

The Development of the Early Childhood Teacher's Role Rating Scale in Korea

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The purpose of this study was to describe the procedures used for constructing the early childhood teacher's role rating scale. The procedures for constructing the instrument, the *Early Childhood Teacher's Role Rating Scale (ECTRRS)*, consisted of: (1) designing the instrument (selecting the type of instrument, conducting the interviews and identifying items); (2) piloting and refining the instrument; (3) administering the refined instrument; (4) examining the instrument's validity; (5) estimating the instrument's reliability; (6) analyzing the items for discriminating performance level. The final scale consists of 73 items in 5 subareas of roles: *role as the curriculum designer* (16 items); *role as the performer of instruction* (14 items); *role as the counselor/advisor* (9 items); *role as the researcher* (15 items); *role as the manager of administrative affairs* (19 items).

For the past few years a concern for quality in early childhood education programs has increased not only in the U. S. but in Korea. Some experts and researchers in the field of education have revealed that teachers have critical influence on the quality of education (Cho, 1990; Whitebook et al., 1989; Willer, 1987). Especially, the effect of early childhood education depends on the teachers' level of professionalism because a teaching young children requires complicated knowledge and skill, including affection for children.

It is not easy to determine what is required to be an effective teacher of young children. To clarify this, researchers have studied teachers and teaching (Saracho, 1984, 1988b; Spodek, 1988). Some of the earlier attempts to identify the attributes of good teachers focused on learning which personal characteristics were related to good teaching. This research was based on the assumption that a teacher's personality influences teacher performance. Other studies

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have focused on teacher's behavior. This focus is reflected in studies of teacher performance and in the development of competency-based teacher education programs.

More recently, some scholars have insisted that teaching is more than observable actions (Bae, 1991; Saracho, 1988; Spodek, 1988). The assumption is that we cannot determine those behaviors that characterize a good teacher by observing the teacher. Instead, teachers' thought processes regarding teaching and their conceptions of instruction drive their teaching behavior.

While there have been several attempts to identify the attributes of effective teachers, there is no consensus in the field of early childhood education. Saracho (1984) has proposed the role analysis of early childhood teachers as a conceptual analysis of teaching to be done. The identification of roles suggests that teacher performance requires more than observable skill or personal characteristics. The clarification of the teachers' roles can provide a conceptual framework for determining the qualities of good teachers. An early childhood teacher's roles presented in her study were diagnostician, curriculum designer, organizer of instruction, manager of learning, counselor/advisor, and decision maker. These roles were later modified as curriculum designer, organizer of instruction, diagnostician, counselor/advisor through observations and interviews with the teacher in class (Saracho, 1988b). Saracho (1988a: 1988b) has claimed that these descriptions of the different roles might provide some insight into the theory, knowledge, and practice teachers need for different roles. Other scholars in early childhood education have also suggested different types of early childhood teacher's role. Most of them are similar although each has unique features.

Katz (1970) defined that the meaning of the role implied the teacher's behavior related to the duties and responsibilities expected by clients, parents, employers and teachers. He classified the roles as maternal model, therapeutic model, and instructional model. Spodek (1985) and Schickedanz et als. (1990) emphasized decision-making as the early childhood teacher's role. The nurturer role, the instructional role and the relational role that Spodek (1985) suggested included both behavior function and decision-making function. But Schickedanz et als. (1990) identified decision-making as a separate role. Lee (1985) identified the role of researcher separately in seven roles-climate provider, observer, program organizer, researcher, parent educator, evaluator, and supporter for children.

Recently, the concerns about the roles of self-evaluator and researcher have been increased (Klinghammer, 1986), even though it