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Perceptions of Less-Experienced and More-Experienced Public Elementary School Teachers as They Relate to 12 Characteristics and Practices of Effective Teaching

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# PERCEPTIONS OF LESS-EXPERIENCED AND MORE-EXPERIENCED PUBLIC ELEMENTARY SCHOOL TEACHERS AS THEY RELATE TO 12 CHARACTERISTICS AND PRACTICES OF EFFECTIVE TEACHING

By

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## ACKNOWLEDGMENTS

The race is run, and it is appropriate that I pause at the finish line to embrace those who encouraged and cheered my striving:

to my friend and most able assistant, Gayle Cooper, who consistently helped me eradicate my initial clumsiness and mistakes;

to my stead and valued typist, Barbara Reeves, who helped to smooth the rough edges and bring form to my effort;

to my colleague, Steve Farrar, who, having run the race before, so ably and enthusiastically directed me around its many turns;

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to my children, Kim and Brad, who grew into beautiful people despite my many inattentive days and nights of training and practice; and

to my beloved wife, Faye, who inspired me to aspire and helped me to catch a glimpse of all that I have yet to become . . .

I dedicate this victory!

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# CHAPTER I

# INTRODUCTION

## Background

In view of the proliferation of such studies as the National Commission's report The Nation at Risk and several other similar studies, someday the 1980s might be considered the Age of Renewed Interest in Education. If one were to accept the general conclusions drawn by these studies, boys and girls in classrooms all across our country are not performing as well as the studies believe they should.

The foci of these studies are many and somewhat varied. It would appear, however, that an imputed decline in national test scores and performances in reaching the goals and objectives of the learning institutions are the major concerns of these studies. From these major concerns, conclusions have been drawn which attempt to identify some of the reasons for the decline. To these studies others have been added which go a step farther and address possible solutions. As a result, many of these studies identify characteristics and practices which display a positive correlation with the improvement of student performances and test scores.

Better information regarding what characteristics and practices result in improved student performances and test scores would enable

teachers to improve their classroom instruction. Given the belief that there may be more to educating children than seeing that they score high on tests, and given the fact that evidence is now surfacing which seems to reveal that student performances and test scores may not have declined as much, if at all, as earlier indicated, it remains that some characteristics and practices are found to produce very positive effects on student achievement and improve test scores. Others have proven to have less positive and in some cases negative effects. It is assumed that if teachers are able to exhibit and increase the number of characteristics and practices which improve student achievement and test scores and reduce and/or eliminate those characteristics and practices which tend to negatively effect achievement and test scores, more effective teaching and learning will result.

A number of these effective characteristics and practices have been revealed by research and have subsequently been published for general information. Twelve of these characteristics and practices have been identified for the purpose of this research (see Chapter II).

As pressures to implement and utilize these characteristics and practices of effective teaching begin to be felt by all who are involved in the process of education, researchers are searching for the connections between what we know about effective teaching and what we actually do with that knowledge in our classrooms--the relationship between beliefs and practices. Teacher education in America has always had a tendency to be practice-oriented as opposed

to theory-oriented. Given the nature and limits of the knowledge we have regarding the relationship between beliefs and practices, this tendency is not totally unwarranted. Nevertheless, a growing body of research literature suggests that the beliefs teachers hold are an important determinant of teacher behavior. If this is so, then the use of these characteristics and practices of effective teaching by teachers will vary depending upon the degree of acceptance and enthusiasm an individual teacher exhibits toward them.

It is, therefore, appropriate to consider the existing perceptions of teachers as they relate to what it is that research considers to be effective teaching characteristics and practices. It is equally appropriate to consider the perceptions of teachers as they evaluate their personal performances in relation to these identified effective teaching characteristics and practices. And, finally, it is also appropriate that consideration be given to teachers' suggestions offered in an effort to further implement and utilize these effective instructional characteristics and practices in the classroom.

## Purpose of the Study

It is the purpose of the study to conduct a comparative investigation involving a stratified random sampling of less-experienced teachers and more-experienced teachers in various public elementary schools within the Ottawa Area Intermediate School District in Ottawa County, located in lower Western Michigan. In this investigation, an effort will be made to describe, by means of comparison, similarities and differences between the perceptions of

these two samples as they relate to 12 characteristics and practices of effective teaching which are identified in recent effective teaching research literature.

These comparisons will be made based upon the responses given to three questions under each of the 12 identified characteristics and practices of effective teaching. These questions ask the teachers to rate the importance of each of the identified characteristics and practices for effective teaching, to rate their personal on-the-job performance levels in these areas, and to offer suggestions which will assist teachers to improve their performance in these areas.

## Rationale of Study

An identification of the similarities and differences between less- and more-experienced teachers based upon their perceptions of the three questions addressed above may prove beneficial to school districts, to teacher training institutions, to parents, and to students. This identification could also prove to be beneficial to prospective teachers as well as those already teaching who seek additional and updated training and instruction and/or self-help ideas and suggestions.

School districts, along with parents and students, may find the comparisons of this study to be beneficial in that this study may provide them with a better understanding of their teachers. This understanding may result in increased efforts to provide teachers with opportunities to investigate and evaluate their own perceptions. It may also result in providing teachers with work environments which encourage and support them in their efforts to

utilize effective teaching characteristics and practices in their classrooms.

Teacher training institutions may find this study to be beneficial in that they can be influential in developing and promoting the beliefs and perceptions of prospective teachers. They can also be influential in providing inservice and staff development training opportunities to those teachers who are already teaching.

Teachers at all levels of experience may find this investigation helpful as they endeavor to improve their classroom instruction through self-understanding and intentional practice.

## Assumptions

1. It is assumed that the contemporary research regarding effective teaching characteristics and practices has relevance for teachers.
2. It is assumed that the contemporary research regarding beliefs and practices, which indicate that an association exists between beliefs and practices and that beliefs are the active shapers of practices and not the reverse, has relevance for teachers.

## Critical Terms

1. Effective teaching: those characteristics and practices utilized by the classroom teacher which, based upon research, have been shown to be associated with the improvement of national test

scores and/or performance in reaching the goals and objectives of the learning institution.

2. Inexperienced teachers: those teachers who have 0-3 years of actual classroom teaching experience.
3. Experienced teachers: those teachers who have 10+ years of actual classroom teaching experience.
4. Elementary school teachers: those teachers who teach in what is defined as "elementary school" by their respective school districts (in some instances, this is defined as grades K-5; in others, it is defined as grades K-6).
5. School district: those individuals and groups who are responsible for providing administrative direction and assistance to teachers, i.e., school boards, superintendents, principals, etc. (unless used in direct reference to the Ottawa Area Intermediate School District).
6. Parents: those individuals who are sending their children to elementary schools.
7. Students: those individuals who are presently attending elementary school.
8. Teacher training institutions: those institutions responsible for the training and certification of teachers.
9. Perceptions: those beliefs held by teachers.

## Specific Research Questions

Based upon their years of teaching experience, how do teachers:

1. perceive the degree to which the characteristics and practices, specified by the effective teaching research and identified and summarized in the 12 subsections (see pp. 15-25) are necessary for effective teaching to take place?

2. perceive their present on-the-job performance in relation to the characteristics and practices specified by the effective teaching research and identified in the 12 subsections?

3. perceive that teachers can do an even better job of following the suggestions outlined in the effective teaching research, as identified in the 12 subjections?

## Limitations of This Research

The following limitations bear upon this research.

1. Much of the contemporary research and literature dealing with school effectiveness has been conducted at the elementary school level (K-6). The majority of these studies were conducted in urban settings, usually involving the urban poor. Their general focus has been upon basic skill instruction usually in one or two content areas, namely mathematics and/or reading. Consequently, the current understandings and beliefs held in the determination of teaching effectiveness are based upon limited studies dealing with relatively narrowly defined clientele, environments, and content areas. The contemporary research deals almost exclusively with a determination of

teaching effectiveness which is associated with the improvement of student performance on national tests and in reaching the goals and objectives of individual school districts.

A limited amount of teaching effectiveness research involves other content areas, other grade levels in other social/economic environments. Conclusions of these research studies may also contribute to an understanding of teaching effectiveness.

2. Although this study will focus exclusively upon one category of effective schooling--teaching, there are at least six other major categories, the characteristics and practices of which have also been identified in the research and literature as contributing to school effectiveness. They are organization, leadership, curriculum, training and development, school climate, and evaluation. It is not to be concluded that teaching is necessarily the most important category of the seven in contributing to school effectiveness. It seems highly likely that the category of teaching and the six categories mentioned above are all interrelated and interdependent each contributing to the overall effectiveness of the school.

3. It is to be noted that recent research is beginning to uncover data which would seem to indicate that there has not been a substantial decline in test scores as much of the contemporary research and literature seem to conclude. It would be well to be aware of this ambiguity when considering the findings of this present study.
4. Contemporary research and literature as it pertains to teachers' beliefs and practices has reflected a notable shift from prior research and literature. Prior research indicates that teacher education in America has been more practice-oriented than theory-oriented. It contends that beliefs have only a minimal effect on practice, if any, and that beliefs can result from or be a justification for practice. For example, because of environmental pressures, teachers may resort to certain practices and then adopt beliefs that are consistent with those practices. Contemporary research suggests that the beliefs teachers hold are important determinants of teaching behavior and that beliefs are the active shapers of practice and not the reverse. It may be important to consider these two points of view when drawing conclusions and making applications of this study.

5. The research and literature dealing with effective characteristics and practices of teaching and the research and literature dealing with teacher beliefs and practices are too large to be fully cited in the present study. Efforts have been made to identify the various and recurring themes of the research and literature as they relate to these two areas. Efforts have also been made to cite the more frequently referenced and/or the more original studies pertaining to each recurring theme.
6. Data are being collected from a limited population. Two stratified random samples, based upon the years of teaching experience of teachers who are presently teaching in public elementary schools within the Ottawa Area Intermediate School District--located in lower Western Michigan--form the parameters of this study. These samples are to be considered reflective of their environment. Consideration is to be given to this fact when dealing with the descriptive conclusions and potential applications of this study.
7. It is not to be assumed that teachers with three or fewer years of classroom teaching experience are necessarily any more or less effective than teachers with 10 or more years of classroom

teaching experience. The two groups are differentiated by the years of classroom experience they possess in an effort to note the similarities and differences between their perceptions as groups.

8. Belief is defined as a conviction of near faith-like intensity which affects one's perceptions and ultimately one's actions. Belief is also defined as an accumulation of perceptions which affects one's convictions and ultimately one's actions. Despite growing support for the fact that beliefs/perceptions and actions shape practice, and not the reverse, it may be necessary to be aware of the cyclical nature of beliefs/perceptions and actions, as well as the interrelatedness of each to alter or reinforce the other, when drawing conclusions and/or making applications based upon this study.

In summary, teaching characteristics and practices are being considered by researchers in an effort to increase and enhance teaching effectiveness which, for the most part, is being measured by test scores. Noting the limitations of this study (p. 7), highlighted by the difficulty involved in looking at teaching, which is an interrelated and interdependent collage of activities from a somewhat more fragmented perspective, and looking at teacher beliefs/

perceptions as they interrelate with practice, Chapter II will feature

--a review of the research and literature and isolation of the more often identified characteristics and practices (subsections) associated with effective teaching. These identifications will then form the basis for the comparison of perceptions between less- and more-experienced teachers; and

--a review of the research and literature and identification of contemporary thinking concerning the role of beliefs/perceptions as they relate to practice.

# CHAPTER II

## REVIEW OF THE RESEARCH AND LITERATURE

Chapter II features two reviews of the research and literature. The first review focuses upon effective teaching research and literature, and the second review focuses upon beliefs/perceptions research and literature. Separate bibliographies are featured beginning on page 133.

### Characteristics and Practices of Effective Teaching: Review of the Research and Literature

This review of effective teaching research and literature, along with a list of bibliographical citations, follow the format of R. E. Blum's research synthesis (Blum, R. E. [1984, April]. Effective school practices: A research synthesis. Onward to excellence: Making schools more effective. Portland, OR: Northwest Regional Education Laboratory). Numerous additional references have also been sighted in support and extension of this research synthesis.

Learning is an individual process that is shaped in the classroom by the classroom teacher. Daily, teachers and their students work together to extend and refine each student's set of concepts and skills. What follows is a review of the research and literature with particular attention being focused upon the role of the teacher in this learning process. More specifically, attention

is directed towards those teaching characteristics and practices which have been associated with the improvement of national test scores and/or student progress towards achieving the goals and objectives of the learning institution.

Although this review will focus almost exclusively upon effective teachers and their teaching characteristics and practices, there are basically six other categories, the characteristics and practices of which have also been identified as contributing to school's effectiveness in reaching its goals and objectives. They are organization, leadership, curriculum, training and development, school climate, and evaluation and assessment. It is highly likely, even obvious, that these seven categories are interdependent. Functioning in harmony, they altogether may presumably provide effectiveness with efficiency. No single category would appear to be able to cause effectiveness in and of itself.

Nothing should be construed from the order or manner in which these effective teaching characteristics and practices are presented. The effective teaching characteristics and practices derived from the contemporary research and literature have been organized under various subsections in an effort to provide support, clarification, and distinction among the various effective teaching characteristics and practices. Although these subsections cannot legitimately be used as a checklist of any kind for evaluating the performance of individual teachers, it is noted that the research and literature provide "a more likely to succeed" listing of effective teaching characteristics and practices.

At the end of each subsection are lists of citations from the research and literature. While not inclusive of all the research and literature, these citations lend their support to the effective teaching characteristics and practices cited in the subsection. Many research and literature reports are cited under more than one subsection and many more could be. Limiting the citations to particular subsections is done in an effort to conserve space as well as to highlight what might well be the essence of the research and literature in question. All citations are referenced in the bibliography.

Subsection One

> Instruction in order to accomplish the goals of the institution must be guided by a curriculum which is planned and organized. The curriculum must include learning goals and objectives which have been developed and prioritized in accordance with the district and building guidelines and which have been selected and/or approved by the teachers.

The teacher provides the types of instruction which successfully deliver the curriculum. The teacher knows where s/he fits in the curriculum structure--the assignment, as well as the priorities within it. If the scope and sequence is not already provided within the curriculum structure, the teacher is capable of sequencing the goals of the institution in such a manner as to facilitate student learning by means of organized and/or grouped units and lessons. The teacher sets timelines so that the calendar is used for instructional planning. The teacher identifies the institutional resources at her/his disposal as well as a variety of teaching activities and

matches these to the objectives and to students' developmental levels. These are recorded in the daily lesson plans. For priority objectives, additional/alternative resources and activities are identified and utilized if the situation demands. The teacher realizes that no one particular resource or activity has inherent value in all settings but, rather, the worth of any resource or activity must be determined in each instructional setting. The teacher reviews and evaluates all resources and activities for content and appropriateness. This self-evaluation often leads to modifications based on a teacher's experiences resulting in an increase in her/his effectiveness in helping students learn.

Citations: Anderson (1982), Behr (1981), Benjamin (1979), Blumberg (1980), Brookover (1970), Carnahan (1980), Cohen (1982), Denham (1980), Doherty (1981), Edmonds (1979a), Evertson (1980c), Fischer (1978), Jorgenson (1977), Leithwood (1982), Madaus (1980), Madden (1976), McGeown (1979-80), Niedermeyer (1981), Rosenshine (1983), Sarason (1971), Senate Select Committee (1970), Talmage (1979), Venezky (1979), Watkins (1980), Wilson (1981).

Subsection Two

Expectations for student learning are high.

The teacher sets high standards for learning and lets her/his students know they are all expected to meet them. The teacher sets these standards in accordance with the overall goals of the institution. They are challenging and at the same time attainable. No student is expected to fall below the level of learning needed to be successful at the next level of education. Consequently, the teacher expects students to do well on tests and earn good grades.

The teacher consistently sets and maintains quality standards for academic work and is adept at recognizing conditions which impede or enhance the realization of these expectations. A teacher's belief that her/his students can learn and, if they do not, then the failure lies in the deficiencies of the instructional approach is an essential ingredient in attaining the goals of the institution. This belief that instructional effectiveness lies at the heart of student effectiveness would suggest that the teacher not only maintains high expectations for her/his students but also maintains high expectations for the instructional program as well. More specifically, the teacher is convinced that instructional programs can be improved.

> Citations: Anderson (1982), Azumi (1982), Benjamin (1981), Berliner (1979), Block (1976), Bloom (1976, 1981), Brookover (1978, 1979a), Brophy (1980), Clements (1980), Courter (1983), Edmonds (1977, 1979a), Enochs (1979), Evertson (1980c), George Washington University (1980), Good (1979c), Guskey (1981), Henthorn (1980), Kelly (1955), Phi Delta Kappan (1980), Pinero (1982), Pope (1979), Purkey (1983), Rist (1970), Rosenshine (1983), Rutter (1983), Worsham (1981).

Subsection Three

> Students, in order to learn at top efficiency, must be carefully oriented to their lessons.

A teacher helps students get ready to learn. S/He does this by explaining lesson objectives in simple, everyday language and referring to them throughout the lessons in order to maintain focus. A teacher posts and/or hands out copies of objectives to let students know in advance what is expected of them and to assist them in

maintaining a sense of direction. Periodic and systematic checks are made to determine whether or not the objectives are being understood by students. A teacher points out the relationship of a current lesson to previous studies and reminds students of key concepts or skills previously covered. A teacher challenges her/his students to learn, particularly at the start of difficult lessons. The students know in advance what it is they are expected to learn.

> Citations: Block (1976), Bloom (1976), Evertson (1980c), Dunn (1978), Good (1979b, 1979c), Levin (1981), Rosenshine (1983), Stallings (1979).

Subsection Four

> Instruction which is clear and focused maximizes students' capabilities to master the goals of an institution.

A teacher previews her/his lesson activities, gives clear verbal and written directions, highlights and repeats key points and instructions, and checks for student understanding. More specifically, her/his presentations, such as lectures or demonstrations, are designed to communicate clearly to students, avoiding digressions whenever possible. Once new concepts and skills have been introduced, the teacher checks students' understanding by asking them clear questions, making sure that all students have a chance to respond. Then the teacher provides them with plenty of opportunity for guided and independent practice. This practice and other specific academic tasks a teacher selects are well matched to the lesson content so student success rate is high. Seatwork assignments also provide variety and challenge. Homework is a part

of a teacher's vocabulary. Homework which can be completed successfully is assigned. It is typically assigned in small increments and provides additional practice with content covered in class. All homework is checked, and students are given quick feedback. A teacher communicates with parents concerning homework and its importance. Often the teacher is able to provide parents with tips on how to best help their children and, as a result, is able to keep both involved in learning.

Citations: Azumi (1982), Barth (1979), Becker (1977, 1980, 1982), Berliner (1976), Bloom (1976), Brophy (1979), Cobb (1973), Collins (1978), Crawford (1975), Diffy (1980), Dunn (1978), Evertson (1980c, 1982b), Fitzpatrick (1982), Gage (1978), Good (1977, 1979a, 1979b, 1979c), Hunter (1977), Kennedy (1978), Larkin (1976), Levine (1981, 1982a, 1982b), Lortie (1975), McConnell (1979), McKenzie (1979), Medley (1978), Rich (1979), Rosenshine (1979, 1983), Rutter (1979), Soar (1973), Stallings (1979), Worsham (1981).

Subsection Five

To ensure the effectiveness of instruction, learning progress is monitored closely.

A teacher frequently monitors her/his students' learning progress, doing so both formally and informally. It is understood that all the students in her/his classroom are accountable for their academic work. A teacher uses test results, grade reports, attendance records, and other methods to spot potential problems. A teacher's knowledge and use of test development techniques provide valid, reliable assessment instruments which match the assessment of her/his students' performance with the learning objectives. These assessments done routinely make checking her/his students' progress

easier and more efficient. A teacher provides her/his students with quick feedback reports which are tied to learning objectives and does so in a clear and simple manner so as to help them understand and correct their errors. A teacher, in turn, uses assessment reports not only to evaluate her/his students, but also for instructional diagnosis and to find out if her/his teaching methods are working. A teacher is willing and able to explore alternatives in her/his presentation in order to meet any identified needs.

Citations: Bachelor (1982), Barth (1979), Becker (1982), Behr (1981), Benjamin (1979), Bennett (1976), Berliner (1979), Bloom (1974, 1981), Brady (1977), Brookover (1970, 1979a, 1979b), Cohen (1981), Collins (1978), Cooley (1980), Edmonds (1979a, 1979b), Evertson (1980a, 1982a), Fisher (1978), Gannett News Service (1980), Huitt (1980), Kash (1982), Kelley (1980), Leithwood (1982), Madaus (1979, 1980), Madden (1976), Mathews (1976), Medley (1979), McConnell (1979), Milazzo (1982), NASSP (1979), New York State Department of Education (1974), Purkey (1983), Rich (1979), Senate Select Committee on Equal Educational Opportunity (1970), Squires (1981), Venezky (1979), Watkins (1978), Weber (1971), Wellisch (1978), Worsham (1981), Wynne (1980).

Subsection Six

When students do not understand, they are retaught.

A teacher introduces new material as quickly as possible at the beginning of the year, with a minimum review or reteaching of previous content. A teacher thoroughly but quickly reviews key prerequisite concepts and skills. Priority lesson content is assessed and retaught until students show that they have learned it. To accomplish this, a teacher utilizes alternative grouping

techniques and a variety of instructional resources and teaching activities. To ensure and strengthen her/his students' retention, regular, focused reviews of key concepts and skills are used throughout the year.

Citations: Block (1976), Bloom (1976), Burns (1979), Hyman (1979), Levin (1981), McConnell (1979), Reid (1980), Rosenshine (1983).

Subsection Seven

Class time is used for learning.

A teacher follows a system of priorities for using class time and allocated time for each subject or lesson. S/He concentrates on using class time for learning and spends little time on non-learning activities. Whenever and as often as possible, a teacher schedules her/his day so as to avoid disruption of learning time. By setting and maintaining a brisk pace for instruction that remains consistent with thorough learning, by introducing new objectives as quickly as possible and by providing clear start and stop cues, a teacher is able to pace lessons according to specific time targets, thereby narrowing the gap between allocated time (the amount of time administratively set aside for instruction in various disciplines) and engaged time (the amount of time students actually spend working on assigned tasks at the appropriate difficulty level). A teacher also encourages her/his students to pace themselves. If they are unable to complete their work during class time, a teacher provides extra learning time for those students who want/need it. A teacher also provides and/or makes provisions for her/his students to get extra help outside of regular school hours.

Citations: Arlin (1979), Azumi (1982), Benjamin (1981), Bennett (1976), Berliner (1978, 1979), Bloom (1976, 1981), Brady (1977), Brookover (1979b), Cohen (1982), Cooley (1980), Davidson (1979), Denham (1980), Evertson (1980c), Fischer (1978, 1979, 1980), Gambrell (1981), Gannett News Service (1980), Glass (1977), Glynn (1973), Good (1978), Guthrie (1976), Huitt (1980), Levin (1981), Lezotte (1980), Murphy (1982), NSPRA (1982), Perkins (1965), Ramey (1982), Rosenshine (1978, 1979, 1983), Squires (1981), Stallings (1974, 1980, 1981), Wiley (1974), Wilson (1981), Worsham (1981), Wyne (1979).

Subsection Eight

Classroom routines are such that the operation is smooth, efficient, consistent, and purposeful.

The teacher begins her/his classes quickly and purposefully. Her/His materials and supplies assignments and activities are ready for students when they arrive. Students know to bring the materials they need to class each day and what to do with them. A teacher handles administrative matters quickly, and efficient routines keep class disruptions to a minimum. Transitions between activities throughout the day are rapid and smooth.

Citations: Armor (1976), Borich (1979), Brophy (1979), Brundage (1979), Edmonds (1979a), Emmer (1980b), 1982), Evertson (1980a, 1982b), Kounin (1977), Lezotte (1980), Medley (1978, 1979), Sanford (1981).

Subsection Nine

The composition of the instructional group in the classroom is formed to fit the particular instructional needs of the situation.

When introducing new concepts and skills, a teacher actively leads whole-group instruction. Smaller groups are formed within the

classroom as needed to make sure all students learn thoroughly, especially during instruction and reteaching aimed at priority objectives. A teacher properly places students according to their individual achievement, avoiding underplacement. A teacher constantly reviews and adjusts these groupings, moving students when their achievement levels change.

Citations: Azumi (1982), Bean (1980), Borg (1981), Bossert (1978), Dunn (1978), Good (1979a), Huit (1980), Letteri (1978), Medley (1979), NASSP (1979), Rosenshine (1979, 1983), Stallings (1974, 1979), Webb (1980), Wellisch (1978).

Subsection Ten

The standards for classroom behavior are explicit, firm, and consistent.

A teacher lets students know that there are high standards for behavior in her/his classroom. These standards are consistent with or identical to the building code of conduct which specify acceptable student behavior, discipline procedures, and consequences. These codes of conduct are not only taught and reviewed in the classroom from the beginning of the year, they are also known by the parents of students. Consistent, equitable discipline is applied for all students. A teacher stops disruptions quickly, taking care to avoid disrupting the whole class. A teacher carries out discipline procedures quickly and clearly links the discipline to the student's inappropriate behavior. In every disciplinary action, a teacher tells students why they are being disciplined, in terms of the code of conduct, and then administers discipline in a neutral, matter-of-

fact way being most careful to focus on students' behavior, not on personality.

> Citations: Anderson (1980), Borich (1979), Brookover (1979a), Brophy (1970, 1974, 1979), California State Department of Education (1977), Cooley (1980), Edmonds (1979a), Emmer (1980a, 1980b, 1981a, 1981b, 1982), Evertson (1980a, 1980b, 1982b), Good (1979a), Kounin (1974, 1977), Madden (1976), Medley (1978), Michigan State Department of Education (1974), New York State Department of Education (1974), O'Leary (1979), Rutter (1979), Sanford (1981), Squires (1980), Soar (1973), Stallings (1981), Thompson (1967), United States Department of Health, Education, and Welfare (1978), Weber (1971), Worsham (1981).

Subsection Eleven

> The personal interactions between teachers and students are positive.

A teacher pays attention to her/his students' interests, problems, and accomplishments in social interactions both in and out of the classroom. A teacher makes sure s/he lets students know that s/he really cares. Frequently, a teacher goes beyond content definitions of curriculum to stress values, respect for others, and learning how to learn. A teacher permits and encourages her/his students to develop a sense of responsibility and self-reliance. Older students in particular are given opportunities to take responsibility for school-related matters and to participate in making decisions about important school issues.

> Citations: Benjamin (1981), Dunn (1978), Emmer (1981a, 1981b), Evertson (1980b, 1981), Gage (1978), Kelly (1980), Lipham (1981), Palonsky (1977), Rutter (1979), Stallings (1978a, 1978b).

Subsection Twelve

Incentives and rewards are used with students to promote excellence.

A teacher defines excellence by objective standards not by peer comparison. A teacher recognizes excellence and maintains a system set up in her/his classroom for frequent and consistent rewards to students for academic achievement and excellent behavior. The requirements for rewards are clear, and procedures are explicit and known by all students. A teacher's rewards are appropriate to the developmental level of students and, consequently, they appeal to them. A teacher sets rewards at several different levels of performance, thus providing all students with opportunities for success and recognition. However, rewards are related to specific student achievement. Some rewards may be presented publicly, some privately. Some are presented immediately, some are delayed to teach persistence. Above all, parents are told about their children's successes and requested to help them keep working toward excellence.

Citations: Armor (1976), Barth (1979), Becker (1982), Bloom (1981), Brookover (1979a, 1979b), Brophy (1980, 1981), Collins (1978), Emmer (1981a, 1981b), Evertson (1981), Gage (1978), Gross (1965), Hall (1980), Hunter (1977), Lezotte (1980), Lipham (1981), Rich (1979), Rosswork (1977), Rutter (1979), Silvernail (1979), Stallings (1978a, 1978b), Walker (1976), Wynne (1980).

## Beliefs/Perceptions: Review of the Research and Literature

Belief is a kind of psychological filter which renders an individual selective in making discrimination as to what is attended

to, admitted into, and kept out of one's environment. It represents a set of predispositions to perceive, feel toward, and respond to ego involving stimuli and events in a consistent way. Especially pertinent to schooling is the fact that beliefs influence the kind of cues on which one relies and utilizes in curriculum decision making (Harvey, 1970). All beliefs are predispositions to action (Fishbein & Ajzen, 1975; Rokeach, 1968; Kerlinger, 1967). In positing a casual chain, beliefs take available information and from it form attitudes which, in turn, influence intentions which form the basis for decisions and actions. This definition is illustrated below.

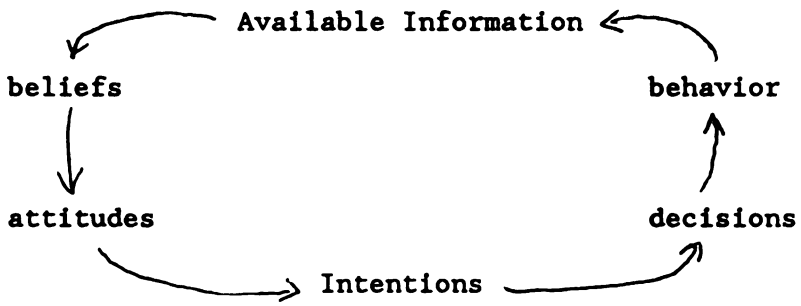



Figure 2.1. Relationship between beliefs, attitudes, intentions, decisions, behavior, and available information (Fishbein & Ajzen, 1975).

In this era of intense public concern with education, pressure mounts for teachers to emulate and utilize those characteristics and practices of effective teaching identified in contemporary research. Because the beliefs of classroom teachers have been too often ignored, it is necessary to examine the existing beliefs teachers have towards those characteristics and practices the public would have them exhibit in their classrooms (Dobson & Dobson, 1983).

Based primarily upon reviews of Mayer and Bauch, the following review of the research provides information regarding the link between beliefs, perceptions, and practice (Mayer, 1985; Bauch, 1984).

Some research suggests that beliefs have only a minimal effect on practice, if any. Duffy's (1981) research in the area of reading concludes that the three factors most greatly influencing practice did not include beliefs at all, but rather lists the nature of the student, commercial reading materials used in the school, and the desire or need to maintain activity flow. In addition, he found demands of teacher peer pressure, pressure from principals, and applicable accountability mandates as factors effecting teacher practice. Only after these factors are taken into account does a teacher's personal beliefs of reading become a consideration. Others point to the environmental factors of classroom composition and district mandates as shapers of practice (Dreeban, 1968; Jackson, 1968; Kounin, 1970; Lortie, 1975).

Still other researchers conclude that practice sometimes results from beliefs and sometimes it does not. It is possible that teachers' thinking may be lacking in complexity (Miller, 1981). Many teachers may not possess a sophisticated way of thinking about their teaching and, therefore, do not operate from a belief system; their manner of dealing with the teaching world is too focused upon the concrete (Buchmann, 1983).

Teachers in public schools frequently describe their teaching situations in such ways that one is left wondering whether or not

teachers have control over what takes place within the four walls of their classrooms (Mayer, 1985). Even teacher education in America, both preservice and inservice, has tended to be practice-oriented as opposed to theory-oriented. Given the nature and limits of the knowledge we have regarding the relationship between teachers' beliefs and practice, this tendency is not unwarranted. Nevertheless, a growing body of research literature suggests that the beliefs teachers hold are an important determinant of teaching behavior.

It was Brown's (1968, 1969) research that finally began to provide much needed directionality and advocated an argument for viewing beliefs as the active shapers of practice and not the reverse. Teachers who do operate from belief and theory are, in fact, more effective teachers than those who operate at a more concrete level. Without this belief/practice congruency, teaching proceeds at random and a mere activity to get things done (Dobson & Dobson, 1983; Bauch, 1982; Dobson, 1973; Mayer, 1985; Olson, 1981). For example, beliefs regarding the importance of certain subject areas had an impact on the amount of time those teachers devoted to those subject areas and a subsequent effect on the amount of pupil learning in those subject areas (Schmidt & Buchmann, 1983).

Teacher beliefs can also negatively interact with curricular innovations and result in teachers ignoring the innovation and behaving in their more traditional manner (Bussies, 1976). Teachers need to have a philosophical commitment to an innovation in order for it to work. Mayer calls this the rubberband effect. When teachers

are confronted with a teaching method that contains embedded beliefs not consistent with their own, the tendency is for them to return to a practice that is more consistent with their belief systems (Mayer, 1985).

Research cautions us to consider that we do not know how the original beliefs developed. It is possible that they are what they are because they are justifications for practice and now serve as a type of internal insulation against change. It further cautions us to consider that some core beliefs are not easily changed; and if they are changeable, not all teachers will have their beliefs modified in the same way given similar experiences; that is, teacher socialization cannot be supposed to result in a homogeneity of beliefs (Schmidt & Buchmann, 1983; Harvey, 1961; Bennett, 1976; Carew & Lightfoot, 1979; Gracey, 1972; Morgan, 1977).

Whatever the content or source of a belief, it is commonly assumed by attitude researchers that beliefs are organized around an underlying point of reference which represents something that is important to the individual. The extent to which that point of reference can be influenced is a difficult question. Curriculum planners and implementers need to consider the stated beliefs of teachers when presenting them with curricular innovations (Mayer, 1985). Likewise, attempts to help teachers improve their teaching, some consciousness-raising awareness or feedback regarding their classroom behavior is needed before they can appropriately change their instructional beliefs and thus their behavior (Rokeach, 1968). This argues that continuing research into teacher beliefs could be

useful in improving teaching practice (Mayer, 1985; Olson, 1981; Buchmann, 1983).

## Summary

In summary, researchers have identified at least 12 teaching characteristics and practices which appear to be related, positively, to improving student test scores. These characteristics and practices are (a) a curriculum which is planned and organized including prioritized goals and objectives which have been established or approved by teachers; (b) high expectations for student learning; (c) careful orientation of students to their lessons; (d) clear and focused instruction; (e) monitored learning progress; (f) reteaching when necessary; (g) time is used for learning; (h) smooth, efficient, consistent, and purposeful classroom routines; (i) instructional groupings fit instructional needs; (j) behavior standards are explicit, firm, and consistent; (k) interactions between students and teachers are positive; and (l) incentives and rewards are used to promote excellence.

Researchers have also identified the association which exists between beliefs/perceptions and practice. An association which indicates that beliefs/perceptions are the active shapers of practice and not the reverse.

The 12 identified characteristics and practices of effective teaching form the basis for a comparison of the beliefs/perceptions held by the less- and more-experienced teachers, as defined. Chapter III will feature the methodology and instrumentation by which this comparison is accomplished.

# CHAPTER III

# METHODOLOGY AND INSTRUMENT DEVELOPMENT

## Research Design

The research design consisted of five phases: (a) development, (b) pilot, (c) determination of population set and sample, (d) gathering and reporting of data, and (e) analysis and conclusions. This chapter will deal with development, pilot, and determination of population set and sample. Chapter IV will deal with the gathering and reporting of data, and Chapter V will deal with analysis and conclusions.

### Development

Twelve characteristics and practices of effective teaching were identified and summarized in 12 subsections (see Chapter II). Three questions were posed under each subsection. It was the intent of this study to conduct a comparative investigation of teachers' perceptions towards these 12 identified subsections. The comparison involved two stratified random samplings consisting of less- and more-experienced teachers (see critical terms, Chapter I). For the sake of this comparison, a Likert scale was used (with items rated from one to five, five being the highest).

The questionnaire featured a general introduction, brief explanation, directions for filling out and returning the questionnaire, and three general information questions. These (general information) questions asked teachers to indicate what grade level they were presently teaching, their highest academic degree held, and their total years of teaching experience.

Three questions were asked following each of the 12 subsections. The first question under each subsection asked teachers to rank their personal thinking concerning the necessity of the characteristics and practices for effective teaching to take place as outlined in the subsection under consideration. The second question under each subsection asked teachers to rank their personal evaluation of their own on-the-job performance in the subsection under consideration. The final question asked the teachers to offer suggestions, based upon their personal thinking, as to what would help teachers to do an even better job in the area of each subsection under consideration (see Appendix B).

Pilot

Interviews were conducted with 12 randomly selected teachers in the Holland Public Elementary Schools. The intent of these interviews was to validate the use of the instrument. Each teacher during the interview was asked to read the questionnaire and respond to the following set of questions.

1. Were the 12 subsections identified and explained clearly enough so as to distinguish them from each other as well as provide

enough information to answer the questions being asked in each subsection?

2. Were the directions for filling out the questionnaire clear?

To provide additional validity, the teachers were asked to fill out the questionnaires and then, in interview sessions, explain how they felt they responded in relation to how they actually responded. The unanimous positive response to these two initial questions and the interview sessions indicated that those who took the pilot test did, in fact, understand the questionnaire and responded to it as they felt they had responded. The results of this pilot testing suggest that the questionnaires possesses face validity.

## Determination of Population Set and Sample

Population set. This research project was conducted in the Ottawa Area Intermediate School District which encompasses Ottawa County and two school systems in the most northern part of Allegan County, Michigan--the Hamilton and Saugatuck public school systems. The following information was supplied by the Ottawa County Chamber of Commerce (1980).

The district lies along 40 miles of the western shore of Lake Michigan. Along this area's eastern border, and extending slightly into the county, is the expanding Grand Rapids metropolitan area--Michigan's second largest and third fastest growing urban center (1980 population, 374,744). Adjacent to this area's northwest corner is the Muskegon urbanized area (1980 population, 105,634) which includes the

largest city and the only deep water port on the east shore of Lake Michigan. This area has been frequently recognized as a significant "growth area" in Michigan. In the past 30 years (1950-1980), this area has more than doubled its population--from 73,751 to 157,174. The following tables give information based upon population ancestry (3.1), race (3.2), education (3.3), and school enrollments (3.6).

Table 3.1
General Population Characteristics--Ancestry: Ottawa Area, 1980

| Ancestry | Total Population |
|---|---|
| Dutch | 51,846 |
| English | 8,362 |
| French | 1,128 |
| German | 9,906 |
| Hungarian | 2,233 |
| Irish | 2,233 |
| Multiple | 54,700 |
| Polish | 2,304 |
| Swedish | 1,086 |
| Other | 25,609 |
| TOTAL: | 157,147 |

Table 3.2
General Population Characteristics--Race: Ottawa Area, 1980

| Race | Total Population |
|---|---|
| White | 150,145 |
| Spanish-American | 5,006 |
| Black | 627 |
| Asian | 1,396 |
| TOTAL: | 157,174 |

Table 3.3
General Population Characteristics--Educational Attainment: Ottawa Area (State of Michigan), 1980

| Educational Attainment | Total Population |
|---|---|
| High school graduates | 69.1% |
| (State of Michigan) | (67.9%) |
| College graduates | 14.6% |
| (State of Michigan) | (14.2%) |

Table 3.4
General Population Characteristics: School Enrollments: Ottawa Area, 1980

| School Enrollments | Total Pop. | % of Pop. |
|---|---|---|
| K-8 public schools | 19,726 | 78.9% |
| (K-8 public, Michigan) | 1,245,235 | 89.0% |
| K-8 private schools | 5,294 | 21.1% |
| (K-8 private, Michigan) | 154,820 | 11.0% |
| 9-12 public schools | 10,307 | 83.3% |
| (9-12 public, Michigan) | 630,664 | 91.6% |
| 9-12 private schools | 2,075 | 16.7% |
| (9-12 private, Michigan) | 58,062 | 8.4% |

This area's growing and diverse population has produced an optimistic, productive, and relatively young work force possessing a large variety of work skills and a strong religious and native work ethic. Manufacturers in this area rate the quality of the work force as the area's number one asset. In many local firms, relationships between labor and management have been enriched by progressive company programs that encourage a spirit of mutual concern,

cooperation, and involvement. While labor unions assume a valuable role in some businesses, a large majority of the area's manufacturing employees (about 80%) are non-union workers.

The distinguished educational programs and facilities in this area are an impressive and versatile community resource. Eleven public school systems are complemented by numerous private and parochial opportunities for learning. Six institutions of higher learning are within driving distance.

Similarly, this area's churches represent many faiths and continue to be a significant and inspirational part of the lives of the area's citizens.

Claiming the lowest unemployment rate of all of Michigan's 83 counties, this area features economic diversity and stability. Manufacturing, agriculture, and tourism are the main sources of revenue.

Sample. There are 11 public school districts located within the Ottawa Area Intermediate School District in the state of Michigan, including the Holland Public Schools. The Holland system, however, was eliminated from consideration in this research as the Holland system represents the employment district of this researcher.

The 10 school systems included in this research sample are listed below with the number of elementary schools in each given in parentheses (information supplied by the ISD, 1985-86).

Table 3.5
School Systems in the Ottawa Area ISD

| | |
|---|---|
| Allendale Public Schools | (1) |
| Coopersville Public Schools | (2) |
| Grand Haven Public Schools | (9) |
| Hamilton Public Schools | (5) |
| Hudsonville Public Schools | (6) |
| Jenison Public Schools | (6) |
| Saugatuck Public Schools | (1) |
| Spring Lake Public Schools | (2) |
| West Ottawa Public Schools | (7) |
| Zeeland Public Schools | (4) |

In an effort to secure the release of needed information from the Ottawa Area ISD office and to seek the permission necessary to conduct this research project in the various public elementary schools, phone calls were made to the superintendents or representatives of each public school system in the Ottawa Area ISD. Information regarding the nature of the study was shared with each superintendent. The degree of specificity was determined by each individual superintendent (see Appendix A).

Upon receiving each superintendent's permission to conduct the research project in his district, each superintendent was sent a signature form granting his written permission. These signatures were then presented to the Ottawa Area ISD office, and the release of needed information was granted. Teachers in each district were identified according to two designated strata, namely, those who represented less-experienced teachers (defined as those with 0-3 years of classroom teaching experience) and those who represented

more-experienced teachers (defined as those with 10+ years of classroom teaching experience).

Forty names from each identified stratum were selected at random, using a pull-from-the-hat technique, resulting in the selection of a total of 80 teachers. Once these 80 teachers were identified, each was contacted by phone to indicate that s/he had been randomly selected for the purpose of this research project. The initial phone contacts requested the cooperation of the teachers in completing and returning the questionnaires. Complete anonymity of responses was assured. Each of the 80 teachers contacted agreed to fill out and return the questionnaire. The questionnaires were then mailed to each participating teacher via the ISD courier service. The following information is shared regarding the random sampling and actual respondents by school system.

Table 3.6
Actual Number of Teachers Selected (Act.) by School System and Years of Experience Based upon the Possible Number of Teachers (Poss.) Who Could Have Been Selected by School System and Years of Experience with Percentages (Pct.)

| | 0-3 Years of Experience | | | 10+ Years of Experience | | |
|---|---|---|---|---|---|---|
| School System | Poss. | Act. | Pct. | Poss. | Act. | Pct. |
| Allendale Public | ( 2) | 2 | 100 | ( 18) | 1 | 5 |
| Coopersville Public | ( 9) | 7 | 78 | ( 23) | 3 | 13 |
| Grand Haven Public | ( 7) | 1 | 14 | (111) | 8 | 7 |
| Hamilton Public | ( 9) | 8 | 89 | ( 27) | 4 | 15 |
| Hudsonville Public | ( 3) | 3 | 100 | ( 36) | 3 | 8 |
| Jenison Public | ( 3) | 3 | 33 | ( 70 | 6 | 9 |
| Saugatuck Public | ( 3) | 3 | 100 | ( 7) | 2 | 29 |
| Spring Lake Public | ( 0) | 0 | 0 | ( 36) | 3 | 8 |
| West Ottawa Public | (10) | 5 | 50 | ( 68) | 6 | 9 |
| Zeeland Public | (12) | 10 | 83 | ( 32) | 4 | 13 |
| TOTALS: | (58) | 40 | 69 | (428) | 40 | 9 |

The following table shows the actual number of teachers selected from each school system compared to the total number of possible teachers selected from each stratum (40).

Table 3.7
Percentages (Pct.) of the Actual Number of Teachers Selected (Act.) from Each School System Compared to the Total (40) in Each Stratum

| | 0-3 Years of Experience | | 10+ Years of Experience | |
|---|---|---|---|---|
| School System | Act. | Pct. | Act. | Pct. |
| Allendale Public | 2 | 5 | 1 | 3 |
| Coopersville Public | 7 | 18 | 3 | 8 |
| Grand Haven Public | 1 | 3 | 8 | 20 |
| Hamilton Public | 8 | 20 | 4 | 10 |
| Hudsonville Public | 3 | 8 | 4 | 8 |
| Jenison Public | 1 | 3 | 6 | 15 |
| Saugatuck Public | 3 | 8 | 2 | 5 |
| Spring Lake Public | 0 | 0 | 3 | 8 |
| West Ottawa Public | 5 | 13 | 6 | 15 |
| Zeeland Public | 10 | 13 | 4 | 10 |
| TOTALS: | 40 | 100 | 40 | 100 |

The survey questionnaire included specific instructions as to the manner in which the questionnaires were to be filled out and returned within a requested three to four week period. The researcher's telephone number was included on the questionnaire should there have been a need for additional clarifications and/or additional information regarding the research survey. For the convenience of the teachers, a self-addressed, stamped envelope was included along with the survey questionnaire.

Following a four-week period, a follow-up letter was written and mailed to each of the 80 teachers in an effort to thank those who had

returned the questionnaire and to urge those who had not done so to complete it and return it as soon as possible. For the sake of convenience, another questionnaire and a self-addressed, stamped envelope was included with each follow-up letter.

Since the questionnaires were returned anonymously, there was no way to determine the actual number of respondents from each school district. A total of 23 of the 40 (58%) identified teachers in the 0-3 years of classroom teaching experience stratum responded to the questionnaire. A total of 32 of the 40 (80%) identified teachers in the 10+ years of classroom teaching experience stratum responded to the questionnaire. The following table shows the present grade level that respondents were teaching.

Table 3.8
Actual Number of Teachers Responding (Act.) to the Questionnaire by the Grade Level They Are Presently Teaching Given Their Years of Experience and the Percentage (Pct.) This Number of Teachers Responding Represents of the Total Respondents in Each Stratum

| | 0-3 Years of Experience | | 10+ Years of Experience | |
|---|---|---|---|---|
| Grd. Lvl. Pres. Tchg. | Act. | Pct. | Act. | Pct. |
| Kindergarten | 2 | 9 | 2 | 6 |
| First grade | 3 | 13 | 7 | 22 |
| Second grade | 1 | 4 | 8 | 25 |
| Third grade | 1 | 4 | 2 | 6 |
| Fourth grade | 5 | 22 | 3 | 9 |
| Fifth grade | 2 | 9 | 3 | 9 |
| Sixth grade | 1 | 4 | 4 | 13 |
| Others* | 6 | 26 | 3 | 9 |
| TOTALS: | 23 | 100 | 32 | 100 |

*indicates special education and/or specialist teachers

The teachers who responded were also asked to indicate their highest academic degree they presently hold. This information is shown in Table 3.9.

Table 3.9
The Highest Academic Degree the Actual Responding Teachers (Act.) Held and Years of Experience with Percentages of Totals

| | 0-3 Years of Experience | | 10+ Years of Experience | |
|---|---|---|---|---|
| Degree Held | Act. | Pct. | Act. | Pct. |
| B.A./B.S. | 20 | 87 | 18 | 56 |
| M.A./M.S. | 3 | 13 | 14 | 44 |
| Ed.S. | 0 | 0 | 0 | 0 |
| Ph.D./Ed.D. | 0 | 0 | 0 | 0 |
| TOTALS: | 23 | 100 | 32 | 100 |

In summary, the development and pilot of the survey instrument asked respondents to give answers to three questions under each of 12 subsections, which identified 12 characteristics and practices of effective teaching based upon contemporary research findings. The research sample was drawn from among the elementary school teachers teaching in the Ottawa Area Intermediate School District based upon their years of teaching experience. The area features mainly a white middle class population (Current Populations Report; March, 1985) of primarily European ancestry (primarily Dutch heritage, 33%). A Spanish-American culture (three percent) is presently the fastest growing culture in the area. The influence of parochial schools is higher than the state average, as is the educational attainment level

of its constituents. The actual sample features 23 respondents of 40 possibles representing less-experienced teachers and 32 respondents of a possible 40 representing more-experienced teachers.

A typical respondent in the less-experienced stratum (0-3 years of teaching experience) would be more likely to be presently teaching in the early elementary grades (namely kindergarten through the second grade, 26%) or in the middle elementary grades (namely third and fourth grades, 26%) or in a special area (namely special education, art, music, or physical education, 26%) than teaching in upper elementary grades (namely, fifth and sixth grades, 13%). A respondent would more typically have a B.A. or B.S. degree (87%) than an M.A./M.S. degree (13%).

A typical respondent in the more-experienced stratum (10+ years of teaching experience) would be more likely to be presently teaching in early elementary grades (namely, kindergarten through second grade, 53%) than teaching in upper elementary grades (namely, fifth and sixth grade, 22%) or in middle elementary grades (namely, third and fourth grades, 16%) or in the special areas (namely, special education, art, music, or physical education, 9%). A respondent would be nearly as likely to hold a B.A./B.S. degree (56%) as s/he would to hold an M.A./M.S. degree (44%).

No respondent in either stratum held a degree beyond the M.A./M.S. degree.

The remaining two phases of this research design, namely, gathering and reporting of data and analysis and conclusions, will be discussed in Chapters IV and V, respectively.

# CHAPTER IV

## GATHERING AND REPORTING DATA

Chapter IV presents the findings from the research questions posed in Chapter I.

### Questionnaire Responses

The randomly selected teachers from each of the defined stratum: less-experienced (0-3 years teaching experience) and more-experienced (10+ years teaching experience) were asked to rate their personal thinking in two areas, Question A and Question B, under each of the 12 subsections.

The teachers were asked to rate their thinking using a five-point Likert scale. Five represented the most positive response possible, and one represented the most negative response possible.

Question A represented the first question under each of the 12 subsections outlining characteristics and practices of effective teaching. The question asked was, "I personally think that the area outlined in subsection #___ is:

| Very Necessary | | Somewhat Necessary | | Not Necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective instruction to take place."

Question B represented the second question under each of the 12 subsections outlining characteristics and practices of effective teaching. The question asked was, "Where I am right now in my teaching, I personally think I do a

| Very Good Job | | Average Job | | Poor Job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #___."

For the sake of reading the tables below, the number preceding the letter "A" or "B" corresponds to the subsection under consideration as presented in the questionnaire, while the "A" or "B" refers to the question being asked. For example, "1A" refers to subsection #1 and Question A asked in that subsection, etc. (See Appendix B.)

The following table presents the means and standard deviations of the responses made by respondents in each of the two strata of identified teachers. Each respondent in both strata answered all the questions; consequently, the total responses for the less-experienced stratum under each question equalled 23, while the total responses for the more-experienced stratum under each question equalled 32. The means and standard deviations are given for Question A and Question B under each of the 12 subsections.

Table 4.1
Means and Standard Deviations

| Questions | 0-3 Years Exp. Means | 0-3 Years Exp. S.D. | 10+ Years Exp. Means | 10+ Years Exp. S.D. |
|---|---|---|---|---|
| 1A | 4.7826 | .5184 | 4.4375 | .5644 |
| 1B | 3.8696 | .6255 | 4.3438 | .6016 |
| 2A | 4.7826 | .4217 | 4.4063 | .7121 |
| 2B | 4.1304 | .6255 | 4.2188 | .7507 |
| 3A | 4.5217 | .7305 | 4.1250 | .9755 |
| 3B | 3.9130 | .7332 | 4.1250 | .7071 |
| 4A | 4.5217 | .7305 | 4.1563 | .9541 |
| 4B | 4.0435 | .7674 | 4.0625 | .7156 |
| 5A | 4.7826 | .5184 | 4.4688 | .7177 |
| 5B | 3.9565 | .5623 | 4.2813 | .7719 |
| 6A | 4.6522 | .4870 | 4.4688 | .7177 |
| 6B | 4.1304 | .6255 | 4.1250 | .8328 |
| 7A | 4.6087 | .7223 | 4.1563 | .8466 |
| 7B | 4.0000 | .8528 | 4.0938 | .6405 |
| 8A | 4.7391 | .4490 | 4.5938 | .6652 |
| 8B | 4.0435 | .7057 | 4.5938 | .6148 |
| 9A | 4.5652 | .6624 | 4.0313 | .9995 |
| 9B | 3.9130 | .8482 | 4.0313 | .9327 |
| 10A | 4.9130 | .2881 | 4.8125 | .4709 |
| 10B | 4.2609 | .7518 | 4.5000 | .5680 |
| 11A | 4.9130 | .2881 | 4.7813 | .4908 |
| 11B | 4.5652 | .5898 | 4.6250 | .4919 |
| 12A | 4.3478 | .9346 | 3.9063 | 1.0273 |
| 12B | 4.1739 | .7168 | 4.0938 | .8175 |

The following table presents the means and standard deviations of the responses for the two strata of identified teachers based upon their responses to Questions A and B under each of the 12 subsections and the calculation of the t-value and two-tailed test value. This calculation of the t-value and two-tailed test value scores permits the comparison of responses given by each of the teachers to both Question A and Question B in each of the 12 subsections and whether

or not, based upon a .05 level of significance, the two responses can be said to be related (as indicated by an asterisk [*]).

Table 4.2
Mean and Standard Deviation Scores along with T-value and Two-tailed Test Score Results, with .05 Level of Significance Indicated by *

| | 0-3 Years Exp. | 10+ Years Exp. | | |
|---|---|---|---|---|
| | Means | Means | | |
| Questions | S.D. | S.D. | t-val. | 2-tail |
| 1A | 4.7826 | 4.4375 | -2.31 | .025* |
| | .5184 | .5644 | | |
| 1B | 3.8696 | 4.3438 | 2.84 | .006* |
| | .6255 | .6016 | | |
| 2A | 4.7826 | 4.4063 | -2.26 | .028* |
| | .4217 | .7121 | | |
| 2B | 4.1304 | 4.2188 | 0.46 | .647 |
| | .6255 | .7507 | | |
| 3A | 4.5217 | 4.1250 | -1.65 | .106 |
| | .7305 | .9755 | | |
| 3B | 3.9130 | 4.1250 | 1.08 | .285 |
| | .7332 | .7071 | | |
| 4A | 4.5217 | 4.1563 | -1.54 | .130 |
| | .7305 | .9541 | | |
| 4B | 4.0435 | 4.0625 | 0.09 | .925 |
| | .7674 | .7156 | | |
| 5A | 4.7826 | 4.4688 | -1.79 | .080 |
| | .5184 | .7177 | | |
| 5B | 3.9565 | 4.2813 | 1.72 | .092 |
| | .5623 | .7177 | | |
| 6A | 4.6522 | 4.4688 | -1.06 | .293 |
| | .4870 | .7177 | | |
| 6B | 4.1304 | 4.1250 | -0.03 | .979 |
| | .6255 | .8328 | | |
| 7A | 4.6087 | 4.1563 | -2.08 | .043* |
| | .7223 | .8466 | | |
| 7B | 4.0000 | 4.0938 | 0.47 | .643 |
| | .8528 | .6405 | | |
| 8A | 4.7391 | 4.5938 | -0.91 | .368 |
| | .4490 | .6652 | | |
| 8B | 4.0435 | 4.5938 | 3.08 | .003* |
| | .7057 | .6148 | | |
| 9A | 4.5652 | 4.0313 | -2.23 | .030* |
| | .6624 | .9995 | | |
| 9B | 3.9130 | 4.0313 | 0.48 | .632 |
| | .8482 | .9327 | | |

Table 4.2, continued

| | | | | |
|---|---|---|---|---|
| 10A | 4.9130 | 4.8125 | -0.91 | .368 |
| | .2881 | .4709 | | |
| 10B | 4.2609 | 4.5000 | 1.34 | .185 |
| | .7518 | .5680 | | |
| 11A | 4.9130 | 4.7813 | -1.15 | .255 |
| | .2881 | .4908 | | |
| 11B | 4.5652 | 4.6250 | 0.41 | .684 |
| | .5898 | .4919 | | |
| 12A | 4.3478 | 3.9063 | -1.63 | .109 |
| | .9346 | 1.0273 | | |
| 12B | 4.1739 | 4.0938 | -0.38 | .707 |
| | .7168 | .8175 | | |

*Indicates significance at the .05 level.

Further discussion of Tables 4.1 and 4.2 appears in Chapter V.

The following table presents the Pearson Product Moment Correlation Coefficients which show the correlations between the ways in which the respondents rated the first and second questions under each of the 12 subsections. A .05 level of significance is used to determine if the <P> score represents a statistically significant correlation of the two responses and, if so, it is indicated by the use of an asterisk (*).

Table 4.3
Pearson Product Moment Correlation Coefficients <P> with .05 Significance Indicated with an *

| Questions | 0-3 Years Exp. r | 0-3 Years Exp. <P> | 10+ Years Exp. r | 10+ Years Exp. <P> |
|---|---|---|---|---|
| 1A/1B | .0488 | .825 | .3028 | .092 |
| 2A/2B | .4570 | .028* | .5526 | .001* |
| 3A/3B | .5129 | .012* | .7249 | .000* |
| 4A/4B | .1199 | .586 | .7884 | .000* |
| 5A/5B | .2779 | .199 | .4531 | .009* |
| 6A/6B | .6033 | .002* | .4925 | .004* |
| 7A/7B | .5903 | .003* | .4480 | .010* |
| 8A/8B | .0374 | .865 | .3722 | .036* |
| 9A/9B | .4151 | .049* | .4141 | .018* |
| 10A/10B | .3193 | .137 | .4824 | .005* |
| 11A/11B | .3024 | .161 | .5846 | .000* |
| 12A/12B | .3805 | .073 | .3565 | .045* |

*Indicates significance at the .05 level.

Further discussion of Table 4.3 appears in Chapter V.

The following table presents the numbers and percentages of respondents in each stratum, based on the actual number of respondents who answered Question C, "I personally think that teachers would be able to do an even better job of following the suggestion outlined in subsection #___ if only . . . ." which followed the 12 subsections.

Table 4.4
Number and Percentage of Respondents to Question C, Based upon the Actual Number in Each Stratum

| Subsection | 0-3 Years Exp. | | 10+ Years Exp. | |
|---|---|---|---|---|
| | # | % | # | % |
| 1 | 17 | 74 | 18 | 56 |
| 2 | 12 | 52 | 20 | 63 |
| 3 | 10 | 43 | 13 | 41 |
| 4 | 14 | 61 | 20 | 63 |
| 5 | 10 | 43 | 16 | 50 |
| 6 | 11 | 48 | 14 | 44 |
| 7 | 12 | 52 | 18 | 56 |
| 8 | 11 | 48 | 14 | 44 |
| 9 | 11 | 48 | 15 | 47 |
| 10 | 11 | 48 | 16 | 50 |
| 11 | 11 | 48 | 11 | 34 |
| 12 | 11 | 48 | 13 | 41 |

As the table indicates, not all of the 23 respondents in the less-experienced stratum or all the 32 respondents in the more-experienced stratum gave answers to Question C. In some instances (see Table 4.9), the respondents offered more than one response to the same question.

The responses were requested in an effort to determine where respondents perceived the responsibility lies with regard to teachers' ability to improve their on-the-job performance in the area of the subsection under consideration. Upon reviewing the responses, the researcher noted they appeared to fall into one of five responsibility areas. The responses seemed to indicate that the responsibility for on-the-job improvement lies with teachers (T), the school district (SD), teacher training institutions (TT), parents

(P), and/or students (S). (For clarification, see "Critical Terms" in Chapter I.)

The following table presents the number of respondents who gave answers to Question C, the number of suggestions given by respondents who gave answers, and the responsibilities area into which their responses for improvement fell. This information is presented by stratum. Further discussion of Tables 4.5 and 4.6 appears in Chapter V.

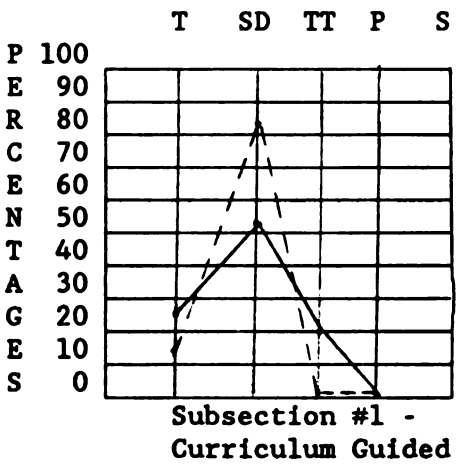
Table 4.5
Number of Respondents, Number of Suggestions, and Areas in Which the Responsibility for Improvement Rests, Based upon Each Stratum

| | | | 0-3 Years' Experience Responsibilities for Improvement Rests with: | | | | |
|---|---|---|---|---|---|---|---|
| Sub.# | Resp. | Sug. | T | SD | TT | P | S |
| 1 | 17 | 19 | 5(26%) | 10(53%) | 4(21%) | 0( 0%) | 0(0%) |
| 2 | 12 | 17 | 14(82%) | 2(12%) | 0( 0%) | 1( 6%) | 0(0%) |
| 3 | 10 | 10 | 7(70%) | 1(10%) | 2(20%) | 0( 0%) | 0(0%) |
| 4 | 14 | 18 | 8(44%) | 2(11%) | 2(11%) | 6(33%) | 0(0%) |
| 5 | 10 | 12 | 2(17%) | 8(66%) | 2(17%) | 0( 0%) | 0(0%) |
| 6 | 11 | 13 | 12(92%) | 1( 8%) | 0( 0%) | 0( 0%) | 0(0%) |
| 7 | 12 | 13 | 9(69%) | 4(31%) | 0( 0%) | 0( 0%) | 0(0%) |
| 8 | 11 | 13 | 6(46%) | 7(54%) | 0( 0%) | 0( 0%) | 0(0%) |
| 9 | 11 | 18 | 12(67%) | 6(33%) | 0( 0%) | 0( 0%) | 0(0%) |
| 10 | 11 | 16 | 12(75%) | 1( 6%) | 0( 0%) | 3(19%) | 0(0%) |
| 11 | 11 | 11 | 8(73%) | 3(27%) | 0( 0%) | 0( 0%) | 0(0%) |
| 12 | 11 | 18 | 18(100%) | 0( 0%) | 0( 0%) | 0( 0%) | 0(0%) |
| TOTALS: | | 178 | 113(63%) | 45(25%) | 10( 6%) | 10( 6%) | 0(0%) |

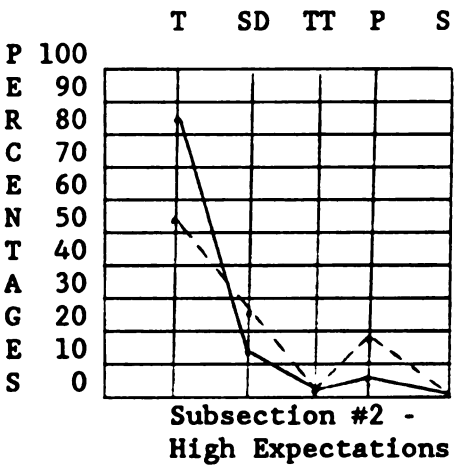
Table 4.5, continued

| Sub.# | Resp. | Sug. | 10+ Years' Experience Responsibilities for Improvement Rests with: T | SD | TT | P | S |
|---|---|---|---|---|---|---|---|
| 1 | 18 | 35 | 6(17%) | 29(83%) | 0( 0%) | 0( 0%) | 0(0%) |
| 2 | 20 | 29 | 16(55%) | 7(24%) | 0( 0%) | 5(17%) | 1(3%) |
| 3 | 13 | 13 | 11(85%) | 2(15%) | 0( 0%) | 0( 0%) | 0(0%) |
| 4 | 20 | 22 | 5(23%) | 4(18%) | 1( 4%) | 11(50%) | 1(4%) |
| 5 | 16 | 18 | 3(17%) | 13(72%) | 2(11%) | 0( 0%) | 0(0%) |
| 6 | 14 | 15 | 10(67%) | 5(33%) | 0( 0%) | 0( 0%) | 0(0%) |
| 7 | 18 | 23 | 7(31%) | 12(52%) | 0( 0%) | 4(17%) | 0(0%) |
| 8 | 14 | 17 | 6(35%) | 11(65%) | 0( 0%) | 0( 0%) | 0(0%) |
| 9 | 15 | 17 | 10(59%) | 7(41%) | 0( 0%) | 0( 0%) | 0(0%) |
| 10 | 16 | 25 | 7(28%) | 12(48%) | 0( 0%) | 6(24%) | 0(0%) |
| 11 | 11 | 11 | 10(91%) | 1( 9%) | 0( 0%) | 0( 0%) | 0(0%) |
| 12 | 13 | 13 | 11(85%) | 2(15%) | 0( 0%) | 0( 0%) | 0(0%) |
| TOTALS: | | 238 | 102(43%) | 105(44%) | 3( 1%) | 26(11%) | 1(1%) |

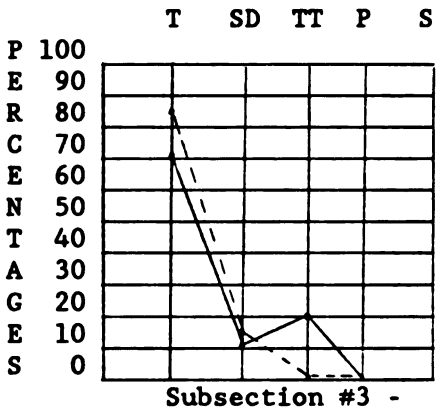
To provide clarity, the following figure graphically illustrates the percentages of categorical suggestions for those responsible for improving instruction by subsection and stratum.



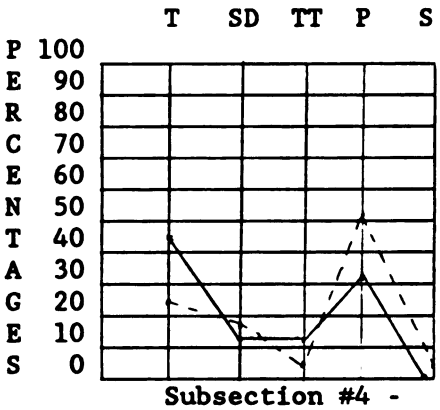

Subsection #1 - Curriculum Guided



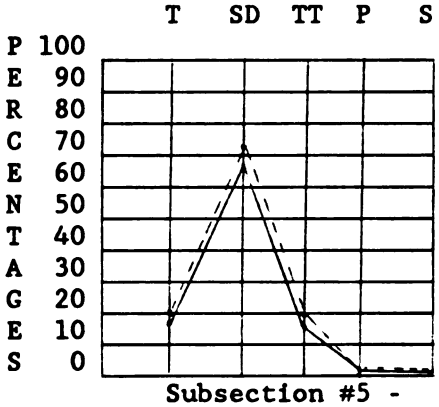

Subsection #2 - High Expectations



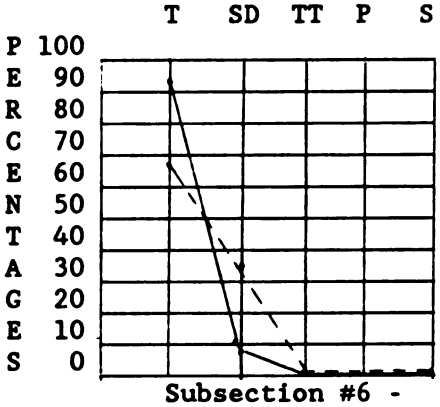

Subsection #3 - Oriented Students



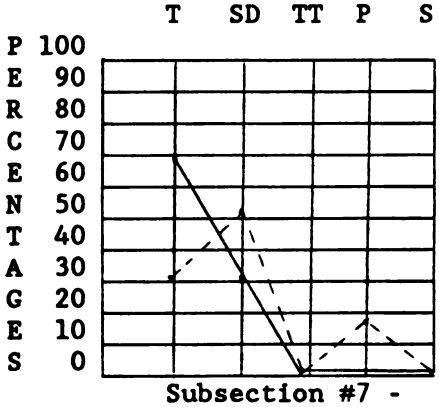

Subsection #4 - Clear/Focused Instruct.



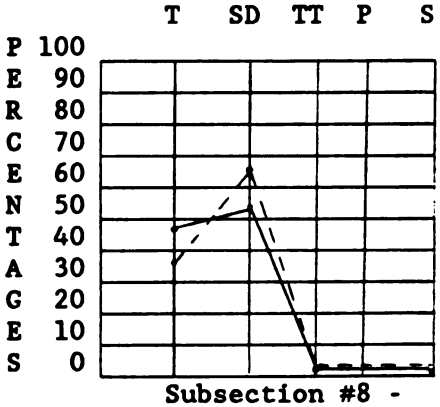

Subsection #5 - Monitoring




Subsection #6 - Reteaching




Subsection #7 - Class/Learning Time




Subsection #8 - Classroom Routines

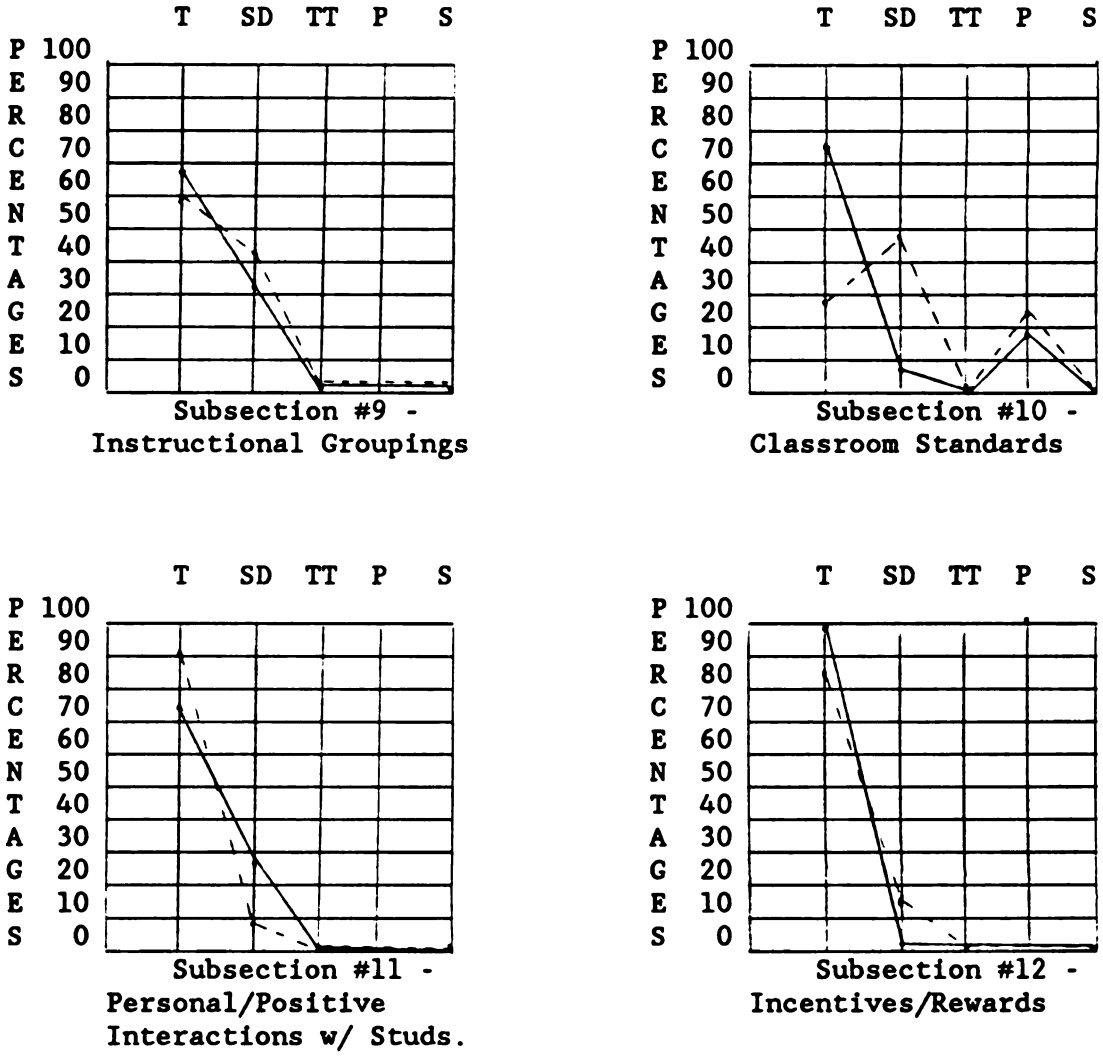



Figure 1. Graphic illustration of Table 4.5: Percentages of categorical responses assigning responsibility for improving teaching efforts by subsection and stratum, with (——) representing less-experienced teachers and (----) representing more-experienced teachers.

The following table presents the suggestions of those who filled out the questionnaire. The number in parenthesis indicates the number of respondents who responded in the same or very similar manner to the question. Each suggestion is listed.

Table 4.6
Listing of Written Responses (by Stratum and with Number of Similar Responses) to the Question Presented at the End of Each Subsection Which Asked, "I personally think teachers would be able to do an even better job of following the suggestions outlined in subsection #____, if only . . . . "

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QUESTION SUBSECTION #1

> Instruction in order to accomplish the goals of the institution must be guided by a curriculum which is planned and organized. The curriculum must include learning goals and objectives which have been developed and prioritized in accordance with the district and building guidelines and which have been selected and/or approved by the teachers . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #1, if only . . . .

0-3 Years' Experience

(3) The school district would provide more planning time.
(2) Teacher training institutions would teach teachers to be more flexible.
(2) The school district provided teachers with smaller class sizes.
(2) Teacher training institutions would teach teachers how to diagnose and remediate special needs.
(1) Teachers took the initiative to improve.
(1) Teachers would think through their lessons more thoroughly and evaluated their lessons after instruction.
(1) Teachers would set goals in their lesson development.
(1) The school district provided teachers with more time.
(1) Teachers would move away from just using the text.
(1) Teachers would prioritize objectives.
(1) The school district would outline their curriculum more specifically.
(1) The school district would eliminate interruptions of instruction.
(1) The school district would provide up-to-date materials.
(1) The school district would see to it that there were not too many levels of ability in one classroom.

Table 4.6, continued

10+ Years' Experience

(7) The school district would provide teachers with more planning time.
(5) The school district would outline their curriculum more specifically.
(4) The school district would provide teachers with more time.
(3) The school district would limit paperwork, meetings, etc.
(2) The school district would relieve teachers of the large number of student problems.
(2) The school district would provide teachers with more time for curriculum studies.
(2) The school district would provide teachers with opportunities for grade-level meetings for the purpose of sharing ideas.
(2) The school district would provide teachers with smaller class sizes.
(1) Teachers would vary the ways in which they implement curriculum units.
(1) Teachers would incorporate many subjects into each unit.
(1) The school district would limit classroom interruptions.
(1) Teachers would be more organized.
(1) Teachers would vary the curriculum according to the ability of the students.
(1) The school district would treat teachers like professionals.
(1) Teachers would stay away from fads and bandwagons.
(1) Teachers would get away from feeling the stress of page numbers and teach more by "feel."

QUESTION SUBSECTION #2

Expectations for student learning are high. . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #2, if only . . . .

0-3 Years' Experience

(4) Teachers would vary the expectations based upon student needs and abilities.
(3) Teachers would evaluate their methods when students do not learn.
(2) Teachers would challenge students.
(1) Teachers would better diagnose student needs.
(1) The school district would provide teachers with smaller class sizes.

Table 4.6, continued

(1) Teachers would understand that some students need more motivation to learn.
(1) Parents would give encouragement and maintain high expectations in the home and school.
(1) The school district would provide grade-level meetings to permit the discussion of ideas, methods, etc.
(1) Teachers within a building would hold the same high expectations for all students.
(1) Teachers would set goals for themselves as well as their students.
(1) Teachers would provide more one-on-one instruction.

10+ Years' Experience

(6) Teachers would vary their expectations based upon student needs and abilities.
(5) Parents would support teachers in this effort.
(3) Teachers, within a building, would hold the same high expectations for all students.
(2) The school district would provide more aides to help.
(2) Teachers would be more willing to explore various instructional techniques.
(2) Teachers would avoid burnout resulting in lower expectations.
(1) The school district would avoid split classrooms.
(1) The school district would adopt a graded system (A,B,C,D,E) rather than a non-graded system (Hi,Lo,Avg).
(1) Teachers would know how and when to expect high standards without losing the students.
(1) Students would shoulder some of the responsibility for learning.
(1) Teachers would have a better awareness of where they "fit" in the total curriculum scheme.
(1) Teachers would avoid fads and bandwagons.
(1) The school district would provide counselors to deal with the emotional needs of students.
(1) The school district would set high expectations for all teachers.
(1) The school district would provide teachers with smaller class sizes.

Table 4.6, continued

---

QUESTION SUBSECTION #3

Students, in order to learn at top efficiency, must be carefully oriented to their lesson. . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #3, if only . . . .

0-3 Years' Experience

(2) Teacher training institutions would explain and demonstrate this to prospective teachers.
(1) The school district would demand greater teacher accountability.
(1) Teachers would have pretests form the basis of their instruction.
(1) Teachers would focus on their lesson presentations as well as continuity of key concepts and skills.
(1) Teachers would let students know what will be tested.
(1) Teachers would explain their objectives to the students at the students' levels.
(1) Teachers would use more common sense in their instruction.
(1) Teachers would spend more time in interrelating their areas of curriculum.
(1) Teachers would use repetition, concrete ideas, visual aids, personal experiences, etc., in their instruction.

10+ Years' Experience

(5) Teachers would let students know the reason for their tasks.
(1) Teachers would understand the importance of preparation and continuity of lesson plans.
(1) Teachers would let students know what is expected of them.
(1) Teachers would encourage students to learn.
(1) Teachers would know their subject matter.
(1) The school district would provide teachers with inservice in this area.
(1) The school district would avoid split classrooms.
(1) Teachers within a building would provide consistent discipline.
(1) Teachers would provide students with practice until skills are mastered.

Table 4.6, continued

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QUESTION SUBSECTION #4

Instruction which is clear and focused maximizes students' capabilities to master the goals of instruction . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #4, if only . . . .

0-3 Years' Experience

(6) Parents would help and cooperate with teachers.
(2) Teachers would be sure that seatwork and homework relate to learning and not just have them be busy work.
(2) The school district would adopt a system-wide policy regarding homework.
(2) Teachers would prepare lessons that elicit understanding.
(2) Teachers would look for feedback during instruction which would indicate whether or not students understand.
(2) Teacher training institutions would do a better job of teaching prospective teachers how to do this.
(1) Teachers would take the time to reteach those who do not understand.
(1) Teachers would slow down their teaching pace.

10+ Years' Experience

(11) Parents would help and cooperate more with teachers.
(2) The school district would provide teachers with smaller class sizes.
(1) Teachers would share their ideas with fellow teachers.
(1) Teachers would attend good workshops/inservices in this area.
(1) Teachers would spend time organizing and following good lesson plans.
(1) Teachers would make learning more interesting.
(1) The school district would eliminate split grades.
(1) Teacher training institutions would help prospective teachers more in this area.
(1) Teachers would provide more varied practice activities.
(1) Students would take their homework more seriously.
(1) The school district would provide teachers with enough time to be sure that students understand.

Table 4.6, continued

QUESTION SUBSECTION #5

To ensure the effectiveness of instruction, learning progress is monitored closely . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #5, if only . . . .

0-3 Years' Experience

(3) The school district would provide teachers with more time.
(2) The school district would provide teachers with more training in testing procedures--how to write tests which cover objectives being taught as well as how to use the results.
(2) Teachers would individualize their instruction.
(1) The school district would provide more classroom aides.
(1) The school district would reduce paperwork requirements.
(1) The school district would provide teachers with smaller class sizes.

10+ Years' Experience

(8) The school district would provide teachers with more time.
(2) The school district would provide teachers with more training in testing procedures.
(2) Teacher training institutions would provide teachers with more training in testing procedures.
(2) The school district would provide teachers with an easier methodology of record keeping.
(1) Teachers would require mastery before moving on.
(1) The school district would provide teachers with smaller class sizes.
(1) Teachers would provide immediate feedback to students.
(1) Teachers would utilize more informal methods of assessment.

Table 4.6, continued

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QUESTION SUBSECTION #6

When students do not understand, they are retaught . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #6, if only . . . .

0-3 Years' Experience

(3) Teachers would provide strategically planned reviews.
(2) Teachers would group students for specialized instruction.
(2) Teachers would relax and avoid time parameters.
(2) Teachers would teach for mastery before moving along.
(1) Teachers would have all students' attention before beginning instruction.
(1) Teachers would avoid teaching unnecessary/unrelated skills.
(1) Teachers would be patient with those who have a more difficult time of learning.
(1) The school district would provide teachers with more time.

10+ Years' Experience

(4) Teachers would teach for mastery before moving on.
(2) Teachers would integrate learning whenever and wherever possible and teach to a synthesis level.
(2) The school district would provide teachers with instructional objectives at each grade level, and teachers would familiarize themselves with where they fit in the scheme.
(1) The school district would provide homogeneous classrooms.
(1) Teachers would not hold back those who have mastered the objectives.
(1) The school district would provide smaller class sizes.
(1) Teachers would relax and forget time parameters.
(1) The school district would provide teachers with more time.
(1) Teachers would spend more time on academics.
(1) Teachers would assess constantly having students demonstrate their understanding in a variety of situations.

Table 4.6, continued

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QUESTION SUBSECTION #7

Class time is used for learning . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #7, if only . . . .

0-3 Years' Experience

(3) The school district would reduce the number of classroom interruptions.
(3) Teachers would instruct more by "feel" knowing when to slow down or speed up, taking advantage of enthusiasm, etc.
(2) Teachers would not wait for everyone before beginning their instruction.
(1) Teachers would locate motivational and enrichment materials.
(1) Teachers would learn to be well organized and think on their feet.
(1) Teachers would avoid fillers: films, movies, videotapes, etc.
(1) Teachers would teach kids to get along with each other.
(1) The school district would provide teachers with someone who would be capable of handling the social/emotional problems of students, freeing the teacher to teach academics.

10+ Years' Experience

(9) The school district would reduce classroom interruptions.
(4) Parents would see to it that their children displayed better attendance patterns and cooperated with the school.
(3) Teachers would remediate slower students and enrich faster students.
(2) The school district would reduce teachers' non-academic chores.
(2) Teachers would allow for the unplanned learning experience as well as the planned, taking advantage of enthusiasm.
(1) Teachers made expectations and desired outcomes clear to their students.
(1) The school district would limit their demands on what has to be taught.
(1) Teachers would make learning more exciting and motivational.

Table 4.6, continued

QUESTION SUBSECTION #8

Classroom routines are such that the operation is smooth, efficient, consistent, and purposeful . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #8, if only . . . .

0-3 Years' Experience

(6) The school district would reduce the number of classroom interruptions and administrative chores.
(3) Teachers would establish a set routine and share "administrative responsibilities" with students.
(2) Teachers would be highly organized.
(1) The school district would eliminate the need to take time away from instruction to deal with student problems.
(1) Teachers would provide for early finishers.

10+ Years' Experience

(4) The school district would provide teachers with more planning time.
(3) Teachers would place more emphasis upon discipline and personal organization.
(3) The school district would reduce classroom interruptions and administrative paperwork.
(3) The school district would avoid too much regimentation in the lower elementary grades.
(1) Teachers would sense a personal responsibility for modeling for their students.
(1) Teachers would spend the first 10 minutes of each day just talking with students before moving into the lessons.
(1) Teachers would follow a routine classroom management system.
(1) The school district would provide needed supplies.

Table 4.6, continued

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QUESTION SUBSECTION #9

**The composition of the instructional group in a classroom is formed to fit the particular instructional needs of the situation . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #9, if only . . . .**

0-3 Years' Experience

(4) Teachers would group students for instruction.
(4) Teachers would individualize instruction.
(3) The school district would provide teachers with assistance to work with special groups.
(1) Teachers would provide earlier finishers with high interest activities.
(1) Teachers would record mastered skills for all students.
(1) The school district would provide teachers with more preparation time.
(1) Teachers would work to instill high expectations and positive self concepts in their students.
(1) Teachers would provide continuous review.
(1) The school district would see to it that teachers would not have to change grade levels each year.
(1) The school district would group students more homogeneously.

10+ Years' Experience

(5) Teachers would provide whole group instruction rather than small group instruction.
(3) The school district would provide teachers with more time.
(3) The school district would provide teachers with smaller class sizes.
(2) Teachers would utilize small groupings for instruction.
(1) Teachers would test to determine student abilities before instruction.
(1) Teachers would provide students with quiet work areas.
(1) The school district would reduce classroom interruptions.
(1) Teachers would avoid fads and bandwagons.

Table 4.6, continued

QUESTION SUBSECTION #10

The standards for classroom behavior are explicit, firm, and consistent . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #10, if only . . . .

0-3 Years' Experience

(3) Parents would respect and support teachers' actions.
(3) Teachers would praise the positive behaviors.
(3) Teachers would provide consistent expectations for all.
(2) Teachers would attack the behavior, not the student.
(1) The school district would respect and support teachers.
(1) Teachers would individualize their discipline based upon the situation and the child involved.
(1) Teachers would utilize assertive discipline.
(1) Teachers would involve students in the development of rules and post them for all to see.
(1) Teachers would provide discipline immediately.

10+ Years' Experience

(7) The school district would see to it that discipline is consistent and fair across the district.
(6) Parents would respect and support teachers' actions.
(3) The school district would respect and support teachers.
(2) Teachers would be sure that everyone knew the rules.
(1) Teachers would model desired behaviors for students.
(1) Teachers would not be afraid of students or parents.
(1) The school district would provide teachers with smaller class sizes.
(1) The school district would reduce classroom disruptions.
(1) Teachers would utilize assertive discipline.
(1) Teachers would start out the year "tough."
(1) Teachers would hold students accountable for their misbehaviors.

Table 4.6, continued

QUESTION SUBSECTION #11

The personal interactions between teachers and students are positive . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #11, if only . . . .

0-3 Years' Experience

(4) Teachers would consider their work to be of major importance in shaping the lives of children, not just a job.
(2) The school district would reduce class sizes.
(2) Teachers would model appropriate values.
(1) Teachers would be more positive toward slower learners.
(1) The school district would reduce teachers' paperwork and administrative details.

10+ Years' Experience

(1) Teachers would assist students to learn from their mistakes and take personal responsibility for their actions.
(1) Teachers would avoid the feelings of time pressures to finish.
(1) Teachers would consider their work of major importance in shaping the lives of children, not just a job.
(1) Teachers would come to realize that the job must be done.
(1) The school district would provide teachers with more time.
(1) Teachers would do what they can to reduce stress in their own lives.
(1) Teachers would be positive in their interactions with students and model appropriate behaviors.
(1) Teachers would develop and foster students' self concepts and feelings of importance.
(1) Teachers would be less concerned about what their peers will say or think and just do what needs to be done.
(1) Teachers would view all students as their own children.
(1) Teachers would realize that it cannot all be done within the time parameters.

Table 4.6, continued

QUESTION SUBSECTION #12

Incentives and rewards are used with students to promote excellence . . . . I personally think teachers would be able to do an even better job of following the suggestions presented in subsection #12, if only . . . .

0-3 Years' Experience

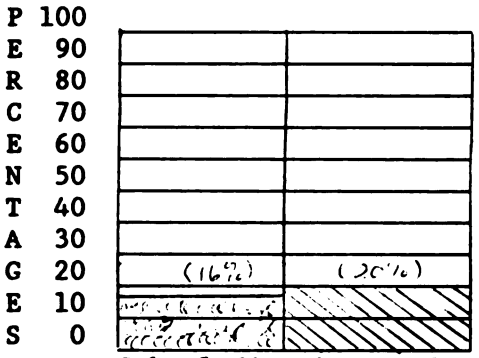
(5) Teachers would vary the rewards given.
(5) Teachers would work away from tangible rewards toward more verbal rewards.
(2) Teachers would be careful not to award so frequently that rewards lose their value to students.
(2) Teachers would reward good behavior in a non-embarassing manner.
(2) Teachers would be sure that rewards are given not only to bright students and class "angels."
(1) Teachers would also grant group rewards when possible.
(1) Teachers would reward only full efforts based upon individualized goals for each student.

10+ Years' Experience

(7) Teachers would realize that ultimately the reward is the feeling of accomplishment, not the tangible reward.
(3) Teachers would reward only full efforts based upon individualized goals for each student.
(1) Teachers would vary the types of rewards given.
(1) The school district would provide teachers with smaller class sizes.
(1) The school district would provide teachers with more planning time.

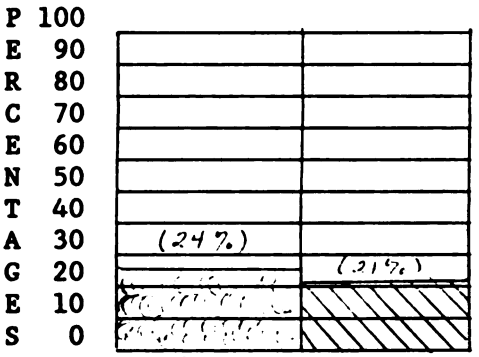
To provide clarity, the following figure graphically illustrates the comparison percentages of the more frequent suggestions by subsection and stratum. Both Table 4.6 and Figure 4.2 will be discussed in more detail in Chapter V.

Subsection #1 -
Guided Curriclum



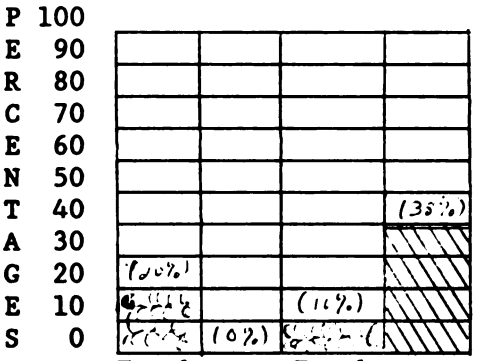

School district needs to provide more planning time

Subsection #2 -
High Expectations




Teachers need to vary their expectations based upon student abilities and needs.

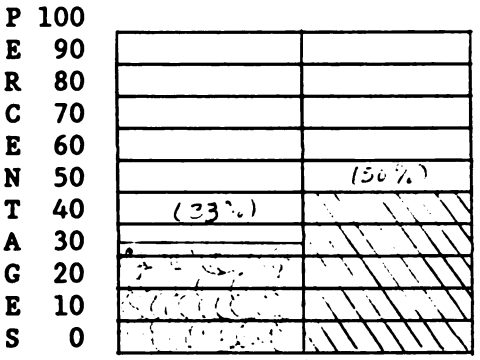
Subsection #3 -
Oriented Students




Teacher training institutions need to instruct/ train how to do this

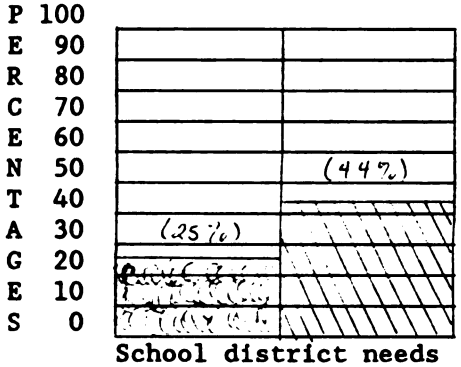
Teachers need to let students know the reasons for their tasks

Subsection #4 -
Clear/Focused Instruction



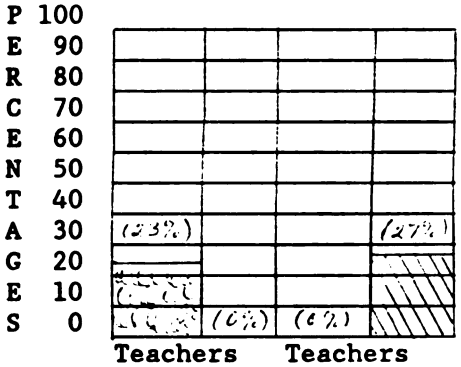

Parents need to cooperate more with teachers

Subsection #5 - Monitoring




School district needs to provide teachers with more time

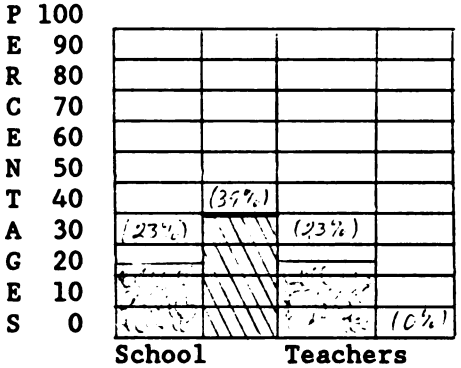
Subsection #6 - Re-teaching




Teachers provide planned reviews

Teachers teach to mastery before moving on

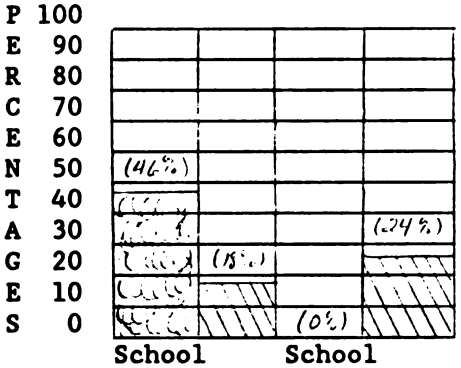
Subsection #7 - Class/Learning Time




School district needs to reduce interup-tions

Teachers need to teach more by "feel" than by the clock

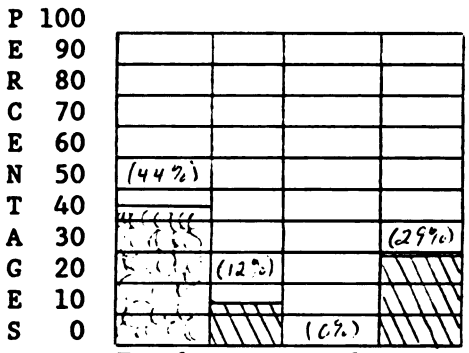
Subsection #8 - Classroom Routines




School district needs to reduce interup-tions

School district needs to provide teachers with more planning time

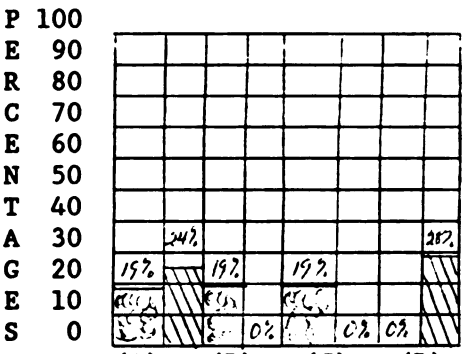
Subsection #9 -
Instructional Groupings




Teachers need to group students for instruction

Teachers need to provide whole group instruction rather than small group instruction

Subsection #10 -
Classroom Standards



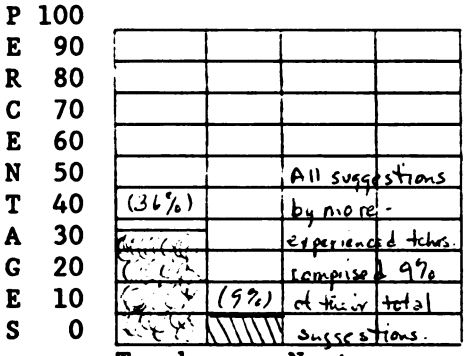

(A) Parents need to support /respect teachers

(B) Teachers need to praise good behavior

(C) School district must provide consistent discipline

(D) Teachers need to provide consistent/fair discipline

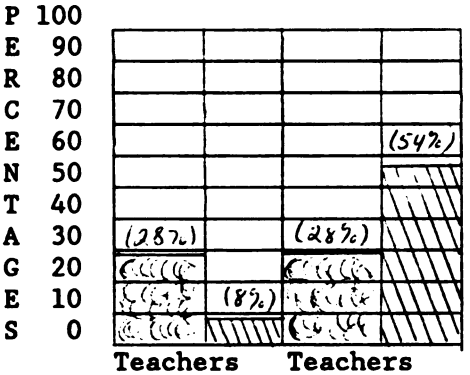
Subsection #11 -
Personal/Positive Relations




Teachers need to consider the importance of their jobs

No top suggestions for the more experienced teachers

Subsection #12 -
Incentives/Rewards




Teachers need to vary rewards given

Teachers need to move away from tangible rewards

Figure 4.2.: Percentages of most frequent suggestion--compared by subsection and stratum: Graphic of Table 4.6.

## Summary

The gathering and reporting of data presented above provide insight into the particular sample and actual respondent sample which emerged. The data provide a statistical and reportive look at the responses to each of the questions proposed by the survey questionnaire based upon the particular stratum. In Chapter V, these data will be analyzed and descriptive conclusions drawn based upon that analysis.

# CHAPTER V

## ANALYSIS AND CONCLUSIONS

Chapter V will focus upon analysis and conclusions which may be drawn from the gathering and reporting of data by subsection (see Chapter IV) as well as summary analysis and conclusions. Consideration will also be given to the following: some practical implications of this study, methodological concerns, theoretical concerns, and directions for future research.

### Analysis/Conclusions for Subsection 1

Instruction, in order to accomplish the goals of the institution, must be guided by a curriculum which is planned and organized. The curriculum must include learning goals and objectives which have been developed and prioritized in accordance with district and building guidelines and which have been selected and/or approved by teachers.

#### Analysis of Question A/Subsection 1

A mean of 4.7826 was calculated for the less-experienced teachers, while a mean of 4.4375 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .025.

Conclusions for Question A/Subsection 1

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is a statistically significant difference between the responses of the two strata. Although both strata felt that the area outlined in subsection 1 was more than somewhat necessary for effective instruction to take place, the less-experienced teachers felt more strongly about its necessity than did the more-experienced teachers.

Analysis of Question B/Subsection 1

A mean of 3.8696 was calculated for the less-experienced teachers, while a mean of 4.3438 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .006.

Conclusions for Question B/Subsection 1

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is a statistically significant difference between the responses of the two strata. Although both strata felt that they were doing an above average job of following the suggestions outlined in subsection 1, the more-experienced teachers felt they were doing a better job than did the less-experienced teachers.

Analysis of Questions A and B
Comparison/Subsection 1

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 1 by the less-experienced and more-experienced teachers yielded a <P> of .825 and .092, respectively.

Conclusions for Questions A and B
Comparison/Subsection 1

Based upon a .05 level of significance, the <P> indicates that neither stratum displayed a statistically significant correlation between its responses to Questions A and B. Both strata indicated that their levels of on-the-job performance in this area fell somewhat below the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 1

Seventeen of the total 23 respondents (74%) in the less-experienced stratum offered 19 suggestions for ways to improve upon instruction by basing it upon curriculum which is planned, organized, and selected and/or approved by teachers, a curriculum which includes learning goals and objectives which have been based upon district and building guidelines and which have been prioritized.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (10 of 19 suggestions or 53%) than they did toward the teachers (5 of 19

suggestions or 26%) or the teacher training institutions (4 of 19 suggestions or 21%). The more frequent suggestions indicate that the school district needs to provide teachers with more planning time (3 of 19 suggestions or 16%) and smaller classes (2 of 19 suggestions or 11%)

Eighteen of the total 32 respondents (56%) in the more-experienced stratum offered 35 suggestions for ways to improve instruction by basing it upon curriculum which is planned, organized, selected, and/or approved by teachers, a curriculum which includes learning goals and objectives based upon district and building guidelines and which have been prioritized.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (29 of 35 suggestions or 83%) than they did toward teachers (6 of 35 suggestions or 17%). The more frequent suggestions indicated that the school district should provide teachers with more planning time (7 of 35 suggestions or 20%), more specifically outlined curricula (5 of 35 suggestions or 14%), more time in the day (4 of 35 suggestions or 14%), and limit the amount of required paper work (3 of 35 suggestions or 9%).

Analysis/Conclusions for Subsection 2

Expectations for student learning are high.

Analysis of Question A/Subsection 2

A mean of 4.7826 was calculated for the less-experienced teachers, while a mean of 4.4063 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .028.

Conclusions for Question A/Subsection 2

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is a statistically significant difference between the responses of the two strata. Although both strata felt that the area outlined in subsection 2 was more than somewhat necessary for effective instruction to take place, the less-experienced teachers felt more strongly about its necessity than did the more-experienced teachers.

Analysis of Question B/Subsection 2

A mean of 4.1304 was calculated for the less-experienced teachers, while a mean of 4.2188 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .647.

Conclusions for Question B/Subsection 2

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is a statistically significant difference between the responses of the two strata with regard to their on-the-job

performance in this area. Both strata rated their performances as above average in this area. Both strata felt they were doing above average jobs of following the suggestions outlined in subsection 2.

Analysis of Questions A and B
Comparison/Subsection 2

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 2 by the less-experienced and more-experienced teachers yielded a <P> of .028 and .001, respectively.

Conclusions for Questions A and B
Comparison/Subsection 2

Based upon a .05 level of significance, the <P> indicates that both strata displayed a statistically significant correlation between their responses to Questions A and B. Both strata indicated that their levels of on-the-job performance in this area closely approximated the levels of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 2

Twelve of the total 23 respondents (52%) in the less-experienced stratum offered 17 suggestions for ways to improve instruction by basing it upon high expectations for student learning.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward the teachers (14 of 17

suggestions or 82%) than they did toward the school district (2 of 17 suggestions or 12%) or parents (1 of 17 suggestions or 6%). The more frequent suggestions indicated that teachers need to vary their expectations based upon student needs and abilities (4 of 17 suggestions or 24%), and they need to evaluate their teaching methods when students do not learn (3 of 17 suggestions or 18%).

Twenty of the total 32 respondents (63%) in the more-experienced stratum offered 29 suggestions for ways to improve instruction by basing it upon high expectations for student learning.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (16 of 29 suggestions or 55%) than they did toward the school district (7 of 29 suggestions or 24%), parents (5 of 29 suggestions or 17%), or students (1 of 29 suggestions or 3%). The more frequent suggestions indicated that teachers need to vary their expectations based upon student needs and abilities (6 of 29 suggestions or 21%), that parents need to support teachers in their efforts to maintain high expectations for students (5 of 29 suggestions or 17%), and that all teachers within a given building need to hold the same expectations for all students (3 of 29 suggestions or 10%).

### Analysis/Conclusions for Subsection 3

In order to learn at top efficiency, students must be carefully oriented to their lessons.

Analysis of Question A/Subsection 3

A mean of 4.5217 was calculated for the less-experienced teachers, while a mean of 4.1250 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .106.

Conclusions for Question A/Subsection 3

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined in subsection 3 was more than somewhat necessary for effective instruction to take place.

Analysis of Question B/Subsection 3

A mean of 3.9130 was calculated for the less-experienced teachers, while a mean of 4.1250 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .285.

Conclusions for Question B/Subsection 3

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt they were doing above average jobs of following the suggestions outlined in subsection 3.

Analysis of Questions A and B
Comparison/Subsection 3

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 3 by the less-experienced and more-experienced teachers yielded a <P> of .012 and .000, respectively.

Conclusions for Questions A and B
Comparison/Subsection 3

Based upon a .05 level of significance, the <P> indicates that both strata displayed a statistically significant correlation between their responses to Questions A and B. Both strata indicated that their levels of on-the-job performance in this area closely approximated the levels of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 3

Ten of the total 23 respondents (43%) in the less-experienced stratum offered 10 suggestions for ways to improve upon instruction by basing it upon an orientation of students to their lessons, thereby permitting students to learn at top efficiency.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (7 of 10 suggestions or 70%) than they did toward teacher training institutions (2 of 10 suggestions or 20%) or the school district (1 of 10 suggestions or 10%). The more frequent suggestion indicated

that teacher training institutions need to explain and demonstrate this area to prospective teachers (2 of 10 suggestions or 20%).

Thirteen of the total 32 respondents (41%) in the more-experienced stratum offered 13 suggestions for ways to improve upon instruction by basing it upon an orientation of students to their lessons, thereby permitting students to learn at top efficiency.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (11 of 13 suggestions or 85%) than they did toward the school district (2 of 13 suggestions or 15%). The more frequent suggestion indicated that teachers need to let their students know the reasons for their tasks (5 of 13 suggestions or 38%).

## Analysis/Conclusions for Subsection 4

Instruction which is clear and focused maximizes students' capabilities to master the goals of the institution.

### Analysis of Question A/Subsection 4

A mean of 4.5217 was calculated for the less-experienced teachers, while a mean of 4.1563 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .130.

### Conclusions for Question A/Subsection 4

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the

responses of the two strata. Both strata felt that the area outlined in subsection 4 was more than somewhat necessary for effective instruction to take place.

Analysis of Question B/Subsection 4

A mean of 4.0435 was calculated for the less-experienced teachers, while a mean of 4.0625 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .925.

Conclusions for Question B/Subsection 4

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt they were doing above average jobs of following the suggestions outlined in subsection 4.

Analysis of Questions A and B
Comparison/Subsection 4

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 4 by the less-experienced and more-experienced teachers yielded a <P> of .586 and .000, respectively.

Conclusions for Questions A and B
Comparison/Subsection 4

Based upon a .05 level of significance, the <P> indicates that both strata displayed a statistically significant correlation between their responses to Questions A and B. The less experienced teachers felt that their on-the-job performance in this area rated lower than the level of necessity they gave to this area for effective instruction to take place. Based upon a .05 level of significance, the <P> indicated a statistically significant correlation between the more-experienced teachers' responses to Questions A and B. The more-experienced teachers felt that their levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 4

Fourteen of the total 23 respondents (61%) in the less-experienced stratum offered 18 suggestions for ways to improve instruction, by basing it upon instruction which is clear and focused, thereby maximizing students' capabilities to master the goals of instruction.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (8 of 18 suggestions or 44%) than they did toward parents (6 of 18 suggestions or 33%), the school district (2 of 18 suggestions or 11%), or teacher training institutions (2 of 18 suggestions or 11%). The more

frequent suggestion indicated that parents need to help and cooperate with teachers (5 of 18 suggestions or 28%).

Twenty of the total 32 respondents (63%) in the more-experienced strata offered 22 suggestions for ways to improve instruction, by basing it upon instruction which is clear and focused, thereby maximizing students' capabilities to master the goals of instruction.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward parents (11 of 22 suggestions or 50%) than they did toward teachers (5 of 22 suggestions or 23%), the school district (4 of 22 suggestions or 18%), teacher training institutions (1 of 22 suggestions or 5%), or students (1 of 22 suggestions or 5%). The more frequent suggestion indicates that parents need to help and cooperate with teachers (11 of 22 suggestions or 50%).

## Analysis/Conclusions for Subsection 5

To ensure the effectiveness of instruction, learning progress is monitored closely.

### Analysis of Question A/Subsection 5

A mean of 4.7826 was calculated for the less-experienced teachers, while a mean of 4.4688 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .080.

Conclusions for Question A/Subsection 5

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined in subsection 5 was more than somewhat necessary for effective instruction to take place.

Analysis of Question B/Subsection 5

A mean of 3.9565 was calculated for the less-experienced teachers, while a mean of 4.2813 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .092.

Conclusions for Question B/Subsection 5

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt they were doing above average jobs of following the suggestions outlined in subsection 5.

Analysis of Questions A and B
Comparison/Subsection 5

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 5 by the less-experienced and more-experienced teachers yielded a <P> of .199 and .009, respectively.

Conclusions for Questions A and B
Comparison/Subsection 5

Based upon a .05 level of significance, the <P> indicates that the less-experienced teachers did not display a statistically significant correlation between their responses to Questions A and B. The less experienced teachers felt that their on-the-job performance in this area rated lower than the level of necessity they gave to this area for effective instruction to take place. Based upon a .05 level of significance, the <P> indicated a statistically significant correlation between the more-experienced teachers' responses to Questions A and B. The more-experienced teachers felt that their levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 5

Ten of the total 23 respondents (43%) in the less-experienced stratum offered 12 suggestions for ways to improve instruction, basing it upon the close monitoring of the learning process.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (8 of 12 suggestions or 66%) than they did toward teachers (2 of 12 suggestions or 17%) or teacher training institutions (2 of 12 suggestions or 17%). The more frequent suggestion indicated that the school district needs to provide teachers with more time (3 of 12 suggestions or 25%).

Sixteen of the total 32 respondents (50%) in the more-experienced stratum offered 18 suggestions for ways to improve instruction, by basing it upon the close monitoring of the learning process.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (13 of 18 suggestions or 72%) than they did toward teachers (3 of 18 suggestions or 17%) or teacher training institutions (2 of 18 suggestions or 11%). The more frequent suggestion indicated that the school district needs to provide teachers with more time (8 of 18 suggestions or 44%).

## Analysis/Conclusions for Subsection 6

When students do not understand, they are retaught.

### Analysis of Question A/Subsection 6

A mean of 4.6522 was calculated for the less-experienced teachers, while a mean of 4.4688 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .293.

### Conclusions for Question A/Subsection 6

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined

in subsection 6 was more than somewhat necessary for effective instruction to take place.

Analysis of Question B/Subsection 6

A mean of 4.1304 was calculated for the less-experienced teachers, while a mean of 4.1250 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .979.

Conclusions for Question B/Subsection 6

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt they were doing above average jobs of following the suggestions outlined in subsection 6.

Analysis of Questions A and B Comparison/Subsection 6

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 6 by the less-experienced and more-experienced teachers yielded a <P> of .002 and .004, respectively.

Conclusions for Questions A and B Comparison/Subsection 6

Based upon a .05 level of significance, the <P> indicates that both strata displayed a statistically significant correlation between

their responses to Questions A and B. Both strata felt that their on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of Question C/Subsection 6

Eleven of the total 23 respondents (48%) in the less-experienced stratum offered 13 suggestions for ways to improve instruction by basing it upon the practice of reteaching students when they show that they do not understand.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (12 of 13 suggestions or 92%) than they did toward the school district (1 of 13 suggestions or 8%). The more frequent suggestions indicated that teachers need to provide strategically planned reviews (3 of 13 suggestions or 23%), group students for specialized instruction (2 of 13 suggestions or 15%), relax and avoid time parameters (2 of 13 suggestions or 15%), and teach for mastery before moving along (2 of 13 suggestions or 15%).

Fourteen of the total 32 respondents (44%) in the more-experienced stratum offered 15 suggestions for ways to improve instruction by basing it upon the practice of reteaching students when they show that they do not understand.

It would seem that the more-experienced teachers tended to direct their suggestions for improvement in this area more toward

teachers (10 of 15 suggestions or 67%) than they did toward the school district (5 of 15 suggestions or 33%). The more frequent suggestion indicates that teachers need to teach to mastery before moving on (4 of 15 suggestions or 27%).

## Analysis/Conclusions for Subsection 7

Class time is used for learning.

### Analysis of Question A/Subsection 7

A mean of 4.6087 was calculated for the less-experienced teachers, while a mean of 4.1563 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .043.

### Conclusions for Question A/Subsection 7

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is a statistically significant difference between the responses of the two strata. Although both strata felt that the area outlined in subsection 7 was more than somewhat necessary for effective instruction to take place, the less-experienced teachers felt more strongly about its necessity than did the more-experienced teachers.

### Analysis of Question B/Subsection 7

A mean of 4.0000 was calculated for the less-experienced teachers, while a mean of 4.0938 was calculated for the more-

experienced teachers. A comparison of these two means yielded a two-tailed test score of .643.

Conclusions for Question B/Subsection 7

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt they were doing above average jobs of following the suggestions outlined in subsection 7.

Analysis of Questions A and B
Comparison/Subsection 7

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 6 by the less-experienced and more-experienced teachers yielded a <P> of .003 and .010, respectively.

Conclusions for Questions A and B
Comparison/Subsection 7

Based upon a .05 level of significance, the <P> indicates that both strata displayed a statistically significant correlation between their responses to Questions A and B. Both strata felt their levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 7

Twelve of the total 23 respondents (52%) in the less-experienced stratum offered 13 suggestions for ways to improve instruction by basing it upon the use of class time for learning.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (9 of 13 suggestions or 69%) than they did toward the school district (4 of 13 suggestions or 31%). The more frequent suggestions indicated that the school district needs to reduce the number of classroom interruptions (3 of 13 suggestions or 23%) and teachers need to instruct more by "feel," knowing when to slow down or speed up, taking advantage of enthusiasm, etc. (3 of 13 suggestions or 23%).

Eighteen of the total 32 respondents (56%) in the more-experienced stratum offered 23 suggestions for ways to improve instruction by basing it upon the use of class time for learning.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (12 of 23 suggestions or 52%) than they did toward teachers (7 of 23 suggestions or 31%) or parents (4 of 23 suggestions or 17%). The more frequent suggestions indicate that the school district needs to reduce the number of classroom interruptions (9 of 23 suggestions or 39%) and parents need to see to it that their children display better attendance patterns and cooperate with the school (4 of 23 suggestions or 17%).

## Analysis/Conclusions for Subsection 8

Classroom routines are such that the operation is smooth, efficient, consistent, and purposeful.

### Analysis of Question A/Subsection 8

A mean of 4.7391 was calculated for the less-experienced teachers, while a mean of 4.5938 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .368.

### Conclusions for Question A/Subsection 8

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined in subsection 8 was more than somewhat necessary for effective instruction to take place.

### Analysis of Question B/Subsection 8

A mean of 4.0435 was calculated for the less-experienced teachers, while a mean of 4.5938 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .003.

### Conclusions for Question B/Subsection 8

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this

survey, there is a statistically significant difference between the responses of the two strata. Although both strata felt that they were doing an above average job of following the suggestions outlined in subsection 8, the more-experienced teachers felt that they were doing a better job of following the suggestions outlined in subsection 8 than did the less-experienced teachers.

Analysis of Questions A and B
Comparison/Subsection 8

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 8 by the less-experienced and more-experienced teachers yielded a <P> of .865 and .036, respectively.

Conclusions for Questions A and B
Comparison/Subsection 8

Based upon a .05 level of significance, the <P> indicates that the less-experienced teachers did not display a statistically significant correlation between their responses to Questions A and B. The less experienced teachers felt that their on-the-job performance rated lower than the level of necessity they gave to this area for effective instruction to take place. Based upon .05 level of significance, the <P> indicates a statistically significant correlation between the more-experienced teachers' responses to Questions A and B. The more-experienced teachers felt that their levels of on-the-job performance in this area closely approximated

the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of Question C/Subsection 8

Eleven of the total 23 respondents (48%) in the less-experienced stratum offered 13 suggestions for ways to improve instruction by basing it upon classroom routines that are such that the operation is smooth, efficient, consistent, and purposeful.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (7 of 13 suggestions or 54%) than they did toward teachers (6 of 13 suggestions or 46%). The more frequent suggestion indicated that the school district needs to reduce the number of classroom interruptions and administrative chores (6 of 13 suggestions or 46%).

Fourteen of the total 32 responses (44%) in the more-experienced stratum offered 17 suggestions for ways to improve instruction by basing it upon classroom routines that are such that the operation is smooth, efficient, consistent, and purposeful.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (11 of 17 suggestions or 65%) than they did toward teachers (6 of 17 suggestions or 35%). The more frequent suggestions indicated that the school district needs to provide teachers with more planning time (4 of 17 suggestions or 24%), teachers need to place more emphasis upon discipline and personal organization (3 of 17 suggestions or

18%), the school district needs to reduce classroom interruptions and administrative chores (3 of 17 suggestions or 18%), and the school district needs to avoid too much regimentation in the lower elementary grades (3 of 17 suggestions or 18%).

## Analysis/Conclusions for Subsection 9

The composition of the instructional group in the classroom is formed to fit the particular instructional needs of the situation.

### Analysis of Question A/Subsection 9

A mean of 4.5652 was calculated for the less-experienced teachers, while a mean of 4.0313 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .030.

### Conclusions for Question A/Subsection 9

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is a statistically significant difference between the responses of the two strata. Although both strata felt that the area outlined in subsection 9 was more than somewhat necessary, the less-experienced teachers felt more strongly about its necessity for effective instruction to take place than did the more-experienced teachers.

Analysis of Question B/Subsection 9

A mean of 3.9130 was calculated for the less-experienced teachers, while a mean of 4.0313 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .632.

Conclusions for Question B/Subsection 9

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt that they were doing an above average job of following the suggestions outlined in subsection 9.

Analysis of Questions A and B Comparison/Subsection 9

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 9 by the less-experienced and more-experienced teachers yielded a <P> of .049 and .018, respectively.

Conclusions for Questions A and B Comparison/Subsection 9

Based upon a .05 level of significance, the <P> indicates that both strata displayed a statistically significant correlation between their responses to Questions A and B. Both strata felt that their

levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of Question C/Subsection 9

Eleven of the total 23 respondents (48%) in the less-experienced stratum offered 18 suggestions for ways to improve instruction by basing it upon the composition of the instructional groups in the classroom which are formed to fit the particular instructional needs of the situation.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (12 of 18 suggestions or 67%) than they did toward the school district (6 of 18 suggestions or 33%). The more frequent suggestions indicated that teachers need to group students for instruction (4 of 18 suggestions or 22%) and individualize their instruction (4 of 18 suggestions or 22%) and the school district needs to provide teachers with assistance to work with special groups (3 of 18 suggestions or 17%).

Fifteen of the 32 total respondents (47%) in the more-experienced stratum offered 17 suggestions for ways to improve instruction by basing it upon the composition of instructional groups in the classroom which are formed to fit the particular instructional needs of the situation.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (10 of 17

suggestions or 59%) than they did toward the school district (7 of 17 suggestions or 41%). The more frequent suggestions indicated that teachers need to provide more whole group instruction than small group instruction (5 of 17 suggestions or 29%) and the school district needs to provide teachers with more time (3 of 17 suggestions or 18%) and smaller class sizes (3 of 17 suggestions or 18%).

## Analysis/Conclusions for Subsection 10

The standards for classroom behavior are explicit, firm, and consistent.

### Analysis of Question A/Subsection 10

A mean of 4.9130 was calculated for the less-experienced teachers, while a mean of 4.8125 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .368.

### Conclusions for Question A/Subsection 10

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined in subsection 10 was more than somewhat necessary for effective instruction to take place.

### Analysis of Question B/Subsection 10

A mean of 4.2609 was calculated for the less-experienced teachers, while a mean of 4.5000 was calculated for the more-

experienced teachers. A comparison of these two means yielded a two-tailed test score of .185.

Conclusions for Question B/Subsection 10

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt that they were doing an above average job of following the suggestions outlined in subsection 10.

Analysis of Questions A and B Comparison/Subsection 10

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 10 by the less-experienced and more-experienced teachers yielded a <P> of .137 and .018, respectively.

Conclusions for Questions A and B Comparison/Subsection 10

Based upon a .05 level of significance, the <P> indicates that the less-experienced teachers did not display a statistically significant correlation between their responses to Questions A and B. The less-experienced teachers felt that their levels of on-the-job performance in this area rated lower than the level of necessity they gave to this area for effective instruction to take

place. Based upon a .05 level of significance, the <P> indicates a statistically significant correlation between the more-experienced teachers' responses to Questions A and B. The more-experienced teachers felt that their levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 10

Eleven of the total 23 respondents (48%) in the less-experienced stratum offered 16 suggestions for ways to improve instruction by basing it upon standards for classroom behavior which are explicit, firm, and consistent.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (12 of 16 suggestions or 75%) than they did toward parents (3 of 16 suggestions or 19%) or the school district (1 of 16 suggestions or 6%). The more frequent suggestions indicated that teachers need to praise positive behavior (3 of 16 suggestions or 19%) and provide consistent expectations for all (3 of 16 suggestions or 19%) and parents need to respect and support teachers' actions (3 of 16 suggestions or 19%).

Sixteen of the total 32 respondents (50%) in the more-experienced stratum offered 25 suggestions for ways to improve instruction by basing it upon standards for classroom behavior which are explicit, firm, and consistent.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward the school district (12 of 25 suggestions or 48%) than they did toward teachers (7 of 25 suggestions or 28%) or parents (6 of 25 suggestions or 24%). The more frequent suggestions indicate that the school district needs to see to it that discipline is consistent and fair across the district (7 of 25 suggestions or 28%), parents need to respect and support teachers' actions (6 of 25 suggestions or 24%), and the school district needs to respect and support teachers (3 of 25 suggestions or 12%).

## Analysis/Conclusions for Subsection 11

The personal interactions between teachers and students are positive.

### Analysis of Question A/Subsection 11

A mean of 4.9130 was calculated for the less-experienced teachers, while a mean of 4.7813 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .255.

### Conclusions for Question A/Subsection 11

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined

in subsection 11 was more than somewhat necessary for effective instruction to take place.

Analysis of Question B/Subsection 11

A mean of 4.5652 was calculated for the less-experienced teachers, while a mean of 4.6250 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .684.

Conclusions for Question B/Subsection 11

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt that they were doing an above average job of following the suggestions outlined in subsection 11.

Analysis of Questions A and B
Comparison/Subsection 11

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of subsection 11 by the less-experienced and more-experienced teachers yielded a <P> of .161 and .000, respectively.

Conclusions for Questions A and B
Comparison/Subsection 11

Based upon a .05 level of significance, the <P> indicates that the less-experienced teachers did not display a statistically significant correlation between their responses to Questions A and B. The less-experienced teachers felt that their on-the-job performance in this area rated lower than the level of necessity they gave to this area for effective instruction to take place. Based upon a .05 level of significance, the <P> indicates a statistically significant correlation between the more-experienced teachers' responses to Questions A and B. The more-experienced teachers felt that their levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of
Question C/Subsection 11

Eleven of the total 23 respondents (48%) in the less-experienced stratum offered 11 suggestions for ways to improve instruction by basing it upon personal interactions between teachers and students which are positive.

The less-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (8 of 11 suggestions or 73%) than they did toward the school district (3 of 11 suggestions or 27%). The more frequent suggestions indicated that teachers need to consider their work to be a major responsibility in

shaping the lives of children, not just a job (4 of 11 suggestions or 36%) and they need to model appropriate values (2 of 11 suggestions or 18%) and the school district needs to reduce class sizes (2 of 11 suggestions or 18%).

Eleven of the total 32 respondents (34%) in the more-experienced stratum offered 11 suggestions for ways to improve instruction by basing it upon personal interactions between teachers and students which are positive.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (10 of 11 suggestions or 91%) than they did toward the school district (1 of 11 suggestions or 9%). The more-experienced teachers offered 11 suggestions for improvement; however, there was no suggestion offered with more frequency than any other.

## Analysis/Conclusions for Subsection 12

Incentives and rewards are used with students to promote excellence.

### Analysis of Question A/Subsection 12

A mean of 4.3478 was calculated for the less-experienced teachers, while a mean of 3.9063 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .109.

Conclusions for Question A/Subsection 12

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata. Both strata felt that the area outlined in subsection 12 was more than somewhat necessary for effective instruction to take place.

Analysis of Question B/Subsection 12

A mean of 4.1739 was calculated for the less-experienced teachers, while a mean of 4.0938 was calculated for the more-experienced teachers. A comparison of these two means yielded a two-tailed test score of .707.

Conclusions for Question B/Subsection 12

Based upon a .05 level of significance, a comparison of the less-experienced and more-experienced teachers responding to this survey, there is no statistically significant difference between the responses of the two strata with regard to their on-the-job performance in this area. Both strata felt that they were doing an above average job of following the suggestions outlined in subsection 12.

Analysis of Questions A and B
Comparison/Subsection 12

Using the Pearson Product Moment Correlation Coefficient <P>, a comparison of the responses made to Question A and Question B of

subsection 12 by the less-experienced and more-experienced teachers yielded a <P> of .073 and .045, respectively.

Conclusions for Questions A and B Comparison/Subsection 12

Based upon a .05 level of significance, the <P> indicates that the less-experienced teachers did not display a statistically significant correlation between their responses to Questions A and B. The less-experienced teachers felt that their on-the-job performance in this area rated lower than the level of necessity they gave to this area for effective instruction to take place. Based upon a .05 level of significance, the <P> indicates a statistically significant correlation between the more-experienced teachers' responses to Questions A and B. The more-experienced teachers felt that their levels of on-the-job performance in this area closely approximated the level of necessity they gave to this area for effective instruction to take place.

Analysis and Conclusions of Question C/Subsection 12

Eleven of the total 23 respondents (48%) in the less-experienced stratum offered 18 suggestions for ways to improve instruction by basing it upon the use of incentives and rewards with students as a way to promote excellence.

The less-experienced teachers tended to direct their suggestions for improvement in this area toward teachers (18 of 18 suggestions or

100%). The more frequent suggestions indicated that teachers need to vary the rewards given to students (5 of 18 suggestions or 28%) and need to work away from tangible rewards toward more verbal rewards (5 of 18 suggestions or 28%).

Thirteen of the total 32 respondents (41%) in the more-experienced stratum offered 13 suggestions for ways to improve instruction by basing it upon the use of incentives and rewards with students as a way to promote excellence.

The more-experienced teachers tended to direct their suggestions for improvement in this area more toward teachers (11 of 13 suggestions or 85%) than they did toward the school district (2 of 13 suggestions or 15%). The more frequent suggestions indicated that teachers need to realize that ultimately the real reward is a feeling of accomplishment, not the tangible reward itself (7 of 13 suggestions or 54%) and that they need to reward only full efforts based upon individualized goals for students (3 of 13 suggestions or 23%).

## Conclusions of This Research

Based upon the findings of the research, the following may be concluded.

1. Both less-experienced and more-experienced teachers rate the 12 characteristics and practices of effective teaching identified in this research as being more than somewhat necessary for effective instruction to take place. The

less-experienced teachers, however, rate these characteristics and practices to be more necessary (12 of 12 subsections, 100%).

2. Both less-experienced and more-experienced teachers rate their on-the-job performance, as it relates to the 12 characteristics and practices of effective teaching identified in this research, above average. The more-experienced teachers, however, tend to rate their on-the-job performance higher (10 of 12 subsections, 83%) than do the less-experienced teachers (17%).
3. The more-experienced teachers tend to more closely approximate their evaluations of the necessity of the 12 characteristics and practices for effective teaching to take place with their evaluations of their on-the-job performance (11 of 12 subsections, 92%) than do the less-experienced teachers (5 of 12 subsections, 42%).
4. The less-experienced teachers tend to feel that the key/responsibility for improvement in the areas of the 12 characteristics and practices identified for effective teaching to take place rests more with the teachers (9 of the 12 subsections, 75%, or 63% of all suggestions offered). The more-experienced teachers, however,

tend to feel that the key/responsibility for improvement rests more equally with the teachers (6 or 12 subsections, 50%, or 43% of all the suggestions offered) and with the school district (5 of 12 suggestions, 42%, or 44% of all suggestions the offered).

5. Both the more-experienced and the less-experienced teachers tended to provide the following suggestions more frequently for the improvement of instruction, based upon the identification of the 12 characteristics and practices of effective instruction.

   a. School districts need to provide teachers with more time to plan and carry out their many and various responsibilities.

   b. Teachers need to vary their expectations for student learning and behavior, grouping and individualizing for instruction as appropriate.

   c. Parents need to support and cooperate with the teachers to maintain consistent student expectations and accountability.

   d. School districts need to reduce/eliminate the number of classroom

interruptions as well as the number of administrative chores.

e. School districts need to ensure consistency across the district in regard to curriculum, discipline, teacher expectations, etc.

f. School districts need to provide teachers with smaller class sizes.

## Some Practical Implications

An examination of Tables 4.1 and 4.2 (pages 45-46) reveals that, although the less-experienced teachers rate the necessity of the 12 identified areas of effective teaching characteristics and practices (Question A) to be somewhat more important for effective instruction to take place than did the more-experienced teachers, the general consensus indicates that both the less- and the more- experienced teachers agreed that these characteristics and practices are at least more than somewhat necessary for effective instruction to take place.

This would imply for teachers and their school districts that, although the more-experienced teachers are aware of what it is that makes for effective teaching and they are possibly more realistic and accurate in their perceptions, they have a tendency to lower their ratings of the necessity of these characteristics and practices the longer they teach. While it might be concluded that teacher training institutions are doing a good job of instructing their new teachers

in teacher effectiveness, the teachers, parents, and their school districts might consider making efforts to continually and appropriately provide activities and experiences for more-experienced teachers which renew and promote understanding and a re-commitment to effectiveness.

An examination of Tables 4.1 and 4.2 reveals that, although the more-experienced teachers tended to rate their on-the-job performance higher than the less-experienced teachers, both the more- and less-experienced teachers tended to rate their on-the-job performance in the 12 areas outlining the characteristics and practices of effective instruction to be above average.

Knowing that teachers tend to feel that their on-the-job performance is above average and knowing that more-experienced teachers tend to rate their on-the-job performance even higher than less-experienced teachers, gives school districts and teacher training institutions, those which develop and provide teacher improvement programs, a point of reference. Efforts to begin to build some collegial staff improvement plans and programs must be predicated upon the fact that experience does provide teachers with perceptions which are to be considered if improvement efforts are going to continue. Motivations to become involved in realistic self-evaluation activities and subsequent self-improvement efforts should be considered also. The enlisting of more-experienced teachers to assist less-experienced teachers is yet another consideration (team teaching, mentorships, etc.).

An examination of Table 4.3 (p. 48) indicates a tendency, especially among the more-experienced teachers, to feel that they are doing a good job, particularly in those areas which they deem important. Not knowing which causes which to occur, as it is difficult to discern if teachers tend to evaluate something important because they are doing a good job in that area or if they evaluate their on-the-job performances higher because they feel that the area is important, it would be important for school districts and teacher training institutions to be aware of the relationship between the evaluation of necessity and the evaluation of performance. The ability to address both of these considerations may prove to be of value to those who seek to improve instruction.

An examination of Table 4.5 and Figure 4.1 (pp. 50, 51-53) indicates a tendency on the part of less-experienced teachers to suggest that teachers themselves need to do certain things to bring about improved instruction while the more-experienced teachers tend to suggest a more mutual responsibility belonging to both the teachers and the school district. These perceptions would certainly have ramifications for teacher training institutions and school districts. It becomes apparent that as teachers gain experience over time, they begin to look outside themselves for ways to improve their instruction. This implies that efforts by the teacher training institutions and school districts to promote effective instructional characteristics and practices must take these perceptions into consideration. Parents, too, have a responsibility to support

teachers in their efforts to provide learning opportunities for students.

An examination of Table 4.6 and Figure 4.2 (pp. 54-66, 67-69) indicates a tendency on the part of teachers to perceive that certain things need to occur in order for efforts to improve instruction to be realized. The value of considering these perceptions could be very productive. School districts, parents, and teachers bear the burden of addressing such issues as class size, cross-district consistency, reduction of interruptions and administrative chores, provisions for more planning time, expectations for learning, and mutual support and cooperation.

## Methodological Concerns

The methodology (detailed in Chapter III) utilized by this research study may have skewed the outcomes in a variety of ways.

1. Prior research studies have already established the necessity of the 12 characteristics and practices identified in this research for effective instruction to take place. Asking teachers to relate their personal feelings with regard to the necessity of the 12 characteristics and practices may be biased by this fact.
2. A Likert scale using a 1-5 rating may not provide a sufficient range to spread the ratings given by teachers. Consequently, outcomes may become

slanted more toward consensus than may actually be the case.

3. A Likert scale using a 1-5 rating for both Questions A and B, although intended to provide a means of comparison, may not be seen by respondents as providing the same intensities for both questions. Consequently, efforts to compare the responses in Questions A and B may not be as valid as indicated.
4. The identification of less- and more-experienced teachers based upon years of teaching experience does not take into consideration a variety of other factors which may also have an effect on the manner in which the respondents relate to the survey. Items not considered include age, gender, years of work experienced related or not related to teaching, educational level, years removed from formal educational training, type of classroom setting, size of district, religious or political persuasion, etc.
5. The self-evaluation and personal opinion approach, even though anonymity was guaranteed--and perhaps because of that, may cause some bias which might result in either an over- or under-estimation of the necessity of identified characteristics and

practices and of personal on-the-job performances. Suggestions for improvement may also tend to be situational, circumstantial, and biased.

## Theoretical Concerns

To determine descriptive consensus based upon personal perceptions may be fraught with pitfalls when efforts are made to generalize the outcomes.

1. Human nature being what it is would lead one to assume that certain outcomes would be considered more logical. Consequently, it is possible that the respondents may have responded more in the manner in which they felt they should than in the manner in which they actually felt.
2. The numerical ratings and written suggestions cannot sound the intensity of emotions represented by the response.
3. There would appear to be implicit in the theory and methodology that the views of less- and more-experienced teachers are static. If teachers are presumed to be dynamic and changing, then the outcomes of this research are the results of opinions from a point in time and space which is related in unknown ways to the present and the future.

4. It behooves researchers and consumers to keep in mind that any research activity must by necessity narrow its focus, both in theory and methodology. The present study attempts to examine teaching from the standpoint of narrowly defined characteristics and practices, by means of comparative analysis of the individual perceptions of two narrowly defined strata. Thus the outcomes of this study are to be credited and limited to the peculiar limitations of its theory and methodology.

## Directions for Future Research

Future research might investigate a number of areas.

1. Research could be replicated in a different geographical area to test the reliability of its findings.
2. Research could expand the rating scale in an effort to more accurately determine the consensus tendencies.
3. Research could require greater specificity. In Question C, for example, "with whom" does the responsibility for improving instruction, based upon the subsection under consideration, rest? teachers? the school district? teacher training institutions? parents? students? others? In

addition, one could ask "What has to be done by the group assigned the responsibility?" in order for teachers to be able to do an even better job in the subsection under consideration. By so doing, responses can be assigned to their appropriate categories with less need for researcher interpretation.

4. Research could take into consideration more contemporary research and make efforts to include/exclude those factors which presently are determined to be the characteristics and practices of effective instruction.

5. Research could consider the more tangible factors of the age of a respondent, level of education, grade level of the present instructional assignment, years taught at the level of the present instructional assignment, prior experience not related to the present teaching assignment, etc.

6. Research could provide statistical data which refines and focuses the suggestions offered in Question C. Such efforts may prove to be worthwhile in providing information which is useful when intending to improve and enhance instruction in elementary schools.

7. Research could be replicated at the secondary level. Such an effort would provide some comparative data as well as highlight common understandings and perceptions for instructional improvements.
8. Research could involve the identification of teachers with multi-years of teaching experience. It might prove to be beneficial and informative to address those teachers with 20, 30, or 40 years of teaching experience for the sake of comparative data.

# APPENDICES

# APPENDIX A

## LETTER TO RESPONDENTS

SCHOOL DISTRICT OF THE CITY OF HOLLAND
HOLLAND, MICHIGAN
49423

DENNIS VAN HAITSMA
PRINCIPAL

HOLLAND HEIGHTS SCHOOL
856 E. 12TH STREET

Dear

Today, I spoke with you regarding my efforts to secure your permission to have the Ottawa Area Intermediate Office release to me the Teacher Preparation and Certification Services Report for the 1985-86 school year.

As I explained, I am in the process of working on my doctoral dissertation which requires me to identify "years of teaching experience" for elementary school teachers in Ottawa County. This report contains this information. I have subsequently been instructed by the IDS office to secure written permission to permit the release of this report. Your signature will permit the release of this information which I intend to use solely to identify and stratify elementary school teachers into one of two strata--namely, those who have taught 0-3 years and those who have taught 10+ years. It is further assumed that your signature will give me permission to conduct this survey in your school district should any of your teachers be randomly selected and should they consent to become involved.

Should you have additional questions or need further clarification, please feel free to call me at 392-3085.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Yes, I grant permission to the Ottawa Area Intermediate District to release the Teacher Preparation and Certification Services Report of 1985-86 to Dennis Van Haitsma to be used to assist him in the development of a doctoral study.

_____ _____

Signature of Superintendent Date

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

For your convenience, I have enclosed a self-addressed stamped envelope in which to return your indication of permission.

Thank you so much for your understanding and cooperation!

Respectfully,

Dennis Van Haitsma, 4/19/86

# APPENDIX B

# SURVEY QUESTIONNAIRE

THE SURVEY QUESTIONNAIRE
(Printed here in condensed form)

Much has and is being written today about effective teaching and those schools in which it occurs. As an aspiring educator, I am, as I am sure you are, interested in learning all I can about both. The intent of this study is to further the understanding of this process called teaching.

Earlier you received a telephone call from me briefly introducing myself and describing my attempt to address the areas identified in the effective teaching research.

I have summarized my investigations of the literature concerning the effective teaching research in accordance with the format presented by R. E. Blum. Identified below are 12 categories of teaching characteristics and practices.

Please answer the general questions on this page, read through these subsections and their subsequent explanations, and respond to the three questions which follow each subsection. In responding to question three of each subsection, feel free to use words/phrases as well as sentences/paragraphs.

Please be assured, as per our telephone conversation, that your participation is voluntary and that there is no penalty for your failure to participate and/or your failure to complete the questionnaire once you have started. All responses are made anonymously, and your honest is requested.

General Questions

1. Counting this year, I have _____ years of teaching experience.

2. I am presently teaching (circle appropriate grade level(s)):

   Kng. 1st 2nd 3rd 4th 5th 6th Other

   Please explain other:

3. My present level of education is (please check appropriate educational level and indicate approximate additional hours):

| | | | |
|---|---|---|---|
| BA/BS | _____ | plus _____ | hours |
| MA/MS | _____ | plus _____ | hours |
| EdS | _____ | plus _____ | hours |
| PhD/EdD | _____ | plus _____ | hours |

Other (please explain):

Subsection 1

> Instruction in order to accomplish the goals of the institution must be guided by a curriculum which is planned and organized. The curriculum must include learning goals and objectives which have been developed and prioritized in accordance with the district and building guidelines and which have been selected and/or approved by teachers.

**EXPLANATION**: The teacher provides the type of instruction which successfully delivers the curriculum. The teacher knows where s/he fits in the curriculum structure--the assignment, as well as the priorities within it. If the scope and sequence is not already provided within the curriculum structure, the teacher is capable of sequencing the goals of instruction in such a manner as to facilitate student learning by means of organized and/or grouped units and lessons. The teacher identifies the instructional resources as her/his disposal as well as a variety of teaching activities and matches these to the objectives and the students' developmental levels. These are recorded in the daily lesson plans. For priority objectives, additional/alternative resources and/or activities are identified and utilized if the situation demands. The teacher realizes that no one particular resource or activity has inherent value in all settings but, rather, the worth of any resource or activity must be determined in each instructional setting. The teacher reviews and evaluates all resources and activities for content and appropriateness. This self-evaluation often leads to modifications based on the teacher's experiences resulting in an increase in her/his effectiveness in helping students learn.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #1 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #1.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #1 if only . . . .

Subsection 2

Expectations for student learning are high.

**EXPLANATION**: The teacher sets high standards for learning and lets her/his students know they are all expected to meet them. The teacher sets these standards in accordance with the overall goals of the institution. They are challenging and at the same time attainable. No student is expected to fall below the level of learning needed to be successful at the next level of education. Consequently, the teacher expects students to do well on tests and earn good grades. The teacher consistently sets and maintains quality standards for academic work and is adept at recognizing conditions which impede or enhance the realization of these expectations. The teacher's belief, that her/his students can learn and if they do not then the failure lies in the deficiencies of the instructional approach, is an essential ingredient in attaining the goals of the institution. This belief that instructional effectiveness lies at the heart of student effectiveness would suggest that the teacher not only maintains high expectations for her/his students, but also maintains high expectations for the instructional program as well. More specifically, the teacher is convinced that instructional programs can be improved.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #2 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #2.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #2 if only . . . .

Subsection 3

In order to learn at top efficiency, students must be carefully oriented to their lessons.

**EXPLANATION**: The teacher helps students get ready to learn. The teacher does this by explaining lesson objectives in simple, everyday language and referring to them throughout the lessons in order to maintain focus. The teacher posts and/or hands out copies of the objectives to let the students know in advance what is expected of them and to assist them in maintaining a sense of direction. Periodic and systematic checks are made to determine whether or not the objectives are being understood by students. The teacher points out the relationship of a current lesson to previous studies and reminds students of key concepts or skills previously covered. The teacher challenges her/his students to learn, particularly at the start of difficult lessons. The students know in advance what it is they are expected to learn.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #3 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #3.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #3 if only . . . .

Subsection 4

Instruction which is clear and focused maximizes the students' capabilities to master the goals of the institution.

**EXPLANATION**: The teacher previews her/his lesson activities, gives clear verbal and written directions, highlights and repeats key points and instructions, and checks for student understanding. More specifically, her/his presentations, such as lectures or demonstrations, are designed to communicate clearly to students, avoiding digressions whenever possible. Once new concepts and skills have been introduced, the teacher checks students' understanding by asking them clear questions, making sure that all students have a chance to respond. Then the teacher provides them with plenty of opportunity for guided and independent practice. This practice and other specific academic tasks the teacher selects are well matched to the lesson content so student success rate is high. Seatwork assignments also provide variety and challenge. Homework is a part of the teacher's vocabulary. Homework is assigned which can be completed successfully. It is typically in small increments and provides additional practice with content covered in class. All homework is checked and students are given quick feedback. The teacher communicates with parents concerning homework and its importance. Often the teacher is able to provide parents with tips on how to best help their students and as a result is able to keep both of them involved in learning.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #4 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #4.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #4 if only . . . .

Subsection 5

To ensure the effectiveness of instruction, learning progress is monitored closely.

**EXPLANATION**: The teacher frequently monitors her/his students' learning progress doing so both formally and informally. It is understood that all students in her/his classroom are accountable for their academic work. The teacher uses test results, grade reports, attendance records, and other methods to spot potential problems. The teacher's knowledge and use of test development techniques provide valid, reliable assessment instructions which match the assessment of her/his students' performance with learning objectives. These assessments done routinely make checking her/his students' progress easier and more efficient. The teacher provides her/his students with quick feedback reports which are tied to the learning objectives and does so in a clear and simple manner so as to help them understand and correct their errors. The teacher, in turn, uses the assessment reports not only to evaluate her/his students, but also for instructional diagnoses and to find out if her/his teaching methods are working. The teacher is willing and able to explore alternatives in her/his presentation in order to meet any identified needs.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #5 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #5.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #5 if only . . . .

Subsection 6

When students do not understand, they are retaught.

**EXPLANATION:** The teacher introduces new material as quickly as possible at the beginning of the year, with a minimum review or reteaching of previous content. The teacher thoroughly but quickly reviews key prerequisite concepts and skills. Priority lesson content is assessed and retaught until students show that they have learned it. To accomplish this the teacher utilizes alternative grouping techniques and a variety of instructional resources and teaching activities. To ensure and strengthen her/his students' retention, regular, focused reviews of key concepts and skills are used throughout the year.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #6 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #6.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #6 if only . . . .

Subsection 7

**Class time is used for learning.**

**EXPLANATION:** The teacher follows a system of priorities for using class time and allocated time for each subject or lesson. The teacher concentrates on using class time for learning and spends very little time on non-learning activities. Whenever and as often as possible, the teacher schedules her/his day so as to avoid disruption of the learning time. By setting and maintaining a brisk pace for instruction that remains consistent with thorough learning, by introducing new objectives as quickly as possible and by providing clear start and stop cues. The teacher is able to pace the lessons according to specific time targets, thereby narrowing the gap between allocated time (the amount of time administratively set aside for instruction in the various disciplines) and engaged time (the amount of time students actually spend working on assigned tasks at the appropriate difficulty level). The teacher also encourages her/his students to pace themselves. If they are unable to complete their work during class time, the teacher provides extra learning time for those students who want/need it. The teacher also provides and/or makes a provision for her/his students to get extra help outside of regular school hours.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #7 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #7.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #7 if only . . . .

Subsection 8

Classroom routines are such that the operation is smooth, efficient, consistent, and purposeful.

**EXPLANATION**: The teacher begins her/his classes quickly and purposefully. Her/His materials and supplies, assignments and activities are ready for students when they arrive. The students know to bring the materials they need to class each day and what to do with them. The teacher handles the administrative matters quickly, and efficient routines keep class disruptions to a minimum. Transitions between activities throughout the day are rapid and smooth.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #8 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #8.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #8 if only . . . .

Subsection 9

The composition of the instructional group in the classroom is formed to fit the particular instructional needs of the situation.

**EXPLANATION**: When introducing new concepts and skills, the teacher actively leads whole-group instruction. Smaller groups are formed within the classroom as needed to make sure all students learn thoroughly, especially during instruction and reteaching aimed at priority objectives. The teacher properly places students according

to their individual achievement, avoiding underplacement. The teacher constantly reviews and adjusts these groupings, moving students when their achievement level changes.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #9 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #9.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #9 if only . . . .

Subsection 10

The standards for classroom behavior are explicit, firm, and consistent.

**EXPLANATION:** The teacher lets students know that there are high standards of behavior in her/his classroom. These standards are consistent with or identical to the building codes of conduct which specify acceptable student behavior, discipline procedures, and consequences. These codes of conduct are not only taught and reviewed in the classroom from the beginning of the year, they are also known by the parents of students. Consistent, equitable discipline is applied for all students. The teacher stops disruptions quickly, taking care to avoid disrupting the whole class. The teacher carries out the discipline procedures quickly and clearly links the discipline to the student's inappropriate behavior. In every disciplinary action, the teacher tells the student why s/he is being disciplined, in terms of the code of conduct, and then administers discipline in a neutral, matter-of-fact way, being most careful to focus on the student's behavior, not on personality.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #10 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #10.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #10 if only . . . .

Subsection 11

The personal interactions between teachers and students are positive.

**EXPLANATION:** The teacher pays attention to her/his students' interests, problems, and accomplishments in social interactions, both in and out of the classroom. The teacher makes sure s/he lets students know that s/he really cares. Frequently, the teacher goes beyond content definitions of curriculum to stress values, respect for others, and learning how to learn. The teacher permits and encourages her/his students to develop a sense of responsibility and self-reliance. Older students in particular are given opportunities to take responsibility for school-related matters and to participate in making decisions about important school issues.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #11 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #11.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #11 if only . . . .

Subsection 12

Incentives and rewards are used with students to promote excellence.

**EXPLANATION**: The teacher defines excellence by objective standards, not by peer comparison. The teacher recognizes excellence and maintains a system set up in her/his classroom for frequent and consistent rewards to students for academic achievement and excellent behavior. The requirements for rewards are clear and procedures are explicit and known by all students. The teacher's rewards are appropriate to the developmental level of the students and, consequently, they appeal to them. The teacher sets rewards at several different levels of performance, thus providing all students with opportunities for success and recognition. However, rewards are related to specific student achievement. Some rewards may be presented publicly, some privately. Some are presented immediately, some are delayed to teach persistence. Above all, parents are told about their students' successes and requested to help them keep working toward excellence.

(Circle the number on the scale below which most closely represents your thinking.)

A. I personally think that the area outlined in subsection #12 is

| very necessary | | somewhat necessary | | not necessary |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

for effective teaching to take place.

B. Where I am right now in terms of my own teaching experience, I personally think I do a

| very good job | | average job | | poor job |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |

of following the suggestions outlined in subsection #12.

C. I personally think that teachers would be able to do an even better job of following the suggestions outlined in subsection #12 if only . . . .

**Y O U  A R E  F I N I S H E D ! ! ! !**

**IF YOU HAVE A QUESTION OR ARE IN NEED OF CLARIFICATION, PLEASE FEEL FREE TO CALL 616/335-8795 COLLECT AFTER 5:00 P.M. I HAVE ENCLOSED A SELF-ADDRESSED, STAMPED ENVELOPE IN WHICH TO RETURN THE QUESTIONNAIRE.**

**T H A N K  Y O U  S O  V E R Y  M U C H**
**F O R  F I L L I N G  O U T  T H I S**
**Q U E S T I O N N A I R E ! !**

**Please complete and return by:**

If you are interested in receiving a summary of the findings of this research project, please place the enclosed post card in the mail, indicating your interest. I will see that you get a summary.

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