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Candidate Patricia L. Randall

We recommend acceptance of this thesis in partial fulfillment of this candidate's requirements for the degree:

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Bessie Czarnowski
Signature of Thesis Chairperson

HEHP 7/10/02
Department Date

R. C. Hest
Signature of Committee Member

HEHP 7-10-02
Department Date

Matthew J. Taylor, PhD
Signature of Committee Member

PSYCHOLOGY 7-10-02
Department Date

This thesis is approved by the College of Health, Physical Education, Recreation, and Teacher Education.

Dan Duguet
Associate Dean, College of HPERTE

8-8-02
Date

Dan Duguet
Director of University Graduate Studies

8-8-02
Date

ABSTRACT

Randall, P. L. Identification, Description, and Perceptions of Personal and Professional Attributes for Student Teachers in School Health Education and Rankings of Knowledge, Skill, and Disposition Elements Within Each Attribute: A Pilot Study. MS in School Health Education, August 2002, 78pp. (L. Oganowski)

Selecting personal and professional attributes for student teachers in school health education can be difficult for health educators due to the number of attributes important for successful teaching. The problem of this study was to gather judgements from health educators currently teaching in relation to what personal and professional attributes student teachers need to possess when entering their student teaching experience. After the panel of health educators determined the attributes, they had an opportunity to determine which knowledge, skill and disposition elements were most important to have. The invited sample consisted of 63 health educators who are currently teaching health education. The sample was gathered from four different counties in Wisconsin. The overall response rate was 9.5% (N = 6). A modified two round Delphi Technique was used for data collection, along with a nominal rating process. Questionnaire development was based on a list of personal and professional attributes identified through a review of the literature, and suggestions made by the panel of health educators during the first round of the Delphi. Panel members clarified and revised the attribute descriptions during the first round of the study. Each personal and professional attribute consisted of knowledge, skill and disposition elements that were then ranked using a nominal rating process. Ten personal and professional attributes were identified, clarified, and rated.

**IDENTIFICATION, DESCRIPTION, AND PERCEPTIONS
OF PERSONAL AND PROFESSIONAL ATTRIBUTES FOR STUDENT TEACHERS
IN SCHOOL HEALTH EDUCATION AND RANKINGS OF KNOWLEDGE, SKILL,
AND DISPOSITION ELEMENTS WITHIN EACH ATTRIBUTE: A PILOT STUDY**

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CHAPTER 1

INTRODUCTION

Background

“A teacher affects eternity; he can never tell where his influence stops” observed Henry Adams, a historian-philosopher. Public and professional educators agree that the “goodness” of an education program is determined by the teaching. Identifying qualified, able-bodied people constitutes one of the most important of all educational concerns (Ryans, 1960). Ryans goes on to say, “if competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial (p. 1).”

“The importance of the student teaching experience has been recognized in the United States for several centuries” (Eumurian, 1971, p. 1). People learn best what they experience. A great deal of learning takes place through listening and reading, but learning is likely to be more meaningful and lasting if it is supplemented with experiences (Williams, 2000). Williams also stated that in the short period of time students do their student teaching they are learning preparation techniques, professional responsibilities, and relationships with parents, students, administrators, classroom management and cooperative learning.

Most professionals in the field of teacher education today consider student teaching a vital part of the teacher education curriculum. Pre-service teachers look

forward to student teaching. Unfortunately, often times this excitement is replaced by anxiety and nervousness the moment pre-service teachers receive their placements or on their first day of school. It is natural for pre-service teachers to experience fears and uncertainty as they enter their student teaching experience. Some typical fears include how they will be accepted by the students, the cooperating teacher, other staff in the building, whether they have adequate knowledge of material, and whether they will be able to manage a classroom (Osunde, 1999). By going through a teacher preparation program these fears may be lessened or even diminished and pre-service teachers will feel more at ease entering their student teaching. If they have prepared well, it is likely that their fears will dissipate as they teach and become more comfortable with their students, teaching styles, goals, and their educational philosophy. Also there is the Student Teacher's Guide to intervention strategies for the most common learning behavior problems encountered in schools that may help relieve pre-service teachers facing these situations (McCarney, 1989). Pre-service teachers gain self-confidence once they have established open communication with their cooperating teacher and other faculty members and begin to feel comfortable in their teaching role (Osunde, 1999). Student teachers become more comfortable after they have established a routine and become familiar with faculty, staff, and students.

“More than two decades ago, Lock (1977) suggested that more attention be given to the types of concerns student teachers face, which would help to improve the preparation of teachers” (Smith, 2000, p. 633). A decade later, Doebler and Roberson (1987) wrote that not enough research had been conducted on the perceived problems of student teachers (Smith, 2000).

The following comments were made by Osunde (1999) in reference to the National Education Goals for the Year 2000. He stated:

The National Education Goals for the Year 2000 proposed the improvement of education as a major goal of the United States is to remain competitive in the global economy. Since the launching of this education reform initiative in 1989 by President George Bush, the Department of Education, at both the national and state levels, and school districts and universities have been working for the attainment of excellence in public education. Recent publications by the Carnegie Foundation (1986), *A Nation Prepared: Teachers for the 21st Century*; the Holmes Group Report (1986), *Tomorrow's Teachers*; and the Council for Basic Education (1996), *What Teachers Have to Say About Teacher Education*, advocate changes in teacher education as a way to enhance public education. As a result of these reports, colleges of education and their faculty have been seeking ways to strengthen the academic and professional development of teachers. (p. vii)

It would be a gross overstatement to suggest that the key factors to improvements in the quality of future education lies in the capacity of the authorities to make improvements in pre-service and in-service teacher training (Dove, 1986). All educators and policymakers-recognize what parents have always known: The quality of individual teachers matter. (Danielson, 2001). Student teachers are expected to possess certain abilities and qualities associated with their specific preparation and the field of teaching as a whole. Knowing the expectations of cooperating teachers and teaching supervisors can relieve anxiety, because knowing what is expected is the key to success (Osunde, 1999). Success in student teaching, therefore, is the most important event or learning experience in the development of a beginning teacher (Lu, 2000).

Purpose of the Study

The purpose of this conventional Delphi study is for experienced health education teachers at the middle and high school levels to identify and describe personal and professional attributes student teachers need to possess, and to develop consensus on the most important knowledge, skill, and disposition elements within each attribute for entering their student teaching in school health education. The two research questions for this study are: (1) What are the personal and professional attributes that student teachers need to possess when beginning student teaching?; and (2) What are the most important knowledge, skill, and disposition elements within each personal and professional attribute for student teachers as determined by current consensus of experienced middle and high school health educators?

Need for the Study

Although many researchers have studied student teachers or the student teaching experience, few have investigated personal and professional attributes in school health education preservice teachers; nor ranked the importance of each knowledge, skill and disposition element within each attribute. The understanding of the most important knowledge, skill and disposition elements within each personal and professional attribute can help student teachers better prepare for their experience. In addition, this understanding could aid college supervisors, cooperating teachers, and other university faculty in providing preservice teachers the specific experiences needed prior to their student teaching, the teacher preparation program, as well as support them in the school health student teaching environment.

Assumptions

The assumptions in this study are:

1. The Panel members will complete the Delphi tasks to the best of their abilities, with the knowledge and skills they possess about personal and professional attributes necessary for a successful student teaching experience.

Delimitations

The delimitations in this study are:

1. Panel members in the Delphi tasks were restricted to 63 health educators in four counties who are currently teaching in the middle or high school level.
2. The data collected were gathered by the paper-and-pencil Delphi processes using two iterations.

Limitations

The limitations of this study are:

1. The original selection of panel members was restricted to health educators in Dane, Eau Claire, La Crosse, and Outagamie Counties. The panel members chosen for the study may not represent the perceptions of all health educators in Wisconsin. Because of low response rate after Round One, health educators were selected by personal choice from the above stated counties.
2. Data produced by the panel members may not represent all descriptions of personal and professional attributes of student teachers.

Definitions of Terms

For the purpose of this study the following terms are explained more fully:

1. **Student teaching:** A realistic experience in teacher preparation in which senior majors participate through planned observation, assisting, and actual teaching for a certain period of time in an actual school situation under the supervision of an experienced, certified teacher (Rogers, 1959). Classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution (Wisconsin Department of Public Instruction, 2002c).
2. **Personal attributes:** Personality characteristics such as positive attitude, willingness to learn, enthusiasm, respect, having initiative, the ability to make decisions and take action, empathetic, and warm and caring (Balch & Balch, 1987; Fallin & Royse, 2000; Osunde, 1999).
3. **Professional attributes:** Maintaining professionalism, being able to assess your students, being able to do a self-assessment, being able to use current technology, collaboration with other faculty and staff, program support and advocacy, knowing different techniques for classroom instruction and management, knowledge of curriculum development and instructional planning (Balch & Balch, 1987; Birch, Duplaga, Seabert, & Wilbur, 2001; Fallin & Royse, 2000; Liebhaber, 2000; McCullick, 2001; Osunde, 1999).
4. **Preservice teacher:** A student who is preparing to become a professional teacher in a specialized field of study.
5. **Knowledge:** Means having the understanding of and ability to communicate the basic concepts of a field of study (Wisconsin Department of Public Instruction, 2002c).

6. **Skill:** Having the ability to do something well as a result of a practical experience.
7. **Disposition:** The outlook a person takes on a selected topic or activity.

Summary

This chapter provided brief background information describing and supporting the need for more investigation into personal and professional attributes that student teachers need to possess when entering their student teaching experience. This chapter identified the purpose of the study, need for the study, assumptions, delimitations, limitations, and related definitions. It is hoped that the knowledge derived from this study will enable university faculty to better prepare students for their student teaching in health education.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this study was to identify and describe personal and professional attributes of student teachers and to rank the knowledge, skill, and disposition elements within each attribute as determined by consensus of practicing middle and high school health educators. The intent of this chapter is to present a review of previous completed student teaching related research and provide background information on the data collection methods. The completed student teaching related research has been broken into three subcategories: the student teaching experience, the cooperating/university supervisor perspective, and the perceived attributes of student teachers. The chapter will close with a brief summary.

Student Teaching Experience

In preservice teacher training, “the student teaching experience is the most important step toward preparing new teachers for classrooms of their own” (Backes & Backes, 1999, p. 23; Hynes-Dusel, 1999, p. 186). Just as many career and technical education students learn best through hands-on learning, new teachers also must have effective, hands-on experiences to prepare them for successful careers. A good number of new teachers have left the profession due to job dissatisfaction. Researchers of this study suspect many in that group did not get a top-notch student teaching experience and,

therefore, never felt comfortable in the classroom (Backes & Backes, 1999).

According to Ryans (1960) without losing sight of the importance for developing means of recognizing good teachers, research might first be directed toward the identification of some major patterns of teacher characteristics underlying teaching behavior. Educators seem to be in disagreement with respect to the contributions of effective teaching. Those dealing with licensing groups (e.g., state departments of education) believe good teaching is the result of the teacher's training at a certain college or university. Some believe it to be a matter of the teacher's "dynamic personality" which is defined broadly. Some are convinced it is revealed in the discipline the teacher maintains in the classroom (Ryans, 1960). In July 2004, new rules for educating and licensing teachers and administrators in Wisconsin will be in effect. The new rules will require a standards-based, performance system of training and licensure. One part of the rules requires new teachers to have a mentor. The Wisconsin Improvement Program gives an opportunity for new teachers to be mentored into the teaching profession and provides a foundation for obtaining the initial educator license (Wisconsin Department of Public Instruction, 2002a). The current requirements to be licensed in health by the state of Wisconsin is to have completed the general requirements for a license under subchapter II and in PI 3.05 and to complete a professional education sequence in subchapter III, including an approved program and the institutional endorsement (Wisconsin Department of Public Instruction, 2002b).

In the 1968 national survey of student teaching programs for the entire United States of America, 96% of the responding institutions included overall academic record

as an admission requirement for student teaching; 82% include record in major field; 77% include record in professional education courses; 72% require a recommendation by adviser; 65% include some type of check on emotional stability; 60% include English proficiency; 60% include a check on physical fitness; 57% check on speech and voice; 54% check on personal-social-ethical fitness of the student; 29% check the students' hearing; 8% include extra-class activity; and 22% checked the "other" requirements (Johnson, 1968). As an example, admission into the researcher's teacher education program at the University of Wisconsin at La Crosse requires:

1. Complete a minimum of 40 semester credits of General Education courses including:

- English 110 3 credits
- Speech 110 3 credits
- Computer Science 101 4 credits
- Psychology 100 3 credits
- Educational Foundations 205 3 credits
- Science 3-4 credits
- Biology 101 or 103; Chemistry 100 or 103
- Physics 103, 155 or 203; Earth Science 101
- Mathematics 175, 177, 205, or 207 4-5 credits
- Fine Arts 2 credits
- Art 102; Exercise and Sport Science 104
- Music 105; Theater 111; General Honors 215

2. Complete English 110 with a minimum grade of "B." Students who fail to meet this minimum grade requirement must earn a "C" or better in a 300 level English course.
3. Complete Speech 110 with a minimum grade of "B." Students who fail to meet this requirement must earn a "C" or better in a 300 level Speech course.
4. Maintain a 2.75 cumulative grade point average (GPA).
5. Pass all three parts of the Pre-Professional Skills Test (PPST). This requires a minimum score of 175 in reading, 174 in writing, and 173 in mathematics.
6. Complete EFN 210 (Introduction to Education) with a minimum grade of a "C."
7. Complete SHE 210 with a recommendation from the faculty in support of the student continuing in the program.

NOTE: Any student who has been convicted of a criminal offense must contact the Wisconsin Department of Public Instruction to discuss eligibility for teacher licensure (UW-L Teacher Education, 2000).

According to the unwritten rules of student teaching (Devorick, 2000) there are 10 key factors that need to be taken into consideration. Those 10 factors are (1) be on time, (2) be presentable, (3) don't be a shadow, (4) don't wait to be told, (5) manage time effectively, (6) plan relentlessly, (7) heed and implement advice, (8) follow through on your ideas, (9) don't make excuses, and (10) be passionate. By following these 10 tips student teachers can have a more effective and positive experience.

Cooperating/University Supervisor Perspective

According to Clement (1999), cooperating teachers interviewed in this study believed their student teacher was not adequately prepared for student teaching. They felt the university taught the "ideal" rather than the "reality." Pollard and Tomlin (1995)

found using 50 state teachers of the year as experts in a Delphi study to determine, categorize, and prioritize those areas of education that are most in need of change over the next 10 years. The results of the study listed teacher preparation as the single most important area for change. Cooperating and supervising teachers expect student teachers to demonstrate a positive attitude, a willingness to learn, and a desire for professional growth (Osunde, 1999). "Student teachers must show that they are genuinely interested in teaching" (Osunde, 1999, p. 5). Other characteristics identified by Osunde (1999) that student teachers need to demonstrate are enthusiasm and initiative, and the ability to make decisions and take action without instruction from the cooperating teacher. Cooperating teachers and supervisors also expect student teachers to demonstrate subject matter competency. They must also be willing to work with other adults and instructional aids in the classroom, be accepting, empathetic, and professional and provide structure to all their students.

Perceived Attributes of Student Teachers

Student teachers must have a base of knowledge, the skills to teach the subject matter and the classroom learning experience in order to apply what they have learned out in the field. According to Birch, Duplaga, Seabert, and Wilbur (2001) veteran teachers completed a three round Delphi study gradually coming to a consensus on content, skills, and learning experiences in nine areas related to professional preparation. Those nine areas included curriculum and instructional planning, classroom instruction, classroom management, collaboration, technology, advocacy/program support, student assessment, self-assessment of teaching and maintaining professionalism.

Student teachers need to feel comfortable in their environment in order to be successful and have a positive experience. The ultimate purpose of student teaching is to produce a teacher who can effectively instruct students (Fallin & Royse, 2000). Fallin and Royse suggested that when placing student teachers thought needs to be given to personality, readiness level, teaching style and match with a cooperating teacher to make the experience positive and beneficial, thus decreasing the dropout rate. It is important for carefully planned professional preparation programs to include consideration of personal and professional attributes needed for a successful student teaching experience, even to avoid potential abandonment of the profession in the first years of teaching.

McCullick (2001) did a study on the practitioners' perspectives on values, knowledge, and skills needed by physical education teacher education (PETE) participants. The dominant themes emerging from the study were that undergraduates need to have a love for physical activity, like children and people, be physically fit, and be personally flexible. Since physical education and health education are closely related disciplines, there seems to be a need for a comparable study in health to see if the same factors apply.

With respect to the description of teacher effectiveness disagreement and ambiguity are to be expected, and cannot be avoided entirely because competent teachers are a relative matter. A person's concept of a "good" teacher depends on his or her acculturation, past experience, and the value attitudes he or she has come to accept. Therefore, students may differ in their assessments of the attributes of an effective teacher (Ryans, 1960). In this study the researcher came up with eighteen teacher behaviors linked to effective teaching (fair-partial, democratic-autocratic, responsive-

aloof, understanding-restricted, kindly-harsh, stimulating-dull, original-stereotyped, alert-apathetic, attractive-unimpressive, responsible-evading, steady-erratic, poised-excitabile, confident-uncertain, systematic-disorganized, adaptable-inflexible, optimistic-pessimistic, integrated-immature, broad-narrow).

Another study suggests that keys to success for student teachers are comfort, planning, preparation, and problem solving (Schwebel, Schwebel, Schwebel & Schwebel, 1996). These authors also made mention of important teacher characteristics such as being respectful, a warm, caring person, and aware of your expectations for your students.

Liebhaber (2000) believed that college course work should involve student teachers to write lesson plans complete with behavioral objectives, teaching strategies, and methods of assessment when beginning student teaching.

According to Balch and Balch (1987) it would be useful for student teachers to possess some of the following effective teaching techniques when entering student teaching. Those effective teaching techniques are (1) clarity and organization; (2) on-task behavior of students (time management and effective discipline); (3) use of feedback to students for improving performance; (4) task-oriented climate; (5) warm, supportive environment; (6) flexible, adaptive teaching; (7) enthusiastic teacher; and (8) high expectations of students' abilities.

Similarly other researchers have noted five aspects of behavior which are summarized as "the teacher as a person." These five areas are (1) physical qualifications (good health, good vision and hearing, freedom from speech defects and is acceptable in appearance); (2) intellectual qualifications (interest in current social, political and

technological events, use democratic approach in solving problems, adaptability in new situations); (3) social viewpoint (participates in community affairs, personal responsibility and workmanship); (4) effective relations with others (intrinsic interest in others, group leadership, and organization); (5) personal-social adequacy (acceptable language, respects and understands the community expectations as to social and moral behavior) (Adams & Dickey, 1956). Adams and Dickey (1956) listed many kinds of outcomes that may be expected in the behavior of successful teachers. Some of those are: provides for the learning of students, counsels and guides students wisely, participates effectively in the activities of the school, and works on a professional level.

Danielson (1996) gave four components of professional practice. The first is planning and preparation which includes the understanding of content to be taught, knowledge of students' backgrounds, and designing instruction and assessment. The second component is classroom environment which addresses the skills of the teacher in setting up an environment conducive to learning, including physical and interpersonal aspects of the environment. Instruction is the third area and it is concerned with the teacher's skill in engaging students in learning the content, and includes instructional strategies that enable the students to learn. Lastly, are professional responsibilities which addresses teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment (Danielson, 2000).

"For the first half of the 20th century, school principals, supervisors, and education professors determined the attributes of good teachers" (Cruickshank & Haefele, 2001, p. 27). Schools put out checklists and rating scales that scored particular traits such as

professional attitude, understanding of students, creativity, control of class, planning, individualization, and pupil participation. At this time, Dwight Beecher (as cited in Cruickshank and Haefele, 2001) came up with the Teaching Evaluation Record and Arvil Barr and his associates (as cited in Cruickshank and Haefele, 2001) came up with a list that included buoyancy, emotional stability, ethical behavior, expressiveness, forcefulness, and personal magnetism. These were the criteria for an ideal teacher but the problem was that they were subjective and many disagreements developed. In the 1960's an ideal teacher was described as analytical but this too became overwhelming. As years passed many more studies were done to try to figure out what a "good" teacher was. In this article the authors broke it up into eight different types of teachers (ideal, analytic, effective, dutiful, competent, expert, reflective, satisfying, diversity-responsive and respected) (Cruickshank & Haefele, 2001).

The Delphi Technique

Perhaps the traditional and simplest method of achieving a consensus has been to conduct a round-table discussion among experts and have them arrive at an agreed upon group position. This procedure is open to a number of objections. The outcome is apt to be a compromise between divergent views, arrived at under the influence of certain psychological factors; such as persuasion by the member with the greatest authority or even the loudest voice, the unwillingness to abandon publicly expressed opinions, and the bandwagon effect of majority opinion. In more recent years a new approach has come out to overcome these difficulties, which has become known as the Delphi technique.

The Delphi technique, in its simplest form, eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential

individual interrogations (usually conducted by questionnaires) interspersed with information and opinion feedback (Helmer, 1966). “The Delphi Technique is an intuitive methodology for organizing and sharing “expert” forecasts about the future” (Weaver, 1971, p. 267). The Delphi technique is used to collect opinions from a group of individuals. The first Delphi technique was conducted at the Rand Corporation in the late 1940’s and early 1950’s to gain consensus among experts about urgent defense problems (Linstone & Turoff, 1975).

The structure of a Delphi technique is explained in the following four steps:

1. In the first questionnaire, a group of panel members are selected and asked to list opinions on a particular topic.
2. From these lists, a second questionnaire is developed and the panel members are now asked to evaluate the items by some standard such as importance or desirability on a Likert-type scale. Space is usually provided for panel members to justify their decisions.
3. The second questionnaire is analyzed and each panel member receives a list and summary of the items. If the panel member’s opinion is in the minority for a particular item (outside the interquartile range or standard deviation), he or she is asked to revise their opinion or provide a reason for remaining in the minority.
4. The third questionnaire is analyzed and each panel member receives the list, an updated summary, minority opinions, and a final chance to revise their opinion (Linstone & Turoff, 1975).

The Delphi method is a standardized technique that is useful for obtaining group consensus without formal discussion meetings. The Delphi method allows for a panel of

experts to consider various questions, present their solutions, and strive toward consensus. The Delphi method involves the following components: (1) developing research questions; (2) identifying experts in the field; (3) using a pilot study to determine the utility of the research questions; (4) obtaining the voluntary participation of the experts; (5) mailing the first questionnaire to the experts (round one); (6) evaluating the responses from round one and returning to the experts for further recommendations (round two) and; (7) continuing until a consensus is obtained by the expert panel and a final interpretative report is completed (Klutschkowski & Troth, 1995).

The majority of Delphi technique applications are modifications of the classic design. Two major classifications exist: Conventional Delphi and Real-Time Delphi (Linstone & Turoff, 1975). The Conventional Delphi is a paper-and-pencil process where (1) a questionnaire is developed by the researcher and distributed to the panel members, (2) the panel members complete the questionnaires which are then summarized by the researcher, (3) a new questionnaire is developed based on feedback from the panel members and distributed back to the panel members. At least one opportunity to re-evaluate and revise contributions from panel members is provided.

A Real-Time Delphi is a newer form of the Delphi technique. The researcher is replaced to a large extent by a computer programmed to perform the compilation of the panel member results. The advantage of the computer is in eliminating the delay in summarizing each round of Delphi. However, it does require that the attributes be well defined prior to the Delphi tasks (Linstone & Turoff, 1975).

One goal of every Delphi is to produce something (Linstone & Turoff, 1975). The Delphi is most beneficial when the researcher views the Delphi technique as producing

results and not surveying things that are already there. Linstone and Turoff (1975) stated four objectives for any Delphi process:

1. To explore underlying assumptions or leading to differing judgments.
2. To seek out information which may generate a consensus of judgment on the part of the panel members.
3. To correlate informed judgments on a topic with a wide range of disciplines.
4. To educate the panel members as to the diverse and interrelated aspects of the topic.

Descriptive statistics such as the mean, standard deviation, and median are used to summarize the data collected in a Delphi study (Linstone & Turoff, 1975).

Use of Delphi in Curriculum Planning and Development

The Delphi technique has been proposed as having educational purpose (Linstone et al, 1975). In education there are five major uses: (1) cost-effectiveness, (2) cost-benefit analysis, (3) curriculum and campus planning, (4) college, university-wide and statewide development of educational goals and objectives, and (5) achieving consensus on generalized educational goals and objectives for the future (Detert & Russell, 1987).

Numerous research studies used the Delphi for educational planning, curriculum development and establishing curricular goals. In 1971, Cyphert and Gant used the Delphi in a higher education study. Panel members were asked to select goals in which the School of Education should focus on in the next decade.

Nominal Group Process

The nominal group process was established in 1968 and was based on the involvement of a few target audience representatives. The nominal group process uses

groups of five to seven people with knowledge on the specific issue. After responses are clarified, the participants select and rank a stated number of items they think are the most important. An advantage of the nominal group process is that those who may be affected by the situation or problem can be involved in its identification (Gilmore & Campbell, 1996).

Summary

Chapter 2 has provided a review of literature on student teaching, the Delphi technique, and the Delphi technique in curricular planning and development.

The desired personal and professional attributes for student teachers to possess when going out to student teach are categorized as such: (1) curriculum development and instructional planning; (2) classroom instruction; (3) classroom management; (4) collaboration; (5) technology; (6) advocacy/program support; (7) student assessment; (8) self-assessment of teaching; (9) maintaining professionalism and; (10) personality. It is essential to provide student teachers with the appropriate guidance and support in order to help them be successful in the student teaching experience. The present study was done to determine the most important knowledge, skill, and disposition elements within each personal and professional attribute that a student teacher needs to possess when entering their student teaching experience.

CHAPTER 3

METHODS

Introduction

This study investigated the personal and professional attributes of student teachers and ranked the importance of knowledge, skill, and disposition elements within each attribute. This study relied on the perceptions of experienced middle and high school health educators. The subjects, instrument, procedure, and analysis of data are discussed with a brief summary at the end in this chapter. For the purpose of this study, two research questions were examined:

1. What are the personal and professional attributes that student teachers need to possess when beginning student teaching?
2. What are the most important knowledge, skill, and disposition elements within each personal and professional attribute for student teachers as determined by current consensus of experienced middle and high school health educators?

Subject Selection

There is no general rule for picking panel members for the Delphi technique (Linstone & Turoff, 1975). Original selection for Round One panel members (N = 50) for the study were randomly selected from a list provided by the Department of Public Instruction of health educators currently teaching at the middle or high school level. Panel members were randomly selected from Dane, Eau Claire, La Crosse, and

Outagamie Counties in Wisconsin. A table of random digits was used in selecting panel members to participate. The panel members then voluntarily responded to the questionnaires. Each potential panel member was sent a letter to invite them to participate in this study and was asked to sign and return the informed consent, and respondent intention card in an enclosed stamped envelope along with a letter of instruction, and a list of the initial attributes for their review (Appendix A). Due to a low response rate to Round One, 13 additional health educators were then selected by personal choice and sent the above information. Of the panel members there were two from the high school level, six from the middle school level and one who teaches at both levels. Eight of the nine panel members specifically teach health education and one teaches health and physical education. Seven out of the nine panel members have been teaching for more than 25 years, the remaining two have been teaching for five and ten years. Seven panel members have been teaching health for more than 17 years, the remaining two have been teaching health for two and seven years. Among the panel members, the number of student teachers they have supervised ranged from zero to 40.

Instrumentation

Data for this study were collected by the use of a modified conventional Delphi technique and a nominal rating process. The first questionnaire was designed from a list of personal and professional attributes that student teachers need to possess when beginning student teaching as identified in the literature. The attributes were selected for the first questionnaire by the researcher depending on how frequently they showed up in the literature. Not all attributes were represented on the first questionnaire, leaving an opportunity for panel members suggestions during Round One of the Delphi. In Round

Two each attribute identified had a certain number of knowledge, skill, and disposition elements that were then ranked in order of importance by each panel member.

Three volunteers prior to Round One of the Delphi technique reviewed one questionnaire and the introductory letter for clarity and to determine the length of time it took for completion. A group of three university faculty volunteers from the School Health Education Program evaluated the initial questionnaire. The School Health Educators were known by the researcher to be knowledgeable in student teacher attributes.

Each volunteer was contacted either by phone or through e-mail and asked to review the initial instruments used in this study (Appendix B). The purpose of this step was to add clarity in the instructions and to record the time it took to complete the instrument.

The researcher color coded each item and kept them consistent throughout the two rounds because the packets contained several different forms. The introductory letter and instructions were white, the Personal and Professional Attribute Description Sheets were blue, and the Nominal Rating Process Sheets were green.

Procedures

Informed consent was obtained from all panel members consistent with the Institutional Review Board for the Protection of Human Subjects (IRB) standards of the University of Wisconsin-La Crosse (Appendix C). All panel members were informed that their participation was voluntary and that they could refuse to participate or discontinue participation at any time without any penalty. Each panel member was mailed a total of two packages, one for the first round of the Delphi study and one for the

nominal rating process. Round One packet included the introductory letter, Round One Personal and Professional Attribute Description Sheet, and a preaddressed, stamped envelope (Appendix A). Round Two contained a letter of instruction, an example, the descriptions and a rating questionnaire (Appendix D). Panel members were asked to complete each round of the Delphi within 8 workdays.

Statistical Analysis

Delphi-Round One

In Round One each panel member received an initial questionnaire packet containing an introductory letter with instructions, a definition of student teaching, a list of 10 personal and professional attributes found in the literature, and a description of each attribute (Appendix A). Round One of the Delphi was designed to clarify the personal and professional attributes provided and to identify and describe additional attributes.

Panel members were invited to read and respond to each personal and professional attribute, making any additions or deletions in the provided space. Space was provided at the end of the description sheet list where they could list and describe additional attributes.

Round One responses were reviewed by the researcher. Panel members' feedback was analyzed, organized and where appropriate added into the personal and professional attribute descriptions. This revised list was used to develop the questionnaire packet for Round Two.

Round Two

Round Two questionnaire packet included a new introductory letter with instructions for Round Two, a definition of student teaching, an example and the revised

list of personal and professional attributes and their descriptions, and a nominal rating process questionnaire (Appendix D). Round Two was designed to clarify the attribute descriptions and to rate each knowledge, skill, and disposition element within each attribute using whole numbers, one being most important.

After Round Two, the personal and professional attributes were reviewed by the researcher and data were analyzed from Round Two by summing scores and ranking the knowledge, skills, and disposition elements within each attribute.

Summary

The panel members selected for this study were experienced health educators who voluntarily sent back the respondent card. The instruments used in this study were adapted from "The Delphi Method: Techniques and Applications" (Linstone & Turoff, 1975) and "Needs Assessment Strategies" (Gilmore & Campbell, 1996). There were two rounds to this Delphi study to garner consensus on personal and professional attributes of preservice teachers and the most important knowledge, skill, and disposition elements within each attribute for a successful student teaching experience.

CHAPTER 4

RESULTS AND FINDINGS

Introduction

This chapter presents and discusses the results of this study as related to the personal and professional attributes that student teachers need to possess when entering their student teaching experience and ranks the knowledge, skill, and disposition elements within each attribute.

Findings

Panel member selection, analysis, and discussion of attribute descriptions, and nominal-rating process are all included in the discussion.

Panel Member Selection

Panel members for this study included health educators currently practicing in the field from four different counties in Wisconsin. Those counties included: Dane, La Crosse, Outagamie, and Eau Claire.

A total of 63 invitation letters were sent out to various health educators. Fifty health educators were randomly selected from a list of 124 given by the Wisconsin DPI using a random table of digits. Due to a very low response rate after making phone calls and waiting an extra week, 13 more health educators were picked from personal contacts

to participate in the study. After Round One, the response rate was nine. Of those nine, one was from Eau Claire county, 2 from Outagamie county, 3 from Dane county and 3 from La Crosse county. The nominal rating process was then sent to those nine panel members to rank the knowledge, skill, and disposition elements within each attribute. After that round the response rate was 6. These six health educators became the Student Teaching Panel.

Research Questions

Two research questions were examined in this study. The questionnaires used in the modified Delphi Rounds were directed at gathering data that could be used to address each of the research questions. The questions and data results are presented below.

Research Question One

Research question one attempted to determine what health educators considered personal and professional attributes that student teachers need to possess when entering their student teaching experience. The question restated is: What are the personal and professional attributes that student teachers need to possess when beginning student teaching?

All panel members had the opportunity to review the definition of student teaching, the personal and professional attributes, and to clarify them during Round One of the modified Delphi Technique. The following are the result of this identification and clarification process:

STUDENT TEACHING: A realistic experience in teacher preparation in which college senior majors participate through planned observation, assisting, and actual teaching for a certain period of time in an actual school situation under the supervision of

an experienced, certified teacher (Roger, 1959). Classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution (Wisconsin Department of Public Instruction, 2002c).

Personal and Professional Attribute Descriptions

The panel members described and clarified 10 personal and professional attributes for student teachers to possess when entering their student teaching experience.

1. **Curriculum Development and Instructional Planning:** Awareness of state standards; awareness of national standards; awareness of a variety of instructional techniques; knowledge of student developmental stages; knowledge of developmental assets; skill in unit/lesson planning; knowledge of health content (mental, social, emotional, spiritual, and physical); awareness of health education scope and sequence; knowledge of learning theory/learning styles; skill in linking assessment and instruction; and skills in assessing needs of community and students (Student Teaching Panel, 2002).
2. **Classroom Instruction:** Techniques for active student learning; familiarity with a variety of teaching techniques; techniques to assess individual class needs; skills for maintaining positive classroom atmosphere; skill in promoting classroom discussion; practice teaching experience; awareness of cooperative learning activities; time management skills (ability to balance student teaching responsibilities with personal life); and techniques to stimulate brain-based learning and critical thinking strategies (Student Teaching Panel, 2002).

3. **Classroom Management:** Ability to articulate and display expectations/consequences; awareness of behavior management principles and techniques; techniques for active student learning; techniques to establish student ownership of expected behavior (incentive plan to motivate); ability to be consistent and fair; ability to establish class policies and rules; ability to show respect towards students; ability to follow through with consequences in resolving conflict; awareness/use of techniques for dealing with disruptive students; and the ability to create a safe and healthy classroom to meet affective needs of students (Student Teaching Panel, 2002).
4. **Collaboration:** Communication skills; facilitation skills; ability to work with diverse (special needs) populations; skill in interdisciplinary planning/teaching; awareness of state standards in other curricular areas to encourage interdisciplinary teaching of health concepts; knowledge of and skill in using community resources; and skill in team-teaching (Student Teaching Panel, 2002).
5. **Technology:** Computer user skills; skills in involving students in classroom computer activities; awareness of technology resources for health education; ability to use health-related software; ability to use VCR/Video recorder, digital cameras; ability to use overhead projector; ability to use computer to analyze and maintain students grades; and an awareness of using the media to promote health education programs (Student Teaching Panel, 2002).
6. **Advocacy/Program Support:** Ability to gain support from administration, parents, local school board, and other professional colleagues; ability to work with community agencies; ability to work with school counselors and social workers in

identification and prevention; and be a member of local health advisory committee (Student Teaching Panel, 2002).

7. **Student Assessment:** Awareness of a variety of assessment techniques; ability to involve students in self-assessment (expectations for students); skill in developing rubrics; ability to assess individual and group projects; skill in using portfolios for assessment; skill in using authentic assessment; and the ability to develop written tests for all populations (Student Teaching Panel, 2002).
8. **Self-Assessment of Teaching:** Techniques for obtaining and assessing feedback from students; skills for using students' progress (grades, projects, test scores) as an indicator of teaching effectiveness; reflective teaching skills; skill in developing personal goals and objectives; awareness of districts evaluation procedures; observations of other teachers; ability to use administrative evaluations; ability to use peer assessment; and skill in developing professional portfolio (Student Teaching Panel, 2002).
9. **Maintaining Professionalism:** Networking with other health educators; attending professional conferences; participating in staff development workshops; working with a professional mentor; reading professional journals; maintaining membership in professional organizations; maintaining communication with state officials (DPI); dressing professional; being punctual to work and with lesson/unit plans before implementing; importance of role-modeling (ability to put into action in their own lives what they are teaching); and the ability to perform presentations and public speaking (Student Teaching Panel, 2002).

10. Personality: Positive attitude; willingness to learn; readiness level; enthusiasm; initiative; ability to make decisions and take action; respectful; accepting; empathetic; warm and caring; proactive; and an advocate for health teaching (Student Teaching Panel, 2002).

Panel members selected these 10 personal and professional attributes and their descriptions as necessary elements that student teachers need to possess when entering their student teaching experience. This final list of 10 attributes is the compilation of ideas shared by the panel members and reviewed by the researcher through the modified Delphi rounds.

Panel members listed 47 additional items for consideration as attributes on the Round One Personal and Professional Attribute Description Sheet. To keep a reasonable and workable number of attributes for the study, the researcher made two decisions that led to the final 10 personal and professional attributes listed above.

First, whenever the larger meaning of an existing attribute encompassed a smaller meaning from the suggested attribute, the smaller meaning was not added to the existing personal and professional attribute. This kept the descriptions reasonable in length. For example, the suggested attribute of A.D.D., emotionally disturbed, learning disabled as part of Collaboration was not added because it falls under diverse (special needs) populations.

Second, the researcher included many of the additional attributes suggested by panel members under an existing appropriate personal and professional attribute ascertained through the literature review. For example, wellness plan - the ability to put into action in their own lives what they are teaching was included under the personal and

professional attribute of maintaining professionalism and importance of role modeling. These decisions resulted in no new additional personal and professional attributes.

Research Question Two

Research question two identified which knowledge, skill and disposition elements were most important within each personal and professional attribute. The question restated is: What are the most important knowledge, skill and disposition elements within each attribute for student teachers as determined by current consensus of experienced middle and high school health educators?

Panel members rated each knowledge, skill and disposition element within each attribute on importance by using a whole number, one being most important. Importance was communicated to panel members as being a measure of value or meaningfulness. The attributes were recorded by summing the whole number, with one being most important. Table 1 shows the final rankings of each knowledge, skill and disposition element within each attribute in rank order from lowest (most important) to highest (least important). The lower the number, the more important the element is. The higher the number, the element is less important than the others within the attribute.

Table 1. Final Rankings on the Knowledge, Skill, and Disposition Elements Within Each Personal and Professional Attribute

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
1. Curriculum Development and Instructional Planning:							
Knowledge of health content (mental, social, emotional, spiritual, and physical)	4	1	1	7	1	1	15
Skill in unit/lesson planning	3	2	4	3	10	2	24

Table 1. Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
Awareness of a variety of instructional techniques	5	4	2	8	7	3	29
Knowledge of student developmental stages	6	3	6	4	5	11	35
Knowledge of developmental assets	2	11	5	6	6	5	35
Knowledge of learning theory/learning styles	1	5	3	9	8	10	36
Awareness of state standards	10	9	9	2	2	8	40
Awareness of national standards	9	10	10	1	3	9	42
Awareness of health education scope and sequence	8	6	7	5	11	6	43
Skill in linking assessment and instruction	7	7	8	10	9	4	45
Skills in assessing needs of community and students	11	8	11	11	4	7	52

2. Classroom Instruction:

Skills for maintaining positive classroom atmosphere	1	1	5	1	5	3	16
Familiarity with a variety of teaching techniques	5	2	4	5	1	4	21
Techniques for active student learning	4	3	7	2	6	1	23
Techniques to stimulate brain-based learning and critical thinking strategies	6	6	2	8	2	2	26

Table 1. Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
Skill in promoting classroom discussion	2	4	6	4	7	9	32
Techniques to assess individual class needs	7	9	3	6	3	7	35
Awareness of cooperative learning activities	3	8	8	7	4	5	35
Practice teaching experience	9	5	1	9	8	8	40
Time management skills (ability to balance student teaching responsibilities with personal life)	8	7	9	3	9	6	42

3. Classroom Management:

Ability to establish class policies and rules	1	2	1	6	1	4	15
Ability to articulate expectations/consequences	3	5	3	2	2	2	17
Ability to show respect towards students	6	8	2	1	3	5	25
Ability to be consistent and fair	7	1	5	5	6	9	33
Awareness of behavior management principles and techniques	5	6	8	3	10	3	35
Techniques to establish student ownership of expected behavior (incentive plan to motivate)	2	10	4	9	7	6	38
Techniques for active student learning	4	7	10	4	8	7	40

Table 1. Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
Ability to follow through with consequences in resolving conflict	8	3	7	10	4	10	42
Ability to create a safe and healthy classroom to meet affective needs of students	10	9	9	8	5	1	42
Awareness/use of techniques for dealing with disruptive students	9	4	6	7	9	8	43

4. Collaboration:

Communication skills	1	1	3	3	1	1	10
Facilitation skills	3	2	1	4	5	4	19
Ability to work with diverse (special needs) populations	6	3	2	2	4	2	19
Awareness of state standards in other curricular areas to encourage interdisciplinary teaching of health concepts	4	6	6	1	3	3	23
Skill in interdisciplinary planning/teaching	2	4	7	6	2	6	27
Knowledge of and skill in using community resources	7	5	4	7	7	5	35
Skill in team-teaching	5	7	5	5	6	7	35

5. Technology:

Computer user skills	3	2	1	4	1	4	15
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Table 1. Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
Awareness of technology resources for health education	4	6	3	1	5	2	21
Ability to use VCR/Video recorder, digital cameras	1	1	7	2	3	7	21
Skills in involving students in classroom computer activities	6	7	2	5	2	5	27
Ability to use health-related software	5	5	4	6	6	3	29
Awareness of using the media to promote health education programs	8	8	8	3	4	1	32
Ability to use overhead projector	2	3	5	8	7	8	33
Ability to use computer to analyze and maintain students grades	7	4	6	7	8	6	40

6. Advocacy/Program Support:

Ability to work with school counselors and social workers in identification and prevention	1	3	1	3	2	1	11
Ability to gain support from administration, parents, local school board, and other professional colleagues	2	1	3	1	3	2	12
Ability to work with community agencies	3	4	2	2	4	3	18
Member of local health advisory committee	4	2	4	4	1	4	19

Table 1. Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
7. Student Assessment:							
Awareness of a variety of assessment techniques	1	5	1	1	1	1	10
Ability to assess individual and group projects	2	2	5	5	3	3	20
Ability to develop written tests for all populations	3	1	3	7	6	2	22
Skill in developing rubrics	7	3	2	2	2	7	23
Ability to involve students in self assessment (expectations for students)	6	4	4	3	4	5	26
Skill in using authentic assessment	5	6	6	6	5	4	32
Skill in using portfolios for assessment	4	7	7	4	7	6	35
8. Self-Assessment of Teaching:							
Skill in developing personal goals and objectives	1	2	1	1	2	1	8
Observations of other teachers	2	4	2	2	3	5	18
Skills for using students' progress (grades, projects, test scores) as an indicator of teaching effectiveness	3	3	3	7	6	3	25
Reflective teaching skills	5	1	5	9	1	4	25
Techniques for obtaining and assessing feedback from students	4	6	4	5	7	2	28

Table 1. Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
Ability to use peer assessment	8	5	6	3	4	8	34
Skill in developing professional portfolio	9	9	9	4	5	6	42
Awareness of districts evaluation procedures	6	7	8	6	9	7	43
Ability to use administrative evaluations	7	8	7	8	8	9	47

9. Maintaining Professionalism:

Being punctual to work and with lesson/unit plans before implementing	1	3	1	9	1	2	17
Attending professional conferences	9	1	5	1	3	6	25
Importance of role modeling (ability to put into action in their own lives what they are teaching)	2	7	3	11	2	1	26
Networking with other health educators	6	5	4	4	4	5	28
Dressing professional	7	2	2	7	11	3	32
Participating in staff development workshops	5	6	6	3	8	7	35
Reading professional journals	4	9	7	2	6	9	37
Working with a professional mentor	8	4	9	8	7	8	44
Ability to perform presentations and public speaking	3	11	11	10	10	4	49

Table 1 Continued

	PM1	PM2	PM3	PM4	PM5	PM6*	Total
Maintaining communication with state officials (DPI)	11	10	10	5	5	10	51
Maintaining membership in professional organizations	10	8	8	6	9	11	52
10. Personality:							
Respectful	2	3	1	3	3	6	18
Positive attitude	5	1	5	4	2	2	19
Enthusiasm	1	8	6	10	5	3	33
Initiative	6	7	7	5	6	7	38
Advocate for health teaching	9	4	9	8	7	1	38
Proactive	8	9	12	7	1	5	42
Accepting	3	10	2	6	12	9	42
Empathetic	4	11	3	2	10	12	42
Warm and caring	12	12	4	1	11	4	44
Ability to make decisions and take action	7	2	8	11	9	8	45
Willingness to learn	10	6	10	9	8	10	53
Readiness level	11	5	11	12	4	11	54

*PM = Panel Member

The researcher used the total number to identify the very important knowledge, skill, and disposition elements.

Discussion/Implications

The panel members reached consensus of 10 personal and professional attributes that student teachers must possess when entering their student teaching experience. Within each attribute the panel members ranked in order of importance the knowledge, skill, and disposition elements. In curriculum development and instructional planning, the most important element was knowledge of health content (mental, social, emotional, spiritual, and physical). This would seem very logical if a student is pursuing licensure for health education. Along with the knowledge of health comes the ability to plan and implement a lesson or unit using different instructional techniques to convey the information. It is important to know the developmental stages of students when using different techniques of instruction because what works for one student may not work for another. However, the disturbing factor in this attribute was that in today's world of assessment, skill in linking assessment and instruction and skills in assessing needs of community and students were rated least important by a substantial amount. Skills for maintaining positive classroom atmosphere was rated the most important for classroom instruction. There is need for control in a classroom for students to be able to learn. Again, having the knowledge of different teaching techniques will help with this and create an atmosphere for active student learning, engaging them in the material. Within this attribute time management skills (ability to balance student teaching responsibilities with personal life) was rated least important, the researcher found this disturbing. There is no question that student teaching responsibilities are important but the researcher believes that there needs to be a balance between teaching responsibilities and personal life. For classroom management being able to establish class policies and rules was most

important. This goes along with having control of the class with set expectations and consequences in the classroom. Interestingly enough the least important element in this attribute was the awareness/use of techniques for dealing with disruptive students. If a teacher has class policies and rules and follows through with the consequences then it would cut down on disruptive behavior. Under the attribute collaboration, communication skills were by far the most important knowledge, skill, and disposition element. Certainly if an individual is going to become an effective teacher, they need to possess excellent communication skills with students, faculty, administrators, parents, etc. In today's world of technology, the most important element was computer user skills. With the advancement of technology, the ability to use a VCR/Video recorder, and a digital camera were rated much higher than the use of an overhead projector. Within the attribute of advocacy/program support, all elements were rated closely. The ability to work with school counselors and social workers in identification and prevention was most important while being a member of the local health advisory committee was least important. Awareness of a variety of assessment techniques clearly was rated most important under the attribute of student assessment. The researcher was surprised to see skill in using authentic assessment as one of the least important elements because it is a hot topic in the current teaching arena. Also skill in using portfolios for assessment was rated least important which is interesting in today's world of assessment. Skill in developing personal goals and objectives was found to be most important by a large margin for self-assessment of teaching. Skill in developing a professional portfolio was rated one of the least important, the researcher found this interesting especially in light of PI 34 which calls for a portfolio approach for all new Wisconsin teachers to illustrate

competence. The attribute of maintaining professionalism had a large gap between most and least important. Being punctual to work and with lesson/unit plans before implementing was rated most important. Attending professional conferences was rated next important, however, maintaining membership in a professional organization was rated least important. Interesting ranking, since, in many instances in order to attend these conferences, a teacher must be a professional member of the organization. Lastly, the attribute of personality. Being respectful was rated most important. With surprise to the researcher, the willingness to learn was rated least important. The researcher believes that as a preservice teacher the willingness to learn should be a priority.

It is hoped that the information gathered in this study will help university faculty, cooperating teachers, supervising teachers and student teachers to better understand what is expected of student teachers when they enter their student teaching experience. It would be impossible to have students master all of the knowledge, skill, and disposition elements. By having the panel members rank them in order of importance it will help in better preparing preservice teachers for their student teaching experience. This will also help educators to concentrate on certain areas that need more attention in their curriculums. The challenge for health educators may be how to incorporate as many of these personal and professional attributes as possible into the overall health education preparation program.

In regard to the modified Delphi Technique, the researcher was disappointed with the 9.5% response rate of panel members over the course of the study. Thus, data gathered in this study can be said to represent only this small sample of health educators. Several factors may be responsible for this low response rate. The end of the school year

was approaching and with hectic schedules teachers did not have the time to commit to the study. The use of phone calls and letters did not prove beneficial. The researcher believes that allowing extra time for panel members to respond was important, however, due to university/research timeline, additional time for panel members was not workable.

As noted in Chapter 3, the researcher needed to alter the original plan by changing the sampling method to get respondents. It needs to be noted that the information gathered in this study is not generalizable, but as a pilot study it lays the foundation for future investigations.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify and describe personal and professional attributes student teachers need to possess, and to develop consensus on the most important knowledge, skills, and disposition elements within each personal and professional attribute for entering their student teaching in school health education.

A modified two round Delphi Technique was used along with a nominal rating process to collect data for this study. The first round had panel members clarify 10 personal and professional attributes identified in a review of literature and to come up with additional attributes. Panel members clarified and revised the attribute descriptions in the first round. Panel members then rated each knowledge, skill, and disposition element within each attribute in order of importance. Results from the modified Delphi Technique allowed the researcher to draw conclusions regarding the personal and professional attributes.

Conclusions

Within the context of this pilot study and its limitations, the following conclusions were cautiously made in regard to the research questions.

1. Ten personal and professional attributes were identified and clarified for student teachers to possess when entering their student teaching experience in

health education.

2. Within each personal and professional attribute the knowledge, skill, and disposition elements were ranked in order of importance by the panel members. This will help in preparing preservice teachers for their student teaching experience.

Recommendations

Based on the results of this study, the following are recommended:

1. High school and middle school health educators, university faculty and student teachers use the results of this study to strengthen specific areas in teacher preparation programs for personal and professional attributes and the knowledge, skill, and disposition elements within each attribute that student teachers need to possess for their student teaching experience.
2. Perform this study during the academic school year when it is more convenient for health educators to respond to a conventional three round Delphi.
3. Since student teachers can or will most directly benefit from this pilot study, perform a two round Delphi study with a large sample of student teachers in school health education to find out their perceptions of important knowledge, skill, and disposition elements within each personal and professional attribute.
4. Replicate this study using a larger sample of health educators qualified to supervise student teachers from all counties in Wisconsin or from different states or rural/urban areas. Results can be compared to uncover commonalities and differences between counties, states, and rural/urban areas regarding the personal and professional

attributes and which knowledge, skill, and disposition elements are most important for student teachers to possess for their student teaching experience.

5. A study be conducted using the personal and professional attributes developed in this study to explore which attributes are most important and most desirable. The results of such a study would be useful for health educators and university faculty when developing teacher preparation curriculums.
6. Since one of the objectives of a Delphi study is to educate the respondent group about the selected topic, health educators are encouraged to use the technique in the teaching-learning process with students on issues that directly affect them.
7. With this research it may be helpful to develop a rating scale to use for student teacher evaluations useful for university supervisor and on-site cooperating teacher.
8. Add another round to this study to receive feedback regarding the nominal rating process.
9. To vary the subject pool this study would be useful with current student teachers as a pre/post questionnaire. The responses may vary from the beginning of their experience to the end of their experience.

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APPENDIX A
Packet One

May 11, 2002

Dear Health Educator:

My name is Patti Randall. I am a Graduate Assistant in the School Health Education Program at the University of Wisconsin at La Crosse, Wisconsin. I have been interested in the success attributes of student teachers for a few years. My interest has led me to a research project titled, "Identification, Description, and Perceptions of Importance and Desirability of Teaching Behaviors for Student Teachers in School Health Education." If you are interested in the development of student teachers, please continue reading.

There is little literature about the attributes student teachers need to possess when going out to student teach in health. The little research there is does not clearly indicate the attributes that may be the most important or the most desirable. It is the purpose of this project to determine the most important and the most desirable attributes and their descriptions for student teachers to possess as they enter their student teaching experience in health. This study will use a review of literature on student teachers and a consensus of current thinking of selected health educators at the middle and high school levels.

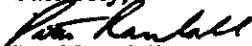
Since you are a certified health educator presently teaching at the middle or high school level, I invite you to become an active participant in this study.

A conventional three round Delphi Technique will be used to collect opinions on the most important and the most desirable personal and professional attributes necessary for a successful student teaching experience. Round One will ask you to clarify the descriptions of personal and professional attributes found in the literature and to suggest additional attributes and descriptions. Rounds Two and Three will ask you to rate each attribute on the value dimensions of importance and desirability using a Likert-type scale. I have designed the questionnaires to be clear, concise, and require a minimal amount of time to complete. The results of pre-testing the rating instrument questionnaire show that the average length of time it will take you to complete each round is 30 minutes. The study will be conducted between the months of May and June 2002, one round every two weeks with approximately 8 work days for you to complete the questionnaire in each round. In the event that the data is not collected by the end of the school year, is it possible for Rounds Two and Three to be sent to your home address for completion. If yes, please provide your home address and phone number on the Respondent Intention Card. Due to a long delay with the IRB board, I am including Round One. If you are willing to participate in this study please send back the informed consent, the respondent intention card, and Round One of the Delphi.

Your participation in this study will be greatly appreciated. For your agreement to participate in this study, I will send you a packet at the completion of the study with the results.

Please complete the enclosed informed consent form indicating your intention to participate, along with the other information requested by May 25, 2002. Thank you for your consideration and I await your response.

Sincerely,


Patti Randall

May 28, 2002

Dear Health Educator:

My name is Patti Randall. I am a Graduate Assistant in the School Health Education Program at the University of Wisconsin at La Crosse, Wisconsin. I have been interested in the success attributes of student teachers for a few years. My interest has led me to a research project titled, "Identification, Description, and Perceptions of Importance and Desirability of Personal and Professional Attributes for Student Teachers in School Health Education." If you are interested in the development of student teachers, please continue reading.

There is little literature about the attributes student teachers need to possess when going out to student teach in health. The little research there is does not clearly indicate the attributes that may be the most important or the most desirable. It is the purpose of this project to determine the most important and the most desirable attributes and their descriptions for student teachers to possess as they enter their student teaching experience in health. This study will use a review of literature on student teachers and a consensus of current thinking of selected health educators at the middle and high school levels.

Since you are a certified health educator presently teaching at the middle or high school level, I invite you to become an active participant in this study.

A conventional three round Delphi Technique will be used to collect opinions on the most important and the most desirable personal and professional attributes necessary for a successful student teaching experience. Round One will ask you to clarify the descriptions of personal and professional attributes found in the literature and to suggest additional attributes and descriptions. Rounds Two and Three will ask you to rate each attribute on the value dimensions of importance and desirability using a Likert-type scale. I have designed the questionnaires to be clear, concise, and require a minimal amount of time to complete. The results of pre-testing the rating instrument questionnaire show that the average length of time it will take you to complete each round is 30 minutes. The study will be conducted between the months of May and June 2002, one round every two weeks with approximately 8 work days for you to complete the questionnaire in each round. Due to a long delay with the IRB board, is it possible for the Delphi study, Rounds One, Two and Three to be sent to your home address for completion. If yes, please provide your home address and phone number on the Respondent Intention Card. If you are willing to participate in this study please send back the informed consent, and the respondent intention card.

Your participation in this study will be greatly appreciated. For your agreement to participate in this study, I will send you a packet at the completion of the study with the results.

Please complete the enclosed informed consent form indicating your intention to participate, along with the other information requested by June 7, 2002. Thank you for your consideration and I await your response.

Sincerely,

Patti Randall

**INFORMED CONSENT FOR IDENTIFICATION, DESCRIPTION,
AND PERCEPTIONS OF IMPORTANCE AND DESIRABILITY OF
PERSONAL AND PROFESSIONAL ATTRIBUTES FOR STUDENT
TEACHERS IN SCHOOL HEALTH EDUCATION**

I give my informed consent to participate in this study of important and desirable student teacher attributes. I consent to presentation and publication or other dissemination of study results. I further understand that although a record will be kept of my having participated in this study, all data collected from my participation will be identified as "Student Teaching Panel."

- (1) I have been informed that the general purpose of this study is to identify, describe attributes that student teachers ought to possess when entering their student teaching experience in health and rank them in order of importance and desirability.
- (2) I have been informed that there are no known expected discomforts or risks involved in my participation in this study. This judgement is based upon a body of research with people performing research of a similar nature.
- (3) I have been informed that there are no "disguised" procedures in this study. All procedures can be taken at face value.
- (4) I have been informed that the investigator will answer questions regarding the procedures of this study at any point of the process.
- (5) I have been informed that I am free to withdraw from the experiment at any time without penalty.

Concerns about any aspects of the study or project may be referred to the principal researcher [Patti Randall (608) 796-9483] and thesis advisor [Dr. Leslie Oganowski (608) 785-6790].

Investigator or Researcher	Participant
(Date)	(Date)

RESPONDENT INTENTION CARD

Please complete all items and return by _____

Name _____

Official Title _____

Address (school) _____

State

Zip

Phone number _____

Address (home) _____

State

Zip

Phone number _____

Please circle correct response:

1. Are you:

Male

Female

2. Do you teach at the:

Middle school

High school

3. Is your primary teaching responsibility in:

Health education with no physical education

Health education with physical education

Physical education with no health

Physical education with health

Other

Please write correct response:

4. How many years have you been teaching?

5. How many years have you been teaching health education?

6. How many sections or classes of health do you teach per year?

7. How often have you supervised a student teacher?

THANK YOU FOR YOUR PARTICIPATION.

124 Milwaukee St. Apt. 5
La Crosse, WI 54603
May 11, 2002

Dear Panel Member:

A conventional three round Delphi Technique will be used for data collection. Enclosed is your copy of the Delphi-Round One questionnaire packet. This packet consists of the Personal and Professional Attributes Description Sheet. The purpose of this round is to clarify the proposed personal and professional attributes and descriptions. The results of round one will be used to ready the attributes for ranking on importance and desirability in subsequent rounds.

Please complete the following activity utilizing the materials provided.

1. Personal and Professional Attributes Description Sheet (blue):

Please read each attribute description carefully. These descriptions represent a presentation of each personal and professional attribute as found in the student teaching literature. Your task is to clarify any descriptions that require such, by adding, deleting, or changing the wording. Space is provided after each attribute description for you to add any personal and professional attributes you believe are not represented on the list. Please provide a description for these additions.

Please keep in mind that new additions to the list will be made only in Round One of the study.

I would greatly appreciate your return of the completed copy of the Delphi-Round One packet along with the informed consent and the respondent intention card by May 25, 2002. A self-addressed envelope with postage enclosed has been provided for your convenience.

Thank you for your efforts in helping to delineate the personal and professional attributes for student teachers.

Sincerely,

Patti Randall, Graduate Student
(608) 796-9483

DELPHI ROUND ONE
PERSONAL AND PROFESSIONAL ATTRIBUTE DESCRIPTION SHEET

Student Teaching: A realistic experience in teacher preparation in which college senior majors participate through planned observation, assisting, and actual teaching for a certain period of time in an actual school situation under the supervision of an experienced, certified teacher (Roger, 1959). Classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution (DPI, 2000).

**1. Curriculum development and
Instructional planning:**

“Awareness of state standards; awareness of a variety of instructional techniques; knowledge of student developmental stages; skill in unit/lesson planning; knowledge of health content; awareness of health education scope and sequence; knowledge of learning theory/learning styles; skill in linking assessment and instruction; skills in assessing needs of community and students; and awareness of national standards” (Birch, Duplaga, Seabert, & Wilbur, 2000; Liebhaber, 2000; Osunde, 1999; Danielson, 1996).

Comments: _____

2. Classroom Instruction:

“Techniques for active student learning; familiarity with a variety of teaching techniques; skills for maintaining positive classroom atmosphere; skill in promoting classroom discussion; practice teaching experience; awareness of cooperative learning activities; time management skills” (Balch & Balch, 1987; Birch, Duplaga, Seabert, & Wilbur, 2000; Danielson, 1996; Fallin & Royse, 2000; Liebhaber, 2000).

Comments: _____

3. Classroom Management:

“Ability to articulate expectations/consequences; awareness of behavior management principles and techniques; techniques for active student learning; ability to be consistent and fair; ability to establish class policies and rules; ability to show respect towards students; ability to follow through with consequences; and awareness/use of techniques for dealing with disruptive students” (Birch, Duplaga, Seabert, & Wilbur, 2000).

Comments: _____

4. Collaboration:

“Communication skills; facilitation skills; ability to work with diverse (special needs) populations; skill in interdisciplinary planning/teaching; skill in using community resources; and skill in team-teaching” (Balch & Balch, 1987; Birch, Duplaga, Seabert, & Wilbur, 2000).

Comments: _____

5. Technology:

“Computer user skills; skills in involving students in classroom computer activities; awareness of technology resources for health education; ability to use health-related software; ability to use VCR/Video recorder; ability to use overhead projector; ability to use computer to maintain students grades; ability to use media to promote health education programs” (Birch, Duplaga, Seabert, & Wilbur, 2000).

Comments: _____

6. Advocacy/Program Support

“Ability to gain support from administration, parents, local school board , and other professional colleagues; ability to work with community agencies” (Birch, Duplaga, Seabert, & Wilbur, 2000).

Comments: _____

7. Student Assessment:

“Awareness of a variety of assessment techniques; ability to involve students in self-assessment (expectations for students); skill in developing rubrics; ability to assess individual and group projects; skill in using portfolios for assessment; skill in using authentic assessment; and the ability to develop written tests” (Balch & Balch, 1987; Birch, Duplaga, Seabert, & Wilbur, 2000; Danielson, 1996; Liebhaber, 2000).

Comments: _____

8. Self-Assessment of teaching:

“Techniques for obtaining and assessing feedback from students; skills for using students’ progress (grades, projects, test scores) as an indicator of teaching effectiveness; reflective teaching skills; skill in developing personal goals and objectives; awareness of districts evaluation procedures; observations of other teachers; ability to use administrative evaluations; ability to use peer assessment; skill in developing professional portfolio” (Birch, Duplaga, Seabert, & Wilbur, 2000).

Comments: _____

9. Maintaining Professionalism:

"Networking with other health educators; attending professional conferences; participating in staff development workshops; working with a professional mentor; reading professional journals; maintaining membership in professional organizations; dressing professional; importance of role-modeling" (Birch, Duplaga, Seabert, & Wilbur, 2000; Danielson, 1996; McCullick, 2001; Osunde, 1999).

Comments: _____

10. Personality:

"Positive attitude; willingness to learn; readiness level; enthusiasm; initiative; and the ability to make decisions and take action; respectful; accepting; empathetic; warm and caring" (Balch & Balch, 1987; Fallin & Royse, 2000; Osunde, 1999).

Comments: _____

11.

Comments: _____

12.

Comments: _____

13.

Comments: _____

14.

Comments: _____

15.

Comments: _____

APPENDIX B
Volunteer Instructions

April 26, 2002

Dear Dr. Kelley:

Thank you for agreeing to pre-test the instruments I plan to use for my study, Identification, Description, and Perceptions of Importance and Desirability of Personal and Professional Attributes for Student Teachers in School Health Education. Your input is greatly appreciated. Again, the purpose of this study is to delineate the most important and most desirable personal and professional attributes for student teachers to possess in order to be successful when entering their student teaching experience. These personal and professional attributes can then be used for curriculum development or program planning.

Specifically, your tasks include:

1. Reading and clarifying the instructions, making suggestions for improving them.
2. Read each attribute description provided.
3. Utilizing the Likert Scales Definition Sheet provided, rate each attribute in terms of its importance and desirability. Please consider each attribute separately during the rating process.
4. Record the length of time it takes you to complete steps two-three.

It would be helpful to me if you could complete these tasks in one sitting (preferably without interruption) so I can determine the average length of time it will take to complete one round, using the rating sheets. Record the length of completion time at the top of the first page of the instrument.

Please return to me by May 2, 2002. I greatly appreciate your efforts.

Sincerely,

Patti Randall
Graduate Student

APPENDIX C
IRB Approval

UNIVERSITY of WISCONSIN
LA CROSSE

To: Patricia Randall
124 Milwaukee Street Apt. 5
La Crosse, WI 54601

From: R. Daniel Duquette, Chair
Institutional Review Board (IRB) for the
Protection of Human Subjects

Date: May 13, 2002

Re: **RESEARCH PROTOCOL SUBMITTED TO IRB**

The IRB Executive Committee has reviewed your proposed research project:
***"Identification, Description, and Perceptions of Importance and Desirability
of Personal and Professional Attributes for Student Teachers in School
Health"***.

The Committee concurs with the department review decision that your research protocol will not place human subjects at risk. **The protocol has been approved under expedited review procedures, and declared exempt from further review.** However, it is strongly suggested that Informed Consent always be used.

Since you are not seeking federal funding for this research, the review process is complete and you may proceed with your project.

Good luck with your project!

cc: IRB File
Leslie Oganowski, Advisor

**Office of the Provost
and Vice Chancellor for Academic Affairs**

145 Graff Main Hall, University of Wisconsin-La Crosse
1725 State Street, La Crosse, WI 54601
Phone: (608)785-8007, Fax: (608)785-8046

APPENDIX D
Packet Two

124 Milwaukee St. Apt. 5
La Crosse, WI 54603
June 12, 2002

Dear Panel Member:

Thank you for your assistance in Round One of the study, "Identification, Description, and Perceptions of Importance and Desirability of Personal and Professional Attributes for Student Teachers in School Health Education." Your comments were very valuable in clarifying the personal and professional attributes for student teachers. I appreciate the time and energy you spent in thinking about the attributes, and look forward to your input from the next round.

Due to a very low response rate to Round One of the Delphi technique the focus of my study has shifted a little. Instead of ranking the most important and most desirable personal and professional attributes, now I will look at the knowledge, skills, and dispositions within each of the 10 personal and professional attributes and through a nominal rating process, rank them. I have included an example for better understanding. The title of the project has been changed to "Identification, Description, and Perceptions of Personal and Professional Attributes for Student Teachers in School Health Education and Rankings of Knowledge, Skills, and Dispositions within the Attributes: A Pilot Study." This will be the last instrument you will see.

The purpose of this round is to assign an ordinal number the most important knowledge, skills and dispositions within each of the 10 personal and professional attributes. For this round, please follow the directions on the instruction sheet.

As with most research projects, compromises were made regarding your input on Round One. To keep a reasonable and workable number of attributes for the remainder of the study, the following decisions were made:

1. Whenever the larger meaning encompassed a smaller one, the smaller one was not added to the personal and professional attributes. This helped to keep the attribute descriptions reasonable in length. For example, for collaboration I did not include "A.D.D., emotionally disturbed, learning disabilities" as these all fall under diverse (special needs) populations.
2. Rather than develop a new heading, additional attributes that were suggested by panel members were included under an existing personal and professional attribute. For example, "wellness plan-the ability to put into action in their own lives what they are teaching" was included under the personal and professional attribute of maintaining professionalism, importance of role modeling.

If in the process of completing the next round you have any questions regarding the instructions, please feel free to contact me. I would greatly appreciate the return of your completed copy of the Nominal Rating Process Sheet by Tuesday, June 25, 2002. A self-addressed, stamped envelope has been provided for your convenience.

Once again, thank you for your valued time and effort on this project. I will send you the results of this study once it is completed as promised in my invitation letter. Your cooperation has greatly been appreciated.

Sincerely,

Patti Randall
(608) 796-9483

DELPHI ROUND ONE **PERSONAL AND PROFESSIONAL ATTRIBUTE DESCRIPTION SHEET**

Student Teaching: A realistic experience in teacher preparation in which college senior majors participate through planned observation, assisting, and actual teaching for a certain period of time in an actual school situation under the supervision of an experienced, certified teacher (Roger, 1959). Classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of student teachers and a cooperating teacher as a part of the professional education program offered by an institution (DPI, 2000).

**1. Curriculum development and
Instructional planning:**

“Awareness of state standards; awareness of national standards; awareness of a variety of instructional techniques; knowledge of student developmental stages; knowledge of developmental assets; skill in unit/lesson planning; knowledge of health content (mental, social, emotional, spiritual and physical); awareness of health education scope and sequence; knowledge of learning theory/learning styles; skill in linking assessment and instruction; and skills in assessing needs of community and students” (Student Teaching Panel, 2002).

Comments: _____

2. Classroom Instruction:

“Techniques for active student learning; familiarity with a variety of teaching techniques; techniques to assess individual class needs; skills for maintaining positive classroom atmosphere; skill in promoting classroom discussion; practice teaching experience; awareness of cooperative learning activities; time management skills (ability to balance student teaching responsibilities with personal life); and techniques to stimulate brain-based learning and critical thinking strategies” (Student Teaching Panel, 2002).

Comments: _____

3. Classroom Management:

“Ability to articulate and display expectations/consequences; awareness of behavior management principles and techniques; techniques for active student learning; techniques to establish student ownership of expected behavior (incentive plan to motivate); ability to be consistent and fair; ability to establish class policies and rules; ability to show respect towards students; ability to follow through with consequences in resolving conflict; awareness/use of techniques for dealing with disruptive students; and the ability to create a safe and healthy classroom to meet affective needs of students” (Student Teaching Panel, 2002).

Comments: _____

4. Collaboration:

“Communication skills; facilitation skills; ability to work with diverse (special needs) populations; skill in interdisciplinary planning/teaching; awareness of state standards in other curricular areas to encourage interdisciplinary teaching of health concepts; knowledge of and skill in using community resources; and skill in team-teaching” (Student Teaching Panel, 2002).

Comments: _____

5. Technology:

“Computer user skills; skills in involving students in classroom computer activities; awareness of technology resources for health education; ability to use health-related software; ability to use VCR/Video recorder, digital cameras; ability to use overhead projector; ability to use computer to analyze and maintain students grades; and an awareness of using the media to promote health education programs” (Student Teaching Panel, 2002).

Comments: _____

6. Advocacy/Program Support

“Ability to gain support from administration, parents, local school board , and other professional colleagues; ability to work with community agencies; ability to work with school counselors and social workers in identification and prevention; and be a member of local health advisory committee” (Student Teaching Panel, 2002).

Comments: _____

7. Student Assessment:

“Awareness of a variety of assessment techniques; ability to involve students in self-assessment (expectations for students); skill in developing rubrics; ability to assess individual and group projects; skill in using portfolios for assessment; skill in using authentic assessment; and the ability to develop written tests for all populations” (Student Teaching Panel, 2002).

Comments: _____

8. Self-Assessment of teaching:

“Techniques for obtaining and assessing feedback from students; skills for using students’ progress (grades, projects, test scores) as an indicator of teaching effectiveness; reflective teaching skills; skill in developing personal goals and objectives; awareness of districts evaluation procedures; observations of other teachers; ability to use administrative evaluations; ability to use peer assessment; and skill in developing professional portfolio” (Student Teaching Panel, 2002).

Comments: _____

9. Maintaining Professionalism:

“Networking with other health educators; attending professional conferences; participating in staff development workshops; working with a professional mentor; reading professional journals; maintaining membership in professional organizations; maintaining communication with state officials (DPI); dressing professional; being punctual to work and with lesson/unit plans before implementing; importance of role-modeling (ability to put into action in their own lives what they are teaching); and the ability to perform presentations and public speaking” (Student Teaching Panel, 2002).

Comments: _____

10. Personality:

“Positive attitude; willingness to learn; readiness level; enthusiasm; initiative; ability to make decisions and take action; respectful; accepting; empathetic; warm and caring; proactive; and an advocate for health teaching” (Student Teaching Panel, 2002).

Comments: _____

NOMINAL GROUP PROCESS INSTRUCTIONS

1. Please read the personal and professional attribute descriptions. They were generated through a review of the literature and were revised by panel members in Round One (Blue Sheet). These revised attributes should clarify the personal and professional attributes in a meaningful way.
2. After reading the revised attribute descriptions, please rank in order of importance each knowledge, skill and disposition within the attribute. Place a whole number (1, 2, 3...) in the space provided on each which most accurately describes your opinion.
3. Please return the Nominal Group Process Rating Sheet (Green Sheet) in the enclosed envelope by June 25, 2002.

EXAMPLE

This is an example for the Nominal Group Process Rating Sheet. You must rate the knowledge, skills and dispositions under each attribute in order of importance to you using whole numbers, 1 being the most important. I have noted next to each attribute how many knowledge, skill and disposition items there are. In this example there are 10 knowledge, skill, and disposition items under the main attribute. Thus the rating is from 1 to 10. If there are only 7 knowledge, skill, and disposition items, the number ratings would be 1 to 7. According to the Delphi Round One Attribute Description Sheet, all of the following knowledge, skill and disposition items are important but by rating them it will help discern the top five most important for each attribute.

1. Curriculum Development and Instructional Planning: (10)

- 5 Awareness of state standards
- 8 Awareness of national standards
- 3 Awareness of a variety of instructional techniques
- 7 Knowledge of student developmental stages
- 11 Knowledge of developmental assets
- 4 Skill in unit/lesson planning
- 1 Knowledge of health content (mental, social, emotional, spiritual, and physical)
- 2 Awareness of health education scope and sequence
- 9 Knowledge of learning theory /learning styles
- 6 Skill in linking assessment and instruction
- 10 Skills in assessing needs of community and students

NOMINAL RATING PROCESS SHEET

1. Curriculum Development and Instructional Planning: (11)

- _____ Awareness of state standards
- _____ Awareness of national standards
- _____ Awareness of a variety of instructional techniques
- _____ Knowledge of student developmental stages
- _____ Knowledge of developmental assets
- _____ Skill in unit/lesson planning
- _____ Knowledge of health content (mental, social, emotional, spiritual, and physical)
- _____ Awareness of health education scope and sequence
- _____ Knowledge of learning theory /learning styles
- _____ Skill in linking assessment and instruction
- _____ Skills in assessing needs of community and students

2. Classroom Instruction: (9)

- _____ Techniques for active student learning
- _____ Familiarity with a variety of teaching techniques
- _____ Techniques to assess individual class needs
- _____ Skills for maintaining positive classroom atmosphere
- _____ Skill in promoting classroom discussion
- _____ Practice teaching experience
- _____ Awareness of cooperative learning activities
- _____ Time management skills (ability to balance student teaching responsibilities with personal life)
- _____ Techniques to stimulate brain-based learning and critical thinking strategies

3. Classroom Management: (10)

_____ Ability to articulate expectations/consequences

_____ Awareness of behavior management principles and techniques

_____ Techniques for active student learning

_____ Techniques to establish student ownership of expected behavior (incentive plan to motivate)

_____ Ability to be consistent and fair

_____ Ability to establish class policies and rules

_____ Ability to show respect towards students

_____ Ability to follow through with consequences in resolving conflict

_____ Awareness/use of techniques for dealing with disruptive students

_____ Ability to create a safe and healthy classroom to meet affective needs of students

4. Collaboration: (7)

_____ Communication skills

_____ Facilitation skills

_____ Ability to work with diverse (special needs) populations

_____ Skill in interdisciplinary planning/teaching

_____ Awareness of state standards in other curricular areas to encourage interdisciplinary teaching of health concepts

_____ Knowledge of and skill in using community resources

_____ Skill in team-teaching

5. Technology: (8)

- _____ Computer user skills
- _____ Skills in involving students in classroom computer activities
- _____ Awareness of technology resources for health education
- _____ Ability to use health-related software
- _____ Ability to use VCR/Video recorder, digital cameras
- _____ Ability to use overhead projector
- _____ Ability to use computer to analyze and maintain students grades
- _____ Awareness of using the media to promote health education programs

6. Advocacy/Program Support: (4)

- _____ Ability to gain support from administration, parents, local school board, and other professional colleagues
- _____ Ability to work with community agencies
- _____ Ability to work with school counselors and social workers in identification and prevention
- _____ Member of local health advisory committee

7. Student Assessment: (7)

- _____ Awareness of a variety of assessment techniques
- _____ Ability to involve students in self assessment (expectations for students)
- _____ Skill in developing rubrics
- _____ Ability to assess individual and group projects
- _____ Skill in using portfolios for assessment
- _____ Skill in using authentic assessment
- _____ Ability to develop written tests for all populations

8. Self-Assessment of Teaching: (9)

- _____ Techniques for obtaining and assessing feedback from students
- _____ Skills for using students' progress (grades, projects, test scores) as an indicator of teaching effectiveness
- _____ Reflective teaching skills
- _____ Skill in developing personal goals and objectives
- _____ Awareness of district evaluation procedures
- _____ Observations of other teachers
- _____ Ability to use administrative evaluations
- _____ Ability to use peer assessment
- _____ Skill in developing professional portfolio

9. Maintaining Professionalism: (11)

- _____ Networking with other health educators
- _____ Attending professional conferences
- _____ Participating in staff development workshops
- _____ Working with a professional mentor
- _____ Reading professional journals
- _____ Maintaining membership in professional organizations
- _____ Maintaining communication with state officials (DPI)
- _____ Dressing professional
- _____ Being punctual to work and with lesson/unit plans before implementing
- _____ Importance of role modeling (ability to put into action in their own lives what they are teaching)
- _____ Ability to perform presentations and public speaking

10. Personality: (12)

_____ **Positive attitude**

_____ **Willingness to learn**

_____ **Readiness level**

_____ **Enthusiasm**

_____ **Initiative**

_____ **Ability to make decisions and take action**

_____ **Respectful**

_____ **Accepting**

_____ **Empathetic**

_____ **Warm and caring**

_____ **Proactive**

_____ **Advocate for health teaching**