KINDERGARTEN TEACHER COMPETENCIES
RANKED BY KINDERGARTEN TEACHERS
AND KINDERGARTEN TEACHER TRAINERS

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This study is concerned with the problem of determining the competencies which inservice kindergarten teachers and kindergarten-teacher trainers consider most important for teaching kindergarten. This is accomplished by arranging competency statements in rank order.

There are four purposes of the study: to identify specific competencies needed to teach kindergarten, to determine the teacher competencies considered most important by kindergarten teachers, to determine teacher competencies considered most important by teacher trainers, and to compare the rankings of teacher competencies by kindergarten teachers and kindergarten-teacher trainers.

Fifty-one kindergarten-teacher competency statements were compiled from interviews with kindergarten teachers, kindergarten-teacher trainers, and early childhood consultants. Content validity was verified through critiques of the competency statements by six national leaders in kindergarten education. The test-retest median reliability coefficient was .9253.

The competency statements were mailed to the public school kindergarten teachers in the eight-county North Texas area served by Education Service Center, Region XI, and kindergarten-teacher trainers from institutions of higher
education with kindergarten-teacher training programs. The teachers and teacher trainers ranked the competency statements from "most" to "least" important for teaching kindergarten.

One hundred fifty-six kindergarten teachers and twenty-two kindergarten-teacher trainers responded to the survey. The teachers were grouped, for the study, according to their levels of training for teaching kindergarten. Both teachers and teacher trainers were further grouped according to years of kindergarten teaching experience.

The mean rank orders of the competency statements are presented for each category of teachers and teacher trainers. The competency statements are also presented by mean rank order for all categories of teachers and teacher trainers. The coefficients of concordance and levels of significance of the agreement within each category is given. The coefficient of concordance is significant at < .01 for all categories of teachers and teacher trainers when they are grouped according to training and teaching experience.

The coefficients of correlation and levels of significance of the mean rank order assigned to the competency statements by the teacher trainers and each category of teachers, grouped according to training, are reported. The coefficients of correlation are significant at < .01 level for all categories compared.

This study reveals a highly significant agreement within categories of teachers and teacher trainers as to the competencies considered most important for teaching kindergarten. It also reports a significant level of agreement between teachers and teacher trainers on these competencies.
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DISSERTATION

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

For the Degree of

DOCTOR OF PHILOSOPHY

by

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Denton, Texas
August, 1973
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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

On June 20, 1972, the Texas Education Agency distributed new standards for teacher certification (31). Outstanding among these new standards were the regulations that inservice teachers would become involved in teacher preparation and that all approved institutions of higher education with teacher training programs were to have a program based on teacher competencies by September, 1977.

Teacher performance, competency, and/or behavior have been studied for many years, but the use of these terms has increased in recent years. Their meaning has become more specific since Marie Hughes set the pattern in the Assessment of the Quality of Teaching (14) with the Provo, Utah, study in 1959.

Following the work of Hughes, there were a number of other important contributions by E. O. Smith (22, 23), Ned Flanders (13), Arno Bellack (4), and Hilda Taba (24). The works of Taba and Flanders are important because they found that teachers with specific training in specific
skills, such as questioning, could become more competent instructors.

The teacher-competency movement received momentum when the United States Office of Education commissioned the Models for Elementary Teacher Education Plan in 1967 (20, 25). Eight institutions, with the assistance of federal funding, produced materials on teacher competencies.

These national models were studied by other groups concerned with teacher education. Beginning in 1968, the majority of funded teacher education programs, such as Teacher Corps, Trainers of Teacher Trainers, and Training Early Childhood Teachers, included the implementation of some aspects of the Models for Elementary Teacher Education Plan for teacher preparation.

In 1969, Texas educators, through the University of Texas Research on Teacher Education Project, began a study of Texas teacher education and certification. Also at this time, the education departments of the University of Houston, West Texas State University, the University of Texas at El Paso, and Texas Christian University, in cooperation with the Texas Education Agency, received a grant for developing a program for teacher competencies. This program, known as the Texas Performance/Competency-Based Teacher Education Project, had, as one of its goals, leadership in developing a series of feasible plans for competency-based teacher training. These plans were to be
studied, and perhaps emulated, by other institutions of higher learning in Texas with teacher-education programs (15).

One of the problems faced by teacher-training institutions was to determine the specific competencies which were to be included in their training programs. Specific areas of teaching, such as special education, vocational training, and kindergarten, with additional certification requirements, necessitated a more definitive set of performance skills than did the generic programs.

The stipulation by the Texas Education Agency that the professional teacher become more involved in teacher-training programs suggests that the inservice teacher has the ability and interest to help determine which competencies are relevant, valid, and achievable. Don Davies, Secretary of the National Commission on Teacher Education and Professional Standards, stated "The prospects of more genuine cooperation in program planning between educationists and academicians increase the chance that programs of [teacher] preparation will be relevant and will contribute to the improvement of the education system" (9, p. 211).

Statement of the Problem

The problem of this study was to determine the competencies for teaching kindergarten which would be considered most important by inservice kindergarten teachers and kindergarten-teacher trainers.
Purposes of the Study

The purposes of the study were

1. To identify specific competencies needed to teach kindergarten.

2. To determine the teacher competencies which were considered most important by kindergarten teachers.

3. To determine the teacher competencies which were considered most important by kindergarten teacher trainers.

4. To compare the rankings of teacher competencies by kindergarten teachers and kindergarten teacher trainers.

Hypotheses

The following hypotheses were formulated:

1. There would be agreement in the ranking of selected competencies for teaching kindergarten within categories of kindergarten teachers who had had
   a. No special training or partial training to teach kindergarten
   b. Training for certification endorsement for kindergarten
   c. Certification endorsement for kindergarten without training
2. There would be no significant difference in the ranking of selected competencies for teaching kindergarten within categories of kindergarten teachers and kindergarten teacher trainers who had had
   a. less than one year of teaching experience in kindergarten
   b. two to five years teaching experience in kindergarten
   c. six or more years teaching experience in kindergarten

3. There would be agreement in the ranking of selected competencies for teaching kindergarten within categories of kindergarten teachers and kindergarten teacher trainers.

Background and Significance of the Study

One of the earliest attempts to gather empirical data about the educational process was the study of the behavior of teachers in the classroom. These first studies were surveys which requested successful people to name the characteristics of the teachers that influenced them most (3).

Later, rating scales and observation forms were used to record at least some of the aspects of teacher behavior. It was not until the latter 1940's that objective measurements began to appear in research studies of teacher behavior. These measures can generally be classified into common
areas: teacher characteristics, including attitudes; verbal interaction within the classroom; and more recently, pupil product (5, 11, 18).

The movement toward competency-based teacher education was the result of many forces working together (1, 7, 10). Margaret Lindsey (7), Professor of Education, Teachers College, Columbia University, spoke at the August, 1971, meeting of the International Council of Education for Teaching. She stated that in the United States, a convergence of needs of minorities, the involvement of the Federal Government in education, the taxpayer's revolt, militancy among teachers, and the pressure of state licensing agencies were increasing the stress on the competency of the teacher in measurable terms rather than the traditional emphasis on college course work. Among the recommendations adopted at the meeting were the notion that permanent, lifelong, continuing education must be accepted and integrated fully into all aspects of the profession; and that the content of both pre-service and inservice programs of teacher training must be articulated systematically according to long range plans.

James Weigand (26), in his book, Developing Teacher Competencies, stated, "The teacher education program in and of itself is not sufficient. It is only a beginning to the fuller development of competency." Weigand suggests that the responsibility of the teacher training institution does not end when
the course work is complete. Only as the teacher is able to continue functioning competently in the classroom is the effectiveness of teacher training determined.

The characteristics of a teacher which cause students to learn can be considered "effective." These vary widely according to age, sex, physical characteristics, and background. They also vary according to teaching assignment and educational objectives. When classified as warm or cold, creative or unimaginative, organized or disorganized, it is easy to determine at which end of the scale the teacher would be classified as "most effective." However, there are other factors to be considered. Is a "warm" teacher as effective with sixteen-year-olds as with six-year-olds? Can a teacher always be creative and organized at the same time? Reflective researchers (18, 19) tend to agree that no given set of teacher characteristics are superior for all teachers in all circumstances.

Teacher attitudes, researched frequently (7, 12), seem to be an indicator and predictor of teacher performance. Teacher attitudes are learned and probably vary with circumstances and experience.

Other educational researchers feel that the characteristics of the successful teacher may vary from teacher to teacher but that the kind of communication within the classroom is indicative of effective teacher pupil interaction (13). These communication techniques need not be germane
to teachers only. They are the same skills needed by doctors, lawyers, salesmen, and other professional persons. Communication skills, though important, are not the only skills needed to function as a teacher.

The role of knowledge of subject matter, thought to be the only criterion necessary for teaching in the past (5, 21), must also be considered as a measure of teacher competence. Knowledge of the subject and specific competencies that must be performed to cause children to learn, can be taught. Regardless of the teacher's uniqueness of personality and communication, he or she can be trained to function according to sound pedagogical principles. With carefully described criteria for behavior in the classroom, the teacher, with practice and supervision, can learn to perform according to these criteria.

The criteria for effective teacher behavior are synonymous with teacher performance or competency. What are the behaviors that constitute effective teaching in the kindergarten? That question confronts the classroom teacher who attempts to enact his or her role daily.

The most effective teacher competencies also intrigue the kindergarten teacher trainer who is challenged with delineating not only the competency goals but the channels through which they are to be attained and maintained. The eight Models for Elementary Teacher Education (18)
generally agree that the selection of competencies to be used in both preservice and inservice teacher training should be an interprofessional agreement.

This study addressed itself to determining specific teacher competencies considered most essential by a panel of classroom teachers and teacher trainers. Deriving an array of kindergarten teacher competencies creates other unanswered questions.

Are all competencies, though agreed upon to be necessary, of equal importance? Are some competencies more important than others? When submitted to a population of inservice teachers, would they concur to a significant degree on the criteria that would be most relevant to the teaching act?

It has become a symbol of the teaching vocation that the baccalaureate degree with a teaching certificate is necessary to attain a "professional" level (6). Some teaching functions, such as kindergarten, require additional training for full status.

The Sixty-first Texas Legislature, in 1969, authorized public kindergartens for the state. Certification endorsement requirements for kindergarten teachers were established by the Texas Commission on Teacher Certification. Teachers who had taught kindergarten in an accredited school at least one year from 1957 until 1970 were eligible to apply for an
endorsement for retroactive experience. Starting in September, 1970, all teachers teaching kindergarten in public schools are required to have a kindergarten endorsement in addition to an elementary teaching certificate. A one year emergency endorsement can be issued when trained teachers are not available (29).

In 1970-71, the thirteen institutions of higher learning in Texas with authorized kindergarten training programs, recommended 169 kindergarten teachers for endorsement. There were 1,227 emergency permits issued by the Texas Education Agency to provide teachers for the 29,500 eligible five-year-olds enrolled in the state kindergarten programs.

In 1972, there were only thirty-seven senior college with kindergarten training programs. The enrollment of children in kindergarten doubled. It was still necessary for many school districts to use teachers with no special training or partial training for teaching kindergarten (30). Does the amount of training for teaching kindergarten reflect the competencies a teacher deems most necessary for teaching? Does the additional training required of teachers to be fully endorsed to teach kindergarten cause a teacher to interpret the role of the teacher differently from a teacher who is teaching on an emergency certificate with no additional training or only partial training?

Traditionally, teaching experience has been considered
important for teacher effectiveness. Salary increments, tenure, and status are frequently attached to years of service. Will a teacher who has taught kindergarten several years reflect on the teaching skills differently from a teacher who has just begun in the field?

How significant is the reported cleavage between the desire of the public school for practicality in teacher education and the reputed theoretical position of the teacher trainer (2)? If a study were done in which both teachers and teacher trainers were asked to rank the competencies they considered imperative to effective teaching, would a significant difference exist?

The impending trend toward competency-based teacher training in all institutions of higher learning approved for teacher training in Texas added urgency to a study of teacher competencies. The United States Office of Child Development distributed competencies for the Child Development Associate Credential in the spring of 1972 (27). This is a non-baccalaureate credential for a "second level professional" teacher. No other studies of teacher competencies specifically for kindergarten teachers were found in a survey of documents filed with the Educational Research Information Center (ERIC).

Fred Daniel (8, p. 7) wrote an article entitled "Performance-Based Teacher Certification: What Is It and Why
Do We Need It?" He stated in the article that one of the primary characteristics of performance-based teacher education is ". . . to identify specific teaching skills and knowledge judged by professional educators to be relevant." If kindergarten endorsement programs are to comply with the mandate from the Texas Education Agency to be competency-based by 1977, the first steps must be taken toward determining the competencies that are most essential (28). Don Davies urged, "There is always a real danger when the work is as complicated as this that the talk-stage will be extended. Our job is not to set the stage for more dialogue, but to translate the concept into working programs in each state" (9, p. vi).

Definition of Terms

1. Competency/Performance--Synonymously used terms that describe an agreed upon skill deemed necessary to the teaching act (5, p. 2; 10, p. 2).

2. Competency/Performance-Based Teacher Education--"An approach to preparing teachers that places great stress on the demonstration of explicit performance criteria as evidence of what the prospective teacher knows and is able to do" (1, p. 2).

3. Inservice Kindergarten Teacher--A teacher who is currently teaching five-year-old children.
4. Kindergarten Teacher Trainer—A university or college faculty member who teaches one or more courses required for kindergarten endorsement.

5. Kindergarten Endorsement—A program for elementary certification which includes a minimum of nine semester hours of junior level (or above) courses identified and designed for kindergarten teacher preparation, in addition to student teaching (29, Elem. Sec.).

6. Education Service Center, Region XI—An eight county geographic area in North Central Texas comprised of Erath, Tarrant, Johnson, Hood, Parker, Palo Pinto, Denton, and Jack Counties.

7. Preservice—The period of training for prospective teachers that precedes certification.

Limitations of the Study

This study included all certified teachers who were teaching kindergarten in publically-supported schools in Education Service Center, Region XI, during the academic year 1972-73. In addition, the study included the person responsible for kindergarten teacher training or his/her designated representative at institutions of higher learning in Texas with approved kindergarten teacher training programs.
Basic Assumptions

1. It was assumed that the respondents would have some knowledge of kindergarten teacher competencies.

2. It was assumed that the subjects would respond honestly to the instrument used to rank teacher competencies.

3. It was assumed that the instrument used would include a reliable and valid array of kindergarten teacher competencies.

Designing the Instrument

Pertinent information used in designing the instrument for this study was provided by teachers and teacher trainers. Input was furnished by persons involved in kindergarten education at the local, state, and national levels.

Interviews were conducted with two professional persons randomly selected from a list compiled by the Texas Education Agency of current university personnel responsible for kindergarten teacher training in Texas; two teachers from an October 15, 1972, list of kindergarten teachers in Region XI; the Early Childhood Consultant from the Education Service Center, Region XI; and the Early Childhood Consultant from the Texas Education Agency. The two latter positions represent both inservice teachers and teacher trainers at the local and state levels, respectively.
The interviews were arranged by telephone with a follow-up letter confirming time, place, and the topic to be covered in the interview. The interviewees were requested to suggest a minimum of twenty-five teacher competencies that reflect attitudes, knowledge, and skills they consider necessary to an effective teacher performance in a kindergarten.

The interview was taped. The tape was transcribed and a copy sent to the interviewee for a signature to confirm accuracy. From the transcriptions, competencies that had been suggested were tabulated and recorded in a frequency table.

A list of the competencies named most frequently was mailed with a stamped, addressed envelope to a panel of six national leaders in kindergarten education. These leaders were randomly selected from persons who had books on kindergarten education listed in Books in Print within the past five years and persons who are listed in The Educational Periodical Index under kindergarten education within the past five years. These writers of publications on kindergarten were requested to critique and make additions and deletions to the list of competencies submitted to them. Suggestions from these critiques were used to compile fifty-one competency statements for kindergarten teaching. Each statement was printed on a numbered, three-by-five-inch card (see
Biographical data forms (see Appendices B and C) were designed. Information from these data forms was used to categorize the respondents.

Directions for ranking the competency statement cards were listed on an instruction sheet (see Appendix D). A ranking form (see Appendix E) was designed for recording the rank order of the competency statements.

In order to determine the test-retest reliability of the instrument, the final approved form was mailed to twelve kindergarten teachers and teacher trainers from the designated population. Two weeks later, the instrument was resubmitted to the same individuals. A reliability coefficient of greater than chance was considered adequate.

Content validity was substantiated through the use of regional and state early childhood consultants, teachers, and teacher trainers, to devise the competency statements. The validity was strengthened by the input from national leaders in kindergarten education.

Procedure for the Collection of Data

The instrument was mailed to the home addresses of the 263 kindergarten teachers in Education Service Center, Region XI, from a current list compiled by the staff of the Service Center. The instrument was also mailed to all teacher trainers directly responsible for kindergarten teacher training.
programs at institutions of higher education with approved kindergarten teacher training programs in the state of Texas. This list of thirty-seven teacher trainers was compiled by the Texas Education Agency.

A cover letter (see Appendices E and F) explained the project and procedure. The biographical data sheet and the form for recording the rank order of the statements were mailed together with a stamped, addressed envelope for their return.

The respondents were directed to sort the cards into three sets. The first set contained those competencies which the respondent considered "most applicable" to teaching kindergarten. The second set of cards consisted of the competencies which the respondent considered "moderately applicable" to teaching kindergarten. The third set consisted of the competencies which the respondent considered "least applicable" to teaching kindergarten.

The respondent then ranked each set of competencies separately from "most applicable" to teaching kindergarten to "least applicable." The rank order was then listed on the recording form.

Participants not known personally, were called at the time that the instrument was mailed requesting them to respond. When the suggested two-week return period had passed, a reminder was mailed to all participants who had not responded. After another week, non-respondents were called by
telephone. A minimum return of twenty for each category was necessary for the analysis of the data.

Analysis of the Data

The ordinal data derived from the instrument ranked by teachers and teacher trainers was tabulated and submitted to the North Texas State University Center for Research and Evaluation for analysis by computer. The Kendall correlation of concordance was used to determine the level of agreement within all categories of teachers and the teacher trainers for hypotheses one and two. The Spearman rank correlation was used to test hypotheses three. A one per cent level of significance was required.
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CHAPTER II

SURVEY OF RELATED LITERATURE

Teacher competencies in the form of statements have become a function of competency-based teacher education. The specificity of the kindergarten as an instructional program in Texas and the unique skills required of the kindergarten teacher has suggested a special set of competencies related to the role of the kindergarten teacher. The teacher trainer for kindergarten teachers contributes a very particular area of specialization to teacher training.

The concurrence of kindergarten teacher trainers and kindergarten teachers as to the most important kindergarten teacher competencies can be evaluated only after each has been considered separately. The binding network for the consideration of these areas is the concept of competency-based teacher education. Consequently, four sections have been included in this chapter: 1) Competency-based Teacher Education, 2) Teacher Competencies, 3) Kindergarten Teachers, and 4) Kindergarten Teacher Trainers.
"Teacher education is undergoing a critical examination of its products [teachers] and of the methods and procedures it uses to develop its products" (72, p. 112). More widespread and more forceful expressions of concern over the adequacy of schools and teacher education have been voiced steadily during the past decade (80). In the April, 1973, issue of Today's Education, Roy Edelfelt (25, p. 20) suggests that the time is "ripe" for reform in public education and in teacher education. Laymen and students are demanding it. The current teacher supply and demand ratio permits more rigorous selection of applicants and candidates in training and employment. Edelfelt further contends that education reform at this point in time should be based on the following assumptions:

1. Schools and teaching need radical reform.

2. All segments of the teaching profession (especially teachers) must be involved in planning, carrying out, and evaluating reform in education and in teacher education.

3. Public school instruction and teacher education must be closely related.

4. Teacher education should be a career-long enterprise.

5. Teaching must have a career pattern.

6. Parents and students must be involved in the reform of education (25, p. 21).

"The demand for relevance and accountability for all
levels of education comes from all sides," (5, p. vi).

George Dickson, John Kean, and Dan Anderson (22, pp. 1-13) in a chapter entitled "Relevance and Teacher Education" contend that teachers of young children share a large part of the responsibility for the nurturing of the intellect and ultimate preparation of children to improve mankind's position on this earth, to contribute to the solution of societal problems, and to regenerate to meet the changing conditions of the world. The theoretical ideas in teacher education must be evolved into practical applications within students' curricula. These authors add

New responses are required to the new products, processes, and social needs resulting from the ramifications of technology in a changing society (22, p. 3).

Accountability is a concept based on the American educational principle that every child should have an adequate education. The scope of its implications includes educators at all levels and it is through their pupils that they be held accountable. The criteria for the accountability process include performance capability; instructional components that produce results; the employment of empirical research; and the application of a system that will accomplish specific goals (42, p. 97). In concluding some statements about educational accountability, Robert Houston and Robert Howsam state, "... the issue of accountability will become the foundation stone for educational reform," (42, p. 18).
A confluence of social, economic, technical, and educational developments since the 1950's (80) have influenced some of the most encompassing changes ever attempted in educational reform—that of competency-based teacher education. Allen Schmeider lists some of the instigating factors of the movement toward competency-based teacher education as 1) continual and conscientious introspection of the education community, 2) press for accountability, 3) increased focusing of political action on fiscal issues, 4) management organization movement, 5) press for personalization/individualization of education, 6) desire of state education departments to develop more effective certification processes and standards, 7) investment of federal funds in competency-based education development efforts, 8) "readiness" of educational research and development, and 9) increase in alternative educational systems and resulting need for dependable measures of comparison (70, p. 3).

Dickson (22) contributes another factor which influenced the movement to competency-based teacher education, that of teachers' attitudes and actions. He cites the increased political involvement of teachers, their responsiveness to societal concerns and general signs of restiveness as evidence that teachers recognize a need for changes in teacher education. In answer to the question, "What factors have led to the development of competency-based teacher education?" Wilford Weber responded with the following statements:
1. General discontent with existing teacher education programs and practices.

2. The accountability movement with its emphasis on outcomes.

3. Technological developments which made available new resources for teaching and learning.

4. New concepts of management such as systems approaches that enabled education to become more product oriented.

5. Development and emphasis on behavioral objectives.

6. Increased public emphasis on individualized problems and personalization of instruction.

7. New public school curricula that shared similar characteristics with competency-based teacher education.

8. Advances in the art and science of teaching (83, n.p.).

Weber concluded by stating that probably more than any other single development contributing to the establishment of competency-based teacher education programs in institutions for teacher training, was the funding and development of the United States Office of Education Elementary Models Project in 1968. Each of the ten models developed new programs for competency-based approaches for preparing elementary school teachers. Since that time, pilot projects have developed throughout the nation (16). Many state education agencies have moved toward competency-based education (29).

The period of time between the invention (or development) of an innovation and the complete (or near complete) usage within a given profession or industry is known as the period of diffusion (55). When plotted on a graph, the
period of diffusion begins slowly until about ten per cent adoption occurs, rises sharply until all but the last ten per cent have been adopted, then remains constant until adoption becomes total (68, pp. 152-159).

Diffusion of educational innovations has been occurring at an accelerating rate, since the beginning of the twentieth century. Margaret Bushnell (17, pp. 61-63) found that in 1957, only twenty years were needed to achieve fifty per cent diffusion.

A study by Thomas Barrington (5) was concerned with diffusion of innovations in teacher education institutions and associated laboratory schools. He sent questionnaires to 176 public-supported teachers' colleges and normal schools, receiving 161 returns. He found the same time span for adoption and the same diffusion curve when plotted on a graph as Mort discovered in his studies. Barrington makes this recommendation

... that teacher-preparing institutions make more effective use of established associations such as the American Association of Colleges for Teacher Education, the American Council of Education, and the National Education Association, in order to reduce the time required for a new practice to diffuse through the various institutions (5, pp. 91-92).

Some innovations never achieve complete adoption. By definition, however, an invention or development that is not accepted as sufficiently superior to the method, machine, or system it seeks to replace is not considered an innovation
Thus, an innovation must receive at least partial adoption.

Everett Rogers uses an arbitrary division of the adoption process into five stages on a continuum: 1) awareness; 2) interest; 3) evaluation; 4) trial; and 5) adoption (68). The first stage (awareness) is achieved through simple exposure of the individual or institution to the idea. During the second stage (interest) the individual or institution "seeks additional information." Evaluation, the third stage, constitutes a "mental trial" in which the person or institution reflects upon the innovation to determine if use of the innovation might result in benefits. In the fourth stage (trial) the instigator "uses the innovation on a small scale." If the trial is successful, adoption, the fifth stage, occurs in which the individual "decides to continue the full use" (68, pp. 81-86).

Competency-based/performance-based teacher education, as an innovation in teacher education, is at varying stages in the adoption process at teacher training institutions across the United States (29, pp. 98-105). In February, 1973, Schmieder (70, p. 11) reported the results of a survey made of the degree of involvement of teacher training institutions in competency-based education. Of the 783 programs that responded to the survey, 125 indicated that they had programs that generally are characterized by Stanley Elam's definition of competency-based teacher
A teacher education program is performance-based if: Competencies (knowledge, skills, behavior) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies and made public (28, p. 6).

Of institutions that were in a developmental stage and planning to establish competency-based teacher education programs, 366 responded to the survey. The other respondents, numbering 228, indicated that they were not involved with competency-based programs at that time. At the time of the survey, there were ten institutions nationally with "total" competency-based teacher education programs. Two of these were in Texas.

Characteristic of the early stages of competency program implementation is a heavy dependency on the sharing of materials, models, and resource personnel among institutions developing programs (70, p. 10). The first stage of program development (Roger's stages of awareness, interest, and mental trial, above) involve numerous local meetings directed at briefing potential constituencies and expanding the base of involvement (59).

Competency-based teacher education programs are generally developed by parity groups. These groups are composed of representatives from all major educational constituencies; such as the state education departments, school administrators, teacher associations, institutions of higher education,
students, and the community (70, p. 10). Parity governance of education can be one of the most powerful instruments in the shift of teacher education from the classroom lecture mode to a competency orientation (42, p. 76). However, the basic responsibility for program development and implementation rests on the personnel of the teacher training institution (6, 51).

Roger's fourth stage of implementation of an innovation (use of the innovation on a small scale) and fifth stage (adoption) could reflect changes in teacher education from a single specific activity to a totally new program.

The implementation of some competency-based programs focus on physical structures, educational hardware acquisition, and administrative reorganization (23, 42). Others concentrate on the design of a modular format for curricula. A totally new and truly competency-based program must apply criteria which analyzes what teachers actually do, what our social imperatives require of teachers, and what research suggests that teachers might or should do (14, 56).

The criteria that are essential to a totally competency-based teacher education program are frequently the areas about which skepticism is most prevalent. The problem of defining effective teacher behaviors and measuring or evaluating those behaviors is inherent in competency-based teacher education (23, p. 47; 70, pp. 27-28).
An analysis of what teachers actually do in the classroom that can be distinguished as "good teaching" has been defined by Harry Broudy (15, p. 4) as either didactic or encounter teaching. The former is, according to Broudy, easily observed. The latter which encourages critical, creative learning is, he says, impossible to analyze and define. In College and University Business, October, 1969, Richard Perry (63) reports research in which 13,643 specific effective teaching behaviors have been identified. Others (11, 18, 61, 73) agree with Broudy that the lack of conclusive research on the nature of teaching and the complexity of the teaching act creates many problems when attempting to specify a competency-base for teacher performance.

Broudy in A Critique of Performance-Based Teacher Education criticizes the lack of a solid philosophical base on which to establish competency-based teacher education. There appears to be no one set of beliefs or values about how a teacher should teach or what he should know that characterizes the competency-based teacher education movement (15, p. 8; 83, n.p.).

Broudy and other protagonists of competency-based teacher education (27, 56, 57) also attack any attempt to remove theory and academic content from teacher education. He contends that to remove theory and academic content would be a return to pre-formalized apprenticeship training (15, p. 14). Apprentice teaching that would exhibit professional
competence in the teaching field is described by Broudy as "... a program in which laboratory work, clinical teaching --after the model of medicine--and internship are used to illuminate, exemplify, and utilize theory," (15, p. 4).

Robert Nash (56), while recognizing the potential benefits of competency-based teacher education, expresses concern that excessive emphasis is being placed on the technical functions of teaching and that the affective domain of teaching is being ignored. He contends that the personal, social, and educational values are demanding more attention in teacher education than the performance of skills.

The financial burden of establishing and maintaining competency-based teacher education within a teacher-training institution is also an area of concern (37, pp. 19, 42; 46). The cost of additional personnel, the retraining of personnel, the cost of setting up educational "software" and "hardware" will necessitate an increased financial base for most teacher-training institutions (37, p. 42).

The problem of developing adequate assessment techniques for evaluating performance has been the concern of others involved in evaluating the merits of competency-based teacher education (70, 63). Clifford Foster, in discussing the implementation of competency-based teacher education at the University of Washington states, "There is much that remains to be done in the development of performance criteria ... for specific teaching behaviors," (31, p. 36).
Some objections have been expressed concerning the speed and specificity with which competency-based teacher education is being implemented (46). The American Association of University Professors (26) has urged all disciplines in higher education to use viable procedures to enhance the quality of programs for their majors, particularly as these programs relate to the preparation of teachers.

Elam summarizes many of the criticisms of competency-based teacher education in the following statement:

The AACTE Committee confesses that no one can predict what the residual effects of performance-based teacher education will be ten or twenty years from now... there is some doubt that the knowledge base (what kind of teaching works best?) will expand rapidly enough for the new curriculum to be much more than old wine in new bottles... Pupil learning is the appropriate criterion for assessing the effectiveness of teacher trainers and training programs; but until relationships between teacher behaviors and pupil learning can be more firmly established through research and improved measurement, judgments will have to be made on a priori grounds. There is danger that competencies that are easy to describe and evaluate will dominate performance-based teacher education... Also, there are important political and management problems... Unless heroic efforts are made on both knowledge and assessment fronts, then performance-based teacher education may well have a stunted growth (28, p. 6).

In summary, competency-based teacher education is an innovation for training teachers that seems to be gaining acceptance throughout the educational milieu. The competency-based teacher-education movement is a result of reform within teacher education, of demands for relevance from students and of demands for accountability from the public. Critics of competency-based teacher education base their criticisms on
the cost and the implementation of competency-based programs in teacher-training institutions before sound theoretical and research foundations of the knowledge, skills, and personal characteristics of teachers have been established.

TEACHER COMPETENCIES

Beginning in March, 1972, the American Association of Colleges for Teacher Education published the first in a series of ten monographs on performance-based teacher education. The first of these, Performance-Based Teacher Education: What is the State of the Art, was written by Stanley Elam (28). He set forth in this publication the essential elements of a performance-based teacher-education program. Only training programs that meet all of these criteria fall within the specifications of the Association's definition of performance-based teacher education. These are the essential elements:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance.

3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for,
analyzing, interpreting, or evaluating situations or behaviors; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

Number one among these essential elements of a competency-based program is the specification of explicit competencies to be demonstrated by students of teaching. This element is number one in both importance of the relevance and success of the program as well as first in the order of tasks for implementation of a competency-based teacher education program (28, p. 6).

Most authors generally agree (72, p. 112; 37, p. 12; 29, p. 26; 28, p. 6) with Houston and Howsam: "... at the heart of any competency-based program lie objectives [competencies]—explicit statements of the criteria to be met by the learner" (42, p. 17). These are statements of abilities required by an effective teacher.

Competency statements serve such functions as 1) a means of communication among professional educators, 2) a means of communication between teacher and learner, 3) a basis for making decisions about selection of appropriate instructional activities, 4) a means for making decisions about proper sequence of instructional events, 5) a basis for determining structure of learner groups, and 6) a means of communication between professional educators and the lay public (42, p. 17).
Several issues have evolved related to specifying teacher competencies. Among these issues are the bases from which competencies might emanate, the kinds of competencies which might be specified, the persons who might be involved in designating competencies, and the processes which might be used in designating competencies (21, p. 17).

In competency-based teacher-education programs, teacher competencies are those attitudes, understandings, behaviors, and consequences which designers of the program believe a teacher must be able to demonstrate in order to facilitate effectively the social, emotional, intellectual, and physical growth of the learner (21, p. 15). The kinds of social, emotional, intellectual, and physical growth to be developed by the teacher are determined by the bases from which the statements of teacher competencies are generated. There are four bases from which statements of teacher competencies might emanate: philosophical, empirical, subject matter, and practitioner (21, p. 17).

The establishment of a philosophical base from which to generate competencies requires that the program developers must explicate assumptions and values regarding the nature of man, the purpose of education and the nature of learning and instruction (21, p. 17). These assumptions are by necessity value statements. They either cannot or have not been proven empirically (11, 51, 78). Each program must develop its own conceptual framework and make it
public. The developers must then assure the public that their program is consistent with their stated assumptions, beliefs, and values (83, unpaged).

Teacher competencies generated from an empirical base must be linked to knowledge derived from research and development (21, p. 18; 72, p. 112). Some of the competencies specified from an empirical basis may be cognitive in nature, requiring a teacher to demonstrate an understanding of a particular concept and to be able to recognize its occurrence in a real-life situation. Other competencies may be teacher skills or performance derived from empirical concepts. Examples of such skills or performances are stimulus variation, behavioral modification techniques, set induction, and the recognition of attending behavior (21). The third empirically based type of competency is related to the teacher's ability to bring about a desirable change in the child's behavior (learning) (3, 21, 72, p. 113).

Another base from which competencies can be specified comes from the various disciplines and subject matter areas which the teacher is expected to teach. Although primarily cognitive, some performance skills might be specified. James Cooper uses "the ability to focus a microscope correctly" as an example of a performance competency that is an integral part of competency in a subject matter (21, p. 19). While the demonstration of knowledge competencies are of utmost importance, they are not favorably considered to be the source
of the most beneficial teacher competencies (3).

It is also possible to derive teaching competencies from the analysis of what effective practitioners do in the teaching act. These competencies are the result of a job analysis of tasks related to teaching. Their validity results from their effectiveness (21). Among the weaknesses of using the practitioner base to generate teacher competencies is the dearth of research relating to job analysis in the act of teaching and to the possibility that these kinds of performance skills will fail to provide the teacher with criteria for making rational decisions for necessary changes in the performance of the teacher's role (53, pp. 218-244).

The use of pupil product criteria as a basis for the formulation of teacher competencies has inherent problems that can only be answered through additional experience and research. Different teaching behaviors are required for teachers of different kinds of learners, different subjects, and grade levels. Educational researchers (8, 9, 11, 36, 69) generally agree that there are very few teaching skills that have been empirically related to pupil outcomes.

In summary, the specification of explicit teacher competencies essential to competency-based teacher education emanate from several bases; philosophical, empirical, subject matter, practitioner, and pupil product. The validity of the teacher competencies used as a teacher training format depends
upon the skill with which input from all of these bases is interrelated.

KINDERGARTEN TEACHERS

The kindergarten teacher occupies a unique position in the teaching profession. She is a teacher of preschool children in a transitional period between home or nursery school and the primary school (66, p. 55). In this role, the kindergarten teacher functions near the median of the early childhood continuum that extends from infancy to middle childhood (32, 34).

It has been suggested that the personality, attitudes, and behaviors of the teacher determine, to a large extent, the atmosphere and environment which in turn develop attitudes and behavior in children (35, p. 9; 88, p. 7). Bernard Spodek contends that "The teacher is undoubtedly the most important individual in the educational enterprise," (75, p. 345).

As a teacher of young children, the kindergarten teacher is expected to possess a broad spectrum of personal characteristics, knowledge, and skills. Among the personal characteristics that have been suggested for teachers of young children are physical stamina, world-mindedness, an understanding of human development, respect for personality, and a scientific spirit (2, 40, 64). Sarah Leeper (52, p. 42)
suggests that in addition to a love for children, a teacher should be patient, kind, warm and outgoing; that she should enjoy working with children; and that she should be confident in her ability as a person. Sensitivity to others, good health, and a sense of humor are also considered essential characteristics for the kindergarten teacher (77, 88).

The kindergarten teacher is expected to have a wide knowledge of subject areas: political, social, scientific, and aesthetic. This subject knowledge is to be adapted to the curriculum of the kindergarten program (35, p. 20; 41, p. 69; 88, p. 7). The teacher is also expected to be well informed about human growth and development, learning theories, and the historical foundations of education (41, p. 69; 52, p. 70).

Among the performance techniques prescribed for kindergarten teachers are the abilities: to help children perfect their language; to promote cognitive-perceptual growth among the children; improve the children's auditory and visual discrimination; to guide the children's psychological development; and to promote the children's creative efforts (13, pp. 306-307; 67, pp. 32-34). Another skill considered especially important for the teacher of young children is the teacher's ability to communicate with parents effectively (3, p. 20; 43; 81, p. 42).

Other requirements for teachers which are usually suggested are related to professional training leading to
certification (50, 52). A March, 1972, survey of the United States, three territories, and Washington, D.C., reported that forty-seven states and territories had certification for kindergarten teachers (48). Certification standards usually include the requirements of completion of liberal arts and science courses as well as professional courses within a four-year degree program.

Requirements for preschool teachers have begun to be stated in terms of professional competencies only recently (49, 86). Unique among the statements of professional requirements is the Child Development Associate credential which was announced in 1971. This was the first reported attempt to define competencies for individuals working with young children. This credential is not related to a four-year-degree program. The competencies were determined by a task force of educators and child-development specialists under the auspices of the United States Office of Child Development. The task force defined six broad competency areas defining skills that the Child Development Associate candidate should acquire in order to earn the credential. The Child Development Associate competency areas are as follows:

1. Setting up and maintaining a safe and healthy learning environment;

2. Advancing physical and intellectual competency;

3. Building positive self-concept and individual strength;
4. Organizing and sustaining the positive functioning of children and adults, in a group, in a learning environment;

5. Bringing about optimal coordination of home and center child-rearing practices and expectations;

6. Carrying out supplementary responsibilities related to the children's programs (49, 87).

A number of educational programs for young children have been developed as a result of the increased federal funding for early childhood education since the 1960's (1, p. 2). Many of these programs dealt with the disadvantaged child and/or an innovative instructional approach. Most of the curricula designed for these programs required unique skills on the part of the teacher for implementation (7, 10, 44, 58, 60, 84). Not to be overlooked are the specific instructional approaches required of a teacher using Montessori methods and materials (54).

Ellis Evans (30, p. 321) contends that the role of the teacher is influenced by the educational strategy being used. He cites the example of the direct-indirect teacher behavior continuum of the highly structured pedagogy versus the Montessori Method, respectively. Spodek (75) reports several studies that suggest that children's development and learning are influenced more by the teacher than by curriculum content or educational methodology. Of particular note was a study by Lillian Katz (45) in which she was unable to compare an experimental Head Start program with a more
traditional approach because the behaviors of the teachers did not exemplify the "experimental" role.

The Second Handbook on Research in Teaching describes the research that has been done since 1962 on teaching in early childhood education. Within the last decade Ira Gordon and Emile Jester (38, pp. 184-214) report only twenty studies related to teaching all preschool children--nursery school, day care, and kindergarten. Eight of these studies related directly to the teaching of kindergarten. This research was done principally in the area of teacher-pupil interaction. Research in neither task analysis nor pupil product is extensive enough or conclusive enough to use as a mutually exclusive method of determining competent teacher behaviors for kindergarten teachers (12, 71, 74). The conclusion was that a great deal more research is needed on teacher behaviors and the immediate and long range effects on pupils in both cognitive and affective domains.

Evans has inferred across educational levels that generally the most effective teachers in producing learner competence will rate high in enthusiasm and communication skills. He includes other effective teaching variables such as 1) adapting teaching objectives, content, and method in response to the reactions, learning problems, and needs of pupils, and 2) activating student interest and personal involvement. He adds that, among teachers of young children, empathy and nurturance are important. In conclusion,
he makes the following statement:

One can argue that these qualities, together with the aforementioned characteristics—enthusiasm, communication skill, flexibility, and ability to involve children actively in the learning process—are desirable among all teachers involved in early childhood education. It is therefore incumbent upon those involved in the training and selection of teachers of young children to examine their procedures in relation to these attributes (30, pp. 321-322).

In summary, the success of programs for young children seems to depend upon the function of the teacher. Descriptions of the knowledge, skills, and personal characteristics are extensive and collectively explicit. The transformation of the competencies into a teacher education program that is based on the performance of the teacher in the classroom becomes the responsibility of the teacher trainers.

TEACHER TRAINERS

John Amos Comenius was perhaps the first well known educational theorist to recommend special training for the teachers of young children. In his book, The Great Didactic (19), he advocated not only special activities for the very young but also the use of more appropriate techniques for their instructors.

The Froebelian Kindergarten was among the first institutionalized programs for young children that was to have a lasting impact on public school education for preschool children. The kindergarten, as instituted by Froebel, and the direct and indirect influence of his teacher training,
remained separate and apart from the public schools for almost one hundred years (81).

During the child-study movement in the early 1900's an effort was made to blend the early years of schooling into a kindergarten-primary unit. Teachers of young children were certified to teach five-year-olds through third grade (83, p. 121). Most teachers were trained in normal schools that later became departments of education in colleges and universities.

The first recorded kindergarten in Texas was a private enterprise in El Paso in 1889. Two years later the El Paso school board incorporated the kindergarten into the public school. In 1890 a charity kindergarten was established in the factory district of Galveston. The Kindergarten Association was formed in Fort Worth in 1896. In 1900, a training school for kindergarten teachers was established in El Paso (24, p. 230).

In 1911, through the influence of the Congress of Mothers and Parent-Teacher Associations, local school boards were given permission by the state of incorporate the kindergarten into the public schools of Texas. They were to be supported by local funds. In 1917 the law was changed to require that school boards provide a kindergarten when twenty-five of the patrons of the school petitioned for its establishment (33). Ten normal schools were authorized by the state department of education to train
kindergarten teachers.

This pattern of local support resulted in the disbanding of many kindergarten programs throughout the state during the depression of the 1930's. Only fifty-six school districts reported the existence of kindergarten in the mid-1960's. These kindergartens operated in relatively wealthy communities (33).

Commencing with the 1960 White House Conference on Children and Youth, a number of notable national events occurred that gave impetus to the foundation of a state funded kindergarten program in Texas. Among these events were the following:

1961 The Council of Chief State School Officers published Responsibilities of State Departments of Education for Nursery School and Kindergarten

1964 Economic Opportunity Act, Providing for Head Start

1965 Elementary and Secondary Education Act, including Title I


The passage of Texas Legislative House Bill No. 240 in 1969 was among the results of these events. This bill required that all local school districts (under the Minimum Foundation Program) offer voluntary attendance kindergarten to five-year-olds. Priority was given to the educationally handicapped child. There were approximately 29,500 five-year-olds enrolled in state supported kindergartens in Texas
during the school year 1970-71. With children being added gradually each year and with the qualifying age being lowered by a few months each year, an estimated 237,266 children would be eligible to attend state supported kindergartens in 1973-74 (47).

With the implementation of House Bill 240, the endorsement standards for teachers of kindergarten became effective (20). This endorsement would require nine semester hours of course work in kindergarten education and three hours of student teaching in the kindergarten, in addition to the elementary certificate. Teachers holding an elementary certificate who had taught one or more years since 1957 in a kindergarten approved by the Texas Education Agency could apply for kindergarten endorsement until 1970. Beginning in September, 1970, endorsement was awarded by the Texas Education Agency only through special training for teaching kindergarten.

Colleges and Universities, approved by the Texas Education Agency to offer courses toward a kindergarten endorsement, were required to have access to facilities for observation and student teaching in the kindergarten, and a full-time specialist with two years experience in teaching kindergarten in an accredited school (20).

In the summer of 1971 there were twenty-one colleges or universities offering an endorsement for kindergarten teachers (76). During the following academic year there
were approximately thirty-two (79). Education Departments establishing kindergarten-education programs after September 1, 1972, are required to submit a competency-based plan to the Texas Education Agency. One such competency-based program was submitted prior to June, 1973 (62).

Departments of education, known to be working toward a competency-based teacher-education program in Texas and nationally, have reported generic competencies directed toward the training of elementary and secondary teachers (29). Dickson perceives the process to be more encompassing than that. He states, "When we say we are responsible for educating teachers, we mean everyone from the kindergarten teacher to the college president" (22, p. 23). Several states have commissioned committees to study the competencies deemed necessary for kindergarten (4, 67).

Whether established under a state-wide rationale or developed under the philosophy of each individual department of education, kindergarten teacher trainers will become increasingly involved in the formulation and/or implementation of competency statements for the training of teachers for kindergarten classrooms. By September, 1977, the implementation of competency-based teacher training programs throughout Texas should be complete.

The choice of competencies relevant to the needs of the kindergarten teacher is important. As George Dickson states, "As Teacher Educators it is our function to help
teachers perceive their needs and theirs to help us perceive and fulfill them." He continues with

If students in teacher education are to select options effectively and determine their own curriculum, they must be offered experiences that help them determine what is relevant to their goals. This will result in continuous interaction between practice in the schools and theory on campus (22, p. 8).

Changing the teacher-education program implies careful examination of program goals and revising them into explicit observable objectives. It also implies that the emphasis is on what students can accomplish or demonstrate and not on what their instructors can teach. An important impending consequence of competency-based teacher education appears to be a shift of emphasis from teacher trainer and the teaching process to the learner and the learning process (42, p. 4).

Houston and Howsam (42, pp. 13-14) assert that teachers teach as they were taught. They consider the modeling process so important that every aspect of teacher education should model strategies that graduates of the program will be expected to use. Another opinion is that the programs for the preparation of teachers will always be limited by assumptions and abilities of teacher trainers. Constant retooling and renewal is essential (25).

In the past, college teachers have generally entered upon their careers with no professional preparation for teaching at the college level, and without any special
introduction to the other responsibilities customarily assumed by faculty members. Some have had preparation for and experience in teaching at the elementary or secondary levels of the public schools, prior to their entrance to college teaching. This seems to be universally true of trainers of teachers (39, p. 63). Although the characteristic attitude of graduate schools toward professional preparation for college teaching seems to be one of indifference, courses in college teaching are proliferating. A national survey of programs and courses on higher education has reported the growth of professional education courses and internships, but no attempt was made in the survey to determine the quality of these offerings (39, p. 65).

Whatever the training for college teaching, or lack of it, the kindergarten teacher trainer in a competency-based program is expected to operate in a new role and to function under different rules. According to William Wiersma and George Dickson (85), one characteristic of the future faculty role will be increasing specialization. The new roles will require excellence in the particular skills of the speciality of the faculty member. Greater faculty competence may be anticipated. There will be continuous pressure on faculty members to revise their roles in order to reflect the needs of a changing society.

According to Houston and Howsam (42, p. 49), conventional faculty-load assignments will no longer be feasible
in a competency-based teacher-education curriculum. Faculty members will perform different roles in a modular format that allows for self-pacing, individualized instruction, and a variety of student contacts for special projects.

An overview of the most significant changes in the roles of faculty members in competency-based teacher education was submitted by Weber:

... 1) the faculty member must be accessible to his students to a greater degree than has usually been the case; 2) the faculty member must be prepared to guide the student, not lead him; and 3) the faculty member must be a willing, fully participating member of various types of program teams. ... they interact more with individual students, lecture less, spend more time in schools, react to video-taped lessons in feedback, and spend much more time in program development (83, unpaged).

In summary, teacher trainers, especially in Texas, have a dual responsibility. One is to meet the challenge of training enough highly specialized kindergarten teachers to meet the needs of an expanding early childhood education program. The other challenge is to translate the knowledge, skills, and personal characteristics of the effective teacher into a competency-based teacher education model.

SUMMARY

The acceptance of competency-based teacher education in institutions of higher education is the result of reform from within teacher education, as well as demands for
relevance and accountability. Critics of the movement are concerned with the cost and time involved in establishing a humanistic competency-based teacher-education program based on sound theoretical and empirical foundations.

Competency-based teacher education depends, in part, on the specification of explicit teacher competencies essential to effective teacher performance that produce desirable public behaviors. The bases from which these statements of teacher competencies emanate must be philosophical, empirical, subject matter, practice, and pupil product.

The role of the kindergarten teacher is varied. It depends upon a broad foundation of knowledge that can be translated into functional and effective instructional programs for young children. To work with young children demands deep personal commitment.

It is the responsibility of teacher trainers to determine which knowledge, skills, and personal characteristics are essential for the teacher of young children. They must then translate these into a competency-based teacher-education program that can withstand the criticisms from within and without the profession.


33. ________, "Early Childhood Development in Texas: A State in Need of Union," address delivered before the Texas Early Childhood Conference at The University of Houston, March 8, 1972.


43. Hymes, James L., Teaching the Child Under Six, Columbus, Ohio, Charles E. Merrill Publisher, 1968.


47. "Kindergarten Eligibility," memorandum sent to all affected educators, from the Elementary Education Section of the Division of Program Development of the Texas Education Agency, Spring, 1971.


CHAPTER III
PROCEDURES

The chapter on procedures is divided into three sections. The first section relates to the design of the instrument used for ranking the kindergarten teacher competencies. The second section describes the procedure for the collection of data. A third section explains the procedure for the analysis of the data.

Designing the Instrument

A review of available instruments did not disclose the existence of an established instrument which would serve the purpose of this study. Hence, it was necessary to design an instrument that would reflect the current concepts of kindergarten teacher competencies. A decision was made to accomplish this design by using the knowledge and experience of a broad spectrum of educators who are involved in teaching kindergarten and in the training of kindergarten teachers.
Competency Statement Packet

It was necessary to provide the participants in the study with a list of teacher competencies. A packet of cards with a competency statement printed on each card was selected as the method for ranking the competency statements. The competency statements were ranked by arranging the cards in order of importance. These cards comprised the competency statement packet of the instrument.

Pertinent information used in designing a collection of competency statements was provided by teachers and teacher trainers. Input was furnished by persons involved in kindergarten education at local, state, and national levels. This information was transmitted through a series of taped interviews and written correspondence.

A total of six persons, knowledgeable in kindergarten education, was selected to provide the basic information for the instrument. This group included two kindergarten teachers, two teacher trainers, and two early childhood consultants.

The two teacher trainers were randomly selected from a list compiled by the Texas Education Agency of current university kindergarten teacher trainers in the state of Texas. It was assumed that their statements would reflect the competencies considered most important by the teacher trainers.
Two teachers from an October 15, 1972, list of kindergarten teachers from the Education Service Center, Region XI, were selected at random. It was assumed that these teachers would suggest teacher competencies considered most important by inservice kindergarten teachers.

Two kindergarten teacher consultants were selected. They were the Early Childhood Consultant for the Education Service Center, Region XI, and the Early Childhood Consultant from the Texas Education Agency, Austin, Texas. These two positions represent both inservice teachers and teacher trainers at the local and state levels, respectively.

The interviews were arranged by telephone, followed by a letter of confirmation. The letter was a reminder of the time, place, and topic of the subjects to be covered by the interview. The interviewees were asked to suggest a minimum of twenty-five teacher competencies that reflect attitudes, knowledges, and skills considered necessary for effective teacher performance in a kindergarten. Each interview was recorded on tape at the time and place requested by the interviewee. Four of the participants used notes and the others did not.

The tapes were transcribed and a copy was sent to the respective interviewee for a signature to confirm accuracy. From the transcriptions, suggested competencies were tabulated and recorded. Any competency which was mentioned by two or more of the interviewees was placed on a master list.
The master list of competencies was mailed with a stamped, addressed envelope to twelve national leaders in kindergarten education. These leaders were randomly selected from persons who had books on kindergarten education listed in Books in Print within the past five years and persons who are listed in The Education Periodical Index under kindergarten education within the past five years. The writers of publications on kindergarten were requested to critique and make additions or deletions to the list of competencies submitted to them. They were also requested to revise the listing by changing a competency statement from one category to another as desired. Six of the critiques were returned. Suggestions from these critiques were used to compile a list of fifty-one competency statements. The following is a listing of the competency statements:

1. The teacher will be able to establish goals for the year's activities according to the needs and interests of the children.

2. The teacher will be able to plan curriculum for the year, month, week, and day around themes of concept development that reflect the interests of the child.

3. The teacher will be able to develop a repertoire of suitable learning activities according to the needs and interests of the children.

4. The teacher will be able to schedule daily plans to provide a balance of large group, small group, and individual activities.
5. The teacher will be able to provide for flexibility of schedules and plans that will adjust to the needs of a particular group of children or to make use of particular educational opportunities.

6. The teacher will be able to organize classroom materials and equipment so that children can function independently.

7. The teacher will be able to organize learning centers that provide a variety of rich experiences that will lead children to sensory stimulation and discovery.

8. The teacher will be able to select and compile a list of materials and equipment according to criteria for safe creative and productive use by the children.

9. The teacher will be able to construct materials to enrich the learning environment.

10. The teacher will be able to evaluate commercial materials and adapt them for use.

11. The teacher will be able to arrange a safe, challenging, and interesting outdoor area.

12. The teacher will be able to appraise the intellectual, physical, emotional, and social needs of the child.

13. The teacher will be able to observe and interpret analytically the behavior of children.

14. The teacher will be able to practice techniques that are productive in altering undesirable behavior.

15. The teacher will be able to design and use instruments to assess skills, functions, and knowledge of the individual child.

16. The teacher will be able to synthesize assessment information and prescribe for specific needs of the child.

17. The teacher will be able to assess and record systematically current pupil status and use the information to redefine the educational program for that child.

18. The teacher will be able to work actively to improve conditions for children, individually and through organized groups.
19. The teacher will be able to continue personal professional renewal through study and adaptation to change.

20. The teacher will be able to use a variety of techniques to advance language skills of the children.

21. The teacher will be able to use questioning techniques that will stimulate thinking.

22. The teacher will be able to stimulate children to organize their experiences in terms of relationships and conceptual dimensions.

23. The teacher will be able to stimulate observation, experimentation, and problem solving within organized and informal settings.

24. The teacher will be able to recognize and accept the cultural and socioeconomic differences and their effect on children's levels of functioning.

25. The teacher will be able to promote a two-way communication (formally and informally) with parents in a non-threatening manner.

26. The teacher will be able to maintain a cooperative exchange of ideas with the community, the administrative staff, and other staff members.

27. The teacher will be able to arrange for the effective functioning of adults in the classroom, volunteer as well as professional.

28. The teacher will be able to exhibit a warm and personal verbal and non-verbal attitude toward children and other adults under both favorable and adverse conditions.

29. The teacher will be able to use the principles and theories of child development: personality, behavior and cognition.

30. The teacher will be able to recognize the effects of heredity and environment on the physiological and psychological sequences of development during early childhood.

31. The teacher will be able to describe the interrelationships of language and thought within the developmental stages of young children.
32. The teacher will be able to recognize typical and atypical behaviors of young children at sequential stages of development.

33. The teacher will be able to use major learning theories on a developmental basis.

34. The teacher will be able to describe the uses of a variety of standardized tests and readiness tests and interpret the information furnished from them.

35. The teacher will be able to use a variety of instructional approaches with young children.

36. The teacher will be able to acquire academic knowledge in science, math, the physical world, and the fine arts: music, art, drama, and literature.

37. The teacher will be able to locate and use community resources in the instructional program.

38. The teacher will be able to recognize instructional programs prior to and following kindergarten.

39. The teacher will be able to evaluate advantages and disadvantages of current early childhood programs.

40. The teacher will be able to locate and use sources of information in early childhood.

41. The teacher will be able to evaluate past and current governmental action and impact on early childhood education.

42. The teacher will be able to find pleasure in the company of young children.

43. The teacher will be able to demonstrate a commitment to teaching as a profession.

44. The teacher will be able to exhibit enthusiasm.

45. The teacher will be able to practice self-evaluation.

46. The teacher will be able to demonstrate consistency in relationships with children.

47. The teacher will be able to organize work in terms of time and materials.
48. The teacher will be able to exercise self-control in working with children.

49. The teacher will be able to enjoy work.

50. The teacher will be able to display imagination and originality.

51. The teacher will be able to demonstrate a sense of humor.

Each statement was printed on a numbered, three-inch by five-inch card (see Appendix A). A fifty-one card set of the competency statements comprised the competency statement packet.

Biographical Data Sheet

Since the purpose of this study was to determine the ranking of kindergarten teacher competencies by teachers and teacher trainers, certain biographical information was required from all who participated in the study. This information was collected by asking each person to complete a biographical data sheet.

Two separate biographical data sheets were designed for the instrument. One data sheet was used for kindergarten teachers. The other data sheet was designed for kindergarten teacher trainers.

The teacher biographical data sheet (see Appendix B) was designed to furnish information pertinent to the study about the kindergarten teachers who responded to the instrument. Information requested was teaching experience, type of certification endorsement, and training background.
The teacher trainers biographical data sheet (see Appendix C) was similar to the kindergarten teacher data sheet except that the experience, endorsement, and training information requested was more applicable to an individual who teaches at the college level than to the kindergarten teacher.

Instrument Instruction Sheet

An instruction sheet was written to be distributed with the instrument (see Appendix D). The same instruction sheet was mailed to all participants. The twelve instructions explained the procedure for ranking the fifty-one competency statements of the competency-statement packet. It also described the method to be used in listing the rankings on the ranking form.

Ranking Form

A ranking form was provided in the instrument (see Appendix E). This form had three columns of seventeen spaces each. The columns were labeled: Most Applicable, Moderately Applicable, and Least Applicable. The numbers of the competency statements were to be listed in rank order after they had been arranged in order of importance by the participant.
Test for Reliability

To evaluate the test-retest reliability of the Kindergarten Teacher Competency Ranking Instrument, it was mailed to a random sample of fifteen kindergarten teachers and five kindergarten teacher trainers. Ten kindergarten teachers and two kindergarten teacher trainers responded. Two weeks later, the instrument was resubmitted to these respondents. The \( t \) test was used to analyze the correlation of the ranking of the first and second administrations of the instrument. The median reliability coefficient for the twelve pairs of scores was .9153.

Procedures for Collecting the Data

A list of 263 kindergarten teachers in Education Service Center, Region XI, was used as the mailing list for the instrument for kindergarten teachers. The instrument was mailed to all of these teachers. Each mailed envelope contained 1) a competency-statement packet of fifty-one cards, 2) a teacher biographical data sheet, 3) an instruction sheet, 4) a ranking form, 5) a stamped, addressed return envelope, and 6) a cover letter. The cover letter (see Appendix F) explained the purpose of the study and requested that the kindergarten teacher return the biographical data sheets and ranking forms promptly.
The instrument for kindergarten teacher trainers was mailed to thirty-seven kindergarten teacher trainers in the state of Texas. The list of kindergarten teacher trainers was furnished by the Texas Education Agency. Each envelope mailed contained 1) a competency-statement packet of fifty-one cards, 2) a teacher trainer biographical data sheet, 3) an instruction sheet, 4) a ranking form, 5) a stamped addressed return envelope, and 6) a cover letter. The cover letter (see Appendix G) explained the purpose for the study and requested the prompt return of the biographical data sheet and the competency ranking form.

A minimum of twenty replies in each category was required to provide an adequate sampling. A study of the biographical data sheets that were returned revealed four categories of participants according to training to teach kindergarten. In Category I, teachers who had had no special training to teach kindergarten or partial training, there were twenty-one respondents. In Category II, teachers who were endorsed to teach kindergarten through training, there were seventy-one respondents. In Category III, teachers who were endorsed to teach kindergarten through experience, there were forty-two respondents. In Category IV, kindergarten teacher trainers, there were twenty-two respondents. Two teachers responded to the survey who had had no training for teaching kindergarten and were in their first year of teaching. They were
included in Category I. Eleven of the seventy-one teachers who were endorsed through training indicated that they had had training in addition to the twelve course hours required for endorsement. Six of the teachers endorsed through experience reported that they had had three to nine course hours in kindergarten teacher-training courses.

The biographical data forms that were returned revealed three categories of twenty or more teachers according to years of experience in teaching kindergarten. In Category V, teachers with less than one year of kindergarten teaching experience, there were thirty-seven respondents. In Category VI, teachers with two to five years of kindergarten teaching experience, there were seventy-three respondents. In Category VII, teachers with six or more years of kindergarten teaching experience, there were forty-six respondents. The largest number of years of kindergarten teacher experience was sixteen years reported by one respondent. Two respondents had thirteen years of kindergarten teaching experience. All other respondents had less than ten years of experience. Kindergarten teacher trainers were included in the appropriate category according to their years of kindergarten teacher experience.

Procedures for Analysis of the Data

The means of the ranks for each competency statement were computed for each of the categories of teachers and
teacher trainers. The means of each competency statement were arranged in rank order for each category of teachers and the teacher trainers.

The means of the ranks were computed for each competency statement for the combined categories of teachers and teacher trainers. The means were then ranked to establish a rank order of the competency statements for the combined categories of respondents.

The Kendall coefficient of concordance was then applied to the assigned rank means to determine the extent to which each category of subjects agreed within the group as to the ranking of the competency statements. The Kendall W was also used to determine the level of significance of the total agreement among the combined categories of respondents.

The Spearman coefficient of rank correlation was used to compare the ranking of competency statements by categories of subjects. Comparisons were made between the teacher trainers and the categories of kindergarten teachers that represented training to teach kindergarten.
CHAPTER IV

ANALYSIS OF THE DATA

The purposes of this study were 1) to identify specific competencies needed to teach kindergarten, 2) to determine the teacher competencies which are considered most important by kindergarten teachers, 3) to determine the teacher competencies which are considered most important by kindergarten teacher trainers, and 4) to compare the rankings of teacher competencies by kindergarten teachers and kindergarten teacher trainers.

The procedures for the identification of the specific competencies needed to teach kindergarten were described in Chapter III. The competency statements are listed on pages 64-68.

The ranking of these competency statements furnished the data used 1) to determine which competencies are considered most important by kindergarten teachers and kindergarten teacher trainers, 2) to determine the degree to which the groups of teachers and teacher trainers agreed on the rank order of the competency statements, and 3) the correlation of the rank order of the competency statements between the teacher trainers and all categories of teachers.
For purposes of analyzing the data, the respondents are described by the following categories:

1. Category I represents teachers with no training or partial training for teaching kindergarten. There were twenty-one respondents in this category.

2. Category II represents teachers who are fully endorsed for teaching kindergarten through training. There were seventy-one respondents in this category.

3. Category III represents teachers who are endorsed for teaching kindergarten through prior experience. There were forty-six respondents in this category.

4. Category IV represents kindergarten teacher trainers. There were twenty-one respondents in this category.

5. Category V represents teachers and teacher trainers with less than one year of kindergarten teaching experience. There were forty-six respondents in this category.

6. Category VI represents teachers and teacher trainers with two to five years of kindergarten teaching experience. There were seventy-three respondents in this category.

7. Category VII represents teachers and teacher trainers with six or more years of kindergarten teaching experience. There were thirty-seven respondents in this category.
There were three steps in the analysis of the data. In step one, the mean rank of each competency statement was computed for each category of respondents. These means were then ranked in order for each category. In step two, the degree to which the teachers within each category and the combined categories agreed upon the ranking of the competency statements was determined. In step three, rank correlation was used to compare the ranked means of all statements for all categories of teachers to the ranked means of the teacher trainers.

ORDER OF THE MEAN RANKS

Tables I through VII report the mean rank order in which each category of respondents ranked the competency statements. Table I illustrates how kindergarten teachers with no training or partial training for teaching kindergarten ranked the competencies.

Kindergarten teachers with no special training or partial training assigned mean rank order one to competency statement number seven. This statement is "The teacher will be able to organize learning centers that provide a variety of rich experiences that will lead children to sensory stimulation and discovery."
TABLE I

RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS WITH NO TRAINING OR PARTIAL TRAINING FOR TEACHING KINDERGARTEN (N=21)

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Category II, those teachers who are fully endorsed for teaching kindergarten through training, is the next category of teachers to be considered. These seventy-one teachers comprised the largest single category responding to the survey. The order in which they ranked the fifty-one competency statements is described in Table II.

Table II indicates that the teachers in Category II assigned the mean rank order of one to competency number seven, as did the teachers reported in Table I. Teachers
in Category II ranked competency statement number forty-two in second place as compared to a third place ranking by the teachers in Category I. Competency statement number forty-two is "The teacher will be able to find pleasure in the company of young children."

### TABLE II

**RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS FULLY ENDORSED FOR TEACHING KINDERGARTEN THROUGH TRAINING (N=71)**

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Category III is composed of teachers who were retroactively endorsed to teach kindergarten through prior experience. Table III reports the mean rank order assigned to the competency statements by these teachers.

Mean rank order one was assigned to competency statement forty-two by this category of teachers. This is compared to a designation of mean rank order three by the teachers reported in Table I and mean rank order two by the teachers reported in Table II.

**TABLE III**

RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS ENDORSED FOR TEACHING KINDERGARTEN THROUGH PRIOR EXPERIENCE (N=46)

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The fourth category of teachers is the teacher trainers. This category is reported in Table IV. To be noted in Table IV is the position of competency statement number seven (organize learning centers) in mean rank-order position two. However, competency statement forty-two (pleasure in the company of young children) was dropped to mean rank-order position five.

**TABLE IV**

RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHER TRAINERS (N=21)

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Tables V, VI, and VII report the mean rank order of kindergarten competency statements for teachers of varied teaching experience for teacher categories V through VII. These categories are composed of the same respondents as the four previously reported categories of teachers and teacher trainers. These three categories have been redefined in terms of years of experience in teaching kindergarten. Category V represents beginning teachers with less than one year of experience. The mean rank order for the ranking of the kindergarten teacher competency statements by these teachers is described in Table V.

The least experienced of the kindergarten teachers and kindergarten teacher trainers, responding to the survey, assigned competency statement number seven (organize learning centers) the mean rank of one. As reported in Tables I and II, competency statement number seven was also assigned the mean rank of one by teachers with no training or partial training and teachers fully endorsed through training.

Table V also reports competency statement forty-two in the mean rank position of two. This statement is "The teacher will be able to find pleasure in the company of young children." This statement is reported in third place for Teacher Category I and second place for Category II.
TABLE V
RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER
COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS AND
KINDERGARTEN TEACHER TRAINERS WITH ONE OR LESS THAN
ONE YEAR OF KINDERGARTEN TEACHING EXPERIENCE
(N=46)

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Table VI, which follows, designates the mean rank order assigned to the competency statements by teachers and teacher trainers with two to five years experience teaching kindergarten. This group is composed of forty-nine teachers who were endorsed through training, seven endorsed through prior experience, and seven teacher trainers. This category of teachers assigned the mean rank order of one to competency statement number seven as did the categories reported in Tables I, II, and V.
TABLE VI
RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS AND KINDERGARTEN TEACHER TRAINERS WITH TWO TO FIVE YEARS EXPERIENCE TEACHING KINDERGARTEN (N=73)

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Table VII is the final table in the series that presents the mean rank order of competency statements for a single category of subjects. This table presents the order given to the statements by the teachers with the most experience in teaching kindergarten. The mean number of years for teaching kindergarten among this group of teachers was 8.436 years. It is to be noted that competency statement number
seven has the mean rank position of two while competency statement forty-two has the mean rank position of one.

**TABLE VII**

RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS AND KINDERGARTEN TEACHER TRAINERS WITH SIX OR MORE YEARS OF EXPERIENCE TEACHING KINDERGARTEN

(N=37)

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A survey of Tables I through VII reveals that competency statement number forty-one holds the final position for all categories of respondents. Competency statement forty-one is "The teacher will be able to evaluate past and current governmental action and its impact on early childhood education."
Competency statement thirty-four was assigned the fiftieth mean rank position by five of the seven categories of teachers and teacher trainers. Competency statement thirty-four is "The teacher will be able to describe the uses of a variety of standardized tests and readiness tests and interpret the information furnished from them."

Table VIII presents the mean rank order of the kindergarten teacher competency statements as ranked by all categories of respondents. To be noted is the position of competency statement number forty-two (find pleasure in the company of young children) in mean rank order position one. Competency statement number seven is in mean rank order position two. The mean rank order of next to last and last were assigned to competency statements thirty-four (describe the uses of tests) and forty-one (evaluate government action), respectively.
TABLE VIII
RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS BY KINDERGARTEN TEACHERS AND KINDERGARTEN TEACHER TRainers
(N=156)

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The mean rank position for each competency statement listed by categories of teachers and teacher trainers is presented in Table IX. Of interest is the mean rank of each competency statement by the seven categories of teachers when compared to each other and to the mean rank by all categories of teachers.

Competency statement number forty-two (find pleasure in the company of young children) was assigned the mean rank order of one when computed for all categories. Among
the 156 respondents, sixty-four chose this statement as most important of all the competency statements. However, the teacher trainers assigned statement number forty-two to the mean rank position of five. Eight of the twenty-one teacher trainers ranked this competency in the most important position.

The final position, which represents the competency statement considered least important by all respondents in all categories, was consistently held by competency statement number forty-one (evaluate government action). This statement was ranked in final position by forty-four respondents and within the last five positions 112 times.

**TABLE IX**

RANK ORDER OF THE MEAN RANKS OF KINDERGARTEN TEACHER COMPETENCY STATEMENTS AS DETERMINED BY CATEGORIES OF KINDERGARTEN TEACHERS AND KINDERGARTEN TEACHER TRAINERS (N=156)

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</table>
Table X reports the degree of agreement within the categories of teachers and teacher trainers. To determine the level of significance, the chi square test was applied. The chi square critical value at the one per cent level of significance for 50 degrees of freedom is 76.0. All categories of teachers and teacher trainers concurred to a significant degree within their categories as to the order of importance of the competency statements.

Hypothesis one stated that there would be no significant difference in the ranking of selected competencies for teaching kindergarten within categories of teachers who had had

a. no special training or partial training to teach kindergarten,

b. training for certification endorsement for kindergarten, and

c. certification endorsement for kindergarten through prior experience.

As reported in Table X, hypothesis one was retained for all categories of teachers and teacher trainers.

The teachers endorsed through training agreed to a higher degree than the other categories tested. Teachers endorsed through training or partial training agreed to a lesser degree. The teacher trainers had the lowest degree of concordance reported by all categories.
Hypothesis two stated that there would be no significant difference in the ranking of selected competencies for teaching kindergarten within categories of teachers who had had

a. less than one year of teaching experience in kindergarten
b. two to five years of teaching experience in kindergarten, and
c. six or more years of teaching experience in kindergarten.

As reported in Table X, hypothesis two was retained for all three categories of teachers. Table X further reveals that teachers with two to five years of experience teaching kindergarten are more in accord in the ranking of the kindergarten teacher competency statements than teachers who have more or less teaching experience. When all groups of teachers and teacher trainers were combined into one category they agreed to a significant degree on the order of importance of the kindergarten competency statements.
TABLE X

THE KENDALL COEFFICIENT OF CONCORDANCE AND TEST FOR SIGNIFICANCE OF TEACHER COMPETENCIES AS RANKED BY CATEGORIES OF TEACHERS AND TEACHER TRAINERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Participants</th>
<th>Kendall Coefficient of Concordance $W$</th>
<th>Test for Significance $X^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with no training or partial training</td>
<td>21</td>
<td>.33732</td>
<td>354.185***</td>
</tr>
<tr>
<td>Teachers Endorsed through training</td>
<td>71</td>
<td>.37572</td>
<td>1333.806***</td>
</tr>
<tr>
<td>Teachers Endorsed through experience</td>
<td>42</td>
<td>.36113</td>
<td>758.373***</td>
</tr>
<tr>
<td>Teacher Trainers</td>
<td>22</td>
<td>.27673</td>
<td>304.403***</td>
</tr>
<tr>
<td>Teachers with 1 year or less experience</td>
<td>46</td>
<td>.33724</td>
<td>775.652***</td>
</tr>
<tr>
<td>Teachers with 2-5 years experience</td>
<td>73</td>
<td>.34849</td>
<td>1271.9885***</td>
</tr>
<tr>
<td>Teachers with 6 or more years experience</td>
<td>37</td>
<td>.32231</td>
<td>596.2735***</td>
</tr>
<tr>
<td>All groups</td>
<td>156</td>
<td>.32943</td>
<td>2569.554***</td>
</tr>
</tbody>
</table>

***Significant at < .01 level.
RANK CORRELATION

Among the purposes of this study were to compare the rankings of teacher competencies by kindergarten teachers and kindergarten teacher trainers. The Spearman's coefficient of rank correlation was used to determine the measure of correlation. Table XI presents the rho between all possible categories of teachers and teacher trainers. With 49 degrees of freedom, the value of $t$ at the .01 level of significance is 2.679. According to the matrix in Table XI, all possible correlations between categories of teachers and teacher trainers were highly significant.

The lowest coefficient of correlation was between teachers with no training or partial training, Category I, and the teacher trainers, Category VI. The highest coefficient of correlation was between teachers who had been fully trained for teaching kindergarten, Category III, and the teacher trainers.

**TABLE XI**

**MEAN RANK CORRELATIONS FOR TEACHER CATEGORIES, I, II AND III COMPARED TO TEACHER TRAINERS**

<table>
<thead>
<tr>
<th>Teacher Categories</th>
<th>Teacher Trainer Category IV</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>.7721</td>
<td>8.5054***</td>
</tr>
<tr>
<td>II</td>
<td>.8272</td>
<td>10.3056***</td>
</tr>
<tr>
<td>III</td>
<td>.7914</td>
<td>9.0631***</td>
</tr>
</tbody>
</table>

***Significant at < .01 level.
The competency statement "The teacher will be able to organize learning centers that provide a variety of rich experiences that will lead children to sensory stimulation and discovery" was assigned mean rank order one by four categories of respondents. These categories are 1) kindergarten teachers with no training or partial training for teaching kindergarten, 2) kindergarten teachers fully endorsed for teaching kindergarten through training, 3) kindergarten teachers and kindergarten teacher trainers with less than one year of kindergarten teaching experience, and 4) kindergarten teachers and kindergarten teacher trainers with two to five years of experience teaching kindergarten.

The competency statement "The teacher will be able to find pleasure in the company of young children" was assigned mean rank order one by the composite of all the categories and by two individual categories. These categories are kindergarten teachers endorsed for teaching kindergarten through experience, and kindergarten teachers and kindergarten teacher trainers with six or more years of experience teaching kindergarten.

The competency statement "The teacher will be able to evaluate past and current governmental actions and their impact on early childhood education" was assigned mean rank order fifty-one (final rank) by all seven categories of kindergarten teachers and kindergarten teacher trainers.
All kindergarten teacher competency statements are listed in Table XII according to the mean rank order assigned by all respondents. This represents a summary of all rankings by all categories. This includes teachers at all levels of training and kindergarten teacher trainers.

**TABLE XII**

*Kindergarten Teacher Competency Statements by Rank Order of Mean Ranks for All Categories*

<table>
<thead>
<tr>
<th>Rank of Mean Ranks</th>
<th>Teacher Competency Statement Number</th>
<th>Kindergarten Teacher Competency Statement</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>(42)</td>
<td>The teacher will be able to find pleasure in the company of young children.</td>
</tr>
<tr>
<td>2</td>
<td>(7)</td>
<td>The teacher will be able to organize learning centers that provide a variety of rich experiences that will lead children to sensory stimulation and discovery.</td>
</tr>
<tr>
<td>3</td>
<td>(12)</td>
<td>The teacher will be able to appraise the intellectual, physical, emotional, and social needs of the child.</td>
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<tr>
<td>4</td>
<td>(46)</td>
<td>The teacher will be able to demonstrate consistency in relationships with children.</td>
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<tr>
<td>5</td>
<td>(44)</td>
<td>The teacher will be able to exhibit enthusiasm.</td>
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<tr>
<td>6</td>
<td>(51)</td>
<td>The teacher will be able to demonstrate a sense of humor.</td>
</tr>
<tr>
<td>7</td>
<td>(6)</td>
<td>The teacher will be able to organize classroom materials and equipment so that children can function independently.</td>
</tr>
<tr>
<td>Rank Order of Mean Ranks</td>
<td>Teacher Competency Statement Number</td>
<td>Kindergarten Teacher Competency Statement</td>
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<tr>
<td>8</td>
<td>(1) The teacher will be able to establish goals for the year's activities according to the needs and interests of the children.</td>
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<tr>
<td>9</td>
<td>(3) The teacher will be able to develop a repertoire of suitable learning activities according to the needs and interests of the children.</td>
<td></td>
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<tr>
<td>10</td>
<td>(5) The teacher will be able to provide for flexibility of schedules and plans that will adjust to the needs of a particular group of children or to make use of significant educational opportunities.</td>
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<tr>
<td>11</td>
<td>(48) The teacher will be able to exercise self-control in working with children.</td>
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<tr>
<td>12</td>
<td>(4) The teacher will be able to schedule daily plans to provide a balance of large group, small group, and individual activities.</td>
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<tr>
<td>13</td>
<td>(49) The teacher will be able to enjoy work.</td>
<td></td>
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<tr>
<td>14</td>
<td>(28) The teacher will be able to exhibit a warm and personable verbal and non-verbal attitude toward children and other adults under both favorable and adverse conditions.</td>
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<tr>
<td>15</td>
<td>(14) The teacher will be able to practice techniques that are productive in altering undesirable behavior.</td>
<td></td>
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<tr>
<td>16</td>
<td>(20) The teacher will be able to use questioning techniques that will stimulate thinking.</td>
<td></td>
</tr>
<tr>
<td>Rank Order of Mean Ranks</td>
<td>Teacher Competency Statement Number</td>
<td>Kindergarten Teacher Competency Statement</td>
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<tr>
<td>17</td>
<td>(23)</td>
<td>The teacher will be able to stimulate observation, experimentation, and problem solving within organized and informal settings.</td>
</tr>
<tr>
<td>18</td>
<td>(45)</td>
<td>The teacher will be able to practice self-evaluation.</td>
</tr>
<tr>
<td>19</td>
<td>(35)</td>
<td>The teacher will be able to use a variety of instructional approaches with young children.</td>
</tr>
<tr>
<td>20</td>
<td>(21)</td>
<td>The teacher will be able to use a variety of techniques to advance language skills of the children.</td>
</tr>
<tr>
<td>21</td>
<td>(24)</td>
<td>The teacher will be able to recognize and accept the cultural and socio-economic differences and their effect on children's levels of functioning.</td>
</tr>
<tr>
<td>22</td>
<td>(2)</td>
<td>The teacher will be able to plan curriculum for the year, month, week, and day around themes of concept development that reflect the interests of the child.</td>
</tr>
<tr>
<td>23</td>
<td>(50)</td>
<td>The teacher will be able to display imagination and originality.</td>
</tr>
<tr>
<td>24</td>
<td>(32)</td>
<td>The teacher will be able to recognize typical and atypical behaviors of young children at sequential stages of development.</td>
</tr>
<tr>
<td>25</td>
<td>(16)</td>
<td>The teacher will be able to synthesize assessment information and prescribe for specific needs of the child.</td>
</tr>
<tr>
<td>26</td>
<td>(25)</td>
<td>The teacher will be able to promote a two-way communication (formally and informally) with parents in a non-threatening manner.</td>
</tr>
<tr>
<td>Rank Order of Mean Ranks</td>
<td>Teacher Competency Statement Number</td>
<td>Kindergarten Teacher Competency Statement</td>
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<tr>
<td>27</td>
<td>(17)</td>
<td>The teacher will be able to assess and record systematically current pupil status and use the information to redefine the educational program for that child.</td>
</tr>
<tr>
<td>28</td>
<td>(13)</td>
<td>The teacher will be able to observe and interpret analytically the behavior of children.</td>
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<tr>
<td>29</td>
<td>(29)</td>
<td>The teacher will be able to use the principles and theories of child development: personality, behavior and cognition.</td>
</tr>
<tr>
<td>30</td>
<td>(19)</td>
<td>The teacher will be able to continue personal professional renewal through study and adaptation to change.</td>
</tr>
<tr>
<td>31</td>
<td>(15)</td>
<td>The teacher will be able to design and use instruments to assess skills, functions, and knowledges of the individual child.</td>
</tr>
<tr>
<td>32</td>
<td>(43)</td>
<td>The teacher will be able to demonstrate a commitment to teaching as a profession.</td>
</tr>
<tr>
<td>33</td>
<td>(22)</td>
<td>The teacher will be able to stimulate children to organize their experiences in terms of relationships and conceptual dimensions.</td>
</tr>
<tr>
<td>34</td>
<td>(47)</td>
<td>The teacher will be able to organize work in terms of time and materials.</td>
</tr>
<tr>
<td>35</td>
<td>(9)</td>
<td>The teacher will be able to construct materials to enrich the learning environment.</td>
</tr>
<tr>
<td>36</td>
<td>(11)</td>
<td>The teacher will be able to arrange a safe, challenging, and interesting outdoor area.</td>
</tr>
<tr>
<td>Rank Order of Mean Ranks</td>
<td>Teacher Competency Statement Number</td>
<td>Kindergarten Teacher Competency Statement</td>
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</tr>
<tr>
<td>37 (30)</td>
<td>The teacher will be able to construct materials to enrich the learning environment.</td>
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</tr>
<tr>
<td>38 (27)</td>
<td>The teacher will be able to arrange for the effective functioning of adults in the classroom, volunteer as well as professional.</td>
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<tr>
<td>39 (37)</td>
<td>The teacher will be able to locate and use community resources in the instructional program.</td>
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<tr>
<td>40 (18)</td>
<td>The teacher will be able to work actively to improve conditions for children, individually and through organized groups.</td>
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<tr>
<td>41 (26)</td>
<td>The teacher will be able to maintain a cooperative exchange of ideas with the community, the administrative staff, and other staff members.</td>
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<tr>
<td>42 (8)</td>
<td>The teacher will be able to select and compile a list of materials and equipment according to criteria for safe, creative and productive use by the children.</td>
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</tr>
<tr>
<td>43 (36)</td>
<td>The teacher will be able to acquire academic knowledge in science, math, the physical world, and the fine arts: art, music, drama, and literature.</td>
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<tr>
<td>44 (10)</td>
<td>The teacher will be able to evaluate commercial materials and adapt them for use.</td>
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<tr>
<td>45 (33)</td>
<td>The teacher will be able to use major learning theories on a developmental basis.</td>
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</tbody>
</table>
The competency statements ranked in Table XII above represent the statistically significant agreement among the combined categories of teachers and teacher trainers for all competency statements. The order of these statements synthesizes the concurrence of the combined categories of respondents as to which competency statements might be considered "most important" and those that might be considered "least important" for teaching kindergarten.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter reviews the purpose of the study and the procedure for gathering and analyzing the data, a summary of the findings of the study, conclusions, and recommendations.

Summary

The problem of this study was to determine the competencies for teaching kindergarten which would be considered most important by inservice kindergarten teachers and kindergarten teacher trainers. The purposes of this study were 1) to identify specific competencies needed to teach kindergarten, 2) to determine the teacher competencies which were considered most important by kindergarten teachers, 3) to determine the teacher competencies which were considered most important by kindergarten teacher trainers, and 4) to compare the rankings of teacher competencies by kindergarten teachers and kindergarten teacher trainers.

The review of related literature was concerned with 1) competency-based teacher education, 2) kindergarten teacher competencies, 3) kindergarten teachers, and 4) kindergarten teacher trainers.
The instrument designed for this study contained a series of fifty-one kindergarten teacher competency statements. Pertinent information used in designing the kindergarten teacher competency statements was provided by tape recorded interviews with two kindergarten teachers, two kindergarten teacher trainers, and the Early Childhood Consultants from the Texas Education Agency and Education Service Center, Region XI. The list of competencies derived from these interviews were critiques by six national leaders in kindergarten education.

The revised competency statements were printed on numbered, three- by five-inch cards. The statements were mailed to all kindergarten teachers in Education Service Center, Region XI, and to all persons responsible for kindergarten teacher training at institutions of higher learning in the state of Texas.

The teachers and teacher trainers, to whom the instrument was mailed, were asked to rank the competency statements from most important for teaching kindergarten to least important for teaching kindergarten.

Data was collected from 156 respondents. Twenty-one respondents were teacher trainers and 134 were kindergarten teachers. The kindergarten teachers were subdivided into categories according to levels of training for teaching kindergarten. Category I was composed of teachers who had no training or partial training for teaching kindergarten.
Category II included the teachers who had been fully trained to teach kindergarten, and Category III was comprised of those kindergarten teachers who had been endorsed to teach kindergarten through prior experience.

The mean rank order assigned to the competency statements was determined for each category of teacher as reported in Chapter IV. The means were then ranked to obtain a rank order of the competency statements from "most important" to "least important" for teaching kindergarten. The Kendall coefficient of concordance was the statistical technique used to further analyze the data. A significance of $P < .01$ was required for acceptance of the hypotheses. The Spearman rank order analysis was used to compare the rank order assigned to the competency statements by each category of kindergarten teachers with the order assigned by the teacher trainers.

**Findings**

The findings herein described are not assumed to be valid for population groups other than those represented in the study. The design of the instrument and the gathering of the data were conducted between January 1, 1973 and June 1, 1973. The data was gathered from teacher trainers in the state of Texas and from teachers in the Education Service Center, Region XI. The following findings are pertinent to that time period and locality only.
1. A list of kindergarten teacher competency statements defining the role of the effective kindergarten teacher was compiled.

2. There was highly significant agreement as to the rank order of the competency statements within all categories of teachers when grouped according to levels of training.

3. There was highly significant agreement as to the rank order of the competency statements among kindergarten teacher trainers.

4. There was highly significant agreement as to the rank order of the competency statements within all categories of teachers and teacher trainers when grouped according to years of kindergarten teaching experience.

5. There was highly significant agreement between teacher trainers and all categories of teachers when grouped according to levels of training.

6. A ranked list of kindergarten teacher competency statements from "most important" to "least important" was determined by each category of teachers when grouped according to levels of training.

7. A ranked list of kindergarten teacher competency statements from "most important" to "least important" was determined by kindergarten teacher trainers.

8. A ranked list of kindergarten teacher competency statements from "most" to "least" important was determined
by the combined categories of teachers and the kindergarten teacher trainers.

Conclusions

Based upon the scope and limitations of this study the following conclusions have been drawn:

1. Kindergarten teacher competency statements can be determined by consensus among teachers, teacher trainers, early childhood consultants, and national leaders in early childhood education.

2. Kindergarten teachers endorsed through experience tend to concur as to the rank order of competency statements to a higher degree than do teachers who are partially or fully trained for teaching kindergarten.

3. Kindergarten teacher trainers tend to concur to the rank order of the competency statements to a lesser degree than do teachers in any category.

4. The homogeneity with which all categories of kindergarten teachers, regardless of levels of teaching experience or training, ranked the kindergarten teacher competency statements, indicates that kindergarten teachers are aware of the competencies needed to teach kindergarten.

5. The higher correlation between the mean rank order given the kindergarten teacher competency statements by teacher trainers and kindergarten teachers fully trained for teaching kindergarten implies that
kindergarten teacher trainers may have an influence on how the trained teacher views the teaching task.

6. The consistent choice of competency statement one "The kindergarten teacher will be able to organize learning centers that provide a variety of rich experiences that will lead the child to sensory stimulation and discovery" and "The kindergarten teacher will be able to find pleasure in the company of young children" in first and second mean rank order of importance as opposed to the competency statement "The kindergarten teacher will be able to evaluate past and current governmental action and impact on early childhood education" in the final position could imply that the teacher is more concerned with the children and the classroom than with those social and political factors which influence the education of young children.

Recommendations

Emanating from this study the following recommendations are suggested for consideration:

1. Individuals responsible for preservice education of kindergarten teachers should consider the mean rank order assigned to the kindergarten teacher competency statements by teachers with one year or less of kindergarten teaching experience and by teachers with
no training or partial training for teaching kindergarten when planning kindergarten teacher education programs at the preservice level. This consideration could improve the level of competency of the beginning kindergarten teacher.

2. Individuals responsible for the inservice training of kindergarten teachers should consider the mean rank order assigned to the kindergarten competencies by each category of teachers according to training and years of experience when planning kindergarten teacher inservice programs. This consideration should add to the relevance of inservice teacher training.

3. Parents and professionals involved with the care of children, such as pediatricians, child psychologists, and principals probably should be involved in the formulation of competency statements for kindergarten teachers. This involvement could provide a broader base for competencies than those formulated by persons in formal education.

4. Parents and professionals involved with the care of children, such as pediatricians, psychologists, and principals probably should be involved in the ranking of the kindergarten teacher competency statements. This involvement could add emphasis to competencies other than those considered important by educators.
5. Teachers in a wider geographic area than Education Service Center, Region XI, should be included in the formulation and ranking of the kindergarten teacher competency statements. This expanded survey would determine whether the narrower sample was a valid representation of competency rankings.

6. Similar surveys should be conducted among teachers and teacher trainers other than kindergarten. These surveys would determine if the high degree of concurrence is standard among all teachers.

7. The kindergarten teacher competency statements should be arranged in a developmental hierarchy of knowledge and skills that accounts for prerequisite knowledge and performance. This hierarchy would provide an order in which the knowledge and skills could be presented in a teacher education program.

8. The kindergarten teacher competency statements used in this study should be restated into criterion referenced statements of teacher performances for implementation into competency-based teacher education programs.
APPENDIX
APPENDIX A

3 The teacher will be able to

Develop a repertoire of suitable learning activities according to the needs and interests of the children.
# APPENDIX B

## TEACHER BIOGRAPHICAL DATA

<table>
<thead>
<tr>
<th>OFFICE USE ONLY</th>
<th>NAME _____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL ____________________________</td>
</tr>
<tr>
<td></td>
<td>CITY ______________________________</td>
</tr>
<tr>
<td></td>
<td>SEX M ___ F ___</td>
</tr>
</tbody>
</table>

**FILL IN THE FOLLOWING INFORMATION:**

### TEACHING EXPERIENCE

Number of Years Teaching Kindergarten _____

### ENDORSEMENT (Circle one of the following:)

- Emergency Endorsement, First Year 1
- Emergency Endorsement, Second Year 2
- Endorsement Through Experience 3
- Endorsement Through Training 4
- College Recommending Endorsement

### TRAINING (Circle one of the following:)

- I have had no special courses for teaching kindergarten. 1
- I have had 3-9 hours of courses for teaching kindergarten. 2
- I am fully endorsed for teaching kindergarten. 3
- I have additional training in early childhood education past endorsement. 4
- Course hours ________________

Highest Degree That You Have Received:

- Doctorate _____
- Masters _____
- Baccalaureate _____
- Other _____

Number of kindergarten children in your class. _____

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TEACHER TRAINER BIOGRAPHICAL DATA

NAME ____________________________
SCHOOL __________________________
CITY ______________________________
SEX M ___ F ___

FILL IN THE FOLLOWING INFORMATION:

TEACHING EXPERIENCE

Number of Years Teaching Kindergarten ___

ENDORSEMENT (Circle one of the following:)

No Endorsement 1
Endorsement Through Experience 2
Endorsement Through Training 3
College Recommending Endorsement __________________________

TRAINING (Check one of the following:)

Highest Degree That You Have Received:

Doctorate _____
Masters _____
Baccalaureate _____
Other _____

I would like to have a copy of the results of the study _____
INSTRUCTIONS:

1. Read the entire set of competency statements on the enclosed packet of cards.

2. Reread the statements and choose 17 that you consider the most important in kindergarten teaching. Place those in stack one.

3. Choose the 17 statements that you consider least important in kindergarten teaching. Place those in stack three.

4. The remaining 17 cards should contain the statements you consider moderately important in kindergarten teaching. Place those in stack two.

5. Read the statements in stack one. Choose the statement that you consider most important in kindergarten teaching. Place that statement on your left.

6. Choose the statement in stack one that you consider least important in kindergarten teaching. Place that statement on your right.

7. Choose the statement in stack one that you consider next most important in kindergarten teaching. Place it beside the most important statement.

8. Choose the next least important statement and place it beside the least important statement.

9. Continue until all statements have been placed in order from most to least important.

10. Use the same procedure for stacks two and three.

11. Record the number for each statement in the appropriate columns on the enclosed RANKING FORM.

12. Return Biographical Data Form and Ranking Form in the self-addressed, stamped envelope.
APPENDIX E

RANKING FORM
"KINDERGARTEN TEACHER COMPETENCIES"

After you have ranked the cards in the three stacks, record the number on each card onto the chart below according to the order in which you placed the statement. Write card numbers in these spaces.

FOR OFFICE USE ONLY:

<table>
<thead>
<tr>
<th>Card 1</th>
<th>Card 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Col. 1</td>
<td>6-41</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

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Dear Teacher Friend:

One of the many responsibilities of the professional teacher is that (s)he contribute to the training of new teachers. Teacher training in the state of Texas is to be based on competencies by 1977. You are being asked to make a contribution to this important development.

Teacher trainers at the college level are faced with determining which skills teachers consider most essential to effective performance in the classroom. In an effort to solve this problem specifically for kindergarten teachers, I have chosen to do research in this area for my doctoral dissertation at North Texas State University.

As a personal favor to me, please fill in the Biographical Data Form, read the Instruction Sheet carefully, complete the ranking of statements, and record the items. In order for the data to be compiled as soon as possible, please use the self-addressed, stamped envelope to return the Biographical Data Form and the Ranking Form to me by May 23, Wednesday.

Yours truly,

(Mrs.) Vivian A. Hicks
Instructor
Kindergarten Education
Texas Christian University

Encl: 4
APPENDIX G

5216 Winifred Drive
Fort Worth, Texas 76133
May 14, 1973

Dear Fellow Educator:

As you know, teacher training in the state of Texas is to be based on competencies by 1977. As teacher trainers at the college level we are faced with determining which skills teachers consider most essential to effective performance in the classroom. In an effort to solve this problem specifically for kindergarten teachers, I have chosen to do research in this area for my doctoral dissertation at North Texas State University.

As a personal favor to me, please fill in the Biographical Data Form, read the Instruction Sheet carefully, complete the ranking of statements, and record the items. In order for the data to be compiled as soon as possible, please use the self-addressed, stamped envelope and return to me by May 25.

If you are interested in a copy of the results of the study, please indicate that on the Biographical Data Form.

Yours truly,

(Mrs.) Vivian A. Hicks
Instructor
Kindergarten Education
Texas Christian University

Encl: 4
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