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# Pupil Personnel Services in Charleston Community Unit School District Number One: Evaluations and Recommendations

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*Eastern Illinois University*

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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PUPIL PERSONNEL SERVICES IN CHARLESTON COMMUNITY  
UNIT SCHOOL DISTRICT NUMBER ONE  
EVALUATIONS AND RECOMMENDATIONS  
(TITLE)

BY

DOROTHEA VAUPEL MCDONALD

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1974

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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DEPARTMENT HEAD

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Representatives from the Pupil Personnel Services Section of the Office of the Superintendent of Public Instruction of the State of Illinois met with me and gave me materials used in other studies which helped get this one started.

I am grateful to Dr. Paul Overton, Department of Educational Psychology and Guidance, Eastern Illinois University, for his tact and patience, along with his expertise in supervising the study.

## CHAPTER I

### INTRODUCTION

In the fall of 1974, two events of significance to Charleston Community Unit School District Number One will occur. The ninth grade will move from the junior high school building to the senior high school building, and all of the students who last year attended Buzzard Laboratory School at Eastern Illinois University, will enter Charleston public schools.

The junior high school, without the addition of students from Buzzard Laboratory School, was overcrowded. Plans to accommodate the increased enrollment began soon after the Board of Higher Education, with Dr. James Holderman then chairman, made a firm request of the Board of Governors, Mr. Ben Morton then executive officer, that the laboratory school at Eastern Illinois University be closed. A bond issue was passed, allowing for sufficient additions to the senior high school so that grades nine through twelve could be accommodated there. The junior high school would become a seven-eight school with adequate space for students from the laboratory school. The increase in enrollments in grades K-6 would be absorbed within the present buildings through enlarged classes and some changes in space utilization to allow for more classes.

In addition to plans for space, plans for personnel had to be made. The question arose, "What would be a good pupil personnel services program for Community Unit One?", and a field study was born.

### Procedure

As required by school policy when a study is to be done which involves the schools, a research proposal was submitted to the assistant superintendent. Copies were sent to building principals. The proposal was discussed in an administrative council meeting and approved. Appendix A is a copy of the research proposal.

A letter was sent to the Pupil Personnel Services Section of the Office of the Superintendent of Public Instruction of the State of Illinois, requesting information and assistance. Copies of correspondence with OSPI are in appendix B. Three months later, at a meeting with representatives from OSPI, the study was discussed and evaluation forms, guidelines for evaluation, and reports of studies done in other school districts were made available. Guidelines for Pupil Personnel Services was under revision. A copy of this was received upon publication in April.

An opinionnaire was developed by first writing approximately twenty-five statements for each of the four areas, health, guidance and counseling, psychology, and social work. These were reduced to a total of forty-five statements, listed in a sequence that conforms somewhat to "Evaluation Criteria for Pupil Personnel Services (SA-20)."<sup>1</sup> A cover sheet of information and instruction, an IBM 1230 answer sheet, and a blank sheet of paper for comments, along with the opinionnaire, made up a packet which was sent to all administrators, teachers and pupil services personnel. Appendix C is a copy of the packet. Respondents were asked to rate the statements as "adequate," "needs some improvement," or "needs much improvement." No provision was made for "no opinion" or "don't know," hoping that this would force a choice close to the respondents' concept of any statement. In actuality, some answers were left blank, forcing acceptance of a "no opinion" or "don't know" response.

The packets were sent through school mail to the principals' offices, and distributed there to the teachers.

The only follow-up made was to the high school teachers by way of a memorandum. This produced two more responses, and the assistant principal felt further follow-up would be futile. Except for the high school, responses were above seventy-five percent, so further follow-ups were not made, other than telephone calls to the principals about returning materials.

Answer sheets were tallied at the Counseling and Testing Center at Eastern Illinois University. Print-outs gave the number of responses and percent of responses for the three possible answers or blanks for each statement. Percent was given in whole numbers only and was not rounded to the nearest whole number. This information appears in table form in appendix D. Percents were calculated to the nearest tenth of a percent, and data for each of the forty-five statements were entered on 3x5 index cards. Chi square tests were run to look for significant differences in responses between groups. Tables were developed from the cards, re-arranging them according to the particular category being studied.

#### Limitations of the Study

The original research plan specified, "study model programs" and "develop a model for Community Unit School District Number One." OSPI would make no referrals to a "model program," and it has become apparent that developing a model for any given school district necessarily involves many significant people in the district, not just one individual with good intentions. A pupil personnel services program for a school district must be based on that district's needs. OSPI no longer sets

up a "model" for school districts to follow, but rather, will assist districts in studying their own needs and planning and implementing a program to meet these needs.<sup>2</sup>

This study has surveyed the opinions of administrators, teachers and pupil services personnel, but a survey should also be made of the opinions of parents, students, and of other citizens in the school district.

The fact that the opinionnaire covered a whole school district and a broad range of services made it difficult for some of the respondents to choose answers.

In studying the responses and trying to make recommendations for each of the four disciplines included in pupil personnel services, there was doubt about declaring that some of the statements applied to one specific discipline. The overlapping of services adds to the concept that pupil personnel services should be a team effort.

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<sup>1</sup>Illinois, Office of the Superintendent of Public Instruction, Department of Recognition and Supervision, School Approval Section, "Evaluation Criteria for Pupil Personnel Services (SA-20)."

<sup>2</sup>Illinois, Office of the Superintendent of Public Instruction, "Pupil Personnel Takes New Direction," Illinois Education News 3 (January 1974): 7.

## CHAPTER II

### PUPIL PERSONNEL SERVICES

Those disciplines usually considered as a part of a pupil personnel services department in a school district are health, guidance and counseling, psychology, and social work. Sometimes included are special education and attendance.<sup>3</sup> For this study, attendance will be viewed as an adjunct of social work, and special education will not be included.

Included in health services are the nurse, speech therapist, hearing therapist, visual therapist, sometimes dentists, physicians, physical therapists, and others. In addition to direct services to students, these persons provide resources for school personnel and parents.

The guidance and counseling services focus on individual student needs, but are also alert to needs of the general school population. The counselor interprets these needs to appropriate personnel so that necessary changes may be made in services provided to students. The counselor provides direct services to students, makes referrals to other individuals or agencies, and serves as a resource for other school personnel and parents.

The psychological services may include the psychologist and the psychometrist. The psychologist may diagnose and treat a student, or may make a referral for diagnosis and treatment. In addition, consultations may be held with teachers, counselors, administrators and parents to determine learning difficulties and make recommendations for

optimal teaching and learning. The psychometrist administers achievement, aptitude, intelligence, and other psychological tests to individuals or groups, sees that the tests are scored, and interprets the results for school personnel, parents and students. In many school districts, the school psychologist and/or the school counselor may perform these functions.

The school social worker serves as a liaison between the school and the community. Cultural forces in the home and community may be interpreted to help the school meet student needs, individually and/or on a district-wide basis. The social worker consults with school personnel and parents, as well as working individually or in small groups with students.

While each of these services has its own particular area of work, it is also closely allied with all of the other pupil personnel services. Working together as a team, help can be provided for individual students, and for families. An important pupil personnel services team responsibility is to help other school personnel understand needs of students, and to make recommendations for meeting those needs. Teaming also facilitates the fullest use of each member's skills.

### Present Pupil Personnel Services In Charleston School District

#### Health Service

Community Unit Number One has one nurse employed full time, and another employed half time. The half-time nurse works at the high school and the full-time nurse serves all the rest of the school district, with her office in the central administration building. The nurses keep health records up to date, arrange for and assist with immunizations, vision



and hearing testing, make referrals to appropriate agencies or individuals for health care and/or assistance, financial and otherwise, and follow up students with continuing problems. They plan and carry out a fluoride treatment program for all elementary school students, with the help of a dental hygienist from the Champaign office of the Department of Public Health. The nurses also contact parents for health histories and background information on students referred for a psychological evaluation.

Beginning with the 1974-75 school year, two full-time nurses will be employed, one serving the high school and junior high school, and the other serving the elementary schools.

#### Guidance and Counseling Service

The Unit employs one counselor for approximately 1500 elementary school students, two counselors for 750 junior high students, and three counselors for 745 high school students. These counselors provide most of the services traditionally expected, but in varying ratios according to their own philosophies of guidance and the grade levels they serve.

In the fall of 1974, there will be approximately 600 students at the junior high school with two counselors, and approximately 1000 students at the high school with three counselors. An additional administrator will be in charge of pupil personnel services at the high school.

#### Psychological Service

In cooperation with other school districts, Unit Number One has the services of the Eastern Illinois Area of Special Education. A school psychologist is available from EIASE to the Charleston schools approximately five or six days a month for consultation with students, school personnel and parents, for evaluation when a special placement is being considered, and for screening of certain populations to discover children

with learning problems who had not been previously identified. Screening has been limited, but is beginning to be done on a larger scale. The psychologist may make referrals to other services of EIASE, or to other agencies or individuals. A school psychologist intern, who is employed half time by the school district, works primarily in the elementary schools, but is available to the junior and senior high schools.

The Coles County Mental Health Center and Charleston Community Unit School District Number One have a formal agreement whereby a children's worker and an adolescent worker may provide direct services to students and families on an individual basis and in group counseling. Consultation to parents and school personnel is provided. Services may be provided in the school, or referral may be made to clinical services in the Mental Health Center.

### Social Service

The Unit does not employ a social worker. A limited amount of this work may be done by the Coles County Mental Health Center through its agreement with the school district.

Before the 1974-75 school year, a sheriff's deputy served as truant officer in addition to his other duties without extra pay. During the summer of 1974 an agreement was made between the Coles County Board and the three school districts in the county providing for the Board to pay half the salary and expenses of a truant officer, and the three school districts to make up the other half. This is to be a full-time job, paying \$8,000, but job qualifications are yet to be specified.

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<sup>3</sup>United States, Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, National Center for Information on Careers in Education. Careers in Education, 1973, pp. 46-48; Illinois, Office of the Superintendent of Public Instruction. The Illinois Program for Evaluation, Supervision and Recognition of Schools, Circular Series A, Number 160, 1973, p. 19.

### CHAPTER III

#### RESPONSES TO THE OPINIONNAIRE

One mailing through the school mail, one memorandum to the high school teachers, and a few telephone calls about returning materials drew the returns shown in Table 1.

TABLE 1

#### RETURNS ON THE OPINIONNAIRE

	Percent Responding
Administrators*	100%
Pupil Services Personnel.	100
Teachers.	69.2
High School.	43.2
Junior High School	80.5
Elementary School.	78.5
Total	73.8%

\*Did not include the business manager.

Twenty-seven persons took extra time to write their comments on the blank sheet of paper provided. These comments ranged from a few words to two pages. Appendix E contains the comments.

#### Statements Left Blank

While the opinionnaire was planned to force a choice of "adequate," "needs some improvement," or "needs much improvement," the respondents

nevertheless left some answers blank. This should be kept in mind when studying the responses. Appendix F is a tabulation of statements left blank.

Two statements drew full response: learning atmosphere in the school; and sensitivity of teachers to individual student needs and skill in meeting those needs. Statements about full-time or part-time employment and pre-school orientation had the greatest number of blanks.

#### Statements Marked "Adequate"

Of the forty-five statements, nine were marked "adequate" by more than 50% of the administrators. Four of the statements were marked "adequate" by more than 50% of the teachers, and two statements were so marked by more than 50% of pupil services personnel. Appendix G is a tabulation of statements marked as "adequate."

#### Statements Marked "Needs Improvement"

Primary concern in this study has been with identifying areas of pupil personnel services that need improvement. The responses, "needs some improvement" and "needs much improvement" have been combined into "needs improvement." Appendix H shows the "needs much improvement" responses. Appendix J, tables seven through fourteen, shows how the various groups marked the statements on the basis of "needs improvement."

Table 7, a compilation of all responses indicating a need of improvement, shows that certain clusters of statements were marked as needing improvement by approximately 80% of all the respondents. These are:

1. Parent awareness of children's needs and knowledge of ways

to meet those needs; parent interest in children's education; home health care of children.

2. Student motivation toward planning for the future; knowledge of careers; attitude toward planning for careers; knowledge of advanced education or job training programs.

3. Community awareness of guidance and psychological services, and of school health services.

4. Identification of, and help for students in high risk of social, psychological, educational and/or health problems.

5. Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population; teacher involvement in planning and evaluating guidance and psychological services.

One other statement, individualized instruction in classrooms, was marked as needing improvement by more than 80% of the respondents.

Statements marked by less than 50% of all respondents as needing improvement are: Orientation for students moving from your school to the next higher school; orientation for pre-school children and their parents; services for students with speech, vision and/or hearing problems; learning atmosphere in the school; classroom management skills of teachers; and routine health care and disease prevention for students.

Table 8, showing the responses of all the teachers in the school district, is very similar to table 7. Within the highest and lowest portions of the two tables, the same statements appear, but in a slightly different order.

Table 9, administrators' responses, shows many of the same statements appearing at or near the top of the list as tables 7 and 8.

However, instead of three statements about student knowledge of careers and further education, and one statement about parent interest in their children's education, the administrators included the following statements:

Awareness of teachers of current theories and practices in child growth and development. (This was marked as needing improvement by 59.1% of the teachers and 93.8% of the administrators.)

Understanding and communication between students and faculty. (This was marked as needing improvement by 54.5% of the teachers and 81.2% of the administrators.)

Use of cumulative records by teachers and administrators. (This was marked as needing improvement by 44.5% of the teachers and 81.2% of the administrators.)

Sensitivity of teachers to individual student needs, and skill in meeting those needs. (This was marked as needing improvement by 64.5% of the teachers and by 81.2% of the administrators.)

The administrators included near the end of the list of needs approximately the same statements as in table 8, except that team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise, was marked as needing improvement by 64.5% of the teachers and 37.5% of the administrators. Awareness of pupil services personnel of current theories and practices in pupil personnel services was marked as needing improvement by 46.4% of the teachers and 68.8% of the administrators.

Table 10, pupil services personnel responses, shows that over 80% of this group marked twenty-four statements as needing improvement. These are the same as the clusters noted in the comments about table 7, with the addition of these statements: Sensitivity of teachers to

individual student needs; classroom management skills of teachers; understanding and communication between students and faculty; self-concept of students; health education in the schools; and involvement of pupil services personnel in curriculum planning and evaluation.

Two statements were marked by less than 50% of the pupil services personnel as needing improvement. These are: awareness of administrators of current theories and practices in child growth and development; and services for students with speech, vision and/or hearing problems.

Table 11, responses of high school teachers, shows that four of the highest seven statements concern teacher involvement in various areas of pupil personnel services. Others are in the clusters relating to parent interest, awareness and knowledge of child-rearing practices, and career development. Community awareness of pupil personnel services, identification of and help for high risk students, learning atmosphere in the school, and rate of chronic absenteeism and tardiness of students appear in the statements at or near the top of the list of responses of high school teachers as needing improvement.

Five statements were marked by less than 50% of the high school teachers as needing improvement: Use of cumulative records by teachers and administrators; awareness of pupil services personnel of current theories and practices in pupil personnel services; routine health care and disease prevention for students; classroom management skills of teachers; and orientation for pre-school children and their parents. However, 26.3% of the high school teachers responding left this last statement blank.

Responses of junior high school teachers, table 12, placed individualized instruction in classrooms and parent awareness of children's needs at the top of the list of needed improvements. The clusters of

statements concerning career development and community awareness of pupil personnel services were near the top of the list. Knowledge of school personnel about socioeconomic levels of families in the community, understanding and communication between students and faculty, and availability of pupil services personnel to faculty and administration were marked by 75% or more as needing improvement. Statements about teacher involvement in pupil personnel services were marked as needing improvement by 62% to 69% of the junior high school teachers.

Four statements were marked by less than 50% of the junior high school teachers as needing improvement: Student awareness of course offerings; information on ability and achievement levels, interest and aptitudes of students; routine health care and disease prevention for students; and awareness of pupil services personnel of current theories and practices in pupil personnel services.

Responses of town and rural elementary teachers, tables 13 and 14, were similar, with the clusters of statements relating to career development, parent interest, awareness and knowledge to help children, identification and help for high risk students, and community awareness of pupil personnel services near the top as needing improvement. Eighty-five percent or more of these teachers feel that availability of pupil services personnel to students needs improvement.

Rural teachers indicate more need for testing and evaluation of school-age children, screening of pre-school children, and improvement in individualized instruction in the classroom and self-concept of students. While all of these statements were marked as needing improvement by 80% or more of rural teachers, teacher involvement in planning and evaluating guidance and psychological services was marked as needing improvement by 50% of teachers in rural schools.



Over 90% of town elementary teachers marked teacher involvement in planning and evaluating guidance and psychological services as needing improvement.

Eleven statements were marked by less than 50% of rural elementary teachers and eight by less than 50% of town elementary teachers as needing improvement. Information on ability and achievement levels, interest and aptitudes of students was marked as needing improvement by 42.9% of town teachers and by 75% of rural teachers. Statements about learning atmosphere, classroom management, routine health care, use of cumulative records, orientation, and understanding and communication between students and faculty were low on both lists.

It has been noted that there were broad differences of responses between groups on some of the statements. To test whether there were significant differences, chi square tests were run, comparing "adequate" and "needs improvement" responses of the six groups. Those statements showing a significant difference at the .01 level are:

Classroom management skills of teachers. "Needs improvement" responses were: High school teachers--26.3%; junior high teachers--72.4%; town elementary--28.6%; rural elementary 25.0%; administrators--43.8%; pupil services personnel--83.3%.

Learning atmosphere in the school. "Needs improvement" responses were: High school teachers--78.9%; junior high teachers--58.6%; town elementary--21.4%; rural elementary--30.0%; administrators--31.2%; pupil services personnel--75.0%.

Understanding and communication between students and faculty. "Needs improvement" responses were: High school teachers--63.2%; junior high teachers--82.8%; town elementary--42.9%; rural elementary 30.0%; administrators--81.2%; pupil services personnel--83.3%.

Use of cumulative records by teachers and administrators. "Needs improvement" responses were: High school teachers--47.4%; junior high teachers--72.4%; town elementary 31.0%; rural elementary 30.0%; administrators--81.2%; pupil services personnel--66.7%.

Teacher involvement in planning and evaluating guidance and psychological services. "Needs improvement" responses were: High school teachers--94.7%; junior high teachers--62.1%; town elementary--90.5%; rural elementary--50.0%; administrators--93.8%; pupil services personnel--83.3%.

Rate of chronic absenteeism and tardiness of students. "Needs improvement" responses were: High school teachers--84.2%; junior high teachers--79.3%; town elementary--52.4%; rural elementary--40.0%; administrators--75.0%; pupil services personnel--100%.

Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise. "Needs improvement" responses were: High school teachers--89.5%; junior high teachers--51.7%; town elementary--66.7%; rural elementary--55.0%; administrators--37.5%; pupil services personnel--91.7%.

Other statements showing a range of responses, but not to the same extent as those above are: Awareness of teachers of current theories and practices in child growth and development; sensitivity of teachers to individual student needs and skill in meeting those needs; self-concept of students; health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education; availability of pupil services personnel to students; involvement of pupil services personnel in curriculum planning and evaluation.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

A major conclusion to be drawn from studying responses of administrators, teachers and pupil services personnel as separate groups and as a total is that a high percentage of them feel that many areas of pupil personnel services need improvement.

Other conclusions are:

1. There is much interest in pupil personnel services as evidenced by the 73.8% return on the opinionnaire.
2. Statements relating to the areas of parent education, career development, public relations, identification of and help for high risk students, and team approach to pupil personnel services, were consistently marked by a high percentage of all the groups as needing improvement.
3. Individualized instruction in the classroom was the only statement in the area of teacher-student-classroom relationships to be marked as needing improvement by more than 80% of all respondents.
4. Chi square tests showed a significant difference at the .01 level between the responses of the groups to these statements: Classroom management skills of teachers; learning atmosphere in the school; understanding and communication between students and faculty; use of cumulative records by teachers and administrators; teacher involvement in planning and evaluating guidance and psychological services; rate of

chronic absenteeism and tardiness of students; and, team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.

5. Routine health care and disease prevention for students consistently had fewer responses of needing improvement than any other statement.

6. The written comments (appendix E) indicate that many persons have become aware of a lack of knowledge of school programs. Some respondents answered all the statements to the best of their knowledge anyway, and some left them blank.

7. There seems to be a strong need for more pupil services personnel at the elementary level as indicated by the response of 85% of the elementary teachers that availability of pupil personnel services to students needs improvement.

8. High school teachers, by their responses, indicate a desire to be more involved with planning, implementing and evaluating pupil personnel services.

### Recommendations

The following recommendations are based on the responses of administrators, teachers and pupil services personnel to the opinionnaire, and include ideas from the written comments which are quoted in appendix E.

1. This study should be viewed as a first step in the evaluation of pupil personnel services in Charleston Community Unit School District Number One. Surveys need to be made on opinions of parents, students and other citizens of the community. In order to take advantage of the interest shown in pupil personnel services, a group of interested teachers, administrators and pupil services personnel could follow up on this first step.

2. It is recommended that this group also serve as a nucleus for developing the team approach to pupil personnel services. It is recognized that there is a modified team approach in some schools in the Unit, involving counselors, the school psychologist, sometimes a school nurse, teacher(s) and/or administrator(s), and a children's worker or an adolescent worker from the Coles County Mental Health Center. However, these deal primarily with immediate needs of students, rather than a planning, implementing, evaluating approach. The team, meeting at a regularly scheduled time, would deal with crisis situations, but also would use their combined talents for preventive and developmental programs. Developing Effective Pupil Personnel Services Teams<sup>4</sup> provides helpful information, and representatives from the Pupil Personnel Services Section of the Office of the Superintendent of Public Instruction in Springfield, may be invited to work with a team in the Unit "to help bring about orderly, planned change by drawing, not only upon the resources of the pupil personnel staff, but upon the resources of the entire staff of a school."<sup>5</sup>

3. The pupil personnel services team should develop a set of evaluation forms to be used annually, probably in the spring, and updated as needed. The results from these could be used in an annual planning session during the extended contract time, after school is out in the spring. Priorities could be developed and plans made to be implemented during the next school year. Budgeting procedures would have to be taken into consideration.

4. The three services, health, guidance and counseling, and psychology, now comprising pupil personnel services in the Unit, should review the responses in this study that apply directly to their disciplines, and make some decisions about increased services. They should, as a team, begin to deal with those needs that cut across disciplines.

5. Communication between teachers, administrators and pupil services personnel should be improved. Each group needs to be made more aware of what the others are doing.

6. An in-service workshop, or some other means of assistance to teachers in individualized instruction in the classroom should be provided. Seminars or discussion groups could be utilized for dealing with this and with some of the other areas needing improvement.

7. The services offered to each attendance center should be studied in light of the needs in that center. For example, 68.4% of the responding high school teachers feel services for students with speech, vision and/or hearing problems need improvement. In the elementary schools, 85% of the teachers feel that availability of pupil services personnel to the students needs improvement. In the rural schools, 95% of the teachers feel that help for high risk students needs improvement. In the junior high school, 75.9% of the teachers feel that availability of pupil services personnel to faculty and administration needs improvement.

8. Special attention should be given to those clusters of statements which consistently drew a high percentage of responses as needing improvement. A first step would be to find out whether the responses reflect real needs, or lack of knowledge that the needs are being met. If it is verified that the needs are real, then the following recommendations should apply.

a. Programs should be designed for parents to help them become more aware of their children's needs and how to meet those needs, and to develop good rapport between parents and school personnel.

b. The area of career development should be strengthened, beginning with student motivation toward planning for the future

and attitude toward work, and moving on to knowledge of careers and preparation needed, and understanding of abilities, aptitudes and interests as they relate to careers.

c. A good public relations program should be implemented, directed toward two target areas--the communities served by the school district, and the employees of the school district.

d. Increased efforts should be made to identify and help those students in high risk of social, psychological, educational and/or health problems. It is important that a more effective follow-up be made with teachers and administrators, and with parents where appropriate, to assist them in their daily contacts with these students.

9. A factor in being able to provide improved pupil personnel services is the personnel available, and the kinds of services they provide. Increased awareness by the public of pupil personnel services as a result of a good public relations program, together with attempts to meet the needs identified in this study, could create a greater demand for pupil personnel services. Additional counseling staff at the elementary level should be a high priority. Greater emphasis should be placed on discovering and treating children with problems at an early age. This would help prevent much unhappiness in those children, could preclude a dislike of school, and could reduce problems for teachers in classrooms. Para-professional aides (not clerical aides) to teachers in the primary grades especially, but at other levels also, working under the pupil personnel services team, would provide valuable help.

The truant officer to be employed on a cooperative basis is an improvement over the previous way of dealing with truancy. This person should work closely with the pupil personnel services team, and a careful

evaluation of the effectiveness of this approach should be made. Inasmuch as chronic absenteeism and tardiness usually reflect other problems, a social worker could bring to bear specific competencies to work with both the home and the school to identify and alleviate those problems. The social worker should be involved also in curriculum planning and evaluation, to help plan programs that meet the needs of students and thus help to keep them in school.

A school psychologist and a school social worker employed full time by the Unit could do much to provide services to students, teachers, administrators and parents that would enable students to more nearly achieve their full potential in school.

The Pupil Personnel Services program in the Rockdale County School System, Conyers, Georgia, has been identified as a model program. Dr. Franklin Shumake, a member of the Rockdale Pupil Personnel Services team, says, "It has been the basic philosophy of our program that pupil personnel services must be an integral part of the instructional program and must actively support and stimulate the improvement of the instructional program. We have tried to . . . demonstrate how these specialists can work cooperatively with other teachers and administrators in the building of an instructional program that more adequately meets the needs of a broader range of students."<sup>6</sup>

Charleston has a broad range of students, and the school district can, and must, continue to rise to the challenge of meeting their needs.

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<sup>4</sup>Illinois, Office of the Superintendent of Public Instruction, Department of Pupil Personnel Services, and Bradley University, College of Education Cosponsoring, Developing Effective Pupil Personnel Services Teams, Report of a Seminar. 1-11 July 1969.

<sup>5</sup>Illinois, Office of the Superintendent of Public Instruction, "Pupil Personnel Takes New Direction."

<sup>6</sup>G. Franklin Shumake, "Pupil Personnel Services: A Model," Developing Effective Pupil Personnel Services Teams, pp. 10, 11.



**APPENDIX A**

**RESEARCH PROPOSAL**

TO: Assistant Superintendent and Building Principals

FROM: Mrs. McDonald, Counselor, Charleston Junior High School

RE: Research Proposal - A Pupil Personnel Services Program

DATE: January 9, 1974

Because of the transfer of 9th grade students to the high school building, and the addition of the Buzzard Laboratory School students to our Unit next year, this seems to be a good time to review our pupil personnel services. I am hoping to get some help from the State Pupil Personnel Services Section. Dr. Paul Overton from Eastern Illinois University will be working with me.

Purpose of research: To develop a model pupil personnel services program for Community Unit School District Number One.

Method of research:

1. Study present pupil personnel services.
2. Study model programs.
3. Review current literature.
4. Study guidelines from OSPI.
5. Develop a model for Community Unit #1.
6. Make recommendations for implementation of the model.

Level of involvement of students, facilities, and/or staff:

1. Interview principals as to present pupil personnel services and desired services.
2. Interview pupil personnel services workers, as above.
3. Provide teachers with the opportunity to comment on present services and to make suggestions for desired services.
4. Consider availability of facilities.

Projected beginning and termination dates:

1. Information to be gathered, hopefully, by mid-February.
2. Informal recommendations to be made by the end of this school year, with an attempt being made to have them ready in March.
3. Formal paper to be written during the summer of 1974.

**APPENDIX B**

**CORRESPONDENCE WITH OFFICE OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION**

October 15, 1973

Dr. Sally Pancrazio  
OSPI Research Section  
216 E. Monroe  
Springfield, Illinois

Dear Dr. Pancrazio:

At your suggestion, I talked with Dr. Kowalski, our assistant superintendent, about applying for a Title III grant. We decided not to apply because the time was extremely short, and because it is uncertain how much money will be needed for my study.

As I indicated to you at our workshop on October 5, I plan to do a study on a pupil personnel services model for Community Unit School District #1. I will study the services we now have in our Unit, try to determine what would be an ideal model, and make recommendations for the implementation of the model.

Does the Research Section have information on model pupil personnel services? Or, is there another section of OSPI to which I could write? I have written to the Pupil Personnel Services Section.

I liked your enthusiasm and suggestions at the workshop.

Sincerely,

Mrs. Walter M. McDonald  
Counselor

October 16, 1973

Pupil Personnel Services Section  
OSPI  
316 S. 2nd Street  
Springfield, Illinois 62706

Gentlemen:

I am starting a study on a pupil personnel services model for Community Unit School District #1. I will study the services we now have in our Unit, try to determine what would be an ideal model, and then make recommendations for the implementation of the model.

I have talked with Dr. Ted Kowalski, our assistant superintendent, and he is interested in this study inasmuch as our Unit will be making some changes as a result of a building program.

Do you know of any school districts similar in size and characteristics to ours that have a new or reorganized Pupil Personnel Services program that is seen as a model program? Our Unit serves three small rural schools and Charleston (population about 17,000.)

Eastern Illinois University Laboratory School will be closed next year, and those students will be enrolled in the public schools.

Any suggestions you have would be appreciated.

Sincerely,

Mrs. Walter H. McDonald  
Counselor



State of Illinois  
Office of the Superintendent of Public Instruction  
Springfield, Illinois 62706

Michael J. Bakalis  
Superintendent

October 19, 1973

Mrs. Walter H. McDonald  
Counselor  
Charleston Community Schools  
Charleston, Illinois 61920

Dear Mrs. McDonald:

Thank you for your letter of October 15 in which you requested information on models for PPS. It is my understanding that Bud Grossner, Director of PPS, OSPI, would call you this afternoon regarding such models.

I regret that the time restrictions prevented you from writing a Title III proposal over your ideas. Perhaps next year.....

If we can be of any service, please call upon us again. I did enjoy the Charleston institute and being with "real people."

Sincerely,

/                      /  
Sally H. Pancrazio      U  
Director  
Research Section

SFP:llb



State of Illinois  
Office of the Superintendent of Public Instruction  
Springfield, Illinois 62706

Michael J. Bakalis  
Superintendent

October 23, 1973

Mrs. Walter H. McDonald  
Counselor  
Charleston Junior High School  
920 Smith Drive  
Charleston, Illinois 61920

Dear Mrs. McDonald:

Thank you for contacting our Office for assistance in reviewing the pupil personnel services program in your district. Following our phone conversation, I found that our guidelines for implementing pupil personnel services programs were not yet back from printing, so I have placed your name on the mailing list to receive a copy when it becomes available. If after having read them, you wish to discuss them and your district's needs more fully, please feel free to contact me.

I have checked with Mr. Larry Baker to determine if he had knowledge of any model pupil personnel services programs in your region; unfortunately, he was unaware of any at this time. If I receive any information along this line, I will gladly pass it on to you.

I will look forward to hearing your reactions to the guidelines.

Sincerely,

Natalie Sigman  
Educational Specialist  
Pupil Personnel Services Section

NS:s1

December 12, 1973

Mr. Bud Grossner, Director  
Pupil Personnel Services  
Office of Superintendent of Public Instruction  
Springfield, Illinois 62706

Dear Mr. Grossner:

On October 16 I sent a letter to Pupil Personnel Services Section, OSPI stating my plan to study the personnel services for students in our school district. I had hoped to get from your office some help such as guidelines for PPS programs and information about any schools in the state having near-model programs.

I had a phone call and a letter from Natalie Sigman saying that she knew of no schools in our region having model programs, and that a copy of the guidelines for implementing pupil personnel services programs would be sent as soon as a new printing was received. I still have nothing.

Inasmuch as our district is under a building program, with the ninth grade leaving our building to be with the tenth, eleventh and twelfth grades in the high school, and the laboratory school at Eastern Illinois University will be closed at the end of this year, now is the time to be preparing for a good pupil personnel services program.

I would appreciate any help you can give me.

Sincerely,

Mrs. Walter H. McDonald  
Counselor

cc: Dr. Ted Kowalski  
Asst. Supt., Unit #1





State of Illinois  
Office of the Superintendent of Public Instruction  
Springfield, Illinois 62706

Michael J. Bakalis  
Superintendent

December 21, 1973

Mrs. Walter H. McDonald  
Counselor  
Charleston Community Schools  
Office of Junior High School  
920 Smith Drive  
Charleston, Illinois 61920

Dear Mrs. McDonald:

Your letter of December 12, 1973, to Mr. Bud Grossner has been referred to me for response.

I apologize for the delay in sending you a copy of the Pupil Personnel Services Guidelines; however, as of this date, they are still not ready for dissemination.

I have just been made aware that several people from our office, including myself, will be in Charleston for a meeting on the morning of January 16. It would be possible for us to meet with you that afternoon to discuss your pupil personnel services program. If you would be interested in this, please notify us through your superintendent's office. Please address your response to Mr. Neal Tucker, Assistant Director, as I will be out of the office for several days.

We will look forward to hearing from you.

Sincerely,

Natalie Sigman  
Educational Specialist  
Pupil Personnel Services Section

NS:s1

April 1, 1974

Ms Natalie Sigman, Educ. Sp.  
Pupil Personnel Services Section  
Office of the State Superintendent  
of Public Instruction  
Springfield, Illinois 62706

Dear Ms. Sigman:

Enclosed is a copy of the results of some of the work I have been doing on the pupil personnel services study. The material you gave me helped a great deal in preparing the statements for the opinionnaire.

Have the Guidelines been published yet?

I really appreciated your coming to see me. It helped get me started.

Sincerely,

Mrs. Walter H. McDonald  
Counselor

Enc.



State of Illinois  
Office of the Superintendent of Public Instruction  
Springfield, Illinois 62706

Michael J. Bakalis  
Superintendent

April 10, 1974

Mrs. Walter H. McDonald  
Counselor  
Charleston Community Schools  
Office of Junior High School  
920 Smith Drive  
Charleston, Illinois 61920

Dear Mrs. McDonald:

Thank you for sending me a copy of the work you have done so far on your pupil personnel services study. Your needs assessment appears quite comprehensive. I would be interested in what develops from this study and if and how you intend to incorporate parent opinions.

You should be receiving a copy of the Guidelines within the next two weeks.

If I can be of any further assistance, please feel free to contact me.

Sincerely,

Natalie Sigman  
Educational Specialist  
Pupil Personnel Services Section

NS:mr

APPENDIX C

OPINIONNAIRE PACKET

TO: Community #1 Faculty, Administrators, Pupil Services Personnel  
 FROM: Dot McDonald, Junior High School  
 RE: A needs assessment in our school district

As part of a field study for a graduate course I am taking, I have developed the attached opinionnaire. My research plan has been submitted to Dr. Kowalski and approved by him. I would appreciate your taking a few minutes to respond to the statements as you see them in our school district. An IBM answer sheet is included for your responses.\*\*

As you know, from giving tests to students, the answer sheet must be marked with a #2 lead pencil, making the mark as large and dark as possible without going outside the space. If you change your mind, erase the first mark carefully. It is important to keep the sheet smooth and unwrinkled and free of smudges.

You may or may not put your name on the answer sheet, as you choose. However, please use the Identification Number section as follows:

A. In the blank box before the first row of the grid, immediately below the arrow, place the number of your school. (See school and position numbers below.) Then blacken the space under that number in the first row.

B. In the blank box before the second row of the grid, place the number indicating your position, and blacken the space under that number in the second row.

<u>School</u>	<u>Position</u>
0 - Charleston High School	0 - Administrator
1 - Charleston Junior High School	1 - Teacher
2 - Town Elementary School	2 - Pupil Personnel Worker
Carl Sandburg, Jefferson,	Nurse, Psychologist,
Lincoln, Mark Twain	Speech and Hearing Thera-
3 - Rural Elementary School	pist, Counselor
Ashmore, Lerna, Rardin	

\*\* PLEASE NOTE: On this answer sheet, the answers are numbered horizontally, not vertically as we are accustomed to seeing them. Spaces are provided for five responses for each statement. However, only three responses are being used in this study. Answers should be marked as follows:

- 1 - Adequate
- 2 - Needs some improvement
- 3 - Needs much improvement

Please return all materials. They will be used again with other groups.

A blank sheet of paper is provided for you to write any comments that come to your mind as you read the statements.

I really appreciate your help.

## OPINIONNAIRE

1 - Adequate    2 - Needs some improvement    3 - Needs much improvement

1. Teacher involvement in planning and evaluating health services and health education.
2. Teacher involvement in planning and evaluating guidance and psychological services.
3. Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.
4. Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.
5. Information and consultation for teachers and administrators about student health.
6. Availability of pupil services personnel to faculty and administration.
7. Learning atmosphere in the school.
8. Involvement of pupil services personnel in curriculum planning and evaluation.
9. Classroom management skills of teachers.
10. Understanding and communication between students and faculty.
11. Use of cumulative records by teachers and administrators.
12. Information on ability and achievement levels, interest and aptitudes of students.
13. Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.
14. Sensitivity of teachers to individual student needs, and skill in meet-those needs.
15. Screening of pre-school children to diagnose learning and/or behavioral problems.
16. Testing and evaluation of school-age children with learning and/or behavioral problems.
17. Routine health care and disease prevention for students.
18. Identification of students in high risk of social, psychological, educational and/or health problems.
19. Community involvement in planning and evaluating school health services and health education programs.

20. Community involvement in curriculum planning and evaluation.
21. Community awareness of school health services.
22. Community awareness of guidance and psychological services.
23. Referrals to outside agencies to meet individual or family needs.
24. Awareness of pupil services personnel of current theories and practices in pupil personnel services.
25. Awareness of teachers of current theories and practices in child growth and development.
26. Awareness of administrators of current theories and practices in child growth and development.
27. Rate of chronic absenteeism and tardiness of students.
28. Student motivation toward planning for the future.
29. Student attitude toward planning for careers.
30. Student awareness of course offerings.
31. Services for students with speech, vision and/or hearing problems.
32. Individualized instruction in classrooms.
33. Help available for accident or illness occurring in school.
34. Orientation for students moving from your school to the next higher school.
35. Orientation for pre-school children and their parents.
36. Availability of pupil services personnel to students.
37. Home health care of children.
38. Parent interest in children's education.
39. Help for students in high risk of social, psychological, educational and/or health problems.
40. Self-concept of students.
41. Student knowledge of careers.
42. Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.
43. Student knowledge of advanced education or job training programs.
44. Parent awareness of children's needs and knowledge of ways to meet those needs.
45. Success rate for students seeking either part-time or full-time jobs.

**COMMENTS**



OF TEST \_\_\_\_\_ PART \_\_\_\_\_

INSTRUCTIONS: Read each question and its numbered answers. When you have decided which answer is correct, blacken the corresponding circle on this sheet with a No. 2 pencil. Make your mark as long as a pair of lines, and completely fill the area between the pair of lines. Do not change your mind, erase your first mark COMPLETELY. Make no stray marks; they may count against you.

SAMPLE  
CHICAGO is  
1 a country 1-4 a city  
2 a mountain 1-5 a state  
3 an island

## SCORES

1 \_\_\_\_\_ 5 \_\_\_\_\_  
2 \_\_\_\_\_ 6 \_\_\_\_\_  
3 \_\_\_\_\_ 7 \_\_\_\_\_  
4 \_\_\_\_\_ 8 \_\_\_\_\_

## IDENTIFICATION NUMBER

T	F	T	F	T	F	T	F															
1	2	3	4	5	2	1	2	3	4	5	3	1	2	3	4	5	4	1	2	3	4	5
1	2	3	4	5	6	1	2	3	4	5	7	1	2	3	4	5	8	1	2	3	4	5
1	2	3	4	5	10	1	2	3	4	5	11	1	2	3	4	5	12	1	2	3	4	5
1	2	3	4	5	14	1	2	3	4	5	15	1	2	3	4	5	16	1	2	3	4	5
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1	2	3	4	5	22	1	2	3	4	5	23	1	2	3	4	5	24	1	2	3	4	5
1	2	3	4	5	26	1	2	3	4	5	27	1	2	3	4	5	28	1	2	3	4	5
1	2	3	4	5	30	1	2	3	4	5	31	1	2	3	4	5	32	1	2	3	4	5
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1	2	3	4	5	38	1	2	3	4	5	39	1	2	3	4	5	40	1	2	3	4	5
1	2	3	4	5	42	1	2	3	4	5	43	1	2	3	4	5	44	1	2	3	4	5
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1	2	3	4	5	66	1	2	3	4	5	67	1	2	3	4	5	68	1	2	3	4	5
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1	2	3	4	5	114	1	2	3	4	5	115	1	2	3	4	5	116	1	2	3	4	5
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1	2	3	4	5	138	1	2	3	4	5	139	1	2	3	4	5	140	1	2	3	4	5
1	2	3	4	5	142	1	2	3	4	5	143	1	2	3	4	5	144	1	2	3	4	5
1	2	3	4	5	146	1	2	3	4	5	147	1	2	3	4	5	148	1	2	3	4	5
1	2	3	4	5	150	1	2	3	4	5												

APPENDIX D

TABLE 2

RESPONSES TO OPINIONNAIRE ON NEEDS IN  
CHARLESTON COMMUNITY UNIT  
SCHOOL DISTRICT NUMBER ONE

TABLE 3

RESPONSES OF TEACHERS BY SCHOOL CATEGORIES

TABLE 2

## RESPONSES TO OPINIONNAIRE ON NEEDS IN CHARLESTON COMMUNITY UNIT SCHOOL DISTRICT NUMBER ONE

Code: A--Adequate.      NSI--Needs Some Improvement.      NMI--Needs Much Improvement.      O--No Response.  
 #--Number of Persons Checking the Response.      %--Percent of Persons Checking the Response.

	Administrators N = 16*				All Teachers N = 110				Pupil Services Personnel N = 12			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
1. Teacher involvement in planning and evaluating health services and health education.	# 5 % 31	8 50	3 18	-	27 24	54 49	26 23	3 2	3 25	6 50	2 16	1 8
2. Teacher involvement in planning and evaluating guidance and psychological services.	1 6	12 75	3 18	-	25 22	51 46	33 30	1 -	2 16	8 66	2 16	-
3. Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	5 31	5 31	6 37	-	20 18	54 49	34 30	2 1	1 8	4 33	7 58	-
4. Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	10 62	4 25	2 12	-	36 32	49 44	22 20	3 2	1 8	8 66	3 25	-
5. Information and consultation for teachers and administrators about student health.	5 31	7 43	4 25	-	42 38	48 43	19 17	1 -	4 33	6 50	1 8	1 8
6. Availability of pupil services personnel to faculty and administration.	7 43	8 50	1 6	-	28 25	61 55	18 16	3 2	5 41	4 33	3 25	-

\*Two principals who serve both a town and a rural school, filled out an answer sheet from the perspective of each school.

TABLE 2--continued

	Administrators				All Teachers				Pupil Services Personnel			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
7. Learning atmosphere in the school.	# 11	5	-	-	63	39	8	-	3	8	1	-
	% 68	31	-	-	57	35	7	-	25	66	8	-
8. Involvement of pupil services personnel in curriculum planning and evaluation.	9	5	2	-	45	43	19	3	2	7	3	-
	56	31	12	-	40	39	17	2	16	58	25	-
9. Classroom management skills of teachers.	9	7	-	-	67	38	5	-	1	9	1	1
	56	43	-	-	60	34	4	-	8	75	8	8
10. Understanding and communication between students and faculty.	3	12	1	-	49	52	8	1	2	8	2	-
	18	75	6	-	44	47	7	-	16	66	16	-
11. Use of cumulative records by teachers and administrators.	3	11	2	-	59	39	10	2	3	6	2	1
	18	68	12	-	53	35	9	1	25	50	16	8
12. Information on ability and achievement levels, interest and aptitudes of students.	5	9	2	-	54	43	11	2	5	3	3	1
	31	56	12	-	49	39	10	1	41	25	25	8
13. Knowledge of school personnel about socio-economic levels of families in the community, their values, employment and educational levels, and their aspirations.	6	7	3	-	37	59	14	-	3	3	5	1
	37	43	18	-	33	53	12	-	25	25	41	8
14. Sensitivity of teachers to individual student needs, and skill in meeting those needs.	3	9	4	-	39	63	8	-	1	8	3	-
	18	56	25	-	35	57	7	-	8	66	25	-

TABLE 2--continued

	Administrators					All Teachers				Pupil Services Personnel			
	A	NSI	NMI	O		A	NSI	NMI	O	A	NSI	NMI	O
15. Screening of pre-school children to diagnose learning and/or behavioral problems.	# 7 % 43	8 50	1 6	- -		22 20	48 43	31 28	9 8	4 33	3 25	4 33	1 8
16. Testing and evaluation of school-age children with learning and/or behavioral problems.	3 18	13 81	- -	- -		24 21	52 47	31 28	3 2	3 25	4 33	3 25	2 16
17. Routine health care and disease prevention for students.	11 68	5 31	- -	- -		72 65	27 24	7 6	4 3	6 50	6 50	- -	- -
18. Identification of students in high risk of social, psychological, educational and/or health problems.	2 12	12 75	2 12	- -		22 20	63 57	23 20	2 1	1 8	8 66	3 25	- -
19. Community involvement in planning and evaluating school health services and health education programs.	2 12	10 62	4 25	- -		22 20	44 40	37 33	7 6	3 25	7 58	2 16	- -
20. Community involvement in curriculum planning and evaluation.	4 25	7 43	5 31	- -		34 30	42 38	32 29	2 1	6 50	4 33	2 16	- -
21. Community awareness of school health services.	3 18	11 68	2 12	- -		19 17	62 56	26 23	3 2	1 8	8 66	3 25	- -
22. Community awareness of guidance and psychological services.	1 6	10 62	5 31	- -		12 10	57 51	39 35	2 1	0 0	6 50	6 50	- -
23. Referrals to outside agencies to meet individual or family needs.	7 43	4 25	5 31	- -		32 29	48 43	24 21	6 5	5 41	5 41	2 16	- -

TABLE 2--continued

		Administrators				All Teachers				Pupil Services Personnel			
		A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
24.	Awareness of pupil services personnel of current theories and practices in pupil personnel services.	# 5	9	2	-	50	40	11	9	5	5	2	-
		% 31	56	12	-	45	36	10	8	41	41	16	-
25.	Awareness of teachers of current theories and practices in child growth and development.	1	12	3	-	43	56	9	2	4	5	3	-
		6	75	18	-	39	50	8	1	33	41	25	-
26.	Awareness of administrators of current theories and practices in child growth and development.	6	9	1	-	44	48	14	4	7	4	1	-
		37	56	6	-	40	43	12	3	58	33	8	-
27.	Rate of chronic absenteeism and tardiness of students.	3	7	5	1	34	28	41	7	0	4	8	-
		18	43	31	6	30	25	37	6	0	33	66	-
28.	Student motivation toward planning for the future.	1	10	5	-	10	63	35	2	2	7	3	-
		6	62	31	-	9	57	31	1	16	58	25	-
29.	Student attitude toward planning for careers.	3	10	3	-	12	60	33	5	2	9	1	-
		18	62	18	-	10	54	30	4	16	75	8	-
30.	Student awareness of course offerings.	9	5	1	1	36	48	14	12	6	5	1	-
		56	31	6	6	32	43	12	10	50	41	8	-
31.	Services for students with speech, vision and/or hearing problems.	9	7	0	-	55	42	11	2	8	3	1	-
		56	43	-	-	50	38	10	1	66	25	8	-
32.	Individualized instruction in classrooms.	2	13	1	-	23	64	22	1	0	7	5	-
		12	81	6	-	20	58	20	-	0	58	41	-

TABLE 2--continued

		Administrators				All Teachers				Pupil Services Personnel			
		A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
33.	Help available for accident or illness occurring in school.	# 8 % 50	5 31	3 18	- -	41 37	42 38	25 22	2 1	1 8	5 41	5 41	1 8
34.	Orientation for students moving from your school to the next higher level.	11 68	5 31	- -	- -	49 44	45 40	8 7	8 7	3 25	5 41	2 16	2 16
35.	Orientation for pre-school children and their parents.	10 62	5 31	1 6	- -	45 40	46 41	6 5	13 11	3 25	3 25	4 33	2 16
36.	Availability of pupil services personnel to students.	3 18	11 68	2 12	- -	23 20	62 56	21 19	4 3	4 33	4 33	4 33	- -
37.	Home health care of children.	4 25	8 50	4 25	- -	13 11	60 54	28 25	9 8	0 0	10 83	1 8	1 8
38.	Parent interest in children's education.	4 25	10 62	2 12	- -	13 11	58 52	38 34	1 -	0 0	7 58	5 41	- -
39.	Help for students in high risk of social, psychological, educational and/or health problems.	1 6	11 68	4 25	- -	10 9	59 53	36 32	5 4	2 16	5 41	5 41	- -
40.	Self-concept of students.	7 43	9 56	- -	- -	26 23	65 59	17 15	2 1	1 8	9 75	2 16	- -
41.	Student knowledge of careers.	3 18	12 75	1 6	- -	9 8	69 62	30 27	2 1	2 16	7 58	3 25	- -

TABLE 2--continued

	Administrators					All Teachers				Pupil Services Personnel			
	A	NSI	NMI	O		A	NSI	NMI	O	A	NSI	NMI	O
42. Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	# 8	5	3	-		36	50	21	3	1	9	2	-
	% 50	31	18	-		32	45	19	2	8	75	16	-
43. Student knowledge of advanced education or job training programs.	3	10	3	-		13	66	23	8	2	8	2	-
	18	62	18	-		11	60	20	7	16	66	16	-
44. Parent awareness of children's needs and knowledge of ways to meet those needs.	2	10	4	-		6	68	35	1	0	7	5	-
	12	62	25	-		5	61	31	-	0	58	41	-
45. Success rate for students seeking either part-time or full-time jobs.	4	10	-	2		23	54	12	21	1	10	-	1
	25	62	-	12		20	49	10	19	8	83	-	8



TABLE 3

## RESPONSES OF TEACHERS BY SCHOOL CATEGORIES

Code: A--Adequate.      NSI--Needs Some Improvement.      NMI--Needs Much improvement.      O--No Response.  
 #--Number of persons checking the response.      %--Percent of persons checking the response.

	High School N = 19				Junior High N = 29				Town Elementary N = 42				Rural Elementary N = 20			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
1. Teacher involvement in planning and evaluating health services and health education.	# 1 % 5	11 57	7 36	-	9 31	11 37	8 27	1 3	12 28	21 50	8 19	1 2	5 25	11 55	3 15	1 5
2. Teacher involvement in planning and evaluating guidance and psychological services.	1 5	7 36	11 57	-	11 37	13 44	5 17	-	4 9	22 52	16 38	-	9 45	9 45	1 5	1 5
3. Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	1 5	9 47	9 47	-	9 31	12 41	8 27	-	7 16	22 52	12 28	1 2	3 15	11 55	5 25	1 5
4. Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	2 10	9 47	8 42	-	13 44	12 41	3 10	1 3	13 30	22 52	6 14	1 2	8 40	6 30	5 25	1 5
5. Information and consultation for teachers and administrators about student health.	7 36	7 36	5 26	-	11 37	12 41	6 20	-	14 33	19 45	8 19	1 2	10 50	10 50	-	-

TABLE 3--continued

	High School					Junior High					Town Elementary					Rural Elementary				
	A	NSI	NMI	O		A	NSI	NMI	O		A	NSI	NMI	O		A	NSI	NMI	O	
6. Availability of pupil services personnel to faculty and administration.	# 7	10	2	-		5	17	5	2		12	24	6	-		4	10	5	1	
	% 36	52	10	-		17	58	17	6		28	57	14	-		20	50	25	5	
7. Learning atmosphere in the school.	4	11	4	-		12	14	3	-		33	9	-	-		14	5	1	-	
	21	57	21	-		41	48	10	-		78	21	-	-		70	25	5	-	
8. Involvement of pupil services personnel in curriculum planning and evaluation.	6	7	6	-		12	11	5	1		20	17	4	1		7	8	4	1	
	31	36	31	-		41	37	17	3		47	40	9	2		35	40	20	5	
9. Classroom management skills of teachers.	14	4	1	-		8	18	3	-		30	12	-	-		15	4	1	-	
	73	21	5	-		27	62	10	-		71	28	-	-		75	20	5	-	
10. Understanding and communication between students and faculty.	7	11	1	-		5	20	4	-		23	15	3	1		14	6	-	-	
	36	57	5	-		17	68	13	-		54	35	7	2		70	30	-	-	
11. Use of cumulative records by teachers and administrators.	9	7	2	1		8	16	5	-		28	11	2	1		14	5	1	-	
	47	36	10	5		27	55	17	-		66	26	4	2		70	25	5	-	
12. Information on ability and achievement levels, interest and aptitudes of students.	8	7	3	1		18	10	1	-		23	14	4	1		5	12	3	-	
	42	36	15	5		62	34	3	-		54	33	9	2		25	60	15	-	
13. Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and education-7	7	8	4	-		7	16	6	-		15	23	4	-		8	12	-	-	
al levels, and their aspirations.36	36	42	21	-		24	55	20	-		35	54	9	-		40	60	-	-	

TABLE 3--continued

	High School				Junior High				Town Elementary				Rural Elementary			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
14. Sensitivity of teachers to individual student needs, and skill in meeting those needs.	# 7 % 36	10 52	2 10	- -	8 27	20 68	1 3	- -	17 40	21 50	4 9	- -	7 35	12 60	1 5	- -
15. Screening of pre-school children to diagnose learning and/or behavioral problems.	3 15	10 52	3 15	3 15	7 24	12 41	7 24	3 10	9 21	16 38	15 35	2 4	3 15	10 50	6 30	1 5
16. Testing and evaluation of school age children with learning and/or behavioral problems.	5 26	6 31	6 31	2 10	6 20	18 62	4 13	1 3	11 26	17 40	14 33	- -	2 10	11 55	7 35	- -
17. Routine health care and disease prevention for students.	9 47	5 26	2 10	3 15	17 58	7 24	4 13	1 3	31 73	11 26	- -	- -	15 75	4 20	1 5	- -
18. Identification of students in high risk of social, psychological, educational and/or health problems.	3 15	10 52	4 21	2 10	7 24	14 48	8 27	- -	8 19	27 64	7 16	- -	4 20	12 60	4 20	- -
19. Community involvement in planning and evaluating school health services and health education programs.	3 15	7 36	7 36	2 10	8 27	9 31	10 34	2 6	7 16	20 47	13 30	2 4	4 20	8 40	7 35	1 5
20. Community involvement in curriculum planning and evaluation.	5 26	6 31	8 42	- -	12 41	10 34	6 20	1 3	12 28	17 40	12 28	1 2	5 25	9 45	6 30	- -
21. Community awareness of school health services.	3 15	8 42	7 36	1 5	5 17	15 51	9 31	- -	6 14	28 66	6 14	2 4	5 25	11 55	4 20	- -

TABLE 3--continued

	High School				Junior High				Town Elementary				Rural Elementary			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
22. Community awareness of guidance and psychological services.	# 2 % 10	8 42	8 42	1 5	2 6	14 48	13 44	- -	5 11	25 59	11 26	1 2	3 15	10 50	7 35	- -
23. Referrals to outside agencies to meet individual or family needs.	4 21	6 31	7 36	2 10	11 37	15 51	2 6	1 3	11 26	19 45	9 21	3 7	6 30	8 40	6 30	- -
24. Awareness of pupil services personnel of current theories and practices in pupil personnel services.	9 47	6 31	2 10	2 10	16 55	7 24	4 13	2 6	15 35	19 45	4 9	4 9	10 50	8 40	1 5	1 5
25. Awareness of teachers of current theories and practices in child growth and development.	8 42	9 47	1 5	1 5	8 27	18 62	3 10	- -	18 42	19 45	4 9	1 2	9 45	10 50	1 5	- -
26. Awareness of administrators of current theories and practices in child growth and development.	7 36	8 42	3 15	1 5	7 24	19 65	2 6	1 3	19 45	17 40	4 9	2 4	11 55	4 20	5 25	- -
27. Rate of chronic absenteeism and tardiness of students.	2 10	1 5	15 78	1 5	6 20	9 31	14 48	- -	17 40	13 30	9 21	3 7	9 45	5 25	3 15	3 15
28. Student motivation toward planning for the future.	1 5	12 63	6 31	- -	3 10	15 51	11 37	- -	5 11	25 59	10 23	2 4	1 5	11 55	8 40	- -
29. Student attitude toward planning for careers.	1 5	12 63	5 26	1 5	3 10	15 51	11 37	- -	8 19	20 47	12 28	2 4	0 0	13 65	5 25	2 10

TABLE 3--continued

	High School				Junior High				Town Elementary				Rural Elementary			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
30. Student awareness of course offerings.	# 8 % 42	8 42	3 15	- -	15 51	12 41	1 3	1 3	9 21	20 47	5 11	8 19	4 20	8 40	5 25	3 15
31. Services for students with speech, vision and/or hearing problems.	5 26	11 57	2 10	1 5	11 37	10 34	7 24	1 3	29 69	12 28	1 2	- -	10 50	9 45	1 5	- -
32. Individualized instruction in classrooms.	6 31	11 57	2 10	- -	1 3	19 65	9 31	- -	12 28	19 45	10 23	1 2	4 20	15 75	1 5	- -
33. Help available for accident or illness occurring in school.	6 31	6 31	6 31	1 5	10 34	7 24	12 41	- -	20 47	15 35	6 14	1 2	5 25	14 70	1 5	- -
34. Orientation for students moving from your school to the next higher school.	5 26	10 52	1 5	3 15	10 34	15 51	4 13	- -	25 59	13 30	2 4	2 4	9 45	7 35	1 5	3 15
35. Orientation for pre-school children and their parents.	9 47	4 21	1 5	5 26	10 34	15 51	- -	4 13	16 38	19 45	4 9	3 7	10 50	8 40	1 5	1 5
36. Availability of pupil services personnel to students.	6 31	9 47	4 21	- -	10 34	15 51	2 6	2 6	5 11	27 64	9 21	1 2	2 10	11 55	6 30	1 5
37. Home health care of children.	4 21	9 47	4 21	2 10	3 10	17 58	7 24	2 6	4 9	24 57	10 23	4 9	2 10	10 50	7 35	1 5
38. Parent interest in children's	0 0	9 47	10 52	- -	4 13	13 44	12 41	- -	7 16	25 59	9 21	1 2	2 10	11 55	7 35	- -

TABLE 3--continued

	High School				Junior High				Town Elementary				Rural Elementary			
	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O	A	NSI	NMI	O
39. Help for students in high risk of social, psychological, educational and/or health problems.	# 1 8 8 2 % 5 42 42 10				4 17 8 - 13 58 27 -				5 23 12 2 11 54 28 4				0 11 8 1 0 55 40 5			
40. Self-concept of students.	6 10 2 1 31 52 10 5				5 19 5 - 17 65 17 -				11 26 4 1 26 61 9 2				4 10 6 - 20 50 30 -			
41. Student knowledge of careers.	4 12 3 - 21 63 15 -				2 15 12 - 6 51 41 -				3 31 7 1 7 73 16 2				0 11 8 1 0 55 40 5			
42. Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	7 5 6 1 36 26 31 5				9 13 6 1 31 44 20 3				13 21 7 1 30 50 16 2				7 11 2 - 35 55 10 -			
43. Student knowledge of advanced education or job training programs.	5 11 3 - 26 57 15 -				4 19 6 - 13 65 20 -				4 25 7 6 9 59 16 14				0 11 7 2 0 55 35 10			
44. Parent awareness of children's needs and knowledge of ways to meet those needs.	0 9 9 1 0 47 47 5				1 23 5 - 3 79 17 -				4 24 14 - 9 57 33 -				1 12 7 - 5 60 35 -			
45. Success rate for students seeking either part-time or full-time jobs.	5 10 3 1 26 52 15 5				8 13 3 5 27 44 10 17				6 23 5 8 14 54 11 19				4 8 1 7 20 40 5 35			

APPENDIX E

COMMENTS WRITTEN BY RESPONDENTS

## COMMENTS WRITTEN BY RESPONDENTS

## I.

"Thanks for asking our opinions. It's nice to know somebody cares!"

"I would be interested in seeing a compilation of the answers. I assume this questionnaire would be used as a guideline to improve Unit #1 practices."

"Is there any area that does not need improvement? Cannot remain as is or adequate. Should constantly be trying for improvement."

## II.

"Information on ability and achievement levels, etc., used to be better than it is as testing services have been cut back."

"There is a need to improve the screening, testing, and evaluation of children with learning and/or behavioral problems, but one of the greatest needs exists in the determination and implementation of recommendations. Developing a prescriptive plan for a child and helping to carry it out require a great deal of effort and skill. There is a need for in-service training in this area."

"Screening of pre-school children to diagnose learning and/or behavioral problems is very weak at present. The follow-up and number of remediation facilities available to students is also very limited."

"Early identification of students in high risk of social, psychological, educational and/or health problems is needed so a special program can be put into effect before the child is too difficult to manage in a classroom situation."

"Testing and identifying of students with special problems seems to be good. Once tested and identified, we are often 'deserted' and so are the kids as far as special help from a specialist is concerned."

## III.

"The psychological staff needs to be increased so that teacher referrals are met within a month's time. Many elementary teachers are frustrated by the delay in psychological service and are discontinuing referrals. This is resulting in increased student difficulty and in some instances, classroom unrest."

"I feel the student load for the elementary counselor and school psychologist is too great. They can't follow through as effectively as they or the teachers would like because their services must be made available to so many students. I think they do well considering the student load."



"I think that all of these areas 'need some improvement'.

Services for those with common speech disorders are good. Also, deaf and mentally handicapped services are available. But there is nowhere for the classroom teacher to turn if she/he has children with emotional, psychological, academic, family, etc., problems. We also need more social services in the community in general maybe (health, nutrition, etc.)."

"Under services for students with speech, vision and/or hearing problems, should also be learning disabilities. The rural areas are not obtaining proper services for their students with L. D."

"There appears to be a great variation of learning atmosphere in our different schools. The difference seems to be in the philosophies of the different principals and their relationships with their staff. Some schools are open and caring with much concern for the individual. Others have teachers who are highly anxious and threatened with no one they can turn to with the severe behavior problems they must handle daily."

"Teachers would like more input into the amount of guidance and psychological service rendered as compared to the amount of service needed."

#### IV.

"The community needs to know the purposes of special student services--health, guidance and psychological--and how they can help the student. Many families are afraid to accept these services for fear of family shame."

"Parents in some areas need more contact with the school and their child as a student. Emphasis on motivating the child, not discourage the student."

#### V.

"Student motivation and planning for future jobs should possibly begin earlier. I am particularly thinking of lower economic areas where knowledge of varied job opportunities is limited for these children. They need contacts with people in different positions. At the high school level, a student should be allowed some work-study time in his field of interest, if at all possible."

#### VI.

"I felt some of the questions were not suited to the available replies."

"Not clear as to direction of answer for number 27. Is rate high? Is this problem well handled? On number 33, what do you want--availability of help? Public knowledge that help is available? Number 44 is really two answers--1. Parent awareness, 2. Parent knowledge of ways to meet them."

APPENDIX E--continued

"I don't understand number 6."

"Number 24 is worded awkwardly."

## VII.

"Most questions dealing with professional staff and students at grade levels outside my realm of experience were difficult to give a valid answer to. In most cases I made certain assumptions and arrived at a 'needs improvement' category answer."

"I've worked in this building four years, and just now recognized how little I know about other schools in the district."

"I've lived in Charleston all my life, and have never been in other schools in the Unit."

"Difficult for itinerant teacher to confine opinions to assigned building. Example--attempted to 'opinionate' on the elementary level, but was difficult because of previous contact with junior high guidance program."

"I feel that at the high school level we really are not adequately informed about some of these items at the other levels to give a proper evaluation. I needed a 'no opinion' column! "

"As a first year teacher, I do not feel as if I have been in Charleston long enough or have been in the teaching profession long enough to answer some of these questions the way they really should be answered. I do not feel I am yet fully aware or knowledgeable of some of the community's feelings or beliefs, or how much planning goes into health, etc."

"I am not in a position to answer some of these questions."

"I feel that I could have responded much more favorably had I known your purpose. I did not feel qualified to answer some of the questions."

"Many of the questions I do not have enough background on to answer properly. In fact, you made me feel that I knew very little about the school system and the people in it. Therefore, my answers reflect only what I see and know--which I guess must be what you want. As you can see, I am in schools where there is good cooperation between the areas."

"A fourth area needs to be added--where you feel you are not qualified to answer the question! "

"I was unclear as to whether I should be evaluating on the basis of the entire school district or from the viewpoint of my class. Some of the questions I was unable to evaluate because they dealt with secondary students."

APPENDIX E--continued

"As an elementary school teacher, I felt many of these items applied largely to older pupils, specifically junior high and high school. My opinions are based on much 'lack of knowledge' about specific conditions. Although I answered all items, I really wonder why I did other than to 'help out' a fellow teacher in an endeavor."

"It was difficult for me to establish my point of departure. Some statements seem to lend themselves to a response on the unit-wide level. Others seem to require a response at building level. I found myself vacillating."

"I felt I was not qualified to answer questions 15, 19, 20, 24, 26, 35. I only gave my opinion as to what I thought would be the case as I have had no actual experience in these areas."

"Unclear as to meaning of many of items. Items often did not apply to our situation."

"I think there should be a 'no opinion' or 'undecided' response."

"Many of these answers depend on type of school, economic area and type of classroom instruction. The number of pupils in a room and in the school should be considered. The number of teaching personnel available and the number of administrative personnel have to be considered."

"There were many items about which I felt unable and unjustified in giving an opinion."

**APPENDIX F**

**TABLE 4**

**STATEMENTS LEFT BLANK**

TABLE 4  
STATEMENTS LEFT BLANK

Statement*	Number of Persons Not Responding							
	Teachers				Adminis- trators	Pupil Services Personnel	TOTAL	
	High School	Junior High	Elementary				Number	Percent
			Town	Rural				
	N=19	N=29	N=42	N=20	N=16	N=12	N=138	
45	1	5	8	7	2	1	24	17.4
35	5	4	3	1	-	2	15	10.9
30	-	1	8	3	1	-	13	9.4
34	3	-	2	3	-	2	10	7.2
15	3	3	2	1	-	1	10	7.2
37	2	2	4	1	-	1	10	7.2
24	2	2	4	1	-	-	9	6.5
27	1	-	3	3	1	-	8	5.8
43	-	-	6	2	-	-	8	5.8
19	2	2	2	1	-	-	7	5.1
23	2	1	3	-	-	-	6	4.3
29	1	-	2	2	-	-	5	3.6
16	2	1	-	-	-	2	5	3.6
39	2	-	2	1	-	-	5	3.6
17	3	1	-	-	-	-	4	2.9
26	1	1	2	-	-	-	4	2.9
1	-	1	1	1	-	1	4	2.9
36	-	2	1	1	-	-	4	2.9
11	1	-	1	-	-	1	3	2.2
12	1	-	1	-	-	1	3	2.2

\*Statements are identified by number in appendix D.

TABLE 4--continued

Statement	Number of Persons Not Responding							
	Teachers				Adminis- trators	Pupil Services Personnel	TOTAL	
	High School	Junior High	Elementary				Number	Percent
			Town	Rural				
	N=19	N=29	N=42	N=20	N=16	N=12	N=138	
33	1	-	1	-	-	1	3	2.2
21	1	-	2	-	-	-	3	2.2
4	-	1	1	1	-	-	3	2.2
8	-	1	1	1	-	-	3	2.2
42	1	1	1	-	-	-	3	2.2
6	-	2	-	1	-	-	3	2.2
40	1	-	1	-	-	-	2	1.4
18	2	-	-	-	-	-	2	1.4
20	-	1	1	-	-	-	2	1.4
3	-	-	1	1	-	-	2	1.4
41	-	-	1	1	-	-	2	1.4
28	-	-	2	-	-	-	2	1.4
31	1	1	-	-	-	-	2	1.4
5	-	-	1	-	-	1	2	1.4
25	1	-	1	-	-	-	2	1.4
22	1	-	1	-	-	-	2	1.4
32	-	-	1	-	-	-	1	.7
38	-	-	1	-	-	-	1	.7
44	1	-	-	-	-	-	1	.7
9	-	-	-	-	-	1	1	.7
10	-	-	1	-	-	-	1	.7
2	-	-	-	1	-	-	1	.7
13	-	-	-	-	-	1	1	.7
14	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
TOTALS	42	33	73	34	4	16	202	

APPENDIX G

TABLE 5

STATEMENTS MARKED "ADEQUATE" RANKED BY PERCENT OF  
TOTAL RESPONSES AND SHOWING GROUP RESPONSES

TABLE 5

STATEMENTS MARKED "ADEQUATE" RANKED BY PERCENT OF TOTAL RESPONSES  
AND SHOWING GROUP RESPONSES

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Routine health care and disease prevention for students.	64.5	68.8	50.0	47.4	58.6	73.8	75.0
Learning atmosphere in the school.*	55.8	68.8	25.0	21.1	41.4	78.6	70.0
Classroom management skills of teachers.*	55.8	56.2	8.3	73.7	27.6	71.4	75.0
Services for students with speech, vision and/or hearing problems.	52.2	56.2	66.7	26.3	37.9	69.0	50.0
Use of cumulative records by teachers and administrators.*	47.1	18.8	25.0	47.4	27.6	66.7	70.0
Information on ability and achievement levels, interest and aptitudes of students.	46.4	31.2	41.7	42.1	62.1	54.8	25.0
Orientation for students moving from your school to the next higher school.	45.7	68.8	25.0	26.3	34.5	59.5	45.0
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	43.5	31.2	41.7	47.4	55.2	35.7	50.0

\*There was a significant difference between the responses of the groups at the .01 level on chi square tests.



TABLE 5 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Orientation for pre-school children and their parents.	42.0	62.5	25.0	47.4	34.5	38.1	50.0
Involvement of pupil services personnel in curriculum planning and evaluation.	41.3	56.2	16.7	31.6	41.4	47.6	35.0
Awareness of administrators of current theories and practices in child growth and development.	41.3	37.5	58.3	36.8	24.1	45.2	55.0
Understanding and communication between students and faculty.*	39.1	18.8	16.7	36.8	17.2	54.8	70.0
Information and consultation for teachers and administrators about student health.	37.0	31.2	33.3	36.8	37.9	33.3	50.0
Student awareness of course offerings.	37.0	56.2	50.0	42.1	51.7	21.4	20.0
Help available for accident or illness occurring in school.	36.2	50.0	8.3	31.6	34.5	47.6	25.0
Awareness of teachers of current theories and practices in child growth and development.	34.8	6.2	33.3	42.1	27.6	42.9	45.0

\*There was a significant difference between the responses of the groups at the .01 level on chi square tests.

TABLE 5 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary Town	Rural
Team approach, involving teachers, adminis- trators and pupil services personnel, to deal with specific problems as they arise.*	34.1	62.5	8.3	10.5	44.8	31.0	40.0
Knowledge of school personnel about socio- economic levels of families in the community, their values, employment and educational levels, and their aspirations.	33.0	37.5	25.0	36.8	24.1	35.7	40.0
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	32.6	50.0	8.3	36.8	31.0	31.0	35.0
Community involvement in curriculum planning and evaluation.	31.9	25.0	50.0	26.3	41.4	28.6	25.0
Referrals to outside agencies to meet in- dividual and/or family needs.	31.9	43.8	41.7	21.1	37.9	26.2	30.0
Sensitivity of teachers to individual stu- dent needs, and skill in meeting those needs.	31.2	18.8	8.3	36.8	27.6	40.5	35.0
Availability of pupil services personnel to faculty and administration.	29.0	43.8	41.7	36.8	17.2	28.6	20.0

\*There was a significant difference between the responses of the groups at the .01 level on chi square tests.

TABLE 5 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Rate of chronic absenteeism and tardiness of students.*	26.8	18.8	0	10.5	20.7	40.5	45.0
Teacher involvement in planning and evaluating health services and health education.	25.4	31.2	25.0	5.3	31.0	28.6	25.0
Self-concept of students.	24.6	43.8	8.3	31.6	17.2	26.2	20.0
Screening of pre-school children to diagnose learning and/or behavioral problems.	23.9	43.8	33.3	15.8	24.1	21.4	15.0
Testing and evaluation of school-age children with learning and/or behavioral problems.	21.7	18.8	25.0	26.3	20.7	26.2	10.0
Availability of pupil services personnel to students.	21.7	18.8	33.3	31.6	34.5	11.9	10.0
Teacher involvement in planning and evaluating guidance and psychological services.*	20.3	6.2	16.7	5.3	37.9	9.5	45.0
Success rate for students seeking either part-time or full-time jobs.	20.3	25.0	8.3	26.3	27.6	14.3	20.0
Community involvement in planning and evaluating school health services and health education programs.	19.6	12.5	25.0	15.8	27.6	16.7	20.0

\*There was a significant difference between the responses of the groups at the .01 level on chi square tests.

TABLE 5--continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary Total	Rural
Team approach, involving teachers, adminis- trators and pupil services personnel, to plan and implement preventive and developmental pro- grams to meet the needs of the total school population.	18.8	31.2	8.3	5.3	31.0	16.7	15.0
Identification of students in high risk of social, psychological, educational and/or health problems.	18.1	12.5	8.3	15.8	24.1	19.0	20.0
Individualized instruction in classrooms.	18.1	12.5	0	31.6	3.4	28.6	20.0
Community awareness of school health services.	16.7	18.8	8.3	15.8	17.2	14.3	25.0
Student knowledge of advanced education or job training programs.	13.0	18.8	16.7	26.3	13.8	9.5	0
Student attitude toward planning for careers.	12.3	18.8	16.7	5.3	10.3	19.0	0
Home health care of children.	12.3	25.0	0	21.1	10.3	9.5	10.0
Parent interest in children's education.	12.3	25.0	0	0	13.8	16.7	10.0
Student knowledge of careers.	10.1	18.8	16.7	21.1	6.9	7.1	0

TABLE 5 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Community awareness of guidance and psycholog- ical services.	9.4	6.2	0	10.5	6.9	11.9	15.0
Student motivation toward planning for the future.	9.4	6.2	16.7	5.3	10.3	11.9	5.0
Help for students in high risk of social, psychological, educational and/or health problems.	9.4	6.2	16.7	5.3	13.8	11.9	0
Parent awareness of children's needs and knowledge of ways to meet those needs.	5.8	12.5	0	0	3.4	9.5	5.0

APPENDIX H

TABLE 6

STATEMENTS MARKED "NEEDS MUCH IMPROVEMENT"  
RANKED BY PERCENT OF TOTAL RESPONSES  
AND SHOWING GROUP RESPONSES

TABLE 6

STATEMENTS MARKED "NEEDS MUCH IMPROVEMENT" RANKED BY PERCENT OF TOTAL RESPONSES  
AND SHOWING GROUP RESPONSES

	Total	Adminis- trators	Pupil Services Personnel	Teachers		
				High School	Junior High School	Elementary Town    Rural
Rate of chronic absenteeism and tardiness of students.	39.1	31.2	66.7	78.9	48.3	21.4    15.0
Community awareness of guidance and psychological services.	36.2	31.2	50.0	42.1	44.8	26.2    35.0
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	34.1	37.5	58.3	47.4	27.6	28.6    25.0
Parent interest in children's education.	32.6	12.5	41.7	52.6	41.4	21.4    35.0
Help for students in high risk of social, psychological, educational and/or health problems.	32.6	25.0	41.7	42.1	27.6	28.6    40.0
Parent awareness of children's needs and knowledge of ways to meet those needs.	31.9	25.0	41.7	47.4	17.2	33.3    35.0
Student motivation toward planning for the future.	31.2	31.2	25.0	31.6	37.9	23.8    40.0

TABLE 6 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers		
				High School	Junior High School	Elementary Town      Rural
Community involvement in planning and evalu- ating school health services and health edu- cation programs.	31.2	25.0	16.7	36.8	34.5	31.0      35.0
Community involvement in curriculum planning and evaluation.	28.3	31.2	16.7	42.1	20.7	28.6      30.0
Teacher involvement in planning and evalu- ating guidance and psychological services.	27.5	18.8	16.7	57.9	17.2	38.1      5.0
Student attitude toward planning for careers.	26.8	18.8	8.3	26.3	37.9	28.6      25.0
Screening of pre-school children to diagnose learning and/or behavioral problems.	26.1	6.2	33.3	15.8	24.1	35.7      30.0
Testing and evaluation of school-age child- ren with learning and/or behavioral problems.	24.6	0	25.0	31.6	13.8	33.3      35.0
Student knowledge of careers.	24.6	6.2	25.0	15.8	41.4	16.7      40.0
Help available for accident or illness occur- ring in school.	23.9	18.8	41.7	31.6	41.4	14.3      5.0
Home health care of children.	23.9	25.0	8.3	21.1	24.1	23.8      35.0
Community awareness of school health services.	22.5	12.5	25.0	36.8	31.0	14.3      20.0



TABLE 6 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Teacher involvement in planning and evaluating health services and health education.	22.5	18.8	16.7	36.8	27.6	19.0	15.0
Referrals to outside agencies to meet individual or family needs.	22.5	31.2	16.7	36.8	6.9	21.4	30.0
Identification of students in high risk of social, psychological, educational and/or health problems.	20.3	12.5	25.0	21.1	27.6	16.7	20.0
Individualized instruction in classrooms.	20.3	6.2	41.7	10.5	31.0	23.8	5.0
Student knowledge of advanced education or job training programs.	20.3	18.8	16.7	15.8	20.7	16.7	35.0
Team approach, involving teachers, administrators and pupil services personnel to deal with specific problems as they arise.	19.6	12.5	25.0	42.1	10.3	14.3	25.0
Availability of pupil services personnel to students.	19.6	12.5	33.3	21.1	6.9	21.4	30.0
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	18.8	18.8	16.7	31.6	20.7	16.7	10.0
Information and consultation for teachers and administrators about student health.	17.4	25.0	8.3	26.3	20.7	19.0	0

TABLE 6 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Involvement of pupil services personnel in curriculum planning and evaluation.	17.4	12.5	25.0	31.6	17.2	9.5	20.0
Availability of pupil services personnel to faculty and administration.	15.9	6.2	25.0	10.5	17.2	14.3	25.0
Knowledge of school personnel about socio-economic levels of families in the community, their values, employment and educational levels, and their aspirations.	15.9	18.8	41.7	21.1	20.7	9.5	0
Self-concept of students.	13.8	0	16.7	10.5	17.2	9.5	30.0
Information on ability and achievement levels, interest and aptitudes of students.	11.6	12.5	25.0	15.8	3.4	9.5	15.0
Awareness of administrators of current theories and practices in child growth and development.	11.6	6.2	8.3	15.8	6.9	9.5	25.0
Student awareness of course offerings.	11.6	6.2	8.3	15.8	3.4	11.9	25.0
Sensitivity of teachers to individual student needs and skill in meeting those needs.	10.9	25.0	25.0	10.5	3.4	9.5	5.0
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	10.9	12.5	16.7	10.5	13.8	9.5	5.0

TABLE 6 --continued

	Total	Adminis- trators	Pupil Services Personnel	Teachers			
				High School	Junior High School	Elementary	
						Town	Rural
Awareness of teachers of current theories and practices in child growth and development.	10.9	18.8	25.0	5.3	10.3	9.5	5.0
Use of cumulative records by teachers and administrators.	10.1	12.5	16.7	10.5	17.2	4.8	5.0
Services for students with speech, vision and/or hearing problems.	8.7	0	8.3	10.5	24.1	2.4	5.0
Success rate for students seeking either part-time or full-time jobs.	8.7	0	0	15.8	10.3	11.9	5.0
Understanding and communication between students and faculty.	8.0	6.2	16.7	5.3	13.8	7.1	0
Orientation for pre-school children and their parents.	8.0	6.2	33.3	5.3	0	9.5	5.0
Orientation for students moving from your school to the next higher school.	7.2	0	16.7	5.3	13.8	4.8	5.0
Learning atmosphere in the school.	6.5	0	8.3	21.1	10.3	0	5.0
Routine health care and disease prevention for students.	5.1	0	0	10.5	13.8	0	5.0
Classroom management skills of teachers.	4.3	0	8.3	5.3	10.3	0	5.0

APPENDIX I

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT

TABLE 7

Administrators, Pupil Services Personnel and Teachers Combined

TABLE 8

Teacher Responses

TABLE 9

Administrator Responses

TABLE 10

Pupil Services Personnel Responses

TABLE 11

High School Teacher Responses

TABLE 12

Junior High School Teacher Responses

TABLE 13

Town Elementary Teacher Responses

TABLE 14

Rural Elementary Teacher Responses

TABLE 7

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
 ADMINISTRATOR, PUPIL SERVICES PERSONNEL AND  
 TEACHER RESPONSES COMBINED  
 N = 138

	Number	Percent
Parent awareness of children's needs and knowledge of ways to meet those needs.	129	93.5
Student motivation toward planning for the future.	123	89.1
Community awareness of guidance and psychological services.	123	89.1
Student knowledge of careers	122	88.4
Parent interest in children's education.	120	87.0
Help for students in high risk of social, psychological, educational and/or health problems.	120	87.0
Student attitude toward planning for careers.	116	84.1
Community awareness of school health services.	112	81.2
Individualized instruction in classrooms.	112	81.2
Student knowledge of advanced education or job training programs.	112	81.2
Identification of students in high risk of social, psychological, educational and/or health problems.	111	80.4
Home health care of children.	111	80.4
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	110	79.7
Teacher involvement in planning and evaluating guidance and psychological services.	109	79.0
Community involvement in planning and evaluating school health services and health education programs.	104	75.4
Availability of pupil services personnel to students.	104	75.4
Testing and evaluation of school-age children with learning and/or behavioral problems.	103	74.6

TABLE 7--continued

	Number	Percent
Self-concept of students.	102	73.9
Teacher involvement in planning and evaluating health services and health education.	99	71.7
Availability of pupil services personnel to faculty and administration.	95	68.8
Sensitivity of teachers to individual student needs and skill in meeting those needs.	95	68.8
Screening of pre-school children to diagnose learning and/or behavioral problems.	95	68.8
Rate of chronic absenteeism and tardiness of students.	93	67.4
Community involvement in curriculum planning and evaluation.	92	66.7
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	91	65.9
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	90	65.2
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	88	63.8
Referrals to outside agencies to meet individual or family needs.	88	63.8
Awareness of teachers of current theories and practices in child growth and development.	88	63.8
Success rate for students seeking either part-time or full-time jobs.	86	62.3*
Information and consultation for teachers and administrators about student health.	85	61.6
Help available for accident or illness occurring in school.	85	61.6
Understanding and communication between students and faculty.	83	60.1

\*Two administrators, twenty-one teachers and one pupil services person left this statement blank, or 17.4% of the total respondents.

TABLE 7--continued

	Number	Percent
Involvement of pupil services personnel in curriculum planning and evaluation.	79	57.2
Awareness of administrators of current theories and practices in child growth and development.	77	55.8
Student awareness of course offerings.	74	53.6
Information on ability and achievement levels, interest and aptitudes of students.	71	51.4
Use of cumulative records by teachers and administrators.	70	50.7
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	69	50.0
Orientation for students moving from your school to the next higher school.	65	47.1
Orientation for pre-school children and their parents.	65	47.1*
Services for students with speech, vision and/or hearing problems.	64	46.4
Learning atmosphere in the school.	61	44.2
Classroom management skills of teachers.	60	43.5
Routine health care and disease prevention for students.	45	32.6

\*Five high school teachers, four junior high teachers, four elementary teachers, and two pupil services persons, or 10.9% of the total respondents left this statement blank.

TABLE 8  
 STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
 TEACHER RESPONSES--N = 110

	Number	Percent
Parent awareness of children's needs and knowledge of ways to meet those needs.	103	93.6
Student knowledge of careers.	99	90.0
Student motivation toward planning for the future.	98	89.1
Community awareness of guidance and psychological services.	96	87.3
Parent interest in children's education.	96	87.3
Help for students in high risk of social, psychological, educational and/or health problems.	95	86.4
Student attitude toward planning for careers.	93	84.5
Student knowledge of advanced education or job training programs.	89	80.9
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	88	80.0
Community awareness of school health services.	88	80.0
Home health care of children.	88	80.0
Individualized instruction in classrooms.	86	78.2
Identification of students in high risk of social, psychological, educational and/or health problems.	86	78.2
Teacher involvement in planning and evaluating guidance and psychological services.	84	76.4
Availability of pupil services personnel to students.	83	75.4
Testing and evaluation of school-age children with learning and/or behavioral problems.	83	75.4
Self-concept of students.	82	74.5
Community involvement in planning and evaluating school health services and health education programs.	81	73.6



TABLE 8--continued

	Number	Percent
Teacher involvement in planning and evaluating health services and health education.	80	72.7
Availability of pupil services personnel to faculty and administration.	79	71.8
Screening of pre-school children to diagnose learning and/or behavioral problems.	79	71.8
Community involvement in curriculum planning and evaluation.	74	67.3
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	73	66.4
Referrals to outside agencies to meet individual or family needs.	72	65.4
Sensitivity of teachers to individual student needs and skill in meeting those needs.	71	64.5
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	71	64.5
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	71	64.5
Rate of chronic absenteeism and tardiness of students.	69	62.7
Help available for accident or illness occurring in school.	67	60.9
Information and consultation for teachers and administrators about student health.	67	60.9
Success rate for students seeking either part-time or full-time jobs.	66	60.0*
Awareness of teachers of current theories and practices in child growth and development.	65	59.1
Student awareness of course offerings.	62	56.4
Involvement of pupil services personnel in curriculum planning and evaluation.	62	56.4

\*Fifteen elementary teachers, five junior high teachers and one high school teacher left this answer blank, or 19.1% of all teachers.

TABLE 8--continued

	Number	Percent
Awareness of administrators of current theories and practices in child growth and development.	62	56.4
Understanding and communication between students and faculty.	60	54.5
Information on ability and achievement levels, interest and aptitudes of students.	54	49.1
Orientation for students moving from your school to the next higher school.	53	48.2
Services for students with speech, vision and/or hearing problems.	53	48.2
Orientation for pre-school children and their parents.	52	47.3
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	51	46.4
Use of cumulative records by teachers and administrators.	49	44.5
Learning atmosphere in the school.	47	42.7
Classroom management skills of teachers.	43	39.1
Routine health care and disease prevention for students.	34	30.9

TABLE 9

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
ADMINISTRATOR RESPONSES--N = 16\*

	Number	Percent
Teacher involvement in planning and evaluating guidance and psychological services.	15	93.8
Community awareness of guidance and psychological services.	15	93.8
Awareness of teachers of current theories and practices in child growth and development.	15	93.8
Student motivation toward planning for the future	15	93.8
Help for students in high risk of social, psychological, educational and/or health problems.	15	93.8
Identification of students in high risk of social, psychological, educational and/or health problems.	14	87.5
Community involvement in planning and evaluating school health services and health education programs.	14	87.5
Individualized instruction in classrooms.	14	87.5
Parent awareness of children's needs and knowledge of ways to meet those needs.	14	87.5
Understanding and communication between students and faculty.	13	81.2
Use of cumulative records by teachers and administrators.	13	81.2
Sensitivity of teachers to individual student needs, and skill in meeting those needs.	13	81.2
Testing and evaluation of school-age children with learning and/or behavioral problems.	13	81.2
Community awareness of school health services.	13	81.2
Student attitude toward planning for careers.	13	81.2
Availability of pupil services personnel to students.	13	81.2
Student knowledge of careers.	13	81.2

\*Two principals who serve both a town and a rural school, filled out an answer sheet from the perspective of each school.

TABLE 9--continued

	Number	Percent
Student knowledge of advanced education or job training programs.	13	81.2
Rate of chronic absenteeism and tardiness of students.	12	75.0
Community involvement in curriculum planning and evaluation.	12	75.0
Home health care of children.	12	75.0
Parent interest in children's education.	12	75.0
Teacher involvement in planning and evaluating health services and health education.	11	68.8
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	11	68.8
Information and consultation for teachers and administrators about student health.	11	68.8
Information on ability and achievement levels, interest and aptitudes of students.	11	68.8
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	11	68.8
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	10	62.5
Awareness of administrators of current theories and practices in child growth and development.	10	62.5
Success rate for students seeking either part-time or full-time jobs.	10	62.5
Referrals to outside agencies to meet individual or family needs.	9	56.2
Availability of pupil services personnel to faculty and administration.	9	56.2
Screening of pre-school children to diagnose learning and/or behavioral problems.	9	56.2
Self-concept of students.	9	56.2

TABLE 9--continued

	Number	Percent
Help available for accident or illness occurring in school.	8	50.0
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	8	50.0
Involvement of pupil services personnel in curriculum planning and evaluation.	7	43.8
Classroom management skills of teachers.	7	43.8
Services for students with speech, vision and/or hearing problems.	7	43.8
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	6	37.5
Student awareness of course offerings.	6	37.5
Orientation for pre-school children and their parents.	6	37.5
Learning atmosphere in the school.	5	31.2
Routine health care and disease prevention for students.	5	31.2
Orientation for students moving from your school to the next higher school.	5	31.2

TABLE 10

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
PUPIL SERVICES PERSONNEL RESPONSES--N = 12

	Number	Percent
Community awareness of guidance and psychological services.	12	100
Rate of chronic absenteeism and tardiness of students.	12	100
Individualized instruction in classrooms.	12	100
Parent interest in children's education.	12	100
Parent awareness of children's needs and knowledge of ways to meet those needs.	12	100
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	11	91.7
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	11	91.7
Sensitivity of teachers to individual student needs and skill in meeting those needs.	11	91.7
Identification of students in high risk of social, psychological, educational and/or health problems.	11	91.7
Community awareness of school health services.	11	91.7
Home health care of children.	11	91.7
Self-concept of students.	11	91.7
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	11	91.7
Teacher involvement in planning and evaluating guidance and psychological services.	10	83.3
Involvement of pupil services personnel in curriculum planning and evaluation.	10	83.3
Classroom management skills of teachers	10	83.3
Understanding and communication between students and faculty.	10	83.3

TABLE 10--continued

	Number	Percent
Student motivation toward planning for the future.	10	83.3
Student attitude toward planning for careers.	10	83.3
Help available for accident or illness occurring in school.	10	83.3
Help for students in high risk of social, psychological, educational and/or health problems.	10	83.3
Student knowledge of careers.	10	83.3
Student knowledge of advanced education or job training programs.	10	83.3
Success rate for students seeking either part-time or full-time jobs.	10	83.3
Learning atmosphere in the school.	9	75.0
Community involvement in planning and evaluating school health services and health education programs.	9	75.0
Teacher involvement in planning and evaluating health services and health education.	8	66.7
Use of cumulative records by teachers and administrators.	8	66.7
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	8	66.7
Awareness of teachers of current theories and practices in child growth and development.	8	66.7
Availability of pupil services personnel to students.	8	66.7
Information and consultation for teachers and administrators about student health.	7	58.3
Availability of pupil services personnel to faculty and administration.	7	58.3
Screening of pre-school children to diagnose learning and/or behavioral problems.	7	58.3
Testing and evaluation of school-age children with learning and/or behavioral problems.	7	58.3

TABLE 10--continued

	Number	Percent
Referrals to outside agencies to meet individual or family needs.	7	58.3
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	7	58.3
Orientation for students moving from your school to the next higher school.	7	58.3
Orientation for pre-school children and their parents.	7	58.3
Information on ability and achievement levels, interest and aptitudes of students.	6	50.0
Routine health care and disease prevention for students.	6	50.0
Community involvement in curriculum planning and evaluation.	6	50.0
Student awareness of course offerings.	6	50.0
Awareness of administrators of current theories and practices in child growth and development.	5	41.7
Services for students with speech, vision and/or hearing problems.	4	33.3



TABLE 11

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
HIGH SCHOOL TEACHER RESPONSES--N = 19

	Number	Percent
Parent interest in children's education.	19	100
Teacher involvement in planning and evaluating health services and health education.	18	94.7
Teacher involvement in planning and evaluating guidance and psychological services.	18	94.7
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	18	94.7
Student motivation toward planning for the future.	18	94.7
Parent awareness of children's needs and knowledge of ways to meet those needs.	18	94.7
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	17	89.5
Student attitude toward planning for careers.	17	89.5
Community awareness of guidance and psychological services.	16	84.2
Rate of chronic absenteeism and tardiness of students.	16	84.2
Help for students in high risk of social, psychological, educational and/or health problems.	16	84.2
Learning atmosphere in the school.	15	78.9
Community awareness of school health services.	15	78.9
Student knowledge of careers.	15	78.9
Identification of students in high risk of social, psychological, educational and/or health problems.	14	73.7
Community involvement in planning and evaluating school health services and health education programs.	14	73.7
Community involvement in curriculum planning and evaluation.	14	73.7

TABLE 11--continued

	Number	Percent
Student knowledge of advanced education or job training programs.	14	73.7
Involvement of pupil services personnel in curriculum planning and evaluation.	13	68.4
Screening of pre-school children to diagnose learning and/or behavioral problems.	13	68.4
Referrals to outside agencies to meet individual or family needs.	13	68.4
Services for students with speech, vision and/or hearing problems.	13	68.4
Individualized instruction in classrooms.	13	68.4
Availability of pupil services personnel to students.	13	68.4
Home health care of children.	13	68.4
Success rate for students seeking either part-time or full-time jobs.	13	68.4
Information and consultation for teachers and administrators about student health.	12	63.2
Availability of pupil services personnel to faculty and administration.	12	63.2
Understanding and communication between students and faculty.	12	63.2
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	12	63.2
Sensitivity of teachers to individual student needs and skill in meeting those needs.	12	63.2
Testing and evaluation of school-age children with learning and/or behavioral problems.	12	63.2
Help available for accident or illness occurring in school.	12	63.2
Self-concept of students.	12	63.2
Awareness of administrators of current theories and practices in child growth and development.	11	57.9

TABLE 11--continued

	Number	Percent
Student awareness of course offerings.	11	57.9
Orientation for students moving from your school to the next higher school.	11	57.9
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	11	57.9
Information on ability and achievement levels, interest and aptitudes of students.	10	52.6
Awareness of teachers of current theories and practices in child growth and development.	10	52.6
Use of cumulative records by teachers and administrators.	9	47.4
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	8	42.1
Routine health care and disease prevention for students.	7	36.8
Classroom management skills of teachers.	5	26.3
Orientation for pre-school children and their parents.	5	26.3*

\* Five of the high school teachers, or 26.3%, left this answer blank.

TABLE 12

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
JUNIOR HIGH SCHOOL TEACHER RESPONSES--N = 29

	Number	Percent
Individualized instruction in classrooms.	28	96.6
Parent awareness of children's needs and knowledge of ways to meet those needs.	28	96.6
Community awareness of guidance and psychological services.	27	93.1
Student knowledge of careers.	27	93.1
Student motivation toward planning for the future.	26	89.7
Student attitude toward planning for careers.	26	89.7
Parent interest in children's education.	25	86.2
Help for students in high risk of social, psychological, educational and/or health problems.	25	86.2
Student knowledge of advanced education or job training programs.	25	86.2
Understanding and communication between students and faculty.	24	82.8
Community awareness of school health services.	24	82.8
Home health care of children.	24	82.8
Self-concept of students.	24	82.8
Rate of chronic absenteeism and tardiness of students.	23	79.3
Availability of pupil services personnel to faculty and administration.	22	75.9
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	22	75.9
Testing and evaluation of school-age children with learning and/or behavioral problems.	22	75.9
Identification of students in high risk of social, psychological, educational and/or health problems.	22	75.9
Classroom management skills of teachers.	21	72.4

TABLE 12--continued

	Number	Percent
Use of cumulative records by teachers and administrators.	21	72.4
Sensitivity of teachers to individual student needs and skill in meeting those needs.	21	72.4
Awareness of teachers of current theories and practices in child growth and development.	21	72.4
Awareness of administrators of current theories and practices in child growth and development.	21	72.4
Team approach, involving teachers, administrators, and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	20	69.0
Teacher involvement in planning and evaluating health services and health education.	19	65.5
Screening of pre-school children to diagnose learning and/or behavioral problems.	19	65.5
Community involvement in planning and evaluating school health services and health education programs.	19	65.5
Help available for accident or illness occurring in school.	19	65.5
Orientation for students moving from your school to the next higher school.	19	65.5
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	19	65.5
Teacher involvement in planning and evaluating guidance and psychological services.	18	62.1
Information and consultation for teachers and administrators about student health.	18	62.1
Learning atmosphere in the school.	17	58.6
Referrals to outside agencies to meet individual or family needs.	17	58.6
Services for students with speech, vision and/or hearing problems.	17	58.6
Availability of pupil services personnel to students.	17	58.6

TABLE 12--continued

	Number	Percent
Involvement of pupil services personnel in curriculum planning and evaluation.	16	55.2
Community involvement in curriculum planning and evaluation.	16	55.2
Success rate for students seeking either part-time or full-time jobs.	16	55.2*
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	15	51.7
Orientation for pre-school children and their parents.	15	51.7
Student awareness of course offerings.	13	44.8
Information on ability and achievement levels, interest and aptitudes of students.	11	37.9
Routine health care and disease prevention for students.	11	37.9
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	11	37.9

\* Five junior high teachers, or 17.2%, left this answer blank.

TABLE 13

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
TOWN ELEMENTARY TEACHER RESPONSES--N = 42

	Number	Percent
Teacher involvement in planning and evaluating guidance and psychological services.	38	90.5
Student knowledge of careers.	38	90.5
Parent awareness of children's needs and knowledge of ways to meet those needs.	38	90.5
Community awareness of guidance and psychological services.	36	85.7
Availability of pupil services personnel to students.	36	85.7
Student motivation toward planning for the future.	35	83.3
Help for students in high risk of social, psychological, educational and/or health problems.	35	83.3
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	34	81.0
Identification of students in high risk of social, psychological, educational and/or health problems.	34	81.0
Community awareness of school health services.	34	81.0
Home health care of children.	34	81.0
Parent interest in children's education.	34	81.0
Community involvement in planning and evaluating school health services and health education programs.	33	78.6
Student attitude toward planning for careers.	32	76.2
Student knowledge of advanced education or job training programs.	32	76.2*
Screening of pre-school children to diagnose learning and/or behavioral problems.	31	73.8

\*Six town elementary teachers, or 14.3%, left this answer blank.

TABLE 13--continued

	Number	Percent
Testing and evaluation of school-age children with learning and/or behavioral problems.	31	73.8
Availability of pupil services personnel to faculty and administration.	30	71.4
Self-concept of students.	30	71.4
Teacher involvement in planning and evaluating health services and health education.	29	69.0
Community involvement in curriculum planning and evaluation.	29	69.0
Individualized instruction in classrooms.	29	69.0
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	28	66.7
Referrals to outside agencies to meet individual or family needs.	28	66.7
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	28	66.7
Success rate for students seeking either part-time or full-time jobs.	28	66.7*
Information and consultation for teachers and administrators about student health.	27	64.3
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	27	64.3
Sensitivity of teachers to individual student needs and skill in meeting those needs.	25	59.5
Student awareness of course offerings.	25	59.5
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	23	54.8
Awareness of teachers of current theories and practices in child growth and development.	23	54.8

\*Eight town elementary teachers, or 19.0% of those responding, left this answer blank.



TABLE 13--continued

	Number	Percent
Orientation for pre-school children and their parents.	23	54.8
Rate of chronic absenteeism and tardiness of students.	22	52.4
Involvement of pupil services personnel in curriculum planning and evaluation.	21	50.0
Awareness of administrators of current theories and practices in child growth and development.	21	50.0
Help available for accident or illness occurring in school.	21	50.0
Understanding and communication between students and faculty.	18	42.9
Information on ability and achievement levels, interest and aptitudes of students.	18	42.9
Orientation for students moving from your school to the next higher school.	15	35.7
Use of cumulative records by teachers and administrators.	13	31.0
Services for students with speech, vision and/or hearing problems.	13	31.0
Classroom management skills of teachers.	12	28.6
Routine health care and disease prevention for students.	11	26.2
Learning atmosphere in the school.	9	21.4

TABLE 14

STATEMENTS RANKED IN ORDER OF GREATEST NEED OF IMPROVEMENT  
RURAL ELEMENTARY TEACHER RESPONSES--N = 20

	Number	Percent
Student motivation toward planning for the future.	19	95.0
Help for students in high risk of social, psychological, educational and/or health problems.	19	95.0
Student knowledge of careers.	19	95.0
Parent awareness of children's needs and knowledge of ways to meet those needs.	19	95.0
Testing and evaluation of school-age children with learning and/or behavioral problems.	18	90.0
Student attitude toward planning for careers.	18	90.0
Parent interest in children's education.	18	90.0
Student knowledge of advanced education or job training programs.	18	90.0
Community awareness of guidance and psychological services.	17	85.0
Availability of pupil services personnel to students.	17	85.0
Home health care of children.	17	85.0
Team approach, involving teachers, administrators and pupil services personnel, to plan and implement preventive and developmental programs to meet the needs of the total school population.	16	80.0
Screening of pre-school children to diagnose learning and/or behavioral problems.	16	80.0
Identification of students in high risk of social, psychological, educational and/or health problems.	16	80.0
Individualized instruction in classrooms.	16	80.0
Self-concept of students.	16	80.0
Availability of pupil services personnel to faculty and administration.	15	75.0
Information on ability and achievement levels, interest and aptitudes of students.	15	75.0

TABLE 14--continued

	Number	Percent
Community involvement in planning and evaluating school health services and health education programs.	15	75.0
Community involvement in curriculum planning and evaluation.	15	75.0
Community awareness of school health services.	15	75.0
Help available for accident or illness occurring in school.	15	75.0
Teacher involvement in planning and evaluating health services and health education.	14	70.0
Referrals to outside agencies to meet individual or family needs.	14	70.0
Sensitivity of teachers to individual student needs and skill in meeting those needs.	13	65.0
Student awareness of course offerings.	13	65.0
Health education in school, i.e., nutrition and basic health habits, smoking, alcohol and drug abuse, and sex education.	13	65.0
Involvement of pupil services personnel in curriculum planning and evaluation.	12	60.0
Knowledge of school personnel about socioeconomic levels of families in the community, their values, employment and educational levels, and their aspirations.	12	60.0
Team approach, involving teachers, administrators and pupil services personnel, to deal with specific problems as they arise.	11	55.0
Awareness of teachers of current theories and practices in child growth and development.	11	55.0
Teacher involvement in planning and evaluating guidance and psychological services.	10	50.0
Information and consultation for teachers and administrators about student health.	10	50.0
Services for students with speech, vision and/or hearing problems.	10	50.0
Awareness of pupil services personnel of current theories and practices in pupil personnel services.	9	45.0

TABLE 14--continued

	Number	Percent
Awareness of administrators of current theories and practices in child growth and development.	9	45.0
Orientation for pre-school children and their parents.	9	45.0
Success rate for students seeking either part-time or full-time jobs.	9	45.0*
Rate of chronic absenteeism and tardiness of students.	8	40.0
Orientation for students moving from your school to the next higher school.	8	40.0
Learning atmosphere in the school.	6	30.0
Understanding and communication between students and faculty.	6	30.0
Use of cumulative records by teachers and administrators.	6	30.0
Classroom management skills of teachers.	5	25.0
Routine health care and disease prevention for students.	5	25.0

\*Seven rural elementary teachers, or 35.0% of those responding, left this answer blank.

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