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A Survey to Determine the Status of Professional Growth Policies and Requirements in Forty-Two Selected High Schools in the State of Illinois

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**A Survey To Determine The Status Of Professional Growth Policies
And Requirements In Forty-Two Selected High Schools
In The State Of Illinois**
(TITLE)

BY

Marilyn Joan Metcalf

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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April 28, 1967

Marilyn Metcalf

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CHAPTER I

INTRODUCTION

CHAPTER I

Introduction

Background

In recent years the nation has witnessed a number of new ideas, methods, and movements in public education. Far-sighted boards of education have recognized that unless teachers are assisted in keeping up with the times, the quality of education will suffer. Therefore, in spite of many obstacles including the shortage of funds, they have made an effort to provide for the continuing education of their teachers.

When a teacher ceases to grow professionally it is almost inevitable that deterioration begins. The truly professional teacher continues to improve his competence throughout his life.

There has never been universal agreement as to the specific traits or characteristics of a good teacher, or a particular training program which produces a good teacher.

However, there is unanimous agreement that all teachers become better teachers through professional growth.¹

¹L. Goebel Patton, "The Need For Continuing Professional Growth." Illinois Education. Vol. 53, No. 4, (December, 1964) p. 154-155.

Professional growth may be derived in many ways, but maximum growth comes only to the teachers who make use of all the available means.

Teacher education is intended to prepare teachers and includes both pre-service and in-service education. Pre-service prepares one to 'begin' to teach; in-service is more important and prolonged.¹

Pre-service requirements are found in the School Code of Illinois which states the primary requirements for certification of teachers with a bachelor's degree in the high schools of Illinois. These requirements are completion of approved academic and professional courses, good health, good character and be at least 19 years of age.²

Also, in a high school accredited by the North Central Association of Colleges and Secondary Schools, all teachers must hold a baccalaureate degree from an institution accredited by the North Central Association or another regional accrediting association. In addition, teachers must meet the standards of the state in which they are employed.⁴

¹Ibid.

² Illinois, Office of the Superintendent of Public Instruction, The School Code of Illinois, compiled by N. E. Hutson, (Springfield, Illinois, 1963) p. 212, 217.

³ Policies and Criteria for the Approval of Secondary Schools by the North Central Association of Colleges and Secondary Schools, 1966-1967, p. 15.

⁴Ibid.

Pre-service educational standards are determined by the state and regional accrediting associations.

In regard to in-service education or education beyond the bachelor's degree, the School Code of Illinois is rather vague in stating "School boards may request teachers in their employ to furnish from time to time evidence of continued professional growth."¹

The North Central Association's current policy in reference to obtaining a master's degree is as follows--

Teachers should earn a master's degree or thirty semester hours of graduate credit within a period of ten years of service in a North Central high school. This graduate program should include course work in the teacher's major teaching field.²

In the forthcoming revision of the Policies and Criteria (NCA accreditation pamphlet) it will be recommended that school systems adopt a board policy requiring all teachers to secure their master's degree within a period of seven years' service in a North Central Association school. However, this will not be required for membership.³

Thus, the responsibility for one's continuing professional growth rests with the individual teacher, but it is also shared by colleges and

¹Illinois, op. cit., p. 229-230.

²North Central Association, op. cit., p. 17.

³Letter from Gordon Cawleti, Executive Secretary of North Central Association of Colleges and Secondary Schools, Chicago, Illinois, December 15, 1966.

universities, local school districts, state departments of education and professional associations.

Statement of Purpose

What are the current recommendations and requirements regarding professional growth of high school teachers in the superior high schools in Illinois?

Purpose of the Study

The purpose of this study is to determine the current requirements and recommendations for professional growth of teachers with a bachelor's degree in secondary schools. Specifically, what are the policies regarding professional growth of teachers in the superior high schools in Illinois? Also, what is the position of the individual teacher in relation to these policies?

Need for the Study

The need for growth of our teachers is not new--

. . . but it is only in more recent years that compelling forces have highlighted the necessity for providing teachers with opportunities to increase their knowledge, insight, understanding, and skills in working with young people.¹

Today, more than ever, greater demands are placed upon teachers by the increase in enrollment, inadequate facilities, and the

¹Jack D. Roberts, "A Hard Look At Quality in In-Service Education. The National Elementary Principal. Vol. XLIV, No. 1, (September, 1964), p. 15.

ever increasing and changing areas of knowledge. Every fifteen years the volume of knowledge doubles. A great deal of what teachers learn in college is obsolete within a few years after entering the classroom.

Today there are great demands on business teachers to prepare themselves for the responsibilities that lie ahead in the next decade¹. . . and there is an increasing demand for outstanding business teachers with graduate degrees.²

How many teachers are improving themselves and their profession? What part does the local school system play in this endless struggle to keep up with the times? Is the role of the school one of urgency, concern, or indifference? These are a few of the questions this study will consider.

Definitions

The following definitions and explanations are given in an attempt to promote clarity and understanding in this study.

The superior high schools are those secondary schools recommended as being the ten above average or superior schools in their area by the Directors of Student Teaching of the universities contacted.

Professional growth is defined as the pursuit of increased individual development within one's vocation.

¹Harry Huffman, "Essentials For a Strong Graduate Program in Business Teacher Education," Education For Business Beyond High School. Fourteenth American Business Education Yearbook. (New York: New York University Book Store, 1957), p. 207.

²Ibid., p. 211.

A professional growth committee is a committee formed for the purpose of establishing policies regarding enrichment activities for all of the teachers within the school system. It is also the duty of this committee to recommend to the school board the amount and form of reimbursement the individual teachers should receive for their participation in professional activities.

Reimbursement for professional growth activities may be in the form of monetary payments, credit, or points.

CHAPTER II

SOURCES OF DATA

CHAPTER II

Review of Related Research

Many school systems have assumed a responsibility for motivating, guiding, and rewarding teachers for their activities leading to professional growth. Also, these schools "have related professional growth to salary schedules and increments."¹

According to L. Goebel Patton, IEA Public Relations Director--

More and more local school districts are requiring teachers to present evidence of professional growth as justification for uninterrupted advancement on the salary schedule. The penalty for not submitting satisfactory evidence of professional growth is usually the withholding of the next annual salary increment with advancement not being resumed until the year following completion of credit.²

In a recent study, approximately 30 per cent of the large school systems (6,000 or more enrollment) reported that teachers must show evidence of professional growth at stated intervals to earn regular salary increments.³ This information was obtained from questionnaires sent

¹"Professional Growth Requirements," NEA Research Bulletin, Vol. 44, No. 4, (December, 1966), p. 106.

²Patton, op. cit., p. 155.

³"Professional Growth Requirements," NEA Research Bulletin, Vol. 44, No. 4, (December, 1966), p. 104.

to 307 school systems which were analyzed in a 1965-1966 survey. The most commonly accepted way to meet professional growth requirements was found to be with regular college courses. This was the only activity accepted by all of the 307 school systems.¹

The Portland Public Schools, with the assistance of the Carnegie Corporation of New York, are developing "an in-service educational program to serve as a prototype for other public school systems."² A principal factor in this program is the "employment of carefully selected classroom teachers to plan and teach in-service courses for continuing growth."³

Another illustration displaying the importance of increased teacher preparation is shown in Skokie, Illinois. The District #68 Education Association put into effect a professional growth program emphasizing that growth may result from various types of activities and educational experiences from sources other than institutions of higher learning.⁴ A committee was established consisting of five elected teacher-representatives and an administrator appointed by the superintendent.⁵

¹Ibid., p. 106.

²Victor W. Doherty, "Something New in In-Service Education: Portland's Carnegie Program." American School Board Journal, May, 1965, p. 31.

³Ibid.

⁴Theodore C. Kamatos, "Recognition For Professional Growth." Illinois Education. Vol. 55, No. 2, (October, 1966), p. 58-59.

⁵Ibid.

Under the leadership of the professional growth committee, the school board, administrators and faculty agreed upon the following areas for growth credit for the 1965-1966 school year.

1. Credit earned by teacher attendance at colleges and universities outside the United States.
2. Research. Growth credit shall be awarded for research projects, provided no academic credit is received.
3. Publications. Growth credit shall be awarded for professional writing accepted for publication in a recognized medium of communication.
4. Non-credit workshops and courses. A non-credit workshop or course is one having no attached credit value. . . .¹

Growth credit in all cases shall be recommended by the professional growth committee and endorsed by the superintendent. Each application for credit is considered on an individual basis.²

In the November, 1966, issue of Insight, the Illinois Education Association announced "academic credit is available this year for the first time on all IEA-NEA tours. Western Illinois University will again offer credit for 11 of the summer tours. . . ." ³ Any teacher who is a member of the IEA is eligible to participate in these chartered summer trips to Europe, Hawaii and California. Holiday tours to Hawaii and

¹ Ibid.

² Ibid.

³ Insight, November, 1966, p. 4.

California are also offered. All flights are available at a greatly reduced rate to Illinois teachers.

Method Selected to Obtain Data For The Study

This study is based upon the responses of the principals and business teachers in the superior or above average high schools in the State of Illinois. The list of high schools was determined by polling the Directors of Student Teaching in the seven state universities and the University of Illinois. These directors were asked to list the top ten secondary schools in their areas which they considered to be superior or above average.

The names and addresses of the Directors responding are listed below:

Dr. Max Huebner
Northern Illinois University
DeKalb, Illinois

Dr. Lawrence Doolittle
University of Illinois
Urbana, Illinois

Dr. Thomas A. Olson
Illinois State University
Normal, Illinois

Dr. Martin Schaefer
Eastern Illinois University
Charleston, Illinois

Dr. Leonard Kraft
Southern Illinois University
Carbondale, Illinois

Dr. Robert Findley, Western Illinois University, didn't complete the form because he didn't feel qualified to do so since this was his first year at the University. Dr. Humphrey Stevens of Illinois Teachers College, North regretted he would be unable to assist in this study as this college "is not certified to prepare teachers for secondary schools;

however, certification for a secondary program is imminent."¹ A reply was not received from Dr. Roy Lane, Illinois Teachers College, South.

Responses from the Directors provided the names of the schools which made up the distribution for this study. A list of forty-two top secondary schools throughout the state was compiled and any repetition in the names of the schools selected or the submission of names of elementary schools which didn't apply were eliminated. The Directory of Illinois Schools, 1966-1967 was used to ascertain the names and addresses of the administrator or principal of the respective high schools. A questionnaire was then prepared to be sent to the principals of these forty-two schools seeking authoritative information about the schools' individual policies and practices regarding the professional growth of their teachers.

A second questionnaire was prepared to be sent to business teachers within these forty-two schools enabling them to present both factual and opinionated information regarding their professional growth and specifically their master's degree program. The number of questionnaires to be sent to each school was based upon the number of business teachers employed within each school. The following device was used for this selection to ensure representation of all forty-two schools. Questionnaires were sent to one business teacher

¹Letter from Dr. Humphrey Stevens, Chairman of Division of Education, Illinois Teachers College, North, Chicago, Illinois, February 13, 1967.

within schools employing 1-4 business teachers. Schools employing 5-9 business teachers received two questionnaires; those employing 10-14 business teachers were mailed three questionnaires. The one school employing 20 business teachers was mailed four questionnaires. This representative form of sampling was used in deciding the number of recipients of the questionnaire.

The Annual Directory of Teachers of Business Education and Distributive Education¹ provided the names of the business teachers within each school. The names of the teachers within each school were selected to receive the questionnaire by random sampling procedures. A total of seventy-five questionnaires was mailed to business teachers in the state-wide distribution in the selected superior secondary schools.

Of the forty-two questionnaires mailed to the administrators, twenty-eight replies were received, a return of 66.7 per cent. Fifty-eight replies of seventy-five questionnaires mailed were returned by the business teachers within the selected schools, resulting in a representation of 77.3 per cent.

¹The Annual Directory of Teachers of Business Education and Distributive Education, 1965-1966. (Springfield: State of Illinois, Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division.)

CHAPTER III

FINDINGS

CHAPTER III

Findings

Who Answered the Questionnaire

The persons completing the questionnaire were asked to give the title of their position. Table 1 illustrates the various levels of authority of those supplying the information on the questionnaires mailed to the administrator or principal of the selected high schools. It may be seen that sixteen of twenty-eight replies received were completed by the principals of the selected high schools. This represents 57.1 per cent of the replies received.

TABLE 1

Title of Person Completing Questionnaire

| Title | No. of Replies | Per Cent of Total |
|--------------------------|----------------|-------------------|
| Superintendent | 3 | 10.7 |
| Assistant Superintendent | 3 | 10.7 |
| Principal | 16 | 57.1 |
| Assistant Principal | 3 | 10.7 |
| Director of Personnel | 1 | 3.6 |
| Unsigned | <u>2</u> | <u>7.1</u> |
| Total | 28 | 99.8 |

Replies to the second questionnaire were returned by the business teachers within the selected schools. In a few instances the person to whom the form had been mailed had moved to another school, so the one currently holding the position completed and returned the questionnaire. Data supplied by a teacher formerly employed in one of the selected schools but now employed in another school district was disregarded.

Enrollment of Schools Surveyed

Table 2 indicates the distribution of selected high schools according to size of enrollment. The total enrollments of these high schools ranged from a low of 194 to a high of 4,650.

TABLE 2

Total Enrollment of Selected High Schools Surveyed

| Size of School | Number | Per Cent of Total |
|----------------|----------|-------------------|
| Below 1,000 | 14 | 50.0 |
| 1,000 - 1,999 | 5 | 17.9 |
| Above 2,000 | <u>9</u> | <u>32.1</u> |
| Total | 28 | 100.0 |

All but one of the schools replying stated they were members of the North Central Association, for a 96.4 per cent membership in this accrediting association.

Teachers Holding Master's Degrees

Table 3 shows the per cent of teachers holding a master's degree in the selected schools based upon their enrollments. The three schools reporting between 70 and 80 per cent of their staff holding a master's degree, also, are among the schools possessing the larger enrollments. However, twenty-three schools, or 82.1 per cent have between 40 and 70 per cent of their staff holding a master's degree.

TABLE 3

Per Cent of Teachers Holding Master's Degrees in Selected Schools

| Enrollment | | | Per Cent of Teachers With Master's Degrees |
|-------------|---------------|-------------|--|
| Below 1,000 | 1,000 - 1,999 | Above 2,000 | |
| 0 | 1 | 2 | 70-80 |
| 3 | 0 | 2 | 60-70 |
| 4 | 3 | 2 | 50-60 |
| 4 | 1 | 1 | 40-50 |
| 2 | 0 | 1 | 30-40 |
| 0 | 0 | 0 | 20-30 |
| 0 | 0 | 0 | 10-20 |
| <u>1</u> | <u>0</u> | <u>1</u> | 0-10 |
| Total 14 | 5 | 9 | |

In most cases, there seemed to be no direct relationship between the total per cent of the staff holding master's degrees and the per cent of the new teachers hired for the 1966-1967 school year with master's degrees. It is not known how many of these new teachers hired without master's degrees were working toward their degree at the time of employment.

Policies Regarding Advanced Study Programs

Twenty-two of the twenty-eight schools, or 78.6 per cent, indicated they have a definite policy in regard to course work beyond the bachelor's degree. The strictness of these policies lends itself to three classifications:

(1) Eighteen of twenty-eight schools, or 64.3 per cent, reported they encouraged their teachers to earn a master's degree.

(2) Three of twenty-eight schools, or 10.7 per cent, required their teachers to earn a master's degree.

(3) Only one school, or 3.6 per cent, merely encouraged its teachers to go back to school.

However, eight schools, or 28.6 per cent, indicated both encouragement to go back to school and encouragement to obtain a master's degree.

Limitations on Advanced Study Programs

Twenty-three of twenty-eight schools, or 82.1 per cent, reported there was a definite limit to the number of hours recognized

on the salary schedule if one was not working toward a degree but simply acquiring credits. Nevertheless, the extent of these maximums lacked conformity and regularity, with fifteen hours being the first similiarity among the limitations listed.

Twenty-one schools, or 75 per cent, reported they did not have a limitation on the number of hours or courses in which a teacher may enroll concurrently with his teaching duties. However, seven schools, or 25 per cent, reported a definite policy limiting the number of hours or courses in which a teacher may enroll while teaching full-time. The usual restriction was enrollment in only one course or three semester hours at one time, with one school allowing six hours.

Twenty-two of twenty-eight schools, or 78.6 per cent, did not have a time limit in which one must complete his master's degree. Of the five schools reporting that they did have such a limitation, two schools reported limitations of five years--one specifically stating "there would not be advancement of salary beyond the fifth year on the salary scale until the degree was completed." Three schools reported limitations of ten years, the recommendation of the North Central Association, which is currently being revised.

In answering the question, "Does your school have progressive graduate credit requirements which, if followed, result in one's earning a master's degree," twenty-two schools, or 78.6 per cent

indicated they did not. There was not a definite trend obtained from this study in the schools which possessed these requirements.

Special consideration or exemption for older teachers because of age or length of service in regard to advanced study was not given in eighteen, or 64.3 per cent, of the schools responding. Of those schools which do permit special consideration in these cases, four schools did not require an advanced study program; with one school specifying the age of fifty as the determinant. Three schools specified only a limited program was required.

All, or 100 per cent, of the schools stated that they did not lighten the load of the teachers who were going to graduate school concurrently with their teaching duties.

Reimbursement Plans For Graduate Study Programs

Only six schools, or 21.4 per cent, indicated they reimbursed their teachers for all or a fractional part of their expenses incurred in graduate study programs. This payment would be in addition to the recognition one would receive from the salary schedule. These payments were made in the following ways:

- (1) \$100 flat rate per course.
- (2) \$15 flat rate per credit.
- (3) \$65 of actual tuition paid in any three or five year period.
- (4) \$30 per semester hour for every third course.
- (5) A portion of summer school expense.

Not only does a limited number of schools possess this type of reimbursement plan, but there appears to be a lack of conformity as well.

A further examination indicates that those schools providing reimbursement plans offer these same plans for those not working toward a degree but who are simply acquiring credits. In most cases, course approval by the administrator was reported as necessary for reimbursement under the individual school's plan regardless of whether one is, or is not, working toward a degree.

Other Forms of Professional Growth

All twenty-eight selected schools, or 100 per cent, reported they encourage forms of professional growth activity in addition to graduate study programs. Table 4 indicates the forms and the extent to which they are encouraged.

TABLE 4

Forms of Professional Growth Encouraged

| Activities | No. | Per Cent of Schools |
|-------------------------------|-----|---------------------|
| In-service meetings | 27 | 96.4 |
| Workshops | 25 | 89.3 |
| State conventions | 25 | 89.3 |
| Visitation of other schools | 25 | 89.3 |
| National conventions | 19 | 67.9 |
| Original research and writing | 11 | 39.3 |
| Other | 4 | 14.3 |

The classification of "Other" is composed of write-in's by the administrators who stated the following items are also encouraged for professional growth within their schools.

(1) Team and departmental involvement.

(2) Departmental studies.

(3) Sabbatical leave.

(4) Work in a related industry such as an art teacher for a commercial art agency in the summer, or a science teacher in the Argonne Laboratory in the summer. In this particular school this type of growth is given more credit than that given for professional education courses.

Professional Organizations

Membership in professional organizations proves to be another area some schools stress for professional growth. Table 5 shows the emphasis the selected schools place upon membership within certain teacher associations. In addition, it indicates the degree of emphasis the individual schools place upon this type of activity.

TABLE 5

Emphasis of Selected Schools on Professional Organizations

| Organization | Per Cent | | |
|--------------------------------|-----------|------|---------|
| | Encourage | Urge | Require |
| National Education Association | 42.9 | 39.3 | 3.6 |
| Illinois Education Association | 35.7 | 35.7 | 17.9 |
| Local Association | 28.6 | 39.3 | 10.7 |
| Parent Teachers Association | 17.9 | 25.0 | 0 |

The totals of the columns in Table 5 do not equal 100 per cent because some administrators did not mark all the organizations listed while others marked them more than once.

Some school administrators do not have a policy for their school districts. Their teachers are encouraged to be professional. If joining an organization is an aid, then the teacher is expected to join the organizations which would be most beneficial to him. This is also true with regard to organizations within one's subject area. Thus, in some cases, the total responsibility rests entirely with the teachers.

Professional Growth Committees

The professional growth committee is usually established in addition to the salary committee for the purpose of suggesting activities for increased individual development of the teacher. Upon participation in professional activities, the committee reviews and, in turn, suggests to the local school board possible reimbursement,

credit, etc. for the teachers' achievements in this area. Professional growth committees existed in ten, or 35 per cent, of the twenty-eight schools surveyed. The individual schools reported the following plans were in operation for their teachers.

(1) A committee is composed of the superintendent, two principals, two board members, two secondary teachers, and two elementary teachers.

(2) Teachers are asked to earn six semester hours every five years. Equivalent credits may be earned through travel, special meetings, conventions, etc. A faculty committee reviews and recommends credit to be granted.

(3) The local teachers' organization directs this matter.

(4) A committee establishes the criteria for credit and in turn evaluates credit toward increased salaries.

(5) Subject to the approval of the school board, a 1967 summer research project is in the planning stages. Four department heads will work for six weeks, eight hours a day, on programs in their subject fields. In addition, such topics as professional growth planning and in-service education will be discussed.

(6) While in some school systems a committee, as such, doesn't exist, the division chairman or supervisor of area subject matter may spend a great deal of time in encouraging staff members to participate in enrichment activities.

(7) In other schools this idea is so intertwined with the salary committee that separation is almost impossible.

(8) One school reported several approaches to this type of policy had been used without a great deal of success.

Reimbursement For Professional Growth Activities

Only four schools, or 14.3 per cent, replied in the affirmative to offering a reimbursement plan for professional growth activities in addition to a graduate study program. Below are listed the various forms of reimbursement these schools employ.

(1) Travel, independent research, workshop participation, and work experience may be approved for application to the salary schedule as determined by the Board of Review and approved by the Board of Education.

(2) In some cases, faculty members are released from assignments which aren't academic such as study halls, extra-curricular activities, etc. This results in extra free time. Extra pay is given to faculty members who engage in professional growth activities during the summer months. Faculty members on a sabbatical leave receive half-pay.

Teachers Holding Master's Degrees

Forty-three, or 74.1 per cent, of the fifty-eight business teachers answering the second questionnaire designated they have

a master's degree while ten teachers, or 17.2 per cent, stated they were currently working toward their degree. Thus, only 8.6 per cent of the teachers replying had not started a graduate study program.

The teaching experience of the business teachers replying to the questionnaire ranged from two years to forty-three years. The wide range in teaching experience will possibly be reflected in the varied responses and opinions of these teachers.

Professional Growth Activities

Table 6 illustrates the extent to which the business teachers participate in the various professional activities available for them. The teachers replying specifically designated the activities in which they take part annually or occasionally.

TABLE 6

Participation of Teachers in Professional Growth Activities

| Activities | Occasionally | Annually |
|-------------------------------|--------------|----------|
| Workshops | 41.4 | 25.9 |
| In-service meetings | 32.8 | 29.3 |
| State conventions | 31.0 | 36.2 |
| Visitation of other schools | 31.0 | 8.6 |
| National conventions | 20.7 | 12.1 |
| Original research and writing | 15.5 | 5.2 |

Data contained in the remainder of Chapter III is based upon responses from forty-nine teachers. Fifty-two teachers designated they either had obtained their master's degree or were currently

doing graduate study work, however, three of those persons qualified to answer Part II of the questionnaire failed to do so.

Reasons For Earning Master's Degrees

Many reasons and varied circumstances influence one's decision to enter a graduate study program; however, Table 7 discloses the predominant reasons many business teachers embark upon a master's degree program. "Personal desire" and "a salary increase" were the main reasons these business teachers gave for their earning a master's degree.

TABLE 7

Reasons For Earning A Master's Degree

| Reasons | No. | Per Cent |
|--------------------------------------|-----|----------|
| Personal desire | 48 | 98.0 |
| Increase in salary | 43 | 87.8 |
| Improvement of teaching techniques | 34 | 69.4 |
| Keeping up-to-date in course content | 31 | 63.3 |
| Background enrichment | 20 | 40.8 |
| Keeping up with colleagues | 16 | 32.7 |
| Seeking another position | 14 | 28.9 |
| School policy | 9 | 18.4 |
| Other | 5 | 12.0 |

Additional reasons under the classification of "Other" includes:

- (1) Nice summer vacation;
- (2) Professional desire--wanting to be well-qualified for one's career;
- (3) Desired a supervisory certificate; and
- (4) Loss of rights under the G. I. Bill.

Thirty-five of forty-nine teachers, or 71.4 per cent of the respondents indicated they chose to obtain their master's degree programs within the State of Illinois with forty-one of forty-nine, or 83.7 per cent of the teachers earning their graduate study programs at the state university level. This includes both those teachers who are currently enrolled in a graduate study program and those who have completed their master's degree.

All of the teachers indicated their opinions regarding their graduate programs and rated them as follows:

- (1) Superior - 16.3 per cent.
- (2) Good - 63.3 per cent.
- (3) Average - 16.3 per cent.
- (4) Fair - 4.1 per cent.

The major reasons given by those teachers who ranked their programs as good or superior were:

- (1) They found their courses were challenging.
- (2) They thought their instructors were superior.

Those who felt improvements could have been made in their graduate study programs offered the following suggestions.

- (1) More courses should be offered in methods and teaching techniques.
- (2) More instruction and knowledge in the data processing area.

(3) Additional courses offered in Child Psychology and Curriculum Development.

(4) Some of the courses could have been more interesting.

(5) Some of the courses could have been more challenging.

(6) Better teachers.

Forty-six, or 93.9 per cent, of the forty-nine business teachers answering this section felt they were better classroom teachers from their experiences in their graduate study programs; while only three teachers, or 6.1 per cent, designated they didn't feel they were better classroom teachers.

In addition, all of the business teachers, or 100 per cent, answered that they felt they had grown professionally as a result of their experiences and studies in their graduate programs.

CHAPTER IV

CONCLUSIONS

CHAPTER IV

Conclusions

Based upon the preceding data, the following conclusions appear to be justified regarding the encouragement of professional growth among secondary teachers in the selected high schools.

(1) The professional growth policies of the selected schools are quite varied and unique to the individual school.

(2) Most of the selected schools are not following the recommendations of the North Central Association regarding a time limit in which teachers should complete their master's degrees.

(3) The state university in Illinois is the best place to improve or change the curriculum for advanced study in order to benefit the majority of teachers.

(4) The high schools seem to be slow in providing reimbursement plans for teachers in professional growth activities, inasmuch as only 20 per cent of the selected schools assist in the expenses incurred by the teachers in their endeavor.

(5) Present reimbursement programs for graduate study seemed to lack regularity and uniformity as well as depth.

(6) The encouragement of professional enrichment activities receives the greatest emphasis at the local and state level.

(7) The idea of the professional growth committee seems to be a relatively new and undeveloped innovation as a result of research and the schools contacted in this study.

(8) Some of the schools' professional growth policies need more clarity and explanation.

CHAPTER V

RECOMMENDATIONS

CHAPTER V

Recommendations

Based upon this study and the conclusions drawn therefrom, the following recommendations are made in an attempt to provide a means of professional betterment for teachers at large.

(1) More should be done on a higher administrative level to form a generally accepted program for the professional growth of teachers which would filter down through the educational ranks to all teachers.

(2) Schools need to follow more closely the recommendations of their accrediting associations such as the North Central Association.

(3) All school policies should be written to avoid confusion and misunderstanding.

(4) The local administrator should place more emphasis on directing and motivating his teachers to engage in professional enrichment activities.

(5) Graduate study programs should offer more courses of the practical nature with increased emphasis in methods and techniques in teaching.

(6) Data processing is an area in which more instruction and knowledge should be offered at the graduate level.

(7) Graduate study courses should be constantly revised, up-graded and kept-up-to-date with current developments and trends in the business world.

(8) Further study should be made to determine the areas in which teachers desire more instruction.

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BIBLIOGRAPHY

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APPENDIX A

Eastern Illinois University
Charleston, Illinois
February 4, 1967

Dear

As a graduate student at Eastern Illinois University working on my thesis for a master's degree, I am seeking the aid of the Directors of Student Teaching at the state universities and the University of Illinois. In order to complete my study, I need help in determining the top secondary schools in the State of Illinois. I feel that as a Director of Student Teaching you are well qualified to name the top ten high schools in your area.

Please list below the ten schools in your area which you consider to be superior or above average secondary schools and return this sheet in the stamped, self-addressed envelope enclosed for your convenience.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

From the responses of all the directors, I will derive a mailing list of the superior secondary schools in the state, which will be used for the distribution of my questionnaire. Individual responses will be held completely confidential.

Sincerely yours

Marilyn Metcalf
Graduate Assistant

Enclosure

APPENDIX B

Eastern Illinois University
Charleston, Illinois
March 4, 1967

Dear

To what extent does your school encourage the professional growth of its teachers? What forms does this encouragement take? Have your teachers responded to this encouragement? These are questions the enclosed survey form is designed to consider.

Because your school was recommended as one of the top secondary schools in your area, your response to the items in the form should help to provide a picture of professional practices in the better high schools of Illinois. Will you please give just a few moments to share your experience as the basis for a study I am making. A different questionnaire has been mailed to certain business teachers within your school. The results will be correlated with those on the enclosed form and used as representative of your school.

The purpose of the study is to determine current requirements and practices for professional growth of teachers in top-rated secondary schools of Illinois. The results should be informative and beneficial to business teachers, school administrators and board members as well as others working toward an advanced degree.

As the time available for completing this study is somewhat limited, I will appreciate your filling out the enclosed form now and returning it in the enclosed stamped envelope. Please feel free to be frank in

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March 4, 1967

your answers and comments. All responses will be treated in a confidential manner, and your name on the form will serve only for tabulating the responses. If you would like to know the results of this study, please indicate on the enclosed questionnaire, and a copy of the summary will be sent to you as soon as it is completed.

Your helpfulness and cooperation will be appreciated.

Sincerely yours

Marilyn Metcalf, Graduate Assistant
Department of Business Education
and Secretarial Studies

Enclosures

EASTERN ILLINOIS UNIVERSITY
PROFESSIONAL GROWTH REQUIREMENTS
GRADUATE STUDY SURVEY
FOR ADMINISTRATORS

PLEASE ANSWER EACH ITEM AS IT APPLIES TO YOU AND YOUR SCHOOL

1. Is your school a member of the North Central Association? Yes No
2. What is your school enrollment? _____
3. How many full-time teachers do you employ? _____
4. How many part-time teachers do you employ? _____
5. How many of your teachers have a master's degree? _____
6. How many new teachers did you hire for the 1966-1967 school year? _____
7. Of the new teachers hired, how many have a master's degree? _____
8. Please list below your starting salary and possible increments across the board according to your salary schedule for a teacher without experience.

| | | | | | |
|--------------------|-----------------|--------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | B. S. Degree | B. S. +8 s. hrs. or 12 q. hrs. | B. S. +16 s. hrs. or 24 q. hrs. | B. S. +24 s. hrs. or 36 q. hrs. | B. S. +32 s. hrs. or 48 q. hrs. |
| Starting Salary | _____ | _____ | _____ | _____ | _____ |
| | M. S. Degree | M. S. +8 s. hrs. or 12 q. hrs. | M. S. +16 s. hrs. or 24q. hrs. | M. S. +24 s. hrs. or 36q. hrs. | M. S. +32 s. hrs. or 48 q. hrs. |
| Starting Salary | _____ | _____ | _____ | _____ | _____ |

9. Does your school have a definite policy in regard to course work beyond the bachelor's degree? Yes ___ No ___

If "yes," please check below to indicate your position regarding this policy.

- ___ We encourage our teachers to go back to school.
- ___ We encourage our teachers to earn a master's degree.
- ___ We require our teachers to earn a master's degree.

10. If one is not working toward a degree (simply acquiring credits) is there a limit to the number of hours recognized on the salary schedule? Yes ___ No ___

If "yes," what is the maximum number of hours recognized? _____

11. Is there a limit on the number of hours or courses in which a teacher may enroll while teaching full time? Yes ___ No ___

If "yes," what is the limit? _____

12. a. Does this policy (Question 9) contain a specific time limitation in which one must complete his master's degree? Yes ___ No ___

b. If "yes," what is the time limit? _____

13. Does your school have progressive graduate credit requirements which, if followed, result in one's earning a master's degree? Yes ___ No ___

If "yes," please state these requirements below.

First Requirement: Upon teaching in the school system _____ years; one must earn _____ number of credits.

Second Requirement: Upon teaching in the school system _____ years; one must earn _____ number of credits.

Third Requirement: Upon teaching in the school system _____ years; one must earn _____ number of credits.

Fourth Requirement: Upon teaching in the school system _____ years; one must hold a master's degree.

14. Do older teachers because of their age or length of service receive any special consideration or exemptions in regard to advanced study? Yes ___ No ___

If "yes," please state what this consideration is.

- Advanced study program not required.
- Limited program only is required.
- Audit courses only are required. (No grades, no assignments)
- _____ (Other, please specify)

15. Do you lighten the load of your teachers who are going to graduate school concurrently with their teaching duties? . . . Yes ___ No ___

If "yes," please indicate below.

- Reduction of teaching load.
- Relieve of extra-curricular duties.
- _____ (Other, please specify)

16. Does your school reimburse its teachers for all or a fractional part of the expenses incurred in advanced study? (This is in addition to the steps on the salary schedule.) Yes ___ No ___

If "yes," please check below to indicate the means of reimbursement.

- Pay full tuition.
- Pay _____ per cent of tuition.
- Pay _____ flat rate per course.
- Pay _____ flat rate per credit.
- _____ (Other, please specify)

17. Is the reimbursement plan (Question 16) in effect if one is not working toward a degree but rather is simply acquiring credits? Yes ___ No ___

18. Do the courses in which a teacher enrolls have to be approved by his administrator for the teacher to receive reimbursement if they are directed toward a degree? Yes ___ No ___

19. Do the courses have to be approved by his administrator for a teacher to receive reimbursement for simply acquiring credits--not directed toward a degree? Yes ___ No ___

20. Do you encourage professional growth among your teachers other than a graduate study program? Yes ___ No ___

If "yes," please check below the activities in which you encourage your teachers to participate. (These are activities in addition to your local committee meetings and workshops at the beginning of the school year.)

- ___ In-service meetings (Combined meeting of teachers of the local area)
- ___ Workshops
- ___ State conventions
- ___ National conventions
- ___ Visitation of other schools
- ___ Original research and writing
- ___ Other, please specify _____

21. Please check below to indicate your policy regarding the membership of your teachers in the following organizations.

| Encourage | Urge | Require | |
|-----------|------|---------|--------------------------------|
| ___ | ___ | ___ | I. E. A. |
| ___ | ___ | ___ | N. E. A. |
| ___ | ___ | ___ | P. T. A. |
| ___ | ___ | ___ | Local association for teachers |

22. Do you have a professional growth committee which reviews and suggests activities for increased individual development of teachers? . . Yes ___ No ___

If "yes," please explain.

23. Do you have a plan in which the teacher receives additional funds, or points, or credit for which he is compensated for such activities as those listed in Question 20 which would encourage optimum development of your teachers? (This does not include travel and lodging.) Yes ___ No ___

If "yes," please explain.

ADDITIONAL COMMENTS:

Date: _____

Signed: _____

Title: _____

Name of School: _____

_____ I would like to receive a copy of the results of this study.

APPENDIX C

Eastern Illinois University
Charleston, Illinois
March 4, 1967

Dear

To what extent does your local school encourage professional growth among its teachers, and what forms does this encouragement take? What is the nature and extent of your response to this encouragement? These are just a few of the questions the enclosed survey form is designed to consider.

Because your school was recommended as one of the top secondary schools in your area, your response to the items in the form should help to provide a measurement of professional practices in the better high schools of Illinois. Will you give just a few moments, please, to share your experience and your feelings about the matter of encouragement toward professional growth in your school. A different questionnaire has been mailed to the administrator of your school. The results of which will be correlated with those on the enclosed form and used as representative of your school.

The purpose of this study is to determine the current requirements and recommendations for professional growth of teachers in the top-rated secondary schools of Illinois. The results should be informative and beneficial to business teachers, school administrators, and board members as well as others working toward an advanced degree.

As the time available for completing this study is somewhat limited, I will appreciate your filling out the enclosed form now and returning it in the enclosed stamped envelope. Please feel free to be frank in

Page 2
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your answers and comments. All responses will be treated in a confidential manner, and your name on the form will serve only for tabulating the responses. If you would like to know the results of this study, please indicate on the enclosed questionnaire, and a copy of the summary will be sent to you as soon as it is completed.

Your helpfulness and cooperation will be appreciated.

Sincerely yours

Marilyn Metcalf, Graduate Assistant
Department of Business Education
and Secretarial Studies

Enclosures

EASTERN ILLINOIS UNIVERSITY
PROFESSIONAL GROWTH REQUIREMENTS
GRADUATE STUDY SURVEY
FOR BUSINESS TEACHERS

PLEASE ANSWER EACH ITEM AS IT APPLIES TO YOU AND YOUR SCHOOL

- a. Do you hold a master's degree? Yes No
- b. If "yes," in what year did you receive your degree? _____
- c. If "no," have you started working toward a master's de-
gree? Yes No

IF YOU ANSWERED "yes," to (a) or (c), meaning you either have or are working toward your master's degree, please complete Parts I and II.

IF YOU ANSWERED "no," to (a) and (c), meaning that you do not have a master's degree and have not started working toward a master's degree, please answer only the questions in Part I and return in the enclosed envelope.

PART I

- 2. How many years have you taught school, including the current school year? _____
- 3. Does your school have a definite policy in regard to course work beyond the bachelor's degree? Yes No

If "yes," please check below to indicate what is expected of you as a teacher.

- As a teacher, I am encouraged to continue in school.
- As a teacher, I am encouraged to earn a master's degree.
- As a teacher, I am required to earn a master's degree.

- 4. Does your school encourage professional growth of its teachers in ways other than graduate study? (Definition of Professional Growth: Pursuit of increased individual development within one's vocation. Yes No

4. (Continued)

If "yes," please check below in the first column the activities which are stressed by your school. In the second column, please check the activities in which you participate occasionally (once in several years); in the third column, check the activities in which you participate annually. (These are activities in addition to your local committee meetings and workshops at the beginning of the school year.)

| <u>Activities Stressed</u> | <u>Activities Participated In Occasionally</u> | <u>Activities Participated In Annually</u> |
|-------------------------------------|--|--|
| _____ Workshops | _____ | _____ |
| _____ State Conventions | _____ | _____ |
| _____ National Conventions | _____ | _____ |
| _____ In-service meetings | _____ | _____ |
| _____ Visitation of other schools | _____ | _____ |
| _____ Original research and writing | _____ | _____ |

5. Does your school have a compensation plan for your participation in the activities listed in No. 4? For example, do you receive payments for points or credit earned for participation in professional growth activities. (This does not include travel and lodging expenses.) Yes ___ No ___

If "yes," please explain.

6. Does your school have a "professional growth committee" which reviews and suggests activities for increased individual development of teachers? Yes ___ No ___

If "yes," please explain.

IF YOU DO NOT hold the master's degree and have not started working toward a master's degree, please do not answer PART II. Stop here.

Date: _____

Signed: _____
Title: _____
Name of School: _____

PART II

PLEASE ANSWER Part II only if you have a master's degree or have started working toward a master's degree.

7. How many years did you teach before beginning work toward your master's degree? _____
8. What is or was your major area of concentration in earning your master's degree? _____
9. Is this (Question 8) the same as your major teaching field? . . Yes ___ No ___
If "no," what is your major teaching area? _____

10. Please check below your reason(s) for earning a master's degree.

- _____ Personal desire
- _____ School policy
- _____ Increase in salary
- _____ Seeking another position
- _____ Background enrichment
- _____ Keeping up-to-date in course content
- _____ Keeping up with colleagues
- _____ Improvement of teaching techniques
- _____ Other, please specify _____

11. Did you receive your degree or are you currently working on a degree from a college or university outside the State of Illinois? Yes ___ No ___

12. From what college or university did you receive or will you receive your degree? _____
(Name of Institution)

Please check the type of institution(s) which applies in the above answer.

- _____ Private college
- _____ Private university
- _____ State college
- _____ State university

13. Please check below your reasons for attending the institution(s) named in Question 12.

- Desirable location
- Less expensive
- School has an excellent rating
- Excellent instructors
- _____ (Other, please specify)
- _____ (Other, please specify)

14. Please check below when you attended classes in working toward your degree.

- Academic year
- Summers only
- Summers and academic year
- Night classes only (Saturdays included)
- Summers and night classes
- _____ (Other, please specify)

15. Were you reimbursed or are you being reimbursed in any way for your graduate study program? Yes ___ No ___

If "yes," please specify

- By the school in which you (are or were) teaching.
- _____ (Other, please specify)

16. What course in your graduate program was or thus far appears to be the most beneficial to you in your classroom teaching? _____ (Give Name)

17. What course in your graduate program was or thus far appears to be the most beneficial to you in your personal life? _____ (Give Name)

18. What two courses do you feel are needed by business teachers at the graduate level?

- _____ (Give Name)
- _____ (Give Name)

19. Do you feel your graduate program is or was: (Please check one)

- Superior
- Good
- Average
- Fair
- Poor

20. If you feel your graduate study is or was good or superior, please check one or more of the following reasons.

- Challenging courses
- Superior instructors
- Unique opportunities
- _____ (Other, please specify)
- _____ (Other, please specify)

21. If you feel your graduate study program could be or could have been improved, please check one or more of the following.

- Better teachers
- More interesting courses
- More challenging courses
- More courses in methods and techniques of teaching
- _____ (Other, please specify)
- _____ (Other, please specify)

22. As a result of your graduate study, do you feel you are a better classroom teacher? Yes No

23. Do you feel you have grown professionally by the experiences you incurred in graduate study? Yes No

COMMENTS:

Date: _____

Signed: _____

Title: _____

Name of School: _____

I would like to receive a copy of the results of this study.

APPENDIX D

**Eastern Illinois University
Charleston, Illinois
March 20, 1967**

Dear

This is just a reminder that I hope you will return the questionnaire that was mailed to you March 4.

Please take just a few minutes to complete this form and return it in the self addressed, stamped envelope that was enclosed for your convenience. If you have already returned the questionnaire, your helpfulness is greatly appreciated.

Sincerely yours

**Marilyn Metcalf, Graduate Assistant
Department of Business Education
and Secretarial Studies**