

CORRECTIONAL TEACHER SKILLS, CHARACTERISTICS, AND PERFORMANCE INDICATORS

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INTRODUCTION

The Robert Presley Institute of Corrections Research and Training implemented a study to describe measurable or observable performance indicators of correctional teachers. This research was based on previous contributions by the Correctional Education Association (CEA), the U. S. Department of Education, correctional education (CE) teacher preparation programs throughout the U. S., and other agencies (Gehring, 1985). The document can be of use in correctional education teacher preparation curriculum development.

Graduate and undergraduate courses can be designed or adapted to address the identified skills. Each skill can appear under a course title heading and be translated into curriculum objectives. Relevant interdisciplinary courses can be drawn from programs that are already in place at the host college or university. These may include adult, special, ESL/bilingual, vocational, elementary, secondary, and/or remedial education; foundations of education; the learning content areas; rehabilitation counseling; criminal justice or juvenile justice; psychology and/or sociology. Several required courses could be developed as well, such as correctional education literature/ history, teaching correctional students, educational change in correctional institutions, seminar in correctional instruction, and CE internships (waived or adjusted for veteran correctional teachers). The CE teacher preparation program coordinator could follow up on courses to ensure that the objectives are actually taught and that new classes are implemented according to plan.

BACKGROUND AND METHODOLOGY

Successful, veteran correctional teachers were the focus of this study, rather than merely adequate or new ones. The purpose was to produce generic exemplars applicable in all CE settings: youth or adult teachers in academic, vocational, and social education assignments at the basic, secondary, and postsecondary levels in Federal, state, and local institutions. The exemplars would be appropriate to the workplace: manageable, descriptive items, rather than minutiae or sweeping generalizations.

This report resulted from four separate rounds of intensive research spanning the 1977 to 1992 period. The following outlines the procedures in each round of study and validation.

ROUND ONE:

INITIAL LITERATURE REVIEW, SURVEY, AND VALIDATION PROCESS

Gehring and Clark (1978) reviewed the literature of CE teacher preparation programs throughout North America in 1977. They summarized the descriptive literature and program plans of degree-granting, university-based, CE teacher preparation efforts in six states and literature from professional journals, the Education Resources Information Center, primary source reports, and the Federal government. The review contained 285 elements.

The validation process resulted in language changes, combinations, additions, and deletions. Two hundred sixty Virginia youth and adult correctional educators were surveyed. Fifty percent responded. One item asked incumbents, "How would you describe a good correctional educator? (Name skills, attitudes, beliefs, [and] values . . . that you think are important for this kind of work)". Forty six skills, characteristics, and "areas of training need", organized by response frequencies were listed.

An item analysis on the products and solicited review from a panel of five veteran correctional educators was completed. The result was an unduplicated roster of 165 elements, organized under 35 graduate degree course titles.

ROUND TWO:

THE CEA RESOLUTIONS PROCESS

The categories of the current study were prescribed in the CEA's 1984 Resolutions, which outlined a program for improvement of CE and the CEA. The Resolutions issues were: (1) definition of correctional education, (2) characteristics of exemplary CE delivery systems, (3) relevant accreditation systems, (4) recommended funding structure, (5) coordination of Federal support, (6) teacher skills and characteristics, (7) teacher training needs, (8) interface with the related professions, (9) status of education within the institution, and (10) CEA objectives.

. . . . The Resolutions Committee included national leaders, state officials, and classroom teachers. It consisted of [representatives from] . . . the [U.S.] Education Department's Corrections Program . . . CEA national headquarters . . . Correctional Service of Canada . . . Maryland Division of Corrections . . . California Department of Corrections . . . Texas' Windham School District . . . New York Department of Correctional Services . . . and the Virginia Rehabilitative School Authority. With a lot of help from members and CEA regions across the continent, this Committee [pursued] a massive program to identify key problems and possible solutions in the field.

We launched a broad-based, participatory effort to find out what was on people's minds and to learn what experts had to say about each of the ten issues. The Committee surveyed

the literature, facilitated regional hearings and gathered facts and opinions from interested members, solicited statements from 68 identified CE leaders, and kept the profession abreast of our activities through the *Journal* and the national *CEA Newsletter*. Hundreds of pages of testimony and findings, collected and processed throughout Fiscal Year 1982-83, were synthesized into a brief report submitted to the [CEA] Executive Board in May, 1983 (Gehring, 1984).

The Resolutions document echoed Kendall's (1973) warning that CE could sink into inactivity if personnel decisions were based solely on "a maze of credits, diplomas, and credentials", instead of emphasizing the ability to motivate students". Toward this end, Resolution #6 reintroduced teacher characteristics:

...The CEA will encourage correctional education personnel selection based on a balance of skills and characteristics needed for program success, and discourage personnel selection based solely on current fads or funding emphases... Successful correctional educators are self-aware individuals who use the principles of cognitive and behavioral learning and demonstrate the ability to:

1. Sustain a high level of energy over a prolonged period, even in a harsh setting,
2. Relate well with others,
3. Stimulate interest in education,
4. Retain and expand their knowledge in relevant content areas,
5. Structure and implement learning activities that make those content areas exciting to the participants,
6. Stay abreast of trends and events associated with the Correctional Education Movement, usually through active membership in the CEA and/or related professional associations,
7. Assume the role of responsible, action-oriented professionals,
8. Establish meaningful goals and plan in a way that promotes program success, and
9. Manage, produce, and solicit resources effectively.

With minor updates these are the categories of the current study.

ROUND THREE: THE SKILLS AND CHARACTERISTICS: MODIFIED DELPHI METHODOLOGY STUDY

The next round of research applied a Delphi methodology and was sponsored by the CEA, the U. S. Education Department's Corrections Program, Virginia Department of Education, Virginia Rehabilitative School Authority, and Virginia

Commonwealth University. These organizations identified a panel of 53 CE experts from all levels and types of service delivery.

The panel included six people with nationwide responsibilities, ten CE state directors, five mid-level statewide CE administrators, ten correctional principals, eight correctional teachers, twelve teacher program professors, a state Department of Education teacher certification director, and a local public school administrator who was formerly a correctional educator. Every region of the U.S. was represented; youth and adult CE, academic, vocational, and social assignments at the basic, secondary, and postsecondary levels. In addition, the panel included the CEA executive director, the Canadian Penitentiary Service Academic Chief, the U. S. Education Department's Corrections Program Coordinator, and a representative from the Federal Bureau of Prisons' central office. It was truly a panel of experts - the members all enjoy nationwide reputations as outstanding contributors to the CE field. Most panelists directed a few hours to each of the lengthy data collection instruments; everyone involved wanted the project to be useful.

Three surveys were implemented over an 18-month period during 1984 and 1985. Each survey was sent to the entire panel; an average of 84 percent of the panelists responded at all three of the critical junctures.

This was a process of successive refinements. In the first survey, 65 percent of the respondents were needed to approve an item as "appropriate". In the other two surveys, a majority of the respondents was needed to make a change. In the last two rounds, changes were based on feedback solicited through the comments sections of previous questionnaires; these changes consisted of additions, deletions, combinations, language changes, and recategorizations — for example, changing an element from a skill to a characteristic (Gehring, 1985).

Gradually, the roster acquired its current form. The 165 elements were reduced to 96 (26 characteristics and 70 skills).

ROUND FOUR: THE PRESLEY INSTITUTE STUDY

The recent research expanded and continued the previous rounds. CEA Professional Development Committee chair, Dr. Gail Schwartz, adopted the study as a Committee activity. Twenty-four correctional educators from ten states came together to improve the measurability of the skills and characteristics by adding performance indicators. Ryan's SPAMO (1973) criterion was modified and applied to the performance indicators; they were Specific, Pertinent, Attainable, and either Measurable or Observable.

The participants came from a variety of correctional settings: youth and adult systems, basic, secondary, and postsecondary service delivery, academic,

vocational, and social education, as well as correctional education administration and supervision at the Federal, state, and local levels. The participants divided into four groups, each establishing performance indicators for a portion of the roster. Each group also reviewed the Round Three product.

The study resulted in 276 performance indicators and a further reduction of elements to 82 (21 characteristics and 61 skills). Other changes in the current study were:

1. Several skills and characteristics from the 1985 roster were changed to performance indicators,
2. Two categories from the Resolutions list were combined, and
3. Two characteristics were moved to the skills list.

More work should be pursued with regard to the correctional teacher skills, characteristics, and performance indicators issue, especially in their application to teacher preparation.

FINDINGS

- Notes:
1. Characteristics (which accrue from maturation) are asterisked elements, which appear in the Self-awareness category.
 2. Skills (which accrue from learning) are not asterisked.
 3. Performance indicators should be reviewed to assure compliance with relevant institutional rules.
 4. Numbers and letters do not denote priority of importance.

SUCCESSFUL, VETERAN CORRECTIONAL TEACHERS DEMONSTRATE THE FOLLOWING SKILLS, CHARACTERISTICS, AND PERFORMANCE INDICATORS:

A. SELF-AWARENESS.

- *1. They are confident about their work.
 - a. Accept constructive criticism and use it constructively.
 - b. Share information with colleagues and students to enhance learning.
 - c. Say "No" to inappropriate requests.
 - d. Avoid relying solely on student validation for job-related self-esteem.
- *2. They are alert to their own strengths and weaknesses.
 - a. Periodically assess their own growth and their aspirations to become better teachers.
 - b. Derive personal fulfillment from doing their best at work.
 - c. Use their own personal growth process as a model for students.
- *3. They find CE work personally rewarding.
 - a. Demonstrate pride in their work and are willing to discuss their work-related experiences.
 - b. Promote the CE profession and occasionally encourage others to enter the field.
 - c. Periodically demonstrate self-satisfaction in their ability to motivate students, thereby acknowledging their own contribution as social change agents.

- *4. Their enthusiasm is contagious; it facilitates student learning.
 - a. Exhibit a high level of energy, thereby transforming the institutional classroom into an exciting, successful center of learning.
 - b. Impart a respect for learning by demonstrating how it can be of personal benefit.
 - c. Demonstrate a level of enthusiasm that attracts student interest without the intensity that prompts rejection.
- *5. They work to become better teachers.
 - a. Establish personal and professional goals.
 - b. Work to attain their personal and professional goals.
 - c. Enrich their own lives by continuing formal or informal learning activities.
 - d. Perform as mentors and mentees when suggested by patterns of interpersonal relations.
- *6. They use teacher authority appropriately.
 - a. Demonstrate firmness and consistency in classroom management.
 - b. Discern the difference between power and authority and choose when to use each appropriately.
 - c. Avoid appearing arbitrary or capricious by explaining their decisions whenever appropriate.
 - d. Apply efficient, appropriate control techniques when confronted by an angry student, without resorting to belittlement or disparagement.
- *7. They accept responsibility and accountability for their own actions.
 - a. Follow through on promises made; for example, if they promise that papers will be returned the next day, then they return papers the next day.
 - b. Demonstrate an ability to learn from their mistakes.
 - c. Avoid blaming others for their own behavior.
- *8. They encourage student responsibility by modeling appropriate behavior.
 - a. Live lawful lives as responsible, contributing community members.
 - b. Are punctual and well-organized.
 - c. Reduce stressful or dangerous situations by resolving problems with a calm and controlled manner.
- *9. They give and receive support, facilitating growth for themselves and others.
 - a. Recognize and acknowledge student effort and achievement.
 - b. Accept compliments and criticism from others.
 - c. Prominently display the names of graduates and program completers, thereby demonstrating that students can be good role models.
 - d. Sometimes implement learning activities that require team support and encouragement for successful completion.
- *10. They treat everyone with respect and demonstrate a concern for each student.

- a. Know the name of each student in class and something about student interests, backgrounds, and skills.
 - b. Accept handicapped students without patronizing them.
 - c. Exhibit regard for student skills by fostering structured opportunities to showcase their talents or provide peer tutor services.
 - d. Accept disagreements as sometimes inevitable and allow students to resolve them personally, when possible.
 - e. Avoid discussing a person negatively when that person is not present.
- *11. They are flexible whenever circumstances permit.
- a. Tolerate institutional scheduling inconveniences.
 - b. Adjust their own schedule occasionally to accommodate the scheduling needs of others.
 - c. Demonstrate understanding of institutional security rules and how to apply them.
- *12. They prioritize student-oriented goals over personal benefit, and long-range goals over short-term benefit.
- a. Are willing to address uncomfortable or controversial topics in class when appropriate.
 - b. Prioritize student responsibility whenever possible, rather than fostering blind obedience to the teacher.
 - c. Devote themselves to student learning and program improvement rather than to their own career advancement or other personalized agenda.
- *13. They claim expertise in a classroom topic only when they possess that particular expertise.
- a. Admit ignorance occasionally.
 - b. Demonstrate an interest in learning from or with students for mutual benefit.
 - c. Accept advice about materials that may assist in their own learning.
- *14. They work to facilitate program effectiveness rather than to enhance personal influence.
- a. Work as a team member in the department and in the institution.
 - b. Question the effectiveness of existing programs and work with others for improvements.
 - c. Seek input to collaboratively refine program improvement plans.
- *15. They work to eliminate racist and/or sexist personal prejudices.
- a. Implement learning activities that promote racial, ethnic, gender, and cultural enrichment.
 - b. Model openness to the diverse cultural backgrounds of students and potential students.
 - c. Use the opportunity to effectively argue the merits of pluralism whenever class members make racist or prejudiced remarks.
- *16. They are honest, fair, and considerate, and their behavior is consistent with these personal values.

- a. Demonstrate concern for human growth in their discussions with others.
 - b. Establish, explain, and apply objective criteria for the assessment and evaluation of student learning.
 - c. Submit accurate reports and records.
- *17. They demonstrate that they have a sense of humor.
- a. Take their work seriously, but do not take themselves too seriously.
 - b. Enjoy their work and take time to enjoy it.
 - c. Use humor constructively at the workplace and avoid humor at the expense of others.
- *18. They are successful and skilled in working with people and have good rapport with students and coworkers.
- a. Participate in and contribute to group efforts.
 - b. Work to develop clear and effective communication skills.
 - c. Demonstrate sensitivity to the needs and wishes of others as indicated through appropriate support and recognition.
 - d. Offer useful information and supportive assistance for new coworkers.
- *19. They try to keep their minds open, without being gullible or naive.
- a. Demonstrate willingness to consider various points of view.
 - b. Seek clarity when developing their own informed opinions.
 - c. Demonstrate understanding of interpersonal manipulation strategies without resorting to those strategies, themselves.
- *20. They respond appropriately in difficult and/or emergency situations and use crisis intervention skills when needed.
- a. Respond to emergency/crisis situations with the least amount of danger to persons and property.
 - b. Apply crisis intervention skills competently and confidently.
 - c. Exhibit knowledge of available emergency resources.
- *21. They demonstrate patience and the ability to remedy frustrating conditions.
- a. Articulate awareness of long-range program goals.
 - b. Resolve frustrating conditions in a timely manner.
 - c. Exhibit a long-term commitment to improvements that may be required to facilitate student learning.

B. THE ABILITY TO SUSTAIN A HIGH LEVEL OF ENERGY OVER A PROLONGED PERIOD, EVEN IN A SETTING WHICH CAN BE HARSH.

22. They work conscientiously at a pace that can be maintained, and complete required tasks on time.
- a. Work at a steady pace.
 - b. Direct sufficient time to expected personal maintenance (clothes are neat, conventional standards of hygiene are applied).

- c. Direct work time to the tasks described in the job description and fill class time with meaningful activities.
 - d. Complete class activities within the prescribed time frames and submit routine reports in a timely manner.
23. They adopt positive coping mechanisms to ward off burnout.
 - a. Develop networks of professional and personal support.
 - b. Pursue personal activities that help maintain balance.
 - c. Alert others when experiencing personal stress, to avoid disruption of the learning environment.
 24. They sometimes work with colleagues on projects of mutual interest.
 - a. Make themselves available for important projects and committees.
 - b. Sometimes participate in professional activities that extend beyond minimal job expectations, such as education program development, implementation and evaluation, and the solicitation of grant resources.
 - c. Occasionally team up with colleagues of like interest to pursue professional development or program improvement.
 25. They request assistance from CE support staff or resource people when needed.
 - a. Periodically review the education-related human and technical resources applicable to their subject and setting.
 - b. Appropriately use outside resources when outside expertise is needed.
 - c. Sometimes offer their own expertise to educators at other locations or in related fields of education.
 26. They develop knowledge about life in a correctional institution and client value systems.
 - a. Seek information related to institutions and confined students.
 - b. Demonstrate awareness of the criminal code by implementing appropriate classroom strategies.
 - c. Indicate an effort to understand the special expectations and responsibilities of the other gender and of other cultures within the confined setting.
 27. They comply with institutional rules/standard policies and work through established procedures to change rules that are inappropriate.
 - a. Attend relevant training meetings.
 - b. Acquire reputations for cooperation with institutional staff in accord with established rules and regulations.
 - c. Avoid committing disciplinary infractions.
 - d. Diplomatically recommend review and adjustment of institutional regulations that appear contrary to student learning needs.
 28. They solve problems logically, selecting useful strategies from appropriate options.
 - a. Are able to describe the systematic decision-making processes that they apply.
 - b. Develop a tradition of making positive decisions.

- c. Demonstrate through personal behavior that concern for others and for student learning can be prioritized appropriately within the institutional setting.
29. They prepare alternative strategies for use if unexpected events make the primary strategy unworkable.
 - a. Maintain a collection of alternative lesson plans.
 - b. Focus on the goal of student learning and growth instead of on a particular strategy or schedule.
 - c. Avoid adherence to a preferred classroom strategy after it fails (e.g., continuing with a lecture that is poorly received or ineffective).

C. THE ABILITY TO RELATE WELL WITH OTHERS.

30. They behave courteously.
 - a. Model socially acceptable patterns of interaction.
 - b. Exhibit a respectful demeanor toward students and staff.
 - c. Avoid derogatory or demeaning language and offensive behavior.
31. They are communicative, with an open manner of conversation.
 - a. Present learning content clearly and efficiently.
 - b. Demonstrate good listening skills and allow others to participate in conversation.
 - c. Give and receive nonverbal cues effectively.
32. They demonstrate knowledge of the factors underlying human behavior.
 - a. Demonstrate awareness of strategies appropriate for dysfunctional family members, addictive personalities, and for people who have been both victims of abuse and victimizers.
 - b. Relate to others as individuals, in addition to fulfilling the prescribed role of a teacher.
 - c. Are eager to learn about the human condition, as well as to teach about it (teacher as student and student as teacher).
33. They function effectively among people of diverse cultural backgrounds.
 - a. Have few disciplinary problems in class.
 - b. Provide equal opportunities for students from various backgrounds.
 - c. Either screen out culturally biased or potentially divisive material from classroom use, or note the bias (as an example of intolerance) in classroom discussion.
34. They offer constructive feedback to students when appropriate and invite the same in return.
 - a. Establish an open classroom atmosphere in which feedback is acceptable.
 - b. Require that criticism within the classroom must be constructive.
 - c. Reserve the right for themselves and for others to accept or reject any particular criticism.

D. THE ABILITY TO STIMULATE INTEREST IN LEARNING AND GROWTH.

35. They accept students as they are and motivate them to pursue self-improvement.
 - a. Model the pursuit of self-improvement strategies.
 - b. Respond positively and honestly to student performance.
 - c. Facilitate student motivation by encouraging the establishment of attainable education goals.
 - d. Infuse the curriculum with goal development strategies based on self-acceptance and self-improvement.
36. They match instruction with learner needs, thus avoiding inappropriate replication of local public school techniques.
 - a. Demonstrate an ability to base instruction on behavioral, cognitive, cognitive-moral, and gestalt-based principles.
 - b. Use a repertoire of teaching models and styles to meet the identified learning needs and interests of diverse students.
 - c. Use supplemental material to enhance student learning.
 - d. Observe student learning and intervene with appropriate strategies when required.
37. They encourage students to feel successful.
 - a. Establish challenging expectations for student performance.
 - b. Establish opportunities for students to achieve success.
 - c. Provide rewards for positive student performance: praise, leadership roles, and certificates.
38. They help students progress at their own rates.
 - a. Administer formal assessment instruments and informal pretests to determine the entry level of each student.
 - b. Mediate learning by chunking, sequencing, and explaining learning content to enhance each student's opportunities for personal success.
 - c. Monitor student learning and provide materials and a work plan so students can monitor their own learning progress.
 - d. Establish a classroom climate that accommodates various learning rates while permitting students to retain their dignity.
39. They implement learning activities that reflect and stimulate student interest and seek to learn more about topics that interest students.
 - a. Show students the relationship between their classroom studies and community life.
 - b. Help students access information about lifelong learning opportunities and marketable career skills.
 - c. Use student interests as paths to required learning content; for example, in social studies, science, math, and literature.
40. They work to make the learning process meaningful and rewarding for the students, and for themselves.
 - a. Involve students in presenting parts of lessons.

- b. Encourage questions, debate, and the expression of concerns.
 - c. Sometimes reshape classroom activities to learn more about topics in which they themselves are interested.
41. They use multicultural learning content to develop student tolerance and appreciation of differences.
 - a. Provide classroom opportunities to interact with materials that represent various cultures.
 - b. Expose students to alternative ways of communicating and different points of view.
 - c. Establish classroom activities that foster collaboration and cooperation between students from different cultural backgrounds.
 - d. Encourage students to identify the value inherent in all cultures and to nurture and structure positive interaction.
 - e. Promote student expression of pride in their culture-related experiences.
42. They emphasize student responsibility to pursue relevant, personalized learning goals and the teacher's responsibility to serve as a guide and resource manager.
 - a. Cooperatively establish attainable learning objectives with students consistent with identified needs and interests.
 - b. Establish regular opportunities for student self-reports about learning progress and problems and for teacher assistance in solving those problems.
 - c. Continually remind students about the benefits that will accrue from success in learning.
 - d. Support and reaffirm students who take the initiative in defining aspects of their own learning program.
43. They facilitate participation in classroom decision-making.
 - a. Encourage creative thinking.
 - b. Frequently solicit student opinions and ask, "What do you think is the best solution?"
 - c. Provide opportunities for students to make choices regarding subject matter and class schedule.
 - d. Apply democratic decision-making strategies whenever appropriate in class and accept student decisions.
44. They interrupt nonsocial/antisocial student behavior through educational intervention with activities to foster social attitudes.
 - a. Facilitate student construction of behavioral classroom rules and when necessary they remind students of their agreement to adhere to those rules.
 - b. Interrupt class disruptions to get back on track, talk through differences before fights erupt, and acknowledge unavoidable outbursts to redirect toward positive interaction.
 - c. Avoid belittling students to gain control and do not tolerate belittlement or name-calling in class.

- d. Reinforce positive peer influence to encourage appropriate peer models.
45. They are not preachy; they facilitate student development through indirect methods whenever possible.
 - a. Exercise discretion regarding if or when to inform students about how the educational process will influence their perceptions and attitudes.
 - b. Always help students interpret events by explaining social meanings and community aspirations.
 - c. Use interesting subjects and their own enthusiasm to attract students to learning activities.
 - d. Avoid religious pronouncements and direct discussions about whether behavior is morally right or wrong.
 46. They integrate academic, vocational, and social learning.
 - a. Facilitate student consideration of their own life experiences and of educational solutions to identified personal problems.
 - b. Encourage students to pursue personally relevant academic, vocational, and social learning goals.
 - c. Provide interdisciplinary support for holistic learning; help with reading in vocational classes, with vocational terminology in academic classes, and periodic reiteration of community expectations in all classes.
 47. They adjust their teaching approaches periodically.
 - a. Periodically change classroom displays.
 - b. Seek student feedback regarding their own teaching style and show a willingness to adjust their style to accommodate individual student learning needs.
 - c. Apply a variety of classroom methods and supportive technologies in order to reach as many students as possible.
 48. They maintain a structured learning environment for students with a physical and psychological climate that fosters learning.
 - a. Allow students class time to express their ideas and feelings.
 - b. Apply a repertoire of strategies that results in content-centered classroom dialogue.
 - c. Use classroom furniture to provide opportunities for both intensive, individual learning, and small group activities.
 49. They occasionally organize classroom recreation activities to maintain high student motivation.
 - a. Sometimes organize the class into discussion groups with student leaders.
 - b. Periodically focus on current events to solicit viewpoints and reinforce classroom learning.
 - c. Bring expert speakers into the institution to promote relevant student learning and facilitate relations between the inside and outside communities.

- d. Occasionally use films, music, and games to provide refreshing breaks in the classroom process.
50. While emphasizing cooperation and mutual support, they occasionally motivate students by urging competition with themselves or with others.
 - a. Help students differentiate the uses of competition and cooperation and learn when each is appropriate.
 - b. Apply cooperative learning strategies to demonstrate how students can support one another.
 - c. Identify students who learn best through self-competition and implement self-testing strategies for them.
 51. They use counseling techniques at appropriate junctures.
 - a. Explain and demonstrate the use of appropriate goal-setting, decision-making, and problem-solving models.
 - b. Provide timely advice for study and interpersonal relations.
 - c. Refer inquiring students to relevant resources for information and troubled students to relevant experts for guidance.
 52. They use appropriate and timely reinforcement.
 - a. Use immediate, positive verbal reinforcements far more often than negative verbal reinforcements.
 - b. Always explain criticism, punishment, or other negative reinforcement.
 - c. Create visible procedures for positive reinforcement (awards, certificates, motivational notes on worksheets, and honor rolls).
 53. They facilitate content-oriented student dialogue.
 - a. Provide classroom examples for students to relate the learning content to their own life experiences and aspirations.
 - b. Encourage classroom research of topics that students consider relevant.
 - c. Help students consider, justify, and present their ideas to the group.
 54. They demonstrate an understanding of learning principles and apply those principles as the basis of their student-oriented work.
 - a. Assign specific activities, materials, and media to address discrete needs of individual students.
 - b. Sequence lessons to match student learning stage and to help students progress to the next stage.
 - c. Adjust teaching patterns to match available student assessment information regarding learning styles and preferred modalities.
 - d. Attend to logistical and environmental conditions that can facilitate effective learning and growth (space, temperature, lighting, furniture, and supplies).
 55. They demonstrate competence in group and individualized teaching, and sensitivity about when each should be used in an appropriate mix.
 - a. Constantly seek cues that indicate whether students are comprehending the relevant learning content.

- b. Apply whatever appropriate strategies are required to reach reluctant students.
 - c. Avoid reliance on individualized instruction in order to retreat from student groups, avoid controversial topics, or exert direct control over student behavior.
56. They demonstrate knowledge of appropriate diagnostic and instructional strategies for handicapped and nonhandicapped learners.
- a. Apply the diagnostic-prescriptive method to individualize classroom activities as reflected in lesson plans, observation logs, and pre/post test records.
 - b. Help address issues of student growth and development (attitudes, values, and culture), as well as incremental skill acquisition.
 - c. Seek information and training to enhance their effectiveness in helping students acquire skills and social maturation.
57. They help educationally handicapped learners develop their strengths in order to overcome specific weaknesses.
- a. Link the instructional modality (auditory, visual, kinesthetic) to demonstrated student needs.
 - b. Establish an emotionally safe and nurturing classroom environment.
 - c. Provide specific strategies that handicapped learners can use to perform the daily tasks that are expected from members of a modern, technological community.
 - d. Implement activities to develop the cultural awareness of handicapped learners, thereby promoting their quality of life.
 - e. Help handicapped learners identify the aspects of their lives that can be actively modified, as well as those that must be passively accepted.
58. They use multimodal materials or activities to enhance learning whenever appropriate.
- a. Develop lesson plans that demonstrate understanding of available multimodal materials.
 - b. Maintain current knowledge of new multimodal materials and sometimes borrow them from lending libraries.
 - c. Preview all materials, multimodal and otherwise, before presentation to students.
 - d. Request periodic updates of the multimodal materials available at their location.
59. They function as instructional leaders and cooperative staff members.
- a. Apply a student-centered emphasis to their professional activities, sometimes questioning and clarifying their role in order to maintain this focus.
 - b. Are self-motivated, with high expectations for students, colleagues, and themselves.
 - c. Mentor new and at-risk teachers.

E. THE ABILITY TO RETAIN AND EXPAND THEIR KNOWLEDGE IN RELEVANT CONTENT AREAS.

60. They take refresher courses when needed and establish/maintain their state department of education licensure.
- a. Adopt a philosophy of teacher as lifelong learner.
 - b. Stay abreast of relevant study opportunities in their geographical area: university programs, study groups, and professional development activities.
 - c. Avoid situations that demand speedy pursuit of licensure requirements because they did not use available time to participate in appropriate courses or workshops.
61. They stay current in content area trends associated with their teaching assignment(s).
- a. Belong to professional organization(s), subscribe to journal(s), and attend conference(s) relevant to their job assignment.
 - b. Establish communications with expert leaders of their content area field and meet with colleagues to discuss relevant issues and trends.
 - c. Interpret and apply current trends from that field within the classroom.
62. They participate in inservice programs and staff development.
- a. Obtain and share information regarding relevant training from journals, newsletters, supervisors, and colleagues.
 - b. Request opportunities to participate in relevant training.
 - c. Attend, help plan, and/or present inservice training sessions.
63. They work to expand their knowledge of offender needs and supportive community agencies.
- a. Talk directly with students at each class meeting.
 - b. Observe and seek to understand changes in student behavior.
 - c. Maintain positive relationships and interdisciplinary communication with institutional staff who may help identify or address student problems.
 - d. Solicit community resources that may match individual student needs.

F. THE ABILITY TO ASSOCIATE DAILY EXPERIENCES WITH THE PROFESSIONAL THEMES OF CORRECTIONAL EDUCATION.

64. They promote CE as an integral part of the institutional program.
- a. Maintain a high visibility CE advocacy role, participating on institutional committees, interagency activities, through newsletters, and in outside community groups.
 - b. Model appropriate professional behavior through cross-training, referrals to other departments, adherence to rules and regulations, and attendance at relevant meetings.
 - c. Intervene diplomatically when necessary to educate staff and students about the importance of CE in the institutional community.

65. They work to understand the social/historical context of their school, their system, and the CE profession.
 - a. Seek information regarding the historic trends of CE at their institution and in their jurisdiction.
 - b. Seek information regarding the historic trends of the CE profession.
 - c. Seek information regarding the historic trends of their related field of education (reading instruction, vocational instruction, and math instruction, and so forth).
66. They stay abreast of current trends in criminal and/or juvenile justice and in the CE literature.
 - a. Sometimes visit the programs of professionals who do parallel work in other institutions and jurisdictions.
 - b. Pursue a program of continuing education in CE through coursework, inservice, or directed readings.
 - c. Work to gain clarity regarding issues relevant to their CE program.

G. THE ABILITY TO ASSUME A RESPONSIBLE, ACTION-ORIENTED, PROFESSIONAL ROLE.

67. They manage their time efficiently.
 - a. Use planning periods for work-oriented tasks.
 - b. Plan activities and answer relevant questions about classes and students through comprehensive records they maintain: assessment, learning goals, behavioral prescriptions, classroom strategies, and evaluative notes.
 - c. Stay abreast of required tasks.
68. They prepare lesson plans in advance for use by others if they are absent.
 - a. Design clear, concise, understandable lesson plans, with general information for substitute teachers and specific classroom management notes.
 - b. Include procedures to solicit the substitute teacher's report and student feedback regarding the lesson(s).
 - c. Make plans available in a designated place.
69. They accept extra assignments that are in the students' interest.
 - a. Compile and use community resource information to help meet identified student learning needs.
 - b. Establish a handout, clipping, or resource file to support student interest and lesson development.
 - c. Avoid making statements such as "I'm only here for the paycheck", or "I leave at 4:00 PM, regardless".
70. Along with other institutional employees they share responsibility for advocating beneficial programs.
 - a. Apply their own knowledge and expertise to improve correctional education, sometimes by taking the initiative in the establishment of needed programs.

- b. Participate with others to sponsor inmate clubs, events, and other organizational activities that parallel or support education.
 - c. Express a personal philosophy that supports education and reintegrative programming.
71. They discuss school issues and strategies with concerned individuals.
 - a. Identify and clearly articulate typical student learning needs.
 - b. Listen to the viewpoints that others express about the correctional education mission.
 - c. Identify influential contributors to CE in their institution and system and establish positive professional contacts with them.
 - d. Diplomatically address the interests and concerns of various audiences regarding the CE program and mission.
 - e. Demonstrate the ability to develop multiple strategies to accomplish program development objectives for use if the primary strategy fails.
72. They are supportive/loyal toward their agency and work for agency improvement.
 - a. Identify and articulate their agency's mission and its relationship with other service delivery agencies.
 - b. Exhibit a positive orientation toward their agency's mission.
 - c. Offer constructive criticism and recommendations about how to improve their agency's service delivery pattern.
 - d. Demonstrate reasonable tolerance toward bureaucracy and recognize that they themselves function within a bureaucracy.

H. THE ABILITY TO ESTABLISH MEANINGFUL GOALS AND PLAN IN A WAY THAT PROMOTES SUCCESS.

73. They structure their work to promote student learning continuity.
 - a. Comprehend the scope of learning needed by students; the relationship between present content and that which will be addressed later, and the relationships between courses.
 - b. Help students mediate their own learning (apply strategies for attaining their own learning goals).
 - c. Share diagnostic and procedural information with other teachers so students can maintain learning continuity when they move to another class or program.
74. They are innovative and seek administrative support for CE service improvements.
 - a. Use tested models when appropriate and effective; if not, they develop new ones.
 - b. Work to obtain administrative support when proposing innovations.
 - c. Adopt curricula and materials consistent with systemwide quality standards to improve the instructional program.

75. They present requests, proposals, and grievances clearly and comprehensively through the prescribed chain of command.
 - a. Use prescribed formats for submissions to their immediate supervisor(s).
 - b. Exhaust recommended avenues of communication before submitting to top decision-makers, thereby affording their supervisor opportunities to address identified problems.
 - c. Advise their immediate supervisor when they submit to decision-makers located beyond that supervisor's level in the organization and explain why.
76. They share their own teacher-designed materials with coworkers.
 - a. Disseminate materials freely upon request, at informal encounters and staff meetings, and through newsletters and inservice.
 - b. Solicit feedback from colleagues who use their materials to get ideas about how the materials might be improved.
 - c. Occasionally solicit materials adopted by colleagues.

I. THE ABILITY TO MANAGE, PRODUCE, AND SOLICIT RESOURCES EFFECTIVELY.

77. They provide constant supervision of the students in their program.
 - a. Know who is enrolled in their class.
 - b. Know where students are when they are supposed to be in class.
 - c. Maintain required attendance record procedures.
 - d. Submit behavior reports as required by institutional regulation.
78. They keep their rooms safe and secure and establish procedural guidelines for the use and storage of learning materials and equipment.
 - a. Articulate, post prominently, and instruct students on appropriate safety procedures.
 - b. Know what materials and equipment are available for student and/or teacher use.
 - c. Apply appropriate procedures to remove from the classroom anything that could constitute a security problem.
79. They report equipment and supply needs to the appropriate supervisor before shortages develop.
 - a. Prorate classroom supply use throughout the fiscal period or according to the unit of time recommended by the supervisor, and anticipate future needs.
 - b. Apply recommended purchasing procedures when required to help meet student learning needs and expedite the expenditure/acquisition process.
 - c. Prioritize projected purchase needs in advance to facilitate maximum use of any resources that may become available.
80. They update the equipment and materials inventory record periodically.

- a. Record changes in equipment, malfunctions, breakages, scratches, and needed parts or repairs.
 - b. Apply the prescribed format for inventory records.
 - c. Apply the recommended schedule for updating the inventory record.
81. They establish guidelines for qualified volunteers, teacher aides, and peer tutors, where appropriate and applicable.
 - a. Solicit help from qualified volunteer workers, teacher aides, and peer tutors, consistent with institutional regulations.
 - b. Structure this assistance to maximize benefit for both helpers and students.
 - c. Orient helpers to institutional policies and procedures and to program and student goals.
 - d. Assign specific functions to helpers, and evaluate and recognize their assistance.
 - e. Avoid situations in which the helpers might be perceived as doing the teacher's work.
82. They maintain an orderly environment that is conducive to effective work (presentable, but not necessarily immaculate).
 - a. Establish and apply routine procedures for classroom cleanliness and supply storage.
 - b. Label and categorize materials for easy access.
 - c. Maintain desk top space sufficient for work.

APPLICATIONS

This roster can be used as a basis for correctional education (CE) decision-making at several junctures of the personnel process:

1. preparation program candidate selection,
2. preparation curricula,
3. correctional teacher licensure,
4. personnel selection,
5. job descriptions,
6. preservice needs assessment,
7. supervisory classroom observation report forms,
8. on-the-job CE inservice needs assessment,
9. personnel evaluation forms, and
10. professional code of ethics.

Together, these junctures are known as the feedback loop, because they represent critical opportunities to provide helpful feedback. An integrated approach to the feedback loop will help improve the reputation of CE in the education community. It may help organize the CE teacher preparation community and attract funds from various sources to improve correctional education.

CONCLUSION

The identification and articulation of teacher skills, characteristics, and performance indicators were attained through successive refinements. Correctional educators are hired to perform specific professional services, which should be defined when a teacher is employed, during supervisory classroom observations, and personnel evaluations. Teacher preparation, preservice, and inservice should be consistent with those expectations.

The separation of expectations that accrue from maturation (characteristics) from those that accrue from learning (skills) was urged by Kendall (1973). The nine general categories can be used for job descriptions; 21 characteristics for screening, 61 skills and 276 performance indicators for classroom observations, inservice needs assessments, and personnel evaluations.

Program success frequently rests on the characteristic of teacher enthusiasm, the most important classroom resource. Enthusiasm is a frame of mind that promotes learning and growth. In the final analysis, the growth of students and teachers overlap. We are all in the education process together. Classroom enthusiasm results when each participant is involved in the learning process; teacher as student and student as teacher. The system suggested in this report facilitates application of this important concept.

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PREPARING REFLECTIVE CORRECTIONAL EDUCATORS

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The training of correctional educators presents a significant challenge. Preservice programs are too few to provide the significant number of front-line teachers needed to constitute a critical mass. The problem is exacerbated by the differences in the various service delivery models as well as the lack of well-prepared professionals to provide the comprehensive services which are required (Conley, Luckasson, & Bouthilet, 1992). The vast majority of teachers have been trained in specific areas such as elementary and/or secondary education, vocational education, adult education, or special education (Nelson Rutherford, & Wolford, 1987). Each of these areas addresses a teacher training base which does not specifically cover the competence needed within correctional education. Correctional educators are faced with the necessity of acquiring needed skills specific to their function from on-the-job sources, professional writings, networking, or inservice. It is ironic that teachers serving a population with such severe sociological, psychological, and learning disabilities are required to obtain essential information from sources which are not tied to certification nor discipline specific to corrections.

The correctional educator must develop a significant level of self-sufficiency if she or he is to acquire the needed skills to effectively function. Too often the correctional educator is presented with quick-fix methodologies which de-emphasize the need for teacher expertise. Gehring, Eggleston, and Ashcraft (1992), commenting upon the technological revolution in correctional education, state, "correctional education funds are often directed to 'shoot from the hip' strategies without a rationale", often characterized by teacher-proof strategies designed to overcome the lack of expertise caused by a lack of preservice training.

It is our contention that such an orientation is directly related to the lack of preservice training programs within correctional education. Correctional educators more than any educational group are isolated. They are isolated by the lack of training programs producing too few educators who understand correctional education. This also leads to hoped-for quick fixes which are not dependent upon the expertise of the teacher but are dependent upon technology or a prescribed program which requires little teacher input in instructional planning or modifications.

The responsibility for the development of a strong cadre of competent self-directed correctional educators capable of meeting the significant