

The area with the most non-recurring concerns was "Interpreting curriculum guides." Sixty-nine percent of all concerns in this area were during the September-October period. Other concerns which predominated at this time were "Developing course outlines," 48 percent of all concerns in the area, "Grouping for instruction" (43 percent), and "Selecting instructional materials" (31 percent). "Obtaining student-background information" was also important during September-October as was "Operating audio-visual equipment" and "Using kits, charts, games, simulations." Nineteen percent of all concerns in "Diagnosis of learning difficulties" also occurred at the beginning of the school year.

SUB-PROBLEM 1:8

Statement. "To what extent were differences in the percentage of concerns which occurred during September-October in each task area associated with:

1. years of post-secondary education,
2. total years of teaching experience,
3. years of employment in their present school, and
4. grade division?"

Responses Classified by Years of Post-Secondary Education

Table 17 shows the percentage of concerns in each task area in September-October distributed by years of post-secondary education.

"Selecting instructional materials" was chosen most frequently by teachers with three or less years of post-secondary education while

Table 17

Percentage of Concerns in Each Task Area, in
September-October, by Years of
Post-Secondary Education

TASK AREA No. Description	Years of Post-Secondary Education			
	1-2 %	3 %	4 %	5-6 %
CURRICULUM AND PROGRAM				
1. Developing course outlines	15.0	11.4	15.1	23.1
2. Selecting instructional materials	25.0	17.2	8.2	7.7
3. Developing unit/lesson plans	0.0	5.7	2.7	7.7
4. Developing instructional materials	0.0	2.9	2.7	0.0
5. Evaluating lessons/units	0.0	0.0	1.4	7.7
6. Interpreting curriculum guides	5.0	2.9	8.2	7.7
INSTRUCTIONAL				
7. Developing questioning techniques	0.0	0.0	1.4	0.0
8. Teaching concepts, constructs, generalizations	0.0	5.7	1.4	0.0
9. Planning role-playing	0.0	0.0	1.4	7.7
10. Developing/using small group activities	0.0	2.9	2.7	0.0
11. Planning individualized instruction	0.0	11.4	4.1	0.0
12. Using problem-solving/inquiry/ discovery method	0.0	0.0	0.0	0.0
13. Leading discussions	0.0	0.0	1.4	0.0
14. Grouping for instruction	10.0	8.6	8.2	7.7
AUDIO-VISUAL TECHNOLOGY				
15. Operating audio-visual equipment	15.0	2.9	6.9	15.4
16. Using kits, charts, games, simulations	5.0	2.9	4.1	7.7
17. Developing own audio-visual materials	0.0	2.9	0.0	0.0
SPECIAL STUDENT NEEDS				
18. Diagnosis of learning difficulties	10.0	8.6	9.6	7.7
19. Developing remedial programs	5.0	5.7	5.5	0.0
20. Obtaining student-background information	10.0	8.6	9.6	0.0
21. Solving teacher-pupil problems	0.0	0.0	5.5	0.0
N	20	35	73	13
	100.0	100.0	100.0	100.0

"Developing course outlines" was the most frequently mentioned concern for teachers with four or more years of post-secondary education.

However, teachers with one to three years of training indicated

"Developing course outlines" often enough for it to rank second.

Three task areas, "Grouping for instruction," "Diagnosis of learning difficulties," and "Obtaining student-background information," were of common concern to all teachers except those with five to six years of post-secondary education who had no concerns in "Obtaining student-background information" at the beginning of the school year.

"Planning individualized instruction" was frequently mentioned by teachers with three years of post-secondary education.

Responses Classified by Total Years of Teaching Experience

There was no difference in the ranking of most frequent concerns of teachers with one to three years and teachers with four to six years of teaching experience, (Table 18).

As length of teaching experience increased, there was a general decrease in the number of areas in which assistance was desired at the beginning of the school year. The most frequently mentioned concern for teachers in all categories was "Developing course outlines." "Selecting instructional materials," "Diagnosis of learning difficulties," and "Operating audio-visual equipment" were mentioned frequently by all teachers except those with over twenty years of teaching experience.

Seven percent of all the reported concerns of teachers with one to three years of teaching experience, and 15 percent of those of teachers with four to six years of experience were in "Grouping for

Table 18

Percentage of Concerns in Each Task Area, in September-October,
by Total Years of Teaching Experience

TASK AREA No. Description	Total Years of Teaching Experience				
	1-3 %	4-6 %	7-10 %	11-20 %	Over 20 %
CURRICULUM AND PROGRAM					
1. Developing course outlines	12.3	26.9	6.7	13.0	25.0
2. Selecting instructional materials	11.0	15.4	20.0	13.0	0.0
3. Developing unit/lesson plans	5.5	0.0	0.0	0.0	25.0
4. Developing instructional materials	1.4	0.0	0.0	8.7	0.0
5. Evaluating lessons/units	1.4	0.0	0.0	0.0	25.0
6. Interpreting curriculum guides	8.2	0.0	13.3	4.4	0.0
INSTRUCTIONAL					
7. Developing questioning techniques	1.4	0.0	0.0	0.0	0.0
8. Teaching concepts, constructs, generalizations	2.7	3.9	0.0	0.0	0.0
9. Planning role-playing	1.4	3.9	0.0	0.0	0.0
10. Developing/using small group activities	4.1	0.0	0.0	0.0	0.0
11. Planning individualized instruction	5.5	0.0	6.7	8.7	0.0
12. Using problem-solving/inquiry/discovery method	0.0	0.0	0.0	0.0	0.0
13. Leading discussions	1.4	0.0	0.0	0.0	0.0
14. Grouping for instruction	6.9	15.4	0.0	13.0	0.0
AUDIO-VISUAL TECHNOLOGY					
15. Operating audio-visual equipment	8.2	7.7	13.3	0.0	25.0
16. Using kits, charts, games, simulations	5.5	3.9	6.7	0.0	0.0
17. Developing own audio-visual materials	1.4	0.0	0.0	0.0	0.0
SPECIAL STUDENT NEEDS					
18. Diagnosis of learning difficulties	9.6	7.7	6.7	13.0	0.0
19. Developing remedial programs	4.1	3.9	6.7	8.7	0.0
20. Obtaining student-background information	5.5	7.7	20.0	13.0	0.0
21. Solving teacher-pupil problems	2.7	3.9	0.0	4.4	0.0
TOTAL					
N	73	26	15	23	4
	100.0	100.0	100.0	100.0	100.0

instruction," an area also important to teachers in the eleven to twenty years category.

For teachers with seven to ten years of teaching experience, 13 percent of their concerns were in "Interpreting curriculum guides," compared to 8 percent of the concerns of those in the one to three years category, and 4 percent of those teachers with eleven to twenty years of teaching experience.

Responses Classified by Years of Employment in School

The percentage of concerns in each task area for the September-October period, classified by years of employment in the school is given in Table 19. Approximately 14 percent of teacher concerns in each category regardless of years of employment in school, were in "Developing course outlines." Yet, while 17 percent of the concerns of teachers new to the school and 15 percent of the concerns of those with three to ten years of employment were in "Selecting instructional materials," only 5 percent of the concerns of teachers with two years of employment were in this area.

Almost 11 percent of the concerns of teachers new to the school were in "Operating audio-visual equipment." The percentage of all concerns in this area decreased as years of employment in the school increased.

In comparison, the percentage of concerns in "Diagnosis of learning difficulties" rose as years of employment in the school increased, with 12 percent of the concerns of teachers with three to ten years of employment being in this area. This was also the

Table 19

Percentage of Concerns in Each Task Area, in September-October, by Years of Employment in School

TASK AREA		Years of Employment in School		
No.	Description	1 %	2 %	3-10 %
CURRICULUM AND PROGRAM				
1.	Developing course outlines	13.9	14.0	18.2
2.	Selecting instructional materials	16.9	4.7	15.2
3.	Developing unit/lesson plans	4.6	2.3	3.0
4.	Developing instructional materials	0.0	4.7	3.0
5.	Evaluating lessons/units	0.0	2.3	3.0
6.	Interpreting curriculum guides	7.7	7.0	3.0
INSTRUCTIONAL				
7.	Developing questioning techniques	0.0	2.3	0.0
8.	Teaching concepts, constructs, generalizations	1.5	2.3	3.0
9.	Planning role-playing	1.5	2.3	0.0
10.	Developing/using small group activities	1.5	4.7	0.0
11.	Planning individualized instruction	1.5	7.0	9.1
12.	Using problem-solving/inquiry/discovery method	0.0	0.0	0.0
13.	Leading discussions	0.0	2.3	0.0
14.	Grouping for instruction	6.2	7.0	15.2
AUDIO-VISUAL TECHNOLOGY				
15.	Operating audio-visual equipment	10.8	7.0	3.0
16.	Using kits, charts, games, simulations	6.2	4.7	0.0
17.	Developing own audio-visual materials	1.5	0.0	0.0
SPECIAL STUDENT NEEDS				
18.	Diagnosis of learning difficulties	9.2	7.0	12.1
19.	Developing remedial programs	4.6	7.0	3.0
20.	Obtaining student-background information	9.2	7.0	9.1
21.	Solving teacher-pupil problems	3.1	4.7	0.0
N		65	43	33
		100.0	100.0	100.0

case in other areas. In "Planning individualized instruction" the percentage of concerns rose from 2 percent for teachers new to the school to 9 percent for those teachers with three to ten years of employment in the school, and in "Grouping for instruction" the percentage of concerns were 6.7 and 15 percent respectively.

Responses Classified by Grade Division

When the percentage of concerns in each task area was examined by grade division (Table 20), the concerns more often mentioned by Division 2 teachers were different from those for Division 1 teachers.

While Division 1 teachers had concerns in almost all areas, Division 2 teachers were more specific in their selection of concerns. Division 2 teachers had higher percentages of concerns in areas related to curriculum and program planning. Over 21 percent of their concerns were in "Developing course outlines" and 24 percent in "Selecting instructional materials."

Division 2 teachers more frequently mentioned concerns in "Planning individualized instruction" and "Grouping for instruction" while Division 1 teachers had greater percentages of concerns in "Interpreting curriculum guides," and all the task areas in the Special Student Needs section.

SUMMARY

This chapter presented teachers' responses to Problem 1, namely: in which task areas and at what period of the school year did teachers desire consultative assistance?

Table 20

Percentage of Concerns in Each Task Area, in September-
October, by Grade Division

TASK AREA No. Description	Grade Division	
	1 (Gr.1-3) %	2 (Gr.4-6) %
CURRICULUM AND PROGRAM		
1. Developing course outlines	11.0	21.4
2. Selecting instructional materials	7.3	23.8
3. Developing unit/lesson plans	4.9	2.4
4. Developing instructional materials	2.4	0.0
5. Evaluating lessons/units	2.4	0.0
6. Interpreting curriculum guides	8.5	2.4
INSTRUCTIONAL		
7. Developing questioning techniques	1.2	0.0
8. Teaching concepts, constructs, generalizations	3.7	0.0
9. Planning role-playing	1.2	2.4
10. Developing/using small group activities	2.4	2.4
11. Planning individualized instruction	3.7	7.1
12. Using problem-solving/inquiry/discovery method	0.0	0.0
13. Leading discussions	1.2	0.0
14. Grouping for instruction	6.1	14.3
AUDIO-VISUAL TECHNOLOGY		
15. Operating audio-visual equipment	7.3	7.1
16. Using kits, charts, games, simulations	3.7	4.8
17. Developing own audio-visual materials	1.2	0.0
SPECIAL STUDENT NEEDS		
18. Diagnosis of learning difficulties	9.8	7.1
19. Developing remedial programs	6.1	2.4
20. Obtaining student-background information	11.0	2.4
21. Solving teacher-pupil problems	4.9	0.0
N		
	82	42
	100.0	100.0

The highest percentages of teachers desiring consultative assistance were in the Special Student Needs task areas, with 85 percent of teachers indicating a desire for assistance in "Diagnosis of learning difficulties," and 75 percent seeking assistance in "Development of remedial programs." The selection of instructional materials was also an important concern for 73 percent of teachers.

Teachers with less than three years of teaching experience and those with more than four years of post-secondary education had a wider variety and a higher percentage of concerns than had other teachers. While the percentage of teachers desiring assistance decreased as years of employment in the system increased, there was no discernible trend when responses were classified by years in their present school. The concerns of Division 1 teachers differed from those of Division 2 teachers with higher percentages of Division 1 teachers desiring assistance in "Developing unit/lesson plans," "Evaluating lessons/units," "Developing questioning techniques," "Developing/using small group activities," "Planning individualized instruction," and in all areas in Audio-Visual Technology and Special Student Needs task areas. In general, more teachers than other position holders had concerns in all areas.

The concerns mentioned most frequently by teachers were "Diagnosis of learning difficulties," "Developing remedial programs," and "Selecting instructional materials," and this ranking was maintained regardless of classification by years of post-secondary education, total years of teaching experience, years of employment in their present school, and by grade division.

The majority of concerns in all areas except the "Interpretation

of curriculum guides" were recurring. In ten areas, over 80 percent of the concerns were recurring: "Developing unit/lesson plans," "Developing instructional materials," "Evaluating lessons/units," "Developing questioning techniques," "Teaching concepts, constructs, generalizations," "Developing/using small group activities," "Using problem-solving/inquiry/discovery method," "Making own audio-visual materials," "Developing remedial programs," and "Solving teacher-pupil problems."

The teachers who indicated all their concerns as recurring were more frequently in Division 2 and had been teaching for more than six years.

The concerns which were most predominant at the beginning of the year were "Interpreting curriculum guides," "Developing course outlines," "Grouping for instruction," and "Selecting instructional materials." "Developing course outlines" and "Selecting instructional materials" were the most frequently mentioned areas in all categories when responses were examined by years of post-secondary education. In general, Division 2 teachers and those with at least six years of teaching experience were more selective in their concerns at the beginning of the school year. In some areas the percentage of concerns decreased as years of employment decreased while the percentage rose in other areas. Concerns with "Diagnosis of learning difficulties," "Grouping for instruction," and "Planning individualized instruction" were more evident for teachers who had taught in the school for at least three years.

Chapter 6

SPECIFIC CONCERNS OF TEACHERS

The analyses of the data for Problem 2 are discussed in this chapter. The specific concerns of teachers within each task area are described and these concerns are examined according to selected teacher characteristics.

SUB-PROBLEM 2.1

Statement. "Within each task area, what were teachers' specific concerns?"

The distribution of specific concerns reported by teachers is given in Table 21. There was a substantial similarity in the specific concerns mentioned by teachers so that, in some task areas, they reported only one specific concern.

Curriculum and Program task areas. Many of the concerns in this section stemmed from a desire to discuss and exchange ideas. Arranging for the cooperative planning and making of materials was also important. However, 63 percent of the concerns in "Developing course outlines" and 18 percent of those in "Selecting instructional materials" were related to finding out which concepts were essential in their grade level and how to select materials to teach these concepts. These concerns were mentioned again in "Interpreting curriculum guides," where discussion of the appropriate specific skills required was desired.

Table 21
Distribution of Specific Concerns in Each Task Area

<u>TASK AREA 1 - Developing course outlines</u>		
Discuss, share, cooperate in specific subject areas	21	37.5
What is expected in grade level	35	62.5
	N 56	100.0
<u>TASK AREA 2 - Selecting instructional materials</u>		
What materials available generally/ What new materials available/ Rating of materials	26	24.5
What materials available in school/ Obtaining materials available in school	44	41.5
Selecting materials to teach concepts	19	17.9
Ordering materials/Obtaining catalogues/ Financial concerns re ordering	17	16.0
	N 106	100.0
<u>TASK AREA 3 - Developing unit/lesson plans</u>		
Obtaining, exchanging ideas generally/for new units	34	55.7
Exchanging materials	18	29.5
Cooperative planning	9	14.8
	N 61	100.0
<u>TASK AREA 4 - Developing instructional materials</u>		
Planning/Obtaining ideas re materials and teaching techniques	26	53.1
Making/Obtaining materials/Comparing notes/ Dittoing copies	23	46.9
	N 49	100.0
<u>TASK AREA 5 - Evaluating lessons/units</u>		
Looking over plans/Evaluation of instructional materials	17	54.8
Post-evaluation of students/of unit	14	45.2
	N 31	100.0
<u>TASK AREA 6 - Interpreting curriculum guides</u>		
Linking guide to teaching/Discussion of specific skills required at grade level or in specific subject areas	13	100.0
	N 13	100.0
<u>TASK AREA 7 - Developing questioning techniques</u>		
How/what to ask	11	100.0
	N 11	100.0

Table 21 (continued)

Specific Concerns

TASK AREA 8 - Teaching planning process

Desire of basic concepts/Would like feedback in specific subject areas	17	32.1
Information on ways to handle problems	18	34.0
Would like to know new ideas and techniques which work	18	34.0
	<u>N 53</u>	<u>100.0</u>

TASK AREA 9 - Planning role-playing

How to do it/Where to use it/for specific subject areas	<u>N 12</u>	<u>100.0</u>
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TASK AREA 10 - Developing/using small group activities

Exchanging activity centre ideas	16	34.8
Exchanging small group work ideas	19	41.3
How to get group to work together/ Exchanging ideas on what and what works well	11	23.9
	<u>N 46</u>	<u>100.0</u>

TASK AREA 11 - Planning individualized instruction

Obtaining more information in specific subject areas re how it works and related materials	20	48.8
Diagnosis of student level or student problem/ Working with other teachers re student progress	21	51.2
	<u>N 41</u>	<u>100.0</u>

TASK AREA 12 - Using problem-solving/inquiry/discovery method

How to use/Associated problems/How to introduce	<u>N 11</u>	<u>100.0</u>
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TASK AREA 13 - Leading discussions

How to introduce/How to encourage students/ Coordination with other staff	<u>N 9</u>	<u>100.0</u>
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TASK AREA 14 - Grouping for instruction

Dividing class at the beginning of year	15	26.8
Grouping for different skills	20	35.7
Information on level of students/Whom to group together/Use of group leaders	21	37.5
	<u>N 56</u>	<u>100.0</u>

Table 21 (continued)

Specific Concerns	f	%
<u>TASK AREA 15 - Operating audio-visual equipment</u>		
Operation/Availability	41	68.3
Maintenance	19	31.7
	N 60	100.0
<u>TASK AREA 16 - Using kits, charts, games, simulations</u>		
What kits to use/How to use	21	50.0
Information on what materials available/What new materials available	21	50.0
	N 42	100.0
<u>TASK AREA 17 - Developing own audio-visual materials</u>		
Making specific materials	10	45.5
Getting ideas/Gearing to level of students/ Knowing what is available/Getting enough time	12	54.5
	N 22	100.0
<u>TASK AREA 18 - Diagnosis of learning difficulties</u>		
Diagnosis for specific pupils	N 68	100.0
<u>TASK AREA 19 - Developing remedial programs</u>		
What to do to aid pupils/What materials to use	N 61	100.0
<u>TASK AREA 20 - Obtaining student-background information</u>		
Information from other teachers re academic progress or from school records	13	24.5
Non-cumulative record card information (family background information)	40	75.5
	N 53	100.0
<u>TASK AREA 21 - Solving teacher-pupil problems</u>		
Problem with particular student	N 41	100.0

Instructional task areas. Concerns in this section focused almost entirely on a desire for an explanation of the specific instructional technique. However, in "Developing/using small group activities" teachers were also interested in exchanging ideas about materials to use, and in "Planning individualized instruction" 51 percent wanted to know how to determine the level of the student and to identify student problems. This latter concern was also evident in "Grouping for instruction" where 38 percent sought assistance in identifying the levels of the students and deciding how to group them together. Twenty-seven percent of the concerns in this task area were in dividing the class at the beginning of the year.

In "Teaching concepts, constructs, generalizations" 32 percent of concerns surfaced because of uncertainty of basic concepts and how to teach them. Another 34 percent were related to handling the instructional problems in this area.

Audio-Visual Technology task areas. Concerns in these task areas revolved around operation of equipment, how to use kits, charts, games, simulations, and how to make audio-visual materials.

Special Student Needs task areas. All the concerns in "Diagnosis of learning difficulties" were for assistance in determining difficulties in specific pupils, and those in "Developing remedial programs" were related to what techniques and materials to use to help the student.

Concerns in "Obtaining student-background information" were

related to the academic progress of the student or to his home environment. Problems with particular students were usually related to learning difficulties rather than to discipline.

SUB-PROBLEM 2.2

Statement. "To what extent were differences in the distribution of specific concerns in each task area associated with:

1. years of post-secondary education,
2. total years of teaching experience,
3. length of employment in their present school, and
4. grade division?"

Tables 22 to 34 contain the distribution of specific concerns by task area and by four background variables, years of post-secondary education, total years of teaching experience, length of employment in the school and grade division. Only those task areas where more than one specific concern was mentioned are included.

Developing Course Outlines

Table 22 contains the distribution of responses for task area 1, "Developing course outlines," when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division.

Responses classified by years of post-secondary education

Specific concerns about concepts and subject matter were more often voiced by teachers with one to two years of post-secondary education, while a desire to discuss and share ideas was a more predominant concern of teachers with three or more years of post-secondary

Table 22

Distribution of Specific Concerns in Task Area 1 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 1 - Developing course outlines

Specific Concerns

1. Discuss, share, cooperate in specific subject areas
2. What is expected in grade level

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	25.0*	40.0	37.0	40.0	30.0	33.3	45.5	37.5	100.0
2.	75.0	60.0	63.0	60.0	70.0	66.7	54.5	62.5	0.0
N	4	15	27	10	20	15	11	8	2
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	29.2	44.4	42.9	39.3	21.1				
2.	70.8	55.6	57.1	60.7	78.9				
N	24	18	14	15	32				

*25 percent of the total concerns (4) of teachers with 1-2 years of Post-Secondary Education about "Developing course outlines," were in discussing, sharing, and cooperating in specific subject areas.

education. In general, approximately 40 percent of concerns dealt with the exchange of ideas and 60 percent with essential concepts and subject matter.

Responses classified by total years of teaching experience.

While the concerns of teachers with seven to ten years of teaching experience were almost evenly divided between discussing ideas and obtaining clarification of grade level concepts, teachers in other categories had a different balance of concerns. Apart from teachers who were in the over twenty years category, teachers with either fewer than six years or more than ten years of teaching experience had twice as many concerns about concepts and subject matter than they had about sharing ideas.

Responses classified by years of employment in the school.

While 70 percent of the concerns of teachers new to the school were about what concepts were essential to their grade level, this percentage fell to 56 percent for teachers in their second year. Approximately 44 percent of the concerns of teachers who had been teaching in the school for at least a year were in exchanging and sharing ideas, while only 29 percent of the concerns of teachers new to the school fell in this category.

Responses classified by grade division. A higher percentage of Division 2 teachers (79 percent) than Division 1 teachers (61 percent) was interested in obtaining knowledge of subject matter, essential concepts and what is expected at the grade level.

Correspondingly, Division 1 teachers were more concerned about

discussing ideas and cooperating in developing course outlines than were Division 2 teachers.

Selecting Instructional Materials

Table 23 contains the distribution of responses for task area 2, "Selecting instructional materials," when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division.

Responses classified by years of post-secondary education.

Twenty-six percent of the concerns of teachers with three years of post-secondary education were in selecting materials to teach specific concepts. Only 11 percent of the concerns of teachers with five to six years of post-secondary education were in this category. Ordering materials was more often a concern of teachers with three or more years of post-secondary education, while knowing what materials were available in the school was most often mentioned by teachers with one to two years of post-secondary education.

Responses classified by total years of teaching experience.

The concerns of teachers with one to three years of teaching experience were more similar to those of teachers with seven to ten years than to those of teachers with four to six years of teaching experience. Fourteen percent of the concerns of teachers with one to three years of teaching experience and 13 percent of the concerns of teachers in the seven to ten years category were in selecting materials to teach specific concepts while 27 percent of the concerns of teachers with four to six years of teaching experience were in this area. Fifty percent of the concerns of teachers with one to

Table 23

Distribution of Specific Concerns for Task Area 2 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 2 - Selecting instructional materials

Specific Concerns

1. What materials available generally/What new materials available/
Rating of materials
2. What materials available in school/Obtaining materials available
3. Selecting materials to teach concepts
4. Ordering materials/Obtaining catalogues/Financial concerns re
ordering

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	25.0	14.8	26.5	33.3	16.2	26.9	12.5	36.4	60.0
2.	50.0	44.4	38.8	38.9	51.4	34.6	50.0	27.3	40.0
3.	16.7	25.9	16.3	11.1	13.5	26.9	12.6	22.7	0.0
4.	8.3	14.8	18.4	16.7	18.9	11.5	25.0	13.6	0.0
N	12	27	49	18	37	26	16	22	5
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	13.3	28.6	36.4		20.0		26.8		
2.	48.9	35.7	36.4		44.4		41.5		
3.	22.2	21.4	9.1		22.2		14.6		
4.	15.6	14.3	18.2		13.3		17.1		
N	45	28	33		45		41		

three and seven to ten years of teaching experience were related to what materials were available in the school.

Responses classified by years of employment in the school. Of teachers who indicated a desire for consultative assistance in "Selecting instructional materials," those who were new to the school were more interested in what materials were available, and in selecting materials to teach concepts than were teachers who had been teaching there for longer periods. The latter were more concerned with what new materials had been published and what materials were available from the central office than were teachers in their first year in the school.

Responses classified by grade division. There was little difference in distribution of concerns when examined by grade division. Twenty-two percent of the concerns of Division 1 teachers and 15 percent of the concerns of Division 2 teachers were in selecting materials to teach concepts.

Developing Unit/Lesson Plans

The distribution of responses for task area 3, "Developing unit/lesson plans," when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division, is shown in Table 24.

Responses classified by years of post-secondary education. Of those teachers who desired assistance in "Developing unit/lesson plans," teachers with five to six years of post-secondary education were more interested in cooperative planning than were other teachers.

Table 24

Distribution of Specific Concerns for Task Area 3 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 3 - Developing unit/lesson plans									
Specific Concerns									
1. Obtaining, exchanging ideas generally/for new units									
2. Exchanging materials									
3. Cooperative planning									
	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	57.1	56.3	57.6	40.0	53.1	63.6	50.0	80.0	0.0
2.	28.6	31.3	30.3	20.0	37.5	18.2	33.3	0.0	0.0
3.	14.3	12.5	12.1	40.0	9.4	18.2	16.7	20.0	100.0
N	7	16	33	5	32	11	12	5	1
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	47.1	56.3	81.8			54.3	54.6		
2.	38.2	25.0	9.1			28.6	31.8		
3.	14.7	18.8	9.1			17.1	13.6		
N	34	16	11			35	22		

Forty percent of the concerns of teachers in the five to six years category were in this area compared to an average of 13 percent for teachers with fewer years of post-secondary education. Teachers with four or less years of post-secondary education had most concerns about exchanging ideas and materials.

Responses classified by total years of teaching experience.

More experienced teachers expressed a greater desire to plan cooperatively than did teachers with one to three years of teaching experience, while the latter were more concerned about exchanging materials. This was not a concern for teachers with more than ten years of teaching experience.

Responses classified by years of employment in the school. The percentage of concerns about exchanging ideas rose from 47 percent of the concerns of new teachers to 82 percent for those who had been teaching in the school for at least three years. In comparison, the exchange of materials was a diminishing concern for teachers as years of employment in the school increased. A desire to plan cooperatively was more often expressed by teachers in their first or second year of employment in the school than by teachers who had been teaching in the school for a longer period.

Responses classified by grade division. There was little difference in concerns when examined by grade division. Teachers in Division 2 had a slightly higher percentage of their concerns about exchanging materials while more of the concerns of Division 1 teachers were about cooperative planning.

Developing Instructional Materials

Table 25 contains the distribution of specific concerns in this task area when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division.

Responses classified by years of post-secondary education. Of teachers who desired assistance in "Developing instructional materials," teachers with one to two years of post-secondary education were solely concerned with making and obtaining materials, while 67 percent of the concerns of teachers with five to six years of post-secondary education were in planning units and obtaining ideas and 33 percent of their concerns were with the mechanics of obtaining materials.

Responses classified by total years of teaching experience.

When the responses of teachers who desired assistance in "Developing instructional materials," were examined, teachers with more than six years of teaching experience were more interested in making materials than in planning units and obtaining ideas. Sixty-one percent of the concerns of teachers with one to three years of teaching experience were in the search for ideas while only 38 percent of the concerns of teachers with eleven to twenty years of experience were in this area.

Responses classified by years of employment in the school. The majority of the concerns of new teachers and those in the three to ten years category were in planning units and obtaining ideas, while

Table 25

Distribution of Specific Concerns in Task Area 4 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 4 - Developing instructional materials									
Specific Concerns									
1. Planning/Obtaining ideas re materials and teaching techniques									
2. Making/Obtaining materials/Comparing notes/Dittoing copies									
	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	0.0	56.3	50.0	66.7	60.9	54.6	33.3	37.5	100.0
2.	100.0	43.8	50.0	33.3	39.1	45.5	66.7	62.5	0.0
N	1	16	26	6	23	11	6	8	1
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	56.5	43.8	60.0			45.8	61.1		
2.	43.5	56.3	40.0			54.2	38.9		
N	23	16	10			24	18		

over 56 percent of the concerns of teachers in their second year of employment in the school were in making materials.

Responses classified by grade division. Teachers in Division 1 were fairly evenly divided in their concerns about developing instructional materials but Division 2 teachers (61 percent) were more concerned with planning units and obtaining ideas than in making materials (39 percent).

Evaluating lessons/Units

Table 26 contains the distribution of specific concerns in this task area by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division.

Responses classified by years of post-secondary education. Teachers in all categories, except those with five to six years of post-secondary education, were equally concerned about evaluating plans and materials and post-evaluation of units. Sixty percent of the concerns of teachers with most years of post-secondary education were in the evaluation of the instructional plans and materials.

Responses classified by total years of teaching experience. Of teachers who desired assistance in "Evaluating lesson/units," teachers with one to three years of teaching experience had approximately equal concerns in both areas, teachers in the four to six years and seven to ten years categories were more interested in evaluation of plans and materials, (63 and 75 percent respectively)

Table 26

Distribution of Specific Concerns in Task Area 5 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 5 - Evaluating lessons/units

Specific Concerns

1. Evaluation of instructional materials and plans
2. Post-evaluation of unit/Post-test evaluation of students

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	58.0	50.0	56.3	60.0	46.2	62.5	75.0	40.0	100.0
2.	50.0	50.0	43.8	40.0	53.9	37.5	25.0	60.0	0.0
N	2	8	16	5	13	8	4	5	1
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %	3 %			
1.	66.7	50.0	42.9	60.0	45.5				
2.	33.3	50.0	57.1	40.0	54.6				
N	12	12	7	15	11				

while 60 percent of the concerns of teachers with eleven to twenty years of teaching experience were in post-evaluation of students and units.

Responses classified by years of employment in the school.

Teachers in their first year in the school were more concerned with evaluation of lesson plans and instructional materials (67 percent), than teachers who had been teaching in the school for at least three years (43 percent). Alternatively, those with most years of employment in the school more often desired assistance in post-evaluation of units than did first year teachers.

Responses classified by grade division. While Division 2 teachers were fairly equally concerned with evaluation of instructional materials and post-evaluation of units and students, Division 1 teachers were more concerned about evaluation of plans and instructional materials. Sixty percent of the concerns of Division 1 teachers were in this area while 55 percent of the concerns of Division 2 teachers were in post-evaluation of units and students.

Teaching Concepts, Constructs, Generalizations

The distribution of responses for task area 8 when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division is shown on Table 27.

Responses classified by years of post-secondary education.

When the responses of those teachers who indicated a desire for consultative assistance in "Teaching concepts, constructs,

Table 27

Distribution of Specific Concerns for Task Area 8 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division.

TASK AREA 8 - Teaching concepts, constructs, generalizations

Specific Concerns

1. Unsure of basic concepts/Would like feedback in specific subject areas
2. Information on ways to handle problems
3. Would like to know new ideas and techniques which work

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	60.0	33.3	25.9	33.3	25.0	40.0	25.0	40.0	0.0
2.	20.0	33.3	37.0	33.3	33.3	33.3	50.0	30.0	0.0
3.	20.0	33.3	37.0	33.3	41.7	26.7	25.0	30.0	0.0
N	5	12	27	9	24	15	4	10	0
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	23.1	35.7	46.2		37.5	31.8			
2.	38.5	35.7	23.1		33.3	31.8			
3.	38.5	28.6	30.8		29.2	36.7			
N	26	14	13		24	22			

generalizations," were examined, teachers had similar percentages of concerns in all three areas, except in the case of teachers with one to two years of post-secondary education. Sixty percent of their concerns were with a desire for feedback and assistance in developing and teaching basic concepts. Teachers with four years of post-secondary education had least concerns in this area and were more interested in obtaining information about how to handle problems (37 percent of concerns) and knowing about new ideas and techniques (37 percent of concerns).

Responses classified by total years of teaching experience.

Forty percent of the concerns of teachers with four to six years of teaching experience and of teachers with seven to ten years of teaching experience were with assistance in teaching basic concepts, while only 25 percent of teachers with least experience and of those in the seven to ten years category desired assistance in this area.

Fifty percent of the concerns of teachers in the latter category were in solving a particular problem, while 42 percent of the concerns of teachers with one to three years of teaching experience were with obtaining information about new ideas and techniques.

Responses classified by years of employment in the school.

Teachers with three to ten years of employment in the school were more often concerned with assistance in teaching basic concepts than with information on ways to handle problems, while the reverse was true for teachers new to the school. More new teachers (39 percent of concerns) desired information on new ideas and techniques than

did teachers who had been teaching in the school for at least two years (approximately 30 percent of concerns).

Responses classified by grade division. While Division 1 teachers were most concerned about their need for feedback and lack of knowledge about teaching basic concepts, teachers in Division 2 were most interested in knowing what new ideas and techniques were available. Approximately 32 percent of teachers in both grade divisions had concerns about handling problems in teaching concepts.

Developing/Using Small Group Activities

Table 28 contains the distribution of responses for task area 10, "Developing/using small group activities," when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division.

Responses classified by years of post-secondary education.

Fifty percent of the concerns of teachers with one to two years of post-secondary education and of teachers with four years of training were in exchanging ideas about small group work, while of teachers with three years of post-secondary education and those with five to six years of training 50 percent of concerns were in exchanging activity centre ideas.

Responses classified by total years of teaching experience. The highest percentages of concerns of teachers in all categories except that of four to six years of teaching experience were in exchanging ideas about small group work. Teachers with four to six years of teaching experience were most concerned with activity centre ideas.

Table 28

Distribution of Specific Concerns in Task Area 10 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 10 - Developing/using small group activities

Specific Concerns

1. Exchanging activity centre ideas
2. Exchanging small group work ideas
3. How to get group to work together/Exchanging ideas on when and what works well

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	25.0	50.0	25.0	50.0	27.8	57.1	33.3	33.3	0.0
2.	50.0	28.6	50.0	25.0	50.0	14.3	41.7	44.4	0.0
3.	25.0	21.4	25.0	25.0	22.2	28.6	25.0	22.2	0.0
N	4	14	24	4	18	7	12	9	0
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	36.0	16.7	55.6	32.1	38.5				
2.	44.0	41.7	33.3	42.9	38.5				
3.	20.0	41.7	11.1	25.0	23.1				
N	25	12	9	28	13				

112

Teachers in all categories were approximately equally interested in exchanging ideas on group motivation and teaching techniques.

Responses classified by years of employment in the school.

Teachers new to the school were concerned with obtaining ideas for small group work (44 percent of their concerns) and for activity centres (36 percent). Forty-two percent of the concerns of teachers in their second year of teaching in the school were in exchanging ideas for small group work and another 42 percent were in exchanging ideas about group motivation and teaching techniques. In comparison, 56 percent of the concerns of teachers who had been in the school for a longer time were in obtaining ideas for activity centres.

Responses classified by grade division. Teachers in Division 2 were slightly (39 percent to 32 percent) more interested in obtaining activity centre ideas than were Division 1 teachers, while Division 1 teachers had more concerns about small group work.

Teachers in both divisions were equally interested in finding out how to get groups to work together and in what materials and subject matter worked best.

Planning Individualized Instruction

The distribution of specific concerns in this task area when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division is shown in Table 29.

Responses classified by years of post-secondary education.

Over 60 percent of the concerns of teachers with one to two years

Table 29

Distribution of Specific Concerns for Task Area 11 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 11 - Planning individualized instruction

Specific Concerns

1. Obtaining more information in specific subject areas re how it works and related materials
2. Diagnosis of student level or student problem/Working with other teachers re student progress

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	33.3	53.3	38.9	80.0	66.7	55.6	40.0	30.0	0.0
2.	66.7	46.7	61.1	20.0	33.3	44.4	60.0	70.0	0.0
N	3	15	18	5	12	9	10	10	0

	Years of Employment in the School			Grade Division	
	1 %	2 %	3-10 %	1 %	2 %
1.	56.3	41.7	46.2	45.5	53.9
2.	43.8	58.3	53.9	54.5	46.2
N	16	12	13	22	13

of post-secondary education and those with four years of post-secondary education concerned diagnosing the level of students and obtaining information on recognizing student problems. In contrast, 53 percent of the concerns of teachers with three years of post-secondary education and 80 percent of those with five to six years of post-secondary education were about obtaining more information on the mechanics necessary for individualizing instruction and on suitable materials.

Responses classified by total years of teaching experience. The majority of concerns of teachers with one to three and four to six years of teaching experience were in how to individualize instruction while teachers with more than six years of teaching experience were more interested in diagnostic assistance.

Responses classified by years of employment in the school. Of those teachers who desired assistance in "Planning individualized instruction," teachers new to the school were more interested in how to organize for individualized instruction than were other teachers while teachers who had been teaching in the school for at least two years had the majority of their concerns in the diagnosis of students.

Responses classified by grade division. When teachers' concerns were examined on the basis of grade division, teachers in Division 1 were slightly more concerned (54 percent of concerns) about diagnostic assistance than Division 2 teachers who were more interested (54 percent of concerns) in general directions and information about planning individualized instruction.

Grouping for Instruction

The distribution of specific concerns for task area 14 when examined by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division is given in Table 30.

Responses classified by years of post-secondary education. The teachers with most concerns about dividing their class at the beginning of the year were those with three and four years of post-secondary education. Over 46 percent of the concern of teachers in all categories except those with four years of post-secondary education (29 percent of concerns) were about diagnosing the level of their students and whom to group together in the classes.

Teachers with least and most years of post-secondary education were equally concerned about how to group their students for different skills.

Responses classified by total years of teaching experience.

Forty-one percent of the concerns of teachers with one to three years of teaching experience were in dividing their class at the beginning of the year while teachers with four to six years of teaching experience were most interested in information about grouping specific students (50 percent of concerns). This was also the case for teachers with seven to ten years of teaching experience (50 percent of concerns) who had an equal percentage of their concerns about grouping for skill development.

Table 30

Distribution of Specific Concerns for Task Area 14 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 14 - Grouping for instruction

Specific Concerns

1. Dividing class at the beginning of year
2. Grouping for different skills
3. Information on level of students/Whom to group together/
Use of group leaders

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	0.0	40.0	32.3	9.1	40.9	18.8	0.0	30.0	0.0
2.	50.0	10.0	38.7	45.5	31.8	31.3	50.0	40.0	0.0
3.	50.0	50.0	29.0	45.5	27.3	30.0	50.0	30.0	0.0
N	4	10	31	11	22	16	8	10	0

	Years of Employment in the School			Grade Division	
	1 %	2 %	3-10 %	1 %	2 %
1.	23.1	25.0	35.7	24.0	32.0
2.	34.6	43.8	28.6	36.0	32.0
3.	42.3	31.3	35.7	40.0	36.0
N	26	16	14	25	25

Responses classified by years of employment in the school. The percentage of concerns about dividing a class at the beginning of the school year increased with years of employment in the school. Teachers new to the school were most interested in obtaining information on the level of students and whom to group together. Teachers in their second year in the school had 44 percent of their concerns in grouping for different skills.

Responses classified by grade division. Division 1 teachers were more interested in grouping for different skills and in information on the level of students than were Division 2 teachers. The concerns of Division 2 teachers were approximately equally divided among all three concerns with a slightly higher percentage (36 percent) of concerns in information on the level of students and whom to group together.

Operating Audio-Visual Equipment

Table 31 contains the distribution of specific concerns for task area 15 by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division.

Responses classified by years of post-secondary education. Regardless of length of post-secondary education, two-thirds of teachers' concerns were in operating or obtaining audio-visual equipment and one-third with maintenance problems.

Table 31

Distribution of Specific Concerns for Task Area 15 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 15 - Operating audio-visual equipment.

Specific Concerns

1. Operation/Availability

2. Maintenance

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	62.5	71.4	66.7	72.7	77.8	38.5	87.5	66.7	66.7
2.	37.5	28.6	33.3	27.3	22.2	61.5	12.5	33.3	33.3
N	8	14	27	11	27	13	8	9	3
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	78.6	70.6	46.7	70.8	64.0				
2.	21.4	29.4	53.3	29.2	36.0				
N	28	17	15	24	25				

Responses classified by total years of teaching experience.

While the general trend was for teachers in all categories to have at least twice as many concerns about operation as about maintenance of audio-visual equipment, teachers with four to six years of teaching experience had only 39 percent of their concerns about operation of equipment and 62 percent about maintenance problems.

Responses classified by years of employment in the school.

Over 70 percent of the concerns of teachers in their first and second year of teaching in the school were about obtaining and operating audio-visual equipment, while teachers who had been employed in the school for three to ten years had almost equal concerns about operation and maintenance.

Responses classified by grade division. Approximately two-

thirds of teachers' concerns regardless of grade division were operating concerns and one-third were maintenance concerns. A slightly higher percentage of the concerns of Division 2 teachers (36 percent) than of those of Division 1 teachers (29 percent) were about maintenance problems.

Using Kits, Charts, Games, Simulations

The distribution of responses for task area 16 by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division, is given in Table 32.

Table 32

Distribution of Specific Concerns for Task Area 16 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 16 - Using kits, charts, games, simulations

Specific Concerns

1. What kits to use/How to use
2. Information on what materials available/What new materials available

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	50.0	63.6	45.5	42.9	52.4	50.0	50.0	33.3	0.0
2.	50.0	36.4	54.6	57.1	47.6	50.0	50.0	66.7	0.0
N	2	11	22	7	21	12	6	3	0
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	52.6	41.2	66.7	56.5	42.9				
2.	47.4	58.8	33.3	43.5	57.1				
N	19	17	6	23	14				

Responses classified by years of post-secondary education. In

general, teachers were equally concerned about obtaining information about the range of available materials and how to choose and use kits, although teachers with three years of post-secondary education were more interested in operational information, how to use the material, and teachers with four and five to six years of post-secondary education had more concerns in the range of available materials.

Responses classified by total years of teaching experience.

Teachers with fewer than ten years of teaching experience had equal concerns in both the choice and the range of audio-visual materials available. Teachers with more than ten years of teaching experience were more interested (66 percent of concerns) in the range of available materials than in how to choose and use kits (33 percent of concerns).

Responses classified by years of employment in the school.

Fifty-three percent of concerns of teachers in their first year of employment in the school were in the use of audio-visual materials, while 59 percent of teachers in their second year teaching in the school desired information on the range of available materials. In comparison, two-thirds of the concerns of teachers who had been employed at the school for at least two years were in how to choose and use kits.

Responses classified by grade division. Fifty-seven percent of the concerns of Division 1 teachers related to the use of materials while 57 percent of the concerns of Division 2 teachers were about

the range of available audio-visual materials.

Developing Own Audio-Visual Materials

The distribution of responses for task area 17 by years of post-secondary education, total years of teaching experience, years of employment in the school and grade division, is given in Table 33.

Responses classified by years of post-secondary education.

Teachers with one to two years of post-secondary education had no concerns about making audio-visual materials, while 57 percent of the concerns of those with three years of training and 50 percent of the concerns of teachers with five to six years of post-secondary education were in this area.

Sixty-two percent of the concerns of teachers with four years of post-secondary education and all the concerns of teachers with one to two years of training were related to getting ideas, gearing the material to the level of the students, knowing what basic materials were available or getting enough time to make the materials.

Responses classified by total years of teaching experience. The percentage of concerns about making specific materials increased with years of experience, except for teachers with seven to ten years of teaching experience. Only 33 percent of their concerns were in this area while 67 percent were related to getting ideas and time, obtaining basic materials, and gearing the materials to the level of the students.

Table 33

Distribution of Specific Concerns for Task Area 17 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 17 - Developing own audio-visual materials

Specific Concerns

1. Making specific materials
2. Getting ideas/Gearing to level of students/Knowing what is available/Getting enough time

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	0.0	57.1	37.5	50.0	40.0	50.0	33.3	66.7	0.0
2.	100.0	42.9	62.5	50.0	60.0	50.0	66.7	33.3	0.0
N	1	7	8	6	10	6	3	3	0
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	36.4	0.0	66.7	33.3	83.3				
2.	63.6	100.0	33.3	66.7	16.7				
N	11	2	9	12	6				

Responses classified by years of employment in the school. New

teachers and especially those in their second year of teaching in the school were not concerned about making specific materials. The reverse was true for teachers with at least two years of employment in the school. Eighty-three percent of their concerns were related to making the materials and only 17 percent to getting ideas, time and materials together to make the specific materials.

Responses classified by grade division. Two-thirds of the concerns of Division 1 teachers were in obtaining ideas and the necessary equipment while Division 2 teachers desired more assistance in making specific materials (83 percent of their concerns).

Obtaining Student-Background Information

The distribution of responses for task area 20 classified by years of post-secondary education, total years of teaching experience, years of employment in the school, and grade division is given in Table 34.

Responses classified by years of post-secondary education.

Approximately 70 percent of teachers' concerns, regardless of length of post-secondary education, were in obtaining family-background information about students. Teachers with three years of post-secondary education had a slightly higher percentage of concerns (87 percent) in this area.

Responses classified by total years of teaching experience.

The percentage of concerns about obtaining information on students'

Table 34

Distribution of Specific Concerns for Task Area 20 by Years of Post-Secondary Education, Total Years of Teaching Experience, Years of Employment in the School, and Grade Division

TASK AREA 20 - Obtaining student-background information

Specific Concerns

1. Information from other teachers re academic progress or from school records
2. Non-cumulative record card information (family background information)

	Years of Post-Secondary Education				Total Years of Teaching Experience				
	1-2 %	3 %	4 %	5-6 %	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
1.	33.3	13.3	27.3	30.0	20.0	20.0	27.3	33.3	33.3
2.	66.7	86.7	72.7	70.0	80.0	80.0	72.7	66.7	66.7
N	6	15	22	10	20	10	11	9	3
	Years of Employment in the School			Grade Division					
	1 %	2 %	3-10 %	1 %	2 %				
1.	19.2	30.8	28.6	13.0	25.0				
2.	80.8	69.2	71.4	87.0	75.0				
N	26	13	14	23	16				

progress from other teachers or from school records increased slightly from 20 to 33 percent as years of teaching experience increased. Correspondingly, teachers with most experience were least interested in obtaining non-cumulative record card information.

Responses classified by years of employment in the school.

Teachers, regardless of length of employment in the school, were most concerned about obtaining family-background information. Eighty-one percent of the concerns of new teachers and approximately 70 percent of the concerns of teachers with two and three to ten years of employment in the school were in this area.

Responses classified by grade division. Thirteen percent of the concerns of Division 1 teachers and 25 percent of the concerns of Division 2 teachers were related to obtaining information from other teachers or from school records about a student's progress. Conversely, more teachers in Division 1 (87 percent of concerns) than in Division 2 (75 percent of concerns) wanted information about the family background of students.

SUMMARY

The specific concerns of teachers overall, for each task area, and when examined by selected teacher characteristics were presented in this chapter.

All Specific Concerns Combined

In general, teachers sought to discuss and exchange ideas about students, materials and teaching techniques, to obtain

instructions in using certain teaching strategies, to overcome discrepancies in knowledge of subject matter and concepts, and to obtain assistance in diagnosing student learning difficulties and developing remedial programs.

Specific Concerns in Each Task Area

Developing course outlines. A desire to discuss and exchange ideas in "Developing course outlines" was most often indicated by teachers with more than three years of post-secondary education, those who were at least in their second year in the school and teachers in Division 1. Specific concerns about concepts and subject matter came most often from teachers with less than three years of post-secondary education, those with one to three years of teaching experience, teachers new to the school and Division 2 teachers.

Selecting instructional materials. Teachers with one to two years of post-secondary education and teachers new to the school were particularly concerned about what materials were available, while selecting materials to teach concepts was most often a concern of teachers with four or more years of post-secondary education and teachers with seven to ten years of teaching experience.

* Developing unit/lesson plans. All teachers regarded obtaining and exchanging ideas about "Developing unit/lesson plans" as their biggest concern, while a desire to plan cooperatively came most often from teachers with five to six years of post-secondary education, teachers with more than ten years of teaching experience, and those teachers in their first or second year teaching in their present school.

Developing instructional materials. Teachers in Division 2, those with less than four years of teaching experience, and teachers with five to six years of post-secondary education, wanted the most assistance in planning and obtaining materials. Concerns about making materials increased with years of teaching experience.

Evaluating lessons/units. The evaluation of instructional materials and lesson/unit plans was most often a concern of teachers in their first year of employment in the school, Division 1 teachers, and those with most years of post-secondary education. Of teachers who desired assistance in the post-evaluation of units and students, the highest percentages of concerns were from beginning teachers, those with seven to ten years of teaching experience and those who had taught in the school for at least two years.

Teaching concepts, constructs, generalizations. Those teachers who expressed greatest concern about their knowledge of basic concepts were those who had one to two years of post-secondary education, those who had taught in the school for at least two years and Division 1 teachers. A desire to obtain more information about new ideas and techniques came most frequently from beginning teachers, teachers in their first year of teaching in the school and those in Division 2.

Developing/using small group activities. The most interested in obtaining ideas for activity centres were teachers who had taught in their present school for at least two years, and those who had four to six years of teaching experience. Concerns about ideas for

small group work were expressed by beginning teachers and those new to the school. Approximately 25 percent of all concerns in all categories were about group motivation and appropriate work activities.

Planning individualized instruction. Division 1 teachers, those with at least seven years of teaching experience, and those with one to two years of post-secondary education were the most concerned about diagnosis of students' learning patterns and possible problems. Teachers with most years of post-secondary education, those with least years of teaching experience, those in their first year of employment in the school and teachers in Division 2 were the most interested in obtaining information on the technique itself and appropriate materials.

Grouping for instruction. The teachers who were most concerned about dividing their class at the beginning of the year had taught in the school for at least two years. Division 2 teachers and those who had three and four years of post-secondary education were also in this group.

Operating audio-visual equipment. Two-thirds of the concerns of teachers in all categories except those with four to six years of teaching experience or those who had taught in their present school for three to ten years, were about the operation of audio-visual equipment.

Using kits, charts, games, simulations. Division 2 teachers, those with eleven to twenty years of teaching experience and teachers in their second year of employment in their present school were most concerned about information on the range of available materials while teachers whose biggest concern was deciding which kit to use or how to use it were those with one to two years of post-secondary education, those with three to ten years of employment in the school, Division 1 teachers, and teachers with less than ten years of teaching experience.

Developing own audio-visual materials. Teachers with most concerns about making materials were in Division 2 or were teachers who had taught in the school for three to ten years. Getting ideas, materials or time was the primary concern of teachers with one to two years of post-secondary education, those in their first or second year in the school and teachers in Division 1.

Obtaining student-background information. As years of teaching experience increased, teachers were more concerned about obtaining student progress information from cumulative record cards and from other teachers. Teachers in their first year of employment in the school, Division 1 teachers, and teachers with fewer than seven years of teaching experience were the most interested in obtaining family-background information about students.

Specific Concerns by Selected Teacher Characteristics

Teachers' specific concerns were also summarized according to selected teacher characteristics.

Responses classified by years of post-secondary education. In "Developing course outlines," the majority of concerns of teachers with one to two years of post-secondary education (referred to as least qualified) and teachers with five to six years of post-secondary education (referred to as most qualified) were about what was expected of their pupils at their particular grade level.

In "Selecting instructional materials," while least qualified teachers were concerned about what was available in the school, most qualified teachers were also concerned about what materials were available generally.

In "Developing unit/lesson plans," least qualified teachers had the most concerns about exchanging ideas while most qualified teachers were interested in cooperative planning.

In "Teaching concepts, constructs, generalizations," most qualified teachers had equal concerns about their lack of knowledge of basic concepts, how to handle problems, and obtaining new ideas and techniques, while for least qualified teachers 60 percent of their concerns were because they were unsure of basic concepts and/or would like feedback in specific subject areas.

In "Developing/using small group activities," most qualified teachers stressed exchanging activity centre ideas while least

qualified teachers stressed small group work ideas.

Sixty-six percent of the concerns of least qualified teachers in "Planning for individualized instruction" were about diagnosis of students while most qualified teachers were more interested in obtaining information about specific subject areas and useful materials.

In the other task areas there was little difference in the responses of least qualified and most qualified teachers.

Responses classified by total years of teaching experience. In "Developing course outlines," 70 percent of the concerns of teachers with one to three years of teaching experience (referred to as beginning teachers) and 60 percent of the concerns of teachers with over ten years of teaching experience (referred to as experienced teachers) were about what was expected of their pupils at their grade level.

In "Selecting instructional materials," while beginning teachers were most concerned about what was available in the school, experienced teachers also wanted to know what instructional materials were available generally.

In "Developing unit/lesson plans," experienced teachers were the most interested in cooperative planning while in "Developing instructional materials," 61 percent of the concerns of beginning teachers were for planning and obtaining ideas and 63 percent of experienced teachers' concerns were about making/compiling notes and dittoing copies.

While beginning teachers were the most concerned about new

ideas for teaching concepts, constructs, and generalizations, experienced teachers were chiefly concerned about their lack of knowledge about basic concepts, and a desire for feedback in certain subject areas.

In "Planning individualized instruction," experienced teachers had most concerns about diagnosis of their pupils and beginning teachers were more anxious to obtain information about specific subject areas.

Beginning teachers were concerned about dividing their classes at the beginning of the year while experienced teachers mentioned grouping for different skills as their most important concern.

In "Developing own audio-visual materials," experienced teachers were concerned about making specific materials while beginning teachers indicated that they lacked time, ideas, knowledge and resources.

Experienced teachers had fewer concerns than beginning teachers about obtaining student family-background information.

Responses classified by years of employment in the school. The concerns of new teachers (those in their first year of employment in the school) differed from those of longest employed teachers (those with three to ten years of employment in the school) in a number of task areas.

While the majority of the concerns of new teachers in "Developing course outlines" was with what was expected at their grade level, this was a less prominent concern of longest employed teachers.

In "Selecting instructional materials," the longest employed teachers were more concerned about what materials were available generally, than were new teachers.

While new teachers were concerned about exchanging materials, in "Developing unit/lesson plans" longest employed teachers were more interested in exchanging ideas.

The majority of the concerns of new teachers were for evaluation of instructional materials in "Evaluating lesson/unit plans," while 57 percent of the concerns of longest employed teachers were for post-evaluation of a unit or of their students.

In "Teaching concepts, constructs, generalizations," longest employed teachers were more concerned about lack of knowledge of basic concepts than were new teachers.

While new teachers stressed small group ideas, longest employed teachers stressed activity centre ideas in "Developing/using small group activities."

In "Grouping for instruction," new teachers were interested in obtaining information on the level of students and which pupils to group together while longest employed teachers were concerned about dividing their classes at the beginning of the school year.

Sixty-seven percent of the concerns of longest employed teachers in "Developing own audio-visual materials" were about making specific materials while 64 percent of new teachers' concerns were about lack of time, ideas, knowledge and resources.

Chapter 7

PROVISION OF CONSULTATION

This chapter contains an analysis of the data for problems 3 to 7, concerning provision of consultation. Teachers' choice of consultants, in general and in relation to selected background variables as well as teachers' perceptions of themselves as consultants and their rating of the consultative assistance which they obtained, are examined. Problem 3 asked:

"Whom did teachers ask for assistance?"

SUB-PROBLEM 3.1

Statement. "How many persons did each teacher consult?"

The total number of personnel consulted by each teacher is given in Table 35. Although the number of consultants chosen by individual teachers varied from one to nineteen, the means for each school were very similar varying between 7.5 and 7.9.

Findings in small group research point to seven as being the maximum number for a group, beyond which sub-groups occur, (James:1951, 474-477). While consultants may not form a group in the generally accepted sense, they may be regarded by the individual teacher as such, i.e., as his consultation group.

SUB-PROBLEM 3.2

Statement. "Which teachers were consulted most often?"

Table 35

Total Number of Personnel Consulted by Each Teacher
During September-February Period

Teacher No.	No. of Personnel Consulted*	Teacher No.	No. of Personnel Consulted	Teacher No.	No. of Personnel Consulted
4	12	31	10	63	8
5	1	32	5	64	6
6	17	33	6	65	7
7	7	34	7	66	7
8	12	35	12	67	6
9	11	36	6	74	9
10	11	37	7	75	7
11	7	38	6	76	17
12	8	44	7	77	12
13	9	45	10	78	2
14	5	46	2	79	5
15	8	47	6	80	8
16	10	48	1	81	9
17	10	49	8	82	1
18	6	50	6	83	1
19	1	51	9	84	12
20	10	52	4	85	16
21	0	53	13	86	6
22	7	54	8	87	2
23	8	55	7	88	4
24	8	56	6	89	14
25	9	57	10	90	9
26	6	58	11	91	6
27	7	59	6	92	10
28	9	60	10	93	2
29	2	61	4	94	7
30	7	62	19	95	11

*This includes central office personnel, school nurse, secretary, aides.

Mean No. of Personnel Consulted: School 1 = 7.85
 School 2 = 7.54
 School 3 = 7.72

The number of times each teacher was consulted in each task area and in each section is given in Tables 36 to 38. Teacher numbers 1, 2 and 3 referred to central office personnel and were not included in the analysis.

School 1

While teachers asked for assistance from some colleagues more often than others, there were no teachers that had not been consulted in at least two areas.

Curriculum and program task areas. The teachers consulted most often in this section were nos. 33, 28, 27, 25, 26 and 13. Teacher 33 was the principal and teacher 25, the assistant principal, teachers 26 and 27 taught Grade 5, teacher 28 taught Grade 6, and teacher 13 taught Grade 1. While the teachers were consulted approximately an equal number of times in task areas one to four, the principal (33) and the assistant principal (25) were each consulted by seven persons in the selection of instructional materials, task area two.

Instructional task areas. Teachers 24, 27, 32, 33, 19 and 28 were all consulted at least eight times in this section. All teachers except teacher 19 were in Division 2 and teachers 32 and 33 were the guidance counselor and the principal respectively.

Audio-visual technology task areas. The librarian, no. 8, who was in charge of all audio-visual equipment, kits, charts, games, etc., was the person consulted most often in this section.

Teacher 29, who had previously been in charge of the audio-visual

Number of Times Each Teacher Was Confined to Each Task Area and in Each Section in School 1

TASK AREA	Teacher Code Numbers																																									
	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
CURRICULUM AND PROGRAM																																										
1:	0	4	0	3	0	1	2	0	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
2:	0	4	0	2	1	2	0	6	0	0	0	1	3	2	0	1	3	2	0	1	3	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	0	1	1	1	0	
3:	0	3	0	0	1	2	1	1	1	0	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4:	0	4	0	1	0	2	1	2	0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
5:	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6:	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	16	0	7	2	8	5	9	4	3	6	7	10	9	7	8	9	2	7	6	7	5	6	12	10	10	11	13	0	6	4	2	14	4	2	2	6	3				
INSTRUCTIONAL																																										
7:	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
8:	0	1	0	2	0	1	2	0	0	0	1	2	1	0	1	2	1	0	1	2	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9:	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10:	0	4	0	1	0	1	2	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11:	0	5	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14:	0	4	0	3	0	1	0	4	5	3	1	0	1	4	2	4	1	3	3	1	8	7	4	0	1	2	1	0	1	1	5	2	0	1	0	0	0	0	0	0	0	
Total	0	15	0	7	0	4	5	5	3	1	0	1	4	2	4	1	3	3	1	8	7	4	0	1	2	1	0	1	1	5	2	0	1	0	0	1	0	1	0	2	3	
AUDIO-VISUAL TECH.																																										
15:	0	0	0	0	0	1	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16:	0	3	0	1	0	1	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17:	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	3	0	1	0	2	0	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SPECIAL STUDENT NEEDS																																										
18:	0	12	4	7	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
19:	0	13	2	6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
20:	0	2	1	4	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
21:	0	0	0	3	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	27	7	20	2	5	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Overall Total	0	61	7	35	4	19	12	49	6	3	8	12	17	30	13	15	13	5	27	14	12	5	17	26	32	20	30	35	10	17	11	58	64	7	11	2	12	10				

Table 37

*Number of Times Each Teacher Was Consulted in Each Task Area and in Each Section in School 2

TASK AREA	Teacher Code Numbers																										
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
CURRICULUM AND PROGRAM																											
1.	1	3	0	7	2	2	1	3	2	2	2	2	2	1	1	4	0	2	0	0	0	0	3	1	1	0	1
2.	1	3	0	8	2	0	0	0	3	1	0	2	1	0	1	2	0	0	0	0	0	0	1	0	0	6	1
3.	0	0	0	0	2	0	0	1	0	0	0	1	0	1	1	1	0	2	0	0	1	0	1	0	0	1	1
4.	0	2	0	2	1	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1
5.	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1
6.	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0
Total	2	9	0	18	9	2	1	5	5	4	2	6	3	4	5	7	0	5	0	0	1	0	8	1	1	7	6
INSTRUCTIONAL																											
7.	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8.	0	1	0	2	1	2	1	3	1	1	1	0	2	1	0	1	0	1	0	0	0	0	0	0	0	0	0
9.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10.	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11.	1	3	0	3	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	
12.	1	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13.	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14.	1	3	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	4	9	1	10	5	4	3	5	1	1	1	0	1	3	0	1	0	2	4	0	1	6	2	0	0	0	0
AUDIO-VISUAL TECH.																											
15.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16.	0	1	0	3	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17.	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	2	0	4	5	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SPECIAL STUDENT NEEDS																											
18.	0	9	6	11	2	1	8	1	0	0	0	0	0	2	2	0	0	1	14	0	0	0	2	0	0	0	3
19.	0	5	2	5	2	0	11	0	0	0	0	0	0	1	2	0	0	0	4	0	0	2	0	0	0	0	4
20.	0	1	2	3	0	1	0	1	0	1	2	1	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1
21.	0	1	0	6	0	0	0	0	0	1	0	1	0	0	1	0	0	0	4	0	0	0	1	0	0	0	1
Total	0	16	10	25	7	2	19	2	1	1	2	2	1	3	5	0	0	2	24	0	1	6	1	1	1	0	9
Overall Total	6	36	11	57	23	8	23	13	7	6	5	8	8	10	14	9	0	11	25	0	5	1	24	4	2	15	25

Table 38

Number of Times Each Teacher Was Consulted in Each Task Area and in Each Section in School 3

TASK AREA	Teacher Code Numbers																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
CURRICULUM AND PROGRAM																									
1.	0	1	0	3	0	3	2	2	3	3	1	0	1	2	0	1	0	1	1	0	3	1	3	1	1
2.	0	2	0	1	0	1	1	3	5	1	0	2	0	2	2	1	0	0	0	3	2	1	2	2	0
3.	0	0	0	2	1	3	2	2	2	4	0	1	1	4	1	1	0	0	0	2	1	2	0	1	0
4.	0	0	0	2	0	1	1	1	1	2	0	2	0	1	0	1	0	0	2	2	0	1	0	1	2
5.	0	0	1	0	0	0	0	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0	2	1	0
6.	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	2	0	0	0	0	0	0	2	1	0
Total	0	4	0	9	1	9	6	9	14	12	1	10	2	9	2	7	0	1	4	7	6	1	9	7	4
INSTRUCTIONAL																									
7.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0
8.	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0
9.	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
10.	0	0	0	2	0	2	1	1	2	1	0	0	1	2	1	1	0	2	0	0	0	2	0	0	0
11.	0	0	0	2	0	0	0	1	7	1	0	0	1	1	0	0	0	4	0	1	0	1	2	0	0
12.	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0
13.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14.	0	0	1	0	0	0	1	1	7	2	1	0	1	2	1	2	0	4	0	0	0	0	0	0	0
Total	0	3	3	4	0	4	2	5	16	5	1	0	4	6	4	3	0	11	1	2	1	4	5	2	4
AUDIO-VISUAL TECH.																									
15.	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	12	1	0	2	0	0
16.	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	0	0	2	0	1	1	3	1	1	1
17.	0	0	0	1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1
Total	0	0	0	3	3	3	3	0	0	0	2	2	2	0	1	0	0	2	0	13	2	4	3	1	1
SPECIAL STUDENT NEEDS																									
18.	0	6	10	0	0	0	0	0	14	0	0	0	2	0	0	1	0	12	0	1	0	0	2	0	4
19.	0	2	2	0	0	0	0	0	8	0	0	0	0	0	0	0	0	13	0	0	0	1	0	0	0
20.	0	0	6	0	0	1	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
21.	1	1	2	0	1	0	0	0	9	0	0	0	0	2	0	0	0	2	1	0	0	0	2	0	1
Total	1	10	18	1	0	1	0	0	34	0	0	0	2	2	0	1	1	28	1	1	0	0	8	0	1
Overall Total	1	17	21	17	2	15	11	14	64	17	4	12	10	17	7	11	1	42	6	23	9	17	29	10	12

equipment, was consulted by seven teachers.

Special student needs task areas. The principal, the assistant principal, the guidance counsellor, teachers 4 and 14 who were involved in remedial work, and teacher 28, a Grade 6 teacher, were consulted most often in this section.

Teachers consulted most often overall. The principal, assistant principal, guidance counsellor, librarian, and teachers 4, 14, 27, and 28 were all consulted on at least 30 occasions between September and February, 1974.

Teachers 4 and 14 were involved in remedial work; and teachers 27 and 28 were Grade 5 and 6 teachers respectively. None of the teachers were grade coordinators.

School 2

The number of consultations per teacher ranged from 0 to 57, and of the 24 teachers on staff, all but two were consulted at least once.

Curriculum and program task areas. Teachers 4, 5, 16, 23 and 26 were consulted most often in this section. These were the principal (4), the librarian (26), two grade 1 teachers (5 and 23) and a split grade 4-5 teacher (16). Teachers 4 and 16 were consulted most often about developing course outlines, and the principal and the librarian were most often consulted about selecting materials.

Instructional task areas. Seven teachers were not consulted and eleven teachers were consulted less than five times in this section.

Teachers most often consulted were 5, 8, 23, and 27. They included the principal, teacher 8 who taught Grade 3 and was most often consulted about teaching concepts, two grade 1 teachers, 5 and 23 and teacher aide 27.

Audio-visual technology task areas. In all there were 32 consultations in this section. The person consulted most often was the librarian (26) who was in charge of equipment, kits, charts and games. The three Grade 1 teachers (5, 15 and 23) and the Grade 1 teacher aide (27) were all consulted about choosing and using kits and making audio-visual materials. The other person consulted at least four times was the principal.

Special student needs task areas. The teachers consulted most often in this section were the principal (4), the guidance counsellor (19), the remedial reading teacher (7) and the Grade 1 teacher aide (27). The guidance counsellor was consulted on nine occasions about diagnosing learning difficulties.

Teachers consulted most often overall. The principal (4), the guidance counsellor (19), the Grade 1 teacher aide (27), two Grade 1 teachers (5 and 23) and the remedial reading teacher (7) were the persons most often chosen as consultants in School 2.

School 3

Of the twenty-two teachers on staff, all were consulted on at least one occasion.

Curriculum and program task areas. Three teachers, 9, 10

and 12 were consulted most often in this section. They were the assistant principal (9), the librarian (12), and a Grade 4 teacher (10). The assistant principal and the librarian were consulted most often about selecting instructional materials while two Grade 4 teachers, 10 and 14 were the teachers most often consulted about developing unit/lesson plans.

Instructional task areas. Teachers 9 and 18, the assistant principal and the remedial reading teacher respectively, were most often consulted on instructional questions, especially in two areas, planning individualized instruction, and grouping for instruction.

Audio-visual technology task areas. A Grade 3 teacher, 20, was most often consulted in this section. The person previously in charge of audio-visual equipment had been the previous school secretary. Since her departure, teachers consulted teacher 20 who was not in charge of the equipment but was knowledgeable about the operation and maintenance of audio-visual equipment.

Special student needs task areas. The principal, assistant principal, and remedial reading teacher were all frequently consulted. The assistant principal (9) who was also responsible for Guidance and the remedial reading teacher (18) were most often asked about diagnosis of learning difficulties, while the remedial reading teacher was the source of most assistance in developing remedial programs. The principal (23) and assistant principal handled most student-teacher problems.

Teachers consulted most often overall. The teachers consulted most often overall were teachers 9, 18, 20 and 23. The assistant principal (9) was consulted on 64 occasions. Other personnel consulted at least 23 times were the principal, the remedial reading teacher (18), and the Grade 3 teacher (20) who provided most assistance with audio-visual problems.

SUB-PROBLEM 3.3

Statement. "To what extent did teachers who were consulted most often overall differ from their colleagues in:

1. years of post-secondary education,
2. total years of teaching experience,
3. length of employment in the school system,
4. length of employment in their present school,
5. grade division,
6. formal position, and
7. sex?"

Only in those instances when there was a statistically significant difference on a background variable between teachers most often consulted and their colleagues was the distribution examined.

Responses Classified by Years of Post-Secondary Education

The distribution of responses by years of post-secondary education is shown in Table 39.

Table 39

Distribution of Teachers Most Often Consulted and Their
Colleagues by Years of Post-Secondary Education

	Years of Post-Secondary Education			
	1-2 %	3 %	4 %	5-6 %
Teachers Most Often Consulted	10.0	29.4	12.8	50.0
Colleagues	90.0	70.6	87.2	50.0
N	10 100.0	17 100.0	39 100.0	14 100.0

Chi square = 9.52 p = .02

Table 40

Distribution of Teachers Most Often Consulted and Their
Colleagues by Formal Position

	Formal Position	
	Teachers %	Other Position Holders %
Teachers Most Often Consulted	14.5	72.7
Colleagues	85.5	27.3
N	69 100.0	11 100.0

Chi square = 15.26 p = .000

146

While 50 percent of teachers with five to six years of post-secondary education were most often chosen as consultants, only 10 percent of teachers with one to two years of post-secondary education were chosen most often. Twenty-nine percent of teachers with three years of post-secondary education and 13 percent of those in the four years category were also consulted most often.

Responses Classified by Formal Position

While 15 percent of classroom teachers were in the most often consulted category (Table 40), 73 percent of those who held formal positions were consulted most often.

Responses Classified by Sex

Of the 61 female teachers, 15 percent were most often chosen as consultants (Table 41), while 47 percent of the 19 males were also in this category.

The teachers who were consulted most often were more often male, with five to six years of post-secondary education and in a formal position other than classroom teacher.

PROBLEM 4

Problem 4 was concerned with teachers' perceptions of themselves as consultants. Specifically, the problem stated:

"Did teachers view themselves as providing consultative assistance to others?"

Sub-Problem 4.1

Statement. "For how many of their colleagues did teachers

Table 41

Distribution of Teachers Most Often Consulted and
Their Colleagues by Sex

	Sex	
	Female %	Male %
Teachers Most Often Consulted	14.8	47.4
Colleagues	85.2	52.6
N	61	19
	100.0	100.0

Chi square = .707 p = .007

148
indicate that they had provided consultative assistance?"

The numbers of personnel for whom each teacher indicated providing consultative assistance are shown in Table 42..

School 1

In school 1 with 34 staff members, the librarian (8), the principal (33), and the guidance counsellor (32) felt that they had been asked for assistance by all other 33 teachers. The assistant principal (25) indicated providing consultative assistance for 24 teachers and the remainder of the staff ranged in their provision of assistance from one to twelve persons. Teacher 21 left the staff just before the data were collected, hence the absence of information.

School 2

In school 2 with 24 staff members, the number of persons for whom consultation had been provided ranged from one to twenty-three. The librarian (26) thought that she had provided assistance for all other staff members. The guidance counsellor (19) indicated providing assistance for 22 teachers while the principal (4) and assistant principal (9) suggested that they had assisted 19 and 18 staff respectively.

School 3

Of the twenty-two teachers on staff, the principal (23) and the librarian (12) indicated that they had provided assistance to all other staff members. The assistant principal (9) suggested providing assistance to 19 teachers and the remedial reading teacher

Table 42

Number of Personnel for Whom Each Teacher Indicated the
Provision of Consultative Assistance

Teacher No.	No. of Personnel	Teacher No.	No. of Personnel	Teacher No.	No. of Personnel
<u>School 1</u>					
4	12	16	4	28	10
5	1	17	3	29	3
6	4	18	3	30	6
7	4	19	5	31	3
8	33	20	4	32	31
9	4	21	0	33	33
10	6	22	1	34	3
11	6	23	6	35	10
12	5	24	2	36	4
13	2	25	24	37	4
14	10	26	3	38	3
15	10	27	2		
<u>School 2</u>					
4	19	12	16	20	6
5	4	13	8	21	1
6	2	14	5	22	1
7	8	15	3	23	11
8	1	16	15	24	5
9	18	17	12	25	1
10	9	18	7	26	13
11	3	19	22	27	4
<u>School 3</u>					
4	5	12	21	20	16
5	1	13	2	21	6
6	8	14	5	22	9
7	9	15	6	23	21
8	6	16	5	24	4
9	19	17	4	25	8
10	6	18	16		
11	6	19	9		

Mean No. of persons for whom each teacher provided
consultation.

School 1 = 8.3

School 2 = 8.4

School 3 = 8.7

thought that 18 teachers had asked her for assistance.

Sub-Problem 4.2

Statement. "How many times was each teacher named as consultant?"

The number of times each teacher was identified as a source of consultative assistance ranged from 64 to zero. (Table 43).

Two teachers in School 2 were not asked to provide consultative assistance. The mean number of times teachers were named as consultants for each school varied from 13 times for School 2, 16 times for School 3 to 17 times for School 1.

Sub-Problem 4.3

Statement. "To what extent were teachers in agreement with others in their estimation of themselves as consultants?"

The extent of congruence between teachers' perceptions of themselves as consultants and the teachers named as consultants is shown in Table 44.

While in many cases the number of persons for whom teachers indicated providing consultative assistance and the number of persons who named the teacher as consultant were similar, an examination of the actual congruence between choices showed wide variations.

School 1

In 40 percent of the total number of interactions where teachers indicated that they had provided consultative assistance, these teachers were named as consultants. When examined in reverse, in 43 percent of those interactions where teachers were named as

Table 43

Number of Times Each Teacher Was Named as Consultant

Teacher No.	No. of Times	Teacher No.	No. of Times	Teacher No.	No. of Times
<u>School 1</u>					
4	35	16	15	28	35
5	4	17	13	29	10
6	19	18	5	30	17
7	12	19	27	31	11
8	49	20	14	32	58
9	6	21	12	33	64
10	3	22	5	34	7
11	8	23	17	35	11
12	12	24	26	36	2
13	17	25	32	37	12
14	30	26	20	38	10
15	13	27	30		
<u>School 2</u>					
4	57	12	8	20	0
5	23	13	8	21	5
6	8	14	10	22	1
7	23	15	14	23	24
8	13	16	9	24	4
9	7	17	0	25	2
10	6	18	5	26	15
11	5	19	25	27	25
<u>School 3</u>					
4	17	12	12	20	23
5	2	13	10	21	9
6	15	14	17	22	17
7	11	15	7	23	29
8	14	16	11	24	10
9	64	17	1	25	12
10	17	18	42		
11	4	19	6		

Mean No. of times teachers were named as consultants.

School 1 = 16.5

School 2 = 12.6

School 3 = 15.9

Table 44

Percentage Comparisons of Interactions Where Teachers Perceived Themselves as Consultants and Interactions Where Teachers Were Named as Consultants, for Each School

(a) Of Interactions Where Teachers Indicated Providing Consultative Assistance				
Teacher Was Named as Consultant		School 1 %	School 2 %	School 3 %
Yes		40.2	32.4	35.4
No		59.8	67.7	64.2
	N	264 100.0	204 100.0	192 100.0
(b) Of Interactions Where Teachers Were Named as Consultants				
Teacher Indicated Providing Consultative Assistance		School 1 %	School 2 %	School 3 %
Yes		42.9	50.4	46.8
No		57.1	49.6	51.4
	N	247 100.0	131 100.0	140 100.0

consultants, the teachers perceived themselves as having provided consultation.

Fifty-seven percent of interactions were either not perceived as such or not remembered since teachers did not indicate that they had provided consultative assistance.

School 2

There was a lower percentage of congruent perceptions from the teachers in School 2.

Thirty-two percent of the interactions where teachers felt that they had provided consultative assistance were also viewed as such by the recipients, but for 50 percent of the interactions where teachers were named as consultants they did not indicate the provision of consultative assistance.

School 3

The percentage of congruent perceptions for School 3 was similar to that of School 2.

In 35 percent of the interactions where teachers indicated providing consultative assistance, they were named as consultants. In another 65 percent, however, the recipient did not either perceive or remember themselves as seeking consultative assistance.

In 51 percent of the interactions where teachers were named as consultants, teachers did not indicate the provision of consultative assistance.

Since, in answering the question about provision of consultative assistance, many teachers indicated the specific concerns for which they had provided consultative assistance, it is probable that many

more teachers were consulted especially about students and instructional materials than were named as consultants. Reasons why they were not named as consultants might be that the interaction had been forgotten, or perceived as casual school talk and not as a search for assistance.

Sub-Problem 4.

Statement. "How often did teachers say they had provided consultative assistance?"

The distribution of teacher responses by perceived frequency of provision of consultative assistance is shown in Table 45.

The majority of teachers (62 percent) indicated that they were asked for assistance "at least twice a week," 22 percent felt that they provided assistance "approximately twice a month," and 17 percent rated their provision of assistance as "Infrequent."

PROBLEM 5

Problem 5 stated:

"Were teachers satisfied with the consultative assistance which they obtained?"

Sub-Problem 5.1

Statement. "What rating did teachers give the consultative assistance which they obtained?"

Teachers were asked to rate the information supplied by each consultant, hence for each task area 100 percent is the number of ratings in that task area.

Table 45

Distribution of Teachers by Perceived Frequency of
Provision of Consultative Assistance

Frequency of Assistance	f	%
At least twice a week	50	62.0
Approximately twice a month	17	21.5
Infrequently	13	16.5
N	80	100.0

Overall, teachers were satisfied with the information which they received from the teachers who provided assistance for them.

Of the 80 teachers only 5 had concerns where they were unable to find a satisfactory answer. One teacher was new to the staff and the school, one teacher was unhappy at the level of interaction with her fellow grade teacher, and three were specialists with no other teachers teaching that subject in the school.

Of the 1545 consultations, in 123 the consultant was unable to provide information that was satisfactory for the client. The distribution of teachers' ratings of consultative assistance in each task area is given in Table 46.

Teachers' ratings of assistance as "Very Satisfactory" ranged from 11 to 100 percent and their ratings of assistance as "Not Very Satisfactory" ranged from zero to 33 percent.

Curriculum and Program Task Areas

Teachers were most satisfied with the interactions they had concerning "Selecting instructional materials," where 56 percent of consultations were "Very Satisfactory" and only 3 percent were "Not Very Satisfactory."

In "Developing unit/lesson plans" and "Evaluating lessons/units," teachers were generally satisfied with the assistance which they received but rated only approximately 30 percent of consultations as "Very Satisfactory." In "Developing course outlines" and "Developing instructional materials," approximately 7 percent of consultations were "Not Very Satisfactory" and about 50 percent were "Satisfactory." Teachers were most dissatisfied with the information they received about "Interpreting curriculum guides." Here, 33 percent of

Table 46
Distribution of Teachers' Ratings of Consultative Assistance in Each Task Area

TASK AREA		Rating of Assistance		No. of Ratings
No. Description	Very Satisfactory %	Satisfactory %	Not Very Satisfactory %	
CURRICULUM AND PROGRAM				
1. Developing course outlines	40.3	52.2	7.5	134*
2. Selecting instructional materials	56.2	40.9	2.9	137
3. Developing unit/lesson plans	34.4	62.2	3.3	90
4. Developing instructional materials	44.9	49.4	5.6	89
5. Evaluating lessons/units	30.0	66.7	3.3	30
6. Interpreting curriculum guides	11.1	55.6	33.3	27
INSTRUCTIONAL				
7. Developing questioning techniques	22.2	66.7	11.1	9
8. Teaching concepts, constructs, generalizations	23.0	65.6	11.5	61
9. Planning role-playing	18.2	81.8	0.0	11
10. Developing/using small group activities	42.1	45.6	12.3	57
11. Planning individualized instruction	40.3	44.2	15.6	77
12. Using problem-solving/inquiry/discovery method	60.0	15.0	25.0	20
13. Leading discussions	100.0	0.0	0.0	4
14. Grouping for instruction	36.8	52.6	10.5	76
AUDIO-VISUAL TECHNOLOGY				
15. Operating audio-visual equipment	69.3	30.7	0.0	75
16. Using kits, charts, games, simulations	58.1	41.9	0.0	62
17. Developing own audio-visual materials	44.8	51.7	3.5	29
SPECIAL STUDENT NEEDS				
18. Diagnosis of learning difficulties	43.9	44.4	11.7	214
19. Developing remedial programs	44.2	45.7	10.1	129
20. Obtaining student-background information	50.9	46.4	2.7	112
21. Solving teacher-pupil problems	40.2	51.0	8.8	102

*Each N = 100.0

consultations were "Not Very Satisfactory" and only 11 percent were "Very Satisfactory."

Instructional Task Areas

Teachers consulted fewer people in this section and were generally less satisfied with the information which they obtained.

Approximately 22 percent of consultations about "Developing questioning techniques" and "Teaching concepts" were rated "Very Satisfactory" and another 67 percent were "Satisfactory." However, 11 percent of consultations were considered "Not Very Satisfactory."

There was a similar rating pattern in "Developing/using small group activities" and "Grouping for instruction" where approximately 40 percent of consultations were "Very Satisfactory," 40 percent were "Satisfactory" and 11 percent were "Not Very Satisfactory."

In "Planning role-playing," teachers rated the 11 consultations as "Satisfactory" (82 percent) or "Very Satisfactory" (18 percent). Of the 4 consultations about "Leading discussions" all were rated "Very Satisfactory."

The highest percentages of "Not Very Satisfactory" ratings were in two areas, "Planning individualized instruction" (16 percent) and "Using problem-solving/inquiry/discovery method" (25 percent). While 40 percent of consultations in "Planning individualized instruction" were considered "Very Satisfactory," 60 percent of those in "Using problem-solving/inquiry/discovery method" were also in this category suggesting a wide range in satisfaction possibly due to choice of consultant.

Audio-Visual Technology Task Areas

Teachers were satisfied with all consultations about the operation of audio-visual equipment and the use of kits, charts, games, simulations, etc. They were also fairly satisfied with the assistance which they received concerning "Developing own audio-visual materials" where only 4 percent of consultations were rated "Not Very Satisfactory."

Special Student Needs Task Areas

In "Diagnosis of learning difficulties" and "Developing remedial programs," equal percentages of teachers (44 percent) rated the assistance which they received as "Very Satisfactory" and another 45 percent rated it "Satisfactory." However, approximately 11 percent were dissatisfied with the information which they obtained.

In "Obtaining student-background information," 51 percent of consultations were rated "Very Satisfactory" and another 46 percent as "Satisfactory." Nine percent of consultations about "Solving teacher-pupil problems" proved to be "Not Very Satisfactory" while 40 percent were considered "Very Satisfactory."

SUB-PROBLEM 5.2

Statement. "To what extent were differences in the distribution of ratings of assistance associated with:

1. years of post-secondary education,
2. total years of teaching experience,

3. years of employment in their present school,
4. grade division,
5. formal position, and
6. the school staffs?"

Responses Classified by Years of Post-Secondary Education

The distribution of teachers' ratings of assistance by years of post-secondary education is shown in Table 47.

In general, teachers' satisfaction decreased and dissatisfaction increased with increasing years of post-secondary education. While teachers with one to two years of post-secondary education rated 58 percent of their consultations as "Very Satisfactory" and only 4 percent as "Not Very Satisfactory," teachers with five to six years of post-secondary education indicated that only 33 percent of their consultations were "Very Satisfactory" and 11 percent were "Not Very Satisfactory."

Responses Classified by Total Years of Teaching Experience

Teachers with one to three years of teaching experience rated 48 percent of their consultations as "Very Satisfactory" and only 8 percent as "Not Very Satisfactory" (Table 48) while teachers in the four to six years category, who were also generally satisfied with the assistance which they received, rated only 37 percent as "Very Satisfactory." These teachers who had over 20 years of teaching experience were the most dissatisfied, as they rated 26 percent of their consultations as "Not Very Satisfactory."

Table 47

Teachers' Ratings of Consultative Assistance by
Years of Post-Secondary Education

Ratings of Assistance	Years of Post-Secondary Education			
	1-2 %	3 %	4 %	5-6 %
Very Satisfactory	58.5	44.1	45.3	33.2
Satisfactory	37.0	49.1	46.6	55.7
Not Very Satisfactory	4.4	6.8	8.1	11.1
N	135 100.0	397 100.0	751 100.0	262 100.0

Table 48

Teachers' Ratings of Consultative Assistance by Total
Years of Teaching Experience

Ratings of Assistance	Total Years of Teaching Experience				
	1-3 %	4-6 %	7-10 %	11-20 %	20+ %
Very Satisfactory	48.0	36.7	45.3	45.2	43.5
Satisfactory	44.1	54.1	47.9	50.8	30.4
Not Very Satisfactory	7.9	9.2	6.8	4.0	26.1
N	596 100.0	390 100.0	263 100.0	250 100.0	46 100.0

Responses Classified by Years of Employment in the School

In general, there was little difference in the ratings of teachers regardless of length of employment in the school (Table 49). Fifty-one percent of the consultations of teachers new to the school were rated "Satisfactory" while 48 percent of teachers in their second year of teaching in the school rated the assistance which they received as "Very Satisfactory." Teachers with three or more years of employment in the school rated 46 percent of their consultations as "Satisfactory" and 45 percent as "Very Satisfactory." Approximately 8 percent of consultations in each category were rated "Not Very Satisfactory."

Responses Classified by Grade Division

Teachers in Division 1 rated 48 percent of their consultations as "Very Satisfactory" while Division 2 teachers rated only 38 percent as "Very Satisfactory" (Table 50). A higher percentage of Division 2 teachers (10 percent) than Division 1 teachers (7 percent) found their assistance to be "Not Very Satisfactory."

Responses Classified by Formal Position

In general, teachers were more satisfied with the assistance which they obtained than were other position holders (Table 51).

Teachers rated 45 percent of their consultations as "Very Satisfactory" and 8 percent as "Not Very Satisfactory." Fourteen percent of interactions initiated by other position holders were rated "Not Very Satisfactory" and only 38 percent of consultations

Table 49

Teachers' Ratings of Consultative Assistance by Years of Employment in the School

Ratings of Assistance	Years of Employment in the School		
	1 %	2 %	3-10 %
Very Satisfactory	41.2	47.9	45.5
Satisfactory	51.5	43.7	46.0
Not Very Satisfactory	7.4	8.4	8.0
	N 719 100.0	430 100.0	396 100.0

Table 50

Teachers' Ratings of Consultative Assistance by Grade Division

Ratings of Assistance	Grade Division	
	1 %	2 %
Very Satisfactory	47.7	37.9
Satisfactory	45.4	52.1
Not Very Satisfactory	6.9	9.0
	N 736 100.0	564 100.0

Table 51

Teachers' Ratings of Consultative Assistance by
Formal Position

Ratings of Assistance	Formal Position	
	Teachers %	Other Position Holders %
Very Satisfactory	44.7	37.6
Satisfactory	47.9	48.8
Not Very Satisfactory	7.5	13.6
N	1420 100.0	125 100.0

Table 52

Teachers' Ratings of Consultative Assistance
by School Staffs

Ratings of Assistance	School 1	School 2	School 3
	%	%	%
Very Satisfactory	48.2	44.0	36.8
Satisfactory	44.7	48.0	53.7
Not Very Satisfactory	7.1	8.0	9.5
N	733 100.0	402 100.0	410 100.0

Chi square = 13.94 p = .008

were rated "Very Satisfactory."

Responses Classified by School Staffs

When the ratings of the three schools were examined (Table 52), teachers in School 1 were more satisfied with the consultative assistance which they received than were teachers in Schools 2 and 3. Forty-eight percent of interactions were rated "Very Satisfactory" in School 1 compared to 37 percent in School 3. Accordingly, 10 percent of consultations in School 3 were rated "Not Very Satisfactory" compared to 8 percent for School 2 and 7 percent for School 1.

PROBLEM 6

This problem examined the reasons why a teacher might desire but not seek consultative assistance. In particular, the problem stated:

"Did teachers desire but not seek consultative assistance?"

Sub-Problem 6.1

Statement. "How many teachers desired but did not seek consultative assistance in each task area?"

The numbers of teachers who desired but did not seek consultative assistance are given in Table 53.

Only in four task areas did all teachers who desired consultation ask for assistance. These were "Operating audio-visual equipment," "Diagnosis of learning difficulties," "Obtaining student background information," and "Solving teacher-pupil problems." In some areas as many as seven teachers did not seek assistance. This was especially so in instructional task areas.

Table 53

Number of Teachers in Each Task Area Who Desired
But Did Not Seek Consultative Assistance

TASK AREA No. Description	No.	Total Number of Teachers Indicating Task Area
CURRICULUM AND PROGRAM		
1. Developing course outlines	2	44
2. Selecting instructional materials	7	58
3. Developing unit/lesson plans	4	38
4. Developing instructional materials	3	38
5. Evaluating lessons/units	7	22
6. Interpreting curriculum guides	1	13
INSTRUCTIONAL		
7. Developing questioning techniques	5	11
8. Teaching concepts, constructs, generalizations	5	28
9. Planning role-playing	6	12
10. Developing/using small group activities	5	28
11. Planning individualized instruction	6	37
12. Using problem-solving/inquiry/ discovery method	5	11
13. Leading discussions	7	9
14. Grouping for instruction	1	28
AUDIO-VISUAL TECHNOLOGY		
15. Operating audio-visual equipment	0	51
16. Using kits, charts, games, simulations	2	28
17. Developing own audio-visual materials	4	18
SPECIAL STUDENT NEEDS		
18. Diagnosis of learning difficulties	0	68
19. Developing remedial programs	2	60
20. Obtaining student-background information	0	43
21. Solving teacher-pupil problems	0	41
Total No. of Teachers	27	80

In "Developing questioning techniques," and in "Using the problem-solving/inquiry/discovery method," 5 of the 11 teachers desiring assistance in each area did not talk to anyone. In "Leading discussions" the numbers were even higher; 7 of 9 teachers did not seek assistance.

Teachers seemed most motivated to seek assistance in the special student needs task areas where in three of the four areas all teachers who so desired asked for assistance.

In all, 27 teachers had concerns for which they did not seek assistance. When these teachers were compared with their colleagues, no statistically significant differences were disclosed on any of the background variables.

Sub-Problem 6.2

Statement. "What reasons for their inaction were given by teachers who desired but did not seek assistance?"

In all, teachers indicated 13 reasons for not seeking assistance as given in Table 54. These fell into three main categories; those where the concern was not a crucial one but was one where the teacher would like more information; those where the teacher either had no time, no materials, no one to ask, or did not know whom to ask; and those where the information became available without seeking assistance.

Reasons stressing the concern as not crucial were given 24 times, where there was a lack of resources 52 times, and where the information became available 13 times. A lack of knowledge about whom

Table 54

Reasons Given by Teachers for Not Seeking
Consultative Assistance

Reason	No. of Teachers
No one to ask or didn't know	1
General concern	3
Personal desire	9
COSTA workshop provided answers	5
Discussed at staff meetings	3
Discussed generally	4
Materials unavailable	1
No time	12
Not high priority/major concern	12
Didn't want to take up teacher's time	11
Asked husband	1
Needed help in making materials	1
No one else teaching program	9

to ask for assistance was given eighteen times as a reason for not obtaining assistance.

PROBLEM 7

This problem considered the overall pattern of consultation in the school and the extent of overlap with the general informal social network. The problem stated:

"What is the pattern of consultative assistance in each school?"

Sub-Problem 7.1

Statement. "What is the non-formal consultative network pattern for each school?"

In Tables 55 to 57, the matrices of staff interactions were manipulated so that teachers who taught the same grade level were grouped together on both axes. All interactions where a teacher indicated seeking assistance from a colleague were recorded in the appropriate column by a 1. For example, teacher 6 in School 1 indicated consulting teachers 19, 30, 38 and 23 but not teachers 13 and 37.

Teachers tended to seek assistance from other teachers of the same grade level, but this was more common for Division 1 teachers and especially for teachers of Grade 1.

School 1

There was extensive interaction among teachers in this school and differences in the interaction patterns of Division 1 and

Table 56
Personnel from Whom Teachers Sought Assistance Examined by Grade Level Taught in School 2

Teacher Code No.	Grade Level Taught																L	M																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	1	1	1	1	2	2	2-3	3	3	3	4	4	4-5	5	5	5			5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Code for Grade Level Taught:
P = Principal; AP = Assistant Principal; GC = Guidance Counsellor; L = Librarian; Sp = Special Class; M = Music
Code for Matrix: 0 = no interaction; 1 = interaction

Table 57

Personnel from Whom Teachers Sought Assistance Examined by Grade Level Taught in School 3

Teacher Code No.	Grade Level Taught																AP				P				L				M					
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	21	24	9	23	12	12	17	9	23	12	12	17	9	23	12	17	
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	
11	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
20	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Code for Grade Level Taught:

P = Principal; AP = Assistant Principal; L = Librarian; Sp = Special Class; M = Music

Code for Matrix: 0 = no interaction; 1 = interaction

Division 2 teachers were evident.

Division 1. Teachers in Grade 1 consulted each other almost exclusively. The principal, assistant principal, guidance counsellor and librarian were also consulted. Teacher 6 had more contacts throughout the staff but they did not indicate asking her for assistance. Teacher 23 taught a Grade 1-2 split class and hence also consulted with most Grade 2 teachers.

Grade 2 teachers also tended to consult only each other and the staff members holding formal positions in the school.

Teachers in Grade 3 consulted almost as often with teachers in Grade 2 and 4 as they did with each other.

Division 2. Grade 4 teachers consulted mainly among themselves and to some extent with Grade 5 teachers. Teacher 35 who taught Music and a Special class, and hence had pupils from most classes in Division 2, was consulted by teachers regardless of grade level.

Only some of the teachers in Grade 5 consulted each other. The guidance counsellor and the principal did not consult their fellow teachers but also only taught part-time. The teachers who did consult together also asked most of the Grade 6 teachers for assistance.

For Grade 6 teachers, most of their assistance came from teachers in Grade 5 and to a lesser extent from each other.

School 2

The level of consultation was much lower for School 2 than

for School 1. While Grade 1 teachers again tended to cluster exclusively, teachers in other grade levels did not show as clear an interaction pattern.

Division 1. Grade 1 teachers consulted each other and also the staff in formal positions. Grade 2 teachers consulted teacher 7 who taught remedial reading to students from all classes in the school, rather than each other. Teacher 22 who taught a Grade 2-3 split class consulted extensively with teachers in Grades 1, 2 and 3 and teacher 7.

Grade 3 teachers had few consultative interactions.

Division 2. Few teachers in Grade 4 consulted each other when teacher 7, the remedial reading specialist, and teacher 9, the assistant principal, are discounted. They did consult with teacher 13 who taught Grade 5 and was in charge of the science fair organization.

Grade 5 teachers discussed their concerns more often with Grade 4 and Grade 6 teachers than with each other.

Teachers in Grade 6 consulted each other and teacher 7.

Staff in formal positions were consulted by most teachers regardless of grade level taught.

School 3

The teachers in this school had been together as a staff for a longer period of time than staffs in the other schools, hence the pattern of interaction was somewhat different.

Division 1. Teachers in Grade 1 consulted not only each other but also teacher 20, a Grade 3 teacher who was knowledgeable about audio-visual equipment. Teacher 15 also consulted teachers in Grade 2.

Grade 2 teachers consulted each other, most Grade 3 teachers and some Grade 4 teachers.

Teachers in Grade 3 consulted fellow teachers teaching in their own grade level, teachers in Grade 2 and some Grade 4 teachers.

Division 2. Teachers in Grade 4 also consulted teachers in Grades 3 and 5.

Grade 5 teachers similarly asked for assistance from teachers in Grades 3 and 4 as well as from each other.

As in Schools 1 and 2, teachers holding formal positions in the school were consulted by most teachers regardless of grade level taught.

Sub-Problem 7.2

Statement. "To what extent does the non-formal consultative network overlap the informal socialization network in each school?"

The extent of congruence between the consultative and informal networks is given in Table 58.

School 1

Forty-four percent of choices in the informal network were consultation choices, representing 98 mutual choices where

Table 58

Percentage Comparisons of Friendship Choices in the Informal Socialization Network and Interactions in the Non-Formal Consultation Network, for Each School

(a) Informal Socialization Network of Friendship Choices

Teacher Named as Consultant	School 1 %	School 2 %	School 3 %
Yes	43.8	45.3	45.5
No	56.2	54.7	54.5
N	224 100.0	106 100.0	121 100.0

(b) Non-Formal Consultation Network of Interactions Where Teachers Indicated Receiving Consultative Assistance

Teacher was Friendship Choice	School 1 %	School 2 %	School 3 %
Yes	39.7	36.6	39.3
No	60.3	63.4	60.7
N	247 100.0	131 100.0	140 100.0

teacher, friend, or friends, the person with whom they consulted.

Of the 257 interactions where teachers were named as consultants, in 49 percent the teacher was also chosen as a friend, but in 60 percent of consultations this was not the case.

Summary:

There were 106 choices in the informal network and 141 in the formal consultation network. Forty-five percent of the socialization choices were also consultation choices. Of the 131 consultations, 37 percent were also socialization choices, but 63 percent were consultation choices only. There were 96 interactions in School C where teachers consulted friends.

School

Of the 121 socialization choices, 55 (46 percent) were also consultation choices. Thirty-nine percent of teachers who were chosen as consultants were also nominated as friends but 61 percent were not indicated on the socialization network.

Approximately 64 percent of interactions were not listed in describing assistance received in the twenty-one task areas. However, in obtaining the data, many teachers were able to list the specific concerns for which they had provided consultative assistance. This suggested that teachers in listing the personnel whom they consulted either forgot that specific interaction or did not perceive it as a search for assistance. The extent of congruence between a combined network of interactions where teachers indicated providing assistance and those where teachers were named as consultants and the informal network was also examined. The data are given in Table 59.

Table 99

Percentage Comparison of Friendship Choices in the Informal
Socialization Network and Interactions in the
Total Consultation Network
for Each School

(a) Informal Socialization Network of Friendship Choices

Teacher Indicated Informal Consultative Assistance	School 1 %	School 2 %	School 3 %
Yes	64.3	69.3	77.7
No	35.7	30.2	22.3
N	224	106	121
	100.0	100.0	100.0

(b) Total Consultation Network of Interactions Where Teachers
Indicated Either Giving or Receiving Consultative
Assistance

Teacher was Friendship Choice	School 1 %	School 2 %	School 3 %
Yes	35.1	27.5	35.6
No	64.9	72.5	64.4
N	405	269	264
	100.0	100.0	100.0

School 1

Sixty-three percent of the choices in the informal social interaction network were also choices in the general consultation network. Of the 495 choices in the general consultation network, 35 percent were also socialization choices and 65 percent were not.

School 2

There were 406 choices in the informal network and 269 choices in the general consultation network. Of the 269 choices, 25 percent were also socialization choices. Hence, there were 74 choices where teachers consulted with friends but 227 choices where this was not the case.

School 3

There were 121 choices in the socialization network and 267 in the consultation network. In all, there were 94 congruent choices, accounting for 78 percent of the socialization network and 35 percent of the general consultation network.

In School 3 with the smallest staff size, the extent of overlap between the socialization and consultation networks was the greatest (78 percent), and in School 1 the least with an overlap of 63 percent. Teachers in School 1 consulted more often with peers who were not socialization choices than did teachers in Schools 2 and 3.

SUMMARY

This chapter presented teachers' responses regarding their choice of consultants, their own provision of consultation, their satisfaction with the consultation which they received and their reasons for not seeking assistance. The general pattern of consultative assistance and the extent of overlap with the socialization network in each school was also discussed.

In general, teachers consulted with eight other staff members, the majority of whom taught in the same grade level. For all three schools, the persons consulted most often were the principals, assistant principals, guidance counsellors, librarians, remedial reading teachers and five classroom teachers. They differed from their colleagues in the high proportion of males in their numbers, and their number of years of post-secondary education.

Teachers indicated providing consultative assistance for approximately eight colleagues with personnel in formal positions indicating the widest consultation nets. Two teachers in School 2 did not provide consultation for anyone.

The congruence between the teachers named as consultants and the personnel for whom teachers indicated providing consultative assistance was low. It ranged between 32 and 40 percent, suggesting that teachers did not view many interactions as seeking assistance, the topics discussed were not specifically listed as task areas, teachers provided a list of the persons consulted on some but not all

occasions in any one recurring task area or simply that teachers forgot about the interaction.

Sixty-two percent of teachers indicated that they provided consultative assistance "at least twice a week" and 17 percent felt that they were asked, "Infrequently" for assistance.

Overall, teachers were satisfied with the consultative assistance which they received. The percentage of interactions that were "Not Very Satisfactory" varied from zero to 33 percent in different task areas. Satisfactory information about instructional task areas was the most difficult to obtain.

Teachers' satisfaction with the information which they received tended to decrease with increasing years of post-secondary education, with total years of teaching experience, if they held a formal staff position other than classroom teacher and if they taught in Division 2. Teachers in School 1 were more satisfied than were other teachers in their consultative assistance while School 3 teachers were more dissatisfied.

In all but four task areas, some teachers desired but did not seek consultative assistance. Twenty-seven teachers had concerns but did not seek consultation. They did not seek assistance because the concern was not crucial but the teacher would have liked more information, the teacher had no resources of time, material or personnel, or the teacher obtained the information without asking for assistance.

Teachers tended to seek assistance from two groups, persons in formal positions in the school and colleagues teaching in the same grade level.

Approximately 45 percent of socialization choices were also consultation choices. When both dimensions of the provision of consultation are included in the consultation network, the percentage of mutual choices rose to 64 to 77 percent, indicating that teachers tended to seek friendships among teachers teaching at the same level as well as seeking assistance from these colleagues.

Chapter 8

SUMMARY, CONCLUSIONS AND IMPLICATIONS

A summary of the study, including a restatement of the problems, the research methodology used and a review of the major findings is presented in the first section of this chapter. In section 2, conclusions drawn from the data and implications of the findings for educational administrators are discussed.

SUMMARY

Restatement of the Problems

This study examined teachers' consultative needs, and in particular, considered the following problems:

1. What were teachers' consultative needs?
2. Whom did teachers consult?
3. Did teachers perceive themselves as consultants?
4. Were teachers satisfied with the information which they received?
5. Did teachers desire but not seek assistance? and
6. What was the pattern of consultative assistance in each school?

These major problems were each divided into a number of sub-problems.

Research Methodology

An introductory questionnaire and follow-up interview were

used to obtain the data for the study. The population was the staffs of three elementary schools in an Alberta school system. All eighty teachers in the population participated in the study. Percentage frequency distributions and matrices were used to categorize the data. The distribution of responses by selected background variables was also obtained.

Review of the Findings

The findings are discussed under the major problem categories.

Problem 1. "In which task areas did teachers desire consultative assistance?"

Over 50 percent of teachers desired assistance in seven task areas. These were "Developing course outlines" (55 percent), "Selecting instructional materials" (73 percent), "Operating audio-visual equipment" (63 percent), and all four task areas in the Special Student Needs section.

The greatest percentage of teachers desiring assistance in "Developing course outlines" were those with more than 2 years of post-secondary education, those with less than seven years of teaching experience, and those in their first two years with the school system and the school.

In "Selecting instructional materials," the greatest percentage of teachers desiring assistance was teachers with one to three years of post-secondary education, those with less than ten years of teaching experience, teachers in their first year of employment in the school system and the school, classroom teachers and those in Division 2.

Beginning teachers, Division 2 teachers, those with least years of post-secondary education and teachers who had been employed in the school system and in their present school for less than two years most often indicated desiring assistance in "Operating audio-visual equipment."

In all Special Student Needs task areas, the highest percentage of teachers desiring assistance was classroom teachers, Division 1 teachers, those with less than three years of post-secondary education and teachers with seven to ten years of teaching experience.

The concerns most frequently indicated by teachers were "Diagnosis of learning difficulties," "Development of remedial programs," and "Selecting instructional materials." These were ranked as the three most important concerns regardless of any background variable.

In all task areas except "Interpreting curriculum guides" the majority of concerns recurred over the September to February period. This was particularly evident in "Developing instructional materials," "Evaluating lessons/units," "Developing questioning techniques," "Obtaining student-background information," and "Teaching concepts, constructs, generalizations."

Teachers in Division 2, and those who had more than six years of teaching experience most frequently indicated all their concerns as recurring.

The most important concerns during September-October were "Interpreting curriculum guides," "Developing course outlines," "Grouping for instruction," and "Selecting instructional materials,"

concerns ranked first or second for most teachers regardless of categorization by background variables.

Teachers with increasing years of teacher experience and Division 2 teachers were the most specific in their selection of task area concerns in September-October, with higher percentages of concerns in fewer task areas.

Division 1 teachers were very concerned about "Interpreting curriculum guides" and all task areas in the Special Student Needs section, while Division 2 teachers stressed "Planning individualized instruction" and "Grouping for instruction" at the beginning of the school year.

Problem 2. "What were the specific concerns of teachers in each of the task areas?"

Teachers sought to discuss and share ideas about students, materials and teaching techniques, to obtain information on specific teaching strategies, to supplement their knowledge of subject matter and concepts and to obtain assistance in the diagnosis of student learning difficulties and the development of strategies to remedy them.

In "Developing course outlines" concerns about concepts and subject matter were most often expressed by beginning teachers, Division 2 teachers, those with less than three years of post-secondary education, and teachers new to their present school. Division 1 teachers, those with more than four years of post-secondary education, and those who had been teaching in their present school for at least two years were more concerned about exchanging and discussing ideas.

In "Selecting instructional materials" knowing what materials were available was most often a concern of teachers with one to two years of post-secondary education, and those in their first year of employment in the school, while teachers with four or more years of post-secondary education, and those with seven to ten years of teaching experience were more interested in obtaining assistance in selecting materials to teach concepts.

Teachers in all categories except those with four to six years of teaching experience and those who had taught in the school for three to ten years were most interested in the operation of audio-visual equipment.

In "Diagnosis of learning difficulties," "Development of remedial programs," and "Solving teacher-pupil problems," teachers' concerns were subsumed in the title of the task area. In "Obtaining student-background information," Division 1 teachers, those with less than seven years of teaching experience and those new to the school asked for assistance in obtaining information not available on school records related to the family background of the student, while teachers with seven or more years of teaching experience tended to seek information about students' progress from other teachers and cumulative record cards.

Problem 3. "Whom did teachers ask for assistance?"

Teachers consulted, on average, eight other staff members, usually colleagues teaching at their own grade level and staff in formal positions in the school.

Hence, the persons consulted most often overall were the staffs in formal positions, remedial reading specialists, and five regular classroom teachers.

These persons besides holding formal positions were more often male, and with five to six years of post-secondary education.

Problem 4. "Did teachers view themselves as providing consultative assistance to others?"

On average, teachers indicated providing assistance for eight peers. However, the extent of congruence between teachers named as consultants and teachers' perceptions of themselves as consultants ranged from 32 to 40 percent.

The perceived frequency of consultation was quite intensive with 62 percent of teachers indicating that they provided consultative assistance "at least twice a week."

Problem 5. "Were teachers satisfied with the consultative assistance which they obtained?"

In general, teachers were able to obtain satisfactory assistance with 44 percent of all interactions being rated "Very Satisfactory" and a further 48 percent rated "Satisfactory."

Teachers' dissatisfaction with the consultative assistance which they received increased with years of post-secondary education and years of teaching experience. Other position holders and Division 2 teachers were also more likely to be dissatisfied with the consultative assistance they received.

School 1 teachers were the most satisfied and School 3 teachers the most dissatisfied with their consultative assistance.

Problem 6. "Did teachers desire but not seek consultative assistance?"

Only in four task areas did all teachers who desired consultation seek assistance. Twenty-seven teachers had concerns but did not seek assistance for the following reasons: they did not consider it to be a crucial concern, did not know whom to ask, had no time or materials, or they obtained the information without seeking assistance.

Problem 7. "What was the pattern of consultative assistance in each school?"

For 45 percent of interactions in each school where teachers were named as consultants, these consultants were also friendship choices. When interactions where teachers indicated providing consultative assistance were included, the percentage of friendship choices ranged from 64 to 77 percent.

In general, teachers consulted with staff in formal positions, specialists, and with colleagues teaching the same grade level but the consultation pattern varied for each school.

In School 1, teachers in Grades 1 and 2 consulted almost entirely within their own grade levels, while teachers in other grades consulted not only with each other but also with colleagues in the grades above and below their own. Grades 5 and 6 teachers consulted more with each other across grades than within grades.

In School 2, teachers in Grade 1 consulted each other quite extensively but this pattern was not as evident for teachers in

and other grade. In Grades 2, 3, and 4, teachers had few consultative concerns. Where teachers did consult with colleagues they tended to choose teachers teaching the same grade level or those teaching the grade above or below their own.

In School 3, teachers more often spread their choice of consultants across grade levels than in Schools 1 and 2. Teachers in most grade levels consulted not only with each other but also with colleagues teaching in the grade levels above and below their own. In this school with five grade levels, teachers in Grade 3 were frequently consultants for teachers in all grades, including Grade 1.

While each of the three schools differed in its administrative organization and formal consultative network, there were not statistically significant differences in the percentages of teachers indicating each task area when examined by school. This would suggest that the findings might have more general applicability than was expected.

Relevance of the Findings to the Literature on Consultation

In an attempt to determine the contribution of the study to theory in consultation, specific findings of the study are discussed in relation to the general literature on consultation which was reviewed in Chapter 2.

At present the most strongly advocated approach to consultation in the literature is that of individual professional growth. This 'growth' approach to consultation where teachers delineate their problems and choose the means and ends for their

professional growth was the approach used by the principals of the three schools in the study.

The use of a definition of consultation as "an exchange of advice and/or assistance between the classroom teacher and other personnel in the educational setting where the exchange was initiated by the classroom teacher," permitted the description of a much more extensive pattern of consultative assistance than would have been possible with a definition which limited consultation to those interactions which included the principal or assistant principal.

Teacher-peer assistance. Previous research has indicated that teachers consider colleagues to be a major source of consultative assistance and in the three schools in this study this was certainly the case. While some teachers, especially those in Division 2, consulted colleagues at different grade levels, in general, teachers tended to seek assistance from their peers who were teaching at the same grade level. Within this group, preferences in teaching style, proximity of classrooms and individual personalities may have dictated to some extent the choice of consultant.

Sergiovanni (1971:3) stressed the need for supervisors "to generate leadership among those who work in the school" rather than working to provide direct leadership for them. Although an extensive network of consultative assistance was evident in each school, the paucity of non-formal leaders was obvious when personnel holding positions other than classroom teacher were excluded from the analysis. This would suggest that the provision of opportunities for teachers

to interact and work together is not sufficient, by itself, to generate leaders among the teaching staff.

Teacher-central office personnel assistance. The amount and worth of assistance provided by central office personnel has been an ambiguous one despite research studies in this area. In this study, central office personnel were consulted frequently and their consultative assistance rated "Satisfactory" or "Very Satisfactory."

Teachers mentioned obtaining assistance from the Assistant Superintendent, and to a lesser extent, from the Director of Guidance. The Assistant Superintendent, who was a primary reading specialist was consulted on 61 occasions in School 1, 36 occasions in School 2, and on 17 occasions in School 3. The Director of Guidance provided consultative assistance on 7 occasions in School 1, 11 occasions in School 2, and on 21 occasions in School 3.

Teacher-principal assistance. Previous research studies (Wetter, 1965; Young, 1967) have concluded that teachers preferred principals who readily provided consultative assistance. The perception of the principal as a primary reference source for teachers is also evident from the findings of this study.

Principals were consulted in almost all task areas, and especially those in curriculum and program, and special students needs. In curriculum and program task areas, "Developing course outlines" and "Selecting instructional materials" were the task areas where the principal's advice was most often sought. In special student needs task areas most consultation took place about "Diagnosis of learning difficulties" and "Obtaining student-background information."

Identification of teachers' consultative needs. Previous research in this area, which has been confined to the problems of beginning teachers, has indicated that teachers' consultative concerns are most predominant in the area of student needs. In this study which examined the concerns of teachers of varying years of teaching experience, the area of student needs has also received major emphasis. Over 50 percent of teachers sought assistance in "Diagnosis of learning difficulties," "Developing remedial programs," "Obtaining student-background information," and "Solving teacher-pupil problems."

Of the six task areas listed in the curriculum and program section, at least 48 percent of teachers desired assistance in all but two task areas. They wanted assistance in planning their courses, selecting appropriate instructional materials, and in operating audio-visual equipment, and these concerns occurred throughout the September-February period.

The instructional methodology task areas which traditionally have received most emphasis in in-service programs were not areas of concern to many teachers. In those task areas in which at least 35 percent of teachers desired assistance, their specific concerns were related to diagnosis of student needs as, for example, in "Planning individualized instruction."

Introductory study by Plamondon. Using the same school system, Plamondon (1973) surveyed all teachers and asked them to indicate the areas in which they would like to have consultative assistance available on request. He found that over 80 percent of teachers would like to have consultative assistance available in the general area of

student needs and over 60 percent in curriculum and methodology areas. The findings of this study show a similar distribution of teacher concerns and confirm that teachers' choices in the Plamondon study reflect their day-to-day concerns.

Teachers in the 1973 study were also asked to indicate the personnel whom they felt could best provide this consultative assistance. They chose in-school personnel as first choice in all task areas, choosing guidance personnel as their best source of assistance in the area of student needs, department heads in curriculum and program development, and other teachers in instructional methodology.

These results are again replicated in the present study. Resource teachers and guidance personnel were the major sources of assistance used in this most recent study while principals and assistant principals as well as colleagues were consulted in the areas of curriculum and program development and instructional methodology. Their earlier choices in the Plamondon study may reflect their satisfaction with the present consultative network.

While 74 percent of teachers in the introductory study were in favor of giving teachers of recognized ability with no administrative position, release time on a scheduled basis to provide consultative assistance, these teacher-consultants were not immediately evident from the most recent study.

These findings in the study suggest certain conclusions about teacher-peer interactions and the specific concerns of teachers and have implications for the role of the principal as consultant and the

organizational arrangements necessary to facilitate consultation.

CONCLUSIONS AND IMPLICATIONS

There was extensive teacher-peer interaction for consultative assistance in all schools but most often in School 1 where teachers teaching the same grade level had a preparation period together once in six days. In School 3, where the monthly grade meeting also included discussion of matters referred to it from the general staff meeting, opportunities for teacher-peer interaction were reduced.

The frequency of teacher interactions and teachers' specific concerns for discussing and exchanging ideas, planning cooperatively and sharing materials, suggests that administrators should make timetable arrangements so that teachers might have ample opportunity to share their concerns on a regular basis.

Administrators might encourage teachers to discuss their concerns and choose areas of particular interest to them. For example, the teachers in this study might have chosen to discuss the concepts essential to that grade level, useful instructional materials and possible teaching strategies. Having identified their needs, teachers would then decide how and from whom to obtain consultative assistance. These teacher-initiated in-service sessions allow teachers the opportunity to fulfil their own needs.

X The stress here is on the administrator encouraging staff to grow and develop in areas of interest to them rather than on providing answers to queries or deciding what in-service sessions should be organized.

The intensity of consultations at the beginning of the school year especially for assistance in "Developing course outlines," "Selecting instructional materials," "Interpreting curriculum guides," and "Grouping for instruction" indicates that administrators might well alleviate some anxieties by organizing opportunities for teacher interaction and for small explanatory sessions where teachers who had previously taught the subject, grade level or class might share their experiences, outline what concepts were essential and list available materials for their colleagues.

Such meetings would be of particular importance to teachers new to the school who do not know what knowledge and skill development was taught in the students' previous grade level or what level of competence and depth of knowledge to demand from their students.

Principals, assistant principals and guidance counsellors might also organize their time, especially during the September-October period to be readily available for teacher consultation. A supportive administrator who encourages interaction rather than waiting for teacher-initiated consultation could do much to enhance teacher morale during this critical period.

Principals should also pay particular attention to the concerns of beginning teachers. Two beginning teachers in this study frequently listed as their reasons for not obtaining assistance, a lack of knowledge about whom to ask, and a fear of overburdening their more experienced fellow grade teachers by asking too many questions.

The concerns about "Interpreting curriculum guides" mentioned by thirteen teachers and the general dissatisfaction with the

consultative assistance received suggests that administrators might be better prepared either in awareness of whom teachers might consult, or in interpretation of the guides. Since administrators distributed the guides at the beginning of the year and discussed their contents, they are the foci of this problem.

As indicated by previous research studies (Ellis, 1974; Moller, 1968), the Special Student Needs task areas were the most intensively indicated by most teachers all of whom sought assistance. The pressure for consultations in "Diagnosis of learning difficulties" and "Development of remedial programs" might be alleviated somewhat by hiring a diagnostic specialist, making sure guidance counsellors and remedial reading specialists have adequate time and opportunity for teacher consultation, and encouraging staff growth in these areas.

Administrative arrangements for the availability and maintenance of audio-visual equipment have obviously an impact on teacher concerns. A competent person is essential to demonstrate the operation of audio-visual equipment and to handle maintenance problems is essential.

This study has documented that teacher-peer interactions for consultative assistance are an important facet of school organization, that teachers have specific concerns, that teachers tend to consult with staff in formal positions, with friends and with fellow grade teachers, that teachers tend to consult, on average, eight other persons, and that they are generally satisfied with the information which they receive. These findings have implications for the administration of schools and the supervision of teachers. They also suggest avenues for future research.

Suggested Research Studies

This study had as its population the staffs of three elementary schools in one small school system. Other studies might examine the consultative networks in other elementary schools, in junior and senior high schools, in schools in other types of jurisdictions and in other provinces.

Studies might focus on the task areas and specific concerns of teachers and examine the responses of a large sample of the province's teachers at elementary and secondary levels, or narrow in on specific teachers, for example, beginning teachers, and try to examine more precisely their specific concerns.

The identification of personnel providing consultation might also furnish an area for future research. Studies might examine teachers who are most often consulted to discover whether they retain their position over time, if they lose their position, or if they maintain their position but change clientele when their teaching assignment changes, and whether they are also influential in general school matters.

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APPENDIX

INSTRUMENTS USED FOR DATA COLLECTION

CONSULTATIVE TASK AREAS QUESTIONNAIRE

Your number _____ 1-2

The validity of the conclusions which can be drawn from the information obtained depends on the accuracy of your responses. Please base your answers on your experience and your perceptions of the situations.

PART 1

In answering the questions in this section, choose as few or as many names from the List of Personnel provided as you feel are necessary to reply fully.

Circle the number or numbers which correspond to your choices. If you cannot make any choices, circle NONE.

1. Indicate the individuals with whom you usually share moments of free time, for example, with whom you usually eat lunch and/or have coffee before or after school.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 NONE

2. Indicate the individuals with whom you associate socially outside of school time and on other than school sponsored occasions.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 NONE

3. Indicate the individuals with whom you have had any major disagreement over any matter.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 NONE

PART 2

For each category in the list of consultative task areas, check (✓) if you have desired assistance (whether or not you asked for it) in this area once during this school year. If you desired assistance more than once, check twice (✓✓).

CURRICULUM AND PROGRAM TASK AREAS

Developing course outlines	()	3
Selecting instructional materials	()	4
Developing unit or lesson plans	()	5
Developing instructional materials	()	6
Evaluating lessons or units	()	7
Interpreting Department of Education curriculum guides	()	8

INSTRUCTIONAL TASK AREAS

Developing questioning techniques	()	9
Teaching concepts, constructs, generalizations	()	10
Planning role-playing	()	11
Developing or using small group activities	()	12
Planning individualized instruction	()	13
Using the problem-solving/discovery/inquiry method	()	14
Leading discussions	()	15
Grouping for instruction	()	16

AUDIO-VISUAL TECHNOLOGY TASK AREAS

- Operating audio-visual equipment (projectors, video-tape
recorders, record players, etc.) () 17
- Using kits, charts, games, simulations () 18
- Developing your own audio-visual materials () 19

SPECIAL STUDENT NEEDS TASK AREAS

- Diagnosing of learning difficulties () 20
- Developing remedial programs () 21
- Obtaining student background information () 22
- Solving teacher-pupil problems () 23

Add any other areas in which you have desired assistance
and check accordingly.

() 24

() 25

() 26

() 27

() 28

PART 3

In order to organize the information obtained in these questionnaires, it is necessary to have some personal data about the respondents.

Would you please check (✓) where appropriate.

1. Sex: 1. () Female 2. () Male 29
2. Number of Complete Years of Post-Secondary Education
(as assessed for salary purposes)
() 1 () 2 () 3 () 4 () 5 () 6 or more years 30
3. Number of Years of Teaching Experience
(include the current year as a full year)
 - (a) Total number () 31-32
 - (b) In St. Albert P.S.S.D. () 33-34
 - (c) In your present school () 35-36
4. Is your teaching assignment generally consistent with
your academic preparation?
Yes () 1. No () 2. 37
5. Grade level taught:
 - () 1 () 2 () 3 () 4 () 5 () 6
 - () 1-2 () 2-3 () 4-5
 - Music, Remedial Reading, Library, Guidance, Special Class () 38
6. Position in your present school:
 1. () Classroom teacher
 2. () Principal
 3. () Assistant Principal
 4. () Librarian
 5. () Counsellor
 6. () Grade Conference Chairman 39
 7. () Resource teacher
 8. () Teacher aide (P.E.P.)

Your school number _____ 40

INTERVIEW SCHEDULE

Said by Interviewer to Interviewee:

Thank you for agreeing to be interviewed. As you know this interview is to provide information about the specific consultative needs of teachers and the persons whom they consult for this assistance.

The interview will be kept confidential.

Today I'd like to talk about your consultative concerns. For the purposes of this study, consultation is viewed as assistance asked for by the teacher in order to aid and support the teaching process in the classroom.

I would like to go over each of the consultative task areas you indicated on the questionnaire so that I can get a better idea of the specific consultative concerns you had.

(The following format is repeated for each of the task areas specified.)

A. Would you describe what your specific concerns were in the area
... (as specified in the questionnaire)?

B. When did you first realize that you would like assistance?
Specify the month.

C. Has this been a recurring concern?

D. Did you seek assistance from anyone? If Yes:

• Whom did you consult? Please give their number from this staff list.

Was this assistance satisfactory? Would you say it was very satisfactory, satisfactory, not very satisfactory, or not satisfactory?

If No:

Why did you not seek assistance?

Concerning Conflict Relationships

Would this conflict prevent you seeking consultative assistance from this person?

Would this conflict prevent him seeking consultative assistance from you?

Concerning Socialization Relationships

I notice that you have indicated that you usually share moments of free time with . . . (nominees' names).

1. Why?
2. What do you generally discuss?
3. Do you discuss areas in which you would like consultative assistance with them?
4. You indicated that you associate socially outside school time with . . . (nominees' names). For what kinds of activities do you get together?

Concerning Provision of Consultative Assistance

Have you provided consultative assistance for another member of staff? If Yes:

Please indicate by number from your list, those staff members for whom you have provided consultative assistance.

In what areas have you provided consultative assistance?

How often have you provided consultative assistance? Would you have provided it at least twice a week, at least twice a month, or infrequently?

Are there any questions which you would like to ask me?

Thank you very much for your cooperation.

INTERVIEW ANSWER SHEET

School No.

No.

PART 1.

Task Area No.:

Actual Concern:

September	October	November	December	January	February
Recurring					
People Consulted					Rating

(Repeated for each task area.)

PART 2

Major disagreements?

PART 2

• Major disagreements?

Why share moments of free time?

Topics generally discussed?

Do you discuss your consultative concerns with them?

What form of socialization?

PART 3

Provide Consultative Assistance

for:

on

2/wk.

2/mth.

Infrequently