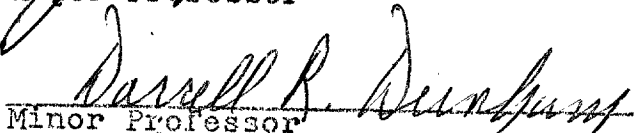



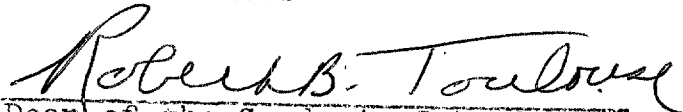
A STUDY OF PERSONAL TRAITS AND PROFESSIONAL QUALITIES
OF PROSPECTIVE INDUSTRIAL ARTS TEACHERS BY
SCHOOL OFFICIALS AND INDUSTRIAL
ARTS TEACHER EDUCATORS

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Miller, Harvey D., A Study of Personal Traits and Professional Qualities of Prospective Industrial Arts Teachers by School Officials and Industrial Arts Teacher Educators. Master of Science (Industrial Arts), August, 1971, 65 pp., 16 tables, bibliography, 36 titles.

The purposes of this study were (1) to determine what personal traits and professional qualities school officials seek in their duties of employing industrial arts teachers; (2) to determine what personal traits and professional qualities the industrial arts teacher educators believe to be most important for their students to possess upon completion of their formal education; and (3) to determine what type of appraisal form is considered most helpful by school officials and college educators.

Data for this study were obtained from instruments completed by school officials in the public schools of Texas and industrial arts teacher educators in four-year colleges and universities in Texas which offer a degree in industrial arts education, professional literature on appraising teacher effectiveness, information from the North Texas State University Placement Office, and sample appraisal forms from some colleges and universities.

Chapter I of the study includes an introduction, statement of the purpose, need for the study, delimitations, sources of data, definition of terms, and related studies.

Chapter II presents the procedure of the study, which includes the development of instruments, selection of the public school officials, and selection of college teacher educators.

The data obtained from the instruments were analyzed, and a presentation of the findings was made. The presentation concerning the personal traits was made in Chapter III.

The presentation concerning the professional qualities and the usefulness and types of appraisals was made in Chapter IV.

Chapter V presents the summary, findings, conclusions, and recommendations of the study.

The following constitute a few of the findings of the study. The three personal traits most desired by public school officials were honesty, dependability, and fairness. The three personal traits thought most important by college teacher educators were honesty, dependability, and good judgment. The three professional qualities most desired by public school officials were the ability to communicate knowledge of subject matter to others, knowledge of subject matter, and ability to plan and motivate students' lessons. The three professional qualities thought most important by teacher educators were the ability to communicate knowledge of subject matter to others, knowledge of subject matter, and knowledge of basic skills. Seventy-four per cent of the school officials indicated that a written appraisal of an

applicant by his college instructors influenced their opinion very much. Only 54 per cent of the college educators believed their written appraisals of applicants had very much influence on school officials.

It was concluded that a prospective teacher's opportunities for employment depended largely on the written appraisals completed by his college educators, and that school officials and college educators are in basic agreement about the personal traits and professional qualities which are important for a teacher to possess.

It was recommended that every consideration possible be given to individual appraisal forms when being filled out by industrial arts college educators since school officials rely heavily on them. If evaluation is to be of any consequence, it should be continuous. Therefore, it was recommended that continuous study be made of evaluative and appraisal forms, techniques, and methods.

A STUDY OF PERSONAL TRAITS AND PROFESSIONAL QUALITIES
OF PROSPECTIVE INDUSTRIAL ARTS TEACHERS BY
SCHOOL OFFICIALS AND INDUSTRIAL
ARTS TEACHER EDUCATORS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Harvy D. Miller, B. S.

Denton, Texas

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CHAPTER I

INTRODUCTION

The process of obtaining suitable employment faces each graduate of North Texas State University. To assist graduates in this task the University maintains a free Business Employment Service and a Placement Office (9, p. 96) which perform the functions of supplying trained employees to the business world as well as to the professions and assisting the ex-students and graduates to find positions for which they are best suited. In order to help its graduates, the University encourages all prospective teachers of junior classification or above to enroll in the Placement Office. A permanent resume for each student is then assembled.

The resume for prospective teachers includes information on the academic record as well as information on professional, personal, and social qualifications. The academic record is represented by courses and grades on file in the Registrar's Office. The professional, personal, and social qualifications are represented by ratings from three to five faculty members in whose classes these prospective teachers have been students. This information is available on a confidential basis to prospective employers of the graduates.

Rhodes and Peckham stated that

The evaluation report is, without question, the most important single piece of paper in the professional life of a beginning teacher. It is no secret that this report constitutes the main source of information and is most heavily relied upon by administrators and personnel directors in their considerations of a beginning teacher who applies for a position in their school district (11, p. 55).

The above statement illustrates the importance of the appraisals which faculty members complete. They naturally want to help their students in every way they can in obtaining the best position for which they are suited. At the same time they want to assist the prospective employers in their job of selecting teachers who are best suited for the positions which they have open.

Statement of the Purposes

The purposes of this study are as follows: (1) to determine what personal traits and professional qualities school officials seek in their duties of employing industrial arts teachers; (2) to determine what personal traits and professional qualities the industrial arts teacher educators believe to be most important for their students to possess upon completion of their formal education; and, (3) to determine what type of appraisal form is considered most helpful by school officials and college educators.

Need for the Study

In order to assist both their students and prospective employers in matching available positions with applicants,

the industrial arts teacher educators in the teacher education program need a system of accurate and meaningful appraisal. The Placement Office at North Texas State University maintains resumes on each graduate which contain appraisals completed by faculty members. Since these appraisals are used by public school officials in selecting personnel to fill vacancies for their schools, they should be as meaningful and helpful to them as possible.

Instruments were devised which could be used for the purposes of evaluating and comparing those traits and characteristics thought most important by school officials and college educators. The data from the instruments propose to answer the following questions:

1. What personal traits and professional qualities are considered most important from the viewpoint of a prospective employer?
2. What personal traits and professional qualities are considered most important by industrial arts teacher educators?
3. What type of appraisal form (narrative description, checklist, or a combination) is considered most helpful by prospective employers and by teacher educators?
4. To what degree are employers influenced by appraisals completed by an applicant's industrial arts teacher educators?
5. To what degree do industrial arts teacher educators believe their appraisals of prospective teachers influence their opportunities for employment?

It was considered that the answers to these questions will enable the industrial arts staff members at North Texas State University not only to give more accurate and helpful appraisals of their students as prospective teachers in the future, but also to adjust, if needed, their own methods of instruction or areas of emphasis in order to help their students become the best possible teachers. Each prospective employee should have in his possession many fine personal traits and professional qualities which are highly desirable by employers.

Delimitations

The data presented as a result of this study were obtained from instruments completed by seventy-six superintendents and personnel directors of public schools in Texas and by sixty-five industrial arts teacher educators in Texas colleges and universities.

Sources of Data

Data for this study were obtained from the following sources:

1. Instruments completed by seventy-six superintendents and personnel directors in the public schools of Texas who employ industrial arts teachers.
2. Instruments completed by sixty-five industrial arts teacher educators in four-year colleges and universities in Texas which offer a degree in industrial arts education.

3. Professional literature on the subject of appraising teacher effectiveness.

4. Information from the North Texas State University Placement Office, which deals only with prospective teachers.

5. Sample appraisal forms from some colleges and universities throughout the United States.

Definition of Terms

For the purpose of this study, the following terms were defined:

Appraisal pertains to a written evaluation of personal traits and professional qualities.

Prospective teacher refers to an individual certified to teach industrial arts and who is applying for a teaching position with Texas public schools.

Industrial arts teacher pertains to an individual who is employed by a Texas public school system to teach industrial arts at the secondary level.

School official is used to mean a superintendent or personnel director responsible for interviewing and hiring teachers for the school district.

Industrial arts teacher educators pertains to individuals employed to teach industrial arts at colleges and universities of Texas which offer a degree in industrial arts education.

Personal traits refers to those distinguishing qualities and characteristics of an individual.

Professional qualities refers to those qualities necessary for competence in a specific teaching field.

Instrument refers to the checklists of personal traits and professional qualities which were utilized in this study.

Related Studies

The most closely related study found was one completed in 1960 by Rhodes and Peckham (11, pp. 55-60) concerning the evaluations of student teachers at Los Angeles State College. The objectives of that study were (1) to determine the items that school administrators who employed graduates of Los Angeles State College believed were of the most value to them in the written evaluations of the student teachers and (2) to compare the highest ranking items with those stressed by the college supervisors in their written evaluations.

Crombe (5) completed a study in 1968 entitled "An Analysis of the Letters of Recommendation in the College Credentials of Teachers Related to Teaching Success." The purpose of this study was to examine the relationship of letters of recommendation with subsequent teaching success. Cooperating principals selected teachers from their schools who they believed were among the top 20 per cent and bottom 20 per cent. The earlier letters of recommendation were then rated by a panel of five independent judges. The results of their ratings were then compared with actual teacher success as implied by the principals.

In 1929, Barr (3, p. 9) received wide recognition when he conducted a study to determine "the characteristic differences of teaching performance of good and poor teachers of the social studies in junior and senior high schools." His list of criteria of teacher evaluation was compiled from the opinions of 106 school superintendents surveyed.

In 1967, Meosky (8) conducted a study to determine what relationship existed between personality factors and teaching success in industrial arts at the secondary school level. He found that personality factors, ranked in order by the principals and industrial arts supervisors, tended to have close associations and therefore did not differentiate enough to be of significance.

In 1954, Watters (17) compiled an annotated bibliography of publications related to teacher evaluation. It was compiled of material directly related to teacher evaluation, but it did not include all publications having a bearing on related topics.

A study was conducted in 1967 by Stumpe (14) to observe certain variables used in the teacher selection and evaluation procedures of a large city school system. The variables studied consisted of subtest scores on the National Teachers Examinations, interview ratings, student teaching ratings, age, and college grade-point average. Criterion variables were based on administrators' ratings.

Ryans (12), in his book Characteristics of Teachers, described the Teacher Characteristics Study, 1948 - 1957. This was one of the most extensive studies of teachers ever made, with over 1700 schools participating in the research and approximately 100 research projects completed. It was conducted with the idea that school systems might use the results as an aid in selecting teachers who possess characteristics similar to those deemed important by the type school system involved. Also, it was thought that the teacher education institutions might use the results to obtain a better understanding of teacher characteristics and associated conditions and to improve their professional courses and curricula to better prepare their students to be effective teachers.

Bridgman (4) conducted a study in 1967 to identify certain characteristics which distinguish teachers as a group, and to identify the characteristics which differentiate between effective and ineffective teaching. The study attempted to define (1) typical teacher characteristics, (2) the relationship that exists among these characteristics, (3) characteristics of certain groups within the sample, (4) characteristics which were typical of teachers with positive and negative attitudes, and (5) characteristics which were typical of effective and ineffective teachers.

In 1969, Leavitt (7) compared the relationships among student teaching, National Teacher Examination scores, and

grade-point averages in professional courses. This study was similar to the one conducted by Stumpe (14).

King (6, p. 61) made a study designed to identify the classroom behavior traits of an ideal teacher, as perceived by teachers, young students, and adult students. These traits were then compared with traits identified in the official handbooks of the respective Boards of Education.

Allen (1) conducted a study in 1957 to determine teacher qualities most liked and disliked by students and to determine the degree of importance students attach to these qualities.

Witty (18) analyzed 14,000 letters in 1950 which were sent in as entries for a radio essay contest on the topic "The Teacher Who Has Helped Me the Most." He then outlined the teacher characteristics which were mentioned most often. The top three on the list were as follows: (1) cooperative, democratic attitude, (2) kindness and consideration, and (3) patience.

In 1953, Schubert (13) compiled a list of eight traits and qualities which were most liked in college teachers by their students. These qualities, in order of importance, were as follows: (1) interest in the student as an individual, (2) knowledge of subject, (3) fairness, (4) sense of humor, (5) interest in subject, (6) pleasing appearance, (7) good voice, and (8) ability to clarify and simplify.

In 1963, Redden (10) conducted a study of the relationship between the principals' evaluations of the professional

behavior characteristics of teachers and these same teachers' self-descriptions.

A search of the literature revealed that there were many studies related to the subject of this study. Many studies cut across the questions involved and provided some help. However, none of them actually provided answers to the questions involved in solving the problem of the study.

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CHAPTER II

PROCEDURE OF THE STUDY

This chapter presents background data pertaining to the selection of the items included in the instruments utilized in this study. It also presents background data concerning the methods used in the selection of the public school officials and of the college teacher educators who participated in this study.

Development of Instruments

The instruments used in this study (Appendix A and Appendix B) were completed through the use of appraisal forms from various colleges and universities and from evaluation sheets from other related studies. Seven appraisal forms from other colleges and universities were obtained through the North Texas State University Placement Office. These appraisals came from the following colleges and universities: State College of Iowa (17), Memphis State University (10), East Texas State University (5), Illinois State University (8), University of Illinois (21), University of Oklahoma (22), and Southwest Texas State University (16). These appraisal forms were used in the placement offices of the respective colleges and universities.

Appraisal inventories and various other studies relating to characteristics of teachers were also used in compiling the instruments. These inventories and studies included those completed by Rhodes and Peckham (12, pp. 56-57), Snedeker and Remmers (15, p. 346), Beecher (3, pp. 50-15), Redden (11, p. 63), Martin (9, pp. 29-32), Brighton (4, pp. 54-55), Ryans (13, pp. 350-361), Witty (23, pp. 193-208), Schubert (14, pp. 97-98), Ericson and Seefeld (6, pp. 237-238), Hamachek (7, pp. 341-344), and Allen (1, pp. 24-41).

These appraisals, inventories, and studies provided the basis for the selection of the personal traits and professional qualities which were included in the instruments for this study. The traits and qualities which were mentioned most often were included in this study.

The instruments developed for this study were in the form of a checklist consisting of twenty-one personal traits and thirteen professional qualities. The public school officials and college educators were asked to rate each item in their opinion as being essential, important, or immaterial. The school officials were also asked to what extent an appraisal of a prospective teacher by his college instructors influenced their opinion of the applicant. The educators were asked to what extent they believed their appraisals influenced an applicant's opportunities for employment. Both the educators and school officials were asked to express their opinions about the form of appraisal which they believed was most helpful.

Selection of Public School Officials

In selecting the school officials to be surveyed in this study, the school districts which were to be included were chosen first. These districts were selected from Texas Schools Having Industrial Arts Teachers During 1969-70 (19). All school districts that employed an industrial arts teacher who graduated from North Texas State University from 1965 to 1969 with a degree in industrial arts were included. A list of these graduates was obtained from the Industrial Arts Department of North Texas State University. This selection produced a concentration of districts in the Dallas and Fort Worth areas. Additional districts were then selected so that each of the seventeen regions of the Texas Industrial Arts Association (Appendix C) was represented in the sample. A spot map showing the geographic locations of the school districts selected can be seen in Appendix D.

After the districts to be included were selected, the individual school officials were chosen. These officials were selected from the Public School Directory, 1969-1970 (18). The school officials who participated in the study held the position of superintendent or of varying job titles, which were equivalent to that of a personnel director.

These officials represented all sizes of school districts in Texas. Table I breaks these districts down into three size categories, large, medium, and small (20).

TABLE I
 SIZE DISTRIBUTION OF SCHOOL
 DISTRICTS SURVEYED

Size	Student Enrollment	Number
Large	15,000 or more	25 (30%)
Medium	5,000 to 14,999	24 (29%)
Small	Less than 5,000	34 (41%)
Total		83 (100%)

There were twenty-five school districts which were considered large, with a student enrollment of over 15,000 in the district. Twenty-four districts were in the medium category, 5,000 to 14,999 enrollment; and there were thirty-four districts with less than 5,000 enrollment.

Letters (Appendix E) requesting the school officials' cooperation in the study were accompanied by a checklist of personal traits and professional qualities derived from related studies, inventories, and appraisal forms from several colleges and universities. The eighty-three school officials were asked to check each factor according to their estimate of its degree of importance in evaluating applicants for industrial arts teaching positions.

Table II presents the number of instruments which were sent to and returned from the superintendents and personnel directors.

TABLE II
INSTRUMENTS RETURNED BY PUBLIC
SCHOOL OFFICIALS

School Officials	Number Sent	Number Returned	Per Cent Returned
Superintendents	53	47	89
Personnel Directors	30	29	97
Total	83	76	92

Table II shows that forty-seven out of fifty-three, or 89 per cent, of the superintendents returned their instruments. Twenty-nine out of thirty, 97 per cent, of the personnel directors returned their instruments. A total of seventy-six, 92 per cent, of the instruments were returned to be tabulated in this study.

Selection of College Teacher Educators

A total of ninety college educators were selected to receive an almost identical checklist as that which was sent to the public school officials. Table III presents the data showing the colleges and universities included in the study. It also shows the number of professors, associate professors, assistant professors, and instructors from each. Part-time staff members of the colleges and universities were not included in the study. These college educators were selected from the Industrial Teacher Education Directory, 1970-71 (2).

TABLE III
POSITIONS HELD BY COLLEGE EDUCATORS

College or University	Professors	Associate Professors	Assistant Professors	Instructors	Total
Abilene Christian College	0	1	1	0	2
East Texas State University	2	2	1	1	6
North Texas State University	4	2	7	1	14
Prairie View A&M College	2	4	10	0	16
Sam Houston State University	3	1	1	0	5
Southwest Texas State University	2	1	3	0	6
Southwestern Union College	0	1	1	0	2
Sul Ross State University	1	0	1	2	4
Tarleton State College	0	0	2	1	3
Texas A&M University	1	3	1	1	6
Texas A&I University	1	1	1	1	4
Texas Southern University	1	0	5	7	13
University of Houston	0	4	1	0	5
West Texas State University	1	1	1	1	4
Total	18	21	36	15	90
Per cent	20%	23%	40%	17%	100%

As shown in Table III there were fourteen colleges represented in the study. Instruments were sent to a total of ninety educators in these fourteen colleges and

universities. There were eighteen professors surveyed, which represented 20 per cent of the total. Twenty-one associate professors, 23 per cent, were surveyed. Thirty-six assistant professors, representing 40 per cent, were surveyed; and fifteen instructors, representing 17 per cent, were included in the study.

Letters (Appendix F) requesting the college educators' cooperation in the study were accompanied by the checklist of personal traits and professional qualities. The educators were asked to check each item according to their estimate of its degree of importance for prospective industrial arts teachers to possess upon completion of their formal education. Of the ninety checklists mailed, there were sixty-five returned. Table IV presents data showing the number and per cent returned from each group of educators.

TABLE IV
INSTRUMENTS RETURNED BY COLLEGE EDUCATORS

Rank of Educators	Number Sent	Number Returned	Per Cent Returned
Professors	18	14	78
Associate Professors	21	17	89
Assistant Professors	36	23	64
Instructors	15	11	73
Total	90	65	72

As shown in Table IV there was a 78 per cent return from professors, 89 per cent from associate professors, 64 per cent from assistant professors, and 73 per cent from instructors. Overall, there was a 72 per cent return from the college educators. This was a 20 per cent smaller return than was received from public school officials.

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CHAPTER III

ANALYSIS OF PERSONAL TRAITS BY SCHOOL OFFICIALS AND COLLEGE EDUCATORS OF INDUSTRIAL ARTS TEACHERS

This part of the study presents an interpretation and discussion of the personal traits of industrial arts teachers as rated by the public school officials and the college teacher educators. The data supplied by the instruments utilized in this study were given careful consideration. In this chapter, these data are presented through the use of tables, and an analysis of their implications is made.

Personal Traits Desired by School Officials

Seventy-six of the eighty-three checklists sent to superintendents and personnel directors were completed and returned, comprising 92 per cent of the sample. These completed checklists were tabulated, and the results of the part of the instrument concerning personal traits are presented in Table V. This table shows the number of responses for essential, important, and immaterial to each personal trait listed. The corresponding percentage of the total for each number is also shown.

TABLE V
 IMPORTANCE OF PERSONAL TRAITS AS RATED BY
 SUPERINTENDENTS AND PERSONNEL DIRECTORS
 IN TEXAS PUBLIC SCHOOLS

Personal Traits	Essential		Important		Immaterial	
	No.	%	No.	%	No.	%
Appearance	17	22	59	78	0	
Courtesy and tact	39	51	37	49	0	
Enthusiasm and forcefulness	51	67	25	33	0	
Voice	11	14	63	83	2	3
Vocabulary	7	9	68	90	1	1
Cultural background	3	4	50	66	23	30
Emotionally poised	49	64	27	36	0	
Health and Vitality	33	43	43	57	0	
Good judgment	54	71	22	29	0	
Adaptability	36	47	40	53	0	
Dependability	62	82	14	18	0	
Honesty.	68	90	8	10	0	
Patience	45	59	31	41	0	
Interest in people	51	67	24	32	1	1
Sense of humor	19	25	55	72	2	3
Open-minded	28	37	48	63	0	
Can admit errors	30	39	46	61	0	
Sincere	51	67	25	33	0	
Understanding	41	54	35	46	0	
Fair	60	79	16	21	0	
Cheerful	19	25	54	71	3	4

An examination of Table V indicates that the three highest ranking personal traits desired in industrial arts teachers are honesty, dependability, and fairness. Sixty-eight, 90 per cent, of the seventy-six school officials considered honesty to be essential. The remaining eight officials, 10 per cent, considered it important. Dependability was deemed essential by sixty-two, 82 per cent, of the school officials. The remaining fourteen, 18 per cent, rated it as important. The third item, fairness, was judged as essential by sixty of the seventy-six school officials, or 79 per cent. Sixteen, 21 per cent, of the school officials rated it as important. None of these three items were rated as immaterial by any of the school officials.

Cultural background received the lowest rating with only three school officials, 4 per cent, considering it to be essential. Fifty, 66 per cent, considered it to be important; and twenty-three, 30 per cent, considered it to be immaterial.

Personal Traits Selected by College Educators

Sixty-five of the ninety college educators who were sent the instrument returned it, comprising 72 per cent of the sample. The tabulated results of the first part of the instrument, that concerning personal traits, are presented in Table VI.

TABLE VI
 IMPORTANCE OF PERSONAL TRAITS AS RATED BY
 COLLEGE EDUCATORS

Personal Traits	Essential		Important		Immaterial	
	No.	%	No.	%	No.	%
Appearance	18	28	47	72	0	
Courtesy and tact	44	68	21	32	0	
Enthusiasm and forcefulness	41	63	23	35	1	2
Voice	16	24	48	74	1	2
Vocabulary	18	28	47	72	0	
Cultural background	5	8	38	58	22	34
Emotionally poised	34	52	31	48	0	
Health and vitality	24	37	41	63	0	
Good judgment	50	77	15	23	0	
Adaptability	48	74	17	26	0	
Dependability	54	83	11	17	0	
Honesty	60	92	5	8	0	
Patience	38	58	27	42	0	
Interest in people	43	66	22	34	0	
Sense of humor	18	28	46	70	1	2
Open-minded	30	46	35	54	0	
Can admit errors	34	52	30	46	1	2
Sincere	42	65	23	35	0	
Understanding	38	58	27	42	0	
Fair	48	74	17	26	0	
Cheerful	18	28	42	64	5	8

An examination of Table VI shows that the three highest ranking personal traits, in the opinions of college teacher educators, were honesty, dependability, and good judgment. Honesty was rated essential by sixty, or 92 per cent, of the educators. Five, 8 per cent, rated it important. None rated it immaterial. Dependability was rated as essential by fifty-four of the educators, 83 per cent. The remaining eleven, 17 per cent, rated it as important. Good judgment was rated as essential by fifty, 77 per cent, of the educators; and the remaining fifteen, 23 per cent, rated it as important.

Fairness and adaptability were both rated as being essential by forty-eight educators, or 74 per cent. Seventeen, 26 per cent, rated them as important. Fairness was rated as essential by 79 per cent of the public school officials, but only 47 per cent of the school officials rated adaptability as essential. This is a 27 per cent difference in opinion between the two groups.

Cultural background received low ratings from the college teacher educators, as it did from the public school officials. Five teacher educators, 8 per cent, rated it as essential; thirty-eight, 58 per cent, rated it as important; and twenty-two, or 34 per cent, of the college educators believed it to be immaterial.

Although voice was rated as essential by only sixteen college educators, it was rated important by forty-eight, or 74 per cent, of the college educators. Vocabulary and

appearance both received essential ratings by only eighteen college educators, but they were rated important by forty-seven, or 72 per cent. A sense of humor was rated as essential by eighteen college educators and as immaterial by one; however, it was rated as important by forty-six, or 70 per cent.

Mean Scores of Personal Traits by
School Officials and
College Educators

A slightly different comparison between the ratings of the two groups surveyed can be seen by assigning a mean score to each of the traits. "Essential" was assigned a value of three, "important" a value of two, and "immaterial" a value of one. Data in Table V and Table VI were used in tabulating these mean scores.

Table VII shows the mean scores of each personal trait as rated by the school officials and the college teacher educators. The items have been arranged in order to read the highest ranking personal traits first, as rated by the public school officials, with the corresponding scores by the college teacher educators to the right. These mean scores represent a weighted average for the personal traits as rated by the public school officials and the college teacher educators, according to their estimate of the degree of importance of each item. The mean scores show the rank order of each of these items.

TABLE VII

MEAN SCORES OF PERSONAL TRAITS AS RATED BY PUBLIC
SCHOOL OFFICIALS AND COLLEGE EDUCATORS

Personal Traits	Mean Scores	
	By School Officials	By College Educators
Honesty	2.9	2.9
Dependability	2.8	2.8
Fair	2.8	2.7
Good judgment	2.7	2.8
Interest in people	2.7	2.7
Enthusiasm and forcefulness	2.7	2.6
Sincere	2.7	2.6
Patience	2.6	2.6
Emotionally poised	2.6	2.5
Courtesy and tact	2.5	2.7
Adaptability	2.5	2.7
Understanding	2.5	2.6
Open-minded	2.4	2.5
Can admit errors	2.4	2.5
Health and vitality	2.4	2.4
Appearance	2.2	2.3
Sense of humor	2.2	2.3
Cheerful	2.2	2.2
Vocabulary	2.1	2.3
Voice	2.1	2.2
Cultural background	1.7	1.7

An examination of Table VII shows that the school officials and college educators varied no more than one-tenth of a point on the first nine items. Honesty, the highest ranking item, received a mean score of 2.9 by both groups. Dependability also received the same mean score, 2.8, from both groups. Fairness and good judgment were interchanged with fairness receiving a mean score of 2.8 by the school officials and 2.7 by college educators. Good judgment received a mean score of 2.7 by school officials and 2.8 by college educators. The mean score for interest in people was 2.7 for both groups. Enthusiasm and forcefulness and sincerity both received a mean score of 2.7 by school officials, but the mean score on these items was 2.6 by college educators. The eighth ranking item, patience, received a mean score of 2.6 by both groups. The ninth ranking item, emotionally poised, also had a mean score of 2.6 by school officials; but it was scored 2.5 by college educators.

The mean scores by the college educators on the remaining items were all equal to or higher than those by the school officials. The personal trait of courtesy and tact and the personal trait of adaptability had a mean score of 2.7 by the college educators and only 2.5 by the school officials. Understanding received a mean score of 2.5 by the school officials and 2.6 by the college educators. The mean score for the personal traits of open-minded and can admit errors was 2.4 by school officials and 2.5 by college educators.

Health and vitality received a mean score of 2.4 by both groups. Appearance was 2.2 by school officials, 2.3 by college educators; the same mean scores applied to sense of humor. Cheerful received a mean score of 2.2 by both groups. Vocabulary and voice both received a mean score of 2.1 by school officials. However, the mean score by college educators was 2.3 for vocabulary and 2.2 for voice. Cultural background, the lowest ranking item, received a mean score of 1.7 by both groups.

It is interesting to note that college educators generally rated the items higher than did the public school officials. In fact, only four traits out of the total of twenty-one had a lower mean score by college educators than by school officials, while ten of the items had higher mean scores by the college educators than by the school officials. This fact indicates that perhaps college educators are more demanding in their expectations than are the superintendents and personnel directors.

CHAPTER IV

ANALYSIS OF PROFESSIONAL QUALITIES OF INDUSTRIAL ARTS TEACHERS AND OF THE USEFULNESS AND TYPES OF APPRAISAL FORMS BY SCHOOL OFFICIALS AND COLLEGE EDUCATORS

This chapter presents an analysis of the data obtained from the section of the instruments concerning the professional qualities of industrial arts teachers. Professional qualities are those qualities which are necessary for competence in a specific teaching field. This chapter also presents an analysis of the data obtained from the instruments pertaining to the usefulness of appraisals of prospective teachers by their college educators and to the types of appraisal forms which are considered most helpful. These data are presented in the same tabular form as the personal traits were presented in Chapter III.

Professional Qualities Desired by School Officials

Each of the seventy-six school officials and sixty-five college educators who returned their instruments rated the thirteen professional qualities listed in their instrument as being essential, important, or immaterial. These completed instruments were tabulated, and the results are presented in Table VIII.

TABLE VIII

IMPORTANCE OF PROFESSIONAL QUALITIES AS RATED BY
SUPERINTENDENTS AND PERSONNEL DIRECTORS
IN TEXAS PUBLIC SCHOOLS

Professional Qualities	Essential		Important		Immaterial	
	No.	%	No.	%	No.	%
High scholastic standing	1	1	59	78	16	21
Knowledge of subject matter	55	72	21	28	0	
Versatility in presenting subject matter	34	45	42	55	0	
Use of modern, approved methods	22	29	54	71	0	
Knowledge of basic skills	51	67	25	33	0	
Leadership qualities	28	37	47	62	1	1
Ability to plan and motivate students' lessons	55	72	21	28	0	
Awareness of individual differences	48	63	28	37	0	
Cooperation with others	45	59	31	41	0	
Can accept criticism	26	34	50	66	0	
Professional interest and growth	28	37	47	62	1	1
Management of classroom environment and routine	53	70	23	30	0	
Ability to communicate knowledge of subject matter to others	62	82	14	18	0	

Table VIII indicates that the ability to communicate knowledge of subject matter to others was considered as

essential by sixty-two school officials, or 82 per cent. This was 10 per cent higher than any of the other items. The knowledge of subject matter and the ability to plan and motivate students' lessons tied for second place in the essential column with fifty-five, or 72 per cent. The management of classroom environment was close behind with fifty-three school officials ranking it essential, or 70 per cent.

High scholastic standing received only one rating under the essential column. However, it was rated important by fifty-nine school officials, 78 per cent. It was rated immaterial by sixteen school officials, or 21 per cent. The only other items which were rated as being immaterial were leadership qualities and professional interest and growth. They each received one immaterial rating from the school officials. These two items were also rated as being important by forty-seven school officials, or 62 per cent, and essential by twenty-eight school officials, or 37 per cent.

Professional Qualities Believed Important by College Educators

College teacher educators are probably more directly concerned with the professional qualities of their students than they are with their personal traits. Table IX presents data concerning the professional qualities which college educators believed were most important for students to possess upon graduation in order to enhance their employment possibilities and possibly to be more effective teachers.

TABLE IX
 IMPORTANCE OF PROFESSIONAL QUALITIES AS RATED
 BY COLLEGE EDUCATORS

Professional Qualities	Essential		Important		Immaterial	
	No.	%	No.	%	No.	%
High scholastic standing	2	3	49	75	14	22
Knowledge of subject matter	46	71	19	29	0	
Versatility in presenting subject matter	31	48	34	52	0	
Use of modern, approved methods	18	28	44	68	3	4
Knowledge of basic skills	42	65	23	35	0	
Leadership qualities	21	32	44	68	0	
Ability to plan and motivate students' lessons	38	58	27	42	0	
Awareness of individual differences	37	57	28	43	0	
Cooperation with others	41	63	24	37	0	
Can accept criticism	31	47	33	51	1	2
Professional interest and growth	35	54	28	43	2	3
Management of classroom environment and routine	38	58	27	42	0	
Ability to communicate knowledge of subject matter to others	54	83	11	17	0	

An examination of Table IX indicates that the ability to communicate knowledge of subject matter to others was the highest ranking item with both the college educators and the

school officials. This item was ranked essential by fifty-four college educators, 83 per cent.

The second ranking item was knowledge of subject matter, being rated essential by forty-six educators, 71 per cent. The school officials rated the ability to plan and motivate lessons essential at the same level as the knowledge of subject matter, 72 per cent; but only thirty-eight, or 58 per cent, of the college educators rated this item as being essential, for a difference of 14 per cent.

The college educators rated the knowledge of basic skills essential forty-two times, 65 per cent; and cooperation with others was rated essential forty-one times, 63 per cent. High scholastic standing also received a low rating from the college educators as it did from the school officials. It was rated essential by only two educators, 3 per cent, important by forty-nine, 75 per cent, and immaterial by fourteen educators, 22 per cent. It appears that high scholastic standing is regarded by both school officials and college educators as being unimportant. One might ask why so much emphasis is placed on grades at all school levels.

Mean Scores of Professional Qualities by School Officials and College Educators

Again, the mean scores for each professional quality were determined from the tabulations in Table VIII and Table IX. These scores, which are shown in Table X, present a slightly different picture of the data. The items have been arranged

in order to place the highest ranking professional qualities first, as rated by public school officials, with the corresponding mean scores by college teacher educators to the right.

TABLE X

MEAN SCORES OF PROFESSIONAL QUALITIES AS RATED BY
PUBLIC SCHOOL OFFICIALS AND COLLEGE EDUCATORS

Professional Qualities	Mean Scores	
	By School Officials	By College Educators
Ability to communicate knowledge of subject matter to others	2.8	2.8
Knowledge of subject matter	2.7	2.7
Ability to plan and motivate students' lessons	2.7	2.6
Management of classroom environment and routine	2.7	2.6
Knowledge of basic skills	2.7	2.6
Awareness of individual differences	2.6	2.6
Cooperation with others	2.6	2.6
Professional interest and growth	2.4	2.5
Versatility in presenting subject matter	2.4	2.5
Leadership qualities	2.4	2.3
Can accept criticism	2.3	2.5
Use of modern, approved methods	2.3	2.2
High scholastic standing	1.8	1.8

The data in Table X show very little difference in the mean scores as rated by school officials and by college educators. The ability to communicate knowledge of subject matter to others was first in both columns, with a mean score of 2.8. Knowledge of subject matter ranked second with a 2.7 rating from both school officials and college educators. On the next three items, ability to plan and motivate students' lessons, management of classroom environment and routine, and knowledge of basic skills, the mean score was 2.7 as rated by school officials and 2.6 by the college educators.

Awareness of individual differences and cooperation with others ranked the same for sixth and seventh places with mean scores of 2.6 in both groups. Professional interest and growth and versatility in presenting subject matter also tied with a mean score of 2.4 from school officials and 2.5 from college educators. Leadership qualities had a mean score of 2.4 from school officials and 2.3 from college educators.

The ability to accept criticism showed the largest difference in mean scores with a 2.3 score from school officials and a 2.5 mean score from college educators. The use of modern, approved methods received a mean score of 2.3 from school officials and 2.2 from college educators. In last place was high scholastic standing with a mean score of 1.8 from both groups.

The closeness in mean scores between the public school officials and the college educators indicates that they are in reasonably close agreement in their expectations of what professional qualities an industrial arts teacher should possess.

Extent of Influence of Appraisal Forms and
Types of Appraisal Forms Preferred

On the instrument used for the study, school officials were also asked two questions. They were first asked, "To what extent does a written appraisal of a prospective teacher by his college instructors influence your opinion of the applicant?" The school officials had three answers from which to choose, "very much," "slightly," and "none." Table XI shows the tabulated results of the choices that were given.

TABLE XI

THE EXTENT TO WHICH A WRITTEN APPRAISAL OF A PROSPECTIVE
TEACHER BY HIS COLLEGE INSTRUCTORS INFLUENCES
SCHOOL OFFICIALS' OPINIONS OF THE APPLICANT

Response	Number	Per Cent
Very much	56	74
Slightly	17	22
None	3	4
Total	76	100

Table XI indicates that fifty-six school officials, 74 per cent, responded to the question with an answer of very much. Seventeen, 22 per cent, indicated that the appraisals influenced them only slightly. Three school officials, 4 per cent, said that the appraisals had no influence on their opinions.

The officials were also asked, "Which form of appraisal is most helpful to you?" The choices were checklist, narrative description, or other. If the school officials chose the answer of other, they had a space in which they could indicate the appraisal form they preferred or believed was most helpful to them. Table XII shows the tabulated results of this question.

TABLE XII

THE APPRAISAL FORMS WHICH WERE CHOSEN AS
MOST HELPFUL BY SCHOOL OFFICIALS

Types of Appraisal Form	Number	Per Cent
Checklist	18	24
Narrative description	29	38
Other	29	38
Total	76	100

Table XII indicates that eighteen school officials, 24 per cent, said they believed that a checklist was most helpful to them. Twenty-nine, 38 per cent, indicated that

the narrative description type of appraisal was more helpful to them. The remaining twenty-nine school officials, or 38 per cent, selected the choice of other and listed their preferences in the space which had been provided.

The types of appraisal forms that were listed by the school officials were combined into four basic types of appraisals. These four types are shown in Table XIII.

TABLE XIII

TYPES OF APPRAISAL FORMS WHICH THE SCHOOL OFFICIALS MENTIONED OTHER THAN CHECKLIST OR NARRATIVE

Types of Appraisals	Number of Times Mentioned	Per Cent
Combination of checklist and narrative description	22	30
Personal interview	4	5
Telephone call	1	1
Comments	2	2
Total	29	38

Table XIII shows that twenty-two school officials out of the total of twenty-nine believed that a combination of checklist and narrative description appraisal form would be most helpful in their selection of industrial arts teachers. These twenty-two school officials represented 30 per cent of the seventy-six school officials who took part in the study. Four school officials, 5 per cent, believed that a personal

interview would be most helpful. One school official preferred a telephone call rather than an appraisal form. Two of the school officials preferred to have written comments about the prospective industrial arts teacher.

Two similar questions were asked of the college educators. The first question asked was, "To what extent do you feel your written appraisal influences an applicant's opportunities for employment?" The college educators had the same choices that the school officials had from which to choose, "very much," "slightly," and "none." Table XIV shows the selections of the college educators.

TABLE XIV

THE EXTENT TO WHICH COLLEGE EDUCATORS BELIEVE THEIR
WRITTEN APPRAISALS INFLUENCE AN APPLICANT'S
OPPORTUNITIES FOR EMPLOYMENT

Response	Number	Per Cent
Very much	35	54
Slightly	30	46
None	0	0
Total	65	100

As Table XIV indicates, thirty-five, or 54 per cent, of the college educators believed that their appraisals influenced the applicant's opportunities very much. Thirty, 46 per cent, of the educators selected slightly as their choice. None of the educators believed their appraisals had no influence.

The college educators were also asked, "Which form of appraisal do you believe is most helpful and informative to school officials who are seeking prospective teachers?" The college educators had three choices, checklist, narrative description, or other. If the educator selected other from the list, he was given space to write on the appraisal form the type which he believed would be most helpful to the school officials. Table XV shows the selections by the college educators.

TABLE XV

THE APPRAISAL FORMS WHICH WERE BELIEVED TO BE MOST HELPFUL BY COLLEGE EDUCATORS

Types of Appraisal Form	Number	Per Cent
Checklist	30	46
Narrative description	20	31
Other	15	23
Total	65	100

As shown by the data in Table XV, thirty of the sixty-five educators, 46 per cent, chose the checklist. Twenty, 31 per cent, selected the narrative description type of appraisal form. The other fifteen, 23 per cent, chose to write in the appraisal forms which they believed would be most helpful to the school officials.

Of these fifteen appraisal forms which were written in, there were only three different forms mentioned. Table XVI

breaks these fifteen selections down into the three categories which were mentioned by the college educators.

TABLE XVI
TYPES OF APPRAISAL FORMS WHICH COLLEGE EDUCATORS
MENTIONED OTHER THAN CHECKLIST OR NARRATIVE

Types of Appraisals	Number of Times Mentioned	Per Cent
Combination of checklist and narrative description	8	13
Personal interview	6	9
Checklist with room for comments	1	1
Total	15	23

Table XVI indicates that eight, 13 per cent, of the college educators preferred a combination appraisal form made up of a checklist and a narrative description. Six, 9 per cent, indicated that the personal interview would be best. One college educator believed that a checklist with room for comments would be most helpful and informative to school officials who were seeking prospective teachers.

By comparing Table XIV and Table XI it can be seen that written appraisals by college educators influence school officials in their opinions of the applicants more than the college educators believe they do. Only 54 per cent of the educators believe they had a great deal of influence, while

74 per cent of the school officials said the appraisals had a big influence on their opinions. Forty-six per cent of the college educators said that they believed they had a slight influence as opposed to 22 per cent of the school officials saying the appraisals had only slight influence. Although none of the college educators believed they had no influence at all, there were three, 4 per cent, of the school officials who indicated that the appraisals had no influence on them.

When the data in Table XII and Table XV are compared, it can be seen that almost twice as many college educators as school officials, 46 per cent and 24 per cent respectively, preferred a checklist type of appraisal form. A checklist by itself is apparently not completely satisfactory to many school officials. Thirty-one per cent of the educators preferred a narrative description as opposed to 38 per cent of the school officials preferring the narrative description type of appraisal.

The remaining 38 per cent of the school officials and 23 per cent of the educators listed their preferences of the types of appraisal form to use. The breakdown for these groups can be seen by comparing Table XIII and Table XVI. A combination of checklist and narrative description was mentioned most often by both groups, 30 per cent of the school officials and 13 per cent of the college educators. A personal interview was mentioned by 9 per cent of the college

educators and 5 per cent of the school officials. A telephone call was mentioned by one school official, and written comments were mentioned by two. A checklist with room for comments was mentioned by one college educator.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was twofold: first, to determine what personal traits and professional qualities school officials emphasize when employing industrial arts teachers; and second, to determine what personal traits and professional qualities the industrial arts teacher educators believe to be most important for their students to possess upon completion of their formal education.

The study was limited to data obtained from seventy-six school districts in the public schools of the State of Texas and from information obtained from sixty-five college educators from fourteen institutions engaged in industrial arts teacher education in the State of Texas.

Many studies were found with information relating to the evaluation and measuring the effectiveness of teachers. The most closely related study found was one completed in 1960 by Rhodes and Peckham (1, pp. 55-60) concerning the evaluation of student teachers at Los Angeles State College. The objectives of that study were (1) to determine the items that school officials who employed graduates of Los Angeles

State College believed were of the most value to them in the written evaluations of the student teachers and (2) to compare the highest ranking items with those stressed by the college supervisors in their written evaluations.

Chapter II presents background information on the instruments used in this study. There is a discussion of the sources used and of the selection of items included in the checklist. Chapter II also presents background information relating to the selection of public school officials and college teacher educators who participated in this study.

The data concerning the personal traits and professional qualities which superintendents and personnel directors believed to be most important for a teacher to possess were obtained by the completion of the checklist. Data concerning the personal traits and professional qualities which industrial arts teacher educators believed to be most important for a prospective teacher to possess upon completion of his formal education were obtained by the completion of the checklist sent to the college educators. Information was also obtained from these instruments about the usefulness of appraisal forms and the types of appraisal forms which were most helpful.

The data obtained from the instruments were analyzed, and a presentation of the findings was made. The presentation concerning the personal traits is found in Chapter III. The presentation concerning the professional qualities and the usefulness and types of appraisals is found in Chapter IV.

Findings

Based on the data obtained, the following findings are presented:

1. The three personal traits most desired by public school officials were honesty, dependability, and fairness.

2. The three personal traits thought most important by college teacher educators were honesty, dependability, and good judgment.

3. Cultural background, voice, and vocabulary were considered the least important personal traits by the school officials.

4. Cultural background, voice, and cheerfulness were considered the least important of the personal traits by the college educators.

5. There was very little difference in the rank order of personal traits preferred by public school officials and those believed to be important by college teacher educators. However, the percentage of teacher educators rating the items essential was generally higher than the percentage of school officials rating the items essential.

6. The three professional qualities most desired by public school officials were the ability to communicate knowledge of subject matter to others, knowledge of subject matter, and ability to plan and motivate students' lessons.

7. The three professional qualities thought most important by teacher educators were the ability to communicate knowledge

of subject matter to others, knowledge of subject matter, and knowledge of basic skills.

8. The three professional qualities thought least important by the school officials were high scholastic standing, use of modern, approved methods, and the ability to accept criticism.

9. The three professional qualities thought least important by the college educators were high scholastic standing, use of modern, approved methods, and leadership qualities.

10. There was very little difference in the rank order of the professional qualities as rated by school officials and by college educators. The percentage ratings under essential did vary as much as 14 per cent; however, these differences tended to equalize when the mean scores were computed.

11. Seventy-four per cent of the school officials indicated that a written appraisal of an applicant by his college instructors influenced their opinion very much. Only 34 per cent of the college educators believed their written appraisals of applicants had very much influence on school officials, and 46 per cent believed that they had only a slight influence.

12. College educators preferred a checklist type of appraisal form by 46 per cent. Thirty-one per cent of them preferred a narrative description type form, while 23 per cent of the educators preferred other means of appraisal.

Conclusions

The conclusions, based on the findings, are presented as follows:

1. A prospective teacher's opportunities for employment depend to a great extent on the written appraisals completed by his college educators.

2. School officials and college educators are in basic agreement about the personal traits and professional qualities which are important for a teacher to possess.

3. College educators are more demanding in their expectations of personal traits than are the superintendents and personnel directors.

4. A combination of a narrative description and checklist appraisal form would be of more value to a greater number of school officials than either a narrative description or a checklist by itself.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. It is recommended that every consideration possible be given to individual appraisal forms when being filled out by industrial arts college educators, since school officials rely heavily on them.

2. A study should be made to see if the present appraisal form used by North Texas State University meets the needs of

the school officials in public schools of Texas. If the present appraisal form does not meet the needs, a new form should be developed and should include the personal traits and professional qualities that were found to be most essential in this study.

3. Consideration should be given in the industrial arts curriculum to emphasize the need for the ability to communicate knowledge of subject matter to others, which was rated most important by school officials and college educators.

4. If evaluation is to be of any consequence, it should be continuous. Therefore, it is recommended that continuous study be made of evaluative and appraisal forms, techniques, and methods.

CHAPTER BIBLIOGRAPHY

1. Rhodes, Fred G. and Dorothy R. Peckham, "Evaluations of Beginning Teachers: Pointers and Opinions," The Journal of Teacher Education, XI (March, 1960) 55-60.

APPENDIX A

A STUDY OF TRAITS AND QUALITIES OF INDUSTRIAL
ARTS TEACHERS BY SCHOOL OFFICIALS

Directions: Please check (✓) the appropriate blank to indicate your opinion of the importance of each personal trait and professional quality listed below.

PERSONAL TRAITS - distinguishing qualities and characteristics of an individual	Levels of Importance		
	Essential	Important	Immaterial
Appearance			
Courtesy and tact			
Enthusiasm and forcefulness			
Voice			
Vocabulary			
Cultural background			
Emotionally poised			
Health and vitality			
Good judgment			
Adaptability			
Dependability			
Honesty			
Patience			
Interest in people			
Sense of humor			
Open-minded			
Can admit errors			
Sincere			
Understanding			
Fair			
Cheerful			

PROFESSIONAL QUALITIES - qualities necessary for competence in a specific teaching field	Levels of Importance		
	Essential	Important	Immaterial
High scholastic standing	_____	_____	_____
Knowledge of subject matter	_____	_____	_____
Versatility in presenting subject matter	_____	_____	_____
Use of modern, approved methods	_____	_____	_____
Knowledge of basic skills	_____	_____	_____
Leadership qualities	_____	_____	_____
Ability to plan and motivate students' lessons	_____	_____	_____
Awareness of individual differences	_____	_____	_____
Cooperation with others	_____	_____	_____
Can accept criticism	_____	_____	_____
Professional interest and growth	_____	_____	_____
Management of classroom environment and routine	_____	_____	_____
Ability to communicate knowledge of subject matter to others	_____	_____	_____

Which form of appraisal is most helpful to you?

_____ Checklist

_____ Narrative description

_____ Other, list _____

To what extent does a written appraisal of a prospective teacher by his college instructors influence your opinion of the applicant?

_____ Very much

_____ Slightly

_____ None

APPENDIX B

A STUDY OF TRAITS AND QUALITIES OF INDUSTRIAL
ARTS TEACHERS BY COLLEGE EDUCATORS

Directions: Please check (✓) the appropriate blank to indicate your opinion of the importance of each personal trait and professional quality listed below.

PERSONAL TRAITS - distinguishing qualities and characteristics of an individual	Levels of Importance		
	Essential	Important	Immaterial
Appearance.	_____	_____	_____
Courtesy and tact	_____	_____	_____
Enthusiasm and forcefulness	_____	_____	_____
Voice	_____	_____	_____
Vocabulary.	_____	_____	_____
Cultural background	_____	_____	_____
Emotionally poised.	_____	_____	_____
Health and vitality	_____	_____	_____
Good judgment	_____	_____	_____
Adaptability.	_____	_____	_____
Dependability	_____	_____	_____
Honesty	_____	_____	_____
Patience.	_____	_____	_____
Interest in people.	_____	_____	_____
Sense of humor.	_____	_____	_____
Open-minded	_____	_____	_____
Can admit errors.	_____	_____	_____
Sincere	_____	_____	_____
Understanding	_____	_____	_____
Fair.	_____	_____	_____
Cheerful.	_____	_____	_____

PROFESSIONAL QUALITIES - qualities necessary for competence in a specific teaching field	Levels of Importance		
	Essential	Important	Immaterial
High scholastic standing	_____	_____	_____
Knowledge of subject matter	_____	_____	_____
Versatility in presenting subject matter	_____	_____	_____
Use of modern, approved methods	_____	_____	_____
Knowledge of basic skills	_____	_____	_____
Leadership qualities	_____	_____	_____
Ability to plan and motivate students' lessons	_____	_____	_____
Awareness of individual differences	_____	_____	_____
Cooperation with others	_____	_____	_____
Can accept criticism	_____	_____	_____
Professional interest and growth	_____	_____	_____
Management of classroom environment and routine	_____	_____	_____
Ability to communicate knowledge of subject matter to others	_____	_____	_____

To what extent do you feel your written appraisal influences an applicant's opportunities for employment?

_____ Very much

_____ Slightly

_____ None

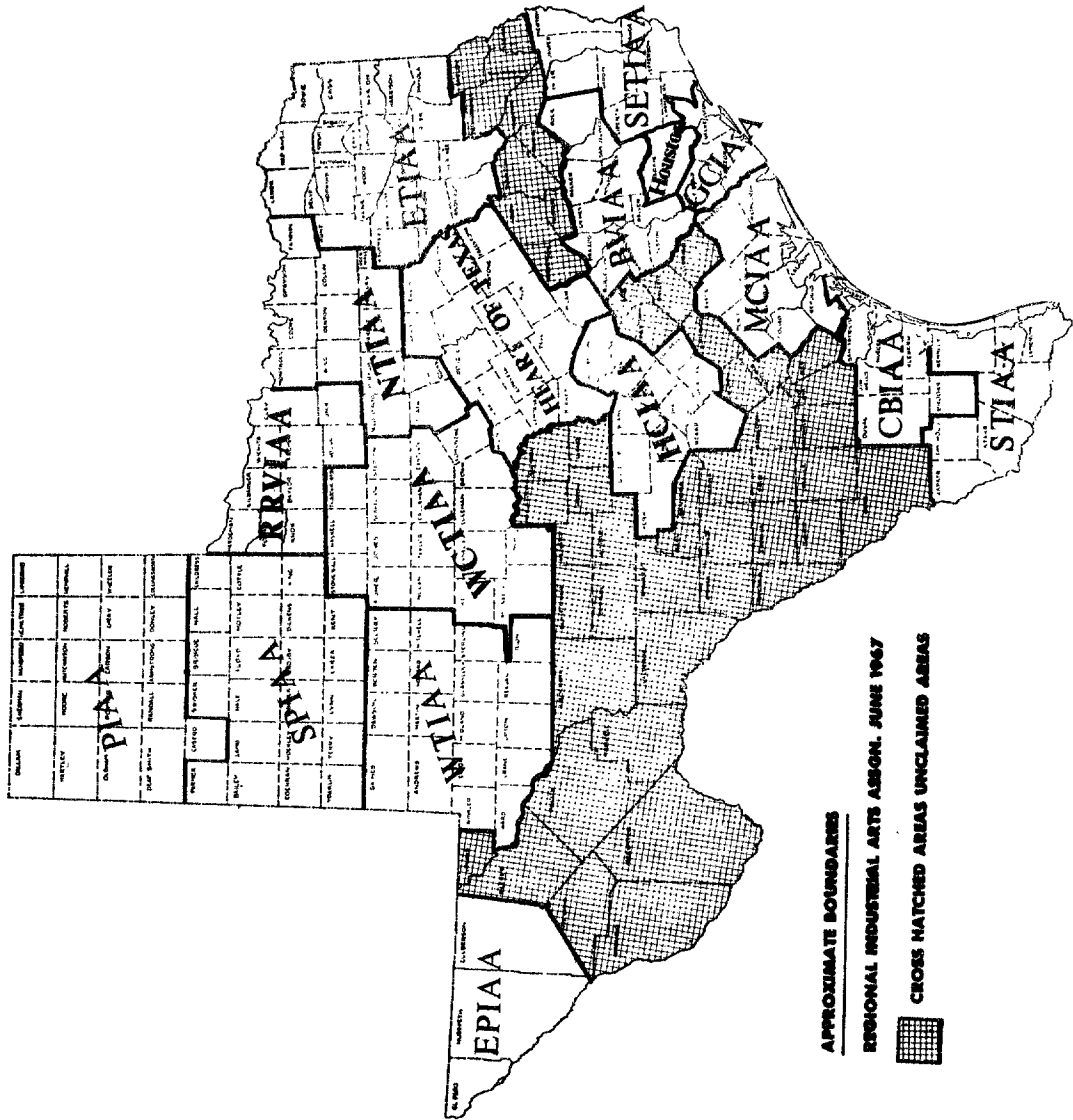
Which form of appraisal do you feel is most helpful and informative to school officials who are seeking prospective teachers?

_____ Checklist

_____ Narrative description

_____ Other, list _____

APPENDIX C



APPENDIX D

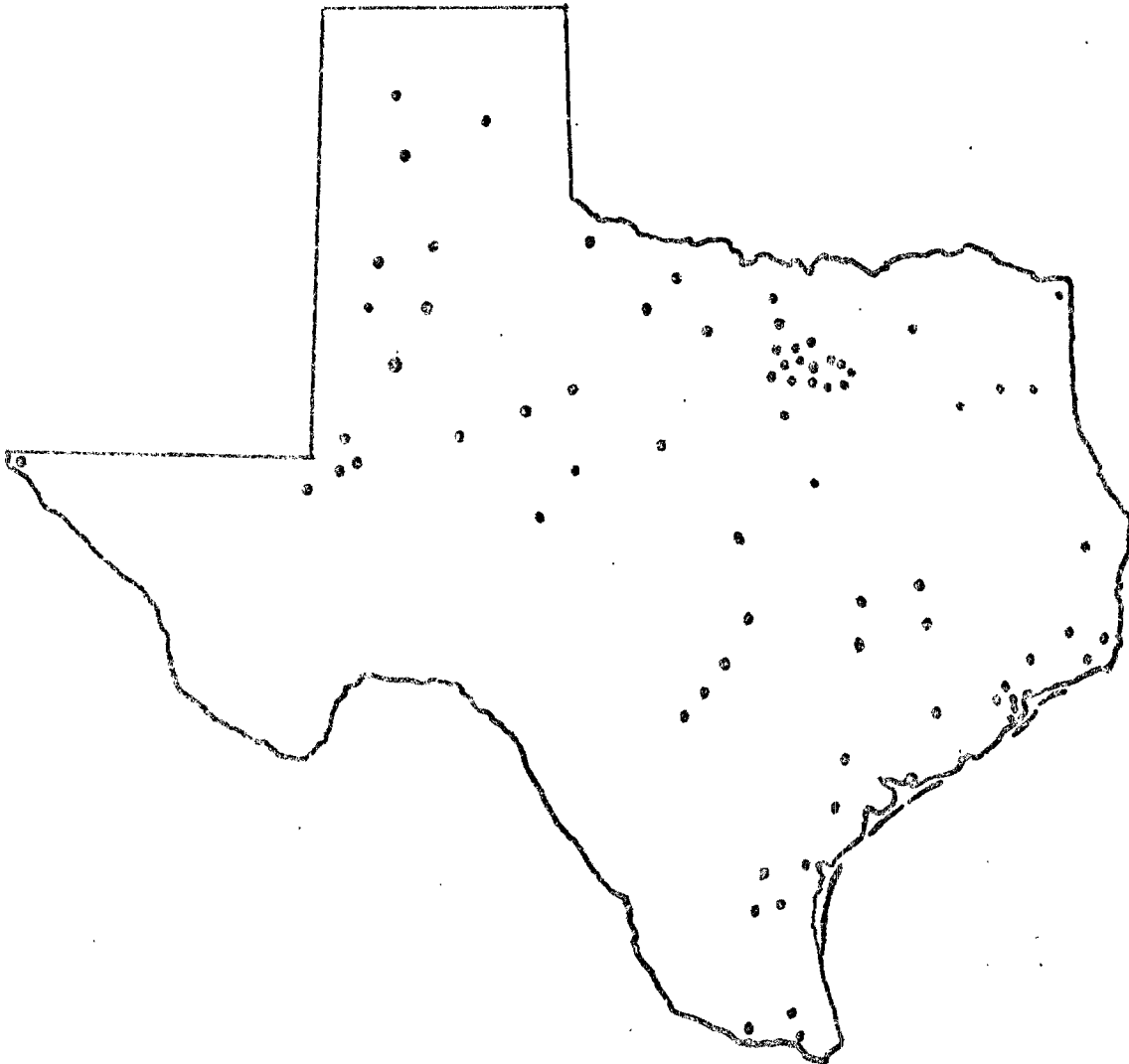


Fig. 1--Spot map of Texas showing the location of the 76 school districts included in this study.

APPENDIX E

LETTER TO PUBLIC SCHOOL OFFICIALS

February, 1971

To Public School Officials

Gentlemen:

I am presently working towards my master's degree in industrial arts at North Texas State University. For my thesis I am conducting a study to determine the personal traits and professional qualities which school officials and industrial arts educators believe to be most important for prospective teachers to possess.

Enclosed is an instrument designed to determine those traits and qualities which are considered most important by school officials. I would appreciate it very much if you would complete this form and return it to me in the enclosed self-addressed, stamped envelope. All information you supply will be used for research purposes only.

Thank you in advance for your interest and cooperation, and I trust I may receive your completed form soon.

Sincerely,

Harvy D. Miller
Graduate Student

Major Professor:

Dr. Jerry C. McCain, Professor
Industrial Arts Department

Enclosures

APPENDIX F

LETTER TO COLLEGE TEACHER EDUCATORS

March, 1971

To College Teacher Educators

Gentlemen:

I am presently working towards my master's degree in industrial arts at North Texas State University. For my thesis I am conducting a study to determine the personal traits and professional qualities which school officials and industrial arts educators believe to be most important for prospective teachers to possess.

Enclosed is an instrument designed to determine those traits and qualities which are considered most important by industrial arts educators. I would appreciate it very much if you would complete this form and return it to me in the enclosed self-addressed, stamped envelope. All information you supply will be used for research purposes only.

Thank you in advance for your interest and cooperation, and I trust I may receive your completed form soon.

Sincerely,

Harvy D. Miller
Graduate Student

Major Professor:

Dr. Jerry C. McGain, Professor
Industrial Arts Department

Enclosures

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