam, and Knowledge of Teaching Exam (Parkay and Stanford, 1998).


**Teaching Licensure Requirements**

Teachers and administrators, like other professionals, must have passed tests and met certain state-specific requirements to qualify for licensure as professional educators. Each state in the United States sets its own teacher licensure requirements to ensure that every teacher comes to the classroom with a certain level of competence in subject areas, educational methods, teaching skills and classroom management abilities. (Recruiting New Teachers, Inc., 2000).

Although state licensure requirements have differed from state to state, there has been agreement that applicants should:

- Have at least a bachelor’s degree, and, in some states, a fifth year or master’s degree;
- Complete an approved, accredited education program;
- Have a major or minor in education (for elementary education teaching);
- Have a major in the subject area in which they plan to teach (for middle or high school teaching);
- Have a strong liberal arts foundation; and
- Pass either a state test, the widely used PRAXIS II exam, or another exam.

In the State of Ohio, teacher candidates for professional licensure will have earned a provisional license. Candidates’ successes in the classroom will have been evaluated throughout the year based on their students’ successes in different areas. Candidates will have obtained details of these evaluation requirements from the Ohio Department of Education. Upon successful completion of the entry year program and
assessment, candidates will have been deemed to meet the requirements for professional licensure. (Kaye, 2001)

*Professional Teacher License (Valid Five Years)*

Teacher applicants for a professional teacher’s license must have held a Provisional License. As in Provisional Licensure requirements, applicants must have been deemed to be of good moral character; successfully completed an approved program of preparation, and successfully completed the examination prescribed by the state board of education. Finally, candidates must have successfully completed an entry year program and assessment of their performances. (Kaye, 2001)

*Professional Teacher Licensure*

Numerous areas of professional teacher licensure programs have been established in the State of Ohio. Each separate area of professional teacher licensure has possessed comparable requirements and has included the unique requirements of each of the particular areas. Concerning Career-Technical teachers the Ohio *Teacher Education and Licensure Standard 3301-24-05* states:

(D) A professional teacher license, valid for five years, shall be issued to an individual who holds the appropriate provisional license and a baccalaureate degree; who is deemed to be of good moral character; and who has successfully completed an approved program of teacher preparation, an Entry Year Program, and an examination prescribed by the State Board of Education. Teacher licenses shall be issued in the following areas:

1. Early childhood license.
2. Middle childhood license.
Provisional Teacher License (Valid Two Years)

The Teacher Education and Licensure Standards that took effect in 1998 read as follows concerning provisional career-technical licensure: The Ohio career-technical license may be obtained by the following two routes:

(a) The provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an examination prescribed by the state board of education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career-technical teachers and who evidences two years of recent and successful related work experience or the equivalent in the teaching area. Career-technical licenses shall be issued for specific programs or taxonomies in the following teaching fields:

(i) Agriculture

(ii) Health Careers

(iii) Integrated business

(iv) Family and Consumer Sciences
(v) Technology education

(vi) Marketing

(vii) Trade and industry

(b) The provisional career-technical license may be obtained by an individual who holds a minimum of a high school diploma; who evidences five years of full-time work experience or the equivalent in the career field; and who completes a minimum of four semester hours of an approved pre-service career-technical education program. Upon completion of an additional six semester hours of coursework in the approved pre-service preparation program, the initial provisional license shall be renewed one time. Upon completion of the approved preparation program of twenty-four semester hours, an examination prescribed by the State Board of Education, followed by an Entry Year Program, and recommendation by the dean or head of teacher education at an institution approved to prepare teachers, a professional license shall be issued for specific programs or taxonomies in the following occupational fields even though the baccalaureate degrees is not held:

(i) Agriculture

(ii) Health Careers

(iii) Business

(iv) Family and Consumer Sciences Careers

(v) Marketing

(vi) Trade and Industry (Ohio Department of Education, 2004)
On March 31, 2005, a memorandum from the Office of Career-Technical and Adult Education was sent to Superintendents of Districts with Career-Technical programs, Career-Technical Administrators and Program Supervisors, and University Career-Technical Teacher Preparation Program Faculty. The subject of the memorandum was the State Board Examination Requirements for Career Technical Teachers. It read:

The requirement to pass the Praxis II Principles of Learning and Teaching exam will be suspended effective immediately for those career technical teachers who enter the profession from business and industry (route B) and are licensed pursuant to OAC 3301-24-05 (D)7b. All other requirements for licensure will remain as stated in standards.

Suspension of the PLT testing requirement responds to concerns that have surfaced regarding the test’s appropriateness for career-technical instructors. The cessation of the testing requirement will be in place until further notice and will allow for review of the specific examination needs for career-technical teachers. Any career-technical instructor currently pursuing professional licensure or any teacher who begins licensure requirements within the moratorium period will be permanently exempt from taking Praxis II PLT. Candidates may begin their Entry Year program at any point prior to the end of their provisional license period but are encouraged to begin as close as possible to the start of their second provisional license period.

National Board Certification

Bailey and Helms (2000) clarified the difference between state licensure and National Board Certification:
National Board Certification is different from state licensure. Each U.S. state issues teaching licenses based on completion of an approved college program and renews such licenses on completion of a given amount (varies by state) of continuing education units (CEU) or college credits. Most states have reciprocal license agreements with some of the other states. Nevertheless, the bottom line is that only the state has the power to license teachers, and teachers must be licensed in order to be eligible for employment.

The National Board has adopted the term certification as the label for its assessment process. That process has been voluntary; a teacher chooses to try to become board certified. If successful in the process, as determined by his or her peers, then the teacher is termed a National Board Certified Teacher, or NBCT. Achievement of NBCT status does not affect eligibility for employment; however, as the reputation of the NBPTS grows, so grows the desirability of the NBCT designation.

As we indicated previously, various states are at different stages in their tangible recognition of the value of National Board Certification. In some states—North Carolina and Ohio are examples—teachers who become NBCTs receive incentive pay. . . . Many school districts support and honor NBPTS certification in some way: money, release time, or through differentiated responsibilities and assignments.

Another reward is ‘license portability.’ Several states have agreed to accept NBPTS certification as validation of teacher professionalism when teachers move from state to state. For example, the Colorado Department of
Education will issue a Professional Teacher License to any applicant who is certified by the National Board for Professional Teaching Standards. As new agreements are being made from time to time, readers may want to visit the NBPTS website for up-to-date information about ‘license portability.’ (pp. 40-41, 43-44)

The State of Ohio and other states have developed strict standards to assist in preparing teachers to be the educators needed to meet today’s challenges. Setting high goals and enforcing strict standards have been developed as methods to prepare quality teachers.

Ohio JVSD Superintendents’ Characteristics

Throughout the history of education, the many responsibilities of a school administrator have varied in degrees of importance. How administrators have performed their duties has been significant. Hessel and Holloway (2002) wrote:

School principals, superintendents, and other school leaders are confronted with the daunting task of providing structure and coherence to the school’s instructional mission while simultaneously responding to the sometimes intense pressure from parents, the community and even the district’s own central administration. (p. 2)

Principals who have had the respect of teachers, students, and parents have represented the values of the school itself. They have led by persuasion, not coercion and have been accountable to those they served. They have led by positive example and have been visible to teachers, staff and students as a positive aspect of being an effective leader. This has been commonly referred to as “management by walking around.”
Administrators, like teachers, have been known to possess unique attributes and qualifications. Because of their distinctive characteristics, these individuals often have been handpicked to provide leadership not only for the school, but also for the entire school district’s community. In choosing candidates, selection committees have more often than not attempted to match the school district’s needs with the distinctive characteristics possessed by the candidate they have chosen. Most communities are unique in their composition as to socioeconomic status and race or ethnicity of its population. Administrators have sometimes been selected not only for their personal individualities but also for their abilities to recognize the unique needs of their schools’ diverse communities. Fullan and Hargreaves (1996) wrote:

During the time spent completing their post secondary studies, administrators will have had opportunities to learn what have been known to be vital skills and knowledge in supervision, for example:

- Public endorsements and official policy
- School organization, planning, and scheduling
- Decision-making structures
- Staffing procedures
- Evaluation (p. 95).

These professional skills and abilities have been thought to be the foundation needed for most administrators to succeed in their careers and for them to be effective in supporting their school communities. An example would be skill in evaluation. It is important for teachers to know that administrators who are evaluating their teaching have had some knowledge of the topic that they have presented.
Ennis (1996), in a study of Ohio JVSDs administrators’ perceptions regarding the importance and use of Total Quality Management, identified demographic characteristics of the respondents. The administrators who responded to Ennis’ questionnaires included both superintendents and directors. In his research, Ennis sought to describe Ohio JVSD administrators during the school years 1995-1996. Ennis found that the mean age of the administrators was 49. He also found that seventy-five percent of these administrators possessed a master’s degree with additional classes; an average of eight years of teaching experience; and 16 years of administrative experience. Teaching experience and educational background has been thought to be important for administrators and there are state laws that mandate certain numbers of years for both of these qualifications.

The Ohio Office of Professional Development was established to promote the preparation and development of qualified administrators. Ohio educators believed that excellence in the performance by these administrators would benefit all members of their school communities, most especially new and/or beginning teachers.

Undoubtedly, administrators’ personal characteristics and administrative styles differ from individual to individual. Each administrator has had his or her personal manner of sharing ideas and ideals with faculty, staff, students, and parents. Preferably, the majority of these administrators have looked upon their schools as communities.

Concerning the gender issue, Sergiovanni (2000) espoused that traditional leadership and modern management were considered more male-oriented—with modern management being a male invention that replaced emphasis on family and community with emphasis on individual ambition and other personal concerns. He stated:
Men tend to emphasize individual relationships, individual achievement, power as a source for controlling events and people, independence, authority, and set procedures. Women, by contrast, tend to emphasize successful relationships, affiliation, power as the means to achieve shared goals, connectedness, authenticity, and personal creativity. For most men, achievement has to do with the accomplishment of goals; for most women, achievement has to do with the building of connections between and among people. Hampel quotes Miller as follows: ‘In our culture “serving others” is for losers, it is low-level stuff. Yet serving others is a basic principle around which women’s lives are organized; it is far from such for men [p. 18]’. (p. 282)

The literature has been replete with various types of leadership models—for example, direct leadership, indirect leadership, instructional leadership, and command leadership. In some instances, however, a number of researchers have begun to view leadership differently. Greenleaf’s study (as cited in Sergiovanni, 2000) viewed the great leader first as a servant when he wrote:

A new moral principle is emerging which holds that the only authority deserving one’s allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader. (p. 273)

Sergiovanni (2000), in agreement with Greenleaf, wrote:

The leadership that counts, in the end, is the kind that touches people differently. It taps their emotions, appeals to their values, and responds to their connections with other people. It is a morally based leadership—a form of stewardship. . . .
Morally based leadership is important in its own right, but it is also important because it taps what is important to people and what motivates them. (p. 270)

Women administrators have been known to consider establishing relationships with others as central; to consider teaching and learning as their major focuses; and to possess building community as an essential part of their administrative style (Sergiovanni 2000). These characteristics are no longer limited to women. Men are also considering these behaviors being as important. Sergiovanni (2000) continued:

Female principals need to feel free to be themselves, rather than have to follow the principles and practices of traditional management theory. The record of success for female principals is impressive. Women are underrepresented in the principalship but overrepresented among principals of successful schools. Giving legitimacy to the female perspective would also give license to men who are inclined toward similar practice. The good news is that such ideas as value-based leadership, building covenantal communities, practicing empowerment and collegiality, adopting the stance of servant leaders, and practicing leadership by outrage are gaining acceptance among male and female administrators alike [italics added]. (p. 284)

One of the most important responsibilities of school administrators is to perform formative and summative evaluations. Administrators who follow the premise of “leaders as servants” have strived to observe and evaluate teachers’ performance in their classrooms—not the teachers themselves. This having been said, the stewardship movement among administrators has been a vital element of their having imparted an objective—assistive evaluation for their faculty members. These evaluations will have
contained comments regarding teachers’ planning and preparation, classroom environment, professional responsibilities, and instruction (Danielson, 1996).

As in the teaching profession, it has been required that administrators fulfill requirements set forth in the standards for the preparation and certification of school personnel. In 1935, the first principal and supervisory certificates were issued to holders of eight-year certificates on the recommendation of their superintendents. In 1955, states began to require graduate coursework in areas of administration and supervision. In 1964, the master’s degree was required for all administrative certificates and the educational administrative specialist’s certificate was initiated.

In Ohio, in 1972, certificate requirements for Local Superintendents were established. In 1985, new administrator certification standards became effective. The requirements included:

1. Twenty-seven months of successful teaching
2. Nine months satisfactory experience in an administrative or supervisory position

Hessel and Holloway (2002) wrote:

As changes have taken place in our society, so have changes taken place in the principalship. This history reflects a continuing evolution of the principalship.
from an early position of attendance clerk to the present position of a teaching and learning visionary in a standards-based setting. The pace of change has rapidly increased and, in order to survive this complex, dynamic transformation, school leaders need to be adaptable, flexible, and able to learn from the changes. (p.10)

The professional characteristics of administrators have had a tendency to be very similar in that they have been required by local and state regulations to fulfill certain areas of education, experiences, and expertise. Teaching experience and an educational background have been documented to be indispensable qualifications for administrators.

Administrators, in fulfillment of their obligation to evaluate teaching, have followed the requisites established by their respective states. The manner in which they proceeded has been critical in teacher support, growth, and development. Additionally, students have reaped the benefits of administrators’ constructive evaluation of their teachers’ classroom skills and performance. Danielson and McGreal (2000) noted that:

The desired skills for students included such complex outcomes as critical thinking, problem solving, lifelong learning, collaborative learning, and deeper understanding. These outcomes, in turn, began to influence the language of teaching and what constitutes ‘good teaching.’ (p. 14)

Clearly, the desired student outcomes delineated by Danielson have been known to mirror the skills that have described those of an effective teacher. Danielson and McGreal (2000) described administrators as thoughtful and well-trained observers who could recognize proper teaching skills (or the absence thereof). Danielson also indicated that quality assurance and professional development have been thought to be the results of administrators providing constructive feedback, recognizing and reinforcing
outstanding practice, and providing direction for staff development, thus unifying teachers and administrators around improved student learning.

PRAXIS III

A framework for professional practice has been important for utilization in the evaluation of teaching and learning. This use demonstrated the power of a framework to elevate professional conversations that characterized the interaction of exemplary and beginning teachers with their administrators in evaluating teaching skills and performance.

PRAXIS III was developed by Educational Testing Service (ETS) as a system for assessing the skills of beginning teachers in their own classroom settings. The PRAXIS III framework of knowledge and skills for beginning teachers resulted from a national research base. “Its structure and the details of its content were shaped and refined through fieldwork and collaboration with educators in Delaware and Minnesota during 1991-92” (Educational Testing Service, 2001, p. 6). PRAXIS III offered experienced administrators a tool with which to become more effective in their evaluation of teachers’ skills and performance. Additionally, PRAXIS III made teachers aware of what was expected of them with regard to their teaching. The teacher and the administrator involvement in assessment activities resulted in more effective professional development for beginning teachers, with a certified evaluator conducting the summative evaluation.

The PRAXIS III framework was divided into four interrelated domains of teaching responsibility with 19 components clustered into these domains. Each of the 19 components defined definite aspects of teaching. The components were comprised of criteria that defined distinct features of each of the domains.
**Domain A: Organizing Content Knowledge of Student Learning**

The components in Domain A define how a teacher organizes the content for student learning—how the teacher designs instruction. All aspects of instructional planning have been known to be covered—beginning with a deep understanding of content and pedagogy, continuing with an understanding and appreciation of the students, and ending with what the students bring to the educational encounter. However, understanding the content is not sufficient. The content must have been transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instruction design—learning activities, materials, and strategies—should be appropriate to both the content and the students. In their content and process, assessment techniques must also reflect the instructional goals and should serve to document student progress during and at the end of a teaching episode.

**Domain B: Creating an Environment for Student Learning**

Domain B consists of the interactions that occur in a classroom. The interactions themselves have been non-instructional, even though they have been actions that reflect a comfortable and respectful classroom environment. This positive environment has cultivated a culture for learning and has created a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is supportive of the stated instructional purposes. To have control of the classroom has been of paramount importance for the teacher. The beginning teacher’s having been well prepared was also critical if student learning was to take place.
Years later when students have remembered their teachers, it has often been for the teachers’ skill in Domain B. Students have recalled the warmth and caring their favorite teachers demonstrated, the high expectations for achievement, and teachers’ commitment to their students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate.

Domain C: Teaching for Student Learning

Domain C contains the components that were at the fundamental heart of teaching—the actual engagement of students in the content area. It is impossible to overstate the importance of Domain C which reflects the primary mission of schools and that is to enhance student learning. The components in Domain C are unified through the model of students constructing meaning and participating in a community of learners. Domain C components represent distinct elements of instruction.

Domain D: Teacher Professionalism

The components in Domain D are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them intermittently. Nevertheless, these activities are critical to preserving and enhancing the profession. Teachers practice them primarily after their first few years of teaching, after they have mastered, to some degree, the details of classroom management and instruction.

Domain D consists of a wide range of professional responsibilities, from self-reflection and professional growth, to contributions made to the school and district, to contributions made to the profession. The components also include interactions with the
families of students, contact with the larger community, the maintenance of records and other paperwork, and advocacy for students.

Teachers who excel in Domain D are highly regarded by colleagues and parents. They can be depended upon to serve students’ interests and the larger community, and they are active in their professional organizations, in the school, and in the district. They are known as educators who go beyond the technical requirements of their jobs and contribute to the general well-being of the institutions of which they are a part.

Superintendents’ perceptions on the importance of teachers’ planning and preparation; their classroom environment; their presentation of instruction; and the manner in which they carry out their professional BTA programs are vital. Their approval or disapproval may have been influenced by their knowledge of change in the educational system; beginning teachers’ problems; and national and state certification and licensure requirements. There is a strong possibility that these administrators’ professional and personal characteristics will also have influenced their views of the importance of the components of BTA programs. Their implementation of these types of BTA programs, as they apply to the needs of their schools, reflect their approval and knowledge of the PRAXIS III framework.

Conceptual Framework for the Study

The review of literature resulted in the conceptual framework for the study (Figure 2.1). The major components of the conceptual framework include:

(a) Change in the educational system;

(b) Beginning teachers’ problems;

(c) National and state certification and licensure requirements;
(d) Ohio JVSD Superintendents’ characteristics; and

(e) PRAXIS III.

Change in the Educational System

Throughout this decade demographic, technological, and global changes have occurred. The educational system has had the responsibility to respond to these changes in numerous ways. School buildings have been redesigned, technology equipment has been added, curricula have been revamped, and by necessity, personnel have become better educated and more qualified to satisfy the educational and career technical needs of students. Federal and state governments have mandated accountability and high standards concerning students’ progress. Teachers’ pre-service and in-service has been improved and increased. Teachers have been participating in site-based management; consequently, administrators and faculties have been working in concert to achieve their schools’ goals and objectives.
Figure 2.1: Conceptual framework for examining the Ohio JVSD superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs.
Beginning Teachers’ Problems

Eight of the many major beginning teachers’ problems were discussed. They were:

- Unclear Expectations of Beginning Teachers
- Beginning Teachers’ Learning Opportunities
- Beginning Teachers’ Assignment and Management Issues
- Beginning Teachers’ Reality Shock
- Beginning Teachers’ Difficult Work Assignments
- BTA Programs for Beginning Teachers in Career Technical Education
- Beginning Teachers Conflicts and Stress
- Beginning Teachers and Inadequate Resources

Inadequate communication between beginning teachers and their administrators and veteran faculty members was cited as a one of the detriments to beginning teachers’ progress and success. In the past, beginning teachers’ learning opportunities were scant. The vital need for in-service staff development and mentor support have been cited as necessary for beginning teachers’ professional development. Improper teaching assignments and inadequate classrooms were a large factor in beginning teachers’ anxiety. The shock of actually teaching their first classroom of students was a source of uncertainty and inadequacy for the beginning teacher. Having been assigned to teach subject matter not in their major or minor area of study or teach difficult students have been reasons for beginning teachers to become overwhelmed and discouraged. BTA programs have been scarce to non-existent in the career technical area of education and have been emerging at a slow pace that has not yet satisfied the beginning teachers’
needs. Beginning teachers’ professional and personal conflicts have had a serious effect on their performance in the classroom. Beginning teachers have often been faced with inadequate resources in their classrooms and thus, it has been difficult for them to teach or create a proper learning environment for students.

**National and State Certification and Licensure Requirements**

Certification has been defined as a process by which states evaluate the credentials of prospective teachers, and ratify the quality of teachers’ competence in subject matter, methodology, skills, and classroom management. Certification has been closely tied to licensure. Each state in the United States sets its own teacher licensure requirements to ensure that every teacher comes to the classroom with a certain level of competence in subject areas, educational methods, teaching skills and classroom management abilities.

**Ohio JVSD Superintendents’ Characteristics**

Administrators, like teachers, must also have met state certification requirements. These requirements included: successful teaching, satisfactory experience in administration, and a master’s degree that included educational administration, or supervision, or curriculum, or research and/or evaluation, and planned field experience. Administrative knowledge and skills were considered the fundamental bases of their supervision expertise and success. Ohio JVSD Superintendents possess these qualifications (Ennis, 1996). Although administrators’ responsibilities have been known to be similar, their areas of teaching experience, educational background and field experience have differed, as have their teaching evaluation procedures.
In the past, males have held traditional leadership and management roles. Men tended to emphasize individual ambition and other personal concerns. Women, as leaders, have tended to consider establishing relationships with others as important, with building community, learning, and teaching as their emphasis. A part of the change in education is the modification of these out-dated gender-based characteristics. Men are looking at the “stewardship” model as acceptable and a means to establish collegiality and shared respect among their faculties and staffs. Women, too, have embraced this morally based leadership style. There has begun to be a consensus among administrators as to what are evolving as efficient components of school leadership—collaborative management and mutual respect.

**PRAXIS III**

The PRAXIS III assessment method for beginning and new teacher evaluation is an ideal evaluation tool in the collaborative administrative system. Among the many responsibilities of an administrator, formative and summative evaluations have been considered of great importance. The teacher, administrator and any other persons involved possess the same materials and are cognizant of the process. There are pre- and post evaluation team meetings to discuss the business at hand. In this synergetic environment, evaluations are looked upon as a means of recognizing achievement in skill development and an opportunity to set goals to reach the next benchmark in teaching skills and classroom performance.

The purpose of PRAXIS III is to provide a structured framework with which administrators may evaluate the teaching skills and classroom performance of beginning teachers. It includes assessment criteria, scoring rules, and the assessment process. The
administrator, beginning teacher, and in some instances a trained PRAXIS III trained
evaluator, are furnished with the PRAXIS III instruments and forms for formative and
summative evaluations. This teaching skills and performance evaluation method is
intended for use in decisions regarding beginning teacher licensing. It is not meant to be
used for employment decisions concerning teachers who are already licensed.

The PRAXIS III assessment process consists of three evaluation methods. They are:

1. Direct observation of the beginning teacher’s classroom teaching;
2. Review of lesson plans, supporting materials, and information about the
   students and classroom context prepared by the beginning teacher;
3. Before and after evaluation discussions among the administrator, beginning
   teacher, and evaluator, and between the beginning teacher and the
   administrator, or between the teacher and the evaluator.

No two novices possess the same strengths or improvement needs. The three
methods used in the PRAXIS III evaluation framework process assist evaluators in
considering each beginning teacher on his or her own merits.
CHAPTER 3

METHODOLOGY

The purpose of the study was to examine Ohio JVSD Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in the BTA programs in their schools. The relationship among the Ohio JVSD Superintendents’ background information and their perceptions of the importance and level of implementation of PRAXIS III components was also examined. This chapter describes the type of research, population, instrumentation, data collection, and data analyses for the study.

Type of Research

The study was classified as descriptive (Pagano, 1998) because it involved characterizing sets of scores. The research problem was concerned with describing the frequencies and incidence of relationships of one or more educational variables after having described these variables in the most meaningful manner (Ary, Jacobs, & Razavieh, 1985). The study was also categorized as exploratory since no other research studies were found that described superintendents’ perceptions of the importance and the level of implementation of PRAXIS III teaching and performance components in their BTA programs. In support of this categorization, Fowler (1988) posited, “It is common to
find that only a special-purpose survey can provide a needed estimate of how things are in a population” (p. 11).

Population

A census of all 49 superintendents from the JVSDs in Ohio during the school year 2004-2005 was used to conduct this study. The names of the superintendents were obtained from the Ohio Department of Education, Division of Information Management Services website. This source of information represented the most current database of JVSD superintendents in the state.

Instrumentation

The researcher designed and implemented a mailed questionnaire (Salant and Dillman, 1994) using standard quantitative research design methods. The purpose and objectives of this research were fulfilled by using the mailed questionnaire to collect the data (See Appendix A). These data were utilized to determine the Ohio JVSD Superintendents’ perceptions of the importance of the PRAXIS III components in their schools’ BTA programs. The data were also used to determine the Ohio JVSD Superintendents’ perceptions of the level of implementation of the PRAXIS III components in their schools’ BTA programs. Additionally, demographic information about the Ohio JVSD Superintendents was collected by the questionnaire. The questionnaire contained four pages in booklet format. The PRAXIS III framework of 19 components, by domain, was used to develop the questionnaire. The four interrelated domains included:

- Domain A: Organizing Content Knowledge for Student Learning
- Domain B: Creating an Environment for Student Learning
Domain C: Teaching for Student Learning

Domain D: Teacher Professionalism

Alexander and Cobb (1992) indicated that perceptions are quantitatively measurable by using a set of related concepts to obtain responses along a continuum. Therefore, a Likert-type scale was used to assess the superintendents’ perceptions of the importance of the components and the level of implementation of each of these components implemented in their BTA programs.

Insofar as measuring the superintendents’ perceptions of the importance of the PRAXIS III teaching skills and performance components, they were requested to circle a number on a scale from one to five that corresponded to a descriptor that best expressed their perception of the importance for each of the components. The respondents also were provided the opportunity to indicate that they did not know. The following Likert-type scale was used:

1 = Not Important
2 = Moderately Important
3 = Important
4 = Very Important
5 = Essential
DK = Don’t Know

The respondents also indicated their perceptions of the level of implementation of each of the PRAXIS III teaching skills and performance components in their schools’ BTA programs. Similarly to the importance scale responses, the Superintendents were instructed to circle a number on a scale from one to five that corresponded to a descriptor
that best indicated their perceptions of the level of implementation of the components in their BTA programs. Again, the respondents were provided the opportunity to indicate that they did not know. The levels of implementation of these components of teaching skills and performance were rated using the following scale:

1 = Very Low
2 = Low
3 = Moderate
4 = High
5 = Very High
DK = Don’t Know

A total of ten demographic questions were also included in the questionnaire. These questions addressed the superintendents’:

- gender
- highest earned degree
- major area of undergraduate study
- major area of graduate study (Master’s and Education Specialist or Doctorate)
- participation in administrators’ BTA program training for graduate credit and number of graduate units earned
- participation in administrator’s BTA program in-service training and number of continuing education units (CEU)
- number of years as a teacher
- number of years as an administrator
• number of years as an educator

• age

The survey instrument met the two assumptions identified by Salant and Dillman, (1994): “(a) responding to a self-administered questionnaire involves not only cognition, but also motivation, and (b) multiple attempts are essential to achieving satisfactory response rates to self-administered surveys regardless of whether administered by e-mail, the web, or postal delivery” (p. 13).

Validity

“Validity refers to whether an instrument measures what it proposes to measure” (Ary, et al., 1985, p. 213). Face validity is a subjective evaluation of an instrument to determine if it appears to measure what it was designed to measure (Ary, et al., 1985). “Content validity refers to the extent to which the instrument represents the content of interest” (Ary, et al., 1985, p. 214). The researcher determined both the content and face validity of the instrument.

A panel of experts was selected to determine content and face validity. Nine Career and Technical teacher educators from various post-secondary institutions throughout the United States were to assess the instrument (See Appendix B). Panel comments, input and recommendations were considered and incorporated into the final instrument.

Reliability

If an instrument is reliable, measurement is considered consistent and accurate, rather than random (Ary, et al., 1985). Measures for establishing the reliability of the instrument consisted of two methods, internal consistency and test-retest. As
recommended by (Ary, et al., 1985), measurement of internal consistency, ensuring that
the components in each domain were contributing to the same dimensions was
established using Cronbach’s coefficient alpha for the summated scales. “Test-retest
reliability means consistency in scores over repeated administrations of the test” (Pagano,
coefficient of between .60 and .70 might be sufficient.

The instrument was pilot tested using a sample of 30 secondary educational
administrators in Arizona, Nevada, and New Mexico to determine the internal
consistency and test-retest reliability of the questionnaire. The pilot group was identified
as a comparative sample based on having responsibilities similar to those for the Ohio
JVSD Superintendents.

Table 3.1 presents the internal consistency (Cronbach’s coefficient alpha)
reliability coefficients for each of the four PRAXIS III domains of teaching skills and
performance. The reliability coefficient for the importance scale ranged from .86 to .94.
The coefficient for the implementation scale ranged above from .87 to .91. The
coefficients were all above the range of as recommended by Nunnaly (1978).
Table 3.1: Internal consistency of the questionnaire.

<table>
<thead>
<tr>
<th>Domain Sub-scales</th>
<th>Cronbach’s coefficient alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
</tr>
<tr>
<td>A. Organizing Content Knowledge for Student Learning</td>
<td>.86</td>
</tr>
<tr>
<td>B. Creating an Environment for Student Learning</td>
<td>.90</td>
</tr>
<tr>
<td>C. Teaching for Student Learning</td>
<td>.94</td>
</tr>
<tr>
<td>D. Teacher Professionalism</td>
<td>.90</td>
</tr>
</tbody>
</table>

The test-retest reliability of the instrument is presented in Table 3.2. Test-retest reliability was determined by comparing the responses from the first trial to the second trial. The results of the test-retest reliability for the importance scale ranged from .66 to .73. The test retest reliability for the level of implementation scale ranged from .63 to .75.

Table 3.2: Test-retest reliability of the questionnaire.

<table>
<thead>
<tr>
<th>Domain Sub-scales</th>
<th>% of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Importance</td>
</tr>
<tr>
<td>A. Organizing Content Knowledge for Student Learning</td>
<td>.69</td>
</tr>
<tr>
<td>B. Creating an Environment for Student Learning</td>
<td>.67</td>
</tr>
<tr>
<td>C. Teaching for Student Learning</td>
<td>.73</td>
</tr>
<tr>
<td>D. Teacher Professionalism</td>
<td>.66</td>
</tr>
</tbody>
</table>
“Nonresponse error occurs when a significant number of people in the survey sample do not respond to the questionnaire and are different from those who do in a way that is important to the study.” (Salant, et al., 1994, p. 20) Caution was taken to avoid the foregoing situation. The individuals who were sent the questionnaires were all employed as superintendents of the 49 JVSDs in Ohio.

“The first line of defense against nonresponse error is to aim for the highest response rate possible” (Salant, et al., 1994, p. 21). A letter advising the superintendents of the survey and its mission was sent prior to sending the questionnaire. Next, a questionnaire was mailed to the participants with a cover letter and an incentive. An envelope with attractive postage affixed; a proper-sized, stamped return envelope was also enclosed for return of the questionnaire. Timely follow-ups in the form of a postcard and a subsequent letter containing a second questionnaire and stamped return envelope were also sent. Personal telephone calls were made to non-respondents to answer any questions the respondents may have had and encourage them to complete and return the questionnaire. Every effort was made by the researcher to obtain a high response rate by having followed the survey process with attention to every detail.

Data Collection

The data collection procedures followed were those suggested by Salant and Dillman (1994). The first contact with school superintendents was a personal letter sent March 12, 2005 (See Appendix C). The letter indicated that a questionnaire would be coming, why the survey was being conducted, and that their participation would be appreciated.
A second contact was mailed on March 21, 2005. The mailing included a cover letter (See Appendix D), a questionnaire, a business size, self-stamped, return envelope, and a $5 Starbucks’ gift card as an incentive. The cover letter included a brief introduction to BTA programs; a statement regarding the significance of the study; an assurance of confidentiality, and a deadline for returning the questionnaire. The first mailing produced a 71% response rate \((N=35)\). A postcard dated April 2, 2005 was sent to non-respondents (See Appendix E); it preceded a second follow-up. The second follow-up questionnaire and a letter were sent on April 14, 2005, two weeks after the postcard was mailed (See Appendix F). It contained the same accompanying material as the first mailing. The second mailing increased the response rate to an 88% response rate \((N=43)\). The final group of non-respondents each received a personal telephone call. The entire process from the first to last contact lasted eight weeks and resulted in a final response rate of 96% \((N=47)\).

Data Analysis

This section describes the procedures followed in analyzing the data. SSPS 13.0 was used to analyze the survey information. Data were entered into the database from the responses to each item on the questionnaire. Items for which no responses were received were coded as either a 9 or 99 for missing data.

The perceived importance and level of implementation of the PRAXIS III components included in the four domains were determined using the responses to a Likert-type scale. Frequencies, percentages, and modes were used to describe the respondents’ perceived importance and level of implementation for each of the individual components (ordinal data). Additionally, the responses regarding the importance and
level of implementation of each of the four domains were summated to determine a total score (interval data). Means and standard deviations were used to describe the total scores for each domain as well as a total score for the importance and level of implementation scales.

The personal and professional characteristics of the Ohio JVSD Superintendents included: gender, highest earned degree, major area of undergraduate study, major area of graduate study, participation in administrators’ BTA program training for graduate credit, participation in administrator’s BTA program in-service training, number of years as a teacher, number of years as an administrator, number of years as an educator, and age. The following characteristics were nominal in nature: gender, major area of undergraduate study, major area of graduate study, participation in administrators’ BTA training for graduate credit, and participation in administrators’ BTA in-service training. The superintendents’ highest earned degree was ordinal data. The number years as a teacher, number of years as an administrator, number of years as an educator, and age were all ratio data. The nominal and ordinal data were analyzed using frequencies, percentages, and modes. The ratio data were analyzed using frequencies, percentages, means, standard deviations and modes.

Correlation analyses were conducted to describe relationships between the superintendents’ personal and professional characteristics and their perceived importance of each of the components of teaching and performance skills in the four domains of teaching. Correlation analyses were also conducted to describe the relationships between the same personal and professional characteristics and the superintendents’ perception of the level of implementation of the components of teaching skills and performance in their
BTA programs. Pearson’s product moment correlations were used to describe relationships among interval and ratio data. Relationships between nominal and ratio data were established using point-biserial correlations. Relationships between ordinal data and ratio data were determined using Spearman’s rank-order correlations. Relationships between ordinal data and dichotomous data were described using the phi coefficient.

Correlations were described using the Davis (1971) conventions:

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.70 or higher</td>
<td>Very strong association (relationship)</td>
</tr>
<tr>
<td>.50 to .69</td>
<td>Substantial association</td>
</tr>
<tr>
<td>.30 to .49</td>
<td>Moderate association</td>
</tr>
<tr>
<td>.10 to .29</td>
<td>Low association</td>
</tr>
<tr>
<td>.01 to .09</td>
<td>Negligible association</td>
</tr>
</tbody>
</table>

Only correlations of ± .30 or higher were discussed.
CHAPTER 4

FINDINGS

The purpose of this study was to determine the Ohio JVSD Superintendents’ perceptions of the importance and level of implementation of PRAXIS III teaching and performance skills in their BTA programs. The Superintendents’ personal and professional characteristics and their relationships between variables were also documented. The study was classified as descriptive and categorized as exploratory. No other research studies were found that described superintendents’ perceptions of the importance and the level of implementation of PRAXIS III teaching and performance components in their BTA programs; therefore, a special-purpose survey was conducted to collect the necessary data. This chapter presents findings of the study that were organized by the objectives stated in Chapter 1.

Objective 1: Determine the Ohio JVSD Superintendents’ Perceived Importance of PRAXIS III Components in their BTA Programs

Table 4.1 presents the Ohio JVSD Superintendent’s perceptions of the importance of the components included in Domain A: Organizing Content Knowledge for Student Learning. Of the five components, four had a modal rating of essential: articulating clear
learning goals for the lesson that are appropriate to the students (74.5%); demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future (48.9%); creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.

<table>
<thead>
<tr>
<th>Components</th>
<th>NI (%)</th>
<th>MI (%)</th>
<th>I (%)</th>
<th>VI (%)</th>
<th>E (%)</th>
<th>DK (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming familiar with relevant aspects of students’ background knowledge and expand experiences.</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>22</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(19.1)</td>
<td>(46.8)</td>
<td>(34.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulating clear learning goals for the lesson that are appropriate to the students.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(4.3)</td>
<td>(21.3)</td>
<td>(74.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(8.5)</td>
<td>(42.6)</td>
<td>(48.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(6.4)</td>
<td>(29.8)</td>
<td>(63.8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(12.8)</td>
<td>(27.7)</td>
<td>(57.4)</td>
<td>(2.1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* 1 = Not Important (NI); 2 = Moderately Important (MI); 3 = Important (I); 4 = Very Important (VI); 5 = Essential (E); 6 = Don’t Know (DK)

*a*bolded figures indicate modes

Table 4.1: Ohio JVSD Superintendents’ perceptions of the importance of the components included in Domain A: Organizing content knowledge for student learning ($N = 47$).
resources that are appropriate to the students and that are aligned with the goals of the lesson (63.8%); and creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson (57.4%). The remaining component, becoming familiar with relevant aspects of students’ background knowledge and expand experiences (46.8%), had a modal rating of very important.

Ohio JVSD Superintendents’ perceptions of the importance of the components in DOMAIN B: Creating an environment for student learning are presented in Table 4.2. All

<table>
<thead>
<tr>
<th>Components</th>
<th>NI (%)</th>
<th>MI (%)</th>
<th>I (%)</th>
<th>VI (%)</th>
<th>E (%)</th>
<th>DK (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a climate that promotes fairness.</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>15</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(4.3)</td>
<td>(17.0)</td>
<td>(31.9)</td>
<td>(46.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing and maintaining rapport with students.</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(4.3)</td>
<td>(10.6)</td>
<td>(21.3)</td>
<td>(63.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating challenging learning expectations to each student.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>17</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(10.6)</td>
<td>(36.2)</td>
<td>(53.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing and maintaining consistent standards of classroom behavior.</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(4.3)</td>
<td>(10.6)</td>
<td>(19.9)</td>
<td>(63.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making the physical environment as safe and conducive to learning as possible.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(2.1)</td>
<td>(6.4)</td>
<td>(14.9)</td>
<td>(76.6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* 1 = Not Important (NI); 2 = Moderately Important (MI); 3 = Important (I); 4 = Very Important (VI); 5 = Essential (E); 6 = Don’t Know (DK)

*a*bolded figures indicate modes

Table 4.2: Ohio JVSD Superintendents’ perceptions of the importance of the components included in Domain B: Creating an environment for student learning \((N = 47)\).
five of the components in this domain revealed a modal rating of essential: creating a climate that promotes fairness (46.8%), establishing and maintaining rapport with students (63.8%), communicating challenging learning expectations to each student (53.2%), establishing and maintaining consistent standards of classroom behavior (63.8%), and making the physical environment as safe and conducive to learning as possible received the highest percentage response rating (76.6%).

Data presented in Table 4.3 presents the Ohio JVSD Superintendents’ perceptions of the importance of Domain C: Teaching for Student Learning components. Inspection of the data reveals that all five of the components had a modal rating of essential. The components and percent of respondents included in the modal category included: making learning goals and instructional procedures clear to students (70.2%); making content comprehensible to students (61.7%); encouraging students to extend their thinking (51.1%); monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands (34.0%); and using instructional time effectively (66.0%).
Table 4.3: Ohio JVSD Superintendents’ perceptions of the importance of the components included in Domain C: Teaching for student learning (N = 47).

<table>
<thead>
<tr>
<th>Components</th>
<th>NI</th>
<th>MI</th>
<th>I</th>
<th>VI</th>
<th>E</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making learning goals and instructional procedures clear to students.</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>33a</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(2.1)</td>
<td>(10.6)</td>
<td>(17.0)</td>
<td>(70.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making content comprehensible to students.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(2.1)</td>
<td>(2.1)</td>
<td>(34.0)</td>
<td>(61.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging students to extend their thinking.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>16</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(14.9)</td>
<td>(14.9)</td>
<td>(34.0)</td>
<td>(51.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring students’ understanding of content through a variety of means,</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</td>
<td>(2.1)</td>
<td>(8.5)</td>
<td>(34.0)</td>
<td>(34.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using instructional time effectively.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(2.1)</td>
<td>(6.4)</td>
<td>(25.5)</td>
<td>(66.0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. 1 = Not Important (NI); 2 = Moderately Important (MI); 3 = Important (I); 4 = Very Important (VI); 5 = Essential (E); 6 = Don’t Know (DK)

*abolded figures indicate modes

Table 4.4 presents the Ohio JVSD Superintendents’ ratings of the importance of the components in Domain D: Teacher Professionalism. Two of the components had a modal rating of very important—demonstrating a sense of efficacy (42.6%) and building professional relationships with colleagues to share teaching insights (44.7%). The other two components had a modal rating of essential—reflecting on the extent to which the
learning goals were met (42.6%) and communicating with parents or guardians about student learning (53.2%).

Table 4.4: Ohio JVSD Superintendents’ perceptions of the importance of the components included in Domain D: Teacher professionalism (N = 47).

<table>
<thead>
<tr>
<th>Components</th>
<th>NI (%)</th>
<th>MI (%)</th>
<th>I (%)</th>
<th>VI (%)</th>
<th>E (%)</th>
<th>DK (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on the extent to which the learning goals were met.</td>
<td>0 (6.4)</td>
<td>3 (12.8)</td>
<td>6 (38.3)</td>
<td>18 (42.6)</td>
<td>0 (42.6)</td>
<td>0 (42.6)</td>
</tr>
<tr>
<td>Demonstrating a sense of efficacy.</td>
<td>0 (4.3)</td>
<td>2 (14.9)</td>
<td>7 (42.6)</td>
<td>20 (36.2)</td>
<td>1 (2.1)</td>
<td>1 (2.1)</td>
</tr>
<tr>
<td>Building professional relationships with colleagues to share teaching insights</td>
<td>0 (2.1)</td>
<td>1 (21.3)</td>
<td>10 (44.7)</td>
<td>21 (31.9)</td>
<td>15 (31.9)</td>
<td>0 (31.9)</td>
</tr>
<tr>
<td>Communicating with parents or guardians about student learning.</td>
<td>0 (4.3)</td>
<td>2 (6.4)</td>
<td>3 (36.2)</td>
<td>17 (53.2)</td>
<td>25 (53.2)</td>
<td>0 (53.2)</td>
</tr>
</tbody>
</table>

Note. 1 = Not Important (NI); 2 = Moderately Important (MI); 3 = Important (I); 4 = Very Important (VI); 5 = Essential (E); 6 = Don’t Know (DK)

*a*bolded figures indicate modes

Table 4.4: Ohio JVSD Superintendents’ perceptions of the importance of the components included in Domain D: Teacher professionalism (N = 47).

Objective 2: Determine the Ohio JVSD Superintendents’ Perceived Level of Implementation of PRAXIS III Components in their BTA Programs

Table 4.5 provides data concerning Ohio JVSD superintendents’ perceptions of the level of implementation of Domain A: Organizing Content Knowledge for Student Learning components in their BTA programs. All five of the components had a modal
rating of high. The percent of respondents included in the modal categories for each 
component were as follows: becoming familiar with relevant aspects of students’ 
background knowledge and expand experiences (44.7%); articulating clear learning goals 
for the lesson that are appropriate to the students (40.4%); demonstrating an 
understanding of the connections between the content that was learned previously, the 
current content, and the content that remains to be learned in the future (44.7%), creating 
or selecting teaching methods, learning activities, and instructional materials or other 
resources that are appropriate to the students and that are aligned with the goals of the 
lesson (53.2%), and creating or selecting evaluation strategies that are appropriate for the 
students and that are aligned with the goals of the lesson (42.6%).
### Components

<table>
<thead>
<tr>
<th>Components</th>
<th>VL</th>
<th>L</th>
<th>M</th>
<th>H</th>
<th>VH</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming familiar with relevant aspects of students’ background knowledge</td>
<td>0</td>
<td>3</td>
<td>20</td>
<td><strong>21</strong></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>and expand experiences.</td>
<td>(6.4)</td>
<td>(42.6)</td>
<td>(44.7)</td>
<td>(6.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulating clear learning goals for the lesson that are appropriate to the students.</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td><strong>19</strong></td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>(2.1)</td>
<td>(31.9)</td>
<td>(40.4)</td>
<td>(23.4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating an understanding of the content that was learned previously,</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td><strong>21</strong></td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>the current content and the content that remains to be learned in the future.</td>
<td>(6.4)</td>
<td>(38.3)</td>
<td>(44.7)</td>
<td>(14.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td><strong>25</strong></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>(2.1)</td>
<td>(29.8)</td>
<td>(53.2)</td>
<td>(14.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td><strong>20</strong></td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>(10.6)</td>
<td>(34.0)</td>
<td>(42.6)</td>
<td>(12.8)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. 1 = Very Low (VL); 2 = Low (L); 3 = Moderate (M); 4 = High (H); 5 = Very High (VH); 6 = Don’t Know (DK)
*a bolded figures indicate modes*

Table 4.5: Ohio JVSD Superintendents’ perceptions of the level of implementation of the components included in Domain A: Organizing content knowledge for student learning (*N* = 47).

In examining Table 4.6, it was noted that four of the five components of Domain B: Creating an Environment for Student Learning had a modal rating of high. The components rated by the Ohio JVSD Superintendents as high in implementation in their
BTA programs and the percent of the modal responses were: creating a climate that promotes fairness (40.4%); establishing and maintaining rapport with students (53.2%); communicating challenging learning expectations to each student (51.1%); and establishing and maintaining consistent standards of classroom behavior (51.1%). The respondents’ modal rating of implementation of the component, making the physical environment as safe and conducive to learning as possible (42.6%), was very high.

<table>
<thead>
<tr>
<th>Components</th>
<th>VL N (%)</th>
<th>L N (%)</th>
<th>M N (%)</th>
<th>H N (%)</th>
<th>VH N (%)</th>
<th>DK N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a climate that promotes fairness.</td>
<td>0  (4.3)</td>
<td>2 (38.3)</td>
<td>18 (40.4)</td>
<td>8 (17.0)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Establishing and maintaining rapport with students.</td>
<td>0  (4.3)</td>
<td>2 (14.9)</td>
<td>7 (53.2)</td>
<td>13 (27.7)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Communicating challenging learning expectations to each student.</td>
<td>0  (8.5)</td>
<td>4 (27.7)</td>
<td>13 (51.1)</td>
<td>24 (14.9)</td>
<td>7  (0)</td>
<td></td>
</tr>
<tr>
<td>Establishing and maintaining consistent standards of classroom behavior.</td>
<td>0  (6.4)</td>
<td>3 (27.7)</td>
<td>13 (51.1)</td>
<td>24 (14.9)</td>
<td>7  (0)</td>
<td></td>
</tr>
<tr>
<td>Making the physical environment as safe and conducive to learning as possible.</td>
<td>0  (2.1)</td>
<td>1 (14.9)</td>
<td>7 (40.4)</td>
<td>19 (42.6)</td>
<td>20 (0)</td>
<td></td>
</tr>
</tbody>
</table>

*Note. 1 = Very Low (1); 2 = Low (L); 3 = Moderate (M); 4 = High (H); 5 = Very High (VH); 6 = Don’t Know (DK)
*bolded figures indicate modes

Table 4.6: Ohio JVSD Superintendents’ perceptions of the level of implementation of the components included in Domain B: Creating an environment for student learning (N=47).
Table 4.7 presents the data related to the Ohio JVSD Superintendents’ rating of the level of implementation of Domain C: Teaching for Student Learning components. The respondents’ modal rating of three components was high—making learning goals and instructional procedures clear to students (48.9%); making content comprehensible to students (46.8%); and monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands (38.3%). The implementation of two components that were rated as moderate by these superintendents included encouraging students to extend their thinking (51.1%) and using instructional time effectively (38.3%).
Table 4.7: Ohio JVSD Superintendents’ perceptions of the level of implementation of the components included in Domain C: Teaching for student learning (N = 47).

The Ohio JVSD Superintendents’ perceived ratings of the level of implementation of Domain D: Teacher Professionalism components were presented in Table 4.8. The component, building a professional relationship with colleagues to share teaching insights (55.3%), had a high modal rating. These data indicated that the component, reflecting on the extent to which the learning goals were met (34.0%), revealed a bi-modal rating of moderate and high. Demonstrating a sense of efficacy (40.4%) and communicating with parents or guardians about student learning (38.3%) received a modal rating of moderate.
Table 4.8: Ohio JVSD Superintendents’ perceptions of the implementation of the components included in Domain D: Teacher professionalism ($N = 47$).

Objective 3: Describe the Ohio JVSD Superintendents’ Personal and Professional Characteristics

Table 4.9 describes the Ohio JVSD Superintendents’ personal characteristics. Included in their responses were their age, gender, years as a teacher, years as an administrator, years as an educator and highest earned degree. Nearly three-fourths (72.3%) of the respondents were male and approximately one-half (48.9%) of them were between the ages of 47 and 55. A total of 40.4% of the Ohio JVSD Superintendents had taught seven years or less and 38.3% had been administrators between 20 and 29 years.
Sixty six percent of the respondents had spent between 16 and 31 years in education with more than half of them having a master’s degree as their highest earned degree.

The Ohio JVSD Superintendents’ Professional Characteristics are presented in Table 4.10. Included in the respondents’ professional characteristics were the major areas of undergraduate and graduate study, participation in BTA programs and participation in BTA in-service programs.

Eighteen (38.3%) superintendents earned their undergraduate degrees in education-not career technical education. Thirteen (27.7%) graduated in education-career technical education; 12 (25.5%) graduated with arts and science degrees; and four (8.5%) graduated with Business/Business Administration degrees.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>$N$</th>
<th>%</th>
<th>$M$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>72.3</td>
<td>--</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>27.7</td>
<td>--</td>
</tr>
<tr>
<td><strong>Years of Age</strong></td>
<td></td>
<td>54*</td>
<td></td>
</tr>
<tr>
<td>38-46</td>
<td>5</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td>47-55</td>
<td>23</td>
<td>48.9</td>
<td></td>
</tr>
<tr>
<td>56-68</td>
<td>19</td>
<td>40.3</td>
<td></td>
</tr>
<tr>
<td><strong>Years as a Teacher</strong></td>
<td></td>
<td>11.26</td>
<td></td>
</tr>
<tr>
<td>1 - 7</td>
<td>19</td>
<td>40.4</td>
<td></td>
</tr>
<tr>
<td>8-15</td>
<td>18</td>
<td>38.3</td>
<td></td>
</tr>
<tr>
<td>16-23</td>
<td>6</td>
<td>12.8</td>
<td></td>
</tr>
<tr>
<td>24-32</td>
<td>4</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td><strong>Years as an Administrator</strong></td>
<td></td>
<td>18.85</td>
<td></td>
</tr>
<tr>
<td>1 - 9</td>
<td>8</td>
<td>17.0</td>
<td></td>
</tr>
<tr>
<td>10-19</td>
<td>16</td>
<td>34.0</td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>18</td>
<td>38.3</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>5</td>
<td>10.6</td>
<td></td>
</tr>
<tr>
<td><strong>Years as an Educator</strong></td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>1-15</td>
<td>1</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>16-31</td>
<td>31</td>
<td>66.0</td>
<td></td>
</tr>
<tr>
<td>32-47</td>
<td>15</td>
<td>31.9</td>
<td></td>
</tr>
<tr>
<td><strong>Highest Earned Degree</strong></td>
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</tr>
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<td>Baccalaureate</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>27</td>
<td>57.4</td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>9</td>
<td>19.1</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>10</td>
<td>21.3</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.1</td>
<td></td>
</tr>
</tbody>
</table>

*Note. $N = \text{Number of Respondents}; \% = \text{Percentage of Total Number of Respondents}; \ *M = \text{Mean}*

Table 4.9: Ohio JVSD Superintendents’ personal characteristics ($N = 47$).
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Area of Undergraduate Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>12</td>
<td>25.5</td>
</tr>
<tr>
<td>Business/Business Administration</td>
<td>4</td>
<td>8.5</td>
</tr>
<tr>
<td>Education-Career Technical Education</td>
<td>13</td>
<td>27.7</td>
</tr>
<tr>
<td>Education-Not Career Technical Education</td>
<td>18</td>
<td>38.3</td>
</tr>
<tr>
<td><strong>Major Area of Graduate Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>Curriculum and Supervision</td>
<td>3</td>
<td>6.4</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>25</td>
<td>53.2</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>Literacy/Reading</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Music Education</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Public Administration</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Education Specialist/Doctorate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>3</td>
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*Note. N = Number of Respondents; % = Percentage of Number of Respondents*

Table 4.10: Ohio JVSD Superintendents’ background characteristics (N=47).
Twenty-five (53.2%) respondents received Master’s degrees in educational administration. Seven (14.9%) received Master’s degrees in career technical education, as did another seven (14.9%) in guidance and counseling. Two (4.3%) respondents received Master’s degrees in literacy and reading; one (2.1%) received a Master’s degree in music education; one (2.1%) in public administration, and one (2.1%) person did not respond.

Eleven (55.0%) of the Ohio JVSD Superintendents earned educational specialist/doctoral degrees in educational administration, four (20.0%) in educational leadership/policy, three (15.0%) in curriculum, one (5.0%) in human ecology, and one (5.0%) in law.

Eight (17.0%) JSVD Superintendents participated in formal BTA program training—39 (83.0%) did not. A total of 12 (25.5%) of the respondents had participated in in-service BTA programs, 72.3% had not, and one respondent (2.1%) did not reply to the question.

Objective 4: Determine the Relationships among the Ohio JVSD Superintendents’ Personal and Professional Characteristics and their Perceived Importance and Level of Implementation of PRAXIS III Components in their BTA Programs

Data presented in Table 4.11 describe the relationship among Ohio JVSD Superintendents’ perceived importance and the level of implementation of PRAXIS III components and their background data. The correlations that were moderate (.30) or higher are described below.

A moderate association was found between the ratings for Domain C—X3 importance and Domain B—X7 level of implementation (.30); between total ratings of
importance—X5 rating and total rating of Domain B—X7 level of implementation (.40); between Domain B—X2 importance and Domain C—X8 level of implementation (.41); and between total level of implementation—X10 and total importance—X5 (.34). A moderate negative association was present between total number of years as an administrator—X15 and gender—X11 (-.37).

Substantial associations were found between the total ratings for Domain A—X1 and Domains B—X2 (.56), C—X3 (.63) and D—X4 (.63); between the total ratings for Domain B—X2 importance and Domain B—X7 level of implementation (.58); between total Domain A—X6 level of implementation and Domain B—X7 level of implementation (.66); between Domain C—X8 level of implementation and level of implementation Domain B—X7 (.67); between total level of implementation—X10 and total rating of Domain B—X7 (.77); between years of age—X17 and years as an administrator—X15 (.57). A substantial negative association was found between years as an administrator—X15 and years as a teacher—X14 (-.53); and between years of age—X17 and years as administrator—X15 (.57).

The total level of the importance rating—X5 had a very strong association with the total ratings for Domains A—X1 (.80), B—X2 (.88), C—X3 (.91), and D—X4 (.90); between the total ratings for Domain B—X2 and the total ratings for Domains C—X3 (.77) and D—X4 (.71); between the total ratings for Domain D—X4 and Domain B—X2 (.71) and Domain C—X3 (.76); between Domain A—X6 and Domain C—X8 level of implementation (.70); between total Domain A—X6 and total level of implementation
X—10 (.86); between Domain B—X7 level of implementation and total level of implementation X—10 (.84); between Domain C—X8 and total implementation X—10 (.92); Domain D—X9 and total level of implementation X—10 (.88); between total years as an educator—X16 and years as an administrator—X15 (.74); between years of age—X17 and years as educator—X16 (.73).
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Table 4.11: Correlation of Ohio JVSD Superintendents’ perceived importance and level of implementation of PRAXIS III ratings with their background data (N=47).
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Note. X1—Domain A (Importance) Score, X2—Domain B (Importance) Score, X3—Domain C (Importance) Score, X4—Domain D (Importance) Score, X5—Total Importance Score, X6—Domain A (Implementation) Score, X7—Domain B (Implementation) Score, X8—Domain C (Implementation) Score, X9—Domain D (Implementation) Score, X10—Total Implementation Score, X11—Gender (1 = male, 2 = female), X12—Administrators’ BTA Training (1 = no, 2 = yes), X13—Administrators’ In-service BTA Training (1 = no, 2 = yes), X14—Years as a Teacher, X15—Years as an Administrator, X16—Total years as an Educator, X17—Age.

^aPearson Product-Moment Correlation; ^bPoint-Biserial Correlation
The relationship between the highest earned degrees by the Ohio JVSD Superintendents and the other major variables in the study are presented in Table 4.12. There was a moderate negative association between the highest degree earned and the superintendents’ perceived importance of Domain A (-.31), Domain B (-.35), Domain D (-.39), and the total score of the importance ratings of the components included in PRAXIS III (-.40). Although the relationship between the highest degree earned and Domain C (-.28) did not reach .30 (moderate association), it was close to that level. The remaining variables had a low to negligible association between them and the highest degree earned.
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Note. X1—Domain A (Importance) Score, X2—Domain B (Importance) Score, X3—Domain C (Importance) Score, X4—Domain D (Importance) Score, X5—Total Importance Score, X6—Domain A (Implementation) Score, X7—Domain B (Implementation) Score, X8—Domain C (Implementation) Score, X9—Domain D (Implementation) Score, X10—Total Implementation Score, X11—Gender (1 = male, 2 = female), X12—Administrators’ BTA Training (1 = no, 2 = yes), X13—Administrators’ In-service BTA Training (1 = no, 2 = yes), X14—Years as a Teacher, X15—Years as an Administrator, X16—Total years as an Educator, X17—Age, X18—Highest Earned Degree (1 = Baccalaureate, 2 = Masters, 3 = Education Specialist, 4 = Doctorate)

\(^a\) Spearman rank-order correlation
\(^b\) Phi Coefficient

Table 4.12: Correlation of Ohio JVSD Superintendents’ perceived importance and level of implementation of PRAXIS III ratings and background characteristics with their highest earned degree (N = 47).
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A review of literature related to this study found that there was a dearth of published research concerning helping beginning career technical education teachers develop the knowledge and skills included in PRAXIS III, (Education Testing Service, 2001). In particular, superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in Beginning Teacher Assistance (BTA) programs has not been addressed. BTA programs are designed to help develop and strengthen the educational knowledge and teaching skill requisites of new and beginning teachers. Consequently, it is important that new and beginning teachers’ administrators are in positions to assist in the planning and implementation of these assistance programs.

PRAXIS III is a process for administrators and others to use in evaluating classroom performance and teaching skills of beginning teachers. PRAXIS III provides an objective tool for conducting administrative formative and summative teaching evaluations. It has also been used by administrators throughout the country for recommending beginning teachers to their state or local licensing agencies. PRAXIS III is made up of four interrelated domains: Domain A: Organizing Content Knowledge for Student Learning; Domain B: Creating an Environment for Student Learning; Domain C:
Teaching for Student Learning; and Domain D: Teacher Professionalism. These four domains include 19 components of teaching skills and performance important for the beginning teacher. The PRAXIS III framework is designed for the beginning teacher and the evaluator; thus both (or any other persons involved) are aware of the assessment criteria and scoring rules of the assessment process.

Problem Statement

Preliminary research was clear regarding beginning teachers’ collective professional problems and personal angst. Although it is important to consider the diversity of teachers, their problems and their teaching contexts, the research literature regarding issues as related to specialized areas of teaching was sparse. Extensive research exists in reference to BTA programs in general; however, fewer investigations have addressed career technical education. There is little specific information concerning policies or legislation being carried out by states and local educational agencies to make certain that present and future teachers will have been appropriately equipped to respond to the new challenges in career technical education. There is little specific information concerning policies or legislation being carried out by states and local educational agencies to make certain that present and future teachers will have been appropriately equipped to respond to the new challenges in career technical education. More specifically, scant information has been available regarding superintendents’ perceptions of the importance of PRAXIS III components in BTA programs in joint career technical school districts. No information was found relating to Ohio JVSD Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs. The relationship of Ohio JVSD Superintendents’ characteristics to
their perceptions of the importance and level of implementation of PRAXIS III components in BTA programs in Ohio JVSDs was also unknown.

Purpose and Objectives

The purpose of this study was to determine the Ohio JVSD Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in the BTA programs in their schools. The researcher also sought to explain the relationship of the Ohio JVSD Superintendents’ personal and professional background information to their expressed perceptions.

The specific objectives of the study were to:

1. Determine the Ohio JVSD Superintendents’ perceived importance of PRAXIS III components in their BTA programs;
2. Determine the Ohio JVSD Superintendents’ perceived level of implementation of PRAXIS III components in their BTA programs;
3. Describe the Ohio JVSD Superintendents’ personal and professional characteristics, and
4. Determine the relationships among the Ohio JVSD Superintendents’ personal and professional characteristics and their perceived importance and level of implementation of PRAXIS III components in their BTA programs.

Type of Research

The study was classified as descriptive because it described and interpreted the perceptions of the Ohio JVSD Superintendents concerning PRAXIS III components in their BTA programs. No other research studies were found that described Ohio JVSD
Superintendents’ perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs; as a result, the study was also categorized as exploratory.

Population

A census of the 49 Ohio JVSD Superintendents was conducted to obtain the data for the study. Of the 49 Ohio JVSD Superintendents, responses were obtained from 47 (96%) individuals. The superintendents’ names and addresses were obtained from the Ohio Department of Education, Division of Information Management Services website—the most current source of information available.

Instrumentation

The purpose and objectives of this research were fulfilled by using a mailed questionnaire to collect the data. The wording on the instrument was taken directly from PRAXIS III components. The data collected were utilized to assess the Ohio JVSD Superintendents’ perceptions of the importance of the PRAXIS III components in their schools’ BTA programs. The data were also used to assess the Ohio JVSD Superintendents’ perceptions of the level of implementation of the PRAXIS III components in their schools’ BTA programs. Additionally, information was collected concerning the Ohio JVSD Superintendents personal and professional characteristics.

Validity

A panel of experts was selected to determine content and face validity. Nine career technical teacher educators from various post-secondary institutions throughout the United States assessed the instrument. Panel comments, input and recommendations were considered and incorporated into the final instrument.
Reliability

Procedures for establishing reliability of the instrument consisted of two methods: internal consistency using Cronbach’s coefficient alpha and test-retest. The instrument was pilot tested to determine the internal consistency and test-retest reliability of the questionnaire. The pilot test was conducted using a sample of 30 secondary educational administrators in Arizona, Nevada, and New Mexico. The pilot group was identified as a comparative sample based on having responsibilities similar to those for the Ohio JVSD Superintendents.

Internal consistency was determined using responses obtained from the initial mailing to the pilot group. A reliability coefficient of .60 was set a priori for the study. The internal consistency reliability, using Cronbach’s coefficient alpha, resulted in a reliability coefficient for the importance scale ranging from .86 to .94. The internal reliability coefficient for the level of implementation scale ranged from .87 to .91.

Test-retest reliability was determined by sending a second instrument to the pilot test group ten weeks after sending their initial mailing. The study’s test-retest reliability results ranged from .66 to .73 for the importance scale. The test-retest reliability results for the level of implementation scale ranged from .63 to .75.

Data Collection

The researcher made a concerted effort to obtain a high response rate. The correspondence was written with clarity and brevity; the stationary was professional in appearance and attractive stamps were affixed. The letter was personally addressed to the recipient by the researcher and an incentive was enclosed. Timely follow-up postcards
and letters, as well as personal telephone calls, were important steps in the process of encouraging participants to return their questionnaires.

The data collection procedures followed in the survey were those appropriate for descriptive research. The first contact with Ohio JVSD Superintendents was a letter dated March 12, 2005. It advised the Superintendents that a questionnaire was being sent to them, explaining why the survey was being conducted, and requesting their participation. On March 21, 2005, a cover letter, the questionnaire, a business size, self-stamped return envelope and an incentive ($5 Starbucks’ gift card) were mailed to each of the superintendents. The first mailing produced a 71% response rate ($N=35$). A follow-up postcard dated April 2, 2005, preceded a second follow-up mailing. The second follow-up mailing dated April 14, 2005, included a cover letter, instrument and a business size, self-stamped return envelope. The second mailing increased the response rate to 88% ($N=43$). The final group of non-respondents received a personal telephone call. The entire process from the first mailing to the last contact lasted eight weeks and resulted in a final response rate of 96% ($N=47$).

Data Analysis

Version 13.0 of SPSS was utilized to analyze the data obtained from the questionnaires. The superintendents were asked to rate their perceptions of importance and level of implementation of PRAXIS III components in their BTA programs using a 5-point Likert-type scale. Frequencies, percentages, and modes were used to describe these data. The responses regarding the importance and level of implementation of the components in each of the four domains were summated to determine a total score for each domain and for the total scores for importance and level of implementation.
Information as to the Superintendents’ gender, highest earned degree, major area of undergraduate study, major area of graduate study, participation in administrator’s BTA program in-service training, participation in administrator’s BTA program for graduate education, number of years as a teacher, number of years as an administrator, number of years as an educator, and age were also obtained from the Ohio JVSD Superintendents. The nominal and ordinal data were analyzed using frequencies, percentages, and modes. The interval and ratio data were reported using frequencies, percentages, and means.

Relationships among the superintendents’ personal and professional characteristics and their perceived importance and level of implementation of each of the components of the teaching and performance skills in the four domains of PRAXIS III in their BTA programs were analyzed using correlation analyses. Relationships between interval and ratio data were analyzed using Pearson’s product moment correlations. Relationships between nominal, interval and ratio data were ascertained using point-biserial correlations. Ordinal data were analyzed using Spearman rank-order correlations for interval variables and Phi coefficients for dichotomous variables.

Findings

The following information, presented by objective, is a summary of the findings of the study.

**Determine the Ohio JVSD Superintendents’ Perceived Importance of PRAXIS III Components in their BTA Programs**

The Ohio JVSD Superintendents rated the importance of the PRAXIS III components in their BTA programs very favorably. Of the 19 components, 16 had a
modal rating of essential. The three remaining components that were rated as very important included:

- Becoming familiar with relevant aspects of students’ background knowledge and expand experience;
- Demonstrating a sense of efficacy; and
- Building professional relationships with colleagues to share teaching insights.

Determine the Ohio JVSD Superintendents’ Perceived Level of Implementation of PRAXIS III Components in their BTA Programs

Ohio JVSD Superintendents gave a high rating for the level of implementation of the PRAXIS III teaching skills and performance components in their BTA programs. One of the 19 components had a modal rating of very high: Making the physical environment as safe and conducive to learning as possible. Of the remaining 18 components, 13 had a modal rating of high.

Four the five remaining components, had a modal rating of moderate:

- Encouraging students to extend their thinking;
- Using instructional time effectively;
- Demonstrating a sense of efficacy; and
- Communicating with parents or guardians about student learning.

The one remaining component—Reflecting on the extent to which the learning goals were met—had a bimodal rating of moderate and high.

Describe the Ohio JVSD Superintendents’ Personal and Professional Characteristics

Approximately three fourths of the Ohio JVSD Superintendents were male and one fourth of the superintendents were female. They ranged in age from 38 to 68 with a
mean age of 54. The superintendents reported serving as teachers from two to 32 years with a mean of 11 years; serving as administrators from four to 35 years with a mean of 19 years, and had served as educators from 15 to 44 years with a mean of 29 years. Approximately 57% of the Ohio JVSD Superintendents’ highest earned degree was a master’s, with another 43% having earned an education specialist, a doctorate or other degree.

The educational background characteristics reported by the Ohio JVSD Superintendents indicated that approximately 28% had career technical education as a major area of undergraduate study. The remaining 72% had major areas of undergraduate study in other areas. In examining their major area of graduate study at the master’s level, approximately 53% had educational administration as a major of area of study; 15% had major areas of study in career technical education, and another 15% were in guidance and counseling. The remaining 17% percent had graduate study in other areas. For those Ohio JVSD Superintendents who had received education specialist/doctorate degrees, 55% had educational administration as their major area of study; 20% percent were in educational leadership/policy; 15% were in curriculum and the remaining 10% in other areas. Only 17% had participated in BTA formal program training and only one had received graduate credit for that training. Approximately 26% of the superintendents had participated in in-service BTA program training.
Determine the Relationship among the Ohio JVSD Superintendents’ Personal and Professional Characteristics and their Perceived Importance and Level of Implementation of PRAXIS III Components in their BTA Programs

By conducting correlation analyses of data obtained from the respondents’ questionnaires, moderate relationships were found between:

- the total importance rating for Domain C: Teaching for Student Learning and the total level of implementation rating for Domain B: Creating an Environment for Student Learning;
- the total importance rating and the level of implementation rating for Domain B: Creating an Environment for Student Learning;
- the total importance rating for Domain B: Creating an Environment for Student Learning and the total level of implementation rating for Domain C: Teaching for Student Learning, and
- the total of importance rating and the total level of implementation rating.

A moderately negative relationship was found between the total number of years as an administrator and gender.

Substantial relationships were found between:

- the total importance rating for Domain A: Organizing Content Knowledge for Student Learning and the total importance ratings for:
  - Domain B: Creating an Environment for Student Learning;
  - Domain C: Teaching for Student Learning, and
  - Domain D: Teacher Professionalism.
• the importance rating for Domain A: Creating an Environment for Student Learning and the level of implementation rating for Domain A: Creating an Environment for Student Learning;

• the level of implementation rating for Domain A: Organizing Content Knowledge for Student Learning and the level of implementation rating for Domain B: Creating an Environment for Student Learning;

• the level of implementation rating for Domain C: Teaching for Student Learning and the level of implementation rating for Domain A: Creating an Environment for Student Learning;

• the total importance rating and the level of implementation rating for Domain A: Creating an Environment for Student Learning, years as an administrator, years of teaching, and age.

There was a very strong relationship between:

• the total ratings of importance and
  o the rating for Domain A: Organizing Content Knowledge for Student Learning;
  o the rating for Domain B: Creating an Environment for Student Learning;
  o the rating for Domain C: Teaching for Student Learning, and
  o the rating for Domain D: Teacher Professionalism.

• the importance rating for Domain B: Creating an Environment for Student Learning and the importance ratings for:
  o Domain C: Teaching for Student Learning and
  o Domain D: Teacher Professionalism.
• the importance rating for Domain D: Teacher Professionalism and the importance rating for:
  o Domain A: Creating an Environment for Student Learning and
  o Domain D: Teaching for Student Learning.
• the level of implementation rating for Domain A: Organizing Content Knowledge for Student Learning and the level of implementation rating for Domain C: Teaching for Student Learning;
• the level of implementation rating for Domain A: Organizing Content Knowledge for Student Learning and the total level of implementation rating;
• the level of implementation rating for Domain A: Creating an Environment for Student Learning and the total level of implementation rating;
• the level of implementation rating for Domain C: Teaching for Student Learning and the total level of implementation rating, and
• the level of implementation rating total for Domain D: Teacher Professionalism and the total of level of implementation rating.

Conclusions

After conducting the study and analyzing the data, it was concluded that the purpose of the study was accomplished. The conclusions were as follows:

1. The Ohio JVSD Superintendents’ perceptions of the importance of the PRAXIS III teaching skills and performance components were found to be
very favorable. By rating all of the 19 components as either essential or very high, the Ohio JVSD Superintendents recognized them as being very beneficial for their beginning teachers.

2. The Ohio JVSD Superintendents’ perceptions were at a very high level for the level of implementation of the PRAXIS III teaching skills and performance components in their BTA programs. This high rating indicated that the Ohio JVSD Superintendents found the PRAXIS III components valuable inclusions in their BTA programs.

3. The Ohio JVSD Superintendents’ possessed a great deal of administrative experience. The superintendents were also knowledgeable of career technical education. Thus, the Ohio JVSD Superintendents brought a wealth of educational background as well as administrative and educational experience to their districts.

4. The Ohio JVSD Superintendents had received little professional development regarding BTA programs in their graduate or in-service programs.

5. There was no relationship between the Ohio JVSD Superintendents’ background information and their perceptions of the importance and level of implementation of PRAXIS III components in their BTA programs.

Recommendations

The framers of the amendments to the Carl D. Perkins Vocational and Technical Education Act sought to help states to better utilize federal funds for secondary and postsecondary career technical education and to improve educational opportunities for students. The bill also emphasized the importance of improving the initial preparation
and professional development of career technical education teachers, faculty, principals, administrators, and counselors.

Professional development programs are needed to ensure an increasing number of career technical education teachers and principals meet certification and licensing requirements, especially in core academic subjects. The programs must be high quality, sustained, intensive, and classroom focused and not one-day or short-term sessions. Therefore, it is recommended that:

- The Ohio JVSD Superintendents should provide professional development on BTA programs that stress the importance of:
  - Becoming familiar with relevant aspects of students’ background knowledge and expand experiences,
  - Demonstrating a sense of efficacy, and
  - Building professional relationships with colleagues to share teaching insights.

- The Ohio JVSD Superintendents should place more emphasis in their BTA programs on:
  - Encouraging students to extend thinking,
  - Using instructional time effectively,
  - Reflecting on the extent to which the learning goals were met,
  - Demonstrating a sense of efficacy, and
  - Communicating with parents, guardians about student learning.
• The Ohio JVSD Superintendents should continue to reinforce professional development programs such as Pathwise or Ohio First for beginning teachers and their administrators.

• Future research should be conducted on the importance and level of implementation of PRAXIS III components in BTA programs in other states.

• Future research should be conducted comparing superintendents’ importance and level of implementation of PRAXIS III components in BTA programs in joint vocational school/career centers with comprehensive high schools.
APPENDIX A

QUESTIONNAIRE
OHIO CAREER AND TECHNICAL PLANNING DISTRICT SUPERINTENDENTS’ PERCEPTIONS OF THE IMPORTANCE AND IMPLEMENTATION OF PRAXIS III SKILLS IN BEGINNING TEACHER ASSISTANCE PROGRAMS

Protocol No. 2004E0533
OHIO CAREER AND TECHNICAL PLANNING DISTRICT SUPERINTENDENTS’ PERCEPTIONS OF THE IMPORTANCE AND IMPLEMENTATION OF PRAXIS III SKILLS IN BEGINNING TEACHER ASSISTANCE (BTA) PROGRAMS

QUESTIONNAIRE

Directions: PRAXIS III: Classroom Performance Assessments is designed to assess the classroom performance and teaching skills of beginning teachers in their own classroom settings. The items listed below are the components included in PRAXIS III. The items are grouped according to the framework of knowledge and skills that includes four interrelated domains: Organizing Content Knowledge for Student Learning, Creating an Environment for Student Learning, Teaching for Student Learning, and Teacher Professionalism. Please circle the response that best represents your perceptions of the items below.

The “Perceived Level of Importance” indicates how important you believe each item is to the Beginning Teacher Assistance (BTA) program at your school.

The “Perceived Level of Implementation” response indicates your assessment of the actual level of implementation of each item in the BTA program at your school.

<table>
<thead>
<tr>
<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not Important</td>
<td>1 = Very Low</td>
</tr>
<tr>
<td>2 = Moderately Important</td>
<td>2 = Low</td>
</tr>
<tr>
<td>3 = Important</td>
<td>3 = Moderate</td>
</tr>
<tr>
<td>4 = Very Important</td>
<td>4 = High</td>
</tr>
<tr>
<td>5 = Essential</td>
<td>5 = Very High</td>
</tr>
<tr>
<td>DK = Don’t Know</td>
<td>DK = Don’t Know</td>
</tr>
</tbody>
</table>

Example:

<table>
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<tr>
<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 DK</td>
<td>1 2 3 4 5 DK</td>
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</table>

In this example, the respondent indicated that, “Understanding and using formal and informal assessment strategies,” was very important and implemented at a moderate level.

DOMAIN A

Organizing Content Knowledge for Student Learning

<table>
<thead>
<tr>
<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 DK</td>
<td>1 2 3 4 5 DK</td>
</tr>
</tbody>
</table>

A1. Becoming familiar with relevant aspects of students’ background knowledge and expand experiences.

A2. Articulating clear learning goals for the lesson that are appropriate to the students.

A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

A4. Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.

A5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.
<table>
<thead>
<tr>
<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Not Important</td>
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</tr>
<tr>
<td>4 = Very Important</td>
<td>4 = High</td>
</tr>
<tr>
<td>5 = Essential</td>
<td>5 = Very High</td>
</tr>
<tr>
<td>DK = Don't Know</td>
<td>DK = Don't Know</td>
</tr>
</tbody>
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**DOMAIN B**
Creating an Environment for Student Learning

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<tr>
<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
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</thead>
<tbody>
<tr>
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<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK B7.</td>
<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK B8.</td>
<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK B9.</td>
<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK B10.</td>
<td>1 2 3 4 5 DK</td>
</tr>
</tbody>
</table>

**DOMAIN C**
Teaching for Student Learning

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<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
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</thead>
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<td>1 2 3 4 5 DK</td>
</tr>
<tr>
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<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK C13.</td>
<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK C14.</td>
<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK C15.</td>
<td>1 2 3 4 5 DK</td>
</tr>
</tbody>
</table>

**DOMAIN D**
Teacher Professionalism

<table>
<thead>
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<th>Perceived Level of Importance</th>
<th>Actual Level of Implementation</th>
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</thead>
<tbody>
<tr>
<td>1 2 3 4 5 DK D16.</td>
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</tr>
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<td>1 2 3 4 5 DK D17.</td>
<td>1 2 3 4 5 DK</td>
</tr>
<tr>
<td>1 2 3 4 5 DK D18.</td>
<td>1 2 3 4 5 DK</td>
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<tr>
<td>1 2 3 4 5 DK D19.</td>
<td>1 2 3 4 5 DK</td>
</tr>
</tbody>
</table>

(OVER)
BACKGROUND DATA

Directions: Please either write the appropriate response in the blank provided or place an “X” next to the response that best describes you, your credentials, and your training.

20. What is your gender?
   ______ MALE  
   ______ FEMALE

21. What is your highest earned degree?
   ______ BACCALAUREATE  
   ______ MASTERS  
   ______ EDUCATION SPECIALIST  
   ______ DOCTORATE
   OTHER ____________________________ (Please Specify)

22. What was your major area of undergraduate study? ____________________________ (Please Specify)

23. What was your major area of graduate study (Masters)? ____________________________ (Please Specify)

24. What was your major area of graduate study (Education Specialist or Doctorate)? ____________________________ (Please Specify)

25. Have you participated in administrators’ Beginning Teachers Assistance (BTA) program training?
   ______ YES (If your response is yes, please go to Question 25A)
   ______ NO (If your response is no, please go to Question 26)

25A. Was it for graduate credit?
   ______ YES (If your response is yes, please go to Question 25B)
   ______ NO (If your response is no, please go to Question 26)

25B. How many credits did you earn? ______ SEMESTER CREDITS ______ QUARTER CREDITS

26. Have you participated in administrators’ in-service BTA program training?
   ______ YES (If your response is yes, please go to Question 26A)
   ______ NO (If your response is no, please go to Question 27)

26A. How many Continuing Education Units (CEU) did you earn? ______ UNITS

27. How many years (including the current year) have you been a teacher? ______ YEARS

28. How many years (including the current year) have you been an administrator? ______ YEARS

29. How many total years (including the current year) have you worked in education? ______ YEARS

30. In what year were you born? ______

Comments:
APPENDIX B

PANEL OF EXPERTS
Greg Belcher
Pittsburg State University

William G. Camp
Cornell University

Dawn K. Holley-Dennis
Florida A&M University

Peggy L. Geib
Francis Tuttle Technology Center

James Gregson
University of Idaho

Helen C. Hall
University of Georgia

James A. Knight, Jr.
University of Arizona

Steve Mumma
Wayzata Public Schools

Barbara Kline Taylor
Western New Mexico University
APPENDIX C

ADVANCE NOTICE LETTER TO OHIO JVSD SUPERINTENDENTS
March 12, 2005

Mr. John Doe
Superintendent
Quay County
30095 Salem Rd
Angel Falls OH 43551-4594

Dear Mr. Doe:

Within the next few days, you will receive a request to complete a brief questionnaire. This survey is being conducted to obtain your perception of the importance of the items in PRAXIS III: Classroom Performance Assessments. Additionally, you will be asked to rate your perceived level of implementation of these items in your Beginning Teacher Assistance (BTA) Programs. Education administrators often use this evaluation framework to assess new teachers’ classroom performance and teaching skills.

We would greatly appreciate your taking the few minutes necessary to complete and return your questionnaire. Thank you in advance for your participation.

Sincerely,

Gloria T. Sandoval          N. L. McCaslin, Ph.D.
Co-Investigator             Principal Investigator and
                            Professor Emeritus
APPENDIX D

QUESTIONNAIRE COVER LETTER TO OHIO JVSD SUPERINTENDENTS
March 21, 2005

Superintendent John Doe
Clinton County JVSD
4145 Co Hwy 34C
Nordstrom, OH 43910-9781

Dear Superintendent Doe:

One of the duties of career and technical education administrators is to evaluate new teachers’ classroom performance and teaching skills. PRAXIS III: Classroom Performance Assessments is a framework that is often used for these assessments. The criteria for PRAXIS III were based on formal analyses of important tasks required of beginning teachers, reviews of research, analyses of state regulations for teacher licensing, and extensive fieldwork that included pilot testing criteria and assessment processes (Danielson, 1996).

The major parts of the enclosed questionnaire are items included in PRAXIS III. As an administrator of career and technical education, you are being asked to rate your perceived importance of the questionnaire items for your Beginning Teacher Assistance (BTA) program. You are also asked to rate your perceived level of inclusion of these items in your BTA program. Additionally, we request that you furnish demographic and professional data.

“Every year, U.S. schools hire more than 200,000 new teachers for that first day of class. By the time summer rolls around, at least 22,000 have quit. Even those who make it beyond the trying first year aren’t likely to stay long: about 30 percent of new teachers flee the profession after just three years, and more than 45 percent leave after five” (Graziano, 2005). Our study is being conducted to obtain your perceptions of an assessment method that may assist new teachers in their enigmatic first year of teaching.

Your voluntary participation is essential and your responses will be kept confidential. Please complete the questionnaire and return it in the enclosed stamped envelope by March 30, 2005. We have enclosed a $5 gift card from Starbucks to thank you for your help. If you have any questions, please do not hesitate to contact Ms. Sandoval at:

gloriasandoval@msn.com or (505) 466-4746

Cordially,

Gloria T. Sandoval
Co-Investigator

N. L. McCaslin, Ph.D.
Principal Investigator and
Professor Emeritus
APPENDIX E

FOLLOW-UP POSTCARD TO OHIO JVSD SUPERINTENDENTS
We mailed you a questionnaire seeking your opinions about the importance and implementation of PRAXIS III skills in Beginning Teacher Assistance Programs. Your names were selected based upon your positions as career technical planning district superintendents. Since there are only 49 such superintendents in the State of Ohio, we need to receive responses from each of you.

If you have already completed and returned the questionnaire, please accept our sincere thanks. If not, please do so on or before April 7, 2005; your response is vital. We are especially appreciative of your assistance in our study.

If by chance, you did not receive the questionnaire or if it was misplaced, please e-mail me at gloriasandoval@msn.com or call me collect at (505) 466-4746. I will immediately send another instrument in the mail to you.

Sincerely,

Gloria T. Sandoval
Co-Investigator
APPENDIX F

FOLLOW-UP LETTER TO OHIO JVSD SUPERINTENDENTS
April 13, 2005

Superintendent John Doe
Reno Career Center
7655 Shadow Lane
Yerington, OH 54321

Dear Superintendent Doe:

On March 21, 2005, we wrote to you seeking your response to an enclosed questionnaire on the importance and implementation of PRAXIS III skills in Beginning Teacher Assistance (BTA) programs. As an administrator of career and technical education, you were asked to rate your perceived importance of the questionnaire items for your BTA program, and you were also asked to rate your perceived level of inclusion of these items. Additionally, we requested that you furnish demographic and professional data.

Your participation is essential to our study and your responses will be kept confidential. If your questionnaire has been misplaced or if you did not receive it, a replacement is enclosed. Please return your questionnaire on or before April 25, 2005. If you have any questions, please contact Ms. Sandoval at:

    gloriasandoval@msn.com or (505) 466-4746.

Thank you very much for your contribution to our study.

Sincerely,

Gloria T. Sandoval
Co-Investigator

N. L. McCaslin, Ph.D.
Principal Investigator and Professor Emeritus


professional development of teachers. Bloomington, IN: Phi Delta Kappa Educational Foundation.


